

GUIDED PRACTICE

Class: English 1A

Date assigned: W, week 7

Date due: M, week 8

Time estimate to complete this assignment: 2 hours

Overview/Introduction

For this particular lesson, please read the handout from class. As we have discussed, this is a complex text with many details and language that is often advanced and elevated. As you read through, pause often to highlight or underline ideas that you are not readily clear. Think about what we have learned about thinking critically. Why is the author writing it in this way? How is the language, tone, and diction? What about the rhetorical triangle and Aristotelian appeals? Do you notice any symbolism or elements of allegory? Please reread this text two or three times for a thorough consideration. Think about the thesis statement. What is it and where is it located?

Learning Objectives

Basic objectives

- A. Identify what kind of text; i.e. narrative, essay, report, etc.
- B. Identify context, word choice, tone, flow, and diction
- C. Interpret main idea of text and supporting arguments. What is being said?
- D. Locate and identify the thesis statement

Advanced objectives

- A. Apply the rhetorical triangle to this text
- B. Apply Aristotelian appeals
- C. Rephrase the main idea of the text in own words. How would the student say this?
- D. Analyze symbolism, allegory, and connections to other texts or contemporary society
- E. Analyze supporting ideas and consider any counterpoints

Preparatory Activities and Resources:

1. (Students have weekly reading assignments for which they are reflecting upon through a series of questions).

For this week, please consider Thoreau's "Where I Lived, and What I Lived For." This is a very intricate text, so please spend some time reviewing the details. Your task is to think deeper of what he means to live "deliberately." In a short paragraph, please write something you would like to deliberately do. Is this a small day-to-day activity or a larger philosophical pursuit? Get creative and consider the questions you have already responded to prior to this assignment.

2. Give a "playlist" of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

Please consider: Caradonna's "From Sustainability: A History,"
Emerson's "Nature,"
Muir's "The American Forests," and
Leopold's "Thinking Like a Mountain"

Exercises: Please complete by Monday of the following week

- Please submit your work on Canvas
- This assignment should reflect the learning objectives highlighted in this document

Questions?

Please feel free to email me with any questions you may have.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: English 1A

Date assigned: M, Week 8

Date due: W, Week 9

Time estimate to complete this assignment: 3 hours

Learning Objectives

Advanced objectives

- A. Locate and identify thesis statement and main idea
- B. Identify Rhetorical Triangle and Aristotelian appeals
- C. Analyze supporting ideas and counterpoints

Activities & deliverables

- Please complete a rhetorical analysis of this text. In your own words, restate and rephrase the thesis statement. Then, diagram the rhetorical triangle and list out Aristotelian appeals. Once you have done that, please move onto analyzing the supporting ideas. What are some possible counterpoints?

When you're done with this first treatment, return to this and think of any symbolic or allegorical references that may be found. Are there any connections you can find? Any parallels to other texts by Emerson, Muir, and/or Leopold? How?

- You have a week and a half to turn this in. Please submit this online via Canvas.

Resources:

- Please see our other texts, including:
 - a. Caradonna's "From Sustainability: A History,"
 - b. Emerson's "Nature,"
 - c. Muir's "The American Forests," and
 - d. Leopold's "Thinking Like a Mountain"

Questions?

Please feel free to email me with any questions you may have.\

Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:
 Diving into Thoreau’s “Where I Lived, and What I Lived For”

<p>Basic objectives for preparatory work: At the conclusion of this class, students will be able to:</p> <p>LO1: Locate and identify thesis statements</p> <p>LO2: Identify Rhetorical Triangle</p> <p>LO3: Identify and analyze Aristotelian appeals</p> <p>LO4: Analyze main & supporting ideas and counterpoints</p>	<p>Advanced objectives for classwork & after class work:</p> <p>LO5: Draw connections and differences between multiple texts by comparing and contrasting and further analysis</p> <p>LO6: Formulate their own argument based on an idea from a text</p>
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	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 Minutes	Review the text in small groups and select three main points to present to the class.	Handout, board and markers
Middle of period	20 Minutes	We will go around the classroom and discuss the main points for presentation and select which one to do per group. Groups will then spend class-time working on their presentations for the rest of the class.	Handout, computers, board and markers

Middle of period	40 Minutes	Student presentations	Handout, computers, board and markers
Middle of period	--	same as above	--
middle of period	--	same as above	--
middle of period	--	same as above	--
End of period	5 Minutes	Student class-wrap up	Handout, computers, board and markers

Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
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<p>LO1: Ability to answer reflective questions</p> <p>LO2: Give context of the main idea</p> <p>LO3: List three questions they have</p> <p>LO4: List one point to look into further</p>	<p>Students will have this text prior and will read it thoroughly with these Learning Outcomes in mind. These will help prepare them for the in-class portion of this assignment.</p>	<p>Complete the reading before coming to class. Also submit all of the related exercises on Canvas prior to class meeting.</p>
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Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>LO5: Create an original argument from the text</p> <p>LO6: Locate and identify connections and differences to other texts</p>	<p>Now that students know how to dissect this text, they will go further into creating their own argumentative thesis. They will also find and identify any connections and differences to accompanying texts we are reading in class.</p>	<p>In 2-3 pages, please write out an original argument you have after reading this text. What is it that you--yourself--would like to consider about this text? Please think of connections & differences to other texts by Emerson, Muir, and Leopold.</p>