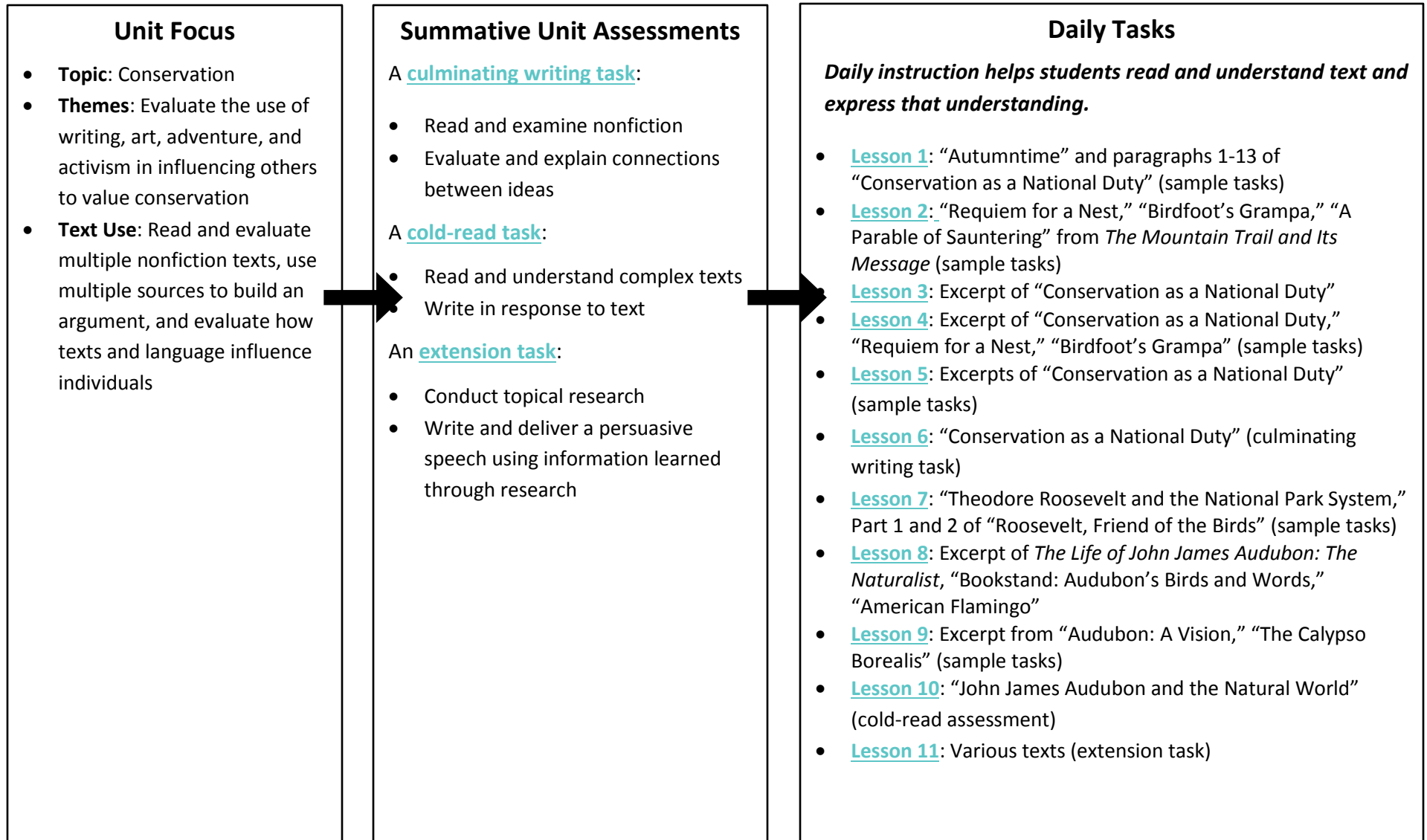


## UNIT: CONSERVATION

<p><b>ANCHOR TEXT</b>  <a href="#">“Conservation as a National Duty,”</a> Theodore Roosevelt          (Informational/Speech)</p> <p><b>RELATED TEXTS</b>  <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> <li>• <a href="#">“Autumntime,”</a> A. Lentini (Story)</li> <li>• <a href="#">“Requiem for a Nest,”</a> Wanda Coleman (Poem)</li> <li>• “Birdfoot’s Grampa,” Joseph Bruchac (Poem)</li> <li>• “American Flamingo” Greg Pape (Poem)</li> <li>• <a href="#">Excerpt</a> from “Audubon: A Vision,” Robert Penn Warren (Poem)</li> </ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> <li>• <a href="#">“A Parable of Sauntering”</a> from <i>The Mountain Trail and Its Message</i>, Albert W. Palmer</li> <li>• “Theodore Roosevelt and the National Park System” from <i>Park Net</i>, National Park Service</li> <li>• <a href="#">“Bookstand: Audubon’s Birds and Words”</a> from <i>Louisiana Cultural Vistas</i>, Thomas Uskali</li> <li>• Pages <a href="#">439-441</a> of <i>The Life of John James Audubon: The Naturalist</i>, edited by Lucy Bakewell Audubon</li> <li>• <a href="#">“The Calypso Borealis,”</a> John Muir</li> <li>• <a href="#">“John James Audubon and the Natural World”</a> from <i>Louisiana Cultural Vistas</i>, Louisiana Endowment for the Humanities</li> </ul> <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> <li>• <a href="#">Part 1</a> and <a href="#">Part 2</a> of “Roosevelt, Friend of the Birds” (Video)</li> <li>• “American Flamingo,” John James Audubon (Painting)</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students explore the beauty of the natural world and the responsibilities of leaving an abundance of resources to future generations. Students will read both literary and informational texts to gain insight into those who have worked tirelessly to conserve natural resources and wildlife through art, adventure, and activism. By analyzing the authors’ use of language, devices, and connections between ideas, students will examine how these activists motivated others to take up the conservation cause.</p> <p><b>Text Use:</b> Read and evaluate multiple nonfiction texts, use multiple sources to understand a topic, and evaluate how texts and language influence individuals</p> <p><b>Reading:</b> <a href="#">RL.8.1</a>, <a href="#">RL.8.2</a>, <a href="#">RL.8.4</a>, <a href="#">RL.8.5</a>, <a href="#">RL.8.6</a>, <a href="#">RL.8.9</a>, <a href="#">RL.8.10</a>, <a href="#">RI.8.1</a>, <a href="#">RI.8.2</a>, <a href="#">RI.8.3</a>, <a href="#">RI.8.4</a>, <a href="#">RI.8.5</a>, <a href="#">RI.8.6</a>, <a href="#">RI.8.7</a>, <a href="#">RI.8.8</a>, <a href="#">RI.8.9</a>, <a href="#">RI.8.10</a></p> <p><b>Writing:</b> <a href="#">W.8.1</a>, <a href="#">W.8.2a-f</a>, <a href="#">W.8.4</a>, <a href="#">W.8.5</a>, <a href="#">W.8.6</a>, <a href="#">W.8.7</a>, <a href="#">W.8.8</a>, <a href="#">W.8.9a-b</a>, <a href="#">W.8.10</a></p> <p><b>Speaking and Listening:</b> <a href="#">SL.8.1a-d</a>, <a href="#">SL.8.2</a>, <a href="#">SL.8.3</a>, <a href="#">SL.8.4</a>, <a href="#">SL.8.5</a>, <a href="#">SL.8.6</a></p> <p><b>Language:</b> <a href="#">L.8.1c-d</a>; <a href="#">L.8.2a-c</a>; <a href="#">L.8.3a</a>; <a href="#">L.8.4a, d</a>; <a href="#">L.8.5a-c</a>; <a href="#">L.8.6</a></p> <p><b>CONTENTS</b></p> <p><b>Page 281:</b> Text Set and Unit Focus</p> <p><b>Page 282:</b> “Conservation as a National Duty” Unit Overview</p> <p><b>Pages 283-285:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p><b>Page 286:</b> Instructional Framework</p> <p><b>Pages 287-297:</b> Text Sequence and Sample Whole-Class Tasks</p>
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## Conservation Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

Read the following excerpt from President Theodore Roosevelt’s speech at Osawatomie, Kansas, on August 31, 1910.

Conservation means development as much as it does protection. I recognize the right and duty of this generation to develop and use the natural resources of our land but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.... Moreover, I believe that the natural resources must be used for the benefit of all our people, and not monopolized for the benefit of the few.... Of all the questions which can come before this nation, short of the actual preservation of its existence in a great war, there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us, and training them into a better race to inhabit the land and pass it on. Conservation is a great moral issue, for it involves the patriotic duty of insuring the safety and continuance of the nation.

Roosevelt’s philosophy on conservation is conveyed throughout “[Conservation as a National Duty](#).” He spoke to ignite the same passion in the American public. How does Roosevelt make connections between conservation and the progress, patriotism, and morality of the American people? Write a multi-paragraph essay with evidence that explains how these connections are made to support his cause of conservation. (RI.8.3; RI.8.10; W.8.2a, b, c, d, f; W.8.9b; W.8.10)

**Teacher Note:** Students should write a multi-paragraph essay that introduces Roosevelt’s reasons for promoting conservation. Their essays should develop the topic with relevant details, use appropriate transitions, and provide a relevant conclusion. (RI.8.1; W.8.2a, b, c, f; W.8.4; W.8.5; W.8.9b; W.8.10; L.8.2a-b) The completed writing should use grade-appropriate and precise words and a variety of sentence patterns. (W.8.2d, e; L.8.6) Students should demonstrate command of proper grammar and usage, punctuation, and spelling in their writing. (L.8.1c, d; L.8.2c; L.8.3a)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Conservation</li> <li>• <b>Themes:</b> Evaluate the use of writing, art, adventure, and activism in influencing others to value conservation</li> <li>• <b>Text Use:</b> Read and evaluate multiple nonfiction texts, use multiple sources to understand a topic, and evaluate how texts and language influence individuals</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task assesses:</p> <ul style="list-style-type: none"> <li>• Reading and examining nonfiction</li> <li>• Evaluating and explaining connections between ideas</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## COLD-READ TASK<sup>2</sup>

Read “[John James Audubon and the Natural World](#)” from *Louisiana Cultural Vistas*, Louisiana Endowment for the Humanities, independently and answer a combination of multiple-choice and constructed-response questions about the text using evidence for all answers. Sample questions:

- Which statement best describes the central idea of the text? Which line from the text best helps develop the central idea? (RI.8.1, RI.8.2, RI.8.5, RI.8.10)
- How does the article make connections between Audubon’s childhood and early life experiences and his “pioneering spirit”? (RI.8.1, RI.8.3)
- Analyze the structure of paragraph 3, including the use of the rhetorical question, to develop a central idea of the article. (RI.8.1, RI.8.5)
- In “John James Audubon and the Natural World,” the author states, “Vision was the door to success, and resourceful creativity was the key.” What does this sentence mean? How does this sentence reveal the author’s attitude (tone) toward Audubon’s work as an artist? (RI.8.4, L.8.5a)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"><li>• <b>Topic:</b> Conservation</li><li>• <b>Themes:</b> Evaluate the use of writing, art, adventure, and activism in influencing others to value conservation</li><li>• <b>Text Use:</b> Read and evaluate multiple nonfiction texts, use multiple sources to understand a topic, and evaluate how texts and language influence individuals</li></ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Reading and understanding complex texts</li><li>• Writing in response to text</li></ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 2</a> (sample tasks included)</li><li>• <a href="#">Lesson 3</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 4</a> (sample tasks included)</li><li>• <a href="#">Lesson 9</a> (sample tasks included)</li><li>• <a href="#">Lesson 10</a> (use this task)</li></ul>

<sup>2</sup> Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

### **EXTENSION TASK**<sup>3</sup>

Working in small groups, conduct a short research project on a modern conservation group (e.g., the Sierra Club, the Audubon Society, the National Park Service) that uses research and exploration to conserve wildlife. Gather relevant information from several sources, including first- and secondhand accounts. Research should include gathering information about the cause and the impact of the organization. Write a report detailing how the group's values and goals support the conservation movement of today. Reports should select, organize, and analyze relevant content, and should quote or paraphrase the conclusions of others while avoiding plagiarism and following a standard format for citation. **(RI.8.1, W.8.2a-f, W.8.7, W.8.8, W.8.9b, SL.8.2)**

After researching, prepare a speech to deliver to the class. Take on the role of the leader of the organization you researched. Write and deliver a speech about the goals of your organization and the importance of your work in our community today. **(SL.8.4, SL.8.6)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topic:</b> Conservation</li><li>• <b>Themes:</b> Evaluate the use of writing, art, adventure, and activism in influencing others to value conservation</li><li>• <b>Text Use:</b> Read and evaluate multiple nonfiction texts, use multiple sources to understand a topic, and evaluate how texts and language influence individuals</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Conducting topical research</li><li>• Writing and delivering a persuasive speech using information learned through research</li></ul>	<b>What tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks included)</li><li>• <a href="#">Lesson 2</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 7</a> (sample tasks included)</li><li>• <a href="#">Lesson 8</a></li><li>• <a href="#">Lesson 11</a> (use this task)</li></ul>

<sup>3</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>4</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>4</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>5</sup></p> <p>“<a href="#">Autumntime</a>,” A. Lentini</p> <p>Paragraphs 1-13 of “<a href="#">Conservation as a National Duty</a>,” Theodore Roosevelt</p>	<p><b>TEXT DESCRIPTION:</b> The story “Autumntime” introduces students to a possible world where natural resources were not conserved for future generations. Paragraphs 1-13 of Roosevelt’s speech link conservation to themes of civilization, urbanization, and the need to use foresight with regard to our natural resources.</p> <p><b>TEXT FOCUS:</b> These literary pieces illustrate the fragility of nature in the civilized world and imagine a world that Roosevelt works to prevent from happening. Students explore how the authors develop central ideas in the various texts. <b>(RL.8.2, RI.8.2)</b> <i>Note: The questions provided on the link with the text of “Autumntime” are not recommended for use given their lack of alignment with standards.</i></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read “Autumntime” independently. Read Roosevelt’s speech aloud and study key vocabulary. Students begin a unit-long graphic organizer, analyzing the meaning of the speech. Students write a response to both texts, considering the role of progress in conservation.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students read “Autumntime” independently and create a summary. <b>(RL.8.2)</b></li> <li>• Due to the complexity of Roosevelt’s speech, students should follow along with the text as it is read aloud in class. After reading the text as a class, have students determine the meaning of one or more unknown academic vocabulary words in Roosevelt’s speech (e.g., <i>conservation, vital, confronts, consequent, exploiting, apt, prominent, and foresight</i>) based on context and verify the definitions using a dictionary. <b>(RL.8.4; L.8.4a, d)</b> Create <a href="#">semantic maps</a><sup>6</sup> to demonstrate understanding of the words and their relationships. <b>(L.8.5b)</b></li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students maintain a three-column graphic organizer or notes throughout the unit and delineate the claims and supporting evidence in Roosevelt’s speech. <b>(RI.8.8)</b> The first column is labeled PROGRESS, the second column is labeled MORALITY, and the third is labeled PATRIOTISM. For this section of the speech, have students take notes in the first column in answer to the following questions discussed as a class.</li> </ul>

<sup>5</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>6</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ What is the purpose of the first five paragraphs of the speech? Identify where any irrelevant evidence is introduced. <b>(RI.8.8)</b></li> <li>○ What idea does Roosevelt explore in paragraph 6? How does each sentence develop that idea? <b>(RI.8.1, RI.8.5)</b></li> <li>○ What is Roosevelt’s argument for <i>foresight</i> in dealing with natural resources? <b>(RI.8.2, RI.8.4, L.8.6)</b></li> <li>○ What connections does Roosevelt establish between <i>progress</i> and <i>conservation</i>? What evidence supports these connections? <b>(RI.8.1, RI.8.3, L.8.6)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Answer the following question about “Autumntime” and the first section of Roosevelt’s speech in writing. How is Roosevelt’s claim about <i>progress</i> represented by the themes, characters, and events of “Autumntime”? <b>(RL.8.1, RL.8.2, RI.8.1, RI.8.3)</b> Provide students with an <a href="#">answer frame</a><sup>7</sup> for organizing their writing. <b>(W.8.9a-b, W.8.10)</b></li> <li>• If necessary, engage students in a discussion prior to writing the response to help them develop and refine their thinking.</li> </ul>
<p><b>LESSON 2:</b></p> <p>“<a href="#">Requiem for a Nest</a>,” Wanda Coleman</p> <p>“Birdfoot’s Grampa,” Joseph Bruchac</p> <p>“<a href="#">A Parable of Sauntering</a>” from <i>The Mountain Trail and Its Message</i>, Albert W. Palmer</p>	<p><b>TEXT DESCRIPTION:</b> “Requiem for a Nest” depicts the fragility of nature in an urban setting. “Birdfoot’s Grampa” is a Native American poem that depicts an elderly gentleman who continually stops the car to save frogs on a family trip. “A Parable of Sauntering” presents a life lesson learned on a mountain trail: Do not hike through life. The origins of the word <i>saunter</i> are used to teach the reader to stop and appreciate the small things (nature). <b>(L.8.6)</b></p> <p><b>TEXT FOCUS:</b> Analyze how the poet’s language develops a point of view and meaning in each poem <b>(RL.8.2, RL.8.4, RL.8.6)</b> A similar viewpoint is presented in the parable. <b>(RI.8.2, RI.8.4)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read all texts. Analyze all texts. Compare the arguments and approach each text is making using graphic organizers. Debate the themes and supporting ideas of each text.</p>

<sup>7</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>



TEXT SEQUENCE	TEXT USE
	<p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Read aloud “Requiem for a Nest” as students follow along.</li> <li>• Allow students to read “Birdfoot’s Grampa” and “A Parable of Sauntering” in pairs.</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Work as a class to analyze “Requiem for a Nest” using <a href="#">TP-CASTT</a>.<sup>8</sup> Record the analysis through annotations and/or on a graphic organizer.</li> <li>• Conduct a class discussion based on the following questions: <ul style="list-style-type: none"> <li>○ What setting is established through the author’s language? What does the bird know? What do the speaker and reader know? What meaning results from the difference in point of view? (<b>RL.8.1, RL.8.4, RL.8.6</b>)</li> <li>○ What are the various meanings of the word <i>dream</i> as it is used in the line 1? How do the various meanings contrast what the bird and reader know? (<b>RL.8.1; RL.8.4; RL.8.6; L.8.5a, c</b>)</li> <li>○ What could the serpent represent? How does the serpent’s presence in the poem contribute to an understanding of theme? (<b>RL.8.2, RL.8.4, RL.8.9</b>)</li> <li>○ What is a theme of “Requiem for a Nest” and how is that theme developed? (<b>RL.8.2</b>)</li> </ul> </li> <li>• Have students work in pairs to analyze “Birdfoot’s Grampa” using <a href="#">TP-CASTT</a><sup>9</sup> and then analyze “A Parable of Sauntering” using the <a href="#">SOAPStone strategy</a>.<sup>10</sup> (This strategy may first require some modeling by the teacher.) For both texts, students should determine a theme or central idea of the text. (<b>RL.8.2, RI.8.2</b>)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Conduct a <a href="#">fishbowl discussion</a><sup>11</sup> based on the following question: What common devices and themes do “Requiem for a Nest,” “Birdfoot’s Grampa,” and “A Parable for Sauntering” share? How do the authors develop meaning in their respective texts? (<b>RL.8.2; RL.8.4; RL.8.6; RI.8.2; RI.8.4; L.8.5a, c</b>)</li> </ul>

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>9</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>Form two circles (one person from each pair is in the inner circle, and one person from each pair is on the outer circle). Provide each pair five minutes to devise answers to the discussion questions and locate specific evidence, using their class notes as a starting point. Then have the inner circle members discuss their answers to the questions for five minutes, providing evidence using <a href="#">accountable talk</a>.<sup>12</sup> Students should pose questions that connect the ideas of several speakers and respond to other students' ideas with relevant evidence. <b>(SL.8.1a, b, c, d)</b> While the inner circle continues the discussion, students in the outer circle will serve as their partner's "wingman," paraphrasing and capturing the claims made during the discussion. <b>(SL.8.3)</b> After the first five-minute discussion, have the pairs consult each other to revise and refine their claims and evidence and develop additional points to make during the discussion. Then have the inner circle continue the discussion for five more minutes.</li> </ul>
<p><b>LESSON 3:</b></p> <p>Paragraphs 27-35 of "<a href="#">Conservation as a National Duty</a>," Theodore Roosevelt</p>	<p><b>TEXT DESCRIPTION:</b> Paragraphs 27-35 of Roosevelt's speech emphasize the moral imperative of conserving nature and the need of man to "transfer it in better order to his children."</p> <p><b>TEXT FOCUS:</b> The syntax and vocabulary in this section increases in complexity, so time should be spent reading the speech aloud and focusing students on understanding the meaning of words and phrases as they are used in the speech. <b>(RL.8.4)</b> As this section's central focus is on the moral obligation for conservation and leaving resources for future generations, students should continue to complete their graphic organizer by tracing the connections Roosevelt makes between conservation and morality. <b>(RI.8.2, RI.8.3)</b></p>
<p><b>LESSON 4:</b></p> <p>Paragraphs 34-38 and 40 of "<a href="#">Conservation as a National Duty</a>," Theodore Roosevelt</p> <p>"<a href="#">Requiem for a Nest</a>," Wanda Coleman</p> <p>"Birdfoot's Grampa," Joseph Bruchac</p>	<p><b>TEXT DESCRIPTION:</b> These paragraphs of Roosevelt's speech continue to emphasize the moral imperative of conserving nature and the need of man to "transfer it in better order to his children."</p> <p><b>TEXT FOCUS:</b> Reading these three texts together provides opportunities for further exploring each author's purpose and ways in which that purpose is developed and revealed through the author's word choice. <b>(RL.8.2, RI.8.2, RI.8.6)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read Roosevelt's speech aloud. Analyze the structure of paragraphs 36, 37, and 38 in groups. Compare the texts and analyze the impact of each through class discussions.</p>

<sup>12</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Due to the complexity of this section of the speech, read aloud while students follow along. Determine the meaning of unknown vocabulary words (e.g., <i>fell</i>, <i>posterity</i>, <i>successors</i>, <i>verge</i>, <i>unpardonable</i>, <i>accordance</i>, <i>diminished</i>, and <i>interject</i>) based on context and verify the definitions using a dictionary. <b>(RL.8.4; L.8.4a, d)</b> Create <b>semantic maps</b><sup>13</sup> to demonstrate understanding of the words and their relationships. <b>(L.8.5b)</b></li> <li>• Have students summarize these paragraphs of Roosevelt’s speech in writing. <b>(RI.8.2)</b></li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Reread paragraphs 36, 37, and 38 and discuss as a class how Roosevelt communicates the importance of our moral obligation to conserve natural resources. Identify the main way that each paragraph supports Roosevelt’s claim that it is our moral obligation to conserve resources. Then identify how each sentence in the paragraph supports the key idea being expressed by explaining the connections that exist. <b>(RI.8.3, RI.8.5)</b></li> <li>• Discuss answers to the following questions as a class. Review the answers and add them to the MORALITY column of the three-column graphic organizer (started in lesson 1). <ul style="list-style-type: none"> <li>○ According to Roosevelt, why was conservation not a concern to previous generations? <b>(RI.8.8)</b></li> <li>○ What does Roosevelt consider <i>unpardonable</i>? <b>(RI.8.4, L.8.6)</b></li> <li>○ In paragraph 40, what change does Roosevelt indicate is necessary? To what does Roosevelt attribute the need for change from individualism to conservation? <b>(RI.8.5)</b></li> <li>○ What connections does Roosevelt establish between our current action and the need for conservation? <b>(RI.8.3)</b></li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• In collaborative groups, discuss answers to one of the following questions and then share with the class. <ul style="list-style-type: none"> <li>○ What is Roosevelt’s purpose in this section? How is it revealed and developed through the language and examples he provides? How does he attempt to prove that his is the “right” point of view? <b>(RI.8.6, SL.8.2)</b></li> <li>○ What common themes and purposes do “Requiem for a Nest” and “Birdfoot’s Grampa” share with this section of Roosevelt’s speech? What are the advantages and disadvantages of each format (poem or speech) for achieving the intended purpose? <b>(RL.8.2, RI.8.6, RI.8.7)</b></li> </ul> </li> </ul>

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 5:</b></p> <p>Paragraphs 14-26 and 54 of  <a href="#">“Conservation as a National Duty,”</a>  Theodore Roosevelt</p>	<p><b><u>TEXT DESCRIPTION:</u></b> Paragraphs 14-26 and 54 of Roosevelt’s speech link conservation to themes of national patriotism and the foresight of our forbearers in securing the use of resources.</p> <p><b><u>TEXT FOCUS:</u></b> This section is more abstract and will require teachers to support students to delineate and evaluate Roosevelt’s argument and specific claims. <b>(RI.8.8)</b> Students can analyze how Roosevelt makes connections between the conservation issue and the deeds of America’s forbearers. <b>(RI.8.3)</b></p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Read the text as a class. Continue building the three-column notes chart to identify the claims Roosevelt makes about conservation. Students discuss and write their interpretation of Roosevelt’s approach to conservation.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• The complexity of Roosevelt’s speech increases in this section. Read the text aloud as students follow along.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Continue to maintain the three-column graphic organizer or notes to delineate the claims and supporting evidence in Roosevelt’s speech. <b>(RI.8.8)</b> In the third column (PATRIOTISM), have students consider the following questions: <ul style="list-style-type: none"> <li>○ List the natural resources available in our country and their use during the 18<sup>th</sup> century. What connections does Roosevelt make among the resources, their use, and the history of mankind? <b>(RI.8.3)</b></li> <li>○ How does Roosevelt describe our forbearers’ knowledge of natural resources?</li> <li>○ What happened after the founding of our country that led to an increase in resource use?</li> <li>○ What actions did our forbearers take to ensure the natural resources would last?</li> <li>○ What were the results of their actions?</li> </ul> </li> <li>• Model for students how to summarize and then write a claim based on paragraphs 14-17 (first claim), 20 (second claim), and 21 (third claim) of the speech. As part of the modeling, write and project the following three claims: <ul style="list-style-type: none"> <li>○ When the forbearers of America were designing our nation, commerce and use of natural resources had not changed significantly for thousands of years.</li> <li>○ In the time between the founding of our nation and now, much has changed in our use of and reliance</li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<p>on our natural resources.</p> <ul style="list-style-type: none"> <li>○ The forbearers had the foresight to establish a union based on development of natural resources.</li> </ul> <ul style="list-style-type: none"> <li>• Create a new three-column class chart with these claims written in column one (each claim on a different row).</li> <li>• Facilitate a whole-class discussion in which students locate evidence (ideas, details, and examples) from their previous graphic organizers to support each of the claims, identifying which evidence is strongest (most relevant and sufficient). <b>(RI.8.1, RI.8.2, RI.8.8)</b></li> <li>• As students suggest evidence that is irrelevant, prompt them to identify why the evidence is not as strong or does not support the claims. List strong evidence in the second column of the class chart.</li> <li>• In the third column, prompt students to provide an explanation to support the inclusion of the evidence in column two. <b>(RI.8.8)</b> Have students update their graphic organizer (from lesson 1) to determine Roosevelt’s main claim and purpose. <b>(RI.8.2)</b></li> <li>• Model how to write an explanatory paragraph about this section of the speech. Ask students, “What is Roosevelt’s claim about the role our forbearers in conservation?” <b>(RI.8.3, W.8.2)</b> Use an <a href="#">answer frame</a> to organize the writing. <i>(Example response: In this section of the speech, Roosevelt claims that our forbearers had the foresight to establish a union based on development of natural resources. Prior to the founding of the United States, the use of natural resources had not significantly changed for thousands of years. Roosevelt says, “When the founders of this nation met at Independence Hall in Philadelphia the conditions of commerce had not fundamentally changed from what they were when the Phoenician keels first furrowed the lonely waters of the Mediterranean,” which means that even though the forbearers had limited knowledge of resources, they didn’t need to have knowledge as there was no demand to know. However, in the time between the founding of our nation and now, much has changed about our use of and reliance on natural resources. For example, “Since the days when the Constitution was adopted, steam and electricity have revolutionized the industrial world.” Progress means that our forbearers had to figure out a plan to conserve those resources to ensure their continued availability.)</i></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Conclude the discussion by having students work in groups to use a similar process to the one modeled and summarize paragraphs 23-26 and 54 in writing. Then, as a group, have students complete a three-column graphic organizer similar to the one created as a whole class. <b>(RI.8.1, RI.8.2, RI.8.8, RI.8.10)</b></li> <li>• Student should then write a response to the following question using an answer frame to help them organize their writing: What is Roosevelt’s purpose for including the example of our forbearers’ actions during the founding of our country? <b>(RI.8.3, W.8.2)</b></li> </ul>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 6:</b></p> <p><a href="#">“Conservation as a National Duty,”</a> Theodore Roosevelt</p>	<p><b>TEXT DESCRIPTION:</b> Roosevelt introduces and elaborates on three key ideas as the basis for conserving natural resources: progress, patriotism, and morality.</p> <p><b>TEXT FOCUS:</b> Students will not have read the entire speech at this point, nor do they need to read the entire speech to complete the culminating writing task. Encourage students to reread the sections of the speech they studied in class while referring to the graphic organizer they completed as they read the speech in class. <b>(RI.8.10)</b></p> <p><b>MODEL TASK</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 7:</b></p> <p>“Theodore Roosevelt and the National Park System” from <i>Park Net</i>, National Park Service</p> <p><a href="#">Part 1</a> and <a href="#">Part 2</a> of “Roosevelt, Friend of the Birds” (also available at <a href="#">“Outdoorsman”</a> from <i>Almanac of Theodore Roosevelt</i>)</p>	<p><b>TEXT DESCRIPTION:</b> “Theodore Roosevelt and the National Park System” informs the reader about the former president’s founding of this system to preserve national landmarks for public use. The short film clips depict the cause of the egret, which was killed for its fine feathers prior to being protected.</p> <p><b>TEXT FOCUS:</b> By pairing background information on Roosevelt’s national park legacy with the video clips, students can make connections between Roosevelt’s advocacy and his actions. <b>(RI.8.3)</b> Students can also evaluate the advantages and disadvantages of using the different mediums (print and video) to present the idea of conservation. <b>(RI.8.7)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read text from National Parks website aloud. View film. Compare and contrast the text, film, and Roosevelt’s speech.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Project the text from the National Parks website and read it aloud as students follow along.</li> <li>• The film should be viewed as a whole class so the teacher can model analysis (below).</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• As a class, review the graphic organizer created while reading “Conservation as a National Duty” in light of “Theodore Roosevelt and the National Park System.” Discuss the connections that exist between Roosevelt’s claims in his speech and his actions as described in the article. <b>(RI.8.3)</b></li> <li>• Then identify the claims and supporting evidence made in Parts 1 and 2 of the video. Assess whether the video presents sound reasoning and sufficient evidence to support each claim. <b>(RI.8.8)</b> What viewpoint does the video present, and how does it respond to opposing viewpoints? <b>(RI.8.6)</b> How do the claims, evidence, and language used in the video reveal the purpose and motives behind the video? <b>(SL.8.2, SL.8.3)</b></li> </ul>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 8:</b></p> <p>Pages <a href="#">439-441</a> of <i>The Life of John James Audubon: The Naturalist</i>, edited by Lucy Bakewell Audubon</p> <p><a href="#">“Bookstand: Audubon’s Birds and Words”</a> <i>Louisiana Cultural Vistas</i>, Thomas Uskali</p> <p>“American Flamingo” Greg Pape</p> <p>“American Flamingo” John James Audubon (painting)</p>	<p><b>TEXT DESCRIPTION:</b> The excerpt from <i>The Life of John James Audubon</i> contains a description of Audubon’s work as a naturalist artist. This book review depicts Audubon’s life at Cottage Plantation, including how he killed birds in order to capture their essence in paint. “American Flamingo” is an ekphrastic poem inspired by Audubon’s original painting of the same name that describes how he “shot them to know them.”</p> <p><b>TEXT FOCUS:</b> Examine Audubon’s art, its description, and a description of Audubon’s process presented in the article from <i>Louisiana Cultural Vistas</i> and Greg Pape’s poem. Analyze conflicting information in the various texts, noting where the conflicts are matters of fact or interpretation. Extend the analysis to discuss how knowledge gained through reading these texts supports or contradicts knowledge gained about conservation through other texts in the unit. <b>(RL.8.1, RL.8.2, RI.8.2, RI.8.9)</b></p>
<p><b>LESSON 9:</b></p> <p><a href="#">Excerpt</a> from “Audubon: A Vision,” Robert Penn Warren</p> <p><a href="#">“The Calypso Borealis,”</a> John Muir</p>	<p><b>TEXT DESCRIPTION:</b> In this poem, Robert Penn Warren describes through Audubon’s point of view the act of pursuing birds, his passion. The poem asks, “What is man but his passion?” The piece by John Muir describes the extreme lengths he undertook in his pursuit of a rare orchid, the Calypso Borealis.</p> <p><b>TEXT FOCUS:</b> The excerpt from “Audubon: A Vision” provides a theme that connects the works of the men studied in this unit. It can propel discussion as well as writing assignments. <b>(RL.8.2)</b> After reading of the conservation efforts of Roosevelt and Audubon, students read the supplemental text “The Calypso Borealis” in order to determine how the central idea is developed over the course of the text. <b>(RI.8.2)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read “Audubon: A Vision” in small groups. Read “The Calypso Borealis” independently. Students analyze “Audubon.” Students discuss the themes of both texts. Students write an independent response to the class discussion topic.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• “Audubon: A Vision” is recommended for reading in collaborative groups. “The Calypso Borealis” can be read independently by students in preparation for the cold-read assessment. <b>(RI.8.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>Read and analyze “Audubon: A Vision” using a poetry analysis strategy, such as <a href="#">TP-CASTT</a>.<sup>14</sup> Since the strategy has already been modeled, students should complete the task in pairs. <b>(RL.8.10)</b> As a whole class, interpret the meaning of figurative phrases and key lines in the text (e.g., the last line of the excerpt: “How thin is the membrane between himself and the world.”) and the significance of those phrases in developing meaning in the poem. <b>(RL.8.5)</b> As a class, identify a theme of the poem based on the language, tone, and speaker’s point of view. <b>(RL.8.2, RL.8.4, RL.8.6, L.8.4a, L.8.5a-c)</b></li> <li>Analyze “The Calypso Borealis,” using a graphic organizer to identify the central idea (e.g., “What is man but his passion?”) and analyze its development over the course of the text. <b>(RI.8.2)</b></li> <li>Then conduct a <a href="#">fishbowl discussion</a><sup>15</sup> based on the following questions: In “Audubon: A Vision,” Robert Penn Warren asserts, “What is man but his passion?” How does this quote apply to John Muir? Were the conservationists discussed in this unit—Roosevelt, Audubon, and Muir—ruled by passion or a sense of duty? Require students to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar. <b>(RL.8.1, RI.8.1, W.8.8)</b> During the seminar, divide the class into two circles (inner and outer). <b>(SL.8.1b)</b> Then have the inner circle discuss the questions for a certain time limit, inviting others in the inner circle to speak so all voices are heard, posing and responding to additional questions, bringing the conversation back on track as needed, and acknowledging when opinions are changed and views are modified based on evidence provided during the discussion. <b>(SL.8.1c, d; SL.8.4, SL.8.6)</b> As the inner circle (speakers) continues the discussion, each person in the outer circle can evaluate a person in the inner circle for his or her use of evidence and determine the evidence that is relevant or irrelevant and the evidence that most strongly supports the speaker’s claim. Track evaluations, make comments, and ask questions using a graphic organizer, journals, or on a backchannel platform like <a href="#">TodaysMeet</a>.<sup>16</sup> Then swap positions of the circles. <b>(W.8.6, SL.8.3)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Following the seminar, have students write a few well-developed paragraphs in a timed setting in which they develop a position on the seminar question (Were the conservationists discussed in this unit ruled by passion or a sense of duty?), introducing claims and distinguishing those claims from opposing claims gleaned from the seminar. <b>(W.8.1, W.8.4, W.8.10)</b></li> </ul>

<sup>14</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>15</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>16</sup> <https://todaysmeet.com/>



TEXT SEQUENCE	TEXT USE
<p><b>LESSON 10:</b></p> <p><a href="#">“John James Audubon and the Natural World”</a> from <i>Louisiana Cultural Vistas</i>, Louisiana Endowment for the Humanities</p>	<p><b><u>TEXT DESCRIPTION:</u></b> This article from <i>Louisiana Cultural Vistas</i> explores the early life of John James Audubon and describes various influences his background had on his work.</p> <p><b><u>TEXT FOCUS:</u></b> The article makes connections between Audubon’s childhood and early life experiences and his “pioneering spirit,” allowing students to analyze these connections <b>(RI.8.3)</b> as they did the connection of ideas in the anchor piece.</p> <p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>
<p><b>LESSON 11:</b></p> <p>Various texts for group research</p>	<p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>