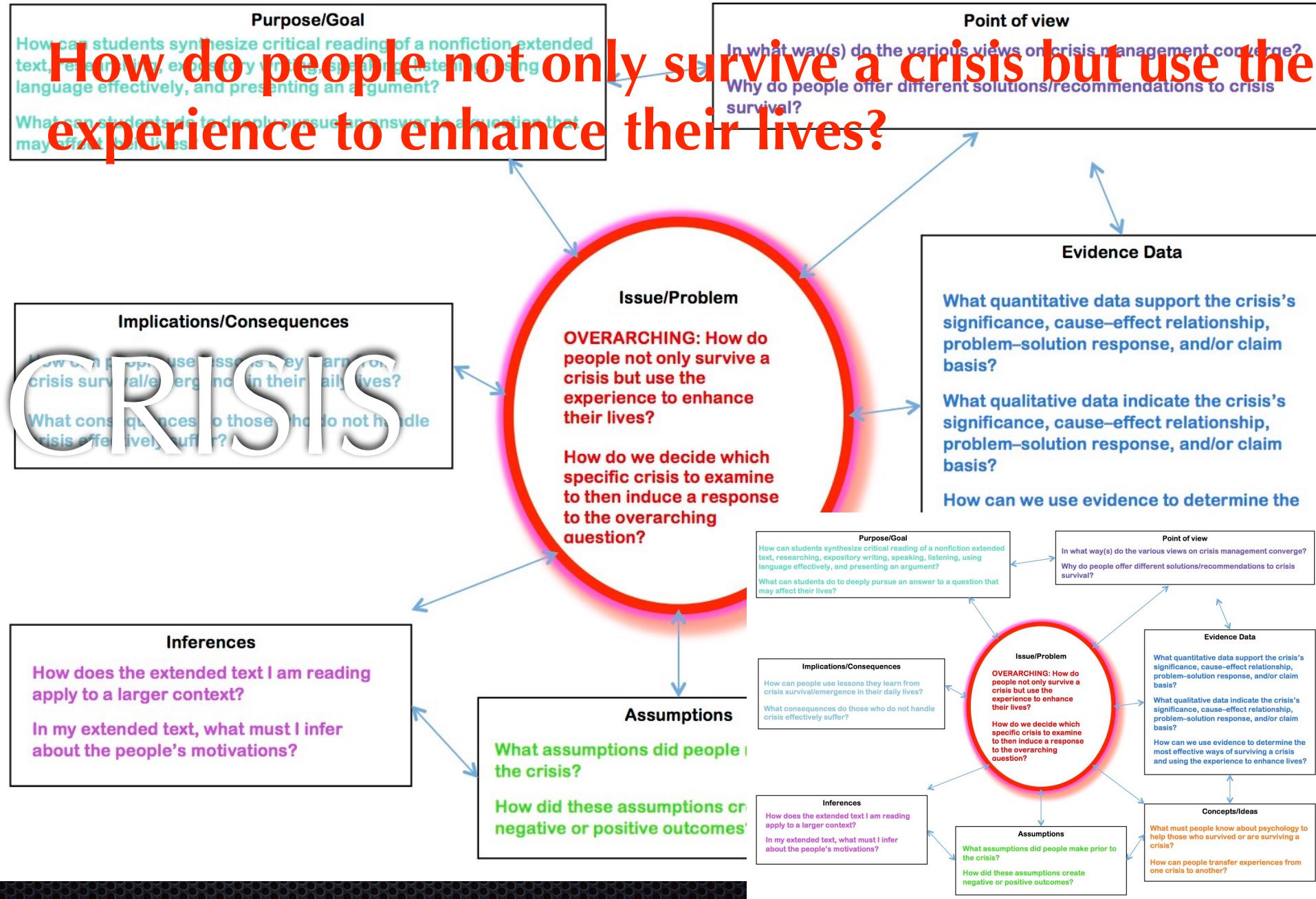


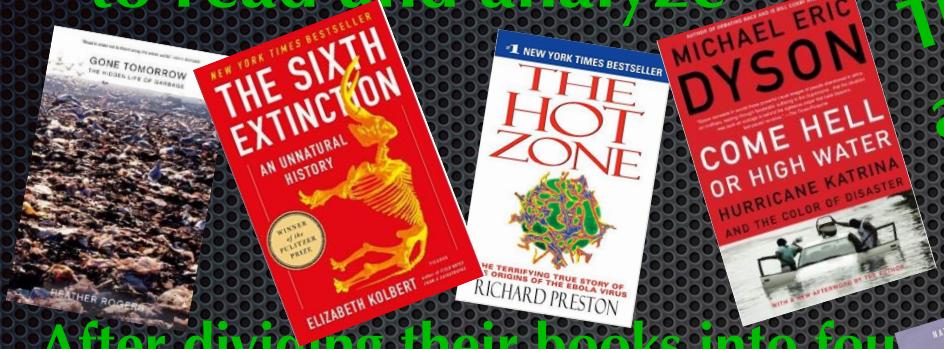
Surviving a Crisis and Learning from It to Enhance One's Life

Americans in Crisis Unit in Honors American
Literature/Composition

Cathie Lawson



To fulfill Georgia's English Standards of Excellence, students will choose one of numerous potential nonfiction extended texts to read and analyze



After dividing their books into four sections, students will meet four times to discuss their critical reading. Each time they meet, they will choose an assessment from a menu of options including creating their own to fulfill each meeting's specified skill requirements.



This text will ground their pursuit, and all other PBL activities will stem from this text's ideas.

Essential Questions

Overarching 1: How do people respond to crises?

Overarching 2: In a crisis, what does the world expect from Americans?

Extended Text: How do authors make crises relevant to readers?

Nonfiction: What types of crises have Americans overcome, are they overcoming, and will they have to overcome?

Writing: How do writers compose effective expositions?

Research: How do individuals, communities, or countries deal with crises?



Unit Quotation

“Most people live, whether physically, intellectually, or morally, in a very restricted circle of their potential being.

They make use of a very small portion of their possible consciousness, and of their soul's resources in general....Great emergencies and crises show us how much greater our vital resources are than we had supposed.”

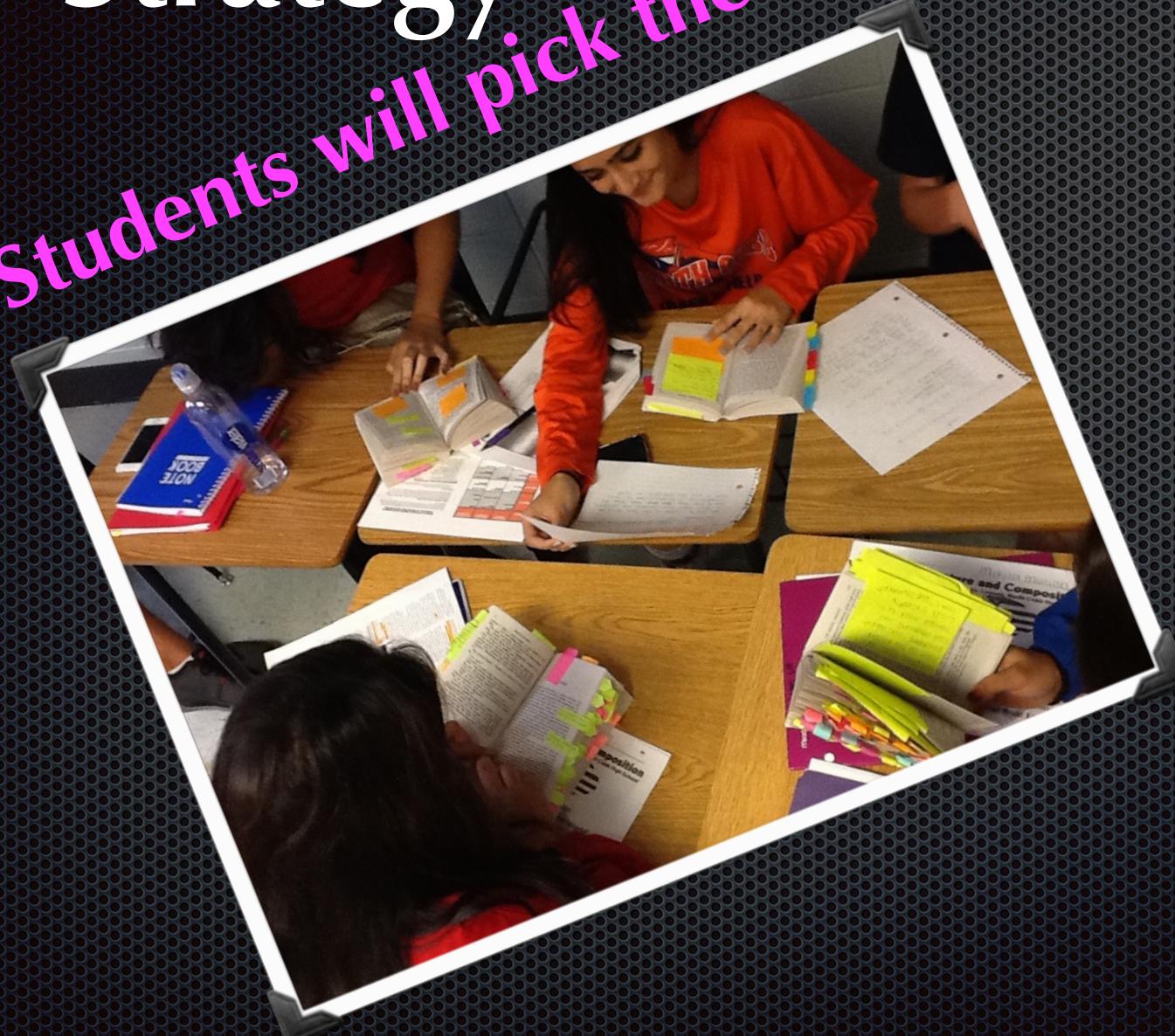
* William James, pioneering American physician, psychologist, and philosopher Self-control
and author Henry James's brother

CRISIS

Bravery Certitude Tenacity
Love for Family Leadership
Perseverance Endurance
Patriotism Patience
Allegiance Wherewithal

Grouping Strategy

Students will pick their groups.



In the previous unit I made the extended text project groups based on how students ranked the books and how they assessed their critical reading and leadership skills. This time instead of the book choice influencing the group make-up, their group choice will influence their book choice.

Assessment Plan

- Summative — Group's argumentative presentation. Students will present for the final of three times. Using their extended text as a major source and researched sources, they will argue what course they believe people should follow when handling a crisis.
- Formative—Daily journal entries related to topics within the unit.
- Formative—Three group meetings in which they choose an assessment strategy from an option menu (including creating their own or adapting an individual or pair choose) to demonstrate required skills.
- Formative—Last group meeting in which they will demonstrate the required skills in a whole class circle discussion.
- Formative—Individual researched exposition paper about a crisis related to their extended text.

Content



- * Students will explore the depths people must travel to endure, survive, and recover from crises.
- * Through reading their nonfiction books, they will develop a keen understanding of one particular crisis and the people involved in it.
- * This reading will also introduce them to several smaller or related crises that may peak their interest in investigating these topics.

*Students will also learn how to write a researched exposition that I will assess using criteria of new and previous skills

*New skills:

* Conventions

- ✓ Tense error/shift avoidance
- ✓ Subject–Verb Agreement

* Style

- ✓ Coherence through a variety of transition methods
- ✓ Required devices: effective fragment, many concretes, and a form of figurative language



* Content

- ✓ Unity
- ✓ Explanation of the vital resources humans possess to deal with crises and the methods people and/or countries use to deal with crises.
- ✓ Specific details
- ✓ Source evaluation and implementation
- ✓ Illustration through appropriate researched quotations and paraphrases

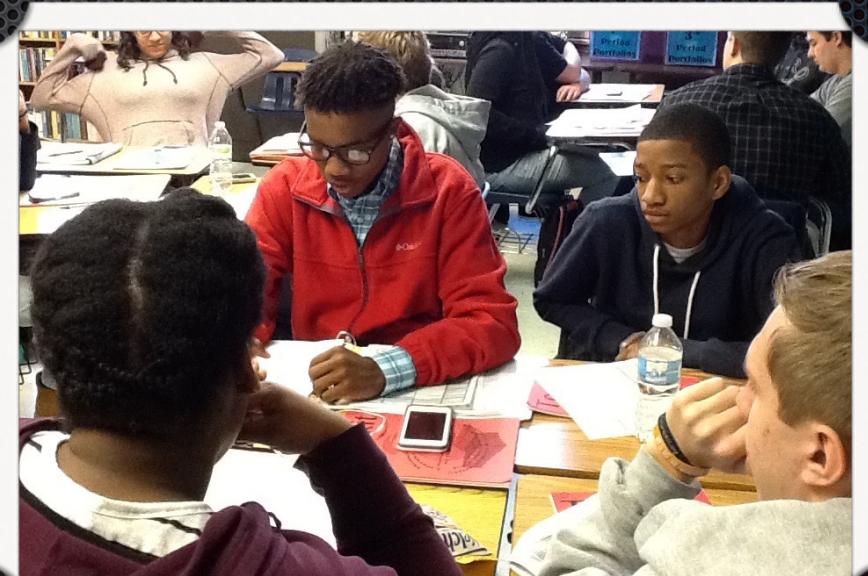
* Organization

- ✓ Works Cited without teacher editing (redo penalty)
- ✓ Problem–Solution, cause–effect, or effect–cause scheme

Actions

Students will continue developing their interpretation, analysis, synthesis, and evaluation skills as they demonstrate extended text responses either in a written or oral strategy (their choice from the option menu):

- * Clarification and explanation of ...
- * Information that interests them
- * Facts that surprise them
- * Uncomfortable situations for them, the author, or anyone in the book
- * The specific problems
- * Solutions the author presents or they can offer



Continuation



- * The crisis after the first quarter of the book and new aspects of the crisis at the halfway and three-fourths points stated in one clear, concise sentence
- * Analysis of diction with especially strong connotations
- * Synthesis of places/passages that correlate with the Unit Quotation by William James
- * Their reactions to the situations at book's halfway point
- * Analysis of especially strong imagery and its effectiveness
- * Evaluation of claims the author has made
- * Evaluation of the author's evidence
- * Evaluation of the author's address to the opposition

More Actions

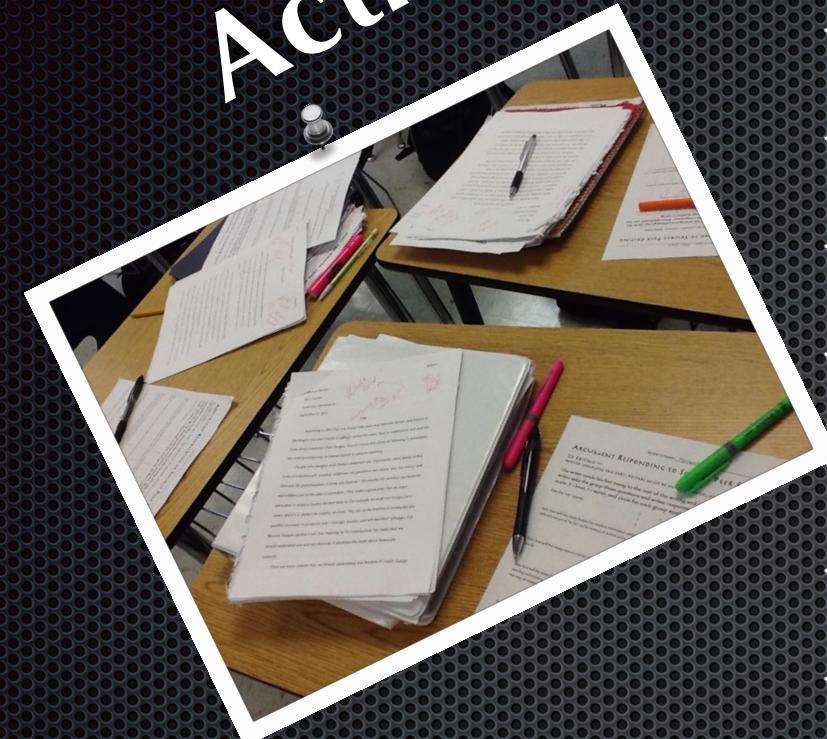
Students will continue developing their interpretation, analysis, synthesis, evaluation, listening, speaking, and collaboration skills:



Analysis of cause–effect relationships

- * Explanation of ways the book is relevant to America
- * Explanation of ways the book answers the Unit Extended Text EQ
- * Evaluation of the author's main argument
- * Their reactions to all the preceding

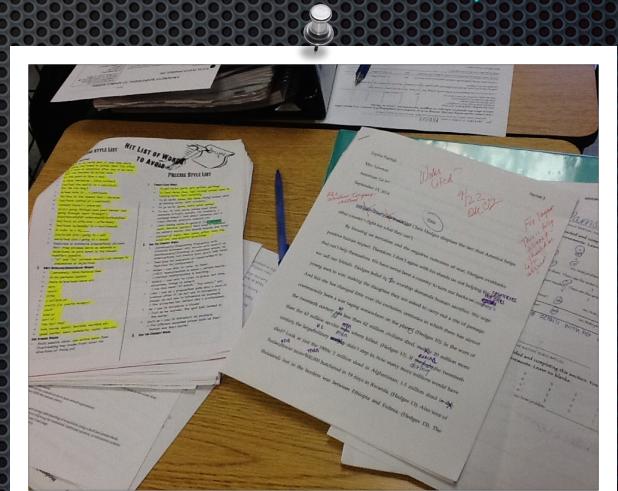
Even More Actions



Students will write a researched exposition

* **Steps students will follow these steps**

- * **Prewriting 1 (interview or observation)**
- * **Prewriting 2 (research and note cards)**
- * **Outline**
- * **Draft 1**
- * **Peer editing**
- * **Revising Steps 1–5**
- * **Draft 2**
- * **Conference with a Senior**
- * **Potentially Other Drafts**
- * **Revising Steps 6–10**
- * **Final Draft**



*Yep,
More
Actions*

Students will present their analysis, synthesis, and evaluation, demonstrating the following:

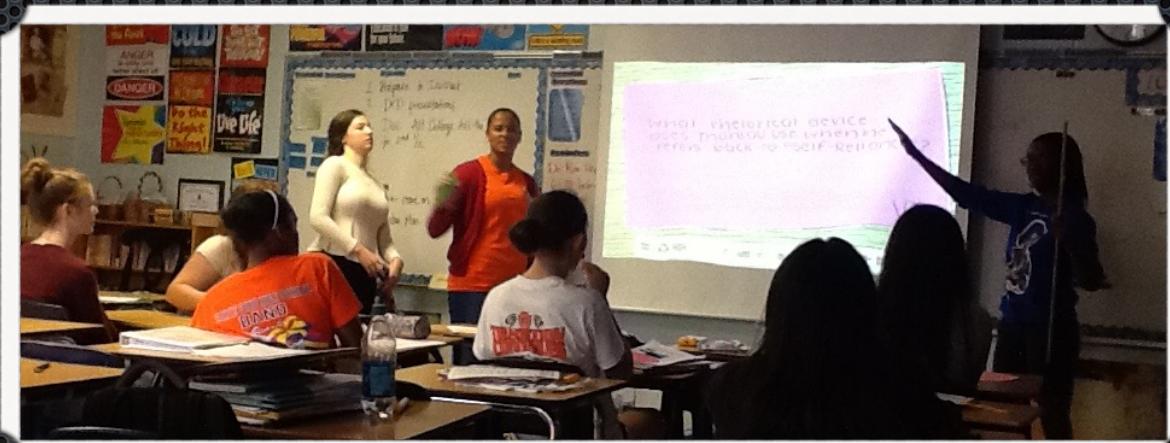
- * The group shared its nonfiction text's crisis stated as one concise complete sentence and explained the way the author developed the crisis.
- * The group has introduced the key people involved in the crisis and interestingly, clearly, and effectively detailed their roles in the crisis.
- * The group answered these questions:
 - * In my extended text, what must I infer about the people's motivations?
 - * What assumptions did people make prior to the crisis?
 - * How did these assumptions create negative or positive outcomes?



Continuation*

The group interestingly, clearly, and effectively delineated what topics each member researched and shared how these topics create a synthesized picture of people surviving crises.

The group answered these questions:



- * How does the extended text I am reading apply to a larger context?
- * In what way(s) do the various views on crisis management converge?
- * Why do people offer different solutions/recommendations to crisis survival?

Continuation

* The group has fully, clearly, and effectively shared its analysis of the project's overarching question: How do people not only survive a crisis but use the experience to enhance their lives? The group answered these questions:

- * How can people use lessons they learn from crisis survival/emergence in their daily lives?
- * What consequences do those who do not handle crisis effectively suffer?



Continuation

* The group interestingly, clearly, and concisely argued whether or not people can prepare for the particular crisis they investigated, how it advises that people should react during a crisis, and what actions people should take after a crisis to use the experience to enhance their lives. The group answered these questions:

* What quantitative data support the crisis's significance, cause–effect relationship, problem–solution response, and/or claim basis?

* What qualitative data indicate the crisis's significance, cause–effect relationship, problem–solution response, and/or claim basis?



* How can we use evidence to determine the most effective ways of surviving a crisis and using the experience to enhance lives?

* What must people know about psychology to help those who survived or are surviving a crisis?

* How can people transfer experiences from one crisis to another?

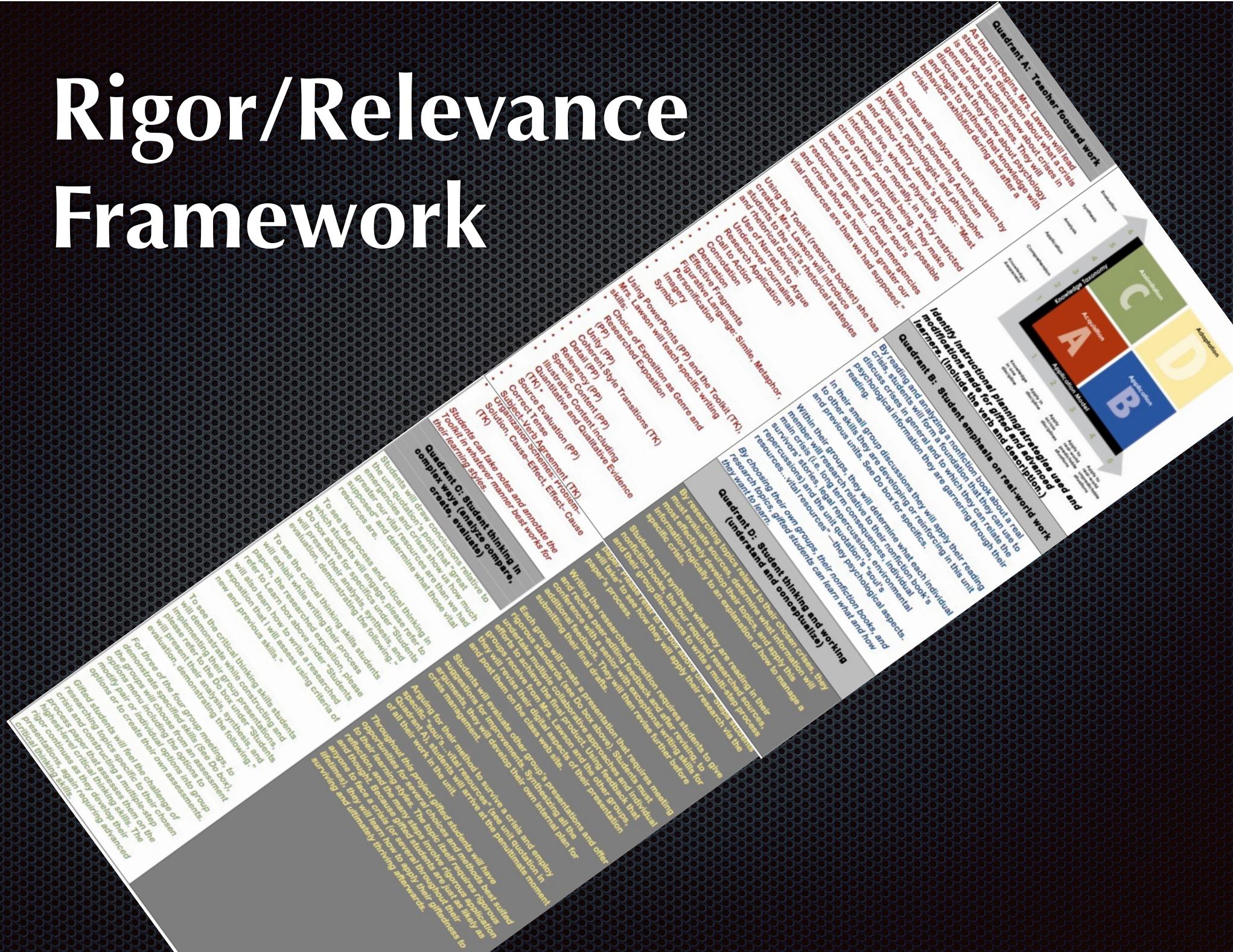
The Last Action



After groups receive feedback from Mrs. Lawson and the other groups, they will revise their digital presentation components and post them to the class's web page inviting people to view these.



Rigor/Relevance Framework



Bloom's Level	Clearly identify strategies used and modifications made for gifted and talented learners. (Use the higher levels.)
Apply	By choosing their own groups, their nonfiction books, and research topics, gifted students can learn what and how they want to learn.
Analyze	For three of the four group meetings, to demonstrate specified skills (See Do box), the groups will choose from an assessment options menu including the options to modify pair or individual options into group options or to create their own assessments.
Evaluate	Gifted students will feel the challenge of researching topics specific to their chosen crisis and constructing a multiple-step process paper that assesses them on the highest-level critical thinking skills. The rigor continues as they develop their presentations, again requiring advanced critical thinking skills.
Create	Throughout this project gifted students will have opportunities for several choices and methods best suited to their learning styles. The topic itself requires rigorous reflection, and the many steps involve rigorous application and thought. Because gifted students are just as likely as anyone to face a crisis (or several throughout their lifetimes), they will learn how to apply their giftedness to surviving and ultimately thriving afterwards.

Crises Averted!

