**AP Romanticism vs. Realism Learning Contract**

**Rationale:** The purpose of this learning contract is to challenge and provide creative and differentiated learning options for students, engage multiple learning styles, help student manage their time independently and appropriately, and allow students to make decisions about their own learning experiences. Students will also have the opportunity to cooperate with a partner, while navigating through the different learning levels of Bloom’s Taxonomy.

PARTNER TASK #1 (INDIVIDUAL) – **UNDERSTAND, APPLY, ANALYZE, EVALUATE:** BLOOM’S TAXONOMY ARTICLE AND REFLECTIVE SHORT RESPONSE (MINOR GRADE) Due Date: \_\_\_\_\_\_\_\_\_

Read the the “[Bloom’s Taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)” article, by Patricia Armstrong, from Vanderbilt University’s Center for Teaching. Then,write a short reflection (at least three paragraphs) that answers the following questions:

* \_\_\_\_/25 What is Bloom’s Taxonomy?
* \_\_\_\_/25 What are the different levels of Bloom’s Taxonomy, and what do they involve?
* \_\_\_\_/25 How can you, as a student, apply your knowledge of Bloom’s Taxonomy?
* \_\_\_\_/25 Which level do you believe you most frequently operate, and why?

TASK #2 (INDIVIDUAL)- **UNDERSTAND:** ROMANTICISM & REALISM BACKGROUND AND CORNELL NOTES (MINOR GRADE)

 Due Date: \_\_\_\_\_\_\_\_\_\_\_

Read pages 210-221 and 360-361, on the Romantic literary movement, and pages 462-473, on the Realist literary movement, in the orange Prentice Hall textbook, and take [Cornell Notes](http://teachers.olatheschools.com/osavid/files/2014/07/Cornell-Notes-Template-WORD-doc.doc). Make sure to include a summary of information that includes historical and literary characteristics of the time period.

Then, read “Thanatopsis,” a Romantic poem by William Cullen Bryant. Complete the [TPCASTT](http://rcookhhspats.weebly.com/uploads/1/1/9/4/11948761/tpcastt-with-blank-sheet.docx) graphic organizer. Then, write a 1-2 paragraph analysis of the poem.

TASK #3 (GROUP)- **REMEMBER, UNDERSTAND, APPLY, CREATE:** POINT OF VIEW NARRATIVE (MINOR GRADE)

Due Date: \_\_\_\_\_\_\_\_\_\_

In the orange Prentice Hall textbook, read Robert E. Lee’s “A Letter to His Son”(pgs.540-542) and Abraham Lincoln’s “Gettysburg Address”(pgs..537-539). Choose to complete ONE of the following assignments below.

**OPTION #1-** “A Letter to His Son,” by Robert E. Lee: As a group, write a letter, from the point of view of Lee’s son, responding to Lee’s letter. Your letter must seamlessly incorporate all 20 of your Sadlier unit four vocabulary words. Please write neatly, skip lines (double-space, if typed), and highlight all vocabulary words.

**OPTION #2-** “Gettysburg Address,” by Abraham Lincoln: As a group, write a letter, from the point of view of one person from the opening image (pg.538), recounting the experience of hearing the speech . Your letter must seamlessly incorporate all 20 of your Sadlier unit four vocabulary words. Please write neatly, skip lines (double-space, if typed), and highlight all vocabulary words.

TASK # 4 (INDIVIDUAL)- **REMEMBER, UNDERSTAND, ANALYZE, EVALUATE:** *MY BONDAGE AND MY FREEDOM* GUIDED READING ASSIGNMENT (MINOR GRADE) Due Date:\_\_\_\_\_\_\_\_\_\_

Read the [excerpt from *My Bondage and My Freedom*](https://docs.google.com/document/d/1SpelHpC5DXbnt9MyjrJaa3in7zKfR8MTYWqDBSN9CYk/edit), by Frederick Douglass, and complete the guided “Purpose for Reading” assignment. Then, establish a purpose for reading “What to the Slave is the 4th of July,” on page 432 of your *Writing America* textbook. Answer the “Read” and “Write” questions on 437.

\* \* \* Note: Though this is an individual assignment, you may read and discuss this text in your groups.

TASK # 5 (INDIVIDUAL)- **REMEMBER, UNDERSTAND, APPLY, ANALYZE, EVALUATE:** SYNTHESIZING MULTIPLE GENRES: MARK TWAIN (MAJOR GRADE)  Due Date:\_\_\_\_\_\_\_\_\_\_

* Step One-Read James Fenimore Cooper’ “The Slaughter of Pigeons,” on page 346 of your *Writing America* textbook.
* Step Two- Read the background information on Mark Twain and “Fenimore Cooper’s Literary Offenses,” by Mark Twain (pgs. 618-630). Answer the “Read,” “Write,” and “Connect” questions on page 630 (*Writing America)*.
* Step Three- Read the excerpt from Mark Twain’s *Adventures of Huckleberry Finn* (pg. 631). Answer the “Read” and “Write” questions on page 643.
* Step Four- Read Sarah Churchwell’s “[Mark Twain: not an American but the American](https://www.theguardian.com/books/2010/oct/30/mark-twain-american-sarah-churchwell),” and complete the [SOAPStone](https://drive.google.com/drive/my-drive) graphic organizer.

\* \* \* Note: Though this is an individual assignment, you may read and discuss this text in your groups.

TASK # 6 (GROUP)- **REMEMBER, UNDERSTAND, APPLY, CREATE:** REGIONALISM AND FRAME STRUCTURE NARRATIVE (MINOR GRADE) Due Date:\_\_\_\_\_\_\_\_\_\_

Read “The Notorious Jumping Frog of Calaveras County,” (pgs.566-567 & 576-581)by Mark Twain. Then, as a group, craft a **frame structure** narrative that picks up where the story leaves off, by changing the ending to include the narrator staying to hear the next story. Your narrative must include all of the following elements:

* \_\_\_\_/25 written in **frame narrative structure**
* \_\_\_\_/ 25 written in style of Regionalism (use of **dialect**, **local color**, and **humor**)
* \_\_\_\_/ 25 uses and highlights at least five Sadlier unit four vocabulary terms in the frame portion of the narration
* \_\_\_\_/25 reflects the point of view of the original narrator and Simon Wheeler (within the frame)

TASK # 7 (INDIVIDUAL)- **UNDERSTAND, ANALYZE:** NATURALISM IN TEXT AND FILM (MINOR GRADE) Due Date: \_\_\_\_\_\_\_\_

In the orange Prentice Hall textbook, read “To Build a Fire,” by Jack London (pgs.595-610). After reading, complete the “Literary Analysis Questions” on page 611. Then, view the [short film](https://www.youtube.com/watch?v=RBB06RLmCcU), and take notes on the visual elements if Naturalism, in the film.

TASK # 8 (INDIVIDUAL)- **UNDERSTAND, APPLY, ANALYZE, CREATE:** *INTO THE WILD* ARGUMENT (MAJOR GRADE) Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Read “Introduction to the Argumentative Essay” (provided by your teacher), and review the AP Argument Rubric.

Using what you have learned about constructing an argument. Craft your own argument essay, in response to the following prompt.

**Prompt:**

**Is the account of Chris MCcandless a transcendental (Romanticism) or naturalist (Realism) story? Use appropriate examples from your reading, experience, and observations to support your argument.**

Score: 9 = 90-100 8= 80-89 7=70-79 6= 60-69 5= 50-59 4= 40-49 3=30-39 2= 20-29 1= 10-19 0= 0-9

TASK # 9 (GROUP)- **UNDERSTAND, APPLY, ANALYZE, SYNTHESIZE, CREATE:** REALISM AND THE AMERICAN DREAM PROJECT (MAJOR GRADE)  Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

After completing tasks 1-8, your group will create a poster that represents the point of view of various groups within the Realism movement. Your poster must include a claim statement, about the American dream, based on the Realist characteristics you have learned about so far. Your poster should also include at least one relevant visual, per subgroup, three relevant quotes, per subgroup, to support each claim statement, and a counterargument, from a different subgroup, within the Realist Movement. See the subgroups below.

**REALIST SUBGROUPS:**

* Naturalists
* Regionalists
* Slaves

**RUBRIC:**

* \_\_\_\_/25 Claim statements reflect the point of view of each subgroup.
* \_\_\_\_/25 Sufficient evidence is provided, through the use of MLA documented quotes.
* \_\_\_\_/ 25 Poster is polished and includes relevant visuals.
* \_\_\_\_/25 Strong counterarguments, from the point of view of different subgroups, are provided.

TASK # 10 (INDIVIDUAL)- **EXTENSION:** USA TESTPREP (MINOR GRADE) Due Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

If you complete all assignments early, you may work on your USA TestPrep Practice Test #3.

 **RealismLearning Contract**

I promise to…

* check in with Mrs. Crandall by appointment at 7:45 AM or 3:45PM to check progress of assignments, ask questions for clarification, and receive help/guidance on any assignments (5-10 minutes).
* work quietly and independently without disturbing my classmates.
* turn in all assignments by agreed upon due dates.
* stay on task at all times.
* schedule time with Mrs. Crandall to ask **specific** questions, or email Mrs. Crandall with **specific** questions.

My work will…

* be neat and legible.
* reflect the work of an honors student in 11th grade or above.
* reflect creative, thoughtful, engaging, detailed, accurate, and polished work.

Student Name (Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

A copy of this document will be provided for your records.