



CCGPS UNIT PLANNING GUIDE

PART I: UNIT OVERVIEW, GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

Reading Focus: Informational	Theme and Texts
<p>1 extended text 7 thematically connected short texts (minimum): 4 short texts from American Lit 3 short informational texts including primary and secondary source documents from U.S. history</p> <p>ELACCRL1-RL10 ELACCR11- RI10</p>	<p>The Individual Versus Society: Exploring a New Frontier (Romanticism/Transcendentalism/Anti-Transcendentalism/Gothicism/Poetry)</p> <p>EXTENDED TEXT: <u>Walden</u>. by Henry David Thoreau</p> <p>SHORT TEXTS LITERARY:</p> <p>“The Devil and Tom Walker,” Washington Irving</p> <p>Poem Set One: “The Tide Rises, The Tide Falls,” H. W. Longfellow; “Thanatopsis,” William Cullen Bryant; “Snowbound,” John Greenleaf Whittier, “The Snow Storm,” Ralph Waldo Emerson</p> <p>Poem Set Two: “Because I Could Not Stop for Death,” “I Heard a Fly Buzz When I Died,” “There’s a Certain Slant of Light,” “Water is Taught by Thirst,” Emily Dickinson; “Song of Myself,” “When I Heard the Learn’d Astronomer,” “By the Bivouac’s Fitful Flame,” “Oh Captain, My Captain,” Walt Whitman</p> <p>“The Masque of the Red Death,” Edgar Allan Poe</p> <p>“Annabel Lee” (poem), Edgar Allan Poe</p> <p>“Dr. Heidegger’s Experiment,” Nathaniel Hawthorne</p> <p>“Bartleby the Scrivener,” Herman Melville</p> <p>SHORT TEXTS INFORMATIONAL:</p> <p>“Commission of Meriwether Lewis,” Thomas Jefferson, http://www.library.csi.cuny.edu/dept/history/lavender/jefflett.html</p> <p>“Crossing the Great Divide,” Meriwether Lewis, http://america.library4history.org/VFW-1803-1820/AMERICA-1812-Before-and-After/GREAT-DIVIDE.html</p> <p>“The Narrative of Sojourner Truth” http://xroads.virginia.edu/~HYPER/TRUTH/toc.html</p> <p>Self Reliance, Ralph Waldo Emerson</p>

<http://www.emersoncentral.com/selfreliance.htm>

“The Gettysburg Address,” Abraham Lincoln

<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>

VISUAL/OTHER TEXTS:

On “The Devil and Tom Walker”

<http://www.wiziq.com/tutorial/50453-The-Devil-and-Tom-walker>

About the Fireside Poets:

Henry Wadsworth Longfellow, John Greenleaf Whittier, Oliver Wendell Holmes, James Russell Lowell, and William Cullen Bryant (with poem samples)

<http://www.poets.org/viewmedia.php/prmMID/5654>

Virtual Tour of Walden

<http://www.baycircuit.org/vtourwalden.html>

The Scarlett Letter, (film) 1995 R: MA from Nathaniel Hawthorne’s 1850 novel

The Imagery of Romanticism

<http://www.wiziq.com/tutorial/235-American-Romanticism>

About Emily Dickinson (PPT):

http://mysite.cherokee.k12.ga.us/personal/tammy_silvers/site/Subject%20%20Notes/1/Emily%20Dickinson.ppt

<http://easthollywoodenglish.files.wordpress.com/2007/10/dickinson-bio.ppt>

About Walt Whitman (PPT):

<http://www.wsu.edu/~campbelld/powerpoint/whitmanpres.ppt>

<http://osbornehighschool.typepad.com/files/walt-whitman.ppt>

Gettysburg Primary Source Documents and Photographs:

<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>

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<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>

Writing Focus: Informative / Explanatory	Prompts/Topics
Assessment Tasks <i>Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must provide strong and logical support, based solidly in text, for claims.</i>	
3 informative/explanatory writing connected to reading 1 argumentative/opinion analysis writing connected to reading ELACCW1-2/4-10	<p>INFORMATIVE/EXPLANATORY: The elements of the Romantic movement in American Literature are well represented in “The Devil and Tom Walker,” by Washington Irving and “The Scarlet Letter,” by Nathaniel Hawthorne. Both pieces use imagery from nature, contain elements of the supernatural, and explore the counterbalance of human passions against the rules of society. In a 2 page character analysis focusing either on the character or Tom Walker OR the character of Hester Prynne, use evidence from the text to explore the ways in which the character exemplifies the Romantic depiction of the individual at odds with the strictures of society. Alternatively, you may use evidence from both texts to construct a comparison and contrast of the ways in which these two characters exemplify the Romantic depiction of the individual at odds with the strictures of society</p> <p>INFORMATIVE/EXPLANATORY: We have explored the first four chapters of <u>Walden</u>, wherein Thoreau speaks of living a simple life outside the pull of society’s distractions and false economies. We have also explored the work of Thoreau’s mentor Emerson and the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life.</p> <p>ARGUMENT: After reading the anti-transcendentalist short stories “Bartleby the Scrivener,” by Herman Melville, and “Dr. Heidegger’s Experiment,” by Nathaniel Hawthorne, think about which position on the ideals of Transcendentalism you think are best supported by the arguments made in the texts. Have Thoreau, Emerson, and their compatriots made a better argument for their view of the world than authors like Melville and Hawthorne have made against it?</p> <p>INFORMATIVE/EXPLANATORY: We have considered many American visions of independence and identity:</p> <ul style="list-style-type: none"> • the frontier spirit exemplified by Meriwether Lewis and Thomas Jefferson • the alienation of nature and passion from orderly society as exemplified by <u>The Scarlet Letter</u> • the Transcendentalist notion of the simple and natural man living in tune with nature as described by Thoreau, Emerson, and the Fireside Poets • Lincoln’s vision of a united union • Sojourner Truth’s reflections on human worth and dignity, abolition, and the rights of women • The groundbreaking poetry of Whitman and Dickinson, each of whom explored their inner experience and unique identities in the context of a changing America <p>Using the texts of your choice from this unit to inform you thought, consider the points set forth in the article you will be provided for this article entitled “American Romanticism: The Basic Concepts.” Using more than one text for each major point made in the article, provide examples that illustrate each point. Your analysis should clearly explain the</p>

	<p>precise ways in which the examples you provide correlate with the article's assertions.</p>
<p>Additional Standards Focus for Grade/Unit/Module: Skill Building Tasks</p>	
<p>Narratives to convey experiences</p> <p>ELACCW3</p>	<p>Module 2: After studying the work of the Fireside Poets, including the diction, imagery, structure, meter, and style, think about your own attitudes towards the ideals of Romantic poetry (your relationship to nature, ideas about spirituality and relationship to the divine, dwelling in the city as opposed to the county, the nature of ownership and greed, etc.). Compose a poem of significant length (aim for about 1 page, 4-5 complete stanzas) that identifiably mimics the elements listed above of the original poem, but that conveys your own personal feelings on the topic. Be prepared to orally defend your poem and explain each of the ways in which it correlates to the original.</p> <p>Module 3: After reading "Annabel Lee" and "The Masque of the Red Death," by Edgar Allan Poe, consider what you have learned about the imagery used in establishing setting in Gothic works of American literature. Construct a short story (2-3 pages in length minimum) that illustrates your knowledge of these classic elements.</p>
<p>Research connection(s) Brief or sustained inquiries related to the texts or topics</p> <p>ELACCW7, 8, 9</p>	<p>Suggested topics:</p> <ul style="list-style-type: none"> • Biographies of selected authors • Historical context of selected texts • Superstition and the supernatural in 19th century America • Industrialization and westward expansion in 19th century America • Civil War/Slavery/Underground Railroad • War of 1812, Mexican War • Antecedents of American Romanticism (European Romanticism or Rationalism/Classicism)
<p>Routine writing Notes, summaries, process journals, and short responses across all genres</p> <p>ELACCW1-10</p>	<p>Suggested integration (diaries, exit slips, brief response, journal, etc.):</p> <ul style="list-style-type: none"> • Reader response journals • Diary in character • Correspondence to author/character • Journalism in historical context • Book review/prediction • Writing exercises in author style/voice



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PART II: STANDARDS-BASED TASK PLANNER, MODULE 1

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

INFORMATIVE/EXPOSITORY: The elements of the Romantic movement in American Literature are well represented in “The Devil and Tom Walker,” by Washington Irving and The Scarlet Letter, by Nathaniel Hawthorne. Both pieces use imagery from nature, contain elements of the supernatural, and explore the counterbalance of human passions against the rules of society. In a 2-page character analysis focusing either on the character or Tom Walker OR the character of Hester Prynne, use evidence from the text to explore the ways in which the character exemplifies the Romantic depiction of the individual at odds with the strictures of society. Alternatively, you may use evidence from both texts to construct a comparison and contrast of the ways in which these two characters exemplify the Romantic depiction of the individual at odds with the strictures of society.

ESSENTIAL QUESTION

Why do cultural and artistic movements tend to push against preceding movements in a dichotomous fashion instead of a complementary fashion?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Pre-reading, activating background knowledge

TASK: PowerPoint on American Literary movements/annotation

STRAND	STANDARD	
Reading	ELACC11-12RL/I10 ELACC11-12RL/I2	<ul style="list-style-type: none"> Through PPT, Prezi, or discussion, examine the American literary movements that preceded Romanticism (to include Gothic and Transcendental literature) Define elements of Romanticism: the move away from the intellect of classicism and rationalism and toward heart and emotion Have students take notes using a formal system such as Cornell Notes, double-entry journal, outline, etc.; explicit instruction should be provided on note-taking as necessary Establish requirements for formally or informally annotating texts throughout unit
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL3	
Language		
NETS	NETS1c, 2a	

SKILL/CONCEPT: Historical context, elements of Romanticism

TASK: Examine primary source documents/elements of Romanticism

STRAND	STANDARD	
Reading	ELACC11-12RL/RI 3	<ul style="list-style-type: none"> Discuss Andrew Jackson and the “Common Man” as integral to the Romantic vision and the movement away from wealth, prestige, accumulation of things, and the rule of rationality over heart and emotion http://www.ushistory.org/us/24a.asp Review Romantic imagery as a way to describe the Romantic sensibility
Writing	ELACC11-	

	12W8, W9	The Imagery of Romanticism http://www.wiziq.com/tutorial/235-American-Romanticism
Speaking and Listening	ELACC11-12SL2, SL3	<ul style="list-style-type: none"> Have students preview/skim the texts of Jefferson’s “Commission” and Lewis’ “Crossing,” understanding that one is the antecedent of the other
Language	ELACC11-12L4, L5	<p>“Commission of Meriwether Lewis,” Thomas Jefferson, http://www.library.csi.cuny.edu/dept/history/lavender/jefflett.html</p>
NETS	NETS1c, 2a	<p>“Crossing the Great Divide,” Meriwether Lewis, http://america.library4history.org/VFW-1803-1820/AMERICA-1812-Before-and-After/GREAT-DIVIDE.html</p> <ul style="list-style-type: none"> Require students to locate imagery in these pieces in their initial skim; items to note will be that Lewis’ breathless descriptions of the Grand Canyon contain a great deal of Romantic imagery, while the Commission does not; this is an opportunity to discuss the differences in speech for different audiences and purposes, as well as the development of the uniquely American spin on Romantic vision of nature that came from westward expansion <p><i>Homework: A close reading with annotation of Jefferson’s “Commission” noting unknown words</i></p>
SKILL/CONCEPT: Close reading of informational text		
TASK: Collaborative Discussion Lewis/Jefferson, group close reading		
STRAND	STANDARD	
Reading	ELACC11-12RI2, RI7	<ul style="list-style-type: none"> Discuss “Commission of Meriwether Lewis,” Thomas Jefferson http://www.library.csi.cuny.edu/dept/history/lavender/jefflett.html
Writing	ELACC11-12W8, W9	<ul style="list-style-type: none"> Review historical context: industrialization and westward expansion Discuss unknown vocabulary, use context to decipher Begin reading as a class:
Speaking and Listening	ELACC11-12SL2, SL3	<p>“Crossing the Great Divide,” Meriwether Lewis, http://america.library4history.org/VFW-1803-1820/AMERICA-1812-Before-and-After/GREAT-DIVIDE.html</p>
Language	ELACC11-12L4, L5, L6	<ul style="list-style-type: none"> Require reader response: how do you think westward expansion influenced the ideals of romanticism?
NETS	NETS1c, 2a	<i>Homework: complete close reading and annotation of “Crossing...” noting unknown words</i>
SKILL/CONCEPT: Pre-reading, author bio, close reading		
TASK: Lecture, notes, group close reading		
STRAND	STANDARD	
Reading	ELACC11-12RL2, RL3	<ul style="list-style-type: none"> Present biography of Washington Irving pre-reading On “The Devil and Tom Walker” http://www.wiziq.com/tutorial/50453-The-Devil-and-Tom-walker
Writing		
Speaking and Listening	ELACC11-12SL2, SL3	<ul style="list-style-type: none"> Begin “The Devil and Tom Walker” Conduct end of class discussion - elements of romanticism in “The Devil and Tom Walker”
Language	ELACC11-12L1	<i>Homework: Complete “The Devil and Tom Walker” for homework with annotation</i>
NETS	NETS1c, 2a	<i>(Provide worksheet that gives guidelines of romantic elements - have students identify those elements in the second half of their reading; worksheet provided in this document)</i>

SKILL/CONCEPT: Literary era		
TASK: Foundational concepts of Romanticism		
STRAND	STANDARD	
Reading	ELACC11-12RL9, RL5	<ul style="list-style-type: none"> • Discuss homework results: elements of romanticism in Tom Walker • Discuss the etiology of those elements in a refusal of classicism and in the romantic nature-loving notions of the frontier • Require mini-literary analysis on "The Devil and Tom Walker": How does Irving employ diction, syntax, tone, imagery, and figurative language? What is the overall affect achieved? <i>Allow students to attempt this analysis on their own - it will be reviewed in the context of re-teaching the terms in the next task</i>
Writing	ELACC11-12W9, W4	
Speaking and Listening	ELACC11-12SL1	
Language	ELACC11-12L1, L2, L5	
NETS		
SKILL/CONCEPT: Literary elements		
TASK: Use mini-analyses to assess understanding of literary terms		
STRAND	STANDARD	
Reading	ELACC11-12RL4	<ul style="list-style-type: none"> • Review basic literary terms used in analysis: Diction, syntax, tone, figurative language, imagery, audience, purpose • Model examples of each from texts under consideration and construct an informal rubric • Have students work in pairs to review their literary analyses, providing a grade by their rubric • Perform a check notes and annotations - discuss legibility in notes
Writing		
Speaking and Listening		
Language	ELACC11-12L5	
NETS		
SKILL/CONCEPT: Pre-reading/Activate background knowledge		
TASK: Visual text, annotation		
STRAND	STANDARD	
Reading	ELACC11-12RL7	<ul style="list-style-type: none"> • Introduce Nathaniel Hawthorne, give back ground info on <u>The Scarlet Letter</u> (Hawthorne's connection to Salem) Several PPTs available on line; here is an example: <ul style="list-style-type: none"> • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=4&ved=0CDsQFjAD&url=http%3A%2F%2Fteacher.kent.k12.wa.us%2Fkentridge%2Fnsunkleinberger%2Fdocuments%2Fnathaniel_hawthorne_biography.ppt&ei=ocYdT6WnHYqEsALB6onjCw&usq=AFQjCNGuNcqsL3Uwk71w7JpO_myfCnbCow&sig2=PJDvHxaW7AXRhEETc5BkBA • View film - Part I (students will take notes; provide guidance on what to include in notes) <p><i>Homework: - identify Hawthorne's audience and purpose; compare speech usage in text and movie</i></p>
Writing	ELACC11-12W2, W9,	
Speaking and Listening	ELACC11-12SL1, SL2	
Language	ELACC11-12L3, L4	
NETS	NETS1c, 2a	
SKILL/CONCEPT: Comparing written and visual text		

TASK: Scarlet Letter film clip with text		
STRAND	STANDARD	
Reading	ELACC11-12RL7	<ul style="list-style-type: none"> • Provide text version of 1st part of today's viewing • Watch Part II of <u>The Scarlet Letter</u>, guiding students to examine the relevant text excerpt along with the correlating film • Discuss, write compare/contrast of film text - discuss audience purposes, and choices
Writing	ELACC11-12W2, W8, W9	
Speaking and Listening	ELACC11-12SL2	
Language	ELACC11-12L1, L2	
NETS	NETS1c	
SKILL/CONCEPT: Visual text, literary era, analysis		
TASK: Elements of Romanticism, analysis of supernatural		
STRAND	STANDARD	
Reading	ELACC11-12RL9, RL7, RL5	<ul style="list-style-type: none"> • Conclude viewing <u>The Scarlet Letter</u> • Review evolution of Romantic ideals: <ul style="list-style-type: none"> * leaving rationalism behind *dirty cities/industrialization *westward expansion and embracing of nature *with scarlet we have introduction of elements of supernatural • Using evidence from text - attempt to identify how the author employed elements of the supernatural and why these elements might be important in romanticism (1/2 - 1 page in class reader response/or homework)
Writing	ELACC11-12W9, W8, W4	
Speaking and Listening	ELACC11-12SL2	
Language	ELACC11-12L1, L2, L4, L5	
NETS		
SKILL/CONCEPT: Rubric review, reading a prompt effectively		
TASK: Collaborative discussion and review of rubric elements, deconstruct the assessment prompt		
STRAND	STANDARD	
Reading		<ul style="list-style-type: none"> • Place the prompt for this culminating writing task (see above) on chart paper or smart board • Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment • Examine the vocabulary of the prompt and share student models of good work • Provide worksheets and copies of the 11th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment • Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion • Have students brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.) • Provide explicit instruction on hyphenation: hyphens are a specific conventions-focus in grades 11 and 12; provide
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12SL1	
Language	ELACC11-12L1, L2	
NETS		

		<p>instruction on the conventions of hyphen usage - extra credit for text examples of hyphenation</p> <ul style="list-style-type: none"> Require students to use hyphenation correctly (and to proactively use an example) in their assessment for this module
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SKILL/CONCEPT: Pre-writing, note-check

TASK: Peer review, note recovery, how to annotate

STRAND	STANDARD	
Reading		<ul style="list-style-type: none"> Allow students to consult their notes and annotations during the writing assessment - conduct a notebook check (including a peer exchange if desired) for note completeness and quality Conduct notebook check (legibility focus) Conduct annotation review: use results of notebook check to provide information on what good notes look like, show good student examples; allow students to “jigsaw” to get missing notes from one another as desired before the assessment Conduct group discussion of topics relevant to assessment; begin pre-writing
Writing	ELACC11-12W9, W8	
Speaking and Listening	ELACC11-12SL1	
Language	ELACC11-12	
NETS		

SKILL/CONCEPT: Through assessment - Informational writing

TASK: Informative writing prompt, elements of Romanticism

STRAND	STANDARD	
Reading	ELACC11-12RL5, RL4, RL3, RL1	<p>In 2 pages, students will use texts and notes to address the following prompt:</p> <p>INFORMATIVE/EXPLANATORY: The elements of the Romantic movement in American Literature are well represented in “The Devil and Tom Walker,” by Washington Irving and <u>The Scarlet Letter</u>, by Nathaniel Hawthorne. Both pieces use imagery from nature, contain elements of the supernatural, and explore the counterbalance of human passions against the rules of society. In a 2-page character analysis focusing either on the character or Tom Walker OR the character of Hester Prynne, use evidence from the text to explore the ways in which the character exemplifies the Romantic depiction of the individual at odds with the strictures of society. Alternatively, you may use evidence from both texts to construct a comparison and contrast of the ways in which these two characters exemplify the Romantic depiction of the individual at odds with the strictures of society.</p>
Writing	ELACC11-12W2, W4, W5, W9	
Speaking and Listening		
Language	ELACC11-12L1, L2L6, L5	
NETS		



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PART II: STANDARDS-BASED TASK PLANNER, MODULE 2

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

ASSESSMENT 2: integrating reading selections from the unit into a writing task

INFORMATIVE/EXPOSITORY: We have explored the first four chapters of Walden, wherein Thoreau speaks of living a simple life outside the pull of society's distractions and false economies. We have also explored the work of the Thoreau's mentor Emerson and the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life.

ESSENTIAL QUESTION

Do Thoreau's ideas about a simple life have resonance with the needs of individuals in American society today?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Author biography, pre-reading

TASK: Writing portfolio review, PPT on Emerson, collaborative discussion

STRAND	STANDARD	
Reading	ELACC11-12RI7, RI	<ul style="list-style-type: none"> Update writing portfolios: allow students to review and discuss their work on the writing assessment in module one, placing graded work in portfolio. <i>Note on writing: a culminating assessment tying reading to writing takes place about every two weeks in this unit. The first task of the succeeding text focus is often to place the last assessment into the writing portfolio - this is not meant to assume that teachers will be able to thoroughly review, grade, and comment on over 100 essays in a single day. Electronic review software may sometimes be employed, a peer-review system may be used for some assessments, and others may be held back for several days for careful instructor consideration.</i> Provide background information: Self Reliance, Ralph Waldo Emerson http://www.emersoncentral.com/selfreliance.htm Conduct discussion: How did Emerson inform Thoreau's philosophy?
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12SL1, SL2	
Language		
NETS	NETS1c, 2a	

SKILL/CONCEPT: Close reading, informational text

TASK: Group close reading of "Self Reliance," literary analysis

STRAND	STANDARD	
Reading	ELACC11-12RI2, RI3, RI6	<ul style="list-style-type: none"> Conclude close group reading of "Self Reliance" Review literary elements: <ul style="list-style-type: none"> Diction Syntax Tone Figurative Language Imagery Symbolism Have students create a rhetorical précis on "Self-Reliance" Introduce Thoreau as a student and mentee of Emerson
Writing	ELACC11-12W9, W2	
Speaking and Listening		
Language		
NETS	NETS1c, 2a	

SKILL/CONCEPT: Pre-reading, background knowledge

TASK: Virtual tour of Walden Pond, group close reading

STRAND	STANDARD	
		<ul style="list-style-type: none"> Conduct virtual Tour of Walden

Reading	ELACC11-12RI2, RI3, RI7	http://www.baycircuit.org/vtourwalden.html <ul style="list-style-type: none"> • Begin close group reading of <u>Walden</u> with Part I: "Economy" • Identify Thoreau's audience and purpose • Have students annotate with special attention to unfamiliar vocabulary and figurative language • Have students attempt to identify the ways in which Thoreau reflects the influence of Emerson
Writing	ELACC11-12W9	
Speaking and Listening		
Language	ELACC11-12L4	
NETS	NETS1c, 2a	
SKILL/CONCEPT: Poetry/Romantic poets		
TASK: Fireside Poets background, meter, rhyme scheme		
STRAND	STANDARD	<ul style="list-style-type: none"> • Provide introduction to Fireside Poets <p>About the Fireside Poets: Henry Wadsworth Longfellow, John Greenleaf Whittier, Oliver Wendell Holmes, James Russell Lowell, and William Cullen Bryant (with poem samples) http://www.poets.org/viewmedia.php/prmMID/5654</p> <ul style="list-style-type: none"> • Conduct group close reading of "The Tide Rises, The Tide Falls," H. W. Longfellow; literary elements, figurative language (meter, rhyme scheme) <p><i>Homework: create a one page biography of one of the Fireside Poets</i></p>
Reading	ELACC11-12RL3, RL2, RL1	
Writing	ELACC11-12W7	
Speaking and Listening	ELACC11-12SL3	
Language	ELACC11-12L1, L2, L5	
NETS	NETS1c, 2a	
SKILL/CONCEPT: Literary analysis		
TASK: Close reading of <u>Walden</u> Part 2		
STRAND	STANDARD	<ul style="list-style-type: none"> • Begin close group reading of <u>Walden</u> with Part 2: "Where I Lived, and What I Lived For" • Engage in discussion of literary elements: <ul style="list-style-type: none"> Diction Syntax Tone Figurative Language Imagery • Compare Thoreau's developing vision with the Fireside Poets' vision <p><i>Homework: Read "Snowbound," John Greenleaf Whittier, "Complete soapstone write an echo poem</i></p>
Reading	ELACC11-12RL1, RL2	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12	
Language	ELACC11-12L5	
NETS		
SKILL/CONCEPT: Romantic poets / narrative writing		
TASK: SOAPStone, poetry analysis, narrative prompt		
STRAND	STANDARD	<ul style="list-style-type: none"> • Share and discuss echo poems

Reading	ELACC11-12RL1, RL2, RL3	<ul style="list-style-type: none"> • Complete SOAPSTone (in pairs) on peer’s poems • Conduct close reading of “The Snow Storm,” Ralph Waldo Emerson *Meter, rhyme scheme, imagery, figurative language • Each 9 week 11th grade unit should include 1 or 2 opportunities for narrative writing. During this class period students will write a narrative piece on the following prompt: After studying the work of the Fireside Poets, including the diction, imagery, structure, meter, and style, think about your own attitudes towards the ideals of Romantic poetry (your relationship to nature, ideas about spirituality and relationship to the divine, dwelling in the city as opposed to the county, the nature of ownership and greed, etc.). Compose a poem of significant length (aim for about 1 page, 4-5 complete stanzas) that identifiably mimics the elements listed above of the original poem, but that conveys your own personal feelings on the topic. Be prepared to orally defend your poem and explain each of the ways in which it correlates to the original.
Writing	ELACC11-12W3, W4, W5	
Speaking and Listening	ELACC11-12SL1	
Language	ELACC11-12L1, L2, L6, L5	
NETS		

SKILL/CONCEPT: Romanticism

TASK: Using graphic organizer to identify genre elements

STRAND	STANDARD	<ul style="list-style-type: none"> • Begin close group reading of <u>Walden</u> with Part 3: “Sounds and Solitude” • Identify elements of Romanticism in the text using the Romantic Elements Graphic Organizer
Reading	ELACC11-12RL1, RL2, RL5	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1	
Language		
NETS		

SKILL/CONCEPT: Collaborative presentation

TASK: Choose group members, review assessment requirements

STRAND	STANDARD	<ul style="list-style-type: none"> • Have students choose partners/teams for their culminating assessment • Review the prompt for this presentation and discuss specifics and parameters with students; allow them to review the basic rubric and work together to craft the rubric to sharpen or move focus as desired • Note that the rubric will contain a points-focus on grade-level specific conventions and grammar focuses • Have students brainstorm on the focus of their presentation, set goals, plan, assign tasks, decide on technology and timeline, and complete any other work necessary to being prepared to present for the culminating assessment • Have students compare notes as they plan, considering each text presented in the set <p>INFORMATIVE/EXPLANATORY: We have explored the first three chapters of <u>Walden</u>, wherein Thoreau speaks of living a simple life outside the pull of society’s distractions and false economies. We have also explored the work of the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life.</p>
Reading		
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12SL1, SL2, SL3, SL5	
Language	ELACC11-12L1, L2, L6	
NETS	NETS2a,b, 3a,b,c,d	

SKILL/CONCEPT: Poetry analysis		
TASK: "Thanatopsis," William Cullen Bryant		
STRAND	STANDARD	<ul style="list-style-type: none"> • Conduct close group reading and analysis "Thanatopsis," William Cullen Bryant; • Examine meter, rhyme scheme; complete SOAPStone • Conduct close reading - write analysis in class <p><i>Homework: Reading <u>Walden</u> with Part 4: Visitors, work on group projects independently</i> <i>Provide a summary without bias</i></p>
Reading	ELACC11-12RL1, RL2, RL5	
Writing	ELACC11-12W2, W9, W4	
Speaking and Listening	ELACC11-12SL1, SL2	
Language	ELACC11-12L5	
NETS		
SKILL/CONCEPT: Deconstruction of writing prompt/assessment preview		
TASK: Examine through assessment prompt, create peer review worksheet		
STRAND	STANDARD	<ul style="list-style-type: none"> • Place the prompt for this culminating writing task (see above) on chart paper or smart board • Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment • Examine the vocabulary of the prompt and share student models of good work • Provide worksheets and copies of the 11th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment • Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion • Review the grammatical concepts included in this study and make sure they are meaningfully included in the rubric • Students, back in their groups, will brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)
Reading		
Writing	ELACC11-12W4	
Speaking and Listening	ELACC11-12SL1, SL2	
Language	ELACC11-12L6	
NETS		
SKILL/CONCEPT:		
TASK:		
STRAND	STANDARD	<p>STUDENT PRESENTATIONS:</p> <p>We have explored the first four sections of <u>Walden</u>, wherein Thoreau speaks of living a simple life outside the pull of society's distractions and false economies. We have also explored the work of the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life.</p> <ul style="list-style-type: none"> • Day one of group presentations with peer review and evaluation
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4, SL5, SL6	

Language	ELACC11-12L1, L2	
NETS	NETS2a,b, 3a,b,c,d	
SKILL/CONCEPT:		
TASK:		
STRAND	STANDARD	<ul style="list-style-type: none"> Day two of group presentations with peer review and evaluation
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4, SL5, SL6	
Language	ELACC11-12L1, L2	
NETS	NETS2a,b, 3a,b,c,d	



CCGPS UNIT PLANNING GUIDE FOR GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4
PART II: STANDARDS-BASED TASK PLANNER, MODULE 3

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

ARGUMENT: After reading the anti-transcendentalist short stories “Bartleby the Scrivener,” by Herman Melville, and “Dr. Heidegger’s Experiment,” by Nathaniel Hawthorne, think about which position on the ideals of Transcendentalism you think are best supported by the arguments made in the texts. Have Thoreau, Emerson, and their compatriots made a better argument for their view of the world than authors like Melville and Hawthorne have made against it?

ESSENTIAL QUESTION

Is the anti-transcendentalist point of view a more estimation or less valid estimation of the reality of human experience than the Transcendentalist point of view?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Portfolio maintenance, unit review**TASK: Writing workshop, student samples, unit review**

STRAND	STANDARD	
Reading	ELACC11-12RL1, RL9	<ul style="list-style-type: none"> Conduct review of writing portfolios: allow students to review and discuss their work on the writing assessment in module one, placing graded work in portfolio. <i>Note on writing: a culminating assessment tying reading to writing takes place about every two weeks in this unit. The first task of the succeeding text focus is often to place the last assessment into the writing portfolio - this is not meant to assume that teachers will be able to thoroughly review, grade, and comment on over 100 essays in a single day. Electronic review software may sometimes be employed, a peer-review system may be used for some assessments, and others may be held back for several days for careful instructor consideration.</i> Share student examples Review Romantic/Transcendentalist ideals Review <u>Walden</u> Parts 1-4 <p><i>Extra credit research opportunity: interest in the supernatural in 19th century America</i></p>
Writing	ELACC11-12W4, W5	
Speaking and Listening		
Language		
NETS		

SKILL/CONCEPT: Sub-genres of Romanticism**TASK: Explore Gothic and Anti-transcendentalist literature**

STRAND	STANDARD	
Reading	ELACC11-12RL1, RL9	<ul style="list-style-type: none"> Introduce offshoots of Romanticism and Transcendentalism: Discuss Gothicism - a subgenre of romanticism incorporating some elements and exaggerating others - countryside, darkness, emotion, supernatural elements, rich imagery Discuss Anti-transcendentalism: In human discourse, ideas tend to illicit their opposites. Transcendentalists believed inherent goodness of both man and nature and was quickly followed by an “anti-transcendentalist” movement that seemed to argue that nature could be destructive and arbitrary and that people could be malevolent and brutish. Conduct close reading “Annabel Lee” (poem), Edgar Allan Poe - close analysis <p><i>Homework: Create shadow poem modeled on the meter, rhyme scheme, structure, and gothic style of Poe’s “Annabel Lee”</i> Read <u>Walden</u> 5-6</p>
Writing		
Speaking and Listening	ELACC11-12SL3	
Language		
NETS		

SKILL/CONCEPT: Group close reading and analysis**TASK: Analysis of Walden**

STRAND	STANDARD	
Reading	ELACC11-12RL1, RL2, RL3, RL5	<ul style="list-style-type: none"> Review of <u>Walden</u>, Parts 1-6; discuss themes, author’s purpose and audience Discuss: As we continue through <u>Walden</u> concurrently as we explore the entire Romantic oeuvre, what resonances do we find with the spirit of the times and the Romantic Movement in general? Discuss Thoreau’s style: diction, syntax, and figurative language specifically Conduct group read-aloud Walden Part 7: “Blake Farm”; this chapter is very interesting in that Thoreau portrays himself as attempting to win a “convert” to his philosophy of simplicity and frugality, but he is unable to persuade farmer Blake that the transcendentalist ideals are worthy - why would Thoreau dedicate a chapter to this failure?
Writing		
Speaking and	ELACC11-12SL1, SL2	

Listening		
Language		
NETS		
SKILL/CONCEPT: Comparison and contrast of sub-genres		
TASK: Group close reading of “The Masque of the Red Death” with style comparison to <u>Walden</u>		
STRAND	STANDARD	<ul style="list-style-type: none"> • Conduct group close reading of “The Masque of the Red Death” • Compare diction and syntax with <u>Walden</u>, discuss audience and purpose • Produce ½ to 1 page comparison and contrast of literary elements in each
Reading	ELACC11-12RL1, RL4, RL9	
Writing	ELACC11-12W2, W9	
Speaking and Listening		
Language	ELACC11-12L1, L2, L5	
NETS		
SKILL/CONCEPT: Narrative writing		
TASK: Response to narrative prompt re: Poe		
STRAND	STANDARD	<ul style="list-style-type: none"> • Each 9 week 11th grade unit should include 1 or 2 opportunities for narrative writing. During this class period students will write a narrative piece on the following prompt: <p>After reading “Annabel Lee” and “The Masque of the Red Death,” by Edgar Allan Poe, consider what you have learned about the imagery used in establishing setting in Gothic works of American literature. Construct a short story (2-3 pages in length minimum) that illustrates your knowledge of these classic elements. <i>May be done as homework if desired.</i></p>
Reading	ELACC11-12RL5	
Writing	ELACC11-12W3, W4, W5	
Speaking and Listening		
Language	ELACC11-12L1, L2, L5, L6	
NETS		
SKILL/CONCEPT: Gothic narrative		
TASK: Writer’s workshop, collaborative discussion, close reading		
STRAND	STANDARD	<ul style="list-style-type: none"> • Conduct writers’ workshop with Gothic narratives • Have students create a narrative peer review worksheet; facilitate discussion on items to look for in this work • Discuss Anti-transcendentalists, their rationale and push back against what they perceived as the unrealistic optimism of Transcendentalism • Conduct independent close reading of “Dr. Heidegger’s Experiment” (may be completed for homework if necessary) • Identify Anti-transcendentalist elements and examine Hawthorn’s audience, purpose, and style
Reading	ELACC11-12RL1, RL2	
Writing	ELACC11-12W4, W5, W9	
Speaking and	ELACC11-12SL1	

Listening		
Language		
NETS		

SKILL/CONCEPT: Comparison of visual and written text

TASK: View film clips along with reading of “Bartleby the Scrivener”

STRAND	STANDARD	
Reading	ELACC11-12RL7, RL9	<ul style="list-style-type: none"> • Conduct collaborative discussion of modern film treatments of classic texts; activate background knowledge, discuss examples; what kinds of changes are usually made to modernize or make accessible a classic text? • Introduce the outline of Bartleby so that students are somewhat acquainted with the ideas; provide some background information on Melville (short discussion of Moby Dick would be warranted here - students should certainly have passing familiarity with this text. It may be offered as an independent thematic reading for this unit) • Show selected clip from “Office Space”; selecting a clip that aligns closely with the text; facilitate discussion on the resonances between the treatments (choose a clip carefully for appropriateness; this film has comic scenes that carry an “R” rating. Relevant excerpts are completely appropriate but the entire film should not be shown. You may substitute a different text excerpt with a relevant film treatment instead if desired). • Begin group close reading of “Bartleby the Scrivener”
Writing		
Speaking and Listening	ELACC11-12SL1, SL3	
Language		
NETS		

SKILL/CONCEPT: Group close reading and analysis

TASK: Read and discuss “Bartleby the Scrivener,” analyzing literary elements

STRAND	STANDARD	
Reading	ELACC11-12RL7	<ul style="list-style-type: none"> • Continue “Bartleby the Scrivener” • Complement reading with another “Office Space” film clip relevant to the passages read • Complete “Bartleby...” • Have students produce a ½ to 1 page summary of Anti-transcendentalist philosophy as represented in the text and film
Writing	ELACC11-12W9, W2	
Speaking and Listening	ELACC11-12SL3	
Language	ELACC11-12L1, L2, L5, L6, L4	
NETS		

SKILL/CONCEPT: Group close reading and analysis

TASK: Continuation of Walden

STRAND	STANDARD	
Reading	ELACC11-12RL1, RL9, RL5	<ul style="list-style-type: none"> • Conduct group close reading of <u>Walden</u> Part 8: “Brute Neighbors and Housewarming” • Discuss and review notes on Romanticism, Transcendentalism, Anti-transcendentalism, and Gothic literature, including philosophies, major authors, significant works, and literary styles • Have students choose or be placed into debate teams and organize notes for a debate on these philosophies, with the major focus being a debate on the merit of the Romantic/Transcendentalist view of man and nature as inherently good, and the other on the Gothic/Anti-transcendentalist view of man and nature as potentially destructive and unpredictable
Writing	ELACC11-12W9	
Speaking	ELACC11-	

and Listening	12SL1	
Language		
NETS		
SKILL/CONCEPT: Debate		
TASK: Transcendentalist ideals and philosophy versus Anti-transcendentalist		
STRAND	STANDARD	<ul style="list-style-type: none"> Conduct debate (this debate may be formal or informal as the instructor deems; rules for formal debate may be found at: http://www.albertadebate.com/adebate/resources/styles/academic.pdf) <p>Romantic/Transcendentalist view of man and nature as inherently good, versus the Gothic/Anti-transcendentalist view of man and nature as potentially destructive and unpredictable</p>
Reading		
Writing		
Speaking and Listening	ELACC11-12SL1, SL2, SL3, SL4, SL6	
Language	ELACC11-12L1	
NETS	NETS1a, 2b	
SKILL/CONCEPT: Assessment review		
TASK: Rubric and prompt discussion		
STRAND	STANDARD	<ul style="list-style-type: none"> Place the prompt for this culminating writing task (see above) on chart paper or smart board Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment Examine the vocabulary of the prompt and share student models of good work Provide worksheets and copies of the 11th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion Review the grammatical concepts included in this study and make sure they are meaningfully included in the rubric NOTE: special attention needs to be given in this review to the fact that tomorrow's assessment is an ARGUMENT. This is the only piece of ARGUMENTATIVE writing in this unit (as its focus is Informational); students need to be very aware of the structure of an effective argument, including the introduction of counter-claims and appropriate evidence
Reading	ELACC11-12RL9	
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12SL1, SL3	
Language	ELACC11-12L6	
NETS		
SKILL/CONCEPT: Argumentative writing		
TASK: Address the prompt in one class period		
STRAND	STANDARD	<p>ARGUMENT: After reading the anti-transcendentalist short stories "Bartleby the Scrivener," by Herman Melville, and "Dr. Heidegger's Experiment," by Nathaniel Hawthorne, think about which position on the ideals of Transcendentalism you think are best supported by the arguments made in the texts. Have Thoreau, Emerson, and their compatriots made a better argument for their view of the world than authors like Melville and Hawthorne have made against it?</p>
Reading	ELACC11-12RL9, RL1	
Writing	ELACC11-12W1, W4, W5	
Speaking and Listening		

Language	ELACC11-12L1, L2, L4, L5, L6	
NETS		



CCGPS UNIT PLANNING GUIDE FOR GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4 PART II: STANDARDS-BASED TASK PLANNER, MODULE 4

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

INFORMATIVE/EXPOSITORY: We have considered many American visions of independence and identity:

- the frontier spirit exemplified by Meriwether Lewis and Thomas Jefferson
- the alienation of nature and passion from orderly society as exemplified by The Scarlet Letter
- the Transcendentalist notion of the simple and natural man living in tune with nature as described by Thoreau, Emerson, and the Fireside Poets
- Lincoln's vision of a united union
- Sojourner Truth's reflections on human worth and dignity, abolition, and the rights of women
- The groundbreaking poetry of Whitman and Dickinson, each of whom explored their inner experience and unique identities in the context of a changing America

Using the texts of your choice from this unit to inform your thought, consider the points set forth in the article you will be provided for this article entitled

“American Romanticism: The Basic Concepts.” Using more than one text for each major point made in the article, provide examples that illustrate each point. Your analysis should clearly explain the precise ways in which the examples you provide correlate with the article’s assertions.

ESSENTIAL QUESTION

What are the essential elements of the Romantic movement and how are they represented in texts of the period?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Portfolio maintenance, Unit overview and conclusion

TASK: Review and file writing, discuss the close of the Romantic period and societal factors influencing it

STRAND	STANDARD	
Reading	ELACC11-12RL9, RL1	<ul style="list-style-type: none"> Review writing portfolios: allow students to review and discuss their work on the writing assessment in module one, placing graded work in portfolio. <i>Note on writing: a culminating assessment tying reading to writing takes place about every two weeks in this unit. The first task of the succeeding text focus is often to place the last assessment into the writing portfolio - this is not meant to assume that teachers will be able to thoroughly review, grade, and comment on over 100 essays in a single day. Electronic review software may sometimes be employed, a peer-review system may be used for some assessments, and others may be held back for several days for careful instructor consideration.</i> Conduct peer review and discussion Discuss: The Romantic period begins to draw to a close as we approach and enter the Civil War era - facilitate a collaborative discussion as to what geographic, economic, political, and societal factors might be contributing to this failure of the Romantic philosophy Provide a preview of Realism with a few brief text examples juxtaposing the gritty and unsentimental style of the literature that would follow the Romantics; Whitman and Dickinson are considered the liminal poets of this period
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12	
Language		
NETS		

SKILL/CONCEPT: Romantic poetry, Dickinson

TASK: Background knowledge, pre-reading, poetry study

STRAND	STANDARD	
Reading	ELACC11-12RL1, RL2, RL3, RL4, RL5, RL6	<p>Provide background information about Emily Dickinson (PPT): http://mysite.cherokee.k12.ga.us/personal/tammy_silvers/site/Subject%201%20Notes/1/Emily%20Dickinson.ppt http://easthollywoodenglish.files.wordpress.com/2007/10/dickinson-bio.ppt</p> <ul style="list-style-type: none"> Conduct close study of Dickinson “Because I Could Not Stop for Death” “I Heard a Fly Buzz When I Died” “There’s a Certain Slant of Light” “Water is Taught by Thirst” Conduct readings both silently and aloud; professional audio recordings of all are available through Poetry.Org Have students examine diction and figurative language, as well as meter and rhyme scheme, taking notes Note that Dickinson dealt with similar themes again and again (death, immortality, isolation, love)- students should identify and discuss
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1, SL6	
Language	ELACC11-12L5	
NETS	NETS1a, 2b	

		(these tasks will span more than one day)
SKILL/CONCEPT: Romantic poetry, Whitman		
TASK: Background knowledge, pre-reading, poetry study		
STRAND	STANDARD	<ul style="list-style-type: none"> Provide background information about Walt Whitman (PPT): http://www.wsu.edu/~campbell/d/powerpoint/whitmanpres.ppt http://osbornehighschool.typepad.com/files/walt-whitman.ppt Conduct close study of Whitman <ul style="list-style-type: none"> “Song of Myself” “When I Heard the Learn’d Astronomer” “By the Bivouac’s Fitful Flame” Conduct readings both silently and aloud; professional audio recordings of all are available through Poetry.Org Have students examine diction and figurative language, as well as meter and rhyme scheme, taking notes Note that Whitman dealt with similar themes again and again (democracy, sexuality, death, and immortality; universality and the divine nature of man)- students should identify and discuss <p>(these tasks will span more than one day) <i>Homework/extended learning: Compare to Dickinson - meter, rhyme, diction, imagery, etc.</i></p>
Reading	ELACC11-12 ELACC11-12RL1, RL2, RL3, RL4, RL5, RL6	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1, SL6	
Language	ELACC11-12L5	
NETS	NETS1a, 2b	
SKILL/CONCEPT: Evaluating a speaker/speech		
TASK: Close study, Gettysburg Address		
STRAND	STANDARD	<ul style="list-style-type: none"> Conduct several close readings of <ul style="list-style-type: none"> “The Gettysburg Address,” Abraham Lincoln http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm Have students annotate, paraphrase, and summarize without bias Have students work with a partner to compare ideas about the theme and structure of the speech Have students write a rhetorical précis on the Address <p>Additional Resources: Gettysburg Primary Source Documents and Photographs: http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm</p> <p>Gettysburg Primary Source Documents and Photographs:</p>
Reading	ELACC11-12 ELACC11-12RI1, RI2, RI3, RI4, RI5, R7, RI8, RI96	
Writing	ELACC11-12	
Speaking and Listening	ELACC11-12SL3	
Language	ELACC11-12L4	
NETS	NETS1a, 2b	

		http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm Extra credit research: the Underground Railroad Write news article reporting Lincoln's address - need details
SKILL/CONCEPT: Comparison of literary and informational text from the same historic event		
TASK: Close readings of the Gettysburg Address in concert with Whitman's "Oh Captain, My Captain"		
STRAND	STANDARD	<ul style="list-style-type: none"> Continue examination of "The Gettysburg Address," Abraham Lincoln http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm Conduct close reading of Walt Whitman's "Oh Captain, My Captain," written to eulogize Lincoln on the occasion of his death Facilitate a collaborative discussion about why Lincoln's words and actions garnered the kind of deep respect and admiration conveyed in Whitman's poem Discuss what the structure, length, and rhetoric of the Gettysburg Address can tell us about Lincoln's character Have students write a poem in Whitman's meter, rhyme scheme, and style about a hero of their own (as an extension activity if desired)
Reading	ELACC11-12RI8, RI9	
Writing	ELACC11-12W3, W4, W5	
Speaking and Listening	ELACC11-12SL3, SL6	
Language	ELACC11-12L5, L3	
NETS		
<i>Homework: Independent reading of Part 9 Walden: Former Inhabitants</i>		
SKILL/CONCEPT: Dramatic reading		
TASK: Dramatic interpretation of the final segment of <u>Walden</u>		
STRAND	STANDARD	<ul style="list-style-type: none"> Engage in a dramatic interpretation of the final segment of <u>Walden</u>: Spring and Conclusion Facilitate a discussion on the work as a whole, and the ways in which it represents the spirit of times in which the Romantic movement was set (including its sub-genres) Allow students to have a far-ranging discussion on their reactions and attitudes about the book, its philosophies and its relative importance in the canon, as well as their feelings about the optimistic attitude it embraces and its ideas about frugality and simplicity
Reading	ELACC11-12RL9, RL6, RL5, RL1	
Writing		
Speaking and Listening	ELACC11-12SL1	
Language		
NETS		
SKILL/CONCEPT: End of Unit review		
TASK: Jigsaw review		
STRAND	STANDARD	<ul style="list-style-type: none"> Conduct jigsaw review: place students in pairs or groups and assign each a portion of material from this unit for review (for example archetypes, sentence structure, literary terms, or a specific text) Advise students to prepare study materials that thoroughly reinforce and provide effective study lists/resources/notes for their area of responsibility in the jigsaw Model and guide students in preparing effective review materials by providing reminders and highlights from the units
Reading	ELACC11-12RL1	
Writing	ELACC11-12W9	

Speaking and Listening	ELACC11-12SL1, SL3	<ul style="list-style-type: none"> Note that jigsaw review presentation may be in the form of documents on the overhead, handouts, Prezi, or PowerPoint
Language		
NETS		
SKILL/CONCEPT: End of Unit review		
TASK: Student presentations		
STRAND	STANDARD	<ul style="list-style-type: none"> Have students present review materials Assess through peer review (check list may be provided) if desired <i>Review presentations</i>
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4	
Language	ELACC11-12L1, L2, L6	
NETS		
SKILL/CONCEPT: End of Unit review		
TASK: Student presentations		
STRAND	STANDARD	<ul style="list-style-type: none"> Students will present review materials Assess through peer review (check list may be provided) if desired
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4	
Language	ELACC11-12L1, L2, L6	
NETS		
SKILL/CONCEPT: Preparing for final assessment		
TASK: Pre-writing and consideration of final text		
STRAND	STANDARD	<ul style="list-style-type: none"> Have students consider the prompt for their culminating assessment. They will review the final text for the first time and begin pre-writing, note-taking, and text searches for final paper. <p>INFORMATIVE/EXPLANATORY: We have considered many American visions of independence and identity:</p> <ul style="list-style-type: none"> the frontier spirit exemplified by Meriwether Lewis and Thomas Jefferson the alienation of nature and passion from orderly society as exemplified by <u>The Scarlet Letter</u> the Transcendentalist notion of the simple and natural man living in tune with nature as described by Thoreau, Emerson, and the Fireside Poets
Reading	ELACC11-12RL1-RL10	
Writing	ELACC11-12W2, W4, W5, W9	
Speaking and		

Listening		<ul style="list-style-type: none"> Lincoln’s vision of a united union Sojourner Truth’s reflections on human worth and dignity and the rights of women The groundbreaking poetry of Whitman and Dickinson, each of whom explored their inner experience and unique identities in the context of a changing America <p>Using the texts of your choice from this unit to inform you thought, consider the points set forth in the article you will be provided for this article entitled “American Romanticism: The Basic Concepts.” Using more than one text for each major point made in the article, provide examples that illustrate each point. Your analysis should clearly explain the precise ways in which the examples you provide correlate with the article’s assertions.</p>
Language	ELACC11-12L1, L2, L4, L5, L6	
NETS		

SKILL/CONCEPT: Culminating Assessment

TASK: Culminating Assessment

STRAND	STANDARD	<ul style="list-style-type: none"> Students will compose the final draft in class
Reading	ELACC11-12RL1	
Writing	ELACC11-12W2, W4, W5, W9	
Speaking and Listening		
Language	ELACC11-12L1, L2, L4, L5, L6	
NETS		

THIS ARTICLE TO BE PRESENTED AS 4TH DOCUMENT FOR SYNTHESIS ESSAY (CULMINATING ASSESSMENT) IN MODULE 4

American Literary Romanticism: The Basic Concepts

By Dr. Geoffrey Grimes

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Definition

The term "Romanticism" refers to a set of principles that belong to a period of cultural history often marked by experimentation, shifting values, and radical new social roles. University of South Carolina cultural historian Morris Peckham assigns the advent of Western Romanticism to a few years before the nineteenth century when a group of intellectuals across Europe began to think of themselves, the human community, and the "nature of nature" down an entirely different course, a period when first the academics and philosophers, then the artists began to doubt some of the key principles of the Neo-classical world view. Dr. Peckham calls the phenomenon "right angle" visioning, stepping outside one's own frame of reference to reflect on the self, its assumptions, and conclusions. This bold thinking resulted in a cultural revolution known as the Romantic Period.

Romanticism and the Cycle of Social History

Another way of approaching the subject of "romanticism" is to think in terms of the cycle of social evolution and devolution. According to twentieth-century historian Arnold Toynbee, societies and civilizations advance through specific stages: a "formative" stage, a "pre-classic" stage, the "classic" stage, and a "post-classic" stage. Each period leading up to the "classic" stage is characterized by creative innovation. The "classic" stage is a period marked by stability, fixed forms, and order. The "classic" period is a time of comfort and reassurance when the society's sense of itself is generally established. The post-classic stage is a period of disaffection, irritation, and boredom, giving rise to the idealism of the past and a lament for its passing. When the past becomes irreconcilable to a society's demands for it, revolt is not far away. Out of the often terrifying consequences of social revolution, the romantic period--with its veritable explosion of new insight and creativity--is born like the phoenix out of the ashes of the past.

The Romantic Interpretation of Nature

The literature of the American Romantic Period reflects such a resurrection and new flowering. It was prompted, in part, by a new attitude about the American landscape. Beginning with the New York Hudson River Valley "School" of painters, artists shifted from painting people to painting the vast frontier and its far-ranging wilderness. Seen from the proper perspective, the landscape was breathtaking and inspirational. In short order, it became the seat of the spiritual and sublime, the nexus point for the soul and its creator. Literature followed the lead of the artists. Both poetry and prose examined the relationship between form, order, and meaning in human experience in the context of the pristine natural world.

The Romantic "Agenda"

Romantic American literature operates from a whole new agenda of themes and principles. The Romantics revisited conventional Christian spirituality, seeking new contexts in Eastern mysticism. Socially and politically, Transcendentalism shifted authority from the

domain of the state and social law to the faculty of the intuition and moral sense, proselytizing an ethic of individual responsibility and the celebration of the rarefied individual soul over impersonal and dehumanizing society. Psychologically, poets and their philosophers slipped out of the manacles of rigid empiricism and embraced the free spirits of the imagination, creativity, and the emotional life, daring to explore not merely the probable in human experience but the possible and its Gothic implications.

The Principles: *Organicism, Dynamism, and Diversitarianism*

Lying behind this remarkable revolution in thought and creativity is a fundamental re-examination of the most basic assumptions about the nature of the universe and the implications of such a re-examination for the nature and place of the human race in that universe. Peckham identifies three themes which mark the clear lines of departure of Romanticism: "organicism," "dynamism," and "diversitarianism" (Triumph of Romanticism, 1970). "Organicism" is Peckham's term for the Romantic's sense that the universe is alive, not the mechanical contrivance of the Neo-classical projection, and, as alive, is in constant flux and change. "Dynamism" references the source of that life and assigns it to the universe itself; that is, the universe is its own "dynamo" or generator. "Diversitarianism" is Peckham's corollary to the assumptions of "organicism" and "dynamism": if the universe is alive, then all that it is is unique and uniquely evolving.

The Romantics would not categorically reject the Neo-classicist's quintessential principle: that the universe is governed by fixed and immutable natural law. Rather, the Romantics countered, in such a universe, what is important is the effect of those natural laws and that effect is constant change.

Severe Implications

In a universe that is alive and constantly changing, even "truth" itself is elusive, perhaps . . . perhaps even "relative." And if that's the case, then it's a short step from the reassessment of the place of humanity in the physical universe to the reassessment of every arena of human relationships, beginning, perhaps with ethics and religion.