

Lesson Topic:  
Thoreau # 1

Content Objective: Students will use a select number of general academic words and domain-specific words to create some precision in writing to demonstrate knowledge of the Thoreau reading.

Language Objective: Students will create a found poem to demonstrate their knowledge of the most significant words and essential meaning of the Thoreau passage selected; this is the assessment piece of the Thoreau Project.

<p>ELA Standards: <u>CCSS.ELA-LITERACY.WHST.11-12.2.B</u> 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.</p>	<p>ELD Standards: 11. W.7.1, 8–9; WHST.7.1, 8–9; L.7.1–3, 6 12. W.7.4–5; WHST.7.4–5; SL.7.4, 6; L.7.1, 3, 5–6  a. Use a select number of general academic words and domain-specific words to create some precision while speaking and writing.</p>
<p>Key vocabulary: Students will have developed their vocabulary list and will submit with project at the conclusion of this lesson/assessment</p>	<p>Supplementary Materials: Chromebook(s) Student Journals Thoreau passages construction paper glue scissors art pencils/pens/coloring supplies</p>

Preparation	Processes	Scaffolding	Application	Grouping	Assessment
<input checked="" type="checkbox"/> Links to background	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Modeling	<input type="checkbox"/> Hands on	<input type="checkbox"/> Whole class	<input checked="" type="checkbox"/> Individual
<input type="checkbox"/> links to past learning	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Guided Practice	<input type="checkbox"/> Meaningful	<input type="checkbox"/> Small groups	<input type="checkbox"/> Group
	<input type="checkbox"/> Listening	<input type="checkbox"/> Independent Practice	<input type="checkbox"/> Linked to objectives	<input type="checkbox"/> Partners	<input checked="" type="checkbox"/> Written
	<input type="checkbox"/> Speaking	<input type="checkbox"/> Comprehensible Input	<input type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Independent	<input type="checkbox"/> Oral

**Orientation:** *Clarify objectives and procedures for the new learning task; Activates prior knowledge; Connects to previous lessons.*

**Students will have read Civil Disobedience as required before this unit begins.**

Discuss and share our personal experience of “Thoreauing” it by telling stories of Concord, hiking, journaling and reading.

*Time*

**Presentation:** *Direct Instruction, Modeling,*

Present a selection of Thoreau on over head and model how to annotate, decipher, and choose relevant words that illustrate the essence of Thoreau.

Show connection to current events today. Have class discussion.

*Time*

**Highly-Structured Practice:** *Teacher leads students step by step*  
Students annotate Civil Disobedience using strategies modeled.

**Guided Learning:** *Teacher monitors and provides corrective feedback*  
Teacher monitor and read, encourage and offer suggestions on student work.

*Time*

**Independent Practice:**  
Students journal thoughts and reflections on reading and the world today.

Students collect at least 10 vocabulary words they discovered that they feel reflect the important concepts.

*Time*

**Summary & Review:** *Review Content and Language Objectives and Discuss Big Ideas*  
Student take-away:  
Students share their favorite take away from Civil Disobedience.

*Time*

**Reflections:** *Changes needed next time this lesson is taught; Follow up with class next lesson*