

UNIT TWO: NATURE CIVIL DISOBEDIENCE

Writing Skills	Selection	Reading/ Literary Skill	Inquiry/ Research	Viewing/ Representing	Listening/ Speaking/ Evaluation	Resources
<p><u>Journal</u>: What is your definition of “civil” disobedience?</p> <p><u>Short Timed Write</u>: Thoreau’s ideas influenced many 20th century reformers, notably Gandhi. What connections do you see between Thoreau’s views and Gandhi’s? Analyze these connections with regard to tone, diction, syntax, and detail.</p> <p><u>Found Poetry</u>: Write a poem using words and phrases from the speech or writing of your activist. (Web Quest)</p> <p><u>Argument timed write</u>: “The Common Life” (2003 question– AP Central)</p> <p>TEKS 1 A-C; 2 A, C, E; 3 A-D; 4 A-B; 5 A</p>	<p>Background on Romanticism and Transcendentalism <i>LoL</i> p. 340-342</p> <p>Civil Disobedience Web Quest</p> <p>“Civil Disobedience” <i>LoL</i> p. 370-376</p> <p>“Gandhi on Thoreau” <i>LoL</i> p. 377</p> <p><u>The Night Thoreau Spend in Jail</u> by Laurence and Lee</p> <p>TEKS 6 A-B, E-G; 7 A-I; 8 A-D; 9 A-B; 10 A-B</p>	<p><u>Rhetorical Analysis of “Civil Disobedience”</u>: What is the tone and how does Thoreau achieve it? How important to Thoreau’s argument is his idea about the different ways of serving the state? What might some people find threatening about Thoreau’s ideas? Identify the ethos, pathos, and logos.</p> <p><u>Rhetorical Analysis of speech or writing</u> of your activist, paying attention to Aristotle’s lines of argument and the strategies of diction, detail, syntax, imagery, and figurative language. (Web Quest)</p> <p><u>Paradox</u>: Find examples in the reading</p> <p><u>Metaphor</u>: In one sentence each, paraphrase and explain twenty metaphors from “Civil Disobedience.” See appendix</p> <p>TEKS 11 A-F; 12 A, C</p>	<p><u>Research</u>: Biographical history of a civil rights activist Speech or writing of that person Past and present instances of civil disobedience (Web Quest)</p> <p>TEKS 8 B; 12 B; 13 B-E</p>	<p><u>View</u> pictures of protest. These can be found through a Google Image search.</p> <p><u>Illustrate</u> a significant quotation from your activist on ½ sheet of poster board. (Web Quest)</p> <p><u>Design and create</u> an original bumper sticker: create a slogan based on the philosophy of your activist. (Web Quest)</p> <p>TEKS 19 A-C; 20 C</p>	<p><u>Class discussion</u>: characteristics of Romanticism and beliefs of Transcendentalism</p> <p><u>Class discussion</u>: similarities of Gandhi’s and Thoreau’s calls.</p> <p><u>Group discussion</u>: a) What type of government would command your respect? b) Do you agree with Thoreau’s views on war and his comparison of soldiers to machines? Why or why not? c) What are ways Thoreau advocates civil disobedience? d) Do you agree with Thoreau’s idea that those who object to government yet support it are frequently the most serious obstacles to reform.</p> <p><u>Read play aloud</u></p> <p><u>Web Quest Presentations</u></p> <p><u>Web Quest Evaluations</u></p> <p>TEKS 14 A-E; 15 A-F; 16 A-C; 17 A-F</p>	<p><u>Web Quest</u>: http://mtsi.utexas.org/users/sneumann/CivilDisobedience/civildisobedienc.html</p> <p>http://apcentral.collegeboard.com/members/article/1,3046,152-171-0-2001,00.html</p>

*included curriculum materials

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