

Deborah Ellen Weinberg
Manchester High School
134 East Middle Turnpike
Manchester, CT 06033

American Literature Grade 11 College Preparatory/Post Secondary level mixed

Prepared for Semester 1, 2009-2010 school year

Title of Unit:

What is Our American Voice? The Many Voices of Thoreau

Abstract:

Thoreau's quoteable quotes may be familiar to some students, but this unit will look beyond the coffee mug words. Using a variety of reading strategies, the students with differing literacy levels will explore the quotes of Thoreau, take a local transcendental walk, and then delve deeper into the text behind the quotes. Although the textbook focuses on the label "Transcendentalist," students will uncover the many voices of Thoreau, from author and surveyor, to scientist and philosopher. Using what they have learned about the world and ideas of the writer, students will take the section of text they have focused on to create a book for a middle school audience.

Students will be partnered through out much of this effort. This will facilitate the use of technology when access is limited and will support the peer editing process required at the end of the unit. Students in this class are familiar with the terminology of both Bloom's Taxonomy and Maslow's Hierarchy of Needs. Although there are English department rubrics for writing, the school is moving to the use of school-wide rubrics in September, per NEASC.

Objectives:

1. Students will use of a variety of reading strategies to make the writing of Thoreau accessible
2. Students will connect to the author through examination of place and voice within the readings
3. Students will learn audience through the examination of Thoreau's writing and their own
4. Students will use a variety of writing strategies to produce a final product

Duration:

Approx. Eight 84 minute blocks, which meet alternating days.

Lesson Plan Outline

Class Before Day One

Homework:

A pre-unit activity. "Who are You? Discovering the American Voice." Students are asked to read quote and reflect.

Day One – Thoreau’s Thoughtful Words -

84 minutes

Initiation: 10 minute write, 5 minute share

- "Who Are You?" journaling done in class

Procedures: in class 45 minutes

- teacher links journaling to author
- students partner and investigate "Thoreau’s Thoughtful Words" quotes and discuss
- teacher provides background on author

Procedure: in library balance of period

- students use library to learn about Transcendentalism.
- students work with partner on "Stalking the Wild Transcendentalist"

Homework: complete Transcendentalist definition assignment as needed, read selections from "Walking"

Day Two – Searching for Many Voices

84 minutes

Initiation: 10 minute write, 5 minute share

- "How important are labels?" journaling done in class

Procedures: in class 70 minutes

- students with partners present findings on transcendentalism definition
- class then compiles a guided definition of transcendentalism
- class discusses "Walking" selections
- teacher shows DVD of photos taken from Walden Pond
- teacher models think-aloud process to search for the different voices of Thoreau in reading
- students with partners search for Thoreau’s various voices

Homework: complete Venn diagram of the various voices of Thoreau

Day Three – Walking with Thoreau

84 minutes

Initiation: 10 minute write, 5 minute share

- "Do you have a favorite place?" journaling done in class

Procedures: in class 15 minutes

- students discuss how place affects who people are
- teacher leads guided discussion on labeling effort and how it affects understanding of people
- class prepares for a transcendental walk outside, focusing on the 5 senses

Procedures: outdoors 20-40 minutes based on weather

- class reviews hand out procedures for transcendental walk
- students walk, saunter, scamper, and observe the local nature and environment
- (hopefully) all return in and debrief

Homework: write personal narrative paragraph on perceptions as outlined in instructions

Day Four – Wandering and Wondering Through Walden

84 minutes

Initiation: 10 minute write, 5 minute share

- “What was the best part of the walk?” journaling done in class

Procedures:

- students share journaling responses
- teacher lead guided discussion on how place affects people and link back to Thoreau
- teacher provides text linked to quotes (book or copy).
- students pull out prior select quote and share if perception had changed.
- students break into partners to read and explicate a section of text related to prior selected quote and prepare for presentation to the group for next class. (instruction sheet and rubric)

Homework: prepare to present

Day Five – Explicating and Re-Visioning Walden

84 minutes

Initiation: 10 minutes write, 5 minute share

- “What is the hardest part of doing presentations? How did you prepare for this presentation?”

Procedures:

- students share journaling responses
- teacher records concerns down on poster paper so they can be visible to all and addressed during the classes to come
- students present their explications of text to the class, take questions and respond.
- If time, teacher will explain the repurposing of the various sections of text, as students will be re-visioning and rewriting their Walden section as a book for sixth grade students.

Day Six and Seven – Sharing the Walden Vision

2 classes of 84 minutes

Initiation: 10 minute discussion on presentations

- students will respond to “How did it go? What worked well? What didn’t? What would you do differently?” Ideas added to prior day’s poster sheet if applicable.

Procedures:

- teacher will explain how the *Walden* sections will become a book, written by students, using their language to explain what Thoreau meant.
- teacher will provide model using a segment from “The Bean Field.”
- students will write for a new audience. Discuss audience, language level, visual interpretation, local connection (see Sharing the Vision handout)
- two class room days will be spent writing and peer-editing the draft, in a writing workshop atmosphere.

Homework:

- think about how to illustrate the pages.

Day Eight – **Sharing the Walden Vision – Computer Lab**

84 minutes

Initiation: 10 minute discussion of how things are going, issues, concerns, problems, brainstorming for illustration ideas.

Procedures:

- Entire class period will be in library/computer lab (as available) to create a final document.

Homework:

- complete at home if necessary

After grading: the teacher will assemble and make copies for the class, schedule a time with the sixth graders for a reading and sharing.

Class before Day 1 – homework

Who Are You? Discovering the American Voice.

“Not until we are lost, in other words not till we have lost the world, do we begin to find ourselves, and realize where we are and the infinite extent of our relations.”

Walden, “The Village”

Time to Think

As we explore the question “What is our American Voice?” it is also important to discover our own personal voice in writing. And, the topic we know the best is ourselves, our personal domain, or our sphere of influence. Take a moment to think about an activity, hobby, or sport that you consider to be a very important part of your world. Think about all that you do that is related to that action, from spending time, perhaps practicing, to spending money, perhaps for parts or equipment. Select one day this week, and note all that you do that is related to this one thing. Notice when you speak of this activity or do anything related to it. How does this activity make you who you are?

Time to Write

Today, ___**insert date**___, that one thing is gone, forever. The activity, hobby, or sport can never come back to you. You are no longer of that world. Who are you now? What will rise up to define who you are as a person? Are you affected by this change in a positive or negative way? Will people see a different person? Will this change in you create a change in other people?

Write your response in your journal book.

Time to Connect

Consider other places where you have seen a message, overt or implied, related to the quote at the top of the page. At the end of your journal entry, note these connections and tell me something about them. Are they movies, books, a wise saying from your grandmother? Who gave the message, and was it effective?

Thank you for sharing.

Day 1 lesson plan

Teacher Deborah Weinberg		Date
Course/Subject American Literature		Grade(s)/Level 11 College Prep/Post Secondary
Topic of Lesson 1- Thoreau's Thoughtful Words	Unit: The Voices of Thoreau	
Performance Standard Focus: Standard 1: Reading and Responding Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats: <ol style="list-style-type: none">1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.1.4 Students communicate with others to create interpretations of written, oral and visual texts.		
Lesson Objectives: <ol style="list-style-type: none">1. Students will use of a variety of reading strategies to make the writing of Thoreau accessible2. Students will use library resources to search for information		
Initiation: Teacher will: <ul style="list-style-type: none">- provide a run down to the unit to come, including duration, type of assignments, etc.- hand out calendar for the unit and review Students and teacher will: <ul style="list-style-type: none">- pull out pre-reading journaling instruction, given at end of prior class- draft a response to the assignment in class in journaling book		
Procedures: (List the activities that the students will participate in to facilitate their learning.) Teacher will: <ul style="list-style-type: none">- review journaling assignment and share response. Ask for volunteers to share.- Link response journal quote to today's author.- ask for show of hands regarding knowledge of Thoreau, query about prior knowledge- hand out Thoreau's Thoughtful Words to students Students will: <ul style="list-style-type: none">- in small groups, discuss the quotes and then select one per student that best inspires or interests that student. Challenging vocabulary will be identified and "dictionaried"- in small groups, share which quotes are of interest and why.- as a class, identify common reading/understanding issues and make a list on the board, students identify strategies to help with these issues, which are added to list.- identify which quotes are selected as interesting and why, explore overlapping or divergent ideas through class conversation. Teacher will: <ul style="list-style-type: none">- provide Who and When - background regarding author and his works, and time period (if time, show DVD of photos of Walden Pond and environment)- will introduce the term "transcendentalist" without defining it.		

Class will move to library

Teacher will:

- provide Stalking the Wild Transcendentalist
- ask students to read aloud sections of instructions
- confirm an understanding of assignment

Students, working in pairs, will:

- use resources within the library to respond to the sheet.

Class will dismiss from the library

Assessment: [How will you determine whether the objectives were met?]

Teacher will question for understanding during the search with each group, assure that groups are on task and recording answers.

Closure: [How will you cause students to reflect on what they have learned?]

Individual questioning as partners work - What have you learned about Transcendentalism so far?

Follow up/Homework:

HW: (Hand out) Read selections from "Walking," complete personal definition regarding Transcendentalism hunt.

Resources (Materials and/or Equipment):

For student:

- Extra copies of pre-reading journaling assignment
- Thoreau's Thoughtful words
- Stalking the Wild Transcendentalist- instruction sheet

Teacher:

- Overhead of background information
- DVD of Walden Pond photos (if time)
- Confirm enough classroom dictionaries for each group
- reserve library time with computer access

Looking at the Parts before the Whole - Thoreau's Thoughtful Words

Below are quotes taken from *Walden* written by Henry David Thoreau. Some of these may sound familiar to you, others may not. Many sections of Thoreau's readings are often used as epigrams for other readings or assignments, such as the journaling entry you were asked to do or as inspirational words on tee-shirts, posters, and coffee mugs.

Time to Read and Converse

Please read all these selections. (They are not in a particular order.) Then, in your group, talk about the issues you had with reading this material. Did you understand it? Were there words you were not familiar with? Dictionaries will be provided to each group. Have you heard these words before, perhaps in music or poetry? What do these quotes mean to you?

1. "Every generation laughs at the old fashions, but follows religiously the new."
Walden, "Economy"
2. "...the man who goes alone can start today; but he who travels with another must wait till that other is ready, and it may well be a long time before they get off."
Walden, "Economy"
3. "Morning is when I am awake and there is a dawn in me."
Walden, "Where I Lived, and What I Lived For"
4. "Our life is frittered away by detail..."
Walden, "Where I Lived and What I Lived For"
5. "The millions are awake enough for physical labor; but only one in a million is awake enough for effective intellectual exertion, only one in a hundred million to a poetic or divine life. To be awake is to be alive. I have never yet met a man who is quite awake. How could I have ever looked him in the face?"
Walden, "Where I Lived, and What I Lived For"
6. "Why should we live with such hurry and waste? We are determined to be starved before we are hungry."
Walden, "Where I Lived, and What I Lived For"
7. "When we are unhurried and wise, we perceive that only the great and worthy things have any permanent and absolute existence, that petty fears and petty pleasures are but the shadow of reality."
Walden, "Where I Lived, and What I Lived For"
8. "Not until we are lost, in other words not till we have lost the world, do we begin to find ourselves, and realize where we are and the infinite extent of our relations."

Walden, "The Village"

9. "I went to the woods because I wished to live deliberately, to front the only 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, "Where I Lived and What I Lived For"

10. "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away."

Walden, "Conclusion"

11. "It is never too late to give up our prejudices. No way of thinking or doing, however ancient, can be trusted without proof. What everybody echoes or in silence passes by as true today may turn out to be falsehood tomorrow, mere smoke of opinion, which some had trusted for a cloud that would sprinkle fertilizing rain on their fields. What old people say you cannot do, you try and find out that you can."

Walden, "Economy"

12. "If you have built your castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them."

Walden, "Conclusion"

13. "Simplify, simplify."

Walden, "Where I Lived and What I Lived For"

14. "To maintain oneself on this earth is not a hardship but a pastime, if we will live simply and wisely."

Walden, "Economy"

15. "If one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours."

Walden, "Conclusion"

16. "The mass of men lead lives of quiet desperation. What is called resignation is confirmed desperation."

Walden, "Economy"

Time to Consider and Share

Of all the quotes provided, which one appeals to you? Why is it interesting? Is it something familiar or a sentiment you agree with? Is it inspiring? Would you post this quote on your wall or coffee mug or share it with someone else? Circle the number of your favorite quote and discuss in your group why this one is special to you. You may want to write some notes at the bottom of this page, as you will be coming back to your selected quote later on, after we read *Walden*.

Day 1 Instructions for Library

Stalking the Wild Transcendentalist

Henry David Thoreau was an author, as you know from our class overview, but he was many other things as well, including a Transcendentalist. Besides being hard to spell, this term is somewhat challenging to define, as you will discover. Once you and your partner learn the secret of transcendentalism, you will share your discovery with the rest of the class during our next meeting.

Searching Out Meanings

You and your partner will be in the library to search out the meaning of this mysterious word. Working together, you will find three different sources in the library, including the library databases, which will help you to answer the following:

1. What does transcendentalist or transcendentalism mean?
2. What would a transcendental person do?
3. Is there still transcendentalism today?

Prepare a Works Cited sheet for each source that you and your partner discover and use in the search for the true meaning of this word. You may only use 1 internet source; however, you may use many sources obtained going through the MHS database system. Because of this limitation, I ask you to select that “outside” source carefully.

For our next meeting, be prepared to hand in the compiled answers to the three questions and the completed Works Cited sheets for your 3 sources. (Blank templates for Works Cited are found on the MHS Library site.) You will be sharing your grade for this assignment with your partner.

- ✓+ you wowed me – amazing effort in research
- ✓ you met the requirements of the assignment
- ✓- you did a partial job, or the responses do not meet requirements
- 0 you failed to meet requirements, or did not have material prepared when due.

Preparing for Success

There will not be enough time to complete everything in the library. Therefore, you and your partner *must* work together to decide how to complete this task before next class meeting. For that reason, this grade will be counted as a homework grade, not a class work grade.

As you know, I do not accept late work. Be responsible to yourself and your partner and insure that the material is ready to be handed in next class. If you are absent, you may email the assignment using Nicenet.org or the MHS school site for addressing before the start of the class period.

Day 2 lesson plan

Teacher Deborah Weinberg		Date
Course/Subject American Literature		Grade(s)/Level 11 College Prep/Post Secondary
Topic of Lesson 2 - The Many Voices of Thoreau	Unit: The Voices of Thoreau	
Performance Standard Focus: Standard 1: Reading and Responding Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats: 1.5 Students use appropriate strategies before, during and after reading in order to construct meaning. 1.6 Students interpret, analyze and evaluate text in order to extend understanding and appreciation. 1.7 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. 1.8 Students communicate with others to create interpretations of written, oral and visual texts.		
Lesson Objectives: 1. Students will use of a variety of reading strategies to make the writing of Thoreau accessible 2. Students will connect to the author through examination of place and voice within the readings		
Initiation: Teacher will: - post a journaling question "how important is a label when a person defines herself? How important is it to others? Society?" Students and teacher will: - draft a response in journaling book		
Procedures: (List the activities that the students will participate in to facilitate their learning.) Teacher will: - initiate discussion by sharing journal writing, linking personal labels to the term transcendentalist. Students will compile a guided definition : - return to pairing to finalize what they discovered a transcendentalist is. - will present their ideas as pairs. Options: a student scribe on the board/overhead, each pair with a poster sheet to write point and come up to present their ideas to class, etc. Teacher will: - with questioning, lead the groups into a consensus definition, which is helpful in understanding the author's approach to "Walking." - transition to a whole class discussion of "Walking." Hand out post-it notes to allow students to flag the text. What is the author's voice in different sections? Does he always sound the same? Pull evidence that may give him different labels. How many different labels or voices do you think Thoreau has? How do labels define us and how WE ARE SEEN in the world? How to labels direct how WE SEE the world? Think back to the pre-reading journaling. - model the searching of the text by reading the initial page while doing a read-and-think-aloud. Then explain how this is a process for close reading, to help understand the text. Demonstrate the post-it process. For balance of period, students will return to partners to read and flag the text together, with teacher monitoring for understanding.		

Assessment: [How will you determine whether the objectives were met?]

Teacher will question for understanding with each group, assure that groups are on task and identifying different passages within the text.

Closure: [How will you cause students to reflect on what they have learned?]

Hand out Venn diagram and review the different labels we can put on Thoreau. Although there are some labels, the student may not agree. What is discovered so far? Student can change the diagram to reflect personal discoveries within the text.

Follow up/Homework:

HW: Complete the Venn diagram of Thoreau.

IMPORTANT – bring coats, etc to class as we will be going outdoors next class.

Resources (Materials and/or Equipment):

For student:

- Venn diagram for the many Thoreau voices
- class room copies of 'Walking'
- post-its
- poster paper/clear acetates, etc for presenting

For teacher:

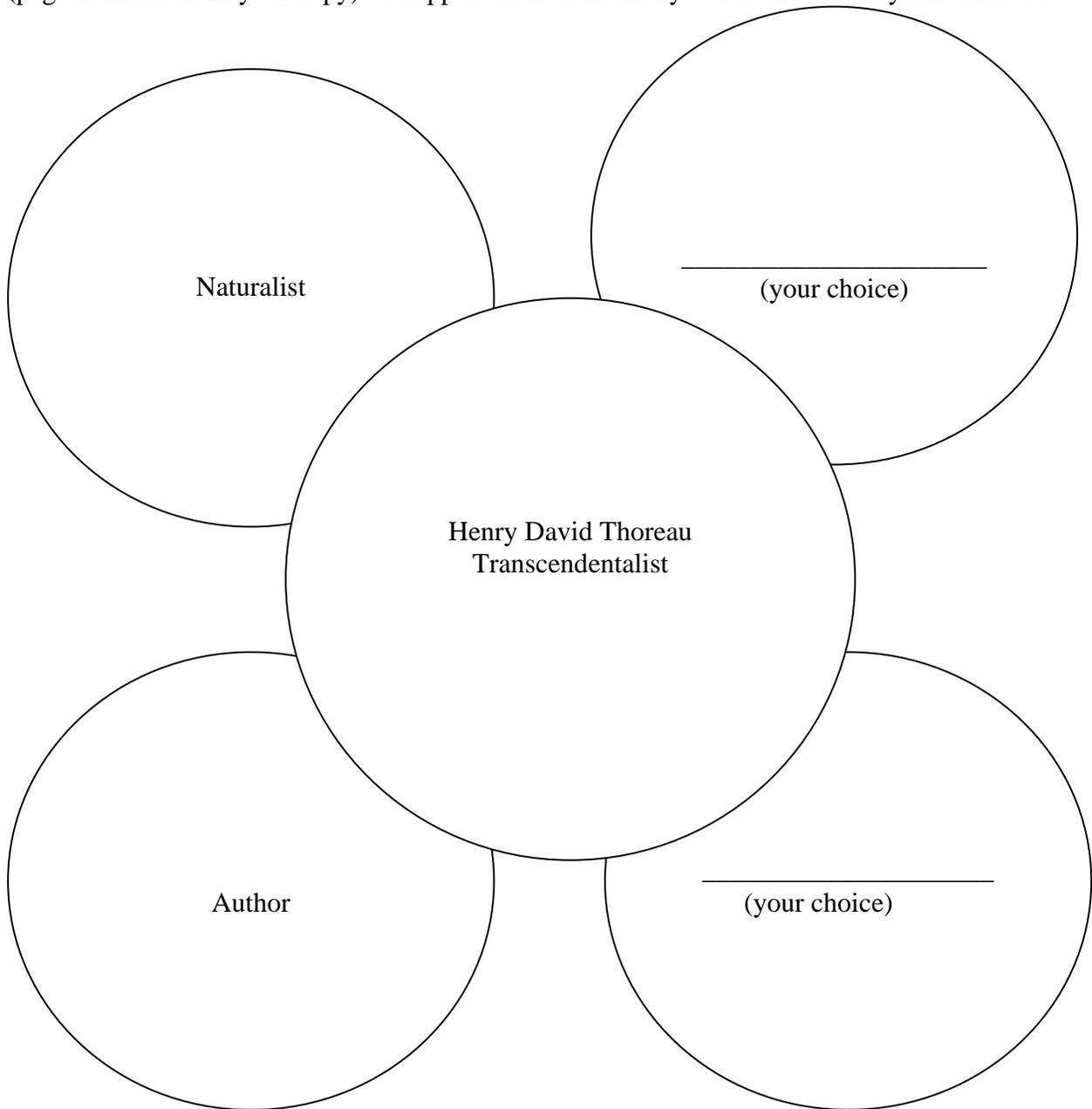
- "Walking" – annotated with post-its, etc to show as sample.

Day 2 Homework

The Many Voices of Thoreau

Part 1 – Reading With a Purpose

Henry David Thoreau was characterized as a historian, abolitionist, naturalist, essayist, neighbor, walker, curmudgeon, surveyor, bean farmer, author, and transcendentalist, among other labels. As you read the selections, please note on the diagram where you find evidence (page numbers from your copy) to support each of the many voices that used by Mr. Thoreau.



Part 2 - Reflect and Write

How do the many voices of Thoreau contribute to an overall identity of transcendentalist? Using your Venn diagram information, write a well constructed paragraph (or 2 if you like) below that uses analysis and synthesis of this information to demonstrate that you have learned about the many voices/labels of Thoreau in his essay "Walking." Using cursive will give you +10 on the homework grade.

Day 3 lesson plan

Teacher Deborah Weinberg		Date
Course/Subject American Literature		Grade(s)/Level 11 College Prep/Post Secondary
Topic of Lesson 3 – Walking with Thoreau	Unit: The Voices of Thoreau	
Performance Standard Focus: Standard 1: Reading and Responding Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats: 1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning. 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation. 1.4 Students communicate with others to create interpretations of written, oral, and visual texts.		
Lesson Objectives: 1. Students will use of a variety of reading strategies to make the writing of Thoreau accessible 2. Students will connect to the author through examination of place and voice within the readings 3. Students will try on the role of transcendentalist and will reflect on the experience through personal narrative		
Initiation: Teacher will: - post a journaling question “Do you have a favorite place, a favorite vacation destination, a personal getaway where you have comfortable and at home? How are you defined by the places in your life?” Students and teacher will: - draft a response in journaling book		
Procedures: (List the activities that the students will participate in to facilitate their learning.) Teacher will: - initiate discussion by sharing journal writing, linking place to who we are and who we are becoming. - discuss collect homework assignment and ask students about what was discovered - lead a discussion on how Thoreau would be affected by place, and how place would create the many voices of Thoreau. Students will: - provide the labels for the voices that they heard in Walking. - read aloud each section in the “Transcendental Walk” instructions and confirm that instructions are understood. Outdoors, students will: -go out for a transcendental walk, observing nature in this place in the world. - explore their own voice in writing about walking in nature. Teacher will: - provide a somewhat guided naturalist tour of the environs, providing names for the trees, etc., walking around a section of campus that included sycamores, sweet gum, a red pine grove, a memorial marker, and other areas that students walk past every day yet do not notice the detail. - Before returning, the class will stand in silence for 2 minutes in at least two different spots and will be told to		

focus on their senses.

Assessment: [How will you determine whether the objectives were met?]
Student excitement and attention when outdoors.

Closure: [How will you cause students to reflect on what they have learned?]
Returning indoors, souvenirs will be collected on a table in the front and students will share what was noticed for the first time while walking/sauntering on the familiar property.

Follow up/Homework:
HW: Writing assignment as noted in Transcendental Walk sheet

Resources (Materials and/or Equipment):

For student:

- A Transcendental Walk.
- Coats, umbrellas, etc as weather requires.

For teacher:

- Notify office that class will be out of building for most of the 84 minute period. Provide route of walk.
- Arrange for handicap assistance for wheel chair student, check student list for cold sensitivity for asthmatic students.
- Alternative Arrangements if needed: student to library for a window gazing assignment- observing nature from indoors, adapt the outdoor writing as needed.

Day 3 Instructions for Outdoor Walk

A Transcendental Walk

Purpose of our tour: To explore *our own* connections with nature and become aware of how it affects our mood, our physical behavior, and our recall of memories.

The connection: Thoreau left the comfort of his town dwelling, for two years, two months, and two days, to become “one with the woods” and learn what he could learn from it. How does nature affect you?



Ground rules for the walk: We will be staying on the grounds of MHS. While we are out, feel free to collect leaves, twigs, snowflakes, to represent our time in nature. You may meditate, observe, listen, walk, play in the snow, or stand still and let nature come to you.

When I call time, we will come back inside and share our observations.

Homework: Write a well constructed paragraph reflecting on your time spent out with nature. How did you feel? What memories did it inspire? What did you do?

Your paragraph should have a clear topic sentence, examples related to your topic and enough supporting sentences to make your ideas clear, and a concluding sentence, following the MHS writing rubric guidelines.

Day 4 Lesson Plan

Teacher Deborah Weinberg		Date
Course/Subject American Literature		Grade(s)/Level 11 College Prep/Post Secondary
Topic of Lesson 4. Wandering and Wondering Through Walden	Unit: The Voices of Thoreau	
Performance Standard Focus: Standard 1: Reading and Responding Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats: 1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning. 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation. 1.4 Students communicate with others to create interpretations of written, oral, and visual texts. Standard 2: Exploring and Responding to Literature Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods. 2.1 Students recognize how literary devices and conventions engage the reader. 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought. 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts. Standard 3: Communicating with Others Overarching Idea: Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences. 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.		
Lesson Objectives: 1. Students will use of a variety of reading strategies to make the writing of Thoreau accessible. 2. Students will connect to the author through examination of place and voice within the readings. 3. Students will apply their transcendental experience to the active reading of Walden.		
Initiation: Teacher will: - post a journaling question, "What was the best part of the walk during last class. Why?" Students and teacher will: - draft a response in journaling book		
Procedures: (List the activities that the students will participate in to facilitate their learning.) Teacher will: - initiate discussion by sharing journal writing, linking place to who we are and who we are becoming. - discuss collect homework assignment and ask students about what was discovered - again, lead a discussion on how Thoreau would be affected by place, and how place would create the many voices of Thoreau. Students will: - pull out favorite quote from initial class and see if their understanding of it has changed at all. - partner again, find the 2 quotes within the context of the chapter it is in and explicate the paragraph (see Wandering and Wondering about <i>Walden</i> handout – students to read instructions aloud to class) - must cover ½ page of text, which may require material before or after the quote (student choice). Teacher will:		

- review presentation rubric.
- model by read-aloud using a section of the text not listed in the quote sheet (maybe in “The Bean Field” to show that the surface is not the real meaning)
- go around as partners are working for balance of class time and note the section of text being pulled apart.
- prior to next class, make an overhead of that section of the text.

Assessment: [How will you determine whether the objectives were met?]
Teacher will question for understanding while partners are working on text.

Closure: [How will you cause students to reflect on what they have learned?]
Questioning – How is this reading alike or different from “Walking?”

Follow up/Homework:
HW: Complete explication notes for presentation to class.

Resources (Materials and/or Equipment):

For student:

- Copies of *Walden*
- Explicating *Walden* instructions
- copies of presentation rubric

For teacher:

- Copy of *Walden*

Day 4 – Instructions

Wandering and Wondering through *Walden*

Walden is a long text. My personal copy has over 300 pages. For that reason, many school text books only give sections of this famous writing. Some people read it cover to cover,; others read sections that are of interest, wandering and sauntering through the thoughts of Thoreau. Sections of the reading can be tough and take some work on our part to read all the levels that Thoreau was providing. We will be using the explication* process to give you a chance to personally understand one section very well, while also benefiting from the knowledge of your peers. Although we are using the explication process on *Walden*, this process can also be used on other materials, including complex instructions. Think of it as tearing-down the text into smaller parts. It makes the entire piece easier to understand, chew on, and digest!

Looking at the Pieces

Pull out your copy of **Thoreau’s Thoughtful Words**, and with your partner, select which quote you wish to investigate. You and your partner will explicate only 1 section of text from *Walden*.

Your partner’s name: _____

Selected quote # (off original sheet) and main idea:

Explicating for a Purpose - Teaching the Text

You will be teaching your section to the rest of the class. Remember, they have not read the text in detail as you and your partner have. Be sure to answer all questions. When it is time to present, your section of text will be projected with the overhead for reference for all. If you wish, you can mark on the acetate during the presentation. Decide how to present your findings. Both of you must speak. (see rubric)

Making Your Presentation Notes

1. Find your quote within the chapter noted. Describe what the quote and the surrounding text is about by giving a brief but a thorough summary. You must cover at least 1/2 page (to be fair to all, just in case your quote falls into an unusually short section).
2. What does the text suggest about Thoreau or the times in which he lived? Be specific and give examples from the text or from background information.
3. Overall, what are Thoreau’s attitudes in this section of writing? What is your evidence?
4. In what way does Thoreau use similes, metaphors, imagery, personification, or other literary devices to make his writing more powerful?
5. In what way is the section of text representative of Transcendentalism? Or is it?

* *Explicate* (verb) - to explain something, especially a literary text, in a detailed and formal way; to explain and develop an idea or theory and show its implication

Day 5 lesson plan

Teacher Deborah Weinberg		Date
Course/Subject American Literature		Grade(s)/Level 11 College Prep/Post Secondary
Topic of Lesson 5. Explicating and Re-Visioning Walden	Unit: The Voices of Thoreau	
Performance Standard Focus: Standard 1: Reading and Responding Overarching Idea: Students read, comprehend, and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts in multimedia formats: 1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning. 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation. 1.4 Students communicate with others to create interpretations of written, oral, and visual texts. Standard 4: Applying English Language Conventions Overarching Idea: Students apply the conventions of standard English in oral, written, and visual communication. 4.1 Students use knowledge of their language and culture to improve competency in English. 4.2 Students speak and write using standard language structures and diction appropriate to audience and task. 4.3 Students use standard English for composing and revising written text.		
Lesson Objectives: 1. Students will use of a variety of reading strategies to make the writing of Thoreau accessible. 2. Students will connect to the author through examination of place and voice within the readings. 3. Students will present their understanding of a segment of Walden. 4. Students will re-vision the Walden segment for a new audience and connect to place through writing an interpretation for a younger audience.		
Initiation: Teacher will: - post a journaling question, "What was your favorite story as a child? What made it memorable, the story or the story teller, the pictures or the place you were when it was told?" Students and teacher will: - draft a response in journaling book		
Procedures: (List the activities that the students will participate in to facilitate their learning.) Teacher will: - initiate discussion by sharing journal writing, linking place to who we are and who we are becoming. - discuss collect homework assignment and ask students about what was discovered - lead a discussion on how memories are affected by place, and how place will create many voices for them. Teacher will; - project the explicated section of text Students will: - teach the class their individual section of the text (If time) Teacher will - explain that we will be sharing this information with a new, younger audience. What will that require of us as writers? (target audience - 6 th grade, Bennett School)		

- review Sharing the *Walden* Vision
- discuss audience, language level, visual interpretation, local connection
- if time left, students can start brainstorming with partners.

Assessment: [How will you determine whether the objectives were met?]
Teacher will use rubric for assessment of presentation.

Closure: [How will you cause students to reflect on what they have learned?]
Questioning – what concerns will come up for a younger audience?

Follow up/Homework:
HW: Thinking assignment: How will you write this for a younger audience?

Resources (Materials and/or Equipment):

For student:

- Copies of *Walden*
- extra Explicating *Walden* instructions

For teacher:

- Copy of *Walden*
- copies of grading rubric

Day 5 Rubric for Explication

Explicating a Section of *Walden* Text

Grading Rubric **ORAL PRESENTATION**

	D	C	B	A
TASK- Content	Emerging	Developing	Proficient	Advanced
1. Describe what the text segment is about, being brief but thorough.	Failed to summarize the text.	Provided a partial summary or a verbose retelling of the text.	Provided a summary with passable accuracy.	Provided an accurate and concise summary of the text.
2. What does the section of text suggest about Thoreau or his times, give examples.	Did not make a clear link of text to author or text to times.	Explained a link from text to author or text to times.	Provided clear links from text to author or text to times, cited multiple examples.	Provided clear links from text to author and text to times, cited multiple examples.
3. Explain Thoreau's attitudes in this material, provide evidence.	Implied the author's attitude toward his subject. Did not provide evidence from text.	Implied the author's attitude toward his subject and provided an example from the text.	Clearly identified the author's attitude toward his subject and provided an example from the text.	Clearly identified the author's attitude toward his subject and provided several examples from the text.
4. In what way does Thoreau use figurative language to make material powerful.	Provided 1 example of figurative language without linking the language to the power of the text.	Provided 2 examples of figurative language linked to power of the text.	Provided 3 examples of figurative language linked to power of the text.	Provided 4 or more examples of figurative language clearly linked to the power of the text..
5. Demonstrate how this material is representative of transcendentalist thought or prove it is not.	Failed to address this representation.	Implied how this material represented transcendental thought or how it did not.	Clearly demonstrated how this represented transcendental thought or how it did not.	Clearly demonstrated how this transcendental thought or how it did not with multiple examples.

Things to consider when you and your partner are presenting: (does not affect grade for this presentation)

- Did you introduce yourself and your partner and explain what you were going to cover?
- Did you and your partner speak clearly and slow enough for the class to follow?
- Did you and your partner use verbal stutters (um, ah, like, etc.)
- Were you and your partner familiar with the material so it was delivered smoothly?
- Was your posture or your partner's posture attentive (no hands in pockets, etc.)
- Did you and your partner look at your classmates while teaching your section of the text?

Days 6, 7, 8 lesson plan

Teacher Deborah Weinberg		Date
Course/Subject American Literature		Grade(s)/Level 11 College Prep/Post Secondary
Topic of Lesson 6 – 8 Sharing the Walden Vision	Unit: The Voices of Thoreau	
Performance Standard Focus: Standard 1: Reading and Responding Overarching Idea: Students read, comprehend, and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts in multimedia formats: 1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning. 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation. 1.4 Students communicate with others to create interpretations of written, oral, and visual texts. Standard 4: Applying English Language Conventions Overarching Idea: Students apply the conventions of standard English in oral, written, and visual communication. 4.4 Students use knowledge of their language and culture to improve competency in English. 4.5 Students speak and write using standard language structures and diction appropriate to audience and task. 4.6 Students use standard English for composing and revising written text.		
Lesson Objectives: 1. Students will use make the writing of Thoreau accessible to others. 2. Students will re-vision the <i>Walden</i> segment for a new audience and connect to place through writing an interpretation for a younger audience. 3. Students will use writing process of brainstorm, draft, revise, peer edit, and publish.		
Initiation: Students and teacher will discuss the prior class's presentations. - Are there any unanswered questions, confusion regarding text, ideas for the presenting of material, things we could have done better, things we did well? - Capture ideas on poster paper for reference.		
Procedures: (List the activities that the students will participate in to facilitate their learning.) Teacher will: - now that we have a good understanding of one section and an sense of the others, discuss sharing the Walden vision - explain that we will be sharing this information with a younger audience. What will that require of us as writers? (target audience - 6 th grade, Bennett School) - discuss audience, language level, visual interpretation, local connection Day 6-7 Students will: - review written instructions - Individually, take the section that surrounds the inspirational quote and rewrite it for a new younger audience. Each student may need to go back to the Walden chapter and read even more. Use examples from the world around us as needed to make it clear what the quote means. - Illustrate the opposite page in a way that will be meaningful to your audience. Simplify. Where is your Walden? Photos, cartoons, drawings, etc - What place is important to you now? Thoreau left the woods, we leave our homes, but we always go back to the places that are important to us. - Include a page about the co-author (you). Who are you? Are you a transcendentalist? - write individually, but share ideas and ask for inspiration as needed.		

- students can brainstorm with partners, but each Walden vision effort is individual. There will be peer editing at the end of the second day of writing.

Day 8 Student will:

- use library or computer for typing and final edit and submit final product.

Assessment: [How will you determine whether the objectives were met?]

At the end of day 7, there should be conversations, brainstorming evidence, and a draft that has been peer edited and is ready to be typed.

At the end of day 8, there should be a submitted final document.

Closure: [How will you cause students to reflect on what they have learned?]

Questioning – 6-7 what concerns will come up for a younger audience? What are your challenges in writing?

Exit Slip – day 8 short survey on Thoreau.

Follow up/Homework:

HW – Thinking assignment day 6-7 – what can be used for illustrations?

Resources (Materials and/or Equipment):

For student:

- Copies of *Walden*
- Copies of Thoreau's Thoughtful Words
- access to DVD with Walden photos
- copy of Sharing the Walden Vision writing guidelines for end product.

For teacher:

- Copy of *Walden*
- Sample using The Bean Field

Sharing the *Walden* Vision with Others

Now that you have examined your section of the text of *Walden* closely and you have a general understanding of other sections, it is time for you to retell the message within *Walden* to another audience. Your analysis of your selected quote and the related reading will now be transformed into synthesis as you create a new, original product.

The Big Picture

Everyone will be creating a section of our *Walden* Vision. The information that you and your partner explicated covered many sections of *Walden*. You will now create your vision of that selected quote and rewrite in contemporary language that is appropriate to our audience and explain what the ideas within your section mean to you. When we are done, all sections will be copied and bound together as *Our Voices and Vision of Walden*.

Now the Details

Our target audience will be the sixth grade students at Bennett Academy. Vocabulary should be appropriate to the age group and reading level of sixth grade.

Although you worked with a partner to explicate the text, you will now write your own interpretation. Your writing will start off with your quote, which will be treated as an epigraph. Then, your page will be physically split in two. On the left side will be your words and ideas, on the right will be the Thoreau's original words. This will most likely run over several pages. A template will be created for you to use when it comes time to type up the final work. (See sample on back).

For every page of writing, you should have a page that is some sort of illustration related to your words. It can be a photo from the *Walden* DVD of photos, a drawing, a collage, what ever will make the section interesting to the reader. When we assemble the book, your full page illustration will be on the left and your writing will be on the right.

About Your Writing

This is your personal narrative. You are rewriting and explaining Thoreau's ideas in your own words. You may use person pronouns. For example, you might write "I have never hoed or weeded in a garden like Mr. Thoreau, who said that he hoed his bean field from five in the morning until noon time. That is seven hours of weeding." (See sample for other words.)

You may need to go back to the *Walden* chapter and read even more to see how your inspirational quote fits with the rest of the information Thoreau shared with his readers. Use examples from the world around us as needed to make it clear what the quote and related text means.

Illustrate the opposite page in a way that will be meaningful to your audience. Where is your *Walden*? Photos, cartoons, drawings, etc. You can draw the people Thoreau meets or the artifacts of his life. Although you are not expected to be an artist, illustrations must show reasonable effort on your part to create images that support your text.

The Last Page

You will include a separate page about Mr. Thoreau and the co-author (you). On the left, tell the reader, who you are. Are you a transcendentalist? What are your personal thoughts about the lesson that was learned through Thoreau’s writing? On the right, give a description of Mr. Thoreau and what type of person he was (use your back ground information and what you learned about his many voices).

Sample:

Illustration Page	Writing Page	
	<p><i>“I was determined to know beans.”</i> <i>“The Bean Field”</i></p> <p>It was a once in a lifetime, unusual event when Mr. Thoreau planted beans. Mr. Thoreau wrote that he cultivated a friendship with his beans. He is using word play when he says cultivated.</p> <p>Cultivate can mean many things: to loosen soil for planting or to develop a relationship with somebody. It can also mean to make someone cultured. I do not think that planting and weeding beans would make anyone cultured.</p>	<p><i>“It was a singular experience that long acquaintance which I cultivated with beans, what with planting and hoeing, and threshing, and picking over and selling them- the last was the hardest of all – I might add eating, for I did taste.</i></p> <p><i>I was determined to know beans.</i></p> <p><i>When they were growing, I used to hoe...</i></p>

Due Dates and Grading

We will have two class periods to brainstorm, draft, and peer edit. Then we will go to the library on **insert date** to type up the pages. The final product is due on **insert date**. See the school-wide rubric for grading.

Days 6-8 Rubric for end product

	Points	Exemplary	Meets expectations	Falls short	No effort
Clarity	10	Style is fluent; language is sophisticated and audience-appropriate; demonstrates control of sentence structure and mechanics.	Word choice is audience-appropriate; mechanical errors do not interfere with communication.	Word choice might not be audience-appropriate; mechanical errors interfere with communication of ideas.	
Content	30	Elaborates and presents with accuracy, focus and appropriate resources. Thoughtful demonstration of the creative writing process.	Presents with accuracy, focus and appropriate resources. Adequate demonstration of the creative writing process.	Presents with limited accuracy, focus or inappropriate resources. Limited demonstration of the creative writing process.	
Understanding	20	Uses detail and abundant appropriate support to convey clear understanding of literal components of text.	Uses detail and appropriate support to convey understanding of literal components of text.	Uses some detail from text to convey minimal understanding of literal components of text.	
Interpretation	10	Uses abundant appropriate support and connections to convey clear understanding of figurative components of text.	Uses appropriate support and connections to convey understanding of figurative components of text.	Uses some/minimal detail to convey some/minimal understanding of figurative components of text.	
Organization	10	Presents a logical and engaging progression of subject matter.	Presents a sequential progression of subject matter.	Illogical progression of subject matter.	
Product	20	Completed exactly to specification.	Completed mostly to specification.	Completed minimally to specification.	

Comments:

Total Points _____

Connecticut Framework Standards - English

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

- 1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning.
- 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral, and visual texts.

Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

- 3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.
- 3.2 Students prepare, publish, and/or present work appropriate to audience, purpose, and task.

Standard 4: Applying English Language Conventions

Overarching Idea: Students apply the conventions of standard English in oral, written, and visual communication.

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

List of Sources

Manchester High School Home Page.

Thoreau, Henry David. "Walking" Various editions

---- *Walden; or Life in the Woods*. Various editions.

Weinberg, Deborah. *Photos of Walden Pond and Environs*.

<<http://www.facebook.com/home.php?ref=home#/album.php?aid=2466&id=100000072681891>>.