

A Man of Many Lives: Thoreau and Society

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School: Tantasqua Regional High School

Town: Fiskdale, MA

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Intended Grade Level: 11th/12th S/CP

Primary Subject: American Literature
(English)

Related Subjects: Art, Science, History

ABSTRACT

Essential Question(s): Who are we as individuals? What can we, as individuals, do to improve our society?

Overview: Students will use the play, The Night Thoreau Spent in Jail, as their primary text. Students will act out the play during class and read selections from Thoreau's work at home. We will discuss the issues at work in Thoreau's society and in the play, with special attention to three spheres: Natural Environment, Social Environment, and Political Environment. Students will use these three spheres as a touch-point for exploring their own social consciousness and personal philosophy. Through studying Thoreau's character and writings, students will come to realize that a person cannot be defined by one single aspect of their lives; rather, the individual is a compilation of many different beliefs, roles, and activities. As Thoreau implies in the conclusion to *Walden*, we all lead many lives, on a daily basis. Students will explore the many facets of their own lives through examining Thoreau's life and works. Since our focus is on how the individual interacts with society, students will wrap up their study of Thoreau by creating an environmental action project for our community and writing a grant application (for a fictitious grant) to complete that project. Class will take place outside whenever possible.

Duration: 13 85-minute class periods (8 instructional days, 5 project days)

Objectives:

- Students will be able to identify the main ideas of Thoreau's philosophy
- Students will be able to apply Thoreau's philosophy to their community
- Students will be able to write their own personal philosophy

REQUIRED READINGS

The Night Thoreau Spent in Jail by Lee and Lawrence
Excerpts from "Civil Disobedience" by Henry David Thoreau
Excerpts from Walden by Henry David Thoreau
Excerpts from "Nature" by Ralph Waldo Emerson
Excerpts from "Self-Reliance" by Ralph Waldo Emerson
"Letter from Birmingham Jail" by Martin Luther King Jr.

OUTLINE

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Text: Introduction to <i>TNTSJ</i></p>	<p>Text: Pg 1-16 <i>TNTSJ</i></p>	<p>Text: pg 16-30 of <i>TNTSJ</i></p>	<p>Text: our woods!</p>	<p>Text:</p>
<p>Activities: - Students share Walden Inspiration Poster projects and discuss meaning of quotes -Teacher Introduces Thoreau and provides Emerson and Thoreau “At-A-Glance” -Class reads introduction to play and discusses the concept of time.</p> <p>Extension: Have students create Emerson/Thoreau bookmarks using the “At-A-Glance”</p>	<p>Activities: -Students complete journal-based homework quiz -Class acts out pages 1-16 of play - Create classroom character list and use shout-out quadrants activity to characterize the main characters. -discuss the characters’ views of Henry and why the playwrights may have chosen these particular characters, leading to a discussion of symbolism. -go over Henry’s writing project by walking through Different Drummer evolution</p>	<p>Activites: -Students complete journal-based homework quiz -Class reads page 16-30 of play -Full class discussion of Thoreau’s ideas of teaching, learning, and nature -Students take Learning Styles quiz -Students listen to and journal about sounds from nature.</p>	<p>Activities: - Students brainstorm species that live in our woods. -Teacher introduces gesture drawings -students go on guided tour of local woods, then draw and journal about what they see and feel.</p>	<p>Activities: - Teacher introduces grant project. -students brainstorm possible grant activities and write mission statement.</p>
<p>Homework: Read Ch. 3 of <i>The People of Concord</i></p>	<p>Homework: “The Pond in Winter,” “Spring,” and “Nature”</p>	<p>Homework: Complete listening journal</p>	<p>Homework: What is something you can do to help preserve woods?</p>	<p>Homework: “Self-Reliance”</p>

Day 6	Day 7	Day 8	Day 9	Day 10
Text: pg 30-48 <i>TNTSJ</i>	Text: pg 48 – 67 <i>TNTSJ</i> “Letter from Birmingham Jail”	Text: pg 71-88 <i>TNTSJ</i>	Text:	Text: pg 88-101 <i>TNTSJ</i>
Activities: -Students complete journal based homework quiz. -Class acts out key scenes of pg 30-45 -students answer moral questions worksheet. -Teacher explains Transcendentalism using props. -Class discusses how we “know” things, and how we can be both individual and part of a collective soul.	Activities: - Students complete journal-based homework quiz - Class reads key scenes pg. 48-67 - Discuss how Thoreau ended up in jail. -Students read “Letter from Birmingham Jail” -Discuss similarities and differences between the letter and “civil disobedience” -Students state the kind of government that they would respect.	Activites: - Students complete journal-based homework quiz -class reads pg 71-88 -Discuss the debate between Henry and Waldo and the effect it has on their friendship -Teacher introduces NPR “This I Believe” and the idea of a personal philosophy -students write (and record?) their own “This I Believe” statement. Extension: since Sturbridge was founded as a Graphite Mining town, students could connect to the historical Thoreau through making pencils that illustrate their personal philosophy.	Activities: -Grant project work day two -Teacher reviews MLA citation style -Students research and write the project summary	Activities: -Students complete journal-based homework quiz -Class reads pages 88-101 -Teacher divides class into groups (different from grant groups!) to conduct Final Word Discussions. -Class reviews each group’s answer to the questions.
Homework: “Civil Disobedience”	Homework: “Where I Lived and What I Lived For”	Homework: Finish Personal Philosophy	Homework: “Conclusion”	Homework: Finish Personal Philosophy

The Night Thoreau Spent in Jail
Lesson Plans

8 Class Periods

Subject: English
Author: Amy Willard

Bellwork:

Introduction: It is important for students to connect literature to their life. In an earlier assignment, students were asked to create a motivational poster using one of Thoreau's quotes. These posters will help us form a first impression of Thoreau and his ideas while encouraging students to take his words to heart. In this lesson, we will share our posters, listen to some facts about Emerson and Thoreau, and begin reading a dramatic account of Thoreau's life.

Objective(s):

- Students will be able to identify facts about Emerson and Thoreau
- Students will be able to explain the philosophy behind certain Thoreauvian quotes
- Students will begin reading *The Night Thoreau Spent in Jail*

Lesson Activities:

1. Have students share their posters. They should read their quote and explain why they chose the quote and what they think it means.
2. Once all students have finished sharing, explain that these quotes were written by one man, Henry David Thoreau, and that we'll be reading a play about him as well as some of his actual writings.
3. Share a brief overview of Thoreau. I use a powerpoint. Go over when and where he lived. Explain that he was kind of like a hippie of the 19th century, and that he had this great experiment where he decided to go live out in the woods. He built his own house, etc. Make Thoreau seem like the cool guy he is!
4. Distribute Thoreau/Emerson "At-A-Glance" (Crim) and go over it with students. Explain that these two dudes are the main characters of the play we're reading, and suggest that they keep these "At-A-Glance" papers as a bookmark.
5. Introduce and distribute *The Night Thoreau Spent in Jail*. Have students sign off on the book receipt list and then collect the paperwork. Explain that this was written and presented during the Vietnam War and ask students what they know about public perception of that war.
6. Read the introduction to *TNTSJ* out loud. Ask students what they think about time being "awash," and point out that as we read, students should keep in mind what the "NOW Thoreau" is. What does it imply about Thoreau that there is a "Now" Thoreau (are there other Thoreaus?). Now may be a good time to talk about how there really are different Thoreaus – Thoreau the character in *Walden*, Thoreau the writer, Thoreau the naturalist, etc.
7. Distribute the homework: "The Time, the Place, and the People" from *The People of Concord*. Throughout history there have been places that become meccas for intellectual sorts. Athens in the Classical Age. Florence in the Renaissance. Concord was the place in the 1830s-1860s.

Assessments: Teacher Observation, Poster rubric (see appendix)

Lesson: Unit Introduction
Unit: Thoreau

Materials:

- Emerson "At-A-Glance"/student
- Thoreau "At-A-Glance"/student
- The Night Thoreau Spent in Jail*, 1/student
- powerpoint presentation on Thoreau's experiment and related equipment

Standards:

Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
Standard 27: Media Production	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.

Homework:

Read "The Time, the Place, and the People"

Subject: English
Author: Amy Willard

Bellwork: Reading Quiz I: *The People of Concord*

Introduction: Students need a solid understanding of setting before being able to visualize a work of literature. We will enact the first 16 pages of *TNTSJ* and discuss the physical structure of the play, the characters, and the social conditions surrounding Thoreau’s experiment.

Objective(s):

- Students will be able to exhibit comprehension of a text
- Students will be able to interpret and apply information about the historical and social context of the play
- Students will be able to analyze characters in a dramatic work for symbolic interpretation

Lesson Activities:

1. Have students take the homework quiz. Distribute tonight’s homework.
2. Assign parts, have students don costumes (if available) to act out pages 1-16. The class should read the stage directions and decide as a whole how the “stage” should be set up.
3. Act out pages 1-16. As the play begins and time is manipulated, ask students which characters represent past, present, and future so that they have a clear idea of how this play works.
4. Once student-actors have returned to their seats, go through the character list with them. Write the character names across the top of the board, T-chart style (to use later). Have students take one minute and brainstorm words that describe their first impressions of each of the characters.
5. Divide the students into quadrants, or assign them numbers 1-4, and explain that you will say their quadrant number and then a character’s name. Just this once, you are allowing them to shout out without raising their hands. They should shout out a word to describe the character.
6. Randomly call on quadrants until you have generated a good list on the board.
7. Ask students how each of the characters feel about Henry. What do they think of his actions/words? How do they react to the things he does? Finally, explain that the play is written in the 1970s and the playwrights could have chosen anyone to be in the play. Why do you think they chose these characters? Who, or what, might each character represent? Why do they think Henry odd?
8. Who is this guy Thoreau anyway? Ask students what stands out to them as one thing that Thoreau believes to be true. This should lead to various discussions about Thoreau’s ideas, particularly his ideas of individuality. How important is it to be an individual?
9. Go over the evolution of the “different drummer” quote with students and discuss importance of journaling.

Assessments: Homework Quiz (f.); Teacher Observation (f.);

Lesson: Who was Henry and what did people think of him?
Unit: Thoreau

Materials:

- Costumes
- Copy of “Pond in Winter” per student
- Copy of “Spring” per student
- Copy of “Nature” per student

Standards:

Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

Homework:

Read “Sounds” and “Nature”

Subject: English
Author: Amy Willard

Bellwork: Reading Quiz II: “Sounds” and “Nature”

Introduction: Students will examine Henry’s theories on learning by reading and discussing the play, taking learning styles quiz, and journaling about natural sounds.

Objective(s):

- Students will be able to exhibit comprehension of a text through writing about the text
- Students will be able to apply Transcendental philosophy to their listening skills

Lesson Activities:

1. Have students take reading quiz.
 2. Enact pages 16-30 of the play.
 3. Discuss:
 - a. The play can be divided into different experiences in Thoreau’s life. What was this experience about? (teaching/learning)
 - b. Thoreau is relatively young – just out of college. How does his first interaction with his boss go? How do you feel about Deacon Ball? What do you think of Henry’s reaction to Deacon Ball’s orders? Why do you think Henry whips the boys before quitting? Why not spare them?
 - c. Henry and John start a school. What is it like? What does this tell us about what Henry and John believe about knowledge and learning? What is the most important thing for a person to do/be if they want to learn? Do you think that our system of education today resembles Deacon Ball’s style or Henry’s style? (perhaps mention that Horace Mann was a great educational reformer, and his son, Horace Jr., travelled to Minnesota with Henry when Henry was in the last years of his life).
 - d. How does Henry feel about nature? What does he believe is missing from the schoolhouse? Why does he think nature is so important (think about what Emerson says!).
- ((4.)) Explain to students that everyone learns differently because we all have different strengths and weaknesses – hence, Henry’s questioning of Ellen’s notetaking. For Henry, awareness of ourselves is just as important. We’ll take a quick learning style quiz to see which sense we use most in our learning.
4. Explain to students that Thoreau observed with all of his senses. They read in “sounds” how he paid attention even to the different sounds of the wind in the trees. We are going to practice our own listening skills. The teacher will play a nature sounds tape and students will simply listen and think. Then they will complete a journal – but only after they have listened intently. Tell them that the lights will be turned down and they may even close their eyes if the wish – however, the journal will be collected, so if they choose to fall asleep they are still responsible for a reflective journal!
 5. Turn down the lights, start playing the tape. Allow students to listen and reflect until the end of the block.
 6. Remind students that tomorrow we will be hiking, so wear sturdy shoes and weather-appropriate clothing.

Assessments: homework quiz (f.); teacher observation (f.); journals (f.)

Lesson: Learning
Unit: Thoreau

Materials:

- Reading Quizzes
- Costumes
- Nature soundtrack and playing device (cd player, tape player)
- Learning styles quiz
- pens/paper

Standards:

Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.

Homework: Finish journal entries, prepare for hike

Subject: English
Author: Amy Willard

Bellwork: What kinds of species live in our area?

Introduction: Students will go on a transcendental hike through the woods.

Objective(s):

- Students will be able to identify various species of flora and fauna in Massachusetts woodlands.
- Students will be able to use their observational skills to write scientific narratives.

Lesson Activities:

1. Hand out homework and go over the list of species the kids came up with. Ask them how they knew about these – did they read about them in a book? Were they taught them in school? Did they observe them in their backyards?
2. Introduce them to gesture drawings. Tell them that there is a whole career out there dedicated to making drawings of things found in nature. We'll be walking through the woods today and learning about what is around there. They should keep their eyes peeled and try and draw a few leaves or animals while they are out there. They will hear from a botanist who is our guide, and then they will choose one part of the woods to describe in detail. This is a journaling exercise, which means that they should use all senses, including their emotions, to describe what they see. They may be as scientific or philosophical as they like!
3. Introduce the guide and head outside.
4. After the tour, return to the classroom.
5. Ticket to leave: 3-2-1: 3 things they saw that they'd never noticed before, 2 things they already knew about but saw in a different light, and 1 statement to sum up how they felt as they went into the woods.

Assessments: Teacher Observation (f.), Journaling (f.)

Lesson: Nature Journaling
Unit: Thoreau

Materials:

- pens and paper
- wilderness guide

Standards:

Standard 15: Style and Language	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.
Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.

Homework:

Read "Self-Reliance" by Emerson

Subject: English
Author: Amy Willard

Bellwork: Reading Quiz III: “Self-Reliance”

Introduction: Transcendentalism is one of the most influential philosophies that became popular in America. It effected personal, social, and literary movements in the U.S., and is therefore and important concept for students to understand.

Objective(s):

- Students will be able to define *transcendentalism* as “a philosophy in which everyone is interconnected through *a priori* knowledge, called the *Universal Mind*, and that this knowledge is gained through intuition, introspection, and observation – particularly of nature”

Lesson Activities:

1. Hand out tonight’s homework as students take quiz.
2. Explain that yesterday students (hopefully!) had a “transcendental experience” and today we’ll be talking about what that means.
3. Distribute parts and act out key scenes from pages 30-48.
4. Henry tries to describe Transcendental Philosophy to Ellen. Ask students what they think transcendentalism is all about.
5. Hand out Moral Questions worksheet. Give students five minutes to go through and decide whether what the characters in each scenario did was right or wrong.
6. Once students have finished, ask them how they knew whether what each character did was right or wrong. Have they actually experienced any of the scenarios? Then how did they know? Answers may vary from “my parents taught me” to “I’ve experienced this (you never know!)”, but hopefully some student will say, “I just did.”
7. Explain that this is the essence of transcendentalism: even though you haven’t experienced something, you have *a priori* knowledge of it. Ellen hasn’t touched the bottom of Walden Pond – it was so deep that early people thought it was bottomless – but she intuitively knows that it’s there. *A priori* means, essentially, “prior” or “from the beginning.” According to transcendentalists, we are all part of a Universal Mind – which means that we know things, we just need to observe ourselves and our surroundings to reveal this knowledge.
8. Students often get confused by the idea that we can all be different and individual but be from the same place. A concrete analogy may be useful here. If your school allows you, bring in some candles: one large and a few smaller – preferably different in some way. Ask students if they know the typical symbol for knowledge: light. Light the larger candle and explain that this is like the Universal Mind. Emerson and Thoreau were Christians: church and state had only recently been separated when they were alive. They thought that God was the source of all knowledge, so knowledge is in one being. Use the larger candles to light the smaller candles. For each one, you might say, “Henry Thoreau is born,” and light the candle, “and as soon as he is born, he has knowledge.” Ask students where the flame on his candle came from (the large candle). Is it the same or different from the flame on the large candle? How about from the other smaller candles? But what about the candles themselves – are they exactly the same? In transcendentalism, everyone has a part of God in them, so everyone is equally good. The way in which God is shown through them may be different, but everyone is equally worthy of a good life. Extinguish the candles.
9. Ask students why this philosophy might be radical in pre-civil war times (slavery).
10. How do students think we find out what our knowledge is? (intuition)
11. Hand out the Transcendentalism fact sheet and review with students.
12. Ticket to leave: in one sentence, choose one tenet of transcendental philosophy and state whether you agree or disagree and why.

Assessments: Homework quiz (f.); teacher observation (f.); ticket to leave (f.)

Lesson: Transcendentalism
Unit: Thoreau

Materials:

- self-reliance quiz
- moral questions worksheet
- candles: one large, three small
- Transcendentalism factsheet (Crim)

Standards:

Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Homework:

Read “Civil Disobedience”, Thoreau

Assessments: Homework quiz (f.); teacher observation (f.); venn diagram (f.); ticket to leave (f.)

Subject: English
Author: Amy Willard

Bellwork: Reading Quiz IV: "Civil Disobedience"

Introduction: "Civil Disobedience" has had a world-wide impact. Gandhi read it and applied it to his revolutions. Martin Luther King, Jr. incorporated its ideas into his movement. Copies of the book were found in the pockets of students at Tiananmen Square. To combat the 'so what?' mentality many students have, students will examine modern correlatives to "Civil Disobedience."

Objective(s):

- Students will be able to exhibit knowledge of a text through writing about that text.
 - Students will be able to explain Henry's motives for refusing to pay his taxes.
 - Students will compare Henry's ideas to more modern revolutionaries.
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Lesson Activities:

1. Hand out homework as students take quiz.
 2. Read key scenes from pages 48-67.
 3. Ask students:
 - a. How did Henry end up in jail? What had he done wrong?
 - b. What do other people think of Henry's being in jail? How does Henry feel about it?
 - c. Do you think that Henry's course of action was right or wrong? Do you believe that he changed anything by going to jail?
 - d. Henry advocates for individual responsibility. What do you think the relationship between the government and the individual should be? Explain about utopias in the 1830s.
 4. Hand out "Letter from Birmingham Jail" by Martin Luther King, Jr. Have the class read the letter and compare and contrast MLK and Thoreau using a venn diagram. What ideas are similar? What actions are similar? What was each man reacting to?
 5. Discuss: Is civil disobedience acceptable or unacceptable? Does it achieve necessary change, do nothing, or cause more problems? Under what circumstances should civil disobedience be considered as a course of action? What are some other ways that we can work for justice?
 7. Ticket-to-leave: Thoreau urges everyone in America to state what kind of government would earn their respect. What kind of government do you respect?
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Lesson: Changing Society
Unit: Thoreau

Materials:

- Civil Disobedience quiz
- "Letter from Birmingham"
- white board and markers

Standards:

Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and

	purpose.
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Homework:

Read “Where I Lived and What I Lived For”, *Walden*, Thoreau

Subject: English

Author: Amy Willard

Bellwork: Reading Quiz VI: “Where I Lived and What I Lived For”

Introduction: Adolescents are often concerned with hypocrisy and justice. This section of the play presents a telling difference between Henry and Waldo: one says what he believes, the other *does* what he believes. Students will become aware of the complexities that may prevent people from living what they believe, and consider ways to overcome these complexities.

Objective(s):

- Students will be able to analyze the characters of Henry and Waldo follow their beliefs.
- Students will be able to write their own philosophy of life in the form of a two to three minute radio speech.

Lesson Activities:

1. Read pages 71-88.
2. Discuss:
 - a. What event sparks debate and schism between Henry and Waldo? Where do each of them stand on the issue of slavery? What have each of them done to remedy slavery? What is your opinion of each of these characters? Do you believe that one of them has done right and one wrong? Do you think that it’s ok to “talk the talk” but not “walk the walk?” Why can Thoreau follow his beliefs while Waldo cannot? What kinds of things prevent us from following our beliefs today?
3. Introduce students to “This I Believe” by NPR.
4. Have students write their own personal philosophy using this format. It should fill two to three minutes when read out loud. This will be due in one week.

Assessments: Homework quiz (f.); teacher observation (f.); personal philosophy

Lesson: Following beliefs
Unit: Thoreau

Materials:

- Reading quiz
- NPR “This I Believe” Website and method of sharing with students (TV, projector)
- pen/paper

Standards:

Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.

Homework:

Read “Conclusion”, *Walden*, Thoreau; Work on personal philosophy

Subject: English

Author: Amy Willard

Bellwork: Reading Quiz VII: “Conclusion”

Introduction: Students will use cooperative learning groups to discuss Henry’s change from working outside of society to working within society. Although not entirely true to Henry’s life, this is the play’s primary question and therefore worth exploring.

Objective(s):

- Students will be able to exhibit comprehension of a text through writing about the text.
- Students will be able to discuss the text in small groups.
- Students will be able to identify Henry’s idea of his role in society as well as their own idea of their role in society.

Lesson Activities:

1. Have students take quiz.
2. Read pages 88-end. The dream sequence will require some walking-through.
3. Explain Final Word discussion rules (see Final Word Rules handout).
Divide students into groups of 4 to discuss:
 - a. what Walden represents and why Henry decided (in the play) that it was time to leave the woods.
 - b. Do we have an obligation to society? Or can we go hide in the woods?
 - c. What is the one idea from Thoreau that you think it is most important for us to understand? Why? (see handout for more questions).
4. Regroup as a class. Go over different groups’ responses.
5. Ticket-to-leave: Which idea from Thoreau do you think is most important and why?

Assessments: Homework quiz (f.); teacher observation (f.); ticket to leave (f.)

Lesson: Working with society
Unit: Thoreau

Materials:

- Conclusion quiz
- Final word roles handout
- Final word questions handout
- pen/paper

Standards:

Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

Homework:

Work on personal philosophy

****NOTE:** These lessons
can stand alone and may be
interspersed through the
unit as the teacher sees
fit. ******

**THOREAU GRANT PROJECT
LESSON PLANS**

6 Class Periods

Subject: English
Author: Amy Willard

Bellwork:

Introduction: Objective(s):

- Students will be able to understand the process of writing a grant application.
- Students will be able to work in cooperative groups to identify a problem in our community and develop a solution to the problem.

Lesson Activities:

1. Introduce the idea of grants. Explain what a grant is and how you find them.
2. Explain that we are going to learn how to write a grant application, which is a skill that will be useful to students when they get into the real world. Since Thoreau is known as the father of modern environmentalism, we'll be creating environmental projects and writing a grant to achieve these.
3. Introduce and share Worldwide Waldens website
4. Distribute group roles handout (see attached) and Tantasqua Thoreau Club grant information (this is fake). Go over the roles with students, and then read through the grant information. Ask students what they think the most important information in the TTC advertisement is. They should notice the requirements for applicants, and you should highlight the club's mission statement. Explain that when you are looking for grants, finding an organization whose mission statement matches your project is key: the granting committee needs to feel as if you are working for the same things they are. Since we have only this grant and haven't decided what our project is, we can tailor our project to fit the mission statement.
5. Share project proposal example on the overhead. Go through the four sections. Explain that today students should come up with an idea that they think they can accomplish for \$1000, and they should write the mission statement/vision statement for their project. It should match the TTC mission statement.

5. Divide students into groups and allow them to brainstorm ideas. They should come up with a list of needs in the community and a list of solutions to those needs.

6. Regroup as a class and hand out the project timeline (see attached.).

Assessments: teacher observation (f.)

Lesson: Mission Statement
Unit: Grants

Materials:

- Worldwide Waldens website and method of sharing
- grant project roles handout
- Tantasqua Thoreau Club handout
- Overhead Projector
- Example proposal on overhead
- pen/paper

Standards:

Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.

Homework:

Work on personal philosophy

4. Tell students that this is their work time. It is up to them how they delegate the work that needs to be done. They have the due dates for each portion of the project, they should plan accordingly. Suggest a few ways of delegating tasks, then head to the computer lab.
5. Allow students to work.

Subject: English

Author: Amy Willard

Assessments: teacher observation (f.);

Bellwork:

Introduction: Objective(s):

- Students will be able to research using internet resources.
- Students will be able to properly cite specific resources.

Lesson Activities:

1. Tell students that today is a grant project work day. We will be going to the computer lab to do research. A rough draft of the “project summary” and “community need” portion of their proposal is due today. Remind students that their project needs to be tied to Thoreau’s ideas, and that this connection should be stated within their proposal.
2. Review MLA citation format. Explain that there are two sections that will require research. The first is the “community need” section. Your proposal will be much stronger if you have data or anecdotal evidence to back up your claims! Go over where students may find this information – journals, databases, or websites. They will also need to research for the budget, but we will work on that later.

Lesson: Research
Unit: Grants

Materials:

- Computer Lab with internet access
- Example proposal

- white board or other method of sharing MLA parenthetical citations

Standards:

Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
Standard 24: Research	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.

1. Tell students that today is a grant project work day. We will be going to the computer lab to do research. A rough draft of their “budget” and a final draft of the “project summary” portion of their proposal is due today. They may need to drastically alter their project when they discover how much it will cost.
2. Explain the purpose of the budget section of their proposal and how to itemize budget items. Walk students through an excel spreadsheet. Remind students that their project needs to be sustainable – they may need to include fundraisers – and those can cost money as well as make money.
3. Head to computer lab and allow students to work.

Homework:

Work on personal philosophy

Subject: English

Author: Amy Willard

Bellwork:

Introduction: Objective(s):

- Students will be able to research using internet resources.
- Students will be able to properly cite specific resources.
- Students will be able to use Microsoft Excel spreadsheets.

Lesson Activities:

Assessments: teacher observation (f.);

Lesson: Budgets
Unit: Grants

Materials:
- Computer Lab with internet access

Standards:

Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
Standard 24: Research	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.
Standard 27: Media Production	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.

Homework:
Work on personal philosophy

Subject: English
Author: Amy Willard

Bellwork:

Introduction: Objective(s):

- Students will be able to research using internet resources.
- Students will be able to properly cite specific resources.
- Students will be able to use Microsoft PowerPoint.

Lesson Activities:

1. Tell students that today is a grant project work day. We will be going to the computer lab to do research. A rough draft of their “budget” is due today.
2. Remind students that they will be trying to convince their classmates to vote for their project, and their presentation must include a multi-media aspect. In the past, students have created posters, videos, and songs. One effective tool is a PowerPoint. Walk students through the PowerPoint program.
3. Head to computer lab and allow students to work.

Assessments: teacher observation (f.);

Lesson: Presentations

Unit: Grants

Materials:

- Computer Lab with internet access

Standards:

Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
Standard 24: Research	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.
Standard 27: Media Production	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.

Homework:

Subject: English

Author: Amy Willard

Bellwork:

Introduction: Objective(s):

- Students will be able to research using internet resources.
 - Students will be able to properly cite specific resources.
-

Lesson Activities:

1. Tell students that today is the last in-class grant project work day. We will be going to the computer lab to do research. The final draft of their completed project proposal is due tomorrow, when we present. Remind them that they must have a works cited section for any data or anecdotes that they found.
2. Head to computer lab and allow students to work.

	quality of the information they obtain, and use it to answer their own questions.
Standard 27: Media Production	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.

Assessments: teacher observation (f.);

Homework:

Work on personal philosophy

Lesson: Work Day

Unit: Grants

Materials:

- Computer Lab with internet access

Standards:

Standard 15: Style and Language	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.
Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the

Subject: English

Author: Amy Willard

Bellwork:

Introduction: Objective(s):

- Students will be able to present project proposals to their class.
 - Students will be able to evaluate their peer's work and vote according to their judgment.
-

Lesson Activities:

1. Tell students that today is the day that we'll present our projects. Each group will present their project, then have a brief Q&A session. While a group is presenting, the rest of the class will act as the granting committee. It is their job to pay close attention to what each group has to say and to remember the mission statement and requirements of the Thoreau Club. Once all groups have presented, the class will vote on the top three projects. These will be averaged together and the project with the most votes will win.
2. Present projects.
3. Vote and announce winners.

Evaluating Writing and Presentations	develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.

Homework:
Work on personal philosophy

Assessments: teacher observation (f.); Project proposals rubric

Lesson: Presentation Day
Unit: Grants

- Materials:**
- LCD Projector if needed
 - voting ballots
 - prizes

Standards:

Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Standard 25:	Students will

APPENDIX A
LESSON MATERIALS

Walden Motivational Posters Assignment
Reading Quizzes
Moral Questions Worksheet
Personal Philosophy Assignment
Final Word Directions
Final Word Roles
Final Word Questions
Tantasqua Thoreau Club Grant Information
Grant Project Assignment and Roles
Grant Project Timeline
Works Cited of Published Readings

Homework

Motivational Poster Project

DUE _____

You've seen them around – posters that are designed to inspire you and build your character. Now it's your turn to create one! Choose one of the quotes provided and turn it in to a

motivational poster of your own. There is no limit to your creativity; you may put as much work into this as you like. Your poster should, however, include these three elements:

1. One of these quotes, written clearly and legibly somewhere in your design.
2. A brief explanation of your quote. If you can boil it down to one word, great! But be sure that you don't lose the sense of the quote.
3. An image that helps relay the meaning of the quote.

On the day this is due, we will be sharing our posters. Create something that you can be proud of! A suggestion: choose a quote that speaks to you. If you feel a connection to the quote, it will be easier to explain it to the class.

Classwork

Moral Questions

Take five minutes. Read through the following scenarios and decide whether what each character did was right or wrong. Put a check mark in the margin if the character did what was

right, and an x if the character did something wrong. Do not think too much about each decision; we want to know your gut reaction!

Scenario 1:

Misha has been brought up never to lie and always to help people if possible and she always tries to do the right thing. She lives in Germany during the Second World War and hides Jews in her cellar to protect them from the Nazis. One day, she is visited by an S.S. commander who has been tipped-off that she may be hiding Jews. The officer asks her, “Tell me honestly Misha, do you have Jews hiding in your home?” Misha lies and says that she is not hiding any Jews.

Scenario 2a:

John is a passenger travelling across the Atlantic in the Titanic in 1912. On its journey the ship strikes an iceberg and eventually sinks into the ocean. John has managed to get on board a lifeboat. However, there are not enough lifeboats for everybody and the sea is full of people desperately trying to clamber onto the lifeboats. If too many people get into the lifeboat it will sink. John pushes the drowning people back into the sea.

Scenario 2b:

Karen is one of the people in the ocean. The only way for Karen to save herself would be to force herself on to the boat. However, it is so full that it is very likely going to cause the boat to capsize drowning everybody, including Karen, in the sea (though this is not certain). Alternatively, Karen can push someone else in so that you can take their place in the lifeboat. Karen decides to search for floating material from the sinking ship instead.

Scenario 3:

Dan is a responsible, law-abiding citizen. One day his wife becomes very ill and he quickly needs to get her to hospital. The only way he can get her to hospital in time to save her is to drive faster than the speed limit, endangering pedestrians. He decides to speed through the busy city streets.

DUE _____

Walden and “Self-Reliance,” while public essays, are also statements of personal philosophy. In other words, they are records of the principles that Thoreau and Emerson lived by. They are records of what these two men believed.

You have heard some of the speeches from NPR’s “This I Believe” program. These are also examples of personal philosophies. NPR has opened this program to people from all across the U.S. You can let the nation know what your personal philosophy is – what you believe.

Write your own statement of “This I Believe.” In an essay that can be read aloud in two to three minutes, outline the principles that you live by.

Since this is a statement of what you personally believe, there is no right or wrong. However, there are some guidelines you should follow:

- a. We’ve been talking about different ways to begin an essay and different types of essays. Since this is a personal narrative, begin your essay with an “anecdote” – a short story that illustrates the points you will make later on in the essay.
- b. Your essay should be focused. In other words, try and keep it to the one or two beliefs that you think are the most important.
- c. It needs to last about 2 – 3 minutes when read out loud, so it should be about two pages double-spaced.
- d. Follow the formatting guidelines we use for all essays: 12pt, TNR or Arial, 1” margins, double-spaced, and proof-read for spelling and grammar.

This will be due in one week, and we may be exploring Thoreau’s connection to our community and making pencils that represent our philosophies – so make sure that this is what YOU believe, and have fun with this assignment!

Classwork

FINAL WORD ACTIVITY DIRECTIONS

1. Set your desks up in a circle. Assign the following roles: timekeeper, scribe, mediator

2. The mediator will read the first question.
3. Person A will respond to the question for 3 minutes without interruption.
4. each person around the circle will have 1 minute each to respond to what Person A said.
5. The first person will get the final word on the discussion – respond to what others said and wrap it up.
6. The mediator will read the next question.
7. Person B will respond to the question, speaking for 3 minutes without interruption.
8. Each person around the circle will have 1 minute each to respond to what Person B said.
9. Person B will respond to what the others have said with the final word in the discussion.
10. Continue around the circle, answering questions in this method, until everyone has gotten a chance to speak for 3 minutes and get the final word, or until you have discussed all of the questions.

DISCUSSION ROLES

TIMEKEEPER – keep track of how long someone is speaking. Make sure that no one speaks too long or too short.

SCRIBE – record your group’s thoughts for each question to share with the class.

MEDIATOR – read the questions for the group, and don’t let people interrupt each other!

FINAL WORD ASSIGNMENT

Choose one of the questions that you discussed with your group and write a one page response. Explain what your group talked about in relation to this questions. Write about whether you tended to agree or disagree with the group. Did listening to what other groups had to say change your opinion about the question? You may answer any or all of these questions. Just “show me a mind thinking!”

Classwork

FINAL WORD DISCUSSION QUESTIONS

1. Is Walden simply a place to Henry, or does it represent something more than that? What do you think Walden represents? What does Henry

mean that “it is not necessary to be there in order to *be* there” (pg 101)? How important is it for people to have their own “Walden?”

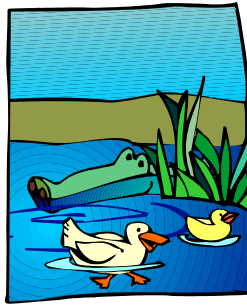
2. Why does Henry decide to leave Walden? Has his perspective on society changed at all over the course of the play? Has his perspective on Walden Pond changed? If so, how and why?

3. What is our individual responsibility to society? If society is unjust, or if we are disillusioned with society, can we simply live outside of it? Or do we have an obligation to change society? In other words, what should come first: our selves or our society? Why?

4. Throughout the play, Lydian and Waldo constantly describe Thoreau in opposite terms. For instance, on page 5 Waldo says “He was the saddest happy man I ever knew,” and Lydian says “The happiest sad man, I think.” Who do you agree with? What made Henry happy, and what made him sad? What is the difference between ‘the happiest sad man’ and ‘the saddest happy man?’

5. Thoreau writes in “Conclusion” that he has many lives to lead yet. What does he mean by that? What is the value in leading many lives?

6. What do you think is the most important idea that we can take away from Thoreau’s life? Why?



Mission Statement: The Tantasqua Thoreau Club (TTC) is a group of individuals who seek to “live deliberately” and illuminate Thoreau’s works for the Tantasqua community through the reading, study, and appreciation of Thoreau’s works and to continue Thoreau’s ideas far into the future by putting his words into action.

Grant Information

Each year, the TTC awards one grant of up to \$1,000.00 for environmental initiatives. Past recipients have reforested our community, cleaned up public parks and beaches, and started a “save the ladybugs” coalition. Grant requirements are as follows:

Grant recipients must:

- Reside in the Tantasqua community or attend Tantasqua schools.
- Still be enrolled in High School.
- Be familiar with the works and ideas of Henry David Thoreau.

Successful grants will identify an area of need in the Tantasqua community and propose a feasible, sustainable solution to the problem presented. They will outline not only the community need, but the community benefits as well. They will show a well-planned process and identify a method for evaluating the result of the project. Grants must also show how they relate to Thoreau’s thought and actions.

As Thoreau urges us, “be not simply good – be good for something.” Through this grant, the Tantasqua Thoreau Club wishes to help individuals attain that goal, and be good for our community.

Grant applications are due on _____

Tantasqua Thoreau Club Grant Writing Project

DUE _____

Have you ever had a great idea, but didn't have the funds to put it into action? Did you know that there are organizations who will give you those funds, for free? All you have to do is ask. Those funds are called grants, and the correct way to ask for them is through a grant proposal.

As we have seen in the play, Henry David Thoreau was a man of action. His words have been put into action by many people since he wrote them beside Walden pond in the 1800s. His outlook on nature has caused him to be known as the father of modern environmentalism, and this is one way in which his legacy continues. In the footsteps of Thoreau, you and your group will create an environmental action project and write and present a grant proposal to the rest of the class. The class, acting as the grant review committee, will vote on the grants to decide which one we can start in our community. ****There will be a prize for the winning grant****

Follow the steps below to make the best grant proposal possible:

Part I: Brainstorming

With your group, come up with a list of ideas for what needs help in your community and how you will help it. All ideas should be written down and considered by the group, no matter how small or silly they seem. Brainstorming is about gathering ALL ideas!

With your group, consider the grant and your list of project. Which project do you think would be the best fit for the grant? Consider:

- Need: is this project necessary?
- Practicality: Is this project feasible? Will the group be able to complete it with the funds available? Is it self-sustaining?
- Alignment to grant mission statement: Does it match with what the grant is trying to do?
- Ingenuity: Is it a creative, original idea? Or has it been done before?

Part II: Writing the Grant

Once your group has decided what the project will be, you should start writing the grant.

1. Vision Statement: In one or two sentences, what is the end goal of the project? Look at the grant's mission statement to find buzzwords to incorporate into your vision statement.
2. Project Summary: Explain your project in two or three paragraphs. What is it, how will you go about completing it, etc.
3. Community Need: Explain why you've chosen this project. Why does your community need this particular project?
4. Budget: Explain how much money is being requested and why. Use a chart to detail what materials are needed and where the money will go.
5. Project Evaluation: How will you know if your project was a success? What will you do throughout the process to make sure that you know your project is on track?

Part III: Presentation

When you have finished the written part of the grant (or perhaps once you have decided on the details of the project), create a visual presentation to present to the grant review committee (our class). It should outline *at least* the basic project idea, the community need, evaluation, and how much you are asking for. These projects will be presented by the group on the due date at the top of this paper.

GROUP ROLES:

Scribe – takes notes at group meetings, keeps group materials organized. Name _____

Community Liaison – Is briefed on the community's needs. This person's main concern is the welfare of the community.

Name _____

Grant Committee Chairperson – keeps the group on task, manages time, is responsible for making sure that the grant is submitted on time.

Name _____

Homework Quizzes

N.B.: These quizzes are intended to evaluate whether or not a student has read the assigned work *as well as* engage them with what they have read. Therefore, responses may contain more of students' personal thoughts than recitation of what they have read -- but as long as there is evidence that they completed the homework, they will receive credit.

Homework Quiz I: *The People of Concord*

The chapter you read described many literary figures who were contemporaries to Thoreau in Concord – and indeed, were good friends with him. Which of the three literary figures – Nathaniel Hawthorne, Bronson Alcott, or Louisa May Alcott – would you most like to meet and why? Be sure to use details from your reading!

Homework Quiz II: “The Pond in Winter,” “Spring,” and “Nature”

Being in nature is very important to Emerson and Thoreau. Write a letter to the two of them describing a natural place where you have been that you think they would enjoy. Be sure to describe the place as well as why it would fit into their philosophy. Your explanation of why they would like it may very well include your own response to being in that place.

Homework Quiz III: “Self-Reliance”

Emerson thinks “a foolish consistency is the hobgoblin of little minds.” Do you agree or disagree? Write about something that you are consistent in – do you believe that if you went about this activity in a different way that you would worry about it? Or do you believe that your consistency actually makes you a stronger person? What did Emerson mean by his statement?

Homework Quiz IV: “Civil Disobedience”

You are the judge in Thoreau’s trial for tax evasion. You have read his essay “on Civil Disobedience” and agree that civil disobedience is justified under certain circumstances. Pass judgment on Henry: is his act of civil disobedience justified or not? Why? Write down the speech you will give him. Be sure to include some of Henry’s arguments in your explanation – whether or not you believe him justified.

Homework Quiz V: “Where I Lived and What I Lived For”

The Thoreau Club has hired you to write a how-to guide for improving your quality of life. Use “Where I Lived and What I Lived For” as a starting point and list the things you need to do to live a better life, according to Thoreau.

Homework Quiz VI: “Conclusion”

Henry writes, “Only that day dawns to which we are awake.” Respond. What did Henry mean by this? How can you make sure that you are “awake” each day?

Works Cited for Published Lesson Materials

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APPENDIX B
GRADING AND RUBRICS

Walden Inspirational Posters Rubric
Grant Presentation Rubric
Personal Philosophy Portfolio Checklist

Walden Motivational Posters Rubric

	Excellent!	Very Nice!	Pretty	Needs
--	-------------------	-------------------	---------------	--------------

			Good	Work
Understanding/ Explanation	Summary of the quote is pithy and accurate. Explanation to the class shows that you thought about the quote extensively	Your summary of the quote is accurate, and your explanation clearly shows that you've thought about what this quote means.	Your summary of the quote is accurate, and your explanation shows that you understand what the quote is all about.	Your summary of the quote is inaccurate. Next time, spend a little more time thinking about what the quote means – and make sure you're not trying to make it say what you want it to say!
Neatness	The poster design is very clear. You must have spent some time on this!	Your poster is clear and legible – it seems as if you planned out how it would look!	I can read your poster, and it makes sense. You could have planned it a little better, but it's not bad!	It's hard to understand your poster. Remember that with any poster, the information conveyed is the most important part!
Creativity	You've definitely thought outside the box for this one and went above and beyond to make this project nice!	You've put a lot of work into your design, and it shows. Your poster stands out from the rest.	You've put effort into your poster. It looks nice and you've spent time on it.	This seems a bit run-of-the-mill or shoddy. Next time try and stretch your mind a bit – you'll be surprised with what you can come up with!

Overall Grade: _____

“This I Believe” Personal Philosophy Portfolio Checklist

Assignment Requirements:

- _____ 1. Essay addresses one or two personal beliefs that you think people should live their lives by.
- _____ 2. Essay can be read out loud in two or three minutes.

- ____ 3. You began your essay with a relevant anecdote.
- ____ 4. Your pencil project reflects your personal philosophy

General Essay Requirements:

- ____ 1. You answered the question completely and provided relevant evidence to support your opinion.
- ____ 2. You followed formatting guidelines, including MLA citation styles.
- ____ 3. You proof-read your work for spelling.
- ____ 4. You proof-read your work for grammar.
- ____ 5. You paid special attention to your “YKBs”:
 YKB 1: _____
 YKB 2: _____

Comments:

To work on for next time (New YKBs – see attached):

Grant Presentation Rubric

	Wow!	Great Job!	Nice	Needs Work
Project	Your idea is fantastic! It fills a need in the community, is well thought out, and your project is sustainable.	Your idea is great! It clearly fills a need in the community. You may need to think about your project a little more; it doesn't seem quite polished yet.	Your idea is good. I'm not quite persuaded that our community needs this, but I feel that I could be persuaded. Your project seems like it's been thought through, but isn't totally polished.	Your project idea isn't quite developed. Next time, start by identifying a problem in the community and brainstorm ways to solve it. Remember to keep the grant guidelines in mind.
	Your presentation was	Your media component	Your media	The media component

Media Component	creative. The media component helped explain or sell your idea, rather than took my attention away from it.	added to your presentation. It helped clarify and sell your idea.	component is a little confusing, but does help explain your project a bit.	took away from your project, rather than illuminated it. This should be a tool you use to explain your idea, not the main event.
Speaking	You spoke loudly and clearly. Your presentation was very engaging, and you appeared confident in your ideas.	You spoke loudly and clearly. You explained your project very well and appeared confident about your ideas.	It was sometimes hard to hear you, or you appeared a little nervous, but we got your point and understood what the project was about.	It was hard to hear you at times. Be sure to speak loudly and clearly – be confident in your ideas!
Written Proposal	Your proposal was complete. It contained all assigned sections. It is well-written and persuasive. You've spent time proof-reading and it shows!	Your proposal was complete. It included all assigned sections. There are few spelling and grammar mistakes.	Your proposal was complete, but had many spelling and grammar mistakes.	This proposal is incomplete . Take a look at the assignment sheet and the examples to be sure you've finished all parts of a project.
Research	You've found information relevant to your project and cited it correctly. Your budget is properly itemized.	You've found information relevant to your project and cited it correctly – most of the time.	You've found some information to include, but it isn't quite on topic or isn't properly cited.	There was no evidence that you researched your ideas.. research only makes your proposal stronger.
Q&A	You listened carefully to your classmates' questions and answered them without getting defensive. After all, their questions are constructive!	You listened carefully to your classmates' questions and answered them completely, understanding that each question is constructive, and trying not to be defensive.	You listened to the questions and answered them, but you seemed a little defensive. or evasive.	You didn't listen to the questions or answered evasively. Remember that these questions are constructive, not combative.
Thoreau Connection	Your project is totally in line with Thoreau's ideas, and you've done a great job of working this fact into your proposal.	Your project shows a clear connection to Thoreau, and you made sure to include this in your proposal.	You have tried to connect it to Thoreau, but I'm not totally satisfied with the connection, or you haven't quite explained it in your proposal.	You forgot to connect this to Thoreau – remember what the grant committee's mission is! If your project doesn't show that it matches the mission statement, it won't get funded.

Overall Grade: _____