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Harmony, PA  16037
Honors American English (11th grade)
August 17, 2009
Henry David: One COOL Dude

ABSTRACT

Henry David was a pretty cool guy; unfortunately many students don’t quite see him that way. For some students, particularly those who have spent a great deal of time in the outdoors, they “get him” almost immediately. Others have difficulty making the connection. This unit is designed to arouse student interest through the idea of creating a life worth living. Students are asked first to think about people they admire and then to settle on someone specific in order to generate a list of those behaviors which they would like to emulate. As the unit progresses students will broaden their perspectives of what constitutes a life worth living. This is achieved through class discussions, exposure to many of the major aphorisms from Thoreau, and finally reading “Life Without Principle” and then translating for the 21st century. Ultimately they will create a personal “Life With Principle.”

Along the way students will work on interpretation skills, developing and supporting ideas, improvement of writing skills, and some fun things like making a the “on-the-go” playlist for Henry’s iPod and writing the transcript of his radio interview where he shares his playlist and theme song. Students will also spend some time outdoors observing nature and experiencing solitude.

OUTLINE

- Who Do You Love? – Beginning to define a life worth living (2 days)
- HDT is Cool – Making inferences on the kind of person HDT was based on his quotes (2 days)
- Meet HDT – biographical Presentation (1 day)
- What Was It Like to Be HDT – an adventure in solitude (1 day)
- An Eye for Detail – Examining the detail in HDT’s writing and his use of metaphor to create solid images for the reader. Students then attempt to emulate his writing. (1 day)
- Pretty Toys – Students attempt to live without some of their toys and consider the impact of all these “modern improvements” on them as individuals and us as a society. (1 day)
- “A Life Without Principle” – reading and discussing this essay in depth (5 days)
- Updating “A Life Without Principles” for the 21st Century – This is a small group activity which will produce one half of the subjective grade for this unit. (3 days)
- Autumnal Tints – Students will read sections of this and engage in discussions at a magnificent state park near the school. They will also have time to journal and reflect on their “Life with Principle” final project. (1 day)
- Presentations for updating “Life Without Principles” (3 days)
- Unit Objective Test (1 day)

ALL LESSONS ARE DESIGNED FOR 42 MINUTE PERIODS
THE UNIT WILL LAST APPROXIMATELY 21 days.
All materials, including media, are available (or will be) on my Wikispace
http://missstephenson.wikispaces.com

OBJECTIVES

- Develop a full sense of the flavor of HDT’s view of life and its purpose
- Connect current events/situations/thinking with those HDT cites
Continue development of vocabulary and context clue skills
Develop a keener eye for details
Improve ability to communicate observations through writing
Determine what makes for a principled life
Consider “internal moral reforms”
Develop a personal code of principles
Improve nonfiction reading skills
Improve making inferences
Improve higher order thinking skills through interpretation of complex metaphors

PENNSYLVANIA STANDARDS COVERED IN THIS UNIT

1.1. Learning to Read Independently
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.3. Reading, Analyzing and Interpreting Literature
A. Read and understand works of literature.
B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
E. Read and respond to nonfiction and fiction including poetry and drama.

1.4. Types of Writing
A. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
• Include a variety of methods to develop the main idea.
• Use precise language and specific detail.
• Include cause and effect.
• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
• Use primary and secondary sources.

1.5. Quality of Writing
A. Write with a sharp, distinct focus.
• Identify topic, task and audience.
• Establish and maintain a single point of view.
B. Write using well-developed content appropriate for the topic.
• Gather, determine validity and reliability of, analyze and organize information.
• Employ the most effective format for purpose and audience.
• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
C. Write with controlled and/or subtle organization.
• Sustain a logical order throughout the piece.
• Include an effective introduction and conclusion.
D. Write with a command of the stylistic aspects of composition.
• Use different types and lengths of sentences.
• Use precise language.
E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
F. Edit writing using the conventions of language.
• Spell all words correctly.
• Use capital letters correctly.
• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).

Henry David: One Cool Dude - Stephenson- page3
• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.6. Speaking and Listening

A. Listen to others.
   • Ask clarifying questions.
   • Synthesize information, ideas and opinions to determine relevancy.
   • Take notes.

D. Contribute to discussions.
   • Ask relevant, clarifying questions.
   • Respond with relevant information or opinions to questions asked.
   • Listen to and acknowledge the contributions of others.
   • Adjust tone and involvement to encourage equitable participation.
   • Facilitate total group participation.
   • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
   • Paraphrase and summarize as needed.

E. Participate in small and large group discussions and presentations.
   • Initiate everyday conversation.
   • Select and present an oral reading on an assigned topic.
   • Conduct interviews.
   • Participate in a formal interview (e.g., for a job, college).
   • Organize and participate in informal debate around a specific topic.

MATERIALS

Reading
Selection packet containing excerpts from:
   excerpts from *Walden*
   “Life Without Principle”
   excerpts from “Autumnal Tints”

Multimedia
Clips from:
   Walden: The Ballad of Thoreau
   Life With Principle
   Thoreau’s Walden

Field Trips
   Nature Trail Seneca Valley Campus (30 minutes)
   McConnell’s Mill State Park (14 miles from school) full day

Potentially a special visit from HDT HIMSELF!!!
   This might be coordinated with the McConnell’s Mill field trip. (It would be SO cool to have the group just “run into him” on the path!!)
Overarching Activity- Begins during the first week of class
Students will be keeping a writer’s notebook in which they will jot notes on a daily basis on things they have observed or thoughts about class activities. These writer’s notebooks will become the raw material of more polished journal entries throughout the year.

Day One’s Lesson Guided Worksheet Activity – Who Do you Love? (This activity will be used as part of the basis for a statement of principles which will be developed later in the unit.) Of course as students enter into the classroom The Door’s version of the song will be playing.

<table>
<thead>
<tr>
<th>Class closure activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jot down the person you selected &amp; one thing a student gave that never entered your head.</td>
</tr>
</tbody>
</table>

Assignment: Finish the worksheet activity

Day Two’s Lesson – Continuation of “Who Do You Love”?
This will be discussion of the reasons why certain principles were selected. (Records of the discussion will be kept on the Smart board and then posted to the Wikispace for future reference by the students.)

<table>
<thead>
<tr>
<th>Class closure activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>QuickNote - How and why have some of your original thoughts been changed? If they haven’t been changed, why do you think none of the discussion had an impact on your thinking?</td>
</tr>
</tbody>
</table>

Day Three’s Lesson - Meet One Cool Dude – HDT!

HDT will be presented through a media presentation utilizing some of his aphorisms which will really snag the kids on what a truly cool man he is.

The media presentation(which I can make available through DVD if anyone is interested) will consist of photos that match the thoughts and appropriate music – you guessed it….some CSNY….Buffalo Springfield….Bob Dylan…..etc…. The aphorisms will be sound bites. Students will also receive a handout of these cool quotes. The Guided worksheet will be used. If time permits, students will work in pairs or trios on the sheet.

<table>
<thead>
<tr>
<th>Class closure activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>QuickNote –first impression of HDT</td>
</tr>
</tbody>
</table>

Assignment: Finish worksheet activity

Day Four’s Lesson - continuation of Meet One Cool Dude – HDT!

Through small group and then large group discussion students will share their conclusions about Thoreau and will be charged with the task of challenging their colleagues to support their claims through the evidence which they presented. Groups will be expected to present the evidence and reasoning when they make their presentation of findings to the class.

Assignment: Henry’s iPod (Activity Sheet) – due Day 7
Day Five Lesson – HDT’s Bio

Direct instruction with multimedia including film clips from several movies about Thoreau and power point, students will learn the important biographical information about HDT. Students will be provided with a guide for the presentation. (All materials available on my Wikispace: http://missstephenson.wikispaces.com)

Class closure activity
QuickNote - Write down 3 things you learned about HDT.

Day 6: What Was It Like for HDT?

This is a field adventure on the school’s nature trails. Students will sit outside for approximately 27 minutes in solitude and experience what happens. (See the activity guide attached to the appendix.)

Class closure activity
QuickNote - What was one thing that you noticed (heard, saw, smelled, felt) that you’ve never experienced before or something cool. If you were really distracted by the silence what went through your mind?

Assignment: Write at least one page about your experience today. (Part of the activity guide for this.)

Day 7: How’s Your Eye for Detail?

Students will read a passage from Walden – “Spring” from the Virginia Commonwealth University website’s Walden Study Text

http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/walden/chapter17.html

At length the sun's rays have attained the right angle, and warm winds blow up mist and rain and melt the snowbanks, and the sun, dispersing the mist, smiles on a checkerboard landscape of russet and white smoking with incense, through which the traveller picks his way from islet to islet, cheered by the music of a thousand tinkling rills and rivulets whose veins are filled with the blood of winter which they are bearing off.

Few phenomena gave me more delight than to observe the forms which thawing sand and clay assume in flowing down the sides of a deep cut on the railroad through which I passed on my way to the village, a phenomenon not very common on so large a scale, though the number of freshly exposed banks of the right material must have been greatly multiplied since railroads were invented. The material was sand of every degree of fineness and of various rich colors, commonly mixed with a little clay. When the frost comes out in the spring, and even in a thawing day in the winter, the sand begins to flow down the slopes like lava, sometimes bursting out through the snow and overflowing it where no sand was to be seen before. Innumerable little streams overlap and interlace one with another, exhibiting a sort of hybrid product, which obeys half way the law of currents, and half way that of vegetation. As it flows it takes the forms of sappy leaves or vines, making heaps of pulpy sprays a foot or more in depth, and resembling, as you look down on them, the laciniated, lobed, and imbricated thalluses of some lichens; or you are reminded of coral, of leopard's paws or birds' feet, of brains or lungs or bowels, and excrements of all kinds. It is a truly grotesque vegetation, whose forms and color we see imitated in bronze, a sort of architectural foliage more ancient and typical than acanthus, chicory, ivy, vine, or any vegetable leaves; destined perhaps, under some circumstances, to become a puzzle to future geologists. The whole cut impressed me as if it were a cave with its stalactites laid open to the light. The various shades of the sand are singularly rich and agreeable, embracing the different iron colors, brown, gray, yellowish, and reddish. When the flowing mass reaches the drain at the foot of the bank it spreads out flatter into strands, the separate streams losing their semi-cylindrical form and gradually becoming more flat and broad, running together as they are more moist, till they form an almost flat sand, still variously and beautifully shaded, but in which you can trace the original forms of vegetation; till at length, in the water itself, they are converted into banks, like those formed off the mouths of rivers, and the forms of vegetation are lost in the ripple marks on the bottom.
Discussion will focus on HDT’s details and his use of metaphor in order to allow us to see the image as if we were right by his side. (See activity sheet in appendix.)

Assignment: (from activity sheet) Write a carefully crafted paragraph which includes strong metaphors, not similes, in order to provide your reader with the experience of seeing what you have seen.

Day Eight: Pretty Toys (Activity Guide in Appendix)

Students will discuss the following passage from Walden and then experience life without distractions.

http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/walden/chapter01c.html

As with our colleges, so with a hundred "modern improvements"; there is an illusion about them; there is not always a positive advance. The devil goes on exacting compound interest to the last for his early share and numerous succeeding investments in them. Our inventions are wont to be pretty toys, which distract our attention from serious things. They are but improved means to an unimproved end, an end which it was already but too easy to arrive at; as railroads lead to Boston or New York. We are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate. Either is in such a predicament as the man who was earnest to be introduced to a distinguished deaf woman, but when he was presented, and one end of her ear trumpet was put into his hand, had nothing to say. As if the main object were to talk fast and not to talk sensibly. We are eager to tunnel under the Atlantic and bring the Old World some weeks nearer to the New; but perchance the first news that will leak through into the broad, flapping American ear will be that the Princess Adelaide has the whooping cough. After all, the man whose horse trots a mile in a minute does not carry the most important messages; he is not an evangelist, nor does he come round eating locusts and wild honey. I doubt if Flying Childers ever carried a peck of corn to mill.

Days Nine - Thirteen: “Life Without Principle”

Students will begin the journey of reading this essay by HDT. As an introduction, students will return to the opening activity in which they identified someone whom they respected because of the principles by which they lived. Opening discussion will center on touching back to those thoughts along with providing an opportunity to review some of the HDT material which they might want to add to their own lists.

Students will also receive the reading packet which will include the text, vocabulary and discussion questions.

Readings will be broken down into manageable segments with plenty of opportunity to discuss individually and in small/large groups to encourage a careful reading of the material and reduce frustration. Although these are honors students, they will still have some difficulty with the reading since it is of such an intellectual/physical nature. Students will be reminded that it’s okay to slog on through a sentence and get what they can get from it and then go back and read it again.

The activity packet will also include many opportunities for the students to connect HDT’s thinking about his current events with the current events which the students face.

The packet which will include all of the discussion stops and vocabulary along with application assignments, will be available on my wikispaces Oct.1, 2009. http://misstephenson.wikispaces.com)
Day Fourteen: The End Is Neigh (evaluation of learning)

Students will review the specifics of the evaluation assignments which will be used with this unit. These include:

- Group Project: HDT Updates “Life Without Principle” for the 21st Century (see Appendix)
- Individual Project: Personal Life With Principles (see Appendix)
- Objective Testing: Quotes, basic facts, literary terminology.

Day Fifteen - Eighteen: McConnell’s Mill Field Trip and In-Class Group Time

I am hoping to take each of my four classes individually to McConnell’s Mill State Park for finally discussions, journaling, solitude, and one last reading assignment excerpts from “Autumnal Tints”. While I am out with each of the classes, the other three will have the opportunity to work in small groups on the final evaluation project for the unit. I would really like to be able to expend the money to have Richard Smith (HDT - Living History actor) come each day and “happen upon” these small groups so they can get a fuller sense of why I called this unit HDT: One COOL Guy.

Chances are high that I will need to take ALL of the students at one time (100), this means that I will need to take other teachers along with me. I would hope to be able to get the two bio teachers to come along and ask them to lead discussions with theirs groups about “Autumnal Tints.”

I have developed a preliminary activity guide for this field trip based on the ideal.

(I REALLY want to take the students there; it has a special place in my heart. This was the place where I first met HDT’s soul.)
Day Nineteen-twenty-one: In class presentations of final evaluation activity (see activity sheet)
Appendix

The BEST OF HDT

Henry David Thoreau

David Levine’s drawing originally appeared with NY Review of Books “Thoreau’s Book of Life” (1/15/87)
Who Do You Love????

1. Think about all of the people you know and consider your opinion of them. Who do you really respect? Who do you think lives a life which you would really like to emulate? Think about these people not so much for their skills, accomplishments, achievements, but rather for the quality of the life they live: the principles/ethics/morals which seem to govern their lives.

2. My Person is:

3. Make a list of all the things (the principles/ethics/morals which seem to govern their lives) that prompted your selection of this person.

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Class Discussion/Report: Students will share as a class the things they listed as reasons they respected and would want to emulate the person they selected. Keep track of your list and Y that you have in common with your classmates. Write down any that others give that you have not listed. Don’t worry if you don’t go as fast as others do, I’ll post the list on my wikispace http://missstephenson.wikispaces.com.

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Tonight, review your list of reasons and those of your classmates and determine which ones you think are extremely important if you were to try and live a life of principle. Put some kind of mark beside the ones you select. Write down some notes on why you think these reasons are important. Also, create a list of 10 principles by which you want to live. (If you have a little extra time, you might want to think about the ones you did not select and why to you don’t appear as critical.)
I tried to provide you some room to jot notes on this page; however, if you need more jotting room, feel free to attach a page.

**HDT: One Cool Dude**

You heard these quotes in today’s media presentation

Attached you will find all of the quotes from today’s media presentation along with a few more which I think are pretty cool. Read these again doing the following things...

- Mark those quotes which seem to speak to your inner core
- Think about what these statements reveal about the values of the speaker.

Create a list of the things which you think he valued and the principles by which you believe he tried to live. After each of these conjectures indicate the number of the quote or jot down the main thrust of it which brought you to your thought.

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Be prepared to discuss your inferences and your reasons in class tomorrow. You might consider jotting notes on why you were thinking what you were so you don’t draw a blank tomorrow.

HDT Quotes

1. "Age is no better, hardly so well, qualified for an instructor as youth, for it has not profited so much as it has lost. One may almost doubt if the wisest man has learned anything of absolute value by living." - Walden
2. "A man is rich in proportion to the number of things which he can afford to let alone." - Walden
3. "As if you could kill time without injuring eternity." - Walden
4. "Beware of all enterprises that require new clothes." - Walden
5. "Hope and the future for me are not in lawns and cultivated fields, not in towns and cities, but in the impervious and quaking swamps." - "Walking"
6. "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 which he hears, however measured or far away." - Walden
7. "If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them." - Walden
8. "I have a great deal of company in my house; especially in the morning, when nobody calls." - Walden
9. "I know of no more encouraging fact than the unquestionable ability of man to elevate his life by a conscious endeavor." - Walden
10. "I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours." - Walden
11. "In any weather, at any hour of the day or night, I have been anxious to improve the nick of time, and notch it on my stick too; to stand on the meeting of two eternities, the past and future, which is precisely the present moment; to toe that line." - Walden
12. "I should not talk so much about myself if there were anybody else whom I knew as well. Unfortunately, I am confined to this theme by the narrowness of my experience." - Walden
13. "It is never too late to give up your prejudices." - Walden
14. "I would rather sit on a pumpkin and have it all to myself, than be crowded on a velvet cushion." - Walden
15. "However mean your life is, meet it and live it; do not shun it and call it hard names." - Walden
16. "Most of the luxuries and many of the so-called comforts of life are not only not indispensable, but positive hindrances to the elevation of mankind." - Walden
17. "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." - Walden
18. "Rather than love, than money, than fame, give me truth." - Walden
19. "Simplify, simplify." - also: "Simplicity, simplicity, simplicity!" - Walden
20. "The fact which the politician faces is merely that there is less honor among thieves than was supposed, and not the fact that they are thieves." - "Slavery in Massachusetts"
21. "The finest qualities of our nature, like the bloom on fruits, can be preserved only by the most delicate handling. Yet we do not treat ourselves nor one another thus tenderly." - Walden
22. "The mass of men lead lives of quiet desperation." - Walden
23. "There are a thousand hacking at the branches of evil to one who is striking at the root." - Walden
24. "The universe is wider than our views of it." - Walden
25. "To be a philosopher is not merely to have subtle thoughts, nor even to found a school, but so to love wisdom as to live according to its dictates, a life of simplicity, independence, magnanimity, and trust." - Walden
26. "Under a government which imprisons any unjustly, the true place for a just man is also a prison." - "Civil Disobedience"
27. "What old people say you cannot do, you try and find that you can. Old deeds for old people, and new deeds for new." - Walden
What Was It Like for HDT?

A little taste of solitude in the schoolyard

Your class will be spending the next class period on the nature trail.

There are very specific required behaviors necessary so that you will be successful in this activity.

1. Meet me at the door to the student parking lot. Please try to be there a little early so we can sow our gear in one of the classrooms near the door.
2. Dress appropriately for going outside. You might want to bring something to put on the ground so you will be able to sit.
3. The only thing you will need is your writer’s notebook, something with which to write, and maybe this paper, if you can’t remember the rules.
4. ALL electronics will be left in the building: no phones, iPods, MP3 players, DS games... the penalty will be severe* if this rule is disobeyed!
5. Students will not sit with another student, near another student, nor will anyone talk. Once more, the penalty will be severe.

OUTSIDE

⇒ Once we are outside, we will walk along the nature trail and the cross-country course until we each find the spot where we want to hang.
⇒ All you need to do for the next 30 minutes or so is be quiet, conscious, maintain acute senses and enjoy the stillness. Jot down notes in your writer’s notebook of what you have noticed with your sense and perhaps even within yourself.
⇒ About 15 minutes before the close of the period, I signal you. At that point if you haven’t jotted anything down in your notebook about your observations, then put some down quickly as well as filling out the QuickNote for today’s class.
⇒ Once you have done these things head toward the building.
⇒ You will need to be at the student parking lot entrance no later than 5 minutes before the bell rings.
⇒ I will net issue late passes should you miss the time to get back in the building.

TONIGHT’S ASSIGNMENT Below are the directions and it is to be done on the back

Fill this page discussing your class experience today. Talk about what you noticed with your senses, the impact it might have had on the rest of your day, what kinds of things crossed your mind while you were out there. Use your writer’s notes to create this piece of writing. This should be a “polished” journal entry. The activity will be evaluated on meeting the length requirement, the quality of thinking, as well as the effort in the “crafting’ of your thoughts. Should you need more
space, please feel free to add another piece of paper. (As long as it’s not a piece ripped out of a spiral notebook. I have a “thing” about that.)
Henry’s iPod

This activity is in place of a quiz.
Value 50 points
Due on ________________

Given what you have learned about HDT so far, I challenge you to make the “on-the-go” playlist for his iPod and write the transcript of the NPR interview he will have done for the program “What’s on YOUR Playlist?” a show hosted by Sunni Daze where famous people are asked to share their “on-the-go” list and discuss their music choices. Sunni also was a big fan of the TV show Ally McBeal* and frequently asks her guests what their “Theme Song” is.

Here’s what you do:

1. Select at least 10 songs which you think would be on Henry’s “on-the-go” Playlist, based on what you know or think you’ve learned about Henry. Select no more than 12 songs.

2. Arrange them in the order of frequency with which he plays them.

3. Designate one of the songs as Henry’s “theme song.”

4. Create the transcript from Henry’s appearance on Sunni Daze’s show. During the course of the show Henry would be called upon why each of the songs is on his list. His responses should be consistent with what has been inferred about him by you from your readings and class discussions so far and demonstrated through evidence in the discussion from our studies thus far.

Have fun and be creative.
Feel free to burn Henry’s Playlist to a CD.
Evaluation Criteria

- Song choices consistent with HDT as demonstrated through the “evidence” in the interview transcript. (25 points)
- Originality/Creativity (12 points)
- Quality of effort (5 points)
- Mechanics/writing (8 points)

*If you are unfamiliar with Ally McBeal and her famous “theme songs,” I’ll put some clips from the show on the wikispace.

Pretty Toys

Today in class, we discussed these thoughts from “Economy” in Walden, but what does this really mean for us in the 21st century? For the next five days, you will have an opportunity to actually experience something which might help you “get it”.

As with our colleges, so with a hundred “modern improvements”; there is an illusion about them; there is not always a positive advance. The devil goes on exacting compound interest to the last for his early share and numerous succeeding investments in them. Our inventions are wont to be pretty toys, which distract our attention from serious things. They are but improved means to an unimproved end, an end which it was already but too easy to arrive at; as railroads lead to Boston or New York. We are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate. Either is in such a predicament as the man who was earnest to be introduced to a distinguished deaf woman, but when he was presented, and one end of her ear trumpet was put into his hand, had nothing to say. As if the main object were to talk fast and not to talk sensibly. We are eager to tunnel under the Atlantic and bring the Old World some weeks nearer to the New; but perchance the first news that will leak through into the broad, flapping American ear will be that the Princess Adelaide has the whooping cough. After all, the man whose horse trots a mile in a minute does not carry the most important messages; he is not an evangelist, nor does he come round eating locusts and wild honey. I doubt if Flying Childers ever carried a peck of corn to mill.

1. Select one of the following activities and do it for five days starting tomorrow morning when you get up.

   A. Give up your cell phone, internet, and iPod – unless you are playing it over external speakers, video games, TV, and any other type of electronics which you use.

   B. Give up your car and others’ cars. If you need to get somewhere, you may ride a bus, walk, bicycle, roller skate, and skateboard – any form of transportation other than riding in a car.

      *some of you who work may be forced into A.

2. Each night jot down some notes in your writer’s notebook about things that you noticed that came as a result of you lack of distraction.
NOW WRITE:

Consider what HDT said in the above excerpt along with your experience over five days and discuss in a “polished” journal entry your views on “modern improvements’ and their impact on our ability to focus on “serious things”. You might want to consider in this entry what those “serious things” are from which we are distracted and what that might mean for us as individuals or as a society. You might want to consider this on a more personal level and consider what changes might have arisen within yourself when your distractions were limited.

⇒ This entry is due 7 days after having been assigned.
⇒ It should be at least three pages in length and be a well-organized and supported discussion.
⇒ It is worth 25 points and those points will be awarded based upon quality of thought, seriousness of purpose, and meeting the requirements of length and deadline.

HDT’s “Life Without Principle”
Updated for the 21st Century

⇒ This is part of your subjective evaluation for this unit.
⇒ It is a group activity.
⇒ Groups will be no more than 3.
⇒ If you are more Thoreauvian than others are, you may opt to do this as a solo rather than a trio.
⇒ Be thoughtful in forming your groups.
⇒ The point value will be 100.

Here Are the Activities

1. Develop a list of the principles by which HDT encouraged his audience to live their lives.

2. Provide the text which supports your claim.

3. Explain how you interpreted this text so that it supports your claim.

4. Return to your list of principles and decide how these would apply in this century. Update the principles, as you believe he would have done.

5. Explain why you made these updates and what 21st century things influenced your decision.

These are support materials and are done on a chart like the one provide. One which can be typed is available on the wikispace.
6. Select a format which HDT might use today in order to share his “Updated” principles.

7. Develop a presentation in which the group shares Henry’s 21st century formatted revised and updated “Life Without Principles.”

Points will be awarded based on the following criteria:

- Quality of work and thinking demonstrated in the supporting materials for 1-5 (35 pts.)
- Appropriateness of adaptations for the 21st century. (40 pts.)
- Creativity of presentation format. (10 pts.)
- Quality of presentation. (15 pts.)

In trying to consider format, think about people today communicate their ideas to the rest of the world. In Henry’s day there were only a few: book, newspaper, magazine article, a lecture on the lyceum circuit, standing on a soapbox on the corner, and maybe a few other equally as limited as the corner soapbox.

Supporting Materials for HDT’s “Life Without Principles” Updated for the 21st Century

Group Members:

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<thead>
<tr>
<th>(1) Principle</th>
<th>(2) Support</th>
<th>(3) Explanation</th>
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Personal “Life With Principles”

Over the past four weeks we have studied HDT and you have been encouraged to reflect upon how one lives his life and what is of value. You have also been nudged perhaps to consider a little “internal moral reform” as Thoreau called it.

You began the unit by selecting someone whom you felt lived a life of principle and were asked to identify what those were, why they were of value, and to consider other people’s opinions.

You were then introduced to my friend Henry, and I shared with you many of the things he thought were important in approaching how to live your life. You were also encouraged along the way to pull out those thoughts about how you might want to live your life, review it, and perhaps amend it to include some of the things my friend said.

You also wrote down a list of principles by which you wanted to live.

NOW.....it’s your time to create your own “Life With Principles.”

This is the 2nd part of your subjective unit test and is worth 100 points

1. Create a list of principles by which you would like to try to live your life. (You should have at least ten.)

2. Create or find a motto/mission statement/quote that is an overarching reminder of what you want your life to be.

3. Find a theme song.

4. Create a poster between 8.5x11 and 11x16 which incorporates all of the above items along with anything else which you would find inspiring. (Although you are creating this for a grade, I would like you to do this for yourself so that you can post it in your room as a reminder of what you think about life and the way you believe a person should live it.)

5. The posted must have your dated signature along with your name clearly printed beneath it.

Evaluation Criteria

⇒ List of Principles should reflect the depth of your thinking during this unit and should reflect a shift and increase in the breadth of the things you considered based upon the materials which you read, discussions in which you participated, and inner reflection from journaling and observation. These statements should be well crafted. (35 pts.)

⇒ The motto/mission statement... should be an overarching reminder. (25 pts.)

⇒ The theme song should illustrate through melody and lyric a facet of your new perspective toward living life. (20 pts.)

⇒ The poster should be aesthetically pleasing, neatly executed, free of all mechanical errors in the writing, and clearly illustrate your outlook on life. (20 pts.)

Your poster is due on______________________________.
Field Trip to McConnell’s Mill

What will we do?
- Hike a little
- Talk a little about the glaciers that carved this area and the old growth forests.
- Sit a little to just take in the and appreciate the beauty of the gorge
- Write a little about what we see and think and feel
- Read a little - excerpts from “Autumnal Tints”
- Talk a little about Thoreau’s ideas in this piece.
- Center ourselves.

What should we take?
- Writer’s notebook
- Journal
- Several things with which to write and a sturdy surface
- Lunch

What should we wear?
- Every day our garments become more assimilated to ourselves, receiving the impress of the wearer’s character, until we hesitate to lay them aside without such delay and medical appliances and some such solemnity even as our bodies.
- “Economy” Walden
- Your absolutely most comfortable worn out clothes
- Something warm - dress in layers
- Sturdy hiking shoes
- Perhaps a raincoat

What are the limiters?
If you are unaware, McConnell’s Mill can be a dangerous place for those who are not careful. In this gorge, the Slippery Rock Creek rushes, spins. There are also very step cliffs and most are covered with moss and lichen. This all means that horseplay can get you seriously hurt.

This said
BE CAREFUL and DON’T TAKE CHANCES
Remain within the designated areas.

Leave school 8 AM
Return 2 PM
Assignment after field trip......a “polished” journal entry about the experience.