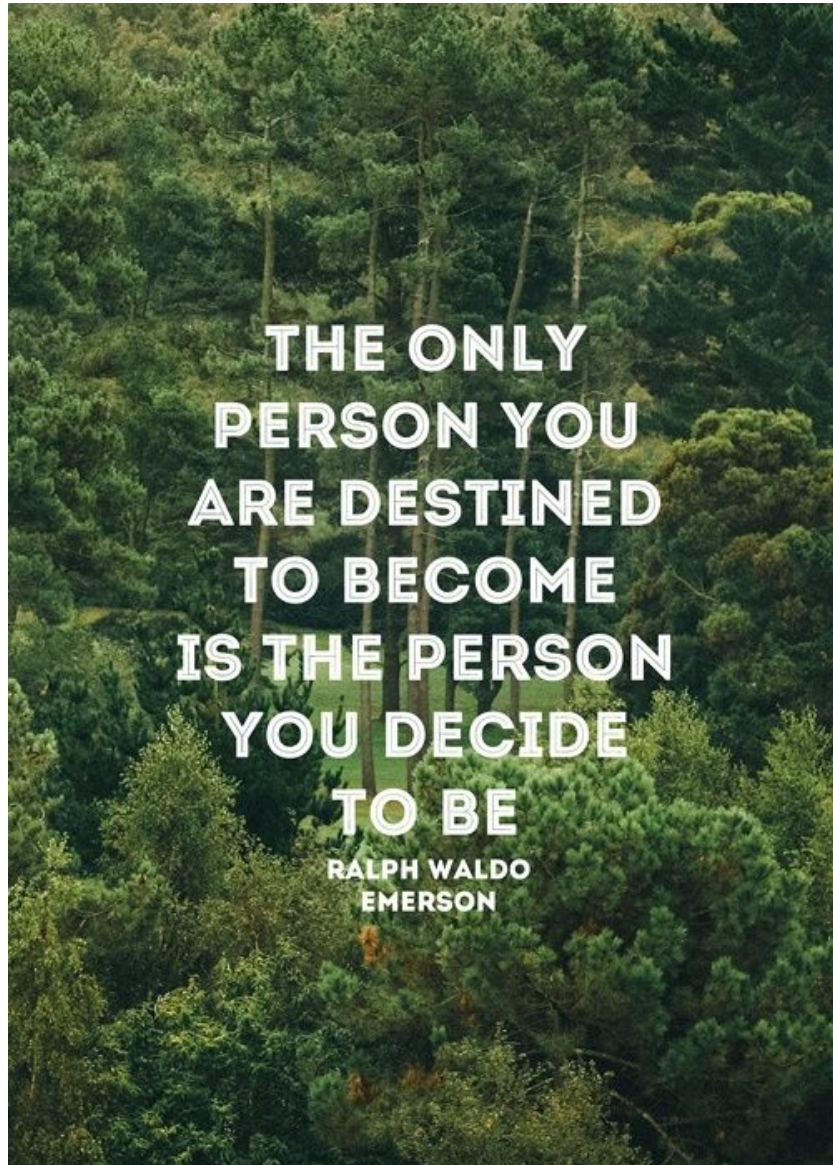


# U--nited States of America(n) Literature: Transcendentalism

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**essential understandings:** It is said that to know who you are, you have to know where you came from. How can we define “American” identity? What does it mean to be “American?” The answer to this question is complex and always changing, but some clues to its answer can be found in the work of people who came before us. During the 1800’s, citizens began to ponder life on an intricate level. They wanted to know what was the best way to live, and what was the meaning of life? Transcendental authors were members of an artistic movement that emphasized nature, individualism, self-reliance, solitude and having a strong moral compass. How can we examine the impacts of these artistic movements on our current identities as Americans? Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. They will practice reading, writing, speaking and listening.



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## overview

An author uses many literary techniques to show (and not tell) a story. Close reading of a text, with a specific focus on literary techniques (how the story is told), can help us to uncover an author's intent for writing. Authors may have many hopes for their written words; that they will foster empathy and

**understanding; that readers will learn from their stories; that their words will propel social change. Stories can be important tools for change, understanding the tools authors use will help us to analyze how art and society influence each others' formations. We will practise the following skills:**

#### **READING**

- **Apply information from one text to another**
- **Research the setting of the text**
- **Analyze and synthesize information from multiple sources**
- **Examine and explain alternative perspectives across a variety of sources**

#### **WRITING**

- **Construct multiple-paragraph essays that demonstrate synthesis and analysis of complex ideas**
- **Compare and contrast multiple sources and texts**
- **Include voice and style in compositions**
- **Use quotations as evidence to support claims**

#### **LISTENING**

- **Practice “active listening” skills when passages are read, or when presentations are given**

#### **SPEAKING**

- **Present for group work, socratic seminars. Students will become strong speakers.**

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### **lessons**

- **Introduction: Historical Overview**
  - **Tenants of Transcendentalism**
  - **Text Connections**
  - **Personal Philosophy**
  - **Vocabulary**
  - **Review**
  - **Themes**
  - **Writing Workshops**
  - **Rubrics**
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## **group work Due 2/9**

Students, in their assigned groups, must choose and complete TWO of the following:

1. Create a comic or other visual representation of a work by a transcendental author. Must be more than 1 image/more than 1 page. Write a paragraph summarizing the text, and explaining how the visual relates, or interprets the text.
  2. Create a presentation using nonfiction sources to explain the links between transcendentalism and the formation of US ideals. Must be at least 5 minutes long, and include original work. You can NOT just cut and paste information into PPT slides. Be original!
  3. Using the app “Splice” (or any other media) create a presentation that focuses on some of the common motifs/themes in the readings. Share with the class.
  4. Make a video of one of the scenes from the stories.
  5. Create a game or wordsearch for the class to work on together, could be vocabulary words, analysis of symbols from the book, etc.
  6. Identify the symbols/themes from one of the texts, then create a modern soundtrack for the story. Explain how the symbols/themes can be seen in the book, and the song. Minimum 5 songs.
  7. Go deeper into the setting of the 1800’s in the USA. You can create a presentation, or create an environment in the classroom to show your peers what life was like.
  8. Educate your peers on the history of meditation, tell how the main themes of transcendentalism tie in with meditative practices. Make sure to include information on the SUBLIME.
  9. Come up with another creative idea, and get permission from Ms. L
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## **individual work**

- Students will complete test preparation for the SAT and SBAC exams. In class, participation grade. **Due 12/31, 2/2, 2/7, 2/9, 2/13**
- Reading Notebook- In addition to the daily notes taken in class, students will begin a notebook that they will use to make annotations on the independent reading they do each day at the start of class. Students may choose from one of a list of approved supplementary texts, or they may choose their own text, provided they have obtained PRIOR APPROVAL from Ms. Luken. Additionally, some days Ms. Luken will have assigned readings for this notebook. **Due 12/30, 2/2, 2/6, 2/9, 2/13**
- Personal Philosophy Paper- Students will complete a 5 paragraph essay explaining their personal philosophies. **Due 2/15**

- Annotated Notes- A summary of the day's lesson/terms, vocabulary words and their definitions, annotations on class readings. There will be poetry and other writing entries due in annotated notes, also students can choose to write about persuading or having students express personal creativity. **Due 12/30, 2/2, 2/6, 2/9, 2/13**

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## assessments

Unit Test **2/13**

Socratic Seminar **2/16**

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## class readings

Henry Thoreau's "Solitude"

Walt Whitman's "I Hear America Singing"

Ralph Waldo Emerson's "Self Reliance"

2 Student Choice Readings- Students will choose two readings by transcendental authors to read and analyze.

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## individual readings--choose one for individual reading and response time--

The Remarkable Reason Men in Iran are Wearing Hijabs:

<http://www.inc.com/melanie-curtin/the-remarkable-reason-men-in-iran-have-started-wearing-hijabs.html>

New Marvel Pilot Features Mexican American Lead:

<http://remezcla.com/film/victor-mancha-hulu-pilot-runaways-marvel/>

Las Patronas:

<http://remezcla.com/lists/culture/las-patronas-mexico-photo-essay/>

It Would Take 228 Years for Black Families to Amass Wealth of White Families:

<http://blogs.wsj.com/economics/2016/08/09/it-would-take-228-years-for-black-families-to-amass-wealth-of-white-families-analysis-says/>

Multicultural Britain:

[http://www.bbc.co.uk/history/british/modern/dabbott\\_01.shtml](http://www.bbc.co.uk/history/british/modern/dabbott_01.shtml)

Do Children Still Need to Read the Classics of English literature?:

<http://www.bbc.com/news/education-34341656>

Why the Real Problem isn't #oscarssowhite:

<http://www.cnn.com/2016/02/23/opinions/oscars-so-gray-seymour/>

Hollywood still 'straight, white, boys' club', finds major diversity survey:

<http://www.theguardian.com/film/2016/feb/22/major-study-hollywood-endemic-diversity-crisis>

Racist abuse won't stop me from seeking more diversity in children's literature:

<http://www.theguardian.com/commentisfree/2014/aug/27/racist-abuse-diversity-in-childrens-literature>

The value of storytelling:

<http://www.npr.org/templates/transcript/transcript.php?storyId=286225903>

Multicultural Books Offer Diverse Reading Experience:

<http://www.npr.org/templates/story/story.php?storyId=12093236>

Multiculturalism Explained in One Word HAPA:

<http://www.npr.org/2008/08/18/93690045/multi-culturalism-explained-in-one-word-hapa>

An 11 Year Old's Drive is 1000 Black Girl Books:

<http://www.wsj.com/articles/an-11-year-olds-drive-is-1000blackgirlbooks-1456535514>

“Always Running”

<http://www.csudh.edu/ccauthen/570f15/Rodriguez-Running.pdf>

“Drown”

<https://eng1301blog.files.wordpress.com/2012/11/junot-diaz-drown.pdf>

“This is How You Lose Her”

<http://gerwazy.lo3.wroc.pl/~stasio/tlh.pdf>

“Monstro”

<http://www.newyorker.com/magazine/2012/06/04/monstro>

The Kite Runner

<http://www.thehazeleyacademy.com/wp-content/uploads/2014/07/IB-English-The-Kite-Runner-Full-Text.pdf>

The Reluctant Fundamentalist

<https://vusc-english.wikispaces.com/file/view/Moshin+Hamid+-+The+Reluctant+Fundamentalist.pdf>

Identity formation:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=storied-identities.pdf&site=15>

**links**

<http://gjs.appstate.edu/social-justice-and-human-rights/what-social-justice>

<http://gender.stanford.edu/news/2013/why-literature-matters-social-justice>