

Theme strand: Living In Society Lauren Farber

How can we learn about Thoreau through the eyes of his contemporaries- through the way they eulogized him and how they observed him in their journals? This unit has been prepared for students, 12th graders, who spent a prior week reading Walden, On Civil Disobedience and other writings of Thoreau. A goal of this week is to glean through primary sources and documents created for authentic reasons - a diary, and eulogies to see how Thoreau influenced those around him and how they perceived him.

Personally, I was very struck by how Concord seemed a very localized setting for an evolving definition of family circles, full of non-traditional lines of dependence- unmarried persons who became caretakers; adults who often did not create families of their own and lived with relatives, etc. Then there seemed to be additional circles of friends that acted as new extensions and redefinitions of "family". I believe that as rebels or new thinkers who were carving out new religious, philosophical, anti-slavery, economic and gender roles, they found human connections within a very small locale and friendships became a new definition of family. We also see the health and physical perils of the age, affecting both Henry and John and Louisa and others which reconstructed family systems. Many residents were unafraid to stand up as abolitionists or educational or social reformers and definitely strengthened themselves by living within this tightly defined community. Having strong beliefs built their connections as friends, who could work towards "transcending" ills within society.

The eulogies written by Emerson and Alcott reflect this love of a community of friends. The journal of little Edmund Sewall reflects the trust families had for their friends to educate their children. The definition of a specific geographic community was like a new Jerusalem that Thoreau both adopts as a social creature and rejects as an individualist (Walden). Finally, even his willingness to be completely civilly disobedient is assuaged by a friend making it right with the community by paying his taxes. So the definition of one's community stretches to new definitions, even within a most traditional New England town not far from Boston.

Finally personally this redefinition of community reminds me of my grandparent's milieu as Jewish immigrants 100 years ago who came as teens alone and formed tight bonds with friends over family as socialists and radicals in the Bronx. They created lots of cooperatives, camps and organizations that fought the labor, racial, political, contraceptive and economic divisions from the 19-teens through the Vietnam war. Everyone had an FBI file, many had been jailed, and some questioned traditional marriage. They hitchhiked across America and protested as often as others attended church services- they were highly intellectual, very well read and good writers but had no formal education beyond the 6th grade. They loved Thoreau and Margaret Fuller and adored an America that called them Commies. I feel the same energy from these Transcendentalists and you can still smell the spirit in Concord.

We will look to find how Thoreau was seen by his contemporaries through primary documents.

Teacher Farber: Theme-Living in Society How Thoreau's contemporaries responded to him through primary documents- poetry, eulogies and journals
 Date: 08/03/2017
 Course ELA 7 12th grade literature

Monday	Tuesday	Wednesday	Thursday	Friday
Louisa May Alcott's response to Thoreau <u>Aim:</u> What aspects of Thoreau's personality reverberate through Louisa May Alcott's poem Thoreau's Flute?	Class-round-up Discussion of Alcott's poem Reading of Emerson's Eulogy for Thoreau <u>Aim:</u> What aspects of Thoreau's personality reverberate through Emerson's Eulogy?	Emerson's Eulogy of Thoreau- Connecting to Thoreau's writings read last week. Connecting texts <u>Aim:</u> How does Emerson's view of Thoreau connect to his own writings?	Reading of Edmund Sewall's journals of 1840 <i>AIM: How does Edmund Sewall's diary shine light on the effect Thoreau and his fellow transcendentalists and abolitionists of Concord had on people's lives?</i>	In class: Write a summary of the Thoreau you learned from Louisa M Alcott; the Thoreau you learned about from Emerson; the Thoreau you learned from his student, and what you learned from his own writings. In what ways is Thoreau relevant to your life? If you feel he is irrelevant to your life explain. Did you respond mostly to his connections to the environment? To work and purpose and deliberateness? To civil disobedience and abolitionism? Go through your collection of quotes from last week and what speaks the most to you?

Objective	SWBAT: Analyze Louisa May Alcott's poem <u>Thoreau's Flute</u>
Common Core Standards	<p>CCSS.ELA-LITERACY.RL.11-12.1 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.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
Aim/Agenda Essential Questions	<p><u>Aim:</u> What aspects of Thoreau's personality reverberate through Louisa May Alcott's poem Thoreau's Flute?</p> <p><u>Agenda:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Do Now <input type="checkbox"/> Mini Lesson - Background <input type="checkbox"/> Class Activity - Active Reading/ Quick Writes <input type="checkbox"/> HW

	<p>Essential questions: What impact did Thoreau have on Louisa May Alcott? What aspects of his personality and philosophy stand out the most in her depiction of him?</p>
<p>Do Now (10 MIN) Your response to Thoreau</p>	<p><u>From our readings of Thoreau how would you have memorialized him in a brief paragraph?</u> <u>What has stood out most to you?</u> 5 min</p> <p><u>Turn and Talk:</u> 5 min Students will then be directed to have a turn and talk with each other in order to discuss their responses. Students will present out to the class</p>
<p>Mini Lesson (3 MIN)</p> <p>Text support</p> <p>In Greek religion and mythology, Pan is the god of the wild, shepherds and flocks, nature of mountain wilds and rustic music, and companion of the nymphs.</p> <p>requiem= music for a memorial</p>	<p>Background: This poem was published in The Atlantic magazine in 1863- a very famous publication Thoreau died in 1862, age 44. Alcott was nearly 30, considered a "spinster". She wrote this poem while ill in the hospital following her service as a Civil War nurse. Her father, a significant reform educator found it fallen out of her papers from Washington DC. She later wrote some of the most famous books for children based on her early life in Concord. She was an actual student of Henry Thoreau who experienced him as her teacher, in addition to his being a close family friend, and a member of their village Concord which saw itself as a beacon of light and reform of like minded citizens. It is understood that he would "saunter" walk with the children, with his flute that he would play.</p> <hr/> <p>Hand-out to students</p> <p style="text-align: center;">Thoreau's Flute By Louisa May Alcott</p> <p style="text-align: center;">WE, sighing, said, "Our Pan is dead; His pipe hangs mute beside the river; Around it wistful sunbeams quiver, But Music's airy voice is fled. Spring mourns as for untimely frost; The bluebird chants a requiem; The willow-blossom waits for him; The Genius of the wood is lost."</p> <p style="text-align: center;">Then from the flute, untouched by hands, There came a low, harmonious breath: "For such as he there is no death; His life the eternal life commands; Above man's aims his nature rose: The wisdom of a just content</p>

<p>swallow=soaring bird aster=flower</p> <p>homage= pay tribute to</p> <p>lieth= lies</p> <p>potent=strong</p> <p>sagacious= wise, sage</p>	<p>Made one small spot a continent, 15</p> <p>And turned to poetry Life's prose.</p> <p>"Haunting the hills, the stream, the wild,</p> <p>Swallow and aster, lake and pine,</p> <p>To him grew human or divine,—</p> <p>Fit mates for this large-hearted child. 20</p> <p>Such homage Nature ne'er forgets,</p> <p>And yearly on the coverlid</p> <p>'Neath which her darling lieth hid</p> <p>Will write his name in violets.</p> <p>"To him no vain regrets belong, 25</p> <p>Whose soul, that finer instrument,</p> <p>Gave to the world no poor lament,</p> <p>But wood-notes ever sweet and strong.</p> <p>O lonely friend! he still will be</p> <p>A potent presence, though unseen,— 30</p> <p>Steadfast, sagacious, and serene:</p> <p>Seek not for him,—he is with thee."</p>
<p>Class Activity (10 MIN)</p> <p>3 Mins:</p>	<ul style="list-style-type: none"> → Hand out the poem with text support annotations → Have 2 students do a choral reading alternating lines to the whole class → <i>Students who are not reading aloud will be prompted to quick write during this lesson.</i> → Review any text support questions <p><u>Main Points for basis of group analysis projected:</u></p> <ul style="list-style-type: none"> - What images do you get of Thoreau? - Who and what mourns him? - Why for "such as he is there no death?"

15 min	<p>- What aspects of his personality and legacy are emphasized and felt by Louisa May Alcott?</p> <p><u>Pauses for Writing 1:</u></p> <p>Quick Write: Take 2-3 Mins. What strikes you about this poem?</p> <p><u>Pauses for Writing 2: Students will reread the poem in groups of three and will seek text support for the following key questions. Small group discussion and journal responses</u></p> <p><u>Main Points</u></p> <ul style="list-style-type: none"> - What images do you get of Thoreau? - Who and what mourns him? - Why for "such as he is there no death?"
10 min.	<p>What aspects of his personality and legacy are emphasized and felt by Louisa May Alcott?</p> <p><u>Poem structure/ imagery composition</u></p> <p><i>left side of class will examine the first 16 lines</i></p> <p><i>Right side of class lines 17-32</i></p> <ul style="list-style-type: none"> - Now look at what terms, and what imagery she specifically uses to describe Thoreau - Jot down three of her images that stand out most to your group and discuss their relevance and craft. - How did she sequence the poem, how do ideas progress and emerge?
Homework Day 1	<p><u>Teacher Notes:</u></p> <ul style="list-style-type: none"> • <u>Annotations for Understanding:</u> Students will do this assignment after the reading. <ul style="list-style-type: none"> ● Students in their respective pairs will discuss and have classroom notes ● HW Students will return to their class notes and review their class findings. At home they will compose an organized poem response focusing on how Louisa May Alcott interprets Thoreau for her readers.
13 min. Final Summary Day 2	<ul style="list-style-type: none"> ● Day 2 Discussion of our findings- submit hw journals

Aim/Agenda Essential Questions	<p><u>DAY 2 TUESDAY</u></p> <p><u>Aim:</u> What aspects of Thoreau's personality reverberate through Emerson's Eulogy?</p> <p><u>Agenda:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Do Now <input type="checkbox"/> Mini Lesson - Background <input type="checkbox"/> Class Activity - Active Reading/ Quick Write <input type="checkbox"/> Wrap Up/Exit Ticket <p>Essential questions:</p> <p>What impact did Thoreau have on Louisa May Alcott?</p> <p>What aspects of his personality and philosophy stand out the most in her depiction of him?</p>
Do Now (12 MIN) Your response to Thoreau	<p><u>Our Do-Now will be a whole class discussion of our findings from Alcott's poem</u></p> <p><u>What have we learned about Thoreau through Ms. Alcott's poem?</u></p>

Mini Lesson
(3 MIN)

Background: Emerson was a very close friend of Thoreau. We know it was he who provided the land for Thoreau's cabin, he asked Thoreau to live with his family, he supported his writings and speeches, etc. We will be reading excerpts of the eulogy. The **entire eulogy** printed in the Atlantic is at the following site: from The Atlantic magazine. In the published version he added additional material to that which he said at the funeral. A much wider view of his character and his relationship with Emerson is explored here:

:
<https://www.theatlantic.com/magazine/archive/1862/08/thoreau/306418/>

Class activity
In class and to
complete at
home

ASSIGNMENT: REST OF CLASS AND HOMEWORK

1. You will read excerpts from Emerson's eulogy. Take annotating notes on the Thoreau he depicts. What does he love about Thoreau? Does he provide any critiques? Why and how? What major ideas shine through for you?
2. Formulate a 1 page statement about what ideas stand out the most to you, and are the most meaningful.
3. How does this eulogy compare and contrast to Alcott's poem? Explain

Complete in class tomorrow the following

4. FINALLY YOU WILL CONNECT ONE PART OF THIS EULOGY TO ANY PORTION OF YOUR READINGS FROM LAST WEEK FROM WALDEN, CIVIL DISOBEDIENCE, LIVING DELIBERATELY, ETC. identify and discuss a passage from Thoreau's writing which connects to a comment made here by Emerson. Discuss Thoreau's writings in light of Emerson's comments. Choose 1 aspect to write a one page response to be submitted by Thursday's class.

Use the following Guiding Questions To help formulate your ideas:

Advanced students or students seeking a greater challenge can read the above cited entire eulogy from the Atlantic, where many additional aspects and anecdotes are explored. It is up to you which document you will use.

Text support
iconoclast:
a person who
attacks
cherished
beliefs,
traditional
institutions, etc.,
as being based
on error or
superstition

Student Handout:

Appreciation

An Essay

by

Ralph Waldo Emerson

Emerson's essay on Thoreau is a mix of biography, eulogy, and personal criticism. It shows that Emerson believed Thoreau capable of far greater accomplishments than he achieved in his life. When Thoreau died in 1862, Emerson was a national figure, the Great American Philosopher. Thoreau was a minor, local personality. These excerpts from Emerson's funeral oration (expanded and printed later in The Atlantic Monthly) give his views, positive and negative, of this one-time disciple who has now eclipsed him in stature.

What was
Thoreau's role as
a student?

What do we
learn from the
pencil anecdote?

Technical
science vs.
Nature study

A born
protestant- What
do you think
Emerson means
in this
paragraph?

Simplicity!

What is the military analogy?

What truths does he cite about Thoreau in these 3 paragraphs?

What does he mean by a true American?

What does he emphasize about Thoreau's wisdom, his vision?

What positive traits, skills does he emphasize?

What gift did he have? How did he respond?

Thoreau's relationship to Concord/Walden and nature. How is it described?

Explain the details of this paragraph. How does he describe Thoreau's power of perception?



He graduated at Harvard College in 1837, but without any literary distinction. An iconoclast in literature, he seldom thanked colleges for their service to him, holding them in small esteem, whilst yet his debt to them was important. [After a brief stint manufacturing pencils and inventing a better pencil, he decided] that he should never make another pencil. "Why should I? I would not do again what I have done once." He resumed his endless walks and miscellaneous studies, making every day some new acquaintance with Nature, though as yet never speaking of zoology or botany, since, though very studious of natural facts, he was incurious of technical and textual science.

He was a born protestant. He declined to give up his large ambition of knowledge and action for any narrow craft or profession, aiming at a much more comprehensive calling, the art of living well.

He chose to be rich by making his wants few, and supplying them himself.

There was somewhat military in his nature, not to be subdued, always manly and able, but rarely tender, as if he did not feel himself except in opposition. He wanted a fallacy to expose, a blunder to pillory, I may say required a little sense of victory, a roll of the drum, to call his powers into full exercise.

He was a speaker and actor of the truth, born such, and was ever running into dramatic situations from this cause. ... In 1845 he built himself a small framed house on the shores of Walden Pond, and lived there two years alone, a life of labor and study. This action was quite native and fit for him.

In 1847, not approving some uses to which the public expenditure was applied, he refused to pay his town tax, and was put in jail. A friend paid the tax for him, and he was released. The like annoyance was threatened the next year. But as his friends paid the tax, notwithstanding his protest, I believe he ceased to resist.

No truer American existed than Thoreau. His preference of his country and condition was genuine, and his aversion from English and European manners and tastes almost reached contempt. He listened impatiently to news or *bon mots* gleaned from London circles; and though he tried to be civil, these anecdotes fatigued him. The men were all imitating each other, and on a small mould. Why can they not live as far apart as possible and each be a man by himself?

His robust common sense, armed with stout hands, keen perceptions and strong will, cannot yet account for the superiority which shone in his simple and hidden life. I must add the cardinal fact, that there was an excellent wisdom in him, proper to a rare class of men, which showed him the material world as a means and symbol. This discovery, which sometimes yields to poets a certain casual and interrupted light, serving for the ornament of their writing, was in him an unsleeping insight; and whatever faults or obstructions of temperament might cloud it, he was not disobedient to the heavenly vision.

<p>How does Emerson perceive Thoreau's poetry skills, any humor here?</p> <p>Genius better than talent?</p> <p>Contemplative vs. enterprise</p> <p>What about ambition?</p> <p>Captain of a huckleberry party- playing in the fields picking juicy berries, not serious</p> <p>Early death</p> <p>What ideas does Emerson leave us with?</p>	<p>He understood the matter in hand at a glance, and saw the limitations and poverty of those he talked with, so that nothing seemed concealed from such terrible eyes. I have repeatedly known young men of sensibility converted in a moment to the belief that this man was the man they were in search of, the man of men, who could tell them all they should do.</p> <p>Mr. Thoreau dedicated his genius with such entire love to the fields, hills and waters of his native town, that he made them known and interesting to all reading Americans, and to people over the sea.</p> <p>It was a pleasure and a privilege to walk with him. He knew the country like a fox or a bird, and passed through it as freely by paths of his own. He knew every track in the snow or on the ground, and what creature had taken this path before him.</p> <p>His interest in the flower or the bird lay very deep in his mind, was connected with Nature, — and the meaning of Nature was never attempted to be defined by him. ... His power of observation seemed to indicate additional senses. He saw as with a microscope, heard as with ear-trumpet, and his memory was a photographic register of all he saw and heard. And yet none knew better than he that it is not the fact that imports, but the impression or effect of the fact on your mind. Every fact lay in glory in his mind, a type of the order and beauty of the whole.</p> <p>His poetry might be good or bad; he no doubt wanted a lyric facility and technical skill, but he had the source of poetry in his spiritual perception. ... His own verses are often rude and defective. The gold does not yet run pure, is drossy and crude. The thyme and marjoram are not yet honey. But if he want lyric fineness and technical merits, if he have not the poetic temperament, he never lacks the causal thought, showing that his genius was better than his talent.</p> <p>Had his genius been only contemplative, he had been fitted to his life, but with his energy and practical ability he seemed born for great enterprise and for command; and I so much regret the loss of his rare powers of action, that I cannot help counting it a fault in him that he had no ambition. Wanting this, instead of engineering for all America, he was the captain of a huckleberry-party. Pounding beans is good to the end of empires one of these days; but if, at the end of years, it is still only beans?</p> <p>The scale on which his studies proceeded was so large as to require longevity, and we were the less prepared for his sudden disappearance. The country knows not yet, or in the least part, how great a son it has lost. It seems an injury that he should leave in the midst his broken task which none else can finish, a kind of indignity to so noble a soul that he should depart out of Nature before yet he has been really shown to his peers for what he is. But he, at least, is content. His soul was made for the noblest society; he had in a short life exhausted the capabilities of this world; wherever there is knowledge, wherever there is virtue, wherever there is beauty, he will find a home.</p>
<p>Class Activity Rest of class and hw.</p>	<p>ASSIGNMENT: REST OF CLASS AND HOMEWORK You will read excerpts from Emerson's eulogy.</p>

Homework
Day 2

Day 3 in class
individual text
work

AIM: How does
Edmund Sewall's
diary
shine light on the
effect Thoreau and
his fellow
transcendentalists
and abolitionists
of Concord had on
people's lives?

5 min

Read and notes
for 20 min.

Stop and share
with a neighbor
what you have
found so far 5
min

Continue your text
work. Through the
end of class and
for HW

1. Take annotating notes on the Thoreau he depicts. What does he love about Thoreau? Does he provide any critiques? Why and how? What major ideas shine through for you? Use the guiding questions and annotations on the side of your readings.
 2. Formulate a 1 page statement about what ideas stand out the most to you, and are the most meaningful.
 3. How does this eulogy compare and contrast to Alcott's poem? Explain
- Complete in class tomorrow the following
4. FINALLY YOU WILL CONNECT ONE PART OF THIS EULOGY TO ANY PORTION OF YOUR READINGS FROM LAST WEEK FROM WALDEN, CIVIL DISOBEDIENCE, LIVING DELIBERATELY, ETC. identify and discuss a passage from Thoreau's writing which connects to a comment made here by Emerson. Discuss Thoreau's writings in light of Emerson's comments. Choose 1 aspect to write a one page response to be submitted by Thursday's class.

Wednesday's class will be available for students to return to their readings from Walden, Civil Disobedience, etc. Connect one observation of Emerson to your own readings of Thoreau and analyze and annotate that text.

Students who will be working in reading groups, based on IEP's and special needs will be able to work together and with an assisting teacher.

DAY 4: READING THE JOURNALS OF EDMUND QUINCY SEWALL 1837-1840
ASSIGNMENT: <http://www.americanantiquarian.org/sewall>

Above is the link to the journals

AIM: How does Edmund Sewall's diary shine light on the effect Thoreau and his fellow transcendentalists and abolitionists of Concord had on people's lives?

We will all be reading his final journal of 1840 when Edmund Sewall was a student at the school run by John and Henry Thoreau and his 3 essays.

Do Now: How do you think your education would be different from education at Thoreau's school?

Discuss

Review the introduction to the journals. Who is Edmund? How was the school formed? Read the newspaper ad for the school. Note emphasis on writing

Main Task: Read and annotate as you read for notes

You will have 3 tasks:

Task 1: What stands out to you about Edmund Sewall's life; his life as a boarding student, evaluate his education, what fun he has, what troubles he has. Does he come across as a serious student? Does school seem serious? Are there other ways he learns outside of school? What events seem important? Does he seem to have independence and autonomy? Would you like a similar educational experience, why or why not? How typical do you think his experiences were compared to other boys of his time? Evaluate his writing in his journals and compare it to his essays. Write a 1 page summary as a journal response.

Task 2: It will help you to glance through his earlier diaries from 1838, 1839 to contrast and compare his prior education to that he received in Concord. What differences do you see? Document what you notice

Task 3: What comes across about Henry Thoreau and his brother John?
How is Thoreau similar to how we know him through his own writings, and how does he differ?
What is totally unique about this view of Thoreau that is different from any other text?
What do you see are their goals in this school experience? How is it different looking through the eyes of a child? Document your findings.

Read and notes for 20 min.

Stop and share with a neighbor what you have found so far 5 min

Continue your text work. Through the end of class and for HW

Day 5

Write a summary of the Thoreau you learned from Louisa M Alcott; the Thoreau you learned about from Emerson; the Thoreau you learned from his student, and what you learned from his own writings. How did the variety of primary sources offer you opportunities to understand his character?

Final Synopsis

In what ways is Thoreau relevant to your life? If you feel he is irrelevant to your life explain. Did you respond mostly to his connections to the environment? To work and purpose and deliberateness? To civil disobedience and abolitionism? Go through your collection of quotes from last week and what speaks the most to you?

Questioning and Discussion	<p><u>LEVEL 1:</u> Collect facts from primary sources</p> <p><u>LEVEL 2:</u> → Student directed response to Quick Writes.</p>	
	<u>LEVEL 3:</u> Assess opinions <u>Hypothesize differences</u>	<u>LEVEL 4:</u> Students apply concepts from the texts to analyze personality. Synthesize from diverse sources

Differentiation	X PLANNING X PROCESSING ___ x ___ PRODUCT (Students will end with the same product) Multiple Entry Points:	
	x Modeling of how the Task/Project should be completed	x Small group & 1-on-1 Work where needed
	Visual Aids shown to students & incorporated by students	x Teacher & student are Collaborators in Learning
	x Flexible grouping-According to interest readiness	Independent study to investigate topics of interest
	x Information is Chunked	x Menu of Options
	Hands on projects/Activities	x Use learning logs to Brainstorm on paper
	Evaluation Rubrics to Self-Asses	x Tiered instruction-Variied levels of Activity

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