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| |  |  | | --- | --- | | **Task** | **Questions** | | 1. **What makes a place unique?** | 1. **Does the universe care?** | 1. **How are women’s roles changing?** | 1. **Why are there “haves” and “have-nots”?** |
| **Summary of question from pages 640 - 641** |  |  |  |  |
| **Question #1**  Identify parts of the united states with regional identities today |  | | | |
| **Discussion Notes:** |  | | | |
| **Question #2**  Name some hardships that people faced during the post-civil war era.  Write at least two examples |  | | | |
| **Discussion Notes:** | | | | |
| **Question #3**  Explain the importance of being able to vote. What are “traditional roles” for women at the time? | Answer: | | | |
| **Discussion Notes:** | | | | |
| **Question #4**  Define “Haves” and “Have-nots”. Where do we possibly still see this in society today? |  | | | |
| **Discussion Notes** | | | | |

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| **Question #1: *What Makes a Place Unique*** | | |
| **Regionalism Notes**  Page 656  **Literary Regions Notes**  Page 729 | **Summarize the information from these two sections:** | |
| **Reading Notes**  *Life on the Mississippi*  By Mark Twain  Page 674 -681  One Example of each item in the chart | |  |  |  |  | | --- | --- | --- | --- | | **How People Speak** | **How People Dress** | **Local Customs** | **Local Landscape** | |  |  |  |  | | **Draw a scene from *Life on the Mississippi*** | | | | | |
| **Reflection on Question #1.** Based on what you have learned now about regionalism and local color answer the main question | | |
| **Question #2: *Does the Universe Care?*** | | |
| **Answer** | | Big Question – the book does not have many racial minority voices for literature in unit 4. Why do you think that is? |
| **Reading Notes**  “Burdens”   * + Each person reads and takes notes on one of the poems:   + Share the main idea of your poem; what is the author saying, what is their commentary?   + After reading and discussing – choose one:   + Create a political cartoon as either brown, black, poor   + Create a poem for the women’s burden (Empowerment/response verse)   + Must have a written explanation | | |  |  |  |  | | --- | --- | --- | --- | | White | Black | Brown | Poor | |  |  |  |  |   Context: Written in 1899, during the Spanish-American War Expressed pro-imperialistic views (Imperialism: domination and subordination, dominant country ruling a distant land).  How are *Black Man's Burden, Brown Man's Burden*, and *Poor Man's* a reaction to *White Man’s Burden*? |
| **Reading Notes**  *Notes of the State of Virginia*  By Thomas Jefferson | | Critically read for stereotype regarding African Americans. Write most important notes and quotes here:  Connection to Huck Finn?  Connection to history you have learned so far? |

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| **Question #3: *How are Women’s Roles Changing?*** | | |
| A New Role for Women  Page 650 – 651 | Reading Notes: Summarize | What does the quotation in the first paragraph suggest about women’s place in society in the late 1800’s? |
| Reflection/Connection | Do your notes and/or the quotation have relevance today? | |
| Cult of Domesticity Notes |  | |
| **Quick Write:**  *What if no one took you seriously?*  *Page 797* |  | |
| **Reading Notes:**  *The Story of an Hour*  *Page 782 (Bio)*  *Page 783 (chart)*  *Page 784 -787 (story)*  Cite evidence from the story and put in the chart  **Targeted Passage 2:**  **“She wept at once, with sudden, wild abandonment… ‘free, free, free’!”**  **Targeted Passage 3**  This passage contains the story’s surprise ending.  ***“Her fancy was running riot… of joy that kills”***  **Theme/Overall Message** | |  |  |  | | --- | --- | --- | | Mrs. Mallard’s Feelings | Mrs. Mallard’s Thoughts | Mrs. Mallard’s Actions | |  |  |  |   Notes on Kate Chopin – connection to what we have learned about women at the turn of the century:  How does Mrs. Mallard react when her sister first breaks the news of her husband’s death (lines 10 -12)?  In her room, what is she afraid of (line 30 – 36)?  Why does she say “free, free, free” over and over (lines 37 – 38)?  What are these constraints? What is her reaction to this change (lines 44 – 48)?  How does Mrs. Mallard feel when she leave her room with her sister (68 – 70)?  Who comes through the front door (72 – 74)?  What happens to Louise when she sees that her husband is still alive (78-79)?  In the story’s closing line, are the doctors correct in saying that Mrs. Mallard died “of the joy that kills”? How does the closing line add to the message or idea you have found in Mrs. Mallard’s thoughts and feelings as the story developed? *Explain your answer, citing evidence from the story.*  Page 788 - Do all cages have bars? – Answer the question. | |
| **Reading Notes:**  Emily Dickinson  **Select three of the poems from pages 548 -554**  Fill out the chart for 2 poems (examples on 547), and then answer whatever questions are in the margins next to the poem. | “Poems are not written in a vacuum – meaning they are not stagnant, crusty, old boring pieces of literature someone wrote to bore you in English class. The poet has something say. The poet is inspired by something within themselves they desperately *need* to express. Therefore the poem is one of the best reflections of the time, because it reflects the author’s reality” – Havlin  What did you find out about Emily Dickinson’s life?   |  |  |  | | --- | --- | --- | | **Title:** | | | | **1st Read** | **2nd Read** | **3rd Read** | |  |  |  | | Question(s): |  | | | **Title:** | | | | **1st Read** | **2nd Read** | **3rd Read** | |  |  |  | | Question(s): |  | | | |

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| **Question #4: *Why are there “haves” and “have-nots”?*** | |
| Page 644 – 645  Compare and contrast what the book has to say about the two subjects | **Guilded Age vs. Have-Nots** |
| **Reading Notes**  *The Jungle*  *Worksheet on website*  *Chapters 1, 9 & 14* | Summarize what you learned from reading and completing the worksheet:  Connect to the discussion of the haves and have-nots: |

**Overall Reflection of the time** –

Considering all of the questions and text you have read over the unit, what ideas and connections can you make?

*Think about connections to history, predictions for the future of minorities, connections to today’s society.*