

Naturalism 1880s – 1940

Theme - The Aftermath of Destruction: Rebuilding the American Dream

CCGPS Standards and "I Can" Statements

ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

ELACC11-12RI6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. I CAN identify and interpret a variety of rhetorical devices such as symbols, irony, tone, foreshadowing

ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (

2. I CAN use evidence from the text to support my analysis.
3. I CAN correctly cite the evidence from the text that I use to support my answer.
4. I CAN critically review my written work and revise and edit it BEFORE turning it in for a grade.

ELACC11-12RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

5. I CAN successfully analyze and identify significant themes in the literature I read for this unit.

Task 1. Background on Naturalism

In the American Literature EOCT WORKBOOK, read p. 40 - 41 and answer the following questions.

1. The _____ brought sweeping changes to America, as its cities filled with both immigrants and people from smaller towns searching for a better life.
2. Naturalist writers renounced ... what?
3. During this time a new breed of journalists arose - the muckrakers. What did the writings of the muckrakers do?
4. Naturalists often exposed _____ and the _____ sides of American life.
5. The Naturalist period was the so-called _____ Age of great _____ but also desperate _____.
6. Name AT LEAST five writers from this period and the title of something they wrote.

In the RED literature book, read p. 421-422 and answer the following questions

7. Naturalists relied heavily on the growing disciplines of _____ and _____.
8. The Naturalists tended to look at life as a _____.
9. Other examples of naturalist fiction included the _____ novel (Henry James is considered the best writer of these) and the _____ novel (Stephen Crane was the best writer of these).
10. Crane's principal interest was the human character at moments of _____.
11. Name three common settings of Crane's stories.

Task 2. Yet More Background on Naturalism

Click on the below link. Read the information carefully then follow the directions below.

<http://www.wsu.edu/~campbelld/amlit/natural.htm>

- a. Take notes on the information you learn on this website, using the NOTES graphic organizer (attached).

Task 3. *The Red Badge of Courage* by Stephen Crane

1. Click on the following link and watch the video called "*Great Books: The Red Badge of Courage*"

<http://assignments.discoveryeducation.com/?cdPasscode=T454D-447D>

2. Answer the following questions after viewing
 1. Whose story was Stephen Crane trying to tell in *The Red Badge of Courage*?
 2. What set *The Red Badge of Courage* apart from other war stories of its time?
 4. Why was the Civil War considered more intimate than other wars?
 5. What are some of the differences between infantrymen of the Civil War and
 6. Why do you think a soldier would desert the army?
 7. Why does Henry view desertion as a personal failure?
 8. Why is the way Henry is wounded perceived with irony?

Task 3 - Short Stories by Naturalist Authors

DIRECTIONS: For this task, select TWO of the following short stories to read. Then answer the questions for those stories.

Story #1. "A Pair of Silk Stockings" by Kate Chopin

About the Author, p. 435

1. Was Chopin born into a prosperous family or a poor family?
2. Chopin's controversial theme for her short stories was _____.
3. Chopin's novel, *The Awakening*, was removed from libraries because many people saw only an _____ lesson in the story.

Background, p. 436

4. Most women in the 1890s wore long, thick cotton stockings during this time period. Silk stockings were considered _____.
5. In this story, which takes place in the 1890s, fifteen dollars will buy _____ than two movie tickets.

Elegant Discomfort (in the boxes), p. 440 - 441

6. Describe the clothing of 1890s
7. Could women go into a store and buy a dress off the rack?
8. TWO PART QUESTION: Did people own much clothing? What measures did they take to keep their clothing clean and up to date?
9. Describe the following women's styles at the time
 - 9.1. Typical day wear
 - 9.2. For clerical work or tennis & bicycling
 - 9.3. Formal occasions

"A Pair of Silk Stockings,"

READ: RED lit book, p. 437 - 443

LISTEN: <http://listentogenius.com/author.php/25> You can also read the story at this link

An audio CD of the story is available upon request.

10. In the paragraph beginning "A dollar or two should be added to the price...", what details give you a clue to Mrs. Sommers' life? (p. 437)
11. What needed things did she consider buying?
12. TRUE or FALSE - A bargain hunter would be a good way to describe Mrs. Sommers.
13. On p. 438 at the top of the right column, list at least five words that create the feeling of luxury that Mrs. Sommers felt as she touched the silk stockings.
14. TWO PART QUESTION: When Mrs. Sommers' first feels the silk stockings, they "glide serpentlike" through her fingers. Question 1 - What does a serpent often symbolize in Western culture? Question 2 - Explain whether you think the use of the word "serpent" is significant.
15. After purchasing the silk stockings, what other purchases did Mrs. Sommers make while at the department store?
16. What else did she spend her money on?

17. What do her purchases symbolize?

Story #2. "A Mystery of Heroism " by Stephen Crane

About the Author, p. 484-485

1. Name three works that Crane wrote and tell which one made him a celebrity.
2. Crane was considered a ____ of naturalism.
3. What is the definition of impressionism in fiction?

Elements of Literature

4. What is situational irony?

Background

5. Why do you think it was difficult for soldiers to explain the reasons for their actions?

"A Mystery of Heroism",

READ: RED liit book, p. 486 - 492

Online <http://www.online-literature.com/crane/2540/>

LISTEN: An audio CD of the story is available upon request.

6. Which of the following words or phrases would best describe the TONE at the beginning of the story? (from p. 487 - 489)

fear	wounded	red	harmony	encouraging
smokey	pleasant	hope	massacre	loud confusion
healing	screams	terror	devastation	

7. What happens to the bugler?
8. TWO PART QUESTION. What is it that Collins wants so badly? Why is it so difficult for him to get what he wants?
9. What does the colonel say to Collins about what he wants? (p. 490, top left)
10. "The colonel and the captain looked at each other then, for it had suddenly occurred to them that they could not for the life of them tell whether Collins wanted to go or whether he did not." (p. 490)
What do you think - did Collins really want to go? EXPLAIN why you think so.
11. What is ironic about Collins' insistence on going to the well?
12. (p. 490, top right) A conversation begins as Collins heads to the well to get water. What seems to be the general opinion of him going to the well?
13. Describe his trip to the well.
14. In the end, do you think Collins was a hero or a fool? EXPLAIN your answer and give AT LEAST TWO SPECIFIC EXAMPLES from the story to prove your point.
15. Describe the situational irony in this story.

Story #3. "To Build a Fire" by Jack London

About the Author, p. 494-495

1. What is London most remembered for?
2. London's experience in the Klondike convinced him that life is a ____ in which the ____ survive and the ____ do not.

Reading Focus, p. 496

3. "To Build a Fire" is one of the most effective examples of a conflict between what two things?

Elements of Literature, p. 496

4. Naturalist writers believed human behavior to be determined by ____ and ____.
5. Naturalism presents human beings as subject to ____ beyond their control.

Cold Kills: Hypothermia, p. 508

6. Describe what happens when you develop frostbite.
7. What is frostnip?

"To Build a Fire"

READ: p. 497-507

LISTEN: http://www.loudlit.org/audio/fire/pages/01_01_fire.htm You can also read along on this website

An audio CD of the story is available upon request.

8. Why do you think the protagonist does not have a name?
9. TWO PART QUESTION. Where is he and what is the temperature outside?
10. In a small chart, compare/contrast the man and the dog. (p. 498, right column, last paragraph)
11. "There was nobody to talk to; and, had there been, speech would hve been impossible because of the ice muzzle on his mouth." (P. 499). What does the impossibility of speech symbolize?
12. How does he treat the dog? Give a specific example AND PAGE NUMBER from the story to support your answer.
13. p. 501, the paragraph starting with "At twelve o'clock the day was at its brightest..."
What dangers signs do you see in this paragraph?
14. After he stumbles into the creek, he builds a second fire to dry himself off. As he prepares to take off his shoes to dry them, what devastating thing happens?
15. As he tries to rebuild the fire, what seems to be the hardest action for him to do? Be specific and give the page number.
16. For the first time, the man realizes he might die. (p. 506). When did you first think the man might die?
17. Name at least three things that goes through the man's mind as he slowly freezes to death.
18. Find at least three examples of foreshadowing in this story. List the page number and the paragraph number for each.
19. What happened to the dog in the end.
20. TWO PART QUESTION. London actually wrote another ending to the story where the man survives and learns a valuable lesson. Which ending do you think is better? TELL WHY.

Task 4. Culminating Unit Project

For the two short stories you just read, discuss how they each exhibit characteristics of Naturalism. You can do this project in one of the following formats:

Power Point **OR** Poster **OR** Well-Written Essay

Characteristics of Naturalism

- 1 See your NOTES page
- 2 <http://www.wsu.edu/~campbelld/amlit/natural.htm>

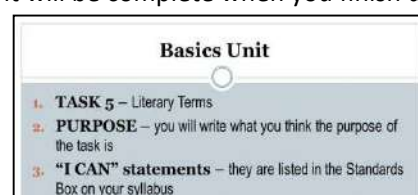
What you should include for each story

1. Do the characters represent typical Naturalism characters? Give specific examples from the story (with page numbers) to prove your answer.
2. Do the settings represent typical Naturalism settings? Give specific examples from the story (with page numbers) to prove your answer.
3. Do the stories have one or more of the following themes? EXPLAIN YOUR ANSWER
 1. The brute within
 2. An indifferent, deterministic universe
 3. The forces of heredity and environment
 4. Nature as an indifferent force
 5. Survival
 6. Determinism
 7. Violence
 8. Taboo

Task 7. Final Exam Project Slides for this unit

The Final Exam Project consists of a Power Point presentation that reflects upon each unit you complete for this course. As you complete each unit in this course, you will add to the Final Exam Project so that it will be complete when you finish up the last unit in the course.

1. Open your Final Exam Project that you started in the Basics Unit
2. Scroll to the last page of the project
3. At the top menu bar, select the NEW SLIDE icon to create a new blank slide



4. In the slide title bar, type the name of the unit (see example)
5. For each task you will include the FIVE following things

NOTE: You will have ONE task PER slide.

4. **ADDRESSED** - you will tell whether the task addressed grammar, writing, literature and/or critical thinking (can be more than one)
5. **WHAT I LEARNED** - you will tell what you learned in this task

- 1.) **TASK.** Name the task (see example at right)
- 2.) **PURPOSE.** Tell the purpose of each TASK. *NOTE: This may or may not be stated directly on your syllabus ... you might have to INFER (gasp!) what the purpose is.*
- 3.) **"I CAN" statement.** For each TASK completed, list the "I Can" statements that address the activity. (*NOTE: you might have to figure this one out for yourself (or ask your teacher!!)*)
- 4.) **ADDRESSED.** Tell whether each activity/assignment address one or more of the following:
 - a. GRAMMAR
 - b. LITERATURE
 - c. WRITING
 - d. CRITICAL THINKING
- 5.) **WHAT I LEARNED** Tell what you learned in each activity/assignment.

Task 8. Grade Yourself

1. Get a blank standards-based rubric from your teacher
2. Write each "I Can..." statement from the Standards chart in a separate box.
3. Then rate yourself as to how well you mastered each "I Can..." statement.
4. Bring all your work & the completed rubric to your teacher to discuss your work & your grade.