



Author(s): Ada Grabowski			Lesson Title: <i>The Trilogy: man, nature, technology</i>			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C X	D

Instructional Focus:

READING: Students read a variety of grade level materials applying strategies appropriate to various situations.

WRITING: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Lesson Preparation: Using five large pieces of chart paper write one question on the top of each sheet of paper leaving plenty of space for student responses. Tape the pieces of chart paper on the walls around the room.

Questions

1. What are the main themes in the poem? Support your ideas with quotes from the poem.
2. What does the poet want to convey to the reader?
3. Several times the author refers to "swerving". What deeper meaning does this have in the poem?
4. When the speaker says, "I thought hard for us all" whom is he referring to?
5. What other examples can you site from your daily life that demonstrate the conflicts between man, nature, and/or technology?

Lesson: After direct instruction on the fundamental components of poetry including the distinction between literal and figurative language, read to the students the poem "Traveling through the Dark" (See The Trilogy Chart 1). Give students a copy of the poem and read it aloud again. Encourage dialogue about the themes presented by the author. Divide the students into five groups. The number of groups must equal the number of questions posted around the room so if you have a larger class, you will need to develop more questions. Give each group of students a different color marker and assign the group a question as a home base. Give the students a reasonable amount of time (3-5 minutes) to respond to the question and write their answers on the chart paper. After the allotted time, ask the groups to rotate one position to the right to a new question. They are to read the question, read the previous groups answers and continue to add to the answer. Continue rotations until all groups have visited each question. When each group has returned to home base, they are to summarize the responses recorded by the group and report out to the class. As a culminating activity each student must select an example from question #5 and write a paragraph explaining the conflict, its impact on contemporary society and a probable solution to the conflict. Students should be encouraged to be creative, yet realistic in the solutions they propose. Prior to dismissing the students the poem should be read aloud once again so that the students can internalize the discussion that has just taken place about the poetry.

Variations: This activity can be used for a variety of content areas. The purpose is to generate a lot of ideas and/or to process complex concepts. Each group uses a different color marker to increase the accountability of the group.

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela5)

Understand the personal, social, cultural and historical significance of a text.(ela23)

Use brainstorming, role playing and standard problem solving strategies to define a problem and suggest solutions.(ela19)

Scoring Guide:

See attached six traits rubric (See The Trilogy Chart 2) or use any standard writing rubric to evaluate the content and quality of the paragraph. The focus of evaluation should be on two or three traits which should be shared with the students prior to writing.

Keywords

English Language Arts		
Reading Comprehension		
Writing Paragraphs Six Traits Conventions Expository Writing Grammar Elements of Writing Mechanics		
Communications Brainstorming Problem-solving		
Literature Poetry Figurative language Conflict Theme		
Other		

“Traveling through the Dark”

By William Stafford

Traveling through the dark I found a deer
dead on the edge of the Wilson River road.
it is usually best to roll them into the canyon:
the road is narrow, to swerve might make more dead.

By glow of the tail-light I stumbled back of the car
and stood by the heap, a doe, a recent killing;
she had stiffened already, almost cold.
I dragged her off, she was large in the belly.

My fingers touching her side brought me the reason –
her side was warm; her fawn lay there waiting,
alive, still, never to be born.
beside that mountain road I hesitated.

The car aimed ahead its lowered parking lights;
under the hood purred the steady engine.
I stood in the glare of the warm exhaust turning red;
around our group I could hear the wilderness listen.

I thought hard for us all – my only swerving –
then pushed her over the edge into the river.

(1960)

SCORING GUIDE/RUBRIC QUALITIES OF WRITING

Qualities	Quality 4	Satisfactory 3	Marginal 2	Unacceptable 1	Unable to Score 0
Ideas/ Meaning	<ul style="list-style-type: none"> Develops ideas/topic accurately, insightfully and in depth Uses a wide range of relevant, accurate, and specific supporting details 	<ul style="list-style-type: none"> Develops ideas/topic completely but not in depth Uses specific, appropriate supporting details 	<ul style="list-style-type: none"> Develops some ideas/topic more fully than others or briefly Uses accurate but inappropriate or insufficient details 	<ul style="list-style-type: none"> Minimal development of ideas/topic Supporting details are inaccurate 	<ul style="list-style-type: none"> No development of ideas/topic Supporting details are non-existent
Organization	<ul style="list-style-type: none"> Maintains a clear, tight focus Exhibits a logical, coherent organizational pattern Thoughtful use of transitional words* 	<ul style="list-style-type: none"> Maintains a focus Exhibits an effective organizational structure but includes some minor inconsistencies Correct use of transitional words* 	<ul style="list-style-type: none"> Attempts to maintain a focus Exhibits a basic organizational structure but includes some major inconsistencies Transitional words* are poorly chosen and/or repetitive 	<ul style="list-style-type: none"> Shows little focus Exhibits a weak/ineffective organizational structure Transitional words* cause confusion 	<ul style="list-style-type: none"> No focus No organizational structure Transitional words* are non-existent
Voice/ Tone	<ul style="list-style-type: none"> Skillfully establishes a tone appropriate to purpose, objective and audience Effectively impacts audience 	<ul style="list-style-type: none"> Establishes a tone appropriate to purpose and audience Adequately impacts audience 	<ul style="list-style-type: none"> Establishes some tone but may be inconsistent Marginally impacts audiences 	<ul style="list-style-type: none"> Establishes a tone that is inappropriate or confusing Inappropriately impacts audience 	<ul style="list-style-type: none"> No evidence of tone No impact on audience
Word Choice	<ul style="list-style-type: none"> Skillfully uses vocabulary and language that is precise, original and engaging Demonstrates a strong sense of purpose and audience 	<ul style="list-style-type: none"> Efficiently uses vocabulary and language that is fluent Demonstrates an acceptable awareness of purpose and audience 	<ul style="list-style-type: none"> Uses functional but in some cases limited vocabulary/language Demonstrates a limited awareness of purpose and audience 	<ul style="list-style-type: none"> Uses vocabulary/language that is unusable or inappropriate Demonstrates an inappropriate awareness of purpose and audience 	<ul style="list-style-type: none"> No attention to vocabulary and language No attention to purpose and audience
Sentence Fluency	<ul style="list-style-type: none"> Purposefully uses sophisticated word and sentence patterns Varied sentence lengths and types 	<ul style="list-style-type: none"> Thoughtfully uses appropriate word and sentence patterns Some variety in sentence length and types 	<ul style="list-style-type: none"> Occasionally uses appropriate word and sentence patterns Simplistic sentence style 	<ul style="list-style-type: none"> Little sentence sense and/or frequent awkward wording Incomplete sentences and/or sentences run together 	<ul style="list-style-type: none"> No sentence sense No attention to sentence patterns or structure
Conventions	<ul style="list-style-type: none"> Demonstrates mechanical and grammatical correctness throughout; essentially no errors 	<ul style="list-style-type: none"> Demonstrates mechanical and grammatical correctness; occasional errors do not interfere with the message 	<ul style="list-style-type: none"> Demonstrates reasonable control of mechanical and grammatical correctness; errors may hinder understanding 	<ul style="list-style-type: none"> Minimal control of conventions; frequent errors make comprehension difficult 	<ul style="list-style-type: none"> No control of conventions
Presentation	<ul style="list-style-type: none"> Product is polished, attractive and well formatted/presented 	<ul style="list-style-type: none"> Product is correctly formatted/presented 	<ul style="list-style-type: none"> Product is correctly formatted/presented but includes minor irregularities 	<ul style="list-style-type: none"> Product is unattractively/incorrectly formatted/presented and includes major irregularities 	<ul style="list-style-type: none"> Product reflects no thought to format/presentation

*Connecting words/phrases (ex. therefore, on the other hand, consequently, in addition)