Sustainability teaches that humans are fully interconnected and interdependent upon nature and that the viability of the system is in the hands of humans. We strive to be in harmony with our environment but, at times, we are in conflict with our environment; however, we are never separate from it. Wordsworth believes this, yet there is a paradox in the fact that he needs to go into nature, thereby inadvertently separating humans and environment. This lesson is to help students see this and to discuss the consequences of this system of thought.

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

National Frameworks
Grade 11 & 12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Mass Frameworks:

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).

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.

Adapted from “The Big Ideas of UbD” by Grant Wiggins and Jay McTighe, 2004.
### Enduring Understandings:
*Students will understand that...*
- Humans have always struggled with their relationship between nature and ideas of progress (sustainable nature)
- Humans are a part of nature, not outside of nature (interconnectedness)

### Essential Questions:
- According to the ideals of the Romanticism, what is the connection between humans and nature? Do humans have an innate need to be with or in nature?
- How does the industrialization of London either support or negate the ideals of romanticism, in regards to nature?
- How does Wordsworth convey the importance of nature to humans?

### Students will know...
- Identify and explain concepts of Romanticism, as seen in *Tintern Abbey*
- Explain relevance of industrializing London to the poem
- Explain how interconnectedness of humans and nature is both emphasized and ignored.

### Students will be able to...
- Highlighting portions of poem that indicate interconnection or disconnection between humans and nature
- Written explanations of opinions of interconnectedness with humans and the environment.
- Active discussion of relationship between humans and the environment

### Stage 2 – Assessment Evidence

#### Performance Task(s):
- Paragraph reflections (personal)
- Formal written paragraph (analytical, evidence based)
- Specific questions via worksheet or focus questions
- Quiz
- Test
Stage 3 – Learning Plan

Learning Activities:

1. **Materials & resources:**
   - Copy of *A Few Lines Composed Above Tintern Abbey* by Wordsworth
   - Highlighter
   - Pen

2. **Timeline:**
   - 1-2 45 minute class periods, depending on discussion

3. **Introductory activities:**
   - Introductory (hook) questions:
     1. What is the environment? Is it different from nature?
     2. Where does Boston fit in the environment?
     3. Do you ever leave Boston to go to “nature”? When? Why? (industrial versus pastoral)
     4. What is different about being out there versus being in the city?

4. **Developmental activities:**
   - Break students into small groups of 3 but no more than 4
   - Read poem aloud, taking turns. Just read, no writing or highlighting
   - Read again, but individually and silently, now take notes and/or highlight regarding the following questions
     1. The three stages of what M.H. Abrams has called "The Greater Romantic Lyric" are a) description of the scene; b) analysis of the scene's significance with regard to the problem that troubles the poet; and c) affective resolution of the problem that has been articulated. How would you apply this three-stage pattern to "Tintern Abbey"?
     2. What elements of Romanticism are evident in the poem?
     3. How is the industrialization of London affecting the poem?
     4. To the extent is “Tintern Abbey” about Nature?
     5. What does Wordsworth mean by Nature? Is he inadvertently reinforcing the idea that humans are separate from environment?
     6. Where does the tension between man and nature lie? What beliefs cause this tension? What is the significance?
     7. How do we resolve this tension?
   - As a group, discuss the questions and what was found.
   - After 1st discussion, form new groups for a second round of discussion and new viewpoints
   - Regroup as a class. Review answers for 1st set of questions.
   - Then, ask essential questions, focusing in on “why are nature and the environment separate or seen as ‘out there’ instead of here? Where does this message come from and how is it pervasive? What are the consequences of this way of thinking?”

5. **Closing activities:**

Written reflection about poem focusing on final questions with one idea on how to change this way of thinking—in class, last 10 minutes. Need evidence from text and around us.

Adapted from “The Big Ideas of UbD” by Grant Wiggins and Jay McTighe, 2004.
<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson plan assignment rubric: (a) <a href="#">view as html</a> (b) <a href="#">download as Microsoft Word document</a></td>
</tr>
<tr>
<td>• Understanding by design (UBD) framework: (a) <a href="#">view as html</a> (b) <a href="#">download as Microsoft Word document</a></td>
</tr>
<tr>
<td>• UBD blank outline (a) view as html (b) <a href="#">download as Microsoft Word document</a></td>
</tr>
<tr>
<td>• Madeleine Hunter elements of lesson design</td>
</tr>
</tbody>
</table>