



A Life Worth Living

~A Differentiated Unit~

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About IRC: Indian River Central School is an upstate New York school district facing a plethora of challenges. Our district is the largest area-wise in New York State, and we have one of the highest poverty rates in the state as well as a high dropout rate. Our district embraces several small communities: Antwerp, Evans Mills, Theresa, Calcium, Oxbow, and Philadelphia. In addition, due to our proximity to the Fort Drum military base, home of the 10th Mountain Division, our student population is extremely diverse in cultural background and academic abilities, transient in nature, and unique in its needs. Many of our students have one or both parents deployed in Afghanistan or Iraq. Because many of the military families are stationed here for only three years, they rarely connect with the larger, non-military community around them. As a result of increased dependence on technology, even our “civilian” students seem to lack this community connection and to suffer from what Richard Louv called “nature deficit disorder.” I am hoping to change this as a result of *Approaching Walden*.

Grade Level/Subject: *English 11: American Literature*

Note: The title of this unit, “A Life Worth Living” is borrowed from the literature anthology used in my class: *Elements of Literature, 5th course* (published by Holt, Rinehart, and Winston). Though the text uses this simply as a subtitle for the section on Emerson and Thoreau, I intend to use it as a guiding theme to embrace all the major works of American Literature my class studies. These include: *The Scarlet Letter*, *The Crucible*, *The Great Gatsby*, *The Adventures of Huckleberry Finn*, *Of Mice and Men*, *A Raisin in the Sun*, and *The Glass Castle* (time permitting). Additionally, we complete units on short stories and poetry that also connect to this theme, including poems by Whitman, Dickinson, Frost, and Hughes.

Abstract: Given the number of literary works covered, there is not time to spend the months on the transcendentalists that they deserve. Therefore, I plan to incorporate Walden-inspired activities beginning the first full week of school even as we are working

on other literary units. These activities will include weekly quotes, place-based assignments, and journaling related to key Thoreauvian concepts.

While completing every unit throughout the year, we will examine the elements necessary to living a life that is “worth living” in relation to the literary characters encountered along our journey and, more importantly, in regard to my students themselves. One of my primary objectives is to encourage students to think about their own ethics and philosophies of life. Throughout earlier units, there will be opportunities to touch on the philosophies of Emerson and Thoreau in order to “prime” students for the unit-presented here- focusing on their works. My objective is for students to gradually dip into *Walden* before taking the full plunge, hopefully making for a more enjoyable swim. After completing the unit on Emerson and Thoreau, there will be continued opportunities to revisit their key philosophies as we continue with other literary works and our continued search for the ingredients of “the life worth living.”

During our second quarter of school, we will spend 2- 3 weeks on the Transcendental unit, covering excerpts of Emerson’s *Nature* and *Self-Reliance* and Thoreau’s *Walden* and *Civil Disobedience*. Because this unit is intended for “regular-level” juniors, many of whom have very limited skills, this project emphasizes differentiated learning activities and the incorporation of technology as a means of engaging learners and drawing on multiple intelligences. During the unit, students will engage in group work, jigsaw activities, “think-tac-toes” and other lessons utilizing technology and differentiation strategies.

Unit Objectives:

The primary goals/objectives of the unit are:

- 1) Students will begin to develop their own personal philosophy-what does “a life worth living” mean for them?
- 2) Students will learn about their community- its history, character, and natural elements- and personally connect to it.
- 3) Students will understand the concept of transcendentalism and the major components of Emerson and Thoreau’s philosophies.
- 4) Students will understand the idea of close-observation.
- 5) Students will practice and improve skills related to: reading, writing, listening, and speaking.
- 6) Students will be better prepared for the NYS ELA Regents Exam.

NYS Learning Standards Addressed:

- #1 Students will read, write, listen and speak for information and understanding.
- #2 Students will read, write, listen and speak for literary response and expression.
- #3 Students will read, write, listen and speak for critical analysis and evaluation.
- #4 Students will read, write, listen and speak for social interaction.

Class length= 42 minutes daily

Materials:

- Course anthology: *Elements of Literature, 5th course* (published by Holt, Rinehart, and Winston).
Selections: Excerpt from Emerson's *Nature* (219-221)
Emerson's aphorisms (222)
Excerpt from Emerson's *Self-Reliance* (225)
Excerpts from Thoreau's *Walden* (233-244)
Excerpt from *Heaven is Under Our Feet* by Don Henley (245)
Excerpt from Thoreau's *Resistance to Civil Government* (249-254)
Excerpt from Letter from Birmingham City Jail by ML King (256)
- A journal/notebook for journal entries
- Bright-colored string
- Various handouts listed on individual lesson plans
- Thoreau "Great Books" video
- Access to computer lab
- Various art supplies for field books and other projects
- Index cards for vocabulary flash cards

Timeline for learning experiences relating to Emerson, Thoreau, or place-based learning (overview for the year):

➤ First Week of School:

During the shortened first week of school, I provide the initial introduction to the course procedures/requirements and conduct some getting-to-know-each-other activities. One component of my course procedure is the weekly assignment sheet. These informational sheets outline the class content and daily homework throughout the week; they sometimes contain grammar practice, and starting this year, I will include a quote (generally from either Emerson or Thoreau) for reflection, discussion, and writing (see **attachment #1: sample assignment sheet**). This is not only a reasonably painless way to introduce these concepts, but it also allows for paraphrasing practice and "Critical lens" interpretation- skills needed for the NYS ELA Regents Exam). The first quote used will be "Accept the place the divine Providence has found for you..." –Ralph Waldo Emerson *Self-Reliance*

After discussing the quote as a class, along with the criteria for journaling, students will be asked to write their first journal entry about their community: "How do you feel about the 'place' you are in? What do you know about this 'place'?" This will achieve a number of goals: 1) I will have a sample of students' writing abilities for diagnostic purposes 2) Students will begin to think about their home "place" 3) It provides an introduction to the process of journaling and to the community project they will begin the following week. On the following day, we will continue the concept of place-based learning with a lesson on our school alma mater (see **attachment #2**).

➤ Weeks 2-7:

We will begin a long-term, place-based project before we begin work on our first novel, *The Scarlet Letter*. Students should actually welcome the occasional interruption in our

study of this challenging novel as we spend one-two days each week working on the Community Project (see **attachment #3: assignment and rubric**). Both *The Scarlet Letter* and the Community Project should be completed at the end of the 7th week.

➤ *Weeks 8-10:*

As we embark on *The Crucible* unit (which is read entirely in class), I plan to begin the practice of regular journal assignments. Since students will have no reading homework during this particular unit, they will be able to spend some quality time reflecting and writing. I intend to use some of my favorite Thoreau quotes and to borrow and adapt some of Janet Burne's wonderful journal exercises to use throughout the year as I agree with her about the importance of making personal connections to Thoreau and of not overwhelming students with so much heavy-duty philosophy all at once. For instance, during this time I will use Ms. Burne's "string journal" activity in order to encourage close observation, another of my central goals. The "string journal" will be revisited during the actual transcendental unit. (see **attachment #4: journal assignments/journal rubric**).

➤ *Weeks 11-13: ~The formal unit on Emerson and Thoreau~*

Day 1:

- Discuss quote of the week: "Nature never wears a mean appearance"- Emerson(5 minutes)
- Introduction of transcendental unit project and grading rubric: Think Tac Toe, to be completed shortly after the end of the unit (see **attachmens #5, 5a, 5b, 5c, 5d**) (10-15 minutes). I would establish mini-deadlines for each category, and most days, this will be the homework (unless otherwise noted). I will also provide 2 workdays during school in which students will be expected to report their progress to me. I will provide feedback, assistance, and access to the computer lab if needed.
In the event that the Think-Tac-Toe project proves too challenging for high-needs students or students transfer into our school in the midst of the unit (as is often the case at IRC), an alternative Photo-story project would be available (see **attachment #17**). A differentiated approach advocates use of technology (and our school district strongly encourages its use); therefore, the photo story project/rubric accomplishes many of my (and my district's) goals.
- Introduction to Ralph Waldo Emerson and the vocabulary for "Nature," using class anthology and worksheet (see **attachment #6**).(10 minutes)
- Groups make vocabulary flashcards (Students are organized in heterogeneous groups from the start of the year-not the same as the groups for the community project).(see **attachment #7: flashcards**) (10 minutes)
- Closure: Modified Exit Slip: write a sentence using one new vocabulary word correctly and meaningfully (see **attachment #8**) (2 minutes)
- Homework: String journal (included on list of sample journal assignments-attachment #4)

Day 2:

- Vocabulary review with flashcards within groups (2-3 minutes)
- Anticipatory set: discuss string journal activity + if it made students view nature any differently than before (5 minutes)
- Guided reading of “Nature” excerpt with frequent stops for discussion and pair-share, using yesterday’s question sheet as a guide (attachment #6) (30 minutes)

**Rationale: the writing of the transcendentalists is very dense, so I like to start out the unit with guided reading and then move toward more independent reading.

- Closure: Modified Exit Slip Activity: How has the string journal and/or reading Emerson’s essay changed the way you look at nature? (2-3 min)
- Homework: Journal “What being self-reliant means to me”

Day 3:

- Anticipatory set: discuss journals on self-reliance (5 minutes)
- Introduction of “Self-Reliance” vocabulary; make group flashcards (10 minutes)
- Guided reading of “Self-Reliance” with frequent stops for discussion and pair-share, using question packet as a guide (**see attachment #9**). (20-25 minutes)
- Closure: modified exit slip: how has the meaning of self-reliance changed for you after reading Emerson’s essay? (2-3 minutes)
- Homework: study for tomorrow’s Emerson quiz with vocabulary, quotes, and concepts.

Day 4:

- Students study vocabulary flash cards in groups (2-3 minutes); or we play vocabulary Bingo.

(To make Bingo cards for vocabulary review, I visit the following website:

http://www.teach-nology.com/web_tools/materials/bingo/5/

- Mini-Jigsaw activity: Each group is assigned an Emerson aphorism (page 222 class text). They will have 5-10 minutes to discuss/take notes on its meaning within their group.
- Then each group will report back to the whole class, stating their quote and what they believe it meant. As we discuss each quote, the teacher will prompt connections to prior Emerson reading (as a means of review prior to the quiz). (20 minutes)
- Emerson quiz (**see attachment #10**)

Day 5: Work day for Transcendental Think Tac Toe work/progress check; students have option of working in computer lab with librarian (after teacher checks their progress) or in classroom with teacher.

Day 6:

- Discuss quote of the week within groups: “Only that day dawns to which we are awake”- Thoreau (5-10 minutes), and then share as whole class.
- Begin to view “Great Books: Thoreau” video; students complete worksheet as they watch (**see attachment #11**)
(Rationale for video: for differentiation purposes, a multi-media approach is appropriate. Viewing the video provides students with an overview of Thoreau’s life and philosophy; they are then more prepared to hear the specifics in subsequent lessons.)
- Homework: Journal: Return to your string and spend 10 minutes truly “awake.” Record what you observe inside your string. What has changed since you last visited this spot?

Day 7:

- Discuss string journals within groups + then as a whole class (10 minutes)
- Finish “Great Books: Thoreau” video + worksheet (10 minutes)
- Check+ go over video worksheet (10 minutes)
- Continue introduction of Thoreau with mini-listening activity+ *Walden* vocabulary (**see attachment #12**) (10 minutes)
- Closure: divide vocabulary within groups for flashcards; having two cards + assigned words are the exit slip” for the day.
- Homework: complete vocabulary flashcards

Days 8-10: Jigsawing *Walden* Excerpts: In depth lesson plan

Lesson Plan

Lesson Title: Jigsawing Thoreau’s *Walden*

Context/setting: This lesson would be used in an English 11 class. To begin, desks and students will be grouped together in heterogeneous “Home groups” of 6. The lesson follows the introduction of Henry David Thoreau and the major components of his philosophy. The lesson focuses on excerpts from *Walden* provided in the course text, *Elements of Literature, 5th ed.* The “jigsaw” strategy is discussed by several sources, including Fisher, Brozo, Fey, and Ivey (2007).

Lesson duration: Four 42 minute periods.

Objectives:

- Students will read, speak, and listen for information and understanding.
- Students will identify main ideas.
- Students will identify key quotes and interpret them.

Materials needed:

- Course anthologies
- Index cards.
- Handouts.

Lesson steps:

DAY #8

- *Anticipatory set:* I will ask students to remind me of the major components of Thoreau's philosophy; these will be written on the board. We will discuss how these philosophies might be categorized into Thoreau's ideas concerning: individuality, spirituality, nature, and simplicity.
- *Steps in the lesson:*
 - 1) I will briefly introduce each excerpt of *Walden: Economy, Where I Lived..., Solitude, The Bean Field, Brute Neighbors, and Conclusion*. I would point out which excerpts are lengthiest and most difficult.
 - 2) At this point I would ask each "Home" group of students to divide the readings among their group members in a way that is most likely to provide success for the whole group in the long run.
 - 3) Students will now regroup into "Expert Groups"- composed of all people who have been assigned the same reading. I will then continue instructions (also written on the board): students will carefully read their excerpt, and on one side of an index card, they will each record their name and 2-3 main ideas from their excerpt. On the other side of the card, they will accurately record a quote they found interesting. I will allow them the remainder of the class period to complete this phase. (Within expert groups, students may ask each other for help or even pick someone to read out loud at a low volume).

Closure: At the end of the period, I will also ask students whether they completed reading their excerpt and to mark either "Done" or "Not Done" on the top of their index card to indicate their progress. The index card will serve as their "Exit slip" for the day as they hand it to me when leaving the classroom.

DAY #9

- *Anticipatory set:* Students will sit in their "expert groups." I will redistribute the index cards and ask students to share some of their favorite quotes thus far. I will ask the class if the proffered quotes could be considered to reflect Thoreau's philosophy about individuality, spirituality, nature, or simplicity (or more than one of these).
- *Steps in the lesson:*
 - 1) I will instruct students to continue reading their excerpts as necessary.
 - 2) Once every member of a group has completed his/her excerpt/index card, I will ask students to share their main ideas and quotes with their fellow group members at a fairly quiet level. After that, they should summon me over to provide the next directions.
 - 3) When I am summoned by a group that has completed the sharing of information on the cards, I will distribute "Conversational Roundtable" handouts + explain the instructions (**see attachment #13**). This worksheet basically asks students to categorize the information they read (based on the major components of Thoreau's philosophy discussed thus far), and it will serve as an organizer for presenting information later.

4) By the end of this period, all groups should have finished reading their assigned excerpts and completed the worksheets.

Closure: Exit Slip (below)

DAY #10

- *Anticipatory set:* Students will sit in their original “home” group. I will raise any questions that were brought up on yesterday’s exit slips for discussion and review. Students should also take out their “Conversational Roundtable” worksheets.
- *Steps in lesson:*
 - 1) Within “home” groups, students will share information on all six excerpts. As each person shares his/her excerpt, the group members should record notes on the “Roundtable” worksheet (the main points raised in each excerpt should be categorized under the four main aspects of Thoreau’s philosophy, and students should note which excerpt each idea was taken from. (This will be a review guide prior to the final assessment). I will be moving from group to group to monitor discussion.

Closure: Exit Slip

DAY #11

- *Anticipatory set:* Students will sit in their original “home” group. I will raise any questions that were brought up on yesterday’s exit slips for discussion and review. Students should also take out their “Conversational Roundtable” worksheets
- *Steps in lesson:*
 - 1) As a class, we will discuss each of the excerpts, with the teacher leading the discussion this time. On the overhead, we will again fill out a “Conversational Roundtable” worksheet as reinforcement and as a springboard for discussion.
 - 2) On the overhead or Smartboard, I will display some of the most pertinent quotes from *Walden*(below) to further stimulate discussion.

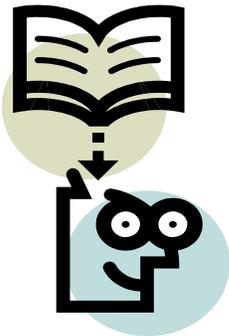
Closure: Students write down favorite *Walden* quote as an exit slip.

Homework: Students write a journal entry about the quotes they have selected.

Each student should paraphrase the selected quote, explain what it means to Him/her, and discuss its relevance to his/her own life.

Student Assessment: I will assess students based on their participation and completion of the daily activities (reading, index card, worksheet, discussion). During each class, I will take informal notes on student participation. This somewhat informal assessment relates to my objectives of getting students to read, to discuss, and to share their learning with their peers. I will provide feedback on the student index card and worksheet including comments about participation. Later, the students will have a final Thoreau assessment .

Note: As an alternative to the index card, students could complete a jigsaw sheet (see **attachment #19**) which also includes a small checklist for the teacher to use while monitoring student participation and a task that asks expert groups to develop quiz questions (which could become part of the Thoreau quiz).



EXIT SLIP

Date: _____

Name: _____

Respond to one or more of the following following prompts:

- ❖ Write about something new you learned today.
- ❖ What made learning easy/difficult for you today?
- ❖ What questions do you have?
- ❖ What connection did you make to previous learning?

From *Walden, or Life in the Woods* (In Elements of Literature, Fifth Course ; pages 233-244)

1. “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived [...] I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life...” (237).
2. There is some of the same fitness in a man’s building his own house that there is in a bird’s building its own nest [...]” (236).
3. “Our life is frittered away by detail [...] Simplicity, simplicity, simplicity! I say, let your affairs be as two or three, and not a hundred or a thousand [...] instead of three meals a day, if it be necessary, eat but one; instead of a hundred dishes, five; and reduce other things in proportion.” (237).
4. “We do not ride upon the railroad; it rides upon us” (238).
5. “What sort of space is that which separates man from his fellows and makes him solitary? I have found that no exertion of the legs can bring two minds much nearer to one another” (239).
6. “It is remarkable how easily and insensibly we fall into a beaten track for ourselves [...] How worn and dusty, then, must be the highways of the world, how deep the ruts of tradition and conformity [...]” (243).
7. “ If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundation under them [...]” (244).
8. “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” (244).

Day 12: Work day for Transcendental Think Tac Toe /progress check; students have option of working in computer lab with librarian (after teacher checks their progress) or in classroom with teacher.

Day 13:

- *Anticipatory set:* Ask students under what circumstances, if any, they would be willing to go to jail for a moral or political principle. Record responses on the board. Ask if anyone recalls the principle for which Thoreau was willing to go to jail (5 min).
- Guided reading/discussion of chunks of excerpt from *Resistance to Civil Government* + discussion of people who have been influenced by Thoreau's manifesto. Students will have already studied this in American History class, so we don't spend a large amount of time on it. (20 min)
- Raft activity with rubric (**see attachment #14**) (15 min)
- *Closure:* Modified Exit Slip: Write three ingredients in Thoreau's vision of "a life worth living"

Day 14:

- *Anticipatory Set:* Students review Thoreau information within groups.
- Thoreau Jeopardy + Bingo for review of Thoreau information and vocabulary (**see attachment 15**); the electronic version of Jeopardy will hopefully be available on my website by the end of August, along with some other Jeopardy review games.
- *Closure:* Modified Exit Slip: What difficulties am I having with the Think Tac Toe project?

Day 15: Thoreau Quiz (**see attachment 16**) and final class work on Transcendental Think Tac Toe Project (previous day's exit slips give me an idea of which students need the most help, so I can make a point of conferencing with them and providing assistance. If it seems many people are in need of help, I may recruit some students who are already finished with the project to act as peer assistants or extend the deadline if necessary.

Day 16-17: In class, students will complete a NYS ELA Task 3 essay (or similar one designed by teacher) on the theme of the natural world as a culmination of the transcendental unit. These are available at the following website:

www.nysedregents.org

(August 2006 and June 2008 Session 2 Part A Topics both relate to the natural world.)

An alternative Photo Story project for the Thoreau unit is attached (see attachment #17**). If the Think Tac Toe activity is too challenging for some individuals or students transfer into my class in the midst of the unit (as they often do at IRC), I may substitute this as the project requirement.

Weeks 14-38:

We will continue with weekly quotes, regular journal writing, and place-based learning activities to reinforce Thoreauvian concepts and to focus students on developing their personal philosophies and definitions of "the life worth living." At some point in the year (perhaps as the culminating project at the end of the year's focus on "The Life Worth Living"), students will be given the assignment of writing an essay/podcast on their personal philosophy, entitled "This I Believe." This assignment was inspired by the NPR

series of essays, and most of the assignment requirements are borrowed directly from the NPR web site. Students may submit their recorded essays to NPR for consideration (**see attachments #18 +18a**).

Note: One rubric for this essay was borrowed/modified from:

<http://homepages.roadrunner.com/lilly/files/Download/Personal%20Essay%20Rubric.doc>

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Attachment #1 Sample Assignment Sheet

English 11R
Week #1

Ms. Papin Rm. D107
Periods 1, 2, 5, 7

Date: _____ **In Class:** _____ **Assignment:** _____
Mon 9/1 **LABOR DAY- No School**

Tues 9/2 Superintendent's Day: No Students

Weds 9/3 **Welcome!!** Have letter signed +returned by Friday-a grade
Introduction to English 11:
Course Intro/Student questionnaire

ST # 1 Objectives: Students will listen and read for information and understanding

Thurs 9/4 Continue course intro.
(assignment sheets, writing folders, etc...) Signed letter due Fri
"Getting Acquainted" activity

ST # 1 Objectives: Students will listen and read for information and understanding

Fri 9/5 Collect signed letters Puritan/Hawthorne Web-quests due Tues
Quote of the week: discussion+ journal writing

ST # 1+4 Obj: Students will speak and listen for info and social interaction; read for info

QUOTE OF THE WEEK: "Accept the place the divine Providence has found for you..." –Ralph Waldo Emerson *Self-Reliance*

Daily Oral Language (DOL):

Thursday:

- The puritan's believed that the bible was the literal word of god
- puritans was protestants who wished too "purify" the church of england

Friday:

- As a group the planters background and social views was quite different then the puritans
- Large southern plantation owners was dependent on slave labor they often treated the slaves inhumane.

HAPPY BIRTHDAY TO:

Attachment #2 Alma Mater Lesson Plan

Context/setting: This lesson would be used in an English 11 class during the first week of school as an introduction to the concept of place-based study. Because our school has a highly transient population, the majority of students do not know the alma mater for our school district even though it is sung at pep rallies and other school events. This lesson is inspired by *Approaching Walden* and the discussion of echo/choral reading in Fisher, Brozo, Frey & Ivey (2007).

Lesson Title: Reading/singing the IRC Alma Mater chorally.

Lesson duration: One 42 minute period.

Objectives:

- Students will be familiarized with their school alma mater
- Students will read for literary analysis and response.
- Students will identify themes and literary devices.
- Student understanding and fluency will be improved through modeling and repeated readings.

Materials needed:

- Copies of alma mater(at bottom)
- Smartboard (optional) to display alma mater
- Recording of musical accompaniment for the alma mater

Lesson steps:

- *Anticipatory set:* For this lesson, I would start by asking students if they know the alma mater. If some of them believe they know it, I will ask them to recite it and write it on the board.
- *Steps in the lesson:*
 1. Following the anticipatory set, the teacher will pass out the handouts with the alma mater. The class will examine them to see if earlier students contributions regarding the alma mater were accurate.
 2. The teacher then asks the whole class to read the alma mater aloud along with her the second time. If it sounds very smooth and all students appear to be participating, we may stop at two readings. If some students aren't participating or the reading is not very smooth, we may go on to a third reading.
 3. We will discuss the poem's author (a local resident), meaning, use of devices (personification, imagery, rhyme, etc) , and student opinions.
 4. Using the musical recording, we will attempt to sing the alma mater.

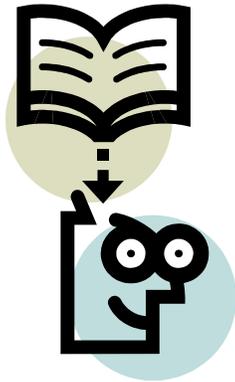
Closure: Students will complete an exit slip (attached below)

Student Assessment: I will assess students based on their completion of an exit slip. Literary devices will be reviewed in several later lessons and eventually students will be quizzed and tested.

Indian River's Alma Mater: written by Beth House, class of 1961

A fair river of the Northland
Gladly gave to us her name,
And as time records our history,
We will honor it with fame.
While the river flows forever,
On the hill we'll proudly stand;
We will sing of our devotion
And allegiance, hand in hand.

As our deeds become our legends,
You will hear of our renown.
Harken, now, each generation,
Add new glory to our crown!
We are planting our traditions;
We'll defend them valiantly.
Hand in hand, we are united.
Indian River, we love thee!



****You can fit two of these lengthwise on the paper+ cut in half to avoid wasting paper.**

EXIT SLIP

Date: _____

Name: _____

Respond to one or more of the following following prompts:

- ❖ **Write about something new you learned today.**
- ❖ **What made learning easy/difficult for you today?**
- ❖ **What questions do you have?**
- ❖ **What connection did you make to previous learning?**
- ❖ _____
- _____
- _____

Attachment #3: Community Project

Name _____

NOTE: Not only will this project serve to familiarize students with their home community (one of several communities comprising our centralized district) and hopefully stimulate an appreciation for it, but it will also introduce research and documentation skills needed for a later independent research project/documented essay.

Directions: For this project, you will be working with your community-based group to learn more about your community and to prepare a Power Point show about your community. You will be meeting as a group one day per week during class time, but you should plan on dividing the work and completing most of it on your own time. Upon completion, you will present your project to the class.

The community divisions are:

- Ft. Drum (If numbers are high, we will divide into 2 groups)
- Calcium/Evans Mills (If numbers are high, we will divide into 2 groups)
- Philadelphia
- Theresa
- Antwerp/Oxbow Mills (If numbers are high, we will divide into 2 groups)

Procedure: (Check off steps as completed)

Step 1: Divide into community-based groups; list your group members + their contact information below:

Step 2: Research the topic +prepare materials over the next two weeks: You should locate information on your community's history and characteristics (types of employment, etc), claims to fame, local flora and fauna, and especially interesting/favorite features. The following components must be included in your presentation. Look over the requirements and divide the work fairly among group members. As you gather information, record it on note cards, per Ms. Papin's instructions. Record the person who is assigned for each component below:

- You must use *five* or more sources, including:

_____ an interview with a long-time community resident. You should include the interviewee's name/age/background in your presentation. You should prepare questions beforehand (ask about what the community used to be like, how it's changed over the years, etc...).

_____ an interview with a local historian/expert (Ms. Papin is arranging for these people to speak after school on announced days; at least one group member should be available to attend, take notes, and ask questions)

_____ at least one primary source (visit your local library for this; contact information is provided below)

_____ at least two legitimate internet sources related to your topic (some suggested sites are provided below)

IMPORTANT: All sources must be correctly summarized, paraphrased, or quoted and correctly documented (according to MLA guidelines) within your Power Point show, so be sure to record complete information needed for this (titles, publication/download/interview date, etc...); Listen to Ms. Papin for detailed instructions!

- You must also include photographs of your local community. Include local flora, fauna, and meaningful locations in your community. (For instance, the Indian River, the local park, historic buildings, your favorite spots, common plants, etc). You may want to have multiple group members working on this aspect:

Step 3: Plan and create a Power Point show of at least 10 slides-weeks 3-4.

Once again divide the work evenly between group members. We will spend 2-3 days in the computer lab as a class. Your slide show should employ correct grammar, spelling, and punctuation. Slides should incorporate summaries, paraphrases, and quotes properly and should document the sources of information according to MLA style, using parenthetical citations and including a Works Cited on the last slide (following proper form + including *every* source). You should incorporate your photos in a logical and appealing manner. See the grading rubric for a breakdown of the qualities which will be considered in the grading of your project. A suggested format:

Slide 1: Name of community w/ photo representative of community

Slides 2-3: Summary of community's history from internet/historian

Slide 5: Interesting information from primary document regarding community history

Slide 6: Information about community characteristics from internet

Slide 7: Quotes/paraphrases from interview with long-time community resident

Slides 8-9: Photos/captions regarding interesting sites in community

Slides 10-12: Photos/captions of you favorite places in the community

Slide 13: Works Cited

____ **Step 4: Present your Power Point show to the class on _____.** Your discussion should be divided between group members and should not consist of a verbatim reading of the slides! Ask for any questions from classmates and answer to the best of your ability based on what you have learned about your local community. *Be prepared and enthusiastic, speak clearly, and make eye contact!*

Suggested Internet Sites to visit:

<http://history.rays-place.com/ny/cty-jefferson.htm> (links for most communities)

Wikipedia has entries for all communities

<http://www.city-data.com> (links for most communities)

<http://www.americantowns.com>

Local library names/phone numbers (contact for hours of operation):

Philadelphia- Bodman Library 642-3323 <http://www.nc3r.org/bodmanml/index.html>

Theresa Library 628-5972 <http://www.northnet.org/theresalibrary/>

Evans Mills Library 629-4483

<http://www.librarytechnology.org/lwc-displaylibrary.pl?RC=22236>

Antwerp- Crosby Public Library 659-8564

<http://www.librarytechnology.org/lwc-displaylibrary.pl?RC=8515>

Ft. Drum- Robert C. McEwen Library 772-4735

GRADING RUBRIC:

A Far Exceeding Standards	B Exceeding Standards	C Meeting Standards	D Approaching Standards	F Not Meeting Standards
Produces very creative slides beyond number required; many good photos	Produces very creative slides; Good photos	Produces required number of slides/average quality; fair photos	Produces below the required number of slides/or inferior quality slides/photos	Produces far below the required number of slides/very inferior quality Slides/photos
Excellent coverage of community history, characteristics, flora + fauna, etc...	Good coverage of community history, characteristics, flora + fauna, etc...	Average coverage of community history, characteristics, flora + fauna, etc...	Insufficient coverage of community history, characteristics, flora + fauna, etc...	Almost no coverage of community history, characteristics, flora + fauna, etc...
Properly documented throughout; correct Works Cited; met source requirements	Mostly properly documented; works cited with few minor errors; met source requirements	Proper documentation and works cited with several minor errors; met source requirements	Some improper documentation; seriously flawed works cited; fell short of source requirements	Glaring plagiarism; no parenthetical citations and/or works cited. Insufficient sources
Flawless grammar, spelling, punctuation	Few minor errors in grammar, spelling, punctuation	Several minor errors in grammar, spelling, punctuation	Many major errors in grammar, spelling, punctuation	Abundant errors in grammar, spelling, punctuation making it difficult to understand
Oral component: Evenly divided, enthusiastic, clearly spoken and well-discussed -not read; excellent eye contact	Good balance in division; enthusiastic; some reading of slides, some discussion; mostly clearly spoken; good eye contact	Somewhat balanced; somewhat enthusiastic perhaps more reading than discussion; understandable speech; some eye contact	Lacks balance or enthusiasm; 1-2 people do most of the talking; mostly reading rather than discussion; unclear speech; poor eye contact	No attempt at balance; no enthusiasm; 1-2 people read entire show; incomprehensible speech; no eye contact, etc

Attachment #4: Sample journal assignments/journal guidelines/rubric).

**Journal Writing
English 11**

Name _____
Ms. Papin

The journal is a “thought book”, a place where you can record your ideas and observations. A conscientious journal will help prepare you for the formal papers and will help develop your talents as a writer and as a close observer.

The journal, a compilation of “reflective” writing, has the following goals:

- To allow you to explore ideas in a low-stress manner (grammar +spelling don’t count!)
- To explore your philosophy of what contributes to the “life worth living”
- To help you observe things more closely and to use specific details in your writing
- To help you become a more confident and perceptive person and writer

*It is **not** a journal goal to complain and rant about how boring/outdated/or strange you found something. All the topics and activities have been carefully chosen in order to offer you the opportunity for growth as a person and as a writer. Consider each journal topic as a chance to expand your horizons and writing ability. Look for the positive elements!

When creating your journal this semester, please follow these guidelines:

1. Spend ten-15 full minutes writing as constantly as possible. Write the entry in the journal or notebook that is to be used specifically for the journal assignments. Number the entries as they are assigned, and identify each with your name and the date.
2. Unless specified otherwise, be prepared to hand your journal in at the start of class. Frequently, I’ll ask people to share their entries (or parts thereof) to the class to stimulate discussion.
3. After I have returned graded journal entries to you, note the grade on the tally sheet below.

I will grade your entries on a check, plus, or check minus basis. Each entry has a value of ten points. A check plus will be worth the full ten points. A check will be worth eight points, and a check minus will be worth six points. Entries may be deemed unacceptable, in which case they will receive zero points. LATE ENTRIES will only be accepted if there has been an absence or other extenuating circumstance that you have discussed with Ms. Papin.

Score	√ + (10)	√ (8)	√- (6)	0
Characteristics	Very well-developed and thoughtful entry; many specific details.	Adequately developed entry with some insight and some specific details.	Inadequately developed entry with little insight and very few details.	No entry submitted; entry inappropriate/ on wrong topic/ incomprehensible/ illegible

Detach the section below and attach it to the inside cover of your journal. Keep a running record of your journal grades.

Entry Number :	1	2	3	4	5	6	7	8	9	10
Grade										
Points										

Total: _____ **(Final journal grade)**

Sample Journal Assignments:

Many assignments will simply involve interpreting and responding to a quote which parallels one section of our NYS ELA Regents Exam. Others will be more involved activities, modeled on the concept Janet Burne was generous enough to share with our *Approaching Walden* class.

Thoreau Quotes for response (to be included on weekly assignment sheets as mentioned in unit outline and to provide the focus for journal entries)

- “To read well, that is, to read true books in a true spirit, is a noble exercise....Books must be read as deliberately and reservedly as they were written.”
- “For what are the classics but the noblest recorded thoughts of men?”
- “Only that day dawns to which we are awake.”
- “If I am not I, who will be?”
- “Things do not change, we change.”
- Be not simply good, but good for something.”
- “Here is life, an experiment to a great extent untried by me...”
- “However mean your life is, meet it and live it, do not shun it and call it hard names.... It looks poorest when you are richest. The fault-finder will find faults even in paradise. Love your life, poor as it is.”
- “I see young men...whose misfortune it is to have inherited farms, houses, barns, cattle, and farming tools; for these are more easily acquired than got rid of. Better if they had been born in a pasture and suckled by a wolf, that they might have seen with clearer eyes what field they were called to labor in. Who made them serfs of the soil.”
- “If you have built your castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.”
- “It is never too late to give up our prejudices.”
- “They were pleasant spring days, in which the winter of man’s discontent was thawing as well as the earth...”

- “Shall I not have intelligence with the earth? Am I not partly leaves and vegetable mould myself?”
- “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away.”
- “We need to witness our own limits transgressed, and some life pasturing freely where we never wander.”
- “As long as possible live free and uncommitted. It makes but little difference whether you are committed to a farm or the county jail.”
- ...with wisdom we shall learn liberality.”
- ...a man is rich in proportion to the number of things which he can afford to let alone.”
- “It is best to avoid the beginnings of evil.”
- “How could youths better learn to live than by at once trying the experiment of living?”
- “There is some of the same fitness in a man’s building his own house that there is in a bird’s building its own nest.”
- “We do not ride on the railroad; it rides upon us.”
- “Money is not required to buy one necessary of the soul.”
- “...I was determined to know beans.”
- “I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor.”
- “I think that I cannot preserve my health and spirits unless I spend four hours a day at least—and it is more commonly than that—sauntering through the woods and over the hills and fields, absolutely free from worldly engagements.”
- “As I did not teach for the good of my fellow men, but simply for a livelihood, this was a failure.”
- “I am convinced that if all men were to live as simply as I did, thieving and robbery would be unknown.”
- [A prison is] the only house in a slave State in which a free man can abide with honor.”

Sample In-depth Journal Assignments:

1. “[...] so with a hundred ‘modern improvements’; there is an illusion about them; there is not always a positive advance. [...] Our inventions are wont to be pretty toys, which distract our attention from serious things.”

Thinking: Consider some of the “modern improvements” and “pretty toys” you own. As you are spending an hour doing something “serious” (your homework, your job, spending time with your family), keep track of how many times you are interrupted by these “pretty toys” and how many minutes each interruption takes away from your hour of serious endeavor.

Writing: Write a journal entry in which you identify some of the “pretty toys” you possess. Do you view these items as “modern improvements”? Do they give only an “illusion” of improving your life? What are the negative effects of having these “toys”? Do you think you could give up any of these “toys”? If so, which one and for how long? How do you think your life would change if you did give up this “toy”?

2. “I find it wholesome to be alone the greater part of the time. To be in company, even with the best, is soon wearisome and dissipating. I love to be alone. I never found the companion that was so companionable as solitude.”

Thinking: Spend one hour completely alone-in nature or in your room (NOT sleeping!). Turn off all electrical gadgets except a light. Think about how it feels to be alone: are you bored, lonely, able to really think about something you might not otherwise have pondered?

Writing: Write a journal entry in which you record your feelings about being alone. Did you find it difficult to be alone for an hour. Did you learn anything from the experience? Do you see any benefits to experiencing solitude regularly?

3. “As for Clothing....perhaps we are led oftener by the love of novelty and a regard for the opinions of men, in procuring it, than by a true utility.”

Thinking: Try wearing a “uniform” to school for two or three days in a row: for example, a pair of basic jeans and a plain white shirt. How did you feel about dressing the same way on consecutive days. Did any classmates notice or comment?

Writing: Write a journal entry in which you record your feelings about clothing. What considerations do you think *should* go into a clothing purchase? What factors go into your decision to buy a piece of clothing? Are your clothing choices based more on “utility” or on the “opinions of others” or “novelty?”

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

Thinking: Make a list of what you believe to be the “essential facts of life.”

Writing: Write a journal entry in which you explain what “living deliberately” means to you. What are some of the “facts” you feel are “essential” to living a “life worth living.” In other words, what things would you regret NOT having experienced if it was your time to die?

5. “Our life is frittered away by detail....Simplicity, simplicity, simplicity! I say let your affairs be as two or three, and not a hundred or a thousand; instead of a million count half a dozen, and keep your accounts on your thumb nail....Simplify, simplify. Instead of three meals a day, if it be necessary eat but one; instead of a hundred dishes, five; and reduce other things in proportion.”

Thinking: Count the number of dishes in your house (or towels, or knick-knacks, etc).

Writing: Write a journal entry in which you discuss the idea of simplicity. Do you think life in your home is more complicated than it has to be? What are some of things that you could “reduce...in proportion” in your house? Do you agree that “our life is frittered away by detail?”

Attachment #5

TRANSCENDENTAL THINK-TAC-TOE

Name _____ English 11 Ms.Papin
 Due Date _____

Directions: Select and complete one activity from each horizontal row to help you and others think about the transcendental philosophies we have been studying. Remember to make your work complete, accurate, and detailed. Page numbers refer to class anthology. If you have your own idea for an activity of equal work and merit, see Ms. Papin to discuss it.

Related Reading	Read either the “Spring” or “Seeing” excerpt from Annie Dillard; write a summary and compare/contrast With Thoreau’s <i>Walden</i> . (2 well-developed paragraphs)	Read the Don Henley selection on page 245 and complete the documentation worksheet.	Read <i>one</i> of the following poems. Write a paragraph explaining how it relates to Thoreau’s beliefs. (<i>Birches, There was a Child Went Forth, Dust of Snow, The Fish</i>)	Read the primary sources on page 255 and write a list of the main points raised.
Writing	Write a letter to a friend explaining how they can live a Thoreau lifestyle	Write your own poem on a Thoreau theme.	Visit the class blog and respond to the Thoreau quote there.	Write an article for the school newspaper explaining an environmental concern in your community
Technology	Visit http://www.carbonfootprint.com/ Calculate your carbon footprint+ list ways of reducing it.	Complete the Thoreau scavenger hunt on the web	Visit http://www.savetheriver.org/ Write a summary of the threats the St. Lawrence River is facing+ measures being taken.	Visit http://worldwidewaldens.org/ Read about some of the projects. Write a paragraph describing your favorite one.
The Arts	Listen to <i>one</i> of the following songs and write a paragraph explaining how it relates to Thoreau’s beliefs: - <i>Simple Man</i> by Lynyrd Skynyrd - <i>For What it’s Worth</i> by Buffalo Springfield - <i>Better Days</i> by the Goo Goo Dolls -Find your own song and relate it to Thoreau	Using ideas from Thoreau, create <i>one</i> of the below: -a cartoon strip -a greeting card -a drawing of a <i>Walden</i> scene -a needlepoint with Thoreau quote	Complete <i>one</i> of the following: -A transcendental coat-of-arms (using handout) -A transcendental “quilt block” (using handout)	Make a recording of the sounds of nature that you most enjoy. Include narration explaining what the sounds are and why you enjoy them.
My own Walden	Take a nature walk in your community; gather photos/drawings/specimens/ notes, and gather them in a field book (see Ms. P’s example)	Draw your favorite place in nature and give a Thoreau quote caption	Build <i>one</i> of the following to improve your Walden: -a birdbath (plans available on the internet) -a bird feeder	Grow your own herbs, vegetables (beans maybe), or other plant from seed. Keep a photo or written record of the process)

Name: _____

Date: _____

Project Title: _____

Teacher(s): Ms. Papin

Think Tac Toe Rubric



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

Documented Writing Exercise

Name _____

From "Heaven Is Under Our Feet" by Don Henley

Directions: Read the essay on page 245 of Elements of Literature: Fifth Course, and complete the following tasks:

1. Write a one-paragraph *summary* of the essay. (Do on your own paper and attach to this sheet.)
2. Referring to paragraph #2, quote the first sentence. Use a *tag* to indicate the start of a quote, and follow the quote with a correct *parenthetical citation*.

3. Referring to paragraph #2, *paraphrase* the second sentence. Introduce the paraphrase with a *tag* and follow it with a correct *parenthetical citation*. (Remember, paraphrases should be entirely reworded and restructured if possible).

4. Using the information provided by the text, write a correct *works cited entry* for the essay. Use the format for a work in an anthology or collection (shown below), and be sure to indent and punctuate properly.

Author's last name, first name. "Title of essay." Name of anthology. **Ed.** Editor's name
in

regular order. City of publication: Publishing company, Year of publication.
Page

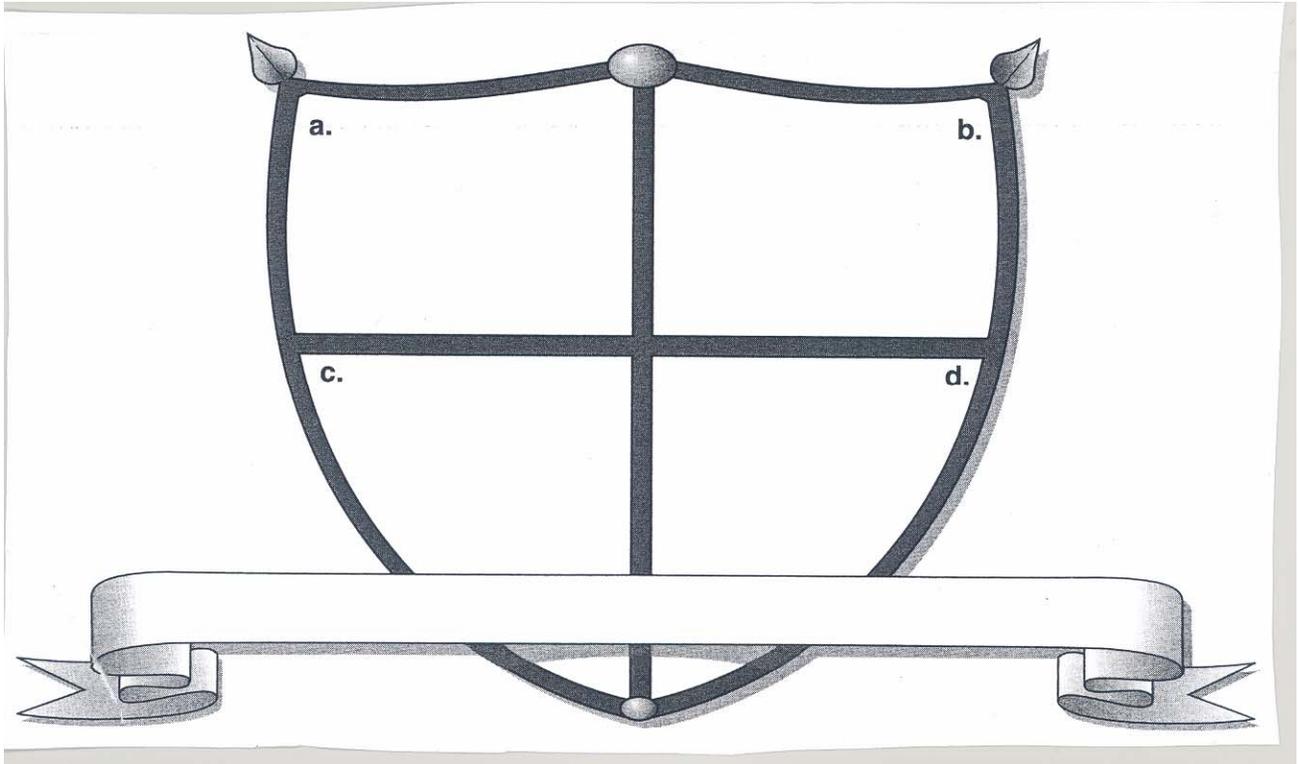
numbers. (Note: Do Not use p., etc.)

(Elements of Lit was edited by Mescal Evler and published by Holt, Rinehart, and Winston of Austin in 1997).

Works Cited

Designing a Coat of Arms for Henry David Thoreau

A coat of arms is a shield or emblem depicting a family's or individual's history and distinguishing characteristics. Using the shield below, design what you think would be an appropriate coat of arms for **Thoreau**. You may use words, pictures, or symbols to represent Thoreau's philosophy or to suggest Thoreau's characteristics.



1. Write a transcendentalist motto on the ribbon beneath the shield. Ex.: "I want to live deep and suck out all the marrow of life ..." (Thoreau)
2. On the lines provided, explain the meanings of the words and symbols you used in each of the four spaces on the coat of arms.

a. _____

b. _____

c. _____

d. _____

Thoreau Scavenger Hunt

Name _____

Directions: Find the answers to the following questions on line. (They are not in our literature book!) Some sites to get you started:

<http://www.online-literature.com/thoreau/>

<http://www.uh.edu/admin/engines/epi339.htm>

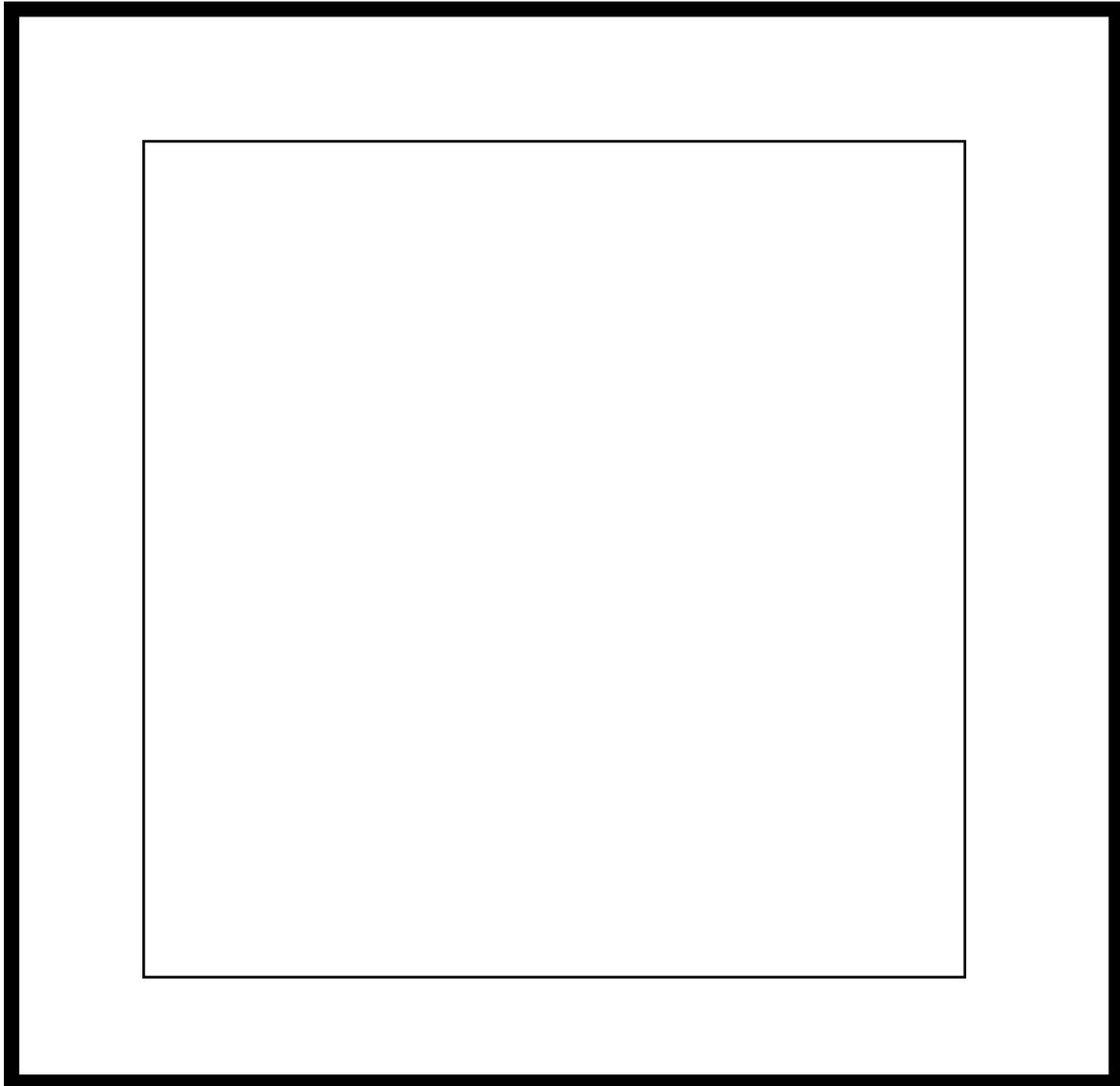
<http://www.ecotopia.org/ehof/thoreau/bio.html>

http://www.age-of-the-sage.org/transcendentalism/henry_david_thoreau.html

Questions:

1. Thoreau's date of birth (month, day, year) was _____.
2. Other than Harvard, Thoreau attended school at _____.
3. Thoreau was such a serious student, his classmates called him the _____.
4. The name of the school where Thoreau briefly taught was _____.
5. Thoreau's principles of progressive teaching were influenced by another famous transcendentalist named _____, who also started a utopian society called _____.
6. Thoreau's book which was written as a memorial to his brother and which described a canoeing trip they took together was called _____.
7. Thoreau contracted tuberculosis in the year _____.
8. Thoreau lectured at the Concord _____.
9. Thoreau also worked as a land _____.
10. Thoreau developed manufacturing improvements for the quality of the _____.
11. Another of Thoreau's books described his travels in the _____ Woods.

Thoreauvian Quilt Square



Directions: Put a favorite Thoreau quote in the outer border of the quilt square. In the center, draw your artistic interpretation of the quote's meaning or a scene that serves as a pictorial symbol of the quote.

Attachment #6

Name _____

English 11

Ralph Waldo Emerson and “Nature”

Part 1: Listening Practice: As you listen to the teacher’s introduction to Ralph Waldo Emerson, fill in the blanks below:

Ralph Waldo Emerson lived from _____ to _____. He was born in _____. His father, a Unitarian minister, died when Emerson was only ___ years old, so his mother opened a boardinghouse to support her family of ___ children. Emerson attended _____ University and became a _____. Eventually Emerson rejected institutional religion and broke from the _____. Emerson began to lecture on his newfound beliefs. These included the idea that the past was not important, that everyone could have a personal relationship with _____, and that all humans and nature were part of a larger entity that he called the _____.

Vocabulary

1. **perpetual-** (adj.) constant, unchanging
2. **sublime-** (adj.) awe-inspiring
3. **admonishing-** (v., adj.) mild warning
4. **manifold-**(adj.) many different
5. **indubitably-** (adv.) without a doubt
6. **integrate-** (v.) unify
7. **slough-** (n.) outer layer of a snake’s skin sheds periodically
8. **perennial-** (adj.) recurring yearly
9. **blithe-** (adj.) carefree
10. **occult-** (adj.) hidden; beyond ordinary understanding

Literary Term Review:

Imagery- use of language to evoke a picture or concrete sensation of a person, thing, place, or an experience. Descriptive language that appeals to one or more of the five senses.

Nature Questions:

1. How would your attitude about the stars change if they only appeared once every thousand years?
2. Emerson’s *image* of a “transparent eyeball” in the fourth paragraph is one of his most famous passages. How is this image a description of a visionary experience of God?
3. Describe the relation presented, starting in the fourth paragraph, between people, nature, and God. According to Emerson, is God to be found only in nature, only in people, or in some elements they share?
4. Paraphrase Emerson’s following quotes:
“Nature never wears a mean appearance” (Emerson, *Nature* 220).
“In the woods too, a man casts off his years [...]” (Emerson, *Nature* 220).

Attachment #7: Using flashcards

Using vocabulary flashcards is a strategy discussed in numerous teacher training guides. These cards are an excellent way to facilitate student mastery of vocabulary, which-at least for my particular students- is a particular challenge. The approach here is adapted from Ruby Payne's book *Learning Structures*. I usually provide students with a list of the vocabulary words, parts of speech, and definitions to save time, but you could require students to use the dictionary. After introducing the vocabulary words (usually around 10-15), I hand out various colored index cards and crayons to each group of students. They divide the words and everyone is responsible for making 2-3 flashcards, following the guidelines below. The flash cards should be color-coded (white cards for nouns, yellow for verbs, etc); this aids student memory by associating parts of speech to colors.

Vocabulary Word

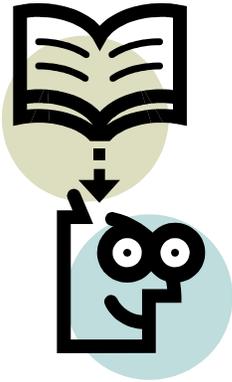
Part of speech

Definition

*Draw a picture representative
of the vocabulary word or
relating the word to yourself.*

Use the word in a meaningful, correct sentence.

Attachment #8: Exit Slip for Day 1 of transcendental unit



EXIT SLIP

Date: _____
Name: _____

**Respond to the following
following prompt:**

❖ Write one correct and meaningful sentence using one of the new vocabulary words. Circle the word.

Attachment #9 **“Self-Reliance” by Ralph Waldo Emerson (224-225)**

Literary Term:

Figure of speech- a word or phrase that describes one thing in terms of another and that is not meant to be taken literally (ex. “Society is a joint-stock company”)

Vocabulary:

1. conviction- (n) belief
2. proportionate- (adj) having a correct relationship between parts; balanced
3. imparted- (v) revealed
4. manifest- (adj) plain; clear; obvious
5. predominating- (adj) having influence
6. transcendent- (adj) excelling; surpassing; going beyond
7. benefactors- (n) people who help others
8. conspiracy- (n) secret plot with a harmful or illegal purpose
9. aversion- (n) intense dislike
10. integrity- (n) sound moral principles; honesty

Paraphrase the following quotes:

“[...] envy is ignorance; [...] imitation is suicide[...]” (Emerson , *Self 225*).

“Trust thyself: Every heart vibrates to that iron string” (Emerson , *Self 225*).

“Whoso would be a man must be a nonconformist” (Emerson , *Self 225*).

“Nothing is at last sacred but the integrity of your own mind” (Emerson , *Self 225*).

“A foolish consistency is the hobgoblin of little minds” (Emerson , *Self 225*).

“To be great is to be misunderstood” (Emerson , *Self 225*).

Attachment #10

Emerson Quiz

Name _____

Part 1: Multiple Choice (6 pts each)

- _____ 1. Emerson uses the example of the stars coming out once every thousand years to make his point that:
 - A. The stars are boring.
 - B. We should appreciate nature's wonders all the time.
 - C. People should be able to live one thousand years.

- _____ 2. Emerson believes nature is beautiful:
 - A. During the spring and summer
 - B. During the winter
 - C. All the time

- _____ 3. According to Emerson, who sees nature better?
 - A. Adults
 - B. Children
 - C. Adults and children equally

- _____ 4. When Emerson says, "I become a transparent eyeball. I am nothing. I see all. The currents of the Universal Being circulate through me," he most nearly means:
 - A. He becomes part of something far greater than himself when he is in Nature.
 - B. He has difficulty seeing the important things when he's in nature..
 - C. He feels no sense of spirituality in the forest.

- _____ 5. Emerson said, "envy is ignorance... imitation is suicide." Based on this, which of the following would he approve of:
 - A. Putting in a new pool because your neighbors have one
 - B. Wearing a mini-skirt because it's the fashion
 - C. Choosing a CD you like that did not make the top 40

- _____ 6. If you dislike the area in which you live, Emerson's advice to you would be:
 - A. move to a new area as soon as possible so you'll be happier
 - B. make the most of the place you're in; you were put there as part of your destiny
 - C. Take a vacation

- _____ 7. Which modern invention would Emerson most likely approve of:
 - A. airplanes that burn fuel & allow us to travel the world
 - B. solar power
 - C. Space rockets that travel to the moon.

- _____ 8. Emerson said, “Whoso would be a man must be a nonconformist.” Based on this, which of the following would he approve of:
- A. Joe Blow votes Republican because the Blow family has always been Republican
 - B. Even though all his friends are having a beer, David drinks Pepsi.
 - C. Sue goes to a movie she’s really not interested in because her friends want to see it
- _____ 9. Emerson said, “A foolish consistency is the hobgoblin of little minds.” This means that:
- A. You should feel free to change your opinions whenever you want
 - B. You should pick one opinion and stick with it
 - C. You should always listen to the advice of your elders
- _____ 10. When speaking about Jesus, Galileo, and other “great” people, Emerson says, “To be great is to be _____.”
- A. traditional
 - B. conformist
 - C. misunderstood
 - D. egotistical

Part 2: Vocabulary Matching (6 pts each)

- | | |
|----------------------|---------------------------|
| ___ 11. Sublime | A. intense dislike |
| ___ 12. Transcendent | B. belief |
| ___ 13. Aversion | C. sound moral principles |
| ___ 14. Conviction | D. awe-inspiring |
| ___ 15. Integrity | E. excelling; surpassing |

Part 3: Short Answer: Write 2-3 complete sentences explaining Emerson’s ideas of what constitutes a “life worth living.” (10 pts)

Attachment #11 Thoreau “Great Books” video Name _____

1. What events were taking place around the world and in Concord during Thoreau’s early years?
2. List some famous Concord residents involved in the abolition movement.
3. What did the transcendentalists believe?
4. What is the “oversoul” and how does one access it, according to Emerson?
5. According to Thoreau, the world rests on _____.
6. Concord was home to the _____ Renaissance.
7. What other famous historical event took place in Concord?
8. How were Emerson and Thoreau different?
9. Describe Thoreau’s house by Walden Pond.
10. How did Thoreau feel reform should be approached?
11. How did Thoreau put his philosophy of Civil Disobedience into practice in his life?
12. How did Ghandi and Martin Luther King borrow from Thoreau’s philosophies?
13. Why did Thoreau defend John Brown?

14. Which would Thoreau believe to be the most important-what is legal, or what is right?
15. How did the death of his brother John affect Henry?
16. What are some criticisms that have been made of Thoreau?
17. What threatened Walden Pond?
18. What is the Walden Woods Project?
19. What is the purpose of the Thoreau Institute?
20. How would Thoreau have felt about computers?
21. What does Walden Pond symbolize?
22. What is “voluntary simplicity?”
23. Why did Thoreau leave the woods?
24. What is Thoreau’s legacy in America?
25. What did Thoreau see in nature and the mundane things around him?

Attachment #12

Henry David Thoreau

Name _____

Listening Practice: While the teacher tells you about HDT, fill in the blanks below:

Henry David Thoreau was born in _____, Massachusetts in _____. His father made _____, and his mother took in boarders. As a child, Thoreau loved spending time in the _____. Like Emerson, he attended _____ University. He was very interested in the philosophy of _____. Later he opened a school, with his brother John. HDT also briefly worked in a public school but quit over the issue of _____ punishment. After his brother's tragic death, HDT decided to conduct an "experiment" in living simply. He borrowed land near _____ Pond from his mentor _____. HDT built a small cabin there, costing _____. HDT spent two years there, growing beans and observing _____. He later compiled his experiences in his most famous book, _____. During his time at Walden, he was arrested for refusing to pay his _____ because he was opposed to _____. He wrote about this act in a later essay called "_____ Disobedience." This act influenced many famous people such as Ghandi and _____. Unfortunately, HDT died from tuberculosis when he was only _____ years old, in 1862.

Review Literary Terms:

- **literal language**- words that convey their ordinary, everyday meaning (they mean just what they say)
- **figurative language**- words that convey ideas beyond their ordinary meaning (simile, metaphor, and personification) are types of figurative language.

VOCABULARY:

deliberately- (adv) unhurried; carefully

dormant- (adj) as if asleep

exude- (v) ooze

insensibly- (adv) without thinking

intellect- (n) the mind

perennial- (adj) lasting throughout the years

pervade- (v) to spread throughout

stealthily- (adv) secretly

sublime- (adj) noble; majestic

superfluous- (adj) unnecessary or excessive

Thoreau: The Man, the Myth, the Legend

Individuality

Spirituality

Nature

Simplicity

Attachment #14

Note: The RAFT strategy was inspired by the Tomlinson text on differentiation strategies.

Directions: Choose one row from the box below. Assume the chosen role and complete the written assignment on the selected topic and in the chosen format. Be sure to be aware of your chosen audience throughout the writing assignment.

ROLE	AUDIENCE	FORMAT	TOPIC
Student	Thoreau	Interview of at least 5 questions and realistic answers Thoreau might have given.	What I want to know about Thoreau's experience with civil disobedience
Thoreau	Emerson	Friendly Letter	Thoreau's incarceration, why he did it, and his thoughts on Emerson NOT doing it.
Martin Luther King, Jr.	A group of young, discontented African Americans who are considering a violent protest	Speech	Reasons for following Thoreau's principle of Civil Disobedience
Ghandi	Thoreau	Autobiography excerpt	How Thoreau influenced Ghandi's actions
Student	Self	Diary entry	What I think of Thoreau's civil disobedience+ what principles I would be willing to go to jail for.

Indian River Central
RAFT Rubric



Name: _____

Teacher: Ms. Papin

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
ROLE: How well did you sound like the person whose voice you were writing in?	No attempt made to use the appropriate voice.	Some attempt made to use the appropriate voice; needs work.	Good use of the appropriate voice; only minor flaws.	Amazing use of the appropriate voice!	_____
AUDIENCE: How well did you acknowledge the group or person the writing was intended for?	No attempt made to acknowledge the appropriate audience.	Some attempt made to acknowledge the appropriate audience. Needs work.	Good acknowledgement of the appropriate audience.	Amazing acknowledgement of the appropriate audience.	_____
FORMAT: How well did the writing take the shape of what was originally expected?	Does not show any characteristics of the expected form.	Shows a few of characteristics of the expected form.	Shows most of the characteristics of the expected form.	Shows all of the characteristics of the expected form.	_____
TOPIC: How well did you prove you've learned the content expected by the assignment?	No evidence of understanding of content.	Little evidence of understanding of content.	Good evidence of understanding of content.	Amazing evidence of understanding of content.	_____

				Total---->	_____

Teacher Comments:

Value	Thoreau's background	The Walden experience	Civil Disobedience	Complete the Quote	Explain the quote:
\$200	Thoreau's birthplace	The land on the Pond was borrowed from him.	Thoreau was jailed for this crime.	"Simplicity," (2 words)	"Our life is frittered away by detail"
\$400	Thoreau's century	At Walden, HDT grew a large amount of these.	He spent this much time in jail.	If I am not _____, who will be?"	"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer.
\$600	Thoreau's family business	HDT'd original purpose for going to the Pond.	He was protesting this.	"I went to the woods because I wished to live ..." (1 word)	"If you have built your castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them."
\$800	Thoreau's university	A full description of the cabin and its cost.	One famous person influenced by Thoreau's Civil Disobedience.	"That government is best which governs..." (1 word)	"We do not ride on the railroad; it rides upon us."
\$1000	Thoreau's brother; his name + how he died.	Describe at least 3 activities Thoreau engaged in daily at the Pond.	A second famous person influenced by Thoreau's Civil Disobedience.	"I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious ..." (1 word)	[...] Our inventions are wont to be pretty toys, which distract our attention from serious things."

Thoreau Quiz

Name _____

Part 1: Multiple Choice: Use your vast knowledge of Thoreau to choose the best response for each. (4 pts each)

- _____ 1. Henry David Thoreau was born in the town of :
A. Salem, Massachusetts
B. Concord, Massachusetts
C. New York City
D. San Francisco, California
- _____ 2. Henry David Thoreau's family business was manufacturing _____ :
A. pencils
B. paper
C. pens
D. erasers
- _____ 3. Henry David Thoreau attended _____ University.
A. Princeton
B. Yale
C. Harvard
D. Columbia
- _____ 4. Henry David Thoreau's brother died from:
A. Tuberculosis
B. Tetanus
C. consumption
D. drowning
- _____ 5. Henry David Thoreau borrowed land from Emerson on:
A. the Concord River
B. Flint Pond
C. Walden Pond
D. Golden Pond
- _____ 6. Complete Thoreau's quote: "I went to the woods because I wished to live _____"
A. Simply
B. deliberately
C. independently
D. in solitude
- _____ 7. Thoreau's cabin cost about _____ to build:
A. \$20
B. \$28
C. \$45
D. \$67
- _____ 8. During his first year in the woods, Henry David Thoreau spent much of his time hoeing:
A. potatoes
B. beans
C. tomatoes
D. squash
- _____ 9. In "Brute Neighbors," Thoreau writes of observing a battle between _____ :
A. woodchucks
B. birds
C. ants
D. grasshoppers
- _____ 10. Thoreau stayed in his cabin for _____ :
A. one year
C. three years

B. two years

D. four years

- _____ 11. He left the woods because he:
A. was feeling ill
B. was lonely
C. had to help his mother with the boarding house
D. had other lives to live
- _____ 12. Henry David Thoreau went to jail for which crime?
A. theft
B. murder
C. non-payment of taxes
D. trespassing
- _____ 13. His crime was a protest against which of the following:
A. the hanging of John Brown
B. the clear-cutting of trees in Concord
C. his brother's untimely death
D. slavery
- _____ 14. Of the following people, which one was **not** influenced by Thoreau's philosophy of *Civil Disobedience*?
A. Mahatma Ghandi
B. Martin Luther King, Jr.
C. Osama Bin Laden
- _____ 15. Henry David Thoreau died from:
A. Tuberculosis
B. Tetanus
C. consumption
D. drowning
- _____ 16. Which of the following is **not** a legacy of Thoreau in this country?
A. National Parks
B. Conservation efforts
C. Sierra Club
D. National highway system
- _____ 17. Which of the following concepts did Thoreau approve of?
A. Extravagance
B. Simplicity
C. Selfishness
D. Dependency
- _____ 18. Complete Thoreau's quote: "If a man does not keep pace with his companions, perhaps it is because he hears a different _____."
A. voice
B. calling
C. drummer
D. flute

Part 2: Paragraph: Write a well-developed paragraph discussing at least three components Thoreau would find essential to "the life worth living." Of these, which do you find important in your own vision of "the life worth living"? (Spelling, punctuation, and usage will count). 25 pts.

EVALUATION FOR YOUR "Thoroughly Thoreau" Project

Group Members: _____

Period _____
Due _____

<u>PROJECT CRITERIA</u>	<u>POSSIBLE POINTS</u>	<u>SELF</u>	<u>Peer</u>	<u>TEACHER</u>
Did you include information/pictures about your home community? (History, natural attractions, interesting facts?)	15			
Did you include information relating to Thoreau's concept of simplicity? (Text, effective pictures, clip art, original art, etc)	15			
Did you include information relating to Thoreau's concept of non-conformity? (Text, effective pictures, clip art, original art, etc)	15			
Did you include information relating to Thoreau's concept of civil disobedience? (Text, effective pictures, clip art, original art, etc)	15			
Did you include information relating to Thoreau's concept of transcendentalism? (Text, effective pictures, clip art, original art, etc)	15			
Did you incorporate appropriate music ?	5			
Did you incorporate effective narrative, including several relevant Thoreau quotes?	10			
Is your presentation well organized and effectively paced?	5			

Teacher Comments

Step 1: Visit: <http://www.npr.org/templates/story/story.php?storyId=4538138>

Step 2: Listen to a variety of podcasts available at the site. (Some of Ms. Papin’s suggested essays include: Michael Oatman’s *Power of Education*; Michelle Gardner-Quinn’s essay on respecting all life, submitted to a professor two days before her murder; Bob Barret’s *Living With Integrity*; Tony Hawk’s *Do What You Love*; Benjamin Carson’s essay on parenting; Joshua Yuchasz’s *We’re All Different*; Wayne Coyne’s *Creating Our Own Happiness*; and Jon Carroll’s *Failure is a Good Thing*.)

Step 3: You have participated in a great deal of discussion regarding the philosophies of Emerson and Thoreau in regard to spirituality, nature, education, politics, etc... You have also listened to essays by other people discussing their individual philosophies. Now it’s time to truly define your own personal philosophy. Write your own “This I Believe” essay in which you share your philosophy, the core beliefs that guide your daily life. You will submit your essay for a class grade, and you may choose to submit your essay to NPR through the website. Your essay could possibly be chosen for inclusion in the NPR radio series. (If you choose to submit your essay to NPR and are under 18 years of age, you will need parent consent).

NPR’s Guidelines:

When you write your essay, we encourage you to:

1. Please limit your essay to fewer than 500 words (but at least 350 words).
2. Describe an event that shaped your beliefs or a person who inspired them.
3. Avoid sermons and editorials—no soapbox declamations, please!

More Essay Writing Tips from NPR:

***This I Believe* Essay-Writing Instructions**

We invite you to contribute to this project by writing and submitting your own statement of personal belief. We understand how challenging this is—it requires such intimacy that no one else can do it for you. To guide you through this process, we offer these suggestions:

Tell a story: Be specific. Take your belief out of the ether [air] and ground it in the events of your life. Consider moments when belief was formed or tested or changed. Think of your own experience, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be *real*. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.

Be brief: Your statement should be between 350 and 500 words. That's about three minutes when read aloud at your natural pace.

Name your belief: If you can't name it in a sentence or two, your essay might not be about belief. Also, rather than writing a list, consider focusing on one core belief, because three minutes is a very short time.

Be positive: Please avoid preaching or editorializing. Tell us what you do believe, not what you don't believe. Avoid speaking in the editorial "we." Make your essay about you; speak in the first person.

Be personal: Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.

For this project, we are also guided by the original *This I Believe series* and the [producers' invitation](#) to those who wrote essays in the 1950s. Their advice holds up well and we are abiding by it. Please consider it carefully in writing your piece.

In introducing the original series, host Edward R. Murrow said, "Never has the need for personal philosophies of this kind been so urgent." We would argue that the need is as great now as it was 50 years ago. We are eager for your contribution.

RUBRIC ATTACHED BELOW

“This I Believe” Personal Essay Rubric

Student Name: _____ Date: _____

Grade	Description
A	Essays earning this grade will <i>clearly and cleverly</i> relate a statement of personal philosophy or belief <i>in a way that communicates the significance</i> . The essay is well-developed (400 to 500) words, detailed and <i>authentic</i> . Any specific actions, movements, gestures, thoughts, and feelings are described in a way that paints a visual picture of the story, in a clear first person voice. Strategies for adding detail, action, and imagery, including the “brush strokes” learned in class or other types of relevant support, are appropriately and widely employed. The essay is paced well, meaning that it moves smoothly from point to point, not lingering too long on minor details or giving little attention to seemingly important details. The story provides a shift in perspective; what was believed or thought in the beginning changes at the end, and this change conveys a profound moral, lesson, or understanding. These papers are well-written with <i>virtually no errors</i> in grammar, spelling, or punctuation. The essay is fully prepared for submission to NPR, including all formatting and proper title.
B	Essays earning this grade will <i>clearly</i> relate a statement of personal philosophy or belief. The essay is somewhat brief (350-400 words) but detailed and <i>authentic</i> . Any specific actions, movements, gestures, thoughts, and feelings are described in a way that paints a visual picture of the story, in a clear first person voice. Strategies for adding detail, action, and imagery, including the “brush strokes” learned in class or other types of relevant support, are appropriately and widely employed. The essay is paced fairly well, moving from point to point. The story provides a shift in perspective; what was believed or thought in the beginning changes at the end, and this change conveys a moral, lesson, or understanding. These papers are well-written with very few errors in grammar, spelling, or punctuation (standard language conventions). The essay is mostly prepared for submission to NPR.
C	Essays earning this grade will relate a statement of personal philosophy or belief. The essay may or may not meet word requirements (350 to 500 words) but still have some details, some imagery and feelings, although more would better give the reader an idea of the point being made. The story may seem lop-sided in places, with points where too much or too little detail is given. The story provides a shift in perspective; what was believed or thought in the beginning changes at the end, but the change may not be interesting or relevant. These papers may have minor errors in grammar, spelling, etc. The essay is not ready for submission to NPR.
D	Essays earning this grade will relate a statement of personal philosophy or belief in a very general way. The essay may or may not meet word requirements (350 to 500 words) and may lack sufficient details. The story is lop-sided in places, with points

where too much or too little detail is given. The story provides a shift in perspective, but that shift is not interesting or clearly explained. These papers may have several errors in standard language conventions. The essay is not prepared for submission to NPR.

F Essays earning this grade do not meet minimum requirements.

USE THIS RUBRIC TO PRE-ASSESS YOUR OWN ESSAY BEFORE I ASSESS IT.

Student Score: _____ Rationale:

Teacher Score: _____ Rationale:

Jigsaw Activity

on task _____
quality contributions _____
positive attitude _____

Name _____

Topic _____

1) Read your assigned task **twice** and write down the main ideas and your favorite quote.

Main Ideas:

- _____
- _____
- _____
- _____

Favorite Quote:

2) In your “expert” group, **discuss** each group member’s main points. Prepare a short presentation to give to your original group; rehearse it with the help of your “expert” group members.

3) With the help of your “expert” group, write one quiz question about your task.
Develop a quality
question: meaningful and thoughtful.
