

Lesson Overview: **Journey Into the Wild**

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Grade Level: English, 10

Vocabulary	Day	Student will be able to	Assessment/Activity
	1	Students will be able engage and make inferences regarding themes of the Unit.	Anticipation Guide Activity Construct a KWL about <i>Into the Wild</i>
	2	Engage in a viewing of a documentary and discuss the salient portions of Chris McCandless's journey.	View 20/20 Documentary Discussion Evaluator
	3	Engage in a viewing of a documentary and discuss the salient portions of Chris McCandless's journey into the Wild.	View 20/20 Documentary Speaking and Listening Discussion Evaluator
	4	Evaluate authorial intent and bias and recognize its effects on a text.	Annotate and discuss Author's Note of <i>Into the Wild</i>
	5	Construct a narrative around their own version of the wild.	Roadtrip Prompt/Student-led share discussion of the Wild
	6	Make inferences regarding Christopher McCandless's decision to go into the Wild.	Analysis of Epigram/Creation of a soundtrack to the first chapter

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	7	Synthesize a claim about the author's choice to structure the text.	Read Comprehension of Chapter 1/ Writing a Claim
	8	Analyze characterization and motivations of Chris McCandless.	Read and Annotate Chapter 2/3 Make inferences from the Epigrams at the beginning of the Chapter
	9	Support claims and inferences by selecting effective evidence.	Matching Inferences and Claims with Appropriate Evidence MLA Citations
	10	Make strong inferences if Christopher McCandless's experiences have prepared him for his eventual trek into the Wild.	Making Inferences (Reading Groups) Mining Textual Evidence
	11	Discuss how a person's internal dichotomy contribute to different characterizations and interpretations of one's sense of self.	Jigsaw reading of a chapter Discussion and Quickwrite
	12	Identify and compare how perspective can shift from person to person.	Jigsaw Reading Group Poster Creating
	13	Identify and compare how perspective can shift from person to person.	Gathering Textual Evidence Present Poster

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	14	Produce a short On-Demand Writing piece regarding the formation of identify and perceived identity.	On-Demand Writing Task (Assessment)
	15	Dissect the concept of Transcendentalism as a way of living life.	Read Differentiated “On Walking Into the Woods” Discuss concepts of Transcendentalism
	16	Analyze the concept of Transcendentalism by reading an excerpt of Walden.	Read excerpt of <i>Walden</i> /Produce own interpretations of Modern Day Walden
	17	Engage in a collegial discussion and present their ideas about what people desire or want out of life.	Socratic Seminar
	18	Evaluate whether Christopher McCandless was a true transcendentalist by definition or if he was something else/	On-Demand Writing Assessment — Argument
	19	Examine what it means to be “privileged” in terms of race, class, and economics in America.	Process Paragraph Students will read various posting and blogs about what privilege is
	20	Evaluate the ways in which Christopher McCandless exercised “privilege” and also consider the how he may have rejected privilege.	Exit Ticket Read Discuss Chapters 5-6

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	21	Investigate how “privilege” has a direct effect on the lives of students like them and question if there is a sort of privilege for those who are not white or rich.	Jigsaw articles about Detroit public schools and lead in the water in public schools Nikki Rosa Response.
	22	Engage in a discussion using previously analyzed evidence to further investigate evidence.	Narrative reflection on Privilege Large class discussion and notes
	23	Will begin to draft a collaborative essay in support of whether Chris was brave or foolish.	Group Work, Accountability Sheets
	24	Work on making claims in regards to Christopher’s decision whether he was foolish or brave.	Group Work and Accountability Sheets
	25	Construct their essay by integrating and blending quotes and textual evidence into essays.	Integrating/Blending quote practice - Guided Practice/review of quotes
	26	Assess their own and a peer’s writing to give constructive feedback.	Writing Workshop First draft
	27	Identify different areas of revision to strengthen arguments.	Revision/Identify areas for revision.

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	28	Examine the conflicts that occur in a family and evaluate the impact on development of our dreams.	Discussion Evaluator/Jigsaw'd Group Read Aloud
	29	Interpret and make connections towards the discovery of self.	Soundtrack/Lyrics or <i>Into the Wild</i> Playlist
	30	Evaluate the effect of an author's decision to structure the text and change narrative focus.	Construct a summary comparing Krauker's experience to Chris's experience
	31	Reflect on the benefits and drawbacks of pursuing one's dreams.	<i>Into the Wild</i> Unit Assessment
	32	Reflect on the benefits and drawbacks of pursuing one's dreams.	<i>Into the Wild</i> Unit Assessment
	33	Present their version of <i>Into the Wild</i> .	Student's Present their Multimodal Project
	34	Present their version of <i>Into the Wild</i> .	Student's Present their multimodal Project to the class Argumentative Essay is due