TCSS

RL = Reading Literary
RI = Reading Informational
W = Writing
SL = Speaking and Listening
L = Language

Troup County School System
English/Language Arts Curriculum Map
American Literature and Composition
Thematic Unit #2—Individualism and Identity

Big Idea / Unit Goal:
- The goal for this unit is to explore and analyze the theme of Individualism and Identity across American literary and informational texts with an in-depth focus on GSE priority standards. Students will understand how the American identity has been shaped through texts that provide themes related to identity and the search for self, including works by poets such as Emily Dickinson and Walt Whitman, Romantic writers, and works by a modern writer.

Length of Unit:
- 45 Days

Unit 2 Common Assessment Blueprint

Unit 2 Checklist

Unit Essential Question(s):
- How does place shape identity?
- Is individualism important?
- What makes American literature American?
- How does literature shape or reflect a society?
- What is the relationship between nature and American identity?
- What is the relationship between self and society?

Priority Standards:
- RL2, RL3, RL4, RL5, RL6, RL9
- RI1, RI2, RI3, RI5, RI8
- W1, W2, W7, W8, W9
- L3

Support Standards:
- RL1
- SL1, SL4, SL5

Reading Focus: Informational

Text Resources:
Extended Text: *Into the Wild* (May choose to use selected chapters)

Short Texts (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from *Prentice Hall Literature, The American Experience*.):
- "A Growing Nation: Literature of the American Renaissance" Historical Background, pgs. 208-224
- "The Devil and Tom Walker" by Washington Irving, p. 228
- "The Minister's Black Veil" by Nathaniel Hawthorne, p. 272
- "The Fall of the House of Usher" by Edgar Allan Poe, p. 292
- "The Raven" by Edgar Allan Poe, p. 312
- Selected poems by Emily Dickinson, pgs.408-421
- Selections from Walt Whitman, pgs. 426-436
- from *Nature* by Ralph Waldo Emerson, p. 366
- from *Self-Reliance* by Ralph Waldo Emerson, p. 369
- from *Walden* by Henry David Thoreau, p. 378
- from *Civil Disobedience* by Henry David Thoreau, p. 388
- from "Letter from Birmingham City Jail" by Martin Luther King, Jr.; additional

Writing Focus: Informative/Explanatory

Primary Writing Tasks:
- After reading a selection of texts from the Romantics time period, write an essay in which you analyze how that specific text fits the definition of Romanticism. Cite textual evidence in your essay to support your statements.
- After reading poems from the text, write an essay in which you address the question of individualism and how each poet captures the idea. Cite textual evidence.
- After Krakauer's original article was published in *Outside* magazine, many people criticized his decisions while others applauded them. Write an editorial in which you argue whether Christopher McCandless is a hero, somebody to be admired, or a fool, who made many tragic mistakes. Use textual evidence to back up your claim.
- After reading *Into the Wild* and the excerpt from *Walden* write an essay that compares and contrasts the experiences each man has. Cite evidence from the texts to support your statements.

Narrative Writing Tasks:
- After reading about the Transcendentalists, write about an experience in which you have given up a modern convenience for a day. For example, write about spending a day without your cell phone.

excerpt on 1109-1112
- Fireside Poets, pgs. 258-266

Additional Materials:
- Focus areas for growth in standards
- Full text of *Civil Disobedience*
- *Dead Poet's Society* video clip (Marching in unison scene)
- Exemplar Unit with resources for *Into the Wild*
- Test to Evaluate Sources
- *Into the Wild* lesson plans
- *Into the Wild* documentary *Return to the Wild*

- After reading texts by the Romantics, write a story which includes a theme of nature, greed, or individualism in the manner of those 19th century writers.

Research Connections:
- Background information on Chris McCandless, *Into the Wild*
- Other points of view on the novel Into the Wild- PBS documentary *Back to the Wild*
- I-Search Essay

Routine Writing (Notes, summaries, process journals, and short responses across all genres):
- Journaling
- Notes
- Summaries
- Short responses

Lessons for Unit 2 (all lessons are hyperlinked below):

- ELA11.2: Focus on producing sentences with appropriate variety and complexity (L3)
- ELA11.2.1: Focus on writing arguments, citing thorough textual evidence, participating in collaborative discussions, presenting information clearly, and making strategic use of digital media (W1, RI1, SL1, SL4, SL5)
- ELA11.2.2: Focus on analyzing interactions in a text and demonstrating knowledge of works of American Literature (RI3, RL9)
- ELA11.2.3: Focus on determining and analyzing theme development and summarizing, citing thorough textual evidence, and demonstrating knowledge of works of American Literature (RL2, RL1, RL9)
- ELA11.2.4: Focus on demonstrating knowledge of works of American Literature (RL9)
- ELA11.2.5: Focus on determining and analyzing theme development and summarizing (RL2)
- ELA11.2.6: Focus on analyzing and evaluating author's use of structure and determining and analyzing development of two central ideas and summarizing (RI5, RI2)
- ELA11.2.7: Focus on delineating and evaluating reasoning in seminal U.S. documents and analyzing development of two central ideas and summarizing (RI8, RI2)
- ELA11.2.8: Focus on citing thorough textual evidence (RI1)
- ELA11.2.9: Focus on analyzing development of two central ideas and summarizing, analyzing interactions in a text, citing thorough textual evidence, analyzing and evaluating author's use of structure, and writing arguments (RI2, RI3, RI1, RI5, W1)
- ELA11.2.10: Focus on determining word meanings and impact and demonstrating knowledge of works of American Literature (RL4, RL9)
- ELA11.2.11: Focus on analyzing point of view, determining and analyzing theme development and summarizing, analyzing the impact of author's choices, and determining word meanings and impact (RL6, RL2, RL3, RL4)
- ELA11.2.12: Focus on determining word meanings and impact, determining and analyzing theme development and summarizing, and analyzing the impact of author's choices (RL4, RL2, RL3)
- ELA11.2.13: Focus on analyzing the impact of author's choices and analyzing author's use of structure and its impact (RL3, RL5)
- ELA11.2.14: Focus on writing informational/explanatory texts, conducting research, using and documenting sources, and drawing evidence from sources (W2, W7, W8, W9)

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Georgia Standards of Excellence (GSE)	Essential Questions	Vocabulary	Lessons and Resources
ELAGSE11-12RL1: Cite strong and thorough textual evidence 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.	How does one cite strong and thorough textual evidence to support analysis?	Cite Textual evidence Inferences Explicit Analysis	ELA11.2.3
ELAGSE11-12RL2: 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.	What is the central idea of a piece of literature and how do ideas interact and build on one another? How does one provide an objective summary of a text?	Theme Central idea Analyze Cite Evidence Support Inferences Objective	ELA11.2.3 ELA11.2.5 ELA11.2.11 ELA11.2.12
ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	What are the effects of an author's choices regarding setting, order, and character development?	Characters Analyze Development	ELA11.2.11 ELA11.2.12 ELA11.2.13
ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	What are figurative and connotative meanings? How do words and phrases impact an author's meaning and tone? How does an author's word choice impact engagement and beauty?	Diction Figurative Connotation Denotation Tone Context Syntax Engaging	ELA11.2.10 ELA11.2.11 ELA11.2.12
ELAGSE11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	How does the author's structure impact the meaning and aesthetic impact of a text?	Structure Mood/atmosphere Comedic Tragic Resolution aesthetic	ELA11.2.13
ELAGSE11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	How is point of view related to satire, sarcasm, irony, or understatement?	Analyze Satire Sarcasm Irony Understatement	ELA11.2.11
ELAGSE11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural	How does a work reflect its time period? How do two texts from the same time period treat similar themes or topics?	Foundational works Themes Topics Compare/contrast	ELA11.2.2 ELA11.2.3 ELA11.2.4 ELA11.2.10

Literature), including how two or more texts from the same period treat similar themes or topics.			
ELAGSE11-12RI1: Cite strong and thorough textual evidence 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.	What are effective ways to cite textual evidence to best analyze literature?	Cite Textual evidence Inferences Explicit Analysis	ELA11.2.1 ELA11.2.8 ELA11.2.9
ELAGSE11-12RI2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	What are central ideas in a text and how do they develop over the course of that text? How does one provide a summary of the text	Central idea/main idea Analyze Complex Objective Summarize Outline	ELA11.2.6 ELA11.2.7 ELA11.2.9
ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	How are complex ideas or sequences of events developed throughout a piece of literature?	Sequence Interact Develop	ELA11.2.2 ELA11.2.9
ELAGSE11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	How does an author use structure to emphasize points and engage the reader?	Structure Analyze Evaluate Engaging	ELA11.2.6 ELA11.2.9
ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (eg, in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (eg, *The Federalist,* presidential addresses).	How do I delineate and evaluate the reasoning in seminal U.S. texts?	Delineate Evaluate Constitutional principles Legal reasoning Premise Purpose Argument Advocacy	ELA11.2.7

ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   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.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the
	What is argument writing? What is valid reasoning and relevant and sufficient evidence?	Argument
		Support
		Claims
		Reasoning
		Relevant
		Sufficient
			ELA11.2.1
			ELA11.2.9

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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. c. Use words, phrases, and clauses as well as varied syntax 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.			
ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-	How does one choose the most significant and relevant facts appropriate to the audience's knowledge of the topic?	Informative Explanatory Organization Objectivity Transition Topic Concrete details Quotations Paraphrase Cohesion	ELA11.2.14

specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
ELAGSE11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	What is effective research?	Sustained Research Inquiry Synthesis Investigation Primary sources Interview	ELA11.2.14
ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	How do I gather relevant information from various authoritative print sources? How do I determine a source's usefulness? How do I include information selectively to maintain flow of ideas and avoid plagiarism? Why is following a standard format (MLA) for citation important, and how do I follow this format?	Print sources Digital sources Search engines Paraphrasing Summarizing Quoting MLA format Citation Works cited/bibliography Parenthetical citation	ELA11.2.14
ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts,	How do I use evidence from texts to support my analysis, reflection, and research?	Textual evidence Analysis Reflection Research	ELA11.2.14

|			
including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").			
ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	How do I apply my knowledge of language to effectively communicate and comprehend intended meanings and styles? How do I vary my syntax for effect?	Standard English Style Communicate Comprehend Syntax	ELA11.2
ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional	How do I participate in a range of collaborative discussions to express ideas and listen to others?	Collaborative discussions Textual evidence Collegial discussions Response Diverse perspectives Qualify Justify Evidence Reasoning	ELA11.2.1

information or research is required to deepen the investigation or complete the task.			
ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	How does my presentation (style, organization, etc.) affect my audience's understanding? How can I best present a clear and distinct perspective, such that listeners can follow my reasoning?	Clarity Concise Logical Organization Development Substance Style Purpose Audience Task	ELA11.2.1
ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	How does digital media affect the understanding of a speech or presentation?	Strategic Digital media Enhance Reasoning Evidence	ELA11.2.1
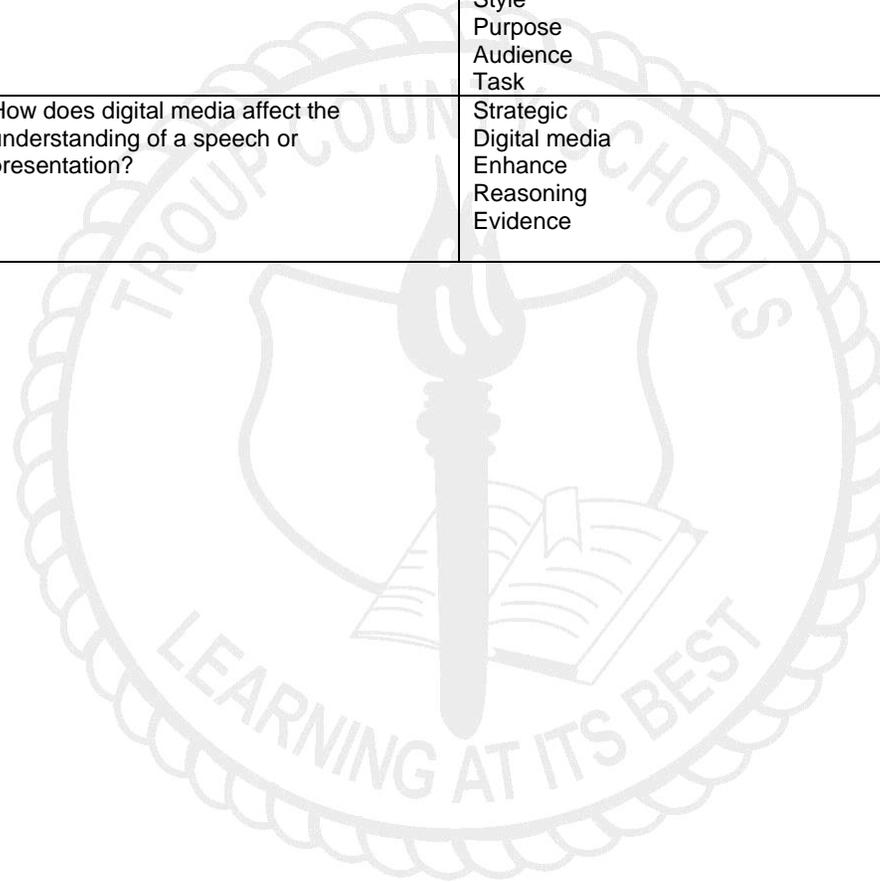
Lessons for American Literature Unit 2

The following pages are the sample lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high priority standards and incorporate unit texts and resources.
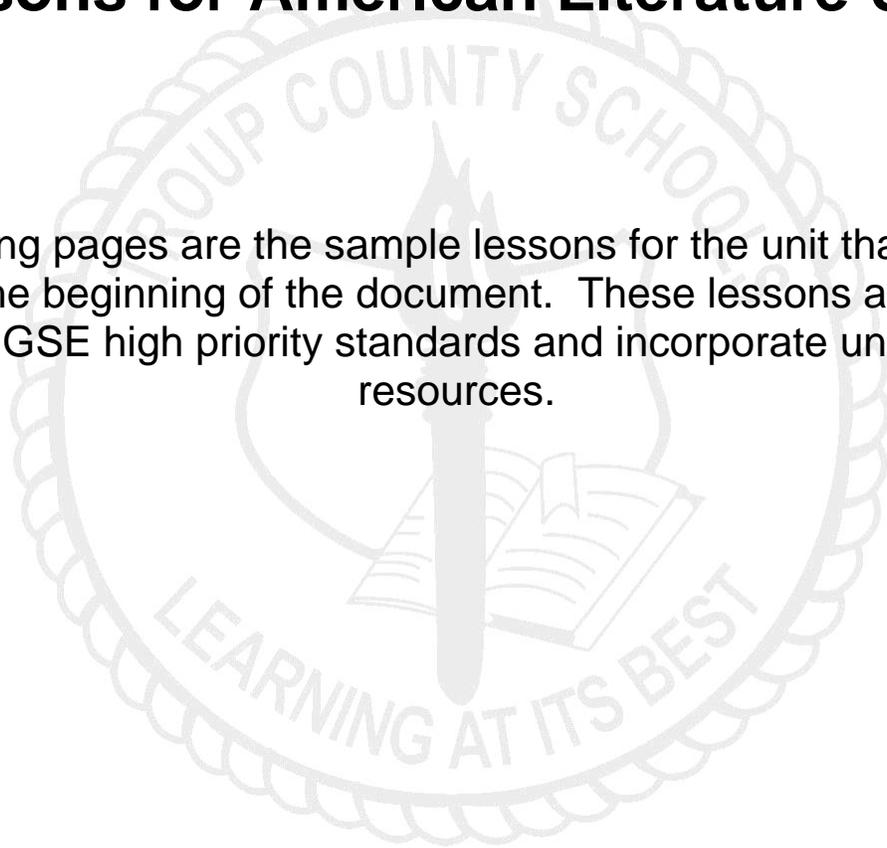
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ELA11.2

NOTE: This lesson should be embedded as needed. It does not have to be the first lesson in this unit, and will most likely not be a full class lesson, but it is provided here, so that as students encounter strong sentences through reading, you can talk about the need for sentence variety.

Learning Target(s):	**I can**: • produce sentences with variety and complexity • vary syntax for effect in writing • identify and apply knowledge of syntactical structure and patterns within complex texts • apply an understanding of syntax to the study of complex texts when reading
Priority Standards: ● **Support Standards** ● **Pre-requisite Learning**	Priority Standards: **ELAGSE11-12L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Resources for Instruction	*Tufte's Artful Sentences* *Mechanically Inclined* by Jeff Anderson
Time Allocated	Ongoing - Teach different sentence structures throughout the year to develop sentence variety
EQ	How can syntax make one's writing more engaging? How can complex sentences add sentence variety to a text?
Activator/Connection/Warm Up	Sentence imitation could be used as Do Now, Daily Oral Language, or Bell Ringers.
Instructional Delivery ● **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** ● **Guided Instruction/ Differentiated Instruction (We Do)** ● **Independent Practice (You Do)**	Sentence variety can be taught throughout the year through sentence modeling. Using Jeff Anderson's *Mechanically Inclined*, model each sentence structure with a mentor text and ask students to imitate its structure using different words. Sentence Structures from *Mechanically Inclined:* • Sentence , (FANBOYS) Sentence • Sente n, c, and e. • Opener, sentence • AAAWWUBBIS, sentence. • Sent, interrupter, ence. • Sentence, closer. **Examples** Sentence Structure: Sent e, n, and ce. • Mentor Text: I wish we could go fishing, swimming, and camping this summer. • Common Mistake: Parallelism

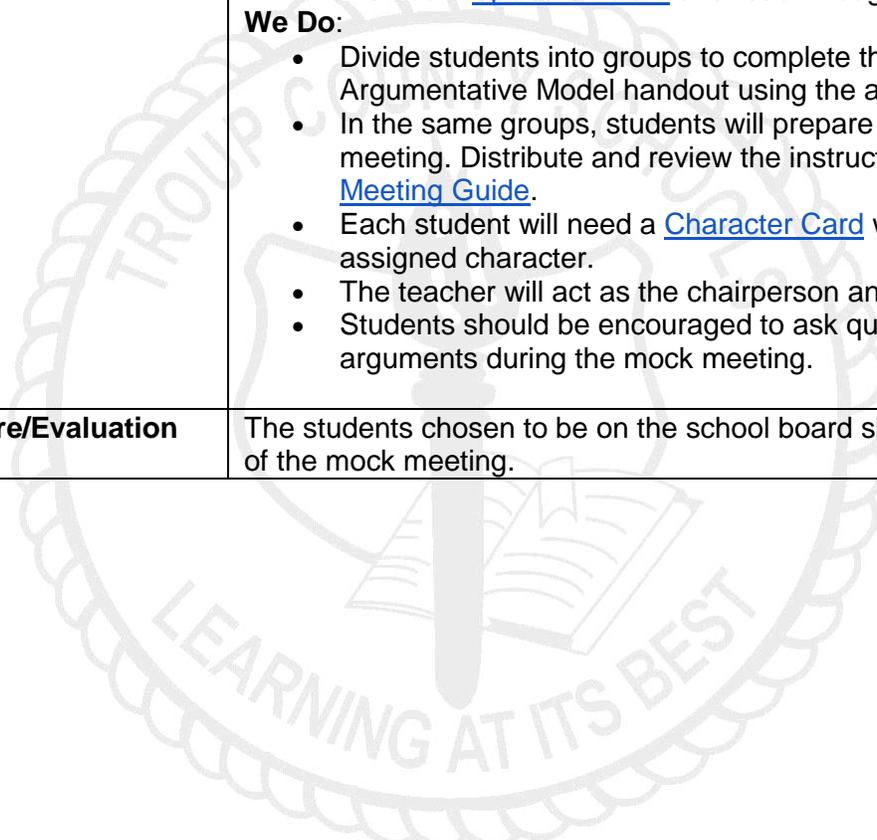|	
	Sentence structure: Opener, sentence. • Mentor Text: Running across the field, Michael fled the scene. • Common Mistake: Tense shift Sentence structure: Sentence, FANBOYS sentence. • Mentor Text: I can't stay after school today, but I will be staying late tomorrow. • Common mistake: Comma splice when dependent clauses are used. Sentence structure: Sent, interrupter, ence. • Mentor Text: Missy, a forgetful senior, left her bookbag on the bus. • Common mistake: Essential vs. Nonessential phrases Sentence structure: AAAWWUBIS, sentence. • AAAWWUUBIS (After, Although, As, When, While, Until, Before, Because, If, Since) • Mentor Text: Although we saved for 10 months, we were still unable to reach our goal. • Common mistake: Fragment Sentence Structure: Sentence, closer. • Mentor Text: I left the school with pride, smiling from ear to ear.
Summarizer/Closure/Evaluation of Lesson	Students should practice sentence variety throughout the year in their writing and in the process of editing.

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ELA11.2.1

Learning Target(s):	I can: • evaluate proposals and generate counterarguments. • write arguments to support claims. • respond to arguments in formal discourse.
Priority Standards:	**Priority Standards:** **ELAGSE11-12W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence **ELAGSE11-12RI1**: Cite strong and thorough textual evidence 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. **Support Standards:** • **ELAGSE11-12SL1**: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • **ELAGSE11-12SL4**: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. **ELAGSE11-12SL5**: Make strategic use of digital media (e.g., textual
Resources for Instruction	• Play Devil's Advocate • Practice Handout • Toulmin Argumentative Model • Sports Article • Sports Article 2 • Town Hall Meeting Guide • Character Card (This lesson is designed based on a lesson from readwritethink.org and resources come from the website.)
Time Allocated	3-4 days
EQ	How are counterarguments generated? How are claims argued?
Activator/Connection/Warm Up	• Display the following idiom on the board: "devil's advocate." • Students should pair-and-share to discuss whether they have heard this before, in what context they have heard it, and what they think it means. • Allow time for students to share out with the group. • If the students have not come to the correct conclusion, share the meaning and reasoning behind it. o "Devil's advocate" refers to someone who opposes an idea or opinion in order to get people to discuss or think about other possible options. This comes from the thought of the devil being very persuasive or convincing.

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Instructional Delivery	I Do:
• **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	• Discuss with students ways to play "devil's advocate." Have students view and take notes on Play Devil's Advocate from readwritethink.org. • Distribute the articles Sports Article and read through with students. **We Do**: • Divide students into groups to complete Practice Handout using the article they just read. • Students should note which strategy they are using from their notes taken earlier in the lesson.
• **Guided Instruction/ Differentiated Instruction (We Do)**	
• **Independent Practice (You Do)**	**I Do**: • Introduce Toulmin Argumentative Model and guide students to see the connection being playing devil's advocate and forming counterclaims with this model. • Distribute Sports Article 2 and read through with students. **We Do**: • Divide students into groups to complete the Toulmin Argumentative Model handout using the article they just read. • In the same groups, students will prepare for a mock town hall meeting. Distribute and review the instructions on Town Hall Meeting Guide. • Each student will need a Character Card while preparing with an assigned character. • The teacher will act as the chairperson and monitor the debate. • Students should be encouraged to ask questions and refute arguments during the mock meeting.
Summarizer/Closure/Evaluation of Lesson	The students chosen to be on the school board should vote at the end of the mock meeting.

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ELA11.2.2

Goal:	**By the end of this lesson, students will be able to:** • compare and contrast similar themes or topics in two or more texts from American literature written in the same time period • must analyze two or more authors' treatments of themes or topics in foundational works of American literature written in the same period • analyze a set of ideas or sequence of events and explain their interaction in a text
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standard:** **ELAGSE11-12RI3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **Support Standard:** • **ELAGSE11-12RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
Resources for Instruction	"A Growing Nation: Literature of the American Renaissance" Historical Background, pgs. 208-224 Romanticism and Transcendentalism PowerPoint
Time Allocated	1 class period
EQ	How are complex ideas or sequences of events developed throughout a piece of informational text?
Activator/Connection/Warm Up	Journal response to the following quotation: "Look deep into nature, and then you will understand everything better." –Albert Einstein. Write 1-2 paragraphs about this quotation. What do you think it means? Do you agree or disagree? Why?
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	Provide a few minutes for students to discuss the activator. Introduce the time period using the background information in the textbook and the Romanticism and Transcendentalism PowerPoint. The final slide of the PowerPoint gives the students an opportunity to talk with a partner and discuss ideas which you may want to use to springboard into class discussion. Additionally introduce the 5 I's of Romanticism.
Summarizer/Closure/Evaluation of Lesson	TOTD: Three facts I learned about Romanticism and/or Transcendentalism are:

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ELA11.2.3 Dickinson, Whitman & *Dead Poet's Society*

Learning Target(s)	**I can:** • analyze the development of themes in different literary texts
Priority Standards: ● **Support Standards** ● **Pre-requisite Learning**	**ELAGSE11-12RL2**: 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. **Support Standard:** • **ELAGSE11-12RL1:** Cite strong and thorough textual evidence 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. • **ELAGSE11-12RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
Resources for Instruction	Theme Worksheet Theme PowerPoint Theme Analysis Graphic Organizer TPCASTT graphic organizer Emily Dickinson/Walt Whitman PowerPoint Selected poems by Emily Dickinson, pgs.408-421 10 Weird Coincidences between Lincoln and JFK Walt Whitman's "O Captain, My Captain" *Dead Poet's Society* Essay Template
Time Allocated	1 week
EQ	How does an author develop a theme throughout a poem?
Activator/Connection/Warm Up	Teacher will model how to complete the first theme worksheet question. Students will complete the others with a collaborative pair. Teachers will lead a discussion on the answers by randomly calling students.
Instructional Delivery ● **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** ● **Guided Instruction/ Differentiated Instruction (We Do)** ● **Independent Practice (You Do)**	**I do**: Teacher will lead a discussion on theme using the Theme PowerPoint- interactive- includes we do activities Teacher will lead discussion on Emily Dickinson and Walt Whitman background information using the PowerPoint. Teacher will model using a theme analysis graphic organizer or TPCASTT graphic organizer using one of Dickinson's poems- "I Could Not Stop for Death." **We do**: Students will collaboratively read and complete the same graphic organizer for "I Heard a Fly Buzz When I Died" and/or "My Life Closed Twice Before I Died." **You do**: Write a paragraph compare/contrasting how Dickinson develops the theme of death in two of her poems. **I do**: Activator- Teacher will share information on the commonalities between Lincoln and JFK.

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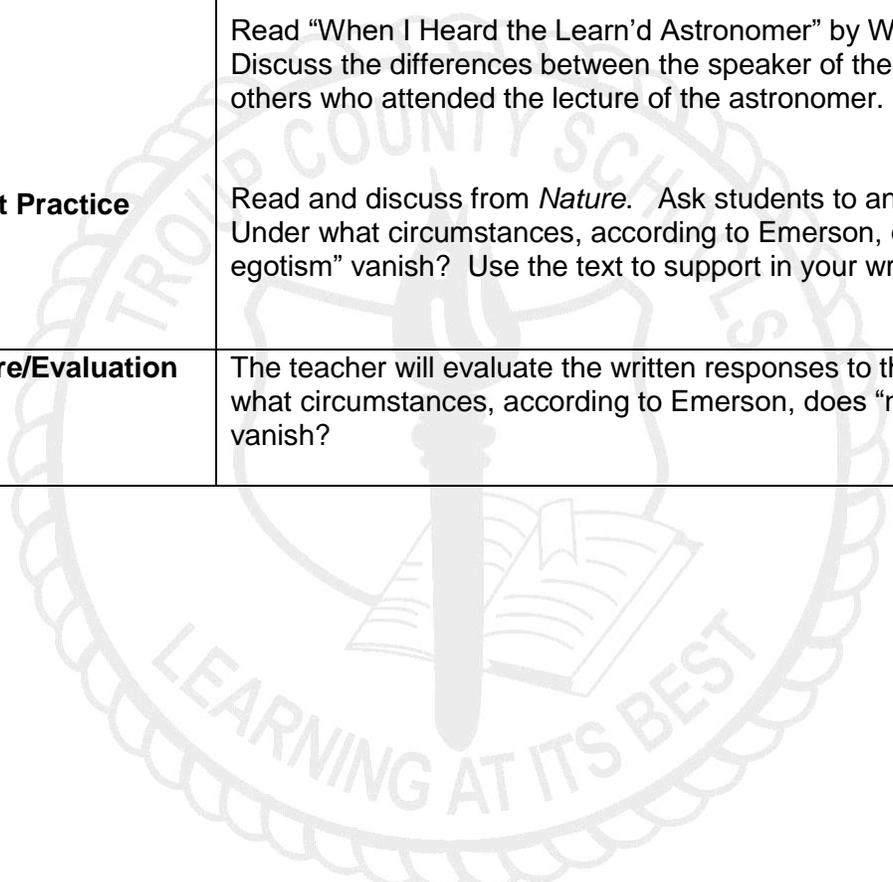|	
	Teacher will model how to read and analyze the first stanza of "O Captain! My Captain!" and complete the same graphic organizer used with the Dickinson poems. **We do**: Students will work collaboratively to complete the graphic organizer for the remainder of the poem as teacher monitors. Teacher will lead discussion on student work by randomly calling on students. **You do**: How does Whitman develop the theme of this poem. Use two example of textual evidence to support your analysis. (use the 2-point CR rubric to grade) **We do**: Students will watch portions of *Dead Poets Society*. Teacher will stop the movie periodically for students to answer questions collaboratively. **We do**: In collaborative pairs, write what happens in the sequel to this movie (focus on Keating or Todd Anderson). Use first person point of view (use the four point rubric to grade) **You do**: Argumentative essay- Who is responsible for Neal's death? Use textual evidence to support your answer. Advanced students- Students will read "Dead Poets Society is a Terrible Defense of the Humanities" and write an argumentative response using textual evidence to support their answers. **Differentiation**: Use the results of the essay to teach students about informal vs. formal language, develop claims, develop counterarguments.
Summarizer/Closure/Evaluation of Lesson	Write a short poem about Neal's death in the style of Dickinson or Whitman.

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ELA11.2.4

Learning Target(s):	**I can:** • understand the concept of transcendentalism.
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standard:** **ELAGSE11-12RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
Resources for Instruction	"When I Heard the Learn'd Astronomer" by Walt Whitman, p. 432 from Nature by Ralph Waldo Emerson, p. 366 Nature Scenes PowerPoint Four Square Concept Map (blank) and (Completed Transcendentalism)
Time Allocated	3-4 Days
EQ	What does it mean to transcend?
Activator/Connection/Warm Up	Give students a blank Four Square Concept Map. Have them complete what they know about Transcendentalism in the following categories: Definition / Derivation / Associated Words / Famous Authors. After students have had a chance to respond, go over the completed chart. **Definition** American literary and philosophical movement of the 19th century. Transcendentalists believed that intuition and the individual conscience "transcend" experience and thus are better guides to truth than are the senses and logical reason. **Derivation** • Intuition – direct perception of truth without any reasoning process • Conscience – the inner sense of what is right or wrong in one's conduct or motives • Transcend – Trans (across) Scend (to climb) **Word/Concept: Transcendentalism** **Associated Words** • Individualism • Nature • Ego • Self-reliance **Famous Authors** • Ralph Waldo Emerson • Henry David Thoreau

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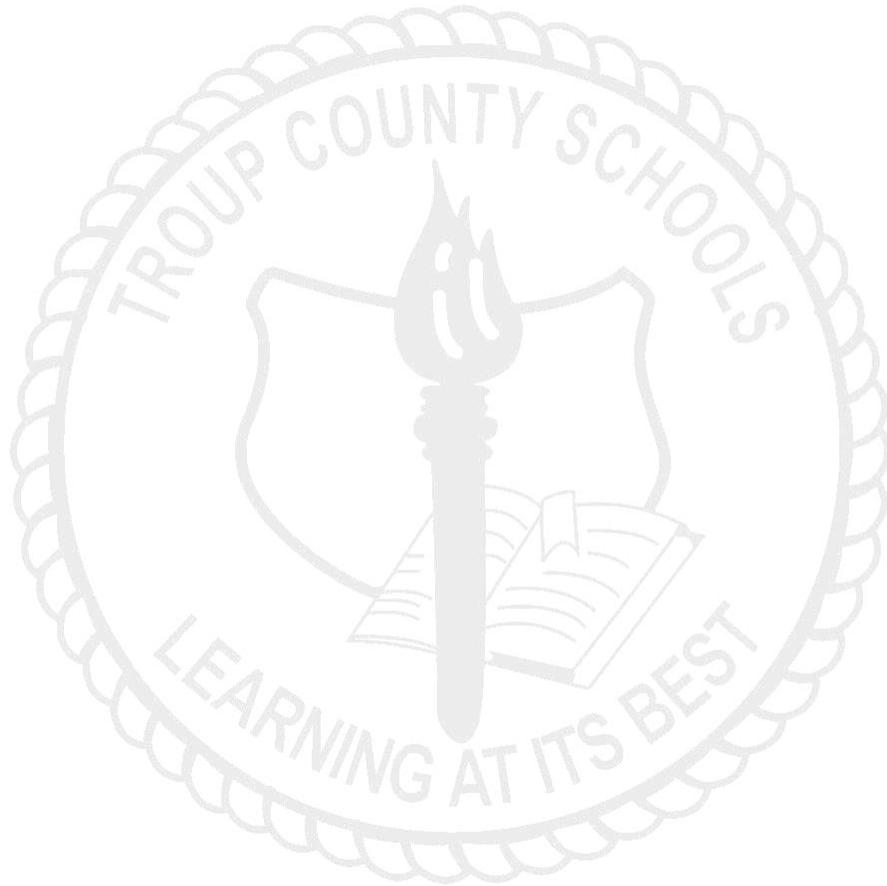| Instructional Delivery	
• **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)**	Bring a potted plant to the front of the room and ask students to transcend their common understanding of plants to get at the deeper truth revealed through the plant. For example, instead of the plant uses photosynthesis to turn sunlight into food students should comment on the fact that the plan needs a strong support system to grow strong. The plant needs to be cared for in order to thrive. The deeper it is rooted the harder it will be for someone to destroy it. Next, show students a series of nature photographs and help them see the deeper meaning in each. For example, a flower growing out of a concrete sidewalk might reveal that beauty and resilience can be found anywhere. Read "When I Heard the Learn'd Astronomer" by Walt Whitman Discuss the differences between the speaker of the poem and the others who attended the lecture of the astronomer.
• **Independent Practice (You Do)**	Read and discuss from *Nature*. Ask students to answer the question, Under what circumstances, according to Emerson, does "mean egotism" vanish? Use the text to support in your written response.
Summarizer/Closure/Evaluation of Lesson	The teacher will evaluate the written responses to the question, Under what circumstances, according to Emerson, does "mean egotism" vanish?

Learning Target(s):	**I can:** Students should understand how the themes of conformity and individuality are developed in transcendentalist literature.
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**ELAGSE11-12RL2**: 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.
Resources for Instruction	Conformity Activity from "Self-Reliance" (pages 369-370) *Dead Poet's Society* video clip: Marching in unison scene
Time Allocated	1-2 Days
EQ	How are the themes of conformity and individuality developed in transcendentalist literature?
Activator/Connection/Warm Up	Conformity Activity: Ask 10 of your fellow classmates the following questions: • Are you wearing any of the same brands? • Do you listen to any of the same music? • Do you share a favorite restaurant or kind of food? • Do you take any of the same courses? • Do you believe in the same God? • Do you have any of the same social media (Twitter, Snapchat, Instagram, Facebook, etc.) accounts? Do the math. What percent of the time are you conforming to others? Definitions • Individuality- Particular qualities or characteristics that distinguish one person from another • Conformity – Acting in accordance with prevailing social standards, attitudes, practices, etc.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	 View the *Dead Poets' Society* marching in unison scene. Explain how this relates to conformity. Discussion question: Have you seen something like this happen in your own lives?
• **Guided Instruction/ Differentiated Instruction (We Do)**	Read "Self Reliance" (369-370). Discuss any questions that come up and discuss the following quotes: • "Imitation is suicide." • "Every heart vibrates to that iron string." Synecdoche – A part represents the whole • "Society loves not realities and creators, but names and customs." • "Speak hard what you think now in hard words and tomorrow again, even if it contradicts." • "To be great is to be misunderstood."

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• **Independent Practice (You Do)**	Choose 1 of the above quotes from "Self-Reliance." Write a paragraph where you explain how the quote supports the themes of non-conformity and individuality. Cite personal experience and textual support to back up your answer.
Summarizer/Closure/Evaluation of Lesson	Check each student's understanding of transcendentalist ideas through his or her interpretation of a quote from "Self-Reliance."

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ELA11.2.6

Learning Target(s):	I can: • analyze themes and author's style in Thoreau's "Walden"
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards:** **ELAGSE11-12RI5**: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. **ELAGSE11-12RI2:** Determine two or more 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 provide a complex analysis; provide an objective summary of the text
Resources for Instruction	from *Walden* by Henry David Thoreau, p. 378 [Henry David Thoreau Study Guide](#)
Time Allocated	3 days
EQ	How does Thoreau's text structure add to the effectiveness of his arguments?
Activator/Connection/Warm Up	**Journal entry**: Imagine your parents take your family on vacation for two weeks. You are dropped off at a cabin in the remote wilderness. There is no cell phone reception, no wireless connection, no internet, no mail delivery, no newspaper delivery. Your relatives will be coming back to pick you up at the end of your two week stay. By the end of the third day, you have read the two books you brought along, and you are completely without ways to entertain yourself. What do you imagine you will do during the next week and four days? How will you keep yourself occupied? What aspects of your stay will be difficult?
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	**Day 1:** Connection: • When you think of style what do you typically think about? • What are some types of fashion styles? • What are some elements of fashion style? In other words what piece of clothing determines one's style? • How would you describe the style of the people in these photographs? (Show 2-3 photographs) Have students identify the style and give supporting reasons why they think it is that style. Discuss author's style and provide students with the following definition of style: the unique manner in which he or she puts thoughts into words. Provide additional notes on author's style including the following: Elements of Author's Style include: • Author's diction (word Choice)Describe word choice • Syntax (arrangement of words)Describe Sentence length • Tone - Attitude towards subject • Figures of speech – use of figurative expressions • Pace: Descriptive or straight to the point? Literary Example: Read a children's book and identify elements of Dr. Seuss's style.

Identify his diction, syntax, tone, figures of speech, pace

Begin reading Thoreau's *Walden*, p. 377 (Lexile 1200). Takes notes on what we notice about Walden's style. You may want to model reading the opening paragraphs and then have students finish the reading and note-taking on their own. While reading students can complete corresponding questions from the Henry David Thoreau Study Guide.

Day 2: Concept: Implicit Vs. Explicit ideas
Provide direct instruction and encourage students to take notes on the following terms:
- Implicit: Ideas that are only suggested. Sometimes intended messages and sometimes not
  Synonyms : Implied
- Explicit: ideas that are directly stated
  Synonyms: Explained

As students each of the following questions. Have them identify whether the ideas are implicit or explicit.
- Implicit vs. Explicit: Can you please leave my house? *Explicit*
- Don't you have any better places to be? *Implicit*

Analyze the Old Man and the Guitar:
- What emotions are implicit in these paintings?
- What are some explicit details that we see that would lead us to believe that?

Analyze a current movie trailer?
- Explicit: What did we actually see in the trailer?
- Implicit: What can we infer from the trailer the movie will be about?

Use appropriate strategies to read 380-381 in from *Walden*. While reading students can complete corresponding questions from the Henry David Thoreau Study Guide.
- What advice does Thoreau give in this selection?
- Reading Strategy: Question the text
- Are you convinced with Thoreau's statement, "It matters not whether you are committed to the county jail or a farm."
- Examples: Explicit: As long as possible live free and uncommitted.
- Implicit: Wait to get married until you are older.

Day 3:
Walden Discussion
Under each quotation, write what you think it means with an explanation or an example.
Progress / Technology
- "We do not ride on the railroad; it rides upon us"
- "I have always been regretting that I was not as wise as the day I was born"
- "Things do not change. We change"

Poverty
- "The setting son is reflected from the windows of the almshouse

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as brightly as from the rich man's abode."
- "It is life near the bone that is the sweetest.
- "Money is not required to buy what is necessary of the soul"

Dreams
- "The sun is but a morning star"
- "If you have put castles in the air, your work need not be lost; that is where they should be. Now put the foundation under them."
- "Let him step to the music that he hears."

After discussion, students should independently answer question 3 on page 390 in a CR. They will turn this in.

Summarizer/Closure/Evaluation of Lesson	Teacher will assess student understanding through their response to question 3.

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ELA11.2.7

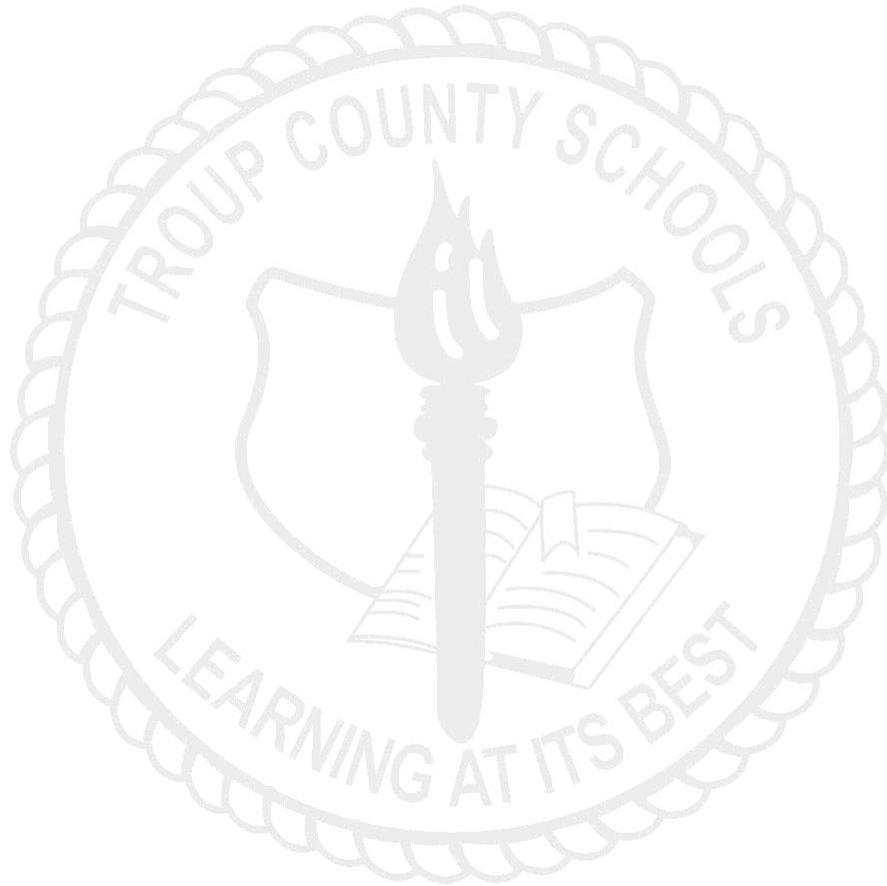|	
Learning Target(s):	**I can:** • identify reasoning in seminal US texts • evaluate the reasoning in seminal US texts based on constitutional principles and the author's use of legal reasoning • evaluate the premise(s), purposes, and arguments in works of public advocacy • analyze perspectives from two or more seminal US texts on related topics • justify the cogent viewpoint in two or more seminal US texts (eg, different accounts of the same event/ issue)
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards:** **ELAGSE11-12RI8**: Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (eg, in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (eg, The Federalist, presidential addresses). **Support Standards:** • **ELAGSE11-12RI2**: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
Resources for Instruction	*Civil Disobedience* PowerPoint from *Civil Disobedience*, Henry David Thoreau, p. 388 Evaluating an Argument Graphic Organizer from "Letter from Birmingham City Jail" by Martin Luther King, Jr. Henry David Thoreau Study Guide
Time Allocated	3-4 days
EQ	How do two authors develop similar arguments on an issue?
Activator/Connection/Warm Up	**Journal**: What school rule do you consider to be unfair? Write an argumentative paragraph.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	**I do**: Teacher will present the *Civil Disobedience* PowerPoint to provide background on the two authors and the concept of civil disobedience. Model reading from *Civil Disobedience*, which begins on page 388. Use appropriate strategies for reading. Analyze the text using the Evaluating an Argument graphic organizer. **We do**: Students will collaboratively read an excerpt from "Letter from Birmingham City Jail" by Martin Luther King, Jr. and complete the same graphic organizer. Provide time for discussion on how both texts develop the same argument. **We do**: Write a skit where King and Thoreau meet and discuss civil disobedience.

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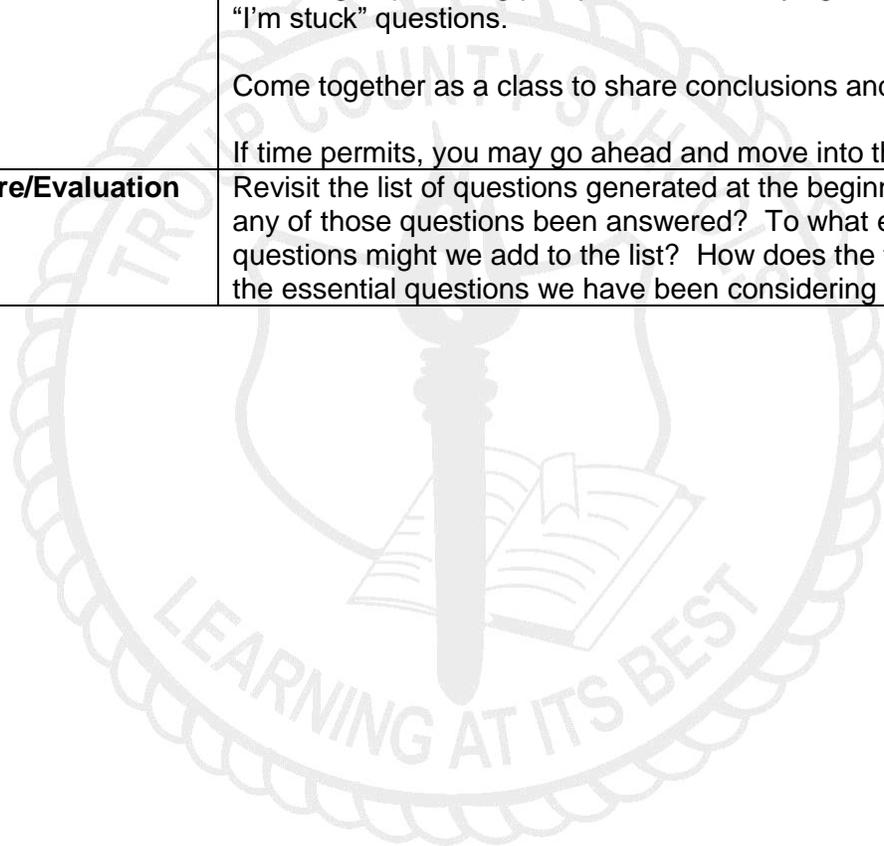| Summarizer/Closure/Evaluation of Lesson	**You do**: 2-point CR: Compare and contrast how Thoreau and King develop the same argument.

Learning Target(s):	**I can:** • analyze the evidence that supports explicit information or is the basis for inference made • distinguish among multiple pieces of evidence and cite adequate evidence to thoroughly support claims • recognize where the text does not provide a definitive answer
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standard:** **ELAGSE11-12RI1:** Cite strong and thorough textual evidence 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.
Resources for Instruction	Author's Note for *Into the Wild* Highlighters or 2 colors of pens Author's Note for *Into the Wild* Paragraphs 1-3 flipchart Author's Note for *Into the Wild* Full Passage
Time Allocated	1 day
EQ	What are effective ways to cite textual evidence to best analyze literature?
Activator/Connection/Warm Up	Read the first paragraph of the "Author's Note" aloud to students twice, and have them write down as many questions as they can think of related to that brief passage. As they write down their questions, pass out the full text of the "Author's Note" and the highlighters.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)**	This is the introductory lesson for *Into the Wild*. Once students have written their questions in response to the first paragraph, have them share as a class, writing their questions on board so that they can be viewed as a group. Discuss the questions and any more that emerge through discussion to the list. Point out to students that they should be looking for answers to these questions as we continue reading the text. Explain to students that they will be color-marking the "Author's Note," using one color to highlight what they understand, and one color to highlight what they have questions about or are "stuck." Students should create a "key" at the top of their handout, identifying which color designates "I understand this" and which color designates "I'm stuck." "I'm stuck" may be a single vocabulary word, a phrase, a sentence, or a whole paragraph. Model this for the class using the highlighter tool on the 1st 3 paragraph flipchart. Students may wonder why a well-to-do individual would hitchhike. They might want to know about his intent. They might want to know more about the climate and geography of the area around Mt. McKinley. Read the first three paragraphs of the text aloud and have students highlight as you read. After you have reached the end of the third paragraph, ask students to write a paraphrase of each sentence they understand. For each idea they are stuck on, have students write a question about the concept that is holding them up. You may want to continue modeling with the first three paragraphs. Lead the class

	through close reading. For my classes, I'd explain what *Outside* magazine is, what an affluent suburb of Washington, D.C., is like, what Emory University is like, what "the ragged margin of our society" might mean, and what a "raw, transcendent experience" might allude to. Model the kind of questions that good readers raise as they work through text. Why do you think the author points out affluent family? What do you know about Emory University and what can you infer about McCandless? What would a raw, transcendent experience be? Share paraphrases and "sticking points" as a class.
• **Independent Practice (You Do)**	Have students continue reading independently. Have students continue reading a color-marking on their own, paraphrasing what they understand for sure, and raising questions where they're stuck. When they have finished reading, have students work with a partner or a small group sharing paraphrases, then trying to answer one another's "I'm stuck" questions. Come together as a class to share conclusions and questions. If time permits, you may go ahead and move into the first chapter.
Summarizer/Closure/Evaluation of Lesson	Revisit the list of questions generated at the beginning of class: have any of those questions been answered? To what extent? What new questions might we add to the list? How does the text relate (so far) to the essential questions we have been considering over the unit?

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ELA11.2.9: *Into the Wild*

Learning Target(s):	I can: • determine and analyze the central ideas of a text. • analyze how specific individuals or events interact and develop throughout a text. • analyze and evaluate structure. • write an argument.
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards:** **ELAGSE11-12RI2:** Determine two or more 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 provide a complex analysis; provide an objective summary of the text **ELAGSE11-12RI3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **Support Standards:** • **ELAGSE11-12RI1:** Cite strong and thorough textual evidence 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. • **ELAGSE11-12RI5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • **ELAGSE11-12W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Resources for Instruction	*Into the Wild* by Jon Krakauer chapters 1-7, 11 & 12 Anticipation Guide 5 W's Handout Socratic Questions Bio Poem Template 20/20 excerpt *Into the Wild* Lit Chart (for teacher reference) *Into the Wild* Vocabulary Chris McCandless biography *Return to the Wild* PBS documentary Online Video (ask media specialist if he/she can order) Informational Texts to Make Connections: • "The Chris McCandless Obsession Problem" • "The Dangers of Alaskan Wilderness Survival" • "How Chris McCandless Died" • Theodore Roosevelt speaks at Yellowstone Arch: Two video clips on right hand side reference the speech he gave • Conservation as a National Duty Speech by Roosevelt
Time Allocated	2-3 weeks
EQ	What are the effects of an author's choices regarding setting, order, and character development and how do those choices impact the text? How are central ideas conveyed in a text? How do individuals, events, and ideas develop over a text? How does an author use structure effectively?

	How does a writer support his claims?
Activator/Connection/Warm Up	Day 1: ● Students will complete the Anticipation Guide. ● Take time to discuss answers and thoughts from the guide. ● Ask students what a person with Transcendentalist values would look like in today's world. Students to be specific such as "A man who…" and give elements of his life and actions rather than just his beliefs. (Students could use cell phones to look up major tenets of Transcendentalism or use notes taken previously.) ● Students will view [20/20 excerpt] on the life of Chris McCandless. As this lesson will extend for 2-3 weeks, you may want to use the following as daily activators throughout the lessons. ● We all have places we go to find peace of mind. Where do you go and what do you do when you need clarity? Post-it notes ● How would you define a hippie? What images come to mind? Discuss. ● With an elbow partner, discuss the following questions: Do Transcendentalists share a "hippie" philosophy about life? How are Transcendentalists similar yet different? ● Are you a conformist or non-conformist? Discuss with a partner or with the class. ● If you had $24000 cash and were setting out on a new adventure, would you give away all that money? Why would anyone do that? ● Have you ever thought of changing your name? What would you change it to and why? ● Look at a map of Chris McCandless' journey from the text. Does he appear to have a goal in mind? Why or Why not? ● What are the dangers of Alaskan wilderness survival?
Instructional Delivery ● **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	● Teacher discusses Chris McCandless as a possible modern-day transcendentalist and introduce the novel *Into the Wild*. (Teacher's example can be Duck Dynasty television show) ● Teacher may want to talk about the prevalence of survival reality shows: e.g., Survivor; Out of the Wild: The Alaskan Experiment; Man vs. Wild; Surviving Disaster; Doomsday Preppers. Discuss the prevalence of these shows and do they help one understand how to survive? Should Chris have watched any if he could have? ● Give biographical background on Chris McCandless. Discuss how someone from an affluent background can give up the things he does to declare his individualism. ● Teacher introduces the jigsaw approach to reading the novel and assigns a chapter from the selection being used to each student to read and complete the 5 W's Handout. (At least 2 students will have each chapter to partner up later.) ● Students are given time in class to complete their individual reading and fill in the handout for their one assigned chapter. ● Once students have finished reading and working on handouts

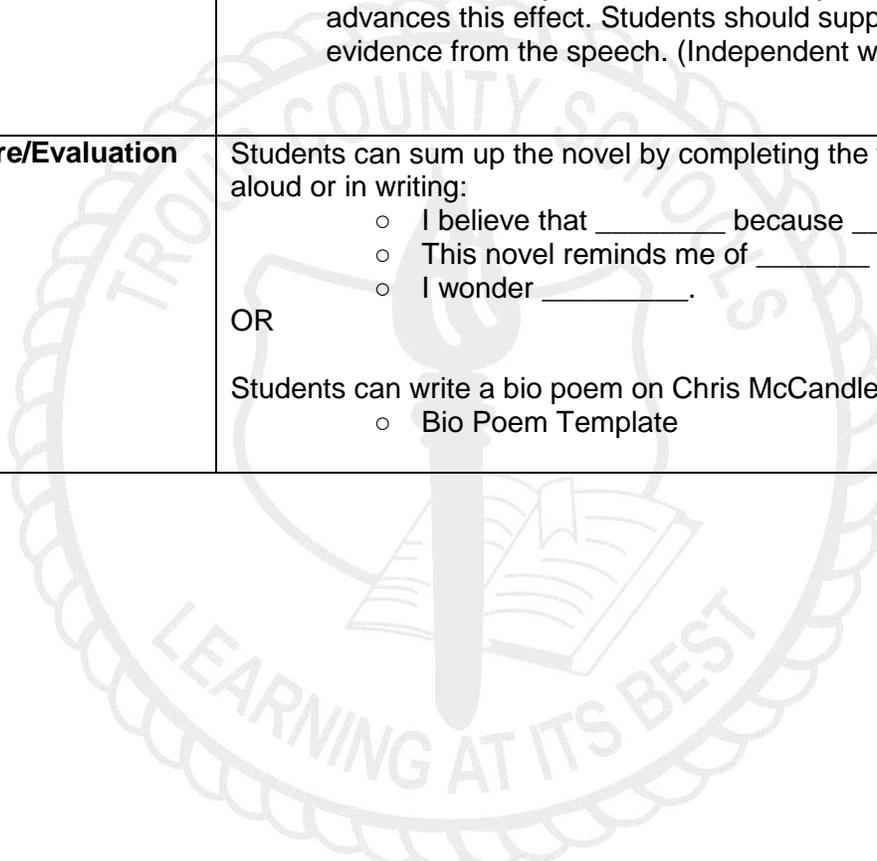|	

• **Instruction/ Differentiated Instruction (We Do)**
 	
 Independent Practice (You Do)
	individually, students will come together to meet with the other student(s) who read the same chapter. Students should have a discussion about the chapter using the Meeting Questions. (Teachers may choose to have students record their answers.)
	● Teacher will lead students in taking turns discussing the chapters they read with the rest of the class. Each student should participate.
	● Discuss Jon Krakauer's use of authorial intrusion to bring other texts into the novel. Authorial intrusion is an interesting literary device wherein the author penning the story, poem or prose steps away from the text and speaks out to the reader. Authorial Intrusion establishes a one to one relationship between the writer and the reader where the latter is no longer a secondary player or an indirect audience to the progress of the story but is the main subject of the author's attention. Give examples of his intrusion into the story of Chris. Teacher discusses the narrative shifts the author has in the structure of the novel. The class can discuss possible reasons for this structure, how it may relate to the themes (for example, pursuit of happiness, identity), and whether or not readers like the shifts. Why does he do this? Is this text structure effective? Why or why not?
	● Students work as a class, in pairs, or individually to construct a plot pyramid for the events that lead to McCandless's death in chronological order. (exposition, rising action, climax, falling action, resolution)
	● Students participate in a socratic seminar using the [Socratic Questions](#). This can be whole group led by the teacher or in small groups and student-led. (Teachers may want to assign only certain questions from the list. Teachers may want students to preview the questions before the actual discussion.)
	● Students work again with the other student(s) who read the same chapter of the novel. Students work to find quotations in their chapter to support each argument:
	  ○ Chris was courageous and noble.
	  ○ Chris was crazy and reckless.
	● Encourage students to try to find at least one quotation for both noting the page number. (The teacher can model using quotations from the Author's Note.) A list should be created for class use in Google Docs, on butcher paper, or on the board for each argument with page numbers.
	● Students should individually write an argumentative essay based on the following prompt:
	  ○ When hearing the story of Chris McCandless most people fall on one of two sides: Chris was courageous or Chris was crazy. Write an argumentative essay supporting your claim about this topic. Cite at least 2 examples of textual evidence from the novel. Include a rebuttal.
	● Students may use Argument Graphic Organizer for planning and the essay can be taken as far through the writing process as time allows.
	
	Another option for writing:
	● After reading *Into the Wild* and *Walden*, write an essay that compares and contrasts the experiences each man has. Cite evidence from the texts to support your statements.

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	Additional Connections to make during study of this novel:
	- Based on the informational text, "The Dangers of the Alaskan Wilderness Survival," list 10 additional items you would need to survive in the wilderness. Explain your choices. (Small group work). - Choose 2 central ideas in the text and explain how these themes build on one another. Use textual evidence to support your ideas. (Collaborative work/Partners). - Knowing what you know after reading the story, why did Chris go into the wilderness? Cite textual evidence to support your ideas. (Small group collaboration). - Write a *3 -4 paragraph* response to Theodore Roosevelt's "Speech at Yellowstone National Park" in which you identify one effect intended by the author and analyze how the author advances this effect. Students should support their analysis with evidence from the speech. (Independent work)
Summarizer/Closure/Evaluation of Lesson	Students can sum up the novel by completing the following statements aloud or in writing: - I believe that _____ because _____. - This novel reminds me of _____ because _____. - I wonder _____. OR Students can write a bio poem on Chris McCandless. - Bio Poem Template

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ELA11.2.10

Learning Target(s):	I can: • determine how an author's word choices affect tone
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards:** **ELAGSE11-12RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **Support Standards:** • **ELAGSE11-12RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
Resources for Instruction	Fireside Poets PowerPoint Selection by Fireside Poets, pg. 256-267 TPCASTT Poetry Analysis
Time Allocated	1-2 days
EQ	How does an author's use of figurative language and connotation affect tone?
Activator/Connection/Warm Up	Figurative language practice worksheet. Teacher will randomly select students to share their answers.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	**I do**: Teacher will lead a lecture on Fireside poets using the PowerPoint. Teacher will model how to read and analyze a poem using TPCASTT- "The Song of Hiawatha." **We do**: Students will work in assigned collaborative pairs based on tiers to read their assigned poem and complete the TPCASTT: • Tier 1: "The Tide Rises and the Tide Falls" • Tier 2: "Old Ironsides" • Tier 3: Thanatopsis" Teacher will monitor work, and then lead a discussion on the poems focusing on meanings of words and phrases and use of figurative language.
Summarizer/Closure/Evaluation of Lesson	**We do or You Do**: Create a greeting card that expresses the same tone as your poem. Cite an example of figurative language from your poem and explain its meaning. Also consider what pictures you would use to help bring across a similar idea to the poem.

Learning Target(s):	**I can**:
	- analyze text in order to recognize and interpret styles of writer's craft (e.g., sarcasm, satire, irony, and understatement) - evaluate how words or expressions can carry literal and figurative meaning (e.g., in Marc Antony's speech from *Julius Caesar*: "Brutus says he is ambitious, and Brutus is an honorable man") - evaluate how the author's use of irony creates nuances in a text
Priority Standards: ● **Support Standards** ● **Pre-requisite Learning**	**Priority Standards:** **ELAGSE11-12RL6:** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **Support Standards:** **ELAGSE11-12RL2:** 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. **ELAGSE11-12RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **ELAGSE11-12RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Resources for Instruction	"The Devil and Tom Walker" by Washington Irving, pgs. 228-239 "The Devil and Tom Walker" Questions Information on characteristics of Romanticism: Romanticism and Transcendentalism PowerPoint *The Box* Trailer Paper, markers, colored pencils, and/or Chromebooks, laptops for newspaper activity Newspaper project and rubric
Time Allocated	2-3 days (more depending on choice of culminating activity)
EQ	How does the author's inclusion of characteristics of Romantic literature and satire help develop the central idea of the selection?
Activator/Connection/Warm Up	Discuss with students that some people will stop at nothing to obtain wealth, success, fame, or other desires. We often say that these people have "sold their soul", meaning they have sacrificed something important (morals, religious convictions, pride, family, privacy) in order to get what they want. Have students work with a partner and list two people (real or fictional) that they feel fit this profile. Students should list the gains/rewards and the losses/consequences of their choices. Was it worth it? Have groups share their responses.

	You could also show the video clip of *The Box* Trailer and discuss what you would do in the situation given.
Instructional Delivery ● **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Remind students of some of the characteristics of Romantic literature (the past, supernatural, nature) and how authors incorporate literary elements and figures of speech (imagery, satire) in order to help develop their works and build their central idea. You may want to review using a few slides from the Romanticism and Transcendentalism PowerPoint which was used in an introductory lesson. Read the first paragraph of "The Devil and Tom Walker" aloud. Have students provide examples of the imagery Irving includes and its effect on tone and mood. Also, have them make inferences on the Romantic idea of wealth based on the information from the first paragraph.
● **Guided Instruction/ Differentiated Instruction (We Do)**	Read "The Devil and Tom Walker" on pages 228-239. As the class reads, discuss important components of plot development, characterization, satire, and examples of the characteristics of Romantic Period literature.
● **Independent Practice (You Do)**	Have students complete "The Devil and Tom Walker" reading comprehension/analysis questions. Discuss. Assign the newspaper project.
Summarizer/Closure/Evaluation of Lesson	Complete "The Devil and Tom Walker" newspaper project. Grade using the rubric included.

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Learning Target:	**I can**: • determine meaning of words as used in the text. • analyze figurative language in a poem. • provide a summary.
Priority Standards: ● **Support Standards** ● **Pre-requisite Learning**	**Priority Standard:** **ELAGSE11-12RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **Support Standards:** • **ELAGSE11-12RL2**: Determine two or more themes or central ideas of 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. • **ELAGSE11-12RL3**: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Resources for Instruction	"The Raven" by Edgar Allan Poe, page 312 Poe Video "The Raven" Interactive "The Raven" Vocabulary Log "The Raven" Full-text
Time Allocated	2 class periods
EQ	How do literary elements aid in analysis of a poem? How does knowing meanings of unfamiliar words aid in the understanding of a piece of literature?
Activator/Connection/Warm Up	● Turn-and-talk with another student as the teacher asks these questions allowing for time to talk with partners: What do you know about Edgar Allan Poe? How would you describe his stories? Which word best describes Poe: genius or crazy? What stories have you read by Poe? ● View a short video on Edgar Allan Poe from Biography.com. Poe Video
Instructional Delivery ● **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** ● **Guided Instruction/ Differentiated Instruction (We Do)** ● **Independent Practice (You**	**I Do**: ● Access "The Raven" Interactive website and project on the board for students to see. The Raven Interactive ● Review with students the meaning of alliteration, assonance, internal rhyme. ● Instruct students that on the site, alliteration is marked in blue, assonance in purple, internal rhyme in red, and vocabulary in yellow. ● Distribute vocabulary log handout and instruct students to log words and definitions seen in yellow on the interactive website. ● Begin with stanza one on the interactive website and model for students: reading the stanza aloud, hovering over words in yellow to understand vocabulary and give time to record on

Do)	vocabulary logs, hover over words in blue and point out alliteration, then hover over words in red and point out internal rhyme. ● Give students a summary of what is going on in the first stanza. "It is late on a dreary night, and the speaker is reading weird old books. The speaker is just about to fall asleep, and he hears tapping which wakes him up. He tells himself it is a visitor." **We Do**: ● Take volunteers or select students to come up for each stanza to walk the class through the interactive site. Students should continue recording vocabulary on logs. The student presenting should make sure to begin with vocabulary, hover over all colored words or phrases, and give a summary of the stanza before he/she sits down. (Class discussion can assist in the summary.) ● Continue this through stanza 10. **You Do**: ● Individually or with partners, students can access the interactive website via Chromebooks or continue flipping through stanzas on the board for students. ● Students continue the tasks from the interactive website on a handout of the remaining stanzas while annotating alliteration, assonance, and internal rhyme. Students should write a brief (1-2 sentence) summary at the end of each stanza. (The site will no longer give the answers; students must identify on their own for stanzas 11-18.) ● Students should continue recording vocabulary on logs.
Summarizer/Closure/Evaluation of Lesson	Students will write a 6 Word Summary of the narrative poem "The Raven." (Students can use the summaries of each stanza to help them come up with ideas.) Examples can be given of how to retell a story in 6 words. 　　○ "We I do-ed. Then he didn't." - story of marriage and break up 　　○ "Marriage, children, empty nest: Now what? - story of the process of life as a parent

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Learning Target	I can:
	• analyze an author's choices regarding the development of literary elements in a story or drama (setting, plot, characterization)
	• analyze the impact of author's choices regarding the development of literary elements on the story or drama itself and/or the reader
	• analyze an author's choices about structure and organization of a story or drama (e.g. multiple points of view, flashback)
	• analyze the effect of an author's choices on the story or drama itself and/or the audience
	• analyze the literary devices used to determine the rhetorical and/or aesthetic purposes of the text
	• analyze how author's choices impact the overall structure, meaning, and/or aesthetic impact of a text
Priority Standards: ● **Support Standards** ● **Pre-requisite Learning**	**Priority Standards:** **ELAGSE11-12RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **ELAGSE11-12RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Resources for Instruction	"The Fall of the House of Usher" by Edgar Allan Poe, p. 292 Types of Context Clues handout from ReadWriteThink
Time Allocated	5 days
EQ	How does Poe use story elements and structure to create an aesthetic impact?
Activator/Connection/Warm Up	Read the first two paragraphs of the text. Show students a word cloud generated from using the text from the first two paragraphs. A word cloud makes the words that are used most often bigger and closer to the center of the image. www.wordle.net. Ask students to make observations which we will discuss in a few minutes.
Instructional Delivery ● **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** ● **Guided Instruction/ Differentiated Instruction (We Do)** ● **Independent Practice (You Do)**	**Day 1**: Provide students with notes on the following: • Setting- Time, Place, and mood. • Mood – The feeling created in the reader by a literary work • Single Effect - – Every detail in a short story, play, or poem contributes to one impression Ask students to list the words that stand out to them in the word cloud. Based on in this discussion, what single effect is Poe trying to make? **Single Effect:** Gloom • Gloom – a state of melancholy or depression, low spirits What adjectives contribute to that definition in the next two paragraphs? Read to the bottom of 297

Day 2:
Provide students with notes on the following:
- Genre – A division or type of literature. 3 major genres are prose, drama, and poetry.
- List 5 smaller genres of literature: Romance, horror, drama, thriller, action, adventure
- Gothic Literature – a genre of literature that contains bleak or remote settings, violent incidents, characters in psychological or physical torment, supernatural elements, etc.
- Aesthetic – Concerned with beauty or the appreciation of beauty.

Have students turn and talk about the following question: How do you know what is "aesthetically pleasing"? Come together as a class and call on some groups to share responses with the class.

Genre Activity: What characteristics are found in the following music genres? Rap, Hip Hop, Country, Rock, Pop, R&B
Teacher will play short selections for the class and they will have to identify the genre based on the music. Possible titles include:
- Zac Brown – The Wind Country (Country)
- John Legend – Slow Dance (R&B)
- Lupe Fiasco – Coming up (Hip Hop)
- Black Eyed Peas – Imma Be (Pop)
- Soul Asylum – Somebody to Shove (Rock)
- Kanye West – All Falls Down (Hip Hop)

What elements of these songs allow you to immediately know the genre?

Students should create a rubric with elements such as beat, lyrics, instruments, artist, etc.

How does genre give you a different lens in which to judge the aesthetic beauty of a song?

Next have students analyze the song "Heartless" by Kanye West as it is covered by different artists from different genres. The teacher could play a short excerpt from several artists.
- "Heartless" by Kanye West - Hip Hop
- Also performed by The Fray, Jenny Lane, Dia Frampton, William Fitzsimmons, Samantha Jade, Kidz Bop Kids, Julio Gawleta

Discuss the following question: How do the elements of the genre impact the meaning of the song?

Using appropriate strategies, have students read pages 297-303. Identify areas where House of Usher fits into the definition of Gothic Literature

Day 3:
Context Clues: Ongoing Lesson. Students should become familiar with the different types of context clues and how to use them. Use the Types of Context Clues handout from ReadWriteThink.

Assignment: Vocabulary in context from "The Fall of the House of Usher." Define the underlined words using context clues. Also state what type of context clue you used from the readwritethink worksheet.

- I say Insufferable, for the feeling was unrelieved by any of that half pleasurable, … p 293

- …even the sternest natural images of the desolate or terrible. p 294

- Nevertheless, in this mansion of gloom I now proposed to myself a sojourn of some weeks. .. many years had elapsed since our last meeting. P294

- The discoloration of ages had been great. Minute fungi overspread the whole exterior, hanging in a fine tangled web-work from the eaves. Yet all this was apart from any extraordinary dilapidation. No portion of the masonry had fallen; p296

- …I soon found this to arise from a series of feeble and futile struggles to overcome a habitual trepidancy – an excessive nervous agitation. P 298

Day 4
Provide students with notes on the following:
- Motif – An element, subject, or idea that is repeated throughout a story
Look for "mirrors" or reflections in "The Fall of the House of Usher"

What "mirrors" have we seen already?
- House of Usher - Reflection of house in the tarn
- House of Usher - Roderick Usher
- Roderick Usher - Madeline Usher
- Haunted Palace - The House of Usher
- Sounds from novel - Sounds in the house
- The narrator - Roderick

Continue to look for mirrors as the story comes to a close.

Students should discuss the following questions:
- Why is Poe making this conscious decision to use this mirror motif throughout the short story? What effect is Poe trying to achieve? *Possible answer: Poe is trying to lead readers to the understanding that the narrator is becoming more and more like Roderick the longer he stays in the house. The mirror also shows the connection between the house and Roderick - Roderick are both destroyed at the same time.*

Ask students to consider "The Raven" and "The Fall of the House of Usher" to answer the following selections?
- What elements of gothic literature are found in this poem and story?
- What is the single effect achieved in the poem? What about the

	story? • Is the Raven a motif or a symbol? Why?
Summarizer/Closure/Evaluation of Lesson	Quizzes and tests on Romantic literature. Quiz over concepts using "The Raven"
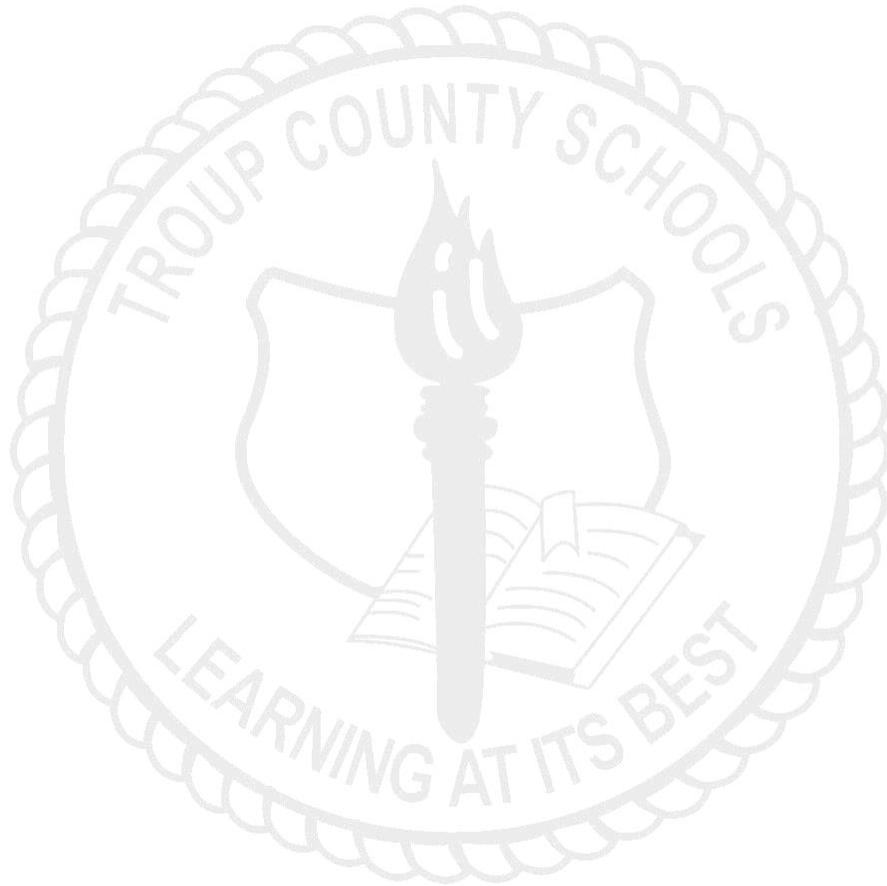
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NOTE: Although this lesson is listed last, it should be introduced at an earlier time in the unit to allow sufficient time to complete the research and accompanying paper.

Learning Target(s):	I can: • conduct research on a topic of interest using best practice forms of inquiry.
Priority Standards: ● **Support Standards** ● **Pre-requisite Learning**	**Priority Standards:** **ELAGSE11-12W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **ELAGSE11-12W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **ELAGSE11-12W8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **ELAGSE11-12W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Resources for Instruction	Computer Lab or Media Center I-Search Instructions ● I-Search Paper Format Guide ● The I-Search Paper ● Example I-Search C.R.A.A.P. Test Summary Activities

	Paraphrase Activities Quoting Activities The "Not Good" Interview. Note: Although this video cuts off before the interviewer says his final words, it is evident what he is saying. Please ensure that you cut off the video at 1:32 when the interviewee says his final "Jes." Do not let it play to the final seconds.
Time Allocated	Several days throughout the study of *Into the Wild* 2-3 weeks
EQ	How does one conduct inquiry on a specific subject matter?
Activator/Connection/Warm Up	Jon Krakauer was presented with the subject of Chris McCandless by *Outside Magazine*. Knowing very little on the subject, Krakauer had to conduct an inquiry that involved interviews, research, self-exploration and reflection to truly understand what happened to Chris and answer the question Why? The following activities help students understand the art of inquiry and leads to a short research assignment of their own called the I-search essay. These lessons can be taught together or in several stages over the course of your study of *Into the Wild*.
Instructional Delivery ● **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** ● **Guided Instruction/ Differentiated Instruction (We Do)** ● **Independent Practice (You Do)**	Activity 1 Provide Notes on the following: • Inquiry – The process of asking questions to solve problems, acquire knowledge, or to resolve doubt • 5W's – Who, What, When, Where, Why, How • Open-ended question - Question the requires students to explain their answers.l • Closed Question - Question that can be answered in 1 or 2 words. **20 questions activity:** Problem: You have a name on your forehead and you have to figure out who it is. What are some questions that you would ask to figure that out? • Students should list about 10 yes or no questions. • Choose a couple of volunteers and try it out. • How many questions did it take to figure out who the person was? • Next pose 10 open-ended questions to figure out the name on your forehead. • Which method, closed questions or open-ended questions, brought you to the solution faster? Possible suggestions: • Donald Trump • Oprah Winfrey • Adolf Hitler • Buzz Lightyear • Santa Claus • Barack Obama • Harry Potter • Benjamin Franklin

- Leonardo Dicaprio
- Lebron James
- Cam Newton

Activity 2
Review the term inquiry from the previous activity.
Why is it better to use open-ended questions when doing an inquiry?
YouTube Example: The "Not Good" Interview. Note: Although this video cuts off before the interviewer says his final words, it is evident what he is saying. Please ensure that you cut off the video at 1:32 when the interviewee says his final "Jes."
What was the problem with this person's interview?

Activity 3
Choose a subject for your I-search essay. The subject must be something that you are personally interested in, know a little bit about, and have a desire to learn more.

This can be a person, place, thing, or even an idea.

Create a K- W (What you know and what you want to know) chart on your topic.

Activity 4
Evaluating sources by using the C.R.A.A.P. test
C.R.A.A.P. is an acronym used to remember how to evaluate a source.
C – Currency, R – Relevancy, A – Authority, A- Accuracy, P – Purpose

Practice applying the CRAAP test to a variety of sources from the Internet and journals to evaluate the most reliable.

Students should independently apply the CRAAP test to the sources they find during research. The process of the CRAAP test should be conveyed in the I-search essay.

Activity 5
Summarizing, Paraphrasing, Quoting
Write the three topics into a Venn Diagram. Brainstorm on the board what they three have in common and what is unique about each skill.

As guided instruction, work on summarizing, paraphrasing, and quoting with students as the need arises. Some students will have more experience and expertise. Differentiate where appropriate.

Students should practice these skills independently as well as work to include them in their I-Search essay.

After researching articles of self-selected topics (for example, the Roaring 20s, The Great Depression, post WWI, etc.) about significant moments in American history, synthesize the information by paraphrasing and by using direct quotes to explain the historical impact of that moment.

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	Culminating Activity: The I-search Essay An I-search essay is a narrative research essay written in the first person point of view. The author writes about his or her inquiry experience from brainstorming stages, discovering information, and reflecting on what he/she learned. Suggest format: Section 1: What is your subject? Why did you choose this subject? What did you know about this subject before you started any research? Section 2: What do you hope to learn about this subject? These questions will be what drive your research You might not have every question answered but you will also have more questions come up as you do your research. If you can't think of questions, then you need to think of a new topic. The majority of these questions should be open-ended. Section 3: This is the meat of your essay. This is where you describe where you went to find information What questions did you answer with a particular article You should be quoting, paraphrasing, summarizing, and evaluating articles as you find them. Section 4: Reflection on the inquiry process and on the information gained on the subject. What is your lasting impression about this person based on what you learned? **Works Cited Page** Alphabetical list of all sources used in the paper, correctly formatted.
Summarizer/Closure/Evaluation of Lesson	I-Search Paper