



Unit Planner: Transcendentalism and American Poetry of the 1800'

Englsh 5

Tuesday, November 6, 2018, 10:36AM

High School > 2018-2019 > Grade 11 > English Language Arts > English 5 (C) > Week 1

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Transcendentalism and American Poetry of the 1800'

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- [Unit Planner](#)
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Big Ideas / Enduring Understandings

- 1) Figurative Language is an essential aspect of understanding poetry.
- 2) a) Observing nature is essential to discovering universal truths - the truth cannot be told to you, you have to experience it for yourself.
b) Transcendentalist ideas are focused in understanding Nature, ourselves and the hidden universal truths based on observing nature (and ourselves)
- 4) Understanding Transcendentalist ideas will help understand Emerson and non transcendentalist poets of the 1800 such as Emily Dickinson and Walt Whitman because all three write about nature and individualism.

Essential Questions

- 1) What is figurative Language and why is it important in poetry?
- 2) What are the principle understandings/ideas of Transcendentalism?
- 3) How does understanding transcendentalist ideas help us to understand Emerson, Whitman, and Dickinson?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. 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.)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. 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.

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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9a. 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”).

Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Poetry

Interpretation of:

Theme

Metaphor

Personification

Symbolism

Alliteration

Assonance

Hyperbole

Allusion

Onomopoeia

Simile

Skills / Strategies

SWBAT:

Identify Main Idea

Identify Theme

Identify Controlling Idea

Identify principles of Transcendentalism

Identify examples of Figurative language

Explain Evidence to support analysis

Apply figurative language in their poetry

Write a comparative essay about two poems that share a controlling idea

Interpret Figurative language

Key Terms / Vocabulary

Connotation

Denotation

idiom

Euphemism

irony

Figurative

Literal

Subjective

objective

aphorism

Poetry

Interpretation of:

Theme

Metaphor

Personification

Symbolism

Alliteration

Assonance

Hyperbole

Allusion

Onomopoeia

Simile

Learning Plan & Activities

Please include Theatre Modalities when appropriate

1) Read and explore the biographies of Emerson, Dickinson, and Whitman

2) Analyze poetry by 1) translating figurative language
2) identifying the main idea, 3) identify the themes explored in poetry

3) Controlling Idea Poetry Assignment (Creative Writing Assignment) – Students will write two poems with the

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Controlling Idea Essay

Summative: DOK 3 Strategic Thinking: Written: Essay

Students will identify the controlling idea of two poems, explain how the poet's use of figurative language help to convey its theme, and cite appropriate evidence with analysis in a final essay

Poetry interpretation Exam

Summative: DOK 1 Recall: Test: Standardized

same controlling idea and explain how using evidence. (or chose among similar assignment)

4) Controlling Idea Essay (Analytical Writing assignment)

5) Allow students a venue to perform poetry or read their analysis about a poem in front of the class.

[Day to Day pacing Calendar \(Subject to change\)](#)

With use of former English Regents Questions, this test will measure their understanding of Figurative Language, their ability to identify examples, and the ability to interpret lines as well as determine the main ideas in the poem

Creative Project: Students written poems with a controlling idea

Summative: DOK 4 Extended Thinking: Project: Personal

Students will use their knowledge of the elements of poetry (including figurative language, conveying of a thematic statement) to create two poems with a controlling idea.

Students will have the option to

1) Read or re-read poems for other students

2) Read their own poetry

3) Write/ analyze/ and or speak to the class explaining HOW both poems relate to the controlling idea that is identifies

4) lead a discussion that allows students to participate in the exploration of how both poems connect to the controlling idea

[Resource with biographies and samples of work from important poets](#)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Text: The Language of Literature: American Literature "The spirit of Transcendentalism Pages 363 -410

Handouts: Biographies of Ralph Waldo Emerson, Emily Dickinson, and Walt Whitman (Source - Poets.org)

Essays by Emerson (Excerpts)

"Nature"

"Self-Reliance"

Poetry from Emerson, Dickinson, and Whitman that include but are not limited to:

"Experience" by Emerson

"A Bird Came Down the Walk" by Dickinson

" There's a certain Slant of Light" Dickinson

"America Singing" Whitman

(Other selected poetry)

Focus

- Whole class



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