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Instructional Design

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Rationale:

The analytical skills needed to examine literature in a survey course transcend the content area and become critical skills in all facets of education and work. The key goal in working with students and literature is addressing their innate and more likely trained behavior of providing the preferred answer. To establish independent learners, students must practice monitoring their own comprehension, recognize their failure to comprehend, and have corrective strategies for compensating for the failure. Strategic reading is essential in the learning process. It involves planning what to think about before reading, adjusting the effort during reading, and constantly evaluating the success of the ongoing effort to make meaning from text (Forget, 2004). Readers are too familiar with the QAR-the Question-Answer Relationship-a strategy for helping students understand that there are different kinds of questions at work in reading literature, and therefore, different places to look for answers (Raphael 2005). Questions that lead student focus should beg for inquiry where teachers have to actively coach students in how to question the text, interact with the material, and relate personal experience to draw necessary conclusions and provide applicability to a broader spectrum than content areas.

Teachers who are aware of brain function in the learning process and who wish to establish a positive affective environment in their classrooms in order to engage student sto accomplish difficult tasks associated with silent reading should do the following: value all student responses; use cooperative learning properly, combine challenge with support; establish relevance through connections; make learning concrete and immediately important; measure success in multiple ways; model expected behavior; help students focus on the big picture with specific information; be enthusiastic and personal; vary classroom strategies (Forget 39).

Students need to have an environment in which the probability of failure is diminished and the skills being taught are related to life-long skills that will help students in future circumstances. The successes and failures that occur within a classroom become a learning tool for all, and the incorporation of cooperative learning assures students through comparison to others. The focus on constructing meaning is an integral part of defining self-worth reached through short-term success and widely used models of acceptance diminishing the absence of threats. This motivational piece established through multiple theorists in Mark Forget’s (2004) book MAX teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills, lends itself to an immediate application of to the engagement piece in the 5-E Learning Cycle Model and directly addresses the literacy competency of students in public education.

By creating thematic threads in conjunction with essential questions, the purpose of reading is focused and the depth of involvement becomes more apparent with multiple texts throughout the entire year. The continued analysis of central ideas lends itself to the 5-E Learning Cycle Model; there is a constant application of exploration and explanation when the course is designed around a question such as: What is the relationship between place and literature?

Marzano (2003) refers to the extension phase of a lesson as a process dedicated to “multiple exposure to and complex interactions with knowledge.” The external expression of extension takes the forms of discussions, debate, writing, reorganizing, or other activities that allow students to continue developing the ideas; the confrontation of new information and connecting it to schema provides a new sense of control of learning. Extension from reading occurs immediately when students are given innovative challenges to construct meaning and build contextual connections (Forget 2004). The extension phase begins to meld into the evaluation of student learning. Clearly, literacy strategies compliment the 5-E Learning Cycle.

Forget, M. (2004). *MAX teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills.* Victoria, BC: Trafford Publishing

Raphael, T., & Au, K., “Reading Teacher” 59, 3. November 2005 p. 212

Marzano, R.(2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Overview:**

The exploration of essential questions fosters important understanding and a greater coherence in content knowledge and skill. Questions that are classified as essential meet the following criteria: cause genuine and relevant inquiry into big ideas and core content; provoke deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions; require students to consider alternatives, weigh evidence, support ideas, and justify answers; stimulate vital on-going rethinking of big ideas, assumptions, or prior lessons; spark meaningful connection with prior learning and personal experience; or naturally recur, creating opportunities for transfer to other situations and subjects (Wiggins 2006).

This approach to organization is a centerpiece of a more general and comprehensive approach. The application of an essential question creates a thread for the entire year; therefore, rendering an extensive look at the curriculum as it will shape the academic year of the student. There are three applicable questions that govern the textbook that Swanton Schools use for American Literature: What makes American Literature American; what is the relationship between place and literature; how does literature shape or reflect society? Each of these questions are threads throughout the units of the textbook; however, an in depth analysis and evaluation of the essential question can be completed independently. The focus of place and literature has guided the concepts presented through the mapping process. The skills become central to the assessments in which the text becomes a resource. The goals established point to the necessity of becoming a better reader by pondering vital questions through reading and reflection that can be applied to new texts and discussions.

**What is the relationship between place and literature?**

Americans connect their lives with the land that they are discovering, and so inherently, place is defined as location; the connection then between the literary element of setting and physical location becomes a key concept when evaluating the functions of literature. Newly-defined Americans found a challenging and varied terrain that included mountains, forests, plains; hostile Native American tribes; opportunities in the fertile lands and valuable resources. Attitudes reflected a desire to possess riches and felt awe in the expanse and beauty of the landscape. Americans covered the continent in a spirit of acquisition and pride of ownership. The land seemed to demand productivity; however, the attitude of awe and mixed with the promise of spiritual possibilities created conflicting and dissenting voices. When these two perspectives clashed within the culture, literature began to shape a relationship and cutting-edge perspective from theorists. The place and time that the literature developed created a unique voice and a shifting mentality in the development of the American identity that still resounds in primary documents and philosophies of our time. Place is a continuum that links past and present experiences, and the obstacles and endeavors of prominent voices and philosophers question locale and identity in the Transcendentalist movement.

**Measureable Unit or Sub-unit Outcomes:**

* Students will analyze and respond to literary elements
  + Literary Analysis: Author’s style; figurative expressions (understanding)
* Students will read, comprehend, analyze, and critique a journal and essay
  + Reading Strategy: Analyzing the author’s implicit and explicit philosophical assumptions (analyzing)
  + Student will monitor and develop comprehension through MAX literacy strategies(applying)
* Students will analyze current primary documents based on the author’s implicit and explicit philosophical assumptions (analyzing and evaluating)
* Students will discuss connections of Literary Themes to contemporary life (remembering, understanding, applying, and evaluating)
* Students will develop writing proficiency through a reflective essay that addresses the essential question (creating)
* Express, develop, and support responses to various texts (creating)

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| New Bloom Triangle  **New Version** | In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. |  |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce state | |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase | |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. | |
| **Analyzing**: can the student distinguish between the different parts? | appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test. | |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write. | |

**Pre-Assessment Pieces:**

**Concept Checklist:** Focuses on key vocabulary before reading new materials and involves self-monitoring of comprehension of terms.

Directions: Use the following symbols to rate your understanding of the terms listed. Make a mark on the left side of each term.

**+ = expert = heard of it 0=do not know it**

\_\_\_\_\_\_\_\_\_ Philosophy \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ Transcendentalism \_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ Civil Disobedience \_\_\_\_\_\_\_\_\_

­\_\_\_\_\_\_\_\_\_ Style \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ Metaphors \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ Analogy \_\_\_\_\_\_\_\_\_\_

**Anticipation Guide:** A well- made anticipation guide creates dissention within the classroom that facilitates classroom discussion and heightens student engagement. This powerful tool creates a desire to prove themselves among their peers and acts as a pre-assessment of concepts and pre-existing knowledge. When additionally used as an active reading strategy, it exemplifies the cognitive process that occurs during the reading process and provides purpose and direction for the reluctant reader. It meets fulfills the engagement piece of the 5-E Learning Cycle.

SAMPLE: ***Walden: from* “Where I lived, and what I lived for”**

**Before reading**: In the space to the left of each statement, place a check mark if you agree or think the statement is true.

\_\_\_\_\_\_\_\_\_\_ 1. People need to feel connected to the material world and have a sense of accomplishment to define their lives.

\_\_\_\_\_\_\_\_\_\_ 2. A simple life is impossible to achieve

\_\_\_\_\_\_\_\_\_\_3. Spirituality can be found anywhere if you are listening to yourself.

\_\_\_\_\_\_\_\_\_\_4. Freedom is defined by our human rights.

\_\_\_\_\_\_\_\_\_\_ 5. Society actually hinders the development of man.

\_\_\_\_\_\_\_\_\_\_ 6. Essays can use figurative language to strengthen an argument.

\_\_\_\_\_\_\_\_\_\_7. The author’s style influences the success of an argument.

\*This becomes a key procedural piece as well following the application outlined in Mark Forget’s textbook.

**During or After Reading**: Add a new check mark or cross through those about which you have changed your mind. Keep in mind that this is not like the traditional “worksheet.” You may have to read between the lines. Use the space under each statement to note the page(s) and paragraph(s) where you find information that supports your thinking.

Henry David Thoreau: Transcendentalist and Philosophical Assumptions

Lesson Duration: Eight Days

Lessons 1-2 Focus: Engagement and Exploration

Lesson 3 Focus: Explanation

Lesson 4 Focus: Extension and Evaluation

Lesson One: 3 days

Objectives:

* Students will evaluate their prior knowledge regarding key terms
* Students will analyze and respond to literary elements
  + Literary Analysis: Author’s style; figurative expressions (understanding)
* Students will read, comprehend, analyze, and critique an essay
  + Reading Strategy: Analyzing the author’s implicit and explicit philosophical assumptions (analyzing)
  + Student will monitor and develop comprehension through MAX literacy strategies(applying)
* Express, develop, and support responses to various texts (creating)

Materials:

* Concept Checklist (pg 7)
* Video of Nature Walk and nature soundtrack
* Typed copy of Collin’s Writing Prompt
* Anticipation Guide for *Walden: Where I lived and What I lived for*
* Textbook

Procedure:

DAY ONE-45 MINS-ENGAGEMENT

* Pass out the concept checklist as a pre-assessment tool
* Give the students 3-5 minutes to complete
* Circulate the room performing an observation for assessment of pre-existing knowledge
* Direct students that these concepts will appear throughout the next two essays written by Henry David Thoreau.
* Redirect the students’ attention to the Smartboard.
* Instruct the students to remain quiet and tell them they are free to think about anything and everything as they experience the Nature Walk
* For 5 minutes play a video nature walk and play a nature soundtrack.
* At the end of 5 minutes direct students to remain quiet
* Silently provide the students with a written copy of the Collin’s Writing Type One prompt: In 5-7 lines describe your relationship with nature. (3 mins)
* Choose 3-5 students to share their responses with the class (3 mins)
* Introduce the skill of prediction. Explain to students that strategic readers most often make predictions about what they are preparing to read. Explain that it is not so important to be right, but rather, they engage themselves in the reading, thus making the reading easier and more interesting. (5 mins)
* Explain to students that, for today’s reading, we are going to use an anticipation guide to help us make predictions. The guide has many statements on it, and some of the statements will have evidence in the textbook that supports them, some will have evidence that negates them, and some may have evidence that is conflicting, and about which students will probably argue (5 mins)
* Pass out Anticipation Guide
* Tell students to read each of the statement and mark each statement that they think will be supported by the writing. Direct the students to complete this portion of the assignment on their own (5-7 mins)
* Remind the students that there is not a “correct” answer and circulate the room to see that students are committing to some of the statements.
* Place students in cooperative groups to discuss their predictions. Ask them to share their logic with one another. Move around the room to monitor their discussions and answer any questions they may have. (15 mins)

DAY TWO-45 MINS-EXPLORATION

* Begin class by revisiting the idea that predictions help students connect with the reading and generates ideas based on what experience they have as learners. Place students back into their groups to revisit the ideas previously shared.
* Have each group summarize the predictions made among themselves and share the ideas with the whole class. (7-10 mins)
* Review the directions with the students on the Anticipation Guide for During or After you read (2 mins)
* Instruct students to silently read the assigned essay (20-25 mins)
* Circulate the room ensuring that students are making changes and recording evidence.
* Re-direct students that seem to be off-task or having difficulty with the reading

DAY THREE-45 MINS-EXPLORATION

* Give students 5 minutes to review the text and their changes they made on their Anticipation Guides. Students need an opportunity to recollect their thoughts and focus their ideas regarding the selection
* Place students back into their small groups to discuss again. Now, their job is to come to a consensus within their groups about whether a statement should be checked or not. Here, they compare their various interpretations of what they have read, referring to evidence in the text to support those interpretations. (15-20 mins)
* When one group has come to a consensus, use their decisions to conduct a whole-class discussion attempting to achieve class consensus. Ensure that students can support their beliefs through direct reference to the text. (15-20 mins)
* Give the students an exit slip with the following sentence starters to assess their understanding: (5 mins)
  + Thoreau believes the individual\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Society hinders the individual by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Figurative Language was used to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + My ideas were reinforced or changed because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment:

* Observe group discussions initiating direction when needed and monitor student progress
* Facilitate whole group discussion stemming from student work building group consensus
* Monitor the completion of the Anticipation Guide
* Use Exit Tickets to check for comprehension and as a segue to the second lesson.

LESSON TWO-TWO DAYS-ENGAGEMENT AND EXPLORATION

Objectives

* Students will read, comprehend, analyze, and critique an essay
  + Reading Strategy: Analyzing the author’s implicit and explicit philosophical assumptions (analyzing)
  + Student will monitor and develop comprehension through MAX literacy strategies(applying)
* Express, develop, and support responses to various texts (creating)

Materials:

* Print Copy of Reading Selection: *from Civil Disobedience*
* Copy of INSERT Reading Key
* Generated List of Student Statements for summary

Procedure

DAY ONE- 45 MIN

* Discuss the class findings of Thoreau’s philosophy as found through class discussions
* Generate a list of “truths” found through student statements (10 mins)
* Instruct the students that author’s will often have more than one piece of writing that reflects their philosophy and style. Thoreau has a second essay that reinforces his personal philosophy. By using an INSERT Reading Strategy, students will discover the connections between the pieces that explore Thoreau’s perspective.
* Introduce the skill of monitoring one’s own comprehension while reading.
* Give the student the INSERT KEY:
  + CheckMark-This confirms the existing philosophy
  + Plus Sign-This statement adds to the author’s philosophy
  + Question Mark- I have a question about this
  + Letter C-Connects to real life
  + Letter S- This statement shows similarity in style
* Model the INSERT reading strategy with the students reading the first paragraph of the selection. Speak aloud all the thoughts that occur to you while you read. Model the marginal notations to the students, telling them that with every mark they make their level of understanding increases. (10 mins)
* Provide the students with time to read silently and make INSERT notations. Circulate the room to monitor student behavior and answer any questions about the process that they may have. When you see a question mark, make a notation on your copy to help direct them. IF multiple questions appear in the same location, interrupt reading with a comment for clarification or a possible strategy to overcome the misunderstanding. (15 mins)
* Give students 10 minutes to write in their journals to record their reactions, comments, and questions.

DAY TWO-45 MIN

* Direct students to get out their journals and their copies of the text.
* Have students silently review their notes and journal entries to recollect their ideas and thoughts before entering into small groups. (5-10 mins)
* Assign students to small groups to complete the following tasks: (25 mins)
  + Clarify any comprehension problems related to the question marks in the text
  + If they cannot solve these problems, students should raise their hands for teacher-directed assistance
  + Have students generate evidence that confirms and supports the existing philosophy
  + Have the students generate a list that adds to the philosophy
  + Have students look at examples of style
  + Have students discuss the connections they made to current life and trends
* Have the class reconvene as the whole group and write additional statements that support and add to the existing philosophy of the author (10 mins)
* Assign the following Homework Challenge: Reviewing the statements regarding Thoreau’s Philosophy, What are some fundamental beliefs from the Transcendental Perspective? How do the two different settings support his beliefs?

Assessment

* Monitor student progress
* Check for comprehension among the groups
* Group Discussion and record of philosophy
* Homework Challenge Questions

LESSON THREE-ONE DAY- EXPLORATION AND EXPLANATION

Objectives

* Students will read, comprehend, analyze, and critique a journal and essay
  + Reading Strategy: Analyzing the author’s implicit and explicit philosophical assumptions (analyzing)
* Express, develop, and support responses to various texts (creating)

Materials

* Post-Its
* SmartBoard
* On-line textbook
* Poster Board or Butcher Paper

Procedures:

* Introduce today’s activity by explaining to students that they have already grasped the fundamental ideas of the two essays. However, today is a secondary encounter with the text to help classify central ideas and make them stick.
* Give students the post-its. Direct students to listen to the text and follow along in their textbooks. When they hear and see key, memorable, or impactful words and phrases they should record it on a post-it and stick it on the desk. They will continue this procedure until both essays have been revisited (20 mins)
* What sticks? The words and phrases are central ideas that stick out because of their perceived importance.
* Tell students that they will be placed into a think-tank to categorize and classify those essential pieces of information. In their groups they will use large pieces of white paper to organize all of their group members’ ideas. (10 mins)
* Reconvene as a whole group.
* Perform a silent gallery walk to observe all of the group work (5 mins)
* At their seats, have the students silently write a conceptual summary of Transcendentalism.

Assessment

* Group posters
* Conceptual Summaries

LESSON FOUR-TWO DAYS-EXTENSION AND EVALUATION

Objectives

* Students will analyze current primary documents based on the author’s implicit and explicit philosophical assumptions (analyzing and evaluating)
* Students will discuss connections of Literary Themes to contemporary life (remembering, understanding, applying, and evaluating)
* Students will develop writing proficiency through a reflective essay that addresses the essential question (creating)
* Express, develop, and support responses to various texts (creating)

Materials

* Summary Notes covering class discussions from the last three lesson sequences
* Newsweek articles (topics provided)
  + How to scandal
  + Richard Holbrooke
  + Bribery
  + Large Cooperation Settlements
  + Florida Legislation to remove Jury by Peers for Malpractice
* Discussion Group Roles Assignment sheet
  + Discussion Director-generate questions to facilitate group discussions
  + Summarizer-summarize the article and record the groups discussion
  + Connector-find similar instances of examples similar to the article
  + Illuminator-Read key passages aloud and become the voice of the group for presentation
  + Philosopher-Find evidence supporting Thoreau’s philosophies and examine how he would perceive and react to the document
* Discussion Role Notes Form-similar to Cornell Notes

Procedures

* Explain that Thoreau was a highly influential philosopher with followers like Ghandi and MLK Jr. Ask students to explain what they know about either of those men. (10 mins)
* Examine the non-violent protests and the definition of action
* Connect the theory to contemporary society
* Divide the class into five small groups and provide each group with a news article regarding some infringement of individual rights or bias or unethical practice
* Direct each group to assign discussion roles to the members and review the responsibilities of each group member.
* Have each group silently read their article with their purpose in mind (5-7 mins)
* Direct the groups to conduct their discussions regarding the application of their articles(12-15 mins)
* Circulate the room helping students reach reasonable conclusions about the application of the philosophy.
* Have each groups’ illuminator share their conclusions with the class and present solutions to the problems as an advocate of Thoreau’s philosophy. (10-15 mins)

Assessment

* Group discussion role notes
* Group discussion informal presentation

POST-ASSESSMENT

DAY TWO-45 minutes

Objective

* Students will discuss connections of Literary Themes to contemporary life (remembering, understanding, applying, and evaluating)
* Students will develop writing proficiency through a reflective essay that addresses the essential question (creating)

Materials:

* Essay Prompt
* Concept Checklists

Procedures

* Explain to students that we have spent several days examining one author’s philosophy and exploring trends in his work to help define his Transcendentalist perspective. Like all literature we have analyzed throughout the year, it reflects our essential understanding regarding the relationship between place and literature. (5-7 mins)
* Direct students to review their concept checklists and perform an end of lesson assessment of their understanding (3 mins)
* Have the students write their definitions to the concept terms on a blank sheet of paper (5 mins)
* When they are finished pass out the in-class writing assignment to assess connections that are regarding the literature:

What is the relationship between place and literature?

Address this question as a reflection of Thoreau's philosophy regarding the relationship between man and nature. How does man’s place in society develop a voice, and what is the connection between then and now?

* Collect the essays.

Assessment

* Concept Checklist
* In-class essay

\*\*Procedures for Anticipation Guide and INSERT reading follow strategies outlined in Mark Forget’s text. The creation of the Anticipation Guide and INSERT key are modified to meet my content needs. Each created specifically for this content.