



## Early American Novel: Exploring the emergence of a genre



**EARLY AMERICAN NOVEL**  
Exploring the Emergence of a Genre

This series of lessons was designed to meet the needs of gifted children for extension beyond the standard curriculum with the greatest ease of use for the educator. The lessons may be given to the students for individual self-guided work, or they may be taught in a classroom or a home-school setting. This particular lesson plan is primarily effective in a classroom setting. Assessment strategies and rubrics are included. The lessons were developed by Lisa Van Gemert, M.Ed.T., the Mensa Foundation's Gifted Children Specialist.

### Introduction

This unit explores the novel genre itself, as well as the epistolary form. It focuses on the Early American Novel, taking as its basis Hannah Webster Foster's *The Coquette*. As this topic is generally neglected in textbooks, this unit creates a useful introduction to American Literature that compliments the non-fiction and short story pieces normally found in the curricular resources.

#### Learning Objectives

The learner will:

- Manipulate and extend the text through authentic products
- Demonstrate knowledge and understanding through the use of traditional assessment and creative writing
- Read varied sources of text
- Analyze the relevance of setting and time to the meaning of the text
- Use text elements to defend responses
- Connect literature to historical context

Students will need access to the novel *The Coquette*, which is available for free download in e-book form at [gutenberg.org/ebooks/12431](http://gutenberg.org/ebooks/12431).

This lesson plan is also conducive to cross-curricular activities with sociology (women's roles), history (post-revolutionary America), and geography (Eastern United States). Within the ELA content, it could be effectively paired with a reading of Chopin's *The Awakening*, or, for more struggling readers, *The Witch of Blackbird Pond* by Elizabeth George Speare.

Works used in the development of this lesson plan include:

Campbell, Donna M. "The Early American Novel: Introductory Notes." *Literary Movements*. Date of publication 4 January 2004. <<http://www.gonzaga.edu/faculty/campbell/enl311/earamnov.htm>>.

Brown, William Hill and Hannah Webster Foster. *The Power of Sympathy and The Coquette*. New York: Penguin, 1996.

Gies, Frances and Joseph. *Women in the Middle Ages*. New York: HarperPerennial, 1978. 27-36.

Davidson, Cathy N. *Revolution and the Word: The Rise of the Novel in America*. New York: Oxford University Press, 1986.

Smith-Rosenberg, Carroll. "Domesticating 'Virtue': Coquettes and Revolutionaries in Young America". *Literature and the Body*. Baltimore: The Johns Hopkins University Press, 1988. 160-83.



## Part I: The novel

View the SlideShare “A Novel Idea: An Introduction to the Novel, the Early American Novel, and The Coquette” at [bit.ly/novel-idea](http://bit.ly/novel-idea). Take this short quiz over the material:

**A Novel Idea Quiz:** This quiz will begin with some baseline questions about what you learned about the actual content. Check your answers after the first five questions. If you didn’t get them all correct, go back and review the slidedeck again. If you did get them correct, move on to the higher level questions (questions 6-10).

### 1. What generalization could you make about the novel form?

- a. Novels can be fact or fiction, long or short. What’s important is that they tell a story.
- b. Length does not matter, but to be a novel a story must be fiction.
- c. Novels should be longer than short stories, fiction, and be character- and story-based.
- d. The form of the novel has always been popular and considered advantageous to read.
- e. The definition of a novel is left to the author, so a shorter piece, even in poetic form or factual can be called a novel if the author decides it is so.

### 2. The four types of novels common in Early American literature are

- a. Picaresque, Seduction, Gothic, Native American
- b. Sentimental, Picaresque, Gothic, Frontier
- c. Frontier, Seduction, Pictorial, Gothic
- d. Gothic, Frontier, Seduction, Sentimental
- e. Sentimental, Gothic, Frontier, Seduction

### 3. Which of the following BEST describes the epistolary novel form?

- a. Based on letters between people, the epistolary novel takes place over a long period of time.
- b. Epistolary novels involve letters or diary entries, and often feature long sections of prose in between the letters and entries.
- c. The term “epistolary” refers to a novel based on distinct episodes in the life of the protagonist.
- d. Epistolary novels are those based on real letters that the novelist turns into a story.
- e. Epistolary novels are based on letters between people and were a popular form of writing in Early American fiction.

### 4. How did the novel emerge as a literary form?

- a. It grew out of the tradition of historical drama that arose out of nationalistic forces.
- b. Evolving over a long period of time, the novel has its roots in many other styles of writing, including epic poems and romantic tales and legends.
- c. Novels emerged in France in the early 1600s as a reaction to royal rule and control over more popular forms of writing.
- d. Novels developed in response to the desire of a new reading class for stories that were not based on factual characters.
- e. The church initiated the writing of novels as a more palatable method of sharing moral stories than the scriptures.



**5. The first American novel should have the following trait(s) among others:**

- a. Written by an American or someone of American ancestry
- b. Focused on the historical connection between the United States and Britain
- c. Set in either America, Canada, Mexico, or Great Britain
- d. Written by an American and published in America
- e. Be published by the author

**Check your answers before proceeding.**

**6. Paraphrase the plot of *The Coquette* in your own words, using fewer than 40 words.**

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**7. Describe what it takes to be a novel, identifying at least three features of the form. Explain it as you would to someone who is 5 years old.**

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**8. Predict how this story would end, assuming it is a seduction novel: Sue meets Bob. Bob is a nice guy on the outside, but inside he is up to no good. He convinces Sue to run away with him.**

She \_\_\_\_\_ and then \_\_\_\_\_.

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**9. Create an acrostic poem using the word “novel” as shown below, incorporating at least seven ideas from the material in the slidedeck into the poem into the five lines. If you are unfamiliar with this, see below for an example using the word “nation.”**

**N** \_\_\_\_\_

**O** \_\_\_\_\_

**V** \_\_\_\_\_

**E** \_\_\_\_\_

**L** \_\_\_\_\_

Example:

**N**amed after the area or people within it

**A**lways has some cohesion or connection among its members

**T**ime sometimes changes the people who identify themselves as a nation or the state to which the nation belongs

**I**ndependent of formally recognized borders

**O**ften confused with the term “country” or “state”

**N**ot able to be easily dissolved by force

**10. Write your own three-question quiz over the material you learned. You should have two multiple choice questions and one short answer question. Your multiple choice questions must have at least four answer choices. Your short answer question should not be a factual question, but should require thinking. Provide an answer key.**



## Part II: Letters I - XXX

American historian Barbara Tuchman said, "Books are the carriers of civilization." In what way is this true? How can a book carry civilization? To answer this fully, think about what comprises a civilization. If a book is a sort of time capsule, what kinds of information does it convey? Write a fully developed paragraph responding to this idea. Feel free to use an example of how a book you have read before is a "carrier of civilization."

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### RUBRIC FOR WRITTEN RESPONSE

CRITERION	OUTSTANDING	MEETS EXPECTATIONS	EMERGING
<b>Overall assessment</b>	Work is distinguished by its completeness, thoroughness, originality or special insights. <b>10 9 8</b>	Meets all of the basic requirements of the assignment. Level of work is best characterized as solid and well thought out. <b>7 6 5 4</b>	Work does not meet the minimum standards of expected level of scholarship. <b>3 2 1</b>
<b>Organization</b>	The writing is clear, logical and internally consistent. <b>5 4</b>	Writing is generally clear and consistent. <b>3 2</b>	No clear organization is evident. <b>1</b>
<b>Grammar and mechanics</b>	Spelling and grammar are accurate. <b>5 4</b>	Spelling and grammar are mostly accurate. <b>3 2</b>	Multiple grammatical errors. <b>1</b>
<b>TOTAL</b>			

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1. Read *The Coquette* through Letter XXX. In a well-formed paragraph, please respond to the following question: What is the central conflict in *The Coquette*? Support your answer with evidence from the text.

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**RUBRIC FOR QUOTE RESPONSE**

CRITERION	OUTSTANDING	MEETS EXPECTATIONS	EMERGING
<b>Content core</b>	The prompt is clearly addressed, demonstrating an ability to apply knowledge of the literary element to text in a way that is exemplary, creative in thought or insightful. <b>10 9 8</b>	The prompt is clearly addressed, demonstrating an ability to apply knowledge of the literary element to text. <b>7 6 5 4</b>	Work does not meet the minimum standards of expected level of scholarship. <b>3 2 1</b>
<b>Textual support</b>	The textual support illustrates the point made and demonstrates an understanding and thorough reading of the text in a way that is exemplary, creative in thought or insightful. <b>10 9 8</b>	The textual support illustrates the point made and demonstrates a thorough reading of the text. <b>7 6 5 4</b>	The textual support is weak, disconnected from the point being made, and/or does not demonstrate reading/understanding of the text. <b>3 2</b>
<b>Grammar and mechanics</b>	Spelling and grammar are accurate. <b>5 4</b>	Spelling and grammar are mostly accurate. <b>3 2</b>	Multiple grammatical errors interfere with the efficacy of the argument. <b>1</b>
<b>TOTAL</b>			

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## 2. Textual Scavenger Hunt for Letters I - XXX

**Letter I:** Where can you find an example of foreshadowing in the second paragraph?

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**Letter II:** Find Eliza's views on coquettes in reference to herself and describe them.

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**Letter IV:** How does Foster give insight into Eliza's character through Boyer's description? How reliable do you think he is?

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**Letter V:** Find Lucy's warning to Eliza.

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**Letter VI:** In this letter, we get our first introduction to Sanford, and then to the Richmans and their happy marriage. Describe the juxtaposition of these two and how that is foreshadowing. Discuss the imagery of the name "Rich-man."

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**Letter VIII:** Describe Sanford's initial impressions of Eliza. Analyze his intent towards her.

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**Letter IX:** What are other people's impressions of Sanford?

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**Letter XII:** Compare what Eliza's friends want for her with what she wants for herself.

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**Letter XIII:** Find the warning and analyze whether you think it is good advice or not.

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**Letter XIV:** What do you think is holding Eliza back from Boyer?

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**Letter XVII:** Do you agree with Boyer's opinion of his success? How do you see Boyer? Do you like him?

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**3. John Donne said, "More than kisses, letters mingle souls." In what way do letters mingle souls? Based on your reading so far, are the letters in *The Coquette* mingling the souls of the writers? How else can people mingle their souls? Please write a fully developed paragraph responding to these questions.**

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**RUBRIC FOR QUOTE RESPONSE**

CRITERION	OUTSTANDING	MEETS EXPECTATIONS	EMERGING
<b>Content core</b>	The prompt is clearly addressed, demonstrating an ability to apply knowledge of the literary element to text in a way that is exemplary, creative in thought or insightful. <b>10 9 8</b>	The prompt is clearly addressed, demonstrating an ability to apply knowledge of the literary element to text. <b>7 6 5 4</b>	Work does not meet the minimum standards of expected level of scholarship. <b>3 2 1</b>
<b>Textual support</b>	The textual support illustrates the point made and demonstrates an understanding and thorough reading of the text in a way that is exemplary, creative in thought or insightful. <b>10 9 8</b>	The textual support illustrates the point made and demonstrates a thorough reading of the text. <b>7 6 5 4</b>	The textual support is weak, disconnected from the point being made, and/or does not demonstrate reading/understanding of the text. <b>3 2</b>
<b>Grammar and mechanics</b>	Spelling and grammar are accurate. <b>5 4</b>	Spelling and grammar are mostly accurate. <b>3 2</b>	Multiple grammatical errors interfere with the efficacy of the argument. <b>1</b>
<b>TOTAL</b>			

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## Part III: Projects, Part 1

Read through the project choices and select two. Look through the rubrics before you decide which projects to choose.

**Project 1:** Imagine that you are Hannah Webster Foster’s publisher and that the title *The Coquette* has recently been taken by another author. Do the following:

- Create a different title for the book and write a short letter to Ms. Foster explaining why you have chosen this title.
- Create a poster advertising the book, including the title in a prominent place.

### PROJECT 1 RUBRIC (NEW TITLE AND POSTER)

CATEGORY	SCHOLAR POINTS AVAILABLE	EXCELLENT 10 9 8 7	MEETS EXPECTATIONS 7 6 5	EMERGING 4 3 2 1
<b>Letter to Ms. Foster</b>	Letter is neatly handwritten and includes a logo of the publisher at the top.	Letter is written in appropriate style for the period (no modern phrases or slang) and includes the reason for the change and presents the new title.	Letter is written in appropriate style for the period (no modern phrases or slang) and includes the reason for the change and presents the new title.	Letter is not appropriately written for the time period/does not include required elements.
<b>Poster</b>	The poster’s design is flawless and at a virtually professional level.	The quality of workmanship is exceedingly fine, with clever wording and graphics.	The quality of the workmanship is acceptable.	The quality of the workmanship is lacking or haphazard and/or missing elements.
<b>Title choice</b>	The new title contains a pun or allusion.	The new title demonstrates understanding of the novel’s core ideas.	The new title makes sense, but does not demonstrate an insight into the themes or core ideas of the novel.	The new title bears little or no relation to the ideas or themes of the novel.

SCORE: \_\_\_\_/30 + scholar points \_\_\_\_ for a total of \_\_\_\_



**Project 2:** Create voice mail messages for Sanford, Eliza, Boyer and Lucy. Each message should convey something about the character. Each message should be about thirty seconds in length and should show unity of idea among them.

**PROJECT 2 RUBRIC (VOICE MAIL MESSAGES)**

<b>CATEGORY</b>	<b>SCHOLAR POINTS AVAILABLE</b>	<b>EXCELLENT 10 9 8 7</b>	<b>MEETS EXPECTATIONS 7 6 5</b>	<b>EMERGING 4 3 2 1</b>
<b>Messages</b>	Messages contain allusion or reference to other literary works or to specific instances with the novel or include appropriate background music.	All three messages demonstrate an insight into the characters. All messages are the appropriate length.	Messages are complete for all three characters and are of appropriate length.	Messages missing/too short/too generic.
<b>Creativity</b>	Different voices are used for each of the messages, with the voices conveying some unique quality of the character.	The messages show evidence of creativity in their construction through the use of rhyme, literary device or other quality.	Creativity is evident, but not particularly strong.	Product lacks creativity, is mundane or does not extend beyond the typical.
<b>Unity</b>		All three messages have a central theme that unifies and aligns them.	Two messages have a commonality that aligns and unifies them.	There is no connection among the messages; they are disjointed or otherwise connected.
<b>SCORE: ____/30 + scholar points ____ for a total of ____</b>				



**Project 3:** Write a letter of advice from Lucy to Boyer about how to win Eliza’s heart. Produce two separate letters, one written in the style of the novel (archaic language), and one should be written as if she were writing today (slangy, casual language).

**PROJECT 3 RUBRIC (LETTERS OF ADVICE)**

CATEGORY	SCHOLAR POINTS AVAILABLE	EXCELLENT	MEETS EXPECTATIONS	EMERGING
		10 9 8 7	7 6 5	4 3 2 1
<b>Letter to Boyer in novel’s style</b>	Letter is neatly handwritten on paper designed to look old.	Letter is written in appropriate style for the novel (no modern phrases or slang) and is at least 300 words in length.	Letter is written in appropriate style for the novel (no modern phrases or slang) and is at least 200 words in length.	Letter is not appropriately written for the time period/does not include required elements/is too brief.
<b>Letter to Boyer in modern style</b>	Letter is neatly handwritten on paper designed to look modern.	Letter is written in appropriate style for modern times and is at least 300 words in length.	Letter is written in appropriate style for modern times and is at least 200 words in length.	Letter is not appropriately written for modern times/does not include required elements/is too brief.
<b>Quality of advice</b>	The advice is unique or insightful in an appropriate way.	The advice is quality advice designed to show an understanding of the novel’s themes & ideas.	The advice is adequate but not particularly relevant or unique to the situation.	The advice bears little or no relation to the ideas or themes of the novel.
<b>SCORE: ____/30 + scholar points ____ for a total of ____</b>				

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**Project 4:** Create a report by a private investigator hired by Boyer to track Sanford. Where does he go? What does he do? Create a 48-hour log of his activities and draw (school-appropriate) pictures or find copy-right/royalty free images to go with the at least three of the entries. If you use images, you must cite them.

**PROJECT 4 RUBRIC (PRIVATE INVESTIGATOR REPORT)**

CATEGORY	SCHOLAR POINTS AVAILABLE	EXCELLENT	MEETS EXPECTATIONS	EMERGING
<b>Report</b>	Entries contain allusion or reference to actual events in the novel; the report is presented creatively with a cover and graphic design.	<b>20-16</b> Report includes full log of activities, with at least 20 entries over the time period. The entries are sufficiently detailed and demonstrate an understanding of and insight into the character.	<b>15-9</b> Report includes full log of activities, with at least 15 entries over the time period. The entries are somewhat detailed and reasonable.	<b>8-1</b> Entries are too short/too generic.
<b>Accompanying images</b>	The visuals reflect the novel's time period in dress/style or are creative in an unexpected level of quality.	<b>10 9 8</b> Visuals add to the overall presentation and are either created in a quality way or are cited properly.	<b>7 6 5</b> The visuals match the overall presentation and are properly cited if not self-created.	<b>4 3 2 1</b> There is little or no connection between the images and the entries; they are incorrectly titled or are not at the level expected.
<b>SCORE: ____/30 + scholar points ____ for a total of ____</b>				



## Part IV: Conclusion of novel

### 1. Complete the novel (through letter LXXIV).

a. Czech writer Milan Kundera said, "The novel's essence is in complexity. Every novel says to the reader 'Things are not as simple as you think.' " In what way does this apply to the situation in *The Coquette*? What (or who) is more complicated than it seems? Please respond in a well-developed paragraph.

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**b.** Think of a song you know that would be a good theme song for one of the main characters in the novel. Copy the lyrics (citing your source – website, CD insert, etc.) and then write a well-developed paragraph explaining why this particular song would be an appropriate theme song for the character. How does the song relate to the character? Does it reflect the characters actions toward others? His or her hopes and dreams? His or her past or future?

**Lyrics:**

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c. The British Poet W.H. Auden said, "Some books are undeservedly forgotten; none are undeservedly remembered." The novel that you have just read had been largely "forgotten" for nearly a century. Do you think it deserves to be remembered? Please respond in a well-developed paragraph

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**RUBRIC FOR EACH OF THE THREE PRECEDING TASKS**

CRITERION	OUTSTANDING	MEETS EXPECTATIONS	EMERGING
<b>Overall assessment</b>	Work is distinguished by its completeness, thoroughness, originality or special insights. <b>10 9 8</b>	Meets all of the basic requirements of the assignment. Level of work is best characterized as solid and well thought-out. <b>7 6 5 4</b>	Work does not meet the minimum standards of expected level of scholarship. <b>3 2 1</b>
<b>Organization</b>	The writing is clear, logical and internally consistent. <b>5 4</b>	Writing is generally clear and consistent. <b>3 2</b>	No clear organization is evident. <b>1</b>
<b>Grammar and mechanics</b>	Spelling and grammar are accurate. <b>5 4</b>	Spelling and grammar are mostly accurate. <b>3 2</b>	Multiple grammatical errors. <b>1</b>
<b>TOTAL</b>			

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## Part V: Projects, Part 2

Read through the project choices and select two, one from Projects 1 or 2, and one from Projects 3 or 4. Look through the rubrics before you decide which projects to choose.

**Project 1:** Read the information about Hannah Webster Foster in the article below. Prepare a three-minute newscast discussing her life as if you were reporting that a famous American author had just died. Feel free to create fake “interviews” with people who knew her. Prepare either a full script or a video.

### Hannah Webster Foster

(1758-1840)

Born in Salisbury, Massachusetts, the eldest daughter of Hannah Wainwright and Grant Webster, a prosperous merchant, Hannah Webster began life in comfortable surroundings. Her mother died in 1762, and it is likely that Hannah Webster was then enrolled in an academy for young women, somewhat like the one she later described in *The Boarding School*; or, *Lessons of a Preceptress to Her Pupils* (1798). The wide range of historical and literary allusions included in her works reflects an excellent education. By 1771 the young woman was living in Boston, where she began writing political articles for local newspapers. Her publications attracted the attention of John Foster, a graduate of Dartmouth, whom she married on April 7, 1785. The couple lived in Brighton, Massachusetts, where John Foster served as a pastor until his retirement in 1827.

Before she reached her tenth year of marriage, Foster bore six children. A year after the birth of her last child, she completed *The Coquette*, and the following year, *The Boarding School*. Thereafter, she returned to newspaper writing and devoted herself to encouraging young writers. When John Foster died in 1829, Foster moved to Montreal to be with her daughters Harriet Vaughan Cheney and Eliza Lanesford Cushing, both of whom were also writers.

*The Coquette* follows the epistolary tradition first used by Samuel Richardson in his novel *Pamela* (1740). The story of Eliza Wharton’s temptation, seduction, distress, and doom is revealed in letters between friends and confidants. Eliza Wharton falls victim to the rake, Peter Sanford, referred to as “a second Lovelace” — an allusion to the seducer in Richardson’s second novel, *Clarissa Harlowe* (1747–1748). Like the heroines of countless novels, Eliza dies in childbirth. Yet unlike those countless novels, *The Coquette* offers characters torn between love and their own worldly ambitions, between virtue and vice.

*Lucy M. Freibert*

*University of Louisville*

[college.hmco.com/english/lauter/heath/4e/students/author\\_pages/eighteenth/foster\\_ha.html](http://college.hmco.com/english/lauter/heath/4e/students/author_pages/eighteenth/foster_ha.html)



**PROJECT 1 RUBRIC (NEWSCAST)**

<b>CATEGORY</b>	<b>SCHOLAR POINTS AVAILABLE</b>	<b>EXCELLENT 10 9 8 7</b>	<b>MEETS EXPECTATIONS 7 6 5</b>	<b>EMERGING 4 3 2 1</b>
<b>Newscast content</b>	Content includes some unexpectedly creative element that is in keeping with the assignment yet adds to the quality of it.	The quality of the content is exceedingly fine, with elegant use of the language and variety of presentation elements, and it accurately reflects information.	The quality of the content is acceptable, with appropriate use of the language, necessary presentation elements and accurate reflection of information.	The quality of the content is mediocre or poor, with below expected use of the language, missing presentation elements or less than accurate reflection of information.
<b>Presentation and design</b>	A video is created that is flawless and at a virtually professional level.	The quality of the script and/or video is exceedingly fine, with elegant use of language and a variety of presentation elements.	The quality of the workmanship is acceptable.	The quality of the workmanship is lacking or haphazard and/or missing elements.
<b>SCORE: ____/20 + scholar points ____ for a total of ____</b>				



**Project 2:** Create a list of awards like you'd find in a high school yearbook for the characters in the novel. They should begin with phrases such as "Most Likely to ...". For example, if I were creating an award for some celebrities, I could say something like, "Most Likely to Divorce Quickly and Keep all the Presents." Create awards for at least four characters and explain why the character has earned that particular award. Create a script for the presentation, selecting real celebrities to act as presenters. You may record the presentation for scholar points

PROJECT 2 RUBRIC (AWARDS)				
CATEGORY	SCHOLAR POINTS AVAILABLE	EXCELLENT 10 9 8 7	MEETS EXPECTATIONS 7 6 5	EMERGING 4 3 2 1
Award categories	More than four categories or exceptionally creative categories.	At least four categories, all of which show a strong understanding of the characters.	At least four categories, all of which show an understanding of the characters.	Fewer than four categories or categories that show weak or undeveloped understanding of the characters.
Script	Recorded in a quality manner.	The script is full and complete, with meaningful selection of presenters. It is highly creative with puns, allusion or other literary devices that make the script effective and interesting.	The script is complete and celebrity presenters are indicated and make sense for the categories.	The script is not full or complete, and the celebrity presenters are haphazardly chosen.
<b>SCORE:</b> ____/20 + scholar points ____ for a total of ____				

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**Project 3:** Select a quote spoken by each of the following characters: Boyer, Lucy, Eliza, Sanford and Julia. On one side of a piece of construction paper, neatly copy the quote, then either draw or glue on visual images that relate to the quote. On the back of the paper, write an explanation of how the quote and visual image connect. You may use an image editing software program for scholar tech points. You will create four posters total.

**PROJECT 3 RUBRIC (QUOTE POSTER)**

CATEGORY	SCHOLAR POINTS AVAILABLE	EXCELLENT				MEETS EXPECTATIONS			EMERGING			
		10	9	8	7	7	6	5	4	3	2	1
<b>Poster format</b>	Used technology such as Photoshop or Picmonkey or Canva to create a high-level product.	Format is followed with image on one side and quotation on the other. Work is neat and well done.				Format is followed with image on one side and quotation on the other.			Format is not followed well or some element(s) is/are missing.			
<b>Selection of quote</b>	Some added element is present that makes the quotation stand out.	The quotation reveals a significant aspect of the character.				The quotation fits the character.			The quotation is weak, with no obvious purpose to reveal the character.			
<b>Selection of image</b>		The image matches the quotation perfectly and is high quality. Image source is clearly cited and image is copyright free.				The image goes with the quotation but is not of the best quality or is not properly cited.			The image choice is poor or the image is of poor quality and/or is not cited properly.			
<b>SCORE:</b> ____/30 + scholar points ____ for a total of ____												



**Project 4:** Create dating profiles for Sanford, Boyer, Eliza, and Julia to appear on a dating service website. Create categories and then answer them as if you were each of the four characters. For example, categories could include hobbies, interests, marriage status, interest in a serious relationship, etc. Create at least six categories and use full and complete descriptions. Use an image source like Pixabay to find pictures to match the profiles. For scholar points, create an actual website with the profiles (try Weebly or Wix for easy drag-and-drop site creation).

**PROJECT 4 RUBRIC (DATING PROFILES)**

CATEGORY	SCHOLAR POINTS AVAILABLE	EXCELLENT 10 9 8 7	MEETS EXPECTATIONS 7 6 5	EMERGING 4 3 2 1
<b>Category descriptions</b>		Descriptions reveal a deep understanding of the characters, are full and complete, and are believable.	Descriptions reveal a deep understanding of the characters, are complete and are believable.	Descriptions are weak, incomplete or unbelievable.
<b>Categories — number &amp; wording</b>		Six characters created. The wording is very well written and easy to follow.	Six characters created. The wording is acceptable but not creative or particularly well done.	Fewer than six categories created, the wording is substandard or the overall presentation is poor.
<b>Format</b>	Reasonable website creation.	The layout is very well done using quality materials and strong images that reveal the character.	The layout is well done using appropriate images.	The layout is lacking in design sense or appropriate images.

**SCORE:** \_\_\_\_/30 + scholar points \_\_\_\_ for a total of \_\_\_\_



## Part VI: Final assessment

### *The Coquette Test*

Please read the following selections and then answer the questions that follow.

#### LETTER XIV TO MISS LUCY FREEMAN.

From *The Coquette*

1. I HAVE received, and read again and again, your friendly epistle. My reason and judgment entirely coincide with your opinion; but my fancy claims some share in the decision: and I cannot yet tell which will preponderate. This was the day fixed for deciding Mr. Boyer's cause. My friends here gave me a long dissertation on his merits.
2. Your letter, likewise, had its weight, and I was candidly summing up the pros and cons in the garden, whither I had walked (Gen. Richman and lady having rode out) when I was informed that he was waiting in the parlor. I went immediately in (a good symptom, you will say) and received him graciously. After the first compliments were over, he seemed eager to improve the opportunity to enter directly on the subject of his present visit.
3. It is needless for me to recite to you, who have long been acquainted with the whole process of courtship, the declarations, propositions, protestations, entreaties, looks, words and actions of a lover. They are, I believe, much the same, in the whole sex, allowing for their different dispositions, educations, and characters. But you are impatient I know for the conclusion.
4. You have hastily perused the preceding lines, and are straining your eye forward to my part of the farce; for such it may prove after all. Well, then, not to play too long with the curiosity, which I know to be excited, and actuated by real friendship, I will relieve you. I think you would have been pleased to have seen my gravity, on this important occasion.
5. With all the candor and frankness which I was capable of assuming, I thus answered his long harangue, to which I had listened, without interrupting him. Self-knowledge, sir, that most important of all sciences, I have yet to learn. Such have been my situations in life, and the natural volatility of my temper, that I have looked but little into my own heart, in regard to its future wishes and views.
6. From a scene of constraint and confinement, ill-suited to my years and inclination, I have just launched into society. My heart beats high in expectation of its fancied joys. My sanguine imagination paints, in alluring colors, the charms of youth and freedom, regulated by virtue and innocence. Of these, I wish to partake. While I own myself under obligations for the esteem which you are pleased to profess for me, and in return, acknowledge, that neither your person nor manners are disagreeable to me, I recoil at the thought of immediately forming a connection, which must confine me to the duties of domestic life, and make me dependent for happiness, perhaps too, for subsistence, upon a class of people, who will claim the right of scrutinizing every part of my conduct; and by censuring those foibles, which I am conscious of not having prudence to avoid, may render me completely miserable.



7. While, therefore, I receive your visits, and cultivate towards you sentiments of friendship and esteem, I would not have you consider me as confined to your society, or obligated to a future connection. Our short acquaintance renders it impossible for me to decide what the operations of my mind may hereafter be. You must either quit the subject, or leave me to the exercise of my free will, which perhaps may coincide with your present wishes.

8. Madam, said he, far is the wish from me to restrain your person or mind. In your breast I will repose my cause. It shall be my study to merit a return of affection; and I doubt not, but generosity and honor will influence your conduct towards me. I expect soon to settle among a generous and enlightened people, where I flatter myself I shall be exempt from those difficulties, and embarrassments, to which too many of my brethren are subject. The local situation is agreeable, the society refined and polished; and if, in addition, I may obtain that felicity which you are formed to bestow, in a family connection, I shall be happy indeed.

9. He spoke with emphasis. The tear of sensibility sparkled in his eye. I involuntarily gave him my hand, which he pressed with ardor to his lips. Then rising, he walked to the window to conceal his emotion. I ran the bell and ordered tea; during, and after which, we shared that social converse, which is the true zest of life, and which, I am persuaded, none but virtuous minds can participate. General Richman and lady returned with the shades of the evening. The penetrating eye of my cousin traced in our countenances the progress of the cause, and the smile of approbation animated hers.

10. Mr. Boyer asked the favor of my company to ride tomorrow morning, which was granted. He tarried to supper, and took his leave. I retired immediately to my chamber, to which I was followed by Mrs. Richman. I related to her the conversation, and the encouragement which I had given to Mr. Boyer. She was pleased; but insisted that I should own myself somewhat engaged to him. This, I told her I should never do to any man, before the indissoluble knot is tied. That, said I, will be time enough to resign my freedom. She replied that I had wrong ideas of freedom, and matrimony; but she hoped that Mr. Boyer would happily rectify them.

11. I have now, my dear friend, given you an account of my present situation, and leave you to judge for yourself concerning it. Write me your opinion, and believe me ever yours.

### **ELIZA WHARTON.**

#### **From "Women and Feudalism" by Frances and Joseph Gies, *Women in the Middle Ages***

1. Feudalism, born in France in the ninth century, spreading throughout Europe in subsequent centuries, and introduced to England by the Norman conquest, brought a reactionary shift in the status of women. A system by which a lord granted land to a vassal in return for services that were primarily military, it produced a society organized for war, an essentially masculine world. Pre-feudal society was already male-biased and military, but by linking landholding to military service, feudalism meant the further disfranchisement of women. Feudal estates usually passed intact, with their military obligations, to a single male heir. Only in the absence of male heirs could a woman inherit.



2. Even if not an heiress, a woman under feudalism spent most of her life under the guardianship of a man – of her father until she married, of her father’s lord if her father died, and of her husband until she was widowed. The lord pocketed the income of his ward’s estate until she married, and she had to marry a man of his choice or lose her inheritance. The practice was universal, and continued into the later Middle Ages.
3. The lord could also “sell” his ward’s marriage, exacting a price from a suitor for the privilege of taking over control of the heiress’s estate, as well as to compensate for his own loss of income. Wardships, indeed, were regarded as a normal investment, and were bought and sold like securities. In 1214, King John of England succeeded in dealing his first wife, Isabella of Gloucester, whose marriage to him had been annulled in 1200, to Geoffrey de Mandeville, Earl of Essex, for the huge sum of 20,000 marks. The earl died in a tournament in 1216 before he had time to pay, leaving the debt to be settled by his successors.
4. Yet despite all the disabilities implicit and explicit in feudalism, women did not lose all their legal rights, status, and economic power. A man who married an heiress – the daughter of a well-to-do peasant, or a lady who had inherited her father’s lands in default of male heirs – could not sell his wife’s property without her consent. If a husband defaulted in administering his wife’s land, she could go to court and defend her title. Married or single, women could hold land, sell it, give it away, own goods, make a will, make a contract, sue and be sued, and plead in the law courts.
5. Blackstone described the status of [married] women under English “common law” as a legal nonexistence:  
*By marriage, the husband and wife are one person in law; that is, the very being or legal existence of the woman is suspended during the marriage, or at least is incorporated and consolidated into that of the husband; under whose wing, protection, and cover she performs everything. . . . A man cannot grant anything to his wife, or enter into covenant with her: for the grant would be to suppose her separate existence. . . .*
6. The modern system of courtship based on free choice and personal attraction could hardly develop in an age when the social institutions and customs that provide environment for such courtship did not yet exist. Parents might pay some heed to their children’s feelings, but love was not an accepted motive for marriage.





## Multiple Choice (3 points each)

### Questions on fiction selection

**1. In paragraph 3, what words help you understand the meaning of the word “courtship?”**

- A. acquainted, dispositions, characters
- B. declarations, propositions, lover
- C. recite, process, different
- D. educations, impatient, conclusion

**2. The word “approbation” in paragraph 9 matches which of the following dictionary definitions of the word: *approbation*: 1. approval 2. commendation 3. official approval 4. conclusive proof**

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

**3. The main idea of paragraph 8 is**

- A. Boyer has tired of Eliza
- B. Boyer is moving away from her.
- C. Boyer hopes she marries Sanford.
- D. Boyer hopes to earn her affection.

**4. An antonym of the word “indissoluble” in paragraph 10 is**

- A. unbreakable
- B. long-lasting
- C. easily broken
- D. invisible

**5. The best summary of the passage is**

- A. Eliza writes to Lucy explaining why she does not want to marry Boyer, describes their last meeting, and tells Lucy she never intends to marry him.
- B. Eliza writes to Lucy to tell her she is planning to marry Boyer but wants to sow her wild oats first.
- C. Eliza writes to Lucy telling her about her last meeting with Boyer before he moved away and explaining that the Richmans are trying to get her to go with him.
- D. Eliza writes to Lucy telling her about her meeting with Boyer, her arguments against becoming engaged to him, and asking Lucy her opinion.



### Questions on non-fiction selection

#### 6. What is the main idea of the passage?

- A. Women had fewer rights than men under feudalism.
- B. Women were better off when they were married than when they were single.
- C. Women did not lose all of their rights.
- D. Women were non-existent.

#### 7. In a feudal system

- A. The lord granted land and women to a vassal in return for work on his lands.
- B. The lord granted land to a vassal in return for military service.
- C. The lord granted military equipment and land to vassals in return for money.
- D. The lord gave men wives and land and then took their money.

#### 8. Women spent most of their lives

- A. under the protection of men.
- B. in poverty because the men took their money.
- C. living with other women in convents.
- D. married to the lord who had inherited her land.

#### 9. Why does Blackstone say women are legally “nonexistent?”

- A. Because women are married, they cannot inherit money.
- B. If a woman is given money, she will not need her husband’s support.
- C. Women are considered as part of the person of the husband.
- D. Women cannot be trusted to handle money or land.

#### 10. The theme that both passages share is

- A. Marriage can be advantageous for women.
- B. Marriage is predominantly advantageous for men.
- C. Marriage is desirable only for the wealthy.
- D. Marriage can limit certain freedoms for women.



**Open Response (10 points each)**

**Who is responsible for Eliza's death? SUPPORT YOUR ANSWER WITH EVIDENCE FROM THE TEXT.**

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**What freedoms does Eliza have compared to women in the Middle Ages? SUPPORT YOUR ANSWER WITH EVIDENCE FROM BOTH TEXTS.**

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**Essay (25 points)**

**Please write a one-page essay explaining how personal freedoms are important to you. Include allusion to *The Coquette*, as well as an example or connection from at least one other literary work.**

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## Assessment Keys and Rubrics

### Part I: A Novel Idea Quiz Answers:

1. C
2. B
3. E
4. B
5. D

6. Responses will vary, but should be no more than 40 words and contain the idea that Eliza has to choose between two men, one of who is exciting but engaged, and the other who is boring but respectable. Despite the pleas of her friends, she chooses the exciting one and dies after giving birth to his baby.

7. Responses will vary, but should include the ideas that a novel is of considerable length, is prose, is fiction, and contains a story.

8. Responses will vary, but should include that she becomes pregnant or is otherwise robbed of her virtue and ultimately dies.

9. Answers will vary, but should contain seven ideas from the slidedeck.

10. Answers will vary, but must include two multiple choice questions with at least four answer choices, and one short answer question that is above the level of knowledge and comprehension.

All rubrics for other components are included with the assignments.

### Part V: Final Assessment Key

#### Multiple Choice

1. B
2. A
3. D
4. C
5. D
6. A
7. B
8. A
9. C
10. D



**RUBRIC FOR OPEN RESPONSE**

<b>CRITERION</b>	<b>OUTSTANDING</b>	<b>MEETS EXPECTATIONS</b>	<b>EMERGING</b>
<b>Content core</b>	The prompt is clearly addressed, demonstrating an ability to apply knowledge of the literary element to text in a way that is exemplary, creative in thought or insightful. <b>4</b>	The prompt is clearly addressed, demonstrating an ability to apply knowledge of the literary element to text. <b>3 2</b>	Work does not meet the minimum standards of expected level of scholarship. <b>1</b>
<b>Textual support</b>	The textual support illustrates the point made and demonstrates an understanding and thorough reading of the text in a way that is exemplary, creative in thought or insightful. <b>4</b>	The textual support illustrates the point made and demonstrates a thorough reading of the text. <b>3 2</b>	The textual support is weak, disconnected from the point being made, and/or does not demonstrate reading/understanding of the text. <b>1</b>
<b>Grammar and mechanics</b>	Spelling and grammar are accurate. <b>2</b>	Spelling and grammar are mostly accurate. <b>1</b>	Multiple grammatical errors interfere with the efficacy of the argument. <b>0</b>
			<b>TOTAL ____ / 10</b>



**RUBRIC FOR ESSAY**

CRITERION	OUTSTANDING	MEETS EXPECTATIONS	EMERGING
<b>Content core</b>	The prompt is clearly addressed, demonstrating analytical ability that is exemplary, creative in thought or insightful. The writing is clear and smoothly flowing. <b>4</b>	The prompt is clearly addressed, demonstrating at-level writing ability and analysis. The writing is acceptable, with reasonable syntax and structure. <b>3 2</b>	Work does not meet the minimum standards of expected level of scholarship. <b>1</b>
<b>Textual support</b>	The textual support illustrates the point made and demonstrates an understanding and thorough reading of the texts cited in a way that is exemplary, creative in thought or insightful. <b>4</b>	The textual support illustrates the point made and demonstrates a thorough reading of the texts cited. <b>3 2</b>	The textual support is weak, disconnected from the point being made, and/or does not demonstrate reading/understanding of the texts cited. <b>1</b>
<b>Grammar and mechanics</b>	Spelling and grammar are accurate. <b>2</b>	Spelling and grammar are mostly accurate. <b>1</b>	Multiple grammatical errors interfere with the efficacy of the argument. <b>0</b>
			<b>TOTAL ____ / 10</b>

**Note: The Final Assessment has 75 possible points.**

**Extension Activity:** PBS offers an appropriate extension for teacher with additional time or as an extension for gifted/talented learners. The video itself should be edited as necessary in accordance with local district policy. The lesson is based on the Pulitzer Prize-winning *A Midwife's Tale*. A lesson plan is available at [bit.ly/pbs-lp](http://bit.ly/pbs-lp).