

NEH – Landmarks Institute – Concord and Thoreau 2017

Robin Fogel-Shrive

Konocti Education Center Medical Magnet for High School Students

Overview

Reading, learning, and applying elements of Thoreau's keen observational methods and process for writing final essays will provide a framework for 11th and 12th grade students in their medical magnet job shadow placements. Students will explore how the observations that Thoreau makes about his life apply and are relevant today, and how they, as medical pathway students, can utilize Thoreau's writing process to engage more fully in their job shadow experience.

Lesson #1:

After teaching an overview of the Institute Experience, and providing an introduction on the Transcendentalists – in particular their value on the five senses and intuition, the essential question of, "How are intuition and the five senses important resources and perspectives in the medical field?" are explored in a quick write, students will read following classroom discussion.

Reading: from Walden. "Where I Lived and What I Lived For"

Focus will be on summarizing his central ideas and stylistic elements which support his purpose.

Lesson #2:

After 2 weeks of reviewing figurative language that Thoreau uses, including rhetorical questions, personification, simile, hyperbole and incorporating summarizing and citing evidence from the text, students will begin to research Thoreau's journals online, to gain more understanding of the enormous power of observation and note taking he kept. In class we will discuss the concepts of audience, noticing, and reflecting. Students will then receive a journal purchased for them from the medical magnet grant which they will bring with them to their Friday job shadows. The expectation is that they will become keen observers and record their observations weekly. By the end of the second grading period, they will have chosen a day, "Mark the day" and drafted an essay, which in the spirit of Thoreau, they will first present to the class (speaking standards) and then revise to submit as an essay.

Lesson #3

Students will continue to observe, record, reflect, present, draft, edit and submit written essays. For their final senior portfolio presentation (and to include input from the juniors), students will share their journal page, essay, AND an artifact that best connects to the experience they are sharing, in a gallery in the student center. This format is based on the wonderful exhibit we witnessed and explored in The Morgan Library & Museum. Members of the academic, professional, and student community will explore this school program at Open House, and at the final senior presentation before graduation.

At the graduation ceremony, juniors will assist in photographing and compiling a short presentation on the artifacts, with student excerpts on voiceover narration.