A Trail To Every Classroom (TTEC)
Curriculum Development Tool

UNIT DESIGN COVER SHEET

Author contact: Lori Innes

School name, state and town: Profile School, Bethlehem, NH

Title: Learning our Communities

Abstract/Vignette: Why does place matter? Students will be doing a great deal of reading, researching and writing about people, places and historical landmarks in the beautiful area we live. As part of this journey, 9th grade students will have the opportunity to hike on the Appalachian Trail, a historic footpath from Georgia to Maine. In preparation, in English class, we will be nature writing, and researching and presenting on Hike Safe and Leave No Trace principles. In Health class, students will be learning about nutrition and wellness. As well as classroom activities, guest speakers will be invited in to share their experience and expertise about the outdoors. In the spring, students will be doing a trail maintenance day as part of a service learning project. Our goal is for students to feel a positive connection to this area and value being a part of it.

Grade level(s): Please check all that apply.
☐ K-2     ☐ 3-5     ☐ 6-8     ☑ 9-12     ☐ College and Lifelong Learning

Discipline: Please check all that apply.
☐ Art and Music     ☑ Health and PE
☑ Literature and Language Arts     ☐ Mathematics
☐ Social Studies and Geography     ☐ History
☐ Science

Year Developed: 2013

Period (month long unit vs. week long): Intensive quarter long unit that builds throughout the year

Teaching environment:
☑ In the Classroom (indoors)     ☑ Outdoor

☑ In the Community     ☑ Online/Virtual
# UNIT DESIGN TEMPLATE

**Unit Title:** Learning our Communities  
**School:** Profile, Bethlehem NH  
**Grade level/s:** 9th  
**Discipline/s:** English (with collaboration with Wellness teacher, Kristy Duris)  
**Unit Designer/s:** Lori Innes

## Stage 1 – Desired Results

### A. “Big Ideas”
The high-level ideas, concepts, principles or processes for my TTEC unit include:

- Written words communicate thought over time and distance  
- Communication has the potential for power  
- Reading, writing and speaking express self  
- We read, write, view, listen and talk to make meaning of our existence

### B. “Enduring Understandings”
*Students will understand that:*

#### Reading Understandings:
These understandings are based on the Common Core ELA standards.

- Good readers infer, read between the lines and support their ideas with evidence from the text.  
- Authors use writing to communicate human experience.  
- Individuals, events and ideas develop and interact over the course of a text to create meaning.  
- Words and phrases have different meanings depending on the context.  
- Authors use organization and format deliberately and purposefully to convey information and create meaning.  
- The point of view and purpose influence meaning.  
- Reading a variety of texts on similar themes and topics enriches understanding of the human experience.  
- “Good” readers read a variety of complex literary and informational texts to be able to make sense of the world around us.

#### Writing Understandings:

- Valid reasoning and sufficient evidence can persuade others.  
- Writing enables us to make meaning of our thinking and allows us to communicate those thoughts and information to others.  
- Writing allows us to express ourselves and make meaning of our existence.  
- We choose organizational structures and style depending on the purpose and audience.  
- Writing is a deliberate process of prewriting, drafting, revising, editing and publishing. This process is essential to effective writing.

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1 This TTEC planning tool is adapted from Understanding by Design (UbD) from Wiggins & McTighe (1998, 2005, 2011)
- Technology allows us to produce and publish writing and to interact and collaborate with others.
- Focusing research helps us present knowledge more effectively and demonstrate our understanding.
- Integration of research creates understanding.
- Evaluating sources of information while researching will create accuracy and credibility of the information.
- We support our ideas through evidence from the text.
- We improve our writing by writing routinely for a variety of tasks, audiences and purposes.
- Effective collaboration and conversation looks like people actively listening and participating in order to work towards a common goal.
- When we work together we create better problem solving solutions.

**Speaking & Listening Understandings**

- Speakers need to purposefully organize their information and ideas to best communicate to their audience.
- Speakers need to connect to their audience and monitor their reactions.
- Visuals enhance understanding of information and ideas.
- Speakers should be aware of different learning styles.
- Audience and purpose impact a speaker’s use of language.

**Language Understandings:**

- Standard English conventions convey a message effectively in terms of intended meaning.
- Language conveys a level of formality, style and tone.
- A command of standard English allows us to communicate with and be taken seriously by those in power.
- How a word or phrase is used determines its meaning
- A rich vocabulary enables us to understand and communicate more effectively
- Vocabulary is acquired through reading, writing, listening and speaking.

C. “Essential Question(s)”:

*Students will keep considering:*

**Reading Essential Questions:**

- How do effective readers infer or read between the lines?
- How do we support our ideas or the truth?
- How do we know our ideas about a piece of writing are valid?
- How do we know what the author is trying to communicate to the reader?
- What is the message?
- How and why do individuals, events and ideas develop and interact over the course of a text?
- How do we make meaning out of the written word?
- How do organization and format lead to an understanding of a text?
- Why is point of view and purpose important?
- How and why do we make connections between texts on similar themes or topics?
- What do effective readers do?
- Why read?
Writing Essential Questions:

• How do we examine and convey thoughts and information through writing?
• Why do we write about the human experience?
• How do we produce clear and coherent writing?
• How do we develop and strengthen our writing?
• How do we use technology as a writing tool?
• What is valid research?
• What are the steps in producing a well-organized research paper or project?
• How do you find and evaluate sources of information for reliability and accuracy?
• How do we validate our ideas?
• How does knowledge of your audience and purpose contribute to effective writing?
• How do we become effective writers?

Speaking & Listening Essential Questions:

• What does effective collaboration and conversation look like?
• Why do we collaborate?
• Why do artists choose to use a certain medium to convey their message?
• How do we effectively present information and ideas?
• What do effective speakers do?
• Why are visuals used in presentations?
• How does audience and purpose impact presentation?

Language Essential Questions:

• Why is it important to use Standard English conventions?
• Why does language matter?
• How do we figure out the meaning of words?
• How does the depth of vocabulary contribute to the ability to communicate more effectively?
• How do we develop an effective vocabulary?
• Where does vocabulary originate from?

D. Place-based Service Learning Lens (Assumes PBSL Principle #5 Integrated & Principle #6 Rigorous):

Grounded in Place

In what ways is your unit a direct reflection of local landscapes, resources, culture, and values?

• We will lead hikes on the AT for 9th grade students and staff and invite parents.
• Hiking and the AT is a part of the NH culture.
• Local businesses rely on thru-hikers to support their businesses.
• People who live in our area value the outdoor experience.
• We value relationships, and this will be an extension of their freshmen orientation experience.

Real

What authentic, real-world need or opportunity will students address through their project?

Interdisciplinary

• Students will help with maintenance on the Appalachian Trail.
English:
• Students will research and present about Hike Safe & LNT

Wellness:
• Students will plan a meal for hiking that day
• Students will plan how to pack and prepare for the hike

Empowering
What opportunities exist or can be created for students to have meaningful roles in project design, decision-making, and evaluation?

Interdisciplinary
• Many of our kids do not hike and this will be a challenge for them.
• Students organize trail magic project.
• Students will be sharing (presenting) how to prepare, what to eat and how to hike safe.
• Students will make suggestions as to what to do next for future trails or locations for maintenance.

Collaborative
What opportunities will students have for mutually beneficial collaboration with other disciplines, community or public land partners?

Interdisciplinary
• A part of this is an English & Wellness course interdisciplinary unit. We will share a PowerPoint presentation to our staff to encourage other teachers to be involved.
• We will utilize the AMC - work with Alex DeLucia to perform trail maintenance on the AT.
• Clare Long will present to our school about Hike Safe
• Invite former thru-hiker (Mike Innes) to present lecture

E. Content Standard(s):

READING

Key Ideas and Details
• CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
• CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
• CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
• CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
• CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
• CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content
and style of a text.

**Integration of Knowledge and Ideas**
- CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**
- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

**WRITING**

**Text Types and Purposes**
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing**
- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**
- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**
- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**LANGUAGE**

**Conventions of Standard English**
- CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language
• CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
• CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
• CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

SPEAKING & LISTENING

Comprehension and Collaboration
• CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
• CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
• CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
• CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
• CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
• CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Stage 2 – Acceptable Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Evaluative Criteria</th>
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<tbody>
<tr>
<td>Learners will show that they really understand by:</td>
<td>READING:</td>
</tr>
<tr>
<td>• Creating an Admissions Tickets on a book of choice related to the Appalachian Trail</td>
<td>Admissions Ticket rubric</td>
</tr>
<tr>
<td>• Participating in a literature Circle on their AT choice reading by demonstrating reading strategies and use of textual support</td>
<td>Literature Circle Participation</td>
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<tr>
<td>• Writing a Process Narrative about Trail Maintaining</td>
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<tr>
<td>• Nature Journaling and reflecting about AT hike and using descriptive and expository writing</td>
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<tr>
<td>• Creating focus questions and presenting information</td>
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</tbody>
</table>
about place of choice
  • Researching & presenting about our area to another school
  • Writing a “Growing up North Country” essay
  • Organizing a trail magic project

Student will be able to:

READING
Vocab.
  • Use context clues to define unfamiliar vocabulary.
  • Apply and acquire vocabulary through speaking, listening, reading and writing.

Analysis
  • Analyze how author’s choices impact meaning of a text.
  • Connect the piece to its historical and social context.
  • Use evidence in the text to support ideas.

Reading Strategies
  • Apply active reading strategies.
  • Increase knowledge and comprehension through reading.
  • Establish independent reading habits.

Students will know:

Vocab.
  • Relevant vocabulary
  • Words have different connotations

Background Knowledge
  • Appropriate background knowledge

Literary Analysis
  • Literary devices and how they function
  • Plot elements and structure

Story Elements
  • How all story elements interact to create meaning

Analysis of Writer Choices
  • Organization and format create meaning of a text
  • Themes
  • Themes are universal

Textual support
  • Textual evidence is essential to supporting ideas

Reading Strategies
  • Active reading strategies
  • How to make connections

Reading Skills

rubric
Reading post its & Annotations
WRITING & LANGUAGE:
Admissions Ticket rubric
Journal & reflection rubric
Process Narrative rubric
Presentation script
SPEAKING & LISTENING:
Presentation rubrics

8
• How to preview a book
• Different types and usage of context clues
• Reading leads to increased knowledge, fluency, comprehension and independence

WRITING

Students will be able to:

Process
• Choose and develop appropriate thoughts and information to produce clear and coherent writing.
• Use appropriate voice, words and style based on task, audience and purpose.
• Organize and format writing based on task, audience, purpose in order to aid in understanding.
• Practice effective editing techniques.
• Practice effective revision techniques, including revision based on feedback.

Informative
• Write informative/explanatory pieces to convey information and ideas accurately and clearly.

Research
• Create authentic questions to focus research.
• Find and evaluate sources from diverse media and formats for reliability and accuracy.
• Recognize bias in a source.
• Cite sources to avoid plagiarism.
• Synthesize information from research to create understanding.

Students will know:

General
• Audience and purpose influence writing choices
• Organization and format aids in understanding
• Audience and purpose influence writing choices
• How to choose, organize and format information, thoughts and details effectively based on task, audience and purpose
• Task, audience and purpose
• Conventions of Standard English
• How to thoroughly develop coherent and clear ideas

Writing Process
• Writing is a process
• Various writing processes for different genres
• Different types of technology
• How to choose the best technology for the task
• Effective editing and revising techniques
• The writing process

Writing Habits
<table>
<thead>
<tr>
<th><strong>Research Writing</strong></th>
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<tbody>
<tr>
<td>• Reliable source criteria</td>
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<td>• Citing sources provides authenticity and validity</td>
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<tr>
<td>• How to understand, synthesize and present information effectively</td>
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<td>• How to create authentic questions and focus their research</td>
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<td>• How to conduct short and extensive research projects</td>
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<td>• How to gather relevant information</td>
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<tr>
<td>• How to format citations</td>
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<tr>
<td>• How to produce a well-organized, focused and developed research paper and project</td>
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<tr>
<th><strong>Expository Writing</strong></th>
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<tr>
<td>• The process of writing informative and explanatory pieces</td>
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<tr>
<th><strong>Analytical Writing</strong></th>
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<tr>
<td>• How to find textual evidence to support ideas</td>
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**LANGUAGE**

**Students will be able to:**

- Demonstrate command of grammar such as writing in complete sentences, not using run-on sentences, verb tense, subject/verb agreement, pronoun agreement, etc.
- Demonstrate command of mechanics such as capitalization, punctuation, etc.
- Demonstrate command of spelling and usage.
- Choose effective sentence structure to convey meaning.

**Students will know:**

- Standard English conventions and why we use them
- How to effectively use conventions of standard English
- Language functions differently depending on the context
- How to convey meaning using effective words and sentence structure
- Vocabulary
- Frequent reading leads to an effective vocabulary
- Actively listening and using newly acquired words in speaking and writing leads to mastery of new vocabulary
- Language is a reflection of culture

**SPEAKING & LISTENING**

**Students will be able to:**

- Collaborate effectively, actively listen and participate.
- Effectively express your own ideas.
• Choose the most effective method to organize, develop and present knowledge and information for a specific task, purpose and audience.
• Use effective nonverbal and verbal communication.

**Students will know:**

**Class Discussion/Collaboration**
- How to divide up work load fairly
- How to collaborate effectively, actively listen and participate
- How to build upon others’ ideas and effectively express their own
- The appropriate time and ways to share ideas
- Collaboration helps us validate and question our own ideas
- How to develop and build upon others’ ideas

**Formal Presentation**
- How to choose the most effective method to organize, develop and present knowledge and information for a specific task, purpose and audience
- Methods of organizing, developing and presenting knowledge and information
- Strategic use of media and visual displays
- Effective nonverbal and verbal communication techniques
- How visual aids assist in the presentation of information
- How to identify and create a presentation for a target audience

**Other Evidence:**
*Students will show they have achieved Stage 1 (Desired Outcome) goals by…*

- Writing self-reflections about place based assignments
- Creating a “Where I’m From Poem”
- Participating in class discussion
- Creating a map of their community
- Creating a town brochure
- Writing a trail magic note
- Reflecting on The Frost Place and Historical site field trips

**Alignment with Desired Outcomes (Big Ideas, Enduring Understandings, Student Learning Objectives) and/or Content Standards**

**Evaluative Criteria** (score sheets, rubrics, observation check-lists, grading key)

- Various rubrics
- Progress monitoring through pre-assessments, simulations, formative & summative assessments
- Homework assignments, class discussions, observation,
Guest Speakers, Presentations, formal and informal writing assignments, outside reading assignment

Stage 3 – Learning Plan

Alignment with Desired Outcomes (Big Ideas, Enduring Understandings. Student Learning Objectives) and/or Content Standards

Learning Activities (includes timing, supplies, & links):

Day 1

Objectives:
- To define place
- To create a where I’m from and where we are from poem
- To map important places of our area

Warm up:
1. Make a list of your:
   - favorite places
   - tourist places
   - historical sites
   - favorite memories

2. Introduce place based unit
   - Focus question: Why does place matter?
   - Series of field trips to historical sites and places in area
   - Guest speaker
   - Interdisciplinary with Health - hike on AT & trail maintenance day in spring
   - Assessments: Research presentation, Process narrative, nature journals

3. Read “Where I’m From” by George Ella Lyon
   - http://www.georgeellalyon.com/where.html

4. Discuss elements of poem
   - Make a list of childhood:
     - Favorite foods
     - Favorite books
     - Favorite toys
     - Favorite TV shows/movies
     - Favorite people
     - Experiences, memories and learning experiences
     - Family vacations
   - Share

5. Create own poem
   - Share

Mine:
I am from the big city and traffic,
from General Electric to Crane and Co.

I am from Sweet Baby James and JT concerts at Tanglewood,
where reunions happened on green space,
from Herman Melville’s Arrowhead, Edith Warton’s Manner, Norman Rockwell Museums

Progress monitoring through pre-assessments, simulations, formative & summative assessments
I am home to Mt. Greylock, the highest point in Western Mass, from rolling hills and family apple picking adventures and Cape Cod summers.

I’m from legos, lincoln logs, He-man and She-Ra, from Barbies and American Doll Collections.

I’m from singing nursery rhymes and signing the Star Spangled Banner.

I’m from the Willow Tree in my parent’s backyard, from golf courses to bike trails.

I’m from the Berkshires, the place I call home.

6. Pick favorite line - Create a class poem
   o Type on Smartboard
   o Discuss how to organize
   o Punctuate

7. Recap/reflect: what did you learn about place?

**Day 2**

**OBJECTIVES:**
- To introduce AT Reads Project
- To find a choice book
- To make a journal

1. Warm up: What do you know about the Appalachian Trail?

2. Book Read-Around
   - Display choice books on AT on table
   - Students pick a book
     o 5 finger rule

3. AT Reads Enrichment Opportunity
   - For every extra book a student reads they earn 100 miles on the AT

4. Pre-flection: Graffiti exercise
   - What do you know about the AT?
   - What do you know about hiking?
   - What would you like to know?
   - What sections of the AT do you live near or have you hiked on?

4. Share/discuss Graffiti exercise
   - Ask a student near poster to share what is written
   - Thoughts? Comments?

5. Marathon Writing on the AT (write about anything that compels you, from any perspective)
   - Show a Powerpoint slideshow of pictures from the AT
   - Students have 5 min. to write
   - Share and discuss
   - Repeat for next picture

6. Reflection: What did you learn?
7. Journal Making

Day 3

OBJECTIVES:
• To define nature writing
• To analyze nature writing
• To nature write

1. Warm up: Define nature writing

2. Graffiti exercise:
• Define poetry
• What do you know about Robert Frost and/or The Frost Place?

http://www.poets.org/poet.php/prmPID/192
   a. Read and write 3 facts you learn
   b. Share

4. The Frost Place
http://frostplace.org/
   a. Who has been to The Frost Place?
   b. Read and write down 1 fact you learn
   c. Share

5. Group work: reading of Frost's poems
• Read poem out loud
• Write down favorite line
  o Discuss these lines
  o Draw images that come to mind

Day 4

OBJECTIVES: Field trip to Frost Place

1. Interactive Activity to learn about Frost
2. Museum tour
3. Nature trails and journaling

Homework: Frost place reflection

Day 5

OBJECTIVES: Field trip to historical sites

Writing marathon:
1. Historical site 1: Civil war era - downtown Franconia
   - The Iron Furnace
   - Franconia downtown
     o Read essay from *Between the Notches: “Franconia”* by Maggie North
       ▪ Students reflect in journals

2. Historical site 2: 1st ski school - Sugar Hill
   - Read essay from *Between the Notches: “Growing up Skiing”* Cory Synder
   - Students reflect

3. Nature journaling
   - Zero in on a scene
   - Draw it
   - Describe it using the senses (feel free to write a poem)
   - Write from the perspective of an object

   **Day 6**

**OBJECTIVES:**
- To read stories about the area
- To apply active reading strategies
- To show an understanding of basic plot

Warm up: What surprised or interested you during our field trips?

1. Read from Haunted Hikes of the White Mountains:
   - Model UFO reading

Divide students in 3 groups to read:
   - Willey House
   - Bomber crash
   - Legend of Chorcora

2. For each reading:
   - Write a brief summary
   - Write about your thinking while reading:
     o Connections
       ▪ Text to self
       ▪ Text to text
       ▪ Text to world
     o Questions
       ▪ What did you wonder about?
       ▪ What confused you?
     o Predictions
       ▪ What is going to happen?

3. Read *Haunted Places in NH*
   - What surprised you? Why?
   - Do you believe in ghosts?

   **Day 7**

**OBJECTIVES:**
- To blog about living in the North Country
- To create a town brochure
1. Warm up: Blog
   http://growingupinthewhitemountains.blogspot.com/

2. Listen to “Granite State of Mind (JZ parody)
   - Reflection and discussion

2. Mapping my places exercise
   o Draw/map:
     - places you love
     - places from your list that you think are important
     - places you are curious about
     - Reference warm up (use brochures)

3. Town Brochure
   - Create a brochure about your town.
   - Include:
     - Town
     - History
     - Population
     - Interesting Facts
     - Things to do
     - Tourist Attractions
     - Anything else that is noteworthy

3. A tour through literature (show display of NH and local books)
   
   Day 8

OBJECTIVES:
   - Define Narrative Writing
   - Write about growing up in the White Mountains
   - Read a sample essay and evaluate the narrative qualities

1. Warm up: Draw a winding highway on your paper, representing a map of life. Note memorable experiences on the map.

2. Read “Narrative handout” (15-20 minutes)

3. Sample “Growing up North Country” essays

4. Discussion: What are the narrative qualities this essay contains?

5. Growing up in the White Mountains essay
   
   Day 9

OBJECTIVES: Hike and nature journal field trips

1. Nature Journal pre-lesson in the field
   
   Day 10
### OBJECTIVES: Hike and nature journal field trips

#### Day 11

#### OBJECTIVES: To prepare for hike on AT - Guest Speaker: Clare Long

1. Leave No Trace/Hike Safe Introductions
2. Safety Kits
3. Observation exercise
4. Backpack activity
5. Clare Long - presenter

#### Day 12

#### OBJECTIVES: To prepare for hike on AT

1. Warm up: Reflect upon what you learned about our guest speaker’s visit
2. Trailjournals.com
   - Trail names - a brief history and intro.
     - Originated in 1970s
     - Hikers assume a different identity
     - May be given
   - You sign trail registers as that name
     - Examples: Sunshine (me), Bobcat (my hubby), Swampmonster (our golden)
     - Wirenut - retired electrician
     - Horn Blower - Music student from University of Georgia, carried a French Horn
   - Everyone needs a trail name before we go on a hike
   - Find a thru-hiker who captures your attention
   - Read their entry
   - Note observations with writing style
   - Writing Marathon on the AT
3. Sharing Our Communities Project

#### Day 13

#### OBJECTIVES: To hike on AT

#### Day 14

#### OBJECTIVES: To create scripts for “Sharing our Communities” project

1. Warm up: What surprised you about our hike? What did you learn? What did you enjoy?
   - Work on scripts
2. Peer feedback and discussion

#### Day 15

17
OBJECTIVES:
- To pick a place to research
  1. Warm up:
     - Review list of places from last class
     - Pick one that you want to learn more about
  2. What do you already know about this place?
  3. What are you curious about - question form
     - Model example:
       - Mt. Washington Hotel
         - Is this hotel haunted?
         - Who were the original owners?
  4. Switch papers with someone and add to list of questions
     - Consider what classmate already knows about this place
  5. Give list of questions back to original owner
     - You have to decide what questions to focus on - ideally 3-5
  6. Place based research presentation
     - Example
     - Rubric
  7. Share what each person is going to research

Day 16

OBJECTIVES:
- To research a place
- To evaluate websites
  1. Warm up: How do you know if a website is reliable and accurate?
  2. Website Evaluation Presentation
  3. Your turn - find 5-7 sources
  4. Create a Works Cited - easybib
     a. https://owl.english.purdue.edu/owl/resource/747/05/
     b. https://owl.english.purdue.edu/owl/resource/747/12/
  5. Analyze sources
     - Write a summary of each source:
       - Include main points
       - This source contains information about…
       - How do you know this is a reliable source?
       - Explain how source connects to another source? Do the sources contain similar information? Explain.

Day 17

OBJECTIVES: To take notes on information
  1. Warm up: What is the best way to take notes?
  2. Works Cited - color code
  3. Summarize, paraphrase and quote article and practice
4. **Index cards**  
   a. 1 piece of info. per card  
   b. Include color code for source  

5. **Practice**

**Day 18**

**OBJECTIVES: To organize information**

1. Warm up:  
2. Post focus questions on index cards  
3. Take index cards and place under the focus question it addresses  
4. Decide how to present this information  
5. Mini lesson on voice and eye contact

**Day 19**

**OBJECTIVES: To present place based projects**

Presentations

What did you learn about each presentation?

**Day 20**

**OBJECTIVES: To participate in a literature circle**

Literature Circles – AT choice books

Extras: AT presentation at the AMC

Continuation of units throughout year with a place focus  
Unit 2: Short Story - focus on setting  
   - Favorite Place Essay  
   - Setting Analysis

Unit 3: Novel - To Kill A Mockingbird  
   - Maycomb vs. North Country towns  
   - Town Brochure  
   - Growing Up North Country Blog  
   - Growing up North Country Essay

Unit 4: Poetry, College Talk, Vocabulary Project  
   - Nature Writing
### Adaptations

*Learner-centered and context-sensitive adaptations for our TTEC unit include:*

- Research Presentation (differentiated for Essentials course)
  - 1-2 sources; 1-2 focus questions
- Growing up North Country Essay (Honors only)
- Literature adapted for varying levels

### Reflections

*Post-instruction reflections by TTEC unit designer(s)/instructor(s) include:

- Plan 1 more place-based field trip to allow more time at different places
- Lists work really well as a brainstorm strategy, especially for low level groups
- Plan hike for 9th graders and families earlier in the year (end of September or first week in October) to prevent conflicts
- Ask local newspaper to interview kids about our unit
- Research presentation (Honors class: 5-7 focus questions and sources; Intensive class: 3-5 focus questions and sources; Essentials class: 1-3 focus questions and sources)
- “Where I/we are from poem” worked really well at all levels as an introduction to the unit!
<table>
<thead>
<tr>
<th>Stage 1 – Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea(s):</strong></td>
</tr>
<tr>
<td>• Written words communicate thought over time and distance</td>
</tr>
<tr>
<td>• Communication has the potential for power</td>
</tr>
<tr>
<td>• Reading, writing and speaking express self</td>
</tr>
<tr>
<td>• We read, write, view, listen and talk to make meaning of our existence</td>
</tr>
<tr>
<td><strong>Enduring Understanding(s):</strong></td>
</tr>
<tr>
<td>Place is important.</td>
</tr>
<tr>
<td>Places teach about ourselves and our history.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Content Standard(s):</strong></td>
</tr>
<tr>
<td>Addresses the following strands of the ELA Common Core:</td>
</tr>
<tr>
<td>• Reading</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
<tr>
<td>• Language</td>
</tr>
<tr>
<td>• Speaking &amp; Listening</td>
</tr>
</tbody>
</table>

| Place-based Service Learning Lens (Assumes PBSL Principle #5 Integrated & Principle #6 Rigorous): |
| Grounded in Place |
| In what ways is your unit a direct reflection of local landscapes, resources, culture, and values? |
| • We will lead hikes on the AT for 9th grade students and staff and invite parents. |
| • Hiking and the AT is a part of the NH culture. |
| • Local businesses rely on thru-hikers to support their businesses. |
| • People who live in our area value the outdoor experience. |
| • We value relationships, and this will be an extension of their freshmen orientation experience. |

**Real**
What authentic, real-world need or opportunity will students address through their project?

- Interdisciplinary
  - Students will help with maintenance on the Appalachian Trail.
- English:
  - Students will research and present about Hike Safe & LNT
- Wellness:
  - Students will plan a meal for hiking that day
  - Students will plan how to pack and prepare for the hike

**Empowering**
What opportunities exist or can be created for students to have meaningful roles in project design, decision-making, and evaluation?

- Interdisciplinary
  - Many of our kids do not hike and this will be a challenge for them.
  - Students organize trail magic project.
  - Students will be sharing (presenting) how to prepare, what to eat and how to hike safe.
  - Students will make suggestions as to what to do next for future trails or locations for maintenance.

**Collaborative**
What opportunities will students have for mutually beneficial collaboration with other disciplines, community or public land partners?

- Interdisciplinary
  - A part of this is an English & Wellness course interdisciplinary unit. We will share a PowerPoint presentation to our staff to encourage other teachers to be involved.
  - We will utilize the AMC - work with Alex DeLucia to perform trail maintenance on the AT.
• Clare Long will present to our school about Hike Safe
  Invite former thru-hiker (Mike Innes) to present lecture

Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>PBSL Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will show that they really understand by:</td>
<td>Writing self-reflections about place based assignments</td>
</tr>
<tr>
<td>• Creating an Admissions Tickets on a book of choice related to the Appalachian Trail</td>
<td>• Creating a “Where I’m From Poem”</td>
</tr>
<tr>
<td>• Participating in a literature Circle on their AT choice reading by demonstrating reading strategies and use of textual support</td>
<td>• Participating in class discussions</td>
</tr>
<tr>
<td>• Writing a Process Narrative about Trail Maintaining</td>
<td>• Creating a map of their community</td>
</tr>
<tr>
<td>• Nature Journaling and reflecting about AT hike and using descriptive and expository writing</td>
<td>• Creating a town brochure</td>
</tr>
<tr>
<td>• Creating focus questions and presenting information about place of choice</td>
<td>• Writing a trail magic note</td>
</tr>
<tr>
<td>• Researching &amp; presenting about our area to another school</td>
<td>• Reflecting on The Frost Place and Historical site field trips</td>
</tr>
<tr>
<td>• Writing a “Growing up North Country” essay</td>
<td></td>
</tr>
<tr>
<td>• Organizing a trail magic project</td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 – Learning Plan

<table>
<thead>
<tr>
<th>Learning Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce focus question and unit</td>
</tr>
<tr>
<td>2. Where I am From/Where we are from: Poetry lesson</td>
</tr>
<tr>
<td>3. AT Reads Enrichment/Choice reading on the AT</td>
</tr>
<tr>
<td>4. The Frost Place and Robert Frost Intro.</td>
</tr>
<tr>
<td>5. Field trip 1: The Frost Place/Reflections</td>
</tr>
<tr>
<td>6. Field Trip 2: Historical sites and writing marathon</td>
</tr>
<tr>
<td>7. Literature of our area: The short story</td>
</tr>
<tr>
<td>8. Mapping our community; town brochure; “Granite State of Mind” and bias analysis</td>
</tr>
<tr>
<td>9. Growing up North Country essay (narrative essay)</td>
</tr>
<tr>
<td>10. Field trip 3: hike and nature journaling</td>
</tr>
<tr>
<td>11. Field trip 4: Historical sites and writing marathon</td>
</tr>
<tr>
<td>12. Guest Speaker and Leave No Trace</td>
</tr>
<tr>
<td>13. Hike on the AT</td>
</tr>
<tr>
<td>14. Sharing our Communities Project</td>
</tr>
<tr>
<td>15. Research Presentation (research process: focus questions, reliable sources, notetaking)</td>
</tr>
<tr>
<td>16. Literature Circle with AT choice books</td>
</tr>
</tbody>
</table>

Adaptations

Research Presentation (differentiated for Essentials course; modified for IEPs)
1-2 sources; 1-2 focus questions

Growing up North Country Essay (Honors only)

Literature adapted for varying levels

Reflections

• Plan 1 more place based field trip to allow more time at different places
• Lists work really well as a brainstorm strategy, especially for low level group
• Plan hike for 9th graders and families earlier in the year (end of September or first week in October) to prevent conflicts
• Ask local newspaper to interview kids about our unit
• Research presentation (Honors class: 5-7 focus questions and sources; Intensive class: 3-5 focus questions and sources; Essentials class: 1-3 focus questions and sources)
• “Where I/we are from poem” worked really well at all levels as a introduction to the unit!


**English Department Big Ideas:**
- Written words communicate thought over time and distance
- Communication has the potential for power
- Reading, writing and speaking express self
- We read, write, view, listen and talk to make meaning of our existence.

**Essential Question: Why does place matter?**

**Grounded in Place:**
*Interdisciplinary*
- We will lead hikes on the AT for 9th grade students and staff and invite parents.
- Hiking and the AT is a part of the NH culture.
- Local businesses rely on thru-hikers to support their businesses.
- People who live in our area value the outdoor experience.
- We value relationships, and this will be an extension of their freshmen orientation experience.

**Real:**
*Interdisciplinary*
- Students will help with maintenance on the Appalachian Trail.

**English:**
- Students will research and present about HikeSafe & LNT

**Wellness:**
- Students will plan a meal for hiking that day
- Students will plan how to pack and prepare for the hike

**Empowering:**
*Interdisciplinary*
- Many of our kids do not hike and this will be a challenge for them.
- Students organize trail magic project.
- Students will be sharing (presenting) how to prepare, what to eat and how to hike safe.
- Students will make suggestions as to what to do next for future trails or locations for maintenance.

**Collaborative:**
*Interdisciplinary*
- Parts of this is an English & Wellness course interdisciplinary unit.
- We will utilize the AMC - work with Alex DeLucia to perform trail maintenance on the AT.
- Clare will present to our school about...
- Invite former thru-hiker (Mike Innes) to present lecture
Performance Task(s):

Learners will show that they really understand by:

- Creating an Admissions Tickets on a book of choice related to the Appalachian Trail
- Participating in a literature Circle on their AT choice reading by demonstrating reading strategies and use of textual support
- Writing a Process Narrative about Trail Maintaining
- Nature Journaling and reflecting about AT hike and using descriptive and expository writing
- Creating focus questions and presenting information about place of choice
- Researching & presenting about our area to another school
- Writing a “Growing up North Country” essay
- Organizing a trail magic project

Other:

- Writing self-reflections about place based assignments
- Creating a “Where I’m From Poem”
- Participating in class discussions
- Creating a map of their community
- Creating a town brochure
- Writing a trail magic note
- Reflecting on The Frost Place and Historical site field trips
Stage 3:  

**Day 1**

**Objectives:**
- To define place
- To create a where I'm from and where we are from poem
- To map important places of our area

**Warm up:**
1. Make a list of your:
   - favorite places
   - tourist places
   - historical sites
   - favorite memories

2. Introduce place based unit
   - Focus question: Why does place matter?
   - Series of field trips to historical sites and places in area
   - Guest speaker
   - Interdisciplinary with Health - hike on AT & trail maintenance day in spring
   - Assessments: Research presentation, Process narrative, nature journals

3. Read “Where I’m From” by George Ella Lyon
   - [http://www.georgeellalyon.com/where.html](http://www.georgeellalyon.com/where.html)

4. Discuss elements of poem
   - Make a list of childhood:
     - Favorite foods
     - Favorite books
     - Favorite toys
     - Favorite TV shows/movies
     - Favorite people
     - Experiences, memories and learning experiences
     - Family vacations
   - Share

5. Create own poem
   - Share
Mine:
I am from the big city and traffic,
from General Electric to Crane and Co.

I am from Sweet Baby James and JT concerts at Tanglewood,
where reunions happened on green space,
from Herman Melville’s Arrowhead, Edith Warton’s Manner, Norman Rockwell Museums

I am home to Mt. Greylock, the highest point in Western Mass,
from rolling hills and family apple picking adventures and Cape Cod summers.

I’m from legos, lincoln logs, He-man and She-Ra,
from Barbies and American Doll Collections.
I’m from singing nursery rhymes and signing the Star Spangled Banner.

I’m from the Willow Tree in my parent’s backyard,
from golf courses to bike trails.

I’m from the Berkshires,
the place I call home

6. Pick favorite line - Create a class poem
   o Type on Smartboard
   o Discuss how to organize
   o Punctuate

7. Recap/reflect: what did you learn about place?
I'm from the place I call home

I am from camping for every vacation I had with my dad
I am from thinking it would be cool to let’s not do that again! # yolo
I am from the smell of fresh venison to happy cheers around the table
I am from long days of finding the perfect climbing tree, from screaming for help after getting stuck
I am from tuna fish sandwiches and Arizona Green Tea
I am from the trip to New Orleans and my sister’s first steps
I am from hide and go seek and cucumber sandwiches on hot afternoons
I am an animal crackers and gold fish kind of girl
I am from my dad showing me what hard work is

I am from Wendy’s house
I am from the playground 2000 whose wooden structures never failed to give me splinters.

I am from a place that I like to call home
C.P. 9th: Where we are from
I'm from the place I call home
I'm from quiet streets and small schools
I'm from my horse Juni that I loved to flying with my Grampa
I am from beach vacations to Christmas morning breakfasts
I am from scary moments and overcoming them
I am from Finland and eating Ramen Noodles and drinking soda
I am from next door playing Lincoln logs with my cousins
From parking lot Ferris Wheels, trailers of midgets and pockets full of jingling coins
I'm from the place I call home :)
9th/10th Essentials Class Poem
Where we are from
I am from the highest town east of the Rockies
I am from the Death Star and spending time in the Big City
I am from White Mountains where it is beautiful everyday
I am from Profile English my favorite subject in the world
I am from Boston and the mall, I am from mom and dad
I am from hearing the howling wind as I am walking my dog
I am from Plymouth, NH.
I am from NH
I am from peanut butter and jelly and white bread
I am from big trees in the country, from mowing lawns and shoveling snow
I am from mountain bikes, cuts and scraps and little sisters that I love
I am from my parent’s closet
I am from cookies, chocolate and marshmallows
I am from Afghanistan
I am from worms?
Day 2

OBJECTIVES:
- To introduce AT Reads Project
- To find a choice book
- To make a journal

1. Warm up: What do you know about the Appalachian Trail?

2. Book Read-Around (Honors)
   - Display choice books on AT on table
   - Students pick a book
     o 5 finger rule

3. AT Reads Enrichment Opportunity
   - For every extra book a student reads they earn 100 miles on the AT

4. Pre-flection: Graffiti exercise
   - What do you know about the AT?
   - What do you know about hiking?
   - What would you like to know?
   - What sections of the AT do you live near or have you hiked on?

4. Share/discuss Graffiti exercise
   - Ask a student near poster to share what is written
   - Thoughts? Comments?

5. Marathon Writing on the AT (write about anything that compels you, from any perspective)
   - Show a Powerpoint slideshow of pictures from the AT
   - Students have 5 min. to write
   - Share and discuss
   - Repeat for next picture

6. Reflection: What did you learn?

7. Journal Making
<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Walk in the Woods</td>
<td>Bill Bryson</td>
</tr>
<tr>
<td>Becoming Odyssa</td>
<td>Jennifer Pharr Davis</td>
</tr>
<tr>
<td>Called Again</td>
<td>Jennifer Pharr Davis</td>
</tr>
<tr>
<td>46 days: Keeping up with Jennifer Pharr Davis</td>
<td>Brew Davis</td>
</tr>
<tr>
<td>Walking the Appalachian Trail</td>
<td>Larry Luxenberg</td>
</tr>
<tr>
<td>Walking with Spring</td>
<td>Earl Shaffer</td>
</tr>
<tr>
<td>A Walk for Sunshine</td>
<td>Jeff Alt</td>
</tr>
<tr>
<td>AWOL on the Appalachian Trail</td>
<td>David Miller</td>
</tr>
<tr>
<td>On the Beaten Path: An Appalachian Trail Pilgrimage</td>
<td>Robert Alden Rubin</td>
</tr>
<tr>
<td>As Far As the Eye Can See: Reflections of an Appalachian Trail Hiker</td>
<td>David Brill</td>
</tr>
<tr>
<td>Skywalker: Close Encounters on the Appalachian Trail</td>
<td>Bill Walker</td>
</tr>
<tr>
<td>Southbound (The Barefoot Sisters)</td>
<td>Lucy Letcher &amp; Susan Letcher</td>
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<tr>
<td>In Beauty May She Walk: Hiking the Appalachian Trail at 60</td>
<td>Leslie Mass</td>
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<tr>
<td>A Season on the Trail: An American Odyssey</td>
<td>Lynn Setzer</td>
</tr>
<tr>
<td>Three Hundred Zeros: Lessons of the Heart On the Appalachian Trail</td>
<td>Dennis R. Blanchard</td>
</tr>
<tr>
<td>Just Passin’ Thru: A Vintage Store, the Appalachian Trail, and a Cast of Unforgettable Characters</td>
<td>Winton Porter</td>
</tr>
<tr>
<td>White Blaze Fever</td>
<td>Bill Schuette</td>
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<tr>
<td>Nature Girl</td>
<td>Jane Kelley</td>
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<tr>
<td>A Child’s Walk in the Wilderness: A Seven Month Journey on the Appalachian Trail</td>
<td>Kenneth Wadness</td>
</tr>
<tr>
<td>Blind Courage</td>
<td>Bill Irwin</td>
</tr>
<tr>
<td>End to Ending: An Appalachian Trail Thru-Hiker’s Story</td>
<td>Tanner Critz</td>
</tr>
</tbody>
</table>
Day 3

OBJECTIVES:
- To define nature writing
- To analyze nature writing
- To nature write

1. Warm up: Define nature writing

2. Graffiti exercise:
   - Define poetry
   - What do you know about Robert Frost and/or The Frost Place?

2. Robert Frost intro.
   http://www.poets.org/poet.php/prmPID/192
   a. Read and write 3 facts you learn
   b. Share

3. The Frost Place
   http://frostplace.org/
   a. Who has been to The Frost Place?
   b. Read and write down 1 fact you learn
   c. Share

4. Poem Reading
   o Read “A Time to Talk”
     http://www.poemhunter.com/poem/a-time-to-talk/
   o Reading 1: Each student reads a line
   o Reading 2: Each student reads a word
   o What do you think is the most important word? Why?
   o Share/discuss
     ▪ Make a list
     ▪ What do these words have in common?

5. Group work: reading of Frost’s poems (use posters)
   “The Road Not Taken”
   “Stopping by Woods on a Snowy Evening”
   - Read poem out loud
   - Write down favorite line
     o Discuss these lines
     o Draw images that come to mind
September 2013

Dear Parent/Guardian:

Why does place matter? This is the focus on our first quarter unit in 9th grade English. Through field trips, writing assignments, presentation opportunities and literature of our area, my hope is that students realize that place is important and teaches about history and ourselves, while also encouraging them to become “responsible global citizens.”

Over the next two months we will be taking field trips to the Frost Museum and historical sites in the area, along with going to scenic areas and journaling. The attached field trip permission slip requires you to fill out the emergency medical section and sign and date the form in order for your student to attend these trips. We will be going during the time we usually have English class and will be back to school before your son or daughter’s next class.

Here is our itinerary:
Monday, September 23rd - Frost Place
Wednesday, September 25th - historical sites in Bethlehem and Franconia
Monday, October 7th - writing marathon at the Rocks Estate or Bretzfelder park
Wednesday, October 9th - nature journaling/hike to Artists Bluff or the Basin

We will be taking the school van, however only 11 students will have a seat and we have 13 students in our class. If you are available to help drive and would like to come with us, please let me know. There may be a staff member willing to drive but I want to offer this opportunity to you first to join us in what I hope will be a meaningful experience for the 9th graders. Contact me if you are interested and we will discuss more details.

These field trips will also prepare your 9th grader for a couple of interdisciplinary projects. Kristy Duris, Health Educator, and I are working together to have the 9th grade class research, create a video and present about our area to a school in Massachusetts. We are also planning a hike this fall for the 9th grade class and families, and a trail maintenance day in collaboration with the Appalachian Mountain Club in the spring. More details about this will follow soon.

If you would like more information about our unit or 9th grade English, check out our class website: http://innes9thgrade.wikispaces.com/.

Feel free to contact me with any questions, comments or concerns at loinne@profile.k12.nh.us or 823-7411 (ext. 238).

Thank you and enjoy your day,

Lori Innes
Curriculum Coordinator
English Department
Profile School
**Day 4**

**OBJECTIVES:** Field trip to Frost Place - facilitated by the Frost Place

1. Interactive Activity to learn about Frost
2. Museum tour
3. Nature trails and journaling

Homework: Frost place reflection

---

Frost Place Reflection
Mrs. Innes
English 9
September 2013

Why does place matter? This is the focus on our first quarter unit in 9th grade English. Through field trips, writing assignments, presentation opportunities and literature of our area, my hope is that you realize that place is important and teaches about history and ourselves, while also encouraging you to become a “responsible global citizen.”

**Assignment:**
What did you think of our visit? What did you enjoy? Why? What did you learn? How did this experience impact you?

---

**Writing Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceed Expectation √ + (95-100)</th>
<th>Meet Expectation √ (85)</th>
<th>Improving √ - (65-75)</th>
<th>Does not meet expectation √-- (50)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Question is answered highly effectively</td>
<td>Question is answered effectively</td>
<td>Question is somewhat on topic</td>
<td>Question is not on topic</td>
</tr>
<tr>
<td><strong>Details and Examples</strong></td>
<td>Many details and examples are provided in a highly effective manner. Answers the so what question and provides a thoughtful analysis of topic.</td>
<td>Details and examples are used in an effective manner</td>
<td>Uses some details and examples in an effective manner</td>
<td>Does not use details and examples in an effective manner</td>
</tr>
<tr>
<td><strong>Grammar/Spelling</strong></td>
<td>A couple grammar errors but</td>
<td>Some grammar</td>
<td>Many grammar</td>
<td>Grammar errors</td>
</tr>
</tbody>
</table>
Frost Place Reflection

When we went to the Frost Place as a class I thought our visit was very interesting. I liked learning about his inspirations from the White Mountains and being able to relate to them. I thought that I would have been able to learn more if we had more time there. Before I went I had never realized how important he is to the literary community.

I liked learning about how he related to me. He also didn’t like school but loved the Whites. Identifying with him made me feel like we had a connection. Reading his poems about the mountains and living here at the same time is a different perspective than reading them in a classroom somewhere else.

From our visit I think I have developed a different perspective about poetry. Seeing how this was just a hobby at first but became his way of life was intriguing. He turned his passion into his job. I think that it is important for everyone to strive for this. Doing what you love is the only option if you strive for happiness.

Jayci
Mrs. Innes
Honors English 9
September 28, 2013

The visit to the Frost Place was very interesting to me. I really enjoyed being able to walk through the house that Robert Frost once lived in. I learned a lot about his life in Franconia, but also a lot about his life in England and in Derry, New Hampshire, as well.
The thing that I found most interesting about the visit to the frost place was just walking through his house. On the outside it looks so small and old but once you walk through the door it’s like you’re in a whole different place. I felt somehow connected to Robert Frost as I was walking through his house. I liked that in one spot there was a picture of him hanging on the wall, and where you would stand to look at the photo is where he is physically standing in the photo itself. Being in the house made me feel more connected history.

I really enjoyed walking on the path and reading some of the poems that Frost wrote, as well. I think that having the poems outside it a good way to make the readers more connected to the writing itself, rather than just sitting inside reading the poems. I know that I felt like I could picture what Frost was talking about better in the poems when I was reading them with nature around me, rather than just imagining it from inside a building.

Overall, I enjoyed the trip to the Frost Place. I learned a lot and felt more in touch with Robert Frost and more in touch with nature by going there. I learned it a lot and think that it is an experience that everyone should be fortunate enough to have.

Robert Frost Reflection

Madison
Honors English
Mrs.Innes
9/24/13

I thought our visit was one to remember, at least for me it was. I had never been to the Robert Frost place before, I have only drove past it and have always wanted to check it out. When I first got there the first thing I noticed was that Robert Frost had such a beautiful view from his house. It was fun to learn a lot about him and see more of his work. The trip all together was really fun!

I enjoyed learning about Robert Frost more as a person and his life outside of poetry. I also enjoyed the fun games we did inside the barn to learn fun facts about him. What I thought was my favorite part would be the tour through his house. I thought it was cool to see some of the things he lived with, still there in the museum. I also liked it because lots of other famous poets have lived there for a short period of time.
I learned a lot of new things about Robert Frost and the building itself, for example that he was the first poet to speak at the presidential inauguration. Also I learned that he lived in England for a while but when world war one hit he moved up to New Hampshire. I learned some things about the house as well, like how lots of famous poets had lived in the house for a short period of time. Another thing is that there are trails you can go on with different poems that he wrote along the way.

This experience impacted me in several ways. It made me more into poetry and Robert Frost himself. This trip made me realize how famous this guy really was and that I should be really fortunate to have had a man so great live so close by.

Malachi

Mrs. Innes

9 grade honors english

10/1/13

Frost Place Reflection

What I learned:

Our visit was very intriguing, I learned about Robert Frost and what his life was like. We learned about when he was young and hadn’t begun his career in poetry. In the first part of his life he was a farmer with little money. He later moved to the U.K. where his poetry was a hit. He then moved back to the U.S. where his career took a massive jump. He quickly became incredibly famous. He and his poetry are still famous today.

What did i think:

Visiting the frost place was a very interesting experience. I definitely thought that the experience was very valuable especially walking on the trails and going inside the house. It was really nice to see where and how he lived. I remember thinking that his house looked much smaller from the outside than it was on the inside. I also thought that it was actually quite amazing how poor farmer became one of the worlds best poets. It was also surprising that such a great man lived so close to where I am currently living.

What did i enjoy:
I enjoyed walking along the beautiful trails and reading all of his poems that were posted along the trails. I liked going into the house to see where he lived. I also loved the views from the house. You could just look out onto a humongous valley and beautiful mountains. In my opinion there's only one thing that's more beautiful than a view like that during fall and that thing is a view like that during winter.

How did this experience impact me:

This experience taught me more about the history of Franconia and more about the place I call home. It also gave me a little insight on the life of one of the world's greatest men. This opportunity is one that will stay with me and I will treasure it for a very long time.

Jake
Lori Innes
Honors English 9th
9/27/13

Frost Reflection

This past Tuesday I went to the Frost place and I actually learned a lot about the history of Robert Lee Frost. Robert Frost was a poet and he lived in the White Mountains. Robert Frost was actually from San Francisco but he became famous in the White Mountains of New Hampshire. He lived in Franconia and had a wife and five children but one died. Today The Frost Place is a museum and a place where poetry is remembered.

What did I think of the Frost place? I thought the Frost place was very interesting because growing up in New Hampshire I would always hear the name of Robert Frost. When I went to the Frost place it opened my eyes to a world that I never was able to open myself. And now I know that Robert Frost is one of the best poets to ever be alive. Being able to see where Robert Frost sat when he wrote his most famous poems and to see the old hardwood floor that was padded down after years and years of people wanting to see the exact same place as I did and much more.

The nature walks that we saw a little bit of was in my mind cool. You get to read poetry by a legend that lived right there and some very interesting poetry. The foliage in the background of the poem, "The Bird In The Oven", was the best in my mind and wherever you look there were poems, bushes, and trees. But what I thought was the coolest was that there were a group of people that just really like to share their thoughts about poetry and how hard it was to be a poet in the early 19th century. Robert Frost in my mind was the most accomplished poet to walk the earth. I know because when he was just starting to become famous he didn't have anything; he was very poor. Robert Frost was trying to make a living in a world that was falling apart and he worked so hard that he became famous and wealthy when people were losing their jobs and homes.

Robert Frost lived in the house that we saw for five years of his life and those five years were probably the best five years of his life because those are what people remember him from, not San Francisco poet or inaugural poet Robert Frost but the poet that was from the white mountains. Robert Frost must have been an amazing person, I can see it through his writing and also doing research and
seeing what he did outside of the world of poetry. When He read at the presidential Inauguration speech when he couldn’t see the paper that was on the stand, so he read it from his memory. Robert Frost wasn’t around in my time but seeing now what he throughout the world tells us a pretty good idea of as a person and a poet what he did in his life.

Delia

Mrs. Innes

10 / 1 / 13

Honors English / Block A

When we went to the Frost Museum I really enjoyed going. I liked being able to walk around his house and see some of the things that he had accomplished. It was cool being able to learn about what he had done but also some of his personal life. His house also showed me and reminded me what the time was like when he was alive and some of his since of style.

It was nice to be able to learn about such a famous poet and know that he lived in such a small town, where I live. When we were at the Frost House I was able to learn about a lot of the things that he had done in his writing career, like how Frost got the first acknowledge aware from former president, John F. Kennedy, and since then there has only been four more that have been given out to writers. I also got to learn a lot about his personal life and his family. I learned that Robert Frost had five children. His first son died very young. I think it would be very hard to have children after one had died, but Frost was strong enough and had four more. That showed me that Robert Frost wasn’t just a good writer but a good family man.

Going to the Frost Place really showed me how much we learn from Robert Frost. It showed me that no matter how old someone or old something is, you can still learn from it and use some of the things everyday. It makes me want to to accomplish something big in my life that people will use or think back on 10 years later. Robert Frost is a hero in the writing world.
OBJECTIVES: Field trip to historical sites

Writing marathon:
1. Historical site 1: Civil war era - downtown Franconia
   - The Iron Furnace
   - Franconia downtown
     o Read essay from Between the Notches: “Franconia” by Maggie North
       ▪ Students reflect in journals

2. Historical site 2: 1st ski school - Sugar Hill
   - Read essay from Between the Notches: “Growing up Skiing” Cory Synder
   - Students reflect

3. Nature journaling
   - Zero in on a scene
   - Draw it
   - Describe it using the senses (feel free to write a poem)
   - Write from the perspective of an object

Historical Marker Challenge
Mrs. Innes
English 9

Why does place matter? This is the focus on our first quarter unit in 9th grade English. Through field trips, writing assignments, presentation opportunities and literature of our area, my hope is that you realize that place is important and teaches about history and ourselves, while also encouraging you to become a “responsible global citizen.”

Optional Enrichment Activity:
Your challenge is to visit as many historical markers as possible in New Hampshire. At each marker you will need to have your picture taken with the marker (paste these in a google doc with your reflection). Then write a reflection about your experience.

What was this experience like for you? How did this experience impact you? Where did you go? What did you learn?

***This counts as an extra formative grade
***The person who goes to the most markers wins a yummy prize!

DEADLINE: Monday, October 21st
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceed Expectation √ + (95-100)</th>
<th>Meet Expectation √ (85)</th>
<th>Improving √ - (65-75)</th>
<th>Does not meet expectation √-- (50)</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Question is answered highly effectively</td>
<td>Question is answered effectively</td>
<td>Question is somewhat on topic</td>
<td>Question is not on topic</td>
</tr>
<tr>
<td>Details and Examples</td>
<td>Many details and examples are provided in a highly effective manner. Answers the so what question and provides a thoughtful analysis of topic.</td>
<td>Details and examples are used in an effective manner</td>
<td>Uses some details and examples in an effective manner</td>
<td>Does not use details and examples in an effective manner</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>A couple grammar errors but meaning is not affected</td>
<td>Some grammar errors but meaning is not affected</td>
<td>Many grammar errors and some affect meaning</td>
<td>Grammar errors change meaning</td>
</tr>
<tr>
<td>Word Choice</td>
<td>Better words and effective word choice is used effectively to convey appropriate meaning. Word choice is advanced. (No forbidden words)</td>
<td>Better words are used to convey appropriate meaning. (no forbidden words)</td>
<td>Better words are sometimes used to convey appropriate meaning. (some forbidden words)</td>
<td>Better words are not used (many forbidden words)</td>
</tr>
</tbody>
</table>
Assignment
You will write a mini research paper for the following topics:
- Robert Frost
- The Frost Place
- 1 Frost poem of your choosing

Directions
1. Use the wiki and any other resources you find
2. Address these questions and USE CITE ALL SOURCES (use easybib.com):
   - Robert Frost
     - When was he born? When did he die?
     - Where did he live?
     - What were some of his notable accomplishments?
       - Need to include 2-3 details
     - What is interesting about him or his life? Why is this interesting?
       - Need to include 2-3 details

   - The Frost Place
     - Where is this place located?
     - What are the hours and when is this place open?
     - What artifacts does the museum contain?
     - What is interesting about this place? Why?
       - Need to include 2-3 details

   - 1 Frost poem of your choosing
     - Include the poem
     - Why did you chose this poem?
     - List favorite words, phrases and lines
     - Why do these stand out?
     - What is the most important word in this poem? Why?

DUE: AT THE END OF THE BLOCK. SHARE IN A GOOGLEDOC
For students who did not get a permission slip signed or who were absent:

Field Trip Make Up: Historical Sites
Innes
English

Report to:_____________________________ and check in with ____________________________

Assignment
You will write a mini research paper for the following topics:
- The Iron Furnace in Franconia
- The 1st Ski School in Sugar Hill
- Another Historical site of your choosing from Bethlehem, Franconia, Easton or Sugar Hill

Directions
1. Use the wiki and any other resources you find
2. Address these questions and USE CITE ALL SOURCES (use easybib.com):
   - The Iron Furnace in Franconia
     o Where and What is this place?
     o Why is it a historical place?
     o Include a picture
   - The 1st Ski School in Sugar Hill
     o Where and What is this place?
     o Why is it a historical place?
     o Include a picture
   - Another Historical site of your choosing from Bethlehem, Franconia, Easton or Sugar Hill
     o Where and What is this place?
     o Why is it a historical place?
     o Include a picture

DUE: AT THE END OF THE BLOCK. SHARE IN A GOOGLEDOC
Field Trip Make Up: Nature Journal
Innes
English

Report to: ___________________________ and check in with ___________________________

Assignment
You will write a nature piece:

Directions
1. Go to our wiki
   b. C Block: http://profileenglishessentials.wikispaces.com/
2. Click on the place unit (Learning our Communities or Why does place matter link)
3. Read the documents and links under “Nature Journal”
4. Sit by a window and complete the following:

Nature Journal
Mrs. Innes
English 9
Assignment: To keep a nature journal of observations, drawings and experiences.
Include the following:
• General Information:
  o Place
  o Date
  o Time
  o Weather Conditions
  o Table of Contents – title and label pages
• Content:
  o Written observations containing all the senses:
    ▪ See, Hear, Smell, Feel, Taste
• Written Observations:
  o Details about:
    ▪ Connections, surprises, feelings and wonderings
• Drawings:
  o Big Picture views, magnified, color and labels
  o Shows understanding of the observation
  o Shows relationships and careful observations

DUE: AT THE END OF THE BLOCK. SHARE IN A GOOGLEDOC
Day 6

OBJECTIVES:
- To read stories about the area
- To apply active reading strategies
- To show an understanding of basic plot

Warm up: What surprised or interested you during our field trips?

1. Read from *Haunted Hikes of the White Mountains*:
   - Model UFO reading

Divide students in 3 groups to read:
- Willey House
- Bomber crash
- Legend of Chorcora

2. For each reading:
   - Write a brief summary
   - Write about your thinking while reading:
     - Connections
       - Text to self
       - Text to text
       - Text to world
     - Questions
       - What did you wonder about?
       - What confused you?
     - Predictions
       - What is going to happen?

3. Read “Haunted Places in NH
   - What surprised you? Why?
   - Do you believe in ghosts?

OBJECTIVES:
- To blog about living in the North Country
- To create a town brochure

1. Warm up: Blog
http://growingupinthewhitemountains.blogspot.com/

2. Listen to “Granite State of Mind (JZ parody)
   - Reflection and discussion
http://www.youtube.com/watch?v=bX7nQrCgALM

2. Mapping my places exercise
   - Draw/map:
     - places you love
     - places from your list that you think are important
     - places you are curious about
     - Reference warm up (use brochures)

3. Town Brochure
   - Create a brochure about your town.
   - Include:
     - Town
     - History
     - Population
     - Interesting Facts
     - Things to do
     - Tourist Attractions
     - Anything else that is noteworthy

3. A tour through literature (show display of NH and local books)
Create a brochure for the town you live in. Include the following information:

1. location
2. population
3. history
4. interesting facts
5. things to do
6. anything else you feel is important
7. sources (at least 3)

Grading

Ö + = A
- Neat and organized
- All information is presented and cited
- MLA format is used for sources
- Grammar errors do not interfere with understanding
- MLA citation for sources is correct

Ö = B
- Mostly neat and organized
- All/Most information is presented and cited
- MLA format is used for sources
- Grammar errors interfere somewhat with understanding
- MLA citation for sources is mostly correct

Ö - = C
- Somewhat neat and organized
- Most/Some information is presented and cited
- MLA format is not used for sources
- Grammar errors interfere with understanding
- MLA citation for sources is somewhat correct

Ö -- = D/F
- Not neat and organized
- Not all information is presented and cited
- MLA format is not used for sources
- Grammar errors interfere with understanding
- MLA citation for sources is not used
Day 8

OBJECTIVES:
- Define Narrative Writing
- Write about growing up in the White Mountains
- Read a sample essay and evaluate the narrative qualities

1. Warm up: Draw a winding highway on your paper, representing a map of life. Note memorable experiences on the map.

2. Read "Narrative handout" (15-20 minutes)

3. Sample “Growing up North Country” essays

4. Discussion: What are the narrative qualities this essay contains?

5. Growing up in the White Mountains essay

Growing up North Country Essay
Innes

English 9

Assignment:
What is it like to live in Northern New Hampshire? What are your favorite places? What do people do for work? Who settled your community? Who lives there now?
You are going to write about what it is like living in the North Country. You may describe a favorite place and explain how this represents living here. You may write about historical places or events.
You may discuss the culture of a particular time (think about what it’s like going to certain general stores, etc). The questions above are meant to stimulate ideas.
Your essay should focus on some part of North Country history, culture or environment.
If you moved here recently, write about the similarities and differences between living here and where you moved.

Length:
2-3 pages

Rubric is on the wiki: innes9thgrade.wikispaces.com
North Country Seasons

Summer in the North Country means popsicles, water skiing, and sweltering summer heat. Teens spend their days at Echo Lake with friends and family, enjoying Wendle’s subs and fresh watermelon as flowers sway in the sweet summer breeze. The vibrant purples of the lupine, and the convincing call of the mountains often bring in vacationers; hiking and swimming in the fresh North Country wilderness. The smell of fresh cut grass and chlorine are in the air as pools come into use after a long day of cleaning the yard. Teens with sunkissed skin run the soccer fields as summer soccer calls them to the green. The days become longer, the nights become shorter and summer night paradise begins under the stars.

As we jump into Autumn, our bodies are cushioned by the crunch of fallen leaves. The tanned summer looks fade, but the memories remain forever embedded in our lives. The transition between summer and fall means hoodies in the morning and t-shirts in the afternoon as the smell of wet autumn leaves loom in the air. As the nights grow longer and the days become shorter, sweaters come out and ear warmers slip on to protect us from the brisk Autumn breezes. Weekend trips to the beach become apple picking adventures with friends and family and the cider that comes along with it warms you from head to toe. The oranges and yellows of the leaves beckon “leaf peepers” from all around, crowding the sides of the highways. The leaf gazers often give me a sense of reality. Growing up in the North Country, we take for granted the foliage in the Fall, but the tourists show that the changing leaves are actually something spectacular to see. As the fall season pushes on, frost begins to form on the grass each morning, the walk down to the bus stop grows icy, and each fallen leaf brings us closer to winter.

As winter falls upon the North Country, snow begins to blanket the ground. The ski slopes open and basketball commences. The frosty air blushes your cheeks and extra layers are added each time you leave the house. Snowmen are in everyone’s front yard; adding a cheerful element to the frozen winter abyss. Although
the woods become frozen with the winter’s shivery ways, they are teeming with wildlife and snow. As the year pushes toward the end, houses become lit up by christmas lights and decorations. Late night tubing and ice skating with friends become your weekend plans and hot chocolate becomes your primary source of warmth in these endeavors. Silent adventures through the woods become a favorite, as they are peaceful and beautifully blinding. “The only other sound’s the sweep of easy wind and downy flake” - *Stopping by Woods on a Snowy Evening* Robert Frost. Winter may freeze the breath of we North Country people, but never does it freeze the ambitions and warmth of our hearts.

As the snow begins to melt and the ground begins to thaw, skis and snowshoes are put up until the next winter season. Spring is upon us. Rain boots become a primary shoe, as the warmer weather turns the icy ground to mud. Softball and baseball seasons start in the brisk beginning of spring. As everything blooms back to life, birds begin to migrate back to the North. The North Country comes back to life as the weather warms and the lupines come back into bloom.

Izzy
Mrs. Innes
Honors English Block A
October 7, 2013

*Growing up in the North Country*

When you ask me about what it was like growing up in the North Country one place in particular comes to mind, The Rocks Estate Christmas Tree Farm. Upon visiting The Rocks Estate three subjects linger about. Balsam Firs, Nigel Manly and Turkeys.

Balsam Fir Christmas Trees are what your eyes first lay sight on while driving up 107 Glessner Road. Hundreds upon hundreds of these trees line the Estates 1,400 acre property. Growing up these trees acted as my safe haven. From the ages of 7 to this day whenever my house does not act as a home I retreat to those Balsam Firs. Walking the lanes of these trees act as a calming mechanism. My mind becomes clear and I start to picture what truly matters.
To many the smell of Balsam Fir is yet another smell, but not to me. Along with the calming rows of Balsam Firs their smell also brings wonderful memory into my soul. I smell the fresh and prickling smell of the Balsam Fir and memories flood back. Long nights of watching Christmas movies by the brick fire place, baking heaps of food for special dinners, fall pictures and the annual day my family and I set out to find the one prestigious Christmas Tree that will become a part of our living room for the holiday season are just the beginning of a long heartwarming list.

I hear people speak about The Rocks Estate and how much the workers there act as if they were true family. When I hear this I know it is all because of one special man who has put his life into the well being of The Rocks Estate and others. This man is none other than Nigel Manly.

Nigel Manly may seem like just another employee at the Christmas tree farm trying to get through a days work but to me he is just the opposite. Nigel will always be the one there who cares about you more than himself. Nigel is the one who goes out of his way. “How are you?” “Is your mothers hand feeling any better” are what I expect to hear when I get the pleasure of running into Mr. Manly. Nigel will also never let you down. When my family and I were going through a few tough years a man I will always remember who was there when we called is Nigel. If there happened to be a water leak in the boiler room Nigel would be the first there to try and help. He is a man I will always find safety in.

A specific memory I have of Mr. Manly happened around this time last year. My sister, Carson, and I were on a walk through the Rocks Estate. Nothing special just a way to get outside when we ran into Nigel. Upon meeting up with him Nigel preceded in asking us all sorts of question about my mother, Amy, the house and how we were doing in school at the time. Personally, I am unable to recall anything about this run in with Mr. Manly that makes it that much more special than any other run in with him but for a reason this memory has stuck out to me as a heart warming one.

When speaking of Nigel I also start to remember the time the battery in my mothers car ran out. It was a brisk, winter morning around the time Carson (my sister) and I needed to be on our way to Bethlehem Elementary School. Following the morning routine, my mother, Carson and I all loaded into our black Jeep and turned the ignition on. Nothing happened. The expectation that our car would turn on would soon fall through,
but we could not lazy about waiting for the car to magical come to life. Knowing we may be late my mother called Nigel. We were not expecting for Mr. Manly to physically come to pick us up, we were just calling for a reference on who to call. Although Nigel would not leave us. Ten minutes late Nigel Manly appeared at the front steps of my old, red home ready to take the drive to Bethlehem Elementary School.

At The Rocks Estate Nigel also represents the strong community. The jolliness that Nigel gives off while presiding through his day is very obviously rubbed off onto his fellow coworkers and clients. I have never had a trip to the Rocks were I found one person upset. I believe that has a great deal to do with how Nigel Manley is and his impact on the local Christmas Tree Farm.

The final word that I automatically think of when The Rocks Estate Christmas Tree Farm is mentioned is turky. No, not the 8 pound, stuffed turkey many have Thanksgiving nights but the majestic living turkeys that inhabit the Estate.

Throughout many of my outings to The Rocks I have come across turkeys. A moment a remember in specific is during the summer of my 7th grade year I rode my bike through a flock of possibly 15 turkeys. When I see them a great warmth surrounds me, almost as if being submerged in a warm blanket. I get this warm feeling because it makes happy to know there are still places in this busy modern world where it is common to run across a flock of wild turkeys. Coming across the turkeys also gives you a more depth look into how natural and pro wildlife the Rocks is. Few may know this but the Rocks Estate prohibits hunting; allowing wildlife, like flocks of turkeys, to roam around worry free.

For my many years to come and many places I will travel I know there is one place I will always be able to return to. The Rocks Estate Christmas Tree Farm. Returning will give me a flashback from my childhood. All my memories, the pleasant and the not so pleasant, will return. I will remember Balsam Firs, Nigel Manly and turkeys in particular.

Work Cited List:


Day 9

OBJECTIVES: Hike and nature journal field trips

1. Nature Journal pre-lesson in the field

Day 10

OBJECTIVES: Hike and nature journal field trips

Nature Journal
Mrs. Innes
English 9

Assignment: To keep a nature journal of observations, drawings and experiences.

Include the following:

- General Information:
  - Place
  - Date
  - Time
  - Weather Conditions
  - Table of Contents – title and label pages

- Content:
  - Written observations containing all the senses:
    - See, Hear, Smell, Feel, Taste

- Written Observations:
  - Details about:
    - Connections, surprises, feelings and wonderings

- Drawings:
  - Big Picture views, magnified, color and labels
  - Shows understanding of the observation
  - Shows relationships and careful observations
## Nature Journal Rubric

<table>
<thead>
<tr>
<th>General Information</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
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<tbody>
<tr>
<td>Provides detailed and thorough information about place, date, time, and weather conditions. Detailed table of contents provided with each page titled and numbered.</td>
<td>Provides basic information about the place, date, time, and weather conditions. Table of contents provides basic information with each page titled and numbered.</td>
<td>Provides only some information about the place, date, time or weather conditions. Table of contents provides only some information with some pages titled and numbered.</td>
<td>Provides no information about the place, date, time, or weather conditions. Table of contents is missing, pages are not numbered, not all pages are titled.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Content</th>
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<th>Apprentice</th>
<th>Novice</th>
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<tbody>
<tr>
<td>The experience of observing nature is described through inscriptions eloquently. There is a choice of sensory details that demonstrates awareness and acuteness of the senses. The entry is specific with ample use of evidences.</td>
<td>The experience of observing nature is described through inscriptions effectively. There is a choice of sensory details that somewhat demonstrates awareness and acuteness of the senses. The entry is convincing and specific but does not have enough evidence to suggest an actual observation.</td>
<td>The experience of observing nature is described through inscriptions somewhat effectively. Use of few sensory details that demonstrates awareness and acuteness of the senses. The entry is convincing and specific only in spots to suggest an observation.</td>
<td>The experience of observing nature through inscriptions is not used. Does not use sensory details that demonstrate awareness and acuteness of the senses. The entry is not convincing and specific, suggesting no real observation occurred.</td>
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<table>
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<tr>
<th>Written Observations</th>
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<tbody>
<tr>
<td>Uses a variety of literary devices to describe experiences. Rich labels and descriptions are provided. Use of rich and relevant details, descriptions and/or explanations.</td>
<td>Somewhat effective use of literary devices to describe experiences. Somewhat effective use of labels and descriptions.</td>
<td>The writer uses few literary devices as well as few labels and descriptors.</td>
<td>The writer does not use literary devices nor labels and descriptors.</td>
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<table>
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<th>Sketches</th>
<th>Distinguished</th>
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<th>Apprentice</th>
<th>Novice</th>
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</thead>
<tbody>
<tr>
<td>Inscriptions exhibit careful observation and include realistic details that show an understanding the observation. Inscriptions are complex and show relationships.</td>
<td>Inscriptions somewhat exhibit careful observation and include some realistic details. Inscriptions are mixed with some complex and others low level such as photographs.</td>
<td>Inscriptions are not accurate nor do they contain details.</td>
<td>Inscriptions not included.</td>
<td></td>
</tr>
</tbody>
</table>

Rubric is also on the wiki: innes9thgrade.wikispaces.com

**Day 11**

**OBJECTIVES:** To prepare for hike on AT - Guest Speaker: Clare Long

1. Leave No Trace/Hike Safe Introductions

2. Students will be assigned a LNT principle and create a video clip to share with other students and staff

4. Clare Long - presenter
OBJECTIVES: To prepare for hike on AT
1. Warm up: Reflect upon what you learned about our guest speaker’s visit

2. Trailjournals.com
   - Trail names - a brief history and intro.
     - Originated in 1970s
     - Hikers assume a different identity
       - May be given
     - You sign trail registers as that name
     - Examples: Sunshine (me), Bobcat (my hubby), Swampmonster (our golden)
       - Wirenut - retired electrician
       - Horn Blower - Music student from University of Georgia, carried a French Horn
     - Everyone needs a trail name before we go on a hike
   - Find a thru-hiker who captures your attention
   - Read their entry
   - Note observations with writing style

3. Leave No Trace Principles
   - Each group will prepare an activity to help us learn about each principle
   - Videotape
SUMMATIVE ASSESSMENT

Assignment:
You will be writing scripts to present to a school in Massachusetts about our area.

1. Each group will be assigned one of the following topics:
   - location/population
   - area attractions/things to do
   - history
   - historical sites
   - Appalachian Trail

END PRODUCT:
A script from your group to use for a video taped presentation, including sources

Length: 3-5 min.

Tasks:
Within your group, each person should have a task
   - Brainstorm what you will present together
   - Each person should then take responsibility for a part of what you will present
     - Example: area attractions - each person researches a different place

Resources:
   - You journal
   - Mapping our Communities
   - Blog: growingupinthewhitemountains.blogspot.com
   - Field trip reflections

MY TOPIC:_____________________________________

MY TASK:_______________________________________

DUE:__________________________________________
### Reliable Resources Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Nears Expectations</th>
<th>Does Not Meet Expectations Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>C-D</td>
<td>F</td>
</tr>
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<td>21% of criteria “nears”</td>
<td>21% of criteria “does not meet”</td>
</tr>
</tbody>
</table>

**Student found seven resources.**
- Student can show that all resources found are very reliable.
- Student used Easybib to create a flawlessly formatted Works Cited page.
- Any class time given for this assignment was used in a highly effective manner, and all work was completed on time.

**Student found five or six resources.**
- Student can show that all resources found are adequately reliable.
- Student used Easybib to create a nearly flawless Works Cited page.
- Any class time given for this assignment was used in an effective manner, and all work was completed on time.

**Student found three or four resources.**
- Student can show that most resources found are adequately reliable.
- Student used Easybib to create a Works Cited page that needs some editing.
- Most class time given for this assignment was used in an effective manner, and all work was completed on time or one class late.

**Student found two or fewer resources.**
- Student cannot show that most resources found are adequately reliable.
- Student did not use Easybib and/or created a Works Cited page using the wrong format.
- Any class time given for this assignment was not used in an effective manner, and/or work was more than one class late.

### Preparation Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
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<th>Does Not Meet Expectations Yet</th>
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<tr>
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<td>21% of criteria “nears”</td>
<td>21% of criteria “does not meet”</td>
</tr>
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</table>

**Preparation Methods chosen**
- Shows excellent overall preparation
- Student chose the most effective methods to organize, develop and present knowledge and information based on the task, audience and purpose
- Student makes excellent use of media and visual displays, which assists in the presentation of information
- Presentation effectively reaches target audience to achieve purpose

**Media and/or visuals**
- Shows adequate overall preparation
- Student chose adequate methods to organize, develop and present knowledge and information based on the task, audience and purpose
- Student makes adequate use of media and visual displays, which supports the presentation of information
- Presentation adequately reaches target audience to achieve purpose

**Reaching audience**
- Shows inconsistent overall preparation
- Student chose inconsistently effective methods to organize, develop and present knowledge and information based on the task, audience and purpose
- Student makes inconsistent use of media and visual displays, which inconsistently supports the presentation of information
- Presentation inconsistently reaches the audience to achieve purpose

**Presentation does not reach the audience to achieve the purpose**
- Shows little overall preparation
- Student didn’t choose effective methods to organize, develop and present knowledge and information based on the task, audience and purpose
- Student makes inadequate use of media and visual displays, which doesn’t support the presentation of information
- Presentation does not reach the audience to achieve the purpose

### Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Nearing Expectations</th>
<th>Doesn’t Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80% of criteria “exceeds” while all others</td>
<td>80% of criteria “meets” or</td>
<td>21% of criteria “nears”</td>
<td>21% of criteria “does not meet”</td>
</tr>
<tr>
<td></td>
<td>“exceed” or “meet”</td>
<td>“exceeds”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>Articulates very well</td>
<td>Articulates generally well</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses very effective volume</td>
<td>Uses adequate volume</td>
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<tr>
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<tr>
<td></td>
<td>Sometimes articulates well</td>
<td>Uses inconsistently effective volume</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Generally doesn’t articulate well</td>
<td>Generally doesn’t use effective volume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonverbal Communication</td>
<td>Exhibits excellent poise</td>
<td>Exhibits adequate poise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses excellent eye contact</td>
<td>Uses adequate eye contact</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Makes no distracting movements</td>
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<td>Makes little to no eye contact</td>
<td>Makes many distracting comments</td>
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**OBJECTIVES: To hike on AT**
Dear Parent/Guardian,

Why does place matter? This is one of our 9th grade focus questions for the year. We will be doing a great deal of reading, researching and writing about people, places and historical landmarks in the beautiful area we live. As part of this journey, 9th grade students will have the opportunity to hike on the Appalachian Trail, a historic footpath from Georgia to Maine. In preparation, in English class, we will be nature writing, and researching and presenting on Hike Safe and Leave No Trace principles. In Health class, students will be learning about nutrition and wellness. As well as classroom activities, guest speakers will be invited in to share their experience and expertise about the outdoors. In the spring, students will be doing a trail maintenance day (more details to follow later in the year) as part of a service learning project. Our goal is for students to feel a positive connection to this area and value being a part of it.

We invite you and your child to join us on Saturday, October 26, 2013 at 9am at the Lafayette Campground parking area off 93 for a hike to the Lonesome Lake hut. This will be a 3 mile roundtrip hike with easy to moderate grades. At our destination is a lovely view of Franconia Ridge and surrounding mountains from Lonesome Lake. The White Mountain hut is a unique experience.

You may also drop off your child at 9am at the trailhead parking lot and pick them up at noon (unless your child is able to call with a more specific time). This is not mandatory and your son or daughter will not be penalized if they cannot attend. This is an enrichment opportunity for those who can attend and students will be asked to write a reflection regarding their experience. Other Profile staff have also been invited and will attend this event.

Below is a gear list if your child is able to attend:

- boots
- backpack
- extra pair of wickable socks
- water bottle
- layers of clothing (wickable base layer, fleece, outer layer/jacket- preferably no cotton!)
- snacks
- safety kit made in class

If you need any of the above, please let us know by October 15th and we will get it for you. Please check one of the following and include your contact information.

___ I will hike with my child to Lonesome Lake hut on Saturday, October 26th.
___ I will drop my child off at 9 am and pick them up about noon on Saturday, October 26th.

Parent/guardian contact information:
Child’s name: _______________________
Parent/guardian name: _______________________
Parent/guardian email: _______________________
Parent/guardian phone: _______________________

___ My child will not be able to attend.
Child’s name: _______________________

If you would like more information or have questions, please contact Lori Innes, loinne@profile.k12.nh.us or Kristy Duris, kvoll@profile.k12.nh.us. We hope to see you out there on the trail!

Thank you.
Day 14

OBJECTIVES: To present sharing our communities project
1. Warm up: What surprised you about our hike? What did you learn? What did you enjoy?

2. Work on scripts
3. Peer feedback and discussion

Day 15

OBJECTIVES:
- To pick a place to research

1. Warm up:
   - Review list of places from last class
   - Pick one that you want to learn more about

2. What do you already know about this place?

3. What are you curious about - question form
   - Model example:
     - Mt. Washington Hotel
       - Is this hotel haunted?
       - Who were the original owners?

4. Switch papers with someone and add to list of questions
   - Consider what classmate already knows about this place

5. Give list of questions back to original owner
   - You have to decide what questions to focus on - ideally 3-5

6. Place based research presentation
   - Example
   - Rubric

7. Share what each person is going to research
SUMMATIVE ASSESSMENT: Research Presentation

Step 1: Topic & Questions of Focus

1. List a few places that interest you.
2. What do you already know about these places?
3. What are you curious about? What do you want to know?
   - List some questions of focus
   - Exchange papers and your classmate will add to list
   - Now, circle the questions of focus that most interest you

Step 2: Works Cited

- Find 5-7 reliable and accurate sources
- Use Easybib.com to cite using MLA format
- Write a summary of each source:
  - Include main points
  - This source contains information about...
  - How do you know this is a reliable source?
  - Explain how source connects to another source? Do the sources contain similar information? Explain.

Step 3: The Research & Note taking process

- Create note cards for each source
  - Each card should contain
    - Paraphrase or an excerpt (in quotation marks)
    - Source

Step 4: The Presentation

Create a visual presentation to share:
- Focus questions
- Research
- Sources

Step 5: The Reflection

Write a 1-page reflection explaining why you chose this topic, what you knew, assumed, or imagined—before conducting any formal research, and what you learned.

Focus Question Rubric

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<tr>
<td>Student developed highly effective focus questions.</td>
<td>Student developed effective focus questions.</td>
<td>Student developed somewhat effective focus questions.</td>
<td>Student’s focus questions are ineffective.</td>
</tr>
<tr>
<td>Student developed five focus</td>
<td>Student developed three focus</td>
<td>Student developed two focus</td>
<td>Student developed one focus</td>
</tr>
</tbody>
</table>
questions.
Any class time given for this assignment was used in a highly effective manner, and questions were completed on time.
Student offered very helpful ideas for peer’s focus questions.

four focus questions.
Any class time given for this assignment was used in an effective manner, and questions were completed on time.
Student offered helpful ideas for peer’s focus questions.

questions.
Most class time given for this assignment was used in an effective manner, and questions were completed on time or one class late.
Student offered some helpful ideas for peer’s focus questions.

question.
Most class time given for this assignment was not used in an effective manner and/or questions were more than one class late.
Student offered no helpful ideas for peer’s focus questions.

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<tr>
<td>Student found seven resources.</td>
<td>Student found five or six resources.</td>
<td>Student found three or four resources.</td>
<td>Student found two or fewer resources.</td>
</tr>
<tr>
<td>Student can show that all resources found are very reliable.</td>
<td>Student can show that all resources found are adequately reliable.</td>
<td>Student can show that most resources found are adequately reliable.</td>
<td>Student cannot show that most resources found are adequately reliable.</td>
</tr>
<tr>
<td>Student used Easybib to create a flawlessly formatted Works Cited page.</td>
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### Notetaking Rubric

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</tr>
<tr>
<td>Student color-coded Works Cited in a manner that was very organized and easy to follow.</td>
<td>Student color-coded Works Cited in a manner that was adequately organized and easy to follow.</td>
<td>Student color-coded Works Cited in a manner that was slightly disorganized and a little difficult to follow.</td>
<td>Student color-coded Works Cited in a manner that was disorganized and difficult to follow.</td>
</tr>
<tr>
<td>Student made excellent decisions on what items to summarize or paraphrase and what items to quote.</td>
<td>Student made good decisions on what items to summarize or paraphrase and what items to quote.</td>
<td>Student made some good decisions on what items to summarize or paraphrase and what items to quote.</td>
<td>Student made poor decisions on what items to summarize or paraphrase and what items to quote.</td>
</tr>
<tr>
<td>Student always had only one piece of information on a card.</td>
<td>Student almost always had only one piece of information on a card.</td>
<td>Student sometimes had more than one piece of information on a card.</td>
<td>Student often had more than one piece of information on a card.</td>
</tr>
<tr>
<td>Student color-coded notecards in a manner that was very organized and easy to follow.</td>
<td>Student color-coded notecards in a manner that was adequately organized and easy to follow.</td>
<td>Student color-coded notecards in a manner that was slightly disorganized and a little difficult to follow.</td>
<td>Student color-coded notecards in a manner that was disorganized and difficult to follow.</td>
</tr>
<tr>
<td>Any class time given for this assignment was used in a highly effective manner, and all work was completed on time.</td>
<td>Any class time given for this assignment was used in an effective manner, and all work was completed on time.</td>
<td>Most class time given for this assignment was used in an effective manner, and all work was completed on time or one class late.</td>
<td>Any class time given for this assignment was not used in an effective manner, and/or work was more than one class late.</td>
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**Place Unit Writing Rubric**

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<tbody>
<tr>
<td><strong>Format</strong> Works Cited</td>
<td>Works Cited has no format errors</td>
<td>Works Cited has 1-2 minor format errors</td>
<td>Works Cited has 3-4 format errors</td>
<td>Works Cited has 5+ format errors</td>
</tr>
<tr>
<td>Quote format</td>
<td>No errors in quote formatting</td>
<td>1-2 minor errors in quote formatting</td>
<td>3-4 errors in quote formatting</td>
<td>5+ errors in quote formatting</td>
</tr>
<tr>
<td>Organization of information</td>
<td>Information is organized in a manner that aids in the audience’s understanding</td>
<td>Information is well-organized</td>
<td>Information is well-organized in some places and not in others</td>
<td>Information is generally disorganized</td>
</tr>
<tr>
<td>Choice of format for presentation</td>
<td>Student chose a medium that enhanced the</td>
<td>Student chose a medium that effectively conveyed</td>
<td>Student chose a medium that inconsistently conveyed the information to the</td>
<td>Student chose a medium that did not</td>
</tr>
<tr>
<td>Content/Focus on chosen questions</td>
<td>Audience’s understanding of the information</td>
<td>Information to the audience</td>
<td>Audience</td>
<td>Effectively convey the information to the audience</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Piece is highly focused on research questions and contains no superfluous information</td>
<td>Piece is focused on research questions and contains no superfluous information</td>
<td>Piece is generally focused on research questions and contains little superfluous information.</td>
<td>Piece is generally unfocused.</td>
<td></td>
</tr>
<tr>
<td>Quotes are used in a highly effective manner and always include an introduction, the context and explanation when necessary.</td>
<td>Quotes are used in a generally effective manner and often include an introduction, the context and an explanation when necessary.</td>
<td>Quotes are sometimes used in an effective manner and sometimes contain an introduction, the context and an explanation when necessary.</td>
<td>Quotes are not used or are used in an ineffective manner.</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing is well done with no instances of “accidental plagiarism.”</td>
<td>Paraphrasing is well done with no more than two instances of “accidental plagiarism.”</td>
<td>Paraphrasing is inconsistently done with more than two instances of “accidental plagiarism.”</td>
<td>Paraphrasing is done ineffectively with five or more instances of “accidental plagiarism.”</td>
<td></td>
</tr>
<tr>
<td>Answers to focus questions are thoroughly developed</td>
<td>Answers to focus questions are adequately developed</td>
<td>Answers to focus questions could use further development</td>
<td>Answers to focus questions are not adequately developed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Craft/Use of reliable sources</th>
<th>Student used highly reliable resources</th>
<th>Student used adequately reliable resources</th>
<th>Most resources used are reliable</th>
<th>Student used many unreliable resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Voice used is highly objective and formal</td>
<td>Voice used is adequately objective and formal</td>
<td>Voice used is inconsistently objective and formal</td>
<td>Voice used is not adequately objective and formal</td>
</tr>
<tr>
<td>Accuracy and clarity</td>
<td>Information is highly accurate and is conveyed with perfect clarity.</td>
<td>Information is accurate and conveyed with clarity.</td>
<td>Information is generally accurate but sometimes unclear</td>
<td>Information is inaccurate and/or generally unclear</td>
</tr>
<tr>
<td></td>
<td>Word choice is precise and highly effective</td>
<td>Word choice is generally effective</td>
<td>Word choice is sometimes effective</td>
<td>Word choice is generally ineffective</td>
</tr>
</tbody>
</table>

| Conventions | Paper has no errors in editing skills. | Editing errors do not interfere with understanding. | Editing errors sometimes interfere with understanding. | Editing errors interfere with understanding. |
# Presentation Rubric

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<td>Communication</td>
<td>Articulates very well</td>
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<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods chosen</td>
<td>Shows excellent overall preparation</td>
<td>Shows adequate overall preparation</td>
<td>Shows inconsistent overall preparation</td>
<td>Shows little overall preparation</td>
</tr>
<tr>
<td>Media and/or visuals</td>
<td>Student chose the most effective methods to organize, develop and present knowledge and information based on the task, audience and purpose</td>
<td>Student chose adequate methods to organize, develop and present knowledge and information based on the task, audience and purpose</td>
<td>Student didn’t choose effective methods to organize, develop and present knowledge and information based on the task, audience and purpose</td>
<td>Student didn’t choose effective methods to organize, develop and present knowledge and information based on the task, audience and purpose</td>
</tr>
<tr>
<td>Reaching audience</td>
<td>Student makes excellent use of media and visual displays, which assists in the presentation of information</td>
<td>Student makes adequate use of media and visual displays, which supports the presentation of information</td>
<td>Student makes inconsistent use of media and visual displays, which inconsistently supports the presentation of information</td>
<td>Student makes inadequate use of media and visual displays, which doesn’t support the presentation of information</td>
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<td></td>
<td>Presentation effectively reaches target audience to achieve purpose</td>
<td>Presentation adequately reaches target audience to achieve purpose</td>
<td>Presentation inconsistently reaches the audience to achieve purpose</td>
<td>Presentation does not reach the audience to achieve the purpose</td>
</tr>
</tbody>
</table>
Research Paper
English Essentials 9 & 10
Mrs. Innes
SUMMATIVE ASSESSMENT: Research Presentation

Step 1: Topic & Questions of Focus
“1. List a few places that interest you.
“2. What do you already know about these places?
“3. What are you curious about? What do you want to know?
   • List some questions of focus

Step 2: Works Cited
   • Find 1-2 reliable and accurate sources
   • Use Easybib.com to cite using MLA format

Step 3: The Research & Note taking process
   • “Create note cards for each source
     o Each card should contain
       • Paraphrase or an except (in quotation marks)
       • Source

Step 4: The Presentation
Create a visual presentation to share:
   • Focus questions
   • Research
   • Sources

Focus Question Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Nears Expectations</th>
<th>Does Not Meet Expectations Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td><strong>C-D</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>80% of criteria “exceeds” while all others “exceed” or “meet”</td>
<td>80% of criteria “meets” or “exceeds”</td>
<td>21% of criteria “nears”</td>
<td>21% of criteria “does not meet”</td>
</tr>
</tbody>
</table>

Student developed highly effective focus questions.
Any class time given for this assignment was used in a highly effective manner, and questions were completed on time.

Student developed effective focus questions.
Any class time given for this assignment was used in an effective manner, and questions were completed on time.

Student developed somewhat effective focus questions.
Most class time given for this assignment was used in an effective manner, and questions were completed on time.

Student’s focus questions are ineffective.
Most class time given for this assignment was not used in an effective manner and/or questions were not completed on time.

Reliable Resources Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Nears Expectations</th>
<th>Does Not Meet Expectations Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td><strong>C-D</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>80% of criteria “exceeds” while all others “exceed” or “meet”</td>
<td>80% of criteria “meets” or “exceeds”</td>
<td>21% of criteria “nears”</td>
<td>21% of criteria “does not meet”</td>
</tr>
</tbody>
</table>

Student found 2 resources.
Student found 1 resource.
Student found a resource
Student found no sources.

Student used Easybib to
Student used Easybib to create a
Student used Easybib to create a
Student did not use Easybib
<table>
<thead>
<tr>
<th>Exceeds Expectations A</th>
<th>Meets Expectations B</th>
<th>Nears Expectations C-D</th>
<th>Does Not Meet Expectations Yet F</th>
</tr>
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<tr>
<td>80% of criteria “exceeds” while all others “exceed” or “meet”</td>
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<td>21% of criteria “nears”</td>
<td>21% of criteria “does not meet”</td>
</tr>
<tr>
<td>Student color-coded Works Cited in a manner that was very organized and easy to follow.</td>
<td>Student color-coded Works Cited in a manner that was adequately organized and easy to follow.</td>
<td>Student color-coded Works Cited in a manner that was slightly disorganized and a little difficult to follow.</td>
<td>Student color-coded Works Cited in a manner that was disorganized and difficult to follow.</td>
</tr>
<tr>
<td>Student made excellent decisions on what items to summarize or paraphrase and what items to quote.</td>
<td>Student made good decisions on what items to summarize or paraphrase and what items to quote.</td>
<td>Student made some good decisions on what items to summarize or paraphrase and what items to quote.</td>
<td>Student made poor decisions on what items to summarize or paraphrase and what items to quote.</td>
</tr>
<tr>
<td>Student always had only one piece of information on a card.</td>
<td>Student almost always had only one piece of information on a card.</td>
<td>Student sometimes had more than one piece of information on a card.</td>
<td>Student often had more than one piece of information on a card.</td>
</tr>
<tr>
<td>Any class time given for this assignment was used in a highly effective manner, and all work was completed on time.</td>
<td>Any class time given for this assignment was used in an effective manner, and all work was completed on time.</td>
<td>Most class time given for this assignment was used in an effective manner, and all work was completed on time or one class late.</td>
<td>Any class time given for this assignment was not used in an effective manner, and/or work was more than one class late.</td>
</tr>
</tbody>
</table>
### Preparation Rubric

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Exceeds Expectations A</th>
<th>Meets Expectations B</th>
<th>Nears Expectations C-D</th>
<th>Does Not Meet Expectations Yet F</th>
</tr>
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### Verbal Communication

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations A</th>
<th>Meets Expectations B</th>
<th>Nearing Expectations C-D</th>
<th>Doesn’t Meet Expectations Yet F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates very well</td>
<td>Articulates generally well</td>
<td>Sometimes articulates well</td>
<td>Generally doesn’t articulate well</td>
<td></td>
</tr>
<tr>
<td>Uses very effective volume</td>
<td>Uses adequate volume</td>
<td>Uses inconsistently effective volume</td>
<td>Generally doesn’t use effective volume</td>
<td></td>
</tr>
<tr>
<td>Uses excellent vocal expression</td>
<td>Uses adequate vocal expression</td>
<td>Uses inconsistent vocal expression</td>
<td>Uses little vocal expression</td>
<td></td>
</tr>
<tr>
<td>Uses no vocal fillers</td>
<td>Uses few vocal fillers</td>
<td>Uses some vocal fillers</td>
<td>Uses many vocal fillers</td>
<td></td>
</tr>
</tbody>
</table>

### Nonverbal Communication

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations A</th>
<th>Meets Expectations B</th>
<th>Nearing Expectations C-D</th>
<th>Doesn’t Meet Expectations Yet F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits excellent poise</td>
<td>Exhibits adequate poise</td>
<td>Sometimes exhibits adequate poise</td>
<td>Generally doesn’t exhibit poise</td>
<td></td>
</tr>
</tbody>
</table>
Day 16

OBJECTIVES:
- To research a place
- To evaluate websites

1. Warm up: How do you know if a website is reliable and accurate?

2. Website Evaluation Presentation

3. Your turn - find 5-7 sources (1-2 for Essentials class)

4. Create a Works Cited - easybib
   a. https://owl.english.purdue.edu/owl/resource/747/05/
   b. https://owl.english.purdue.edu/owl/resource/747/12/

5. Analyze sources (Honors and CP only)
   - Write a summary of each source:
     o Include main points
       ▪ This source contains information about…
     o How do you know this is a reliable source?
       ▪ Explain how source connects to another source? Do the sources contain similar information? Explain.
**Day 17**

**OBJECTIVES: To take notes on information**

1. Warm up: What is the best way to take notes?

2. Works Cited - color code

3. Summarize, paraphrase and quote activity

4. Index cards
   a. 1 piece of info. per card
   b. Include color code for source

5. Practice

**Day 18**

**OBJECTIVES: To organize information**

1. Warm up:
2. Post focus questions on index cards
3. Take index cards and place under the focus question it addresses
4. Decide how to present this information
5. Mini lesson on voice and eye contact

**Day 19**

**OBJECTIVES: To present place based projects**

Presentations

What did you learn about each presentation?
Day 20

OBJECTIVES: To participate in a literature circle

Literature Circles – AT choice books (Honors)

Name:

Admissions Ticket Outline:

Title of Novel: _______________________________
Author: ____________________________________
Genre: _____________________________________
1. Summary:
   - In 3 sentences or less, explain the plot of your book (do not give away the ending).

2. Connection (text to self, text to text, text to world):
   - Pick ONE of these to address. Explain the connection.
     i. How can you relate to the book, an event or character (text to self)?
     ii. How does this book, an event or character relate to another text (text to text)?
     iii. How does this book relate to a world event (text to world)?

3. Themes:
   - What are the themes or issues (world peace, friendship, good vs. evil, family, overcoming odds, achievement, etc.)?
   - What lessons or ideas was the writer trying to communicate to the reader?
   - Why are these important?

4. Emotional Response:
   - Identify a specific part of the book that caused an emotional response and explain how it made you feel and why (something confusing, disturbing, humorous, etc.).

5. Quote:
   - What is a thought-provoking quote (excerpt from the book)?
     i. Copy the excerpt with the page number and who said it (this could be the narrator).
     ii. Explain why the excerpt stood out for you.

6. Critique:
   - Did you like or dislike the book? Explain.
   - Would you recommend this book to someone else? Why or why not?
Continuation of units throughout year with a place focus

Unit 2: Short Story -
focus on setting
  o Favorite Place Essay
  o Setting Analysis

Unit 3: Novel - To Kill A
Mockingbird
  o Maycomb vs. North Country
towns

Unit 4: Poetry, College Talk, Vocabulary Project
  o Nature Writing
  o Trail Maintenance Day

Student organized trail
magic - school wide
Why does place matter? This is one of my focus questions for my students this year. This question has guided my activities and assessments, and through these, my students are understanding the importance of place; that places can teach us about ourselves and our history, that places are a part of us and that we must respect the places we travel.

I was never so excited for a school year to begin. After 11 years of teaching the short story as the first unit in my 9th grade course, I began a different way, with a unit centered around place which will prepare my students for to a hike on the Appalachian Trail and a trail maintenance day in the spring (in collaboration with the Appalachian Mountain Club). The TTEC summer institute inspired new ideas and ways to get my students outside, and my students have already benefited from this new approach.

From day one of my place based unit, my students were interested. They wanted to learn about their local area. We started with creating a class poem called “Where we are From,” using George Ella Lyon’s work as a model. Students were writing and formatting poetry without me ever using the terms “poetry,” and “stanza.” After writing their own “Where I am From” poem, students shared their favorite line and we used these lines to create a class poem. While rearranging and adding punctuation to their class’ poem, they realized they wrote a poem using repetition, free verse, and learned a little about grammar. I’ve never had a poetry lesson go so well.

Our school has been working with UBD and the Common Core for the last few years, and as I continue to create and rework curriculum, I realize that thinking about what I want students to understand, lessens the amount of “stuff” I need to teach. This one class lesson included the Speaking and Listening, and Writing strands of the Common Core.
We took field trips to local historical sites, such as The Frost Place (where Robert Frost lived). We designed journal covers using shaving cream and food coloring (what a messy project) before our trip. These journals would be a place for students to write down thoughts about the trip, and nature write. “I can’t wait to write!” This was the comment I heard from students after the journal making project, and they all remembered their “adventure journals (as one student called it) on field trip days. If I had known this journal activity would have inspired writing, I would have been doing this years ago! After this experience, students reflected:

“From our visit I think I have developed a different perspective about poetry. Robert Frost turned his passion into his job. I think that it is important for everyone to strive for this. Doing what you love is the only option if you strive for happiness.” - Carter

“I felt somehow connected to Robert Frost as I was walking through his house. I liked that in one spot there was a picture of him hanging on the wall, and where you would stand to look at the photo is where he is physically standing in the photo itself. Being in the house made me feel more connected history.” - Jayci

“This experience taught me more about the history of Franconia and more about the place I call home. It also gave me a little insight on the life of one of the world’s greatest men. This opportunity is one that will stay with me and I will treasure it for a very long time.” - Malachi

“Going to the Frost Place really showed me how much we learn from Robert Frost. It showed me that no matter how old someone or old something is, you can still learn from it and use some of the things everyday. It makes me want to to accomplish something big in my life that people will use or think back on 10 years later. Robert Frost is a hero in the writing world.” - Delia
I was blown by the thoughtful reflections of my students. Some had not been on a field trip since elementary school. They not only valued the experience but were excited about what we were doing. I felt like I found a curriculum to motivate the unmotivated.

We continued on our field trips to historical markers, such as the first ski school in America and the Iron Furnace. As we read about the history, we did a writing marathon. This involved students free writing for a period of time, then sharing their thoughts. Some students wrote about the place now, some wrote about the past or from another perspective. The goal was to inspire writing and personal connections. Some days in class it is struggle to get students to put any thoughts on paper, but every student wrote during this activity. Here is one student’s response of the trip:

“This trip impacted the way that I look at where I live. I used to think that there was nothing to do around here, but this trip showed me just how much there is to do if you want to be in the wilderness and do different kinds of activities. It definitely showed me how cool this place can be.” - Brandon

All work with my place unit is in collaboration with our Health teacher, Kristy Duris (who is also involved with this program). We shared a presentation about service learning and reflection at a staff meeting. Our goal was to distinguish between community service and service learning, encourage other staff to create service learning projects in their curriculum and teach a couple of reflection techniques. This went really well, and I convinced the 9th grade Science teacher to incorporate a mini place unit. Kristy and I created a binder of handouts arranged by tabs, such as reflection, grant writing and research, from our TTEC program. This binder will be a resource for staff to share materials from their professional development workshops.

TTEC not only encouraged networking and sharing of resources within our school, but also between schools. I worked with two teachers from Mass. who invited my husband and I to present our Appalachian Trail lecture about my husband’s 2007 thru-hike (I joined him for 800 miles) at their K-12 school. We presented to a lively and engaged group of 4th and 5th graders, who then interviewed us about hiking with our dog, clothing
and gear. This was an interesting experience for me since when it was question time, many of the youngsters
wanted to tell us stories about their hikes (I realized how much I enjoy high school students!).

Two teachers from Mass and my colleague, Kristy and I decided that we would do something
collaborative with our 2 schools. Our students will research and present about our areas, including the AT, via
Skype. This would involve the Speaking and Listening and Writing strands of the Common Core.

My goal for this place unit was to have students feel more connected to the community they live in and
appreciate its history. Through “Growing up North Country” essays, students wrote descriptively about the
seasons or told a story about their favorite place or a memory:

“Summer in the North Country means popsicles, water skiing, and sweltering summer heat. Teens spend
their days at Echo Lake with friends and family, enjoying cucumber sandwiches and fresh watermelon as
flowers sway in the sweet summer breeze. The vibrant purples of the lupine, and the convincing call of the
mountains often bring in vacationers; hiking and swimming in the fresh North Country wilderness. Sunkissed
skin run the soccer fields as summer soccer calls the players to the green. The days become longer, the nights
become shorter and summer night paradise begins under the stars.” - Izzy

“People have called our town a “small” skiing town but to the people who live here it’s much more than
something “small”. The feeling just before the snow falls can’t be described. It is felt by every person in every
valley who owns any device that slides on snow. So strong it is almost tangible the feeling builds in the stomach
and spreads into every inch of the body. It is like pressure in a hot water tank released only when Cannon
Mountain’s slopes open. Like the opening of flood gates, people flock to the mountain to find their patch of
snow.” - Carter

These pieces show my observant 9th graders reflecting upon their surroundings. In addition to this
essay, students conducted a research presentation about a place of choice. I used this assessment as a vehicle for
teaching the research process and to prepare students for our Sharing our communities presentation with the
school in MA. Students learned more than just about historical sites. They learned that preservation and perspective is so important to understanding and respecting a place. We might not be able to physically preserve our favorite places, but we can preserve the memories and our perception of place. Those places become a part of us and make us who we are. Our footprints are left behind at the places we encounter throughout life.

I offered enrichment opportunities such as my AT Reads Project (for every extra book a student reads they earn 100 miles on the AT. If they read 22 books they make it to Maine). Students must fill out a critique slip about the book they read that I post on a book recommendation board in my classroom. Their progress is posted on a chart and on a map of the Appalachian Trail hanging in the back of my classroom. My honors students each read a book about the AT and then we discussed their thoughts about their book. In the end, some students found another AT book to read. While the government shutdown prevented Clare Long from presenting at our school, my colleague and I taught a mini lesson on Leave No Trace and made safety kits with our 9th graders in preparation for a hike on the AT. While too many conflicts prevented the hike this fall, we plan to offer a hike on the AT for the 9th graders and their families in the spring. My colleague, Kristy and I have been writing letters and emails about our unit to communicate what we are doing to parents, our principal and colleagues. Communication is key. We want others to know the cool things that are happening at our school.

My prior definition of place based curriculum has expanded. I always thought of a place unit as nature writing in an area I could take my students. I never thought of it as research based or with a service learning component. During our journey, my students and I delved into the area we live in. We realized that no matter what “place” it is, place matters and helps us to feel more connected to others, our environment and to the world.

Everything we have done so far reflects that place is where people interact and are influenced by their environment. My hope is that exposing students to a place of meaning through literature, writing or field trips will boost their enthusiasm and make them feel even more connected to the community. They will realize that
place matters and can teach many important lessons about life and self worth. My hope is that they realize that they can have a positive impact on the environment and their “backyard” playground in our beautiful area.

On a personal level, I have changed. My husband and I moved to this area for the outdoor lifestyle. We spent a lot of our free time hiking in the White Mountains (and working on all sorts of lists). But now, we are talking about becoming a trail adopter, and helping on National Trail Days. I want to help preserve this area and feel even more connected to this beautiful place we call home.

I have been reading as many AT books as I can get my hands on. This summer, my husband and I are planning to hike for a month on the AT - so I can become a section hiker. I plan to create video clips on a different topic (water sources, LNT, Clothing, Community, Trail Towns, Trail Magic, etc) to share with my students the following school year, and keep a blog so my current students could follow my journey.

My principal stated in her opening letter of the school year: “This is a challenging time in public education. We are being asked to do more than ever before; teachers are being held to higher standards with more measures of accountability, but no one has figured out how to create more than 24 hours in a day or turn lead into gold. How can we manage it all, stay passionate about what we do in the classroom, and still remember to breathe?” For me, I feel creating meaningful curriculum is essential. By teaching place based service learning I feel inspired again, like I did in my first years of teaching.