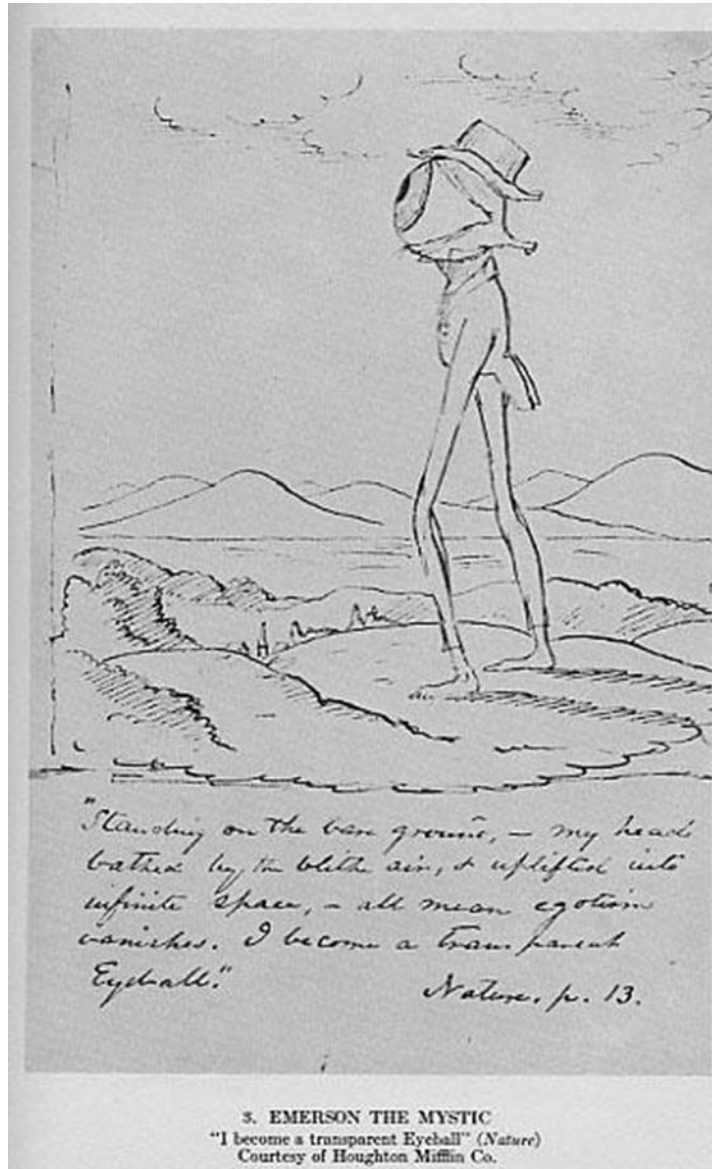


The Flowering of New England

A Unit on American Writers 1840-1860



By Douglas Conklin

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Information

Grade- 11th grade CP English III

School- Blue Mountain High School, Mr. Marrongelle's class

**Class- 23 students, 15 male 8 female. Desks arranged in
“traditional” style, with equally spaced rows.**

Grading policy-

A+ 100-98%

A 97-95%

A- 94-92%

B+ 91-89%

B 88-86%

B- 85-83%

C+ 82-80%

C 79-77%

C- 76-74%

D+ 73-71%

D 70-68%

D- 67-64%

F 63-0%

Previous Unit- Early American writers

Next Unit- *The Scarlet Letter*

I. Standards

CC.1.2.11-12.B- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.D- Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.F- Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.J- 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.

CC.1.2.11-12.K- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11-12.A- Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.D- Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E- Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.

CC.1.4.11-12.C- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.F- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11-12.A- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B- Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.G- Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

II. Objectives

A. General

Students will:

1. Read works by early American authors.
2. Identify the importance of the Transcendentalist and Anti-transcendentalist movements in developing an American literary identity.
3. Compare and contrast the Transcendentalist and Anti-Transcendentalist schools of thought.
4. Relate early American perspectives to modern-day beliefs.
5. Demonstrate an understanding of Puritan elements in Emily Dickinson's poetry, and of her highly original use of language.
6. Identify and demonstrate an understanding of literary techniques such as paradox, personification, symbol, imagery, simile and metaphor, and dialect as used by the writers of the American Renaissance.
7. Define and identify literary forms such as allegory, parable, requiem, and idyll by the writers in this unit.

B. Specific

Students will:

1. List characteristics of the New England Renaissance period of American history
 - a. Westward expansion
 - b. Development of the railroad and telegraph
 - c. Ideas of freedom, self-development, and enterprise
2. Identify elements of Transcendentalism
 - a. Importance of or association with nature
 - b. Free expression/ free thought
 - c. Nonconformity
 - d. Self-truth
 - e. Self-confidence
 - f. Optimism
3. Locate instances of Transcendentalism in Ralph Waldo Emerson's essays "Nature," "Self-Reliance," "Friendship," "Experience," and "Fate"
 - a. "Nature"
 - i. People need to stop living vicariously through the previous generation's observations about life; should experience life first-hand.
 - ii. Nature provides knowledge, repairs disgrace or calamity, and functions through humans instead of around humans.
 - iii. Emerson as the "transparent eye": both a part of nature and an observer of nature.

- b. "Self-Reliance"
 - i. As a part of society, a man loses his sense of individuality.
 - ii. Involuntary perceptions vs. learned, or voluntary, knowledge.
 - iii. Involuntary perceptions require self-trust and self-knowledge.
 - c. "Friendship"
 - i. Society is ugly and false, but a friend drops all pretenses and allows one to be his true self.
 - ii. Friends are the "masterwork of nature."
 - d. "Experience"
 - i. "Carpe diem" theme.
 - ii. Writing about the future or criticizing the past accomplishes nothing.
 - e. "Fate"
 - i. A thinking man is a free man.
 - ii. Fate is subservient to power.
4. Rephrase Emerson's aphorisms to reflect modern day speech or dialect
 5. Read Emerson's poems "The Rhodora," "Brahma," "Concord Hymn," and "The Snow-Storm," identifying Transcendentalist themes in each poem
 6. Identify literary devices in poems (alliteration, paradox, allusion, etc.)
 7. Locate Transcendentalist themes in popular songs, citing specific lyrics as containing examples of the themes
 8. Justify selected chosen lyrics by analyzing the lines chosen from the Transcendentalist viewpoint
 9. Identify Transcendentalist themes in *Walden* by Henry David Thoreau
 10. Cite examples of how *Walden* attempts to unify God, nature, and man
 11. Associate Emerson and Thoreau (Emerson=thinker, Thoreau=doer)
 12. Differentiate "idleness" and "ambition" in terms of Thoreau's experiment
 13. Share chosen song lyrics in groups and with the class, comparing lyrics chosen
 14. Distinguish what separates the Anti-Transcendentalists from the Transcendentalists
 - a. T- Optimism/ A-T- Original Sin
 - b. T- Nature brings truth/ A-T- Nature removes one from norms
 15. Identify the use of the supernatural in "Dr. Heidegger's Experiment" by Hawthorne
 - a. Water from the "fountain of youth"
 - b. Mirror contains dead souls
 - c. Flower brought back to life
 - d. Book of magic spells
 16. Detect instances of inherent evil within Hawthorne's writing
 17. Compare and contrast *Moby-Dick* and "Dr. Heidegger's Experiment"
 - a. Both contain original sin/inherent evil
 - b. Lust for self-satisfaction over the good of others
 - c. One driving goal (youth/revenge) overrides self-preservation, humanity, or decency

18. Argue whether or not the elixir in “Dr. Heidegger’s Experiment” was ordinary drink or actually from the fountain of youth, citing events from the text
19. Read *Moby-Dick* outside of school, following a set of guided reading notes
20. Read poetry by Emily Dickinson, identifying uses of both Transcendentalist and Anti-Transcendentalist themes in her works
21. Define and remember vocabulary words appropriate for an 11th grade class

III. Procedure of Presentation

A. Daily Lessons

Day 1- Introduction to the unit, Emerson and his essays

Objectives 1-3

- a. Read the unit introduction in the textbook, adding details learned from history classes or learned outside of school
- b. Explain how Transcendentalist mindset goes hand-in-hand with country's development/flowering
- c. Begin reading Emerson, starting with "Nature" and "Self-Reliance." Explain how Emerson began the movement, was more of a thinker than a doer.

Day 2- Personal essays, continuing Emerson, vocabulary test

Objectives 1-3

- a. Take vocabulary 3D test
- b. Write 3-5 paragraph essay, answering "What is your favorite out-of-school activity," "What is your favorite novel" and "What is your favorite activity to do in English class?"
- c. Resume reading Emerson's essays.

Day 3- Vocab introduction, continue Emerson, aphorisms activity

Objectives 1-5

- a. Introduce vocabulary 4D. Students read definitions, word used in sentence, and synonyms
- b. Read Emerson's "Friendship," "Experience," "Fate," and "Journals."
- c. Reword Emerson's aphorisms in partners, sharing reworded sentences with the class.

Day 4- Emerson's poetry

Objectives 2-6

- a. Read through "The Rhodora," "Brahma," "Concord Hymn," and "The Snow-Storm."
- b. While reading, identify literary devices.
- c. Associate the poems with Transcendentalist themes.
- d. Introduce Thoreau, begin *Walden* for homework.

Day 5- Continue Thoreau

Objectives 9-12

- a. Read through selected sections of *Walden* in class.
- b. Discuss Transcendentalist themes in *Walden*.
- c. Explain how Thoreau took Emerson's thoughts and applied them to real life.
- d. Assign "Transcendentalism in Songs" project.

Day 6- Finishing *Walden*
Objectives 9-13

- a. *Walden* pop quiz given to gauge out-of-class reading.
- b. Student response prompt- was Thoreau being “idle” or “ambitious?”
- c. Discuss the end of *Walden*, Thoreau’s return to civilization.

Day 7- “Transcendentalism in Songs” project
Objectives 7, 13, 21

- a. Vocab quiz
- b. Students will share selected songs/lyrics in groups.
- c. One speaker will be elected from each group, speaker will share some selections with class.

Day 8- Finish “Transcendentalism in Songs” project
Objectives 7, 13, 21

- a. Introduce Vocab 5D
- b. Finish sharing songs
- c. Introduce Anti-Transcendentalists

Day 9- Hawthorne, “Dr. Heidegger’s Experiment”
Objectives 14, 15, 16, 17

- a. Finish introduction to Vocab 5D
- b. Begin reading “Dr. Heidegger’s Experiment” in class.
- c. While reading, point out instances of Anti-Transcendentalist themes (inherent evil, pessimism, supernatural)
- d. Assign homework- finish reading story

Day 10- Finish Hawthorne, begin Melville
Objectives 14-19

- a. Hawthorne response writing prompt- students will infer whether Dr. Heidegger’s elixir was water from the fountain of youth or just an illusion combined with the power of suggestion.
- b. Students share responses in class, mini-debate.
- c. Begin *Moby-Dick* in class, assign rest of selected passages for homework.
- d. Students will fill out a guided reading worksheet while reading, bring completed worksheet for Monday.

Day 11- Vocab quiz
Objective 21

- a. Take vocabulary 5D quiz.
- b. Students who finish may continue reading *Moby-Dick* silently.

Day 12- Vocab 6D intro, *Moby-Dick* review
Objectives 14, 15, 19

- a. Go over the passages read for homework, using the guided reading worksheets as a tool to cover important points.
- b. Compare and contrast Melville and Hawthorne, both writers with Emerson and Thoreau.
- c. Assign Dickinson poems for homework reading.

Day 13- Dickinson poetry (shortened period)
Objective 20

- a. Read through Dickinson poetry.
- b. While reading, point out Transcendentalist and Anti-Transcendentalist themes.
- c. Due to shortened period, we will not go in-depth with most poems.
- d. This lesson will end the unit, will next begin *The Scarlet Letter*.

B. Materials

1. Main texts for course

Adventures in Literature: 11th Grade textbooks

Vocabulary: College Prep D vocabulary textbooks

2. Miscellaneous

Walden pop quiz sheet

Moby-Dick guided reading worksheet

“Transcendentalism in Songs” assignment sheet

“Transcendentalism in Songs” worksheet

“Transcendentalism in Songs” recorder sheet

Images for bulletin board

Writing prompt word documents

Projector

Dictionaries

Student response journals

*For all worksheets/handouts, see addendum.

<p>Day 1: Objectives 1-3 Content -Read and discuss unit introduction - Define “Transcendentalism” - Place movement in context of time period. Materials - <i>Adventures in Literature</i> textbook Homework- read “Experience” and “Fate”</p>	<p>Day 2: Objectives 1-3 - Vocab 3D quiz Content -3-5 paragraph personal essay -Resume reading Emerson’s essays. -Locate Transcendentalist themes in essays. Homework- Read “Friendship” and “Self-Reliance”</p>	<p>Day 3: Objectives 1-5 Content -Finish Emerson’s essays -Rewording aphorisms activity -Share aphorisms in class Homework- none</p>	<p>Day 4: Objectives 2-6 Content - Emerson’s poetry -Identify literary devices -Locate Transcendentalist themes -Introduce Thoreau Homework- Begin <i>Walden</i></p>	<p>Day 5: Objectives 9-12 Content -Read through <i>Walden</i> -Locate Transcendentalist themes -Explain how Thoreau is the “doer” to Emerson’s “thinker” -Assign “Transcendentalism in Songs” project Homework- read next two sections of <i>Walden</i></p>
<p>Day 6: Objectives 9-13 -Walden pop quiz Content - Student response prompt- is Thoreau “idle” or “ambitious?” -Discuss ending of <i>Walden</i>, return to civilization Homework- complete “Transcendentalism in Songs” project</p>	<p>Day 7: Objectives 14-17 Vocab 4D quiz Content -Recap Transcendentalist themes Activity - “Transcendentalism in Songs” activity Materials -“Transcendentalism in Songs” recorder sheets Homework- None</p>	<p>Day 8: Objectives 14-17 Content -Introduce Vocab 5D -Introduce Anti-Transcendentalists Activity -Finish “Transcendentalism in Songs” project Homework- none</p>	<p>Day 9: Objectives 14-17 Content -Finish introduction to Vocab 5D -Begin “Dr. Heidegger’s Experiment” Homework- Finish reading story</p>	<p>Day 10: Objectives 14-19 Content -Finish discussing “Dr. Heidegger’s Experiment” -Introduce Melville -Begin <i>Moby-Dick</i> Activity -“Dr. Heidegger’s Experiment” student response Materials -<i>Moby-Dick</i> guided reading worksheet Homework- Read assigned passages from <i>Moby-Dick</i></p>
<p>Day 11: Objectives 21 Content Vocab 5D quiz Homework- read assigned <i>Moby-Dick</i> passages</p>	<p>Day 12: Objectives 14,15,19,21 Content -Introduce Vocab 6D -Go over <i>Moby-Dick</i>, using guided reading worksheets -Compare/contrast all four writers for this unit Homework- Read Dickinson poems</p>	<p>Day 13: Objectives 20 Content -Read through Dickinson poetry - Identify Transcendentalist and Anti-Transcendentalist themes Homework- study for the unit test.</p>		

IV. Assessment and summary

A. “Transcendentalism in Songs” project

B. Other evaluation strategies

1. Reading comprehension quizzes will be given randomly to assess students’ reading comprehension and effort outside of the classroom.
2. Writing prompts will be graded for grammar and content.
3. Formative assessment will be based on in-class questioning, partner work, and group work.
4. Weekly vocabulary tests

Individual Modifications:

Jessica Mattera may take her tests and quizzes in the resource room, as per her IEP. She will be given as long as necessary to finish the test. She will also be provided with a copy of the test that she may write on.

Grading Scheme for Unit

1. “Transcendentalism in Songs” project- 50 possible points
 2. Reading comprehension quizzes- 10 points each, 20 total
 3. Vocabulary quizzes- 63 points each, 126 total
 4. Writing prompts- 20 points each, 60 total
- Total for Unit- 256

Addendum

**page 17- “Transcendentalism in Songs”
assignment**

**page 18- “Transcendentalism in Songs”
worksheet**

**page 19- “Transcendentalism in Songs” recorder
sheet**

**pages 20-22- *Moby-Dick* guided reading
worksheet**

page 23- *Walden* pop quiz

DAILY LESSON PLANS- pages 24-51

Transcendentalism in Songs Assignment



Due Date: _____

The Transcendentalists' views about life, society, self-reliance, and nature did not disappear from American thought with the end of the New England Renaissance. In fact, many of their ideas can be found in modern pop culture- movies, music, television, comics, etc.- without the modern audience (or even the artists) ever realizing or identifying them.

This is your task: find an example of each of the following five Transcendentalist ideas in songs:

1. Optimism
2. Nonconformity
3. Importance of, beauty of, or connection with nature
4. Free thought/individual expression
5. Self-confidence or self-truth

Once you have found an example of lyrics that fit into one of the categories, write the title of the song, the artist, and the chosen lyrics into the appropriate box in the left-hand column of the worksheet. In the right-hand column, explain how you believe your selected lyrics fit the Transcendentalist idea.

The project is very open to personal interpretation (as it should be, going along with the theme of Transcendentalism). This means that there will be *no wrong answer* for any choice made; however, you must be sure to **back your choice up with a good explanation** in order to get credit. For example: don't just tell me that the lyrics reference nature- explain how the lyrics reflect a Transcendentalist's views about nature (that nature is beautiful, that humans are reflected through nature, that nature provides greater knowledge, etc.).

On the due date, you will have the opportunity to share your song selections and explanations in groups of 4 or 5. I will give additional instructions on that day. You may play parts of your song selections using an iPod or other MP3/CD device if you wish. If you will need a laptop to play your songs, let me know before Friday!

IMPORTANT NOTE: Make sure the songs you select are school appropriate! Any songs containing explicit language or wildly inappropriate themes will result in an automatic point reduction and potential further disciplinary action.

Examples of Transcendentalism in Songs Worksheet

	Song Title/Artist/Lyrics	Explanation
Optimism		
Nonconformity		
Importance of, beauty of, or connection with nature		
Free thought/individual expression		
Self-confidence/self-truth		

Transcendentalism in Songs Recorder Sheet

As you share your selected song lyrics, fill in the following boxes with your group members' names, their chosen song titles, and the genre of music into which each song best fits.

Group Members	Optimism	Nonconformity	Nature	Free thought	Self-confidence

Moby-Dick Guided Reading Questions

From **The Quarter-Deck**

1. (pp. 280) Captain Ahab reveals that his secret purpose for the sea voyage is

2. (pp. 280) Ahab is able to convince all of the shipmates to join him in his quest, except for _____, the first mate, who believes that the true purpose of the expedition should be to _____

3. (pp. 282) Eventually, however, even the first mate gives in to Ahab's force of will, although he still feels uneasy about the journey's purpose. Ahab then commences a bonding ritual, in which the shipmates _____

Participating in the toast solidifies each shipmate's loyalty to Ahab's true goal.

From **The Chase—Third Day**

4. (pp. 283) The textbook tells us that Ahab has stored within the ship a special crew of Zoroastrains to man his own whaleboat in hunting Moby-Dick. Their leader, Fedallah, makes three prophecies: first, _____

second, _____

and third, _____.

5. (pp. 284) Ahab miscalculates the whale's location, and quickly realizes that instead of following the whale, _____. This suggests that Ahab views nature as being (**evil / good**), which contrasts with the Transcendentalists, who saw nature as being (**evil / good**).
6. (pp. 285) About to embark on his third encounter with the whale, Ahab realizes that this sail may be his last ("Some ships sail from their ports, and ever afterwards are missing.") Before dropping from the *Pequod*, he and his first mate share one final moment together: it is one of (**friendship / rivalry / anger**). As he is lowered into the water, a group of _____ follow his boat and bite at the oars. Meanwhile, Starbuck feels a sense of impending doom, thinks of his family, and struggles to keep focused on the situation at hand.
7. (pp. 287) Ahab sees no way that Fedullah's prophecy can be fulfilled, and so he gloats. Moby-Dick, who seems more (**enraged / weakened**) by the harpoons still in his flanks from the previous two days' battles, breaches the water's surface and takes out two of the smaller boats. Here, Ahab sees one of the three prophecies fulfilled:

The first prophecy is fulfilled when _____

8. (pp. 288) Ahab nearly loses the will to continue his obsession amidst the chaos of the battle, but rallies his own heart to carry on. He manages to harpoon the White Whale, but the following writhing of the beast nearly upturns the boat, and knocks all men but Ahab temporarily into the water. Once the men re-board, Ahab commands them to tug the line to bring the boat closer to the whale, but _____, and so the men are forced to row to the beast instead.
9. (pp. 289) Ahab is immobilized by a large splash caused by the whale. As he regains his vision, he watches helplessly as the whale rams the *Pequod*, creating a large hole in the side. Starbuck delivers a soliloquy, in which he blames Ahab for his current predicament;

ironically, Starbuck is as much to blame, because _____
_____.

Ahab recognizes the second prophecy when he sees _____

_____.

10. (pp. 290) Now fully aware of his fate, Ahab wishes only to die (“death-glorious ship! must ye then perish, and without me?”) With a final effort, Ahab lands another harpoon in the whale’s side.

The third prophecy comes true when _____

_____.

The remaining crew members look for the *Pequod*, but find only the tops of the masts sticking out of the water. Tashtego is seen _____
_____,
when a hawk dives down in-between the hammer and the mast and remains nailed there. The ship and crew members are then sucked down into a whirlpool, dragged to the bottom of the sea.

Walden Quiz

Circle the letter of the correct answer to each of the following questions.

1. At what time of day does the excerpt from “The Pond in Winter” take place?
A. Morning
B. Afternoon
C. Evening
D. 4:00 p.m.
2. In “The Pond in Winter,” whom or what does Thoreau see at the pond?
A. Children ice skating
B. Litter on the pond’s shore
C. Men fishing
D. A mother bear and cubs
3. On what concept does Thoreau reflect at the end of the excerpt from “The Pond in Winter?”
A. The food chain
B. Man’s impact on nature
C. The cycle of the seasons
D. Self-confidence
4. In the excerpt from “Spring,” Thoreau writes about all of the following EXCEPT:
A. The increased light in his house
B. The singing of a robin
C. The honking geese flying overhead
D. The townspeople
5. The excerpt from “Spring” deals most obviously with which Transcendentalist idea?
A. Nature and rebirth
B. Nonconformity
C. Self-reliance
D. Dependence on society

Student Teacher Douglas Conklin Date 2-7-13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: The students have just finished the “First Harvest” section of American Literature. They will now be moving on to “The Flowering of New England” and the authors therein contained.

Objectives:

Students will:

- Read works written by early American authors
- Demonstrate an understanding of the major groups of writers during the American Renaissance
- Define and identify characteristics of transcendentalist writers

Individual Modifications: [Click here to enter text.](#)

Materials: *Adventures in American Literature* textbook

Learning Sequence

Description- Introduction to “The Flowering of New England”

Time-10-15 minutes

INTO

Introduction/Motivation/Focus Attention

To begin this new unit, we will look into the next group of writers during the early American period. These writers, a mix of Transcendentalists and anti-Transcendentalists, are included in a period referred to as “The American Renaissance.” To highlight the ideology of the time period, I will give an introduction to the ideas of transcendentalism and examples of what transcendentalist writing might look like. This will also encompass a brief look at the history of the time period.

Description- Reading Emerson

Time- 20-25 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will begin the look into transcendentalist writers by studying Ralph Waldo Emerson. We will read excerpts from his essays “Nature” and “Self-Reliance.” While reading, we will discuss what makes these words “transcendentalist.” I will also be sure to point out uses of literary devices, such as paradox, simile, and metaphor. I will then ask questions to gauge students’ comprehension of the excerpts, as well as facilitate discussion.

Description- Assign homework

Time- 2 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

For homework, the students will read “From ‘Experience’” and “From ‘Fate’” and be prepared to discuss in class. If time permits, we may start reading one of these selections in class.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Click here to enter text.

Student Teacher Douglas Conklin Date 2-8-13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: The students have been taught vocabulary lesson 3 and will take the quiz today. Additionally, the students have begun “The Flowering of New England” and Emerson.

Objectives:

Students will:

- Read works written by early American authors
- Demonstrate an understanding of the major groups of writers during the American Renaissance
- Define and identify characteristics of transcendentalist writers

Individual Modifications: [Click here to enter text.](#)

Materials: *Adventures in American Literature* textbook

Learning Sequence

Description- Vocabulary 3 test

Time-10-15 minutes

INTO

Introduction/Motivation/Focus Attention

The students will take the vocabulary lesson 3 test.

Description- Personal essay

Time- 20-25 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

Once everyone is finished with the vocabulary test, I will have the students write personal essays. The essays will consist of 3-5 paragraphs. The paragraphs will answer the following questions, which I will write on the board: “What is your favorite out-of-school activity? Why?”; “What is your favorite novel (or literary genre)? Why?”; and “What was your favorite activity from any of your English classes? What was your least favorite? Why?”

Description- Preview of Monday’s lesson

Time- 2 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

Before the end of class, I will inform the students that we will be reading further passages from Emerson in the next class.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

[Click here to enter text.](#)

Student Teacher Douglas Conklin Date 2-11-13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B;

Pre-assessment: The students have begun the unit “The Flowering of New England,” have begun reading works by Emerson, and will continue reading Emerson today.

Objectives:

Students will:

- Read works by early American authors
- Identify Transcendentalist elements in the works of Emerson
- Redesign early American sayings to reflect modern day dialect.

Individual Modifications:

Jessica Mattera may take her tests and quizzes in the resource room, and may be given extra time for testing if needed. She will be given a study guide two days prior to any test, and will have up to one extra period to read in-class reading assignments.

Materials: *Adventures in Literature* textbook; vocabulary textbook

Learning Sequence

Description- vocabulary definitions

Time- 5-10 minutes

INTO

Introduction/Motivation/Focus Attention

The students will go over the terms from this week’s vocabulary chapter. They will take turns reading aloud pieces of information from the vocabulary books, including the definition, etymology, use in a sentence, and cognate words. This exercise is done both to reinforce public reading as well as vocabulary definitions.

Description- continuing Emerson/rewording activity

Time- 25-30 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will be continuing Emerson today. We will first read “Friendship” as a class, then the students will silently read “Experience,” and we will finish Emerson’s essays by reading and briefly discussing “Fate” and “Journals.” Throughout all of these readings, I will highlight any uses of literary devices (personification, metaphor, etc). I will also ask questions based on the readings in order to facilitate discussion.

After reading, we will look at the aphorisms (pg. 222). I will point out that while the aphorisms are still true, the effect might be lost by those who don't understand the wording. To remedy this, I will have the students get with a partner and reword the aphorisms to either generalize them or reflect modern-day speech. I will let the students choose their own partners, but I will monitor their work carefully to ensure that they are focused on the assignment.

Description- preview of next class

Time 2-3 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

I will remind the students to bring their literature books tomorrow. We will be reading Emerson's poetry.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

[Click here to enter text.](#)

Student Teacher Douglas Conklin Date 2-12-13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B;

Pre-assessment: The students have begun the unit “The Flowering of New England,” have begun reading works by Emerson, and will continue reading Emerson today.

Objectives:

Students will:

- Read works by early American authors
- Identify Transcendentalist elements in the works of Emerson
- Identify uses of literary devices in poetry.

Individual Modifications:

Jessica Mattera may take her tests and quizzes in the resource room, and may be given extra time for testing if needed. She will be given a study guide two days prior to any test, and will have up to one extra period to read in-class reading assignments.

Materials: *Adventures in Literature* textbook; vocabulary textbook

Learning Sequence

Description-Refresher of Emerson and transcendentalism

Time- 2-3 (or 5-10) minutes

INTO

Introduction/Motivation/Focus Attention

I will prompt the students to recall elements of Emerson’s writing and of the transcendentalist movement. If we did not get a chance to in the previous class, I will have students share their rewritten aphorisms.

Description- continuing Emerson

Time- 30-35 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will be continuing Emerson today. We will read selections from his poetry, including “The Rhodora,” “Brahma,” “Concord Hymn,” and “The Snow-Storm.” While reading, I will prompt students to identify elements of transcendentalist ideas within the poetry, as well as any literary devices (personification, paradox, allusion, etc.).

If there is time, I will introduce our next author, Henry David Thoreau. I will explain that, if Emerson was the teacher of transcendentalism, Thoreau was the student, putting the ideas into practice.

Description- preview of next class

Time 2-3 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

I will assign the first two excerpts from *Walden*, “Where I lived, and What I Lived For” and “Sounds” for homework. I will also remind the students to bring their literature books tomorrow.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Click here to enter text.

Student Teacher Douglas Conklin Date 2-13-13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B;

Pre-assessment: The students have begun the unit “The Flowering of New England,” have finished reading works by Emerson, and will continue by reading Thoreau today.

Objectives:

Students will:

- Read works by early American authors
- Identify Transcendentalist elements in *Walden* by Thoreau
- Identify how *Walden* attempts to unify God, nature, and man.

Individual Modifications:

Jessica Mattera may take her tests and quizzes in the resource room, and may be given extra time for testing if needed. She will be given a study guide two days prior to any test, and will have up to one extra period to read in-class reading assignments.

Materials: *Adventures in Literature* textbook

Learning Sequence

Description-Summary of assigned reading

Time- 5-10 minutes

INTO

Introduction/Motivation/Focus Attention

I will lead the students in a discussion of the previous night’s assigned reading from *Walden*. While discussing, I will ask students to find a sentence summarizing the theme. I will also ask for a summary of the passages, and how they relate to transcendentalist ideas.

Description- continuing Thoreau

Time- 30-35 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will be continuing Thoreau today. We will read selections from *Walden*, as will read as far as we can into the story before the end of class. I will read some passages, and I will call on students to read intermittently. While reading, I will occasionally pause to ask questions about the passages, and will instigate discussion amongst the class.

Once finished summarizing, I will assign the “Transcendentalism in Popular Culture” project, which will be due on Friday. For the project, the students will find examples of song lyrics that fit into one of the main ideas of transcendentalism, including nonconformity, self-reliance, free thought, confidence, and importance of nature. The students will write the lyric(s) into the appropriate category, and will give an explanation of how the chosen lyrics fit the transcendentalist viewpoint. On Friday, the students will be given the opportunity to share their song choices in groups of four, and explain how their song/lyrics choice fits the transcendentalist ideal.

Description- Assign homework/preview of next class

Time 2-3 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

Whatever we did not finish reading from Walden in class will be assigned for homework. Additionally, I will ask students to complete the “Reading Check” questions in their composition books for homework.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

[Click here to enter text.](#)

Student Teacher Douglas Conklin Date 2-14-13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B;

Pre-assessment: The students have begun the unit “The Flowering of New England,” and have been reading *Walden* by Thoreau.

Objectives:

Students will:

- Read works by early American authors
- Identify Transcendentalist elements in *Walden* by Thoreau
- Identify how *Walden* attempts to unify God, nature, and man.
- Find examples of transcendentalist thought in popular culture.

Individual Modifications:

Jessica Mattera may take her tests and quizzes in the resource room, and may be given extra time for testing if needed. She will be given a study guide two days prior to any test, and will have up to one extra period to read in-class reading assignments.

Materials: *Adventures in Literature* textbook; “Transcendentalism in Popular Culture” handout; *Walden* reading comprehension quiz

Learning Sequence

Description- *Walden* quiz

Time- 5 minutes

INTO

Introduction/Motivation/Focus Attention

Students will take the reading comprehension quiz on the previous night’s reading homework. Once finished, they will pass their papers to a classmate and we will grade them in class.

Description- finishing *Walden*/student response

Time- 30-35 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will finish reading *Walden* in class. As we read, I will point out any literary devices and Transcendentalist ideas. Once finished, I will assign a writing activity, wherein students will use examples from the text to argue whether Thoreau’s experiment at Walden pond constitutes idleness or ambition.

Description- Assign homework/preview of next class

Time 2-3 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

Students will begin reading “A Lost Pig” for homework.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Click here to enter text.

Student Teacher Douglas Conklin Date 2-15-13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B;

Pre-assessment: The students have begun the unit “The Flowering of New England,” and have finished reading *Walden* by Thoreau.

Objectives:

Students will:

- Read works by early American authors
- Identify Transcendentalist elements in *Walden* by Thoreau
- Identify how *Walden* attempts to unify God, nature, and man.
- Find examples of transcendentalist thought in popular culture.

Individual Modifications:

Jessica Mattera may take her tests and quizzes in the resource room, and may be given extra time for testing if needed. She will be given a study guide two days prior to any test, and will have up to one extra period to read in-class reading assignments.

Materials: *Adventures in Literature* textbook; “Transcendentalism in Popular Culture” handout

Learning Sequence

Description-Vocabulary quiz

Time- 5-10 minutes

INTO

Introduction/Motivation/Focus Attention

The students will take a vocabulary quiz. Once finished, they will place the quiz on the podium.

Description- Group sharing of song choices

Time- 30-35 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

The students will get into self-selected groups of 4 or 5. Each group will elect two roles: a speaker and a recorder. The recorder will place the song titles into the correct genre on the “Transcendentalism in Pop Culture” bulletin board chart. The speaker, once the groups have finished sharing amongst themselves, will select one song lyric to share from any group member for one of the categories, share the lyric, and the rationale for choosing the selected lyric.

Description- Assign homework/preview of next class

Time 2-3 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

I will explain that, beginning Monday, we will be reading works by the anti-transcendentalists, or Dark Romantics, whose views on life and nature were the opposite of the Emersonian views.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Click here to enter text.

Student Teacher Douglas Conklin Date 2/19/13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: We have discussed works by the Transcendentalist authors Emerson and Thoreau as part of the Flowering of New England unit.

Objectives:

Students will:

- Find examples of Transcendentalist thought in popular music.
- Read works by early American authors
- Identify Transcendentalist elements in *Walden* by Thoreau and various works by Emerson.
- Associate new vocabulary with previously learned terms.

Individual Modifications: [Click here to enter text.](#)

Materials: Vocabulary D textbooks, laptops, speakers, “Transcendentalism in Songs” worksheets/instruction sheets, “Transcendentalism in Songs” recording sheets.

Learning Sequence

Description- Introduce vocab 5D

Time- 5 minutes

INTO

Introduction/Motivation/Focus Attention

We will read through the vocabulary words for lesson 5D of the vocabulary books. The students will read the definitions for the words, examples of the words used in sentences, and word cognates. We will circle the reading around the room until all words have been covered. The vocabulary quiz will be on Friday.

Description- Transcendentalism in Music activity

Time- 30-40 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

Students will get into groups and complete the “Transcendentalism in Music” activity. For this activity, the students will share examples of the five main ideas of Transcendentalism (optimism, nonconformity, importance of nature, free thought, and self-confidence) that they found in lyrics to modern songs. They will share their selected lyrics with their group mates, and will have the opportunity to share clips of their songs with classmates if they wish.

While in groups, I will assign one student to be the “recorder” and one to be the “speaker.” The recorder will make a list of the songs chosen by him/herself and his/her groupmates, as well as the genres of those songs. This list will be handed in at the end of class. The speaker will share the class’ selected lyrics with the rest of the class.

After the activity, I will make a bulletin board displaying the song and/or lyrics choices and the accompanying genres.

Description- Preview of next class

Time- 2 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

The activity will run until the end of the period. About a minute before the period ends, I will inform the students that we will look at a few more Transcendentalist authors before moving onto our next set of authors, the Anti-Transcendentalists.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

[Click here to enter text.](#)

Student Teacher Douglas Conklin Date 2/20/13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: We have discussed works by the Transcendentalist authors Emerson and Thoreau as part of the Flowering of New England unit.

Objectives:

Students will:

- Read works by early American authors
- Identify Anti-Transcendentalist elements in “Dr. Heidegger’s Experiment” by Hawthorne.
- Associate new vocabulary with previously learned terms.

Individual Modifications: [Click here to enter text.](#)

Materials: Vocabulary D textbooks, *Adventures in Literature* textbook

Learning Sequence

Description- Finish introduction to vocab 5D

Time- 5 minutes

INTO

Introduction/Motivation/Focus Attention

We will read through the remaining vocabulary words for lesson 5D of the vocabulary books. The students will read the definitions for the words, examples of the words used in sentences, and word cognates. We will circle the reading around the room until all words have been covered. The vocabulary quiz will be on Friday.

Description- Anti-Transcendentalists and Hawthorne

Time- 30-40 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will begin looking at the Anti-Transcendentalists of the time period, beginning with Nathaniel Hawthorne. We will read pieces of his biography to introduce the author, and then we will begin reading “Dr. Heidegger’s Experiment” in class. As we read, I will point out instances of Anti-Transcendentalist thought, such as supernatural occurrences, magic, original sin, and darkness of the human heart.

Description- Assign homework

Time- 2 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

We will read as far as we can in class. Whatever we do not read in class will be assigned for homework, along with the reading check questions at the end of the story.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

[Click here to enter text.](#)

Student Teacher Douglas Conklin Date 2/21/13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: We have discussed works by the Transcendentalist authors Emerson and Thoreau as part of the Flowering of New England unit.

Objectives:

Students will:

- Read works by early American authors
- Identify Anti-Transcendentalist elements in *Moby-Dick* by Melville and “Dr. Heidegger’s Experiment” by Hawthorne.
- Interpret the ending to “Dr. Heidegger’s Experiment” and write a personal response.
- Follow a guided reading worksheet to supplement in-class and out-of-class reading assignments.

Individual Modifications: [Click here to enter text.](#)

Materials: *Adventures in Literature* textbook, *Moby-Dick* guided reading worksheets

Learning Sequence

Description- Check homework/ review reading check questions Time- 5 minutes

INTO

Introduction/Motivation/Focus Attention

I will check the reading check questions the students were assigned for homework. I will then ask students to share their responses and review the reading the students completed.

Description- Hawthorne response/ Melville

Time- 30-40 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

I will ask students to write an explanation of whether Dr. Heidegger’s elixir was really water from the fountain of youth or if the effect the drink had on the subjects was simply caused by the power of suggestion. Their responses should be 2 paragraphs in length. I will allow students to write for 10 minutes before collecting their responses.

We will then begin reading Melville’s *Moby-Dick*. Due to time constraints, we will skip the first section listed in the textbook and instead begin reading at “From ‘The Quarter-Deck.’” I will give students a guided reading worksheet so that they may fill in key events or character attributes as they read. This worksheet will prove instrumental when the students are asked to finish the reading over the weekend.

Description- Assign homework

Time- 2 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

We will read as far as we can in class. I will ask students to finish reading the story by Monday, using the guided reading worksheets as a supplement to the reading.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Click here to enter text.

Student Teacher Douglas Conklin Date 2/22/13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: Students have reviewed vocabulary words for lesson 5D and will take the quiz today.

Objectives:

Students will:

- Demonstrate mastery of vocabulary words by taking a quiz.
- Relate new vocabulary words to previously learned words.

Individual Modifications: [Click here to enter text.](#)

Materials: Vocabulary 5D quiz

Learning Sequence

Description- Study time

Time- 5 minutes

INTO

Introduction/Motivation/Focus Attention

The students will be given 5 minutes to study for their vocabulary 5D quizzes.

Description- Vocabulary 5D quiz

Time- 30-40 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

The students will take their vocabulary 5D quizzes. As they take the quiz, I will be alert to any questions which may arise.

Once students are finished with their quizzes, they may begin reading the assigned passages from *Moby-Dick*.

Description- Assign homework

Time- 2 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

The quiz will likely take some students until the end of class to complete. I will remind the students to have *Moby-Dick* finished by Monday.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

[Click here to enter text.](#)

Student Teacher Douglas Conklin Date 2/25/13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: We have discussed works by the Transcendentalist authors Emerson and Thoreau as part of the Flowering of New England unit, and have contrasted those authors' ideas with those of Nathaniel Hawthorne and the Anti-Transcendentalists.

Objectives:

Students will:

- Read works by early American authors
- Identify Anti-Transcendentalist elements in *Moby-Dick* by Melville
- Follow a guided reading worksheet to supplement in-class and out-of-class reading assignments.
- Demonstrate mastery of vocabulary words by taking a quiz.
- Relate new vocabulary words to previously learned words.

Individual Modifications: [Click here to enter text.](#)

Materials: *Adventures in Literature* textbook, *Moby-Dick* guided reading worksheets; vocabulary D textbooks

Learning Sequence

Description- Introduction to vocabulary words

Time- 5 minutes

INTO

Introduction/Motivation/Focus Attention

We will go over the vocabulary words for chapter 6D of the students' vocabulary books. The students will read each word, the definition, the word used in a sentence, and find a synonym for each word by choosing the correct word in a multiple-choice format. The students' quiz on these words will be on Friday.

Description- *Moby-Dick* review / Dickinson

Time- 30-40 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will go over the assigned passages from *Moby-Dick* that I assigned for homework over the weekend. I will ask the students to share their answers that they filled in on the guided reading worksheet and we will discuss critical elements of the story while we review.

We will then move onto poetry by Emily Dickinson. While reading, I will point out how her poems contain both Transcendentalist and Anti-Transcendentalist ideas, showing a contrast between them through her inclusion of both

sets. To illustrate this point, we will read “This Is My Letter to the World,” “I Never Saw a Moor,” “Exultation is the Going,” “I Taste a Liquor Never Brewed,” “‘Hope’ Is the Thing With Feathers,” “Success Is Counted Sweetest,” “I Took My Power In My Hand,” “Much Madness is Divinest Sense,” “A Narrow Fellow In the Grass,” and “Because I Could Not Stop For Death.”

Description-Summary of Transcendentalists and Anti-Transcendentalists

Time- 2 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

I will have the students recall the elements of Transcendentalism and contrast them with elements of Anti-Transcendentalism. I will then explain that our study of Dickinson concludes The Flowering of New England unit, and that we will be moving on to *The Scarlet Letter* on Wednesday.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

[Click here to enter text.](#)

Student Teacher Douglas Conklin Date 2/26/13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: We have discussed works by the Transcendentalist authors Emerson and Thoreau as part of the Flowering of New England unit, and have contrasted those authors' ideas with those of Nathaniel Hawthorne and the Anti-Transcendentalists.

Objectives:

Students will:

- Read works by early American authors
- Identify Transcendentalist and Anti-Transcendentalist elements in poetry by Dickinson
- Demonstrate mastery of vocabulary words by taking a quiz.
- Relate new vocabulary words to previously learned words.

Individual Modifications: [Click here to enter text.](#)

Materials: *Adventures in Literature* textbook

Learning Sequence

Description- Review Dickinson poetry

Time- 2 minutes

INTO

Introduction/Motivation/Focus Attention

We will review briefly the poems we have read thus far.

Description- Finish Dickinson poetry

Time- 15-16 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will then move onto poetry by Emily Dickinson. While reading, I will point out how her poems contain both Transcendentalist and Anti-Transcendentalist ideas, showing a contrast between them through her inclusion of both sets. To illustrate this point, we will read "This Is My Letter to the World," "I Never Saw a Moor," "Exultation is the Going," "I Taste a Liquor Never Brewed," "'Hope' Is the Thing With Feathers," "Success Is Counted Sweetest," "I Took My Power In My Hand," "Much Madness is Divinest Sense," "A Narrow Fellow In the Grass," and "Because I Could Not Stop For Death."

Due to the shortened period, explanations for the poems will be shortened and we will not have much time for reflection. The students will understand the basic themes of the poems.

Description-N/A

Time- N/A

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

Poetry will be read until the end of class.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Click here to enter text.

Student Teacher Douglas Conklin Date 2/27/13

Grade Level- 11th Grade Subject- CP English III Supervisor- Mr. Marrongelle

Preliminary Planning

P.A. Standards: 1.1.11.A; 1.1.11.B; 1.1.11.E; 1.3.11.A; 1.3.11.B

Pre-assessment: We have discussed works by the Transcendentalist authors Emerson and Thoreau as part of the Flowering of New England unit, and have contrasted those authors' ideas with those of Nathaniel Hawthorne and the Anti-Transcendentalists.

Objectives:

Students will:

- Read works by early American authors
- Identify Transcendentalist and Anti-Transcendentalist elements in poetry by Dickinson
- Demonstrate mastery of vocabulary words by taking a quiz.
- Relate new vocabulary words to previously learned words.

Individual Modifications: [Click here to enter text.](#)

Materials: *Adventures in Literature* textbook

Learning Sequence

Description- Review Dickinson poetry

Time- 2 minutes

INTO

Introduction/Motivation/Focus Attention

We will review briefly the poems we have read thus far.

Description- Finish Dickinson poetry

Time- 15-16 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

We will then move onto poetry by Emily Dickinson. While reading, I will point out how her poems contain both Transcendentalist and Anti-Transcendentalist ideas, showing a contrast between them through her inclusion of both sets. To illustrate this point, we will read "This Is My Letter to the World," "I Never Saw a Moor," "Exultation is the Going," "I Taste a Liquor Never Brewed," "'Hope' Is the Thing With Feathers," "Success Is Counted Sweetest," "I Took My Power In My Hand," "Much Madness is Divinest Sense," "A Narrow Fellow In the Grass," and "Because I Could Not Stop For Death."

Due to the shortened period, explanations for the poems will be shortened and we will not have much time for reflection. The students will understand the basic themes of the poems.

Description-N/A

Time- N/A

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

Poetry will be read until the end of class.

Post Instructional Planning

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Click here to enter text.