


## Day 4: "Solitude" from Walden

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### Begin lesson

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	<b>Teaching notes</b>
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

### Before the Lesson

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<b>Before the Lesson</b>	<b>Teaching notes</b>


# Anchor Text

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<p style="text-align: center;"><b>Walden: Solitude</b> By Henry David Thoreau Published 1854</p> <p>This is a delicious evening, when the whole body is one sense, and imbibes delight through every pore. I go and come with a strange liberty in Nature, a part of herself. As I walk along the stony shore of the pond in my shirt-sleeves, though it is cool as well as cloudy and windy, and I see nothing special to attract me, all the elements are unusually congenial to me. The bullfrogs tramp to usher in the night, and the note of the whip-poor-will is borne on the rippling wind from over the water. Sympathy with the flattering alder and poplar leaves almost takes away my breath; yet, like the lake, my serenity is rippled but not ruffled. These small waves raised by the evening wind are as remote from storms as the smooth reflecting surface. Though it is now dark, the wind still blows and murmurs in the wood; the waves still dash, and some creatures halt the rest with their notes. The repose is never complete. The wildest animals do not repose, but seek their prey now; the fox, and skunk, and rabbit, now roam the fields and woods without fear. They are Nature's watchmen—links which connect the days of animated life.</p> <p>When I return to my house I find that visitors have been there and left their cards, either a bunch of flowers, or a wreath of evergreen, or a name in pencil on a yellow walnut leaf or a chip. They who come rarely to the woods take some little piece of the forest into their hands to play with by the way, which they leave, either intentionally or accidentally. One has peeled a willow wand, served it into a nice, and dropped it on my table. I could almost tell if visitors had called.</p>	<p style="text-align: center;"><b>Teaching notes</b></p> <p>Download and print copies of the anchor text for each student.</p>
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# Student Notes Sheet

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<p style="text-align: center;"> LearnZillion</p> <p>Name: _____ Date: _____</p> <p>Student notes for: Walden "Solitude"</p> <p>Day: 4</p> <p>1. What effect does the first half of paragraph 4 have on the reader?</p> <p>2. What is the effect of Thoreau's use of figurative language in paragraphs 12-13?</p> <p>3. What type of appeal does Thoreau use in paragraph 17?</p>	<p style="text-align: center;"><b>Teaching notes</b></p> <ul style="list-style-type: none"> <li>■ This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed.</li> <li>■ During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question.</li> </ul> <ul style="list-style-type: none"> <li>■ Following class, collect student notes to use as a formative assessment.</li> </ul>
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# Getting Started

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<h2>Getting Started</h2>	<h3>Teaching notes</h3>
	Empty space for teaching notes

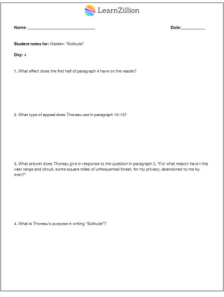
# Introduction 1 of 2

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 <p style="color: green; font-style: italic;">Walden: "Solitude"</p> <p style="color: green;">Henry David Thoreau</p>	<h3>Teaching notes</h3>
	<p><b>Pacing:</b> 5 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>■ Distribute a copy of the guided notes sheet to each student.</li> <li>■ Ensure that each student has their annotated copy of the text, <i>Walden: "Solitude"</i> from the previous classes.</li> </ul> <p>If students do not have their copy of the text, give them a copy.</p> <ul style="list-style-type: none"> <li>■ Discuss what has been accomplished on Days 1-3.</li> </ul>

# Introduction 2 of 2

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 <p>As we explore the text we will be asking and answering questions.</p> <p>We will find and keep track of evidence from the text to support our ideas about each question.</p>	<h3>Teaching notes</h3>
<p>If students do not have their copy of the text, give them a copy.</p> <ul style="list-style-type: none"><li>▪ Discuss what has been accomplished on Days 1-3.</li></ul>	<p><b>Pacing:</b> 5 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"><li>▪ Distribute a copy of the guided notes sheet to each student.</li><li>▪ Ensure that each student has their annotated copy of the text, <i>Walden: "Solitude"</i> from the previous classes.</li></ul>

# Exploring the Text

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<h2>Exploring the Text</h2>	<h3>Teaching notes</h3>

# Supporting Question 1

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Reread paragraph 4. What is the rhetorical appeal that Thoreau makes?

## Teaching notes

**Pacing:** 5 minutes

**Standard:** RI.11-12.5

**Purpose:** This paragraph is a good example of Thoreau's use of pathos as he appeals to his audience's emotions. Students will need to identify and understand Thoreau's use of pathos as part of his rhetorical

style.

**Answer:** Thoreau makes it very clear how much affection he feels for the natural world, particularly in the first part of paragraph four. Thoreau uses pathos to appeal to the emotions of the reader, creating a sense of calm and joy in them as he describes his surroundings. To him, "the most sweet and tender, the most innocent and encouraging society may be found in any natural object" and "there can be no very black melancholy to him who lives in the midst of Nature." For him, even storms are "Æolian music to a healthy and innocent ear," and "the friendship of the seasons" makes him feel that he has no burdens in life, causing the reader to empathize with Thoreau's condition and listen to his argument with renewed enthusiasm.

### Look for students....

- Citing phrases like "the most sweet and tender, the most innocent and encouraging society," "there can be no very black melancholy," "Æolian music to a healthy and innocent ear," "friendship of the seasons...nothing can make life a burden," and "gentle rain" as evidence of Thoreau's use of pathos.
- Describing the tone as sympathetic, peaceful, etc.
- Explaining Thoreau's use of pathos in this section and how it contributes to his persuasiveness.

### Guiding questions and prompts:

- What does "there can be no very black melancholy to him who lives in the midst of Nature." mean?
- What is Thoreau saying when he compares storms to "Æolian music to a healthy and innocent ear,"?
- What does "the most sweet and tender, the most innocent and encouraging society may be found in any natural object" tell the reader about Thoreau's tone?
- How would you describe Thoreau's tone in this section?

- What words and phrases contribute to Thoreau's emotional appeal in this section?
- Does Thoreau's use of pathos here contribute to the persuasiveness of the text? Why or why not?

**Additional Notes:**

- There are various digital resources to explain rhetorical appeals to students (ethos, pathos, logos). You can ask students to research them before today's class in order for them to easily understand the work for the day.

## Supporting Question 2

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What is the effect of Thoreau's use of the rhetorical appeal logos in paragraphs 12-13?

### Teaching notes

**Pacing:** 5 minutes

**Standard:** RL.11-12.3

**Purpose:** These paragraphs use logos as the primary tool to persuade the audience that Thoreau's perspective on solitude and self-reliance is valid. This will help students with the focus question for

the day as well as the culminating writing task on Day 5.

**Answer:** In paragraphs twelve and thirteen, Thoreau uses logos to appeal to his audience. He begins with the logical argument that it is "wholesome to be alone the greater part of the time," saying that company can be "wearisome and dissipating." He then argues that "we are for the most part more lonely when we go abroad among men than when we stay in our chambers," for "a man thinking or working is always alone." He builds this point by discussing solitude, which is experienced by both a student at Cambridge and a man working in his field, and says that "solitude is not measured by the miles of space" between two persons. He then moves on to discuss the "cheapness" of society and says that etiquette and politeness "make this frequent meeting tolerable" and keep us from "open war." He believes that "less frequency would suffice for all important and hearty communications." This clear and organized sequence of logical appeals gives Thoreau's argument credibility and decreases the draw of an alternate lifestyle to what Thoreau proposes.

### Look for students....

- Outlining Thoreau's logical argument in these two paragraphs that a life of solitude is superior to the alternative.
- Explaining the impact of Thoreau's use of logos here by following how his argument builds logically.
- Using ample text evidence to outline Thoreau's argument and to support their point about the impact.

### Guiding questions and prompts:

- What is Thoreau arguing in these paragraphs?
- What examples do you see of logos in these paragraphs? Where does the author use logic to make his point?

- How does Thoreau create this argument? Trace his points that solitude is the best lifestyle across the two paragraphs.
- Why is Thoreau's argument convincing? What does he do that makes the reader believe or agree with him?

**Additional Notes:**

- Logos is usually simpler for students to understand than pathos, but be sure students know what logos is before beginning the lesson.



## Supporting Question 3

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What type of rhetorical appeal does Thoreau use in paragraph 6?

### Teaching notes

**Pacing:** 5 minutes

**Standard:** RI.11-12.6

**Purpose:** Understanding Thoreau's ethical appeal to readers in this paragraph will help students understand his worldview and perspective. It will also round out the analysis of his rhetorical approach

while offering students the opportunity to engage in all forms of rhetorical appeals.

**Answer:** In paragraph six, Thoreau uses ethos, or ethical appeal, to advance his argument. Thoreau has just finished his argument against loneliness in paragraph five, and begins his ethical appeal by considering the "prospect of awakening or coming to life" for a "dead man." He says that when a dead man is awakened, he cares not for where he is geographically or in time, saying, "the place where that may occur is always the same, and indescribably pleasant to all our senses." He goes on to discuss the "outlying and transient circumstances", which are the big occasions in our life, stating that they are "the cause of our distraction." Rather, he believes that "nearer to all things is that power which fashions their being," but does not describe a particular god or religious tradition. Closest to our being is not "the workman whom we have hired" but "the workman whose work we are." This ethical appeal reveals Thoreau's belief in a higher being and connects his message to religion and spirituality. It also gives him more credibility for those who have religious inclinations, but by not pigeonholing himself to one particular religion he remains accepted by all. It strengthens his argument for some readers, but for others it might seem to be a digression.

#### Look for students....

- Answering that Thoreau uses ethos, or ethical appeal, in this paragraph
- Citing evidence directly from the text that lays out the ethical appeal.
- Describing Thoreau's use of ethical appeal to connect with readers who value religion.
- Considering the impact of Thoreau's use of ethos on all readers.

#### Guiding questions and prompts:

- What is Thoreau saying in paragraph 6?

- What does Thoreau mean when he talks about "the prospect of awakening or coming to life for a dead man"?
- What does "nearer to all things is that power which fashions their being," mean? What is "that power"?
- What does "the workman whom we have hired" but "the workman whose work we are." mean? Who is the "workman" in each phrase?
- What does Thoreau's ethical appeal reveal about his worldview?
- What does Thoreau say is "closest to our being"?
- How does Thoreau's use of ethos affect the reader? What about religious/non-religious readers?
- Does this strengthen Thoreau's argument?

**Additional Notes:**

- Understanding Thoreau's perspective in this paragraph will be difficult for many students. Define it specifically and thoroughly by driving into the meaning of the most significant phrases in this section of text.
- For enrichment, some students may want to research other writers who have a similar worldview or who are from the same literary tradition (i.e. naturalists, surrealists, etc.).

## Supporting Question 4

Card 12 of 16

What answer does Thoreau give in response to the question in paragraph 3, "For what reason have I this vast range and circuit, some square miles of unfrequented forest, for my privacy, abandoned to me by men?"

### Teaching notes

**Pacing:** 5 minutes

**Standard:** RI.11-12.1

**Purpose:** This is a central question of the text, and one that Thoreau grapples with throughout. Students should consider this question and its answer by connecting key details in the text in order to fully appreciate

the persuasive argument made by Thoreau.

**Answer:** Thoreau believes that he is "more favored by the gods" than other men because he has been given a "vast range and circuit... of unfrequented forest." In "Solitude," Thoreau seeks to give an answer as to why he has been so blessed. Thoreau says that men often say that they "should think [he] would feel lonesome...and want to be nearer to folks." Yet he prefers a life of solitude and self-reliance in his small cabin surrounded by Nature. Living in Nature allows his "thoughts...time to take root and unfold themselves" and blesses him with a healthy and fulfilled life physically, emotionally, and spiritually. He believes that he has been blessed with a life of solitude in Nature in order to communicate its virtues to those around him.

#### Look for students....

- Considering why Thoreau feels blessed to live in Nature.
- Citing and explaining examples of when Thoreau feels like Nature helps him spiritually, emotionally, or physically
- Giving an example of what Thoreau is doing with his blessing.
- Using text evidence to support their claims.

#### Guiding questions and prompts:

- Why does Thoreau feel "favored by the gods" to live in solitude in Nature?
- What does Thoreau feel is his calling? What does he do in response to the gods' favor?
- What does "thoughts...time to take root and unfold themselves" mean?
- Why does Thoreau live in solitude? In Nature?
- Where do you see evidence that Thoreau feels healthier or more whole because of his lifestyle?

#### Additional Notes:

- This central question is answered throughout the text rather than in one specific paragraph or section. Therefore students discuss this in groups or as a whole class using specific evidence from across the text, and let them debate to find a common answer. Suggest students spend a minute reviewing the text in silence before the discussion begins.

## Focus Question

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<h1>Focus Question</h1>	<b>Teaching notes</b>

## Focus Question

Card 14 of 16

How does Thoreau use rhetoric to develop his message?

### Teaching notes

**Pacing:** 20 minutes

**Standard:** RI.11-12.6

**Purpose:**

This question demands that students drill their thinking to the core of this text and explicate the author's use of rhetorical devices. By considering

Thoreau's purpose, students are using the evidence and analysis that they have pulled together in previous days and organizing their thoughts into a cohesive understanding of the power of the text. This will be a critical step for students in order to answer the culminating question on day 5.

**Answer:**

Thoreau believes that he is "more favored by the gods" than other men because he has been given a "vast range and circuit... of unfrequented forest." In "Solitude," Thoreau seeks to give an answer as to why he has been so blessed. While "Solitude" may seem to be an essay of fondness to Nature, Thoreau uses a variety of rhetorical devices to persuade his audience. Men often say that they "should think [Thoreau] would feel lonesome...and want to be nearer to folks." Yet he prefers a life of solitude and self-reliance in his small cabin surrounded by Nature. He uses a combination of ethos, pathos, and logos to achieve his purpose. Thoreau uses ethos in paragraph 6, when he describes the spiritual benefits of living a solitary life in communion with Nature. This ethical appeal reveals Thoreau's belief in a higher being and connects his message to religion and spirituality. Thoreau uses pathos in paragraph 4 when he vividly describes his own emotions when in communion with Nature, saying that even storms are "Æolian music to a healthy and innocent ear" and that "the gentle rain" is good for him, for he enjoys the "friendship of the seasons." In paragraphs 12-13, Thoreau masterfully uses logos to give clear and logical reasons for a life of solitude. He says that "a man thinking or working is always alone" and that "solitude is not measured by the miles of space that intervene between a man and his fellows." He also says that "society is commonly too cheap" and that when we spend too much time with one another we "lose some respect for one another." Through his use of rhetoric, Thoreau expresses his belief that only through communion with the natural world can one truly understand himself and find personal peace and health.

**Look for students....**

- Considering the impact of ethos, pathos and logos throughout the text.
- Singling out the question, "For what reason have I this vast range and circuit, some square miles of unfrequented forest, for my privacy, abandoned to me by men?"
- Explaining how Thoreau constructs his answer to this question.
- Citing text evidence to support their analysis of rhetoric furthers Thoreau's purpose in "Solitude".

## After the Lesson

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<h1>After the Lesson</h1>	<b>Teaching notes</b>

## Comprehension Skill Video

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<div style="border: 1px solid #ccc; padding: 10px;"><p><b>Core Lesson</b> Reread the text, noting the rhetorical appeals. <b>Logos</b></p><p>I find it wholesome to be alone the greater part of the time. To be in company, even with the best, is soon wearisome and dissipating. I love to be alone. I never found the companion that was so companionable as solitude. We are for the most part more lonely when we go abroad among men than in our chambers. A man thinking or working is always alone, let him be never so surrounded. Solitude is not measured by the miles of space that intervene between the individual and his fellow-men.</p><p>Society is commonly too much of a thing. We meet at short intervals, not having had time to acquire any new value from the old. We eat three times a day, and give each other a new taste of the same. We have had to agree on a certain set of rules, called etiquette, to make this frequent meeting tolerable and that we need not come to open war...Certainly less frequency would suffice for all important and hearty communications.</p><p>Visit <a href="https://haywood.lzill.co/r/44381">https://haywood.lzill.co/r/44381</a></p></div>	<b>Teaching notes</b>