

# The Peace of Wild Things Week 1

## 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. Have some of these lessons that people have learned from the natural world endured? Why?
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 10.1.6.f/LA 12.1.6.f** Interpret and evaluate information from print and digital text features to support comprehension.

**LA 10.1.6.i/LA 12.1.6.** Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

**LA 10.1.6.k/LA 12.1.6.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 10.1.6.n/LA 12.1.6.n** Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

**LA 10.1.6.o/LA 12.1.6.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 10.2.1.a/LA 12.2.1.a** Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

**LA 10.2.1.c/LA 12.2.1.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 10.2.2.b/LA 12.2.2.b** Provide evidence from literary or informational text to support analysis, reflection, and research.

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## Students will understand that:

1) nature can teach us valuable lessons about ourselves and the world we live in; 2) often, these lessons are universal, shared by many regardless of time and place; 3) those who write about the natural world often *show* more than they *tell*; that is, they rely heavily on imagery to reveal their intended meaning; 4) writers appeal to our senses, so that we can experience what they have

## Students will be able to:

1) use this week's texts to identify and explain the lessons learned from nature; 2) explain the universal nature of these lessons; 3) explain the difference between showing (using imagery) and telling; 4) identify and distinguish examples of showing from examples of telling

## Formative assessment:

Students will identify examples of showing (imagery). They will explain why these examples show, rather than tell, and how they reveal the writer's intended meaning.

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

"The River" or "River Deer" by Don Welch

"Life Story" Mary Oliver

"Stopping by Woods on a Snowy Evening" Robert Frost

"A Blessing" James Wright (*an annotated copy of this poem is included as a resource*)

"Big Two-Hearted River" (Parts 1 and/or 2) Ernest Hemingway

"The Chrysanthemums" John Steinbeck

"The Calypso Borealis" John Muir

"Looking for Gold" William Stafford

Video clips from *A River Runs Through It* and/or other relevant movies