

THREAD 1: *Choosing Life with Principle*

Focusing Quotes

- “A very few, as heroes, patriots, martyrs, reformers in the great sense, and men, serve the State with their consciences also.” (Thoreau, Civil Disobedience)
- “What I have to do is to see, at any rate, that I do not lend myself to the wrong which I condemn.” (Thoreau, Civil Disobedience)
- “Is there not a sort of blood shed when the conscience is wounded?” (Thoreau, Civil Disobedience)
- “No matter how valuable law may be to protect your property, even to keep soul and body together, if it do not keep you and humanity together.” (Thoreau, Slavery in Massachusetts)
- “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.” (Thoreau, Slavery in Massachusetts)
- “It costs us nothing to be just.” (Thoreau, A Plea for Captain John Brown)
- “What right have you to enter into a compact with yourself that you will do thus or so, against the light within you?” (Thoreau, A Plea for Captain John Brown)
- “Let us consider the way in which we spend our lives.” (Thoreau, Life without Principle)
- “His goodness must not be a partial and transitory act, but a constant superfluity, which costs him nothing and of which he is unconscious.” (Thoreau, Economy)

Essential Questions

- What is my identity?
- How do I spend my time?
- What type of person do I want to be?

Age Range: Grades 3-5

Lessons

- Lesson 1: Introduction to Identity Webs
- Lesson 2: Creating Our Own Identity Webs
- Lesson 3: Choosing Our One Word

Resources

- [Being the Change: Lessons and Strategies to Teach Social Comprehension](#) by Sara K. Ahmed
- [Dare to Lead: #Daring Classrooms](#) resources from Brene Brown

Lesson 1: Introduction to Identity Webs

Objective: Learners will be able to identify various aspects of Thoreau's identity.

Procedure (adapted from *Being the Change: Lessons and Strategies to Teach Social Comprehension* by Sara K. Ahmed)

Before Reading

1. Inform your learners that the class will be talking about the concept of identity. Pose the question: What comes to mind when you hear or see the word identity?
2. Provide time for learners to think and record their responses in a journal.
3. Ask learners to turn to share what they've written with someone nearby. Afterward, provide time for learners to share some of what they've discussed together with the class.
4. As learners share ideas about the concept of identity, record their thoughts on an anchor chart labeled "Identity" or the board. Ask learners to keep record their ideas in their journals as well.
5. Introduce learners to a book that you will be reading aloud to them today, The Trouble with Henry: A Tale of Walden Pond.
6. Explain to your learners that you will be reading this book together to learn a bit more about the concept of identity of the main character, Henry David Thoreau, by creating an identity web.
7. Have learners turn to a new page in their journals and draw a large circle in the middle of the page labeled "Henry David Thoreau."
8. Let learners know that as you read, the class will be investigating any clues the author gives to the identity of Henry David Thoreau.

During Reading

1. Read the text, The Trouble with Henry: A Tale of Walden Pond, aloud.
2. Pause for discussion throughout the reading to think aloud clues the author is providing about Henry's identity and record them on the identity web. Model this procedure for learners as they record the same information in their journals.
3. Be sure to read the true information at the back of the book, entitled *About Henry David Thoreau*, to clarify the story for learners and help provide them with factual information.

After Reading

1. Review all of the clues provided in the text about Henry's identity. Discuss how there were many ways to identify Henry, just from this one small glimpse into his life and how there are certainly even other ways he could be identified.
2. Explain how later as a class, we will be identifying clues and information about ourselves to create our own personal identity webs.

Assessment

- Provide each learner with a sticky note. Ask learners to look at their identity webs for Thoreau in their journals and write down one way they could identify Henry.
- Have learners place their sticky notes on a class web for Thoreau on the wall.
- Use sticky notes as a formative assessment to check learners' understanding.

Materials

- Journals
- The Trouble with Henry: A Tale of Walden Pond by Deborah O'Neal
- Sticky notes

Lesson 2: Creating Our Own Identity Webs

Objective: Learners will be able to identify various aspects of their personal identity.

Procedure (adapted from *Being the Change: Lessons and Strategies to Teach Social Comprehension* by Sara K. Ahmed)

1. Remind learners of the lesson they completed previously where they were examining the identity of Henry David Thoreau through the book, The Trouble with Henry: A Tale of Walden Pond.
2. Explain that today they will begin to explore their own personal identities in the same way.
3. First, begin by modeling this process with yourself. On the board, explain that you will be taking a moment to share aspects of your identity. Write your name in a large circle in the middle, then share pieces of your identity, beginning with those that learners may easily identify with.
4. As you share, allow learners to ask questions and make connections to their own lives to help build community and trust among the class.
5. As learners ask questions, model how to respond to questions as well. Explain that some questions you may feel comfortable answering, while others may be more personal. Model possible ways learners can phrase questions to one another in respectful ways. (For examples of this refer to *Being the Change*, pg. 11)
6. Tell learners it is now time for them to shift the focus to themselves and begin creating their own personal identity webs.
7. Have them turn to a new page in their journals and begin creating their webs. Provide time for learners to work on this task.
8. Provide time for learners to share, either in pairs, small groups, or as a whole class. Ask them to choose aspects of themselves that they find especially meaningful or that share a connection with others. Encourage learners to add ideas to their identity webs if they hear something that sparks a new idea from a peer.
9. Conclude the lesson by letting learners know they are welcome to continue to add to their identity webs as often as they would like. Remind learners that our identities come with stories and experiences different from those of anyone else.

Assessment

- Informal discussions among learners can help formatively assess learner understanding

Materials

- Journals

Lesson 3: Choosing Our One Word

Objective: Learners will be able to identify a word with which they would like to identify.

Procedure

1. Remind learners of the identity webs we created about Henry David Thoreau and ourselves.
2. Share with learners the following two Thoreau quotes:
 - “Let us consider the way in which we spend our lives.” (Thoreau, Life without Principle)
 - “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.” (Thoreau, Where I Lived, and What I Lived For)
3. Explain to learners that Thoreau was someone who believed in living deliberately and considering the ways in which individuals choose to spend their time. Discuss the meaning of these quotes and this vocabulary.
4. Ask learners to think about one word that they believe identifies the type of person that Henry David Thoreau was, based on the identity web the class created about him.
5. Allow time for learners to share their ideas and ask them to support their thinking with evidence from the web.
6. Ask learners to look back in their journals to their own personal identity webs and reflect on the ideas of how their webs show they are living deliberately and considering the ways in which they spend their time.
7. Ask learners to consider the question of who it is they want to be. Do their webs currently reflect that? What are the characteristics that define that type of person? What would it look like and sound like to be that type of person? Allow learners to think about this or brainstorm through writing, listing, or drawing.
8. Tell learners that you would like them to choose one word that represents the type of person they would like to be. Provide a list of possible words if learners would like assistance in brainstorming ideas.
9. Have learners choose a new page in their journals to write their one word in large, colorful letters. Ask them to brainstorm ideas on the page about what their word might look like or sound like in action. You could also have your learners look up the definition of the word they chose to record as well.

Assessment

- Viewing learners’ choices of their words will provide an understanding of the lesson

Materials

- Journals
- List of possible words (example: Brene Brown’s Dare to Lead [List of Values](#) resource)

THREAD 2: *Hearing that Different Drummer*

Focusing Quotes

- “You may say the wisest thing you can, old man, --you who have lived seventy years, not without honor of a kind, -- I hear an irresistible voice which invites me away from all that.” (Thoreau, Economy)
- “Follow your genius closely enough, and it will not fail to show you a fresh prospect every hour.” (Thoreau, Sounds)
- “The youth may build or plant or sail, only let him not be hindered from doing that which he tells me he would like to do...We may not arrive at our port within a calculable period, but we would preserve the true course.” (Thoreau, Economy)
- “Above all, as I have implied, the man who goes alone can start today; but he who travels with another must wait till that other is ready, and it may be a long time before they get off.” (Thoreau, Economy)
- “At any rate, I might pursue some path, however solitary and narrow and crooked, in which I could walk with love and reverence. Wherever a man separates from the multitude, and goes his own way in this mood, there indeed is a fork in the road, though ordinary travellers may see only a gap in the paling. His solitary path across-lots will turn out the higher way of the two.” (Thoreau, Life without Principle)
- “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 measured or far away.” (Thoreau, Walden)

Essential Questions

- What is my identity?
- What type of person do I want to be?

Age Range: Grades 3-5

Lessons

- Lesson 1: Refusing to Let Others Biases Define Us
- Lesson 2: I Am Poetry

Resources

- [Being the Change: Lessons and Strategies to Teach Social Comprehension](#) by Sara K. Ahmed

Lesson 1: Refusing to Let Others Biases Define Us

Objective: Learners will be able to identify various aspects of their personal identity.

Procedure (adapted from *Being the Change: Lessons and Strategies to Teach Social Comprehension* by Sara K. Ahmed)

1. Have learners take out their journals and revisit their own personal identity webs. Remind learners that they created these webs by asking the question: How do I see myself? Afterwards, explain that they were easily about to respond with thoughts such as, "I am a student. I am a writer."
2. Ask learners to look at their webs and think about the "I Am" statements they can find there.
3. Model for learners by revisiting your own personal identity web and thinking through the process aloud. Be intentional about the examples you choose-- some that are easier to discuss and others that might be more of a challenge. (For more explanation of this, see Be the Change pg. 63)
4. Ask learners to now try for themselves what you just modeled. What are two words on their identity webs that they can share "I Am" statements for with confidence? Provide some time for learners to think through this.
5. Ask learners to share at least one of their "I Am" statements with someone sitting nearby. Afterward, ask any learners willing to share with the class to share one of their "I Am" statements.
6. Next, explain to learners that now they will be considering something a little different with their identity webs. They will be thinking about what pieces of our identities have been assigned by others. This includes things that we've heard said directly to us, things we may feel from making observations in the world, messages or times people either unintentionally or intentionally hurt us by showing they have biases that affect us.
7. Relate this thinking back to the book previously read, The Trouble with Henry: A Tale of Walden Pond. Reread the pages aloud that describe the ways everyone in Concord viewed Henry. Discuss some identities that learners are noticing others assigned to Henry.
8. Return to your own personal identity web and begin to model this thinking process aloud for your learners. Using a different colored marker than you originally used to create your web, begin adding other identities that you have felt assigned to you. Explain each one aloud as you add them to your web so that learners can understand what this means and see the thinking modeled.
9. Ask learners to grab a different colored writing utensil than they originally used and return to their webs to add identities that have been assigned to them around the outside. Some questions for learners to consider: What identity has been assigned to you? What words or labels or phrases have you heard about any groups you identify with in your life? What comments or messages have stayed with you, even if you thought that friends or others were just playing around at the time?
10. Provide time for learners to work on their webs and reflect individually.
11. Gather the class together again and discuss the different feelings that are associated with the "I Am" statements and the identities that are assigned to us. "I Am" statements feel empowering, while the identities assigned to us can change our mood, tone, and body language when sharing them. Explain that the class will now be working to overcome the negative feelings by reclaiming our identities.
12. Model this process for learners from your own personal identity web.

- a. On a sentence strip, write the “I am” followed by something that you identify as.
 - b. On a second strip, write “I am NOT” followed by an identity others have given you.
 - c. On a third strip, explain to learners that you really want to reclaim positive things about your identity, so you will be thinking about your “I am NOT” statement and turning it into something that is positive about yourself.
 - d. For specific examples of this discussion and process, see Be the Change pg. 68-69
13. If your observations show you that learners may need some more examples, practice creating “I am” and “I am NOT” statements about Henry David Thoreau, based on his identity web and your classroom’s shared knowledge of him.
 14. Ask learners to turn the attention back towards themselves. Post the sentence stems “I am” and “I am not” somewhere for learners to view easily. Provide them with sentence strips and time to write their own statements.
 15. Afterwards, provide an opportunity for learners willing to share their statements with the class.
 16. Brainstorm a fun and exciting way to share these identity statements that reflect the specific community of your classroom. Some great ideas can be found in Be the Change, pg. 70.

Assessment

- Viewing learners’ “I am” statements will provide an understanding of the lesson

Materials

- Journals
- The Trouble with Henry: A Tale of Walden Pond by Deborah O’Neal
- Different colored writing utensils
- Sentence Strips

Lesson 2: I Am Poetry

Objective: Learners will be able to write a poem using the “I Am” poetry structure.

Procedure

1. Remind learners about their work with “I Am” statements they have already completed.
 - Explain that today they will be doing more self reflection to learn more about their own personal identities and consider how they are living their lives.
 - Share Henry David Thoreau quote with learners:
 - “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 measured or far away.” (Thoreau, Walden)
 - Discuss the meaning of this quote and relate it to the idea of the identity work learners have been practicing-- that each one of them is a unique individual with their own set of stories and experiences.
 - Introduce “I Am” poetry format to learners.
 - Model an example for the class from your own personal experience. Use your identity web, if so desired, to show learners how they can connect to that as a resource. Also revisit the idea of learners’ one word that they have each chosen to explain how this could be a source where they draw inspiration as well.
 - Pass out “I Am” poetry template to learners.
 - Provide time for them to write their own poems.
 - Allow for sharing of any individuals who wish to share after writing time.
 - Celebrate by finding a fun, unique way to share these poems as a classroom community as well, possibly alongside a picture of the learner, or written overtop of a silhouette of each child.

Assessment

- Completed “I Am” poems

Materials

- Journals
- [I Am Poetry template](#)

THREAD 3: *Examining Desperate and Deliberate Lives*

Focusing Quotes

- “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.” (Thoreau, *Where I Lived, and What I Lived For*)
- “Others, as most legislators, politicians, lawyers, ministers, and office-holders, serve the State chiefly with their heads; and as they rarely make any moral distinctions, they are as likely to serve the devil, without intending it as God. A very few, as heroes, patriots, martyrs, reformers in the great sense, and men, serve the State with their consciences also.” (Thoreau, *Civil Disobedience*)
- “They persist in being the servants of the worst of men, and not the servants of humanity. The question is not whether you or your grandfather, seventy years ago, did not enter into an agreement to serve the devil, and that service is not accordingly now due; but whether you will not now, for once and at last, serve God, --in spite of your own past recreancy, or that of your ancestor, --by obeying that eternal and only just CONSTITUTION, which He, and not any Jefferson or Adams, has written in your being.” (Thoreau, *Slavery in Massachusetts*)
- “It is a mistake, sir, that our people make, when they think that bullies are the best fighters...Give me men of good principles, --God fearing men, --men who respect themselves, and with a dozen of them I will oppose any hundred such men as these Buford ruffians.” (Quoted in Thoreau, *A Plea for Captain John Brown*)
- “The modern Christian is a man who has consented to say all the prayers in the liturgy, provided you will let him go straight to bed and sleep quietly afterward. All his prayers begin with ‘Now I lay me down to sleep,’ and he is forever looking forward to the time when he shall go to his ‘long rest.’ He has consented to perform certain old established charities, too, after a fashion, but he does not wish to hear of any new-fangled ones; he doesn’t wish to have any supplementary articles added to the contract, to fit the present time. He shows the whites of his eyes on the Sabbath, and the blacks all the rest of the week. The evil is not merely a stagnation of blood, but a stagnation of spirit. Many, no doubt, are well disposed, but sluggish by constitution and by habit, and they cannot conceive of a man who is actuated by higher motives than they are. Accordingly the pronounce this man insane, for they know that they could never act as he does, as long as they were themselves.” (Thoreau, *A Plea for Captain John Brown*)
- “If a man has faith, he will cooperate with equal faith everywhere; if he has not faith, he will continue to live like the rest of the world, whatever company he is joined to.” (Thoreau, *Economy*)
- “I see young men, my townsmen, whose misfortune it is to have inherited farms, houses, barns, cattle, and farming tools; for these are more easily acquired than got rid of. Better if they had been born in the open pasture and suckled by a wolf, that they might have seen with clearer eyes what field they were called to labor in...How many a poor immortal soul have I met well nigh crushed and smothered under its load, creeping down the road of life, pushing before it a barn seventy-five feet by forty.” (Thoreau, *Economy*)
- “But men labor under a mistake. The better part of the man is soon ploughed into the soil for compost. By a seeming fate, commonly called necessity, they are employed, as it says in an old book, laying up treasures which moth and rust will corrupt and thieves break through and steal. It is a fool’s life, as they will find when they get to the end of it, if not before.” (Thoreau, *Economy*)

- “The mass of men lead lives of quiet desperation. What is called resignation is confirmed desperation. From the desperate city you go into the desperate country, and have to console yourself with the bravery of minks and muskrats. A stereotyped but unconscious despair is concealed even under what are called the games and amusements of mankind. There is no play in them, for this comes after work. But it is a characteristic of wisdom not to do desperate things.” (Thoreau, Economy)

Essential Questions

- What does it look and sound like to live deliberately?
- What is the difference between living deliberately and desperately?

Age Range: Grades 3-5

Lessons

Lesson 1: Desperate vs. Deliberate Character Traits

Lesson 2: Identifying Character Traits

Lesson 1: Deliberate vs. Desperate Character Traits

Objective: Learners will be able to identify character traits.

Procedure

1. Reflect with learners how they have been doing work to develop their own personal identities over the past few days.
2. Introduce learners to the concept that Henry David Thoreau shared about living deliberately vs. living lives of quiet desperation. Discuss what these terms mean and how they might look in real life.
3. Refer back to the book, The Trouble with Henry: A Tale of Walden Pond, by reading the parts of the texts which exemplify the people of Concord living desperate lives.
 - a. Example: *“The streets of Concord clattered with cranky people and screaming wagons. Miss Phoebe was tired of shopping for parasols and pocketbooks and pendants-- but she couldn't stop. The owner of the shoe factory was tired of rubbing his eye and sneezing and urping-- but he couldn't stop! On Main Street, crowds of rushing, snappish people jostled Henry without a grunt of apology. A wagon loaded with barrels splashed his coat with mud. Even the air was angry with smoke and soot.”*
4. Discuss this theme in Henry's writings and how it can often be a theme in other literature.
5. Discuss the meaning of the term “character traits.” Explain how these are words that can be used to describe characters personalities and appearances.
6. Pass out a list of character traits. Browse through the list together identifying traits that could be used to describe Henry and also traits that could be used to describe the townspeople of Concord in this book.
7. As learners suggest traits, encourage them to support their ideas with evidence from the text.
8. Connect this discussion to learners' one word idea-- how they have chosen a word, or possibly a trait, that they would like to use to describe themselves, a goal of who they aspire to be. See if learners notice their word appearing on the list of character traits.
9. Pass out Identifying Character Traits graphic organizer (double-sided- one for Henry, the other for townspeople).
10. Take ideas from your discussion to complete the graphic organizer together, including at least one character trait for Henry, along with supporting evidence, as well as at least one character trait for the townspeople with evidence.

Assessment

- Provide each learner with two sticky notes. Have them write a character trait to describe Henry on one sticky note and a character trait to describe the townspeople on another. Have a place in the room labeled “Henry” and one labeled “Townspeople” where learners can place their sticky notes.

Materials

- Journals
- The Trouble with Henry: A Tale of Walden Pond by Deborah O'Neal
- [List of character traits](#)
- [Identifying Character Traits graphic organizer](#)
- Sticky notes

Lesson 2: Identifying Character Traits

Objective: Learners will be able to identify character traits.

Procedure

Before Reading

1. Review with learners the definition of character traits.
2. Explain to the group that you will be reading another book to practice identifying the traits of the characters inside.
3. Pass out Identifying Character Traits graphic organizer to learners. Ask them to think about their one word they have chosen for themselves. Have them record the word on their graphic organizers and ask them to pay attention to see if they believe any characters in the text embody their word.

During Reading

1. Read the text, [Going Places by Peter and Paul Reynolds](#), aloud to learners.
2. Pause throughout reading for discussion and to provide time for learners to record traits and evidence about the character, Maya.

After Reading

1. Discuss the character traits that readers identified about Maya and other characters.
2. Ask learners to reflect on whether they consider the character(s) to be living deliberate or desperate lives. Discuss.

Notes

- This lesson could be repeated several times with a variety of books to help learners grasp the concepts of character traits and living deliberate vs. desperate lives. It may help to read some fictional texts that exemplify this, as well as some nonfiction picture book biographies that highlight real life examples of this as well. This lesson simply reflects one book that could be used to practice this skill.
- This lesson is intended to be taught after explicit instruction has been introduced to the class about character traits. It can also be tied into a unit on theme if the class has learned about identifying themes in texts. The theme of deliberate vs. desperate could be a theme to explore with learners.

Assessment

- Collect graphic organizer for assessment.

Materials

- [Identifying Character Traits graphic organizer](#)
- [List of character traits](#)
- [Going Places by Peter and Paul Reynolds](#)

THREAD 4: *Being Awake, Aware, and Alive*

Focusing Quotes

- “Could a greater miracle take place than for us to look through each other’s eyes for an instant?” (Thoreau, Economy)
- “We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn which does not forsake us in our soundest sleep.” (Thoreau, Where I Lived, And What I Lived For)
- “If men would steadily observe realities only, and not allow themselves to be deluded, like to compare it with such things as we know, would be like a fairy tale...” (Thoreau, Where I Lived, And What I Lived For)
- “Children, who play life, discern its true law and relations more clearly than men, who fail to live it worthily, but who think that they are wiser by experience, that is, by failure.” (Thoreau, Where I Lived, And What I Lived For)
- “No method nor discipline can supersede the necessity of being forever on the alert.” (Thoreau, Sounds)
- “We should treat our minds, that is, ourselves as innocent and ingenuous children, whose guardians we are, and be careful what objects and what subjects we thrust on their attention.” (Thoreau, Life Without Principle)

Essential Questions

- What can I notice about the world around me?
- What does it look and sound like to live deliberately?
- What type of person do I want to be?

Age Range: Grades 3-5

Lessons

- Lesson 1: [Definition Poem](#)
- Lesson 2: How to Look Closely
- Lesson 3: Goal Setting

Resources

- [Poetry Writing: Grades 3-5](#) by Kimberly A. Williams

Lesson 1: Definition Poem

Objective: Learners will be able to write a poem using the definition poetry structure.

Procedure (adapted from [Poetry Writing: Grades 3-5](#) by Kimberly A. Williams)

1. Explain to learners that today we will be spending some time exploring our one words that each person has chosen. Ask learners to return to the page in their journals where they have written the one word they selected.
2. If you had learners look up the definition of their word in a dictionary previously, have them quietly reread the definition of their word to themselves.
3. Tell learners that today they will be working on writing a definition poem for their word in order to help them be more deliberate and aware of their personal word they've chosen, but that the definitions they include in their poem may look a bit different than their dictionary definition.
4. Share student [samples of definition poems \(see attached\)](#). Read the poems aloud for learners to hear examples of this format of poetry.
5. Read through the poem again and ask learners to list all of the items that the author compares each word to. Discuss with learners why they believe the author chose these metaphors to describe their words.
6. Have learners return to thinking about their own words they have chosen.
7. Pass out a copy of the [Definition Poem Web worksheet \(pg. 84\)](#) to each learner. Provide time for learners to write ideas for making comparisons or connections to situations that define their own word.
8. Model for learners the process of turning their ideas on the web graphic organizer into a draft of a free verse poem about their word.
9. Provide time for learners to do this independently.
10. Allow time for learners to share their work. Depending on the amount of time you wish to dedicate to this work, this piece of writing could also be worked with over the span of several days and taken through the stages of the writing workshop process.

Note

- This lesson is intended to be taught following classroom instruction on figurative language so that learners have a background knowledge about concepts such as similes and metaphors to assist in constructing the ideas in their poems.

Assessment

- Completed Definition Poems

Materials

- Journals
- [Sample Definition Poems](#)
- [Definition Poem Web worksheet](#)

Lesson 2: How to Look Closely

Objective: Learners will be able to practice observing closely.

Procedure

1. Begin by reminding learners about the learning they have already been doing about Henry David Thoreau.
2. Explain that today they will be learning about the way that Henry observed things closely.
3. Provide an example of Henry's close observations of nature through his journals/writing.
4. Tell learners that today, they will be practicing their observation skills within the school.
5. Ask learners to think about their one word they have chosen and what it means.
6. In their journals, have learners make a t-chart about their word with one column being labeled "Looks like" and "Sounds like" labeling the other column.
7. Provide some time for learners to make lists in their journals to describe what it would look and sound like to see a person displaying the qualities of their personal one word.
8. If needed, model this process through think aloud as the teacher before providing learners with work time.
9. Discuss some of the ideas learners brainstormed on their lists as a class. Encourage learners to add other items to their lists if they hear an idea from another classmate that sparks their interest.
10. Tell learners that now that they have a better understanding of their word and what it might look and sound like "in the wild" they will be doing some observation at their school to see if they can notice examples of their word happening around them.
11. Find places within the school that small groups of students can go to observe other students for a few minutes. *Examples: another classroom, gym, cafeteria, playground, hallways, etc.*
12. Have learners turn to a new journal page and make a second t-chart, this time labeled "What I Saw" and "What I Heard" for the two columns.
13. Send small, supervised groups of students to the places in the school to observe. As they quietly watch the other learners in the different settings within the school, ask them to take notes in their journals related to their specific word and how they may see and hear other individuals embodying this word.
14. Once all learners have had an opportunity for some observation, come back together as a class and provide time for learners to share what they noticed with the class.
15. Ask learners to now do some personal reflection about their word. What would they like it to look like and sound like when they personally are embodying the word they have chosen for themselves? What are their goals for how they hope to reflect the word in their lives?
16. Provide time for learners to write their thoughts about this in their journals.
17. Allow sharing time for any learners who wish to share ideas.

Assessment

- Informal evaluation of learners' sounds like/looks like observations in journals

Materials

- Journals
- Examples of Henry David Thoreau's observations of nature- journals/writing

Lesson 3: Goal Setting

Objective: Learners will set a goal related to their one word with which they would like to identify.

Procedure

1. Review with learners their previous experiences observing various school environments closely.
2. Relate this thought process back to Thoreau and how he closely examined things and was deliberate about how he spent his time and interactions.
3. Ask learners to think back to their one word they have chosen for themselves and begin reflecting on what they want that one word to look and sound like in their own lives.
4. Tell learners they have the opportunity to create a personal goal for themselves related to that one word. Model this process for learners, being specific about explaining what the goal may look or sound like.
5. Tell learners that they can share their goal in a way that they feel comfortable-- ideas may include writing the goal along with an explanation, recording a video of themselves explaining their ideas, creating a picture, comic, or visual image of themselves embodying their goal, etc.
6. Provide time for learners to work on developing their goal.
7. Share ideas of learners who feel open to sharing.

Assessment

- At regular times throughout the year, revisit these goals with learners. Ask them to self-reflect on their progress through questions such as: How do you feel about the goal you set for yourself? Have you made progress with your goal? Does your goal need revisited or adjusted? What are some ways in which you have made growth with your goal? Some ways that you may still want to improve?

Materials

- Journals
- Materials needed for learner goal setting, depending on the ways they choose to express their goal