

Practicing Simplicity

SUBJECT

ELA 8

TEACHER

P. Kinchen

GRADE

08

DATE

August 21, 2017

OVERVIEW

This three-day lesson will introduce the student to Henry David Thoreau’s journal and encourage the student to begin his own journaling process. From *Walden*, the chapter entitled “Where I Lived, and What I Lived For,” will be the primary text, and portions from the introductory text of the exhibition *This Ever New Self: Thoreau and His Journal* will be read aloud.

TEACHER GUIDE

STUDENT GUIDE

<p>OBJECTIVES DAY ONE</p>	<p>Use Henry David Thoreau’s journaling practice and <i>Walden</i> publication to encourage student to write into each day.</p>	<p>Students will prepare personal journals.</p>
<p>INFORMATION</p>	<p>Guided reading from <i>Walden</i>, chapter entitled “Where I Lived, and What I Lived For.”</p>	<p>Students will annotate text and participate in guided reading of chapter.</p>
<p>VERIFICATION</p>	<p>Group discussion of guided reading including what students feel when exploring Thoreau’s text.</p>	<p>Students will discover figurative language in text and discuss what they think about Thoreau’s time at Walden Pond.</p>
<p>ACTIVITY</p>	<p>Go over “Why Write?” handout to encourage personal journaling.</p>	<p>Students will prepare a journal entry about any item in their immediate surrounding.</p>
<p>SUMMARY</p>	<p>Share personal journaling with students.</p>	<p>Students will either read journal entry aloud or share with partner.</p>

REQUIREMENTS

ELA Standards:

- Determine a theme or central idea of a text and analyze its

RESOURCES

- *Walden* by Henry David Thoreau

NOTES

“Where I Lived, and What I Lived For”

development over the course of the text.

- Analyze how particular lines in writing reveal aspects of the author
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write routinely over an extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Teacher Guide

Student Guide

Objectives DAY TWO	Use Henry David Thoreau’s journaling practice and <i>Walden</i> publication to encourage student to write into each day.	Students will continue personal journal writing.
Information	Guided reading from <i>Walden</i> , chapter entitled “Where I Lived, and What I Lived For.”	Students will annotate text and participate in guided reading of chapter.
Verification	Group discussion of guided reading including what students feel when exploring Thoreau’s text.	Students will discover figurative language in text and discuss what they think about Thoreau’s time at Walden Pond.
Activity	Discuss Thoreau’s purpose in writing using a portion of the introductory text from <i>This Ever New Self</i> . (Lifelong Practice, Neighbor, Student, Worker)	Students will prepare a journal entry considering three personal roles they undertake in life.
Summary	Share personal journaling with students.	Students will either read journal entry aloud or share with partner.

REQUIREMENTS

ELA Standards:

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Teacher Guide

Student Guide

Objectives DAY THREE	Use Henry David Thoreau’s journaling practice and <i>Walden</i> publication to encourage student to write into each day.	Students will prepare personal journals.
Information	Guided reading from <i>Walden</i> , chapter entitled “Where I Lived, and What I Lived For.”	Students will annotate text and participate in guided reading of chapter.
Verification	Group discussion of guided reading including what students feel when exploring Thoreau’s text.	Students will discover figurative language in text and discuss what they think about Thoreau’s time at Walden Pond.
Activity	Discuss Thoreau’s purpose in writing using a portion of the introductory text from <i>This Ever New Self</i> . (Reader, Thinker, Writer, Observer)	Students will prepare a journal entry considering three personal roles they undertake in life.
Summary	Share personal journaling with students.	Students will either read journal entry aloud or share with partner.

REQUIREMENTS

ELA Standards:

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