



CELf Summer Institute '10

Subject: English Grade: 9- 10th

School: Boston Latin School [public] MA Teacher: Andy H

Unit Title: Teaching Charles Dickens *Great Expectations* through An Environmental Lens

Stage 1- Desired Results

Summary/ Overview

Most, if not all, texts address the mindset of a character with view towards individualism or collectivism or some combination of the two. We often have the students examine characters by their role in society and/or the perception of themselves. Sustainability teaches that humans are fully interconnected and interdependent upon nature and that the viability of the system is in the hands of humans. Therefore, even though we may, at times, be in conflict with our environment, we are never separate from it. Through reframing then, we are able to address sustainability—taking the mentality of diverse characters found in our texts and linking it back to man's connection with the environment (either in harmony or opposition or some combination).

Established Goal(s) (National/ MA State and/or District goal):

National Frameworks

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Mass Frameworks:

- 24 Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions
- 11.7 Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.
- 8.30 Identify and interpret themes and give supporting evidence from a text.
- 8.32 Identify and analyze the point(s) of view in a literary work.
- 8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.

Education for Sustainability Frameworks:

- Efs Standard 1 – Students understand and are able to apply the basic concepts and principles of sustainability (i.e.: meeting present needs without compromising the ability of future generations to meet their needs).

<ul style="list-style-type: none"> EFS Standard 2 – Students recognize the concept of sustainability as a dynamic condition characterized by the interdependency among ecological, economic, and social systems and how these interconnected systems affect individual and societal well-being. They develop an understanding of the human connection to and interdependence with the natural world. 	
<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The relevance of a sustainable system as it relates to the work(s) of Charles Dickens “Great Expectations.” The fundamental premise that human culture is connected to the physical world, affecting it and affected by it. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How sustainable are Dickens characters, both the hero and the villain? How is Nature represented in the work, both human and natural or physical, and how does it shape the characters in the novel, Great Expectations? How sustainable as a society was Dickens London as it was portrayed in the novel? What systems support this classic novel?
<p><i>Students will know...</i></p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Students will be able to make the connection between the characters of Pip and Estella, Pip and Joe, Pip and Jaggers, Pip and the convict, Abel Magwitch, and view through the lens of a sustainable paradigm and understand how Dickens world was or was not sustainable? The Students will be able to describe the impact did the Industrial Revolution have on Dickens society and what were the ramifications of the Industrial Revolution during the Victorian era. Students will explain and critic how that economic movement has influenced the 20th and 21st century economic models.

Stage 2 – Assessment Evidence

Performance Task(s):

- Highlight sections of the text and have students explain the interconnected of Pip to his convict or indeed to a variety of other characters in the novel
- Design an exercise whereby students' identify how all the characters in the novel are interconnected regardless of social status.
- Conduct group maps with students in groups of 4/5 that critique the social relationships of the characters in the novel.
- Common card activities; green/yellow cards/exercise used in CELF workshop.

Other evidence:

- Includes pre-assessment, formative assessment, and summative assessment evidence concerning Dickens increasing awareness that the concentration of power was in the moneyed middle class and upper classes.
- Can be individual or group based
- Can include informal methods (such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay)
- Rubrics can be used to guide students in self-assessment of their performance

Stage 3 – Learning Plan

Learning Activities:

1. **Materials & resources:** The Novel, Great Expectations, also a comprehensive web site titled Victorian Web.org as a resource for critical sources and links concerning Dickens, the Victorian Age and The Industrial Revolution. In addition, I will direct students to understandingsustainability.org website as well as other resources when the environmental lens is placed on the lesson.
2. **Timeline:** next to each step, indicate approximate length of time you expect each step to take. For example, 15-20 minutes for pre-reading discussions of the notion of class or systems of money in Dickens novel, Great Expectations; 20-40 minutes for timed quizzes/tests; 45 minutes to several periods to write a critical essay on what systems support the novel and where these systems sustainable or not and how are the tensions between man and nature similar to the tensions that exist in our world

3. **Introductory activities:** I will introduce a hook to capture student interest, for example, I will pose the question or notion is sustainability and unbridled development of Nature's raw materials compatible. Introduce some of the big ideas of sustainability, such as diversity, interdependence, equity/fairness or lack of it, systems etc. and connect these themes to the Literature of Charles Dickens. **Developmental activities:** outline the content and outline the instructional strategies & learning activities. I plan to involve students in a multiplicity of discussions, examples of some of the key/stem questions that I will pose to my students to generate discussion are; **I will ask or quiz the class to find evidence of Pip's individualistic tendencies in the opening chapters of the novel. I will also quiz/test the students to find examples of how Pip represents a stage of capitalist development before and during the Industrial Revolution /Victorian era in England. I will expand this notion to sundry characters in the novel.** I will set the stage, relate to previous learning (review), how this fits into what is to follow (preview), tell students what they will learn and be expected to do as a result of the lesson(s).
4. **Closing activities:** list activities that you & students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see how the lesson fits into the context of the rest of the course (what they have already done and what is coming next). For example, I will revisit once again some of the essential questions in this unit plan such as; **how sustainable are Dickens characters, both the hero and the villain? How is Nature represented in the work, both human and natural or physical, and how does it shape the characters in the novel, Great Expectations? How sustainable as a society was Dickens London as it was portrayed in the novel and how connected or interconnected or disconnected are Dickens characters in this classic work?** These last topical questions can clearly be a jumping off point for a written assignment, such as an in class writing assignment or a take home written assignment.

Also include any handouts, overhead transparencies/PowerPoint slides, and other relevant visuals and materials.

Resources

- **Lesson plan assignment rubric:** (a) [view as html](#) (b) [download as Microsoft Word document](#)
- **Understanding by design (UBD) framework:** (a) [view as html](#) (b) [download as Microsoft Word document](#)
- **UBD blank outline** (a) view as html (b) [download as Microsoft Word document Madeleine Hunter elements of lesson design](#)