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64 Holden Street, Shrewsbury MA 01545
Grades 9-12
English
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Title: Approaching Literature and Writing through the Lens of Thoreau & Transcendentalism

Summary/Abstract: The following five lessons do not function together as a unit, but rather as five individual lessons united by the common thread of Thoreau and *Walden* or Transcendentalist thought. The lessons are designed for a group of students who are deemed “at-risk” of dropping out of or being excluded from school. With this particular group of students in mind, it would be idealistic to believe that a stand-alone unit on Thoreau or Transcendentalism would engage them, or that they would benefit from it in a meaningful way. To not expose them to HDT and his writings, or the Transcendentalist ideas, would be a disservice. The compromise is to pepper the writings, teachings, and philosophies of Thoreau and his contemporaries into the curriculum in conjunction with other lessons.

Duration & Objectives: The unit itself does not have set time frame or overarching objectives. Individual lessons will vary in length, and their objectives will also vary. The lessons can be completed in any order and are not dependent on one another. Timeframes and objectives are included as part of the individual lesson plans.

Outline:

Lesson #1: Sense of Place or *Where’s Your Walden?*

An introduction to Sandra Cisneros’ *The House on Mango Street*. A look at Mary Oliver’s poem, *Going to Walden* and the first vignette of *The House on Mango Street* (also titled, *The House on Mango Street*). Students will be able to compare and contrast the two speakers’ acceptance of their place and explore their own understanding of sense of place. Duration: Two 50-minute class periods and homework.

Lesson #2: Thinking and Writing or “*Walking*”: *A Journey into our Thoughts*

An introduction to the first step of the writing process (prewriting) and the idea of thinking in general. Students will write about their surroundings and develop their own perspective based on what they think about their surroundings. Students will understand the science behind our brains’ reaction to physical activity. Students will complete string journals and learn the value of thinking and writing for the sake of thinking and writing. The idea of prewriting and the writing process need never be mentioned. Duration: Two dedicated 50-minute class periods and on-going outside work.

Lesson #3: Editing and Revising Writing or *If it is not worth your time to write it, is it worth my time to read it?*

An introduction to the third and fourth steps of the writing process (editing and revising). Students will explore the popularity and contemporary influence of Thoreau’s Different Drummer quotation. Students will develop and revise six-word-memoirs after reviewing

Thoreau's revision of the Different Drummer quotation (as compiled by Jeffrey Cramer).
Duration: One 50-minute class period and homework.

Lesson #4: Voice or *I'm not really a jerk, I just play one on TV*

An introduction to voice, speaker and persona. The student will be able to differentiate between the author and the speaker in various genres of the written word. Students will decide if they like, (or dislike), an author or the persona he has adopted in his writing. Students will read traditional texts (*Walden*) and contemporary pieces (*Green Death Coach Resigns*). Audience will also be touched upon. This lesson may be used to introduce any work of literature where the author's voice is potential confused with his speaker's voice (*The House on Mango Street*). Duration: One 50-minute class period and homework.

Lesson #5: Civil Disobedience or *You do the crime, you do the time*

A introduction to productive, principle based decision making and research based action. The student will be able to identify Thoreau's reasons for not paying his poll tax and his acceptance of his jailing. Students will also have the opportunity to debate Thoreau's nobility in the cause. Students will use this as a jumping off point for research on unjust laws or inequalities that exist in their school, community, state, country or the world. Duration: Two 50-minute class periods and homework.

Grading System: Assignments and discussions would count toward students' homework or class participation grades. Homework generally counts for 10% of students' quarter average. Class participation generally counts for 15% of students' quarter average.

Lesson #1: Sense of Place or *Where's Your Walden?*

Objective: The student will be able to compare and contrast the two speakers' perspective on sense of place

Materials:

Vignette #1, *The House on Mango Street* from *The House on Mango Street*, Sandra Cisneros (following)

Poem, *Going to Walden*, Mary Oliver 1972 (following)

Handout A (two column notes)

Activities:

Day 1

Do Now: Journal (8 Minutes): Where do you feel most at home? Why does that feel like your place?

Class Discussion: (20 Minutes): 10 minutes, small group share of journal entries; 10 minutes, whole group discussion of journal entries.

Teacher lecture: (15 Minutes): Senses of Place—what does it mean? Why does it matter? How did students touch on it in their journals?

Wrap up: (7 Minutes): Assign homework: read and annotate *Going to Walden* and Vignette #1, *The House on Mango Street*. Exit Ticket: Write one sentence that defines your understanding of sense of place.

Day 2

Do Now: Journal (10 Minutes): How does the speaker in Oliver's poem have a different perspective on sense of place than Esperanza in *The House on Mango Street*? (Teacher checks homework by circulating around the room while students complete journals.)

Partner work: (20 Minutes): How do you know? Cite textual evidence (column 1) and provide analysis (column 2) that justifies your journal response.

Class discussion: (20 Minutes): How did you use textual evidence from the pieces of literature to make a claim about the author's perspective? How do the authors' perspectives differ in their understanding and acceptance of sense of place?

Massachusetts State Frameworks Addressed:

RL-1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL-2: Determine a theme or central idea of a text and analyze in detail 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.

SL-1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL-4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

The House on Mango Street
By Sandra Cisneros

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the washroom next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on TV. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either

side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom—Mama and Papa, Carlos and Kiki, me and Nenny.

Once when we were living on Loomis, a nun from my school passed by and saw me playing out front.

The laundromat downstairs had been boarded up because it had been robbed two days before and the owner had painted on the wood YES WE'RE OPEN so as not to lose business.

Where do you live? she asked.

There, I said pointing up to the third floor.

You live there? There. I had to look to where she pointed—the third floor, the paint peeling, wooden bars Papa had nailed on the windows so we wouldn't fall out. You live there? The way she said it made me feel like nothing. There. I lived there. I nodded.

I knew then I had to have a house. A real house. One I could point to. But this isn't it. The house on Mango Street isn't it. For the time being, Mama says. Temporary, says Papa. But I know how those things go.

Going to Walden
by Mary Oliver

It isn't very far as highways lie.
I might be back by nightfall, having seen
The rough pines, and the stones, and the clear water.
Friends argue that I might be wiser for it.
They do not hear that far-off Yankee whisper:
How dull we grow from hurrying here and there!

Many have gone, and think me half a fool
To miss a day away in the cool country.
Maybe. But in a book I read and cherish,
Going to Walden is not so easy a thing
As a green visit. It is the slow and difficult
Trick of living, and finding it where you are.

Handout A

Two Column Notes: In the first column, provide pieces of textual evidence that speak directly to the speakers' understanding of sense of place. In the second column, analyze what the author is saying.

Sense of Place	
<i>Going to Walden</i>	
Textual Evidence	Analysis
<i>The House on Mango Street</i>	
Textual Evidence	Analysis

Lesson #2: Thinking and Writing or “Walking”: A Journey into our Thoughts

Objective: The student will be able to develop his own perspective on sense of place by being where they are in any particular moment. The students will be able to articulate the connection between brain activity and productivity and physical movement.

Materials:

Excerpt from Henry David Thoreau’s *Walking* (following)

University of Illinois article: “Attention, couch potatoes! Walking boosts brain connectivity, function” (following)

Dr. Chuck Hilman, University of Illinois, Brain Scan Images (following)

Time Magazine article, “Study, Walking is Brain Exercise Too” (following)

String Journal Assignment (Handout B) (following)

Activities:

Students will come to class having read the *Time Magazine* article and the University of Illinois article for homework. Students will also arrive, per previous instruction, wearing comfortable walking shoes and weather appropriate garments.

Day 1

Do Now: (20 minutes, HW Check/quiz grade) Dr. Hilman’s brain scan image will be projected on to the board. Beneath the image will be this question: How does this image relate to the reading you did last night? In a well developed paragraph, explain how this image illustrates what the articles discussed. Include as many specific details as possible.

Journey: (20 minutes) Take students outside! Walk briskly for 7 minutes. Stop. Give students 5 minutes to write about how they feel physically. Walk briskly back to the classroom. As you walk, explain wrap up to students—students will immediately sit down and write for 10 minutes about how it felt to be out of the building walking for 20 minutes.

Wrap up: (10 minutes) 10 minutes of writing. Distribute homework: String Journal (Handout B).

Day 2

Do Now: Journal (10 minutes): Where’s your string? Identify the location of your string and explain both your process in choosing that location and why you ultimately made the choice you did.

Class Discussion (15 minutes): String journal share out

Independent work: (10 minutes): Silently read and annotate the excerpt from Thoreau’s *Walking*.

Partner work: (10 minutes): Answer the following questions in discussion with your partner: What does Thoreau mean when he says, “...it sometimes happens that I cannot easily shake off the village”? How does this quotation apply to your own life?

Wrap up: (5 minutes): Homework: Come to class tomorrow prepared to discuss the excerpt from *Walking and with* and with an idea for your upcoming narrative essay.

Massachusetts State Frameworks Addressed:

RL-1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL-2: Determine a theme or central idea of a text and analyze in detail 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.

SL-1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL-4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L-4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L-6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

from *Walking*, The Atlantic
June 1862
Henry David Thoreau

“When we walk, we naturally go to the fields and woods: what would become of us, if we walked only in a garden or a mall? Even some sects of philosophers have felt the necessity of importing the woods to themselves, since they did not go to the woods. "They planted groves and walks of Platanes," where they took *subdiales ambulationes* in porticos open to the air. Of course it is of no use to direct our steps to the woods, if they do not carry us thither. I am alarmed when it happens that I have walked a mile into the woods bodily, without getting there in spirit. In my afternoon walk I would fain forget all my morning occupations and my obligations to Society. But it sometimes happens that I cannot easily shake off the village. The thought of some work will run in my head and I am not where my body is—I am out of my senses. In my walks I would fain return to my senses. What business have I in the woods, if I am thinking of something out of the woods? I suspect myself, and cannot help a shudder when I find myself so implicated even in what are called good works—for this may sometimes happen.”

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ALZHEIMER'S DISEASE

Study: Walking Is a Brain Exercise Too

By Meredith Melnick @meredithcm Oct. 14, 2010

I am often teased for my stubborn habit of traveling by foot. I often walk the 3 mi. home from work rather than take the subway. When I visit less pedestrian-friendly cities, kindhearted motorists regularly pull over and offer me a ride, assuming that my car has broken down or I'm in need of some help.

But for me, walking is a good opportunity to process the day and let my mind wander without the oppression of the endless to-do list that awaits me at home. Plus, it helps my back recover from a day spent bent in front of a computer screen. Health-wise, I have always assumed I'd have the last laugh, and now there's even more evidence on my side.

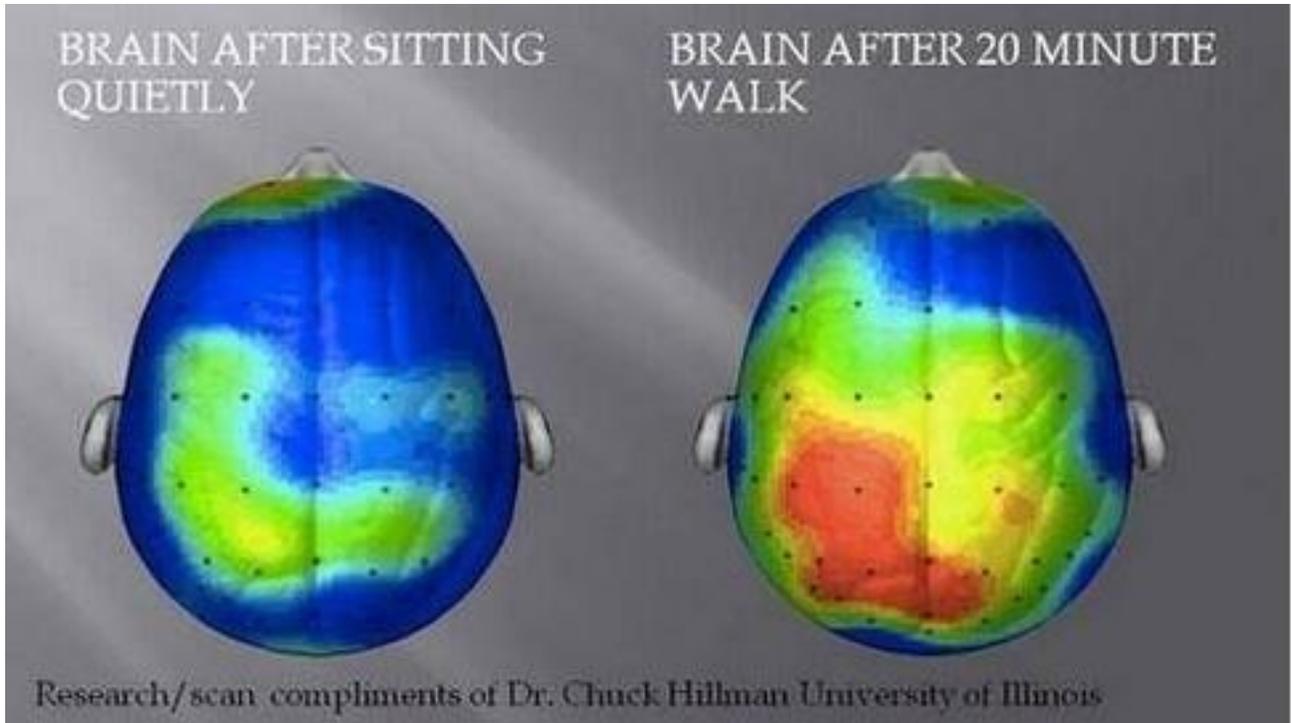
A study published in *Neurology* has found that the simple act of walking may improve memory in old age. As we age, our brains shrink and the shrinkage is associated with dementia and loss of cognitive functions such as memory. To test whether physical activity could mitigate some of these degenerative effects, researchers from the University of Pittsburgh tracked the physical activity of 299 healthy men and women with an average age of 78. The participants' activity ranged anywhere from walking 0 blocks to 300 blocks (up to 30 miles) per week.

Nine years later, the walkers underwent brain scans, which revealed that those who had walked more had greater brain volume than those who walked less. Four years after that, the volunteers were tested again — this time for dementia. Among the group, 116 people showed signs of memory loss or dementia. Those who had walked the most — at least 72 city blocks (or about 7 mi.) each week — were half as likely to have cognitive problems as those who walked the least.

The findings are in line with [past studies](#) linking physical activity with brain function, but dementia experts say there's not enough data yet [to prescribe exercise](#) to prevent memory loss. It's also too soon to say whether exercise may prevent dementia or simply delay it in people who would eventually develop it anyway. But when it comes to Alzheimer's, even a short delay could mean great gains in quality of life. [MSNBC reports](#):

“Even if we are delaying [Alzheimer's disease] by several months or years, that's a significant improvement in what we know already, and a change in costs for treating health care,” [study author Kirk] Erickson said. Delaying the condition could also ease the emotional burden and problems that come along with it, for both patients and their families, he said.

So, thanks, motorists. But I'll stick to hoofing it.



Attention, couch potatoes!

Walking boosts brain connectivity, function

CHAMPAIGN, Ill. — A group of “professional couch potatoes,” as one researcher described them, has proven that even moderate exercise – in this case walking at one’s own pace for 40 minutes three times a week – can enhance the connectivity of important brain circuits, combat declines in brain function associated with aging and increase performance on cognitive tasks.

The study, in *Frontiers in Aging Neuroscience*, followed 65 adults, aged 59 to 80, who joined a walking group or stretching and toning group for a year. All of the participants were sedentary before the study, reporting less than two episodes of physical activity lasting 30 minutes or more in the previous six months. The researchers also measured brain activity in 32 younger (18- to 35-year-old) adults.

Rather than focusing on specific brain structures, the study looked at activity in brain regions that function together as networks.

“Almost nothing in the brain gets done by one area – it’s more of a circuit,” said University of Illinois psychology professor and Beckman Institute Director Art Kramer, who led the study with kinesiology and community health professor Edward McAuley and doctoral student Michelle Voss. “These networks can become more or less connected. In general, as we get older, they become less connected, so we were interested in the effects of fitness on connectivity of brain networks that show the most dysfunction with age.”

Neuroscientists have identified several distinct brain circuits. Perhaps the most intriguing is the default mode network (DMN), which dominates brain activity when a person is least engaged with the outside world – either passively observing something or simply daydreaming.

Previous studies found that a loss of coordination in the DMN is a common symptom of aging and in extreme cases can be a marker of disease, Voss said.

“For example, people with Alzheimer’s disease tend to have less activity in the default mode network and they tend to have less connectivity,” she said. Low connectivity means that the different parts of the circuit are not operating in sync. Like poorly trained athletes on a rowing team, the brain regions that make up the circuit lack coordination and so do not function at optimal efficiency or speed, Voss said.

In a healthy young brain, activity in the DMN quickly diminishes when a person engages in an activity that requires focus on the external environment. Older people, people with Alzheimer’s disease and those who are schizophrenic have more difficulty “down-regulating” the DMN so that other brain networks can come to the fore, Kramer said.

A recent study by Kramer, Voss and their colleagues found that older adults who are more

fit tend to have better connectivity in specific regions of the DMN than their sedentary peers. Those with more connectivity in the DMN also tend to be better at planning, prioritizing, strategizing and multi-tasking.

The new study used functional magnetic resonance imaging (fMRI) to determine whether aerobic activity increased connectivity in the DMN or other brain networks. The researchers measured participants' brain connectivity and performance on cognitive tasks at the beginning of the study, at six months and after a year of either walking or toning and stretching.

At the end of the year, DMN connectivity was significantly improved in the brains of the older walkers, but not in the stretching and toning group, the researchers report.

The walkers also had increased connectivity in parts of another brain circuit (the fronto-executive network, which aids in the performance of complex tasks) and they did significantly better on cognitive tests than their toning and stretching peers.

Previous studies have found that aerobic exercise can enhance the function of specific brain structures, Kramer said. This study shows that even moderate aerobic exercise also improves the coordination of important brain networks.

“The higher the connectivity, the better the performance on some of these cognitive tasks, especially the ones we call executive control tasks – things like planning, scheduling, dealing with ambiguity, working memory and multitasking,” Kramer said. These are the very skills that tend to decline with aging, he said.

This study was supported by the National Institute on Aging at the National Institutes of Health.

String Journal—Day One

Throughout the year we will be journaling about walking and nature and being present in the moment. We will call these journals our “String Journal.” More details to come...

To begin, your assignment for today is to take a walk out of doors. Look around. Walk some more, even if it is just in circles. Stop and look around again. Keep doing this for 15 minutes. Then, when you’ve sufficiently observed all your yard, neighborhood, or woods has to offer, pick a spot. A spot you like—one you will return to willingly and often. Tie a string to something in that very location.

That’s it for now.

Go home.

Read a book.

Think.

Listen to music.

Try something new.

Enjoy the day!

Lesson #3: Editing and Revising Writing or *If it is not worth your time to write it, is it worth my time to read it?*

Objective: The student will be able to write a 6-word memoir illustrates who they are at a precise moment in time.

Materials:

Jeffrey S. Cramer's *Tracing the "different drummer" passage* (following)
NPR books article: *Can You Tell Your Life Story in Exactly Six Words?* (print and audio version)
(Following)
Internet access

Activities:

Do Now: Journal (5 Minutes): Tell me who you are in exactly 6 words.

Class discussion: (3 Minutes) Share out of 6-word memoirs. No commentary. Just share exactly what you wrote.

Listening: (20 Minutes) *Can You Tell Your Life Story in Exactly Six Words?*

Class Discussion: (20 Minutes): Did you pick the right six words? Do you need to edit and revise? Google Thoreau's Different Drummer quotation—look at all the images, all the other quotations and imaginations he inspired, the quote-ability of the line. How did he get here?
Review of J. Cramer white sheet.

Homework: (2 Minutes) Revise your 6 -word memoir at least 5 times. Bring in all of your possible revisions.

Massachusetts State Frameworks Addressed:

SL-1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL-4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, substance, and style are appropriate to purpose, audience, and task.

L-1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use parallel structure.*
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey

specific meanings and add variety and interest to writing or presentations.

L-2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
2. Use a colon to introduce a list or quotation.
3. Spell correctly.

L-3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Can You Tell Your Life Story In Exactly Six Words?

February 03, 2010 12:00 PM ET

Listen to the Story

Talk of the Nation

17 min 14 sec

The Valentine's Day Edition Feb. 11, 2009

Life Stories Distilled Feb. 7, 2008

Once asked to write a full story in six words, legend has it that novelist Ernest Hemingway responded: "For Sale: baby shoes, never worn."

In this spirit, *Smith Magazine* invited writers "famous and obscure" to distill their own life stories into exactly six words. *It All Changed in an Instant* is the fourth collection of very, very brief life stories from *Smith*. The tiny memoirs are sometimes sad, often funny — and always concise.

It All Changed in an Instant is full of well-known names — from activist Gloria Steinem ("Life is one big editorial meeting"), to author Frank McCourt ("The miserable childhood leads to royalties"), to actress Molly Ringwald ("Acting is not all I am").

Larry Smith, founding editor of *Smith*, and Rachel Fershleiser, *Smith's* memoir editor, talk to NPR's Rebecca Roberts about the fun and the challenge of capturing real-life stories in six little words.

Smith's six-word memoir? "Now I obsessively count the words." And Fershleiser's: "Bookstore to book tour in seconds."

Can you write your autobiography in one sentence? Share your six-word memoir.

More six-word memoirs from *It All Changed in an Instant*:

Found on Craigslist: table, apartment, fiancé. *Becki Lee*

Alzheimer's: meeting new people every day. *Phil Skversky*

Met wife at her bachelorette party. *Eddie Matz*

Family portrait: everyone smiles but me. *Ian Baaske*

Hotel sex still rocks over fifty. *Marcella Oleksiuk*

I picked passion. Now I'm poor. *Kathleen E. Whitlock*

Normal person becomes psychotic on Twitter. *Robin Slick*

Yale at 16, downhill from there. *Anita Kawatra*

Overworked and underpaid, Oversexed and underlaid. *Victoria Hansen*

After cancer, I became a semicolon. *Anthony R. Cardno*

At least I never voted Republican. *Tony Kushner*

Full circle: morgue tech becomes obstetrician. *Andrea Skorenki*

So would you believe me anyway? *James Frey*

Excerpted from *It All Changed in an Instant: More Six-Word Memoirs by Writers Famous and Obscure* from Smith magazine, edited by Rachel Fershleiser and Larry Smith. Copyright 2010. Reproduced with permission of the publisher, Harper Perennial.

Tracing the “different drummer” passage
— compiled by Jeffrey S. Cramer,
The Thoreau Institute at Walden Woods

30 June 1840: A man’s life should be a stately march to a sweet but unheard music, and when to his fellows it shall seem irregular and inharmonious, he will only be stepping to a livelier measure, or his nicer ear hurry him into a thousand symphonies and concordant variations. ¹

A Week on the Concord and Merrimack Rivers (1849): Marching is when the pulse of the hero beats in unison with the pulse of Nature, and he steps to the measure of the universe; then there is true courage and invincible strength.²

14 July 1851: For years I marched as to a music in comparison with which the military music of the streets is noise and discord.³

19 July 1851: Let a man step to the music which he hears, however measured.⁴

25 July 1851: I am bothered to walk with those who wish to keep step with me. It is not necessary to keep step with your companion, as some endeavor to do.⁵

Walden Draft Version 6: Let a man step to the music which he hears, however measured and however far away.⁶

Walden (1854): 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 measure or far away.⁷

¹ *I to Myself: An Annotated Selection from the Journal of Henry D. Thoreau*, edited by Jeffrey S. Cramer (Yale University Press, 2007) p. 17

2. ² *A Week on the Concord and Merrimack Rivers* (Houghton Mifflin, 1906) p. 183

3. ³ *The Journal of Henry D. Thoreau*, edited by Bradford Torrey and Francis H. Allen (Houghton Mifflin, 1906) Volume II, p. 307

4. ⁴ *The Journal of Henry D. Thoreau*, edited by Bradford Torrey and Francis H. Allen (Houghton Mifflin, 1906) Volume II, p. 316

5. ⁵ *The Journal of Henry D. Thoreau*, edited by Bradford Torrey and Francis H. Allen (Houghton Mifflin, 1906) Volume II, p. 346

6. ⁶ *The Development of Walden: A Genetic Text* by Ronald Earl Clapper (Thesis (Ph. D.--University of California, Los Angeles, 1967)

Draft version 6, Conclusion, paragraph 10

⁷ *Walden: A Fully Annotated Edition*, edited by Jeffrey S. Cramer (Yale University Press, 2004) p. 317

The Thoreau Institute at Walden Woods: www.walden.org/institute — 15 July 2009

Lesson #4: Voice or *I'm not really a jerk, I just play one on TV*

Objective: The student will be able to differentiate between the author's voice and the voice of his narrator or speaker.

Materials:

Patriot Ledger article: *Green Death Coach Resigns* (following)
Excerpts from *Walden*

Activities:

Do Now: Reading and Writing, Journal (15 minutes): Read the *Green Death* article and react to it in one well-developed paragraph.

Class Discussion: (25 minutes): How did you react to the tone of the letter? What do you think the coach's intention was in writing the letter? Is he speaking as himself or is he developing a persona? Why is this an important distinction? Why do you think the parents reacted the way that they did? What does this have to do with audience?

Independent Work: (10 Minutes in class and additional time as homework): Read the first excerpted paragraph from *Walden*. What important part of writing does Thoreau pointedly accomplish in this paragraph? Annotate for this. Read the other selected passages from Thoreau. How does the initial paragraph affect your perception of what Thoreau is doing in these passages? Come to class ready to discuss and to answer the question, "do you like Henry David Thoreau?"

Massachusetts State Frameworks Addressed:

SL-1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

5. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
6. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
7. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
8. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL-4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L-1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Use parallel structure.*
4. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L-2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

5. Use a colon to introduce a list or quotation.
6. Spell correctly.

L-3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L-4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Excerpt #1: from *Walden, Economy*

“I do not mean to prescribe rules to strong and valiant natures, who will mind their own affairs whether in heaven or hell, and perchance build more magnificently and spend more lavishly than the richest, without ever impoverishing themselves, not knowing how they live — if, indeed, there are any such, as has been dreamed; nor to those who find their encouragement and inspiration in precisely the present condition of things, and cherish it with the fondness and enthusiasm of lovers — and, to some extent, I reckon myself in this number; I do not speak to those who are well employed, in whatever circumstances, and they know whether they are well employed or not; — but mainly to the mass of men who are discontented, and idly complaining of the hardness of their lot or of the times, when they might improve them. There are some who complain most energetically and inconsolably of any, because they are, as they say, doing their duty. I also have in my mind that seemingly wealthy, but most terribly impoverished class of all, who have accumulated dross, but know not how to use it, or get rid of it, and thus have forged their own golden or silver fetters.”

Excerpt #2: From *Walden, Economy*

There is no odor so bad as that which arises from goodness tainted. It is human, it is divine, carrion. If I knew for a certainty that a man was coming to my house with the conscious design of doing me good, I should run for my life, as from that dry and parching wind of the African deserts called the simoom, which fills the mouth and nose and ears and eyes with dust till you are suffocated, for fear that I should get some of his good done to me — some of its virus mingled with my blood. No — in this case I would rather suffer evil the natural way. A man is not a good *man* to me because he will feed me if I should be starving, or warm me if I should be freezing, or pull me out of a ditch if I should ever fall into one. I can find you a Newfoundland dog that will do as much. Philanthropy is not love for one's fellow-man in the broadest sense. Howard was no doubt an exceedingly kind and worthy man in his way, and has his reward; but, comparatively speaking, what are a hundred Howards to *us*, if their philanthropy do not help *us* in our best estate, when we are most worthy to be helped? I never heard of a philanthropic meeting in which it was sincerely proposed to do any good to me, or the like of me.

Excerpt #3 from *Walden, Economy*

Be sure that you give the poor the aid they most need, though it be your example which leaves them far behind. If you give money, spend yourself with it, and do not merely abandon it to them. We make curious mistakes sometimes. Often the poor man is not so cold and hungry as he is dirty and ragged and gross. It is partly his taste, and not merely his misfortune. If you give him money, he will perhaps buy more rags with it. I was wont to pity the clumsy Irish laborers who cut ice on the pond, in such mean and ragged clothes, while I shivered in my more tidy and somewhat more fashionable garments, till, one bitter cold day, one who had slipped into the water came to my house to warm him, and I saw him strip off three pairs of pants and two pairs of stockings ere he got down to the skin, though they were dirty and ragged enough, it is true, and that he could afford to refuse the *extra* garments which I offered him, he had so many *intra* ones. This ducking was the very thing he needed. Then I began to pity myself, and I saw that it would be a greater charity to bestow on me a flannel shirt than a whole slop-shop on him. There are a thousand hacking at the branches of evil to one who is striking at the root, and it may be that he who bestows the largest amount of time and money on the needy is doing the most by his mode of life to produce that misery which he strives in vain to relieve. It is the pious slave-breeder devoting the proceeds of every tenth slave to buy a Sunday's liberty for the rest. Some show their kindness to the poor by employing them in their kitchens. Would they not be kinder if they employed themselves there? You boast of spending a tenth part of your income in charity; maybe you should spend the nine tenths so, and done with it. Society recovers only a tenth part of the property then. Is this owing to the generosity of him in whose possession it is found, or to the remissness of the officers of justice?

Scituate “Green Death” soccer coach resigns

The Patriot Ledger

Posted Mar 31, 2009 @ 08:04 AM

Last update Mar 31, 2009 @ 08:17 AM

SCITUATE —

A girls soccer coach who told parents of his 6- and 7-year-old charges that he expected his players to “kick ass” has resigned.

Michael Kinahan says he “meant to give parents a chuckle” but that people took his message on a the team he dubbed “Green Death” the wrong way.

In an e-mail message to parents last week, Kinahan wrote that the girls on his team would “fall, get bumps, bruises and even bleed a little. Big deal, it’s good for them (but I do hope the other team is the one bleeding).

“The political correctness police are not welcome on my sidelines,” he added.

Kinahan resigned after parents protested to league officials. Other parents have said they support his approach, said Chris Park, the registrar for the Scituate Youth Soccer League.

“He’s got a wry, sarcastic sense of humor. I think this whole thing just blew up on him,” Park said.

Kinahan also wrote that he expected “that the ladies be put on a diet of fish, undercooked red meat and lots of veggies ... Protein shakes are encouraged, and while blood doping and HGH use is frowned upon, there is no testing policy.”

Park said a major concern for league officials was Kinahan’s comments about referees.

“My heckling of the refs is actually helping them develop as people,” he wrote.

Park said a 12-year-old referee refused to return this year because of the way Kinahan treated her last year.

“That did lend some truth to what he said in the e-mail,” said Park.

Kinahan said his message was “largely (albeit not completely) meant in jest.”

“It was also meant as a satire of those who take youth sports too seriously for the wrong reasons,” he said.

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THE COACH'S ORIGINAL E-MAIL

Congratulations on being selected for Team 7 (forest green shirts) of the Scituate Soccer Club! My name is Michael and I have been fortunate enough to be selected to coach what I know will be a wonderful group of young ladies. Chris Mac will also be coaching and I expect the ever popular Terry to return to the sidelines. Our first game will be Saturday April 4 at 10:00AM. There will be a half hour of skills followed by a 1 hour game, so total time will be 1.5 hours. All games will be played on the fields in the front of the High School. Each player will be required to wear shin guards and cleats are recommended but not required. A ball will be provided to each player at the first meeting, and each player should bring the ball to games and practices. There is no set practice time allotted for the U8 teams, but I will convene with the coaches to determine the best time and place. If there are cancellations due to rain, all notices will be posted via the Scituate Soccer Club website, no calls will be made (though I will try to send an email). Attached is the Schedule and Code of Conduct. After listening to the head of the referees drone on for about 30 minutes on the dangers of jewelry (time which I will never get back), no player will be allowed to play with pierced ears, hairclips, etc. We used to tape the earrings, but that practice is no longer acceptable. Please let me know if your child has any health issues that I need to be aware of. My home phone is 781 XXX XXXX, my cell number is 781 XXX XXXX, and I check my email frequently. According to my wife, my emails get too wordy, so for those of you read too slowly, are easily offended, or are too busy, you can stop here. For the others.....

OK, here's the real deal: Team 7 will be called Green Death. We will only acknowledge "Team 7" for scheduling and disciplinary purposes. Green Death has had a long and colorful history, and I fully expect every player and parent to be on board with the team. This is not a team, but a family (some say cult), that you belong to forever. We play fair at all times, but we play tough and physical soccer. We have some returning players who know the deal; for the others, I only expect 110% at every game and practice. We do not cater to superstars, but prefer the gritty determination of journeymen who bring their lunch pail to work every week, chase every ball and dig in corners like a Michael Vick pit bull. Unless there is an issue concerning the health of my players or inside info on the opposition, you probably don't need to talk to me. Coach MacDonald has been designated "good guy" this year.

Some say soccer at this age is about fun and I completely agree. However, I believe winning is fun and losing is for losers. Ergo, we will strive for the "W" in each game. While we may not win every game (excuse me, I just got a little nauseated) I expect us to fight for every loose ball and play every shift as if it were the finals of the World Cup. While I spent a good Saturday morning listening to the legal liability BS, which included a 30 minute dissertation on how we need to baby the kids and especially the refs, I was disgusted. The kids will run, they will fall, get bumps, bruises and even bleed a little. Big deal, it's good for them (but I do hope the other team is the one bleeding). If the refs can't handle a little criticism, then they should turn in their whistle. The sooner they figure out how to make a decision and live with the consequences the better. My heckling of the refs is actually helping them develop as people. The political correctness police are not welcome on my sidelines. America's youth is becoming fat, lazy and non-competitive because competition is viewed as "bad". I argue that competition is good and is important to the evolution of our species and our survival in what has become an increasingly competitive global economy

and dangerous world. Second place trophies are nothing to be proud of as they serve only as a reminder that you missed your goal; their only useful purpose is as an inspiration to do that next set of reps. Do you go to a job interview and not care about winning? Don't animals eat what they kill (and yes, someone actually kills the meat we eat too – it isn't grown in plastic wrap)? And speaking of meat, I expect that the ladies be put on a diet of fish, undercooked red meat and lots of veggies. No junk food. Protein shakes are encouraged, and while blood doping and HGH use is frowned upon, there is no testing policy. And at the risk of stating the obvious, blue slushies are for winners.

These are my views and not necessarily the views of the league (but they should be). I recognize that my school of thought may be an ideological shift from conventional norms. But it is imperative that we all fight the good fight, get involved now and resist the urge to become sweat-xedo-wearing yuppies who sit on the sidelines in their LL Bean chairs sipping mocha-latte-half-caf-chinos while discussing reality TV and home decorating with other feeble-minded folks. I want to hear cheering, I want to hear encouragement, I want to get the team pumped up at each and every game and know they are playing for something.

Lastly, we are all cognizant of the soft bigotry that expects women and especially little girls, to be dainty and submissive; I wholeheartedly reject such drivel. My overarching goal is develop ladies who are confident and fearless, who will stand up for their beliefs and challenge the status quo. Girls who will kick ass and take names on the field, off the field and throughout their lives. I want these girls to be winners in the game of life. Who's with me?

Go Green Death!

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KINAHAN'S RESIGNATION

Team, After careful consideration, I have decided to resign from all coaching responsibilities related to Team 7 this season. Unfortunately, it has come to my attention that some parents and the Board of Scituate Soccer failed to see the humor in my pre-season email. For the avoidance of doubt, the email was largely (albeit not completely) meant in jest and with the goal of giving the parents a chuckle while enduring yet another round of organized youth sports. It was also meant as a satire of those who take youth sports too seriously for the wrong reasons. My overarching goal is the well-being of my players, and I do not want any player to feel uncomfortable, nor do I want to see the team disbanded because of a lack of active players. Therefore, while I'd prefer to go down swinging, it's really about the kids and it just makes more sense for me to take the year off.

While I respectfully disagree with the Board's interpretation of my comments, I believe that they should be commended for their immediate actions to address the concerns of the offended parties. The Board's action proves that the chain of command is functioning as designed. Board members volunteer their valuable time and I do not plan to add to their already significant workload. I also respect those parents who were offended as I am sure they acted in the best interest of their children. While I may question their sense of humor, I

have no right to question their judgment regarding their children. Perhaps we may even have beer (I'll buy) and a couple of laughs at the end of all of this.

And while I am sorry some people failed to see the humor, I do not apologize for my actions; I wrote it, I think it's funny and I do have a distaste for the tediousness of overbearing political correctness. Furthermore, I was serious about parental involvement as I do believe parents should cheer and encourage players (in a positive fashion obviously) so that the kids feel the excitement that comes from team competition. And most importantly, I was completely serious that I want to see each young girl develop a positive self image, self-confidence and the will to succeed in any endeavor that she desires. Lastly, I have added some comments to my initial email (in capitals) to clarify several points that may have been viewed as offensive.

Sincerely,

Michael A. Kinahan

Go Green Death!

Lesson #5: Civil Disobedience or *You do the crime, you do the time*

Objective: The student will recognize the need to make principled, researched based decisions and accept the consequences of those decisions. On going, the student will research a topic of inequality in his school, community, state or country and debate the necessity of acting up, as Thoreau did. The student will decide if the disobedience is worth the consequences.

Materials:

Henry David Thoreau's *Civil Disobedience*
Independent research materials

Activities:

Day 1

Do Now: Journal (15 minutes): Think and write! Identify a school rule you would be willing to break even if you knew you would suffer the consequences of breaking that rule. Does the school's punishment fit the crime? Is it an effective or ineffective punishment?

Class Discussion (15 minutes): Share out of journal writing. What's the rule? Why are you willing or even eager to break it? How does the punishment fit the crime?

Guided reading (17 minutes): Teacher lead reading of the first five pages of *Civil Disobedience*.

Wrap Up: (3 minutes): Assign next 5 pages of *Civil Disobedience*.

Day 2

Do Now: (7 minutes): What was the most memorable passage of *Civil Disobedience* so far? What spoke to you?

Class Discussion (10 minutes): Share passages and discuss a handful of them.

Guided Reading: (30 minutes): Finish reading *Civil Disobedience* as a class.

Homework: Think about Thoreau's perspective on the need for less government and the following quotation: "If the injustice has a spring, or a pulley, or a rope, or a crank, exclusively for itself, then perhaps you may consider whether the remedy will not be worse than the evil; but if it is of such a nature that it requires you to be the agent of injustice to another, then, I say, break the law. Let your life be a counter friction to stop the machine. What I have to do is to see, at any rate, that I do not lend myself to the wrong which I condemn." *What is the wrong which you condemn?* Return to class tomorrow with a written answer to this question. It will be the basis of your research paper.

Massachusetts State Frameworks Addressed:

SL-1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

9. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

10. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
11. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
12. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL-4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L-1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. Use parallel structure.*
6. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L-2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

7. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
8. Use a colon to introduce a list or quotation.
9. Spell correctly.

L-3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L-4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W-1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
3. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from and supports the argument presented.

W-2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

6. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
7. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
8. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

9. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
10. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
11. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W-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.)

W-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 on page 67.)

W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Link to Massachusetts Curriculum Framework for English Language Arts and Literacy:
<http://www.doe.mass.edu/frameworks/ela/0311.pdf>

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