

# Thoreau HyperDoc: Practicing Simplicity

# For Teacher Part 1

This unit was created for 7th grade English Language Arts students. This unit was created for students with 1:1 technology and access to Google Classroom and the full Google Suite for Education.

## What's a HyperDoc?

A HyperDoc is a lesson or lessons that “students can access which contains instructions, links, tasks, and many clever ways to get kids thinking. Focusing on creating opportunities for choice, exploration, and ways for kids to apply their knowledge is key to creating a truly innovative HyperDoc.”

Learn more about HyperDocs from the creators click here: <http://hyperdocs.co/>

**This HyperDoc's online link: <https://goo.gl/qnEcLM> ← Click here!**

*Click File at the top of the Google Slides, then click Make a Copy. This will make an exact copy of what I've created, and it will put a copy of it (that you can completely edit!) into your Google Drive.*

*Now you can make edits to make it your own HyperDoc to fit your classroom's needs!*

[\(How To Make Your Own Copy of This HyperDoc How-To Video\)](#)

# For Teacher Part II

[TONS more HyperDoc HERE!](#)

[Make the digital gallery walk into a non-digital gallery walk around your classroom!](#)

[Worried about taking your students outside?](#)

[Outdoor Teaching Strategies](#)

# Thoreau: Practicing Simplicity

## Students!

This Google Slides presentation is YOURS to type on!

Your teacher should have given you the link to make a copy, or your teacher pushed it to you via Google Classroom.

A HyperDoc is a live document where you can type on it, make notes, and your teacher will grade this Google Slides!



# First things first: How do you pronounce Thoreau?



- Double click the video to the left to hear the different pronunciations.
- The correct pronunciation is just like the word “thorough”.
- Make it rhyme with the word “borough” (like the 5 boroughs of New York City)
- Many people pronounce Thoreau wrong every day!

# BIG CONCEPTS



- Who was Henry David Thoreau and what did he value?
- How can I view my life and existence like Thoreau does his own?
- Why does Thoreau think it is important to live simply?
- How can I live more simply?

# Common Core Standards



## [CCSS.ELA-LITERACY.RI.7.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

## CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## CCSS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.



Thoreau in 1856

<b>Born</b>	July 12, 1817 <a href="#">Concord, Massachusetts, US</a>
<b>Died</b>	May 6, 1862 (aged 44) <a href="#">Concord, Massachusetts, US</a>
<b>Alma mater</b>	<a href="#">Harvard College</a>
<b>Era</b>	19th century philosophy
<b>Region</b>	Western philosophy
<b>School</b>	Transcendentalism <sup>[1]</sup>
<b>Main interests</b>	<a href="#">Ethics</a> · <a href="#">Poetry</a> · <a href="#">Religion</a> · <a href="#">Politics</a> · <a href="#">Biology</a> · <a href="#">Philosophy</a> · <a href="#">History</a>
<b>Notable ideas</b>	<a href="#">Abolitionism</a> · <a href="#">tax resistance</a> · <a href="#">development criticism</a> · <a href="#">civil disobedience</a> · <a href="#">conscientious objection</a> · <a href="#">direct action</a> · <a href="#">environmentalism</a> · <a href="#">anarchism</a> · <a href="#">simple living</a>

# Who was Thoreau?

[Click here](#) to skim over the facts from Wikipedia about Thoreau.

*What are you learning?* You will be asked about specific things you've learned later.



# Vocabulary to know

## before watching the video on the next slide

**self-reliance**

[Look up](#) the definition to the word on the right.  
Read the definition. Then copy & paste the definition here.

**morality**

[Look up](#) the definition to the word on the right.  
Read the definition. Then copy & paste the definition here.

**disobedience**

[Look up](#) the definition to the word on the right.  
Read the definition. Then copy & paste the definition here.

**humble**

[Look up](#) the definition to the word on the right.  
Read the definition. Then copy & paste the definition here.

# Who was Thoreau?

Double click the video on the right to learn more about Thoreau.



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. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion.

— Henry David Thoreau, "Where I Lived, and What I Lived For", in Walden



## Why did Thoreau want to live in the woods?

Thoreau wanted to live in the woods because...

# Simplify, simplify, simplify!

Thoreau wanted us to  
simplify our lives. He wants  
us to examine our life, our  
strengths, and our  
weaknesses without  
distractions.

"I went to the woods because I wished to live deliberately," wrote Henry David Thoreau in *Walden*, his memoir of two years living in the Concord woods, "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."<sup>2</sup>

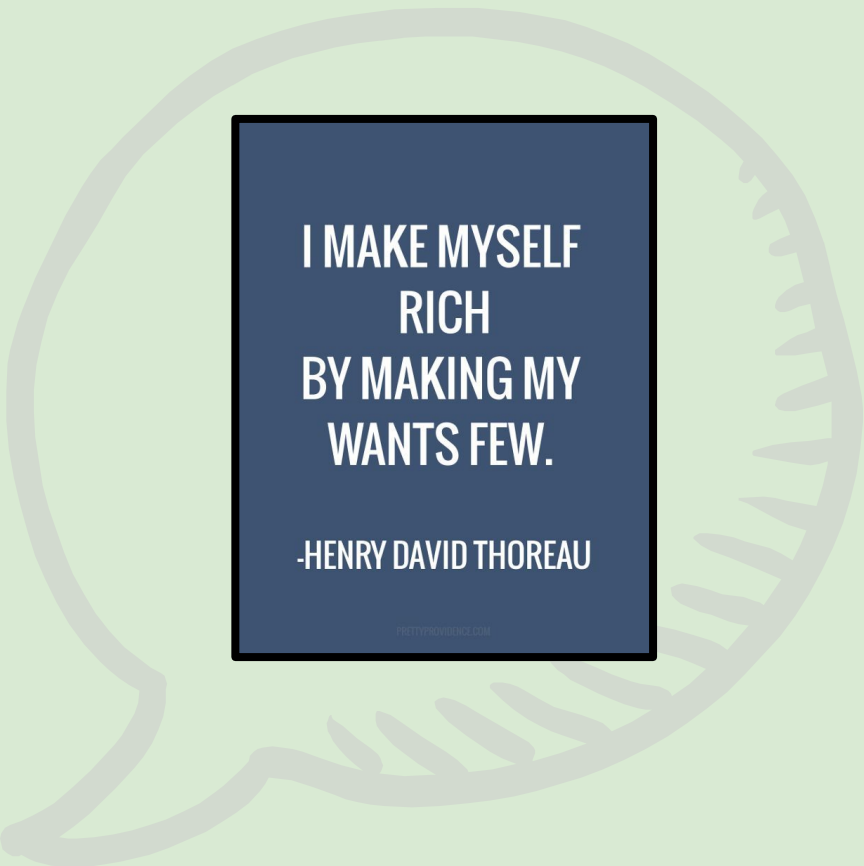
This was the mission statement of Henry David Thoreau, environmentalist, transcendentalist and unabashed individual. In his essays, memoirs and journals, Thoreau put forth theories that have played a major role in how Americans see themselves today. His writings on civil disobedience influenced reformers like Martin Luther King, Jr. His environmentalism convinced naturalist John Muir to found the national parks system. And *Walden's* do-it-yourself, live-off-the-land simplicity has inspired generations of environmentalists, pioneers and iconoclastic figures.

He decided to live as simply as he could, for as long as he could, along the banks of Walden Pond. Using boards purchased from a construction site, Thoreau built himself a little cabin on the banks of Walden. On 4 July 1845, he moved in. He grew most of his own food, earned what little money he had through day labor, and wrote effusively of the joy he took in his simple activities. He lived unhurriedly, working only when he needed to. As he wrote in his memoir of the experience, *Walden*, "A man is rich in proportion to the number of things which he can afford to let alone."

*Shmoop Editorial Team. "Henry David Thoreau: Biography." Shmoop. Shmoop University, Inc., 11 Nov. 2008. Web. 14 Aug. 2017.*

# Characterization

We learn about people by their thoughts, words, and actions.



I MAKE MYSELF  
RICH  
BY MAKING MY  
WANTS FEW.  
  
-HENRY DAVID THOREAU  
  
© PPTWORKSHEET.COM



## What does this quote reveal about Thoreau?

This quote tells me...

# Observe the little things in life to find gratitude

“Morning brings back the heroic ages. I was as much affected by the faint hum of a mosquito making its invisible and unimaginable tour through my apartment at earliest dawn, when I was sitting with door and windows open, as I could be by any trumpet that ever sang of fame. It was Homer's requiem; itself an Iliad and Odyssey in the air, singing its own wrath and wanderings. There was something cosmical about it; a standing advertisement, till forbidden, of the everlasting vigor and fertility of the world. The morning, which is the most memorable season of the day, is the awakening hour.” -

*Henry David Thoreau, Walden*



What imagery do you observe every morning when you wake up?

Write Your Description Here



CAUTION CAUTION CAUTION CAUTION CAUTION CAUTION

# WARNING!

THOREAU DOES NOT WANT YOU TO THROW AWAY ALL OF YOUR POSSESSIONS TO GO LIVE IN THE WOODS!

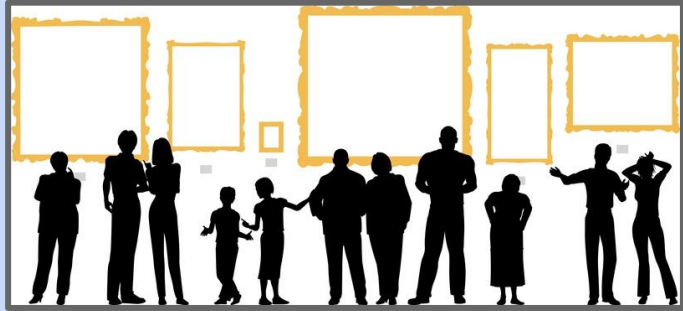
Thoreau wanted us to SIMPLIFY, SIMPLIFY, SIMPLIFY!

So, would he have hated that we are using technology to learn about him? Would he have had an iPhone? What would his Facebook profile say? Yes, Thoreau wanted us to explore nature and resist the technologies that surround us, but he didn't want us to all live without the advancement of society. He accepted the idea that humans are constantly advancing - especially with technology.

He wants us to find a **healthy balance** of our everyday needs and wants !

CAUTION CAUTION CAUTION CAUTION CAUTION CAUTION

# Digital Gallery Walk: Directions



1. You will be given four Thoreau quotes on the next four slides. You will be given a link to an online discussion board/bulletin board called PADLET with each photo.
2. Examine the quote - what does it mean? What does it mean to us? What could it mean to Thoreau? Why did Thoreau say this?
3. On the Padlet discussion board, the whole class can see your answers. You will double click anywhere on the board to create a box that you can type in.
4. At the top of the box, put your three letter initial.
5. In the box, type what you think about the quote. **USE COMPLETE SENTENCES!**

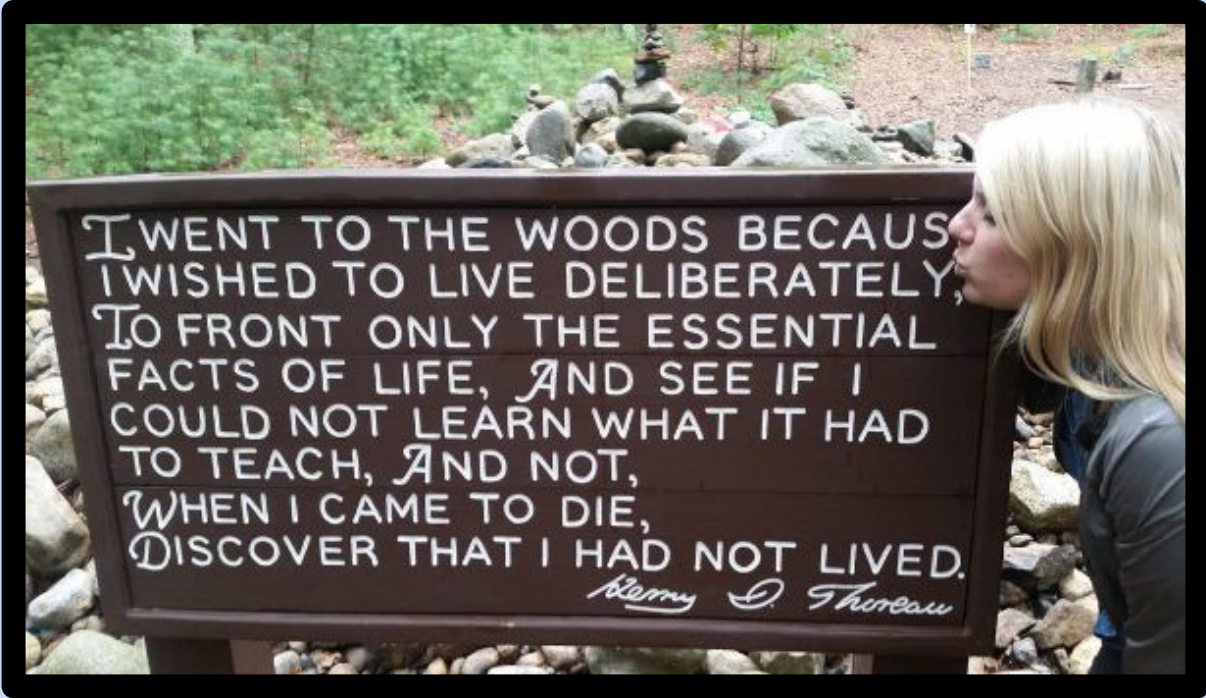


# Digital Gallery Walk: Directions

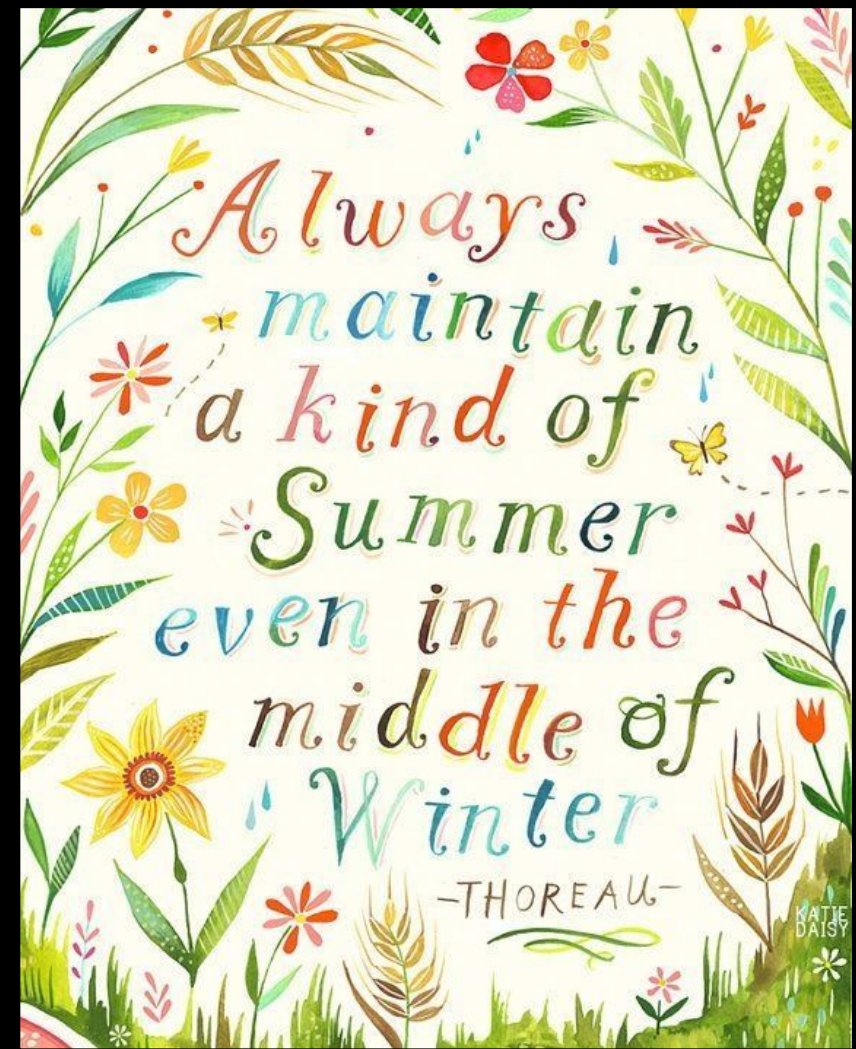


Use a connection  
in your writings on  
Padlet!





Click  
here



[Click  
here](#)

I MAKE MYSELF  
RICH  
BY MAKING MY  
WANTS FEW.

-HENRY DAVID THOREAU

PRETTYPROVIDENCE.COM

Click  
here





Our life is frittered away  
by detail. Simplify, simplify.

Henry David Thoreau

quotezancy

[Click  
here](#)

**Great job on the  
digital gallery walk!**



# Explore More

Thoreau's Hometown Museum

<http://www.concordmuseum.org/>

Thoreau & Transcendentalism Timeline

<http://www.stickleysmallpress.com/transc/thoreau/timeline.html>

Thoreau Society

<http://www.thoreausociety.org/>

Walden Woods Project

<https://www.walden.org/>

# Project Choices

Let's go into nature! Let's grab our journals! Let's simplify, simplify, simplify! For two class periods, we will be going outside into the nature surrounding our school. Choose **ONE** to complete during two class periods:

## Thoreau Biography

*Find a quiet spot in nature.*

*Make sure you are two arm lengths away from any other students. We will take breaks to collaborate and discuss periodically.*

In your journal, write about what you've learned so far about Thoreau. Include your own thoughts on why you might agree or disagree with Thoreau on some of his opinions. Explore how you might live "Thoreau-ly"

## My Walden

*Find a quiet spot in nature.*

*Make sure you are two arm lengths away from any other students. We will take breaks to collaborate and discuss periodically.*

In your journal, write about what you would do if you were at Walden Pond for a week by yourself. Explain the significance in your daily tasks and connect them to Thoreau'

## Simplify, Simplify!

*Find a quiet spot in nature.*

*Make sure you are two arm lengths away from any other students. We will take breaks to collaborate and discuss periodically.*

In your journal, write about how you might simplify your daily life during this school year. What could you give up? Donate? Change? Simplify? Explain how you would do it and why it would be beneficial.



Grading Criteria	Excellent	Acceptable	Minimal	Unacceptable
<b>Content</b>	Response to assigned topic thorough and well written, with varied sentence structure and vocabulary; opinions always supported with facts.	Response thoughtful and fairly well written; most opinions supported with facts	Response adequately addresses some aspects of the assigned topic; opinions sometimes based on incorrect information.	Response consists of unsupported opinions only marginally related to the topic.
<b>Idea Development</b>	Excellent use of examples and details to explore and develop ideas and opinions.	Good reliance upon examples and details to illustrate and develop ideas and opinions.	Incomplete development of ideas; details and examples not always evident.	Ideas not clearly stated or developed.
<b>Organization</b>	Very logically organized; contains introduction; development of main idea (or ideas), and conclusion.	Contains introduction, some development of ideas, and conclusion.	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion.	Entry is unstructured.
<b>Mechanics</b>	Flawless spelling and punctuation.	Few or no spelling errors; some minor punctuation mistakes.	Several spelling and punctuation errors.	Many instances of incorrect spelling and punctuation.

# Journaling Rubric/Grading Scale



