

from *Walden*

Essay by HENRY DAVID THOREAU

Connect to Your Life

Future Experiences What do you want to experience in your life? Think of some experiences you look forward to, such as working for the Peace Corps, learning to play the guitar, inventing a computer game, seeing the Rocky Mountains, or appearing on TV. Pick three of the experiences and explain to a small group of your classmates why you want to have each one.

Build Background

Thoreau's Experiment Like Ralph Waldo Emerson and other transcendentalists, Thoreau felt a need to confirm his unity with nature. On July 4, 1845, he began his famous experiment in what he thought of as "essential" living—living simply, studying the natural world, and seeking truth within himself. On land owned by Emerson near Concord, Massachusetts, Thoreau built a small cabin by Walden Pond and lived there for more than two years, writing and studying nature. *Walden*—a mixture of philosophy, autobiography, and meditation upon nature—is the record of Thoreau's experiences at the pond.

WORDS TO KNOW Vocabulary Preview

abject	magnanimity	resignation
congenial	mean	rudiment
deliberately	misgiving	serenity
disreputable	perennial	sublime
dissipation	perturbation	vulgar

Focus Your Reading

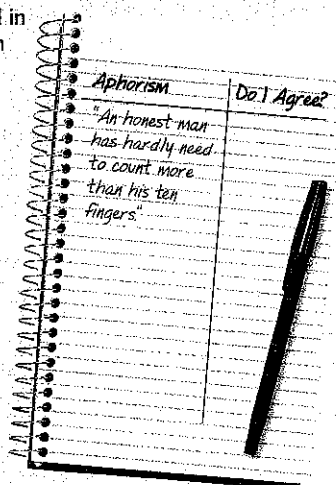
LITERARY ANALYSIS NATURE WRITING The term **nature writing** describes a type of essay in which the writer uses firsthand observations to explore his or her relationship with the natural world. *Walden* is one of the best known examples of nature writing. Find out what Thoreau learns from his experiences with nature.

ACTIVE READING EVALUATING AUTHOR'S OBSERVATIONS

Good readers look for connections between what they read and their own experiences. They also challenge the text, forming their own opinions about the writer's observations. As Emerson did in "Self-Reliance," Thoreau often uses aphorisms—brief statements that express general principles or truths about life—to convey his observations.

READER'S NOTEBOOK

As you read, jot down some of Thoreau's aphorisms. Then, after you finish reading, write a brief evaluation of each aphorism, explaining whether or not you agree with it.



WALDEN 381

LESSON RESOURCES

UNIT THREE RESOURCE BOOK,
pp. 21–25

ASSESSMENT RESOURCES

Formal Assessment, pp. 71–72

**Teacher's Guide to Assessment
and Portfolio Use**

Test Generator

SKILLS TRANSPARENCIES AND COPYMASTERS

Literary Analysis

• Persuasion, T8 (for Writing
Option 1, p. 393)

Reading and Critical Thinking

• Observation Chart, T46 (for
Writing Option 3, p. 393)

Grammar

• Nouns Used as Adjectives, C69
(for Mini Lesson, p. 390)

• Double Negatives, C137 (for
Mini Lesson, p. 393)

• Modifiers: *Good and Well*,
C136 (for Mini Lesson, p. 388)

Vocabulary

• Homonyms, C35 (for Mini
Lesson, p. 384)

Writing

• Interpretive Essay, C36 (for
Writing Option 2, p. 393)

Communications

• Impromptu Speaking:
Dialogue, Role-Play, Debate,
T13 (for Inquiry & Research,
p. 393)

INTEGRATED TECHNOLOGY

**Audio Library
LaserLinks**

• Contemporary Connection:
Walden Today. See **Teacher's
SourceBook**, p. 40.

Internet: Research Starter

Visit our website:

www.mcdougallittell.com

Objectives

1. understand and appreciate an example of **nature writing** (Analysis)
2. evaluate the author's point of view in an essay (Active Read)

Summary

These passages from *Walden* explain that he went to live at Walden Pond to experience the essence of life and not let life pass him by. He got lost in details. In a place of solitude, he describes feeling with nature, alert to all that was around him. Thoreau states that he went to Walden because he had "several lives to live." He had learned from his own experience that by following his dreams, people can transform their lives and values. By recounting the story of a bug that hatched from a wooden table after lying dormant for sixty years, Thoreau offers his vision of human resurrection and renewal.

Thematic Link

Thoreau's devotion to finding truth through the deliberate study of nature is characteristic of American transcendentalism.

5-Minute Warm-Up

Daily Language SkillBuilder

Have students **proofread** sentences on page 337 and correct them. The sentences appear on Transparency 1 **Grammar Transparency: Copymasters**.



Preteaching Vocabulary

If you would like to preteach the **TO KNOW** for this selection, use Lesson, p. 382.

TEACHING THE LITERATURE

ng and Analyzing

Analysis **NATURE WRITING**

idents read to appreciate
's craft as a nature writer. As
d, they should make brief notes
rt similar to the one below
ach image of nature and its
; for Thoreau.

Image	Meaning

Unit Three Resource Book,
3 for more practice.

Reading

**ATING AUTHOR'S
VATIONS**

eau refers to the place where
shots of the American
on were fired. In what ways
setting of *Walden*, so close to
bolic beginning of the American
on, seem appropriate?

Responses: Thoreau's rebel-
d independent spirit is in keep-
the spirit of the American
aries.

Unit Three Resource Book,
2 for more practice.

FOR READING

ible Response: to live simply
berately; to experience the
of life

ible Responses: simplifying
; eliminating unnecessary

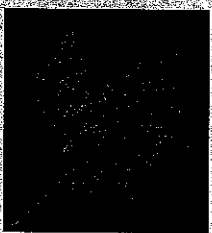
FROM

Walden

THOREAU

FROM

Where I Lived, and What I Lived For



When first I took up my abode in the woods, that is, began to spend my nights as well as days there, which, by accident, was on Independence day, or the fourth of July, 1845, my house was not finished for winter, but was merely a defense against the rain, without plastering or chimney, the walls being of rough weather-stained boards, with wide chinks, which made it cool at night. The upright white hewn studs and freshly planed door and window casings gave it a clean and airy look, especially in the morning, when its timbers were saturated with dew, so that I fancied that by noon some sweet gum would exude from them. . . .

ching Options


Mini Lesson **Preteaching Vocabulary**

USING CONTEXT CLUES When students encounter an unknown word, one strategy is to continue reading to see if the word's meaning is summarized in another part of the sentence or paragraph. Write the word *deliberately* on the chalkboard and read the following passage aloud. Then ask students to summarize the meaning of *deliberately*. People noticed that Rolf worked *deliberately* at his job. He never hurried to get something done; instead, he approached every task in a thoughtful way. His high-quality work reflected the care that he put into it.

Exercises Have students use their understanding of summary statements to figure out the mean-

ings of underlined terms.

1. Townspeople in the flooded area had a feeling of resignation as more rain fell. They walked with their heads down in silent acceptance of the power of nature.
2. The band played songs that were perennial favorites. People clapped and danced to songs they had listened to and enjoyed for years.

 Use **Unit Three Resource Book**, p. 24 for more exercises.

A lesson on context clues appears on page 326 in the Pupil's Edition.

15 I was seated by the shore of a small pond, about a mile and a
half south of the village of Concord and somewhat higher than
it, in the midst of an extensive wood between that town and
Lincoln, and about two miles south of that our only field
known to fame, Concord Battle Ground; but I was so low in the
woods that the opposite shore, half a mile off, like the rest, cov-
20 ered with wood, was my most distant horizon. For the first
week, whenever I looked out on the pond it impressed me like a
tarn high up on the side of a mountain, its bottom far above the
surface of other lakes, and, as the sun arose, I saw it throwing
off its nightly clothing of mist, and here and there, by degrees,
25 its soft ripples or its smooth reflecting surface was revealed,
while the mists, like ghosts, were stealthily withdrawing in every
direction into the woods, as at the breaking up of some noctur-
nal conventicle. The very dew seemed to hang upon the trees
later into the day than usual, as on the sides of mountains. . . .

30 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 practice resignation, unless it was
35 quite necessary. I wanted to live deep and suck out all the mar-
row 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
40 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. For most men, it
appears to me, are in a strange uncertainty about it, whether it
is of the devil or of God, and have somewhat hastily concluded
45 that it is the chief end of man here to "glorify God and enjoy
him forever."

Still we live meanly, like ants; though the fable tells us that
we were long ago changed into men; like pygmies we fight with
cranes; it is error upon error, and clout upon clout, and our best
50 virtue has for its occasion a superfluous and evitable wretched-
ness. Our life is frittered away by detail. An honest man has
hardly need to count more than his ten fingers, or in extreme
cases he may add his ten toes, and lump the rest. Simplicity,
simplicity, simplicity! I say, let your affairs be as two or three,
55 and not a hundred or a thousand; instead of a million count

WORDS TO KNOW
deliberately (dĭ-lĭb'ar-ĭ-lĕ) *adv.* in an unhurried and thoughtful manner
resignation (rĕz'ĭg-nā'shen) *n.* an acceptance of something as unavoidable
mean (mĕn) *adj.* inferior in quality, value, or importance
sublime (sĕ-blĭm') *adj.* of high spiritual, moral, or intellectual worth; noble

GUIDE FOR READING

22 **tarn**: a small mountain lake or pool.

27-28 **nocturnal conventicle** (kən-vĕn'tĭ-kel): a secret religious meeting held at night.

30-42 What are Thoreau's reasons for moving to the woods?

35-36 **marrow**: the central, most essential part; literally, the soft tissue inside a bone.

36 **Spartan-like**: in a simple, economical, and disciplined way, like the inhabitants of the ancient Greek city-state of Sparta.

37 **cut a broad swath and shave close**: gather as much of the essence of life as possible.

45 **chief end of man here**: most important purpose of human life on earth.

47 **the fable**: a Greek myth in which Zeus changes ants into men.

48-49 **like pygmies . . . cranes**: a reference to a legend, mentioned in Homer's *Iliad*, about the continual battles fought by a race of dwarfs against cranes.

50 **evitable** (ĕv'yĭ-tĕ-bĕl): avoidable.

53-54 What is Thoreau's remedy for our hectic, detail-crowded lives?

Customizing Instruction

Less Proficient Readers

To get students immersed in the text, have them read the opening paragraph, in which Thoreau describes Walden Pond and its environment. **Set a Purpose** Have them read out why Thoreau went to live in the woods.

Students Acquiring English

Thoreau's prose is dense with figurative language and he often uses figurative language to express his thoughts. Tell students that figurative language often compares two things that are quite different on the surface. Encourage them to read slowly and reread as necessary to understand metaphors used in the selection.

 Use **Spanish Study Guide** for additional support, pp. 97-99

Gifted and Talented

Have students research to learn about Thoreau's life and then draw conclusions from the information gathered. Specifically, have them evaluate the quality of Thoreau's philosophy. What factors made it possible for Thoreau to move to the woods according to his beliefs?

BLOCK SCHEDULING: MANAGING TIME

If your schedule requires that you cover the lesson objectives in a shorter time, use . . .

- Preparing to Read, p. 381
- Thinking Through the Literature, p. 392
- Vocabulary in Action, p. 393

If you want to take advantage of longer class time, use . . .

- TE Teaching Options: Preteaching Vocabulary, p. 382; Vocabulary Strategy, p. 384; Viewing and Representing, p. 385; Cross-Curricular Link, p. 389; Workplace Link, p. 387; Standardized Test Practice, p. 386; Informal Assessment, p. 391
- Choices & Challenges, p. 393

g and Analyzing

Analysis: FIGURATIVE

out this extended metaphor, Thoreau likens civilized life to a storm of life might be, and might "founder and go to the bottom" of civilized life.

Responses: The storms of life problems with family, jobs, everyday demands might lead to "founder"—to lose a job, school, or to overlook the quality of life.

FOR READING

able Response: He exaggerates the importance that the average person places on daily news.

able Response: The offer of "a penny for your thoughts" is never taken seriously. However, the penny-post takes the expression literally and asks a penny to deliver the thoughts expressed in many words.

Analysis: STYLE

students evaluate the effectiveness of Thoreau's use of many words.

Responses: The style imitates the style of news items, overwhelming the reader with many news items.

FOR READING

able Response: Thoreau wants to figure out the things. He feels he can use the penny-post to delve deep into whatever he is in to uncover the things he seeks.

half a dozen, and keep your accounts on your thumbnail. In the midst of this chopping sea of civilized life, such are the clouds and storms and quicksands and thousand-and-one items to be allowed for, that a man has to live, if he would not founder and go to the bottom and not make his port at all, by dead reckoning, and he must be a great calculator indeed who succeeds. Simplify, simplify. Instead of three meals a day, if it be necessary eat but one; instead of a hundred dishes, five; and reduce other things in proportion. . . .

Why should we live with such hurry and waste of life? We are determined to be starved before we are hungry. Men say that a stitch in time saves nine, and so they take a thousand stitches today to save nine to-morrow. As for *work*, we haven't any of any consequence. We have the Saint Vitus' dance, and cannot possibly keep our heads still. If I should only give a few pulls at the parish bell-rope, as for a fire, that is, without setting the bell, there is hardly a man on his farm in the outskirts of Concord, notwithstanding that press of engagements which was his excuse so many times this morning, nor a boy, nor a woman, I might almost say, but would forsake all and follow that sound, not mainly to save property from the flames, but, if we will confess the truth, much more to see it burn, since burn it must, and we, be it known, did not set it on fire,—or to see it put out, and have a hand in it, if that is done as handsomely; yes, even if it were the parish church itself. Hardly a man takes a half hour's nap after dinner, but when he wakes he holds up his head and asks, "What's the news?" as if the rest of mankind had stood his sentinels. Some give directions to be waked every half hour, doubtless for no other purpose; and then, to pay for it, they tell what they have dreamed. After a night's sleep the news is as indispensable as the breakfast. "Pray tell me any thing new that has happened to a man any where on this globe,"—and he reads it over his coffee and rolls, that a man has had his eyes gouged out this morning on the Wachito River; never dreaming the while that he lives in the dark unfathomed mammoth cave of this world, and has but the rudiment of an eye himself.

For my part, I could easily do without the post-office. I think that there are very few important communications made through it. To speak critically, I never received more than one or two letters in my life—I wrote this some years ago—that were worth the postage. The penny-post is, commonly, an institution through which you seriously offer a man that penny for his

59 **founder:** to sink like a ship.

60–61 **dead reckoning:** guesswork. The term, used by sailors, describes a method of estimating a ship's position when the stars cannot be seen.

69 **Saint Vitus' (vi'tes) dance;** a disorder of the nervous system, characterized by rapid, jerky, involuntary movements.

80–92 What situation is Thoreau exaggerating here?

89 **Wachito River:** a river (now called the Ouachita) in northern Louisiana and southern Arkansas. In Thoreau's time, it was believed that violent men went to that region to escape from the law.

97–99 Thoreau jokingly connects the postage rate (a penny per letter at the time) with the phrase "a penny for your thoughts." What is the point of his joke?

WORDS
TO
KNOW

rudiment (rōo'de-ment) *n.* an imperfect or undeveloped form

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hing Options

Mini
Lesson

Vocabulary Strategy

HOMONYMS

Instruction Many word pairs in the English language have the same spelling and pronunciation but different meanings. These word pairs are called homonyms. For example, the word *calf* can refer either to a young cow or to the back part of a person's leg. In *Walden*, Thoreau uses the adjective *mean* to describe something that is inferior or poor in value. Have students think of other meanings for this word that are more familiar to them ("cruel," "average"). Tell students that they can avoid confusion with homonyms if they learn to rely on context clues to determine meaning.

Application Have students work in pairs to find other homonyms in the selection from *Walden*. If necessary, they can consult a dictionary to check on the spellings and meanings of words. Have them use these words in sentences that show their different meanings.

Possible Responses: *upright, seated, wood, reflecting, front, drive, account, end, lump, consequence, sound, rolls*

Use **Vocabulary Transparencies and Copymasters**, p. 35.

A lesson on homonyms appears on p. 728 in the Pupil's Edition.

Less Proficient Readers

1 Tell students that Thoreau asks a rhetorical question to get people to reevaluate their lives. Ask them what Thoreau believes is wrong with people's lives, based on this question. **Possible Response:** People waste their lives hurrying around and not pausing to consider what is really important.

Set a Purpose Have students read and discover Thoreau's other criticisms of society.

Students Acquiring English

2 Help students determine the meanings of *forsake* ("give up, abandon") and *handsomely* ("in a handsome manner"). Students might be familiar with the more common definition of the word *handsome*, which is "attractive."

3 Help students read through the paragraph. Tell students that the examples help Thoreau illustrate his theme. Then ask them to describe how the examples do this.

Possible Response: Thoreau feels that the world is too busy and filled with unimportant information, and the examples show the kind of trivial things he is criticizing.

Photo by Ernst Haas. Copyright © Tony Stone Images

thoughts which is so often safely offered in jest. And I am sure that I never read any memorable news in a newspaper. If we read of one man robbed, or murdered, or killed by accident, or one house burned, or one vessel wrecked, or one steamboat blown up, or one cow run over on the Western Railroad, or one mad dog killed, or one lot of grasshoppers in the winter,—we never need read of another. One is enough. . . .

Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito's wing that falls on the rails. Let us rise early and fast, or break fast, gently and without perturbation; let company come and let company go, let the bells ring and the children cry,—determined to make a day of it. . . .

Time is but the stream I go a-fishing in. I drink at it; but while I drink I see the sandy bottom and detect how shallow it

112–126 Thoreau says that we do not have much time on earth. What does he say he wants to spend his time trying to understand? How does he feel that he can find some of the answers he seeks?

WORDS
TO
KNOW

perturbation (pûr'ter-bā'shen) *n.* a disturbance of the emotions; agitation; uneasiness

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Mini
Lesson

Viewing and Representing

Photo by Ernst Haas

ART APPRECIATION A camera lens provides a close-up of a leaf.

Instruction Photographers can communicate meaning through their choice of subjects and the composition of their images. Call students' attention to the photograph. Ask what they notice about the shading, shapes, and textures in the photograph.

Possible Responses: Circular shapes repeat in the water drops, the leaf, the dark shape (or shadow) beneath the leaf and even in the texture

of the rock. The leaf stem has a curved line similar to the dark line (crack) in the rock. The light of the leaf contrasts with the larger dark circle beneath.

Application Ask students how this close-up photograph is related to Thoreau's ideas.

Possible Responses: The photograph, like Thoreau's essay, invites us to look "deliberately" at nature, to observe closely and to contemplate. We can see simplicity and unity in repeating shapes, like the unity in nature. We can also see nature's intricate balance in contrasting shapes, shading, and textures.

ing and Analyzing

Reading

READING AUTHOR'S INTENTION

Students to discuss Thoreau's
at a baby is wiser than an
at do they think he means?

Response: Thoreau felt that
ct of civilization—learning such
counting and reading—dis-
ie young child from spiritual
ss.

out that Romantics generally
ed unspoiled human nature,
ted by childhood, to be pure
d; they considered society
stitutions to be agents that
human nature.

FOR READING

able Response: Thoreau feels
nature, and he delights in all his
ns.

Reading

READING AUTHOR'S INTENTION

Students evaluate Thoreau's
s on loneliness.

Responses: He says that lone-
as nothing to do with physical
on from other people. What
es people is spiritual distance.

Analysis NATURE WRITING

Students what Thoreau learns
gging under the ice of the frozen

Response: He learns that life
beneath the ice. The fish are
urbed by the storms of winter;
sees this as a model of heav-
ss.

115 is. Its thin current slides away, but eternity remains. I would
I cannot count one. I know not the first letter of the alphabet. I
have always been regretting that I was not as wise as the day I
was born. The intellect is a cleaver; it discerns and rifts its way
into the secret of things. I do not wish to be any more busy with
120 my hands than is necessary. My head is hands and feet. I feel all
my best faculties concentrated in it. My instinct tells me that my
head is an organ for burrowing, as some creatures use their
snout and fore-paws, and with it I would mine and burrow my
way through these hills. I think that the richest vein is some-
125 where hereabouts; so by the divining rod and thin rising vapors
I judge; and here I will begin to mine.

125 **divining rod:** a forked stick
that is believed to indicate the
presence of underground water.

FROM Solitude



130 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.
135 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
trump to usher in the night, and the note of the whippoorwill is
borne on the rippling wind from over the water. Sympathy with
140 the fluttering 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 storm as the smooth reflecting surface. Though it is now
dark, the wind still blows and roars in the wood, the waves still
145 dash, and some creatures lull 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 watch-
men,—links which connect the days of animated life. . . .

2

130-145 What does Thoreau say
he is part of, and why does he feel
as he does?

B

WORDS
TO
KNOW

congenial (kən-gēn'yəl) *adj.* suited to one's needs or nature; agreeable
serenity (sə-rēn'ī-tē) *n.* a mental and spiritual calm; tranquillity

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ching Options



Assessment Standardized Test Practice

MAKE INFERENCES AND DRAW CONCLUSIONS For
some standardized tests, students will be asked to
read a passage and then make inferences and
draw conclusions based on what they have read.
To provide students with practice, read aloud or
write on the chalkboard the following questions.

1. Which words best describe Thoreau's feelings
throughout the section called "Solitude"?

- A. peaceful and content
- B. anxious and expectant
- C. lonely and wistful
- D. restless and eager

Answer: A

2. What can you infer about Thoreau, based on
the unconventional lifestyle he adopted?

- A. He is a person in search of excitement.
- B. He is unhappy that most people would reject
his lifestyle.
- C. He would return to conventional society if he
felt he could succeed there.
- D. He is not afraid to follow his own path,
despite what society might think.

Answer: D

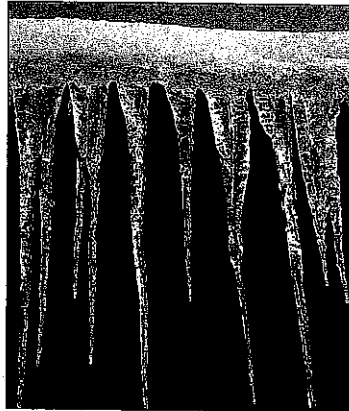
Help students through the process of choosing the
correct answers. Their answers should be support-
ed by information in the selection.

Men frequently say to me, "I should think you would feel lonesome down there, and want to be nearer to folks, rainy and snowy days and nights especially." I am tempted to reply to such,—This whole earth which we inhabit is but a point in space. How far apart, think you, dwell the two most distant inhabitants of yonder star, the breadth of whose disk cannot be appreciated by our instruments? Why should I feel lonely? Is not our planet in the Milky Way? This which you put seems to me not to be the most important question. What sort of space is that which separates a man from his fellows and makes him solitary? I have found that no exertion of the legs can bring two minds much nearer to one another. . . .

153–160 Thoreau suggests that because we are all in this life together, the physical distance between us is insignificant.

FROM *The Pond in Winter*

Every winter the liquid and trembling surface of the pond, which was so sensitive to every breath, and reflected every light and shadow, becomes solid to the depth of a foot or a foot and a half, so that it will support the heaviest teams, and perchance the snow covers it to an equal depth, and it is not to be distinguished from any level field. Like the marmots in the surrounding hills, it closes its eye-lids and becomes dormant for three months or more. Standing on the snow-covered plain, as if in a pasture amid the hills, I cut my way first through a foot of snow, and then a foot of ice, and open a window under my feet, where, kneeling to drink, I look down into the quiet parlor of the fishes, pervaded by a softened light as through a window of ground glass, with its bright sanded floor the same as in summer; there a perennial waveless serenity reigns as in the amber twilight sky, corresponding to the cool and even temperament of the inhabitants. Heaven is under our feet as well as over our heads. . . .



167 marmots: rodents that hibernate in the winter; groundhogs.

WORDS
TO
KNOW

perennial (pe-rén'ē-əl) adj. lasting through the year or through many years; enduring

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Less Proficient Readers

1 Ask if it is now clear why Thoreau went to live in a small cabin in the woods near Walden Pond.

Possible Response: He wanted to simply and escape the complication civilized society.

Set a Purpose Ask students to react to find out how the changing seasons affect the author.

Students Acquiring English

2 Ask a volunteer to read aloud the first sentence from "Solitude." Help them define *imbibes* ("drinks") and *pore* ("a tiny opening in the skin"). Have them paraphrase this sentence.

3 Explain that in lines 172–178, Thoreau uses figurative language, describing the dwelling of fish as if were a human home. Ask students point out words that refer to a human home.

Answer: parlor, windows, floor

Workplace Link

Setting Goals

Setting goals is an important part of every project—including a retreat into the woods. Review Thoreau's comments about his goals for his life at Walden Pond. Encourage students to see that Thoreau went to the woods to accomplish objectives he felt he could not achieve in town. He wanted to see what life would be like stripped to its essentials and to think deeply without the distractions of "civilization."

Application Explain that many professional groups go on retreats to get away from day-to-day distractions of the workplace and rethink their

work methods and products. Have students imagine that they are going on a retreat to think about ways to make school courses prepare them more effectively for their future work. Have them individually reflect and write goals for a retreat that the group will take. Suggest that some of the goals be general, pertaining to working relationships and productivity, while other goals be specifically related to the types of work students plan to do. Use the students' writing as the basis for class discussion.

ling and Analyzing

ry Analysis NATURE WRITING

What do the titles of this chapter and the previous chapter, "The Pond under the Ice," suggest about Thoreau's writing?

Sample Responses: He was sensitive to nature and its rhythms of change; he observed natural phenomena to gain insights and wisdom about life.

ry Analysis: IMAGERY

Ask students to note the pairs of images that Thoreau contrasts in order to heighten the drama of the season of spring.

Sample Responses: "storm and winter weather" and "serene and mild weather"; "dark sluggish hours" and "bright and elastic clouds of winter"; "influx of cold gray ice" and "transparent pond full of hope"

E FOR READING

Sample Response: Thoreau left the woods because he had other lives to live. He had other things to experience. He was not that continuing to live in the woods could become as empty and meaningless as living in society.

Sample Response: He is compared to a sailing voyage. He does not live his life like a passive "passenger" shut up below decks; he lives to live like a member of the crew out "on the deck of the world" in close use to nature.

A FROM Spring

One attraction in coming to the woods to live was that I should have leisure and opportunity to see the spring come in. The ice in the pond at length begins to be honey-combed, and I can set my heel in it as I walk. Fogs and rains and warmer suns are gradually melting the snow; the days have grown sensibly longer; and I see how I shall get through the winter without adding to my woodpile, for large fires are no longer necessary. I am on the alert for the first signs of spring, to hear the chance note of some arriving bird, or the striped squirrel's chirp, for his stores must be now nearly exhausted, or see the woodchuck venture out of his winter quarters. . . .

191 sensibly: noticeably.

The change from storm and winter to serene and mild weather, from dark and sluggish hours to bright and elastic ones, is a memorable crisis which all things proclaim. It is seemingly instantaneous at last. Suddenly an influx of light filled my house, though the evening was at hand, and the clouds of winter still overhung it, and the eaves were dripping with sleety rain. I looked out the window, and lo! where yesterday was cold gray ice there lay the transparent pond already calm and full of hope as in a summer evening, reflecting a summer evening sky in its bosom, though none was visible overhead, as if it had intelligence with some remote horizon. . . .

200 crisis: turning point.

2 FROM Conclusion

I left the woods for as good a reason as I went there. Perhaps it seemed to me that I had several more lives to live, and could not spare any more time for that one. It is remarkable how easily and insensibly we fall into a particular route, and make a beaten track for ourselves. I had not lived there a week before my feet wore a path from my door to the pond-side; and though it is five or six years since I trod it, it is still quite distinct. It is true, I fear that others may have fallen into it, and so helped to keep it open. The surface of the earth is soft and impressible by the feet of men; and so with the paths which the mind travels. How worn and dusty, then, must be the highways of the world, how deep the ruts of tradition and conformity! I did not wish to take a cabin passage, but rather to go before the mast and on

209-211 Why does Thoreau leave the woods?

220-223 On a sailing ship, passengers stayed in private compartments near the middle of the ship, while the crew shared living quarters at the front ("before the mast"). What is Thoreau comparing here? How does he want to live his life?

hing Options



Grammar

MODIFIERS: GOOD AND WELL

Instruction Students frequently confuse the words *good* and *well* in contexts in which *good* is an adjective and *well* is an adverb.

Incorrect: Thoreau uses imagery **good**. (An adjective does not modify a verb.)

Correct: Thoreau uses imagery **well**. (An adverb modifies a verb.)

Correct: Thoreau was a **good** carpenter. (An adjective modifies a noun.)

Students may also confuse comparative and superlative forms of *good* and *well*. Use the com-

parative form when comparing two things and the superlative for three or more things.

Positive	Comparative	Superlative
good	better	best
well	better	best

Use Grammar Transparencies and Copymasters, p. 136.

Use McDougal Littell's *Language Network*, Chapter 7, for more instruction and practice in modifiers.

Students Acquiring English

1 Explain that *honey-comb* "having the texture of a honeycomb" is a wax structure bees to store honey and house offspring. Ask a volunteer who a honeycomb to describe or draw.

Less Proficient Readers

2 Ask students how the coming winter and spring to Walden Pond affects Thoreau.

Possible Responses: He seems to find beauty in the details of both seasons. He seems fascinated and comfortable in both seasons. The pond's frozen in winter and then thawing in spring. Thoreau finds new opportunities to observe nature's beauties and gain new insights.

Set a Purpose Have students read "Conclusion" to understand why Thoreau did not think money was important.

Multiple Learning Styles
Visual Learners

3 At this point in the reading, ask students who are visual learners to want to create drawings that show Thoreau's feelings toward Walden Pond. Their drawings can focus on a peaceful scene or on the changes, reflecting the images Thoreau uses in his writing.

Less Proficient Readers

4 Ask a volunteer to explain what Thoreau means by "castles in the air" on line 235.

Possible Responses: Thoreau is talking about unrealistic fantasies, dreams, daydreams.

Photo by Ernst Haas. Copyright © Tony Stone Images

the deck of the world, for there I could best see the moonlight amid the mountains. I do not wish to go below now.

I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours. He will put some things behind, will pass an invisible boundary; new, universal, and more liberal laws will begin to establish themselves around and within him; or the old laws be expanded, and interpreted in his favor in a more liberal sense, and he will live with the license of a higher order of beings. In proportion as he simplifies his life, the laws of the universe will appear less complex, and solitude will not be solitude, nor poverty poverty, nor weakness weakness. If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them. . . .

WALDEN 389

Cross Curricular Link Social Studies

NATURE CONSERVATION Since ancient times farming, grazing, and wood cutting have created problems in the natural environment. In the United States, concern about conserving natural resources began when European settlers realized the enormously destructive effects of their activities. Huge forests had been cleared for agriculture, which in turn depleted the soil, and animal species such as buffalo, deer, wolves, bears, and mountain lions had been nearly wiped out.

In 1832 George Catlin, an artist and writer, suggested setting aside large areas in the western United States for wildlife. The federal government

responded to the thinking of conservationists in 1864, when it gave Yosemite Valley to the state of California to be used as a public park and recreation area. In 1872 Yellowstone Park became the nation's first national park.

The conservation movement today focuses on many issues. A greater understanding of ecology—the science that explores the complex relationships between living things and the environment—now guides public policies aimed at conservation.

ng and Analyzing

FOR READING

able Responses: to be an indi-
r nonconformist; to live one's
rding to internal incentives
an bow to external pressures
ups

leading

ATING AUTHOR'S VATIONS

these questions to help stu-
valuate Thoreau's ideas.

would the world be like if
ne took Thoreau's advice?

e Responses: People might be
less resentful, kinder, wiser; or
ght be poorer and have less

reau's depiction of poverty
c? Are the poor really more
ndent than the rich?

e Response: Thoreau discusses
in an idealized way. The poor
re more independence from the
s of a materialistic society, but
also less likely to have time for
olation.

FOR READING

able Responses: Rich and poor
n receive the same pleasures
ions from nature; Thoreau sug-
at poverty gives people a cer-
ity to accept hardship.

able Response: The parable
s that renewal or rebirth is a
t possibility in life.

Why should we be in such desperate haste to succeed, and in
such desperate enterprises? If a man does not keep pace with his
240 companions, perhaps it is because he hears a different drummer.
Let him step to the music which he hears, however measured or
far away. It is not important that he should mature as soon as
an apple tree or an oak. Shall he turn his spring into summer? If
the condition of things which we were made for is not yet, what
245 were any reality which we can substitute? We will not be ship-
wrecked on a vain reality. Shall we with pains erect a heaven of
blue glass over ourselves, though when it is done we shall be
sure to gaze still at the true ethereal heaven far above, as if the
former were not? . . .

250 However mean your life is, meet it and live it; do not shun it
and call it hard names. It is not so bad as you are. It looks poor-
est when you are richest. The fault-finder will find faults even in
paradise. Love your life, poor as it is. You may perhaps have
some pleasant, thrilling, glorious hours, even in a poorhouse.

255 The setting sun is reflected from the windows of the almshouse
as brightly as from the rich man's abode; the snow melts before
its door as early in the spring. I do not see but a quiet mind may
live as contentedly there, and have as cheering thoughts, as in a
palace. The town's poor seem to me often to live the most inde-
pendent lives of any. May be they are simply great enough to
260 receive without misgiving. Most think that they are above being
supported by the town; but it oftener happens that they are not
above supporting themselves by dishonest means, which should
be more disreputable. Cultivate poverty like a garden herb, like
265 sage. Do not trouble yourself much to get new things, whether
clothes or friends. Turn the old; return to them. Things do not
change; we change. Sell your clothes and keep your thoughts.

God will see that you do not want society. If I were confined to a
corner of a garret all my days, like a spider, the world would be
just as large to me while I had my thoughts about me. The
270 philosopher said: "From an army of three divisions one can take
away its general, and put it in disorder; from the man the most
abject and vulgar one cannot take away his thought." Do not
seek so anxiously to be developed, to subject yourself to many
275 influences to be played on; it is all dissipation. Humility like
darkness reveals the heavenly lights. The shadows of poverty and
meanness gather around us, "and lo! creation widens to our
view." We are often reminded that if there were bestowed on us

239-242 This is one of the most
famous passages in Thoreau's
writings. The "different drummer"
evolved from one of his journal
entries describing an 1839 river
voyage when he had fallen asleep
to the sound of someone's beating
a drum "alone in the silence and
the dark." The phrase "marching
to the beat of a different
drummer" became popular in the
nonconformist 1960s. What does it
mean to hear a different
drummer?

255 almshouse: poorhouse.

255-260 What similarities between
poverty and wealth does Thoreau
find? What benefits of poverty
does Thoreau see?

WORDS TO KNOW

misgiving (mĭs-gĭv'ĭng) *n.* a feeling of doubt, mistrust, or uncertainty
disreputable (dĭs-rĕp'yĕ-tĕ-bĕl) *adj.* lacking respectability of character or behavior
abject (ăb'ĭĕkt') *adj.* low; contemptible; wretched
vulgar (vŭl'gĕr) *adj.* coarse; common
dissipation (dĭs'e-pā'shĕn) *n.* a reckless waste of resources; wastefulness

390

ching Options



Grammar

MODIFIERS: NOUNS AS ADJECTIVES

Instruction Nouns are sometimes used as adjectives. For example, Thoreau uses the noun *garden* as an adjective in line 264: "Cultivate poverty like a garden herb." Students can determine how a word is used by examining the context. In the example, the sentence would not make sense if *garden* were a noun; its position indicates that it modifies *herb*.

Exercises In each of the following sentences, have students underline the noun used as an adjective and identify the noun or pronoun that it modifies.

1. Thoreau describes the perfect summer life of an insect. (*life*)

2. The winter sun warmed the writer's spirit. (*sun*)
3. A clean and airy light came though the cabin door. (*door*)
4. Thoreau became fascinated by pond life long before he lived at Walden. (*life*)
5. Bird sounds drifted through the branches year round. (*sounds*)

Use Grammar Transparencies and Copymasters, p. 69.

Use McDougal Littell's *Language Network*, "Parts of Speech," for more instruction and practice in parts of speech.



the wealth of Croesus, our aims must still be the same, and our means essentially the same. Moreover, if you are restricted in your range by poverty, if you cannot buy books and newspapers, for instance, you are but confined to the most significant and vital experiences; you are compelled to deal with the material which yields the

most sugar and the most starch. It is life near the bone where it is sweetest. You are defended from being a trifter. No man loses ever on a lower level by magnanimity on a higher. Superfluous wealth can buy superfluities only. Money is not required to buy one necessary of the soul. . . .

The life in us is like the water in the river. It may rise this year higher than man has ever known it, and flood the parched uplands; even this may be the eventful year, which will drown out all our muskrats. It was not always dry land where we dwell. I see far inland the banks which the stream anciently washed, before science began to record its freshets. Every one has heard the story which has gone the rounds of New England, of a strong and beautiful bug which came out of the dry leaf of an old table of apple-tree wood, which had stood in a farmer's kitchen for sixty years, first in Connecticut, and afterward in Massachusetts,—from an egg deposited in the living tree many years earlier still, as appeared by counting the annual layers beyond it; which was heard gnawing out for several weeks, hatched perchance by the heat of an urn. Who does not feel his faith in a resurrection and immortality strengthened by hearing of this? Who knows what beautiful and winged life, whose egg has been buried for ages under many concentric layers of wood-
 enness in the dead dry life of society, deposited at first in the alburnum of the green and living tree, which has been gradually converted into the semblance of its well-seasoned tomb,—heard perchance gnawing out now for years by the astonished family of man, as they sat round the festive board,—may unexpectedly come forth from amidst society's most trivial and handselled furniture, to enjoy its perfect summer life at last!

I do not say that John or Jonathan will realize all this; but such is the character of that morrow which mere lapse of time can never make to dawn. The light which puts out our eyes is darkness to us. Only that day dawns to which we are awake. There is more day to dawn. The sun is but a morning star. ♦

WORDS
TO
KNOW

magnanimity (măg'nē-nīm'ī-tē) n. generosity

279 Croesus (krē'ses): a king of Lydia (now part of Turkey) in the sixth century B.C. who became legendary for his great wealth.

299-317 What is the message of this famous parable of the "strong and beautiful bug"?

312 alburnum (ăl-bûr'nēm): the part of a tree's trunk through which sap flows.

316 handselled: cheap; discounted; bought from a traveling salesman.

318 John or Jonathan: the common man. Thoreau's use of familiar given names here is similar to that in the expression "every Tom, Dick, and Harry."

Students Acquiring English

1 Discuss with students Thoreau's use of the word *poverty*, a word that usually has negative associations. Thoreau believes that people should cultivate poverty as they would a garden. In this case, he considers poverty an alternative to being trapped in the materialistic world.

Less Proficient Readers

2 Ask students to explain why Thoreau did not think money was important.

Possible Responses: Truth and the inner meaning of life are available rich and poor alike; the poor may have an advantage in finding them, however, since they are freed from the distractions that wealth brings.

Gifted and Talented

Ask students to evaluate Thoreau's assumption that it was necessary to retreat to the woods to live simply deliberately.

Assessment Informal Assessment

JOURNAL ENTRY You can informally assess students' understanding of the essay by asking them to write a journal entry about the major themes expressed in *Walden*. Have students write the heading "Where I Lived, and What I Lived For" at the top of a sheet of paper. Then have them assume Thoreau's voice and write a reflective piece that explains where he lived, why he chose to live there, and what he learned.

RUBRIC

- 3 Full Accomplishment** Students show a full understanding of the setting of the selection, Thoreau's purpose for living at Walden Pond, and the insights about life that he gained.
- 2 Substantial Accomplishment** Students have a basic understanding of *Walden's* themes, but they leave out some details about Thoreau's activities and thoughts.
- 1 Little or Partial Accomplishment** Students show little understanding of Thoreau's activities, goals, or ideas.

Connect to the Literature

What Do You Think?

Possible Responses: It would be lonely, boring, and uncomfortable. It could be peaceful; there would be no hurry and no stress about grades, money, or fitting in.

Comprehension Check

Possible Responses: "simplify," to live deliberately and ignore material gain; embrace poverty because it allows one to concentrate on spiritual growth.

Use Selection Quiz in Unit Three Resource Book, p. 25.

Think Critically

Possible Response: Having learned a valuable lesson from his experience in *Walden*, Thoreau was ready for new experiences and new lessons. Possible Response: that one can live a full life without material possessions.

Possible Responses: personal integrity, peace, solitude, writing remind students that an aphorism is a concise statement of a principle or truth.

Literary Analysis

Nature Writing Possible Responses: In excerpt from "Solitude," Thoreau is intimate with the natural world. Rather than feeling lonely, he feels full, experiencing himself as a part of nature. Thoreau contrasts his feeling of intimacy with the loneliness of townspeople whose thinking separates them from one another.

Figurative Language Possible Response: "I do not let time rule my life and I take whatever I can extract from the passing moments." Metaphor: "Intellect is a cleaver" (line 118); simile: "Still we live meanly, like ants" (line 47). Personification includes "I have thrown down into the quiet parlor of the soul" (lines 172–174).

Connect to the Literature

1. What Do You Think?

Would you like to live in a cabin in the woods as Thoreau did? Share your thoughts with a classmate.

Comprehension Check

- What does Thoreau advise people to do so that their lives will not be "frittered away by detail"?
- What is Thoreau's advice to the poor?

Think Critically

2. How would you explain Thoreau's reasons for leaving Walden Pond?



- the meaning of the statement "I had several more lives to live"
- the parable of the bug in the apple-tree
- Thoreau's ideas about tradition, conformity, and success

3. What do you think is the most valuable lesson that Thoreau learned from his experience of living in the woods?

4. In these excerpts from *Walden*, Thoreau frequently discusses what is not important. What do you think was important to him?

5. ACTIVE READING EVALUATING AUTHOR'S OBSERVATIONS

Look over the aphorisms you copied into your READER'S NOTEBOOK and your evaluations of them. Which one comes closest to expressing one of your own views about life? Which one is most opposed to your views? Explain your answers.

Extend Interpretations

6. The Writer's Style

Thoreau is fond of **paradoxes**, statements that seem to contradict themselves but are nevertheless true. For example, he writes, "I did not wish to live what was not life" (page 383) and "We are determined to be starved before we are hungry" (page 384). Tell what you think he means by each of these statements. What other paradoxes can you find in these excerpts?

7. Comparing Texts

What connections do you see between the ideas expressed in *Walden* and those expressed in "Civil Disobedience" or Emerson's "Self-Reliance"?

8. Connect to Life

Consider the experiences that you identified for the Connect to Your Life activity on page 381. How do your desires compare with Thoreau's wish to live simply and deliberately in the woods?

Literary Analysis

NATURE WRITING Nature

writing is a term for a type of essay in which the writer uses firsthand observations to explore the mysteries of the human relationship with nature. According to Frank Stewart in *A Natural History of Nature Writing*, nature writers are "moved by the joyous, wild, and dazzling beauty in the world." Thoreau, the father of American nature writing, was renowned for his understanding of nature's ways through patient, frequent, careful observations of his surroundings. He used richly poetic language to convey what he learned from his observations.

Cooperative Learning Activity Work with a small group to read aloud and discuss one or more passages from *Walden*, such as the excerpt "Solitude," on pages 386–387. Then discuss Thoreau's observations of nature and his insights about life. Finally, list two or three words you would use to describe Thoreau's relationship with nature.

REVIEW FIGURATIVE LANGUAGE

Thoreau was a poet as well as an essayist, and in *Walden* he used striking figurative language to express abstract concepts. Consider the **metaphor** "Time is but the stream I go a-fishing in." Try to convey the same idea without using figurative language. Find other good examples of figurative language—**metaphor**, **simile**, and **personification**—in these excerpts from *Walden*.

Extend Interpretations

Writer's Style In saying, "I did not wish to live what was not life," Thoreau criticizes the dry, unfulfilling lifestyles of civilized society and extols his rich, full life in nature. "We are determined to be starved before we are hungry" is Thoreau's way of ridiculing the human tendency to prepare for the worst eventuality—starving—and thereby miss so much present enjoyment. Another paradox occurs on page 386: "I have always been regretting that I was not as wise as the day I was born."

By this, Thoreau suggests that civilization erodes a child's innate wisdom and spiritual awareness.

Comparing Texts Emerson's ideas about originality and independence of mind inform these passages from *Walden*. Thoreau trusts himself, intending to live deliberately in the woods and to discover for himself whether life is mean or sublime.

Connect to Life Students should find evidence in the text to support their comparisons.