

Part I: Thematic Primary Source Set


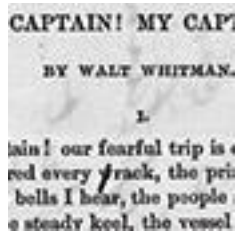
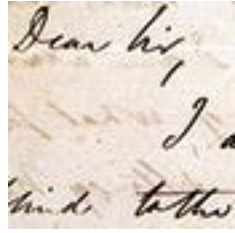
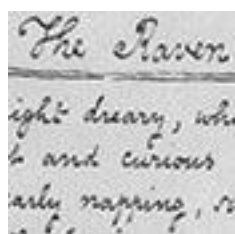
Goal: Through the use of primary sources of the time period, including articles, letters and poetry, students will examine in detail and ascertain the impact an author's work has on the world.

Topic/Big Idea: Emily Dickinson among her Contemporaries: Transcendentalist or Modern Poet?

Grade Level and Subject Area: 10th Grade Honors English

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Date: March 10, 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Emily Dickinson : Letters and Poems of a Lonely New England Woman who Believed in "Art for Truth"</p> <p>Creator(s): The San Francisco Call September 20, 1896</p> <p>Date Created/Published: [San Francisco]: 1896.</p> <p>http://chroniclingamerica.loc.gov/lccn/sn85066387/1896-09-20/ed-1/seq-19/</p>
	<p>Title: Letter and corrected reprint of Walt Whitman's "O Captain, My Captain" with comments by author, 9 February 1888</p> <p>Creator(s): Walt Whitman</p> <p>Date Created/Published: February 9, 1888.</p> <p>http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/055))</p>
	<p>Title: Letter, Ralph Waldo Emerson to Walt Whitman extolling Whitman's poetry, 21 July 1855.</p> <p>Creator(s): Ralph Waldo Emerson</p> <p>Date Created/Published: July 21, 1855.</p> <p>http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/012))</p>
	<p>Title: The raven. [Facsimile of a manuscript] exhibited for the first time at Yale University Library in honor of the 150th birthday celebration of Edgar Allan Poe. Courtesy of Richard Gimbel. [New Haven? 1949?].</p> <p>Creator(s): Edgar Allen Poe</p> <p>Date Created/Published: New Haven? 1949?</p> <p>http://hdl.loc.gov/loc.rbc/rbpe.01206300</p>



Title: The Washington times., July 05, 1903, Magazine Features, Page 3, Image 23

Creators(s): The Washington times. (Washington [D.C.]) 1902-1939

Date Created/Published: July 5, 1903

<http://chroniclingamerica.loc.gov/lccn/sn84026749/1903-07-05/ed-1/seq-23/>

Part II: Classroom Activity Plan

Goal: Students will analyze several primary source documents including letters, articles and poetry of Emily Dickinson, Walt Whitman, and Edgar Allen Poe to determine the influence these contemporaries had on Dickinson's poetry, as well as her influence on modern poetry.

Students will examine modern poets to determine the effect her poetry has had on several modern poets and their craft.

Essential/Investigative Question: How does Emily Dickinson's poetry reflect its roots in Transcendentalism and Romanticism and its influences on modern poetry?

Objective(s): Students will:

- Identify 5 characteristics of Transcendentalism that influenced Dickinson's poetry.
- Identify 5 characteristics of Romanticism that influenced Dickinson's poetry.
- Define and identify 5-10 characteristics of Modern Poetry.
- Identify 5 characteristics of modern poetry influenced by Dickinson's poetry.

Standard(s) Addressed:

- CC.11-12.R.L.6 Craft and Structure: 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).
- CC.11-12.R.L.5 Craft and Structure: 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.
- CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CC.11-12.R.L.9 Integration of Knowledge and Ideas: 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.
- CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.

- CC.11-12.R.I.9 Integration of Knowledge and Ideas: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.11-12.W.7 Research to Build and Present Knowledge: 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.
- CC.11-12.W.8 Research to Build and Present Knowledge: 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.
- CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.11-12.SL.5 Presentation of Knowledge and Ideas: 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.
- CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Previous knowledge: Students will have previously studied Romanticism and Transcendentalism, along with the poets being used in this lesson. Emily Dickinson and her poetry will be introduced and discussed immediately prior to the lesson.

Procedure:

1. Divide students into groups of three. Assign (5-8 groups) one of the following contemporary poets: Edger Allen Poe, Walt Whitman, Dickinson, and two Modern Poets groups.
2. Direct student groups to the Library of Congress website and the primary sources they will use for their specific poet, and /or Dickinson Electronic Archives webpages or American Transcendentalism Web. Use the Library of Congress website for primary sources:
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/american-authors-nineteenth-century/>



3. Use other primary sources and information available on the following websites:
<http://transcendentalism-legacy.tamu.edu/roots/legacy/whitman/>
<https://acdc.amherst.edu/browse/collection/collection:ed>
<http://www.edickinson.org>
<http://www.classroomelectric.org>
<http://www.whitmanarchive.org>
<http://www.emilydickinson.org/titanic-operas/folio-one/introduction>
4. Students in each group will research, read, and organize their information using Scribe3. Scribe 3.5 is available online to download for free and use with either Windows or Apple systems at <http://chnm.gmu.edu/tools/scribe/download.php>.
5. Students will analyze and present their findings by creating a Prezi at prezi.com using the following information and materials: primary source documents which include letters, articles and poems, brief biographical resources, online websites and archives which may include written, visual, and audio components, and classroom notes and information on American Literature that include Transcendentalism, Romanticism, and Modern poetry.
6. Students will include the following components in their analysis: brief biographical information, personal insight gleaned from both the poet and an outside review, journalist, author, etc., examination, discussion, analysis, and ultimately comparison of the poetry, and a brief investigation into the time and poetic tradition of the poets and their relationship with Transcendentalism, Romanticism and Modern poetry.
7. Students will participate in a final discussion and analysis of each poet, their poetry, and tradition in comparison with Emily Dickinson's work.

