

Old Saybrook High School
English Department
American Literature / American Studies
Thoreau Unit - Lesson 1: Living Deliberately

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

•What relevant goals will this design address?

[CCSS.ELA-Literacy.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.11-12.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

[CCSS.ELA-Literacy.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.SL.11-12.4](#)

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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Unit Description: Students will read various excerpts from “Walden”, Thoreau’s Journal, and “Civil Disobedience” to determine what Thoreau means by living deliberately and determine if he did in fact achieve his goal. Based on their understanding of living deliberately students will then engage in their own transcendental moments throughout the week as they are asked to find a place of solitude; make and record observations; keep a journal; and utilize their journal as a source of inspiration to articulate their own fundamental truths in the form of argumentative or narrative writing . Students will engage in discussion and present their truths through a lyceum.

Understanding (s)

Students will understand that:

- **What are the big ideas?**

-Students will be able to engage with and utilize

Essential Question(s):

- **What provocative questions will foster inquiry, understanding, and transfer of learning?**

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<p>textual evidence to determine and articulate what Thoreau means by living deliberately.</p> <p>-Students will engage in observation, deliberation, and reflection in regards to their own lives.</p> <p>-Reflection is key to determine the essential facts of life</p> <ul style="list-style-type: none"> • What specific understandings about them are desired? <p>Living deliberately is a layered process that requires observation, critical thinking, analysis, and reflection.</p> <ul style="list-style-type: none"> • What misunderstandings are predictable? <p>Living deliberately is simply determining between right and wrong.</p>	<ul style="list-style-type: none"> • What does Thoreau mean by living deliberately? • What truths does Thoreau arrive at through his deliberation? • What does it mean for us to live deliberately? • What aspects of life require deliberation? • How do we deliberate effectively?
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> • What key knowledge and skills will students acquire as a result of this unit? • Students will read excerpts from <i>Walden</i>, <i>Journal selections</i>, & <i>Civil Disobedience</i> to determine what Thoreau means by living deliberately and how that deliberation defines his view of the world. • Students will engage in close readings and discussions to develop a framework for their own deliberations • What should they eventually be able to do as a result of such knowledge and skill? Make observations, field notes, journal entries, and writing samples based on their thoughtful deliberations. • Students will present their deliberations through a Lyceum format.

Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Through what authentic performance task(s) will students demonstrate the desired understandings? <ol style="list-style-type: none"> 1. Reading assigned passages; 2. Take inventory 3. Make observations, field notes, journal entries, and writing samples based on their thoughtful deliberations. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Through what other evidence will students demonstrate achievement of the desired results? <p>Journal entries during the week. Final writing sample. Engaging and presenting through a Lyceum format.</p>
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<p>4. Articulate new understandings through writing</p> <p>5. Present findings in a Lyceum format.</p> <ul style="list-style-type: none">• By what criteria will “performances of understanding” be judged? <p>Rubrics for CCSS ELA: RL.11-12.2 & 4; W.1 & 3; S.4</p>	
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none">• W= Where the unit is going? Students articulate Thoreau’s perspective of living deliberately and use that view as a lens to their own lives• H= Hook and hold interest Students deliberate about aspects of their own lives. Self directed introspection.• E= Equip all students Students read excerpts from Walden, Journals, and Civil Disobedience• R= Rethink and Revise their understanding Engage in reflection and min-socratics• E= Evaluate their work Utilize field notes and journal entries to come to clearer understanding of their own deliberations and truths.• T= Tailored learning (personalization to needs) Naturally student led and differentiated. Teacher helps guide students through texts and discussions.• O= Organized to maximize engagement Follow learning tasks and assigned readings.
