

**English III**  
**Unit 3: The National Period in American Literature**

**Time Frame:** Approximately four weeks



**Unit Description**

This unit focuses on responding to the primary genres of the National Period of American Literature, such as short stories, novels, essays, and poetry, to discover how the literature relates to the historical context of the time. Interpreting the literature will require a variety of comprehension strategies, including questions requiring higher-order thinking skills. Through independent reading activities and a variety of writing activities, such as short responses and longer compositions, students will analyze the effects of literary elements and devices and explain the relationship of the literature to real-life experiences. Grammar review will be embedded in the writing process, and vocabulary study will continue through defining words within the context of the literature.

**Student Understandings**

The essential goals of this unit are for students to interpret and analyze the literature of the National Period and to note its relevance to contemporary life. Students should recognize that the writing reflects the culture and philosophies of the time, and the literature itself is a reflection of a growing national identity. Other critical goals are for students to express supported responses to texts with focus on the effects of literary elements and devices, particularly in short stories and essays.

**Guiding Questions**

1. Can students identify the major influences of the National Period and how they are reflected in the literature of the time?
2. Can students analyze how the characteristics of a folktale help to establish a recurrent theme in the stories of Washington Irving and how Irving's folktale contains uniquely American characteristics?
3. Can students analyze and synthesize how the distinctive qualities of Romantic writing are reflected in a poem by William Cullen Bryant?
4. Can students show how the work of Edgar Allan Poe contains distinct characteristics of Gothic Romanticism?
5. Can students identify the characteristics of Transcendentalism and explain how Ralph Waldo Emerson's discussion of nature and mankind represents views or comments on life?
6. Can students analyze the philosophical arguments in the writing of Henry David Thoreau and explain how these arguments are relative to contemporary situations?

7. Can students identify the major elements in a short story or novel and use them to draw conclusions and make inferences about ideas presented in the fiction of Nathaniel Hawthorne?

### Unit 3 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author's word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA1H1)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including interpreting and evaluating presentation of events and information (ELA-7-H1)
09b.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including evaluating the credibility of arguments in nonfiction works (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09e.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including comparing and contrasting major periods, themes, styles, and trends within and across texts (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including making predictions and generalizations about ideas and information (ELA-7-H1)
9g.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including critiquing the strengths and weaknesses of ideas and information (ELA-7-H1)
09h.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, including synthesizing (ELA-7-H1)
14a.	Develop complex compositions, essays, and reports that include a clearly central idea/thesis statement (ELA-2-H1)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion (ELA-2-H1)

14c.	Develop complex compositions, essays, and reports that include supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
14d.	Develop complex compositions, essays, and reports that include transitional words, phrases, Develop complex compositions using writing processes such as and devices that unify throughout (ELA-2-H1)
16a.	Develop complex compositions using writing processes such as selecting topic and form (e.g., determining a purpose and audience) (ELA-2-H3)
16b.	Develop complex compositions using writing processes such as prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) (ELA-2-H3)
16c.	Develop complex compositions using writing processes such as drafting (ELA-2-H3)
16d.	Develop complex compositions that include conferencing with peers and teachers (ELA-2-H3)
16e.	Develop complex compositions using writing processes such as revising for content and structure based on feedback (ELA-2-H3)
16f.	Develop complex compositions using writing processes such as proofreading, editing to improve conventions of language (ELA-2-H3)
16g.	Develop complex compositions using writing processes including publishing using available technology (ELA-2-H3)
17d.	Use the various modes to write complex compositions, including literary analyses that incorporate research (ELA-2-H4)
21.	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation for parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation for brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation for dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation for internal capitalization (ELA-3-H2)

23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26a.	Select language appropriate to specific purposes and audiences for speaking, including delivering informational/book reports in class (ELA-4-H1)
26b.	Select language appropriate to specific purposes and audiences for speaking, including conducting interviews/surveys of classmates or the general public (ELA-4-H1)
26c.	Select language appropriate to specific purposes and audiences for speaking, including participating in class discussions (ELA-4-H1)
29a.	Deliver presentations that include language, diction, and syntax selected to suit a purpose and impact on an audience (ELA-4-H3)
31b.	Deliver oral presentations, including responses that analyze information in texts and media (ELA-4-H4)
<b>ELA CCSS</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Literature</b>	
RL.11-12.1	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.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.6	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).
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading Standards for Informational Texts</b>	
RI.11-12.1	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.
RI.11-12.4	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 (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).

RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.11-12.10	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.
<b>Writing Standards</b>	
W.11-12.2a, b, c, e	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately, through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including</li> </ul>

	the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Language Standards</b>	
L.11-12.4a, c, d	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or in a dictionary).
L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Sample Activities

#### Activity 1: Ongoing Independent Reading (GLEs: 09a, 09b, 09c, 09f, 09g; CCSS: RL.11-12.1, RL.11-12.10, RI.11-12.1)

Materials List: teacher-provided independent reading lists

Throughout each of these units, students should explore a wide range of authors and texts, with a focus on American authors, in addition to the readings required in whole-class activities. To encourage students to be independent and thoughtful readers, they should investigate subjects and ideas that matter to them through their own choices in independent reading activities. This

will show them that reading can be useful, enjoyable, and relevant in their everyday lives. This practice may be especially important if students are reluctant readers or are not accustomed to reading independently. Monitor this reading, making sure to incorporate both oral and written responses to the text. Written responses should be entered in a reading log citing strong and thorough textual evidence to support ideas, questions, reactions, evaluations, and reflections relative to the texts they read.

For example, if students are reading a nonfiction book of their choice, you might ask them to interpret and evaluate the way the writer presents events and information and/or to evaluate the credibility of the author's argument(s). This might be done through short journal entries as students progress through the book or through a written review after students finish the book. You might ask students to make predictions or generalizations about an article before reading the article and then have them critique the strengths and weaknesses of ideas in that same article after reading. Be sure that students cite strong and thorough textual evidence to support their analysis of the text. Again, this might be done in daily journals or *learning logs* ([view literacy strategy descriptions](#)). A *learning log* notebook is a binder or some other repository that students maintain in order to record ideas, questions, reactions, and reflections and to summarize newly learned content. A *learning log* notebook offers students a place to reflect on their own learning and will help them build a more thorough understanding of a particular text.

#### 2013-2014

#### **Activity 2: Ongoing Independent Reading (GLEs: 09a, 09b, 09c, 09f, 09g; CCSS: RL.11-12.1, RL.11-12.10, RI.11-12.1, RI.11-12.10)**

Activity 1 should be extended to include literary nonfiction in the grade 11-CCR text complexity band, and any scaffolding should be done at the high end of the range. Monitor and review students' reading logs to verify texts meet appropriate complexity. Written responses entered in reading logs must cite strong and thorough textual evidence to support ideas, questions, reactions, evaluations, and reflections relative to the texts they read.

#### **Activity 3: Ongoing Vocabulary Study (GLEs: 01a, 01b, 01c, 21, 23d, 24)**

Materials List: student vocabulary logs, Checklist of Common Errors BLM

To extend basic and technical vocabulary, students will record both student- and teacher-selected new and unfamiliar vocabulary in an ongoing vocabulary log. This log should include a definition, the part of speech, and a sentence for each word. Sentences should contain appropriate context and enough detail to convey the meaning of the word. Students should refer to the Checklist of Common Errors BLM to apply the standard rules of mechanics and punctuation, focusing on using parallel structure, avoiding split infinitives, and using commas after introductory adverb clauses and long introductory phrases. Here is what a student example might look like:

	<i>Providence (noun) - an instance of divine care.</i>
	<i>William Bradford often writes of "providence" in Of Plymouth Plantation.</i>
	<i>Providence kept the Pilgrims alive and helped them adapt to life in the</i>
	<i>New World.</i>
	<i>Procure (verb) - to get by special effort; to obtain</i>
	<i>As the early pilgrims tried to settle in the New World, it was difficult to</i>
	<i>procure enough food for their families.</i>

2013-2014

**Activity 4: Ongoing Vocabulary Study (GLEs: 01a, 01b, 01c; CCSS: RL.11-12.4, RI.11-12.4, L.11-12.4a, L.11-12.4c, L.11-12.4d, L.11-12.5a, L.11-12.6)**

**This activity will replace current Activity 3 in 2013-2014.**

Materials List: a teacher-selected list of important words related to Colonial Period texts and tasks

To extend general academic and content-specific vocabulary, students will create *vocabulary self-awareness charts* ([view literacy strategy descriptions](#)) at the beginning of each unit. These charts will help students identify what vocabulary words they know as well as what vocabulary words they need to learn in order to fully comprehend each reading. These charts should also help students determine the meaning of words or phrases as they are used in the text, including figurative, connotative, and technical meanings. Students will then use their charts to analyze the following: 1) the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful; 2) how an author uses and refines the meaning of a key term or terms over the course of a text; 3) figures of speech (e.g., hyperbole, paradox) in context and their role in the text.

Over the course of the unit, students should revisit their self-awareness charts to add new information and update their growing knowledge about key vocabulary. Students may use these charts at the end of each unit to prepare for assessments or as a resource when writing for various purposes.

### **Teaching Process:**

1. Provide students with a list of important words at the beginning of the reading or unit, and have students write them in a *vocabulary self-assessment chart* (see example below). These words should be selected from the literature being studied or from the necessary background information at the beginning of each unit. Vocabulary selections should aid students in analyzing author's word choice, in analyzing analogous statements, and in understanding the use of related word forms.



2. Ask students to complete the chart before the lesson begins by rating each vocabulary word according to their level of familiarity and understanding. A check mark (✓) indicates a high degree of comfort and knowledge, a question mark (?) indicates uncertainty, and a minus sign (-) indicates the word is brand new to them.
3. Also, ask students to try to supply a definition and example for each word. For words with question marks or minus signs, students may have to make guesses about definitions and examples.
4. Over the course of the reading or unit, allow time for students to revisit their self-awareness charts. The goal is to bring all students to a comfortable level with the unit's important content terminology. Have students continually revisit their vocabulary charts to revise their entries. This will give them multiple opportunities to practice and extend their growing understanding of the words.

EXAMPLE:

Word	✓	?	-	Example	Definition
Providence					
Solace					
Feigned					
Procure					

**Activity 5: Ongoing Writing Prompts to Assess Understanding of Texts (GLEs: 09c, 09f; CCSS: RL.11-12.1, RI.11-12.1, W.11-12.10)**

Materials List: prompts, note cards

Students will use writing-for-understanding-texts strategies such as the following:

- entrance cards as a lesson initiation activity
- “Stop and Writes” as a comprehension, reflection, or prediction activity during reading
- annotated text as a during-reading activity
- exit cards as a lesson closure activity
- *SQPL* or *student questions for purposeful learning* ([view literacy strategy descriptions](#)), which promote purposeful reading and learning by prompting students to ask and answer their own questions about content.

Prompts should address comprehension, higher-order thinking, and inferences from texts. Students should cite strong and thorough textual evidence from related texts to support analysis of what the text says explicitly as well as when making inferences, including determining where the text leaves the matters uncertain. Prompts can be used to begin discussions or for assessments.

Example prompts:

- Summarize Washington Irving’s short story “The Devil and Tom Walker”; then explain what social statement Irving is making about slavery. Use textual evidence to support your response.
- How are Poe’s works examples of classic Gothicism? Cite examples from the text(s) to support your claims.
- What do you think Emerson means when he says the following in *Nature*: “Standing on the bare ground, my head bathed by the blithe air, and uplifted into infinite space, all mean egotism vanishes. I become a transparent eyeball—I am nothing...”? Do you think Emerson’s contemporaries felt this way as well? Explain your opinions using textual evidence from *Nature* or other pieces from this period as support.

### Teaching Process for *SQPL*

1. Create and present an *SQPL* lesson by generating a statement that will cause students to wonder, challenge, and question. (e.g., The Puritans were lawless people who detested moral values and religions of all sorts.)
2. Allow students to pair up and generate two to three questions they would like answered. Questions should be related to the statement and not farfetched or parodies.
3. Allow groups to share their questions with the whole class; as questions are shared, they should be written on the board, and some teacher-generated questions may be added to the list.
4. As students read and/or listen to the information source, they should try to answer their questions. As content is covered, stop periodically to have pairs discuss which questions can be answered. Allow groups to share their answers with the class. Students should record questions and answers for later study.

### Activity 6: Ongoing Grammar Study (GLEs: 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g)

Materials List: mini-lesson activities, student writing samples, practice exercises, Checklist of Common Errors BLM

Facilitate a classroom discussion during the drafting/revising process of any composition on sentence formation problems (i.e., parallel structure, split infinitives, etc.) or standard rules of usage or mechanics (i.e., subjunctive mood, parentheses, brackets, dashes, commas after introductory adverb clauses and long introductory phrases, quotation marks for secondary quotations, internal capitalization, and manuscript form). Discussion will be based on the common errors in student writing samples using the Checklist of Common Errors BLM. Mini-lesson activities will be from student-generated examples and will be ongoing and skill specific. Ideally, the mini-lessons will become differentiated for students’ specific needs and will be integrated within student writing assignments and not taught in isolation. For example, require students to correct their errors on graded compositions, but also require them to keep track of their errors using an error log. Have students note grammar, mechanic, or usage rules for their most common mistakes in their error logs. You might review the most common errors and those rules as a whole class.

**Activity 7: Understanding the National Period (GLEs: 09h, 25, 26a, 29a)**

Materials List: folder of items for group work, brief biography for each author, historical overview of 1800-1850

Divide the class into groups, and give each group a folder on a different author from this unit containing items such as maps or photographs of relevant locations, quotes by the author, copies of paintings, and a short biography for each.

Information can be found at <http://classicauthors.net> or:

- Irving <http://www.hudsonvalley.org/education/Links/links.html>
- Bryant <http://www.npg.si.edu/exh/brady/gallery/70gal.html>;
- Poe <http://www.poemuseum.org/>
- Emerson <http://www.cas.sc.edu/engl/emerson/>
- Thoreau <http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/>
- Hawthorne <http://hawthorneinsalem.org/Introduction.html>

Each group should review the information and then create a skit or “infomercial,” which synthesizes the information provided to present the author and his locale to the class, using visuals from the folder during the presentation. The groups should ensure they are using appropriate language to impact the audience including standard English grammar, diction, and syntax. The class should note significant details about each author, and these details should be reviewed prior to subsequent related activities.

To wrap up the activity, facilitate a discussion of changes in America during this time period, including brief details of westward expansion, population growth, and the prevailing philosophies of the time.

**Activity 8: Washington Irving (GLEs: 09a, 09c, 09d, 09h; CCSS: RL.11-12.1, RL.11-12.6, RL.11-12.10, W.11-12.7)**

Materials List: copy of “The Devil and Tom Walker” Process Guide for American Folktales BLM, Analysis of an American Folktale BLM

After students complete a preliminary, independent reading of Washington Irving’s short story “The Devil and Tom Walker,” they should briefly research the characteristics of an American folktale using the American Folktales BLM *process guide* ([view literacy strategy descriptions](#)) to aid them in their search for information. The *process guide* assists students as they progress through information sources. *Process guides* scaffold students’ comprehension within unique formats and are designed to stimulate students’ thinking during and after their reading, listening, or involvement in any content area instruction. *Process guides* help students focus on more important information and ideas, making their reading or listening more efficient.

After students have completed the *process guide*, demonstrate the use of a *graphic organizer* ([view literacy strategy descriptions](#)) that will help students connect characters and events in “The

Devil and Tom Walker” to the elements of a traditional folk tale as they provide text-supported responses. Distribute copies of the Analysis of a Folktale BLM, read the first paragraph of the story aloud, and demonstrate how to summarize briefly the description in the box labeled “Unrealistic Situations.” Students should then continue reading the story independently, filling in the boxes with examples for each category. Next, support from the chart along with information from the *process guide* should be used by students in developing a brief composition that explains how the author uses these elements to develop a general truth about life (e.g., No bargain made from greed is truly profitable.) These might be shared in whole-class discussion.

**Activity 9: William Cullen Bryant’s “Thanatopsis” (GLEs: 09a, 09c, 14a, 14b, 14c, 14d, 16a, 16b, 16c, 16d, 16e, 16f, 16g, 26c; CCSS: RL.11-12.1, RL.11-12.10, W.11-12.10)**

Materials List: notes on the Romantic Movement, Analysis of “Thanatopsis” BLM, “Thanatopsis” Composition Rubric BLM

Before reading “Thanatopsis,” students will complete a *lesson impression* ([view literacy strategy descriptions](#)) activity. Lesson impressions create situational interest in the content to be covered by capitalizing on students’ curiosity, which increases students’ motivation through heightened anticipation and meaningful, purposeful learning. When students are asked to form a written impression of a text to be read, they become eager to discover how closely their impressions match the actual content, and this approach has been found to keep students focused and engaged during a lesson.

Begin by introducing the students to the Romantic literary movement. Students should note that American Romanticism includes the following characteristics:

- deep appreciation for nature
- awareness of and respect for the past
- celebration of the individual
- focus on emotional, spiritual, and imaginative experiences

After a brief discussion of Romanticism, present a small list of words that students will encounter in the text of “Thanatopsis.” Example words might include *nature, communion, gladness, glides, sharpness, blight, agony, cold, embrace, brother, oak, mold, patriarchs, sepulcher, venerable, wings, solemn, matron, gray-headed, innumerable, slave, trust, couch, dreams*, etc. Students should compose a poem using as many of these or other teacher-selected words as possible. Invite volunteers to read their impression texts to the class. Anticipation will be heightened by the various impressions students share, leaving students to wonder whose impression text is the closest to the original poem.

Impression Text Examples:

The *Nature* that you speak of is not full of *gladness* nor  
Happiness. The *oak* will not be my personal skewer.  
A *sepulcher* of concrete shall protect my body from Her elements.  
Not in the *cold* earth do I lay my *trust*. My *communion* is with  
A higher power, not a *matron*, but rather  
The Patron of us all. Why fear being *gray-headed*  
Or having *agony* over death when one can *embrace*  
Powers of Heaven, *dream of couches* among  
Seraphim whose wings encompass us all?  
It is piteous to put your fidelity into mere grass.  
*Slaves* are you all to Fear - you who are not my *brother* in our Lord.

*Matron* Madeline

This story's of a *matron* with a heart of gold--  
A *patriarch* with *dreams*, *innumerable* and old.  
*Gray-headed* and *solemn*, she *glides* through her day.  
*Communing* with *nature* she *trusts* is the only way.  
A *slave* to her *couch* this *matron* is not.  
Her *sharpness* is evident—no *mold* and no rot!  
The *agony* once felt from a *brother* lost.  
His service to country his life it did cost.  
Now under the *oak*, his *sepulcher* lies.  
One day she'll join him, but not 'til she dies.

Next, read the poem orally as a whole class, or have students read the poem individually. While students are reading the poem, they should compare their impression texts with the original poem, keeping track of similarities and differences. After the reading is complete, the class might decide collectively whose impression text was closest to the original.

Once the lesson impression activity is complete, briefly review blank verse and iambic pentameter with the students. Then reread a few key lines of the poem aloud to students, modeling how students should paraphrase for understanding. For struggling readers, highlight the characteristics of Romanticism in those same few lines. Students should then reread “Thanatopsis” independently, using the Analysis of “Thanatopsis” BLM to create an outline and summary of each section of the poem. When students have completed their individual analyses of the poem, allow students to share their ideas with the class, making sure that students realize there is more than one speaker in the poem and ensuring that students understand the characteristics of Romanticism reflected in the poem. Students should select and use language appropriate to specific purposes and audience when participating in the class discussion.

Finally, students should use these notes and a writing process to draft a composition that explains how this poem displays the qualities of Romantic writing. The composition should include the following elements:

- a clearly stated central idea
- a clear, overall structure

- supporting paragraphs organized in a logical sequence
- transitional words, phrases, and devices that unify throughout
- citation of strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain

Students should conference with peers and teachers to review and edit a rough draft of the composition. Students should revise for content and structure based on feedback, including proofreading and editing to improve conventions of language. Students should use available technology to publish a final draft.

**Activity 10: Works of Edgar Allan Poe (GLEs: 09d; CCSS:RL.11-12.6, RL.11-12.10, W.11-12.10)**

Materials List: selection of Poe’s stories of appropriate complexity for grade 11, SPAWN prompt

Review elements of Romanticism with students, paying particular attention to the elements of American Gothicism. Students should also be introduced to Poe’s “single effect” theory – the idea that all elements of a short story (plot, characters, setting, imagery, tone, etc.) should create a single effect for the reader.

Students should then be allowed to choose from several of Poe’s short stories. Suggested titles are “The Fall of the House of Usher,” “The Black Cat,” or “The Pit and the Pendulum.”

Have students read their selected stories independently. Then introduce the *SPAWN* writing literacy strategy to students ([view literacy strategy descriptions](#)). *SPAWN* writing prompts provide students with regular content-related writing opportunities. *SPAWN* is an acronym for five categories of writing prompts (*Special Powers*, *Problem Solving*, *Alternative Viewpoints*, *What If?*, and *Next*), which can be crafted in numerous ways to stimulate students’ predictive, reflective, and critical thinking about content specific topics.

After students have completed an initial reading of their stories, they will use the A – *Alternative Viewpoints* category of *SPAWN* to think about one of Poe’s stories in a unique way while relating this unique viewpoint to Gothic Romanticism.

As part of the *SPAWN* activity, provide the class with a prompt similar to one of the following (prompts will vary by story selection):

- Retell your favorite part of the story “The Fall of the House of Usher” from the house’s point of view. Include specific Gothic elements in the details of your alternative viewpoint.
- Retell your favorite part of the story “The Black Cat” from the cat’s point of view. Include specific Gothic elements in the details of your alternative viewpoint.

When students have completed their writing, they should share their responses in small group or

whole class discussion. Discussions should include an analysis in which grasping point of view requires distinguishing what is directly stated in the text(s) from what is really meant (e.g., satire, sarcasm, irony, or understatement). The compositions can be assessed as an informal writing assignment.

### **2013-2014**

**Activity 11: Works of Edgar Allan Poe (GLEs: 09d, 26c; CCSS: RL.11-12.4, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2e, L.11-12.4a, L.11-12.4d, L.11-12.5a)**

Activity 10 should be extended in 2013-2014 by having students complete a second reading of their short stories. During a subsequent reading of their story, have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to document the use of figurative and connotative language, the use of satire, and evidence of Poe’s “single effect” theory. Students should determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including using context as a clue to the meaning of a word or phrase and verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### **EXAMPLE:**

“During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens...”

Poe uses vivid imagery in this passage to create a mood of terror in the story. The connotative meaning of *autumn* here indicates a time when things are dying. The use of the word *oppressively* appeals to the reader’s senses in that the reader should image that it’s difficult to even breathe in this setting. All of Poe’s adjectives in this line create the “single effect” of trepidation or anticipated horror.

Then have students use their notes and a writing process to draft a composition that examines Poe’s literary style. These compositions should

- examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;
- introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;
- develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;
- use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.



**Activity 12: Understanding Transcendentalism (GLEs: 09c, 09e, 09h, 31b; CCSS:, W.11-12.7, W.11-12.9b)**

Materials List: teacher-prepared discussion questions about the concept of transcendentalism,

Have students work in pairs to conduct research on the concept of Transcendentalism. Students should utilize a variety of reliable informational resources in their research. Groups should take notes on pertinent information they discover, making inferences and drawing text-based conclusions about this information and comparing and contrasting this information to major periods, themes, and styles studied in previous activities.

After students have been given ample time to research the concept of Transcendentalism, they will participate in the Inside-Outside Circles *discussion* ([view literacy strategy descriptions](#)). Students can improve learning and remembering when they participate in dialog about class topics. However, discussion strategies must be identifiable, purposeful, planned, and adequately described to be most effective. To effectively utilize Inside-Outside Circles *discussion*, have students stand and face each other in two concentric circles. The inside circle faces out, and the outside circle faces in. Pose a question to the entire group about transcendentalism. For example, “How does the idea of nature fit into the concept of transcendentalism?” At this point, students will discuss their ideas or answers to this question with the person standing directly in front of them. After allowing for several minutes of discussion, say “stop” and ask students to rotate; then say “stop” again. Ask another question, such as “How does the idea of individualism fit into the concept of transcendentalism?” Again, allow for several minutes of discussion between students and the person standing directly in front of them. After a few rotations, ask students to share something new they learned from their discussion partners in a whole-group discussion, ensuring that all relevant points about transcendentalism are covered.

After the final whole-group discussion, ask students to summarize the main tenets of transcendentalism in their *learning logs* ([view literacy strategy descriptions](#)) using evidence from the text to support their analysis, reflection, and research.

**2013-2014**

**Activity 13: Understanding Transcendentalism (CCSS: RI.11-12.4, RI.11-12.10, W.11-12.2a, W.11-12.6, W.11-12.8, W.11-12.10, L.11-12.4c)**

Materials list: Annotated Bibliography Assignment BLM and the Annotated Bibliography Rubric BLM (see Unit 2)

Activity 12 should be extended by having students compose annotated bibliographies of at least two of the sources they use in their research. These sources should be in the grades 11-CCR text complexity band, and students should be able to read and comprehend them with scaffolding as needed at the high end of the range. Students must gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. They should assess the strengths and limitations of each source in terms of the task, purpose, and audience. They



should integrate information into their annotated bibliographies selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.

Annotated bibliographies require students to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. By composing an annotated bibliography, students will introduce a topic, organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole, including formatting.

Students should

- evaluate the reliability each source,
- include bibliographic information for each source,
- summarize or cite key points of interest for each source,
- and write a reflection for each source that includes the title and author of the work, a clear introduction of the topic, organized ideas, and proper formatting.

Students should also

- 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 over the course of a text (e.g., the term *nature* is refined by the Transcendentalists)
- consult general or specialized reference materials to determine the meaning of unfamiliar words, and they should use both academic and domain words and phrases in their summaries and reflections.
- use technology to compose and publish their annotated bibliographies in response to ongoing feedback, including new information.

See the Annotated Bibliography Assignment BLM (Unit 2, Activity 18) and the Annotated Bibliography Rubric BLM (Unit 2, Activity 18) for examples.

**Activity 14: The Writings of Ralph Waldo Emerson and Transcendentalism (GLEs: 09a, 09c, 09d; CCSS: RI.11-12.1, RI.11-12.9)**

Materials List: excerpt from “Self Reliance” and *Nature*, list of quotes from “Self Reliance” and *Nature*

Students should complete an initial, independent reading of an excerpt from “Self-Reliance” and an excerpt from *Nature*. While reading, students should use *split page note-taking* ([view literacy strategy descriptions](#)) to note passages or quotes from both sources that they feel are significant and analyze the meaning of each passage or quote. The following is an example of the entry format:

Quote	Student Response
“We are always getting ready to live but never living.”	This means that people have great ideas but never seem to do anything with them. They always think they will act on them later. Many want to take time for travel or writing or playing music; but they just don’t get started, or they let other things get in the way.

After students have had ample time to read and analyze both texts independently, facilitate an oral reading and discussion of both texts. Volunteers should then read the quotes and responses recorded in their notes as you facilitate a class discussion of each. Class discussion should also involve analysis of the historical and literary significance of the texts for their themes, purposes, and rhetorical features, including the author’s use of complex literary elements (e.g., symbolism, themes, ideas). Students should next choose one or two quotes from their notes and explain how that quote reflects the transcendentalist philosophy. Student responses should be recorded in their *learning logs* ([view literacy strategy descriptions](#)).

**Activity 15: Henry David Thoreau and Walden Pond (GLEs: 09a, 09b, 09c; CCSS: RI.11-12.1, RI.11-12.9)**

Materials List: excerpt from *Walden*, Using *QtC* to Analyze Thoreau BLM

Students will first review a biography of Henry David Thoreau including the influences of Emerson, Transcendentalism, and his “experiment” at Walden Pond. To help students analyze the themes, purposes, and rhetorical features of Thoreau’s *Walden*, involve the class in the *QtC* ([view literacy strategy descriptions](#)) collaborative process of building understanding during reading.

In an introduction to an excerpt from *Walden*, make the students aware of the idea that the reading process should involve close questioning of the author’s ideas. Next, display the Using *QtC* to Analyze Thoreau BLM, and discuss the list of questions that can be used in this process.

Students should then participate in an *independent* reading of the entire excerpt from *Walden* to become accustomed to Thoreau’s structure and tone. Then reread the first paragraph aloud, and demonstrate the questioning technique by involving the class in a discussion of these questions:

- What is Thoreau talking about here?
- Does this idea make sense to you?
- Does Thoreau make his reasons clear to you? Why or why not?
- Do Thoreau’s arguments seem credible? Why or why not?

The students should record one question and a personal response in their notebooks for paragraph one. The response should include 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. This process of one question and a response for each paragraph should continue as students work independently or in pairs to engage in the

*QitC* process throughout the rest of the excerpt. When students have completed this, they should come together in larger groups of 6-8 to discuss their questions and responses. Group members should participate in this session by adding one new question and response to their notes for each paragraph. You should move around to monitor and help facilitate the discussion in each group.

Finally, each student should choose a significant quote from the excerpt and develop a *learning log* ([view literacy strategy descriptions](#)) entry that introduces and analyzes the quote based on the *QitC* process.

**Activity 16: Henry David Thoreau’s “Of Civil Disobedience” (GLEs: 09a, 09b, 09c; CCSS: RI.11-12.1, RI.11-12.9, W.11-12.10)**

Materials List: photographs of contemporary civil disobedience, essay describing the civil disobedience of Dr. Martin Luther King, teacher’s notes on Thoreau’s night in jail, excerpt from Thoreau’s “Of Civil Disobedience”

As an introduction to the activity, display photographs of contemporary examples of civil disobedience such as a sit-in or a protest walk (<http://www.history.com/>), and encourage the class to discuss the purpose of civil disobedience and the differences between violent and peaceful protest.

Students should next read and analyze an essay that describes the civil disobedience of Dr. Martin Luther King. An example might include “Choice: A Tribute to Dr. Martin Luther King Jr.” by Alice Walker.

Students should then read about and briefly discuss an overview of Thoreau’s night in jail that prompted his essay “Of Civil Disobedience.” After independently reading an excerpt from his essay, students should complete one or more of the following:

- Identify two of Thoreau’s topics, and list his supporting reasons or evidence for each. Students should 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.
- Choose one quote or position from the piece, and take a stand for or against it in an editorial by interpreting and evaluating the presentation of events and information.
- Write an “unsent letter” to a government official or political candidate that uses one of Thoreau’s statements in a request or discussion of advice.
- Write a short composition explaining how the essay displays the philosophy of Transcendentalism, citing specific support from the excerpt.
- Explore in a small group discussion what Thoreau would have thought about contemporary issues such as government deficits, modern taxes, or the Internet.

As closure, students should write a *learning log* entry ([view literacy strategy descriptions](#)) discussing the differences between the situations Thoreau faced and the situations King faced and whether civil disobedience was more appropriate for one or the other. Responses should include interpretation and evaluation of the presentation of events and information; evaluation of

the credibility of the arguments; inferences and conclusions about civil disobedience. Volunteers might read their entries for class discussion.

**Activity 17: The Fiction of Nathaniel Hawthorne (GLEs: 1a, 09a, 09c, 09d, 09e, 09f, 09g, 17d, 26b)**

Materials List: Opinionnaire for Hawthorne’s Fiction BLM, copies of a short story by Hawthorne or the novel *The Scarlet Letter*, selected vocabulary for log, guided-reading questions, topics for learning log entries or RAFT writing, portfolio research topics, graphic organizer materials to analyze story elements

An introduction to Hawthorne’s work should begin with a short research activity about Hawthorne and his view of humanity. Facilitate a brief discussion of students’ research findings ensuring that all significant points of Hawthorne’s biography are included. Next, provide small groups with a list of modern situations that illustrate the concept of keeping secrets. An example might include the following scenario: *You and a best friend cheat on a test. However, only your friend is caught by the teacher and receives a failing grade for both the test and the course. He or she does not mention your involvement. Should you mention it now?* Other example scenarios are included on the *Opinionnaire* for Hawthorne’s Fiction BLM ([view literacy strategy descriptions](#)). Groups should discuss or debate each statement, survey members, and record an explanation for their choices. Each group should then explain the results to the class. This should lead to a class discussion about when it is justifiable to keep a secret and the possible results of such a situation. Connect students’ discussion to a general overview of Hawthorne’s writing, allowing time for students to make predictions and generalizations about these ideas and information.

Students should then read one of Hawthorne’s short stories, such as “The Minister’s Black Veil,” or his novel *The Scarlet Letter* and complete any of the following activities. In the case of the novel, these activities may be used as an ongoing portfolio to be checked during and after reading:

- ongoing *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)) of new or unfamiliar words, including analysis of Hawthorne’s word choices
- guided reading questions that require students to 1) interpret and evaluate the presentation of events and information and 2) make inferences and draw conclusions
- artwork depicting dramatic scenes (this requires students to evaluate the author’s use of symbolism, imagery, ideas, etc.)
- *RAFT* ([view literacy strategy descriptions](#)) writing from the viewpoint of various characters
- *graphic organizers* ([view literacy strategy descriptions](#)), such as word webs or charts to analyze story elements such as characters, theme, symbolism, and irony (e.g., a word web that contains the word *hypocrisy* at the center)
- *split note-taking* ([view literacy strategy descriptions](#)) to analyze quotes that express the author’s views on human nature
- character descriptions
- a composition that discusses any of the major ideas in the text and includes textual

- evidence and secondary research for support
- an analysis of the differences between the novel and the 1934 film version of the novel

As a closing activity, students should write a *learning log* entry in which they discuss what they have learned about the American identity from this unit overall and how it compares and/or contrasts with the major periods, themes, styles, and trends in this and previous units.

## Sample Assessments

### General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

#### General Assessments

- Students will create *vocabulary self-awareness charts* and use them for a variety of assessment activities.
- Students will complete a variety of responses during teacher-directed grammar and usage mini lessons.
- Students will participate in both small-group and whole-class discussions involving the interpretation and analysis of various texts.
- Students will facilitate comprehension of texts in various “Stop and Writes” or annotations.
- Students will compose various responses to texts in *learning logs* ([view literacy strategy descriptions](#)).
- Students will create a portfolio of work on a short story or novel by Nathaniel Hawthorne.

#### Activity-Specific Assessments

- Activity #8: After reading Washington Irving’s story “The Devil and Tom Walker” and participating in a class discussion of the story’s basic elements, the students will draft a brief composition that explains how the author uses these elements to develop a general truth about life. The composition may be evaluated for organization, logical sequence, textual evidence, formal style, objective flow, and conventions of language.
- Activity #9: Students will use a writing process to develop a multi-paragraph composition that analyzes the qualities of Romantic writing in the poem “Thanatopsis.” The composition should include the following:
  - general description of Romanticism
  - specific examples of support
  - proper documentation for quotes

- theme analysis
- personal reaction
- Activity #11: Students will use a writing process to develop a composition that examines Poe's literary style. The composition should include the following:
  - a general description of Poe's "single effect" theory
  - specific examples of Poe's writing style
  - analysis of Poe's writing style
  - textual evidence with proper citation format
  - logical organization and clear transitions
- Activity #17: In 2013-2014, students will compose two annotated bibliographies. The bibliographies should be evaluated using the Annotated Bibliography Rubric BLM.