

UNIT OF STUDY 4

Title: Wilderness of the Soul Length: four weeks	Subject/Course: AP English
Topic: Nature's effect on the Human Psyche'	Grade: 11 Designer: Sheryl Murtha
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: Wilderness has more than one meaning Imagination plays a vital role in our actions. The wilderness has a grip on the American imagination High-risk activities hold an allure for young people (especially young men). A highly charged bond exists between fathers and sons. Transcendentalism is an important part of literature and the American Dream. Transcendentalism applies to everyday life. Learn how imitating an author's style helps you to develop your own style	ESSENTIAL QUESTIONS: Why does the wilderness hold a "grip" on Christ McCandless? What drives Americans into the "wilderness?" How did family relationships affect Chris and his actions? How do these same relationships affect our actions? What can we learn from Chris' failure? Why is it important to study Chris' life? What is transcendentalism How do the tenets of transcendentalism relate to the story and to us? The American Dream: What are its symbols? How do we view those symbols today? How do they relate to the works we are studying? How could you simplify your life? How can a closer examination of the natural world around us relate to our everyday lives? Rhetorical essential questions: How does Jon Krakauer's rhetorical style connect to our study of AP language? How can our writing change and improve by studying his style? Is it important today to lead a simpler life?
STUDENT LEARNING EXPECTATIONS: Ongoing writing SLE's W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments w.5.11.2 Write expository composition including analytical essays W.5.11.3 Write using rhetorical strategies W.5.11.4 Write persuasive compositions that use logic to structure ideas and arguments, clarify and defend positions with precise and relevant evidence, use specific rhetorical devices to support assertions, address readers' concerns, counterclaims, biases, and expectations W.5.11.7 Write responses to literature that articulate the significant ideas of literary	

<p>works; support important ideas and viewpoint; etc. W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest W.7.11.6 Combine concrete and commentary information for elaboration W.7.11.6 Use precise word choices that convey specific meaning W.7.11.8 Personalize writing to convey voice in formal and informal pieces R.9.11.1 Analyze personal biases brought to a text R.9.11. Analyze style and diction to determine author's purpose R.9.11.5 Draw inferences from a complete selection and support them with text evidence R.9.11.6 Summarize, paraphrase and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components. R.9.11.9 Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments R.9.11.10 Analyze and defend a position using concept gained from reading R.9.11.11 Analyze and compare the author's use of figures of speech and sound devices R.9.11.12 Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text R.10.11.8 Analyze techniques poets use to evoke emotion in a reader. R.10.11.9 analyze word choice, tone, and voice R.10.11.18 Read a variety of literary and content prose R.10.11.22 Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology R.10.11.24 Analyze the impact of irony on a text IR Summarize, paraphrase, and/or quote relevant information OV 2.11.5 Demonstrate critical listening skills W.5.11.3 Write using rhetorical strategies with special emphasis on comparison/contrast Ongoing reading SLE's</p>	
<p>SPECIFIC DECLARATIVE KNOWLEDGE-What I know Understand transcendentalism and its tenets Identify tenets of transcendentalism in specific texts Understand the American Dream Understand why some people have a deeper need to connect with nature than others Understand the role of imagination in Chris' life and our lives Identify the rhetorical devices found in specific passages</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do Examine how specific rhetorical devices work in a passage, how they affect the passage Apply tenets of transcendentalism View a movie Construct a graphic organizer Write three levels of questions Participate in a Socratic seminar Answer AP style multiple choice questions</p>

	Respond in writing to non-fiction
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UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

<p>Traditional Assessments: Multiple choice exam Open response in benchmark form from Emerson’s <u>Nature</u> Multiple choice exam following AP style Written rhetorical analysis of a passage Written essay of argumentation</p>	<p>Other Evidence of Learning: Socratic seminar Three levels of questions (2 of each type) Dialectical journal Venn Diagram three-level questions</p>
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
Read and discuss the article by Krakauer in <i>Outside</i> magazine.	<u>Outside Magazine</u>
View images of Alaska, Chris McCandless, and Denali. Class discussion of article and images.	<u>Into the Wild</u>
Examine beliefs about the American Dream	Images of Chris McCandless, Denali, Alaska--Internet
Teacher read-aloud of author’s note and chapter 1	
Interrupted reading and writing at periodic intervals in the reading. Students write responses to the read-aloud.	Power point of Alaskan pictures
Note selected vocabulary and write in vocabulary section of binder.	Journal of climb to Mr. Kilimanjaro—pictures.
Group reading of chapters 2-4 following interrupted reading format.	Images of Thoreau and Walden Pond
Write dialectical journal for each chapter (5 items per chapter) Write vocabulary words for each chapter in binder. Discuss as a class.	
Assign chapters 5-7 as homework with dialectical journal. Using journals, discuss chapters.	Excerpts from Walden and/or Emerson’s Nature
Teacher-led discussion of the meaning and tenets of transcendentalism.	<u>Into the Wild Book Rags</u>

<p>Continue alternating with group readings of three chapters and individual homework reading of three chapters, writing of dialectical journals, and class discussion until all text is completed (18 chapters)</p> <p>Write 6 three-level questions for whole-class discussion</p> <p>Participate in a Socratic Seminar using essential questions.</p> <p>Given a choice of passages, write an essay analyzing the rhetorical techniques used in the passage.</p> <p>Take a multiple choice exam on a passage following the AP format. (Group consensus on answers)</p> <p>Read a passage from Krkauer and write an imitation of his style. Write sentences following the author's grammatical structure</p> <p>Construct support for an argument of your choice using the book. (Introduce students to concept of constructing support using teacher handout)</p> <p>Compare McCandless experiment to Thoreau's using a Venn Diagram Conduct a Thoreauvian experiment. (How would you lead a simpler life?)</p> <p>Do a group exercise finding types of sentence constructions from passages in the text and explaining how they affect the passage.</p>	<p>Rubric for AP writing</p> <p>AP multiple choice exam</p> <p>Dimensions of Learning pp.128-129</p> <p>Venn Diagram</p> <p>Guided grammar exercise</p>
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Note: Create a graphic organizer similar to the one p. 42 for Into the Wild.

Career Connections