

3--American Philosophy: Nature and Transcendentalism

Content Area: **ELA**
Course(s):
Time Period:
Length: **7 weeks**
Status: **Published**

Course Pacing Guide

Accelerated American Literature explores the forces that constantly (re)shape American identity, taking us from the colonial era to present day, and examines both the noble and problematic aspects of the American experience through literary and nonfiction texts.

Unit	MP	Weeks
American Identity and Creation of the Dream	1	8
Questioning/Corrupting the Dream	1-2	5
American Philosophy: Nature and Transcendentalism	2	7
Trials, Tests, and Manifest Destiny	3	5
The Legacy of Slavery	3	5
Modernism/Postmodernism	4	10

Unit Overview

-Students will read, analyze, and discuss works of literature from various genres that demonstrate the American Romanticist movement, including Transcendentalism and Anti-transcendentalism

-Students will critique the Romantic ideals and transcendentalism

Enduring Understandings

Not just a strong understanding of the Transcendentalist philosophy, but an understanding of how the philosophy can/cannot or should/should not exist today, when everyone has a smart phone, and in the individual lives of the students as they stress over grades, SAT scores, and college applications.

Essential Questions

What is Romanticism?

What is its historical/political/social background?

What relevance does it have today, if any?

What relevance does it have in the lives of our students?

What is antitranscendentalism?

New Jersey Student Learning Standards (No CCS)

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.1.A	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.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Amistad Integration

- Unit text requires that students consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

Holocaust/Genocide Education

- Unit text requires that readers consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

Interdisciplinary Connections

Much of this unit is dependent upon an understanding/knowledge of historical context (industrial revolution, slavery, intercontinental railroad, Civil War) to understand where the philosophy/worldview of the Romanticists came from or what it was responding to. Students learned this information in US History I, though a refresher video (flipped classroom) is shown and constant references are made to historical background throughout the unit.

SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.

Technology Standards

The Transcendentalists, particularly Emerson, were concerned with sudden advances in technology and critical of its effects on society. We will examine and debate the merit of his arguments and apply them to today. What effect does the omnipresence of technology have on our lives and happiness? On our environment?

TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.

21st Century Themes/Careers

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
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Financial Literacy Integration

PFL.9.1.12.F.6

Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

Instructional Strategies & Learning Activities

Activities

- Socratic seminars/class discussion
- small group work to discuss and analyze literature
- timed writing prompts
- examination of modern media that reflect themes in classic texts (What would Thoreau think about smart phones and social media?)
- Peer editing
- Teacher-made worksheets
- outline, draft, revise thesis driven mini-essay

Differentiated Instruction

- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Debate
- LMS use
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning

Formative Assessments

- Annotations
- Quick write
- Reading checks
- Open-ended journal entries
- Class discussion
- Close reading questions

Summative Assessment

- Quote analysis test: philosophical reading strategies
- Mini essay: Word choice and concise style

Benchmark Assessments

- Mini essay: SGO data tracking

Resources & Technology

- Chromebooks
- Google Drive/Google Docs for peer editing
- Turnitin
- Canvas
- Promethean Board

BOE Approved Texts

Nature by Ralph Waldo Emerson

Walden by Henry David Thoreau

Civil Disobedience by Henry David Thoreau

Into the Wild by Jon Krakauer

Cast Away (film) by Robert Zemeckis

Short stories by Edgar Allen Poe

Short stories by Nathaniel Hawthorne

Excerpts from *Moby Dick*

Closure

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Provision of notes or outlines
- Concrete examples

- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Use de-escalating strategies
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Tiered learning
- Focus on effort and practice
- Encourage risk taking