Teacher(s): Jessica Reeves
Grade(s): 9
Subject(s): English
Title of Lesson: A New Land Remembered

Learning Objectives:

CCSS.ELA-LITERACY.W.9-10.3.A

students will be able to engage and orient the reader by writing a sequel to Patrick Smith's *A Land Remembered*, in which Solomon's grandson grapples with the effects of his grandfather's South Florida legacy. The will create a smooth progression of experiences or events that directly tie back to the novel’s previous events.

CCSS.ELA-LITERACY.W.9-10.3.C

Students will use a variety of techniques to sequence events so that they build on the significant climate-altering events from Smith’s novel to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Students will use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters relating to the times, characters, & events from Smith’s original novel.

Standards Addressed (if applicable):

CCSS.ELA-LITERACY.W.9-10.3.A
Lesson Outline:

First, students will choose a significant environmental/climate-related historical event/occurrence from Patrick Smith’s novel A Land Remembered.

Next, students will research that event using sites like ChroniclingAmerica.loc.gov, choosing at least three articles that discuss that event.

Also, students will find an oral history in which another person discusses the event or outcomes of that event in a time-appropriate year.

Then students will use Systems Thinking to create a flowchart documenting the sequence of cause and effect on the environment based on their findings.

Finally, students will use their event and the correlating research they found to write a sequel to Smith’s novel from the perspective of Solomon’s grandson grappling with the effects of his grandfather’s legacy in the year 2025.

Learning Strategies:

Think-pair-share
Quick write
Elaboration
Concrete examples
Cognitive thinking

Science Concept(s):

Environmental science
Life science

Humanities Concept(s):

Literature analysis
Historical analysis
Oral history
Anthropology
Human geography
Technique(s)/Resource(s) Incorporated from Teaching Florida’s Climates Workshop:

- Systems Thinking
- Creative Writing
- Critical Thinking
- Use of primary & secondary resources for research purposes

**Student Assessment Strategies:**

The final, finished product (the novel sequel) is the assessment.

**Benefit to my students:**

By completing this creative writing project, students will benefit because they are able to see, recognize, identify, and explain anthropocene effects on South Florida’s climate over a period of decades and into the future, and how this scenario and humanity’s footprint could directly impact their own lives in the very near future.

**Resources and Materials (supplies needed for activities):**

- Chronicling America.loc.gov
- Patrick Smith’s novel *A Land Remembered*
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“Taking it Back to the Classroom”

We know that it’s not always possible to develop and implement a brand new lesson plan in a busy curriculum. How do you envision incorporating our experiences in your classroom teaching?

Idea 1

Learning Goals/Standards

Idea 2

Learning Goals/Standards

Idea 3

Learning Goals/Standards
Idea 4

Learning Goals/Standards

Idea 5

Learning Goals/Standards

Idea 6

Learning Goals/Standards

What additional resources do you need in order to act on these ideas?