Essential Question that drives the year: what is the relationship of man to society and vice versa; what are each one's responsibility to the other?

Day 1

Objective: to set an intention for our reading of Thoreau's texts and to explore the way in which we live our own lives deliberately.

Notes: Just who is Henry David Thoreau? Provide background notes on HDT and his experiment at Walden Pond.

Question: Thoreau writes, "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."

Examine the meaning of this quote. What do you think Thoreau hopes to achieve in his time in the woods? Based on the excerpt, how do you know? Reference specific diction to support your conclusion.

Share student responses and discuss the meaning of the word "deliberately." Explore thoughts about

Activity: Do an accounting of your time in the past 24 hours (James Finley exercise). 

Take out a sheet of paper and fold it in half vertically.

On the left side, bullet point everything you did in the last 24 hours along with how much time was devoted to each specific activity.

In the right column, create a corresponding entry for every entry on the left side that notes your own reaction to the way in which you spent the time. So, for each entry on the left, you have a corresponding one on the right. There is no correct answer, but students will likely have an emotional reaction of some sort that judges the way they feel about how that time was spent.

Share. Examine the way students feel about their time and how they spent it. What is deliberate? What isn't? Do they like what they see? Why yes, or why no. What realizations do they have? What would they change if they could? If they could be more deliberate, what would they do with that time. The point is, are they making conscious choices or are they on autopilot? The goal is to bring awareness to how they are spending their time.

HW: Read “Where I Lived and What I Lived for” -- analyze rhetorically.
https://docs.google.com/document/d/1genXlvCzwzVz9l3OEVGxPle4Ec47gldYTdxjJp4/edit?usp=sharing
Day 2:

**Objective:** to understand how Thoreau's rhetorical devices clearly develop his purpose.

**Socratic Seminar:**
Deconstruct “Where I Lived and What I Lived for” in a Socratic Seminar -- what is a) Thoreau’s purpose and b) how do his rhetorical devices support his purpose? When responding, students are required to answer both parts by directly referencing the text.

**Exit Ticket:** assign a particular paragraph or a particular device (syntax, allusions, diction) and analyze how either that paragraph is developed rhetorically OR how the specific device aids in Thoreau's purpose. 15 minutes.

Day 3:

**Objective:** Thoreau's activism and its relationship to living deliberately.

**Opening Question:** What does a deliberate life look? Relate this to the summer reading *Evicted*. Based on the book alone, do you think the author is living deliberately? What makes you think so? (she is a muckraker of sorts, revealing the devastating realities of capitalism and poverty -- the tenant and the landlord -- with a history of how we got to this place as a society.

**Activity:** in pairs, discuss the term civil disobedience and what you think it means, what and who you associate the term with and why. 5 minutes. Then, discuss thoughts as a class.
- What might acts of civil disobedience look like?
- Why would someone engage in it?
- What are the risks/rewards?
- In your mind, have you ever participated in something resembling civil disobedience?

Background on Thoreau’s “Civil Disobedience” and what prompted it.

**IN class and HW:** begin reading the text “Civil Disobedience” with the intention being to identify Thoreau’s purpose and his rhetorical choices. The students will annotate with the same guidelines they used for “Where I Lived and What I Lived for.”
**Moving forward:** We will discuss “Civil Disobedience” in class the following day.

**Group Project:** *The objective is to have students examine how other writers have used skills of rhetoric to be social activists and thus appear to be living deliberate lives.*

I will be assigning group projects related to texts that were composed with a specific audience in mind and for a specific “activist” goal though not necessarily involving civil disobedience. Some of the texts I have in mind are the following:

“A Plea for John Brown”
Mayor Mitch Landrieu’s speech on the removal of Confederate monuments in New Orleans

President Obama Speech on Gun Control:

Bryan Stevenson: We Need to Talk about Injustice
[https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice/transcript?language=en](https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice/transcript?language=en)

In groups, the students will have to provide and do a presentation on the following:

- Who the person is along with his/her significance in their time period
- The context of this speech/text: the time period and the catalyst
- The audience, and why this audience
- An analysis of the writer’s ethos/pathos/logos
- An assessment as to whether, in the end, the group found the speech effective and why.

The students will have to provide evidence of reading the texts via their annotations, background information will be submitted to Turnitin for authenticity verification, and they will have classwork time as a group to prepare their slides.

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**Independent Rhetorical Analysis Assessment:** *The objective is to assess what the students can apply their skills of rhetorical analysis independently.*

At the conclusion of the group projects, the students will be given an AP Language and Composition in class essay assessment applying the same concept. It will be either the 2015 Released Cesar Chavez Rhetorical Analysis Prompt:
Independent Activism Project: The objective is to encourage students to think of living their own life and apply that concept with Thoreau’s ideals in mind and an eye toward rhetoric.

Finally, as a culminating project, the students will have to come up with their own hot topic -- one that moves them and about which they feel passionate -- to research and write their own persuasive speech. To do so, as a class the students will brainstorm contemporary issues ranging from the most immediate level -- school, to the most expanded level -- global. They will choose one, conduct research, and submit a written piece as well as the following:

- Their topic and purpose
- Their audience and why this audience
- The speech itself
- And excerpted evidence of their own ethos/pathos/logos and how each excerpt demonstrates that appeal.