

The Peace of Wild Things Week 2

Compelling questions:

1. What are the types of lessons that people may learn from the natural world?
2. Do all people seek to learn from nature? Why? Why not?
3. How have some of these lessons that people have learned from the natural world endured?
4. Are these lessons universal? If so, how?
5. What do writers mean when they *show* instead of *tell*?
6. How do writers often reveal their intended meaning through imagery or showing?
7. What does good imagery/showing look like?

Big Ideas:

For many, nature is often the best teacher, offering lessons in life, death, truth, and beauty

Those who write about the natural world often *show* much more than they *tell*; they allow their imagery to reveal their intended meaning.

Reading focus: *Using text evidence to support analysis and reflection*

LA 5-8.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.

LA 5-8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

LA 5-8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 5-8.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

LA 5-8.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

Writing focus: *Writing with text evidence to support analysis and reflection*

LA 5-8.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 5-8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 5-8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

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Students will understand that:

- 1) our experiences in and with nature may teach us much about ourselves and our world
- 2) contemporary writers often *show* more than they *tell*; that is, they rely upon imagery to reveal their intended meaning
- 3) reading to uncover intended meaning often requires an understanding of how writers use particular imagery throughout their works
- 4) to support analysis and reflection, good writers often use strong, relevant text evidence

Students will be able to:

- 1) cite and explain text evidence from this week's reading to support how the natural world may be a source of joy, refuge, and self-discovery
- 2) identify and explain the intended meaning of a selected text, using what they have learned about imagery
- 3) draft a paragraph in response to a provided prompt using strong, relevant text evidence to support a topic sentence or claim

Formative assessment:

Using what they have learned through readings and class discussions, students will draft a paragraph in which they respond to this prompt:

The past two weeks, we have explored the types of lessons that the natural world may teach us. Using one of the texts we have read this week, write a paragraph in which you identify the intended lesson in this text and support this with strong, relevant text evidence and explanation.

To develop their paragraphs, students will use strong, relevant text evidence and explain how this evidence supports their topic sentence.

Possible texts for this week (*choose texts which work best for you and your students*)