

Unit 3: Romanticism & Transcendentalism

Start day: 78

Meetings: 20 days

Skills and Concepts

- Identify the characteristics of Romantic literature
- Identify of the characteristics of Transcendental literature
- Understand the shift from reason-based ideals to Romantic thought
- Participate in a seminar-style discussion
- Write an informative essay
- Identify and correct sentence construction errors (fragments, common splices, and run-ons)

Unit Summary

In this unit, students explore the further growth of American literature as its identity evolves through poetry and fiction. The unit begins with an exploration of Romantic short fiction and poetry and continues with the study of the tenants of Transcendental thought; emphasis is placed on the shift from reason-based ideals to Romantic thought. The unit concludes with modern interpretations of both Transcendental and Anti-Transcendental ideals.

Essential Questions

- ***How did America grow and divide as a nation prior to the Civil War?***
 - *In what ways did literature reflect America's growth and division?*
 - *How did Romanticism and Transcendentalism begin to shape the identity of American Literature?*

Learning Progressions

Cluster	Before	During	After
Reading			
Writing			
Speaking/Listening			
Language			

Academic Vocabulary Tier II

Intuition

Intellectualism

Individualism

Domain Specific Vocabulary

Romanticism

Transcendentalism

Anti-Transcendentalism

Literary Texts

1. **INTO THE WILD, JON KRAKAUER or IN THE HEART OF THE SEA, NATHANIEL PHILBRICK**
2. **FROM "WALDEN," HENRY DAVID THOREAU**
3. **FROM "NATURE," RALPH WALDO EMERSON**
4. **"THE MINISTER'S BLACK VEIL," NATHANIEL HAWTHORNE**
5. **EDGAR ALLAN POE SHORT STORY OR POEM**
6. **EMILY DICKINSON AND WALT WHITMAN POEMS OF CHOICE**

SUPPLEMENTARY TEXTS:

7. "The Black Cat" by Edgar Allan Poe
8. "The Mask of the Red Death" by Edgar Allan Poe
9. "The Purloined Letter" by Edgar Allan Poe
10. "Death of an Innocent" by Jon Krakauer
11. "Long Black Veil" by The Dave Matthews Band (song lyrics)
12. "The Raven" read by Christopher Walken
13. Paintings by Berstadt
14. The Nightmare by Fuseli (Swiss painter)

TEXT ACCESS POINTS:

15. eNotes.com
16. Gutenberg Files
17. Library of Congress
18. Literature Resource Center
19. Pbs.org
20. youtube.com
21. <http://www.readwritethink.org/>
22. Ted.com
23. Poetryfoundation.org
23. Poets.org

Informational Texts

Suggested Interims - Benchmarks

1. Focus Correction Area Writings: stance, transitions, use of evidence, topic sentences, organization
2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses
3. Seminar Preparation Questions

End of Unit Common Task

1. On-Demand Essay (explanatory)
2. Seminar (speaking and listening)
3. Mid-Term (cold-read/on-demand writing)

Learning Plan Instructional Strategies

1. Instructional strategies/activities
 - a. Reading: comprehension (quizzes, graphic organizers, note-taking, active reading, summary and analysis, inferences and vocabulary in context (CSSD))
 - b. Writing: modeling/ anchor activities, process activities, tag-team journals, sandwiching text, transitions, sentence correction skills sessions
 - c. Speaking and Listening: note-taking, Socratic Seminar, “accountable talk”

Core Shifts to be Incorporated

Research: graphics, cartooning

Compare/Contrast: audio text, video interpretations, song lyrics

Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions, stop and write, reflective response, KWL, turn and talk, annotation, MIAGI

Vocabulary CODE: fist lists, power decoding, concept maps, use it or lose, metaphor and similes, 3-way tie, use it or lose it, 3's a crowd

Write to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective response, exit tickets, annotations

Circle of Knowledge: Socratic seminars, group discussions, presentations, shared inquiry questions, parking lots, chalk talk

Inductive Learning: Socratic seminars, research assignments, Focus Correction Area writing, vocabulary strategies

Content

Name	Description	Type
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Differentiation for Struggling Learners

1. Tag-team journal (forum), guided summaries, carousel activities, jigsaw

Differentiation for ELLs

Differentiation for Extension

1. Offer choice for seminar questions, steer motivated students to more complex questions that require the integration of secondary sources; offer leadership roles (i.e. moderator) to seminar.

Common Misconceptions

Romanticism is not about love, it is a philosophy concerning the ideals of intuition, imagination, and individualism.

Instructional Resources

Suggested and Required Text