

Title: Reconciling Society	Course: Grade 12 AP Literature & Composition
Topic: Transcendentalism and English Romanticism	Prepared by: Mary Rose O’Shea

Overview	<p>This unit will guide students in an exploration of Transcendentalism and English romanticism focusing on the works of Henry David Thoreau, Ralph Waldo Emerson, and William Wordsworth. Other authors referenced include Coleridge, Byron, Keats, and Whitman. Using the concept of place as a frame, students will explore the connections between identity, belief, self, landscape, and nature.</p> <p>This unit seeks to acknowledge the situated nature of learning and importance of multimodal learning activities through the use of both hands-on interactions with the physical environment and virtual reality field trips; students will contextualize the inextricable links between place and content of writing for the aforementioned writers. Students will also explore their own landscapes and consider the influence of those places on their own development and thought.</p> <p>Students will demonstrate understanding through a two part summative assessment: 1) compare and contrast two fiction selections—one Transcendentalist and one English romantic in an AP style analysis essay—according to a holistic AP style essay rubric, and 2) an ode to the landscapes of students’ own lives—students will document an important place in their landscapes, write about it, and share it with the class, referencing the Transcendentalist and romantic text read throughout the unit.</p>
CCSS	<ul style="list-style-type: none"> ● 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 (RL.1.11-12) ● 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 (RI.2.11-12 & RL.2.11-12) ● By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently (RL.10.12) ● Draw evidence from literary or informational texts to support analysis, reflection, and research (W.9.11-12). ● 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 (SL.1.11-12).

Enduring Understandings	<ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ understand the connections and differences between the Transcendentalist movement in American and English romanticism and the major philosophical influences on both movements. ○ contextualize the importance of place and landscape in the writings of Thoreau, Emerson, Wordsworth, and other writers.
Essential Questions	<ul style="list-style-type: none"> ● To what extent was Thoreau (and his writing) influenced by his surrounding landscapes? Can he be separated from his context? ● How do our physical surroundings and landscape impact our identities? Can we be separated from these contexts? ● How did the English romantic Movement influence the American transcendentalists? ● What are the fundamental philosophical differences between the Transcendentalists and the romantics? ● What forms, structures and genres did these writers/poets follow in crafting their pieces?
Formative Assessments	<ul style="list-style-type: none"> ● Journal writing (Travel/Nature/Observational journal) ● Small group discussions Whole group discussions ● Concept maps ● Google Street View photo documentations
Summative Assessment	<ul style="list-style-type: none"> ● AP style analysis essay: compare and contrast two pieces from Transcendentalist/romantic writers ● Homage to our own landscapes: A documentation and analysis through writing and other mediums of students' choice of an important place in students' own landscapes.
Texts/ Resources	<p>Suggested Focus Texts</p> <p>Selections from the journals of Henry D. Thoreau (some available digitally here: http://thoreau.library.ucsb.edu/writings_journals.html)</p> <p><u>A Week on the Concord and Merrimack Rivers</u> by Henry D. Thoreau <u>Walden</u> by Henry D. Thoreau <u>Walking</u> by Henry D. Thoreau</p> <p>“Nature” by Ralph Waldo Emerson “Song of Nature” by Ralph Waldo Emerson “The Poet” by Ralph Waldo Emerson</p> <p>“Daffodils” by William Wordsworth “London, 1852” by William Wordsworth “Ode: Intimations of Immortality” by William Wordsworth “The Complaint of a Forsaken Indian Woman” by William Wordsworth</p> <p>Supplemental Texts http://www.npr.org/2015/07/24/425321179/retracing-ralph-waldo-emersons-steps-in-a-now-unchanged-eden</p>

Selected Sample Lessons

Assumption for these lessons is that students regularly work in cooperative groupings and can easily turn to and work/discuss/think with group members. If this structure is not already in place, teachers will need to create them.

Sample Lesson 1 Introduction to Transcendentalism and English Romanticism: Comparing and Contrasting Transcendentalism and Romanticism

Expected Time Frame: 2 class sessions

From Walden by Henry David Thoreau

“We need the tonic of wildness...At the same time that we are earnest to explore and learn all things, we require that all things be mysterious and unexplorable, that land and sea be indefinitely wild, unsurveyed and unfathomed by us because unfathomable. We can never have enough of nature.”

- Into:
 - Anticipation Guide:
 - Students will assess prior knowledge through completion of anticipation guide that addresses major figures, definitions, writings, themes, and social issues pertaining to the Transcendentalists and the English romantic writers. We will return to this document at the conclusion of the unit and reflection knowledge gained or amended.
 - Whole Group Discussion:
 - What do we know about Thoreau and the other Transcendentalists and Wordsworth and the other English romantic poets already? What do we think we know? What questions do we have about these topics? Record on poster paper/Google doc or other shared platform and return to the questions throughout the unit and as learning and realizations occur.
- Through:
 - Tea Party (adapted from Beers): Each student will receive a card on which is listed one of figures below, a brief biography including where and when the person was born and lived, major publications, a interesting fact about them, and a representative quotation from the respective figure’s writing. Students are to mingle, introduce themselves, and share their words. When done interacting with all persons at the “tea party” students will return to their small groups and discuss the people they’ve met (and will be provided with a list of the people in attendance).
 - Major players in both movements: **Henry David Thoreau**, Ralph Waldo Emerson, Bronson Alcott, Margaret Fuller, Rev. George Ripley, **William Wordsworth**, Thomas Carlyle, Samuel Taylor Coleridge, Percy Bysshe Shelley, Lord Byron, John Keats, Robert Southey, Walter Scott, Charles Lamb, William Hazlitt, and Thomas De Quincey.
 - Influencing thinkers: Immanuel Kant, Georg Wilhelm Friedrich Hegel, Friedrich Wilhelm Joseph Schelling, Johann Gottlieb Fichte, Johann Wolfgang von Goethe, John Jacques Rousseau
 - Add or delete figures depending on class size
- Closing:
 - Concept Mapping:
 - Continuing the previous discussion with their small groups, students will develop a working concept map (with their group members) that demonstrates the influences and

connections between and among the various people at the Tea Party. If *Inspiration* software is available, utilize that, otherwise students can also cut out the names, sort them according to relationship, and display on a poster paper. Groups should also create a key that explains the connections.

**Sample Lesson 2:
Landscape and Meaning Making
Grounding Ourselves in Place—Where and What is Home?**

Expected time frame: 2-3 class sessions

From Walking by H.D. Thoreau:

While almost all men feel an attraction drawing them to society, few are attracted strongly to Nature. In their relation to Nature men appear to me for the most part, notwithstanding their arts, lower than the animals. It is not often a beautiful relation, as in the case of the animals. How little appreciation of the beauty of the landscape there is among us! We have to be told that the Greeks called the world Kosmos, Beauty, or Order, but we do not see clearly why they did so, and we esteem it at best only a curious philological fact.

For my part, I feel that with regard to Nature I live a sort of border life, on the confines of a world into which I make occasional and transient forays only, and my patriotism to the State into whose territories I seem to retreat are those of a moss-trooper. Unto a life which I call natural I would gladly follow even a will-o'-the-wisp through bogs and sloughs unimaginable, but no moon nor firefly has shown me the causeway to it. Nature is a personality so vast and universal that we have never seen one of her features. The walker in the familiar fields which stretch around my native town sometimes finds himself in another land than is described in their owners' deeds, as it were in some far-away field on the confines of the actual Concord, where her jurisdiction ceases, and the idea which the word Concord suggests ceases to be suggested. These farms which I have set up, appear dimly still as through a mist; but they have no chemistry to fix them; they fade from the surface of the glass; and the picture which the painter painted stands out dimly from beneath. The world with which we are commonly acquainted leaves no trace, and it will have no anniversary (pp. 52-53).

-from the journals of Henry David Thoreau

And yet there is no more tempting novelty than this new November. No going to Europe or another world... Give me the old familiar walk, post office and all—with this new ever self—with this infinite expectation and faith, which does not know when it is beaten. We'll go nutting once more. We'll pluck the nut of the world and crack it in the winter evenings. Theater—and all another sight setting—are puppet-shows in comparison. I will take another walk to the Cliff—another row on the river—another skate on the meadow—be out in the first snow—associate with the winter birds. Here I am at home. I recognize my friend.

1 November 1858

Note: This lesson requires students to have access to a digital device that is compatible with Google Cardboard or other type of VR viewer. If this is not possible, consider having students share, or use this lesson as a station in which one or more areas are set up and students can rotate through as part of a larger lesson.

- Into:
 - Journal in response to above quotation. Possible question prompts include: What is your relationship with Nature? How does Nature figure into your daily life (or does it)? How can we seek out Nature in urban environments (or can we)?
 - Whole group sharing of journaling and defining of Nature and landscape (built environment, natural landscape, etc.).
- Through:
 - Virtual field trip to Walden Pond, Concord, Massachusetts, and the English Lake District
 - Using the Google Street View application and Google Cardboard or other virtual reality goggles, students will explore the places of and influencing writers like Thoreau and Wordsworth. They should keep brief notes in a “travel journal” as they explore these locations.
 - Sharing out—students will share samples of observations on poster papers reserved for each focus area (Transcendentalism and romanticism).
- Closing/Application
 - Students will choose a location of personal importance and document using the Google Street View application camera, and share with group members during next meeting of class session.
 - If possible, take class on walking field trip to a park, nature preserve, or other local nature site. Particularly for students in urban environments, it is especially important to immerse the group in the natural landscape in order to truly gain an understanding of natural context in conjunction with discussion of Thoreau and Wordsworth.