MANCHESTER COLLEGE
Department of Education

LESSON PLAN by Megan Stephens

Lesson: Civil Disobedience, Transcendentalism

Length: 50 minutes       Age or Grade Intended: 11th grade English

Academic Standard(s): Core Standards

11-12.R1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Performance Objectives:

Given an in-class reading of Henry David Thoreau’s “Civil Disobedience,” the students will determine two central ideas and answer questions based on a summary of the text as verified by the teacher for completion.

Assessment:

To prove mastery in this standard, all students will be required to turn in a completed worksheet. The worksheet will highlight the central ideas in the form of a summary that we will do together in class. They will also receive participation points for reading aloud and answering overarching questions.

Advanced Preparation by Teacher:

_ Create a worksheet that the students will complete as we read and afterwards.
_ Prepare Pretest/Posttest
_ Have Youtube video ready on Smartboard

Procedure:

Introduction/Motivation: (10 minutes)

At the beginning of class, I will introduce Henry David Thoreau’s “Civil Disobedience” to them. I will tell them that this is a continuation of Individualism that they have been studying. Then I will show a video clip relating how this persuasive piece of literature has influenced the world since.

Video: http://www.youtube.com/watch?v=tCjtgWQR5RM

Comment [EAS1]: Probably needs to be hyphenated – didn’t count off
Comment [EAS2]: This seems to be two separate objectives
Comment [EAS3]: How many questions? You mention completion. Does that mean they don’t have to get any right and they pass simply because they wrote answers down? I want you to think about how teaching unfolds and how you assess what students do and do not know. This is an important skill to develop as a teacher.
Comment [EAS4]: This does not demonstrate mastery. It demonstrates they listen to directions and follow through with doing an activity. Mastery of the standard would require them to get so many correct on their worksheet.
Comment [EAS5]: You have a solid introduction to your lesson – nice work!!!!
Comment [EAS6]: Excellent!
Comment [EAS7]: Good!!!
Thought Provoking Questions: Who knows what civil disobedience means? (Bloom’s: Knowledge) Who wants to share what they predict “Civil Disobedience” will be about based on its name and this video? (Bloom’s: Comprehension)

**Step-by-step Plan:**

Today, we are going to read “Civil Disobedience.” Turn to page 370 in your yellow books. There is a lot of information in this persuasive essay so we will be breaking it into sections.

1. [10 minutes] Show video, ask thought provoking questions.
2. We are going to read “Civil Disobedience” today. We are going to read it aloud in class today. We will be reading one section at a time. The sections are distinguished by the bold gold letters.
3. Here is a worksheet. I am giving this to you because I want you to fill out the first part while we are reading. We will stop between each section to talk about the main points Thoreau is making.
4. We are doing this as a step-by-step process because there is a lot of information here, and I want to make sure we can understand the main concepts without getting overwhelmed by all of the information he presents.
5. I would like volunteers to read (Gardner’s: Verbal/Linguistic). I would like one person to read each section.
6. [25 minutes] Read each section aloud, discuss the main points after each student reads each section (main points by section on attached sheet) The students will write down 2 of the main points on their worksheets.
7. The readers all did a great job. In the last 15 minutes or so, I would like you to answer the remaining four questions on your worksheet.
8. If you finish early, please sit quietly until everyone else is finished. You have freerice.com that you can get on, or you can read your A.R. book 😊 Please turn in your worksheets before you leave.

**Closure:** (1 minute)

(Hopefully) You did a great job getting through so much reading today. Tomorrow, we are going to read “On Civil Disobedience” by Mohandas Ghandi and do an activity. Have a great day! 😊

**Self-Reflection:**

Did I effectively ease into this Mini Unit with the video? Did I ask enough questions? Was everyone able to keep up with the reading? Did everyone have enough time to fill out the worksheet in between reading the sections? Did the students understand the questions they were to answer on their own? Do they seem to understand the main concepts of the essay?
Name: _______________________

“Civil Disobedience”

Henry David Thoreau

Identify two main ideas from each section of the text as we read.

Section 1:

a.

b.

Section 2:

a.

b.

Section 3:

a.

b.
Section 4:

a.

b.

Section 5:

a.

b.

Section 6:

a.

b.
Answer the following questions in complete sentences.

1. What is civil disobedience?

2. What are the two ideas of government that Thoreau opposes most?

3. Do you agree with Thoreau’s attitude about the government? Why or why not?

4. What would you be willing to go to prison for?
Answers

Paragraph 1:
- Eventually, the government should not govern at all
- The government is often “abused and perverted” so that it does not carry the ideals of the people
- An example of this: the Mexican War (1846 to 1848)

Paragraph 2:
- Answering to the majority answers to the strongest, not the most virtuous.
- It’s more important to respect what is right than what is the law.
- Men should not just serve the state, but they should serve their own consciences first.

Paragraph 3:
- Thoreau proposes a solution: If the government is unjust, “let it go”
- The government is evil because it does not provide room for remedy

Paragraph 4:
- He opposes the tax collector
- He is the only honest man in Massachusetts because he refuses to hold slaves and opposes the government
- There is a lot of discussion in newspapers, but he is the only one who acts

Paragraph 5:
- The only place for honorable men is prison
- Peaceable revolution: do not pay taxes
- Make the tax collectors resign; if there are no tax gatherers how can there be tax?

Paragraph 6:
- Thoreau claims that he must obey his own laws
- The State can only injure a man’s body, not his sense
- Principle is worth more than money
- Man should live according to his nature, or die

Answer the following questions in complete sentences.
1. What is civil disobedience? (Bloom’s: Knowledge)
   A: Active, professed refusal to obey certain laws because one does not think they are right.

2. What are the two ideas of government that Thoreau opposes most? (Bloom’s: Knowledge)
   A: The Mexican War, Slavery

3. Do you agree with Thoreau’s attitude about the government? Why or why not? (Bloom’s: Analysis)
   A’s vary

4. What would you be willing to go to prison for? (Bloom’s: Application)
   A’s vary