

## English III

### Unit 5: The Rise of Realism and Naturalism in American Literature

**Time Frame:** Approximately five weeks



#### Unit Description

This unit focuses on reading and responding to the primary genres of the period from 1865-1910 to discover how the short stories, novels, and poetry relate to the historical context of the time. Interpreting the literature will include applying a variety of reading and comprehension strategies to analyze the effects of the literary elements and devices, as well as responding to questions requiring higher-order thinking. Research will aid the understanding of the rise of realism and naturalism during this time. Compositions in various modes will address aspects of the literature and explain its relationship to real-life experiences. Grammar study will be imbedded in the writing process, and vocabulary study will continue within the context of the literature.

#### Student Understandings

The essential goals of this unit are to interpret and analyze the literature of the period of Regionalism and Realism. Students should recognize that the turbulence of the previous period influenced the next generation and should also identify the effects of social issues on the literature of the day. Other critical goals are to express supported responses to the texts, as well as focus on the effects of the literary elements and devices, particularly those related to the new styles of poetry and the prose fiction.

#### Guiding Questions

1. Can students identify the primary characteristics of the period of Realism and Regionalism and explain how they are reflected in the literature of the age?
2. Can students identify how the poems of Emily Dickinson use structure and language devices to create meaning?
3. Can students use a variety of strategies, including making predictions and generalizations, to gain meaning from the short fiction of Kate Chopin?
4. Can students analyze and synthesize in oral and written responses how Edgar Lee Masters uses the distinctive elements of narrative poetry to reveal character?
5. Can students identify the characteristics of “local color” and realism as they appear in the works of Kate Chopin, Bret Harte, and Mark Twain?
6. Can students analyze how the important story elements of Mark Twain’s work establish significant recurrent themes of American literature?
7. Can students explain how the short stories of the time use literary devices to reflect the primary traits of realism and naturalism?

**Unit 5 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)**

<b>Grade-Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text and Benchmarks</b>
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 (ELA-1-H1)
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)
09g.	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 the following: a clearly stated central idea/thesis statement (ELA-2-H1)
14b.	Develop complex compositions, essays, and reports that include the following: a clear overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include the following: supporting paragraphs organized in a logical sequence (e.g., special order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
14d.	Develop complex compositions, essays, and reports that include the following: transitional words, phrases, 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 using writing processes such as 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 such as 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 split 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 for 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 for 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)
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 an audience (ELA-4-H3)

34a.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) (ELA-5-H1)
34b.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
35a.	Locate, analyze, and synthesize information from a variety of complex resources, including: multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) (ELA-5-H2)
35b.	Locate, analyze, and synthesize information from a variety of complex resources, including: electronic sources (e.g., Web sites or databases)
37a.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including formulating clear research questions (ELA-5-H3)
37b.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including evaluating the validity and/or reliability of primary and/or secondary sources (ELA-5-H3)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
40b.	Use selected style guides to produce complex reports that include the following: standard formatting for source acknowledgment (ELA-5-H5)
<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.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
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.11-12.10	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.11-12.1a, b, c, d	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied 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>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> </ol>
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.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
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>Speaking and Listening Standards</b>	
SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<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 *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.

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### **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 <u>Of Plymouth Plantation</u>.</i>
	<i><u>Providence</u> 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><u>procure</u> enough food for their families.</i>

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**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.

**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:

- Discuss at least one example of irony in Kate Chopin's short story "The Story of an Hour." Use evidence from the text to support your ideas.
- How is Bret Harte's short story "The Outcasts of Poker Flat" an example of realism? Use evidence from the story to support your ideas.
- Identify and explain the significance of at least three examples of "local color" from any of the stories in this unit.

**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: Reconstruction and the Rise of Realism and Naturalism (GLEs: 09h, 25, 34a, 34b, 35a, 35b, 37a, 37b, 37c, 37d, 40b; CCSS: W.11-12.7, W.11-12.9a)**

Materials List: period overview notes, list of research topics, Assessment Rubric for Research Presentation BLM

Facilitate an overview of the period that includes a discussion of the qualities of realism, naturalism, regionalism, and local color during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Following this discussion, students will work in small groups to research a regional author from this unit, such as Bret Harte or Jack London, and locate information on how that author's work reflects the lifestyle and social issues of a particular region. Students will select and critique relevant information for this research project using the organizational features of a variety of resources, including print texts and electronic texts; students should access information and conduct research using various grade-appropriate data-gathering strategies and tools, including 1)formulating a clear research question, 2) evaluating the validity and/or reliability of primary and/or secondary sources, 3) using graphic organizers (e.g., outlining, charts, timelines, webs), and 4) compiling and organizing information to support the central ideas, concepts, and themes

of a formal presentation. Students should select reliable sources and use research processes (e.g., skimming and scanning, note-taking, outlining, summarizing) to research the topic, synthesizing information from a variety of complex resources.

Students will demonstrate their understanding of the subject under investigation by presenting their research to the class as the class moves through the unit. For example, group one will present the information on Emily Dickinson before Activity 9 is introduced; Kate Chopin will be presented before Activity 11 is introduced, etc. Students should use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions. Finally, students should use a teacher-selected style guide to acknowledge their sources. Presentations may be assessed using the Assessment Rubric for Research Presentation BLM.

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#### **Activity 8: Reconstruction and the Rise of Realism and Naturalism (CCSS: W.11-12.10, SL.11-12.1d, SL.11-12.5)**

**This activity is an extension of Activity 7 in the 2013-2014 school year.** Have students make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence and to add interest to their presentations. The work should include standard formatting for source acknowledgment, including source acknowledgment for any graphics and audio used. Presentations will occur as an opening for the correlating unit activity, and the class will record pertinent notes for later reference. Students should be encouraged to respond thoughtfully to the presentations, to synthesize information from various presentations, to resolve contradictions when possible, and to determine what additional information is required to deepen their understanding of this period.

#### **Activity 9: Poetry of Emily Dickinson (GLEs: 09c, 09d, 29a)**

Materials List: selected poems, Analyzing Emily Dickinson's Poems BLM

The students will view a presentation of the life and work of Emily Dickinson that includes the influence of Emerson and a description of Dickinson's poetic style.

Then display one of Dickinson's poems, such as "Success is Counted Sweetest," and

- read it aloud
- demonstrate how to paraphrase each line
- point out significant aspects of the poem's structure
- mark stylistic elements
- explain the overall meaning

Small groups of students will each select a different poem from Dickinson's works to explicate in detail. Each member will use the Analyzing Dickinson's Poems BLM to interpret meaning and analyze the poet's use of imagery and figurative language. Each group will present its work to the whole class, beginning with an oral reading of the poem. Their presentations and poetry

readings should include language, diction, and syntax selected to suit a purpose and impact an audience.

Each student will then select one of the poems studied in this activity to discuss in a journal entry. The entry should briefly summarize the poem's theme and make personal real-life connections to the meaning of the poem. The *learning log* ([view literacy strategy descriptions](#)), may be a part of a portfolio assessment at the end of the unit.

### **Activity 10: Edgar Lee Masters: *Spoon River Anthology* (GLEs: 09a, 09c, 09d, 09e, 09h)**

Materials List: selected poems from the collection

Students will view a presentation of the life and work of Edgar Lee Masters. They will review the meaning of the term “eulogy” and note the format and purpose of Masters’ work *Spoon River Anthology*, including these concepts:

- the characters are all from the same fictional town
- the dead characters have nothing to lose in being honest
- many characters discuss relationships with others in the book
- the poems create a realistic picture of small, turn-of the-century Midwestern town

Students will then read selected poems from the anthology that might be grouped by related characters, such as married couples, war veterans, or accident victims. To summarize the essence of each life, students will use a modified version of *GISTing* ([view literacy strategy descriptions](#)). This strategy is useful in teaching the important subskill of summarizing by limiting the total number of words students can use, which forces them to think about only the most important information.

Demonstrate the technique by giving students a copy of one poem to mark up. The poem should be divided into several sections, depending on its length. Students should be asked to mark a limited number of words from each line that display the most significant aspects of the character's life. Next, ask students to choose those underlined words that are the most significant, and then the class should decide how to best combine selected words from each line to create one total statement that best summarizes the section. Each subsequent section should be addressed in the same manner until there is a brief summary of the entire poem that describes the character in a concise way.

EXAMPLE: Section one “Lucinda Matlock”

I went to dances at Chandlerville,  
And played snap-out at Winchester.  
One time we changed partners,  
Driving home in the moonlight of middle June,  
And then I found Davis.  
We were married and lived together for seventy years,  
Enjoying, working, raising the twelve children,  
Eight of whom we lost  
Ere I had reached the age of sixty.

(Summary statement: After I found Davis in the June moonlight after a dance, we had a seventy year marriage, enjoying, working, and raising twelve children.)

Students will then work in small groups, using the same process to create a *GIST* statement for additional poems from the collection. Each group will then present one of these selections in whole-class discussion. Students should note the name and *GIST* statements for each speaker in a *learning log* ([view literacy strategy descriptions](#)). Each student should then use the collection of summaries to construct a composition that describes the town of Spoon River. This descriptive paragraph should include a topic sentence and selected *GIST* statements as support.

**Activity 11: Kate Chopin and Local Color (GLEs: 09a, 09c, 09d, 09f, 25, 26a, 26c; CCSS: RL.11-12.6, RL.11-12.10, W.11-12.10)**

Materials List: story by Kate Chopin, *DL-TA* for Chopin’s Work BLM

Student groups will provide an overview of the life and work of Kate Chopin with focus on her time in Louisiana. They should also review the definition of “local color” and discuss how Chopin’s stories often reflect the “local color” of the state. The overview should also include a review of the social, legal, and political issues that concerned women of the period from 1865-1910.

Students will then examine the title page of a short story by Kate Chopin such as “The Story of an Hour” or “A Pair of Silk Stockings” as you initiate a *directed learning-thinking activity* or *DL-TA* ([view literacy strategy descriptions](#)). This activity highlights the strategies good readers use to understand text and gives students a record of their thought processes during reading. Begin the lesson by asking students to make predictions or ask questions based on the title, their background knowledge, or any other contextual clues. When students have recorded these predictions on the *DL-TA* for Chopin’s Work BLM, they should begin a silent reading of the story. During reading, students should be directed to stop at predetermined places in the text to check and revise their predictions, citing new textual evidence that has influenced their opinions, including both implicit and explicit inferences. After reading, a class discussion of the story should be facilitated using the students’ notes. This discussion should include an analysis of Chopin’s use of satire, sarcasm, irony, or understatement. Students should then record their final impressions of the story’s theme in the after-reading box at the bottom of the page.

Finally, give students a writing prompt from the Alternative Viewpoints aspect of *SPAWN* ([view literacy strategy descriptions](#)) to allow them to understand the situation in the story from a different perspective. The writing will involve creating an epitaph in the main character's voice, similar to those epitaphs of Edgar Lee Masters' *Spoon River Anthology*. Present the following prompt to the class:

Assume the voice of Mrs. Mallard's character and write an epitaph that conveys Mrs. Mallard's character through dramatic monologue, that directly conveys her true feelings, and that displays the irony of the last sentence in the story.

When students complete their responses to this Alternative Viewpoints prompt from *SPAWN*, have them share with a partner then the whole class. Invite comments and questions.

**Activity 12: Analysis of Local Color in Bret Harte's Story *The Outcasts of Poker Flat***  
(GLEs: 09a, 09c, 09d, 09f, 14a, 14b, 14c, 14d; CCSS: RL.11-12.1, RL.11-12.10, W.11-12.1a, W.11-12.1b, W.11-12.1c, W.11-12.1d, W.11-12.9a)

Materials List: Opinionnaire/"The Outcasts of Poker Flat" BLM, copies of the story, Charting Local Color for Bret Harte's Story BLM, Assessing the Composition for "Poker Flats" BLM

Students will work in small groups to complete the *opinionnaire* ([view literacy strategy descriptions](#)). The opinionnaire "The Outcasts of Poker Flat" BLM will help to introduce students to the concept of regionalism. Groups will discuss each statement, mark a response, and record a reason. These items should be discussed in whole-class format.

Students will then note details of the life and work of Bret Harte and review the characteristics of regionalism and local color, including the focus on language, customs, and geography of a particular area and time.

As students read the story, they should stop periodically to complete the *graphic organizer* ([view literacy strategy descriptions](#)) Charting Local Color for Bret Harte's Story BLM. They will quote details of dress, mannerisms, speech, and moral qualities of each major character in the story.

Students will then write an argument essay that focuses in some way on Harte's short story. An example prompt might be, "Who is the most admirable character in the story?" 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 where the text leaves matters uncertain. Students may use details from their charts as support for their arguments. They may also use the *opinionnaire* statements to formulate an argument or as support in their essays. The students' essays should include valid reasoning and sufficient evidence to support claims. Students' essays should also produce the following:

- introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim(s), reasons, and evidence;

- develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
- use words, phrases, and clauses as well as varied 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; and
- establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

You may use the Assessing the Composition for “Poker Flats” BLM to assess the composition.

**Activity 13: Mark Twain and *The Adventures of Huckleberry Finn* (GLEs: 09a, 09c, 09d, 09h, 14a, 14b, 14c, 14d, 16a, 16b, 16c, 16d, 16e, 16f, 16g, 17d)**

Materials List: copies of the novel, Charting Local Color in Huck Finn BLM, Huck Finn Character Development Rubric BLM

Students will first view a presentation of the biography of Mark Twain to note details of his life and the development of his work.

As a whole class, students will read the first chapter of *Huckleberry Finn*, followed by discussion of the setting, the main character, and the events that initiate the story.

Students will continue reading *Huckleberry Finn* and complete any of the following activities to be collected and assessed as a portfolio of work.

- Divide the book into sections by pages or chapters. Then complete *split-page notetaking* ([view literacy strategy descriptions](#)) with quotes that display realism and at least one quote from each section that contains a comment on slavery or Huck's relationship with Jim. Comments on the right side of the vertical line should discuss what each quote displays about people, places, and lifestyle during the time.
- Create a timeline that traces the journey that Huck and Jim take together on the river. This could be done in small groups and could be transferred to large wall charts with artwork.
- Choose an episode from Huck's time on land, such as the feud or the conflict between Boggs and Colonel Sherburn, and use the *graphic organizer* ([view literacy strategy descriptions](#)) Charting Local Color in Huck Finn BLM to note specific examples of realism/local color. The chart can then be used to write a description that focuses on the lifestyle and stereotypical characters in this time and place and the overall meaning or lesson.
- Small groups use a word web to explain the symbolism of the fog in Chapter 15, the raft, the river, Sherburn's rooftop, or the feud in Chapter 18. Each group should present these webs in class discussion.
- Choose an episode for Jim to narrate using *RAFT writing* ([view literacy strategy descriptions](#)). The narration should retell the situation from Jim's perspective.
- Locate an example of irony in the final chapters of the story and write a brief composition



explaining how the ironic situation helps to develop a theme.

- In small groups, recreate a particular situation from the novel by writing a skit with dialogue and props. Each group will then read or perform its scene for the whole class.
- After completing the novel, students will develop a multi-paragraph essay that traces the development of Huck's attitude or view of life or knowledge and awareness of Jim as a man. Students may use detail from any of the previous activities as support. The composition should be developed with a writing process and may be assessed with the Huck Finn Character Development Rubric BLM.

**Activity 14: Realism and Naturalism in the Stories of Stephen Crane or Jack London**  
(GLEs: 09d, 26a; CCSS: RL.11-12.1, RL.11-12.7, RL.11-12.10, W.11-12.9a, W.11-12.10)

Materials List: copies of the story, overview of realism and naturalism, examples of real-life incidents from web sites or news stories

The students will note the following characteristics of realism and naturalism from a teacher-facilitated overview:

- focus on the lives of ordinary people in realistic situations
- contrast with romantic view of nature as a maternal and healing force
- view of nature and the universe as cold, indifferent forces
- view of individuals as victims of forces they could not control
- works that exposed poverty, corruption, and the futility of war

Demonstrate the concepts of naturalism by facilitating a discussion of a real-life incident where humans are pitted against natural or social forces beyond their control. One example is the sinking of the USS Indianapolis during WW II. Information may be found at

<http://www.discovery.com/exp/indianapolis/indianapolis.html>. In addition, a video of Quint's speech that describes the incident in the film *Jaws* can be found at this web site.

<http://www.youtube.com/watch?v=u9S41Kplsbs>.

Students will then view a presentation of the life and work of a representative author such as Stephen Crane or Jack London. As students read the selected story, such as Crane's "The Open Boat" or an excerpt from *The Red Badge of Courage* or London's "The Love of Life," they should stop at the end of pre-selected segments to record a set number of specific examples of imagery or figurative language that display realism or the power of nature using *split-page notetaking* ([view literacy strategy descriptions](#)). Students should record the quote on the left. On the right, they should identify the language as simile, metaphor, personification, or imagery, and briefly explain the connection to naturalism.



EXAMPLE:

“Many a man ought to have a bathtub larger than the boat which here rode upon the sea.”

The imagery shows how tight their space is in the middle of a huge ocean. This image illustrates how small man is compared to infinite nature.

“The tower was a giant, standing with its back to the plight of the ants...”

The metaphor shows there is not hope of help and no one realizes the boat cannot come in. They are small – insignificant like ants.

Students should then watch a film version of the teacher-selected story and, using their split-page notes, analyze the difference between the two sources. Students should evaluate how the film version interprets the source text. Students might respond to the following prompt in their *learning logs* ([view literacy strategy descriptions](#)): In what ways are the original story and the film version similar, and in what ways are they different? Why did the screen writer choose to change the original story? Does this make the story more or less relevant to today’s society? Are the characteristics of realism or naturalism more evident in the original story or in the film version? Explain your opinion with evidence from the text and the film.

**Activity 15: Realism and Naturalism Unit Review (CCSS: RL.11-12.1, RL.11-12.9, RL.11-12.10, W.11-12.9a, W.11-12.10)**

Materials List: a list of all the stories covered in this unit

Begin by separating students into groups of three or four. Assign each group two or more literary pieces from this unit; some groups may have the same pieces but not the same combination of pieces. For example, group one might have the poetry of Emily Dickinson and Master’s *Spoon River Anthology*, while group two might have Dickinson’s poetry and Bret Harte’s short story. Likewise, group three might have Twain and London, while group four might have Twain and Chopin.

Using a modified version of *professor know-it-all* ([view literacy strategy descriptions](#)), have students “teach” their peers how different texts from the same period treat similar themes and topics. The *professor know-it-all* is an effective review strategy because it positions students as “experts” on topics to inform their peers and be challenged and held accountable by them. Students also become well versed in the content, learn to ask a variety of questions at different levels of difficulty, and actively participate in the review process.

Give students time to review their assigned texts and document similar themes or ideas in each one. Students should use specific examples from the texts to note the following:

- characteristics of realism and/or naturalism
- recurrent themes
- uses of satire, sarcasm, irony, or understatement to distinguish what is directly stated

from what is really meant

- structure and language devices
- distinctive elements of the narrative used to reveal something about a character or about society

After a sufficient amount of time has been given to students, call a group to the front of the room and ask them to face the class. The “know-it-alls” will share their information with the class, and the other groups should be prepared to question them based on their own knowledge of the texts. When the strategy is first employed, demonstrate with the class how the *professor know-it-alls* should first present their information and then respond to their peers’ questions. Typically, students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have a know-it-all spokesperson give the answer. Remind students asking the questions to think carefully about the answers received and challenge or correct the *professor know-it-alls* if answers were not correct or need elaboration and amending. Initially, it may be helpful to model the various types of questions expected from students about the content.

After each group has presented its information and enough questions have been offered, a new group of *professor know-it-alls* should take its place in the front of the class and continue the process. Have students document each group’s presentation information in their notes, which they will use as a study aid for the unit review.

## 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

- The ongoing vocabulary chart contains a pre-approved number of unfamiliar words with definition, part of speech, and sentence for each.
- Students’ recorded responses to varied texts in a *learning log* ([view literacy strategy descriptions](#)) aid in comprehension and provide notes for class discussion, composition, quizzes, or tests.
- Students will compose an epitaph through Mrs. Mallard’s voice similar to those epitaphs of Edgar Lee Masters’ *Spoon River Anthology* in which she conveys her true feelings and the irony in the last sentence of the story.
- Students will compile a collection of written responses, *graphic organizers* ([view literacy strategy descriptions](#)), and brief compositions from the novel *The Adventures of Huckleberry Finn*, collected as a portfolio and assessed with a teacher-provided portfolio checklist.

### Activity-Specific Assessments

- Activity #7: In small groups, students should access print sources and web databases, select reliable resources, and use research processes to locate information on an author from this period and how that author's work reflects the lifestyle and social issues of a particular region. Groups should then share their findings with the class. Presentations may be assessed using the Assessment Rubric for a Research Presentation.
- Activity #10: Each student should use the collection of *GIST* ([view literacy strategy descriptions](#)) statements to construct a composition that describes the town of Spoon River. This description should include
  - a clearly stated central idea
  - selected *GIST* statements as support
  - transitional language to connect ideas
  - application of standard rules of usage, mechanics, and punctuation
- Activity #12: Students will write an argumentative essay that focuses in some way on Harte's short story. An example prompt might be "Who is the most admirable character in the story?" Students should use details from their charts as support for their arguments. They may also use the *opinionnaire* ([view literacy strategy descriptions](#)) statements to formulate an argument or as support in their essays. The students' essays should include valid reasoning and sufficient evidence to support claims. The composition may be assessed using the Assessing the Composition for "Poker Flats" BLM to assess the composition.
- Activity #13: After completing the novel, students will develop a multi-paragraph essay that traces the development of Huck's attitude or view of Jim as a man. Students may use detail from any of the previous activities as support. The composition should be developed with a writing process and may be assessed with the Huck Finn Character Development Rubric BLM.