

Unit 3, Activity 8, “The Devil and Tom Walker” Process Guide for American Folktales

Directions: Use the following process guide to facilitate your research of American folktales.

1. Using a reliable source, define the term *folktale*.

2. Use the following website to learn basic information about the origin of the American folktale; then summarize your findings below.

<http://www.germantownacademy.org/academics/ls/4/la/4r/talltale/ttintro.htm>

3. Use your textbook/relevant source to learn about strategies for reading a folktale.

Strategies for reading a folktale:

1. _____
2. _____
3. _____
4. _____

4. Use your textbook/relevant source to learn about the stereotypical characters in a folktale. List them below:

5. What type of tone does a folktale usually have? Cite the source where you found this information.

6. Discuss some of the uniquely American characteristics of folktales. Be sure to cite your source(s).

Unit 3, Activity 8, Analysis of an American Folktale

Unrealistic Situations / Examples of Humor or Satire:

Stereotype Characters:

Uniquely American Characteristics:

Evidence of a Life Lesson:

Unit 3, Activity 9, Analysis of “Thanatopsis”

Section One speaker:

Summary:

Evidence of Romantic Writing:

Section Two speaker:

Summary:

Evidence of Romantic Writing:

Section Three speaker:

Summary:

Evidence of Romantic Writing:

Section Four speaker:

Summary:

Evidence of Romantic Writing:

Unit 3, Activity 9, “Thanatopsis” Composition Rubric

The opening:

➤ gives a general introduction to the poem (4) _____

➤ clearly states a thesis or main idea (6) _____

The body:

➤ gives a brief general description of Romantic writing (4) _____

➤ connects specific support from the poem to the qualities of Romantic writing (8) _____

➤ uses quotes to support main points (8) _____

➤ clearly explains the theme of the poem (10) _____

The closing:

➤ sums up major points made in the body (4) _____

➤ discusses a personal reaction to the impact of the poem (6) _____

Total Points: (50) _____

Unit 3, Activity 15, Using QtC to Analyze Thoreau's Essay

Questioning the Content Prompts:

Initiate discussion

What is the author trying to say?

What is the author's message?

What is the author talking about?

Focus on author's message

The author says ____; what does it mean?

Why did the author choose this word?

Link information

How does that connect with what the author already told us?

What information has the author added here that connects with _____?

Identify difficulties with the way the author has presented the information or ideas

Does that make sense?

Did the author state or explain that clearly?

Why or why not?

Unit 3, Activity 17, Opinionnaire for Hawthorne's Fiction

Your group should *DISCUSS, SURVEY, RECORD, and REPORT* a final group consensus for each of the following situations:

1. Should students who are caught smoking in the bathrooms be publicly punished? List possible ways this could occur or alternatives if you all believe the punishment should not be public.
2. You know that a friend has hit someone else's car leaving a party and then left without identifying him/herself. The damages to the car will be expensive to repair. Should you reveal that person's identity to the owner of the car?
3. Not realizing that what a friend told you was to remain secret, you told two other people. They spread the secret around, and now your friend is very angry. Should you admit to your friend that it came from you?
4. You and a friend cheat together on a test, but only your friend is caught by the teacher. Your friend has received a failing grade for the class, which has also led to a failing grade for the course. This friend would not admit your involvement, which might have helped the situation. Should you confess your involvement now?
5. You are aware of the fact that a close friend is involved in something dangerous or illegal. Should you reveal this to your friend's parents or someone in authority?