

<b>Stage 1 Desired Results</b>			
<b>ESTABLISHED GOALS</b> Nature at Work: In this unit, students will explore the beauty, power, and mystery of nature.	<b>Transfer</b>		
	<i>Students will be able to independently use their learning to...understand that Nature appears in literature as a calming, comfortable entity, and as a fierce opponent.</i>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>                      Henry David Thoreau’s ideas about human’s relationship with nature and that of other authors.                 </td> <td style="width: 50%; vertical-align: top;"> <b>ESSENTIAL QUESTIONS</b>                      Where is your Walden?                      How is Nature portrayed in the variety of stories we have read in Nature at Work?                 </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> Henry David Thoreau’s ideas about human’s relationship with nature and that of other authors.	<b>ESSENTIAL QUESTIONS</b> Where is your Walden? How is Nature portrayed in the variety of stories we have read in Nature at Work?
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> Henry David Thoreau’s ideas about human’s relationship with nature and that of other authors.	<b>ESSENTIAL QUESTIONS</b> Where is your Walden? How is Nature portrayed in the variety of stories we have read in Nature at Work?	
<b>Acquisition</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Students will know...</i>                      Who Henry David Thoreau was and his place in the literary canon.                 </td> <td style="width: 50%; vertical-align: top;"> <i>Students will be skilled at...</i>                      Noticing the authors’ relationships with Nature as we go through our unit.                 </td> </tr> </table>	<i>Students will know...</i> Who Henry David Thoreau was and his place in the literary canon.	<i>Students will be skilled at...</i> Noticing the authors’ relationships with Nature as we go through our unit.	
<i>Students will know...</i> Who Henry David Thoreau was and his place in the literary canon.	<i>Students will be skilled at...</i> Noticing the authors’ relationships with Nature as we go through our unit.		
<b>Stage 2 - Evidence</b>			
Standards Assessed	Assessment Evidence		
Write narratives. Produce clear and coherent writing. Develop and strengthen writing. Participate in class discussions.	<b>PERFORMANCE TASK(S):</b> Students will write a memoir about a natural setting that is meaningful to them. Students will participate in class discussion about Thoreau Quotations.		
<b>Stage 3 – Learning Plan</b>			
<i>Three lessons involving Thoreau that tie into our unit Nature at Work</i>			
<i>Lesson 1 Quotations</i>			
<i>Start by asking students to do a quickwrite: Have you ever broken a rule at home or at school because you thought the rule was unfair? If so, why? If not, why not?</i>			
<i>Intro by watching video from PBSmediaworks.org, “Henry David Thoreau/Author, Philosopher, and Abolitionist”</i>			

After viewing, pass out quotes, one to each group of 4.

1. *"It would be better if there were but one inhabitant to a square mile, as where I live."* Walden
2. *"How can a person feel lonelier among people than when alone?"* Walking
3. *"Many a poor sore-eyed student that I have heard of would grow faster, both intellectually and physically, if, instead of sitting up so very late, he honestly slumbered a fool's allowance."* Walden
4. *"Hope and the future for me are not in the lawns and cultivated fields, not in the towns or cities, but in the impervious and quaking swamps."* Walden

Before giving directions for the jigsaw quotation activity, post on the board the following Thoreau quote: *"The mass of men lead lives of quiet desperation."* Dissect that as a whole group and discuss so kids have an example. What does it mean? Do you agree, etc...

Each group of 4 should become an "expert" on their quote. They should translate it into common language as needed for class.

Exit ticket: *What is the difference between wildness and wilderness? (This will set them up for next lesson.)*

#### Lesson 2

After having reviewed the exit tickets, show this quote from Walden on the board:

*"Life consists with wildness. The most alive is the wildest not yet subdued to man. Its presence refreshes him."* Have a discussion about the difference between wildness and wilderness.

We will then take our journals and walk behind the school to the riverbank of the Ossipee River. Spend 20 minutes journaling about what they see, hear, smell, etc. We will do that each day for 3 days. They will pass in an edited journal entry through Google Classroom. This will be in practice for their Nature Memoir.

#### Lesson 3

#### Nature Memoir

After having read a Memoir by Eddie Harris from *Mississippi Solo*, The short story by Naomi Shihab, *"Allied with Green"*, *"Big Rocks Balancing*

*Acts” by Douglas Fox, and the poem “Sleeping in the Forest” by Mary Oliver, students should be ready to write their memoirs.*

*Students will have read about the strong and emotional connections people like Henry David Thoreau have with elements of nature. In particular, they should consider the experience that Eddy Harris recounts in Mississippi Solo. Students should think about their own connections with nature and write a memoir about a natural setting that is meaningful to them.*

*Memoir—a story that describes a memorable experience or time period in someone’s life. They should consider how the natural setting is important to them. They should determine whether they have a story to tell about themselves and the setting. Identify feelings they have about the setting. They need to think about how the natural setting changed feelings or ideas. Lastly, they should specify the most important idea they want the reader to know.*

*Establish a plan:*

*What details do I remember?*

*What does the experience reveal about me?*

*Why would reading about this experience be interesting to others?*

*Organize ideas:*

*Setting:*

*Events:*

*Sensory details:*

*Emotions, feelings, etc.:*

*Conclusion:*

*Brainstorm images:*

*Vivid colors*

*Specific sounds*

*Scents, taste, tactile feelings*

*Consider your purpose and audience:*

*What would you like the teacher and your classmates to understand about your experience?*

*Choose your presentation:*

*Present your memoir as a story that you recount aloud to your class.*

*Post your memoir as a blog entry on the classroom webpage.*

*Dramatize your memoir as a one-person performance.*