

# **Cape Cod, a Place to Call Home**

**Connecting to a sense of place on Cape Cod through  
literature, the environment, and cultural history**

A curriculum unit

By Elaine Aschettino



Cape Cod National Seashore, Eastham, MA

Photo by Stephen Aschettino

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**Unit Title:**

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**Abstract:**

Students sometimes travel halfway across the country or the world as they seek to broaden their horizons and to become global citizens. Travel is indeed an educational experience that has many benefits. However, there is also much to be gained by developing an appreciation and an understanding of the treasures that are literally in our own backyards. This unit is a local journey, both physical and metaphorical, for grade 11 students of Chatham High School. It is a trip that will enable them to discover a sense of place on Cape Cod by exploring some of the area's natural environs and an historic landmark and relating those discoveries to the work of Transcendentalists and other writers. The goal is for students to better appreciate and understand the richness of the place they call home—Cape Cod.

The students' journey will take them to some of the sites that Henry David Thoreau visited on his four trips to Cape Cod in 1849, 1850, 1855, and 1857 (Krutch 1962): the Highland Museum and Lighthouse in Truro and Coast Guard Beach (The Great Beach) in Eastham. A side trip to the Salt Pond Visitor's Center at the Cape Cod National Seashore in Eastham to see a film titled "Thoreau's Cape Cod" will give students a perspective of how Thoreau reacted to the Cape. Students will also visit the vicinity of Henry Beston's dune cottage in Eastham (washed away now by a nor'easter). In addition, students will use Chatham, their home-place, to discover one of the town's natural resources, Frost Fish Creek, an estuary that feeds into Pleasant Bay. The students' itinerary will also require them to read, to write, to research, to think critically, and to create. Their journey will be enriched by classroom visits from Jeffrey S. Cramer, curator of collections at the Thoreau Institute at Walden Woods and by Don Wilding, executive director and co-founder of the Henry Beston Society. While students might never get the opportunity to visit the Grand Canyon, the Swiss Alps, or the pyramids of Egypt, by completing this unit, students will come away with real world experiences that will enable them to better appreciate and understand some of the treasures of Cape Cod and their hometown, Chatham, MA. It is the hope that this understanding and appreciation for the place they call home ultimately will foster in students a sense of stewardship for the fragile peninsula on which they live and that sense of responsibility will transfer to wherever they reside in the future.

**Abstract Extension:**

The students will create two products—a book about Frost Fish Creek for an elementary school audience and a digital video about Cape Cod, including the National Seashore. Both the book and the video will emphasize a sense of place. The unit will begin with a study of Transcendentalism because place was so

important to these 19<sup>th</sup> century philosophers and writers. Since this is an Honors level class, the pace is accelerated and the work load is significant and challenging.

## **Duration:**

This unit will require 20 classes total: 19 block periods of 85 minutes each and one half block period.

## **Objectives:**

- Students will research, read, and analyze the work of several important Transcendentalist writers and create PowerPoint presentations about what they have learned.
- Students will read and analyze *Walden* by Henry David Thoreau and excerpts from Thoreau's "Civil Disobedience" and *Cape Cod*.
- Students will read and analyze Ralph Waldo Emerson's poems "Concord Hymn" and "The Snowstorm" and excerpts from Emerson's essays "Nature" and "Self-Reliance".
- Students will read and analyze excerpts from Annie Dillard's *Pilgrim at Tinker Creek* and Henry Beston's *The Outermost House*.
- Students will use the writings of Henry David Thoreau and other writers to examine the relationship between a writer's work and a sense of place.
- Students will discover how the writings of Henry David Thoreau and other writers connect to Chatham and Cape Cod.
- Students will visit Highland Light in Truro, Coast Guard Beach (The Great Beach) in Eastham, and the Cape Cod National Seashore Visitor's Center in Eastham to learn about and experience first-hand some of the places that Henry David Thoreau visited on Cape Cod.
- Students will visit the vicinity of Henry Beston's dune cottage in Eastham, which inspired his book *The Outermost House A Year of Life on the Great Beach of Cape Cod* (the house and surrounding beach have since washed away in a nor'easter in 1978).
- Students will create a digital video that reflects their visit to the places that Thoreau visited on Cape Cod and the area where Beston lived, as well as other areas of local interest. The video will focus on the natural beauty of the Cape and at least one historic landmark.
- Students will visit Frost Fish Creek in Chatham to experience nature first-hand.
- Students will write and illustrate a book for an elementary school audience about Frost Fish Creek. The book will reflect information about the creek and the variety of plants, insects, birds, and wildlife that are part of this environment and will teach children to respect nature and the environment.
- Students will use a variety of writing techniques throughout the unit.
- Students will examine how authors use language to convey theme and make a point.

## **Outline:**

### **Class 1**

- Journal Prompt: Sense of Place
- Introduction to Unit
- Introduction to Transcendentalism
- Transcendentalism Research Project introduced
- Students begin research
- Homework: Transcendentalism Research Project, first two paragraphs of essay due next class

## Class 2

- Check progress of Transcendentalism Research Essay, first two paragraphs of essay due
- Ralph Waldo Emerson background
- Read and discuss “Nature,” “Self-Reliance,” “Concord Hymn,” and “The Snowstorm”
- Create Sense of Place Poems
- Homework: Transcendentalism Research Project, complete draft of essay due next class

## Class 3

- Peer Edit Transcendentalism Research Essay drafts
- Grab Bag Journal: Descriptive Writing
- Henry David Thoreau background and *Walden*
- Jigsaw: Walden Woods Project Website
- Reading: Don Henley and Walden Woods
- Homework: Transcendentalism Research Project, final copy of essay due next class

## Class 4

- Collect Transcendentalism Research Essay
- Jigsaw: *Walden*, Chapter 1, “Economy”
- Journal Prompts: Response to “Economy”
- Homework: Transcendentalism Research Project, PowerPoint due next class

## Class 5

- Transcendentalism Research Project PowerPoint Presentations
- Reading Logs
- Homework: *Walden*—“Where I Lived, and What I Lived For,” “Reading,” “Sounds,” and “Solitude”

## Class 6

- Give One, Get One and Pod Work: “Where I Lived, and What I Lived For,” “Reading,” “Sounds,” and “Solitude”
- Preparation for Frost Fish Creek Visit 1 tomorrow
- Explain Frost Fish Creek Book Assignment
- Annie Dillard background
- Read and discuss excerpt from *Pilgrim at Tinker Creek*, “Seeing”
- Homework: *Walden*—“Visitors,” “The Bean-Field,” “The Village,” and “The Ponds (discuss Class 8), prepare for Frost Fish Creek visit next class

## Class 7

- Frost Fish Creek Visit 1
  - Observe, walk, journal, sketch, take photos
- Homework: *Walden*—“Baker Farm,” “Higher Laws,” “Brute Neighbors,” and “House-Warming”; Frost Fish Creek Book Assignment

## Class 8

- Frost Fish Creek Follow-up
- Literary Circles: Discuss Class 6 homework: “Visitors,” “The Bean-Field,” “The Village,” and “The Ponds” and Class 7 homework: “Baker Farm,” “Higher Laws,” “Brute Neighbors,” and “House-Warming”
- Read and discuss excerpt from “Civil Disobedience”
- Homework: *Walden*—“Former Inhabitants; and Winter Visitors,” “Winter Animals,” “The Pond in Winter,” “Spring,” and “Conclusion”; Frost Fish Creek Book Assignment

## Class 9

- Give One, Get One: “Former Inhabitants; and Winter Visitors,” “Winter Animals,” “The Pond in Winter,” “Spring,” and “Conclusion”
- Prepare for visit by Jeffrey S. Cramer, curator of collections at the Thoreau Institute at Walden Woods
- *The Quotable Thoreau*, edited by Jeffrey S. Cramer
- Homework: Frost Fish Creek Book Assignment, prepare for second and final Frost Fish Creek visit next class

## Class 10

- Frost Fish Creek Visit 2
- Homework: Frost Fish Creek Book Assignment

## Class 11

- Guest Speaker: Jeffrey S. Cramer, curator of collections at the Thoreau Institute at Walden Woods
- Homework: Finish Frost Fish Creek Book Assignment, due next class

## Class 12

- Share Frost Fish Creek Books
- Henry Beston background
- Homework: *The Outermost House*—Introduction and Foreword

## Class 13

- Discuss Introduction and Foreword to *The Outermost House*
- Jigsaw: *The Outermost House*—“The Beach,” “Autumn, Ocean, and Birds,” “Winter Visitors,” and “Lanterns on the Beach”
- *The Outermost House*—“Orion Rises on the Dunes”
- Journals—Comparison and Contrast between *Walden* and *The Outermost House*
- Homework: *Cape Cod*—“The Beach,” “The Beach Again,” and “The Highland Light”

## Class 14

- Give One, Get One: *Cape Cod*—“The Beach,” “The Beach Again,” and “The Highland Light”
- Examining the Language: use of diction and figurative language in “Self Reliance” and “Nature,” *Walden*, *Cape Cod*, and *The Outermost House*

- Prepare for visit by Don Wilding, executive director and co-founder of the Henry Beston Society
- Preparation for Class 16 Field trip to Salt Pond Visitors Center at Cape Cod National Seashore in Eastham to see film titled *Thoreau's Cape Cod*, visit the Highland Museum and Lighthouse in Truro, and visit Coast Guard Beach in Eastham (Thoreau's "Great Beach" and area where Beston stayed for a year in a dune cottage)
- Explain Digital Video Assignment

### **Class 15**

- Guest Speaker: Don Wilding, executive director and co-founder of the Henry Beston Society
- Homework: Thank you letters to Jeffrey Cramer and Don Wilding

### **Class 16**

- Field trip to Salt Pond Visitors Center at Cape Cod National Seashore in Eastham to see film titled *Thoreau's Cape Cod*, visit the Highland Museum and Lighthouse in Truro, and visit Coast Guard Beach in Eastham (Thoreau's "Great Beach" and area where Beston stayed for a year in a dune cottage)
- Homework: Digital Video Project

### **Class 17**

- Students work in class on storyboards for Digital Video Project
- Homework: Work on Digital Video Project

### **Class 18**

- Visit Chatham Elementary School classes to share Frost Fish Creek books
- Homework: Work on Digital Video Project, Unit Essay Test tomorrow

### **Class 19**

- Unit Essay Test
- Homework: Work on Digital Video Project, due Class 20

### **Class 20**

- Unit Reflection
- Share Digital Video Projects
- Begin new unit

## **Lesson Details:**

### **Class 1 Lesson Plan**

- Teacher will introduce the unit by having students respond to the following prompt in their class journals:
  - Describe a place that you feel connected to, and explain why you feel this way about that special place.

- Teacher will write prompt on the board and give students 5-7 minutes to respond.
  - Students will share their responses with the class and class will have a discussion on the topic.
  - Teacher will explain that today's prompt is an activator to get students thinking about a sense of place and that the prompt is related to what the class will be doing over the next several weeks.
- Teacher will explain that today the class will be starting a unit called "Cape Cod, a Place to Call Home." Teacher will give students a copy of the unit abstract, objectives, and class outline, and teacher will discuss with students.
  - Teacher will explain that students will begin the unit by learning about Transcendentalism. Teacher will review with students a handout titled "Transcendentalism: Key Points" (See Worksheets, Assignments, and Handouts).
  - Teacher will share brief anecdotes and basic background information about the Transcendentalists that students will study as part of a research project: Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Elizabeth Peabody, Bronson Alcott, George Putnam, Frederic Henry Hedge, George Ripley, William Ellery Channing, and William Henry Channing.
  - Teacher will pass out and review Transcendentalism Research Project assignment (See Worksheets, Assignments, and Handouts).
  - Students will have the rest of the class, about 45 minutes, to begin their Transcendentalist Research Project in the school computer lab. The rest of the student research and work will be done at home.
  - Homework: Work on Transcendentalism Research Project, first two paragraphs of essay are due next class.

### **Class 2 Lesson Plan**

- Teacher checks to see that students have completed the first two paragraphs of their draft for their Transcendentalism Research Project essay and to address problems or questions students might have. Teacher makes after school appointments for students who need additional help.
- Teacher introduces background information on Ralph Waldo Emerson.
  - Students read "Ralph Waldo Emerson" biography on p. 396 in *Timeless Voices, Timeless Themes* book (students' literature anthology).
  - Students read and discuss handout about Emerson, "New England's home-based intellectual" that teacher passes out (See Worksheets, Assignments, and Handouts). Emphasize to students that Emerson was deeply connected to his home-base of Concord even though he traveled extensively to lecture.
- Students read and discuss "Nature," "Self-Reliance," "Concord Hymn," and "The Snowstorm." These selections are in *Timeless Voices, Timeless Themes* book, pages 388, 391, 393, and 394 respectively.
  - Essential Question for discussion: How does Emerson convey a sense of place in each of these selections?

- Students create a poem about a sense of place (See Worksheets, Assignments, and Handouts).
- Students share their Sense of Place poems.
- Homework: Work on Transcendentalism Research Project, complete draft of essay is due next class. You do not need to have your Works Cited Page at this time.

### **Class 3 Lesson Plan**

- Students peer edit Transcendentalism Research Essay Draft; they use the project assignment as a guide to make sure essay meets requirements. Teacher checks to see that students have completed their draft and to address problems or questions students might have. Teacher makes after school appointments for students who need additional help.
- Grab Bag Journal, Descriptive Writing: Teacher will have a canvas bag filled with individual small bags (one for each student). Each bag will contain a nature sample that the teacher has collected from a nearby beach (sand, a shell, a piece of seaweed, a strand of beach grass, a sliver of driftwood, a dead insect, a feather from a shorebird, etc). Students will take a grab bag and open it.

Teacher will then explain that the students will soon begin reading Henry David Thoreau’s *Walden* as part of this unit. The book is a wonderful example of descriptive writing—it is full of keen observations about nature (and man). Thoreau is a gifted writer who uses imagery to paint vivid word pictures that allow the reader to see, to hear, to taste, to touch, and to smell. By doing so, Thoreau connects the reader to his place--Walden and its environs. In his book, *Walden*, Thoreau often writes about very simple objects from nature. Teacher tells students that they will have an opportunity to do the same thing right now.

Teacher will ask students to respond to the following writing prompt in their class journals:

- Examine closely the contents of your grab bag. Write a paragraph that describes the object using very specific details and rich, figurative language. In addition to writing about the object, describe the place where the object came from in such a way that the reader feels a connection to that place.
  - Teacher will write the prompt on the board and give students 10 minutes to respond.
  - Students will share their responses with the class and class will have a discussion on the topic.
- Teacher introduces background information on Henry David Thoreau and *Walden*.
  - Students read “Henry David Thoreau” biography on p. 400 and an explanation of Thoreau’s literary style on p. 401 in *Timeless Voices. Timeless Themes* book.
  - Students read and discuss handout “Walden at 150” (See Worksheets, Assignments, and Handouts).
  - Jigsaw: Teacher divides students into six groups, each group will read, write a summary, and report to the class on one of the six Thoreau links listed on the Walden Woods Project Website: <http://www.walden.org/Library>

- Students will be instructed to click onto the above web address, go to the Explore link, then the About Thoreau link, which will have the following links: A Brief Chronology of Thoreau’s Life, Thoreau as a writer, Civil Disobedience, Thoreau and the Environment, More about Thoreau, and Obituaries.
  - Students will read and discuss an interview with Don Henley from *Preservation Magazine*: [http: www.walden.org/About Us/WWP News Archives/Preservation Maga. . .](http://www.walden.org/About_Us/WWP_News_Archives/Preservation_Maga...)
  - (See Worksheets, Assignments, and Handouts).
- Homework: Final copy of Transcendentalism essay is due next class. Remember to include Works Cited Page.

#### **Class 4 Lesson Plan**

- Teacher collects Transcendentalism Research Essay from students.
- Teacher passes out *Walden; Or, Life in the Woods* (Dover Thrift Editions).
- Jigsaw: “Economy,” in *Walden*, pages 1 through 52.
  - Divide students into four groups, each group is to read 12 pages, write a summary of what they have read, and report to the class.
  - After each group has made its presentation, teacher will write 2 prompts on the board. Students will have 12-15 minutes to respond in their class journals. The prompts:
    - Thoreau says that “The mass of men lead lives of quiet desperation.” Why does he say this? Cite specific examples from the text to support your answer. Do you agree or disagree? Defend your answer.
    - Based on what Thoreau says in “Economy,” do you think that Thoreau is suggesting that everyone should follow his example to live alone in the woods? Cite specific examples from the text to support your answer. Would it be possible today to replicate Thoreau’s lifestyle at Walden here in Chatham? Explain. What would be some of the challenges?
  - Students will share their responses with the class, and class will have a discussion on the topics.
- Homework: Transcendentalism Project PowerPoint due next class. Remember you will be presenting to the class, not just submitting an electronic copy.

#### **Class 5 Lesson Plan**

- Transcendentalism Research Project PowerPoint Presentations by students. Order of presentations by lottery.
- Teacher explains that students will be compiling Reading Logs for many of their homework reading assignments for this unit. Each log will be evaluated. A check plus is a 100, a check is a 75, a check minus is a 50, and a 0 is just that, 0. At the end of the unit, the reading log grades will be averaged to get one quiz grade.
- Teacher passes out Reading Log handout (See Worksheets, Assignments, and Handouts).

- Homework: *Walden*--Read and create a Reading Log for “Where I Lived, and What I Lived For,” “Reading,” “Sounds,” and “Solitude”.
- **Class 6 Lesson Plan**
- Give One, Get One: “Where I Lived, and What I Lived For,” “Reading,” “Sounds,” and “Solitude”
  - Give students several minutes to review their Reading Log homework. Then give students four minutes to get four comments from four different students in the class based on last night’s reading. Students may share comments directly from their Reading Logs or add something not in the logs. Note: Students are already familiar with Give One, Get One because they will have used this review/discussion technique with previous books they have read prior to this unit. After four minutes, all students must return to their seats and share one of the four comments they have collected. Students may not repeat a comment that has already been made. If all of their comments have been taken, students need to come up with another comment from their Reading Log or their recollection of last night’s homework. The comments that students share are used as a basis for discussion of the previous night’s reading. Teacher asks questions and answers questions throughout the discussion to check for understanding. If there is important information that students have not discussed at this point, then the teacher will address it.
- Pod Work: “Where I Lived, and What I Lived For,” “Reading,” “Sounds,” and “Solitude”
  - Students in this class are divided into four pods (groups). Each pod will be responsible for taking one of the chapters (all students have read these chapters for homework)and reading some questions about the chapter and discussing them, coming up with a written response after a discussion, and sharing their answers with the class. Discussion Questions:
    - “Where I Lived, and What I Lived For”
      - On page 59 of *Walden*, Thoreau says, “To affect the quality of the day that is the highest of arts. Every man is tasked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour.” What does Thoreau mean by this? How can you make your life here in Chatham worthwhile?
    - “Reading”
      - On page 71 of *Walden*, Thoreau talks about the role of the village in education. What is the role of the village according to Thoreau? How could Thoreau’s concept apply to education in the United States, specifically in Chatham? There is an old African proverb that says, “It takes a village to raise a child.” What is your reaction to this? Is this true in Chatham? Explain.
    - “Sounds”
      - In this chapter of *Walden*, Thoreau goes into great detail to describe many of the sounds he hears in nature. What are some of the sounds that he describes, and how does Thoreau make the reader ‘hear’ these sounds as

well? Imagine you are sitting alone on a beach in Chatham in the late afternoon on a crisp autumn day. Describe some sounds that you might hear. Now imagine that you are walking along Main Street in Chatham on a cloudy, hot day in July. Describe some sounds that you might hear.

- “Solitude”
  - In the last paragraph of this chapter in *Walden*, page 90, Thoreau talks about the best kind of medicine to keep people healthy. What is this medicine, and is it something that can be bottled? Do you agree or disagree with Thoreau and why? Tourists visit Chatham in large numbers during the summer time for a variety of reasons; do you think they might agree with Thoreau’s comment in relation to Chatham? Defend your answer. How do you feel about solitude?
- Preparation for Frost Fish Creek Visit and discussion of Frost Fish Creek Book Assignment (See Worksheets, Assignments, and Handouts).
  - Teacher will explain that every community, including Chatham, has its own ‘Walden.’ The closest ‘Walden’ to Chatham High School is Frost Fish Creek, less than a five minute walk from the high school campus. Teacher explains to students that we will be spending two class periods over the next several days at Frost Fish Creek. Here students will experience nature first-hand, much like Thoreau did at Walden. Students will walk journal, sketch, and draw or take photographs, and observe nature: the creek, the plants, the trees, the insects, birds, and other wildlife.
  - They will also use this experience to create a book suitable for an elementary school audience. Students will share their books by reading them at the elementary school.
  - Teacher passes out Frost Fish Creek Book Assignment and reviews assignment with class.
  - Teacher passes out copies of *Frost Fish Creek Field Guide*, a booklet created by the art and marine science classes at Chatham High School. The guide contains drawings and texts of the wildlife in and around Frost Fish Creek and will be a good resource for students on their visits to Frost Fish Creek.
- Annie Dillard and *Pilgrim at Tinker Creek*
  - Teacher explains that Thoreau is not the only person who decided to take some time to “live deliberately” and to observe nature first-hand on a long-term basis. Two other famous writers/naturalists who had similar experiences were Annie Dillard and Henry Beston. We will be reading excerpts from the books they wrote based on those experiences. In the early 70s, Annie Dillard spent a year in a cabin next to Tinker Creek in the Blue Ridge Mountains of Virginia and wrote a book detailing her experiences, *Pilgrim at Tinker Creek*. In the 1920s, Henry Beston lived alone for a year on Cape Cod in a dune shack near Coast Guard Beach. Beston wrote a book about his year on the beach, *The Outermost House*. Unfortunately, that area of Coast Guard Beach and Beston’s house were destroyed by a nor’easter storm in 1978. Teacher says that today students will be reading about Annie Dillard and will also read one of the chapters from *Pilgrim at Tinker Creek*. Interestingly, all three books, *Walden*, *Pilgrim at Tinker Creek*, and *The Outermost House*, have been bestsellers and all emphasized the connection to place that the authors experienced.

- Students read background information on Annie Dillard and *Pilgrim at Tinker Creek* on p. 300 in *Timeless Voices, Timeless Themes* book and the chapter “Seeing”, pages 301 through 304.
  - Students complete *Pilgrim at Tinker Creek* assignment with other students in their pod after they have read the selection (See Worksheets, Assignments, and Handouts).
  - Class discusses responses to questions.
- Homework: *Walden*--Read and create a Reading Log for “Visitors,” “The Bean-Field,” “The Village,” and “The Ponds.”

### **Class 7 Lesson Plan**

- Teacher tells students that class will discuss last night’s homework tomorrow so that they can use their entire time at Frost Fish Creek to experience the natural world of the creek and surrounding woodlands.
- Frost Fish Creek Visit—Teacher will lead students on a walk to Frost Fish Creek. Frost Fish Creek is less than a five minute trek from Chatham High School. Students will not miss any other classes as they will be at the site only during the 85 minute block period.
- Students will walk, journal, sketch, draw, or take photographs, write poetry, and observe nature: the creek, the plants, the trees, the insects, birds, and other wildlife. Students will use this field work for the Frost Fish Creek Book that they are creating.
- Homework: *Walden*—Read and create a Reading Log for “Baker Farm,” “Higher Laws,” “Brute Neighbors,” and “House-Warming.”; work on Frost Fish Creek Book Assignment.

### **Class 8 Lesson Plan**

- Frost Fish Creek Follow-up
  - Teacher will ask students to discuss their experience last class visiting Frost Fish Creek. Teacher puts the following prompt on the board. Students will have 5-7 minutes to respond, and then students will share their reflections.
    - Reflect upon your visit to Frost Fish Creek yesterday. Had you ever been there before? What are some of the things that you noticed most? Did you feel comfortable there? Why or why not? Did this visit help you connect with nature? Explain.
- Teacher checks progress of Frost Fish Creek Book Assignment. Makes after-school appointments with students who need help.
- Literary Circles, *Walden* Discussion—Since class did not discuss their *Walden* homework readings yesterday, today the class will have to catch up and discuss the homework chapters from the last two classes. These chapters include: “Visitors,” “The Bean-Field,” “The Village,” “The Ponds,” Baker Farm,” “Higher Laws,” “Brute Neighbors,” and House-Warming.”
  - Students will form Literary Circles. Each of the four pods into which the class is divided will comprise a Literary Circle. Each pod will discuss two of the eight chapters that all

students read for homework (listed above). Students will use the Reading Logs that they completed for homework as a basis for discussion. Teacher will circulate among the Literary Circles to listen to the discussion, answer questions, and keep students on task. In addition, each Literary Circle will answer the following Essential Question and report back to the class:

- What is the most important thing that Thoreau says in each of these chapters?
- Students share their answers to the Essential Question with the class.
- Civil Disobedience—Teacher asks students to open to page 111, “The Village,” in *Walden*. Teacher reads aloud the passage where Thoreau discusses being “seized and put into jail” for failing to pay his taxes. Teacher asks students to think about this Essential Question:
  - Is it ever justified to break the law? Defend your answer.
  - Students then read an excerpt from Thoreau’s essay “Civil Disobedience,” (including background information) on pages 412-413 in *Timeless Voices, Timeless Themes* book.
  - Teacher leads class discussion of these Essential Questions:
    - What Transcendentalist ideas are expressed in “Civil Disobedience”?
    - What actions if any, should people take if they feel an injustice has occurred?
    - Think of a situation here at Chatham High School or in the town of Chatham that you feel is unfair or unjust, what could you as an individual do to change things?
- Homework: *Walden*: Read and create a Reading Log for “Former Inhabitants; and Winter Visitors,” “Winter Animals,” “The Pond in Winter,” “Spring,” and “Conclusion.” Work on Frost Fish Creek Book Assignment.

### **Class 9 Lesson Plan**

- Teacher checks progress of Frost Fish Creek Book Assignment. Makes after-school appointments for students who need help.
- Give One, Get One: “Former Inhabitants; and Winter Visitors,” “Winter Animals,” “The Pond in Winter,” “Spring,” and “Conclusion”
  - Give students several minutes to review their Reading Log homework. Then give students four minutes to get four comments from four different students in the class based on last night’s reading. Students may share comments directly from their Reading Logs or add something not in the logs. Note: Students are already familiar with Give One, Get One because they will have used this review/discussion technique with previous books they have read prior to this unit. After four minutes, all students must return to their seats and share one of the four comments they have collected. Students may not repeat a comment that has already been made. If all of their comments have been taken, students need to come up with another comment from their Reading Log or their recollection of last night’s homework. The comments that students share are used as a basis for discussion of the previous night’s reading. Teacher asks questions and answers questions throughout the discussion to check for understanding. If there is important information that students have not discussed at this point, then the teacher will address it.
- In preparation for the visit next class by Jeffrey S. Cramer, curator of collections at the Thoreau Institute at Walden Woods, students will work in one of four pods (groups) to explore information about the Walden Woods Library, The Thoreau Institute at Walden Woods. Each pod will read,

write a summary, and report to the class on one of four links listed on the Walden Woods Project Website: <http://www.walden.org/Library> .

- Students will be instructed to click onto the above web address, go to the Library link, and then explore the link that has been assigned to their pod. Students will explore the following links: Library Information & Catalogs, The Library Collections, The Writings of Henry David Thoreau: The Digital Collection, and Quotations.
- Teacher will introduce background information about Jeffrey S. Cramer and his most recent book, *The Quotable Thoreau*. Teacher will pass around a copy of the book for students to examine. Students will read and discuss excerpts from two of the chapters: “Thoreau Describes His Contemporaries” and “Thoreau Described by His Contemporaries.” (As teacher only has one copy of the book at this time, teacher will ask students to take turns reading passages that teacher has marked off.) Teacher will also let students choose a quote from the book that they would like to discuss, and class will discuss these quotes.
- Students will work in their pods to brainstorm a list of questions they could ask Mr. Cramer during his forthcoming visit. Each pod will share its list to avoid duplication.
- Homework: Work on Elementary School Book Project. Prepare for Visit 2 to Frost Fish Creek next class.

### **Class 10 Lesson Plan**

- Teacher checks progress of Frost Fish Creek Book Assignment. Makes after-school appointments with students who need help.
- Frost Fish Creek Visit 2 —Teacher will lead students on a second walk to Frost Fish Creek (first walk was during class 7). Frost Fish Creek is less than a five minute trek from Chatham High School. Students will not miss any other classes as they will be at the site only during the 85 minute block period.
- Students will walk, journal, sketch, draw, or take photographs, write poetry, and observe nature: the creek, the plants, the trees, the insects, birds, and other wildlife. Students will use this field work for the Frost Fish Creek Book that they are creating.
- Homework: Work on Frost Fish Creek Book Assignment. Reminder that the complete project is due Class 12.

### **Class 11 Lesson Plan**

- Teacher checks progress of Frost Fish Creek Book Assignment. Makes after-school appointments with students who need help.
- Guest Speaker: Jeffrey S. Cramer, curator of collections at the Thoreau Institute at Walden Woods. Teacher will introduce Mr. Cramer.
  - Mr. Cramer will discuss The Walden Woods Project, the Thoreau Institute at Walden Woods and his role as curator, and Henry David Thoreau.
  - Students will ask Mr. Cramer questions at the conclusion of his presentation, and teacher and students will thank Mr. Cramer.

- Homework: Finish Frost Fish Creek Book Assignment, due next class.

### **Class 12 Lesson Plan**

- Students share Frost Fish Creek Books—they take turns (by lottery) reading their book to the class. Students discuss the challenges and the joys of creating the books. Teacher explains plans for field trip during Class 16 to share books with students at Chatham Elementary School.
- Henry Beston background. Teacher will explain that Henry Beston was an ambulance driver during World War I. In 1927, Beston came for a two-week vacation at a dune cottage in Eastham on the Great Beach (Coast Guard Beach). That area of the beach and the cottage where Beston stayed were destroyed in 1978 by a nor'easter storm. Beston connected so strongly with the area that he felt compelled to stay for a year. His book, *The Outermost House*, chronicles that year and his love for the natural world in which he lived. Beston was instrumental in lobbying for the creation of the Cape Cod National Seashore in 1961 because he felt very strongly that the area needed protection from development and should be enjoyed by the public. The Seashore, which is part of the National Park Service, encompasses “26,670 acres in the six easternmost towns of Cape Cod, including 53 miles of beaches, 8 square miles of sand dunes, 20 freshwater lakes and several historic sites” (Bragg, 2011).
- Homework: *The Outermost House*—Read and summarize the Introduction and Foreword (2 pages total of notes).

### **Class 13 Lesson Plan**

- Students share what they learned about Henry Beston and *The Outermost House* after reading the Introduction and Foreword for homework.
- Jigsaw: *The Outermost House*—“The Beach”, “Autumn, Ocean, and Birds”, “Winter Visitors,” and “Lanterns on the Beach”
  - Each of the 4 pods of students will be assigned to read one of the four chapters listed above. Students in each pod will take turns being scribes and write a paragraph that includes a brief summary of the chapter and the students’ reaction to it. Students will work as a cooperative unit and share their paragraphs with the class.
- Class Reading
  - Teacher will ask for five students to volunteer to read aloud the last chapter (5 pages total) of *The Outermost House*, “Orion Rises on the Dunes.” Class will discuss the chapter.
- Journal Prompt: Teacher will ask students to respond to the following prompt. Students will have 10 minutes to respond.
  - Compare and contrast *Walden* and *The Outermost House*. Which book did you identify with more, and why?
    - Students will share their responses with the class.
- Homework: *Cape Cod*—Read and create a Reading Log for “The Beach,” “The Beach Again,” and “The Highland Light.”

## **Class 14 Lesson Plan**

- Give One, Get One: *Cape Cod*—“The Beach,” “The Beach Again,” and “The Highland Light”
  - Give students several minutes to review their Reading Log homework. Then give students four minutes to get four comments from four different students in the class based on last night’s reading. Students may share comments directly from their Reading Logs or add something not in the logs. Note: Students are already familiar with Give One, Get One because they will have used this review/discussion technique with previous books they have read prior to this unit. After four minutes, all students must return to their seats and share one of the four comments they have collected. Students may not repeat a comment that has already been made. If all of their comments have been taken, students need to come up with another comment from their Reading Log or their recollection of last night’s homework. The comments that students share are used as a basis for discussion of the previous night’s reading. Teacher asks questions and answers questions throughout the discussion to check for understanding. If there is important information that students have not discussed at this point, then the teacher will address it.
- Examining the Language—Teacher reminds students that writers choose their words very carefully. They use figurative language, stylistic techniques, and sentence variety to convey their themes or messages. Teacher explains that today students will have an opportunity to examine some of the ways that authors use language. Students will work with their pod mates to examine the writing in selections from Ralph Wald Emerson’s “Self Reliance” and “Nature”, Henry David Thoreau’s *Walden* and *Cape Cod*, and Henry Beston’s *The Outermost House* (See Worksheets, Assignments, and Handouts).
  - Students will work in their pods to complete assignment, and then each pod will share its work.
- Prepare for visit by Don Wilding, executive director and co-founder of the Henry Beston Society.
  - Teacher explains that the purpose of the Henry Beston Society is to stimulate interest in and promote education about Henry Beston’s life as an environmentalist, philosopher, and writer. Don Wilding is a former journalist and the co-founder of the Henry Beston Society.
  - Students will work in their pods to brainstorm a list of questions they could ask Mr. Wilding during his forthcoming visit. Each pod will share its list to avoid duplication.
- Teacher explains field trip to Cape Cod National Seashore in two days and the Digital Video assignment (See Worksheets, Assignments, and Handouts).
- Homework: Explore the Highland Museum and Lighthouse website <http://www.capecodlight.org/> Read the home page, the mission statement, and one other link of your choice. Write a one page summary of what you have learned and answer the following question: What do you hope to gain from the field trip to the Highland Museum and Lighthouse?

## **Class 15 Lesson Plan**

- Guest Speaker: Don Wilding, executive director and co-founder of the Henry Beston Society
  - Mr. Wilding will discuss the Henry Beston Society and will make a slide show presentation of the actual Outermost House, which Beston had named the ‘Fo’castle’.
  - Students ask Mr. Wilding questions at the conclusion of his presentation.

- Students and teacher thank Mr. Wilding.
- Homework: Write a hand-written thank you letter to Mr. Cramer and to Mr. Wilding for coming to class and sharing their expertise. Be sure to include one or two specific things that you found most interesting about their presentations. Note: Teacher will give students stationery unless they prefer to use their own.

### **Class 16 Lesson Plan**

- Field trip. Students and teacher will travel by bus to the following locations.
  - Salt Pond Visitors Center at Cape Cod National Seashore in Eastham where they will meet with a park ranger educator who will talk about the history of the National Seashore. They will also see a film titled *Thoreau's Cape Cod*. The film is a 12 minute video that tells the story of Thoreau's 19<sup>th</sup> century visits to Cape Cod and highlights Thoreau's writings, discoveries, and adventures on the Cape.
  - The Highland Museum and Lighthouse in Truro. Students will meet with a museum educator who will explain the history of the lighthouse and keeper's house (now the museum), as well as Thoreau's connection to this historic landmark. The students will also climb the lighthouse and tour the museum.
  - Coast Guard Beach in Eastham. This is the "Great Beach" that Thoreau identified in *Cape Cod* and the area where Beston stayed for a year in a dune cottage, the inspiration for *The Outermost house*.
    - While students are at the above locations, they will be shooting video and taking notes, as part of their field work for the Cape Cod digital video they will create.

### **Class 17 Lesson Plan**

- Students to have time in class to work on Digital Video Project. Storyboards are due at the end of this class.
- Teacher reminds students that they will be visiting Chatham Elementary School tomorrow to share their children's books about Frost Fish Creek.
- Homework: Work on Digital Video Project, due Class 20.

### **Class 18 Lesson Plan**

- Students and teachers visit Chatham Elementary School. Students share books about Frost Fish Creek. Teacher divides students into groups of twos and threes. Each group will visit a different classroom and read to the students. Students will talk with class about the book and also answer questions the children might have.
- Homework: Work on Digital Video Project, Unit Essay Test tomorrow.

### **Class 19 Lesson Plan**

- Students take a Unit Essay Test (See Worksheets, Assignments, and Handouts).
- Homework: Work on Digital Video Project, due next class.

## **Class 20 Lesson Plan**

- Students will complete a unit reflection rubric (See Worksheets, Assignments, and Handouts). Teacher will explain that this will not be graded, but teacher will collect the assignment. The goal is to get students to think about what they have learned and their approach to the subject.
- Teacher will ask students to share with the class any comments about the unit.
- Student will share their Digital Video Projects. Each pod will give a brief introduction to their video, and then play the video for the class.
- This is the end of the unit; teacher and students move on to a new unit.

## **List of Materials:**

### **Worksheets, Assignments, and Handouts**

Copies are on the pages that follow.

- **Class 1 Handout**

## **Transcendentalism: Key Points**

(adapted from *Timeless Voices, Timeless Themes, The American Experience*)

- An **American** literary and philosophical movement of the 19th century (had its roots in German philosopher Immanuel Kant)
  - Flourished in the 1830s and 1840s
  - Transcendentalists still impact the world today in many ways
    - Respect for nature and the need to preserve it
    - American self-reliance
    - Civil disobedience
- Based in New England with Concord, MA as the center of Transcendentalism, some activity in Cambridge, MA, as well
  - Concord was home to Ralph Waldo Emerson (considered the ‘father’ of Transcendentalism), Henry David Thoreau, and Bronson Alcott -- all Transcendentalists.
  - Other Transcendentalists (including Thoreau, Alcott, Margaret Fuller, William. H. Channing, William Ellery Channing, and Elizabeth Peabody) congregated at Emerson’s house for conversations and meetings of the Transcendentalist Club. Lesser known Transcendentalists included George Putnam, Frederic Henry Hedge, and George Ripley.
- Cornerstones of the movement
  - ***The individual***
    - The individual is the center of the universe, *not* formal government, religion, or education
    - The human mind can unlock any mystery
  - ***Intuition***
    - Transcendentalists believed that the individual conscience and intuition “transcend” (go beyond) experience and therefore, are better guides to truth than the senses and logical reason.
  - ***Respect for the natural world***
    - Transcendentalists believed that *divinity* (God) was present everywhere in nature and in man
      - This was considered blasphemous by many. At that time, America was still a society where organized religion controlled people’s thoughts about God; although organized religion preached that man was made in God’s image, this religion did not suggest that God was present in man.
      - Every person’s soul and all of nature are part of an “*Over-Soul*” -- a universal spirit to which all beings returned after they died ; therefore, every being was part of the mind of God

- **Class 1 Assignment**

## **Transcendentalism Research Project**

(adapted from *Timeless Voices, Timeless Themes, The American Experience*)

### **Introduction**

You are about to begin studying one of the most influential literary and philosophical movements in the history of America—Transcendentalism. The class will read selected works from Ralph Waldo Emerson, the ‘father’ of Transcendentalism as well as *Walden* and other works by Henry David Thoreau. Noted as one of the country’s first environmentalists, Thoreau lived for two years at Walden Pond in Concord, MA beginning in 1845 and chronicled his experiences in a series of essays that have become a classic in American literature. In addition to Emerson and Thoreau, the Transcendental movement had several other notable voices including Margaret Fuller, Elizabeth Peabody, Bronson Alcott, George Putnam, Frederic Henry Hedge, George Ripley, William Ellery Channing and William Henry Channing (the Channings were related—William Ellery was William Henry's uncle).

### **The Task**

1. Select one of the Transcendentalists mentioned in the Introduction to this project. Write a 1,000 –1,250 word essay (five typed pages, double-spaced) that includes the following:
  - An explanation of the Transcendentalism movement in American Literature including its origins and growth.
  - A brief biography of the Transcendentalist about whom you have chosen to write.
  - An explication (a detailed analysis) of a poem, an essay (or an excerpt from an essay), or an excerpt from a book written by the author you have selected. The explication must demonstrate your knowledge of how the poem, essay, or book is representative of Transcendentalist writing and reflects the author’s Transcendentalist views.
2. Create a PowerPoint that highlights the main points of your essay. The PowerPoint must have a minimum of 10 slides and six graphics. You will be presenting your PowerPoint to the class.

### **The Process**

1. Read the “Literary Terms Handbook” in *Timeless Voices, Timeless Themes* beginning on page R15, the Transcendentalism background information beginning on page 384 in *Timeless Voices, Timeless Themes*, and review the Transcendentalism Key Points handout that I gave you.
2. Use the Internet and books available in the media center or local library for your research. I also have several books from my personal library that I will be happy to loan you.
3. You must use at least ***three different resources*** for your research and you must include a Works Cited Page at the end of your essay and your PowerPoint. You must use MLA documentation throughout your essay and PowerPoint.

## **The Assessment**

1. Your essay will be evaluated using the Chatham High School Writing Rubric (attached). The essay will count as a **test grade**.
2. Your PowerPoint will be evaluated using the Chatham High School Technology Rubric (attached). The PowerPoint will count as a **quiz grade**.

## **Timeline**

1. Work in computer lab on research for your essay (add date).
2. First two paragraphs of essay draft due (add date).
3. Complete essay draft due (add date). You do not need to include a Works Cited Page at this point.
4. Final copy of essay including Works Cite Page is due (add date).
5. PowerPoint is due (add date). Do not print out a hard copy. Bring your PowerPoint on a flash drive or CD. Be prepared to present your slide show to the class. A lap top and projector will be available for your use.

**Chatham High School**  
**Rubrics for Academic Expectations**  
**Writing**

**Academic Expectation:** We expect students to communicate effectively through **writing**, speaking, and creative expression.

<b>Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Yet</b>
<b>Topic Development</b> <i>60 Points</i>	Consistently has clear topic development, relevant and supporting details, and appropriate organization.	Often has clear topic development, relevant and supporting details, and appropriate organization.	Sometimes has clear topic development, relevant and supporting details, and appropriate organization.	Rarely has clear topic development, relevant and supporting details, and appropriate organization.
<b>Language</b> <i>12 Points</i>	Consistently makes use of relevant and rich language.	Often makes use of relevant and rich language.	Sometimes makes use of relevant and rich language.	Rarely makes use of relevant and rich language.
<b>Sentence Structure</b> <i>16 Points</i>	Consistently has control of sentence structure. Sentences are consistently clear, precise, and varied; there are no run-ons and/or fragments.	Often has control of sentence structure. Sentences are often clear, precise, and varied; there are few run-ons and/or fragments.	Sometimes has control of sentence structure. Sentences are sometimes clear, precise, and varied; there are some run-ons and/or fragments.	Rarely has control of sentence structure. Sentences are rarely clear, precise, and varied; there are many run-ons and/or fragments.
<b>Grammar, Usage, and Mechanics</b> <i>12 Points</i>	Consistently has command of grammar (including subject and verb agreement, verb tense, and active voice) and mechanics (including capitalization, spelling, and punctuation).	Often has command of grammar (including subject and verb agreement, verb tense, and active voice) and mechanics (including capitalization, spelling, and punctuation).	Sometimes has command of grammar (including subject and verb agreement, verb tense, and active voice) and mechanics (including capitalization, spelling, and punctuation).	Rarely has command of grammar (including subject and verb agreement, verb tense, and active voice) and mechanics (including capitalization, spelling, and punctuation).

**Chatham High School**  
**Rubrics for Academic Expectations**  
**Technology**

**Academic Expectation:** We expect students to successfully master basic technologies that enable communication, problem solving, and visual presentation.

<b>Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Yet</b>
<b>Technology Skills</b>  <b>25 points</b>	Consistently exhibits strong evidence of skills required to obtain information through the use of technology.	Often exhibits evidence of skills required to obtain information through the use of technology.	Sometimes exhibits evidence of skills required to obtain information through the use of technology.	Rarely exhibits evidence of skills required to obtain information through the use of technology.
<b>Use of Information</b>  <b>25 points</b>	Consistently displays the information in a clear and understandable manner.	Often displays the information in a clear and understandable manner.	Sometimes displays the information in a clear and understandable manner.	Rarely displays the information in a clear and understandable manner.
<b>Evaluation of Information</b>  <b>25 points</b>	Consistently evaluates the information obtained to show both validity and relevancy.	Often evaluates the information obtained to show both validity and relevancy.	Sometimes evaluates the information obtained to show both validity and relevancy.	Rarely evaluates the information obtained to show both validity and relevancy.
<b>Use of Technology</b>  <b>25 points</b>	Consistently uses technology effectively to obtain information, communicate an idea, or solve a problem.	Often uses technology effectively to obtain information, communicate an idea, or solve a problem.	Sometimes uses technology effectively to obtain information, communicate an idea, or solve a problem.	Rarely uses technology to obtain information, communicate an idea, or solve a problem.

- Class 2 Handout

# New England's home-based intellectual

(Cape Cod Times June 1, 2003)

RALPH WALDO EMERSON  
put his stamp on Concord and  
America's literary tradition  
Excerpts from  
Emerson's essays

**T** *here is a time  
in every man's  
education when he  
arrives at the  
conviction that envy is  
ignorance; that  
imitation is suicide;  
that he must take  
himself for better, for  
worse, as his portion;  
that though the wide  
universe is full of good,  
no kernel of nourishing  
corn can come to him  
but through his toil  
bestowed on that plot  
of ground which is  
given to him to till. The  
power which resides in  
him is new in nature,  
and none but he knows  
what that is which he*

*can do, nor does he  
know until he has  
tried* "-from "Self-  
Reliance."

**By HILLEL ITALIE**  
THE ASSOCIATED PRESS

CONCORD - Concord is a town for walking, for circling the narrow trail around Walden Pond, or stepping past the graves of Sleepy Hollow, or loafing along the landmarks of Monument Square, with its pillared churches and flat-brick civic hall. Great writers have lived here - Nathaniel Hawthorne, Henry David Thoreau, Louisa May Alcott-and something about the town, founded in - 1635, still startles the mind. Just as time compresses from the awareness that on foot you can cover much of Concord within a day, it expands into infinity as you stand before the silent - and silencing - waters of Walden.

One townsman, a native Bostonian and a most devoted walker, found in Concord an escape from "the compliances and imitations of city society."In Ralph Waldo Emerson, the town claimed both a loyal neighbor and a spokesman for the nation.

Born 200 years ago this spring, he remains the so-called Sage of Concord, his likeness - an imposing white marble statue -presiding over the common reading area of the public library, his bulky granite headstone a colossus among the tidier memorials in Sleepy Hollow.

Emerson moved here in 1834 and was soon invited to be keynote speaker at Con-

As he became famous, Emerson remained true to his adopted home, even serving as a volunteer firefighter.

cord's bicentennial. As he became famous, Emerson remained true to his adopted home,

even serving as a volunteer firefighter. Decades later, when fire badly damaged his house, the town raised money so he could travel while repairs were completed and then welcomed him back as a hero.

"Telegraphs were sent as soon as his ship docked," says David Wood, curator of the Concord Museum, across the road from the Emerson house. "Children sang for him as he arrived on the train. There was - an honorary procession from the train to his house."

The fields and woods served as a kind of muse for Emerson, an unofficial study, but the actual work took place in the parlor of his white, squarish Georgian mansion - from the seat of his rocking chair as he faced a window looking out on fellow walkers.

"Visitors now are struck by the fact that he did all his work at home," says Emerson's greatgreat-granddaughter, Bay Bancroft, who administers the house, which receives thousands of tourists each year, and his literary estate and is undeniably a blood descendent, with her strong nose, slender mouth and deep, wide-set eyes.

"He was a public intellectual, but also a very home-based intellectual, which was more common in the 19th century. He

*Please see EMERSON /E-6  
E6 • Cape Cod Times*

# Emerson: Fully engaged in the ideas of his day

*continued from E-1*

worked while surrounded by the normal chaos of family life. And his house was also a real

magnet for scholars and intellectuals and politicians."

Their photographs fill the house, famous friends such as Alcott and Thoreau, who lived there for months and popped corn for Emerson's children. In one upstairs stairway, pictures of Abraham Lincoln, Ulysses Grant and poet Alfred, Lord Tennyson adorn the walls.

**A belief in change  
for the better**

Emerson is secure in the American canon, although his role today is not easily defined. Wood says he is frequently asked why Emerson still matters, and Wood struggles to answer. Emerson stands for a less cynical, more demanding time, for the uplifting New England mind-set that insisted all could change, and change for the better.

"You can't point to any institution, or movement these days and say it was inspired by Emerson," Wood says. "What I want to say, but bite my tongue, is that the way to understand Emerson is through reading Emerson."

Emerson's highest art was the essay, memorable phrase stacked upon memorable phrase as if each were an essay itself. Aphorisms like "hitch your wagon to a star" and "a foolish consistency is the hobgoblin of little minds" are still endlessly, irresistibly quoted.

"His essays are really performances. They're crystallizations, many of them, of public lectures. Eloquence is integral to the art of speaking and eloquence was essential to every Emerson project," says Lawrence Buell, a professor of English at Harvard University and author of "Emerson," a new biography.

Emerson's most notable works include "Experience," with its lament that "so much of our time is preparation, so much is routine"; "Nature," in which he declared "nature is the incarnation of thought"; and "Self-Reliance,"

which became a manifesto  
of individual power,

"To believe your own thought,  
to believe that what is true for  
you in your private heart is true  
for all men - that is genius," he  
wrote.

Models, even archetypes, of  
democratic thought, his essays  
dramatize the debating, changing  
mind. One line sets off another  
and then another - the  
pre-digital version of links on a  
Web page.

"I am only an experimenter,"  
he writes in "Circles," one of his  
most important essays. "No  
facts are to me sacred; none are  
profane; I simply experiment,  
an endless seeker, with no, Past  
at my back."

"People think of Emerson's  
essays as dull; they should read  
'Circles,'" says essayist and fiction  
writer Annie Dillard, who  
wrote about Emerson's work in  
"Living by Fiction."

Emerson's influence is simultaneously  
vast and limited. He is  
often taught, but rarely mimicked.  
Robert Atwan, who since  
1986 has edited Houghton Mifflin's  
annual series of the "Best  
American Essays," believes  
Emerson's greatest impact was  
not in prose, but in poetry.

"Emerson is a highly metaphysical  
writer. He has a gift for  
imagery, and that kind of transcendental  
world. That was a  
world conducive to American  
poetry. Robert Frost said he carried  
a copy of Emerson's work  
wherever he went," Atwan says.

#### **'Ragamuffin ideas'**

Emerson, a pastor's son, was  
born in Boston on May 25, 1803,  
The fourth of eight children, he  
was 7 when his father died. With  
his mother often busy his most  
important caretaker became his  
aunt, Mary Moody Emerson, a  
lifelong influence. Four feet tall  
and fearless, Emerson's aunt was  
a thinker so uncensored that  
when she died, an obituary

writer observed she "was thought to have the power of saying more disagreeable things in half an hour than any person living."

Young Emerson wrote poetry in grade school, and kept a journal while at Harvard of his "luckless ragamuffin ideas." He won prizes for oratory, philosophy and essays on Socrates, and he even delivered the class graduation poem - after six others declined.

He briefly taught at a "school for young ladies," attended Harvard Divinity School and was ordained in 1829 as junior minister at the Second Unitarian Church in Boston.

He was popular with the congregation, but a preacher who likens the prayers of his church to "the zodiac of Denderah" is not long for his calling. Emerson decided that to be a good minister, he had to leave the ministry. He quit in 1832.

Emerson soon established himself as an essayist and for much of his life he lived off the fruits of his mind - speaking, writing, publishing. He helped found Dial magazine, which published Thoreau, Margaret Fuller and other leading thinkers. He traveled for weeks and months at a time, greeted by shouts and laughter - and some jeers, too - as he lectured throughout the country.

Bored by the classroom, bound by the church, Emerson found community in Transcendentalism, a classic expression of American idealism. While the Puritans thought all to be lowly sinners, the Transcendentalists believed all were potential gods, each mind partaking of the "Universal Mind." It was a movement close to the Sufi faith, asserting that one could physically experience the eternal spirit.

"Let me admonish you to go alone; to refuse the good models, even those which are sacred

to the imagination of men, and dare to love God without mediator or veil, "Emerson once wrote.

### **Finding heroism in scholarship**

He revered, even symbolized, the solitary thinker. But not at the expense of public matters. Ideas were to be shared, and Emerson engaged in the issues of his day. He supported women's suffrage, attacked slavery as a "special and aggressive evil" and praised abolitionist John Brown, pronouncing that his hanging made "the gallows as glorious as the cross."

"There goes in the world a notion, that the scholar should be a recluse, a valetudinarian - as unfit for any handiwork or public labor, as a penknife for an ax, "he said during his famed "American Scholar "commencement speech, given at Harvard in 1838,

"Inaction is cowardice, but there can be no scholar without the heroic mind. The preamble of thought, the transition through which it passes from the unconscious to the conscious, is action."

From the start of the Revolutionary War, Americans sought freedom from England not just in how they were governed but in how they imagined themselves. Few were as effective as Emerson. He virtually prophesied the rise of Walt Whitman, calling for a poet who could capture "the barbarism and materialism of the times," and stating in terms Whitman later immortalized that "America is a poem in our eyes."

"He was a guy that believed all Americans were potential poets and he believed the power of the mind, if awakened, was the greatest strength anybody could rely upon," said Lewis Lapham, editor of Harper's and a featured essayist in the magazine.

Friends and family remembered Emerson as a sweet, even

saintly man, an "exquisite genius," thought Henry James, who was charmed and put off by his apparent innocence. But Emerson knew well the worst of life, once observing that "he has seen but half the universe who never has been shown the House of Pain."

His beloved first wife, Ellen Tucker, died of tuberculosis at age 19, leaving Emerson "unstrung, debilitated." One of his four children, Waldo, died at age 5 of scarlet fever, inspiring his father's elegy, "Threnody" and its grieving couplet: "And, looking over the hills I mourn/The darling who shall not return."

A leading citizen up through the Civil War, Emerson later suffered from failing health and wrote little in the last decade of his life. He died of pneumonia in 1882.

A year before his death, Emerson gave his final public lecture, a speech at a Boston library. His subject was historian Thomas Carlyle, a longtime friend. Seated at a small table with his daughter, Ellen, Emerson struggled so badly that Ellen ended up as unofficial prompter, silently mouthing the words to her father.

Quietly, unsteadily, Emerson completed his text. The audience, eager to listen, gathered in a circle around him.

He supported women's suffrage, attacked slavery as a 'special and aggressive evil' and praised abolitionist John Brown, pronouncing that his hanging made 'the gallows as glorious as the cross.'

WebLink An extensive Emerson biography and selections of his work can be found at [www.rwe.org](http://www.rwe.org)

- Class 2 Worksheet

## A Sense of Place Poem

Write a 16 line poem describing a sense of place that is important to you. It could be your room, a beach, a grandparent's house, a boat, etc. You decide.

Your poem must have 4 stanzas arranged in this order:

- 1 quatrain
- 2 cinquains
- 1 couplet

You must use *all* of the literary devices listed below in your poem, and you may not have any line or word/s count for more than one thing (even though something might very well fit into several categories. For example, if you write: "The sea roars as the surf crashes against the pebbled shore," you can say that this is an example of onomatopoeia, or you can say it is an example of imagery, but decide which one you want your example to count for). *Underline each literary device and label what it is.* Be prepared to share your poem with the class.

- Imagery
- Allusion
- Simile
- Metaphor
- Personification
- Alliteration
- Onomatopoeia

- Class 3 Handout

# Walden at 150

Readers worldwide  
continue to follow  
Thoreau into  
the woods

(*Cape Cod Times* August, 2004)

By STEVE GRANT  
THE HARTFORD COURANT

"It took five years to sell out the first printing of 2,000 copies. For students told to read it, "it can be a tough sell," one scholar says. And any number of readers, angry with the author's perceived preachiness, toss the book away half-read.

And yet "Walden," by Henry David Thoreau, is a universally acknowledged classic of American literature with yearly sales that most American authors today would bleed for.

"Walden," celebrating its sesquicentennial this summer, is doing just fine. Indeed, it is a far bigger bookstore blockbuster today than when it was first published on Aug. 9, 1854 - 150 years ago today.

For every one of those readers who scorn the book, it seems, there are countless others who regard it as the great guide to a life lived well, if not a virtual bible.

"Walden," of course, is Thoreau's iconoclas-

## QUOTABLE THOREAU

- **"Simplicity, simplicity, simplicity!"**  
--from the chapter "Where I Lived and What I Lived For"
- **"As if you could kill time without injuring eternity."**  
— from the chapter "Economy"
- **"If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them."**  
— from the chapter "Conclusion"

tic account of his 26 months living beside Walden Pond in Concord, beginning in July 1845, in a small cabin he built himself, a mile from any neighbor.

In scholarly circles, the "Walden" sesquicentennial

has been an event for months. The Thoreau Society during July built its annual meeting in Concord around the book, including a tag-team public reading of the entire text. Many bookstores and libraries around the country are holding special readings or "Walden"-related events.

**Beyond clever quips**

In the pantheon of American literature, "Walden" competes with enduring titans such as "Moby-Dick" or "Leaves of Grass." But, outdoing many other classics, "Walden" has been translated into scores of foreign languages - and, in its many editions, is thought to sell in the six figures every year.

It doesn't hurt that "Walden" is chockablock with catchy quotes that show up on calendars and chapter headings all the time, all the better to keep its embers aglow. For example:

"The mass of men lead lives of quiet desperation."

"Beware of all enterprises that require new clothes."

"Simplicity, simplicity, simplicity."

"If a man does not keep pace with his companions, perhaps it is because he hears a dif-

*Please see WALDEN /B-3*

# Walden: Thoreau's book looks both to nature and within

*continued from B-1:*

drummer. Let him step to the music he hears, however measured or far away."

You've seen them.

But "Walden" is much more. Its deepest appeal, scholars say, is its insistence that the reader ponder his or her life and ask whether it is the life the reader actually wants to live.

"Walden is a book that challenges us to think; about how we live our lives," said Joe Myerson,

distinguished professor emeritus at the University of South Carolina. "And it is a book that challenges us at any time or any generation because the questions are as relevant today as they were 150 years ago."

What is life about anyway? "Is it to accumulate money, or is it to accumulate a more inner spiritual wealth? These and many other questions are what Thoreau addresses," Myerson said.

### **Paradoxical thoughts**

Thoreau loved paradox and used it well to raise those questions. In "Walden," for example, when writing of train travel, he says "the swiftest traveler is he that goes afoot." The reader then learns that Thoreau has added up the hours of work it takes to pay the fare to a village 30 miles away and determined that he could walk there in less time without ever having done a lick of work.

The point is not that the reader shouldn't take the train but rather that the reader ought to consider whether that train trip, and what it takes to make that train trip, is really in keeping with what matters in life."

"I don't think he would have refused to fly on a plane and all the things you hear people say," said Sandra H. Petrulionis, associate professor of English at Pennsylvania State University and a Thoreau authority. "But he would have forced us to examine the basis of those choices. How do we live simply in a world that has become so complicated (that) most of us don't have time to sit down to dinner with our families five nights a week? What kind of cars do we drive? How much money do we need, versus how much do we want?"

Petrulionis said some students find Thoreau arrogant or aggravating but concede that he makes them think. "You are not supposed to be happy when you read this," she said of "Walden." "You are supposed to be darned

uncomfortable.”

Thoreau’s first book, “A Week on the Concord and the Merrimac,” was a commercial dud, and even today, while it, like practically everything he wrote, is always in print, it is dwarfed by the popularity of “Walden.”

“Walden” itself took off slowly. When the first printing finally sold out in 1859, the book went out of print.

“If you were reading a newspaper in 1854, you would never have pegged this book as lasting more than six months,” Myerson said.

#### **Read all over**

But “Walden” returned to print again, in 1862, and, according to Houghton Mifflin, the successor firm to Thoreau’s original publisher, Ticknor and Fields, the book has never been out of print since.

In fact, it is hard to keep track of how many editions in English are on the market at any given time, some in paperback, some in hardcover, some annotated, some illustrated, some inexpensive, some precious. Several new editions appeared just this year. And then there are all the foreign editions.

“Walden” is arguably the most translated work of American literature in terms of the number of editions in foreign languages and the number of languages in which it has been translated,” Myerson said. “The Thoreau Society collections have literally hundreds of foreign language editions of Thoreau’s writings.”

At the society’s annual meeting last month, scholars from abroad arrived with, and donated to the society, another two dozen or more new foreign-language editions, Myerson said. One Japanese scholar said there were 13 Japanese translations of “Walden.”

Elizabeth Hall Witherell of Northern Illinois University, editor in chief of “The Writings of Henry David Thoreau,” a multi-

volume scholarly series published by Princeton University Press, said the "Walden" edition in that series sells about 6,000 copies a year, and she estimates there are something like 75 other editions available.

Part of its universal appeal, perhaps is that "Walden" can be read on many levels. It can be read as the account of an extended experience in nature, or it can be read as satire of 19th-century life, and both of those readings are supported by the text.

But it is "Walden" as philosophy, "Walden" as one of the great self-help books, "Walden" as a spiritual message, that is "Walden" at its most powerful.

"He asks you not to be happy with the way things are. That is always very unsettling and disturbing," said Wes Mott, a professor of English at Worcester Polytechnic Institute and a former board member of the Thoreau Society

"It is a radical book in the most fundamental sense," Mott said, "not because it tells you (you) must do this or you must not do that, but because it asks you to balance out these competing forces to have a whole life."

Who knows, it just may be that "Walden" is the intellectual origin of today's vernacular imperative: "Get a Life."

- **Class 3 Handout**

2004 Preservation Magazine interview with Don Henley Walden Woods

**NATIONAL TRUST  
HISTORIC PRESERVATION**

**The Short Answer: An exchange with Don Henley**

*Don Henley is the Grammy Award-winning cofounder of The Eagles and the founder of the Walden Woods Project.*

**How did you get involved with the legacy of Henry David Thoreau?**

In the late 1960s I was struggling to come to terms with my father's illness. He had been stricken by heart disease, which eventually took his life when I was 25. Encouraged by professors at the University of North Texas, I read some Thoreau and Emerson. Transcendental thought, as expressed by these two great American writers, influenced my life in a very fundamental way. It helped me cope but also prompted me to think about our relationship to the world around us and guided me toward a lifelong interest in historic preservation and conservation.

Like most people, I believed that Thoreau's Walden Woods in Concord and Lincoln, Mass., was protected by the state or federal government, but only the pond and the forest immediately surrounding it is in a state park. More than 2,000 acres of Walden Woods lie outside. In the fall of 1989 I saw a news story about two Thoreau scholars who had formed a grassroots organization to prevent two large commercial projects from being built within the woods. I telephoned to offer assistance and flew to Boston, where I saw the magnitude of the challenge. To build public awareness I founded the Walden Woods Project with the support of many other dedicated preservationists in 1990.

**Why is saving Walden Woods important?**

The pond and the woods that inspired the writing of Walden are historically significant not only because they were the setting for a great American classic, but also because Walden Woods was Henry David Thoreau's living laboratory, where he formulated his theory of forest succession, a precursor to contemporary ecological science. Many people refer to Walden Woods as the birthplace of the American conservation movement because it was there that Thoreau called for us to set aside land in its natural state, an impulse that would later lead to the creation of our national parks. If we can't protect the place where the idea of land conservation was so early asserted, how can we hope to save other places of historical and environmental significance?

**What is the status of the Walden Woods Project today?**

It has protected nearly 140 acres of land surrounding Walden Pond. About 65 percent of Walden Woods' 2,680 acres is now permanently in conservation, but other historically significant and environmentally sensitive tracts are in urgent need of protection. The immediate objective is to restore a 35-acre closed landfill near Walden Pond and acquire agricultural land in Walden Woods about to come on the market. The headquarters of the Walden Woods Project is a historic building that is an official Save America's Treasures project, a 1905 English Tudor house built by Boston philanthropist Henry Lee Higginson, founder of the Boston Symphony Orchestra.

**Are you a preservationist or an environmentalist?**

I'm both. After all, our historic landmarks are a part of our environment.

**Which is more threatened?**

Since millions of acres of land are paved over each year, one could effectively argue that the natural environment faces the greater threat. Yet at the same time, urban sprawl continues its relentless digestion of our open spaces and eats away at our historic buildings and landmarks. This threat is compounded by the fact that much of our historic built environment has fallen into a severe state of disrepair.

**Are there other common interests?**

Environmentalists and preservationists share a common goal—the preservation of the "common wealth," the natural and built treasures that define us as Americans. Whether they be historic buildings, cultural landscapes, national landmarks, urban or national parks, wilderness areas, or coastlines, the same threats loom large—a lack of funding for preservation, unbridled urban sprawl, and the increasing pressures exerted on dwindling resources by population growth. In recent years, far too much of our commonwealth has been sold off or given away to special interests.

**What would Thoreau make of America today?**

Trying to predict what he would think about anything is risky, but I believe he'd be immeasurably pleased that our nation has set aside large tracts of land as national parks, national forests, and wildlife refuges. I think he'd be disappointed to learn that we are not doing more to protect what little remains of our wilderness areas and open spaces. He'd also take pleasure in our efforts to preserve our historic buildings, our artifacts, and the symbols of our cultural heritage but would chastise us for not doing more.

Thoreau would bemoan the fact that we have become a nation driven by consumption, alienated from the joys of simplicity that he expounded upon. I expect he would scold us for enslaving ourselves to our PCs, PDAs, and big-screen TVs and urge us to get outside.

- **Class 5 Handout**

## Reading Log

Keeping a log about what you read can help you understand and remember information, especially when reading the work of Henry David Thoreau whose writing is so rich and full of detail. This is a form of journal writing and provides you with an opportunity to reflect, analyze, and comment on what you have read.

For this unit, each of your reading logs will be evaluated using the rubric on the next page. At the end of the unit, your reading log grades will be averaged. That average will count as a quiz grade.

Listed below are some tips to keep in mind when you complete your reading logs for this unit.

- **Read critically:** Look “between the lines” as you read. What is Thoreau really saying? Do not read everything on just a literal level.
- **Analyze the writing:** What is Thoreau’s style? Pay attention to diction and use of figurative language. How do you feel about this kind of writing?
- **Examine the characters:** Think about the physical as well as the emotional or spiritual side of the character. Is the character likeable or not? Does the character remind you of someone you like or dislike? Characterization in Thoreau’s writings is not as obvious as in fiction; nevertheless, his work does indeed have characters. For example, some of the characters in *Walden* include Walden Pond, the squirrels, the chipmunks, the villagers, and more.
- **Record memorable lines:** Thoreau’s writing is replete with memorable lines that have become part of our everyday vocabulary. Record those that appeal to you or that you dislike. Explain why.
- **Record unfamiliar words and expressions:** Write down words or expressions that puzzle you. Look up their meanings.
- **Record your opinions:** Think about how you respond to the text. How does it make you feel? Be specific.

## Reading Log Rubric

- **Check Plus (100)**
  - Student's log is three complete pages.
  - Student records three examples of rich insights that reveal student has read critically-- "between the lines."
  - Student analyzes the writing in detail and provides three relevant and rich examples of style and/or figurative language and comments on it.
  - Student fully examines three characters in terms of physical, emotional, and/or spiritual characteristics and comments on the characters.
  - Student records three memorable lines with a detailed explanation as to why he/she chose these lines.
  - Student records three unfamiliar words or expressions and explains their meaning fully.
  - Student records richly detailed opinions of three events in the reading.
  
- **Check (75)**
  - Student's log is two complete pages.
  - Student records two examples of insights that satisfactorily reveal student has read critically-- "between the lines."
  - Student analyzes the writing in moderate detail and provides two relevant and satisfactory examples of style and/or figurative language and comments on it.
  - Student satisfactorily examines two characters in terms of physical, emotional, and/or spiritual characteristics and comments on the characters.
  - Student records two memorable lines with a satisfactory explanation as to why he/she chose these lines.
  - Student records two unfamiliar words or expressions and satisfactorily explains their meaning.
  - Student records moderately detailed opinions of two events in the reading.
  
- **Check minus (50 )**
  - Student's log is one page.
  - Student records only one example of an insight that marginally reveals student has read critically-- "between the lines."
  - Student analyzes the writing and provides few details and only one example of style and/or figurative language and comments on it.
  - Student marginally examines one character in terms of physical, emotional, and/or spiritual characteristics and comments on the character.
  - Student records one memorable line with a brief explanation as to why he/she chose this line.
  - Student records one unfamiliar word or expression and marginally explains its meaning.
  - Student records one marginally detailed opinion of one event in the reading.
  
- **0**
  - Student's log is less than one page.

- **Class 6 Assignment**

## **Frost Fish Creek Book Assignment**

You will spend two classes this week at Frost Fish Creek. You will have an opportunity to experience nature first-hand much like Henry David Thoreau did at Walden. Be aware of the sights, sounds, and smells of the creek and the woods and what lives and grows there. You will need to journal, sketch/draw or take photographs, and observe nature. Use your copy of the *Frost Fish Creek Field Guide* to help you identify plants and wildlife you might encounter. Examine plants, insects, trees, and ground cover; be on the lookout for wildlife gliding through the waters of the creek or fish swimming in the creek; touch the water; listen to the sounds of the creek, the songs of the birds, the scampering of the small forest animals, and the rustling of the wind in the trees; and inhale the smells of the woodlands around Frost Fish Creek and the creek itself.

The two visits to Frost Fish Creek will be your field work in preparation for a book that you will create for an elementary school audience (grades 1 and 2). When you have completed your book, you will read it to one of the first or second grade classes at Chatham Elementary School.

### **Requirements:**

- A minimum of 15 pages (no more than 25).
- Simple language—remember your audience (and what Thoreau said about simplicity).
- An illustration (hand drawn or computer generated) or a photograph on each page.
- Subject matter must be about Frost Fish Creek and give readers a sense of place. What is Frost Fish Creek? What would they see, hear, or smell if they visited the area?
- Theme that shows respect for nature and the environment.
- A front jacket (cover) with the title of the book, the author's name, and an illustration.
- A back jacket with a two or three sentence biography of the author and a picture of the author.
- The book can be fiction or non-fiction.

### **Recommendation:**

Check out some children's books at the local library or if you have a younger sibling, look at the types of books he/she reads.

### **Caution:**

Avoid contact with poison ivy, and check for ticks during and after your visits to Frost Fish Creek.

**This assignment counts as a test grade. It is due (add date).** You will be evaluated according to the Frost Fish Creek Book Assignment rubric on the next page. I will be doing daily checks with you to monitor your progress.

## **Frost Fish Creek Book Assignment Rubric**

### **Text** (worth up to 35 points)

Writing is suitable for a first or second grade audience. Language is simple and easy to understand. The ‘story,’ whether fiction or non-fiction, conveys a sense of place for Frost Fish Creek with details about sights, sounds, and smells. There is a clear theme of respect for nature and the environment.

\_\_\_\_\_

### **Illustrations** (worth up to 35 points)

There is an illustration on every page. Sketches, drawings, and/or photos illustrate accurately the text and convey a sense of place about Frost Fish Creek—its sights, sounds, and smells. Illustrations and/or photos are well-drawn or well photographed.

\_\_\_\_\_

### **Layout and Design** (worth up to 15 points)

The overall organization, design, use of color and/or black and white help to make the book visually appealing and interesting. The book is neat and presentable. The front jacket contains the title of the book, the author’s name, and an illustration. The back jacket contains a photo of the author and a brief author biography (two or three sentences).

\_\_\_\_\_

### **Mechanics** (worth up to 15 points)

There are no errors in capitalization, usage, punctuation, or spelling.

\_\_\_\_\_

**TOTAL**



- Class 14 Worksheet

## Examining the Language

Diction, the choice of words that authors use, sets the tone for their writing. Most authors use a variety of techniques to make their point and do so in ways that are very purposeful. Today you will work with your pod mates to examine the use of language in:

- Ralph Waldo Emerson’s “Self Reliance” and “Nature”
- Henry David Thoreau’s *Walden*
- Henry David Thoreau’s *Cape Cod*
- Henry Beston’s *The Outermost House*

Each pod will be assigned a different selection to examine. Be sure to work as a group to complete this assignment. Each group will need a scribe; the entire group will make a short presentation to the rest of the class.

Do the following:

- Select several passages from your assigned reading and find three examples of the author’s use of figurative language (metaphors, allusions, symbols, imagery, etc.)
  - Write the examples here and explain how the author’s use of figurative language advances a theme of the selection.

1.

2.

3.

- Select several passages from your assigned reading and find one example of how the author’s style advances the purpose of the work. For instance in *Walden*, Thoreau often starts a paragraph with specific examples that build to a larger truth.

- Write the example below, and explain how the author's style contributes to the purpose of the work.
  
- Select several passages from your assigned reading and examine the sentence variety.
  - Write an example below that illustrates how the author's sentence variety contributes to the effectiveness of the work. Explain how the author achieves this goal.

## Class 14 Handout and Assignment

### **Cape Cod National Seashore Field Trip and Digital Video Project Assignment**

Now that the class is more than halfway through our unit, “Cape Cod, a Place to Call Home,” you are ready for a field trip to the Cape Cod National Seashore and ready to begin your Digital Video Project. Our trip will be two class periods from now (add date). Our itinerary:

- Leave Chatham High School at 8 a.m. by bus for Salt Pond Visitor’s Center at the Cape Cod National Seashore in Eastham.
- Arrive at The Salt Pond Visitor’s Center at 8:30 a.m.
  - Meet with a park ranger/educator who will talk about the history of the National Seashore.
  - See a short video titled *Thoreau’s Cape Cod*. This film tells the story of Thoreau’s 19<sup>th</sup> century visits to Cape Cod and highlights Thoreau’s writings, discoveries, and adventures on the Cape.
  - Tour museum in the visitor’s center.
- Leave Salt Pond Visitor’s Center at 9:30 a.m. and travel to The Highland Museum and Lighthouse in Truro. Arrive at 10 a.m.
  - Meet with museum educator who will discuss the history of the lighthouse and the keeper’s house (now the museum), as well as Thoreau’s connection to this historic landmark.
  - Climb the lighthouse stairs and see a panoramic view of Cape Cod.
  - Tour museum.
  - Shoot video.
- Leave Highland Museum and Lighthouse at 11:30 a.m. and travel back to the Salt Pond Visitor’s Center for lunch in its outdoor amphitheater. Arrive at noon.
  - Lunch here
- Leave Salt Pond Visitor’s Center at 12:30 p.m. and travel to Coast Guard Beach in Eastham.
- Arrive at Coast Guard Beach at 12:45. There will be no guide/ranger here, so we will self-tour. The area has several kiosks put there by the National Park Service. These provide information about the beach, as well as Henry Beston’s Outermost House. Coast Guard Beach is the area that Thoreau referred to as “The Great Beach.”
  - Stay here for 45 minutes. Shoot video and walk along the beach. Observe! Observe! Observe!
- Leave Coast Guard Beach at 1:35 and travel back to Chatham High School.
- Arrive at 2:05, just in time for dismissal and after school activities.

Today’s field trip will provide you with the time and the place to begin your Digital Video Project. While most class projects involve individual work for an individual product, this assignment is different. You will work with your pod mates to create a 5 – 7 minute digital video. Each pod will create one video, and every student in the pod will earn the same grade. You will have one in-class period to work on your project. The rest of the work must be done on your own. You are responsible for coordinating this. **This assignment counts as a test grade.**

Your video must be about a sense of place, highlighting Cape Cod as the focus of the film. Use **must** include the places that we will visit on the field trip. You may also include any other local settings that convey the natural beauty of the area and its cultural heritage. You may add additional footage of local beaches, ponds, cranberry bogs, and other historic landmarks on the Cape. I cannot

emphasize enough that your video should convey how special a place Cape Cod is. You can accomplish this task by focusing on the natural world and its inhabitants and the history of the Cape. Your video must include narration and music as well as scenery. In addition, the video must include three quotes, one from Henry David Thoreau, one from any other Transcendentalist, and one from Henry Beston. The quotes should connect with the theme of the video. The project will be evaluated with the rubric listed below the timeline.

**Timeline:**

- Cape Cod National Seashore Field trip (add date)
- Work in class to produce storyboards with thumbnail sketches (add date). Storyboards due at the end of class. Each video must have a minimum of 10 storyboards.
- Submit script (add date)
- Submit list of music (add date)
- Digital video due (add date) and videos presented to class

**Digital Video Rubric**

**Storyboards (10 points)** \_\_\_\_\_

- Illustrates logical organization of the video with at least 10 thumbnail sketches

**Script (10 points)** \_\_\_\_\_

- Has appropriate title
- Well-written, contains no errors in spelling, grammar, mechanics
- Gives specific, detailed narration

**Content (30 points)** \_\_\_\_\_

- Thoughtful, serious approach to subject
- Creative
- Focus is on sense of place—natural beauty and history of Cape Cod
- Includes appropriate and relevant narration
- Includes 3 quotes: one from Thoreau, one from another Transcendentalist, and one from Beston

**Production Quality (40 points, each bullet below is worth 10 points)** \_\_\_\_\_

- **Images**—relevant and interesting
- **Audio**—sound is clear and easy to understand
- **Lighting**—easily illuminates subjects
- **Editing**—video transitions smoothly from shot to shot

**Music Score (10 points)** \_\_\_\_\_

- Music is interesting and appropriate for the subject matter

**TOTAL SCORE**

- **Class 18 Assignment**

### **Unit Essay Test: Cape Cod, A Place to Call Home**

This unit has been all about discovering and appreciating a sense of place. It is the hope that you have discovered Chatham and Cape Cod as a special place to call home. Other writers have also learned that the Cape holds a certain magic for them. However, this feeling of appreciation for and a connection to a significant place is not unique. Many authors write about places that are important to them. Choose three writers that you have learned about in this unit and write an essay that analyzes the relationship between the writers' work and a sense of place. Use specific examples from the work of each writer as evidence to support your thesis.

- Class 20 Assignment

## Chatham High School

### Rubrics for Academic Expectations

#### Self-Reflection

**Academic Expectation:** We expect students to develop a habit of self-reflection regarding their learning.

Criteria	Advanced	Proficient	Developing	Not Yet
<b>Content</b>	Consistently shows ability to analyze and critique own work or think about how his/her work meets established criteria.	Often shows ability to analyze and critique own work or think about how his/her work meets established criteria.	Sometimes shows ability to analyze and critique own work or think about how his/her work meets established criteria.	Rarely shows ability to analyze and critique own work or think about how his/her work meets established criteria.
<b>Judgment</b>	Consistently articulates areas of improvement as well as areas of personal growth. Consistently identifies strengths and challenges.	Often articulates areas of improvement as well as areas of personal growth. Often identifies strengths and challenges.	Sometimes articulates areas of improvement as well as areas of personal growth. Sometimes identifies strengths and challenges.	Rarely articulates areas of improvement or areas of personal growth. Rarely identifies strengths and challenges.
<b>Connections</b>	Consistently relates information to prior learning and is able to articulate his/her learning to others.	Often relates information to prior learning and is able to articulate his/her learning to others.	Sometimes relates information to prior learning and is able to articulate his/her learning to others.	Rarely relates information to prior learning and is unable to articulate his/her learning to others.
<b>Effort/Accomplishment</b>	Consistently analyzes the effectiveness of his/her efforts.	Often analyzes the effectiveness of his/her efforts.	Sometimes analyzes the effectiveness of his/her efforts.	Rarely analyzes the effectiveness of his/her efforts.

In the space below and/or on the back of this page, comment on these questions:

1. What would you do differently in this unit if you could do it over again?
  
2. How successful do you feel you were regarding the projects (book and video) in this unit?

- **Special Equipment**

- Books

- *Frost Fish Creek Field Guide*, Chatham High School art and biology students
- *The Outermost House A Year of Life on the Great Beach of Cape Cod*, Henry Beston
- *The Quotable Thoreau*, Jeffrey S. Cramer, editor
- *Three Complete Books: The Maine Woods, Walden, Cape Cod*, Henry David Thoreau
- *Timeless Voices, Timeless Themes, The American Experience*, Prentice Hall
- *Walden; or, Life in the Woods*, Henry David Thoreau

- Computers and video cameras for student use throughout the unit (available in the classrooms and media center)

- Projector, DVD player, laptop computer for guest speakers and student projects

## **Rubrics/Assessments**

- Rubrics are in the Worksheets, Assignments, and Handouts section. Teacher used a combination of school-wide rubrics as well as some project specific rubrics.

- Assessments

- There are four assessments that will count as test grades towards students' term grade. Tests comprise 40% of students' term grade.
  1. Transcendental Research Project Essay
  2. Frost Fish Creek Book
  3. Digital Video Project
  4. Unit Essay Test
- There are three assessments that will count as quiz grades towards students' term grade. Quizzes comprise 35% of students' term grade.
  1. Transcendentalist Research Project PowerPoint
  2. Reading Logs
  3. Class work—participation, journals, pod work. Note: While there are formal assessments for the four test grades and the first two quiz grades, this is the one area that allows more subjective teacher judgment based on classroom observation and reading through students' journals. Teacher will address this point with students at the beginning of the unit.

## **Links to State Standards: Massachusetts English Language Arts Curriculum Framework**

This curriculum unit is linked to the following standards in the Massachusetts English Language Arts Curriculum Framework:

- **Learning Standard # 2 Questioning, Listening, and Contributing (Language)**

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussion or interviews in order to acquire new knowledge.

- **2.5** Summarize in a coherent and organized way information and ideas learned from a focused discussion.

- **Learning Standard #3 Oral Presentation (Language)**  
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
- **Learning Standard #4 Vocabulary and Concept Development (Language)**  
Students will understand and acquire new vocabulary and use it correctly in reading and writing.
  - **4.27** Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations and other related references as needed.
- **Learning Standard # 8 Understanding Text (Reading and Literature)**  
Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- **Learning Standard #9 Making Connections (Reading and Literature)**  
Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
  - **9.7** Relate a literary work to the seminal ideas of its time.
- **Learning Standard #11 Theme (Reading and Literature)**  
Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
  - **11.5** Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.
  - **11.6** Apply knowledge of the concept that a text can contain more than one theme.
  - **11.7** Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.
- **Learning Standard #13 Nonfiction (Reading and Literature)**  
Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of non-fiction or informational materials and provide evidence from the text to support their understanding.
- **Learning Standard #14 Poetry (Reading and Literature)**  
Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
- **Learning Standard # 15 Style and Language (Reading and Literature)**  
Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.
  - **15.7** Evaluate how an author’s choice of words advances the theme or purpose of a work.
  - **15.8** Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.
- **Learning Standard # 19 Writing (Composition)**  
Students will write with a clear focus, coherent organization, and sufficient details.

- **Learning Standard #21      Revising (Composition)**  
Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
- **Learning Standard #22      Standard English Conventions (Composition)**  
Students will use knowledge of standard English conventions in their writing, revising, and editing.
- **Learning Standard #23      Organizing Ideas in Writing (Composition)**  
Students will organize ideas in writing in a way that makes sense for their purpose.
- **Learning Standard #24      Research (Composition)**  
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.
- **Learning Standard #27      Media Production (Media)**  
Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.
  - **27.6** Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.

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