

Unit 4: 1800-1865

Start day: 56

Meetings: 45 days

Skills and Concepts

Student objectives/skills (what will students be able to do at the end of the unit?):

- Identify aspects of each literary movement of the early 19th century.
- Compare/contrast the literary movements of the 19th century.
- Identify and analyze the various forms of literary expression during this period (essays/journals, stories, poetry, etc.)
- Demonstrate understanding of definitions and context of difficult vocabulary words.
- Select relevant textual evidence to support a focus statement.
- Integrate specific textual evidence into an informational essay.
- Structure and deliver an effective informational essay within specific time constraints.
- Select relevant textual evidence to support claims during a Socratic seminar.
- Incorporate “accountable talk” to attempt to reach conclusions during Socratic seminar.

Unit Summary

Students will focus on the transition from the age of reason to the more intuitive Romantic era. Once the era is introduced, the split between the Transcendentalists and the anti-Transcendentalists will be examined in depth. Students will compare the early 19th century works, and also be able to draw parallels between them and some modern works through writing an on-demand essay and participating in a Socratic seminar.

Essential Questions

How did the shift from reason-based ideals to romantic thought impact American literature?

- What are the identifying characteristics of the Romantic movement?
- How have Americans taken advantage of the opportunities granted by freedom of expression?
- What is the impact of freedom of expression on American literature?

Learning Progressions

Cluster	Before	During	After
Reading			
Writing			
Speaking/Listening			
Language			

Academic Vocabulary Tier II

“accountable talk”

Domain Specific Vocabulary

Romanticism, Transcendentalism, anti-Transcendentalism

Literary Texts

Anchor texts:

Into the Wild, Krakauer **OR** *In the Heart of the Sea*, Phillbrick

Walden, Thoreau

“Nature,” Emerson

“The Minister’s Black Veil,” Hawthorne

Edgar Allan Poe short story

Dickinson and Whitman poems of choice

Supplemental:

“The Minister’s Black Veil”—Nathaniel Hawthorne

Moby Dick—Herman Melville

“The Devil and Tom Walker”—Washington Irving

“Self-Reliance”—Ralph Waldo Emerson

“Civil Disobedience”—Henry David Thoreau

“The Black Cat”—Edgar Allan Poe

“The Marquise of the Red Death”—Poe

“The Purloined Letter”—Poe

“The Raven”—Poe

“The Death of an Innocent”—Jon Krakauer

The Simpsons—The Raven Episode

“The Long Black Veil”—The Dave Matthews Band

Text Access Points:

1. eNotes.com
2. Gutenberg Files
3. Library of Congress
4. Novels for Students
5. Literature Resource Center
6. youtube.com (Christopher Walken reading of The Raven)
7. <http://www.readwritethink.org/>
8. www.courses.durhamtech.edu/perkins/aris.html
9. Ted.com
10. Poetryfoundation.org
11. Poets.org

Informational Texts

Suggested Interims - Benchmarks

Frequent reading comprehension quizzes, Focus Correction Area writing assignments,

End of Unit Common Task

On-demand essay; Socratic seminar; Mid-term examination

Learning Plan Instructional Strategies

1. **Instructional strategies/activities:** class discussions, focus correction area writing assignments, “accountable talk,” vocabulary building, writing workshops/conferences, lit circles, carrousel activities, jigsaw, Webquests, research assignments, Debates—-independent research,

Core Shifts to be Incorporated

Compare/Contrast

Song lyrics

Audio/Video of Readings

Reading for Meaning

Guided reading chart

Guided reading questions

Note-taking guides

Active reading

Preview questions (prior knowledge)

Stop and write

Reflective response

KWL

Turn and talk

MIAGI

Annotative Reading

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

Journal writing

Warm-up writing

Focus Correction Area Writing

Preview questions (prior knowledge)

Stop and write

Reflective response

Exit tickets

Circle of Knowledge

Socratic seminars

Group Discussions

Group projects/presentations

Shared inquiry questions

X2 Discussion forums

Parking lots

Chalk talk

Inductive Learning

Socratic seminars

Focus Correction Area Writing

Vocabulary Strategies

Content

Name	Description	Type
Graphic Organizers from Core Six.docx	Graphic Organizers from Core Six.docx	label.contentType.docx

Differentiation for Struggling Learners

graphic organizers, study guides, chunking text, cubing,

Differentiation for ELLs

Differentiation for Extension

Supplemental readings, opportunities for independent research

Common Misconceptions

- Students may assume that Romanticism focuses primarily on the idea of love.
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Instructional Resources

Suggested and Required Text
