Henry David Thoreau: What was he thinking?
Thinking and Writing about the Big Ideas of HDT’s Transcendentalism and the Natural World

Short abstract

This unit is intended for an American Literature “CP2” Level Inclusion class (co-taught with a special education English teacher). 100% of the 20 students in the class will have an IEP. The goal for this unit is to expose the students to some of Thoreau’s most powerful ideas about nature and society, and have the students use reflective journaling as a way to increase their comfort with writing, begin to think deeply about Thoreau’s opinions and discuss his relevance in today’s society.

I aim to take the students to Walden Pond on a field trip a few weeks prior to the start of the unit in order to give them a tactile experience of Thoreau’s natural world and use the experience to foster their relationships with their own natural location; ideally the reflective journaling will help them describe and think critically about their favorite natural spaces and their relationships with nature in the past, present and future. Additionally, we will journal about a selection of Thoreau’s thoughts on society (clothing, gossip, work ethic, elders, etc) and discuss their application in our current world.
Extended Abstract

Duration and Objectives

a. Extension of Abstract

This unit is intended for an American Literature “CP2” Level Inclusion class. College Prep 2 is the 4th level of tracking at Framingham High School (following AP, Honors, and College Prep 1) and the “Inclusion” title on this particular section indicates that this course is co-taught with a special educator. All of the students in this section will have individualized education plans. Many of the students will need one-on-one help with writing, and a goal of the daily journal prompts is to raise the students’ comfort level with critical thinking and “free writes.” All will benefit from differentiated instruction, modeling, art, poetry, presentations and small chunking of information – hence the breakdown of Thoreau’s words into daily “sound bites.” Most are also dual-language speakers, non-native English speakers, or recent graduates of the district’s ESL program. Thus, the Language Objectives for each lesson target specific phrases or words that I anticipate students will have trouble understanding without direct explanation.

My hope is to take the students on a field trip to Walden Pond in the fall, prior to the start of the unit. This would pique student interest and give them a visual of Thoreau’s cabin and Walden Pond and, of course, expose the students to very powerful history in their own backyard. Since talking and writing about the natural world and our relationship with natural spaces is such an integral part of the unit, I will be excited to share Thoreau’s natural space with the students, giving them a physical image and tactile experience and connection to an otherwise long-dead, unreachable author.

b. Overall Time Period

The duration of this unit is twelve lessons. In our classroom for the school year of 2011-2012, we will be able to spend the second half of the second term on this unit. Each
term is eight weeks, and with our seven-day rotation, each class ends up meeting approximately thirty times; thus, I have fifteen classes for the second half. Planning this unit for twelve classes allows for a day of inevitable overflow as well as two days for review for the midterm once the unit is over.

Each lesson is planned for 55 minutes even though during the 7 day cycle the class will meet for 88 minutes twice. The extra time in those two “long blocks” is set aside for regular grammar instruction and SAT vocabulary preparation. These lessons, each being 55 minutes, are designed as such with the intention that they can be taught during a 55 minute class or an 88 minute class, paired with grammar or vocabulary.

c. **Objectives**

Students will...

A) become familiar with many of Thoreau’s philosophies and the general principles of Transcendentalism

B) discuss our interpretations of his words and their relevance in our society today

C) practice reflective journaling so as to further our discussions and our comfort with writing

D) use poetry and activities to make connections between our own lives and Thoreau’s work

E) think deeply about our own past, present and future relationships with nature
Outline

(all lessons are 55 minutes – see detailed lesson plans for breakdown)

Lesson 1:
- Describing photo of Walden Pond
- Read HDT quotation #1 (tomorrow’s journal)
- Green Squares (discuss/share)
- Review Unit Goals
- Poem: “Keeping Quiet” by Pablo Neruda

Lesson 2: Observing nature
- Poem: “Gift” by Czeslaw Milosz,
- Reflective Journal #1: Observing Nature (outside!)
- Share/Discuss

Lesson 3:
- Poem: “Where I’m From” by George Ella Lyon
- Reflective Journal #2: Home vs. Travel
- Choral poem: “I Am From”
- Share/Discuss

Lesson 4:
- Poem: “In the Night Orchard” by R.T. Smith, “Traveling through the Dark” by William Stafford
- Reflective Journal #3: Man Vs. Nature (outside!)
- Share/Discuss
- Journal Feedback (whole class)

Lesson 5:
- Reflective Journal #4: Work Ethic
- Share/Discuss
- Lecture on Transcendentalism part 1
- Poem: “The World is Too much With Us” by William Wordsworth

Lesson 6:
- Reflective Journal #5: Talk, Talk, Talk
- Share/Discuss
- Lecture on Transcendentalism part 2
- Poem: “Ego-Tripping (there may be a reason why” by Nikki Giovanni

Lesson 7:
- Reflective Journal #6: Does Clothing Define Us?
- Share/Discuss
- Time to work on Calendar Project / Writing Conferences
- Poem: “Do Not Go Gentle…” by Dylan Thomas

Lesson 8:
- Reflective Journal #7: Old People Know Nothing
- Share/Discuss
- Time to work on Calendar Project / Writing Conferences
- Poem: “The Peace of the Wild Things” by Wendell Berry
Lesson 9:
- Reflective Journal #8: Doing Something Differently
- Share/Discuss
- Time to work on Calendar Project
- “The Road Not Taken” by Robert Frost

Lesson 10:
- Reflective Journal #9: Live Deliberately
- Share/Discuss
- Creative poem on personal green space

Lesson 11:
- Reflective Journal #10: Finding Walden (outside!)
- Reflection Walk
- “The Sacred” by Stephen Dunn, “Going to Walden” by Mary Oliver

Lesson 12:
- Presentations
- Poems:
  - “Lost” by David Wagoner
  - “Wild Geese” by Mary Oliver
  - “Ode to My Socks” by Pablo Neruda
  - “I Carry Your Heart with Me” by E.E. Cummings
  - “Let Birds” by Linda Gregg
  - “The Summer Day” by Mary Oliver
  - “Happiness” by Raymond Carver
  - “Venus’-Flytraps” by Yusef Komunyakaa
  - “A Blessing” by James Wright
  - “Jump Mama” by Kurtis Lamkin

**List of Materials**
- Student Packet
  - Cover Page
  - Journal prompts
  - Assignments/Rubrics
  - Table with assessments and point value

- For the teacher
  - All detailed lessons plans
  - Transcendentalism and HDT information for lecture (Use Teacher’s Guide to Transcendentalism – available upon request)
  - Poetry Packet (all poems pasted/ready for projector– available upon request)
  - Brister’s Hill quotations (ready to print/laminate for Reflection Walk– available upon request)

- Equipment
  - A composition book for each student
  - Overhead projector/screen in room
Henry David Thoreau: What was he thinking?
Thinking and Writing about the Big Ideas of HDT’s Transcendentalism and the Natural World
Ms. Conroy & Ms. Merusi’s American Lit CP2

“We are all schoolmasters, and our schoolhouse is the universe. To attend chiefly to the desk or schoolhouse while we neglect the scenery in which it is place is absurd.”
Henry David Thoreau
...but...
“There is no end...to the value of a library.”
Ralph Waldo Emerson

Which one of these men was right?
During this unit, we will study Thoreau’s writings and opinions through reflective journaling. We will ask ourselves what he meant, and if his then-radical thoughts are still relevant for us today. As he valued nature as a schoolroom, we will spend much of our time talking and writing about our relationships with nature.

Our goals are to
F) become familiar with many of Thoreau’s philosophies and the general principles of Transcendentalism
G) discuss our interpretations of his words and their relevance in our society today
H) practice reflective journaling so as to further our discussions and our comfort with writing
I) use poetry and activities to make connections between our own lives and Thoreau’s work
J) think deeply about our own past, present and future relationships with nature

Assessments (with point values and rubrics) are found at the end of this packet.
**HDT/Transcendentalism Lesson #1: US & NATURE**

**Class:** American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)

**Period/Length:** 55 mins (plan for 50 with 5 wiggle)

**Goals:**
- Students will begin to discuss the concept of observing nature quietly, finding nature in unlikely places, personal relationships to nature
- Students will use writing and drawing activities to articulate the above concepts

**MA standards:**
- Discussion: Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6
- Journals: Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 1, 2; Knowledge of Language, 3
- Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9

**Language objectives:**
- Discuss any words not understood in the goals and objectives

### Do Now/Share
- Post picture of nature (Walden Pond) on overhead (use one from walden.org). Instruct students to write down (in their journals) words that fit the picture (draw a chart for the senses). Try and get at least 4 words in each column.

<table>
<thead>
<tr>
<th>Smell words</th>
<th>Sight words</th>
<th>Sound words</th>
<th>Touch words</th>
<th>Taste words</th>
</tr>
</thead>
</table>

**Text**
- Post HDT Quotation #1 “Observing Nature” on board; read together.
  - Identify difficult vocabulary, answer any questions, and discuss meaning/interpretation.
  - Model annotations on the overhead.

**Activity/Discussion**
- Share our adjectives from the Do Now.
  - Discuss: Observing nature – what sense adjectives did others list that did not occur to you? What do you notice that you didn’t notice about nature?
- Green Squares: draw then share
  - Instructions: take paper, fold into quarters, write YOUNG CHILDHOOD, MID CHILDHOOD, NOW, FUTURE at the tops of each section, then sketch an image of an outdoor memory (space, activity, etc) from that era. The memory could be positive or negative. Leave the FUTURE section empty.
  - Share pictures, discuss locations and memories. Discuss what kinds of things could go in FUTURE. Discuss why these spaces are important to us and how they shaped (pos or neg) our lives and our relationship with the outdoors. How do our personal relationships to nature (past and present) shape our potential relationships to nature? Shape our desires? Shape how we treat the earth, how we live our lives?

**Lecture**
- Discuss the unit: post our goals and objectives on the overhead.

**Do Last/Close:**
- Read through assignment for tomorrow’s journaling; clarify HW

**Homework:** pick up and bring in one small piece of nature (leaf, grass blade, twig, etc). Be prepared to tell the class something observant about this piece – notice something “up close.”

**Materials:** Unit Packet; ppt of goals

**Assessment:** informal, based on discussion; formal, based on journal writings

**Revisions/Notes:**
# HDT/Transcendentalism Lesson #2: OBSERVING NATURE

<table>
<thead>
<tr>
<th>Class: American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)</th>
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<tbody>
<tr>
<td>Period/Length: 55 mins (plan for 50 with 5 wiggle)</td>
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<tr>
<td><strong>Goals:</strong></td>
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<tr>
<td>• Students will begin to practice observing nature in a deliberate way via poetry and journaling.</td>
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<td><strong>Language objectives:</strong></td>
</tr>
<tr>
<td>• natural phenomenon</td>
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<tr>
<td>• an insect view</td>
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<tr>
<td><strong>MA standards:</strong></td>
</tr>
<tr>
<td>Discussion: Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6</td>
</tr>
<tr>
<td>Journals: Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English, 1, 2; Knowledge of Language, 3</td>
</tr>
<tr>
<td>Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9</td>
</tr>
</tbody>
</table>

**Do Now/Share**
- Post “Keeping Quiet” by Pablo Neruda and “Gift” by Czeslaw Milosz on the overhead. |
- Have student write down title, author, favorite word(s) and favorite line(s) |
- Identify difficult vocabulary, answer any questions, discuss meaning/interpretation. |
- Share pieces of nature (HW) if time. Take note of who brought in nature pieces. |

**Journal Prep**
- Post HDT Quotation #1 “Observing Nature” on board; reread together. |
- Discuss objectives and expectations for journal writing – post rubric, review together |

**Self-to-Text Reflection Journaling**
- To the outside! Find a nearby space; students are to find a spot approx 10 feet away from anyone else. Find a focal point in nature (specific tree, patch of grass, etc). |
- Writing time for Journal #1 |

**Share/Discuss**
- Was that difficult? Easy? Did you find enough to write about? Did your emotions change during the writing time? |

**Do Last/Close:**
- Read through the quotation and the preparation for Journal #2 |

**Homework:** complete preparation work for Journal #2 |

**Materials:** Unit Packet; ppt of journaling rubric |

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work. |

**Revisions/Notes:**
Henry David Thoreau
Quotation Set #1: Observing Nature

“How important is a constant intercourse with nature and the contemplation of natural phenomenon to the preservation of moral & intellectual health.”
Written May 6, 1851, in his Journal, vol. 3, p.217

“The question is not what you look at but how you look & whether you see.”
Written August 5, 1851, in his Journal, vol. 3, pp. 354-355

“Nature will bear the closest inspection; she invites us to lay our eye level with the smallest leaf, and take an insect view of its plain. She has no interstices; every part if full of life.”
“Natural history of Massachusetts” in Excursions, p.7

Journal Prompt:
As human beings, we spend a great deal of time in and around nature. Animals, plants, and natural phenomena like streams, waterfalls, and shorelines figure prominently in our lives, whether we realize it or not. Nature can even be found in city settings (for example, a pigeon or a tuft of grass growing in a sidewalk crack).

Pay attention to what is on the ground as you sit. Be quiet for a few minutes and just listen. You will begin to see and hear things you may not have been aware of. This is exercising your powers of OBSERVATION. Once you begin observing what is around you, you can begin to try to identify it by capturing descriptions in your journal. You may find as you revisit this location that plants or animals you see on a daily basis do not stay the same, but change, sometimes radically, with the seasons. You will also find that as you journal, your powers of observation will increase and your descriptive skills will improve.

What we would like you to do for this journal is to observe a chosen focal point (a tree, a shrub/bush, an area of trees) up close. Focus on the three senses of sight, sound, and smell (and perhaps taste and touch, if you so choose and your piece of nature is non-toxic).
### HDT/Transcendentalism Lesson #3: Traveling vs. Home

**Class:** American Literature, CP2 Inclusion (co-taught)  
(100% of the students have an IEP)

**Period/Length:** 55 mins (plan for 50 with 5 wiggle)

**Goals:**
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the merits of traveling vs. staying at home.
- Students will use poetry to help make connections between HDT’s opinions and our own lives.

**Language objectives:**
- moralize
- bride elect

**MA standards:**
- Discussion: Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6
- Journals: Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 1, 2; Knowledge of Language, 3
- Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9

**Do Now/Share**
- Post “Where I’m From” by George Ella Lyon on the overhead.
- Have student write down title, author, favorite word(s) and favorite line(s)
- Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.

**Text**
- HDT Quotation #2 on board; read together.
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.  
  - Model annotations on the overhead.

**Self-to-Text Reflection Journaling**
- Writing time for Journal #2
- Teacher to check preparation HW as they write.

**Share/Discuss**
- “I am from” group choral poem
- Share places traveled? Which ones were significant to you / changed your view of yourself and the world? Was it the location or was it you as the traveler?

**Do Last/Close**
- Read through the preparation for tomorrow’s journaling assignment

**Homework:** complete preparation work for Journal #3

**Materials:** Unit Packet

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.

**Revisions/Notes:**
Henry David Thoreau
Quotation Set #2: Traveling vs. Staying Home

“When you are starting away –leaving your more familiar fields for a little adventure like a walk—you look at every object with a traveller's or at least with historical eyes—you pause on the first bridge, where an ordinary walk hardly commences, & begin to observe & moralize like a traveler. It is worth the while to see your native village thus sometimes—as if you were a traveler passing through it—commenting on your neighbors as strangers.” Written September 4, 1851, in his Journal, vol. 4, p. 37

“There would be this advantage in traveling in your own country even in your own neighborhood, that you would be so thoroughly prepared to understand what you saw.” Written June 12, 1851, in his Journal, vol. 3, p. 259

“Here, of course, is all that you love, all that you expect, all that you are. Here is your bride elect, as close to you as she can be got. Here is all the best and all the worst as you can imagine. What more do you want? Bear here-away then! Foolish people imagine that what they imagine is somewhere else. That stuff is not made in any factory but your own.” Written November 1, 1856, in his Journal, vol. VIII, p. 205

Preparation (answer here):

• Think about where you are from. Write down 5 completions to “I am from a place that…”

• Make a list of all the places you have traveled, either by plane or by a long road trip. Focus on “big” trips (over 2 hours away from your point of origin).

Journal Prompt:

Thoreau claims that travel is overrated; studying one’s close and natural location is as effective as travel when one aims to improve oneself. Do you agree? What has travel brought to your life that you might not have otherwise been able to know/do/become? If you have not traveled much, do you feel that you are missing out on certain experiences or do you believe that there are things to be learned and experienced close to home? Is it only “foolish people” who imagine that the grass is greener on the other side?
**HDT/Transcendentalism Lesson #4: HUMANS vs. NATURE**

| Class: American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP) |
| Period/Length: 55 mins (plan for 50 with 5 wiggle) |

**Goals:**
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the timeless conflict of humans vs. nature.
- Students will use poetry to help make connections between HDT’s opinions and our own lives.

**MA standards:**
- **Discussion:** Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6.
- **Journals:** Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 1, 2; Knowledge of Language, 3.
- **Poetry:** Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9.

**Language objectives:**
- savory-leaved aster
- pervade
- prevails

**Do Now/Share**
- Post “In the Night Orchard” by R.T. Smith and “Traveling through the Dark” by William Stafford on the overhead.
- Have student write down title, author, favorite word(s) and favorite line(s)
- Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.

**Text**
- HDT Quotation #3 on board; read together.
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.
  - Model annotations on the overhead.

**Self-to-Text Reflection Journaling**
- To the outside! Find a nearby space; students are to find a spot approx 10 feet away from anyone else. Find your SAME focal point AS BEFORE.
- Writing time for Journal #3
- Teacher to check preparation HW as they write.

**Lecture – move back to room**
- Journaling Feedback: how are you doing / are you meeting our expectations? Tomorrow (and most other days) you will walk in and start journaling immediately.

**Do Last/Close:**
- Read through the preparation for tomorrow’s journaling assignment
  - If time: Identify difficult vocabulary, answer any questions, discuss meaning/interpretation. Model annotations on the overhead.

**Homework:** complete preparation work for Journal #4

**Materials:** Unit Packet; ppt of journaling rubric

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.

**Revisions/Notes:**
Henry David Thoreau  
Quotation Set #3: Humans vs. Nature: Who’s better?

“For man all is uncertainty. He does not confidently look forward to another spring. But examine the root of the savory-leaved aster, and you will find the new shoots, fair purple shoots, which are to curve upward and bear the next year’s flowers, already grown half an inch or more in earth. Nature is confident.”

Written October 12, 1858, in his Journal, vol. XI, pp.206-207

“I love nature partly because she is not man, but a retreat from him. None of his institutions control or pervade her. There a different kind of right prevails. In her midst I can be glad with an entire gladness. If this world was all man I could not stretch myself—I should lose all hope. He is constraint; she is freedom to me. He makes me wish for another world; she makes me content with this. None of the joy she supplies is subject to his rules & definitions. What he touches he moralizes. One would think that no free joyful labor was possible to him.”

Written January 3, 1853, in his Journal, vol. 5, p.422

Preparation (answer here):

- What do you think is the coolest thing man has done with advancement? (think: making fire by self, the wheel, industrial revolution, technological revolution, MTV, etc.)

- What do you think is the worst natural thing that we have the potential to lose on this earth (what is coolest natural thing that we have the potential to destroy?)

Journal Prompt:
Recall: Pay attention to what is on the ground as you sit. Be quiet for a few minutes and just listen. You will begin to see and hear things you may not have been aware of. This is exercising your powers of OBSERVATION. Once you begin observing what is around you, you can begin to try to identify it by capturing descriptions in your journal. You may find as you revisit this location that plants or animals you see on a daily basis do not stay the same, but change, sometimes radically, with the seasons. You will also find that as you journal, your powers of observation will increase and your descriptive skills will improve. What has changed in your focal point from your last observation? Don’t look back at your written work, but rather notice the changes with your senses. Then, focus your journaling on nature vs. man. Do you believe in HDT’s negativity towards man as stated above? Does man only constrain, while nature frees? Is HDT too hard on man, or is he correct in his assessment? How might you disagree with HDT and claim that man is better than nature (or not)?
# HDT/Transcendentalism Lesson #5: WORK ETHIC

**Class:** American Literature, CP2 Inclusion (co-taught)  
(100% of the students have an IEP)  
**Period/Length:** 55 mins (plan for 50 with 5 wiggle)  

**Goals:**  
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the concept of a work ethic.  
- Students will use poetry to help make connections between HDT’s opinions and our own lives.  
- Students will become familiar the general principles of Transcendentalism

**MA standards:**  
- Discussion: Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6  
- Journals: Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 1, 2; Knowledge of Language, 3  
- Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9

**Language objectives:**  
- Prophesied  
- ploughing

**Do Now: Self-to-Text Reflection Journaling**  
- Students are to immediately begin journaling as they enter the room.  
- HDT Quotation #4 on board  
- Teacher to check preparation HW as the students write.

**Share/Discuss**  
- After 20 minutes, read quotations together.  
  - If not done yesterday, identify difficult vocabulary, answer any questions, discuss meaning/interpretation. Model annotations on the overhead.

**Lecture**  
- Why are we doing this? Connect unit goals to historical movement. Give first 10 minutes of background on HDT/Transcendentalism. Students to take notes.

**Do Last/Close:**  
- Post “The World is Too much With Us” by William Wordsworth  
  - Have student write down title, author, favorite word(s) and favorite line(s)  
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.  
- Read through the pre-thoughts for tomorrow’s journaling assignment  
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.

**Homework:** complete preparation work for Journal #5

**Materials** Unit Packet; ppt of Transcendentalism background

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.

**Revisions/Notes:**
Henry David Thoreau
Quotation Set #4: Work Ethic

“Every man looks at his wood-pile with a kind of affection. I loved to have mine before my window, and the more chips the better to remind me of my pleasing work. I had an old axe which nobody claimed, with which by spells in winter days, on the sunny side of the house, I played about the stumps which I had got out of my bean-field. As my driver prophesied when I was ploughing, they warmed me twice, once while I was splitting them, and again when they were on the fire, so that no fuel could give out more heat.”

Walden, “House-Warming”

Preparation (take notes here):
• Identify a physical chore or job that you could/should do daily at home. It should be a task that challenges you in some way, but also that potentially benefits one or more members of your household, including you. Make certain that the task you choose requires you to make a sacrifice – whether it demands time you would rather spend doing something else, or physical labor, or mental toughness, etc.

• Think about what it is like to complete this task over a long period of time. How did you feel doing it on the first day versus recently? Did the task get easier or harder to complete as the days passed? What did you sacrifice to do this job? What did you learn as you completed this chore?

Journal Prompt:
• Write a journal entry which includes a brief description of the chore. Then reflect on larger questions pertaining to your experience with that task: Why do you think human beings feel rewarded by doing a difficult task day after day after day? How do we feel about the work before it is done and after it is completed? What purpose(s) does hard work serve in our lives? Are our “chores” always for the benefit of someone (ourselves, our family, our pet) or is there value in simply doing a chore just to feel the accomplishment of completing an arduous task (even if there is little to no immediate benefit from the chore)?
**Class:** American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)

**Period/Length:** 55 mins (plan for 50 with 5 wiggle)

**Goals:**
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the concept of senseless talking.
- Students will use poetry to help make connections between HDT’s opinions and our own lives.
- Students will become familiar the general principles of Transcendentalism

**Language objectives:**
- Hoeing
- Forenoon
- Stint
- Incessantly
- exacting compound interest
- predicament
- per chance

**Do Now:** Self-to-Text Reflection Journaling
- Students are to immediately begin journaling as they enter the room.
- HDT Quotation #5 on board
- Teacher to check preparation HW as the students write.

**Share/Discuss**
- After 20 minutes, read quotations together.
- If not done yesterday, identify difficult vocabulary, answer any questions, discuss meaning/interpretation. Model annotations on the overhead.
- Get up and write the LOCATIONS of your overheard conversations on the board (write generic locations so as to not give anyone’s “worthless talk” away (mall, café, home, etc)
- Discuss: are we a society that talks about worthless things? Was it easy or hard not to contribute to the conversation?

**Lecture**
- Continue notes on historical movement. Give next 10 minutes of background on HDT/Transcendentalism. Students to take notes.

**Do Last/Close:**
- Post “Ego-Tripping (there may be a reason why)” by Nikki Giovanni
  - Have student write down title, author, favorite word(s) and favorite line(s)
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.
- Read through the pre-thoughts for tomorrow’s journaling assignment
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.

**Homework:** complete preparation work for Journal #6

**Materials:** Unit Packet; ppt of Transcendentalism background

**Assessment** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.

**Revisions/Notes:**
“After hoeing, or perhaps reading and writing, in the forenoon, I usually bathed again in the pond, swimming across one of its coves for a stint, and washed the dust of labor from my person, or smoothed out the last wrinkle which study had made, and for the afternoon was absolutely free. Every day or two I strolled to the village to hear some of the gossip which is incessantly going on there...As I walked in the woods to see the birds and squirrels, so I walked in the village to see the men and boys...The village appeared to me a great news room.”

Walden, p. 167

“As with [...] a hundred ‘modern improvements’ there is an illusion about them; there is not always a positive advance. The devil goes on exacting compound interest to the last for his early share and numerous succeeding investments in them. Our inventions are wont to be pretty toys, which distract our attention from serious things [...] We are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate. Either is in such a predicament as the man who was earnest to be introduced to a distinguished deaf woman, but when he was presented, and one end of her ear trumpet was put into his hand, had nothing to say. As if the main object were to talk fast and not to talk sensibly. We are eager to tunnel under the Atlantic and bring the Old World some weeks nearer to the New; but perchance the first news that will leak through into the broad, flapping American ear will be that the princess Adelaide has the whopping cough.”

Walden, p. 52

Preparation (answer here):

- Over the weekend, spend several diverse periods observing conversations around you. Enter a conversation as an objective observer, not a contributor. Listen, but do not participate. Be as unobtrusive about this as possible. While doing this activity, avoid situations that include members of your class, as that will alter the spontaneity of the conversations. Make note of the topics being discussed (your observations will not be as useful if you only do this once – 5 conversations is the recommended minimum).

1.

2.

3.

4.

5.

Journal Prompt:

- Discuss your observations of what people talked about. Evaluate the significance of the various subjects – how much of this talk is about very important things? (Please, exercise discretion – do not write about anything which others would consider embarrassing or private!) This is, of course, a subjective approach, so you will need to explain what you consider “important.” Is what we talk about during a casual encounter indicative in any way of what we really care about, or who we really are? Explain your response to this question.
# HDT/Transcendentalism Lesson #7: Does Clothing Define Us?

**Class:** American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)

**Period/Length:** 55 mins (plan for 50 with 5 wiggle)

**Goals:**
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the concept of “clothing makes the man”.
- Students will use poetry to help make connections between HDT’s opinions and our own lives.
- Students will begin to use art as an assessment and a tool for better understanding the unit.

**MA standards:**
- Discussion: Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6
- Journals: Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 2; Knowledge of Language, 3
- Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9

**Language objectives:**
- primitive elements
- bestow
- enterprise

## Do Now: Self-to-Text Reflection Journaling
- Students are to immediately begin journaling as they enter the room.
- HDT Quotation #6 on board
- Teacher to check preparation HW as the students write.

## Share/Discuss
- After 20 minutes, read quotations together.
  - If not done yesterday, identify difficult vocabulary, answer any questions, discuss meaning/interpretation. Model annotations on the overhead.
  - Share clothing/job experiences and thoughts

## Project/Conference
- Introduce the Calendar Project. Read handout, have students start.
- While students are working, conference quickly with students to check in about journals – are they meeting expectations, strengths, weaknesses, etc. Aim to make it through ½ of the students in 10 minutes.

## Do Last/Close:
- Post “Do Not Go Gentle…” by Dylan Thomas
  - Have student write down title, author, favorite word(s) and favorite line(s)
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.
- Read through the pre-thoughts for tomorrow’s journaling assignment
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.

**Homework:** complete preparation work for Journal #7

**Materials:** Unit Packet; Calendar Assignment/Rubric

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.
Henry David Thoreau  
Quotation Set #6: Clothing for a Job: Does it Define Us?

“But if my jacket and trousers, my hat and shoes, are fit to worship God in, they will do; will they not? Who ever saw his old clothes, --his old coat, actually worn out, resolved into its primitive elements, so that it was not a deed of charity to bestow it on some poor boy, by him perchance to be bestowed on some poorer still [...] I say, beware of all enterprises that require new clothes, and not rather a new wearer of clothes [...] If you have any enterprise before you, try it in your old clothes.”

Walden, “Economy”

Preparation (answer here):
1. Preparation to write: Please fill out the following chart. Think about each job listed in the chart below – fill in the blanks with different jobs that you come up with. Then, in the middle, fill in what kind of clothing you would wear for that particular job interview (imagine you have access to your dream wardrobe!). Finally, on the right, fill in what you would have to wear once hired (any kind of uniform).

<table>
<thead>
<tr>
<th>Job Type</th>
<th>Interview Clothing</th>
<th>Hired Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bank teller</td>
<td></td>
<td></td>
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<tr>
<td>A Dunkin’ Donuts employee</td>
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<tr>
<td>A server at Ken’s Steakhouse</td>
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<td>Intern at TJX</td>
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<td>Camp counselor</td>
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<td>Babysitter</td>
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<td>Teacher @ FHS</td>
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</tbody>
</table>

Journal Prompt:
- With regards to clothing and fashion, how much does it affect your ability to be employed and earn a living? In an ideal world, should it? Does it matter what you wear to a job interview? Should your employer hire you based on your look or your conversation/qualifications? Should a boss be able to fire you for inappropriate dress? Could you be denied promotions because of your look? What specific jobs are worth keeping even if you are forced to wear a dress code that you might not agree with (camp counseling, teaching, being a concert musician...)? If a job that you loved, and had previously been successful at (i.e., the summer before) asked you to change your appearance (hair, piercing, dress), would you?
# HDT/Transcendentalism Lesson #8: Old People Know Nothing

**Class:** American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)  

**Period/Length:** 55 mins (plan for 50 with 5 wiggle)

**Goals:**  
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the concept of learning from our elders.  
- Students will use poetry to help make connections between HDT’s opinions and our own lives.  
- Students will begin to use art as an assessment and a tool for better understanding the unit.  

**Language objectives:**  
- Earnest  
- avail

**MA standards:**  
- Discussion: Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6  
- Journals: Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 1, 2; Knowledge of Language, 3  
- Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9

**Do Now:** Self-to-Text Reflection Journaling  
- Students are to immediately begin journaling as they enter the room.  
- HDT Quotation #7 on board  
- Teacher to check preparation HW as the students write.

**Share/Discuss**  
- After 20 minutes, read quotations together.  
  - If not done yesterday, identify difficult vocabulary, answer any questions, discuss meaning/interpretation. Model annotations on the overhead.  
  - Share opinions: do old people have anything to teach us?

**Project/Conference**  
- Dedicated time to work on the Calendar Project.  
- While students are working, conference quickly with students to check in about journals — are they meeting expectations, strengths, weaknesses, etc. Aim to make it through the 2\textsuperscript{nd} 1/2 of the students in 10 minutes.

**Do Last/Close:**  
- **Post “The Peace of the Wild Things” by Wendell Berry**  
  - Have student write down title, author, favorite word(s) and favorite line(s)  
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.  
  - Read through the pre-thoughts for tomorrow’s journaling assignment  
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.

**Homework:** complete preparation work for Journal #8

**Materials:** Unit Packet; Calendar Assignment/Rubric

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.

**Revisions/Notes:**
“I have lived some thirty years on this planet, and I have yet to hear the first syllable of valuable or even earnest advice from my seniors. They have told me nothing, and probably cannot tell me anything to the purpose. Here is life, an experiment to a great extent untried by me; but it does not avail me that they have tried it. If I have any experience which I think valuable, I am sure to reflect that this my Mentors said nothing about.”

_Walden_, p. 9

**Preparation (answer here):**
- Think about your relationship with your parent or a parent figure in your life. Briefly describe the relationship, trying to identify the aspects of both sides of the relationship, both from the parent’s and child’s point of view. Identify the characteristics of this relationship. What are the benefits or detriments for both people? Identify how life might be different without this relationship in your life. (This part of the assignment is a thinking activity, but you may jot down any notes here that might help you when it comes to writing.)

**Journal Prompt:**
- Write a journal entry which includes a very brief description of the relationship you have chosen, but devote the bulk of the discussion to thoughts related to the following questions: What is special about a parent/child relationship? How does this relationship differ from other person to person relationships? How might this parent/child relationship change over time? What might cause a parent or child to choose to end this relationship? What are the pros and cons of having this relationship for the parent and for the child? Can parents really teach their children, or do children need to learn for themselves, during the time they live, as HDT believes?
# HDT/Transcendentalism Lesson #9: Do Something Differently

**Class:** American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)

**Period/Length:** 55 mins (plan for 50 with 5 wiggle)

**Goals:**
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the concept of doing something different than our elders.
- Students will use poetry to help make connections between HDT’s opinions and our own lives.
- Students will begin to use art as an assessment and a tool for better understanding the unit.

**MA standards:**
- **Discussion:** Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6
- **Journals:** Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 1, 2; Knowledge of Language, 3
- **Poetry:** Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9

**Language objectives:**
- Mode
- Hindered

**Do Now:** **Self-to-Text Reflection Journaling**
- Students are to immediately begin journaling as they enter the room.
- HDT Quotation #8 on board
- Teacher to check preparation HW as the students write.

**Share/Discuss**
- After 20 minutes, read quotations together.
  - If not done yesterday, identify difficult vocabulary, answer any questions, discuss meaning/interpretation. Model annotations on the overhead.
  - Share experiences of doing something differently

**Project (last in class time)**
- Dedicated time to work on the Calendar Project.

**Do Last/Close:**
- Post “The Road Not Taken” by Robert Frost
  - Have student write down title, author, favorite word(s) and favorite line(s)
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.
- Read through the pre-thoughts for tomorrow’s journaling assignment
  - Identify difficult vocabulary, answer any questions, discuss meaning/interpretation.

**Homework:** complete preparation work for Journal #9

**Materials:** Unit Packet

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.

Revisions/Notes:
Henry David Thoreau
Quotation Set #8: Doing Something Differently

“One young man of my acquaintance, who has inherited some acres, told me that he thought he should live as I did, if he had the means. I would not have any one adopt my mode of living on any account; for, beside that before he has fairly learned it I may have found out another for myself, I desire that there be as many different persons in the world as possible; but I would have each one be very careful to find out and pursue his own way, and not his father’s or his mother’s or his neighbor’s instead. The youth may build or plant or sail, only let him not be hindered from doing that which he tells me he would like to do.”

_Walden_, p. 71

Preparation (answer here):

- Identify something you currently do simply because that is the way [your parent your family, your friends] do it, or because “that’s the way it’s always been done,” but which, given the complete freedom to choose, you would do either differently or not at all. Briefly describe this condition/situation; identify the reasons why you would prefer to change the way you do this; identify what you would gain or lose by choosing to follow your own inclinations in this matter.

Journal Prompt:

- Address following the questions and/or the ideas mentioned above: Why do you think most of us, most often, “follow along”? What internal tensions are created by following the crowd? By choosing not to follow the crowd? What are the pros and cons of finding your own way in life?
**HDT/Transcendentalism Lesson #10: Live Deliberately**

**Class:** American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)

**Period/Length:** 55 mins (plan for 50 with 5 wiggle)

**MA standards:**
- **Discussion:** Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6
- **Journals:** Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English1, 1, 2; Knowledge of Language, 3
- **Poetry:** Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9

**Goals:**
- Students will consider HDT’s opinions and practice reflective journaling so as to better understand and discuss the concept of “living deliberately”.
- Students will use their own creative writing of poetry to describe a relationship to a personal green space.

**Language objectives:**
- loafer
- Speculator
- Shearing
- Esteemed
- Enterprising
- deliberately

**Do Now:** **Self-to-Text Reflection Journaling**
- Students are to immediately begin journaling as they enter the room.
- HDT Quotation #9 on board
- Teacher to check preparation HW as the students write.

**Share/Discuss**
- After 20 minutes, read quotations together.
  - If not done yesterday, identify difficult vocabulary, answer any questions, discuss meaning/interpretation. Model annotations on the overhead.
  - Share experiences of logging the hours in your day and your 1 free hour to yourself.

**Creative Writing - Poem**
- Dictate “The Long Rain”.
- Introduce the poem assignment. List ways that this form can be imitated.
- Have students recall their adjectives and Green Squares from Day 1 of the unit – use these as inspiration (the “site”) for their own poem. Provide time for students to work on it.

**Do Last/Close:**
- Must see a rough draft of poem in order to exit.

**Homework:** write out (neatly or creatively) a final draft of your poem on white paper.

**Materials:** Unit Packet; poem assignment

**Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work.

**Revisions/Notes:**
Henry David Thoreau
Quotation Set #9: Live Deliberately

“Let us consider the way in which we spend our lives...
If a man walk in the woods for love of them half of each day, he is in danger of being regarded as a loafer; but if he spends his whole day as a speculator, shearing off those woods and making earth bald before her time, he is esteemed an industrious and enterprising citizen. As if a town had no interest in its forests but to cut them down!”

“Life Without Principle” (1863), p. 75

“Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito’s wing that falls on the rails. Let us rise early and fast, or break fast, gently and without perturbation; let company come and let company go, let the bells ring and the children cry -- determined to make a day of it.”

Walden, “Where I Lived and What I Lived For”

Preparation (answer here):

- Sometime over the next 48 hours, review how you spend one complete day. List by the hour what you were doing (bullet this information). In the margin at the right of your list, reflect upon the quality of each hour – was it rushed? Puzzling? Enriching? Disturbing? Worthwhile? Wasted? Conscious? (us as many other adjectives as you feel appropriate – the more specific, the better.)

- Try to take one hour to “live deliberately” and do what it is YOU choose to do. Do not plan anything - chores, work, going out. Let the day just happen and do whatever you want that day - make sure it is what YOU want to do and be deliberate about it. Spare a ½ hour if you can’t spend a full hour. Go for a walk, take a nap, read a book, sit under a tree...it doesn’t matter as long as it is something unscheduled, and do not let anyone or anything distract you from it. At the end of each hour, jot down what you did and note anything that “tried” to distract you from it.

- Brainstorm here what you would like to do:

Journal Prompt:

- Evaluate the quality of your day. This essay will be at least one complete page of descriptive detail and your emotional response regarding each activity.

- Regarding your time to yourself: Did you feel guilty? If so, why? Was there any person or thing that really troubled you during that time? Did anyone else try to make you feel “lazy” or “bad” for doing your own thing for an hour? What do you think the benefits of living “deliberately”, even for a few hours a day? How would it benefit you to do it regularly?
<table>
<thead>
<tr>
<th><strong>HDT/Transcendentalism Lesson #11:</strong> Finding Walden / Reflection Walk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class:</strong> American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)</td>
</tr>
<tr>
<td><strong>Period/Length:</strong> 55 mins (plan for 50 with 5 wiggle)</td>
</tr>
</tbody>
</table>

| **MA standards:** |
| Discussion: Reading Standards for Informational Text 11-12, Key Ideas and Details, 1, 2, 3; Craft and Structure, 5, 6 |
| Journals: Writing Standards 11-12, MA.3.A; Production and Distribution of Writing, 4; Range of Writing, 10; Language Standards 11-12, Conventions of Standard English, 1, 2; Knowledge of Language, 3 |
| Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9 |

| **Goals:** |
| • Students will practice journaling ONE FINAL TIME in order to think reflectively about HDT’s journey in and out of the woods (BIG PICTURE). |
| • Students will use poetry to help make connections between HDT’s opinions and our own lives. |
| • Students will experience a Reflective Walk as a way of thinking back about favorite quotations that may have impacted their thoughts throughout the unit. |

| **Language objectives:** |
| • to front |

| **Do Now:** Self-to-Text Reflection Journaling |
| Teacher to check poems. |
| HDT Quotation #10 on board; read together. |
| ▪ Identify difficult vocabulary, answer any questions, discuss meaning/interpretation. |
| Model annotations on the overhead. |

| **Self-to-Text Reflection Journaling** |
| To the outside! Find a nearby space; students are to find a spot approx 10 feet away from anyone else. Find your SAME focal point AS BEFORE. |
| Writing time for Journal #10 |

| **Reflection Walk – Stay outside or move into café if change is necessary** |
| Explain: students are to walk around and view the different quotations. Take notes in your journals – write down the ones you like, capturing at least your number 1, 2 and 3 favorites. |
| Gather and introduce the presentations for next class: students will pick one concept – either a quotation from the Reflection Walk, one of the quotations from the journal entries or one of the poems and present to the class (2 minutes) why it impacted them. See rubric for details. |

| **Do Last/Close (move back to room):** |
| Post “The Sacred” by Stephen Dunn, “Going to Walden” by Mary Oliver |
| ▪ Have student write down title, author, favorite word(s) and favorite line(s) |
| ▪ Identify difficult vocabulary, answer any questions, discuss meaning/interpretation. |

| **Homework:** prepare 2 minute presentation |

| **Materials:** Unit Packet; Presentation Rubric; all quotations prepared for Reflection Walk |

| **Assessment:** informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work. |

| **Revisions/Notes:** |
Henry David Thoreau
Quotation Set #10: In and Out of Nature

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach and not, when I came to die, discover that I had not lived.”

_Walden_, pp. 90-91

“I left the woods for as good a reason as I went there. Perhaps it seemed to me that I had several more lives to live, and could not spare any more time for that one.”

_Walden_, p. 323

“Going to Walden” by Mary Oliver

It isn’t very far as highways lie.
I might be back by nightfall, having seen
The rough pines, and the stones, and the clear water.
Friends argue that I might be wiser for it.
They do not hear that far-off Yankee whisper:
How dull we grow from hurrying here and there!
Many have gone, and think me half a fool
To miss a day away in the cool country.
Maybe. But in a book I read and cherish,
Going to Walden is not so easy a thing
As a green visit. It is the slow and difficult
Trick of living, and finding it where you are.

Journal Prompt:
Please respond in your journals to the following 4 questions:

- Why do you think HDT went into the woods?
- Why do you think he left the woods?
- What do you think Oliver means by “Going to Walden [...] / is the slow and difficult / Trick of living”?
- And finally, how has your focal point in nature changed over the last few weeks?
HDT/Transcendentalism Lesson #12: **Presentations**

<table>
<thead>
<tr>
<th>Class:</th>
<th>American Literature, CP2 Inclusion (co-taught) (100% of the students have an IEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period/Length:</td>
<td>55 mins (plan for 50 with 5 wiggle)</td>
</tr>
<tr>
<td>MA standards:</td>
<td>Poetry: Reading Standards for Literature 11-12, Craft and Structure, 4; Integration of Knowledge and Ideas, 7, 9 \n\nPresentations: Speaking and Listening Standards 11-12, 4; Conventions of Standard English1, 1</td>
</tr>
<tr>
<td>Language objectives:</td>
<td>• Vocabulary in poetry</td>
</tr>
<tr>
<td>Goals:</td>
<td>• Students will present their favorite quotation and summarize its effect on their thinking.</td>
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<tr>
<td>Do Now/Share</td>
<td></td>
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<tr>
<td>Poems:</td>
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<tr>
<td>• “I Carry Your Heart with Me” by E.E. Cummings</td>
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<tr>
<td>• “Let Birds” by Linda Gregg</td>
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<tr>
<td>• “The Summer Day” by Mary Oliver</td>
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<td>Presentations, Part 1</td>
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<tr>
<td>Break (more poems)</td>
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<tr>
<td>• “Lost” by David Wagoner</td>
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<td>• “Wild Geese” by Mary Oliver</td>
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<tr>
<td>• “Ode to My Socks” by Pablo Neruda</td>
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<tr>
<td>Presentations, Part 2</td>
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<td>Poems:</td>
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<tr>
<td>• “Happiness” by Raymond Carver</td>
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<tr>
<td>• “Venus’-Flytraps” by Yusef Komunyakaa</td>
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<tr>
<td>• “A Blessing” by James Wright</td>
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<td>• “Jump Mama” by Kurtis Lamkin</td>
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<tr>
<td>Homework: Calendar Project due ________</td>
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<tr>
<td>Materials: extra rubrics for Presentation</td>
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<tr>
<td>Assessment:</td>
<td>informal: based on discussion; formal: HW completion, reflective journaling, creativity and effort in activities and group work, presentations</td>
</tr>
</tbody>
</table>

**Revisions/Notes:**
Rubric for Journals (25 points total for each entry):
These can be printed 6 to a page, cut up, and then stapled/taped to the journal.

1. Relevance ___ / 5
   • Students are expected to address the quote and connected assignment directly. While there are many opportunities for free thinking and open response within the curriculum, this assignment is meant to serve a clear focus.

2. Thoroughness ___ / 5
   • Responses should evidence care and thought. Simple factual recording of events will not receive as high an evaluation as one which clearly displays engagement on the part of the student. A minimum of ONE PAGE is required (or 2 if you choose to double space).

3. Form and Style ___ / 5
   • Although this is a free write, writing should be interesting, logical, and coherent. The easiest way to accomplish this successfully is to read your work back to yourself when done.

4. Neatness & readability of handwriting ___ / 5

5. Ability and commitment to writing for the full 20 minutes ___ / 5

Calendar Project Assignment:
We’re making calendars for the year 2012! I will give you the square pages, unless you’d rather make your own. For each month, you are to pick a passage, quotation, line of poetry or entire poem and write it out artistically on plain white paper (the back of the previous month’s grid). You can keep it black & white or add whatever color you want to it. You MUST include the author after each piece of text. Eventually, you may also draw pictures or add photos (of nature, not of your friends). We will work on this in class during 3 class periods, and the completed calendar will be due at the end of the term – which gives you plenty of time to find additional quotations (there will be many great lines and poems toward the end of the unit, and I have a book called The Quotable Thoreau that you may peruse.) Have FUN with this! Get creative and artsy – I intend for you to enjoy your completed product throughout the entire year. If you hand in a quality finished product, I will have it professionally bound for you.

Calendar Project Rubric (50 points total)

1. Exciting, interesting, memorable pieces of text chosen ___ / 10

2. Text is written creatively, artistically, or otherwise neatly ___ / 10

3. Days are filled in completely in the grids provided ___ / 10

4. Time & Effort were clearly put into the overall production ___ / 10

5. Pictures (drawn or pasted) added for extra effect ___ / 10
**Presentation Assignment:**
You are to pick one passage, quotation, or line(s) from a poem that has affected you deeply during this unit. What has stuck with you, impacted you, made you think? What “deep thought” can you not get out of your head? Your task is to present this text (read it) to the class and tell us why it is significant to you. You are to take notes on a 3x5 note card in preparation – you may use this during your presentation. You will be presenting for approximately 2 minutes; please practice the timing of your presentation so that you neither fall short nor run long.

**Presentation Rubric (25 points total):**

<table>
<thead>
<tr>
<th>Speaker’s Name:</th>
<th>Topic:</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Weak</th>
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<tbody>
<tr>
<td>Volume /Clarity</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Poise/Eye Contact</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Pacing</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Notes</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Timing (2 mins)</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Notes:</td>
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**Poem Assignment:**
- Dictate “The Long Rain” (students copy down the poem)
- List ways that this form can be imitated.
  - Sense of place (use one of your Green Square images as location inspiration)
  - Simplicity of word choice
  - Line/stanza breaks
  - Shortness of lines (3-4 words each)
  - Use of subject then verb, or a line that is a prepositional phrase
  - Use of the senses (sight, sound, smell, taste, touch)
  - Present tense
- Your job is to create your own poem based on a “green space” that has significance for you. You may imitate as many or only a few of the things listed above.
- Write your final draft neatly on plain white paper – or print it using interesting fonts, spacing, etc.

**Poem Rubric (15 points total)**
- Creativity   ____ / 5
- Imitation    ____ / 5
- Presentation ____ / 5
**Grades for HDT/Transcendentalist Unit (400 points total)**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Assignment</th>
<th>Point value</th>
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<tbody>
<tr>
<td>1</td>
<td>Picture / chart with senses words</td>
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<tr>
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**Other points in Term 2:**

- 175 for Daily HW
  - 10-15 points each – consisting of mostly guided reading questions and vocab flashcards
- 300 for *Maus*
  - 50 for essay prep (g.org and RD)
  - 100 for analytical essay
  - 50 for creative writing
  - 100 for test
- 125 for Vocabulary
  - 75 (25 each) for Quizzes on lists 4, 5 and 6
  - 100 for Test on lists 4, 5 and 6
References

*Brister's Hill Quotations.* (n.d.) Retrieved from

http://www.walden.org/Explore/Walden_Woods_Ecosystem/Brister's_Hill/Thoreau's_Path


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http://www.walden.org/Education/Curriculum_Collection/Curriculum_Units_/Thoreau_and_Transcendentalism

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