

UNIT OF STUDY 8

Title: Man's Relationship to Nature Subject/Course: AP English		Length: four weeks
Topic: Man vs. Nature Designer: Sheryl Murtha		Grade: 11
UNIT GOALS AND EXPECTATIONS		
IMPORTANT CONCEPTS: Man is small in relation to nature Man cannot conquer nature. Man has a unique place in nature. Man's actions affect nature Man's behavior toward nature needs to change Man's behavior toward nature is the subject of argument	ESSENTIAL QUESTIONS: Should man know his place in nature? How do we decide our place in nature? Why do people differ in the actions we should take? What are the arguments? What is man's relationship to nature? How do man's actions affect nature? How can man change his behavior to improve his relationship to nature? Are man and nature necessarily in conflict? Do we now contain nature rather than being contained by it? Do we see the consequences of our relationship with nature? What can nature expect from us?`` How do we respond to natural disasters?	
STUDENT LEARNING EXPECTATIONS: Ongoing reading and writing learning expectations 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 compositions, including analytical essays and research reports, that assemble and convey evidence in support of the thesis, make distinctions between the relative value and significance of data, facts, and ideas, employ visual data, etc. W.5.11.3 Write using rhetorical	strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic. 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.5.11.6 Write responses to literature that articulate the significant ideas of literary works; support important ideas and viewpoints, etc.	

<p>W.5.11.8 Write on demand to a specified prompt within a given time frame</p> <p>W.6.11. 1 Use a variety of sentence structures, types, and lengths for effect in writing.</p> <p>W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.</p> <p>W.7.11.3 Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive or descriptive writing assignments.</p> <p>W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing.</p> <p>W.7.11.5 Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses</p> <p>W.7.11.6 Combine concrete and commentary information for elaboration</p> <p>W.7.11.6 Combine concrete and commentary information for elaboration.</p> <p>W.7.11.7 Use precise word choices that convey specific meaning</p> <p>W.7.11.8 Personalize writing to convey voice in formal and informal pieces.</p> <p>W.7.11.9 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.</p> <p>W.7.11.10 Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning of tone in ways that are consistent with purpose, audience, and form of writing.</p> <p>R.9.11.1 Analyze personal biases brought to a text</p> <p>R.9.11.8 Analyze point of view and its influence on elements of the text (tone, theme, and purpose</p>	<p>R.9.11.9 Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments</p> <p>R.9.11.10 Analyze and defend a position using concepts gained from reading</p> <p>R.9.11.11 Analyze and compare the author's use of figures of speech and sound devices</p> <p>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.</p> <p>R.10.11.1 Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents.</p> <p>R.10.11.9 Analyze word choice, tone, and voice</p> <p>R.10.11.18 Read a variety of literary and content prose</p> <p>R.10.11.19 Analyze the influence of historical context on the form, style, and point of view or written works</p> <p>R.10.11.21 Use literary terms to critique a work</p> <p>R.10.11.22 Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology</p> <p>R.10.11.24 Analyze the impact of irony on a text</p> <p>R.10.11.26 Evaluate the credibility of an author's argument or defense</p> <p>IR 12.11.5 Analyze methods to verify the accuracy and usefulness of information by perusing the effect of ambiguity, contradiction, paradox, irony, incongruencies and/or overstatement/understatement of the reader</p> <p>IR 12.11.10 Summarize, paraphrase, and/or quote relevant information</p>
---	--

<p>SPECIFIC DECLARATIVE KNOWLEDGE- What I know</p> <p>Understand that man’s place in nature is miniscule Understand that despite man’s small place in nature, his actions are highly affective.</p> <p>Understand the frame structure (822 q. 1)</p> <p>Understand the effect of rhetorical language</p> <p>Learn how rhetorical devices are used in a work of non-fiction and in a work of poetry</p> <p>Learn how rhetorical devices affect a work of literature.</p> <p>Understand patterns of writing i.e. rhetorical forms: exposition, definition, persuasion, description, cause/effect, narration</p> <p>Understand value of footnotes transitions (823 q. 7, 8)</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE- What I need to do</p> <p>Assess the validity of an argument</p> <p>Write an author imitation</p> <p>Analyze rhetoric</p> <p>Analyze and write synthesis</p> <p>Write arguments</p>
<p>UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)</p>	
<p>Write rhetorical analysis Write synthesis essay Write argument essays With each reading assignment, students will identify tone, imagery, rhetorical devices, etc. in a dialectical journal</p>	
<p>Traditional Assessments: Reading quizzes</p> <p>Multiple choice test in AP style</p> <p>Vocabulary assessments to be determined</p>	<p>Other Evidence of Learning:</p> <p>Graphic organizer Socratic seminar participation points Quick check dialectical journals Response to transcendental walk Assessment of advertisement Guided questions Homework assignment of tone, imagery, voice, rhetorical devices.</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Begin by reading aloud p. 797 in text and discussing the questions relative to the unit.</p> <p>Read aloud “Silent Spring.” 798. Stop and have students write their thoughts—interrupted reading Discuss students’ notes</p> <p>Explain elements of “fable” and “fairy tale.” Discuss how these genres relate to “Silent Spring.”</p> <p>How does the genre of fairy tale/fable affect the writing? Is it a good choice? Why or why not?</p> <p>Discuss the changes from the time Silent Spring was written to today. Is the book still relevant? Why? Are Carson’s points valid?</p> <p>Examine current environmental issues (polar bears, frogs, Antarctica, Permafrost, glaciers, etc.</p> <p>On movie night view Al Gore’s “An Inconvenient Truth.” Read, highlight, and annotate (looking for Gore’s arguments), his address on environmental changes. (See AP binder from 2009) In an essay defend, attack, or qualify Gore’s argument(s) as posited in the movie.</p> <p>Assign “Nature” Part I 807 as homework. Write a dialectical journal. Review transcendental tenets. Ask students to tie the tenets to their reading of “Nature.”</p> <p>Do a multiple reading of “Thanatopsis” (supplemental). Compare to “Nature.” Memorize the last few lines of “Thanatopsis” beginning with “ So live. . . Examine the painting (861) and analyze rhetorically in class. (861) Use SOAPS-TONE reading strategy.</p> <p>Supplementary short story “The Open Boat.” Read as homework assignment. Write a dialectical journal for class discussion. (This may serve as an alternate or final assignment if there is sufficient time in the unit.)</p> <p>Assign as homework “Against Nature” (840). Use sticky notes as a note taking device and for class discussion. Group work “Exploring Text” (847)</p> <p>Read a brief excerpt from “The Children’s Blizzard.” Ask students to check with grandparents to see if they can see a change in weather from when they were young to now. Rhetorically analyze a passage.</p>	<p>The Children’s Blizzard (excerpts)</p> <p>The Language of Composition: “Silent Spring”—Rachael Carson 798</p> <p>“Nature”—Ralph Waldo Emerson (Section I only pp. 807-808)</p> <p>“The Clan of One-Breasted Women” 816</p> <p>“Against Nature”—Joyce Carol Oates” 840</p> <p>Grammar as Rhetoric and Style 893 –cumulative, periodic, and inverted sentences</p> <p>“The Open Boat”—Stephan Crane (supplemental)</p> <p>“Thanatopsis” 860 and painting 861 (visual rhetoric)</p> <p>Synthesis: Conversation 862-887</p> <p>Political cartoons</p> <p>Four corners strategy</p> <p>Internet images of natural disasters.</p>

<p>In class examine the advertisement (857). Look for elements of visual rhetoric. Remind students of ethos, pathos, logos, and ask how these appeals are used in the ad.</p> <p>Write a synthesis essay using 3 of the sources in the Conversation section of the text: Focus on Climate Change. The prompt will reflect some of the essential questions of this unit.</p> <p>As a culminating activity, show images of the Dust Bowl, the Great San Francisco earthquake, the 1960's Alaskan earthquake, The tsunami in Thailand, and the Katrina flood.</p> <p>(Ask students to synthesize the information from three of these images.)</p>	<p>“To Build a Fire” Jack London- supplementary fiction</p>
<p>Career Connections</p>	
<p>Notes: find excerpts The Dust Bowl– The Great San Francisco Earthquake Tsunami Katrina</p>	