

## **The Unit Plan of**

### ***Ishmael: An Adventure of the Mind and Spirit* – A Novel by Daniel Quinn**

**The Class:** A Grade 10 Honors class in which the units are intended to last 2 weeks each. Each class is 77 minutes long. In preparation for entrance into the International Baccalaureate Program, the students do three novel studies, a Short Story Unit, Poetry, Debating, Media, and Shakespeare in addition to a unit each of Grammar and Vocabulary interwoven throughout the semester. The students are generally bright and capable of taking ideas into more abstract, philosophical realms; however, it is still critically important that they are scaffolded to that point and that their foundational skills are developed along with their cognitive skills. This unit addresses one of the novel studies.

**The Novel:** *Ishmael: An Adventure of the Mind and Spirit* is a philosophical novel that examines the human condition as fundamentally influenced by our self-constructed culture. Ishmael, the ‘teacher,’ is a gorilla who communicates through a type of mental telepathy to our protagonist, the ‘student.’ Both are interested in saving the world and it would seem that the gorilla has figured out how; now, he must spread the word by challenging the student, and the reader, to examine how ‘we’ and the world have gotten to where we now are: a dilapidated state by which we cannot stop ourselves from further destroying the world. This novel challenges the reader to consider the state of the world, the environment and our relation to it. It also challenges the reader to consider various “mythologies” upon which our culture is founded, their respective truths, how they interact with one another, and how they influence our daily thoughts and activities. This novel should stimulate critical thinking and challenge the students to reach beyond past considerations and even the bounds of the novel, itself. This novel will likely challenge the students to consider their daily approach to life and their environment.

#### **Most Basic, Underlying and Abstract Objectives That I Hope Our Marathon through *Ishmael* Will Produce:**

- ☆ to enhance the students’ ability to think critically about philosophical issues
- ☆ to facilitate students’ understanding by providing various thinking strategies such as questioning, journaling, discussion and cooperative learning
- ☆ to enhance cultural awareness
- ☆ to help students engage in problem solving and evaluative skills
- ☆ to encourage students’ sense of “learner responsibility”
- ☆ to observe a unique literary style for the novel

**Pre-Unit Confirmations:** (All the Supplies you will need for this unit, short of the standard stuff like Overheads and pens☺)

Books & book cards: count & prep

Large sheets of paper & felts for Wednesday's Placemat

Reserve Library &/or acquire resources for Thursday's research

Prepare supplies that ss may desire for Friday's presentation (Bristol or Poster Board, Construction paper, scissors, glue)

Large sheets of paper & felts for Monday's Placemat

### ***Ishmael: Unit Overview – At-A-Glance***

<p>1</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-‘+/-, interesting to see’: “If a creature...”</li> <li>-Brainstorm 60s &amp; 70s</li> <li>-Brnstrm current events</li> <li>-USSW: “if you could change anything...”</li> <li>-Share</li> <li>-Collective Reading to p.6</li> <li>-USSR</li> <li>-Story Ps &amp; Qs</li> <li>-USSR to end</li> <li>-hmkw: finish “one”</li> </ul>	<p>2</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-“Sort &amp; Predict” chart</li> <li>-USSR: to end of ‘two’</li> <li>-USSW: Journal to end of “two”</li> <li>-Group work</li> <li>- Discuss</li> <li>-Other Qs &amp; clarifications</li> </ul> <p>-hmkw: finish “three”</p>	<p>3</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-USSW</li> <li>-USSR (“four” should take about 16 min. need to get through 5.1)</li> <li>-Placemat strategy and discussion</li> <li>-Exit slip: three “big” questions you have and a sample of your vocab list (min 5 words)</li> <li>-spare time = USSR time</li> <li>-hmkw: finish ‘5’ (~24min)</li> </ul>	<p>4</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-USSR (finish ‘6’ ~30m)</li> <li>-USSW (short)</li> <li>-Cultural exploration: collaborative learning</li> </ul>	<p>5</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-Present findings from yesterday (~7 group x5min = 35m)</li> <li>-Collective Reading “7” (20min)</li> <li>-Student’s choice: (discussion; journal; USSR)</li> <li>-Monday: must be done “8” &amp; ready for “9”</li> </ul>
<p>6</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-Recap Drill</li> <li>-USSR to ~ 9.5/9.7</li> <li>-Placemat</li> <li>- Exit slip: three “big” questions you still have</li> </ul> <p>-Hmkw: finish ‘9’ (~40min) (p.184)</p>	<p>7</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-Discussion: Address questions from exit slips</li> <li>- Think-Pair-Shares</li> <li>- Whole class</li> <li>- Address any info gaps (Genesis...)</li> <li>-USSR: finish10.6</li> </ul>	<p>8</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-USSR: finish 10 (20m)</li> <li>-Paper debate</li> <li>-USSR: “11”</li> </ul>	<p>9</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-USSR/W</li> <li>-Multiple Mind Map</li> </ul> <p>-hmkw: ‘12’ (40min)</p>	<p>10</p> <ul style="list-style-type: none"> <li>-Vocab</li> <li>-USSR: “13” (10 min)</li> <li>-Journal</li> </ul>

*Ishmael*

**Overall Learning Outcomes: At-A-Glance**

<p>1</p> <ul style="list-style-type: none"><li>- assess prior knowledge and experience with specific topics</li><li>- use a variety of strategies before, during, and after reading and listening to increase comprehension (throughout unit)</li><li>- demonstrate the ability to listen and read critically</li><li>- paraphrase and make hypotheses about the main ideas, events, and themes</li></ul>	<p>2</p> <ul style="list-style-type: none"><li>- use various strategies to cope with difficult or dense communications (throughout unit)</li><li>-- apply the Sort &amp; Predict chart strategy to organize, generate and shape ideas</li></ul> <p>Demonstrate:</p> <ul style="list-style-type: none"><li>- an understanding of the main ideas, events, or themes of the novel</li><li>- the ability to record, organize, and store information they read</li></ul>	<p>3</p> <ul style="list-style-type: none"><li>- demonstrate willingness to consider diverse, contrary, and innovative views</li><li>- apply various strategies including consensus-building and formal decision-making techniques to achieve goals</li><li>- formulate and refine research questions</li></ul>	<p>4</p> <ul style="list-style-type: none"><li>- demonstrate flexibility, responsibility, and commitment when working together</li><li>- monitor their own and others' contributions, suggest new ideas, and build on others' strengths to achieve group goals</li><li>-use efficient strategies for locating, recording, and organizing research information</li></ul>	<p>5</p> <ul style="list-style-type: none"><li>- demonstrate effective oral skills to enhance communications</li><li>- use appropriate criteria to evaluate group processes and individual contributions, and to critique presentation forms relative to purpose and audience</li><li>- organize information and ideas to clarify thinking</li></ul>
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<p>6</p> <ul style="list-style-type: none"> <li>-demonstrate effective oral paraphrasing skills and listening skills to refresh prior knowledge</li> <li>- develop and defend a point of view using evidence from work they have read, heard, or viewed</li> <li>- demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new ideas and experiences</li> <li>- develop focussed inquiry questions related to increasingly complex topics</li> </ul>	<p>7</p> <ul style="list-style-type: none"> <li>- apply the Think-Pair-Share strategy to organize, generate and shape ideas</li> </ul> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>- respect for divergent ideas and values expressed in text</li> <li>- an awareness of cultural, geographical, and historical background in text</li> </ul>	<p>8</p> <ul style="list-style-type: none"> <li>- explain the influence of others' ideas and contributions to the development of their personal thoughts and feelings</li> <li>- show a willingness to consider and elaborate on others' ideas or viewpoints</li> </ul>	<p>9</p> <ul style="list-style-type: none"> <li>- use the Multiple Mind Map to organize and communicate ideas</li> <li>- defend their choices of organizational and communication forms, and formulate ways to improve their own and others' work</li> </ul>	<p>10</p> <ul style="list-style-type: none"> <li>- use charts to organize ideas</li> </ul> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>- an understanding of the differences between working collaboratively vs. independently on presentations</li> <li>- respect for others' viewpoints when working collaboratively</li> <li>- an understanding of and evaluate the purpose and effectiveness of rhetorical situation in text</li> <li>- establish and use criteria to evaluate group processes, their own contributions to them, and the results of their work</li> </ul>
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## Day 1 – *Ishmael*

### Materials:

Books & book cards: count & prep

### SWBAT:

- ☆ Access prior, historical knowledge that will be relevant to enhancing understanding of concepts presented in *Ishmael*
- ☆ Hypothesize about the current state of the world as affected by humankind
- ☆ Present abstract ideas about the notion of “captivity” that go beyond the dictionary definition

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Build Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “Reading Wisely”; provide time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to new words; note usage; accurately fill in blanks; review and adjust as necessary</li> </ul>
Hook	2. Hypothesize	5-15 min	<ul style="list-style-type: none"> <li>• Present Question: “If a creature from outside of civilization had the chance to observe and comment on human behaviour/nature, what would it say?”</li> </ul>	<ul style="list-style-type: none"> <li>• In your Journal, respond to the question (10 min USSW)</li> <li>• Receive books &amp; complete book cards</li> </ul>
	3. Access prior knowledge	15-20 min	<ul style="list-style-type: none"> <li>• Ask ss what they know about the 1960s and 70s. Write down answers on white board or OH</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm and offer findings on recall about the 1960s and 70s.</li> </ul>
		20-25 min	<ul style="list-style-type: none"> <li>• Ask ss what they know about current events. Write down answers on white board or OH</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm and offer findings on recall about the events of the last five years.</li> </ul>
	4. Critical Thinking & Application	25-35 min	<ul style="list-style-type: none"> <li>• Ask: “if you could change anything in or about the world, what would it be &amp; why?”</li> </ul>	<ul style="list-style-type: none"> <li>• USSW(Journal) 10 min.: respond to question</li> <li>• Opportunity to Share</li> </ul>
Body Lesson	5. Listening/Rdg comp.	35-45 min	<ul style="list-style-type: none"> <li>• Collective Reading – read to class to p.6</li> </ul>	<ul style="list-style-type: none"> <li>• Listen &amp; follow in book</li> <li>• Sum up protag; predict what he will find</li> <li>• USSR</li> </ul>
		45-65 min	<ul style="list-style-type: none"> <li>• Assess comprehension/thinking</li> </ul>	
	6. Think abstractly	65-75 min	Address Story Ps & Qs: 1) what are some different forms of captivity?; 2) What would it be like to live in captivity? (Do <i>we</i> live in captivity?); 3) Does Ishmael really speak? (no; p21);4) Is this real, or is the protagonist dreaming/ imagining/ making it up...? (explore literary criticism & devices)	
Wrap	7. Build vocab & Learner Responsibility	75-77 min	Direct SS to build vocab list of any words they do not know & to find/learn their definitions. To be continued throughout reading of novel. *Homework: Finish “one”	

**Assessment:** Participation, Journals (Journals are handed in periodically; students choose which are to be read; other entries are simply checked for completion), Vocab list (will be monitored in similar fashion as Journals).

### Reflection:

## Day 2 – *Ishmael*

### SWBAT:

- ☆ Categorize information using the “Sort & Predict” chart
- ☆ Continue to challenge their notions of “captivity”
- ☆ Demonstrate the ability to work as a team to summarize and assess accumulated information

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. Organize info	5-10 min	<ul style="list-style-type: none"> <li>• intro “Sort &amp; Predict” chart: leavers/takers</li> <li>• direct to categorize and chart info as it comes</li> </ul>	<ul style="list-style-type: none"> <li>• Create “Sort &amp; Predict” chart; consider categorical info to date (leavers/takers/leave room for one more)</li> </ul>
		10-30 min	<ul style="list-style-type: none"> <li>• assess proper application of strategy</li> </ul>	<ul style="list-style-type: none"> <li>• USSR: Apply strategy during reading</li> </ul>
	3. Thinking Critically	30-45 min	<ul style="list-style-type: none"> <li>• USSW: Journal Q: “In what way is the world in “captivity”?” or “How might the captivity of a gorilla help someone save the world?” or “in what ways might the realities of the world be different than what you know/ have been taught?”</li> </ul>	
Body	4. Working as a Team	45–65 min	<ul style="list-style-type: none"> <li>• Split class into 4 or 6 groups: _ leavers; _ takers</li> <li>• Ea side has: 1 “chart history to today”; 1 “pros &amp; cons of being (L/T); if 6, split pros &amp; cons</li> </ul>	<ul style="list-style-type: none"> <li>• Work together to generate and complete details pertaining to group assignment. Draw on background knowledge. Prepare to discuss.</li> </ul>
		65-75 min	<ul style="list-style-type: none"> <li>• Lead discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss</li> </ul>
Wrap	5. Unify learning and stimulate	75-77 min	Summarize main point; present further Questions for consideration: 1) what do you think Ishmael is trying to do? What is his agenda?; 2) Explore “how things are” and “how they came to be this way”; 3) What are some of our living “mythologies”?; 4) Does this make sense? Defend or oppose Ishmael’s lesson. **Homework: Finish “three”	

**Assessment:** Group work and discussion: does the student participate, contributing reasonable ideas and effort to assimilate the group’s main ideas? Does the student allow others to contribute? Is the student respectful of others’ ideas and opinions?

### Reflection:

### Day 3 – *Ishmael*

#### Materials:

Large sheets of paper & felts for Placemat

#### SWBAT:

- ☆ demonstrate willingness to consider diverse, contrary, and innovative views
- ☆ apply various strategies including consensus-building and formal decision-making techniques to achieve goals
- ☆ formulate and refine research questions

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. Exercise mind: divergent thinking	5-15 min	<ul style="list-style-type: none"> <li>• Pose Question: “What difference does it make whether we believe the world was made for us or not?” (How does how we think affect how we behave?)</li> </ul>	<ul style="list-style-type: none"> <li>• USSW: consider the various aspects: how do we behave when we think one way? How do we behave when we think another?</li> </ul>
Body Lesson	3. Critical Reading	15-35 min	<ul style="list-style-type: none"> <li>• Troubleshoot/mark/plan/prepare (upcoming groups should be written on board by now)</li> </ul>	<ul style="list-style-type: none"> <li>• USSR to end of “5.1” (or until everyone is done to end of 5.1, whichever is later)</li> </ul>
	4. Apply Team-Building Strategies to Prioritize and Achieve Goals	35-36 min 36-37 min  37-60 min 60-73 min	<ul style="list-style-type: none"> <li>• Explain Placemat Strategy (quell group fears: teacher has assigned &amp; written on board)</li> <li>• Arrange 5 groups designated as: Group 1: “What are the key things that ‘man’ does that contribute to the destruction of the world?”; Group 2: “What are the key things ‘man’ could do to increase mastery over the world?”; Group 3: “What are the key reasons why we shouldn’t want to completely master the world?” Group 4 “What are some key ways we can stop destroying the world?”; Group 5: “Argue for or against the idea that mastery of the universe (as presented in and around p 80) is the way for humans to stop devastating the world.” (ie: is this just a transitional phase in our learning curve?)</li> <li>• Using Placemat Strategy, Students answer question &amp; determine “main point” (Teacher facilitates)</li> <li>• Present conclusions &amp; Discuss as class</li> </ul>	
Wrap	5. Pose Questions	73-77 min	<p>Students must devise 3 “Big Questions” that pertain to an aspect of the story that they do not yet understand or are struggling with.</p> <p>Students must hand in these Questions along with the Vocab list they have been compiling while reading.</p> <p>**Homework: finish “five”</p>	

**Assessment:** Placemat: Does the student participate, contributing reasonable ideas and effort to assimilate the group’s main ideas? Does the student allow others to contribute? Is the student respectful of others’ ideas and opinions? Does the team cooperate and work logically to evaluate each option thoroughly?

“Big 3”: Are the student’s questions thoughtful? Assess approximate level of thinking required

#### Reflection:



## Day 4 – *Ishmael*

### Materials:

Reserve Library &/or acquire resources for Thursday’s research

Prepare supplies that ss may desire for Friday’s presentation (Bristol or Poster Board, Construction paper, scissors, glue)

### SWBAT:

- ☆ demonstrate flexibility, responsibility, and commitment when working together
- ☆ use efficient strategies for locating, recording, and organizing research information
- ☆ monitor and assess their own and others’ contributions, suggest new ideas, and build on others’ strengths to achieve group goals

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. Challenge thinking	5-25 min	<ul style="list-style-type: none"> <li>• Prepare groups &amp; assure resources are set for cooperative work</li> </ul>	<ul style="list-style-type: none"> <li>• USSR: need to have “six” completed</li> </ul>
	3. Critical thinking re: Ishmael’s philosophies	25-35 min	<ul style="list-style-type: none"> <li>• USSW: encourage ss to explore own thoughts re ideas presented (helper prompts: Where do you think this is going? Do you agree/follow Ishmael’s arguments so far? Do you oppose any of his premises? Explore your own perspective on some of the things/concerns he raises)</li> </ul>	<ul style="list-style-type: none"> <li>• USSW: your choice; Explore your own perspective on some of the things/concerns Ishmael raises</li> </ul>
Body Lesson	4. Demo: a) use of team-work strategies b) Cultural curiosity & respect	35-38 min	<ul style="list-style-type: none"> <li>• (Teacher) Give instructions: Exploration day: ss will research a civilization (ie: library day); in groups of three (teacher determined), choose a “people” (Hohokam; Maya; Anasazi; any other as approved by me); each person will look for one of the following:               <ol style="list-style-type: none"> <li>1) Where did they live (shelter and environment);</li> <li>2) How/what did they eat;</li> <li>3) What were their families like (size; marriage...)</li> </ol> </li> </ul>	
		38-75 min	<ul style="list-style-type: none"> <li>• Requirements: a paragraph to be handed in tomorrow that presents all this and your determination as a group as to what made this group a success and/or not. Prepare to present to class (Briefly).</li> <li>• “GO” (movement of ss will depend on library/resource availability; minimize movement for time constraints)</li> </ul>	
Wrap	5. Assess contribution	75-77 min	<p>Complete and Hand in Self- and Group-Assessments; clean-up</p> <p>Homework: finish project &amp; prepare to present findings tomorrow (re: time pressure: everyone has same amt of time; present what you found – not looking for elaborate, outstanding projects, just info to share)</p> <p>Choose one journal for me to read; you will hand in all four tomorrow</p>	

**Assessment:** Self-Assessment/Group-Assessment forms, and teacher mark for participation (see criteria above)

### Reflection:

## Day 5 – *Ishmael*

### SWBAT:

- ☆ demonstrate effective oral skills to enhance communications
- ☆ use appropriate criteria to evaluate and critique presentations
- ☆ organize information and ideas to clarify thinking

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. a) Demo. effective oral skills b) evaluate and critique	5-40 min	<ul style="list-style-type: none"> <li>• Organize students to present</li> <li>• Evaluate presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Present findings from yesterday’s project</li> <li>• Use a criteria to evaluate and critique presentations</li> <li>• Make notes on presentations</li> </ul>
Body Lesson	3. Reading, Listening	40-60 min	<ul style="list-style-type: none"> <li>• Read aloud, then USSR</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, then USSR</li> </ul>
	4. Decision making	60-61 min	<ul style="list-style-type: none"> <li>• Give choices for remaining time</li> </ul>	<ul style="list-style-type: none"> <li>• Choose to discuss, journal, or USSR</li> </ul>
	5. Organize information and ideas	61-75 min	<ul style="list-style-type: none"> <li>• Lead discussion; or, Assist ss requesting help</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss; or, Work quietly, coming for help as required</li> </ul>
Wrap	6. Summ. ideas and unify class	75-77 min	Summarize main points from day. Collect Assessments, Assignments and Journals Homework: Finish “eight,” be ready for “nine”... Have a Great Weekend☺	

**Assessment:** Does the student answer his/her assigned question (thoroughly – not at all)? Does the student contribute fairly to the group? Is the student respectful of others’ ideas and contributions? Is the presentation well-organized, given time constraints? Does the presentation provide all the information requested? Is the conclusion logical and defensible? Is there an attempt to link the information to the text?

Journals: Are they complete? Does the one selected for reading show expected depth of consideration? Does it meet the requirements of the Journal Rubric?

### Reflection:

## Day 6 – *Ishmael*

### Materials:

Large sheets of paper & felts for Placemat  
Assessments (mine) of their presentations from Friday

### SWBAT:

- ☆ demonstrate effective oral paraphrasing skills and listening skills to refresh prior knowledge and strengthen memory
- ☆ develop and defend a point of view using evidence
- ☆ demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new ideas and experiences
- ☆ develop focussed inquiry questions related to increasingly complex topics

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. Refresh memory;	5-9 min	<ul style="list-style-type: none"> <li>• Lead Recap Drill: in pairs: “B” starts, gets 60 s to recap book; “A” continues, 60 s; switch, “B” gets 30 s; switch, “A” gets 30 s. Stop</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, choose an “A” and a “B” person</li> <li>• Follow instructions (main points will be highlighted in course of activity)</li> </ul>
	3. Glean from text; organize	9-30 min	<ul style="list-style-type: none"> <li>• Hand out overall assessments from Friday’s presentations; return Journals &amp; Assignments</li> <li>• Prepare groups for Placemat</li> </ul>	<ul style="list-style-type: none"> <li>• USSR</li> <li>• Sort relevant new knowledge onto “Sort &amp; Predict”chart</li> </ul>
Body Lesson	4. Develop and defend a P.O.V.; demonstrate willingness to reassess	30-31 min	<ul style="list-style-type: none"> <li>• Refresh Placemat</li> <li>• Placemat: up to seven groups; ideal size = 3; re: “eight”; Each group gets one topic: 1)What demands does population growth place on the environment?; 2)What demands does increased food production place on the environment?; 3)Generate some ‘humane’ solutions to famine; 4)Generate some ‘humane’ solutions to population growth; 5) What are some benefits of having the knowledge of good and evil?; 6) What are some consequences of having the knowledge of good and evil?; 7)Explore the difference between knowing and thinking you know good from evil. (Expect some students may make connections between the “Leaver” cultures they studied for their Ps last week and some solutions they may generate for this.)</li> </ul>	
		31-50 min		
		50-70 min	<ul style="list-style-type: none"> <li>• Present findings to class &amp; discuss</li> </ul>	
Wrap	5. develop focussed questions	70-77 min	<ul style="list-style-type: none"> <li>• Write down and hand in 3 “big” questions, or concerns, you have about <i>Ishmael</i>, or about what <i>Ishmael</i> is saying.</li> <li>• Homework: Finish reading “nine”</li> </ul>	

**Assessment:** Placemat: Does the student contribute reasonable ideas and effort? Is the student respectful of others’ ideas and opinions? Does the team cooperate and work logically to evaluate each option thoroughly? Does the team present in a coherent and cooperative manner?  
“Big 3”: Are the student’s questions thoughtful? Assess approximate level of thinking required.

### Reflection:

## Day 7 – *Ishmael*

### Materials:

Class set of Genesis 3

### SWBAT:

- ☆ Demonstrate respect for divergent ideas and values expressed in text
- ☆ Demonstrate an awareness of cultural, geographical, and historical background in text
- ☆ Demonstrate critical thinking and evaluative skills in conversation
- ☆ Use Discussion to elaborate and clarify their own questions and ideas for a more holistic sense of where they stand in relation to the ideas presented in *Ishmael*

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. All three learning outcomes	5-8 min	<ul style="list-style-type: none"> <li>• Present Question; give time</li> </ul>	<ul style="list-style-type: none"> <li>• Write an answer to the question</li> </ul>
		8-10 min	<ul style="list-style-type: none"> <li>• Direct Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>• Share with neighbour</li> </ul>
Body		10-? min	<ul style="list-style-type: none"> <li>• Lead discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss: ask questions, present ideas</li> </ul>
		?-60 min	<ul style="list-style-type: none"> <li>• Repeat with other questions or matters to be clarified at this point (eg: may need to discuss/ address Genesis, other background info)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat</li> </ul>
Wrap	3. Gleaning valuable info from text & managing time wisely	60-77 min	<ul style="list-style-type: none"> <li>• Facilitate where needed</li> <li>• Remind students they should still be keeping vocab lists</li> </ul>	<ul style="list-style-type: none"> <li>• USSR: finish 10.6 (Homework, if incomplete)</li> </ul>

**Assessment:** Does the student present thoughtful ideas and questions? Does the student show evidence of listening to others and build on contributions of classmates? Does the student use the time wisely?

### Reflection:

## Day 8 – *Ishmael*

### SWBAT:

- ☆ explain the influence of others’ ideas and contributions to the development of their personal thoughts and feelings
- ☆ show a willingness to consider and elaborate on others’ ideas or viewpoints
- ☆ continue to demonstrate effort in grasping increasingly complex ideas as presented in the text, using discussion as a clarification strategy

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. Gleaning valuable info from text	5-25 min	<ul style="list-style-type: none"> <li>• Yea!! Free time for me (hee hee, as if! – I will model productivity and effectiveness for my students)</li> <li>• Put questions on board</li> </ul>	<ul style="list-style-type: none"> <li>• USSR: finish “ten”</li> </ul>
Body Lesson	3. Consider and elaborate on others’ ideas	25-35 min	<ul style="list-style-type: none"> <li>• Direct students as though USSW, but divide paper into 2 columns &amp; write on only one side</li> </ul>	<ul style="list-style-type: none"> <li>• USSW</li> </ul>
		35-38 min	<ul style="list-style-type: none"> <li>• Direct to switch papers with neighbour; neighbour reads and responds</li> </ul>	<ul style="list-style-type: none"> <li>• Switch with neighbour; read what they wrote; respond in the second column</li> </ul>
		38-42 min	<ul style="list-style-type: none"> <li>• Direct to return paper &amp; to respond (flip side, 3<sup>rd</sup> column)</li> </ul>	<ul style="list-style-type: none"> <li>• Receive your paper back; read response; respond</li> </ul>
		42-44 min	<ul style="list-style-type: none"> <li>• One more time (4<sup>th</sup> column, beside 3<sup>rd</sup> on back)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat</li> </ul>
	4. Explain influence of others’ ideas; demo effort	44-70 min (this could go to end)	<ul style="list-style-type: none"> <li>• Lead discussion</li> <li>• Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss findings and patterns, brilliant revelations</li> </ul>
Wrap	5. Glean info	70-77	USSR if time remains; need to be able to finish “eleven” tomorrow Add “Paper Debate” to Journal	

**Assessment:** Monitor student’s contribution, expression of ideas, reading progress, difficulties; Journal

### Reflection:

## Day 9 – *Ishmael*

### SWBAT:

- ☆ use the Multiple Mind Map to organize and communicate ideas
- ☆ defend their choices of organizational and communication forms, and formulate ways to improve their own and others’ work
- ☆ demonstrate willingness to consider diverse, contrary, and innovative views

	Objective	Time/Pace	Teacher Activity	Student Activity
	1. Vocab.	5 min	<ul style="list-style-type: none"> <li>• Read “New Words” thru “..wisely”; time; review</li> </ul>	<ul style="list-style-type: none"> <li>• Listen; note usage; fill in blanks; review/adjust</li> </ul>
Hook	2. Continue philosophy	5-25 min	<ul style="list-style-type: none"> <li>• Post Journal Qs: (below)</li> </ul>	<ul style="list-style-type: none"> <li>• USSR: finish “eleven” (ok to go ahead to either “twelve” or USSW, if done)</li> </ul>
	3. Extend critical thinking; evaluate	25-45 min	<ul style="list-style-type: none"> <li>• USSW: “Why did Quinn move Ishmael to the menagerie?”            “What is the significance of Ishmael’s current living arrangement?”            “Why does Ishmael even bother with our protagonist?”            “Argue for or against hunter-gatherer lifestyle.”            “Would you press the button? Why/why not?” (see p.221)</li> </ul>	
Body Lesson	4. organize and convey ideas;	45-48 min	<ul style="list-style-type: none"> <li>• Explain the Multiple Mind Map and procedures:            -Each team (Back to original pairs) makes a mind map of “Taker” culture (avoid over-structuring what the map should look like)            -One team presents theirs on the white board, explaining logic            -another comes &amp; adds any new ideas, or suggests changes. Original team can argue against. Changes (additions, deletions) need to be approved by class.</li> </ul>	
	defend & formulate improvments	48-58 min		
		58-62 min		
		62-75 min		
Wrap	5. Summarize & unify	75-77 min	Summarize main points from discussion	
			Homework: Read “twelve” (all of it, no more. Should take ~40 min)	

**Assessment:** Contributions to pair and class; effective time management (work habits)

### Reflection:

## Day 10 – *Ishmael*

### SWBAT:

- ☆ use charts to organize ideas; assimilate accumulated information
- ☆ demonstrate an understanding of the differences between working collaboratively vs. independently on presentations
- ☆ demonstrate respect for others’ viewpoints when working collaboratively
- ☆ demonstrate an understanding of and evaluate the purpose and effectiveness of rhetorical situation in text

	Objective	Time/Pace	Teacher Activity	Student Activity
Hook	1. Vocab.	5 min	• Read “New Words” thru “..wisely”; time; review	• Listen; note usage; fill in blanks; review/adjust
	2. Listening, processing	5-15 min	• Collective Reading: Read “thirteen” to class	• Listen
Body Lesson	2. Assimilate accumulated information	15-35 min	• Question: “What’s the point?” (What’s the final message of the story? What do we do with this? Deliberately open-ended)	• Journal (USSW)
	3. Reflect and assist	35-40 min	• Facilitate	• Discuss with partner
		40-50 min		• Take time to fill gaps in “Sort & Predict” chart from last Tuesday/Wednesday
Wrap	4. Demo. understanding & evaluative skills; decision making	50-75 min	What are the main issues? How do we solve them? Intro Final Project: in groups of three, generate a solution and a plan to execute it in accordance with <i>Ishmael</i> ; Or, independently, write a proposal (essay) as to why this is not an issue (ie: you disagree; why? Defend your position). Due: Next Wednesday – will be given opportunity to present ideas; all will be handed in	

**Assessment:** Participation, as per usual; Journals will be handed in and assessed as per Rubric; Final project will be assessed on its relevance and connection to the ideas presented in the novel, creativity, ingenuity, collaborative effort (if applicable), presentation of a realistic hypothesis as evidence of systematic and logical problem solving; essays will be marked in accordance with the six-trait writing program in addition to the generation and management of ideas

### Reflection:

If time permits, Class time may be allotted next week to work on project and possibly watch the movie, “Pay It Forward” (may fit into Media unit & tie back thematically).

Note: The material in this book is potentially quite dense for grade 10 students. This unit will put a fair bit of pressure on them and could easily be stretched to a three-week unit without much more activity than is already here.

**Filling in the Blanks:** These next few pages are *supplementary*. They simply elaborate on some of the ideas already presented in my lesson plans. I like to have these just to flesh out some of the ideas and bring me back to what I may have been thinking in the very first place when I originally sketched the lesson...it's a mess & likely to stay that way – really, it's a security blanket.

**Day 1:** -+/-, interesting to see: “If a creature from outside of civilization had the chance to observe and comment on human behaviour/nature, what would it say?”

-Brainstorm 1960s and 70s: themes: peace, save the world/whales, etc. “the children’s revolt,” anti-establishment.

- Brainstorm “current events”: destruction, war, greed, power struggles and dominance... \*\*prompt only, do not direct answers.

-USSW: “if you could change anything in or about the world, what would it be & why?”

-Collective RDG transition to USSR: sum up protag.; predict: what will he find

-USSR

-Story Ps & Qs: 1) what are some different forms of captivity?

2) What would it be like to live in captivity? (Do *we* live in captivity?)

3) Does Ishmael really speak? (no; p21)

4) Is this real, or is the protagonist dreaming/ imagining/ making it up...? (explore literary criticism & devices)

-personal vocab lists.

**Day 2:**

-intro “Sort & Predict” chart: leavers/takers/(other: jellyfish/lion/wombat ...leave blank for now, they can add tomorrow when they get there): direct to categorize and chart info as they get it

Journal Q: “In what way is the world in “captivity”?” or “How might the captivity of a gorilla help someone save the world?” or “in what ways might the realities of the world be different than what you know/ have been taught?”

Group Work: 4 groups: 2 “Leavers” & 2 “Takers”

- each side has 1 “chart history to today” (in discussion, predict future path)

1 pros and cons of being a (taker/leaver)

IF 6 groups, split pros and cons (one group pro; one group con)

Other Qs & clarifications:

1) what do you think Ishmael is trying to do? What is his agenda?

2) Explore “how things are” and “how they came to be this way.”

3) What are some of our living “mythologies”?

4) Does this make sense? Defend or oppose Ishmael’s lesson.

**Day 3:** USSW: “What difference does it make whether we believe the world was made for us or not?” (How does how we think affect how we behave?)

Placemat strategy (train of thought from p80): Group 1: “What are the key things that ‘man’ does that contribute to the destruction of the world?”

Group 2: “What are the key things ‘man’ could do to increase mastery over the world?”

Group 3: “What are the key reasons why we shouldn’t want to completely master the world?”



Group 4 “What are some key ways we can stop destroying the world?”

Group 5: “Argue for or against the idea that mastery of the universe (as presented in and around p 80) is the way for humans to stop devastating the world.” (ie: is this just a transitional phase in our learning curve?)

#### **Day 4:**

USSW: your choice (helper prompts: Where do you think this is going? Do you agree/follow Ishmael’s arguments so far? Do you oppose any of his premises? Explore your own perspective on some of the things/concerns he raises)

-Exploration day: research a civilization (ie: library day); in groups of three, choose a “people” (Hohokam; Maya; Anasazi; any other as approved by me); each person will look for one of the following: 1) Where did they live (shelter and environment);

2) How/what did they eat;

3) What were their families like (size; marriage...)

-Hand in a paragraph tomorrow that presents all this and your determination as a group as to what made this group a success and/or not. Be prepared to present to class (Briefly).

#### **Day 5**

-Peer Assessment during presentations

-Student’s choice:

(discussion; journal; USSR): in event of split vote, determine USSR with opportunity for those with Qs to write name on board for order in which they may come talk to me to discuss Qs; while waiting, those not wanting to read should be journaling.

Weekend: finish “8”; note any questions you have.

#### **Day 6:**

Recap Drill: in pairs: “A” and “B”: “B” starts, gets 60 s to recap book; “A” picks up right away & continues; switch, “B” gets 30 s; switch, “A” gets 30 s. Stop.

Placemat: 4 groups (re “8”)

-What demands does population growth place on the environment?

-What demands does increased food production place on the environment?

-Generate some ‘humane’ solutions to famine

-Generate some ‘humane’ solutions to population growth.

(Expect some students may make connections between the “Leaver” cultures they studied for their Ps last week and some solutions they may generate for this.)

-What are some benefits of having the knowledge of good and evil?

-What are some consequences of having the knowledge of good and evil?

-Explore the difference between knowing and thinking you know good from evil.

#### **Day 8**

Paper debate: Question on board, start like journal

- 10 min in, switch paper with another student, 3 min response

- switch twice more, but only give 2 min for response. Ends w/ original.

-one minute to read final response.

-Discussion from summarized ideas and evaluation of responses

#### **Day 9**

Journal: “Why did Quinn move Ishmael to the menagerie?”

“What is the significance of Ishmael’s current living arrangement?”

“Why does Ishmael even bother with our protagonist?”

“Argue for or against hunter-gatherer lifestyle.”

“Would you press the button? Why/why not?” (see p.221)

Multiple Mind Map:

-Each team (Back to original pairs) makes a mind map of “Taker” culture

-One team presents theirs on the white board, explaining logic

-another comes & adds any new ideas, or suggests changes. Original team can argue against. Changes (additions, deletions) need to be approved by class.

### **Day 10:**

Journal: “What’s the point?” (What’s the final message of the story? What do we do with this? Deliberately open-ended)

- Discuss w/ partner, then w/ class

Sort & Predict Chart: give time to fill this in, building on everything since last Tuesday/ Wednesday.

What are the main issues? How do we solve them?

Weekend project, due next Wednesday: in groups of three, generate a solution and a plan to execute it in accordance with *Ishmael*; Or, independently, write a proposal (essay) as to why this is not an issue (ie: you disagree; why? Defend your position).

Next Wednesday: present ideas.

## Appendices:

From The English Program At Mountain Secondary – Draft (a document provided to me by my sponsor teacher; works to establish criteria for each grade level and assist in the continuity of the program):

“Research Skills By Grade”: to gain a sense as to where these students are expected to be.

“Reading Rubric”: to guide assessment of reading progress.

“Critical Thinking Attitudes and Behaviours”: includes evaluation guide and rubric

“Writing Program: Six-Trait Writing”: outlines six points upon which writing is assessed and taught.

“Metacognitive Strategies”: for consideration in communicating plans to students.

“Literary Questions Rubric”: this will not be necessary in the unit as it stands; however, if it were reassessed and some questions that are presented were assigned for handing in, this rubric would be helpful.

“Journal Rubric”: I’ve already adapted this rubric for other teaching areas. A good guide for journaling.

“Communications, Honours, and I.B. Programs” in conjunction with “Differentiating Programs for Honours and I.B.”: clarifies who the student is for this unit.

“Outcomes”: more specifically, from the “English 10 Honours Course Outline.” Addresses how each of the assessments will fit into the larger evaluation.

## Other References:

McKellar, Rod. Circling the Bandwagons: Surviving Teaching in the ‘90’s. A presentation; given to me as a print resource.

Quinn, Daniel. Ishmael: An Adventure of the Mind and Spirit. Toronto:Bantam/Turner. 1995.

Standard’s Department: B.C. Ministry of Education. IRPs. 7<sup>th</sup> Ed. Curriculum Publications CD-ROM Resource. B.C.: B.C. Ministry of Education. 2003.

Standard’s Department: B.C. Ministry of Education. Searchable Learning Outcomes Database. 7<sup>th</sup> Ed. Curriculum Publications CD-ROM Resource. B.C.: B.C. Ministry of Education. 2003. (searched all “English Language Arts” Curriculum)