Strategic Teaching Format

Topic of Lesson: Introduction to American Romanticism – Transcendentalism

CCRS Standard: RI10.11, RI10.12, RI10.18, SL10.31, 32, 33, L10.41a

Learning Target: I can define transcendentalism.

I can describe the tenets of the transcendentalist movement.

I can explain how details of transcendentalism represented in modern TV relate to the central idea.

Before:

Purpose: To activate prior knowledge, establish a purpose for reading

Strategy: Ink Think or 4 Square Share

* 5-6 groups of 4 answering following questions on chart paper or using 4 Square Share template

(What is the role of nature in your life? What is a person’s spiritual side? What does having intuition mean? How do you demonstrate your individuality?)

* Students will collectively define transcendentalism and identify the 5 key principles (Nature, Nonconformity, Self-reliance, Free Thought, Simplified Life, Intuition, Confidence)

During:

Purpose: To summarize text

Strategy: 4 Door Foldable Book

* Information can be given by lecture
* Information can be given by jigsaw – students in home group select section to be experts in, students move and meet with others with same section of text to read and discuss main ideas, students return to home group and report findings in round table to complete foldable

After:

Purpose:

Strategy: Video Clip (Duck Dynasty, Soul Surfer, Hunger Games, Into the Wild)

* Students explain how the themes of transcendentalism are represented in the video clip by writing their explanations on paper.

Formative Assessment: Students will turn in video clip explanation.

Strategic Teaching Format

Topic of Lesson: Transcendentalism – “Self Reliance”

CCRS Standard: RI10.11, RI10.12, RI10.18, SL10.31, 32, 33, L10.41a

Learning Target: I can identify the central idea in Ralph Waldo Emerson’s, “Self-Reliance”.

I can analyze how the central idea in “Self-Reliance” is developed through the course of the essay.

I can interpret types of figurative language used in “Self-Reliance” to develop the central idea.

Before:

Purpose: To establish a purpose for reading, make predictions

Strategy: “What’s Your Motto” Commercial Video Clip (LanCome’, Vera Bradley, RayBan, Nike)

* Students create their own motto (EX. Horace = “Never Dispair”, Woody Allen = “80% of success is showing up”, Emerson = “Trust Thyself”, Nike = “Just Do It”
* Consider traits that help you solve a problem
* Use a friend to help put your characteristics into words

During:

Purpose: To engage with text, integrate new information with prior knowledge, construct a graphic organizer

Strategy: Self-Reliance Jigsaw & Examples Chart

* 4 groups of 6 with text divided into 6 chunks
* Students in home group are assigned a section of text by teacher, students read their section silently and individually, students move and meet with students that read same section of text, students discuss main themes & quotes & write quote and explanation on color coded post it, students report back to home team with quote and explanation to fill in examples chart for notes

After:

Purpose: To reflect on content, respond to text, and relate text to present day music

Strategy: Transcendentalism in Songs

* Provide students with lyrics & play sample song (Eminem = “Loose Yourself”, ?? = “Anthem”)
* Students can highlight or write words/phrases that suggest ideas of transcendentalism

Formative Assessment: Students will turn in highlighting or written description

Homework: Pick a favorite song and be ready to share with group tomorrow (sitcom, commercial, comic)

Strategic Teaching Format

Topic of Lesson: Transcendentalism – Connecting to today’s music genres

CCRS Standard: RI10.11, RI10.12, RI10.18, SL10.31, 32, 33, L10.41a

Learning Target: I can identify the elements of transcendentalism using present-day genres.

I can develop connections between nature, self-reliance, non-conformity, and intuition in past and present Transcendentalist work.

Before:

Purpose: To activate prior knowledge, making predictions

Strategy: Sharing examples of modern Transcendentalism

* Share your song, sitcom, commercial, etc and describe how it relates to Transcendentalist principles

During:

Purpose: To self-monitor comprehension, integrate new information with prior knowledge

Strategy: Exploring Songs and graphing class examples

* Working in groups of 3-4, each student should choose a song of any genre
* After discussing with the group, each student will add the title and author of the song to the correct genre(oldies/classics, pop/rock, R&B/rap, new age/classical, country) and literary element of Transcendentalist

After:

Purpose: To reflect on the content & summarize the relationship between past & present Transcendentalism

Strategy: Summary Questioning

* Which category has the most songs?
* What did you expect to see on the chart? Do they match your expectations?
* What surprises do you see about lists?
* Are there kinds of songs that aren’t well represented?
* What would happen if songs were divided further, into sub-genres (heavy-metal, alternative rock)
* Are re artists whom you think of as following transcendental ideas? Do their songs represent those ideas?
* How do the songs that are listed represent your individualism?

Formative Assessment: Students will write a summary comparing what connections they made to past Transcendentalism and present ideas using a structured paragraph guide.