

Realism (1850s - 1900)

Theme - The Aftermath of Destruction: Rebuilding the American Dream

CCGPS Standards and "I Can" Statements

ELACC11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

1. I CAN infer an author's point of view.
2. I CAN identify the author's purpose of a particular text.
3. I CAN identify and interpret metaphors, symbols and allusions in a variety of nonfiction readings.

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. (

4. I CAN use evidence from the text to support my analysis.
5. I CAN correctly cite the evidence from the text that I use to support my answer.
6. 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.

7. I CAN successfully analyze and identify significant themes in the nonfiction literature I read for this unit.
8. I CAN successfully identify various rhetorical devices, such as vernacular and dialect, used in the literature I read for this unit.
9. I CAN identify the purposes of each piece of nonfiction literature I read for this unit.

Task 1. Introduction to Realism

Read this FIRST!!!!

Following the Civil War, America was hurting: families torn apart; nearly 700 thousand soldiers dead; the North and the South still not in agreement. Slowly the country began picking up the pieces and rebuilding.

The Realist writers began showing what life was like in the "real world" instead of a romanticized version. The characters they portrayed were regular people with the typical struggles of the times. The dialogue of their characters is often difficult to read because the writers spelled words as they were pronounced.

Click on the below link and READ the following document: Realism (Art and Literature).

<http://assignments.discoveryeducation.com/?cdPasscode=T6717-6F8F>

1. Realism is concerned directly with what is presented to the ____, without the artist/writer trying to ____ the observed ____.
2. How was the term "realism" applied to art?
3. Who were the pioneers of realism in the US?
4. In general, the work of these writers illustrates the main tenet of realism, that writers must not select facts in accord with preconceived aesthetic or ethical ideals but must set down their observations _____ and _____.



Task 2. More on Realism

In the RED literature book, READ pages 417-420 and then ANSWER the following questions.

1. The romantic novel presents readers with lives lived ____ - beyond the level of ____ life. Romantic novels are filled with ____ acts, ____ chases, and ____ escapes.
2. The romantic hero has uncommon abilities that enable him to ____ and ____.

3. After the Civil War came a new generation of writers, known as ____.
4. Realists' subjects were drawn from the ____ of rapidly growing cities, from the ____ that were rapidly replacing farmlands, and from the lives of ____ characters.
5. Name three types of characters the realists wrote about (p. 418)
6. At this time, in Europe, realism was already entrenched. Realism tried to ____ represent the ____ and the manners of ____ life. They also described the way ordinary people ____ and ____ and what they ____ and ____.
7. What else did realism try to explain?
8. Realistic novels often relied on the emerging sciences of ____ and ____ behavior.
10. Define American "regionalism." (p. 419)
11. List the five regionalists mentioned.
14. Realism as a literary movement in the US went far beyond regionalism in its concern for accuracy in portraying _____ and _____.
15. According to the textbook, who is the best-known example of a regional writer?

Task 3. Vernacular and Realism

Read pages 37 – 38 (starting with "Westward Expansion and Regional Awareness" in the "Passing the EOCT in American Literature and Composition" workbook. Then answer the following questions.

1. Define 'vernacular' as it is defined by the workbook.
2. Name FOUR authors who adapted this style to illustrate customs and speech of their own native areas.
3. What kinds of characters did Bret Harte write about?
4. Joel Chandler Harris's Uncle Remus stories adapted African-American ____ and ____ and were ____ popular.
5. Although they have become controversial because of their portrayal of African-Americans, these stories brought ____ culture in general and ____ - ____ narrative in particular to a ____.
6. Tell what you learned about Henry James (include where he came from, titles of notable works, what he wrote about, and what two writers he influenced).
7. Twain, Cable, Harris, Murfee, Harte, and James came to be known as writers of Realism because _____.
6. Realists portrayed characters with _____ and _____ that reflected the _____.

Task 4. Mark Twain

Click on the link below.

<http://assignments.discoveryeducation.com/?cdPasscode=T6721-E213>

Click on the link named "A dinner party honoring Mark Twain".

Look at the photo carefully and read the short article.

CLICK on the tab called DETAILS to read about the photo and answer the below question

1. Is Mark Twain his real name? If not, what is his real name?

THEN watch the video called "*Famous Authors: Mark Twain-1835-1910*"

2. Describe Twain's childhood.
3. What was Twain's point of view on slavery? In other words, how did he feel about slavery?
4. Why did Twain move to Europe?
5. Name TEN more interesting facts about Twain. Try to find facts that your classmates WON'T find.



Click on the link below, watch the video about *The Adventures of Huckleberry Finn*, then answer the questions that follow.

<http://assignments.discoveryeducation.com/?cdPasscode=T429D-44ED>

6. How have film versions of the novel tried to make the story non-controversial?
7. Is Huck a good kid or a bad kid? Give one example from the video that supports your answer.
8. Why does Huck feel sorry for the King and the Duke, even though they compromised Jim's safety?
9. Why is the Mississippi River a geographical gate into and out of slavery?

In the RED literature book, read about Mark Twain's humor on p. 465.

10. During his lifetime, Mark Twain was better known as a _____ than a _____.

11. The anecdotes and maxims he delivered on stage would later be published in a book. What is an anecdote?
(Use the link below to answer this question.)

<http://www.merriam-webster.com/dictionary/anecdote>

Task 5. Short Stories by Realism authors.

Select **ONE** of the following stories to read. Click on the link to read the story you select. Then answer the questions for that story.

"The Luck of Roaring Camp" by Bret Harte

[The Luck of Roaring Camp – Bret Harte](http://www.bartleby.com/310/4/1.html) <http://www.bartleby.com/310/4/1.html>

LISTEN - <http://www.thoughtaudio.com/titlelist/TA0053-Luck/index.html>

NOTE: The audio is in SIX sections - be sure to listen to ALL sections as you read!!!



QUESTIONS

1. What does the baby symbolize to the camp?
2. Explain the following quote: "Tell the boys that I've got the Luck with me now."
3. Explain the title of the story.
4. What is a theme of this story?
5. The below excerpt from the story is an example of what? (see choices below)

"Go in there, and see what you kin do. You've had experience in them things."

- a. diction / vernacular
- b. personification
- c. symbolism
- d. metaphor

"The Real Thing" by Henry James

READ - [The Real Thing \(23 pages\) – Henry James](http://www.readprint.com/work-4100/The-Real-Thing-Henry-James/con) <http://www.readprint.com/work-4100/The-Real-Thing-Henry-James/con>

LISTEN - An audio CD of the story is available upon request

QUESTIONS

1. Explain the title of the story
2. What does Mr. Monarch mean when he says, "We've got to do something, and we thought an artist in your line might perhaps make something of us"?
3. Explain the irony of the Monarch's name
4. What is a theme of this story?
5. Find at least 5 words and phrases from the story that create pictures in your head. (This is called IMAGERY, btw)

5-1. List each words/phrases. **THEN** explain why these words/phrases create pictures in your head.

"My First Lie and How I Got Out of It" by Mark Twain

READ - [My First Lie and How I Got Out of It – Mark Twain](http://classclit.about.com/library/bl-etexts/mtwain/bl-mtwain-r) <http://classclit.about.com/library/bl-etexts/mtwain/bl-mtwain-r>

LISTEN - <http://alexwilson.com/telltale/podcast/mark-twain-lies/>

Click "MP3 DOWNLOAD"

Click OPEN

Double click the file folder

Double click the file named "marktwain_myfirstlie.mp3"

QUESTIONS

1. Describe the conflict in the story.
2. What is the narrator's opinion of George Washington's lie?
3. Describe the lie told in Austria. What is the narrator's justification for telling it?
4. What is a theme of this story?
5. Read the following excerpt from the story and **EXPLAIN THE IRONY** of it:

As I understand it, what you desire is information about 'my first lie, and how I got out of it.' I was born in 1835; I am well along, and my memory is not as good as it was. If you had asked about my first truth it would have been easier for me and kinder of you, for I remember that fairly well.

Task 6. Characteristics of Realism

Using what you've learned in this unit as well as the below weblinks, answer the following questions.

http://www.ehow.com/facts_5714410_basic-characteristics-realism_.html

<http://public.wsu.edu/~campbelld/amlit/realism.htm>

1. Name AND EXPLAIN at least SIX DIFFERENT characteristics of realism
2. How does the painting at the link below exhibit characteristics of realism?
<http://www.huntfor.com/absoluteig/gallery.asp?action=viewimage&categoryid=&text=Jean%2DFran%20E7ois+Millet&im;>
3. Go back to Task 5 and the short story you read.
 1. List AND EXPLAIN at least THREE ways the story exhibits characteristics of realism.
4. **Watch the film "Huck Finn"**, based on Mark Twain's novel "The Adventures of Huckleberry Finn".
In a POWER POINT PRESENTATION, answer the following questions.
 1. Give TWO examples of diction/vernacular (from two different characters).
 2. The Individual vs. Society - TWO PART QUESTION
 1. Describe Huck's struggle as an individual vs. society
 2. Describe Jim's struggle as an individual vs. society
 3. At one point, Huck says, "Human beings can be awful cruel to each other."
 1. Find AT LEAST FOUR different examples of this truth in the film and describe each in DETAIL.

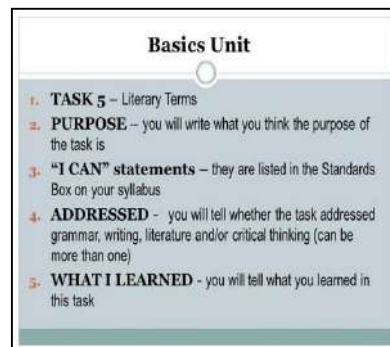
Task 7. Final Exam Project Slides for this unit

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.

- 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.