Unit 1: Practicing Simplicity
(And Planting the Seed)

By Elizabeth Ellingson
Inspired by NEH Landmarks of American History and Culture Workshop, Living and Writing Deliberately: Henry David Thoreau
“It would be glorious to see mankind at leisure for once. It is nothing but work, work, work.” (Life without Principle) Community Circle

“There is no more fatal blunderer than he who consumes the greater part of his life getting his living.” (Life without Principle) Community Circle

“You must get your living by loving.” (Life without Principle) Community Circle

“I have met with but one or two persons in the course of my life who understand the art of Walking, that is, of taking walks, - who had a genius, so to speak, for sauntering…” (Walking) Walking Lesson
Focusing Quotes

“Where is the literature which gives expression to Nature?” (Walking) Walking Lesson

“At present, our only true names are nicknames.” (Walking) Quickwrite

“A man’s ignorance sometimes is not only useful, but beautiful, -while his knowledge, so-called, is oftentimes worse than useless, besides being ugly. Which is the best man to deal with, - he who knows nothing about a subject, and, what is extremely rare, knows that he knows nothing, or he who really knows something about it, but thinks that he knows all?” (Walking) Quickwrite

“The only obligation which I have a right to assume is to do at any time what I think is right. It is truly enough said that a corporation has no conscience; but corporation of conscientious men is a corporation with a conscience.” (Civil Disobedience) Quickwrite
Focusing Quotes

“It costs us nothing to be just.” (A Plea for Captain John Brown) **Quickwrite**

“I should not talk so much about myself if there were anybody else whom I knew as well.” (Walden - Economy) **Community Circle**

“The necessaries of life for man in this climate may, accurately enough, be distributed under the several heads of Food, Shelter, Clothing, and Fuel…” (Walden - Economy) **Walking Lesson**

“The summer, in some climates, makes possible to man a sort of Elysian life.” (Walden-Economy) **Walking Lesson**
Focusing Quotes

“We know but few men, a great many coats and breeches.” (Walden - Economy)  
Quickwrite

“Consider first how slight a shelter is absolutely necessary.” (Walden-Economy)  
Walking Lesson

“The wind that blows is all that anybody knows…” (Walden - Economy)  Quickwrite

“As if the main object were to talk fast and not to talk sensibly…” (Walden-Economy)  Community Circle

“...For a man is rich in proportion to the number of things which he can afford to let alone.” (Walden - Where I lived, and what I lived for)  Quickwrite
Focusing Quotes

“...renew by myself completely each day; do it again, and again, and forever again.’ (Walden - Where I lived and what I lived for) Community Circle and Quickwrite

“Simplicity simplicity simplicity! I say, let your affairs be as two or three, and not a hundred or a thousand; instead of a million count half a dozen, and keep your account in your thumbnail.” (Walden-Where I lived and what I lived for). Quickwrite

“I have always been regretting that I was not as wise as the day I was born.” (Walden-Where I lived and what I lived for) Quickwrite

“...a man must find his occasions in himself, it is true.” (Walden-Sounds) This quote could be used for all three lessons.
Focusing Quotes

“...housework was a pleasant pastime...” (Walden-Sounds) Quickwrite

“I am convinced that if all men were to live simply as I then did, seeding and robbery would be unknown. These take place only in communities where some have got more than is sufficient while others have not enough.” (Walden-The Village) Quickwrite

“...we need the tonic of wilderness...” (Walden-Spring) Walking Lesson
Focusing Questions

Who was Henry David Thoreau and why should I learn about him?

How can we incorporate simplicity in our classroom? At home? Etc…

What do you notice when you walk?

Why is it so vital to our natures to experience the outdoors?

How can being in nature improve and inspire our thinking and writing?

How does reading and writing about quotes from Henry David Thoreau help you practice simplicity?
Lesson 1: Plant the Seed - Introduction to Thoreau

1. Pictures I took during NEH Concord, Massachusetts trip to use in the classroom for various lessons throughout the year:

https://drive.google.com/drive/u/0/folders/1x7gdxzEc7qwQSS5u5jGO9GxnGPMqQEDP

2. The biography lesson:

https://docs.google.com/document/d/1y3fsSbjpHf6MPLpDPcx6WrRbQEJufRScKLHM97r8mew/edit

3. Also, use these visuals from Friends of Walden Pond: (I think we are allowed to use this link?)

https://www.walden.org/what-we-do/friends-of-walden-pond/

4. Walden Pond Movie: (We watched this short film when we visited Walden Pond, so I think we can share the video with our students?)

https://www.walden.org/walden-film
Lesson 2: Community Circle
https://docs.google.com/document/d/1bfBicQY-Q_nA3zZIX6V2WCpqkJpd8DUvHM2Du1p0/edit
Lesson 3: Walking

https://docs.google.com/document/d/1tyGywwVRTWkYjvrhEvYq-nOMgHGlwMw5DwHCYDqpDGc/edit#
Writing is my hobby.
Henry David Thoreau

Biography Assignment

Directions: As you read the short biography of Henry David Thoreau, answer the following questions. Be sure to make a copy of this document into Google Drive and enter your answers between each question. Write in complete sentences, check your spelling, and always QUACK BACK. Many of the questions have more than one part, so be sure to answer all parts of each question. Thank you, darlings.

1. What are three or four “jobs” Henry had? (p.1)

2. Today, people consider Henry David Thoreau a giant of __________ literature, yet he was almost completely ___________ and ___________ during his own lifetime. (p.1)

3. What are some perceived personality traits he had? (p.1)

4. Where was he born? ______________ When? ______________ (p.2)

5. How did he feel about where he was born? Find and cite a quote to prove it. (p.2)

6. What did students learn and do in school during Henry’s time, and how did he feel about it? What age did he begin college/finish high school? (p.3)

7. Where did he go to college? Who could not attend? How much was his tuition? (p.3)
8. What was his first job after graduation and why did he quit? (p.4)
9. Why did the school Henry and his brother John start have to close? What is Tuberculosis? (p.5)

10. Did Henry ever fall in love? How do you know? (p.5)

11. What is a bachelor? (p.5)
12. Who did Henry befriend in 1837 and what did this friend encourage Henry to do? (p.7)

13. What metaphor does Henry use to compare death to the change of a season? (p.9)

14. What does Ralph Waldo Emerson do for Henry David Thoreau? What does this tell you about their friendship? Do you have a friend that you feel that close to? (p.12) *do not feel bad if you do not, because I do not either.

15. Walden is the ________________ and ________________ pond in Massachusetts. (p.13)
16. What day did Henry move to Walden Pond? Why is that significant? (p.13)

17. Henry David Thoreau wanted to live __________________________ (p.13) ***Read a selection from Walden ***

18. How much did Henry pay for his house? List his provisions. (p.14)

19. Memorize the first and most famous lines from Walden. Be prepared to recite to me for 5 points.

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived” (Henry David Thoreau).
20. How long did Henry live at Walden? (p.15)
21. Why did Henry refuse to pay his poll tax? (p.16) What is a poll tax? What happened to him for not paying? Do you think he did the right thing?

22. What was Henry’s most famous essay? Name two historically important people who were strongly influenced by this essay. (p.17)

23. Look up the word ABOLITIONIST. Write the definition.

24. How many drafts of Walden were there before it was published? (p.19) What does this tell you about writing?

25. What is the UNDERGROUND RAILROAD? (p.20)

26. Of all his writings, which was Henry’s favorite? (p.23)

27. What is the name of the radical abolitionist Henry greatly admired who was hung for treason? What is treason? (pgs. 24-25)

28. Who helped Thoreau in his sickbed when he was too weak to write but wanted to revise essays? (p. 28)

29. Did Henry ever marry? (p.28)
30. How old was Henry when he died? (p.28)

Sources:
Unit 2:
Being Awake, Aware and Alive

By Elizabeth Ellingson
Inspired by NEH Landmarks of American History and Culture Workshop, Living and Writing Deliberately: Henry David Thoreau
Focusing Quotes

“Let us consider the way in which we spend our lives.” (Life without Principle) Distracted lesson

“You may depend on it, that the poor fellow who walks away with the greatest number of letters, proud of his extensive correspondence, has not heard from himself this long while.” (Life without Principle) Distracted lesson

“We should treat our minds, that is, ourselves, as innocent and ingenious children, whose guardians we are, and be careful what objects and what subjects we thrust on their attention.” (Life without Principle) Distracted lesson
Focusing Quotes

“Moreover, you must walk like a camel, which is said to be the only beast which ruminates when walking.” (Walking) Street Poem lesson

“The thought of some work will run in my head and if I am not where my body is, -I am out of my senses. ..What business have I in the woods, if I am thinking of something out of the woods?” (Walking) Street Poem Lesson

“You leave your abode, you may go round the world by the old Marlborough Road” (Walking) Street Poem Lesson
Focusing Quotes

“There is something suggested by it that is a newer testament, the gospel according to this moment.” (Walking) Distracted lesson

“I came into this world, not chiefly to make this a good place to live in, but to live in it, be it good or bad.” (Civil Disobedience) Distracted lesson

“Strange that it should be necessary to state such simple truths.” (Slavery in Massachusetts) Distracted lesson

“...for in order to die you must first have lived.” (A Plea for Captain John Brown) Distracted Lesson
Focusing Quotes

“Could a greater miracle take place than for us to look through each other’s eyes for an instant?” (Walden-Economy)

Distracted lesson

“Most of the luxuries, and many of the so-called comforts of life, are not only not indispensable, but positive hindrances to the elevation of mankind.” (Walden-Economy)

Distracted lesson

“Are inventions I want to be pretty toys which distract our attention from serious things...we are in great haste to construct a magnetic telegraph from Maine to Texas; but men in Texas, it may be, have nothing important to communicate.” (Walden-Economy)
Focusing Quotes

“Hardly a man takes a half-hour nap after dinner, but when he wakes he holds up his head and asks what’s the news? As if the rest of mankind has stood his sentinels.” (Walden-Where I Lived and What I Lived For) Distracted lesson

“One is enough. If you are acquainted with the principal, what do you care for a myriad instances and applications? To a philosopher all news, as it is called, is gossip, and they who edit and read it are old women over their tea.” (Walden-Where I Lived and What I Lived For) Distracted lesson
Focusing Quotes

“When other birds are still, the screech owls take up the strain, like morning women in their ancient u-lu-lu.” (Walden-Sounds)

Street Poem Lesson

“...not till we are lost, in other words, not till we have lost the world, do we begin to find ourselves, and realize where we are and the infinite extent of our relations.” (Walden-The Village)

Distracted Lesson
Focusing Questions

What does it mean to be awake? Aware? Alive?

What do you notice when you are fully engaged in the moments of your life? How can you incorporate this into your writing?

Is technology (cell-phones, computers, video games, social media) enhancing our lives or distracting us from being awake, aware and alive?

What would Henry David Thoreau think of cell-phones and social media?
Lesson 1

My Street
Acrostic Poem

https://docs.google.com/document/d/1Qq7W3iH2kZScd3HsvNFFxPMhv9LjfFoy1AKDvbK-4cl/edit
Rolling down Hillcrest Drive  
(teacher example for Unit 2, Lesson 1)
By Ms. Ellingson

High school kids hanging out making old folks nervous
Inside the houses townhomes apartments loving fighting living
Long lazy street all stretched out
Like my arms on a Sunday morning
Crazy cats hiss and dumb dogs bark
Rich houses at the top sneer down at us below
Elder trees with those pesky Box Elder bugs
Sidewalk says, “Come out and play”
To me, to the kids, to all

“Drive slowly though, there are children playing here.”
Rolling down Hillcrest Dr.
Lesson 2

Distracted

https://docs.google.com/document/d/1i0S-uvZG4qLF1GbjiPqP VKTcluw_rUk87NI-kKhXSD4/edit
Lesson 3

Quick-writes/Journal Part 2

https://docs.google.com/document/d/1QEPOirXtVscAMzys6ht8t8nvimrfucmNuT3YcQewt7I/edit
<table>
<thead>
<tr>
<th><strong>Teacher Name</strong></th>
<th>Elizabeth Ellingson</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit Title</strong></td>
<td>Being Awake Aware and Alive</td>
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</table>
| **Essential Questions** | What does it mean to be awake? Aware? Alive? 
What do you notice when you are fully engaged in the moments of your life? How can you incorporate this into your writing? |
| **Lesson Title** | Lesson 1: Street Poem |
| **Grade Level** | 6 |
| **Day of Lesson** | any |
| **Duration of Lesson** | 2 class periods and one homework session |
| **Goal/Objective/Standard** | 3.1.c. Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts |
| **Materials/Preparation** | - Review of figurative language elements (however you do this in your classroom-I teach in my short-story and poetry unit at the beginning of the school year. Most students have a working knowledge of the basic elements by the end of 5th grade in Colorado) and sensory details/imagery. 
- Focusing quotes labeled Street Poem from the beginning of this slide presentation 
- Teacher poem (found on the next slide) 
- maybe some pictures from my Concord trip found in Unit 1, Slide 9, Lesson 1, number 1. 
- Paper/pen |
| **Engage** | Assign homework the night before the assignment in which the students must walk up and down their street, paying very close attention to what they see, hear, feel, smell, taste and even intuit. They should jot down notes. |
| **Body of Lesson** | 1. Review the quotes from Thoreau 
2. Review figurative language elements we studied in our short story/poetry unit from the beginning of the year. |
3. Tell the students they need to write an acrostic poem about their own street. Show them my poem about my street or write you own. Ask the students to identify the elements of figurative language in the poem, and any imagery/sensory details they find. This can be done as a whole class, or ask different students to come up to the white board and mark with dry erase markers.

4. Have them get out their notes from the walk they took the night before.

5. Have specific requirements based on the grade level. For 6th grade, I want my students to include sensory detail, personification, alliteration, onomatopoeia, simile and metaphor.

| Conclude | Ask students to perfect their poems and share with the class if they want the following day. |
| Reflection/Assessment | Discuss what the students noticed about their own street that they had not noticed before. Have they become more awake, aware and alive? The assessment is the poem itself which must have the above stated elements (see body of lesson). |
Chapter 2- Cyberspace Children: A Full Time Job
Directions: As you read the chapter, answer the following questions in complete sentences. Remember to quack-back.

1. What are the four types of media the Kaiser study tracked in 2008? (pg. 15)
2. By the age of 18, the average adolescent will have seen 200,000 _______ ______ on television. (pg. 16)
3. Write a claim based on the 5 facts listed about kids and computer use on page 16.
4. In 2008, by the age of 21, kids in this Kaiser study: (pg. 18)
   Played more than ___________ hours of video games. Sent and received
   ___________ emails and texts. Spent ___________ hours of phones. Watched more
   than ___________ hours of TV. What is really alarming is that this study did not
   include ___________ because they weren’t relevant in 2008! What can you infer
   about those statistics today not that we do have smartphones?

5. According to a January 2016 headline in the New York Post, “_____________________
   __________________________________________________________________________
   __________________________________________________________________________”.
6. What is phantom vibration syndrome? (pg. 19)
7. What is the phenomenon known as “Selfie Stomach”? (pg. 20).
8. What is “tech neck”?
9. How is the developing brain of a young child different than an adults pertaining to cell
   phones? (pg. 21).
10. Why does the author feel that listening to music while doing homework is not good
    for kids? (pg. 22)
Directions: As you read the nonfiction text, take notes on the elements of THIEVES you find. It is important to notice how an author conveys meaning in their writing. You can probably quickly determine the author’s opinion of their subject, but why were you able to determine this?

THIEVES

<table>
<thead>
<tr>
<th>T</th>
<th>Title. What is it and does it express a point of view? Is it somehow unique?</th>
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</thead>
<tbody>
<tr>
<td>H</td>
<td>Headings. What do the headings tell you about what you will be reading about?</td>
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<tr>
<td>I</td>
<td>Introduction. How does the author introduce his/her topic? What methods do they use to engage the reader?</td>
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<tr>
<td>E</td>
<td>Every first sentence. What are you able to tell about what each paragraph will be about based on every first sentence?</td>
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<td>V</td>
<td>Visuals. What visuals did the author include? How do they affect the text?</td>
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<td>E</td>
<td>End. How does the author conclude the piece?</td>
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<td>S</td>
<td>Summary. Write a short (2-3 sentences) summary of the text.</td>
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<td>Teacher Name</td>
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<tr>
<td>Unit Title</td>
<td>Being Awake, Aware, and Alive</td>
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<tr>
<td>Essential Questions</td>
<td>How does reading and writing about quotes from Henry David Thoreau help you become more awake, aware and alive?</td>
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<tr>
<td>Lesson Title</td>
<td>Quick-writes/Journal Part 2: Henry David Thoreau quotes</td>
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<tr>
<td>Grade Level</td>
<td>6</td>
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<tr>
<td>Day of Lesson</td>
<td>Daily throughout the unit</td>
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<tr>
<td>Duration of Lesson</td>
<td>10-15 minutes</td>
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<tr>
<td>Goal/Objective/Standard</td>
<td>Colorado Standard 2: Reading for a Purpose, A, iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3)</td>
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<td>Materials/Preparation</td>
<td>1. Any quotes from Henry David Thoreau listed on the “Focusing Quotes” slides in this presentation. 2. Student journals and pen or pencil</td>
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<td>Engage</td>
<td>1. Get those journals out!</td>
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<tr>
<td>Body of Lesson</td>
<td>At the beginning of each class, there is always a warm-up or bell starter. For the duration of this thread (Being Awake, Aware, and Alive), the students must copy down one quote from Thoreau each day and comment on the quote using our CER method of writing. Claim, Evidence, Reasoning. The claim is whatever argument they are making, the evidence is the quote which they have copied from Thoreau which must be encased in quotation marks and have text cited, and the reasoning must explain how the quote supports their claim.</td>
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<tr>
<td>Conclude</td>
<td>At the end of the unit, students should add to their seed drawing from</td>
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unit 1, and be able to add a tree trunk or stem to show the seed is sprouting. Have them add any words or phrases to the drawing at this point that they feel are important to the understanding of Henry David Thoreau. Choose 2-3 students to share their writing.

<p>| Reflection/Assessment | Teacher collects, reads, and assesses the journal entries at the end of the first quarter. |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Unit Title</strong></td>
<td>Examining Desperate and Deliberate Lives</td>
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<tr>
<td><strong>Essential Questions</strong></td>
<td>Who was Henry David Thoreau? How are his writings relevant today? Why are healthy friendships important in our lives and how can they impact who we become.</td>
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<tr>
<td><strong>Lesson Title</strong></td>
<td>Lesson 1: Henry David Thoreau - Biography lesson part 2</td>
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<tr>
<td><strong>Grade Level</strong></td>
<td>6</td>
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<tr>
<td><strong>Day of Lesson</strong></td>
<td>Beginning of 2nd Quarter</td>
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<tr>
<td><strong>Duration of Lesson</strong></td>
<td>1-2 class sessions</td>
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<tr>
<td><strong>Goal/Objective/Standard</strong></td>
<td>2.2.a.iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3)</td>
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</table>
| **Materials/Preparation** | - Focusing Quotes from the beginning of this slide presentation labeled H.D.T. in a two column chart.  
- Or this one: [https://www.britannica.com/biography/Henry-David-Thoreau](https://www.britannica.com/biography/Henry-David-Thoreau)  
- Excerpts from “A Plea for Captain John Brown” that are appropriate for 6th grade  
- Quotes from the Focusing Quotes slides in this unit, and pictures from my trip to Concord found in Unit 1 slides.  
- Any pictures, writings, lecture notes, etc… I collected during my visit to Concord that pertain to desperate and deliberate lives (think Cesar Robbins house, etc…).  
- “One Pager” directions (I was not able to link my AVID materials to this lesson. I do not know why. I am AVID trained and certified, so maybe this is a requirement to use their materials?) |
<table>
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<tr>
<th>Engage</th>
<th>Remind the students of the lessons we had in the first quarter pertaining to Thoreau, such as the first biography lesson, community circles and the walking field trip. Explain to them that we are going to learn a little bit more about him by reading a bit more about his life and beliefs and by sharing my learnings from my NEH trip to Concord. Explain to the students that it is my hope to instill a lifelong love for his writings and that perhaps someday they will delve further into his works as they progress through their education.</th>
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| Body of Lesson | 1. Read the biography sources, which you may want to upload into Google Classroom for each student so they can highlight and mark the text. Also, read excerpts from “A Plea for Captain John Brown”. Show pictures from Concord trip and narrate through my experiences and learning about Thoreau’s passion for his beliefs.  
2. Have students highlight words, phrases or paragraphs they find important.  
3. Share and read the focusing quotes with each student in a two column chart. Ask each student to paraphrase the meaning of the quotes into “kid language” or less-colloquial words.  
4. Have the students create a “One Pager” about Thoreau. (They have done this once before in my short story unit in the first quarter of the school year). |
<p>| Conclude | Have the students share their Thoreau “One-Pagers” in Community Circle, asking them to share their favorite quote or learning with the class. Finally, discuss the question: How are the writings of Henry David Thoreau relevant today? |
| Reflection/Assessment | The “One-Pager” is the assessment |</p>
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<tr>
<td><strong>Unit Title</strong></td>
<td>Examining Desperate and Deliberate Lives (in conjunction with) The Klondike Gold Rush</td>
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</table>
| **Essential Questions** | What are Henry David Thoreau's thoughts on work/labor/getting a living?  
How can we apply/compare his thoughts to those of the gold miners (Stanley Pearce and Marshall Bond) from our book, “The Call of the Klondike”? |
| **Lesson Title**  | Lesson 2: The Gold Rush and Thoreau |
| **Grade Level**   | 6 |
| **Day of Lesson** | 2nd quarter |
| **Duration of Lesson** | 1-2 class periods |
| **Goal/Objective/Standard** | 2.2.c.iii. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS: RI.6.9) |
| **Materials/Preparation** | -The book, *Call of the Klondike* by David Meissner and Kim Richardson. This book is particularly important in my school as Stanley Pearce (miner in the book) lived in Colorado and wrote articles about the Gold Rush for the newspaper, “The Denver Republic” (I teach in Denver, Colorado).  
-Quotes on success/work/Gold Rush by Henry David Thoreau from the Focusing Quotes section of this unit.  
-Quotes students have written in their journals throughout our Gold Rush unit from Stanley Pearce and Marshall Bond pertaining to success.  
-two column chart  
-google doc for final paragraph |
| **Engage** | All 6th grade students learn about the Klondike Gold Rush in our school. After finishing our Gold Rush unit, circle back to Henry David Thoreau. Tell the students that he had strong opinions about work, the definition of success, and the Gold Rush. |
| **Body of Lesson** | 1. Share the quotes and questions from the Focusing Quotes and Focusing Questions sections in my Google slide presentation |
pertaining to work and the Gold Rush.

2. Ask the students to get out their notes and collected quotes from our class novel *The Call of the Klondike*. They should scan their own writings for quotes they used to support their answer to the question: *In your opinion, were Marshall Bond and Stanley Pearce successful?*. They should copy these quotes into a two column chart in a google doc.
3. Then, the students should arrange the H.D.T. quotes next to the Pearce/Bond quotes. The quotes should be matched as complete opposites or synonymous.

| Conclude | Finally, the students should take their findings and write a claim which is supported by at least two quotes. These quotes as evidence must be supported with their own reasoning. The final sentence should be a restatement of their original claim, but in a way that states their learning (the “so what?” of the claim). |
| Reflection/Assessment | The final paragraph which contains a strong claim, supportive quotes from Henry David Thoreau, Stanley Pearce, and/or Marshall Bond, and well-developed reasoning as to how their evidence supports the claim is the assessment. |
Name__________________  Date _______________  Core_____________

Henry's Friends

Directions: By now, you know so much about Henry David Thoreau. However, did you know that Henry was just one of a group of very famous writers who all lived in the same town in Massachusetts? These writers were all good friends! Wow! Read the following questions and answer them in complete sentences. You can find the answers by researching the internet or ask your teacher for a specific website. If you prefer to answer in a Google Doc, paste and copy into your own drive, then be sure to share with your teacher.

1. Who were the “Concord Writers”?

2. These writers all shared similar beliefs. Name a few of these beliefs OR finish the following sentence by filling in the blanks:
   They were______________________, ____________________________,
   ____________________________, as well as _______________ and ____________.

3. What was the Transcendentalism Movement?

4. Name a famous book or writing authored by Henry and each one of his following friends:
   Louisa May Alcott - __________________________________________________
   Nathaniel Hawthorne - _______________________________________________
   Ralph Waldo Emerson - _______________________________________________
   Henry David Thoreau - _______________________________________________

5. Why do you think these people were such good friends? What do you think they talked about?

6. Is there someone in your life (a friend) you admire? Who and why?

7. Do you ever talk to a group of friends about subjects or topics that are important to you? What are those subjects and topics?

8. Finally, people still read the books and writings that were written by Henry David Thoreau and his friends today. Why do you think these writings are so loved and still considered important today?
Unit 4: Hearing that Different Drummer

By Elizabeth Ellingson
Inspired by NEH Landmarks of American History and Culture Workshop, Living and Writing Deliberately: Henry David Thoreau
Focusing Quotes

“What everybody assumes or in silence passes by as true to-day may turn out to be falsehood to-morrow...” (Walden-”Economy”) Twilight zone

“What distant and different beings in the various mansions of the universe are contemplating the same one at the same moment.” (Walden-”Economy”) Wonderful World

“The greater part of what my neighbors call good I believe in my soul to be bad, and if I repent of anything, it is very likely to be my good behavior.” (Walden-”Economy”) This I Know

“My accounts, which I can swear to have kept faithfully, I have, indeed, never got audited, still less accepted, still less paid and settled. However, I have not set my heart on that.” (Walden-”Economy”) Twilight Zone

“If you have any enterprise before you, try it in your old clothes.” (Walden-”Economy”) This I Know
Focusing Quotes

“The head monkey at Paris puts on a traveller’s cap, and all the monkeys in America do the same.” (Walden-”Economy”) Twilight Zone

“I had this advantage, at least, in my mode of life, over those who were obliged to look abroad for amusement, to society and the theater, that my life itself was become an amusement and never ceased to be novel.” (Walden-”Sounds”) Wonderful World

“I find it wholesome to be alone the greater part of the time. To be in company, even with the best, is soon wearisome anticipating. I love to be alone. I never found a companion that was so companionable as solitude. We are for the most part more lonely when we go abroad among men then when we stay in our chambers.” (Walden-”Solitude”) This I Know

“I left the woods for as good a reason as I went there. Perhaps it seemed to me that I had several more lives to live, and could not spare any more time for that one. It is remarkable how easily and insensibly we fall into a particular route oh, and make the beaten track for ourselves.” (Walden-”Conclusion”) Twilight Zone
Focusing Quotes

“I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.” (Walden-”Conclusion”) All lessons

“When I go out of the house for a walk, uncertain as yet whither I will bend my steps, and submit myself to my instinct to decide for me…” (“Walking”) This I know

“Columbus felt the westward tendency more strongly than ever before he obeyed it…” (“Walking”) This I know

“I believe in the forest, and the meadow, and in the night in which the corn grows.” (“Walking”) This I know

“Front yards are not made to walk in, but, at most, through, and you could go in the back way.” (Walking) Twilight Zone
“It is said that knowledge is power, and the like. Methinks there is equal need of a Society for the Diffusion of Useful Ignorance, what we will call Beautiful Knowledge, a knowledge useful in a higher sense: for what is most of our boasted so-called knowledge but a conceit that we know something, which robs us of the advantage of our actual ignorance?”(Walking) Twilight Zone

“There is little virtue in the action of masses of men.” (Civil Disobedience) This I Know or Twilight Zone

“The state of the country does not depend on how you vote at the polls-the worst man is as strong as the best at that game; it does not depend on what kind of paper you drop into the ballot box once a year, but on what kind of man you drop from your chamber into the street every morning.”(“Slavery in Massachusetts) This I know

“No doubt you can get more in your market for a quart of milk then for a quart of blood, but that is not the market that heroes carry their blood to.”(A Plea for Captain John Brown) This I know

“If I do this, most will commend me as industrious and hard-working man; but if I choose to devote myself to certain labors which yield more real profit, though but little money, they may be inclined to look at me as an idler.”(Life without Principle) Twilight Zone
Focusing Questions

Is there really just one right way? Who is the ultimate judge of this?

What do you find wonderful? What do you imagine?

Should we follow hunches? Should we listen to our instincts?

Based on your 11-12 years on this planet, what do you know for sure?

How can we better accept/tolerate/celebrate our differences?

And finally, WHY DOES HENRY DAVID THOREAU MATTER?
Lesson 1

The Twilight Zone

https://docs.google.com/document/d/1t44FCKkDwCqL8W1XnhiM1YiDNsKLUYVA9Utx4EHi-Lw/edit
Lesson 2

What a Wonderful World

And

Imagine

https://docs.google.com/document/d/1S5eFS0dnqV6m4d0zVeGAzw9ujVL4svco7BK85PTpYPQ/edit
Lesson 3

This I know...

https://docs.google.com/document/d/1tkosxJ5S3-9cxXOG5gYxUvPn_6iyztQP_M3eO_12UyQ/edit
Lesson 4

Quickwrites and Journal Entries - Part 4

https://docs.google.com/document/d/1wy8QVQmD MHCaqTrlHeCc55ClwKAUyokW4JJNnJvT9Vg/edit
<table>
<thead>
<tr>
<th><strong>Teacher Name</strong></th>
<th>Elizabeth Ellingson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Title</strong></td>
<td>Hearing that Different Drummer</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>How can we accept/tolerate/celebrate our differences?</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td>Unit 4: Lesson 1-The Twilight Zone “Once Upon A Time”</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Day of Lesson</strong></td>
<td>Friday</td>
</tr>
<tr>
<td><strong>Duration of Lesson</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Goal/Objective/Standard</strong></td>
<td>1.e. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)</td>
</tr>
</tbody>
</table>
| **Materials/Preparation** | -The Twilight Zone, Season 3, Episode 13 “Once Upon a Time”  
                             -Student journals  
                             -Henry David Thoreau Quotes labeled “Twilight Zone” in my Google slide presentation |
| **Engage**             | Ask the students if they have ever seen the Twilight Zone. Let them share a bit. Then ask them if they have ever seen a silent film. Talk about how I am going to show them my very favorite episode of the Twilight Zone, which just happens to be a silent episode with the famous silent actor and comedian, Buster Keaton. |
| **Body of Lesson**     | 1. Show the film. I have it on Netflix, but I’m sure anyone can find it on the internet.  
                            2. After the film, ask the students to open their writing journals to a new page. Have them title this page, “Acceptance”.  
                            3. Display the quotes from Thoreau on the board.  
                            4. Ask the students to write what they think the theme/lesson of “Once Upon A Time” is and how we can relate it to some of the ideas presented from Thoreau. |
| **Conclude**           | Remind the students of the old adage that the grass is not always greener on the other side (whatever that other side is). We should accept/tolerate/celebrate our differences. |
| **Reflection/Assessment** | The assessment is the journal entry from body of lesson section above, #4. These lessons are going to be at the end of the school |
year, after the state testing has been completed and we are free to enjoy a more relaxed approach to testing/assessments.
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<thead>
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<tr>
<td>Unit Title</td>
<td>Hearing that Different Drummer</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>What do you find wonderful? What do you imagine?</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Unit 4-Lesson 2: Wonderful World</td>
</tr>
<tr>
<td>Grade Level</td>
<td>6</td>
</tr>
<tr>
<td>Day of Lesson</td>
<td>any</td>
</tr>
<tr>
<td>Duration of Lesson</td>
<td>1 class period, a warm-up, a cool-down, you decide...</td>
</tr>
<tr>
<td>Goal/Objective/Standard</td>
<td>1e Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)</td>
</tr>
</tbody>
</table>
| Materials/Preparation | -Music and lyrics to “What a Wonderful World” performed by Louis Armstrong and/or music and lyrics to “Imagine” by John Lennon.  
- Framed lyrics if needed for second language learners. |
| Engage             | Ask the students, “What does a wonderful world look like to you?” Ask them how they imagine a perfect world. Read a selection from Walden, specifically from Solitude or Where I Lived and What I Lived For. |
| Body of Lesson     | 1. Listen to the song/songs once, then the second time pass out the lyrics for the students to look at while they listen. https://docs.google.com/document/d/1lere8yRiSAisqNiy21o5xqfUg8RM6zQFynyB7KD4g7/e and https://docs.google.com/document/d/1t_sKfmZ9MKI_DlbRYuWj8Se_QfOJakzaaXMqNTVP9p/edit  
2. Project Henry David Thoreau quotes labeled “Wonderful World” and “Imagine” in my Google Slide presentation.  
3. Give students time to change the lyrics to one or both songs. This could be just one stanza/chorus, or the whole song depending on the time and level of the students. Use framed stanzas for second language learners.  
4. Tell the students to use the HDT quotes as inspiration/ideas for replacing lyrics. |
| Conclude           | Students should type their new lyrics, decorate, and share with the class. These would be nice to hang around the room or on a bulletin board. Also, this activity could be used with a “One-Pager” |
| Reflection/Assessment | New lyrics/stanzas | instead. |
Imagine

John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today (ah ah ah)
Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion, too
Imagine all the people
Living life in peace
You may say that I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one
Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world
You may say that I'm a dreamer
But I'm not the only one
I hope someday you'll join us

And the world will live as one
What a Wonderful World

Louis Daniel Armstrong

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world
I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world
The colors of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
They're really saying I love you
I hear babies crying, I watch them grow
They'll learn much more than I'll never know
And I think to myself what a wonderful world
Yes I think to myself what a wonderful world
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<tr>
<td><strong>Unit Title</strong></td>
<td>Practicing Simplicity</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>Who was Henry David Thoreau?</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td>Lesson 1: Planting the Seed</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Day of Lesson</strong></td>
<td>Any day the first or second week of school</td>
</tr>
<tr>
<td><strong>Duration of Lesson</strong></td>
<td>1-2 class sessions</td>
</tr>
<tr>
<td><strong>Goal/Objective/Standard</strong></td>
<td>Reading for understanding</td>
</tr>
<tr>
<td></td>
<td>The corresponding questions I created for the students to answer as they read the text: <a href="https://docs.google.com/document/d/1DBwQzPFgfWYSmzuh6btpGhwZGALAqvwAlG1jmUaiqko/edit#heading=h.gjdgxs">https://docs.google.com/document/d/1DBwQzPFgfWYSmzuh6btpGhwZGALAqvwAlG1jmUaiqko/edit#heading=h.gjdgxs</a></td>
</tr>
<tr>
<td><strong>Engage</strong></td>
<td>See my introduction which roughly explains how I intend to implement and introduce the beginning of the entire 4 unit curriculum and my outline/order of lessons. <a href="https://docs.google.com/document/d/1INkT83D_YyTimk8htWneOfEADIJSjXEGsZLElbW6Zm4/edit">https://docs.google.com/document/d/1INkT83D_YyTimk8htWneOfEADIJSjXEGsZLElbW6Zm4/edit</a></td>
</tr>
<tr>
<td><strong>Body of Lesson</strong></td>
<td>Read the biography and answer the questions.</td>
</tr>
<tr>
<td><strong>Conclude</strong></td>
<td>Open writing journal and draw a seed at the bottom of the page. Tell the students to write the name Henry David Thorough next to the seed. Above the seed draw grass, dirt, etc...and tell the students they will be adding to this drawing all year long.</td>
</tr>
<tr>
<td><strong>Reflection/Assessment</strong></td>
<td>The answered biography questions will be the assessment.</td>
</tr>
<tr>
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<td>Elizabeth Ellingson</td>
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<tr>
<td><strong>Unit Title</strong></td>
<td>Examining Desperate and Deliberate Lives</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>Who were Henry’s friends? Why were they influential to Henry? Why and how are friendships important in our lives?</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td>Lesson 3: Henry’s Friends</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Day of Lesson</strong></td>
<td>any</td>
</tr>
<tr>
<td><strong>Duration of Lesson</strong></td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Goal/Objective/Standard</strong></td>
<td>4.1.b.ii. Locate specific information within resources using indexes, tables of contents, electronic search keywords, etc.</td>
</tr>
<tr>
<td><strong>Materials/Preparation</strong></td>
<td>Teacher created questions</td>
</tr>
<tr>
<td><strong>Engage</strong></td>
<td>Ask the students if they ever get together with a group of friends to talk about what’s happening in their lives. Then, share with the students that Henry (who they will have heard quite a bit about by now) had a strong group of friends.</td>
</tr>
</tbody>
</table>
| **Body of Lesson**  | 1. Pass out the questions on the paper titled “Henry’s Friends” [https://docs.google.com/document/d/1wWXmw_qtwqD2DdwQl9iuPG6KczgeUoqcJXHvYfEho/edit](https://docs.google.com/document/d/1wWXmw_qtwqD2DdwQl9iuPG6KczgeUoqcJXHvYfEho/edit)  
2. Tell the students to use the computers to either look for the answers to the questions themselves, or give them this website that has all of the answers: [https://historyofmassachusetts.org/concord-writers/](https://historyofmassachusetts.org/concord-writers/) |
| **Conclude**        | Ask students to share answers, paying particular attention to answers about themselves. Show the students any books you may have read by Henry’s friends. For example, I have my childhood copy of *Little Women* by Louisa May Alcott, and I purchased *Nature* by Ralph Waldo Emerson in Concord. I also have *Walden* by Thoreau in my college textbook anthology (all highlighted and marked up by a much younger me). I went to Salem, Massachusetts in 2016 and actually visited the *House of Seven Gables* and bought a new copy of the famous Nathaniel Hawthorne title. Rereading it was so powerful after having actually visited the site! Sharing these little memories from my |
experiences will perhaps help my students become interested in these writers and the concept of powerful and healthy friendships. If you have your old copies of these books, all the better to share with your students!

<p>| Reflection/Assessment | The assessment is the paper the students complete. |</p>
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<td>Unit Title</td>
<td>Practicing Simplicity</td>
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<tr>
<td>Essential Questions</td>
<td>How does reading and writing about quotes from Henry David Thoreau help you practice simplicity?</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Lesson 4: Quick-writes on famous Henry David Thoreau quotes</td>
</tr>
<tr>
<td>Grade Level</td>
<td>6</td>
</tr>
<tr>
<td>Day of Lesson</td>
<td>Daily throughout the unit</td>
</tr>
<tr>
<td>Duration of Lesson</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Goal/Objective/Standard</td>
<td>Colorado Standard 2: Reading for a Purpose, A, iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3)</td>
</tr>
</tbody>
</table>
| Materials/Preparation | 1. Henry David Thoreau quotes listed on the “Focusing Quotes” slides in this presentation marked Quick-Write.  
2. Student journals and pen or pencil |
| Engage             | 1. Have the students decorate or personalize the covers of their composition books. I bring fabric scraps from home each year, and I show the students my fabric covered journal. You can find fabric scraps at the local craft or quilting store. Having their journals personalized often inspires the students to take their journals seriously and place a higher value on their writing.  
2. Remind students of the Henry David Thoreau biography lesson from the first week of school. |
| Body of Lesson     | At the beginning of each class, there is always a warm-up or bell starter. For the duration of this thread (Practicing Simplicity), the students must copy down one quote from Thoreau each day and comment on the quote using our CER method of writing. Claim, Evidence, Reasoning. |
The claim is whatever argument they are making, the evidence is the quote which they have copied from Thoreau which must be encased in quotation marks and have text cited. The reasoning must explain how the quote supports their claim.

<table>
<thead>
<tr>
<th>Conclude</th>
<th>Choose 2-3 students to share their writing. Also, start the “seed” drawing I described in my introduction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection/Assessment</td>
<td>Teacher collects, reads, and assesses the journal entries at the end of the first quarter.</td>
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</tbody>
</table>