

Henry Thoreau: Hearing that Different Drummer

Henry Builds a Cabin

Stage 1: Purpose

<p>Essential Question <i>What big question or problem will drive student inquiry and action throughout the project?</i></p>	<p><i>How might we hear that different drummer? How can students learn from Henry Thoreau? How can students live simply? How can living this way impact the Earth and Sustainable Development Goals?</i></p>
<p>Enduring Understanding <i>How will your students still be impacted by this unit in 20 years?</i></p>	<p>“I went to the woods because I wished to live deliberately..” “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away.” “I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.” “I would rather sit on a pumpkin, and have it all to myself, than be crowded on a velvet cushion.” “As you simplify your life, the laws of the universe will be simpler; solitude will not be solitude, poverty will not be poverty, nor weakness weakness.” “What is the use of a house if you haven't got a tolerable planet to put it on?” “I had three chairs in my house; one for solitude, two for friendship, three for society.”</p>
<p>Standards</p>	<p>Sustainable Development Goals 12 Responsible Consumption and Production 13 Climate Action 15 Life on Land Grade 3 SOLs: 3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include a) human activity affects the quality of air, water, and habitats;</p>

<p>Learning Objectives <i>What will students know, feel, and be able to do as a result of this unit?</i></p>	<p>Students will be able to reflect on the size of Henry’s cabin and the objects in Henry’s cabin to that of their home and homes around the world. Students will question the impact that using resources for homes and objects have on the Earth.</p>
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Stage 2: Assessment

<p>Performance Assessment <i>What will students create or accomplish?</i></p>	<p>Students will create a cabin. Students will decide on what objects they want in that cabin.</p>
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Stage 3: Timeline

<p>Timeline</p> <ul style="list-style-type: none"> • <i>What are the major milestones of the project?</i> • <i>When will formative pieces be completed?</i> 	<p>Students will investigate Henry’s cabin. Students will compare Henry’s cabin size to size of current homes in America. Students will learn about homes around the world and the size of these homes. Students will learn about Sustainable Development Goals and compare the impact that homes around the world have of today to that of Henry’s cabin. Students will also compare the objects that Henry had in his cabin to objects that they have in their home. Students will compare objects that they have with objects that children have around the world. What is the environmental impact these items have? Students will decide what objects they want in their cabins. Students will construct a model home by using various materials from the Makerspace (Lincoln Logs, Legos, recycled material). Each home cannot be more than 10 inches by 15 inches. Will the objects fit in the home?</p>
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Launch Activity

How will you introduce this project to students?

This project will be introduced to students by reading Henry Builds a Cabin. Students will then see pictures of Henry's cabin. Students will have a chance to visually see the size of his cabin as 10 feet by 15 feet long will be taped onto the floor.

Henry Thoreau: Hearing that Different Drummer
Henry Hikes to Fitchburg
Grade 3
Stage 1: Purpose

<p>Essential Question <i>What big question or problem will drive student inquiry and action throughout the project?</i></p>	<p><i>How might we hear that different drummer? How can students learn from Henry Thoreau? How can students live simply? How can living this way impact the Earth and Sustainable Development Goals?</i></p>
<p>Enduring Understanding <i>How will your students still be impacted by this unit in 20 years?</i></p>	<p>“I went to the woods because I wished to live deliberately..” “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away.” “I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.” “I would rather sit on a pumpkin, and have it all to myself, than be crowded on a velvet cushion.”</p>
<p>Standards</p> <ul style="list-style-type: none"> • Leadership Habits • CCSS • WIDA • SS • Next Gen 	<p>Sustainable Development Goals</p> <p>12 Responsible Consumption and Production 13 Climate Action 15 Life on Land</p> <p>Grade 3 SOLs: 3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include</p> <p style="padding-left: 40px;">a) human activity affects the quality of air, water, and habitats;</p>

<p>Learning Objectives <i>What will students know, feel, and be able to do as a result of this unit?</i></p>	<p>Students will have an understanding of Henry Thoreau and his choice to walk. Students will have an understanding of our transportation choices locally and around the world and how these choices impact the Earth. Students will have an understanding of nature that they can observe in the courtyard.</p>
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Stage 2: Assessment

<p>Performance Assessment <i>What will students create or accomplish?</i></p>	<p>Students will document with drawings or writings, nature observations.</p>
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Stage 3: Timeline

<p>Timeline</p> <ul style="list-style-type: none"> • <i>What are the major milestones of the project?</i> • <i>When will formative pieces be completed?</i> 	<p>Students will understand how Henry got to Fitchburg and the nature that observed along the way. Students will compare how they travel to school and how Henry traveled. Students will be exposed to ways students around the world travel to school. How does your choice of transportation impact the Earth? Students will sit in the courtyard in a hula hoop and observe nature around them as Henry did on his walk. Students will record observations by drawing or writing. Students will share these observations.</p>
<p>Launch Activity <i>How will you introduce this project to students?</i></p>	<p>I will read Henry Hikes to Fitchburg. Students will see the form of transportation that Henry took (walking). I will read the Way to School to students. Students will compare how Henry got to Fitchburg to how they got to school.</p>

Resources

What texts, videos, images, etc. will students engage with as part of their learning?

Henry Hikes to Fitchburg by D.B. Johnson
The Way to School by Rosemary McCarney
Hulahoops