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Curriculum Unit

NEH Landmarks Living Deliberately

7/2019

STUDENT BACKGROUND: Teaching middle school students with disabilities poses unique opportunities and challenges. Specific approaches are employed to assist a wide variance of student abilities with NYC D75 population in mind. The reader may not be familiar with these populations and teacher to student ratios but none the less the following should be discernible.

THREAD 2: Hearing that Different Drummer

Lesson Plan #1, Tracing the “different drummer” passage, Jeffrey S. Cramer (Curator of Collections)

AIM: What is the main idea of the displayed time-line?

OBJECTIVE: Students will identify the main idea of the time-line.

PROCEDURE:

Teacher: “Jeffrey Cramer the curator of collections at the Thoreau Institute has compiled these many drafts (edits) of Thoreau’s famous ‘different drummer’ passage. Time permitting we will be speaking to Mr. Cramer via Skype.”

a. Displayed on the smart board is a LARGE visual time-line horizontally aligning the quotes Mr. Cramer has compiled to the year they were written. Also, one hard copy of each passage sits with groups for reference sake.

b. Students sit in pairs with their writing partners:

7 groups utilizing the “jig-saw” method of analyzing each dated passage. Assigned groups will read the dated entry and use group discussion to communicatively determine what the author is conveying. Next, students record their responses in their writing notebooks. Finally, pairs will stand in front of the promethean board at their time- line passage to “share out” their findings to the class.

Exit Ticket:

a. teacher plays Dizzy Gillespie “Don’t try to keep up with the Jones” (beginning of song to marker 1:10)<https://www.youtube.com/watch?v=PKOIUuDF40g>

b. students read the lyrics on ticket while the song plays...

ASSESSMENT/HW: On the back of exit ticket students answer:

What is the main idea of the song? Make a connection to today’s lesson.
Respond in 4 complete sentences.

DEEPEN YOUR THINKING (Essential Questions): What does Cramer’s compilation of H.D.T. reveal about the writing process? Why would Cramer present this to his audience?

MATERIALS: Promethean board, writing response journals, pens/pencils, Exit Tickets with lyrics, HW

THREAD 2: Hearing that Different Drummer, Lesson Plan #2

AIM: Is your teacher a “different drummer?”

OBJECTIVE: Using the power of observation, students will take notes on two drummers.

PROCEDURE: a.) Students are seated in pairs; a Venn Diagram (VD) is distributed to each student; Students also have one-to-one ipad technology and headphones

b.) Students watch one video while taking notes on VD:

<https://www.youtube.com/watch?v=eAuAY4HUIww>

c.) Turn & Talk: tell your partner what you observed/noted; listening partner adds any new observation to his/her VD.

d.) Students watch the second video and make additional notes on VD:

<https://www.youtube.com/watch?v=CTqcLq945rE>

e.) Turn & Talk: switch partners, repeat step c.

ASSESSMENT, Exit Ticket: Tweet about it, don't forget a #hashtag:

Today I learned.../I don't understand.../I can connect to yesterday's lesson by...

#GilgoffDifferentDrummer!

DEEPEN YOUR THINKING (Essential Questions)

What do different approaches to music making allow for?

Why is editing an essential part of writing?

MATERIALS: head phones, ipads, Ven Diagrams, pens/pencils, exit tickets

THREAD 2: Hearing that Different Drummer, LP #3

AIM: How can I discern the “Different Drummer” concept in writings other than Walden?

OBJECTIVE: Students will connect to the unit by analyzing this passage displayed on promethean board:

“...I might pursue some path however solitary and narrow and crooked, in which I could walk with love and reverence. Wherever a man separates from the multitude, and goes his own way in this mood, there indeed is a fork in the road...His solitary path across lots will turn out the higher way of the two.”

-H.D. Thoreau, “Life without Principle” (Portable, 640-641)

PROCEDURE: 640-641

- a. students reform pairs with writing partners from lesson 1 of this thread
- b. Teacher: “Does this passage resemble the ‘Different Drummer’ passage?”
- c. In writing notebooks students will make a connection in 3-4 complete sentences with the following prompt:

How is this passage similar to the “Different Drummer” passage we began the unit with?

- d. Pair share: partners share their response with each other

ASSESSMENT, Exit Ticket: Tweet about it, don’t forget a #hashtag:

Today I learned.../I don’t understand.../I can connect to yesterday’s lesson by...

#GilgoffDifferentDrummer!

HW: Respond to this prompt in your writing notebook:

Which of your favorite artists (musical, visual, performing or written) follow the ‘different drummer’ concept? In what way do they adhere to this concept? Write 3-4 complete sentences.

DEEPEN YOUR THINKING (Essential Questions) What is difficult about being different? What can be gained? MATERIALS: Promethean board, writing notebooks, pens, exit tickets

THREAD 1: Being awake, aware, and alive; Lesson Plan #4

AIM: Was H.D. Thoreau “woke?”

OBJECTIVE: Students will identify words from H.D. Thoreau that reveal his feeling for news and politics.

PROCEDURE: Explanation- connecting with modern students is often accomplished through language. Slang has always been part and parcel of young people’s vernacular and one term currently in vogue is “woke,” with the accompanying acronym WAF (‘woke as fuck’) as accompaniment. This refers to a person’s ability to recognize truth in a world awash with deception. Commonly this deception is seen playing out on the political stage. Students tend to get sucked into the “Trump Vacuum” as they mirror adults reactions to the president. (“I have not got to answer for having read a single President’s Message” Portable, 653)

a. With passages in front of them students will underline negative connoted words with red pencil and positive connoted words with green, teacher will model on Promethean board where the following we be displayed:

“We may well be ashamed to tell what things we have read or heard in our day...The news we hear, for the most part, is not news to our genius. It is the stalest repetition...and hence a parasitic growth. We should wash ourselves clean of such news.” H.D. Thoreau (“Life Without Principle” Portable, 646)

b. Pair share results with partner

ASSESSMENT, Exit Ticket: Tweet about it, don’t forget a #hashtag:

H.D.T. was woke because.../H.D.T. was not woke because.../I can connect to yesterday’s lesson by...

#GilgoffDifferentDrummer!

HW: “Read not the Times. Read the Eternities” –H.D. Thoreau (Life Without Principle; Portable, 649)
What does this reveal about H.D.T.’s feeling about the News? Write 2-4 sentences

DEEPEN YOUR THINKING (Essential Questions): What aspects of nature can we consider the “eternities?”

MATERIALS: Promethean board, H.D.T. passages, writing notebooks, pens, exit tickets

THREAD 1: Being awake, aware, and alive; Lesson Plan #5

AIM: Are you “aware” of the cost of living?

OBJECTIVE: Students will make an account for their weekly living expenses: “I give the details of my house expense because very few are able to tell exactly what their houses cost, and fewer still, if any, the separate cost of the various materials which compose them.” H.D. Thoreau, Walden (Portable, 303)

PROCEDURE: Hook: Students watch “Gournal (Journal + Girl = Gournal) Scene” from “Wet Hot American Summer.” (0:28 – 0:50) <https://www.youtube.com/watch?v=7oZgCaplvtQ>

Borrowing from James Finely’s lecture and packet “Teaching Walden,” students will set up an expenditures/cost worksheet in their writing journals. Daily, for one week, they will ask their guardian: “What were your household expenditures today? What was the cost of food, clothes, rent etc. ?”

Expenditures:	Cost:
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ASSESSMENT, Exit Ticket: Tweet about it, don’t forget a #hashtag:

I was surprised a the expense of.../I learned.../Living is more (less) expensive than I thought...

#GilgoffDifferentDrummer!

HW: Daily, for one week, they will ask their guardian: “What were your household expenditures today?”

DEEPEN YOUR THINKING (Essential Questions): At the end of the week students will complete a Finley Reflection by first identifying 3 to 4 line-items (an expenditure and its cost) to write about. Describe your reaction to these items in 3-4 short paragraphs, one paragraph per line item.

MATERIALS: Promethean board, H.D.T. passages, writing notebooks, pens, exit tickets

THREAD 5: Living in Nature; LP #6

AIM: Was Walden Pond a unique phenomenon of nature?

OBJECTIVE: Students will understand Walden Pond as both a “common” area and a commonly occurring Kettle Pond.



PROCEDURE:

- a. Teacher introduces author and professor of geology, Robert Thorson to students through personal pictures and “Sherpa” narrative.
- b. Teacher explains the geological formation of ‘kettle ponds’ – (an inward and downward conical collapse around glacial ice resulting in a wet depression in the form of a pond) and why Walden Pond is one example of thousands that exist across the country (At least 50,000 from Nantucket to Great Falls Montana).
- c. Class is divided into 4 groups. Groups work together using Google Earth to take a “virtual” tour of Walden. Each group locates their assigned area following Mr. Thorson’s The Guide to Walden Pond: 1.) Northeast 2.) Northwest 3.) Southwest 4.) Southeast
(Teacher has prepared copied handouts reprinted with author’s permission from guide book)
- d. Students share out geographical name and geological significance of their area of Walden by assembling:
 1. What are 3 geological features of your area?
 2. What role did this area play in Thoreau’s life?
 3. Name 2 differences between “our world” and “Thoreau’s world.”
- e. Teacher leads class discussion on location of “personal Walden”

ASSESSMENT: Share Out

HW: Students write a cohesive 5 sentence paragraph from the information gathered in section ‘d.’

DEEPEN YOUR THINKING (Essential Questions) MATERIALS: Promethean board, ipads, The Guide to Walden Pond, writing notebooks, pens

THREAD 4 Living in Society; LP #7 & #8

AIM: How has H.D.T. influenced society?

OBJECTIVE: Students will discover the social movements that H.D.T. had an effect on in his time and beyond.

PROCEDURE: TEACHER: “ This research project will conclude our study on H.D. Thoreau. 3 days will be allotted for student research and development on one of the topics listed in section ‘b’ below. Students use ipads and research material table to assemble essays.

Students will be assessed through an essay assignment listed in section ‘c’ and in an oral presentation in section ‘d.’

a. Teacher plays:

Charles Ives “Piano Sonata no. 2 Concord Mass 1840-1860; Movement iii The Alcotts” as students enter class

b. Students pick one to research:

i. Thoreau (1817) and slavery

i. Tolstoy (1828)

iii. Gandhi (1869)

iv. Charles Ives (1874)

v. M.L.K. (1929)

c.) Essay Assignment (ASSESSMENT)

ESSAY RUBRIC	1	2	3
H.D.T. Influence?			
-3 pieces of evidence -sources cited			
5 Paragraphs			

d.) Oral Presentation (ASSESSMENT)

ORAL RUBRIC	1	2	3
Speak Loud & Clear			

Make Eye Contact with Class			
Presentation is 2-4 minutes in length			

e.) Research Table (the following materials are made available for students):

~Notes transcribed from Dr. Sandra Petrulionis @ Concord Museum on 7/25/19

~Essential writings from H.D. Thoreau, Tolstoy, Gandhi & M.L.K

~ Background on the "Concord Sonata"

http://www.musicweb-international.com/lves/WK_Piano_Sonata_2.htm

Essays before a Sonata : <https://www.gutenberg.org/files/3673/3673-h/3673-h.htm>

HW: Students spend each night of essay assignment editing or adding to their essays.

DEEPEN YOUR THINKING (Essential Questions) Did H.D. Thoreau influence society? In what ways?

MATERIALS: Promethean board, ipads, previous lesson handouts, writing notebooks, pens, research table materials