**Name: . Period: .**

Total Points

 .

**32**

**4 pnts**

**4pnts**

**2 pnts**

**2 pnts**

**2 pnts**

**2 pnts**

***Transcendentalism* Anticipation Guide**

The following ideas and concepts are all conveyed in the Transcendentalism unit. We should think about and discuss these ideas and concepts before we read the works in the Transcendentalism unit so that we have an understanding of what the authors are trying to convey in their works. Each author comments on each one of the following ideas through poetry or prose. Actively reading and thinking about these ideas and concepts will help students understand the many themes found in the Transcendentalism unit.

**Directions**: Respond to each statement with **agree** or **disagree**.

1. *It is important to know more about yourself than about the external world*. \_\_\_\_\_\_\_\_\_\_\_
2. *You can learn things from Nature that you can apply to your life*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. *It’s good to seek individual truth, not conventional truth*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. *It’s ok to disobey rules and laws if you think they are unfair or unjust*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. *It’s important to be a good and loyal citizen to your country*.\_\_\_\_\_\_\_\_\_\_\_\_\_
6. *Society is too complex and fast paced. We should live simpler lives*.\_\_\_\_ \_\_\_\_\_\_
7. *It’s bad to live differently than what is socially acceptable*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions**: Use complete sentences to answer each question below in your own words.

Make sure you elaborate - give at least one reason or example to support you point.

1. In your own words define Nature. Give an example to illustrate your definition.
2. Based on your definition of Nature, do you think that you can learn things from Nature that you can apply to your life? Explain your answer.
3. Do you think that our technological society makes our lives too complex and difficult to deal with, or does the technology in society make our lives easier? Explain your answer.

**2 pnts**

**4 pnts**

**4 pnts**

**4 pnts**

**4pnts**

**4 pnts**

**4 pnts**

**2 pnts**

**2 pnts**

**2 pnts**

1. Do you think that our technological society has made us more individualistic or more dependent on what others think about us? Explain your answer.
2. Is it more important to know yourself or to know what is going on in the world around you? Explain your answer.
3. What is the difference between personal truth and conventional or universal truth? Use specific examples to explain your answer.
4. In your own words define what it means to be a “good citizen.” Support your answer.
5. Should you obey rules and laws that you feel are unfair or unjust? What are the implications of disobeying rules and laws in society? Explain both answers.

**Anticipation Questions – Class Activity - Group Activity**

**Pre-Activity –** As a class, define *point of view*, *assumption,* and *implication* before students start the activity so that they understand the terminology that goes into critical thinking.

**Class Activity**

Have students respond to statements 1 – 8 on the front of the anticipation guide. They should write down their first initial response to each statement. After they have responded to each statement they should reread the statements and think about their reasons for answering the way they did. Once everyone is finished responding to and thinking about the statements, the teacher will randomly call on students to share their responses. Using Socratic questioning, the teacher will explore the student’s reasoning and rationale for their POV. Once that teacher has gone through all of the statements with the class and thoughts have been generated for each of the statements, use the rest of the class period to allow students to answer the actual questions.

**Group Activity**

Have students answer the questions on their own for homework. Questions should be finished before the group activity starts. Do not allow students to have writing utensils out during the group activity. Split the class up into groups of 3 or 4 and have them discuss the questions, not the statements. One person in the group will read their answer to their group and give them their reasoning for their answer. Then the other people in the group with ask at least 1 question about the meaning and clarity of their answer until each person in the group understands the point of view or at least until the groups’ questions have been answered. Then the next person reads the next question and their answer to the next question and everyone in the group asks at least one question about that person’s answer. This process will continue until all of the questions have been discussed by the group. If a group finishes the activity before the rest of the class have them go through the handout again having each person field different questions from the handout. This will give a variety of different points of view.

The main point of the activity is not to find the correct answer, but to be able to explain how you came to your answer. Students shouldn’t focus what they think is right or what the other group members think are right. Students should focus the clarity of the answers and on what the reasons are for the answers.

**Critical Thinking Terms**

**Point of View**: A POV is a way of looking at life or a situation in life.

**Assumption**: An idea that is supposed to be true that is the basis for a POV. It’s an idea that has not been proven to be true.

**Implication**: A result or consequence of an action. An effect from an idea that is has been put in motion.

**Critical Thinking Questions**

Each answer to the questions on the Anticipation Guide shows the students’ POV. The following questions will help students analyze their POV to help them understand their thinking:

* Can you clarify your point? – Give more details to illustrate and show what you mean.
* What assumptions is your POV based on? – The ideas that must be true in order for your POV to be correct.
* What are the implications for your POV? – The effect or result of your POV if it was applied to life.
* Did you consider any other POV? – Other ways of looking at the issue at hand.

**I don’t know questions:**

* What do you need to know in order to figure it out?
* Are there any terms that you do not understand that would help you figure it out?
* What comes to mind when you first hear the topic at hand?
* What do you know about the topic being discussed?