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Pinecrest High School
Southern Pines, NC
11th grade US History
Standard 2:03; 2:04; 2:05; 2:06

Curriculum Unit: Speaking with a Loud Voice: The Second Great Awakening and the Transcendentalists

Abstract: Within the many reform movements of the early to mid 1800's was one that inspired great writing, utopian communities, and helped man to step outside of his own materialism and search for the genius in himself. This was transcendentalism. Transcendentalism was founded on a search for truth in life, a man's right to search out his own genius and individualism, being in touch with nature and forsaking unnecessary materialism, and a responsibility to understand man's own materialism and to divorce himself from that materialism.

Among the chief writers of Transcendentalism were Ralph Waldo Emerson, Henry David Thoreau, and Bronson Alcott. These great minds were centered in a small New England town, Concord, MA. Concord had a long history of independence and history, and helped to nurture this group of great transcendentalists as they searched for their truth and genius. Truth can be expressed as a freedom to seek individual introspection and the right to question accepted societal beliefs. It recognizes that society itself can be destructive on one's personal freedom. Additionally recognizing the society created by the Second Great Awakening and the ability for man to take control of one's own eternity and destiny, transcendentalism speaks of nature and God in all things and to be a part of nature is to be a part of God. Transcendentalists create their own relationship with God and it is usually found in the natural environment. Thoreau and his unique perspective of nature will be emphasized.

Focus: It is necessary to lay the groundwork which eventually will lead to the South's split with the north. By examining some of the work of the transcendentalists and analyzing how this reform movement was responsible for some Utopian communities such as New Harmony, Fruitlands, and Brook Farm it is helpful to understand much of this is ground work that led to the abolition movement and the eventual social and economic split of the north and south of the United States.

In this unit we will attempt to seek out the transcendentalist in ourselves. We will be examining works of the great transcendentalist writers specifically Thoreau and Emerson and comparing and contrasting the paths they took. We will look at how some people of the 19th century sought a different method of dealing with idealism and naturalism by becoming self-sufficient and removing themselves to a utopian existence.

North Carolina Standards addressed: US History 11th grade

Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.		
	USH.H.2	Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).

Objectives:

Students will understand the concept of the Second Great Awakening and how it impacted societal reform. They will be know the key components.

Students will understand the term “transcendentalism” and know its core tenets..

Students will be exposed to a sense of place through Thoreau and Walden Woods.

Students will analyze various reforms movements that occurred as a result of the Second Great Awakening and the Transcendentalist movement.

Unit timetable: 1 week, 5 90 minute block classes

Unit Outline:

Lesson One: Introduction to the Second Great Awakening and Transcendentalism.

Social reforms and revivalism,Evangelicalism

American Bible Society, the Mormons, the Shakers, and Charles Finney

1 90 minute class period

Lesson Two: Reformation

Temperance,mental, education, prison reform, abolition and the cult of domesticity 1 90 minute class period

Lesson Three: Transcendentalism and utopian societies 1 90 minute class period

Lesson Four: Stepping into Thoreau’s world 1 90 minute class period

Lesson Five: Culminating Activity 1 90 minute class period

Curriculum Unit

Lesson One:: Introduction to the Second Great Awakening and Transcendentalism.

Teacher planning

Time required for lesson: 1 90 minute class period

Materials/resources:

Physical resources needed:

- Teacher created powerpoint “The Second Great Awakening and Transcendentalism” part I
- The Second Great Awakening reading handout and questions
- Milton handout for group work

Assignment: Students will be introduced to the Second Great Awakening and Transcendentalism by a teacher created powerpoint. We will also be using reading handouts and video to expand on content. Students will be examining the idea of revivalism, evangelicalism and understanding how these were a part of camp meetings.

Teacher activities:

Teacher will introduce the tenets of the Second Great Awakening and expose students to new denominations including Mormons, Shakers and the American Bible Society. (Whole group instruction) PowerPoint and questioning. Hyperlink videos in powerpoint

Student activities

Individual work: Individual reading on the Second Great Awakening and answer questions. We will go over these in class to assess comprehension

Group work: By examining the primary source document, Milton, students will be able to analyze and verify evangelicalism and the revival movement. Students will be placed in groups of three and will annotate pg 117- end of first paragraph of pg 118. They will furnish proof of evangelicalism and revivalism through this primary source.

Technology resources/websites

primary source document to be examined

<http://usingsexhistory.org/primarydocuments/awakening/milton.pdf>

Assessment: Students will receive a grade for group work based on completion of work and participation.

Teacher will also assess by questioning and observation during the group work time.

Lesson Two: Reformation

Teacher planning

Time required for lesson: 1 90 minute class period

Materials/resources:

Physical resources needed:

- Poster board and markers
- source analysis document
- artifacts to be examined

Technology resources/websites:

Teacher supplied reform primary sources

Assignment: Students will examine the various reforms of the 19th century as introduced in the Second Awakening PowerPoint. They will be filling out a group paper on each station and reform addressed.

Teacher activities:

Complete power point.

Teacher will introduce the class activity and model how to examine a primary source. She will discuss the form used in each case that is specific to the type of document examined.

Student activities: Student will be working in small groups of no more than 3-4 and rotate from station to station to analyze documents, cartoons, and illustrations on social reforms. After completing all stations they will return to their places and create a poster that illustrates at least two of the reforms addressed. They will present poster to class.

Assessment: Students will be assessed as a group on their presentation. All students must participate in presentation.

Lesson Three: Transcendentalism and utopian societies

Teacher planning

Time required for lesson: 1 90 minute class period

Materials/resources:

Physical resources needed:

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Assignment: Students will participate in a Socratic seminar. They will be discussing three separate transcendentalist writings.

Teacher activities:

Teacher will review with students the utopian community section of the unit powerpoint.

Teacher will introduce the idea of a Socratic seminar to the students.

Teacher will give rules for the seminar and furnish each student with three pennies.

Teacher will furnish three separate writings: Emerson's Concord Hymn; Alcott's Rules for Fruitlands; Thoreau's Civil Disobedience.

Student activities

Each student must speak at least one in each seminar and push their penny toward the end of the desk when they speak. This way the teacher can insure all have participated.

Technology resources/websites

Assessment:

Assessment will be on participation and engagement in all three seminars. Each seminar will count as $\frac{1}{3}$ of the grade.

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Lesson Four: Stepping into Thoreau's World

Teacher planning

Time required for lesson: 1 90 minute class period

Materials/Resources

Physical resources needed:

- Teacher created iMovie /Slide Show of walking in Walden Woods
- Physical bottle of water taken from Walden Pond
- Student journals
- pen or pencil
- table set up with miscellaneous nature items.

Set-up required:

- Teacher should set up computer with iMovie loaded
- Materials should be arranged in a central location for easy access by all students.

Technology resources and websites

Walden by Henry David Thoreau <http://www.transcendentalists.com/walden.htm>
<https://www.youtube.com/watch?v=cM0Z6eBU-q0>

Assignment: The teacher will be creating a sense of place and place based learning within the classroom hundreds of miles from the woods Thoreau walked. By using visuals and artifacts students will be able to mentally step into the world of Thoreau at Walden Pond. They will see the scenery he viewed and a experience the water he used. Students will be using modern as well as Thoreauvian methods to convey their mental escape into Thoreau's Walden.

Teacher Activities (whole group instruction)

Teacher will introduce world of Walden with a slideshow/iMovie of a walk through Walden Woods.

Students will also view the youtube video on Thoreau. Teacher will give each student list of common Thoreau quotes. Together class will analyze and discuss the “I went to the woods because I wished to live deliberately....” quote. We will also create a few tweets together based on this quote.

Student Activities:

Tweets: Have students compose a two tweets that Thoreau might have written if Twitter existed back then. Each student will be given two quotes

Student directions: Pretend you’re Thoreau at Walden. Using the excerpts provided, compose tweets to portray his experience in the woods. Make sure you use # hashtags and stick within the 140 character rule.

My Walden:

Have students write in their journals and describe what their home and daily life would be like if they were in a situation similar to Thoreau’s Walden. Students will use Thoreau’s quote, “Our life is frittered away by detail. Simplify, Simplify”: to imagine how their life would be if in similar circumstances. How would you envision you room/cabin/tiny house? What would be the necessities you include? What would a typical day be for you?

Students will at leisure view the nature items on the table. Selecting one they will write a journal entry which allows them to express themselves based on the item.

Assessment

Student assessment for this lesson will be based on the following:

Student engagement and attention during the teacher led activities (10%)

Tweets (20%)

2 journal entries (70%--35% each)

Lesson 5: Culminating Activity 1 90 minute class period

Teacher planning

Time required for lesson: 1 90 minute class period

Materials/resources:

Physical resources needed:

- Write ups of instructions
- Student chromebooks or internet access

Assignment: Students will be involved in a cumulative activity

Teacher activities:

Teacher will introduce the cumulative activity. Teacher will model a skit to help students understand what is expected.

Student activities

It's your turn to research. Use evidence from gathered from the internet and unit powerpoint to construct a short skit in which you address the following numbered issues. The skit must include at least three people and at least two must have dialogue. As long you address the issues listed with the assigned topic, you are free to be as creative as you like to convey the information. the National Archives is a great source. Remember you cannot use Wikipedia!

News report on a camp meeting

1. Where is the camp meeting and why is it at that location?
2. What ideas were expressed at these camp meetings?
3. Express what it would have been like to participate in a camp meeting.
4. How would gender have affected the experience?
5. Include the relationships between at least two different groups of people that participated in camp revivals

Debate show: role of women in society; The cult of domesticity

1. What was the role of middle-class women according to separate spheres ideology?
2. What sorts of things were women "supposed" to do?
3. Justify that role and that participation in society
4. What alternatives did some women present to that model of womanhood? (Be specific in identifying particular groups or things they did)
5. What arguments did they use to justify these alternatives?

Discussion of high school students in Concord discussing the various transcendentalist voices.

1. To what degree can we make between social action and the transcendentalist tenet of the divinity of nature and human beings??
2. What is genius”?
3. How did the lofty abstract of Transcendentalism work with Thoreau’s wish to incorporate principles in daily lives?
4. Why would Thoreau chose a solitary life as opposed to a utopian society?

Advertisement for a Temperance Reform Chapter.

1. Who belonged to the Temperance Reform chapter?
2. How did temperance reform fit with middle-class notions of manhood? How would it not?
3. How did temperance reform fit with middle-class notions of womanhood? How would it not?
4. Why would people who engaged in revivalist activities of the Second Great Awakening tend to support temperance reform?

Advertisement for Anti-Slavery group

1. Where and how did African Americans in the North participate in the Second Great Awakening?
2. To what extent did African-Americans in the North control their religious education and religious leadership?
3. What obstacles did revivalist African Americans face?
4. How were anti-slavery and abolition societies connected to the Second Great Awakening?
5. What activities did they engage in and why?

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Give students 30 minutes for students to read and collect their thoughts, 30 minutes of group work to create their skits and 20-30 minutes to perform. The activity will be done as a evening of entertainment where skits will be news report, advertisement, debate, advertisement, and coffee house discussion..

The overarching goal is to have students portray and see the many different experiences of the Second Great Awakening--at least in the North--by placing themselves in the shoes of historical characters

Assessment:

Participation 50%

How well were questions addressed 50%

Resources

Lesson One:

PowerPoint: Second Great Awakening and the Transcendentalists
Second Great Awakening Reading and Questions
Milton Primary Source Document

Lesson Two:

PowerPoint: Second Great Awakening and the Transcendentalists
Primary Sources: Runaway Slave Ad, Child Labor photo, Education reform, Suffrage,
and Temperance
Primary Source Worksheet

Lesson Three:

Rules for Socratic Seminars
Handout of Concord Hymn, Civil Disobedience, and Fruitlands rules

Lesson Four:

Copy of Thoreau's quotes handout

Lesson Five:

Copy of skit information