



Close Reading Plan

"Self-Reliance" by Ralph Waldo Emerson

Created by Anna Capobianco, 2014 Connecticut Dream Team teacher

What makes this text complex			
Text and Author	"Self-Reliance", Ralph Waldo Emerson (excerpt)	Where to Access Text	http://www.emersoncentral.com/selfreliance.htm (Open poem and paras. 1-6)
Text Description			
This text is a non-fiction essay that questions American identity and communicate the author's argument about what it means to be an individual member of a larger society. The essay begins with a short poem reflecting on the power of the individual before moving to paragraphs which encourage readers to think for themselves rather than to become members of a conformist majority. Emerson supports his assertions using figurative language, rhetoric, and religious allusions.			
Quantitative			
Lexile and Grade Level	9-10, 11 1030L	Text Length	1211 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Meaning and central ideas (the power of the individual and pitfalls of conformity) are explicitly stated. The argument is communicated through a variety of rhetorical devices and figurative language, such as pathos, metaphor, and allusion.		No graphics, bullets, heading. The essay opens with a short poem to engage and set the tone. The rest of the essay is in essay (standard paragraph) format. The opening paragraph presents Emerson's central argument; the following paragraphs support his argument with examples and extensions. The paragraphs are constructed using complex vocabulary and sentence structure.	
Prior Knowledge Demands		Language Features	
While not critical to comprehension, an understanding of Transcendentalism and Christian allusions would extend the reader's ability to make thematic, societal, or historical connections. Background in 19 th century economics and politics would engage the reader in an understanding of author's rhetoric.		Somewhat archaic phrasing and vocabulary. Uses words we may not in a modern context, such as "manifest" and "unaffrighted."	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)</i>		<i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • Manifest • Predominating • Solitude • Inaudible • Unbriable • Unaffrighted • Conciliate • formidable 	<ul style="list-style-type: none"> • eminent • admonition • sentiment • naught • toil • nonchalance • piquancy 	<ul style="list-style-type: none"> • Transcendent • Eclat • Parlour • Bards 	<ul style="list-style-type: none"> • Sages • Oracles • Muse • Lethe
Potential Reader/Task Challenges			
Complex sentence structure and vocabulary. Requires students to read very closely to make meaning; however, once the language is decoded, the themes of the individual vs. conformity are extremely relevant to the high school reader. Students will also need to be able to identify elements of argument and track the development of the author's message in order to understand and articulate the main idea.			

Text-dependent questions

Question	Standard alignment	Page of this document
<p>TDQ #1 According to Emerson, why is it important to be willing to take risks and fail? Support your response with specific evidence from the text.</p>	RI.11-12.1	4
<p>TDQ #2 The author describes the heart as “vibrating on an iron string.” How do the figurative and connotative meanings of “iron” contribute to the author’s central idea?”</p>	RI.11-12.4	7
<p>TDQ #3 The author presents a central idea of the text in paragraph five by explaining the self-reliance of children. How does purposeful choice contribute to the persuasiveness of the text?</p>	RI.11-12.6	10
<p>TDQ # How do the central ideas of risk taking, confidence, and strength interact to provide a complex analysis of Emerson's beliefs regarding self-reliance?</p>	RI.11-12.2	13

Target Standards

- RI.11-12.2: 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.

Question 1

Question #1	According to Emerson, why is it important to be willing to take risks and fail? Support your response with specific evidence from the text.
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Standard(s) covered:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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Example response that meets standard	Look-fors
Emerson argues that it is important to take risks and fail because that is how we learn and grow. He asserts that mistakes “teach us to abide by our spontaneous impression with good-humored inflexibility then most when the whole cry of voices is on the other side.” When one struggles, he learns resilience. In addition, Emerson furthers this assertion when he articulates the importance of ignoring the judgments of others. In the excerpt, he addresses the “cry of voices...on the other side,” and the idea that through risk taking the individual gains exposure to ridicule, thereby encouraging him to develop a thick skin and sense of confidence. Finally, Emerson articulates that risk taking allows man to discover his potential, as “...none but he knows what that is which he can do, nor does he know until he has tried.” When the individual attempts a new venture, he realizes his potential and capability, an experience crucial to growth and understand. Therefore, the importance of risk lies in its role in the development and articulation of the self.	<ul style="list-style-type: none"> • Adequately identifies the importance of risks as part of the development of self. <ol style="list-style-type: none"> 1. Learn about self from mistakes 2. Gain strength from negative reactions to failure 3. Discover own potential through risks • Adequately quotes significant and relevant examples from the text to support analysis. <ol style="list-style-type: none"> 1. “cry of voices...on the other side” 2. “none but he knows what that is which he can do” 3. “teach us to abide by our spontaneous impression”

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to cite strong textual evidence to support your analysis of a text by identifying commonalities in the author’s assertions on a specific topic.
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Prior knowledge to review	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1)</p> <p>Review:</p> <ul style="list-style-type: none"> • Making inferences • Supporting analysis with textual evidence
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Steps to achieve objective	Think aloud for direct instruction
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<p>1) Reread the text and highlight quotations in the text that will help to answer the key word(s) in the question.</p>	<ul style="list-style-type: none"> • The question asks me to find examples of risk and failure. • I am going to reread the text and look for words or ideas that have to do with risk, like “chance”, “uncertainty”, or “possibility”. • As I read I am going to highlight any of the words I find. • I did not find the word “risk” anywhere in the text. I can also think about words that are associated with taking risks, like “mistakes”, “lessons”, “teach”, “try”, “failure”, and “success”. • I found and highlighted “teach”, “failure”, and “tried.”
<p>2) Ask yourself, “What are the selected quotations saying about the key words?” Put them in your own words.</p>	<ul style="list-style-type: none"> • I look at the sentences that contain the words I highlighted. • Now, I ask myself, “What do these say?” • The first quote is “Great works of art have no more affecting lesson for us than this. They teach us to abide by our spontaneous impression with good-humored inflexibility.” This is a hard one. I know the first part is saying the best lesson is as follows, and I know the “spontaneous impression” phrase means to trust our first instinct, since “spontaneous” means “in the moment” and “impression” means “belief.” But what does “good-humored inflexibility” mean? Good-humored means to have a positive attitude, but inflexibility is usually negative, meaning one is not willing to change. But maybe that is the point. Maybe Emerson is saying he does not want people to change. This actually makes sense because the first part of the sentence is about trusting our instincts. So maybe the second half is saying not only trust our instincts, but be willing to defend them. In other words, the best lesson we can learn from famous art is to trust our instincts but to also be willing to defend the changes we take. • The second quotation is “...none but he knows what that is which he can do, nor does he know until he has tried.” This can be paraphrased as “only you know what you are capable of and only after you have tried.” • The third quote is “...when the whole cry of voices is on the other side,” meaning, when everyone is against you and communicating negative opinions about you.
<p>3) Ask yourself “What main idea is communicated through this example as evidenced by the commonalities in the author’s assertions?”</p>	<ul style="list-style-type: none"> • Ok, now that I know what the quotations are saying, I need to think about what they are implying and communicating about risk. • The first quote is “Great works of art have no more affecting lesson for us than this. They teach us to abide by our spontaneous impression with good-humored inflexibility.” This basically says risk is a way to learn resilience. • The second quotation (“...none but he knows what that is which he can do, nor does he know until he has tried.”) says risk enables us to realize our potential. • Another quote, “...when the whole cry of voices is on the other side,” urges us to deal with negative opinions from others. • What do these ideas have in common? Well, they all consider the <u>results</u> of taking risks. Q1 says the result is learning resilience. Q2 says the result is realizing potential, Q3 says the result is learning from negative opinions. • All three of these quotes discuss ways to learn from risk. Learning comes hand-in-hand with change. Since all three quotes discuss learning, they must also imply a type of change. I am now going to go back and see what I can infer about change. Is it change for the better or worse? • Well, I already identified these quotes suggest learning resilience, potential, and how to deal with adversity. These are all positive ways to change. As a result, I think it is clear that Emerson is making a correlation between risk and change for the BETTER. • If we are growing for the better, then, Emerson is saying that risks enable us to develop as effective humans.

Extension and practice

- If a student is having trouble organizing a response, address W.11-12.2.C. This standard explains the importance of transitioning between ideas. This sample response requires analyzing three quotations in order to communicate a main idea. Teachers can show a model of a well-organized paragraph and ask students to highlight key elements such as topic and concluding sentences and transitions. Once these have been identified and discussed, students can then turn to their own paragraphs and try to identify these elements. Students should be instructed to add any of the above that are missing, i.e. transitions between ideas.
- If students are having difficulty identifying key words, instruct them to generate a list of synonyms for the key words. Students can generate synonyms by brainstorming in small groups or referencing support materials, such as a thesaurus. Students can then reread and highlight any of the words from the lists they generated. Again in their small groups, students can discuss the commonalities in the sentences within which the highlighted words are found. They can ask each other what concepts or ideas are repeated and what is communicated as a result.
- As an extension to challenge advanced students, ask them to consider what, if anything, is missing in the author’s answer to his self-posed question. What is the author’s purpose for this omission? This would be a strong extension because it meets the second half of the CCSS RI.11-1. It also enables students to reflect on some of the gaps in Emerson’s argument. For example, Emerson does not provide the audience with specific ways or strategies with which to become a more self-reliance person in the face of society. He simply focused on why is important.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts (RI.11-12.1)

See more examples of how to teach (name skill and standard)

Objective: Cite strong textual evidence to support your analysis by finding commonalities in the author’s assertions on a specific topic.

- 1) Reread the text and highlight quotations in the text that will help to answer the key word(s) in the question.
- 2) Ask yourself, “What are the selected quotations saying about the key words?” Put them in your own words.
- 3) Ask yourself “What main idea is communicated through this example as evidenced by the commonalities in the author’s assertions?”

<http://ctdreamteam.learnzillion.com/lessonsets/439-close-reading-informational-text-president-lincolns-second-inaugural-address>

Question 2

Question #2	The author describes the heart as “vibrating on an iron string.” How do the figurative and connotative meanings of “iron” contribute to one of the author’s central ideas?”
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Standard(s) covered:	RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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Example response that meets standard	Look-fors
Emerson includes the phrase “vibrating on an iron string” to communicate that one should be steadfast in his or her convictions. Iron is a mineral that is known to be hard and difficult to bend. By using iron as the material for a heart string, Emerson implies that the heart should be unyielding, meaning one must not bend to the opinions of others. The author’s purpose in using iron figuratively is to further communicate the central idea of standing by one’s own beliefs as a self-reliant individual.	<ul style="list-style-type: none"> • Adequately identifies iron as a “hard, unbending” material. • Adequately explains the author’s purpose in using an unbending material to communicate the strength of the individual.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to analyze how the figurative and connotative meaning of a word contribute to an author’s message by determining the figurative and connotative meaning and making inferences about how they contribute to the central idea.
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Prior knowledge to review	<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Review:</p> <ul style="list-style-type: none"> • Figurative/connotative meaning • Impact of word choice on meaning of the text
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Steps to achieve objective	Think aloud for direct instruction
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1) Notice the section of the text containing the relevant quotation.	<ul style="list-style-type: none"> • In the first sentence of the third paragraph, Emerson writes, “every heart vibrates on an iron string.” • It is interesting that Emerson describes the heart string as made of iron.
2) Ask yourself, “What are the figurative and connotative meaning of this phrase?”	<ul style="list-style-type: none"> • I wonder why Emerson chose “iron” as the material for a heart string as opposed to something like “gold” or “silver.” Iron is not a very valuable metal in terms of making jewelry, so he must not be trying to say that the heart is valuable. So what could the other meaning be? • Well, iron is not a very attractive element, but it makes a lot of useful products like nails and pipes and cookware and stoves. What do all of these have in common? When I think about them, I think they are all very hard and heavy. • Therefore, Emerson must be communicating something about iron being hard or heavy.
3) Ask yourself “How does this figurative meaning communicate a central idea?”	<ul style="list-style-type: none"> • So why would Emerson want to describe the heart as heavy? Heavy usually has a sad connotation. Based on the passage, I do not think this is it. Nothing else in the selection implies anything about being sad; rather, this is a hopeful piece. I am going to ignore heavy and focus on iron as being a hard, durable material. • Why might Emerson want to describe the heart string as hard or durable? Well, if something is hard, it won’t break or bend. That makes sense when discussing the heart because we often think about broken hearts as a sign of weakness. So I think Emerson must be communicating that we should be strong of heart. • Now that I understand the connotative meaning as strong of heart being a positive quality, I can understand the figurative meaning of this phrase. Figuratively, Emerson is saying that the heart should be steadfast and unyielding. • So how does having a strong heart assert one of Emerson’s main ideas? Well, I know from question one that Emerson is communicating the importance of standing by your choices, even when you take a risk and fail. So I think that is makes sense to say that Emerson selected iron to communicate the importance of staying strong when you believe something.

Extension and practice

- If students are having difficulty understanding the figurative meaning of iron, students can work in groups to brainstorm a list of practical items that are made of iron. The groups can then discuss what all of these materials have in common in order to identify the unyielding nature of the material. This will then lead students to an understanding of the figurative meaning of the word.
- As an extension to challenge advanced learners, students can research the significance of iron as a material of choice for Emerson’s response (iron played a key role in the Industrial Revolution, most Americans at the time would recognize and feel a connection to the material as it was used to make household goods, bridges, railroad structures, etc).
- As an extension to challenge more advanced learners, students could work in groups to compare and contrast the denotation of heart. The groups could analyze the juxtaposition of iron (a hard material) being used to describe the true nature of the heart as an organ (flexible/pliable).

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: (Lesson objective goes here)

- 1) Notice the section of the text containing the relevant quotation.
- 2) Ask yourself "What is the figurative meaning of this phrase?"
- 3) Ask yourself "How does this figurative meaning communicate a central idea?"

<http://ctdreamteam.learnzillion.com/lessons/1929-analyze-a-symbol-in-a-text>

Question 3

Question 3	
Question #4	The author presents a central idea of the text in paragraph five by explaining the self-reliance of children. How does purposeful choice contribute to the persuasiveness of the text?
Standard(s) covered:	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Example response that meets standard	Look-fors
Emerson asserts that children are self-reliant and do not worry about the opinions of others. He explains, "Their mind being whole, their eye is as yet unconquered." The innocence of youth allows a child to trust him or herself and avoid questioning his or her action. He further states that youth are not afraid to speak their minds, with a "...voice is sufficiently clear and emphatic." Emerson is showing the reader that even children are able to be self-reliant. This adds to the persuasiveness of the text because children are often thought to be immature or lacking wisdom. By explaining that children have the confidence to stand by their actions and opinions, he is showing the reader that it should be easy for an older, well-educated man to do the same. Emerson is implying pathos and toying with the emotions of the reader, who would have felt ashamed that he was not as self-reliant as a mere child.	<ul style="list-style-type: none"> • Adequately identifies children as self-reliant: <ul style="list-style-type: none"> • "Their mind being whole" • "voice is clear and emphatic" • Adequately explains this example is persuasive because it makes an adult feel foolish for not being able to be as self-reliant as a child. <ul style="list-style-type: none"> • Pathos (emotional appeal) • Implication that adults know more than children.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will learn to analyze the persuasiveness of an author's argument by determining how author's use rhetoric to persuade the reader.
Prior knowledge to review	<p><u>CCSS.ELA-LITERACY.RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Review:</p> <ul style="list-style-type: none"> • Rhetorical devices • Author's purpose

Steps to achieve objective	Think aloud for direct instruction
1) Notice the section of the text containing the relevant quotation or key words.	<ul style="list-style-type: none"> In the fourth and fifth paragraph, Emerson discusses, “children,” “youth,” “infancy,” and “boys.”
2) Ask yourself, “What is the author trying to say with these examples?”	<ul style="list-style-type: none"> What is he trying to say through these examples? Emerson describes children as “Their mind being whole, their eye is as yet unconquered” What is he saying about youth? Well, a “whole mind” means not broken, so I think that means no one has impacted his thoughts. Similarly, to “conquer” means to take by an outside force, so this means no one else has touched the child’s “eye.” These both seem to imply that there are no external forces influencing the child. So since we have been talking about self-reliance, I think it is safe to conclude Emerson is saying a child is highly self-reliant.
3) Ask yourself, “What does the author want to persuade the reader to think or do?”	<ul style="list-style-type: none"> Well, I know from previous questions that Emerson is encouraging the reader to take risks and to believe in him or herself. Both of these ideas have to do with being one’s own person and ignoring the opinions of others. Based on that, it is clear that Emerson wants to persuade the reader that self-reliance is the best path. It could also be that Emerson is trying to persuade the reader that self-reliance yields good results, as we learned from the risk question.
4) Ask yourself, “How does this rhetoric contribute to the persuasiveness of the argument?”	<ul style="list-style-type: none"> So now that I know Emerson wants to persuade the reader to be an individual, why is it persuasive to use the examples of youth and children? Well, children are newly born, so maybe Emerson is saying that self-reliance should come naturally. This could be it, but I do not think Emerson would write an entire argument trying to convince one to be self-reliant, it is came naturally for everyone. So, let’s rethink this. What would the average adult think about a child? I think the average adult would see children as immature, and immaturity usually means a lack of knowledge. Why would saying someone with a lack of knowledge is highly self-reliant be effective? I feel like it is slightly offensive to say that it is so easy to be self-reliant, when it is clearly something with which adults struggle. Hmmm, maybe that is the point. Maybe Emerson WANTS the reader to be offended. This certainly creates an emotional reaction, and I already know that emotional appeals are a type of rhetorical strategy. That makes sense. Emerson is trying to convince the reader to be self-reliant by explaining that if children are able to be so, a more educated and rational adult should have no problem doing the same.

Extension and practice

- For students struggling to determine author’s purpose, students can create a brainstorming chart asking the question “Why did the author want me to know this?” Students can work in groups to make lists of why Emerson would have used this example.
- For students who are struggling to understand why the example of infancy is persuasive, students should be given brief articles about the society at the time. From these articles, students should be able to see the emphasis that 19th century Americans placed on wisdom and manhood. By understanding this historical context, students will be able to see that being compared to a child would be highly insulting for an adult, thereby contributing to the arguments that adults should be self-reliant.
- As an extension to challenge advanced learners, students can use their knowledge of current society to discuss if this comparison would still be as effective today. They can ask themselves if a modern American is as likely to be emotionally impacted by this comparison to youth and can analyze why or why not this is the case.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

See more examples of how to teach (name skill and standard)

- 1) Notice the section of the text containing the relevant quotation or key words.
- 2) Ask yourself “What is the author trying to say with these examples?”
- 3) Ask yourself “what does the audience want to persuade the reader to think or do?”
- 4) Ask yourself “how does this rhetoric contribute to the persuasiveness of the argument?”

<https://ctdreamteam.learnzillion.com/lessons/1903-analyze-rhetoric-to-determine-an-authors-point-of-view>

Question 4

Question #5	How do the central ideas of risk taking, confidence, and strength interact to provide a complex analysis of Emerson's beliefs regarding self-reliance?
Standard(s) covered:	RI.11-12.2 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.

Example response that meets standard	Look-fors
<p>Emerson asserts the main idea that the individual must rely on him or herself and ignore the opinions or criticism of others and society. He asserts that an individual learns this resilience through taking risks and growing from his or her mistakes. Emerson believes that it is better to take a risk and fail than to listen to others' warnings and never take the chance at all. He explains that when once one realizes that there is nothing wrong with failing, the individual will learn to trust him or herself in the future. Once Emerson asserts the need to take risks, he builds upon his first central idea by extending his view of the importance of independence to communicate the need for not just resilience, but strength as well. Emerson supports this through the use of figurative language to describe the "heart as vibrating on an iron string." Emerson explains the need to be steadfast in one's convictions by using the figurative meaning of iron to communicate the strength of the heart. This, again, supports a principal central idea that the individual must rely on him or herself rather than others. Finally, after Emerson has established the qualities that a self-reliant person must possess, he introduces a third central idea by asserting how fundamental a quality self-reliance is. He does this by explaining that self-reliance is a characteristic that children possess because youth do not listen to criticism from peers the way adults do. This develops and strengthens the central idea of independence and trust in oneself as being crucial to self-reliance. In the end, the articulation of these three ideas come together to communicate the overarching central idea of the essay: independence and belief in oneself is critical to achieving self-reliance.</p>	<ul style="list-style-type: none"> • Adequately identifies the central ideas. <ul style="list-style-type: none"> • Risk taking teaches confidence. • The individual needs to be steadfast in his beliefs. • A child is self-reliant because he does not pay attention to the opinions of others. • Adequately summarizes multiple main ideas into a central argument: <ul style="list-style-type: none"> • The individual must ignore the opinions of others and believe in himself.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will analyze the development of the central ideas of the text by summarizing and synthesizing their interaction and explaining how they build on each other throughout the course of the text.
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<p>Prior knowledge to review</p>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Review:</p> <ul style="list-style-type: none"> • Identifying and analyzing Central idea • Summarizing and synthesizing central ideas
<p>Steps to achieve objective</p>	<p style="text-align: center;">Think aloud for direct instruction</p>
<p>1) Re-read the text and ask, "What are the central ideas of the text?"</p>	<ul style="list-style-type: none"> • I am going to look back at my reading notes and see what I have already identified. • So far, I have noticed that Emerson believes one should take risks because that is the best way to learn resilience and gain confidence. • Since this is an idea he develops over an entire paragraph, it is clear this concept is central to his piece. • Through my analysis of the figurative meaning of "iron string", I have also determined that Emerson believes the heart should be strong and steadfast. • It seems like Emerson is asserting another main idea here, namely that a key to self-reliance is strength. • Again, I do not think Emerson means physical strength, so a better main idea would be that self-reliance means being strong in mind and standing by one's beliefs and opinions. • Lastly, I learned that Emerson used examples of children possessing self-reliance. • I analyzed this example and came to the conclusion that Emerson is communicating that self-reliance is a characteristic that comes naturally to children because they are untouched by the opinions of society. • Therefore, I think the central idea of this section of the essay is that a key to possessing self-reliance is to ignore the opinions of society and follow one's own ideas in order to be independent.

<p>2) Create a visual to show how these ideas interact in the text.</p>	<pre> graph TD A["= Overarching Central Idea"] B["3. Once he has made it clear that self-resilience means self-trust and strength, he presents the example of youth to show that a key to self-reliance is the ability to ignore the opinions of others."] C["2. After asserting the need to trust oneself, he takes this further by saying the heart needs to be strong. He communicates that man needs not only to be resilient, but steadfast in his beliefs, as well."] D["1. Emerson establishes that the individual learns this resilience through taking risks and growing from his or her mistakes and this will enable him learn to trust him or herself in the future."] D --> C C --> B B --- A C --- A D --- A </pre>
<p>3) Ask yourself, "How do these ideas interact to create the overarching central idea?"</p>	<ul style="list-style-type: none"> • What do these main points have in common? • Taking risks is about confidence, an iron heart implies strength, and the youth examples argue a need for independence. All of these put emphasis on the individual, saying that one needs to trust him or herself and be willing to stand up for his or her beliefs. • Emerson combines examples about risk taking, confidence, and strength to communicate that the individual must rely on himself and not be swayed by the opinions or beliefs of others and society.

Extension and practice

- For students struggling with writing a summary of Emerson’s argument, provide a graphic organizer in which the students can write evidence from the previous three questions. They can highlight words and ideas in common; this will allow students to see the author’s main ideas.
- For students seeking an extension, provide them with back ground on Transcendentalism and ask them to explain how this piece supports the major tenants of that ideology.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

See more examples of how to teach (name skill and standard)

Objective: (Lesson objective goes here)

- 1) Re-read the text and ask, “What are the central ideas of the text?”
- 2) Create a visual to show how these ideas interact in the text.
- 3) Ask yourself, “How do these ideas interact to create the overarching central idea?”

<https://ctdreamteam.learnzillion.com/lessons/2083-determine-a-texts-central-idea-by-analyzing-the-authors-claims>