Unit-A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “Thoreau as my Teacher”
Thread- “Living in Society”

**TASK 1. PLANNING INSTRUCTION & ASSESSMENT**

Curriculum Framework Standard(s)

**Standard RI 1**- Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Standard RI 3**- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Standard SL 2**- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Standard SL W 9**- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.

Essential Question- What would Henry teach? Students are aware that Thoreau served for a brief period as a schoolteacher; based on what we know of his beliefs from the selections we’ve read in class, what might a Thoreau lesson plan look like?

Content Objective- Students will be able to design a formatted lesson plan with at least two content objectives and two language objectives; lesson plan will also draw on at least three Thoreau quotes that validate the student-designed lesson activities and reinforce his philosophies.

Language Objectives- 1) Students will be able to explain the terms *Inducement, Coutnenance, and Alacrity* 2) Students will be able to use these terms in context in an open response as detailed in the content objective 3) Students will be able to use text features to determine importance of terms.

Prerequisite skills, concepts, and academic language needed for the learning activities
-Modeling, deep reading, analysis, contemplation, comparison/contrast, analogy, provision of textual evidence and/or examples

Materials and Resources (including colleagues, families and community)
- McDougal-Littell *The Language of Literature* textbook, American Literature volume
- Google Chrome Cart
- Internet access

Appropriate technology and media
- NoodleTools Express for citation creation
- Google Docs/Classroom
- The OWL for MLA referencing

Accommodations for integrating students with disabilities into general education classrooms.

- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

**TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

Activities for:

**Beginning the lesson.**
- Frame games (by Terry Stickels) warmup (brain teaser verbal/phrase-vocabulary puzzles, preferably related to Transcendentalist themes)
- Review of a basic lesson plan format and explanation of each section’s expectations and requirements

**Carrying out the lesson.**
- Students will brainstorm lesson ideas based on chosen Thoreau quotes; this can work either way in design, a quote turned into an activity or an activity that a quote is then matched to.
- Students will begin filling in blank lesson plan template with their ideas and quotes to support their relevance to “Thoreauvian” philosophy.

**Extending and completing the lesson.**
- Students will complete the final drafts of their lesson plans during the following day’s agenda; optional for extra credit, students will be given the opportunity to implement their lessons during a future class period.

**Evaluating Student Learning** (what will you look for in students’ responses/actions that will show you the objective has been mastered)
- Formative assessment: brainstorming notes
- Summative assessment: Lesson plan final draft
- Formative assessment: student use of language objective words for lesson

**TASK 3. ASSESSING STUDENT LEARNING**

Formal and informal assessments

<table>
<thead>
<tr>
<th>Lesson Objective</th>
<th>Assessment Tool – the assessment tool you will use in order to find out whether students have achieved the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorming lesson activity ideas and relevant Thoreau quotes</td>
<td>1. Student notebooks/journals</td>
</tr>
<tr>
<td>2. Complete filling in blank lesson plan template with activities, objectives, assessments, etc.</td>
<td>2. Rough and final drafts of said lesson plan</td>
</tr>
<tr>
<td>3. Using three language objective vocabulary words in context</td>
<td>3. Included in lesson plan language</td>
</tr>
</tbody>
</table>
Unit-A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “Thoreau and the News”
Thread- “Living in Society”

TASK 1. PLANNING INSTRUCTION & ASSESSMENT

Curriculum Framework Standard(s)

**Standard RI 1**- Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Standard RI 3**- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Standard W 2**- Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e) Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Essential Question- How would Henry David Thoreau feel about stories currently appearing in the news?
Framing Quote—“The penny-post is, commonly, an institution through which you seriously offer a man that penny for his thoughts which is so often safely offered in jest. And I am sure that I never read any memorable news in a newspaper.”

**Content Objective** - Students will be able to close-read current news stories for meaning and context in modern culture, and then provide relevant Thoreau quotes from *Walden* and “Civil Disobedience” in an open response that could provide insight into his probable commentary on said stories.

**Language Objectives** - 1) Students will be able to explain the terms *Expedient, Posterity, and Enterprise* 2) Students will be able to use these terms in context in an open response as detailed in the content objective 3) Students will be able to use text features to determine importance of terms.

Prerequisite skills, concepts, and academic language needed for the learning activities

- Modeling, deep reading, analysis, contemplation, comparison/contrast, analogy, provision of textual evidence and/or examples

**Materials and Resources (including colleagues, families and community)**

- McDougal-Littell *The Language of Literature* textbook, American Literature volume
- Google Chrome Cart
- Internet access

**Appropriate technology and media**
- NoodleTools Express for citation creation
- Google Docs/Classroom
- The OWL for MLA referencing
- Newsela.com account

Accommodations for integrating students with disabilities into general education classrooms.

- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

**TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

**Activities for:**

**Beginning the lesson.**
- Frame games (by Terry Stickels) warmup (brain teaser verbal/phrase-vocabulary puzzles, preferably related to Transcendentalist themes)
Scanning of top news stories of the day on Google News

Carrying out the lesson.
- Students will log in to Newsela.com and choose current news topics available about which they will read using the site’s platform
- Upon completion, students will take site provided quiz to determine comprehension and inference
- Students will then respond in open response format to their chosen articles by projecting what Thoreau may have said about the content based on his commentary in *Walden* and “Civil Disobedience”

Extending and completing the lesson.
- The class will have a Socratic seminar in a follow up class session to defend their suppositions about Thoreau’s feelings about their chosen news stories

Evaluating Student Learning (what will you look for in students’ responses/actions that will show you the objective has been mastered)
- Formative assessment: Newsela.com quiz
- Summative assessment: Thoreau open response
- Formative assessment: follow up discussion(s)

**TASK 3. ASSESSING STUDENT LEARNING**

Formal and informal assessments

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<th>Lesson Objective</th>
<th>Assessment Tool – the assessment tool you will use in order to find out whether students have achieved the objective</th>
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<tbody>
<tr>
<td>1. Deep reading of news article</td>
<td>1. Site provided quiz</td>
</tr>
<tr>
<td>2. Projecting Thoreau’s opinion about topic based on connection of relevant quotes from class reading selections</td>
<td>2. Open response</td>
</tr>
<tr>
<td>3. Using three language objective vocabulary words in context</td>
<td>3. Open response and/or follow up discussion</td>
</tr>
</tbody>
</table>
Unit- A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “Thoreau GeoCache”
Thread- “Living in Nature”

TASK 1. PLANNING INSTRUCTION & ASSESSMENT

Curriculum Framework Standard(s)

Standard RCA-H 2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Standard RCA-H 6- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Standard RCA-H 8- Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Essential Question- By closely observing different aspects of the natural world like Thoreau did, what can we learn about ourselves?

Content Objective-
1. To define what geocaching consists of and the basics of how to perform it
2. To locate teacher placed geocaches of Walden quotes.
3. To analyze quotes and determine their relevance to their personal lives
4. To provide accurate summaries of the quotes’ meanings and their metaphorical importance

Language Objectives- 1) Students will be able to explain the terms Geocaching, Sojourn, and Encumbrance  2) Students will be able to use these terms in open responses 3) Students will be able to use text features to determine importance of terms.

Prerequisite skills, concepts, and academic language needed for the learning activities
-Compare/contrast, essential questions, synthesis of ideas, group presenting, sharing of responsibilities

Materials and Resources
- SmartBoard
- McDougal-Littell *The Language of Literature* textbook, American Literature volume
- Google Chrome Cart
- Internet access
- Writing utensils
- Student notebook
- Smart Phones

Appropriate technology and media
- GeoCaching by Groundspeak, Inc. app ([https://www.geocaching.com/play](https://www.geocaching.com/play))
- Google Docs/Classroom

Accommodations for integrating students with disabilities into general education classrooms.
- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

**TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

**Activities for:**

**Beginning the lesson.**
- Frame games (by Terry Stickels) warm up (brain teaser verbal/phrase-vocabulary puzzles, preferably related to Transcendentalist themes)
- Brief introduction to GeoCaching including formative assessment quiz ([https://guides.lib.campbell.edu/geocaching](https://guides.lib.campbell.edu/geocaching))

**Carrying out the lesson.**
- Students will be brought outside, weather permitting, after having loaded the GeoCaching app; they will use said app to locate geocaches that contain Walden quotes specific to the location where the geocache is hidden (trees, bushes, streams, fields, etc., depending on the geography available)
- They will work in small groups to analyze the significance of the located quotes, and how they might be relevant to life in general

**Extending and completing the lesson.**
- A brief, class-wide discussion can be held once back inside about how we used technology in a way that got us moving into nature, much in line with Thoreau’s philosophy of using tools but not letting the tools use us. After that, students will complete an open response test in which they will formalize their analysis of the presented quotes

**Evaluating Student Learning** (what will you look for in students’ responses/actions that will show you the objective has been mastered)
- Summative assessment in the form of open response test
- Formative assessment on use of geocaching tool(s) to locate quotes
Formative assessment based on whole class discussion
- Formative assessment based on small group quote analysis

**TASK 3. ASSESSING STUDENT LEARNING**

Formal and informal assessments

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<td>1. To define what geocaching consists of and the basics of how to perform it</td>
<td>1. computer based website quiz</td>
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<tr>
<td>2. To locate teacher placed geocaches of Walden quotes</td>
<td>2. observation of ability to locate hidden caches</td>
</tr>
<tr>
<td>3. To analyze quotes and determine their relevance to their personal lives</td>
<td>3. whole class and small group discussions</td>
</tr>
<tr>
<td>4. To provide accurate summaries of the quotes’ meanings and their metaphorical importance</td>
<td>4. Open response test</td>
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Unit-A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “Mindfulness in Nature”
Thread- “Living in Nature”

TASK 1. PLANNING INSTRUCTION & ASSESSMENT

Curriculum Framework Standard(s)

Standard W 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard W 6- Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Standard W 2- Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Standard SL 2- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Question- “How does ‘being awake’ relate to studies of nature and people?

Content Objective- Students will be able to contribute to an online discussion forum about how acute observations of nature can be metaphorical for different aspects of life in an original post of their own and responses to at least two classmates’ posts.

Language Objectives-1) Students will be able to explain the terms Mindfulness, Solitude, and Serenity 2) Students will be able to use these terms in context in an online discussion forum as detailed in the content objective 3) Students will be able to use text features to determine importance of terms.

Prerequisite skills, concepts, and academic language needed for the learning activities

-Metaphor, deep reading, analysis, contemplation, comparison/contrast, analogy, provision of textual evidence and/or examples
Materials and Resources (including colleagues, families and community)

- BlackBoard discussion platform
- McDougal-Littell *The Language of Literature* textbook, American Literature volume
- Google Chrome Cart
- Internet access
- Writing utensils
- Student notebooks/journals

Appropriate technology and media
- Blackboard.com for online discussions
- Google Chromebooks
- Cameras if students choose to include photographic example(s) of their observations

Accommodations for integrating students with disabilities into general education classrooms.

- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

**TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

**Activities for:**

**Beginning the lesson.**
- Frame game (by Terry Stickels) warmup (brain teaser verbal/phrase-vocabulary puzzles, preferably related to Transcendentalist themes)
- Reviewing homework assigned from previous day instructing students to make notes of observations in nature (yard, parks, on the bus ride home, etc.) and to think about what elements of life that might be represented in their observations based on the ongoing class reading/discussions of *Walden* and other Transcendentalist readings.

**Carrying out the lesson.**
- Student is required to create an initial post on a Blackboard thread that is at least 300 words long and includes quotes from *Walden* that student believes parallel personal observation(s) in some way
- Student is also required to respond to other student posts with at least 100 word responses

**Extending and completing the lesson.**
- When student initial posts and responses are completed, those who wish to do so can share out during class time (or next day) to further in-class discussion of topic.

**Evaluating Student Learning (what will you look for in students’ responses/actions that will show you the objective has been mastered)**
- Summative assessment in the form of 300 word minimum initial post
- Summative assessment of 100 word minimum response posts
- Summative assessment of incorporation of 3 language objective words into posts
- Formative assessment via in-class discussion(s) and student journals

**TASK 3. ASSESSING STUDENT LEARNING**

Formal and informal assessments

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<tr>
<td>1. Students will be able to contribute to an online discussion forum about how acute observations of nature can be metaphorical for different aspects of life in an original post of their own and responses to at least two classmates’ posts.</td>
<td>1. 300 word minimum initial post with at least one quote and 2 100 word minimum response posts</td>
</tr>
<tr>
<td>2. Students will be able to include new vocabulary (language objectives) in their posts</td>
<td>2. “</td>
</tr>
<tr>
<td>3. Students will be able to connect mindful observations of nature to quotes from Thoreau and determine what they are metaphors of</td>
<td>3. “</td>
</tr>
</tbody>
</table>
NAME: David P. Iverson

SUBJECT: College Prep English III

GRADE/GROUP: 11

Unit -A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “How do the Transcendentalists Speak to YOU?” (Essay)
Thread- “Hearing that Different Drummer”

TASK 1. PLANNING INSTRUCTION & ASSESSMENT

Curriculum Framework Standard(s)

Standard RI 1- Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Standard RI 3- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Standard W 2- Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   e) Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
   f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Essential Question- How are transcendentalist ideas still relevant today? How do transcendentalist ideas apply to you?
Content Objective- Students will be able to compose an expository essay about how the Transcendentalist notions of self reliance and nonconformity are still visible in modern American culture and how they apply to their own lives.

Language Objectives- 1) Students will be able to explain the terms Transcendentalism, Self-Reliance, and Nonconformity 2) Students will be able to use these terms in context in an expository essay as detailed in the content objective 3) Students will be able to use text features to determine importance of terms.

Prerequisite skills, concepts, and academic language needed for the learning activities
-Modeling, deep reading, analysis, contemplation, comparison/contrast, analogy, provision of textual evidence and/or examples

Materials and Resources (including colleagues, families and community)
-SmartBoard
- McDougal-Littell The Language of Literature textbook, American Literature volume
- Google Chrome Cart
- Internet access
- writing utensils
- student notebooks

Appropriate technology and media
- NoodleTools Express for citation creation
- Google Docs/Classroom
- The OWL for MLA referencing

Accommodations for integrating students with disabilities into general education classrooms.
- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING

Activities for:

Beginning the lesson.
- Frame game (by Terry Stickels) warmup (brain teaser verbal/phrase-vocabulary puzzles, preferably related to Transcendentalist themes)
- “Sentence Proofreads”- students will edit sentences displayed from Emerson’s “Self-Reliance” and Thoreau’s “Civil Disobedience” on Smart Board, making any grammatical corrections necessary
Carrying out the lesson.
- Guided rereading (using DRTA strategy) through building background sections in textbook of Emerson’s “Self-Reliance” and Thoreau’s “Civil Disobedience”
- Reviewing handouts and displayed material on expository writing techniques and research documentation (including MLA formatting and use of Noodle Tools for in-text quoting/bibliography.
- Brainstorming/prewriting, and preliminary drafting of essay, with inclusion of lesson’s language and content objectives

Extending and completing the lesson.
-(in previous class session) Poster boards will be provided which emphasize the categories of non-conformity, self reliance, importance of and connection to nature, individualism, simplicity, and living deliberately; these categories will be reviewed prior to assignment, each having been discussed in previous lessons as elements of Transcendentalism; the assignment will be to mine the excerpts read in class for textual examples of each of these elements. Students will write their chosen quotes on post it notes provided and adhere them to the appropriate poster board.

Evaluating Student Learning (what will you look for in students’ responses/actions that will show you the objective has been mastered)
- Summative assessment in the form of 5 page essay, including at least one citation and/or example from each of the reading selections we’ve covered, and a minimum of five new content based vocabulary terms covered in this unit
- An adherence to the class essay rubric (taken directly from CC informative writing rubric available on Turnitin.com)
- Formative assessment in the form of aforementioned poster board assignment
- Formative assessment via brainstorming notes in student notebooks for Transcendentalism topics

TASK 3. ASSESSING STUDENT LEARNING

Formal and informal assessments

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<th>Lesson Objective</th>
<th>Assessment Tool – the assessment tool you will use in order to find out whether students have achieved the objective</th>
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<tr>
<td>1. understand and utilize the six categories of transcendentalist ideas</td>
<td>1. Poster boards where students place exemplar quotes from each excerpt read in class</td>
</tr>
<tr>
<td>2. Students will be able to compose an expository essay about how the Transcendentalist notions of self reliance and nonconformity are still visible in modern American culture and how they apply to their own lives.</td>
<td>2. Student essay turned in on Google Docs through Google Classroom</td>
</tr>
<tr>
<td>3. Show a personal understanding of all discussed topics through brainstorming/prewriting exercise</td>
<td>3. Brainstorming/prewriting evidence in student notebooks</td>
</tr>
</tbody>
</table>
NAME: David P. Iverson

SUBJECT: College Prep English III

GRADE/GROUP: 11

Unit- A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “Blueprint for a Better Walden” (group project)
Thread- “Hearing that Different Drummer”

TASK 1. PLANNING INSTRUCTION & ASSESSMENT

Curriculum Framework Standard(s)

**Standard SL 4**- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Standard SL 5**- Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Standard W 9**- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.

Essential Question- How could you work together with others studying different trades here at school and develop a *Walden* themed business plan based on the Transcendentalist themes we’ve studied this term? *being used in a vocational/technical setting*

**Content Objective**- Students will produce a group presentation, developing a Transcendentalist themed business plan:
1. To develop a deeper understanding of the importance of creating harmony with nature.
2. The ability to show how your particular technical area of study can be applicable in establishing said harmony.
3. To demonstrate the use of the various new literary terminology and concepts covered in this unit.
4. To exemplify your creative writing skills, analytical prowess and the ability to work toward project development, completion, and demonstration.

**Language Objectives**- 1) Students will be able to explain the terms *Simplicity, Living Deliberately,* and *Individualism* 2) Students will be able to use these terms in context in a group presentation as detailed in the content objective 3) Students will be able to use text features to determine importance of terms.
Prerequisite skills, concepts, and academic language needed for the learning activities

- Compare/contrast, essential questions, synthesis of ideas, group presenting, sharing of responsibilities

Materials and Resources

- SmartBoard
- McDougal-Littell *The Language of Literature* textbook, American Literature volume
- Google Chrome Cart
- Internet access
- Writing utensils
- Student notebook
- Any other modes of presenting particular to group choice

Appropriate technology and media

- Noodle Tools Express for citation creation
- Google Docs/Classroom
- The OWL for MLA referencing
- Google Slides/Microsoft PowerPoint
- Prezi, Kahoot, or other presentation modalities

Accommodations for integrating students with disabilities into general education classrooms.

- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

**TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

Activities for:

**Beginning the lesson.**
- Frame game (by Terry Stickels) warm up (brain teaser verbal/phrase-vocabulary puzzles, preferably related to Transcendentalist themes)
- Presenting previous years’ presentations for modeling purposes after handouts are distributed and read

**Carrying out the lesson.**
- As students at a technical/vocational high school, you are in a unique position to be able to demonstrate how your individual choices of trade can benefit society at large. In this particular project, the goal should be creating a blueprint of a homestead similar to Thoreau’s in *Walden*. In developing the blueprint, you should illustrate how your skills as a tradesperson could make the experience better and how the Transcendentalist ideas we’ve studied would inform how you would carry out your vision, demonstratively explaining how skills in your area of study could
be improved upon implementing Transcendentalist ideals. Be sure to include your opinions about ways in which your trade could be improved in ways that would benefit the environment (or at least harm it less!) Although you should stick primarily to the books excerpted in class, feel free to cite other references in the development of your project. The final aspect of the assignment will be for you to do a group presentation of your blueprint/plan to the class. Try to envision your classmates as partners in the development of your homestead to whom you are pitching your skills’ values.

- Brainstorming/prewriting, and preliminary drafting of essay, with inclusion of lesson’s language and content objectives

**Extending and completing the lesson.**
- Subsequent class sessions with students viewing others’ presentations and a discussion upon completion about what worked about the project, what didn’t, and how it can be improved upon in the future

**Evaluating Student Learning** (what will you look for in students’ responses/actions that will show you the objective has been mastered)

- Summative assessment in the form of group presentation, including quotes and textual examples from each of the reading selections we’ve covered, and a minimum of five new content based vocabulary terms covered in this unit
- Development and utilization of rubric tailored to particular elements of Transcendentalist ideals focused on
- Formative assessment in the form of group dynamics in development process
- Formative assessment via individual contributions to presentation

**TASK 3. ASSESSING STUDENT LEARNING**

Formal and informal assessments

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<tbody>
<tr>
<td>1. The ability to show how your particular technical area of study can be applicable in applying Transcendentalist ideals.</td>
<td>1. Group presentation and teacher developed rubric</td>
</tr>
<tr>
<td>2. To demonstrate the use of the various new literary terms and concepts covered in this unit.</td>
<td>2. Embedded in presentation</td>
</tr>
<tr>
<td>3. To exemplify your creative writing skills, analytical prowess and the ability to work toward project development, completion, and demonstration.</td>
<td>3. Individual students notes, and anonymous peer feedback sheets</td>
</tr>
</tbody>
</table>
Unit- A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “Rage Against the Machine”
Thread- “Choosing Life with Principle”

TASK 1. PLANNING INSTRUCTION & ASSESSMENT

Curriculum Framework Standard(s)

**Standard SL 4**- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Standard SL 5**- Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Standard W 9**- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.

Essential Question- How are Thoreau’s ideas about resistance to oppression continued and represented and modern pop culture?

Framing quote- “If the injustice is part of the necessary friction of the machine of government, let it go, let it go: perchance it will wear smooth—certainly the machine will wear out... but if it is of such a nature that it requires you to be the agent of injustice to another, then I say, break the law. Let your life be a counter-friction to stop the machine. What I have to do is to see, at any rate, that I do not lend myself to the wrong which I condemn.”

Content Objective-
1. Students will be able to compare and contrast quotes from Thoreau’s “Civil Disobedience” and the lyrics to resistance rock band Rage Against the Machine.
2. Students will then be able to draw further such examples/parallels from music, movies, and television shows that draw upon such resistance-to-oppression themes
3. Students will be able to synthesize this into a PowerPoint/Slides presentation including sound/video clips from their examples

Language Objectives-1) Students will be able to explain the terms *Insurrection, Unscrupulous, and Integrity* 2) Students will be able to use these terms in context in a presentation as detailed in the content objective 3) Students will be able to use text features to determine importance of terms.
Prerequisite skills, concepts, and academic language needed for the learning activities

- Compare/contrast, essential questions, synthesis of ideas, solo presenting, incorporation of multimedia into slides

Materials and Resources

- SmartBoard
- McDougal-Littell *The Language of Literature* textbook, American Literature volume
- Google Chrome Cart
- Internet access
- Writing utensils
- Student notebook
- Rage Against the Machine Lyric handout

Appropriate technology and media
- Noodle Tools Express for citation creation
- Google Docs/Classroom
- The OWL for MLA referencing
- Google Slides/Microsoft PowerPoint

Accommodations for integrating students with disabilities into general education classrooms.

- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

**TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

Activities for:

**Beginning the lesson.**
- Frame games (by Terry Stickels) warm up (brain teaser verbal/phrase-vocabulary puzzles, preferably related to resistance themes) [https://www.puzz.com/stickelsframegames.html](https://www.puzz.com/stickelsframegames.html)
- Presenting previous years’ presentations for modeling purposes after handouts are distributed and read

**Carrying out the lesson.**
- Students will receive handouts with Rage Against the Machine lyrics
- After review, students will be asked to write in their notebooks/journals quotes in “Civil Disobedience” that they think correspond to common themes in the lyrics presented.
- Students will share out, then be asked to brainstorm other lyrics from different bands, or lines from popular movies or television shows that they think correspond in some way to the themes covered in “Civil Disobedience”

**Extending and completing the lesson.**
- Students will assemble their ideas into a Prezi, PowerPoint, or Google Slides presentation including clips from their chosen media examples and present to the class

**Evaluating Student Learning** (what will you look for in students’ responses/actions that will show you the objective has been mastered)
- Summative assessment in the form of presentation, including quotes and textual examples from each of the reading selections we’ve covered, a minimum of five new content based vocabulary terms covered in this unit, and corresponding modern examples from pop culture (music, movies, television)
- (this project makes for a good sub-project of having the class develop its own rubric, since much of the material is subjectively chosen by them as far as the examples; that said, they MUST be able to defend their examples with ethos, pathos, and logos explained)
- Formative assessment by following student searches/research methods by observing their web use on Go Guardian app; a particularly ironic means of assessment that reeks of authoritarian possibilities that Thoreau would be likely very critical of!
- Formative assessment via journal/brainstorming for examples

**TASK 3. ASSESSING STUDENT LEARNING**

Formal and informal assessments

<table>
<thead>
<tr>
<th>Lesson Objective</th>
<th>Assessment Tool – the assessment tool you will use in order to find out whether students have achieved the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to compare and contrast quotes from Thoreau’s “Civil Disobedience” and the lyrics to resistance rock band Rage Against the Machine.</td>
<td>1. handouts and notes in journal explaining similarities</td>
</tr>
<tr>
<td>2. Students will then be able to draw further such examples/parallels from music, movies, and television shows that draw upon such resistance-to-oppression themes</td>
<td>2. Go Guardian observations, notes, and finally presentations, which are to be graded according to class developed rubric</td>
</tr>
<tr>
<td>3. <strong>Students will be able to explain the terms Insurrection, Unscrupulous, and Integrity.</strong></td>
<td>3. embedded in presentations and/or journal notes</td>
</tr>
</tbody>
</table>
Unit- A Whole Life Examined: Transcendentalist Ideas in the Modern Era
Lesson- “Podcasting for Principle”
Thread- “Choosing Life with Principle”

TASK 1. PLANNING INSTRUCTION & ASSESSMENT

Curriculum Framework Standard(s)

Standard RCA 7- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem..

Standard RCA 8- Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Standard WCA 7- Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Standard SLCA 1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Standard SLCA 5- Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.

Essential Question- What criticisms of American democracy does Thoreau raise in civil disobedience and are they still applicable today?

Framing quote- “Is a democracy, such as we know it, the last improvement possible in government? Is it not possible to take a step further towards recognizing and organizing the rights of man?”

Content Objective-
1. Students will be able to explain all components of podcasts and begin steps toward developing their own
2. Students will then be able to craft relevant interview questions for guests on a future podcast.
3. Students will be able to determine necessary equipment and procedures to produce a podcast.

**Language Objectives**
1) Students will be able to explain the terms *Podcast, Deliberate, and Martyr*.
2) Students will be able to use these terms in context of podcast interview questions as detailed in the content objective.
3) Students will be able to use text features to determine importance of terms.

Prerequisite skills, concepts, and academic language needed for the learning activities:
- determining essential questions, targeted topic discussion, incorporation of recording technology

**Materials and Resources**
- SmartBoard
- McDougal-Littell *The Language of Literature* textbook, American Literature volume
- Google Chrome Cart
- Internet access
- Writing utensils
- Student notebook
- [https://www.thepodcasthost.com/planning/how-to-start-a-podcast/](https://www.thepodcasthost.com/planning/how-to-start-a-podcast/) (online guide to podcasting basics)

Appropriate technology and media:
- Computer with speakers and microphone

Accommodations for integrating students with disabilities into general education classrooms:
- Preferential seating, multi-modality presentation, visual aids, use of agenda books and class notebooks for homework/note taking, adult and peer modeling. Frequent checks for student understanding, provision of positive reinforcements, modifications as necessary

**TASK 2. INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

**Activities for:**

**Beginning the lesson**
- Frame games (by Terry Stickels) warm up (brain teaser verbal/phrase-vocabulary puzzles, preferably related to resistance themes) [https://www.puzz.com/stickelsframegames.html](https://www.puzz.com/stickelsframegames.html)
- Brainstorm/Wordsplash on Smart Board; What is a Podcast?
Carrying out the lesson.
- Students will be directed to online guide to podcasting; at this time, several example podcasts, even by other students in the same age group, can be played aloud as a point of reference/model.
- Further discussion about what elements heard can be considered important to include in podcasts.
- Think/Pair/Share about responses to lesson’s essential questions, and follow up questions that could be included in a podcast interview.

Extending and completing the lesson.
- Explain that today’s lesson was the first step toward development with a partner (from think/pair/share) of a podcast discussing Thoreau and the essential question presented; explain that examples from recent headlines will make for very lively discussion and analysis especially when analyzed through a “Thoreauvian” lens.

Evaluating Student Learning (what will you look for in students’ responses/actions that will show you the objective has been mastered)
- Summative assessment in the form of final product (example of a podcast rubric from University of Wisconsin website: https://www2.uwstout.edu/content/profdev/rubrics/podcastrubric.html)
- Formative assessments-think/pair/share results, wordsplash participation, etc.

TASK 3. ASSESSING STUDENT LEARNING

Formal and informal assessments

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<td>1. wordsplash, think/pair/share, parting discussion</td>
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<td>2. Students will then be able to craft relevant interview questions for guests on a future podcast</td>
<td>2. Notes taken during think/pair/share</td>
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<tr>
<td>3. Students will be able to explain the terms Podcast, Deliberate, and Martyr</td>
<td>3. embedded in questions/interview ideas and discussions</td>
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