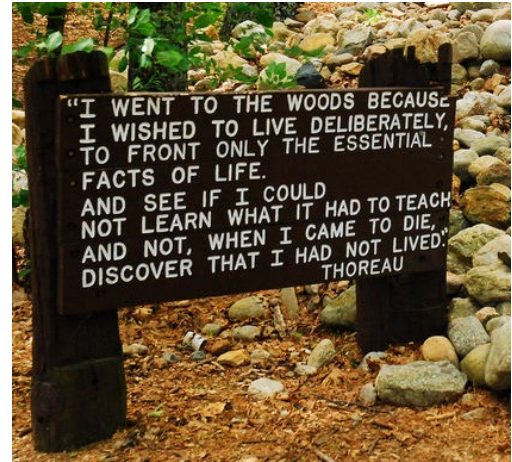


Would Thoreau Delete Your Account?

Student Material

Henry David Thoreau observed the Industrial Revolution changing America and didn't like what he saw: cities consuming forests, people working themselves to exhaustion to buy things they didn't need. So, he built a cabin on Walden Pond, decided to cultivate his own food, and spent two years living as simply as possible. His conclusion was that most of what we think we need isn't actually necessary, and the cost of chasing all those material goods is much higher than we're willing to admit.

"Our life is frittered away by detail. . . . Simplify, simplify." —Henry David Thoreau, *Walden*, 1854



Thoreau's words feel surprisingly current in our modern world. Today, the average teenager spends over seven hours a day on screens, and a single AI query uses roughly 10 times as much electricity as a Google search. The Industrial Revolution Thoreau witnessed has become a digital one. But technology isn't only making things worse—the reality is that solar panels, electric vehicles, and AI-powered climate models may be our best tools for fighting the very crisis our devices are worsening.

So, which is it?

Thoreau had a clear answer, but you live in a world he could never have imagined, and the tension between his philosophy and your reality is worth discussing. Where do you truly stand on these issues? How might Thoreau's writings, now over 150 years old, inspire you? Maybe your beliefs align with Thoreau's, and you can see the beauty and benefit of a simpler, greener way of life. Or perhaps you think today's society is thriving, that technology has improved our lives, and that any environmental costs are justified by societal benefits. Now is your chance to voice your opinion. Explore Thoreau's work, compare life today with life during the Industrial Revolution, and think about our human impact on Earth. Then, take a stand and get ready to debate. Will you be able to convince others of your point of view?

Would Thoreau Delete Your Account? *Rubric*

Student Material

	Novice	Apprentice	Practitioner	Expert
Debate Journal: Explore Thoreau	includes: • objective summary of <i>Walden</i> • analysis of <i>Walden</i> that includes: • connection between setting and subject • outline of development of central idea(s) • specific details related to each central idea, appropriately cited • identification of ambiguous segments of text • description of Thoreau's writing style	includes: • objective summary of <i>Walden</i> • analysis of <i>Walden</i> that includes: • connection between setting and subject • explanation of development of central idea(s) • specific details related to each central idea, appropriately cited • identification of ambiguous segments of text • analysis of Thoreau's writing style, including use of two or more types of figurative language	includes: • objective summary of <i>Walden</i> • analysis of <i>Walden</i> that includes: • connection between setting and subject • explanation of development of central idea(s) • specific details related to each central idea, appropriately cited • identification of ambiguous segments of text • analysis of Thoreau's writing style, including use of four or more types of figurative language	all of <i>Practitioner</i> plus: identifies and explains the use of rhetorical questions in Thoreau's writing style
Debate Journal: Explore Industrial Revolution	includes a summary of main events of Industrial Revolution	includes: • summary of main events of Industrial Revolution • summary of impact of Industrial Revolution on American society	includes analysis of main events of Industrial Revolution and impact on American society	all of <i>Practitioner</i> plus: identifies and cites both primary and secondary sources

Would Thoreau Delete Your Account? *Rubric continued*

Student Material

	Novice	Apprentice	Practitioner	Expert
Debate Journal: Explore Earth and Human Interactions	includes: • explanation of cause-and-effect relationship among changes in climate, availability of natural resources, and size of human population • description of human dependence on technology • identify costs and benefits of our current society's energy use	includes: • explanation of cause-and-effect relationship among changes in climate, availability of natural resources, and size of human population • description of human dependence on technology • identify costs and benefits of our current society's energy use • identify costs and benefits of a greener society	includes: • analysis of cause-and-effect relationship among changes in climate, availability of natural resources, and size of human population • description of human dependence on technology • comparison of costs and benefits of our current society's energy use and that of a greener society	all of <i>Practitioner</i> plus: includes natural disasters within the cause-and-effect relationship among changes in climate, availability of natural resources, and size of human population
Debate: Written Plan Simulation	• organized in logical sequence • introduces claim and explains significance • develops claim and one possible counterclaim using integrated knowledge from all three sections of <i>Debate Journal</i> • states at least three strengths and one limitation of claim • states at least two strengths and one limitation of possible counterclaim	• organized in logical sequence • introduces precise claim and explains significance • develops claim and one possible counterclaim using integrated knowledge from all three sections of <i>Debate Journal</i> • states at least three strengths and three limitations of claim • states at least two strengths and one limitation of possible counterclaim	• organized in logical sequence • introduces precise claim and explains significance • develops claim and one possible counterclaim using integrated knowledge from all three sections of <i>Debate Journal</i> • states at least five strengths and three limitations of claim • states at least three strengths and two limitations of possible counterclaim • includes academic vocabulary acquired through research	all of <i>Practitioner</i> plus: applies knowledge of Thoreau's writing style in argument

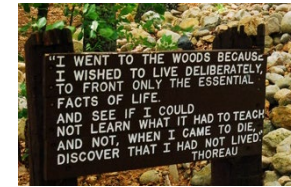
Debate: Advocacy	• uses written plan to: • support position • pose questions to opposition • restate and respond to opposition's questions • evaluates opposition's claim, integration of research, and word choice	• uses written plan to: • support position • pose questions to opposition • synthesize opposition's comments and respond to questions • evaluates and assesses opposition's claim, integration of research, and word choice	• uses written plan to: • support position • pose questions to opposition • synthesize opposition's comments and respond to questions • set appropriate tone • evaluates and assesses opposition's claim, integration of research, and word choice	all of <i>Practitioner</i> plus: enhances argument with visual aids
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Would Thoreau Delete Your Account? *Scaffold for Learning*

Teacher Material

Benchmark Video and Discussions

- Figurative Language: More than Similes and Metaphors
- Reading for Understanding: Historical Texts
- Cause-and-Effect Relationships



Instructional Activities: Learning

Instructional Activities: Additional

Instructional Texts/Websites • Walden Foundation (I, P, SG) • Industrial Revolution Timeline (I, P, SG) • Climate Change Simulator (I/P)	Instructional Videos • What is the Industrial Revolution (I, P, SG) • Coal, Steam, and the Industrial Revolution (I, P, SG) • <i>Walden</i> (I, P, SG) • Figurative Language (I/P) • Historical Texts (I)	How-to Sheets • Take notes • Write an objective summary • Summarize central idea(s) • Identify figurative language • Chart cause-and-effect relationships	Practice • Read <i>Walden</i> (I, P, HW) • Explain similes and metaphors in <i>Walden</i> (I/P) • Identify hyperbole in <i>Walden</i> (I, P, HW) • Annotated Close-Reading (P)
Interactive Websites • Listen to <i>Walden</i> (I, P, SG) • Current environmental issues (I, P, SG) • Cause/Effect Relationships (I, P, SG)	Learning Centers • Objective vs. Subjective (I/P) • Identify and summarize central ideas (I, P, SG) • Sort types of figurative language (I/P) • Determine causes and effects of Industrial Revolution (I, P, SG) • Explore cause and effect relationship of between climate change and human society (I, P, SG)	Small-Group Mini-Lessons • Identify central ideas of <i>Walden</i> (SG) • Integrating information from multiple sources (SG)	Application • Summarize central idea (I/P) • Determine connection between subject and purpose (I/P) • Explain cause/effect of Industrial Revolution (I/P) • Thoreau vs. Modernity Venn Diagram (I/P)
			Assessment • Rubric Self-Assessment (I) • Write an objective summary (I) • Industrial Revolution Exit Ticket (I) Reflection • What was challenging about this unit? • How does <i>Walden</i> connect to today's environmental issues? • What have I learned that I didn't know before?

Key: Individual (I), Pairs (P), Small Groups (SG), Activities suitable for homework (HW), Insights Video (IV)

Would Thoreau Delete Your Account? Content Facilitation Grid (Week 1 Sample)

Teacher Material

[illegible]

Would Thoreau Delete Your Account? *Facilitation Questions*

Teacher Material

COMPREHENSION: <i>Ask questions that ensure students understand content and skills needed to solve the problem.</i>	• What were the themes of Thoreau's writing? • What is figurative language? • What types of figurative language did Thoreau use in <i>Walden</i>? • What are the characteristics of a high-quality claim? • What were the main events leading to the Industrial Revolution? • Which industries were impacted by the Industrial Revolution? • What is climate change?
APPLICATION: <i>Ask questions that ensure the ability of students to apply learning to new situations.</i>	• What did Thoreau's themes mean in the context of his time? • How did Thoreau use figurative language to convey meaning to the reader? • Which specific details most strongly support the central idea(s)? • What impact the Industrial Revolution have on Americans in general and Thoreau specifically? • How does our reliance on technology contribute to and/or mitigate climate change?
CONNECTION: <i>Ask questions that ensure the ability of students to apply learning to their lives.</i>	• How can you apply Thoreau's themes in your life? • What literary themes most resonate with you? • Which type of figurative language do you most often hear in everyday conversations? • How are you contributing to and/or protecting the Earth from climate change?
SYNTHESIS: <i>Ask questions that encourage students to create new information from existing data.</i>	• Why do you think Thoreau's themes have remained relevant throughout the span of history? • How would Thoreau feel about society's 24-hour news cycle and social media phenomenon? • How would you respond to the counterclaim _____?
METACOGNITION: <i>Ask questions that prompt students to think about their own thinking process.</i>	• How has your perspective changed as a result of reading Thoreau's work? • How did you determine which stance to take? • What strategy did you use to synthesize your opposition's claim? How would you describe the effectiveness of the strategy? • What was the most difficult aspect of this task? What was the easiest?

Would Thoreau Delete Your Account? *Transfer Task*

Student Material

Henry David Thoreau was concerned with matters beyond the environment. In fact, prior to writing *Walden*, he published *Civil Disobedience*, in which he laid out his opinions regarding government. In this text, Thoreau establishes his beliefs regarding military forces, unjust laws, taxes, and imprisonment. How do your beliefs align with Thoreau's on these issues?

Read the excerpt from *Civil Disobedience*. Select one of the issues Thoreau names in the text. Explain what Thoreau explicit says about this topic and what he implies. Then, write an opinion of your own addressing the same topic. You will need to identify and evaluate sources to support your writing.

Be sure to include the following:

- Introduction with precise claim
- Explanation of the significance of the claim
- Well-developed claim using integrated knowledge gained from at least two sources other than *Civil Disobedience*
 - at least three strengths and two limitations of the claim
- Counterclaim
 - states at least two strengths and one limitation
- Conclusion relating back to and supporting the claim

Would Thoreau Delete Your Account? *Teacher Notes Guide*

Teacher Material

Unit Overview	
Students may not always recognize how similar our current society is to those of the past. In this STEM unit, students will gain an understanding of how a love of nature and simplicity led Henry David Thoreau to spend more than two years at Walden Pond and inspired the work <i>Walden</i>. Students will integrate knowledge of the Industrial Revolution and Thoreau's writing to further explore current environmental issues. This <i>Authentic Learning Unit</i> culminates with a class debate in which students either support or refute the central ideas present in <i>Walden</i> and attempt to convince others to be green and simple or continue our technological expansion.	
Common Core State Standards Addressed	
CCSS.ELA-LITERACY.RI.11-12.1; CCSS.ELA-LITERACY.RI.11-12.2; CCSS.ELA-LITERACY.RI.11-12.3; CCSS.ELA-LITERACY.RI.11-12.6; CCSS.ELA-LITERACY.RI.11-12.7; CCSS.ELA-LITERACY.RH.11-12.1; CCSS.ELA-LITERACY.RH.11-12.4; CCSS.ELA-LITERACY.RH.11-12.7; CCSS.ELA-LITERACY.RH.11-12.9; CCSS.ELA-LITERACY.RST.11-12.4; CCSS.ELA-LITERACY.RST.11-12.7; CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.4; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.8; CCSS.ELA-LITERACY.SL.11-12.2; CCSS.ELA-LITERACY.SL.11-12.3; CCSS.ELA-LITERACY.SL.11-12.4	
Other National Standards Addressed	
NSS-USH.5-12.4; NSS-USH.5-12.6 HS-ESS3-1; HS-ESS3-2	
Enduring Understandings	Essential Questions
Small changes in behaviors can have a positive effect on the environment. Helping to make a difference has a positive effect on your attitude and outlook. Good writers/speakers support their arguments with clear details from a variety of texts. Good research involves accurate ideas being supported by evidence. Reading can provide us with news, information, enjoyment, and comfort.	What are some positive effects of simplifying life and returning to nature? What changes can be made to live a “greener” life? How has the environmental movement impacted society? What strategies do good writers employ? How can you make a clear claim to support your position?
21 st Century Skills Addressed	
<i>Core Content and Interdisciplinary Themes</i> • Subject-Area Mastery • Health Literacy • Environmental Literacy <i>Learning and Innovation</i> • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration	<i>Information and Media Literacy</i> • Information Literacy • Media Literacy • Information and Communication Technology <i>Life and Career:</i> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability