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English 10 American Literature Cp1 and Honors

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The Transcendentalists and Your Hometown

This unit is a subset of our first major unit in English 10 focusing on Romanticism, which comes after a one-week introduction to American Literature in which I present the background information on Native American, Puritan, and Enlightenment literature and its influence on later works that follow the “isms” from Romanticism through Modernism. Approximately seven 77-minute periods are dedicated to the works of Ralph Waldo Emerson and Henry David Thoreau.

The unit will consist of an introduction to the concepts of Transcendentalism, close reading/analysis of an excerpt from Emerson’s “Self-Reliance” and close reading/analysis of excerpts from Thoreau’s “Civil Disobedience” and *Walden*. The unit will conclude with a field trip in which the students and I will visit conservation areas throughout the town of Holliston and take photographs of these places in their community to use as inspiration for their original pieces of nature writing. The works will be displayed in the school’s art gallery, and judges from the community will choose approximately 10 of the works to be professionally matted, framed, and hung in town buildings such as town hall, the police station, and the library.

During this unit I will address/assess the following Common Core Standards:

Reading:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing:

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English 10 Course Essential Questions:

1. What makes "American Literature" American?
2. How does the progression of literary movements reflect shifts in American culture?
3. Why do people read literature?
4. Why do people discuss literature?
5. How do writers and readers effectively communicate their understandings of ideas or texts?

Unit Essential Questions:

1. What is Romanticism?
2. What is Transcendentalism?
3. How did Romantic/transcendentalist literature reflect the values of the time period?
4. In what way can we apply the ideas presented in Emerson and Thoreau's works to our own lives/communities?

Unit Objectives:

1. After viewing a PowerPoint on the Transcendentalist movement, reading selections of literature, discussing the selections, and completing various activities that link to the selections, students will be able to make connections between the underlying concepts of the movement and the works of Ralph Waldo Emerson and Henry David Thoreau and be able to accurately and independently summarize and analyze the main ideas in passages from "Self-Reliance," "Civil Disobedience," and *Walden* in open-response and essay questions.
2. After taking a field trip, exploring and photographing the conservation areas in their town, and linking the photographs to passages from *Walden*, students will create a minimum of one fully developed paragraph of original nature writing that links to one of the photographs taken in their community.
3. Given a unit test, students will accurately recognize romantic/transcendentalist ideals in the literature we have read and respond to an essay question in which they explain and analyze how and why the writers of the time period incorporate those ideals into their works.

Goal: Through studying the works of the transcendentalists, students will come to appreciate, and work to maintain, the open spaces in their communities as a place to continue to explore the natural world because "we can never have enough of nature."

Scope and Sequence:

Note: Starting in the first week of class, I will have a quote from Thoreau or Emerson on the board each day and ask students to reflect on the quote at the start of each class while I complete housekeeping activities. This reflection will be preparing students for the work they will get into when we officially start this part of the unit.

Day 1

Objective:

- After viewing a PowerPoint presentation on Transcendentalism and discussing the ideas behind the movement, students will summarize a passage from “Self-Reliance” and note the transcendentalist ideas presented by Emerson in the piece on a graphic organizer provided.

Materials: PPT on Transcendentalism, ¹“Self-Reliance” summarizing and aphorism handout and ² vocabulary handout

Activities: 1. Invitation to Learn:

- Who are the most powerful voices of your generation and why? Discuss. Let students know we will be reading some of the powerful voices of the mid 19th century (and voices of those that became powerful much later). Talk about influence of Emerson’s work and concept of being your own person. Touch upon the Concord community. (10 min. – note I’ll leave approx. 7 min. of flex time each day so times will only add up to 70 min. per period)
- Show YouTube video "Look Up" Indicate the idea that Thoreau wanted people to wake up and be present in the moment. Ask them how being present in their own lives might help alleviate stress and bring awareness. (10 min.)

2. Go through ³PowerPoint on Transcendentalism Discuss points along the way and tell students that being confused at this point is perfectly acceptable. (50 min.)

Homework:

- Read *Self-Reliance* pgs. 363-366 and complete handouts for summarizing Self-Reliance and identifying aphorisms given out in class today.
- Be sure to continue defining lit. terms and vocab. on overview and start reviewing for quiz (words for quiz will include predominate, non-conformist, absolve, aversion, unscrupulous, endeavor, conclude, confront, perturbation, resignation, perennial; Lit. terms – aphorism, essay, nature writing, and speaker)

¹ Addendum A- These handouts are replicas of those provided in the McDougal Littell *The Language of Literature: American Literature* teacher resources package.

² Vocabulary is chosen by English 10 teachers. Different teachers should handle vocab. as they see fit.

³ Found this excellent PowerPoint online. Click link. It is the second PowerPoint listed.

Day 2

Objectives:

- After discussing “Self-Reliance,” students will reflect in their journals on how these ideas can be applied to their own lives.
- Using the graphic organizer provided, students will read the first four excerpted pages of *Civil Disobedience* and accurately note the three ways Thoreau believes people serve the state and explain the significance of these distinctions in a five to 10 sentence paragraph. (Objective applies to tomorrow’s lesson as well.)

Materials: overhead of “Self-Reliance” summary notes, list of aphorisms from piece, any corrected work to hand back, ⁴Ways to Serve the State handout for “Civil Disobedience”

Activities: 1. Have students take out homework and compare with neighbor while I take attendance. (5 min.)

2. Review vocab. (10 min.)

3. Go over summary notes and discuss connections to concepts noted in ppt, their work and Emerson’s piece. Have students stop and reflect in journal and discussion– How can they apply these ideas of “Self-Reliance” to their own lives? (30 min.)

4. Handout Ways to Serve the State sheet and shift to Thoreau and “Civil Disobedience.” Indicate that Thoreau was a friend of Emerson’s was influenced/ inspired by his ideas. Provide background info. on purpose behind the essay and Thoreau’s audience. (Mexican/American war, slavery, taxes...) (25 min.)

Homework:

- Read pages 369-372 (The first few pages of *Civil Disobedience*) in textbook.
- Fill in the chart on the “Ways to Serve the State” handout - NOTE- THIS IS A DIFFICULT PIECE TO READ. USE THE Active Reading Strategies on pg. 369. DO NOT GIVE UP. WHEN YOU GET TO END OF PAGE 372 YOU WILL BE ABLE TO FILL IN THE HANDOUT.
- Study for vocab. quiz

Day 3

Objectives:

⁴ Addendum B - This handout is a replica of those provided in the McDougal Littell *The Language of Literature: American Literature* teacher resources package.

- Using the graphic organizer provided, students will read the first four excerpted pages of “Civil Disobedience” and accurately note the three ways Thoreau believes people serve the state and explain the significance of these distinctions in a five to ten sentence paragraph. (Objective carried over from yesterday.)

Materials: overhead of Ways to Serve the State handout, corrected work to hand back, vocab. practice

Activities: 1. Complete vocab. sheets while I check serve the state handouts. Go over vocab. practice sheets. (15 min.)

2. Go over homework and discuss ideas in “Civil Disobedience” so far. How does Thoreau think people serve the state? (5 min.)

3. Have students stop and think in journals: What is the significance of the distinction in the way people serve the state and how do these ideas reflect concepts of self-reliance noted in Emerson’s essay? (20 min.)

4. Continue to read piece together as a class. Stop at the end of paragraphs and have students write down what they think Thoreau is talking about or write down a question if they are confused. Call on students to summarize/ask question and move forward. Be sure everyone is called on during the next two days. (30 min.) COLLECT JOURNALS AFTER THESE ACTIVITIES.

Homework:

- Study for vocab. quiz -tomorrow
- Finish reading excerpt from “Civil Disobedience” selection in textbook.

Day 4

Objectives:

- After having discussed Thoreau’s ideas in “Civil Disobedience,” groups of 4 students will discuss present day causes that he might support and note two ways Thoreau might have used to support the cause and two ways he would not have used. (Ideas should come back to concepts of non-violent resistance.)
- After having read excerpts from “Civil Disobedience,” participated in class and small group discussions, and completed activities, students will write an 8-11 sentence paragraph in which they analyze how convincing Thoreau’s argument is using a minimum of two quotes from the text to support their answers.

Materials: Corrected Journals to hand back

Activities: 1. Hand back journals and address any issues/misunderstandings I might have caught. (10 min.)

2. Finish up with discussion of "Civil Disobedience." (30 min.)

3. Have students get into groups and complete activity on page 379 of textbook: What present-day causes do you think Thoreau might have supported? With a group of classmates, explore the question in a discussion. Choose one of the causes, and in a chart list two strategies Thoreau may have used to support this cause and two that he would not have used. Discuss answers. (30 min.)

Homework:

- Study for vocab. quiz
- Respond to the following question from pg. 378 in textbook in a well-developed paragraph: How Convincing do you find Thoreau's argument? When answering this question consider the following: Thoreau's comment that man must live according to his nature; circumstances under which he advocates breaking the law; his views on majority rule. (Summative Assessment of week's activities)
- Dress comfortably tomorrow - Check weather and have proper weather gear

Day 5

Objectives:

- Students will complete a vocabulary quiz with at least 90% accuracy.
- Given a passage from *Walden*, students will markup the text with questions, notations, and definitions of vocabulary words in preparation for a Socratic Seminar.

Materials: vocab. quiz, ⁵Pre-Socratic prep work for *Walden*, ⁶passage from *Walden*, any corrected work to hand back

Activities: 1. Have students take vocab. quiz. (15 min.)

2. Ask a few students to share their written responses and tie up work on *Civil Disobedience*. COLLECT HOMEWORK. (10 min.)

3. Handout prep. work for *Walden* Socratic Seminar, and remind students of the importance of coming prepared. (10 min.)

⁵ Addendum C

⁶ Addendum D

4. Talk briefly about Grinnell System for field notes - Name, date, time, location, weather, species account, number, and sketch. (10 min.)
5. Head out to the side lawn with journals (plan will change slightly in winter term) and have students sit in a quiet spot and observe what they see. (20 min.)
6. Come back in and recap. before leaving.

Homework:

- Complete *Walden* Socratic Seminar work - Be prepared for discussion!

Day 6

Objectives:

- After completing a Socratic seminar on the section of *Walden* entitled ⁷“Battle of the Ants,” students will write a paragraph response that shows a building understanding of the romantic/transcendentalist ideologies and how they are reflected in the piece of nature writing.

Materials: Socratic outer circle job cards, ⁸post-Socratic assignment, room set up with inner and outer circle

Activities: 1. Have students get seated in either inner or outer circle and take out work from night before. Hand out post-socratic assignment.

2. Check work, go over seminar guidelines, and get started.

Description of Socratic for those unfamiliar with process:

1. A Socratic seminar allows for every single student in the class to talk at least once but hopefully more than once. The class is set up with an inner circle and an outer circle. The inner circle is like a fish bowl. Students on the inner circle start by reading two times the passage provided (if the passage is longer just once, but shorter passages work best). The clock then starts, and students are given 10 minutes to discuss the passage using the questions they have from the text they marked up the night before. Students should listen and build conversation from the previous speakers questions or comments. At the end of 10 min. students are directed to stop the conversation and the focus shifts to the outer circle.

⁷ I use this selection because it is not included in excerpt in the textbook. Any section of *Walden* could be used here.

⁸ Addendum E

2. The students in the outer circle are given “jobs” to complete while listening to the inner circle discussion. The jobs noted on 3x5 notecards can be as simple as noting which question received the most responses to outlining the entire discussion (choose the person who completes this job wisely). I always take the job of counting the number of times each person in the inner circle contributes to the discussion. When the conversation shifts to the outer circle, each person states the job s/he had to do and provides the response. Once everyone in the outer circle has shared her/his information that group moves to the inner circle, the inner circle moves to the outer, and the discussion starts again after reading the text aloud at least one more time. If timed right, with a class of approximately 22 students, the process takes approximately 50 minutes. It works well in a 77 min. block because there is time to reflect. In a 55 min. class you must be ultra organized and time everything precisely. (I know if you google Socratic Seminar you can find all types of resources and variations. This is just the method I have used for years after having learned it in a summer professional development class.)

Homework:

- Complete the post-socratic seminar assignment handed out in class today. (Formative Assessment)

Day 7

Objectives:

- After reading excerpts from *Walden*, students will write a short essay in which they make connections between the ideas expressed in *Walden* and those expressed in either “Civil Disobedience” or Emerson’s “Self-Reliance” which shows an understanding of the ideas presented in both texts as well as an understanding of the transcendentalist movement.

Materials: ⁹essay assignment, excerpts from *Walden*

Activities: 1. Have students share post-Socratic responses with class and collect work.

2. Allow students to read excerpts from *Walden* in textbook for the period (give students option of reading alone or with class) and answer the essay question provided. Students may turn in work at the end of the period if completed or complete for homework. (Summative assessment)

Homework:

⁹ Addendum F

- Complete the reading started today in class. The essay response will be due the day after tomorrow. Please consult assignment sheet and school wide writing rubric before completing. (summative assessment)

Day 8 -

Objectives: After visiting conservation areas in their community of Holliston, taking field notes, and photographs, students will create photo essays that link photos to ideas presented in *Walden* and write original pieces of nature writing that link to one of the photos included in the photo essay.

Materials: ¹⁰photo essay assignment with checklist and rubric, list of other conservation areas in the community

Please note. I'm still thinking about completing the field trip before students read excerpts from *Walden*. Because I have the advantage of teaching the class in the fall and spring semesters I might try it both ways and see which way works best. I am also still on the process of making phone calls and emails to the Holliston Historical Society, the Holliston Parks Department, and the Holliston Conservation Committee to pull this trip together, but this is my vision:

- On this day, we will take a walking tour of Holliston (that might include a bus depending on how far we choose to travel throughout the town). Ideally I will have a local historian and a local naturalist joining us.
- We will visit approximately three sites (maybe more depending on time) that are set aside as conservation areas. I'm hoping to have the group broken up into at least two sections of 12 each (I currently have a class list of 24 - will change by Sept. I'm sure)
- When we arrive at each site, I will have the historian/naturalist give a brief history/natural breakdown of area (Jeffrey/Matt style:) and then allow the students to wander (within reason), observe, take some field notes, and take photographs.
- Students will also be provided with a list of other conservation areas. Photographs taken on the field trip, or at other areas in the town students visit on their own time, may be used to complete the project.

Culminating activities:

1. A test will be given at the end of the Romantic unit. The assessments for this sub-unit are the writings noted above (some formative and two summative assessments).
2. ¹¹After taking our field trip (a nature walk through Holliston) students will complete a photo-essay. Assignment included. **Students have two weeks to complete this assignment.** (Major summative assessment.)

¹⁰ Addendum F

¹¹ Addendum G

Addendum A

Summarizing "Self-Reliance"

To summarize a piece of writing is to state the main ideas briefly in your own words, omitting less important details. These guidelines and graphic organizer will help you summarize Emerson's essay.

In each paragraph, identify the one or two most important phrases or statements. Write a sentence of your own to express the main idea of each statement you identified.

Phrase from paragraph (properly cite)	Sentence of your own

Pull your sentences together into a single summary.

Identifying Aphorisms

An aphorism is a brief statement, usually one sentence long, that expresses a general principle or truth about life. “A foolish consistency is the hobgoblin of little minds” is one of the most frequently quoted aphorisms from American literature. Emerson’s aphorisms are interesting for their shock value. They proclaim his radical ideas in clear, concise sentences.

As you read “Self-Reliance,” identify at least three other aphorisms from the selection and write them down below.

1.

2.

3.

Bonus: Create your own aphorism that expresses a truth about high school life.

Addendum B

“Civil Disobedience” and Ways to Serve the State

One of Thoreau’s main ideas in this excerpt is that there are three ways to serve the state. As you read, identify the three ways on this chart. Fill in examples of each way to serve the state and mark what Thoreau believes is the best way to serve the state and explain why. Note which way you think is the best way to serve the state and explain why.

Ways to Serve the State

1. _____	2. _____	3. _____

Which way does Thoreau believe is the best way to serve the state and why?

Which way do you believe is the best way to serve the state and why?

Addendum C

Walden Socratic Seminar Directions
(formative assessment)

On _____, we will have a Socratic Seminar using a section of *Walden*. *Walden* is an example of **nature writing: a type of essay in which the writer uses firsthand observations to explore his or her relationship with the natural world.**

To prepare for this seminar, please read the passage on the handout provided and mark up the text as you would for a Socratic Seminar.

While marking up the text please keep the following in mind:

- Be sure to look up at least 7 words you need to define. You may circle the others that you are unsure about.
- Make note of any literary devices you come across (imagery, metaphor, simile, personification...) and think about how the language either clarifies ideas or confuses you. Comment or question accordingly.
- Consider the definition of nature writing noted above. In what way does Thoreau explore his relationship with the natural world in this passage? You may not be able to answer this question yet, but you should have questions written down that help the group get to this idea.

To be considered ready for the seminar the text should

- Include definitions of unknown words
- Highlight uses of literary devices
- Include comments and questions about the use of the devices
- Include comments and questions about the piece as an example of nature writing

Remember that being a strong discussion group member does not mean talking the most; it means adding meaningful ideas to the discussion, asking solid questions, and building off of others' ideas. It's all about coming to a deeper understanding through discussion not necessarily being right.

Addendum D

The Battle of the Ants (edited)

from Chapter 12 of *Walden, or Life in the Woods*, by Henry David Thoreau

You only need sit still long enough in some attractive spot in the woods that all its inhabitants may exhibit themselves to you by turns.

I was witness to events of a less peaceful character. One day when I went out to my wood-pile, or rather my pile of stumps, I observed two large ants, the one red, the other much larger, nearly half an inch long, and black, fiercely contending with one another. Having once got hold they never let go, but struggled and wrestled and rolled on the chips incessantly. Looking farther, I was surprised to find that ...it was... a war between two races of ants, the red always pitted against the black, and frequently two red ones to one black. The ... ground was already strewn with the dead and dying, both red and black. It was the only battle which I have ever witnessed, the only battle-field I ever trod while the battle was raging; internecine war; the red republicans on the one hand, and the black imperialists on the other. On every side they were engaged in deadly combat, yet without any noise that I could hear, and human soldiers never fought so resolutely. I watched a couple that were fast locked in each other's embraces, in a little sunny valley amid the chips, now at noonday prepared to fight till the sun went down, or life went out. The smaller red champion had fastened himself like a vice to his adversary's front, and through all the tumblings on that field never for an instant ceased to gnaw at one of his feelers near the root, having already caused the other to go by the board; while the stronger black one dashed him from side to side, and, as I saw on looking nearer, had already divested him of several of his members. They fought with more pertinacity than bulldogs. Neither manifested the least disposition to retreat. It was evident that their battle-cry was "Conquer or die." In the meanwhile there came along a single red ant on the hillside of this valley, evidently full of excitement, who either had dispatched his foe, or had not yet taken part in the battle ... He saw this unequal combat from afar--for the blacks were nearly twice the size of the red--he drew near with rapid pace till he stood on his guard within half an inch of the combatants; then, watching his opportunity, he sprang upon the black warrior, and commenced his operations near the root of his right foreleg, leaving the foe to select among his own members; and so there were three united for life, as if a new kind of attraction had been invented which put all other locks and cements to shame. ... I was myself excited somewhat even as if they had been men. The more you think of it, the less the difference. And certainly there is not the fight recorded in Concord history, at least, if in the history of America, that will bear a moment's comparison with this, whether for the numbers engaged in it, or for the patriotism and heroism displayed. ... I have no doubt that it was a principle they fought for, as much as our ancestors, and not to avoid a three-penny tax on their tea; and the results of this battle will be as important and memorable to those whom it concerns as those of the battle of Bunker Hill, at least.

I took up the chip on which the three I have particularly described were struggling, carried it into my house, and placed it under a tumbler on my window-sill, in order to see the issue. Holding a microscope to the first-mentioned red ant, I saw that, though he was assiduously gnawing at the near foreleg of his enemy, having severed his remaining feeler, his own breast was all torn away, exposing what vitals

he had there to the jaws of the black warrior, whose breastplate was apparently too thick for him to pierce; and the dark carbuncles of the sufferer's eyes shone with ferocity such as war only could excite. They struggled half an hour longer under the tumbler, and when I looked again the black soldier had severed the heads of his foes from their bodies, and the still living heads were hanging on either side of him like ghastly trophies at his saddle-bow, still apparently as firmly fastened as ever, and he was endeavoring with feeble struggles, being without feelers and with only the remnant of a leg, and I know not how many other wounds, to divest himself of them, which at length, after half an hour more, he accomplished. I raised the glass, and he went off over the window-sill in that crippled state. Whether he finally survived that combat, ... I do not know; but I thought that his industry would not be worth much thereafter. I never learned which party was victorious, nor the cause of the war; but I felt for the rest of that day as if I had had my feelings excited and harrowed by witnessing the struggle, the ferocity and carnage, of a human battle before my door.

Addendum E

Walden Post-Socratic Seminar Assignment

Due:

Today you participated in a Socratic Seminar in which you discussed a section of *Walden* by Henry David Thoreau. Based on the discussion in class and your understanding of the reading answer the following prompt in a well-developed paragraph:

Consider the definition of nature writing presented in your textbook and noted on the Socratic Seminar directions. Based on your understanding of nature writing discuss how Thoreau explores his relationship with the natural world in this passage titled “The Battle of the Ants”? What deeper understanding about life does he reach?

Your answer will be assessed using the following criteria:

- **Answer reveals an understanding of nature writing**
- **The paragraph shows you have a working understanding of the events taking place in “The Battle of the Ants” passage.**
- **The paragraph includes quotes from the passage to support ideas.**
- **Proper MLA format is used for set up of paper**

Please note: Your response may also include questions you still have based on the class discussion and your understanding of the work. You may question sections that still confuse you or that you are still working to understand.

Addendum F

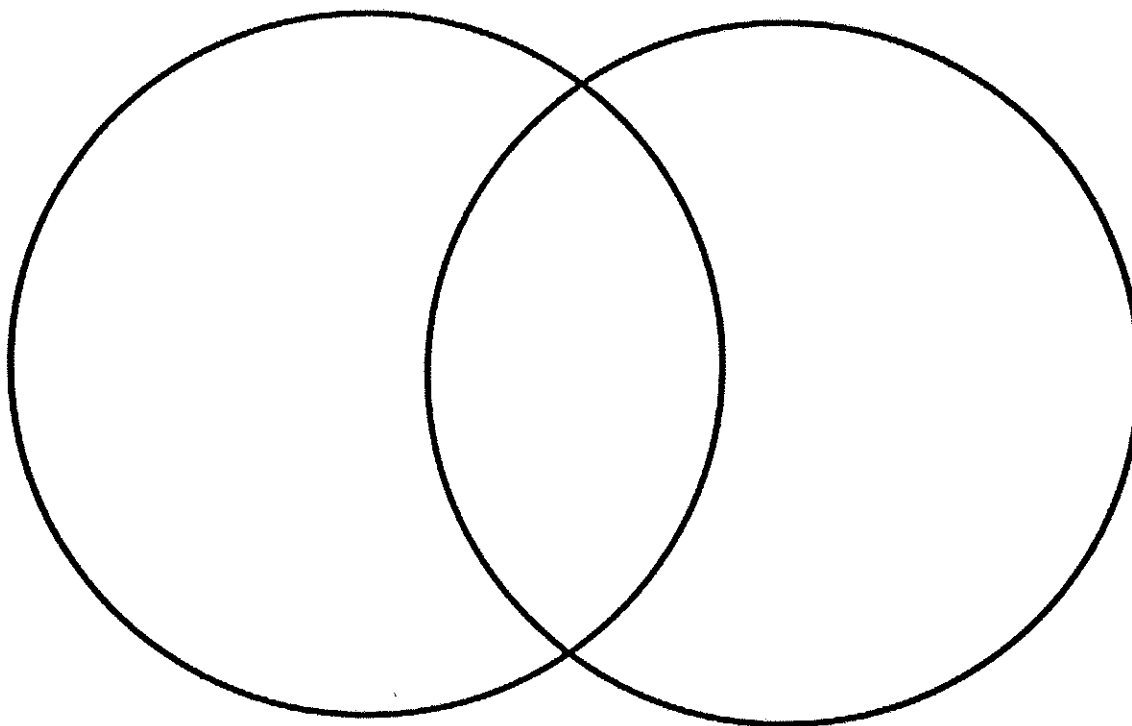
Comparing Texts

Please respond to the following prompt: What connections do you see between the ideas expressed in *Walden* and those expressed in "Civil Disobedience" OR Emerson's "Self-Reliance"?

This response should:

- be at least 4 paragraphs long
- include direct quotes from both of the texts you choose to compare
- show an understanding of transcendental beliefs
- show an understanding of the texts being compared
- be written in either the alternating or opposing methods of comparison writing
- be written in MLA format

To prepare for your analysis you might want to start by completing a Venn Diagram



Addendum G

Nature Writing Assignment

You have taken some time to explore Henry David Thoreau's nature writing through his essay *Walden*. Now you are going to create some of your own nature writing. We will be taking a field trip through conservation areas throughout the town of Holliston. For this trip you will need the following:

1. A journal to take field notes (as described previously)
2. A camera (may be a cellphone as long as you can download clear images)
3. Appropriate clothing (we will be walking for several hours outside sun, rain, or snow unless it is too dangerous. Check weather.com and BE PREPARED.)
4. An open mind

As we make our way throughout the town, we will stop in various locations. You will have time to stop, think, and closely observe the world around you. Use the guidelines below to help you:

1. Sit and look at the world around you, preferably alone and not with a group of others. Lift up stones, peel back bark, watch the clouds... Whatever you choose to observe, observe for a while not just two minutes. Write down what you see. This should be very objective at first (using field note guidelines, write down exactly what you are looking at). Then you can start to write down your feelings (you can even do this tonight). What types of ideas come to you as you observe? Jot these ideas down.
2. Next, take some pictures of the things you have written about. Try to get close-ups of nature. Get your nose to the ground or into the hollow of a tree. You may also take landscapes. Note the tops of trees, cloud formations, animals collecting nuts....the choices are endless.
3. Upload your pictures, and choose a minimum of five that stand out to you. Print them out. If you have issues with printing photographs see me and we will work something out. I want you to have good prints to work with.
4. Go back through *Walden* and find quotes that seem to relate to your photos – these do not have to be literal relationships. Link one quote to each photo and provide a brief explanation for your choice. The explanation will be especially important if the photo/quote link is not so obvious. (You may reverse steps 3 and 4 if you want.)

5. Paragraph 1 – Define nature writing and explain how you tried to capture the essence of Thoreau’s ideas in your work. Please note, this is not the same as the explanation of how your quotes link to your photos. This paragraph deals with getting into the mindset of an observer of both nature and human nature.

6. *Paragraph 2 - create a piece of original nature writing. Choose one of your five photographs (or a completely different one if you want to). Write a minimum of one well-developed paragraph in which you explore how your photograph of nature provides insight to human nature or life in some way. This Paragraph is more creative. You aren’t writing about Thoreau or defining techniques, you are actually observing, thinking, and making links. (*Things to consider: How might a spider web reveal the complicated patterns of one’s life or personality? How might buds on trees lead to thoughts of creation or new beginnings?*)

7. Finally, create a poster or scrapbook with your photos, quotes, explanations, and paragraphs. You can be as creative as you like with the set-up of your poster/scrapbook. Be sure to plan layout before any cutting and pasting is done. Originality is welcome and desired.

*Please note: You will print a separate photo and copy of paragraph 2 and mount this work on a piece of poster board (or other type of paper as long as it’s not flimsy). This work will be hung in Gallery 360, and the community will be invited to the “opening” of this show. A certain number of these photos with the original pieces of nature writing will be chosen from the works to be professionally matted, framed, and hung in community spaces such as the town hall, library, and police station. This work is not just being done for class; it’s being done for the town of Holliston.

Name _____

Thoreau Nature Writing Photo Essay Student Checklist:

- ___ The poster/scrap book has at least five photos
- ___ There is a quote from *Walden* linked to each photo on the poster/scrap book
- ___ Each quote has been parenthetically documented
- ___ Each quote has an explanation of how it relates to the photo
- ___ Two paragraphs as described on handout included
- ___ Photo and Original Nature writing mounted on separate sheet of paper for gallery

Photo Essay Rubric

	points	comments
Minimum of five carefully chosen original photos – must be your own	/5	
Accurately cited quotes from the <i>Walden</i> selection attached to each photo with short explication of how that quote fully relates to it.	/20	
Paragraph one fully and accurately explains concept of nature writing (quoted and cited if info from another source besides textbook is used) AND how you tried to capture the essence of Thoreau's ideas with the work you completed.	/20	
Paragraph two fully elaborates on how one of your photos "explores the mysteries of the human relationship with nature" (McDougal 392). This paragraph must also be mounted on separate sheet of paper with photograph for gallery.	/40	
Excellent craftsmanship -- Care has been taken to completely fulfill the guidelines of the assignment. The poster is neat, clean, and reflects time and effort.	/10	
Free of grammatical errors	/5	
Bonus for exceptional creativity	/10	

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