

YAL Units for Books Planning Template

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Title of Unit: Examining Inconvenient Truths	Date Submitted: October 2007
Unit Developed by: Polly Mills and Germana Solórzano	
School: CTC	
Contact Information:	
Approximate # of Hours Spent to Develop Unit: 10	
Grade Level(s): 6-12	
Curriculum Areas: Science, Social Science, Writing, Reading, Research	
Brief Description of the Unit (50-75 words) : Using <i>An Inconvenient Truth</i> as a model, we invite inconvenient truths into the classroom through reading, writing, and research. This unit will use selected readings from the book to examine how Gore's personal relationship to the material guided his inquiry. Selected readings will also model ways to use research in writing. Using the principles of permission and attention from the Story Workshop approach to the teaching of writing®, we will use the text to inspire our own questions, hypotheses, and discoveries and story moments. We will tell our ideas to the class to facilitate the writing of these story moments—whether researched, or personally observed. Finally we will write our own text based on our research through reading and personally observed instances. These writings can take the form of an essay, an instance collection or even some form of documentary, power point presentation or other.	
Enduring Understandings (What do you want your students to understand and be able to use ten years from now?) The principle of attention: the ideas/questions/images/problems that are taking their attention are valid concepts to study/explore/address through research and artistic expression. Following through on questions generated during inquiry is fruitful. Permission! For student voice and content. To explore what is taking your attention. To discover. To respond to your own research findings. To use your own strengths to respond to texts and other media.	

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Essential Questions (What are the open-ended questions that will promote inquiry into the heart of the subject or discipline?) What's taking your attention? (about this...Global Warming? About nature? Other?) For teachers: How can we make room for, and even welcome, inconvenient truths in the classroom?	Knowledge and Skill (What will your students know and be able to do at the end of the unit?) What it feels like to let something take your attention. What are the results of following your attention. How to observe and document. What it feels like to give something your full attention. How to research. How to ask meaningful questions. How to make connections between personal experiences and research. How to write instances. How to rewrite.

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Assessment Evidence/Instruments: (How will you know how well your students learned? Attach rubrics and checklists, if used.) Students will identify their own interest and inquiry. Students will write a variety of instances. Students will explore their inquiry topic and continue writing. Students will write several instances on their topic. Students will conduct research on their topic of inquiry. Students will write to discover their ideas, thoughts, and perceptions around their inquiry topic. Students will be able to make connections between their personally observed instances and their researched instances. Students will rewrite their instances for clarity and further development of ideas.	
Assessment: Writing and other student generated media will be graded holistically, looking at clarity of ideas, genuine voice, and sensible grammar usage.	
Learning Activities: (List the most important learning activities students will perform during the unit.) Flip through activity Oral Tellings Recall, Recall and Comment, Recall and Question Listening Exercise Outdoor observations Reading excerpts Making lists Writing Instances both researched and personally observed Research Creating a finished product: essay, power point, instance collection, documentary, photo essay, audio documentary, etc. (This could also lead into a service learning unit.)	
Required materials/resources requested from GEAR-UP: <ul style="list-style-type: none">• Attach a Standards-Based Weekly Lesson Plan for each week of the Unit. (http://sbci.cps.k12.il.us/templates/cc_lp.dot)• Attach a CPS Lesson Plan for one day of the Unit. (http://mr-rogers2.it.northwestern.edu/cgi-bin/WebObjects/ActivityDemo)	