

# Transcendentalism: The individual gone wild

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Grades 11 and 12 – Honors American Literature and Social Issues in Literature

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*“How near to good is what is wild!”*

**Introduction:** These two units seek to introduce 11<sup>th</sup> grade students to Thoreau’s (and other transcendentalist writers’) connection with nature and the individual and 12<sup>th</sup> grade students to Thoreau’s ideas about an individual’s role in society. In both senses, Thoreau condones a return to the nature of things, whether in nature, or the heart of man.

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## 11<sup>th</sup> Grade – Honors American Literature

**Course Focus:** *Overview of American Literature from the 1700s to the Present*

**Prior to the Unit:** The unit below will follow a unit on American Romanticism and *The Examined Life*. Students will have read works by Franklin, Henry, Paine, Jefferson, Irving, Bryant and Walcott that gradually lead them to the principles of transcendentalism. The topics covered up to this point will be choosing what is best for the individual and man’s connection to the natural world around him.

**During this Unit:** Students will focus on learning what the natural world around them is comprised of and what it can teach them in relation to their own lives. Students will begin to take a deeper look at their own lives in connection to nature. Students will begin to make decisions based on what they know is good for them and not what is deemed best by society. All of this will be done by exploring the works of Thoreau, Emerson, Whitman, and others in and outside of class. Journaling and other writing assignments will be assessed throughout the unit.

**Unit Duration:** 6 weeks

### **Objectives (Sills):**

- Students will be able to read, understand, and discuss complex fiction and nonfiction literary texts
- Students will be able to create connections between texts, finding major themes, similarities and differences
- Students will be able to use journaling as a means of idea generation, self reflection, observation, and writing preparation
- Students will be able to understand and connect to nature
- Students will be able to emulate the life choices of Thoreau

- Students will be able to reflect on their lives, nature, and the connection between those two through a series of writing assignments including journaling, essays, and poetry

**Objectives (Knowledge):**

- Students will understand the terms transcendentalism, wildness, nature, and self-reliance
- Students will understand the ideas of Thoreau, Emerson, King, Gandhi, and Malcolm X and their theories about how to effect change in society
- Students will examine and contemplate nature and their own identity

**General Outline**

Lessons	Days	Readings and Activities
<p><b><u>The Transcendentalist Movement and Its Members</u></b>            What is transcendentalism?            What was the movement?            Who was a transcendentalist?</p>	5	Discussion: what does it mean to transcend? Power point presentations on transcendentalism and where this movement took its roots Literature book bios on Emerson, Thoreau Introduction to response journaling Reading (homework and in-class) Reading discussions Brief statement on what is transcendentalism to you. Thoreau’s “Walking” Emerson’s “Nature”
<p><b><u>Transcendentalism and Its Connection to Nature</u></b>            What is nature?            How are we connected to nature?            What should we be doing to help protect our natural world?</p>	9	String journaling assignment Field trip to Rocky River Metroparks <i>A Week on the Concord and Merrimack Rivers</i> (selections) Reflective journaling: write about a personal experience with nature (a time that you connected to the natural world around you) Introduction to Krakauer’s <i>Into the Wild</i>
<p><b><u>“Trust Thyself”</u></b>            What is self-reliance?            How is being self-reliant a challenge (to you, to your environment, to society)?            How is nature represented in the essay “Self-Reliance”?</p>	3	Journal discussion “Self-Reliance” Essay on the importance of self; create your own thesis using ideas from the reading

<p><b><u>“Live Deliberately”</u></b>          What does it mean to “live deliberately”?          Why is choosing to live deliberately a challenge?          What can you learn about yourself/your community/the world through nature?          How can you simplify your life?</p>	6	Journal discussion <i>Walden</i> (from “Economy,” “Where I Lived,” from “Solitude,” from “The Bean Field,” from “Brute Neighbors,” from “Spring,” and “Conclusion”) Epigraph journaling “Simplicity...” project/journal
<p><b><u>“I too am not a bit tamed, I too am untranslatable”</u></b>          Why is it important to understand who you are as an individual?          Why is it important that you have a connection to the natural world around you?          Why is it important to learn to be a good observer?</p>	4	Journal discussion Literature book bio. on Whitman “Song of Myself” selections by Whitman (1, 10, 33, 52) Students’ assignment: find another Whitman poem that fits in with this lesson. Bring it to the class to share. Poetry assignment
<p><b><u>“Only that day dawns to which we are awake.”</u></b>          What have you learned during this unit?          What will you take with you?          What will you continue to do/not do in regards to the activities we started/completed?</p>	3	Written response to essential questions Sharing of observation poems Wrapping up discussion on the material from the unit Publication of journals discussion Introduction to Chopin’s <i>The Awakening</i>

**Lesson Details:**

**Prior to Day 1 of Unit:**

Students are to look up the term *transcend* and come to class prepared with the definition, what their interpretation of the word is, and an personal example of a time they felt they transcended. This should be the first entry in their journal.

**Lesson 1: The Transcendentalist Movement and Its Members (5 days)**

**Day 1:**

- Discussion: what does it mean to transcend? Students will be asked to share their journal entries about a time when they felt they transcended.

- Students will then view two brief Power Point presentations on transcendentalism and where this movement took its roots (attached separately)
- Students will read the short biographies of Emerson, Thoreau from their literature books (supplemented with *The People of Concord* excerpts)
- Students need to read the Thoreau's "Walking" for homework (through to the end of the "Marlborough Road" section) and respond to their readings in their journals

**Day 2:**

- Class discussion on the first half of "Walking"
- Model reading strategies with "Walking" by reading out loud and stopping to ask questions and to monitor comprehension.
- Class homework is to finish reading "Walking"

**Day 3:**

- Detailed discussion on the rest of "Walking" and what the students responded to in their journals
- Take a walk around the outside of the school (inside will do if weather does not permit). Pause and discuss what the students hear, see, smell, and touch
- Class homework is to finish read "Nature" through chapter 'IV. Language'

**Day 4:**

- Detailed discussion on the portions of "Nature" read for homework and what students responded to in their journals
- Model reading strategies with "Nature" by reading out loud and stopping to ask questions and to monitor comprehension.
- Class homework is to read "Nature" through chapter 'VI. Idealism' and to respond in their journal for the reading
- Class homework is also to write a brief statement of what transcendentalism means to them. This is a separate piece from the journal to be handed in. See Form 1, "Transcendentalism – what is it to you?"

**Day 5:**

- Detailed discussion on the portions of "Nature" read for homework and what students responded to in their journals
- Finish reading "Nature" in class stopping to ask questions and to monitor comprehension.
- Students will hand in their response journals
- The class will then spend any time left writing a brief statement of what transcendentalism means to them. This is a separate piece from the journal to be handed in. See Form 1, "Transcendentalism – what is it to you?" They will work on it in class, but turn the final product in the next day.

**Lesson 2: Transcendentalism and Its Connection to Nature (9 days)**

**Day 1:**

- "Transcendentalism – what is it to you?" statements will be collected and response journals handed back

- The students will be introduced to the String Journaling assignment (Form 2). They will continue in the same journal where they responded to the reading for last week and create a page to separate the two.
- Model reading chapter one of *A Week on the Concord and Merrimack Rivers*, “Concord River” in class stopping to ask questions and to monitor comprehension.
- Discuss last minute preparations for our field trip to the Rocky River Metroparks the following day
- Class homework is to read pages 6-14 (finishing the section with a bit on p. 15) of “Saturday” from *A Week on the Concord and Merrimack Rivers*

**Day 2:**

- Field trip to the Rocky River Metroparks: students will be encouraged to observe the natural world around them. Students will be given time to sit quietly and journal about their observations while on the field trip. This entry will not count as a string journal entry, although they should place it in this section and label it as separate.
- Class homework is to finish reading “Saturday” in *A Week on the Concord and Merrimack Rivers* and to be prepared to discuss the field trip, their observations, and the chapter tomorrow in class.

**Day 3:**

- Students will discuss what we learned about nature. We will make a list on the board of what we learned, and how we can save/conservate this precious landscape. Students will answer the questions “What is nature?” and “How are we connected to it?” as a class as well.
- The class will then discuss the chapter “Saturday” in *A Week on the Concord and Merrimack Rivers*

**Day 4:**

- Students will discuss continue to discuss and then finish discussing *A Week on the Concord and Merrimack Rivers*
- Students will then spend the rest of the period working on their first reflective journaling assignment (which can go in their string journals in a different section) with this prompt: write about a personal experience with nature (a time that you connected to the natural world around you). This should be answered in the spirit of Thoreau in *A Week on the Concord and Merrimack Rivers*

**Day 5:**

- Students will be introduced to John Krakauer’s *Into the Wild* with a slide show of pictures from a students’ trip to Alaska (attached separately)
- After the books have been passed out, the class will take a look at the prologue
- The class will then discuss if what McCandless did was in the spirit of a transcendentalist
- Class homework is to read chapters 1-6 of the novel. A reading quiz will follow on Monday. (see all quizzes in the Forms section under Form 8: *Into the Wild* Quizzes)

**Day 6:**

- String journals will be collected (students will be asked to share some of their experiences)
- Students will be quizzed on their reading from over the weekend.

- The class will discuss the chapters from the reading
- Students will then be given a short essay question, due when they complete the novel (Form 3)
- Class homework is to read chapters 7-9 of the novel. A reading quiz will follow tomorrow.

**Day 7:**

- Students will be quizzed on their reading from last night
- The class will then discuss the chapters that were read for homework
- Although the essay is not due until the novel is completed, the class will be asked to share what they think thus far as a response to the prompt (Form 3)
- Students' homework is to read chapters 10-12 of the novel. A reading quiz will follow the next day.

**Day 8:**

- Students will be quizzed on their reading from last night.
- The class will discuss the chapters from last night's reading.
- Model reading chapter 13 of *Into the Wild* in class stopping to ask questions and to monitor comprehension.
- Students may use class time to begin reading for their assigned homework chapters
- Students' homework is to read chapters 14-the end of the novel. A reading quiz will follow the next day.

**Day 9:**

- Students will be quizzed on their reading from last night.
- Students short essay responses will be collected. Students will be asked to share their responses to the class.
- The class will discuss the chapters from last night's reading.
- The class will be posed the question once more, do they think that what Chris McCandless did was in the spirit of a transcendentalist?

**Lesson 3: "Trust Thyself" (3 days)**

**Day 1:**

- Students will be asked to define the term "self-reliance"
- Students will be asked if they feel if they are "self-reliant" or if they can think of someone who.
- Model reading the beginning of Emerson's "Self-Reliance" in class stopping to ask questions and to monitor comprehension.
- Class homework is to pick up where we left in class with "Self-Reliance" and read through to "To be great is to be misunderstood." They are not to read any farther than this. Students will respond to their reading in their journals.

**Day 2:**

- String journals will be collected. Students will be asked to share their experiences with the class.
- The class will discuss the section of "Self-Reliance" read over the weekend for homework. Students will be asked to share from their response journals.
- Class homework is to finish reading "Self-Reliance" and to respond to it in their journals

**Day 3:**

- String journals will be handed back to the students
- The class will discuss the last portions of “Self-Reliance” read for homework. Students will be asked to share from their response journals.
- The class will then be asked to discuss these questions: “How is being self-reliant a challenge (to you, to your environment, to society)?”; “How is nature represented in the essay ‘Self-Reliance’?”
- The class will be given an essay assignment (Form 4) (rubric Form 9) due on Friday.

**Lesson 4: “Live Deliberately” (6 days)****Day 1:**

- The class will discuss what it means to “live deliberately”
- The class will then be introduced to epigraph journaling. They will be given a different prompt for each section we read. (Form 5) All journal responses will be collected at the conclusion of the lesson.
- The class will read from “Heaven Is Under Our Feet,” an essay by Don Henley, founder of the Walden Woods Project, in their literature books
- Model reading from “Economy” in class stopping to ask questions and to monitor comprehension.
- Class homework is to finish reading from “Economy” and to complete the journaling as we read sections throughout this lesson. Students are to have all journaling completed by the time we finish the lesson (3 epigraphs and the rest is response journaling with one project response journaling assignment)

**Day 2:**

- The class will discuss “Economy”
- The class will receive their “Simplicity, simplicity, simplicity” assignment (Form 6)
- Model reading “Where I Lived, and What I Lived For” in class stopping to ask questions and to monitor comprehension.
- Class homework is to complete “Where I Lived, and What I Lived For” and to continue working on their journaling.

**Day 3:**

- The class will discuss “Where I Lived, and What I Lived For”
- Class homework is to read from “Solitude,” from “The Bean Field,” and from “Brute Neighbors.” Students are also to continue working on their journaling.

**Day 4:**

- String journals will be collected. Students will be asked to share some of their experiences.
- The class will discuss all of the reading from over the weekend
- Class homework is to read from “Spring” and to continue working on their journaling.

**Day 5:**

- String journals will be handed back to students

- The class will discuss “Spring”
- Model reading “Conclusion” in class stopping to ask questions and to monitor comprehension.
- Class homework is to complete “Conclusion” for discussion tomorrow

**Day 6:**

- The class will discuss “Conclusion”
- The students will spend the rest of the period wrapping up any work they have left on their Epigraph and Response journaling. All work will be collected tomorrow.

**Lesson 5: “I too am not a bit tamed, I too am untranslatable” (4 days)**

**Day 1:**

- Students will hand in all of their journaling work from *Walden*
- The students will then discuss the following questions, which will be brought up several more times throughout the lesson: “Why is it important to understand who you are as an individual?”; “Why is it important that you have a connection to the natural world around you?”; “Why is it important to learn to be a good observer?”
- The class will then read the short biography of Walt Whitman in their literature books
- Model reading #1 from “Song of Myself” in class stopping to ask questions and to monitor comprehension.

**Day 2:**

- The class will recap #1 in brief discussion
- The class will read #10 from “Song of Myself”
- Once more the questions will be posed to the class: “Why is it important to understand who you are as an individual?”; “Why is it important that you have a connection to the natural world around you?”; “Why is it important to learn to be a good observer?”
- Class homework is to read #33 from “Song of Myself” and to come to class prepared with responses to the reading. Students must also find another poem from Whitman’s “Song of Myself” that fits in with this lesson (not #52). They must bring the poem and a prepared explanation to share with the class on Monday.

**Day 3:**

- String journals will be collected (this is the last of the string journals)
- The class will discuss responses to #33
- Students will share the poems they found that fit in with this lesson, and present their explanations as to why the poem ties in so well.
- The class will receive their poetry assignment (Form 7)
- Class homework is to read #52 from “Song of Myself” and to respond to it for discussion tomorrow

**Day 4:**

- String journals will be passed back to students
- The class will discuss responses to #52, last night’s homework

- We will conclude the lesson by posing the questions one last time: “Why is it important to understand who you are as an individual?”; “Why is it important that you have a connection to the natural world around you?”; “Why is it important to learn to be a good observer?”

### Lesson 6: “Only that day dawns to which we are awake.” (3 days)

#### Day 1:

- The class will spend the period responding to the following questions in writing: “What have you learned during this unit?”; “What will you take with you?”; “What will you continue to do/not do in regards to the activities we started/completed?”
- The class, if time permits, will share their answers to these questions before they are collected.
- The class will be reminded that their observation poems are due Friday.

#### Day 2:

- The class will be informed of the publishing of their journals
- Students will be introduced to Kate Chopin’s *The Awakening*

#### Day 3:

- The class will share their observation poems, thus concluding the unit

#### List of Materials:

- *Elements of Literature* textbook
- *The People of Concord* by Paul Brooks
- “Walking” by Henry David Thoreau
- “Nature” by Ralph Waldo Emerson
- *A Week on the Concord and Merrimack Rivers* (selections) by Henry David Thoreau
- *Into the Wild* by John Krakauer
- “Self-Reliance” by Ralph Waldo Emerson
- *Walden* (selections) by Henry David Thoreau
- “Song of Myself” (selections) by Walt Whitman
- *The Awakening* by Kate Chopin
- Classroom materials: computer, projector, CD player

#### State Standards:

- Reading Applications: Informational, Technical and Persuasive Text (Indicators 2, 3, 5)
- Reading Applications: Literary Text (Indicators 1-7)
- Writing Process (Indicators 1, 3-17)
- Writing Applications (Indicators 1, 2, 6)
- Writing Conventions (Indicators 1-3)
- Research (Indicator 2)
- Communication Oral and Visual (Indicators 1-9)

#### Bibliography:

Brooks, Paul. *The People of Concord*. Fulcrum Publishing, Golden, Colorado: 1990.

Chopin, Kate. *The Awakening*. Bantam Dell, New York: 1988.

Emerson, Ralph Waldo. *Nature and Other Essays*. Dover Publications, Inc., Mineola: 2009.

Emerson, Ralph Waldo. *Self-Reliance and Other Essays*. Dover Publications, Inc., Mineola: 1993.

Holt, Rinehart and Winston. *Elements of Literature: Fifth Course*. Harcourt Brace & Company, New York: 2000.

Krakauer, John. Into the Wild. First Anchor Books Edition, New York: 1996.  
Thoreau, Henry David. A Week on the Concord and Merrimack Rivers. Dover Publications, Inc., Mineola: 2001.  
Thoreau, Henry David. Civil Disobedience and Other Essays. Dover Publications, Inc., Mineola: 1993.  
Thoreau, Henry David. Walden. Castle Books, Edison: 1854.

## **FORMS**

### **FORM 1**

Transcendentalism –what is it to *you*?

Now that we've grappled with the term transcendentalism, explored a time when you transcended, and have become a little more familiar with Emerson and Thoreau's writings, I would like you to write a brief statement on what transcendentalism means to you.

Although this assignment should be no more than 100 words, you need to type it in 12 pt. Times New Roman font, and double-space. I expect the proper MLA heading as well.

You will be graded on your "Thoreau" thoughtfulness (pun intended) and insight. Grammar and mechanics rules apply as usual.

**Grading:** if you would like to earn an "F" on this assignment, by all means complete any number of the following:

- ☞ Do not turn in a statement
  - ☞ Make an obscene amount of grammatical and/or mechanical mistakes
  - ☞ Do not take this assignment seriously
  - ☞ Waste my time with an improperly short response
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### **FORM 2**

#### **String Journals**

courtesy of Janet Burne, of Reading Memorial High School, Reading, MA

As much as Nature factors into our literature, often it is ignored in our own lives. Sometimes, we are too busy, too harried, too distracted by the minutia of living to observe closely our natural world and to tune into our environment. To remedy this situation, you will become a close observer of Nature this semester.

**The goals of this activity are as follows:**

- ☞ To develop your powers of observation
- ☞ To identify with the natural forces that influence so many writers
- ☞ To develop your writing skills

**Procedure:**

- ☞ This is a piece of string. Tie it into a circle.
- ☞ Bring your string outside to a location that you can visit easily and often.
- ☞ Secure your string to this place. You will be coming to this spot throughout the semester.
- ☞ Once every week (Tuesday-Sunday) you will visit your string for a minimum of 20 minutes.
- ☞ NOTE- you are required to go outside to observe Nature in this assignment. Dress appropriately. Whining is not cool and not wanted.
- ☞ Every Monday you will submit a journal entry of approximately 2-3 pages (standard 8.5x11 single subject notebook is REQUIRED) that is based on reflections made while visiting your string.
- ☞ The string is a device to get you out – if a bird uses it for a nest or your dog eats it, go out to your spot and observe Nature without it!

**Rules of Submission:**

- ☞ Journals are due at the start of the period. NO EXCEPTIONS.
- ☞ Journals will NOT be accepted late (unless you are absent from class, which of course you will then turn the journal in immediately upon your return)
- ☞ Journals must have the proper heading – Name, Entry #, Date Submitted, Title
  - Any journal lacking this information will lose 10 points from the grade.

**Grading:**

- ☞ A thoughtful entry that meets all criteria will receive a “B.”
  - ☞ An entry that goes beyond expectations will receive an “A.” Going beyond expectations may mean that you have been incredibly insightful, you were exceptionally creative, you demonstrated a sophisticated style, etc. Please note that writing mediocre material at great length will NOT result in a higher grade. Focus on the *quality* of your work, not the *quantity*.
  - ☞ An entry that does not meet expectations will fail. Possible reasons for a failing grade could include the following: an entry that comes in separated from your String Journal Notebook; careless or exceedingly poor grammar and mechanics; lack of sufficient length; superficial treatment of your subject matter; lack of a connection to the experience of being outside, observing Nature. This is important! It is a central component of the entire assignment.
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### FORM 3

#### *Into the Wild* Short Response Essay

In the book we are reading, *Into the Wild*, Jon Krakauer admits that Chris McCandless was rash, but he insists he "wasn't a nutcase, he wasn't a sociopath, he wasn't an outcast. McCandless was something else -- although precisely what is hard to say. A pilgrim, perhaps" (85).

Your question:

What precisely *was* McCandless? Use one of Krakauer's terms or invent your own term. **Choose your term carefully**, and note passages as you read. **Your answer to the question is your central claim**. Support this claim with evidence from the text and explain how the language of the quote -- the connotations of individual words in the quotes you cite -- prove your claim to be valid.

Your response should be approximately 300-400 words long, 12 pt. Times New Roman font, double-spaced with the proper MLA heading.

This will be due on \_\_\_\_\_

Source: FRIDAY, DECEMBER 07, 2007

<http://www.americanstudies.com/2007/12/into-wild-short-essay-prompt.html>

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### FORM 4

#### Essay on Self

Due \_\_\_\_\_

In a brief essay (500-600 words), use details from works by Ralph Waldo Emerson and Henry David Thoreau to discuss the importance of the self. You will need to create your thesis statement based on the information you gathered from your reading.

As usual, you must type this essay in 12 point Times New Roman font. Make sure that your essay is double-spaced, and that there is not extra spacing between paragraphs.

This essay is worth 30 points.

#### Grading:

- ☞ A thoughtful, well-planned, well-executed essay that also meets English grammar and mechanics standards will receive a "B."
- ☞ An essay that goes beyond expectations will receive an "A." Going beyond expectations may mean that you have been incredibly insightful, you were exceptionally creative in your approach, you demonstrated a sophisticated style, etc. Please note that writing mediocre material at great length will NOT result in a higher grade. Focus on the *quality* of your work, not the *quantity*.

- ☞ An essay that does not meet expectations will fail. Possible reasons for a failing grade could include the following: careless or exceedingly poor grammar and mechanics, lack of sufficient length, superficial treatment of your subject matter, lack of connection to this experience, not turning in an essay at all.
- ☞ The late policy on your syllabus is in effect as usual.

(A grading rubric for this essay is available. See FORM 9)

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FORM 5

### Epigraph and Response Journaling

Directions: Please read the following quote from *Walden* and respond to it by completing both the pre-writing and journal activities listed below.

#### “Economy”

"The student who secures his coveted leisure and retirement by systematically shirking any labor necessary to man obtains but an ignoble and unprofitable leisure, defrauding himself of the experience which alone can make leisure fruitful. 'But,' says one, 'you do not mean that the students should go to work with their hands instead of their heads?' I do not mean that exactly, but I mean something which he might think a good deal like that; I mean that they should not play life, or study it merely, while the community supports them at this expensive game, but earnestly live it from beginning to end. How could youths better learn to live than by at once trying the experiment of living? Methinks this would exercise their minds as much as mathematics. If I wished a boy to know something about the arts and sciences, for instance, I would not pursue the common course, which is merely to send him into the neighborhood of some professor, where anything is professed and practised [sic] but the art of life; . . . Which would have advanced the most at the end of a month, -- the boy who had made his own jackknife from the ore which he had dug and smelted, reading as much as would be necessary for this -- or the boy who had attended the lectures on metallurgy at the Institute in the meanwhile, and had received a Rodgers penknife from his father?"

**Preparation to write:** Identify a skill or talent that you have learned about or developed by doing. Make some notes about how the learning process occurred. Then, research at either the library or on-line what materials and advice are available to someone who knows nothing about this area. Include in this investigation of resources any lessons or classes you took that did NOT have a major "hands on" element. Compare your own experience and expertise with what you find in "How To" sources.

**Journal:** Write an essay that compares/contrasts what one would learn about a particular body of knowledge in two separate ways: first, by reading about it or consulting "experts" only (as in, if you were to do library research or attend a lecture on the subject); and second, by doing that same activity, finding out what you needed to know from other sources when and if you needed to. Your own experience, identified above, will be the example that illustrates and supports your observations. Either begin or conclude your essay by responding to the question posed in the quote about the boy and the knife .

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

“Morning brings back the heroic ages. I was as much affected by the faint hum of a mosquito making its invisible and unimaginable tour through my apartment at earliest dawn, when I was sitting with door and windows open, as I could be by any trumpet that ever sang of fame.”

**Preparation to write:** Think about what is probably deemed insignificant in your life or the world around you, and then think about why it *should* be considered significant.

**Journal:** Write about an experience that you first perceived as insignificant but now, as you reflect back on it, seems very big or important. What did you learn from this experience? How could it be applied on a grander scale in regards to your home, family, community, nature, country, and/or world?

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### “Conclusion”

"I had not lived there a week before my feet wore a path from my door to the pondside; and though it is five or six years since I trod it, it is still quite distinct. It is true, I fear, that others may have fallen into it, and so helped to keep it open. The surface of the earth is soft and impressible by the feet of men; and so with the paths which the mind travels. How worn and dusty, then must be the highways of the world, how deep the ruts of tradition and conformity."

**Preparation to write:** Break out of the rut! Choose one particular pattern that is a regular part of your life - perhaps the way you walk to school or to a friend's house, the order of your morning or bedtime routine, the way you typically spend Sunday afternoon. . . and do it in a totally new and different way. Turn it upside-down or inside-out; cease doing it completely; begin doing something else that you have never done before as a part of your routine. Deliberately alter the pattern of your past behavior in such a way that you are, essentially, walking on untrod ground.

**Journal:** Describe the changes you made, but focus most of your journal on the effect they had on you. How did it make you feel to break routine? What was easy? Difficult? What did you learn - about your routines? about yourself? by doing this? Did any one of your family or acquaintances question you or criticize you for this change in the pattern?

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**NOTE:** You will notice that there are only three sections represented here. You must respond to the other sections in your response journal as you have done for readings in the past (“Walking” and “Nature”).

### Grading:

- ☞ A thoughtful entry that meets all criteria will receive a “B.”
- ☞ An entry that goes beyond expectations will receive an “A.” Going beyond expectations may mean that you have been incredibly insightful, you were exceptionally creative, you demonstrated a sophisticated style, etc. Please note that writing mediocre material at great length will NOT result in a higher grade. Focus on the *quality* of your work, not the *quantity*.

☞ An entry that does not meet expectations will fail. Possible reasons for a failing grade could include the following: an entry that comes in separated from your Journal Notebook; careless or exceedingly poor grammar and mechanics; lack of sufficient length; superficial treatment of your subject matter; lack of a connection to the material.

**Due:** All journaling will be collected at the conclusion of the lesson.

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## FORM 6

### **“Simplicity, simplicity, simplicity!”**

#### **A Project in Doing Without**

courtesy of Bill Schechter

Lincoln-Sudbury Regional High School, Sudbury, MA

Thoreau was an eloquent advocate of the simple life. Turning a common belief on its head, Thoreau claimed a man was rich in proportion to the number of things he could do without. Part of the reason he went to live by Walden Pond was that he was in search of the simple life.

Does simplicity enrich, as Thoreau contended? Does it help clear away the trivia that distracts us from deeper insights into nature and into ourselves – “the essential facts of life” (*Walden*)? Or does “living simply” just cause us inconvenience and a sense of deprivation? This is your opportunity to find out. For the next week, choose something that you value owning or doing, and do without it. Then discuss in your journal how the experience affected you.

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## FORM 7

### **Whitman Poetry Assignment**

You are to write a poem in the style of Whitman, that is, it must be observational.

Your subject matter can range. You may be observing yourself, a group of people, nature, a friend, a class, a teacher, etc. The possibilities are endless!

Your poem must be approximately 15 lines long (about the length of #52 from “Song of Myself”). However, try not to get too caught up in length. I’m grading quality, not quantity.

Expectations/Grading:

- ☞ Whitman wrote in free verse, so no limericks, lyrics, or Seussonian pieces, please. Those will ensure your demise.
- ☞ Whitman used proper punctuation. So should you.

- ☞ Failing grades will result in the following: lack of a poem, lack of an observation, exceedingly poor punctuation/grammar mistakes, careless lack of creativity and/or insight.
- ☞ Meet the requirements and you earn a “B”; surpass them, and you will earn an “A.” Channel Whitman instead of merely emulating him.

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**FORM 8**

**INTO THE WILD QUIZZES**

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

***Into the Wild: Chapters 1-6 Quiz***

**Multiple choices: choose the best answer and write the letter on the line next to the number. (1 point each)**

- \_\_\_ 1. Chris McCandless referred to himself as
- A. Alexander Superstump.
  - B. Alexander Supertramp.
  - C. Jack London.
  - D. Wayne Westerberg.
- \_\_\_ 2. Jim Gallien
- A. picked up McCandless on the road and drove him to Montana.
  - B. picked up McCandless on the road and drove him to Canada.
  - C. picked up McCandless on the road and drove him to Denali.
  - D. picked up McCandless on the road and drove him to a supply store.
- \_\_\_ 3. Gallien decided not to tell the authorities about McCandless because
- A. he figured McCandless would get hungry and walk back out to the road.
  - B. he figured McCandless was well prepared for his adventure.
  - C. he figured McCandless would join up with some friends.
  - D. he figured McCandless wasn't his responsibility.
- \_\_\_ 4. What is the name of the National Park that the Stamped Trail winds through?
- A. Yellowstone National Park
  - B. Jellystone National Park
  - C. Denali National Park
  - D. Yosemite National Park
- \_\_\_ 5. What is the name of the river that is next to where McCandless was found?
- A. Sushana
  - B. Teklanika
  - C. Savage
  - D. Toklat
- \_\_\_ 6. McCandless's remains were found
- A. in a car.
  - B. in the middle of the forest.
  - C. in a bus.
  - D. in the river.
- \_\_\_ 7. McCandless's remains were found
- A. by state troopers.
  - B. by park rangers.
  - C. by a groups of tourists.
  - D. by a group of moose hunters.
- \_\_\_ 8. How long had McCandless been dead before he was discovered?
- A. 2 1/2 weeks
  - B. 3 weeks
  - C. a month
  - D. 1 week, 4 days
- \_\_\_ 9. Wayne Westerberg lives in
- A. North Dakota.
  - B. Montana.
  - C. South Dakota.
  - D. Alaska.
- \_\_\_ 10. Alex's favorite drink was a
- A. Coors.
  - B. White Russian.
  - C. Whiskey Sour.
  - D. Tom Collins.
- \_\_\_ 11. Wayne Westerberg earned a living by
- A. owning the Cabaret.
  - B. rental properties.
  - C. cattle ranching.
  - D. owning a grain elevator.
- \_\_\_ 12. Why was Westerberg arrested?
- A. For selling drugs.
  - B. For stealing cars.
  - C. For making illegal cable boxes.
  - D. For making illegal bets/gambling.
- \_\_\_ 13. Who are two of McCandless's literary idols?
- A. Tolstoy and Krakauer
  - B. Krakauer and London
  - C. London and Krakauer
  - D. London and Tolstoy
- \_\_\_ 14. Chris grew up in
- A. Virginia.
  - B. Maryland.
  - C. Georgia.
  - D. Delaware.

\_\_\_ 15. What was the name of the newspaper Chris wrote for in college?

- A. The Emory Post
- B. The Emory Times
- C. The Emory Wheel
- D. The Emory Chronicle

\_\_\_ 16. In a twist of irony, Chris donated his savings to an organization that fights hunger. It was called

- A. Greenpeace.
- B. Red Cross.
- C. OXFAM
- D. PETA

\_\_\_ 17. What color was Chris' Datsun?

- A. yellow
- B. red
- C. blue
- D. black

\_\_\_ 18. What Thoreauvian work is referenced in chapter 4 that Chris adhered to very much?

- A. *Nature*
- B. *Walden*
- C. "Self-Reliance"
- D. "Civil Disobedience"

\_\_\_ 19. How did McCandless's parents attempt to track him down?

- A. Driving out west to find him
- B. Contacting Wayne Westerberg
- C. Tracing back to an address on a letter sent to them by McCandless
- D. By hiring a private investigator

\_\_\_ 20. When attempting to canoe to the ocean, where did McCandless get lost?

- A. Mexico
- B. Arizona
- C. New Mexico
- D. California

\_\_\_ 21. While in Bullhead City, McCandless worked at

- A. a Burger King.
- B. a Wendy's.

- C. a McDonald's.
- D. a Jack-in-the-Box.

\_\_\_ 22. While in Bullhead City, McCandless worked at

- A. a Burger King.
- B. a Wendy's
- C. a McDonald's.
- D. a Jack-in-the-Box.

\_\_\_ 23. Jan Burres and her boyfriend, Bob, parked their van in an area called

- A. the Slabs.
- B. the Slates.
- C. the Slums.
- D. the Slaps.

\_\_\_ 24. From the way that Krakauer describes Jack London, it's easy for the reader to see that

- A. Krakauer greatly admires London.
- B. Krakauer did not care for London.

\_\_\_ 25. McCandless was constantly talking to Jan, and anyone else he met, about

- A. his parents.
- B. Alaska.
- C. his job with Wayne Westerberg.
- D. the books he read.

\_\_\_ 26. Ron Franz

- A. allowed McCandless to stay in a trailer he was watching for someone else.
- B. drove McCandless to San Diego.
- C. changed his life-style due to the influence of McCandless.
- D. both B and C.

\_\_\_ 27. McCandless' camp in the Anza-Borrego Desert State Park was just past the

- A. "Oh-My-God Hot Springs."
- B. "Oh-My-Goodness Hot Springs."
- C. "Oh-My-Lord Hot Springs."
- D. "Oh-My-Gosh Hot Springs."

\_\_\_ 28. Ron Franz was a talented

- A. cobbler.

- B. leatherworker.
- C. weaver.
- D. carpenter.

- A. killed himself.
- B. went to Alaska.
- C. gave up God.
- D. moved back home.

\_\_\_ 29. When Ron heard that McCandless (Alex) was dead, he

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### *Into the Wild: Chapters 7-9 Quiz*

**Multiple choices: choose the best answer and write the letter on the line next to the number. (1 point each)**

- \_\_\_ 1. Chris made an instant connection with
- A. Westerberg's wife.
  - B. Westerberg's sister.
  - C. Westerberg's mother.
  - D. Westerberg's niece.
- \_\_\_ 2. Gail Borah is
- A. Westerberg's wife.
  - B. Westerberg's sister.
  - C. Westerberg's mother.
  - D. Westerberg's girlfriend.
- \_\_\_ 3. McCandless practiced
- A. Buddhism.
  - B. chastity.
  - C. spiritualism.
  - D. Catholicism.
- \_\_\_ 4. Which one of McCandless's literary heroes was a life-long virgin?
- A. Tolstoy
  - B. Thoreau
  - C. London
  - D. Twain
- \_\_\_ 5. What was the general opinion given by native Alaskan's of McCandless's adventures?
- A. He was brave for taking on such a daunting task.
  - B. He was determined to succeed and therefore was thought he would.
  - C. He was foolish to think he could live off of the land.
  - D. He was well prepared for his adventure and died by accident.
- \_\_\_ 6. Who is Gene Rosellini?
- A. A friend of McCandless's from college.
  - B. A photographer and adventurer who died in Alaska due to an oversight
  - C. A man who attempted to live off the land of Alaska back in the 1970's
  - D. A famous, local rock/mountain climber who was never found again
- \_\_\_ 7. Davis Gulch is located in what state?
- A. Utah
  - B. Nevada
  - C. Montana
  - D. Alaska
- \_\_\_ 8. When compared to other adventurers/naturalists/climbers, Chris McCandless was *most* similar to
- A. John Waterman.
  - B. Everett Ruess.
  - C. Carl McCunn.
  - D. James Brady.
- \_\_\_ 9. The man above referred to himself as
- A. AHAB.
  - B. GLACIER.
  - C. NEMO.
  - D. CARMEL.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### *Into the Wild: Chapters 10-12 Quiz*

**Multiple choices: choose the best answer and write the letter on the line next to the number. (1 point each)**

- \_\_\_ 1. After Chris was found and authorities tried to identify his remains, they at first thought him to be
- A. a doctor.
  - B. a physicist.
  - C. a veterinarian.
  - D. a field biologist.
- \_\_\_ 2. Upon hearing the news of the found dead hiker in Alaska, who was the first to respond to authorities reporting they thought it was Alex/Chris?
- A. Wayne Westerberg
  - B. Jim Gallien
  - C. Ron Franz
  - D. Jan Burres
- \_\_\_ 3. Which of McCandless's family members was contacted first about the discovery of the remains?
- A. Walt, his father
  - B. Billie, his mother
  - C. Carine, his sister
  - D. Sam, his half-brother
- \_\_\_ 4. Which of these words *best* describes Walt McCandless?
- A. Outgoing
  - B. Reserved
  - C. Jovial
  - D. Anxious
- \_\_\_ 5. How many siblings, total, did McCandless have?
- A. 1
  - B. 3
  - C. 6
  - D. 7
- \_\_\_ 6. Walt McCandless is the genius creator of
- A. RADAR.
  - B. SCUBA.
  - C. SAR.
  - D. SPAM.
- \_\_\_ 7. McCandless felt a special kinship with and was very similar to which family member?
- A. His mother's father
  - B. His father's father
  - C. His mother's mother
  - D. His father's mother
- \_\_\_ 8. Walt and Chris took a traditional annual trip to
- A. Virginia beach.
  - B. go climbing.
  - C. Alaska.
  - D. go hunting.
- \_\_\_ 9. Chris and Carine both played what instrument very well?
- A. the piano
  - B. the trumpet
  - C. the French horn
  - D. the guitar
- \_\_\_ 10. In what sport did McCandless excel?
- A. Football
  - B. Baseball
  - C. Running
  - D. Tennis
- \_\_\_ 11. For a fleeting moment at college, McCandless considered becoming
- A. a lawyer.
  - B. a doctor.
  - C. a veterinarian.
  - D. an agriculturalist.

- \_\_\_12. What caused the rift between Chris and his parents?
- A. His parents love of money and material things
  - B. What he found out about his father's first marriage

- C. Discovering he had half-siblings
- D. His parents always telling him how he should live his life

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### *Into the Wild: Chapters 13-18 Quiz*

**Multiple choices: choose the best answer and write the letter on the line next to the number. (1 point each)**

\_\_\_1. What is the name of the family dog that Chris was so attached to?

- A. Charlie
- B. Buckley
- C. Max
- D. Mrs. Snugglekins

- C. To illustrate that Chris McCandless was not suicidal.
- D. To point out that Alaska is where people usually go to have big adventures.

\_\_\_2. Who went to Alaska to claim Chris' remains?

- A. Sam
- B. Carine and her husband
- C. Walt and Billie
- D. Sam and Carine

\_\_\_6. Was Krakauer successful in his adventure?

- A. no
- B. yes

\_\_\_3. What was Krakauer's big adventure?

- A. Climbing Mt. McKinley
- B. Climbing Devil's Thumb
- C. Hiking through the Alaskan bush
- D. Hiking through the Mojave desert

\_\_\_7. What disease afflicted Krakauer's father?

- A. Polio
- B. Cancer
- C. Alzheimer's
- D. Dementia

\_\_\_4. What was Krakauer's creative safety device to keep him from falling into a crevasse?

- A. a nylon rope and pulley system
- B. snow shoes
- C. curtain rods lashed to his backpack
- D. an inflatable life-raft tethered to his backpack

\_\_\_8. What is the name of the man who took Chris to Fairbanks so he could get rice and go to the university to study up on plants?

- A. Jim Gallien
- B. Gaylord Stuckey
- C. Gaylord Focker
- D. Jim Stuckey

\_\_\_5. In addition to other adventurer's information, why did Krakauer include the information about his own adventure?

- A. To show that he was exactly the same as Chris McCandless.
- B. To prove that there are lots of people out in the world like Chris McCandless.

\_\_\_9. When he found the bus, he titled that day

- A. "Special Bus Day."
- B. "The Best Day Ever!"
- C. "Magic Bus Day."
- D. "Happy Day."

\_\_\_10. Name one thing that Chris listed on his "LONG TERM" list of chores.

- \_\_\_11. Chris felt badly about killing
- A. several porcupines.
  - B. a grizzly bear.
  - C. a moose.
  - D. a lot of squirrels.
- \_\_\_12. What prevented Chris from leaving the bush?
- A. A blocked mountain passage
  - B. An avalanche
  - C. Heavy, cold rains
  - D. A raging river
- \_\_\_13. The long passage that opens chapter 17 is by
- A. Thoreau
  - B. Emerson
  - C. London
  - D. Tolstoy
- \_\_\_14. How did Krakauer and his team get across the Teklanika River?
- A. kayak
  - B. waded across it like Chris
  - C. cable and basket system
  - D. ski lift
- \_\_\_15. There was doubt that Chris had actually killed a moose; speculation had it that he had killed a \_\_\_\_\_.
- \_\_\_16. The last book, most likely, that Chris read was
- A. *Walden*.
  - B. *Leaves of Grass*.
  - C. *Nature*.
  - D. *Dr. Zhivago*.
- \_\_\_17. In a journal entry, Chris blamed his demise on
- A. bad moose meat
  - B. not having anything to eat
  - C. potato seeds
  - D. pea seeds
- \_\_\_18. In Chris' last journal entry, he says his farewell to the world and thanks
- A. his sister, Carine.
  - B. his parents.
  - C. the moose.
  - D. the Lord.
- \_\_\_19. It is assumed that Chris died on August 18, 1992, \_\_\_\_\_ days after he "walked into the wild."
- A. 100
  - B. 112
  - C. 99
  - D. 115

FORM 9

### Holistic Grading Rubric for Essays

**A – Absurdly wonderful**

My paper is well developed beyond the likes of someone my age/grade and utterly complete.

I have a ridiculously clear organization for my all of ideas and it is appropriate for the type of writing I did.

I clearly and utterly understood the audience that I wrote this for and I meet the audience's needs even if the audience is myself.

I effectively use word choices to help the style or tone and they are appropriate, neigh, perfect for the type of writing I did.

I made no grammatical or mechanical mistakes...at all.

I was insightful beyond my young and tender years, on par with Thoreau, Emerson, Whitman, Gandhi, Socrates, and the like.

**B – Well done**

My paper was well developed and complete.

I have clear organization for my ideas and it is appropriate for the type of writing I completed.

I clearly understood the audience that I wrote this for and I meet the audience's needs even if the audience is myself.

I effectively use word choices to help the style or tone and they are appropriate for the type of writing I did.

I made a few grammatical and/or mechanical mistakes.

I was insightful, but I couldn't have explored my topic a little more in depth.

### **C – Mediocre**

My paper is partially developed but it is not a well-developed whole. There may be gaps or uneven parts.

I have an order for my ideas and it is appropriate for the type of writing I did.

I somewhat understood the audience that I wrote this for and I tried to meet the audience's needs even if the audience is myself.

I made several grammatical and/or mechanical mistakes.

I tried to use language choices to help with the style or tone and they are appropriate for the type of writing I did.

### **D – Poor**

I tried to develop my ideas but the paper is not whole or complete.

I tried to order my ideas for the type of writing I did but it may get off track.

I tried to understand the audience I was writing for.

I made way too many grammatical and/or mechanical mistakes.

I used some language choices, but they may not be effective.

### **F – Really?**

I did not develop the ideas into a complete whole.

I have no real order for my ideas.

I did not try to write for the audience.

I did not use language choices to help with style or tone.

Grammatical...mechanical grammar...what?

In a nutshell, I rushed through this, I didn't care, and/or I'm a disrespectful slob.

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## **12<sup>th</sup> Grade – Social Issues in Literature Unit**

**Course Focus: *Rebellion and Conformity***

**Prior to the Unit:** The unit below should follow a unit on protest literature. Students should have seen various literary works that attempt to expose the problems in society. The focus of the previous unit is on American social issues, but can also include global issues. Some issues dealt with in this literature include: war, women's rights, civil rights, apartheid, the environment, and homelessness. Students read and discuss a few works as a class, but mostly choose a group of short works that protest a given issue/situation. Here they'll see the great American tradition of change and evolution through protest.

**During this Unit:** Students will find that literature not only reveals problems, but poses solutions to those problems. During this unit, students will examine (1) their roles as individuals in society and the idea of conformity in society and (2) how individual action and/or an individual's words can impact a society.

**Total Unit Duration:** 6 weeks

**Objectives (Skills):**

- Students will be able to read, understand, and discuss complex fiction and nonfiction literary texts
- Students will be able to create connections between texts, finding major themes, similarities and differences
- Students will be able to use journaling as a means of idea generation, self reflection, observation, and writing preparation
- Students will be able to read persuasive arguments and apply the concepts to their own arguments
- Students will be able to create a proposal and implement a project related to a societal issue in their community

**Objectives (Knowledge):**

- Students will understand the terms conformity, self reliance, civil disobedience, and transcendentalism
- Students will understand the ideas of Thoreau, Emerson, King, Gandhi, and Malcolm X and their theories about how to effect change in society
- Students will examine and contemplate major social issues and their role in those issues and society in general

**General Outline:**

**Lesson Group 1: Self Reliance, conformity, and your role in society - 1 week**

*\*\*All corresponding handouts are marked as "Form"*

Prior to Day 1 of Unit	Assign <b>Form 1</b> Journal Entry
Days 1, 2, 3, 4	Students will read "Self Reliance" by Ralph Waldo Emerson; guided reading in class
Days 1, 2, 3, 4	<b>Form 2</b> Homework assignments will include guided journals based on that day's readings. The journals will be discussed in class the following days.
Day 5	Written reflection essay

**Lesson Group 2: A response to injustice (5 weeks)**

Day 1	Background on Thoreau, transcendentalism, civil disobedience, and other famous protesters <b>Form 3</b>
Day 1	Discussion of protest (issues worth protesting and forms of protest)
Days 2,3	"Civil Disobedience" in class; homework: one paragraph responses
Day 4	Background on Martin Luther King and Gandhi; begin reading selected writings by Gandhi

Day 5	Read and discuss Gandhi's writings
Day 6	What Would Gandhi Do? Assignment <b>Form 4</b> (from a colleague)
Day 7	Background on Malcolm X and reading "The Ballot or the Bullet"
Day 8	Quiz <b>Form 5</b> Malcolm X v. Martin Luther King assignment <b>Form 6</b>
Day 9	Begin work on debates <b>Form 7</b>
Days 10, 11	Debate Preparations
Days 12, 13	Debates in class
Days 14, 15, 16	Watch "The Great Debaters" and take notes on the power of words as protest
Day 17	In class response essay
Day 18	Introduce social change project/form groups <b>Form 8</b>
Day 19 - 23	Students work on their social change projects and begin to implement projects
Day 24, 25	Students present projects to class

### Specific Lesson Details:

#### **Lesson Group 1: Self Reliance, conformity, and your role in society**

##### **Prior to Day 1 of Unit:**

- Assign the journal response homework assignment (**Form 1**). The journal entry should be at least one page in length.

##### **Day 1:**

- Students will discuss their responses to yesterday's journal in small groups, and as a class, and draw conclusions about why we conform and what the results are of conformity and nonconformity
- Begin reading "Self Reliance." The class should read and take notes in class.
- Model reading strategies by reading this out loud and stopping to ask questions and monitor comprehension.
- Students will focus on ideas of conformity in society and the individual's role in society.

##### **Days 2, 3, 4:**

- Continue to read "Self Reliance" in class
- Students will complete daily personal response journals outside of class (**Form 2**)
- Begin each class period by reviewing responses to personal response journals
- Draw out students' connection to the reading by using it as a starting place to discuss conformity/nonconformity in society

**Day 5:**

- Students turn in all of their response journals
- Students will spend one period writing a reflective response about what they learned about their own role in society and conformity based on their observations in their journals and the reading of “Self Reliance”

**Lesson Group 2: A response to injustice (5 weeks)**

**Day 1:**

- Review transcendentalism with students; students should have learned this concept last year, but the review will help refresh them before we delve into Thoreau and others interested in his concepts
- **Form 3** Power Point will give background on Thoreau, transcendentalism, and civil disobedience
- Use student participation to gauge student understanding of civil disobedience in history and literature
- Brainstorm as a class: What issues in society deserve protest today?
- Brainstorm: What ways can we respond to these issues?
- Active Learning: Ask students to categorize forms of protest as violent and nonviolent

**Days 2, 3:**

- Begin reading “Civil Disobedience” in class; assignment: one paragraph directed responses based on class discussions

**Day 4:**

- Watch short (2 minute) United Streaming video on Martin Luther King, Jr.’s speech and his ideas about civil disobedience
- Watch a similar video about Gandhi from United Streaming
- Ask students to compare Gandhi and MLK’s ideas (oral discussion)
- Read background information on Gandhi and begin Gandhi readings. These are selected from several writings by Gandhi; “Satyagraha” is a good one to start with
- Ask students to underline the most important passage in each section

**Day 5:**

- Ask students to share their most important passages; put this passages on the projector, overhead, or chalkboard; ask students to interpret, discuss, defend, and argue against this passages
- Homework: Continue reading

**Day 6:**

- Conduct a discussion similar to yesterday’s
- Small groups: Students complete **Form 4: What Would Gandhi Do?** This is an application assignment that requires students to understand and apply Gandhi’s ideas (*Borrowed from a colleague*).

**Day 7**

- Read background on Malcolm X from *American Protest Literature*
- Begin reading speech “The Ballot or the Bullet” from the same text
- Assignment: Ask students to record the 10 most influential passages from the speech

**Day 8:**

- **Form 5** Quiz over this week’s notes, readings, and discussions
- **Form 6:** Complete the Martin Luther King/Malcolm X assignment comparing and contrasting their ideologies based on readings done in class

**Day 9:**

- Introduce debate assignment; there are thorough directions on the assignment page (**Form 7**)
- Divide students into randomly assigned groups; choose four groups total
- There are two scenarios, so you should have two sets of debating groups (2 debates total)
- Assign each group 1) a scenario (see **Form 7**) and 2) a philosophy (civil disobedience OR any means necessary)
- Allow students to brainstorm ideas for their debate

**Days 10, 11**

- Students should actively be working in groups to prepare arguments and rehearse arguments for their debates

**Days 12, 13**

- Students should come to class prepared to complete their debates
- Randomly select either the group with scenario A or B
- Those students will debate in class today
- Make sure students observing understand classroom behavior expectations
- Use rubrics (**attached to Form 7**) to grade students
- All students should turn in their completed typed arguments following the debate
- Have students vote on the winners by secret ballot

**Days 14, 15, 16**

- Watch the film “The Great Debaters” in class (alternative: *Dead Poet’s Society*)
- Student assignment: take notes on how the film’s dialogue and actions show commentary on the power of words to change a society
- With extra time allow students to share ideas in cooperative groups; develop a thesis

**Day 17:**

- Students will write an in-class response essay
- Topic: In attempts to create change, what is more powerful, words or actions? Are violent or nonviolent words or actions more effective? Argue your point using the film, the words of Malcolm X, MLK, Thoreau, and/or Gandhi.

**Day 18:**

- As a culminating assignment for the last two units, students will complete a social change project (**see Form 8**)
- Review the social issues students proposed early in the “response to injustice” unit
- Discuss what Gandhi, Malcolm X, MLK and others might do in these situations
- Ask students to write down the three issues that are most significant in their lives (to connect to place-based education, the teacher might require that students focus on problems within their own school or community)
- Review the project instructions and requirements, answer questions
- Ask students to turn in their requests; assign students to groups with other students interested in the same issue (complete this after class and form the groups on Day 19)

**Days 19-23**

- Students should be working in the classroom or lab to brainstorm and prepare the project and write the proposal
- Carefully monitor student progress for effectiveness, focus, appropriateness, etc... As homework assignments each day, students should assign themselves work that will help them to begin implementation.
- Remind students that the projects don’t have to be completed, rather started, by the assigned due date for presentation

**Days 24, 25**

- Students will turn in their proposals and, in a formal presentation to the class, show that they have implemented their project and that it has impacted people
- Use rubrics to score the effectiveness of the projects (**attached to Form 8**)
- End with an informal class discussion about what they learned about themselves, their roles in society, the problems in our society, and the possibilities for social reform

### List of Materials:

- “Self Reliance” by Ralph Waldo Emerson
- “Civil Disobedience” by Henry David Thoreau
- Selected Writings by Mohandas Gandhi (i.e.: Satyagraha)
- “The Ballot or the Bullet” by Malcolm X
- *The Great Debators* or *Dead Poet’s Society*
- *American Protest Literature*
- United Streaming (subscription service)
- Also consider: “A Plea for Captain John Brown”
- Classroom materials: Projector, audio-visual technology

### State Standards:

- Reading Applications: Informational, Technical and Persuasive Text: (Indicators 1-6)
- Writing Processes: (Indicators 1-17)
- Writing Applications: (Indicators 1, 5, 6)
- Communication Oral and Visual: (Indicators 1-7, 10)

### Bibliography:

Emerson, Ralph Waldo. Self-Reliance and Other Essays. Dover Publications, Inc., Mineola: 1993.  
 Gandhi, Mohandas. Gandhi: Selected Political Writings. Dover Publications, Inc. Mineola: 2005.  
 Thoreau, Henry David. Civil Disobedience and Other Essays. Dover Publications, Inc., Mineola: 1993.  
 Trodd, Zoe. American Protest Literature. Belknap Press of Harvard University Press, Cambridge: 2006.

## FORMS

### Form 1:

#### Journaling (from Janet Burne)

**Directions:** Read the following passage from *Walden* and respond to it by completing both the pre-writing and journal activities listed here.

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

From Walden, “Economy”

1. Prepare to Write: Identify something you currently do simply because that is the way it’s always been done in your family, among your friends, in your town, but given the complete freedom to choose, you would do either differently or not at all. Describe this condition/situation. Identify reasons why you would prefer to change the way you do this; identify what you would gain or lose by choosing to follow your own inclinations in this matter.

2. Journal: Write a journal entry (approx one page) which includes a description of the activity or custom you've chosen. Devote a big part of your discussion to these questions: Why do you think most of us, most often, follow along? What internal tensions are created by following the crowd or not following the crowd? What are the pros and cons of finding your own way of life?

**Form 2: from Self Reliance** – An Essay by Ralph Waldo Emerson

NAME \_\_\_\_\_ DATE \_\_\_\_\_ TOTAL \_\_\_\_\_/20

Directions: Read the following passages from Emerson's essay. In this essay, Emerson calls on his readers to follow their own instincts and ideas rather than conforming to society. **Choose numbers 1, 2, OR 3 and EVERYONE will complete number 4.** to complete so that you can contemplate and test Emerson's theories! Including your Thoreau journal, you should have three journals total.

1. "Trust thyself: every heart vibrates to that iron string. Accept the place the divine providence has found for you, the society of your contemporaries, the connection of events. Great men have always done so, and confided themselves childlike to the genius of their age, betraying their perception that the absolutely trustworthy was seated at their heart working through their hands, predominating in all their being."

**Response Activity:** Pay attention to your actions during the next day. Do you find that you trust yourself to make decisions, or do you wait for someone to make them for you? When you do something because someone else is doing it, put a mark with pen on your right hand. When you do something even though others disagree, put a mark with pen on your left hand.

**Journal:** How many marks did you get on each hand? What did you discover about your actions? Describe at least one situation (even a trivial one) where you either trusted yourself or second-guessed yourself. When is it important to "trust thyself"? Are there times when it's better to go along?

2. "Society everywhere is in conspiracy against the manhood of every one of its members. Society is a joint-stock company, in which the members agree, for the better securing of his bread to each shareholder, to surrender the liberty and culture of the eater. The virtue in most request is conformity. Self-reliance is its aversion. It loves not realities and creators, but names and customs."

**Response Activity:** Think of something you'll do today because it's a custom or accepted idea (not a law or school rule!). (Examples: The way we greet people, the ideas we share,...). Today, change that custom. Perhaps ask someone an usual question instead of "How are you," or speak up about something that's been irking you.

**Journal:** What did you do? How did this make you feel? Did others notice? Did they react? How? How is self-reliance the “aversion” of conformity?

3. “A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines. With consistency a great soul has simply nothing to do. He may as well concern himself with his shadow on the wall. Out upon your guarded lips! Sew them up with packthread, do. Else if you would be a man speak what you think to-day in words as hard as cannon balls, and to-morrow speak what to-morrow thinks in hard words again, though it contradict every thing you said to-day. Ah, then, exclaim the aged ladies, you shall be sure to be misunderstood! Misunderstood! It is a right fool’s word. Is it so bad then to be misunderstood? Pythagoras was misunderstood, and Socrates, and Jesus, and Luther, and Copernicus, and Galileo, and Newton, and every pure and wise spirit that ever took flesh. To be great is to be misunderstood.”

**Response activity:** Make a list of ideas you believe today. Try to write at least 10 things. Hang it on your wall. Tomorrow, cross off ideas you no longer agree with, and add any new ideas you have.

**Journal:** Did you cross off or add any ideas to your list on the second day? What do you think about this? Is a person smarter if he/she sticks to his/her principles every day or if he/she changes them when needed? Does it bother you if people misunderstand you? Do you agree that great people are often misunderstood?

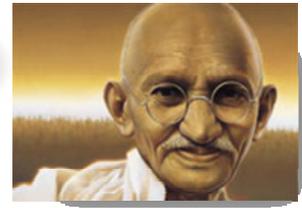
4. “Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles...Insist on yourself; never imitate...Every great man is unique.”

**Response Activity:** Define yourself. Who are you? What makes you unique? What do you accept (and not accept) about yourself? How can you begin to “insist on yourself”? Why do you think Emerson believes that “every great man is unique?”

**FINAL RESPONSE ESSAY:** By doing these journaling activities, what do you learn about your identity, your behavior, the influences on your decisions, and your role in the world? Do you conform or follow your own path? Are there any changes you want to make? Are you satisfied? What is the most important thing you learned about your individual role in society?

**Form 3: Background Power Point (attached separately)**

# Form 4: WWGD: What Would Gandhi Do?



**This assignment was borrowed from a colleague!**

NAME \_\_\_\_\_

**Directions:** Apply Gandhi's logic to life, and use his quotes to back up your actions.

Choose two of the scenarios below.

1. A person at school is spreading rumors about you. During gym class today, he/she takes your shoes and throws them across the locker room. You've tried telling a teacher, but it doesn't help.

Reaction:

Passage/Page #:

2. You pull into the Trader Joe's parking lot. You spot a prime parking space and throw on your turn signal. However, a gold SUV peels in right in front of you and takes the space. You watch a middle-aged woman step out of the car.

Reaction:

Passage/Page #:

3. You have a t-shirt that says, "No War, No Bush." You decide to wear it to school. When you get there, an administrator tells you to take it off and gives you a shirt to wear from the athletic office, which you'll have to pay for.

Reaction:

Passage/Page #:

4. Your conservation class has been working to help build up the struggling ecosystem in a pond on campus. The pond is now thriving. The school decides that the pond will be filled in to make space for a new building. Your class wants the pond to stay to protect the animals there, but the principal and superintendent say that the building is more important.

Reaction:

Passage/Page #:

## Form 5: Quiz on Civil Disobedience and Protest Literature

NAME \_\_\_\_\_ TOTAL: \_\_\_\_\_/18

1. Which of these did we not define as a form of protest literature:
  - A. William Shakespeare, *Hamlet*
  - B. Harriet Beecher Stowe, *Uncle Tom's Cabin*
  - C. Upton Sinclair, *The Jungle*
  - D. Richard Wright, *Native Son*
  - E. Ernest Gaines, *A Lesson Before Dying*
  
2. The concept of civil disobedience is rooted in
  - A. Bystander behavior
  - B. Perpetrator behavior
  - C. Transcendentalism
  - D. Realism
  
3. When Henry David Thoreau practiced civil disobedience he was protesting
  - A. The Civil War
  - B. Slavery and the U.S. war with Mexico
  - C. The Cold War
  - D. High taxes
  
4. Which of these individuals was not discussed as a practitioner of civil disobedience
  - A. Mahatma Gandhi
  - B. Rosa Parks
  - C. Martin Luther King, Jr.
  - D. Malcolm X
  
5. Civil disobedience is defined as
  - A. When a person uses violent means to create change
  - B. When a person uses nonviolent means or political resistance to protest unjust government policy
  - C. When a person disobeys all laws to show triumph of the individual spirit
  - D. When a person uses any means necessary to conquer unjust laws
  
6. Gandhi used civil disobedience because he disagreed with
  - A. The lack of freedom and equality in India under British rule
  - B. Slavery in the United States
  - C. Civil Rights in the United States
  - D. The lack of freedom in equality in India under South African rule
  
7. Desmond Tutu and Nelson Mandela used civil disobedience to battle \_\_\_\_\_ in South Africa
  - A. Oppression of women
  - B. Apartheid
  - C. Communism
  - D. Democracy

8. What is *satyagraha*?
- A. Violent protest
  - B. Absence of ill will
  - C. Power
  - D. Gandhi's word for "truth force" or "truth seeking"
9. Gandhi says he'd do many things to attain *satyagraha*. Which of these will he not do?
- A. Fight if attacked
  - B. Go to prison
  - C. Go to the scaffold
  - D. Endure suffering
10. What does Gandhi say about one's enemies?
- A. One must pretend to love the enemy, but fight against him
  - B. One must destroy the enemy through resistance
  - C. One must love one's enemy and be fair to all
  - D. One must only love those who treat one fairly
11. When Gandhi says, "Even as the eyelashes automatically protect the eyes, so does *satyagraha*, when kindled, automatically protect the freedom of the soul," he means:
- A. Weapons are the greatest protection from injustice
  - B. A person must protect his friends from injustice
  - C. When a person follows the truth, his or her freedom is always protected
12. Malcolm X differed from Gandhi and Martin Luther King, Jr. because Malcolm X
- A. Wasn't interested in civil rights
  - B. Advocated civil disobedience
  - C. Advocated "any means necessary"
  - D. Advocated words as the only form of protest
13. Malcolm X used this American stance to support his point that it was fair to defend African Americans in the United States
- A. That America was fighting in the Vietnam War
  - B. That America was ignoring problems in Africa
  - C. That violence should always be met with violence

*Instructions: For this section, name the speaker.*

14. "I believe in the brotherhood of man, all men, but I don't believe in brotherhood with anybody who doesn't want brotherhood with me. I believe in treating people right, but I'm not going to waste my time trying to treat somebody right who doesn't know how to return the treatment."

Speaker \_\_\_\_\_

15. "Complete nonviolence is complete absence of ill will against all that lives"

Speaker \_\_\_\_\_

16. “With truth for his sword, he needs neither a steel sword nor gunpowder.”

Speaker \_\_\_\_\_

17. “You can’t separate peace from freedom because no one can be at peace unless he has his freedom.”

Speaker \_\_\_\_\_

18. “There is nothing in our book, the Koran, that teaches us to suffer peacefully. Our religion teaches us to be intelligent. Be peaceful, be courteous, obey the law, respect everyone; but if someone puts his hand on you, send him to the cemetery. That’s a good religion.”

Speaker \_\_\_\_\_

## Form 6: Malcolm X and Martin Luther King, Jr.

### Contrasting Roads to Equality

*Directions: Find ideas from each speech/writing that you agree with or disagree with; use this contrast to decide which man’s ideas you think are most effective.*

Malcolm X Passage	Your reaction	Martin Luther King, Jr. Passage	Your reaction
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What path to equality do you think stood the best chance of providing equality for African Americans in the United States?

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**Form 7: Civil Disobedience (Martin Luther King, Jr./Thoreau) and Any Means Necessary (Malcolm X)**  
*Comparing and Contrasting Ideology Debate*

*“You can’t separate peace from freedom because no one can be at peace unless he has his freedom.”*

- Malcolm X

*“Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.”*

**Introduction:** Martin Luther King and Malcolm X have much in common. Both men fought for the rights of a group of people who they believed were unfairly oppressed. However, their solutions to the problems they faced were sometimes different. If you were living in 1964, whose path would you follow to ensure equality? Here you'll argue for the best way to promote justice in an unjust nation.

**Step 1:** The class will be divided into four groups. Two of the groups will focus on Martin Luther King's ideas. Two groups will focus on Malcolm X's ideas. Your topic will be chosen randomly.

**Step 2:** Your group will be given a scenario of social injustice that needs to be solved.

**Step 3:** Your group must come up with an argument against the injustice in your scenario. Each person in the group must create an original statement against the injustice. The student should support his/her point with a passage from their speaker's works (MLK or Malcolm X).

**Step 4:** Each group should also create a **counterargument**. Explain why the other group's approach (you'll have to guess what it would be) would be faulty.

**Step 5:** Each group will present its arguments. Then each group will present its counterarguments. Your presentation should follow this format.

- **MLK Introduction** (Group 1): One group member gives an overview of the main points and the need for a specific kind of action.
- **Malcolm X Introduction** (Group 2): One group member gives an overview of the main points and the need for a specific kind of action.
- **MLK Argument** (Group 1): Each group member explains how a passage from Martin Luther King's writing supports the group's idea (individual responses should be about 1 paragraph).
- **Malcolm X Argument** (Group 2): Each group member explains how a passage from Malcolm X's writing supports the group's idea (individual responses should be about 1 paragraph).
- **MLK Counterargument** (Group 1): One group member makes an attempt to explain why Malcolm X's ideology will not work.
- **Malcolm X Counterargument** (Group 2): One group member makes an attempt to explain why Malcolm X's ideology will not work.

**Step 6:** The remaining members of the class will vote to decide whose point was best argued.

## **Form 7 (cont) Scenarios for the Debate**

(Student groups are each assigned one scenario)

### **Scenario for Debate A**

You live in Mississippi in 1964. Your city schools are segregated. You and your friends attend the African-American high school. At your school, the books are 30 years old, the building is in a state of disrepair, there are fewer arts programs, and

there are no sports teams. In this debate, argue using either Martin Luther King or Malcolm X's philosophies why segregation of the schools is unfair and what should be done to end it.

### Scenario for Debate B

You live in Mississippi in 1964. Last year a senior at your high school was seriously injured when he attempted to vote in the local election and was beaten by a group of men with racist intentions. They were not caught. This year's election is a presidential election, and many seniors want to vote, but are fearful of encountering violence. In this debate, argue using either Martin Luther King or Malcolm X's philosophies what the students should do in order to fulfill their desire to vote and why they should follow these actions.

### Form 7 (cont.) Rubric for Debate

NAME \_\_\_\_\_

<b>Group Rubric</b>	<b>(20 points)</b>
One group member gives an overview of the problem and how Malcolm X or MLK would attempt to resolve it	5 4 3 2 1 0

One group member counters the argument of the opponent by successfully identifying problems in their ideas and using giving specific reasons for why their viewpoint is superior. 5 4 3 2 1 0

The group is well prepared; their arguments are thorough. 5 4 3 2 1 0

The group members are persuasive and use enthusiasm and energy to convey the significance of their arguments. 5 4 3 2 1 0

**Individual Rubric (20 points)**  
 20 18 16 14 12 10 8 6 4 2 0

The individual enthusiastically and passionately argues his or her ideas and supports his or her ideas with specific passages from either MLK or Malcolm X's work. The link between the student's ideas and the speaker's (MLK's or Malcolm X's) work is clear. The student's ideas are well developed (at least one paragraph in length). The student is well prepared to present his or her argument and uses a clear speaking voice and eye contact.

**Form 8: Project for Social Change – 100 points (Rubric Attached)**  
 Social Issues in Literature

Name \_\_\_\_\_ Due Date \_\_\_\_\_

**Introduction:** The works we've read over the last few weeks have helped us to learn that it's possible to make others aware of social problems and to change society with the power of the words and actions of individuals. Thoreau, Gandhi, King, and Malcolm X were all individuals who saw problems in their

societies and attempted to create change. Re-examine the ideas of these great thinkers and then consider your own ideas. What role do you want to play in society? How can you create the social change you'd like to see? Like these great people, you are just one individual. What impact can you have? Consider Thoreau's words: "Things do not change; we change."

**Step I (Identifying an Idea):** Consider the social problems you identified in the beginning of this unit. Choose three issues that you want to devote some time to, and write them on a sheet of paper.

**Step II (Groups):** You'll be assigned to a group with similar interests. You will consider one topic from your list.

**Step III( The Project Procedure and Requirements):** With your group, you will brainstorm and create a project where you attempt to create some sort of change. It might be big and affect many; it may be small and impact a few. There is quite a bit of freedom in this project – revel in the ability to choose your course! You will create a proposal and implement your project.

**A. Group Proposal (must be typed in MLA format and include):**

1. **The Introduction:** A summary of the group's idea
2. **The Rationale:** Why you chose this project and whom it will impact
3. **Resources:** Who and what is needed to accomplish this?
4. **Process:** How will you carry out this project?

**B. Project Implementation**

1. You must begin to implement your project before \_\_\_\_\_.
2. Your group must create a poster or visual aid that conveys evidence that the project has been implemented and has impacted others.
3. The group will present this to the class on \_\_\_\_\_.

**Getting Started:** Your project can be a program, a club, or a display of messages in a school. It can be something that you get other people to participate in or something that your group tackles alone. It can involve video, music, artwork, words, or actions. Begin by asking yourself this question: *How can we reach others?*

*"Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it's the only thing that ever has." – Margaret Mead, anthropologist*

**Social Change Project Rubric**

*Attach this to the Group Proposal, and turn it in on \_\_\_\_\_*

**Group Proposal:**

- Introduction

10 8 6 4 2 0

- Rationale 10 8 6 4 2 0
- Resources 10 8 6 4 2 0
- Process 10 8 6 4 2 0
  
- MLA Format, typed 10 8 6 4 2 0

TOTAL: \_\_\_\_\_ / 50 points

**Implementation:**

- Poster/visual aid is complete, neat, and readable • 10 8 6 4 2 0
- There is clear evidence that the project has been implemented and impacted others 30 25 20 15 10 5 0
- All group members participate in the presentation • 10 8 6 4 2 0

TOTAL: \_\_\_\_\_ / 50 points

**Form 9: General Writing Rubric for All Essays**

*Analytic Scale for Evaluation*

- 5 = Strong evidence of meeting this criteria
- 4 = Sufficient evidence of meeting this criteria
- 3 = Some evidence of meeting this criteria
- 2 = Very little evidence of meeting this criteria
- 1 = Attempted essay, but did not meet criteria

**Topic Sentence/Closing Sentence:**

The author and title are identified in the opening remarks of the introductory paragraph; the writer begins with a focused statement that clearly addresses the prompt and

1            2            3            4            5

makes a point./ The writer ends with a statement that enforces the main point of the essay.

**Support:**

The writer uses sufficient support (specific detail, examples, description or narration) to develop the central ideas(s) of the paragraph. There are 2-3 different, well-integrated examples used to support the thesis statement.

1	2	3	4	5
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**Commentary:**

The writer develops the essay by explaining clearly how the evidence supports and furthers the topic sentence and thus the purpose of the essay.

1	2	3	4	5
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**Content:**

The content of the essay shows a high level of analysis and understanding and contains no factual errors. The essay fully develops its topic and shows a complex evaluation of the literary text.

1	2	3	4	5
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