

Name: _____ . Period: _____

Realism & *A Doll's House*

Introduction & Anticipation Guide

Realism Introduction: Textbook Pages 934 – 939

1. What did Realists want their art to show?

1 pnt

2. Give an example of a present day book, movie, song, or poem that would fall under Realism. Explain how your example is considered Realistic.

2 pnts

3. What was an invention from the Industrial Revolution that would help realist artists show everyday life accurately? Explain your answer.

2 pnts

4. What 2 things were Realism reacting to?

2 pnts

5. The Industrial Revolution brought great advances to society, but had a dark side. What is an example of the dark side of these advances? Explain your answer.

2 pnts

6. What is imperialism?

1 pnt

7. What was a successful reform effort that affected children

1 pnt

2 pnts

8. What are the implications of having a free public education? Explain your answer.

2 pnts

9. What did realist writers rebel against? What did the short story form mean to capture?

1 pnt

10. Why did Karl Marx and Friedrich Engels write the Communist Manifesto?

Anticipation Guide: The following ideas and concepts are all conveyed in Henrik Ibsen's *A Doll's House*. We should think about and discuss these ideas and concepts before we read *A Doll's House* so that we have an understanding of what the author is trying to convey in his work.

Defining Concepts: Use complete sentences to answer each question below in your own words. Give at least one reason or example to support you point. **Answers must be at least 3 sentences.**

1. **In your own words, what is Love?** List all of the different types of love that you can think of or have observed through books, movies, or life experiences. Provide an explanation illustrating what connects all of the different types of love.

3 pnts

2. **In your own words, what is Individuality?** Provide a specific example to accompany your explanation. Also, explain if you think it is possible to be maintain individuality in a relationship?

3 pnts

3. **In your own words, what is Social Status?** Explain is one positive implication and one negative implication for upholding social status.

3 pnts

4. In your own words, what is Authenticity? What is the difference between authenticity and appearance? Provide a specific example to support your point.

3 pnts

Contemplating Situations: Use complete sentences to answer each question below in your own words. Give at least one reason or example to support you point. **Answers must be at least 2 sentences.**

5. What role does money play in marriage?

2 pnts

6. What is the most important component to a healthy relationship? Explain your answer.

2 pnts

7. What makes a person a good parent? Give at least 2 detailed reasons to support your point.

2 pnts

Controversial Topics: Choose a side and support your stance! Use complete sentences to answer each question below in your own words. Give at least one reason or example to support you point. **Answers must be at least 4 sentences.**

8. You should be in love to get married.

4 pnts

9. You should sacrifice some of your individuality in order to maintain a healthy relationship.

4 pnts

10. A mother should sacrifice things in their life to accommodate their family.

4 pnts

11. It is ok to lie to someone in order to protect them.

4 pnts

12. Social status should be a way people measure success in their lives.

4 pnts

Anticipation Questions – Class Activity - Group Activity #1

Pre-Activity – Thinking MAP: As a class, define *point of view*, *assumptions*, and *implications* (**Circle Map**) before students start the activity so that they understand the terminology that goes into critical thinking.

Activity #1

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 will 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?

Anticipation Questions – Class Activity - Group Activity #2

Activity #2

Before passing out the Anticipation Guide, have class make Thinking Maps for some of the topics from the Anticipation Guide. Have one group make a Circle Map for defining concepts; Flow Map for causes and effects of an idea or concept; Bubble Map to describe emotions, situations, nouns; Double Bubble Map to compare and contrast two ideas or nouns; Tree Map to categorize ideas or break up a topic into multiple categories; Bridge Map to see analogies that relate to an idea or concept.

Divide the class into 4 groups. Have each group make a Thinking Map that applies to a topic from the Anticipation Guide. Give each group a specific color of markers to represent their group. Give each group 7 – 10 minutes for come up with ideas and get the base from their map using the color of their group. Once time is up groups rotate clockwise to the next map and use their group's color to add to the new map. This process should continue until each group has had a chance to look at and add information to each map.

Once groups get back to their original map they should look over what has been added to it and identify the top 5 examples that they feel expresses the topic the best. Hang up the Thinking Maps the next day to help students with their Anticipation Guides.

Critical Thinking Terms

Point of View: A particular way of looking at life or a situation in life.

Assumption: It's an idea that has not been proven to be true. An underlying idea that has to be true in order for a POV to be true.

Implication: A result of an action. A possible effect that could follow from a line of thought.

Facticity: The facts that make up a person's being in the world.

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- Can you clarify your point? – Give more details to illustrate and show what you mean. Provide different examples to express and convey your ideas.
- What assumptions is your POV based on? – The ideas that must be true in order for your POV to be correct. Are the assumptions fair? Why might someone not accept those assumptions?
- What are the implications for your POV? – The effect or result of your POV if it was applied to life. What is one negative and one positive implication to your POV?
- Did you consider any other POV? – What is another way to view the issue? How would someone with an opposing POV look at the topic? How would someone with different facticity view it?

“I don't know” Questions

- What do you need to know in order to figure it out?
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