Thoreau’s Nature: HIST 167M

Thomas P. Slaughter, Department of History

thomas.slaughter@rochester.edu

Fall 2021

T-R 12:30-13:45, Lechase 143.

Office hours: RRL 369B T-R 11-noon and by appointment

Anna Grace Wenger, TA

Awenger2@u.rochester.edu



This course and the book on which it focuses are about nothing less than the meaning of life, your lives and how you choose to live them. The idea that inspires it is Henry David Thoreau’s: “Books must be read as deliberately as they were written.” But we aren’t talking just books here, which may seem the territory of literary scholars and English Departments, but I propose historical and personal interventions that explore what this could possibly mean in Thoreau’s life and today, in students’ lives, how it could possibly affect the 21st century, which is all about the quick (if not instant), artificial, digital, and social, an apparent rejection of how Thoreau, the father of American environmentalism, social distancing, and nature writing, lived and what he advocated. While I would not describe social media as “unnatural,” others have and we will discuss what it could possibly mean then and now to be “alone,” “lost,” in nature and in reflective solitude, and what it means to live in a world that moves at the pace of our feet, which was Thoreau’s deliberate challenge to the age of railroads and telegraphs that was upon him.

We will walk from campus outward, limiting our range to our legs and the time we have together. We will view UR’s collection of Thoreau editions (an amazing collection assembled by a lone collector) and reflect on what the act of collecting books, these books, can mean. We will read a limited number of texts deliberately—*Walden*, “Resistance to Civil Government,” and “Walking,” all by Thoreau, and writing about him, walking, nature, reading, writing, and us. Can we connect? If not, why not and at what loss? Why has Thoreau become a bear in children’s books? What’s the point? Has Thoreau’s vision of reading, walking, journaling, and living in nature, alone with his thoughts, lost meaning, become a caricature, or can it be adapted in our world to our advantage? Can we use a Fitbit, Flipgrid, or another new technology for a modern form of journaling our time in nature? Does communing with nature require us to turn off our devices or can apps enhance such experiences? We will use the websites “Digital Thoreau” [digitalthoreau.org] and “Walden Woods” [walden.org] to help us engage others with our “deliberate readings” of the relationship between the mid-19th c., when Thoreau lived, and the 21st, when we do.

In a related endeavor, the course also utilizes the “exploratory narrative and open world simulation” that is “Walden, a game,” [waldengame.com] created at USC and now available for download on Steam ($18.45 last year—cute, the year of *Walden*’s publication, but the price has apparently gone down to $9.99). The game originates with Thoreau’s description of his time living on Walden Pond: “I went to the woods because I wished to live deliberately, to front only the essential facts of life . . . and not, when I came to die, discover that I had not lived.” We will explore the meaning, including the irony, of expanding the experience of reading *Walden* deliberately by playing a game in the same way. In what ways is the simulation a recreation of Thoreau’s time in the woods, his attempt to reduce the experiment to a book shared with others who weren’t there, to recreate the experience as a text? How can we capture, even enhance, the living and reading experience? What does it mean to play a computer game “deliberately” as an alternative to what, surely not an alternative to reading *Walden* or spending time in nature? We will play the game, reflect on the experience, and share in conversation and writing our personal interpretations of the game versus the book versus the time Thoreau actually lived, as opposed to the time he wrote about, in the woods. We will literally aim to connect with others who are contemplating one of the more disconnected Americans of his time and since.

Assignments and class discussions are intended to achieve learning outcomes that reach a level of competency in written communication (expository writing), oral communication (discussion and civil debate), critical analysis and reasoning, critical observation of the physical environment, and information literacy. The class discussions will be organized to address specific reading assignments and topics within those readings. Students will be instructed through short essays in the development of a thesis, structure, and argument from evidence. We will imagine Thoreau, Walden Pond, and our own Waldens.

Students will also be guided to thoughtful criticism of texts and perspectives, their own, each other’s, and those of the authors whose work we read. Finally, you will be introduced to historical methods and the specific vocabularies of environmental history. As a course in the digital humanities, we will explore two websites with multiple analytical focuses specifically related to Thoreau’s texts and deliberate readings of them and the computer game that attempt to provide a digital engagement with both the Thoreau text and the experience of living in nature.



**Required Reading:** (books marked with an asterisk (\*) were ordered through the university bookstore)

\*Thich Nhat Hanh, *How to Walk* (Berkeley, CA: Parallax Press, 2015).

[ISBN 978-1-937006-92-1]

\*Annie Dillard, *Pilgrim at Tinker Creek* (New York: Harper, 1974; Harper Perennial Modern Classics, 2013). [ISBN 978-0061233326]

\*Henry David Thoreau, *Walden and On Civil Disobedience* (New York: Vintage

Classics, 2014). [ISBN 978-0804171564] or <http://digitalthoreau.org/fluid-text-toc/>

\*Essays with links in the syllabus. (on box.com)

The College’s credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 2 periods of 75 minutes each week. Students enrolled in HIS167M are expected to devote at least four hours each week to identifying the main lines of argument in course readings, working alone or in groups, completing written assignments, playing the assigned computer game, and engaging with sites for which links are provided. Attendance in class is mandatory.

**Students with disabilities:** The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the [Office of Disability Resources](http://www.rochester.edu/college/disability/index.html) at: disability@rochester.edu; (585) 276-5075.

**Academic honesty:** All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at <http://www.rochester.edu/College/honesty/.> For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association’s, “[Defining Plagiarism](https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism).”

****

**Syllabus: All classes are in person, outside when possible**

**Thursday, August 26**: Introduction to course

\*Discuss Tracy Fullerton’s introduction to Walden: A Game

When I set out to create a game based on Walden, I wanted to create an experience that would give players an introduction to this important book that goes beyond just reading Thoreau’s words. I wanted to create a virtual world that would allow you to explore his ideas in context, to try for yourself his experiment in living simply in nature, and to find your own answers to the questions he was asking about life and how to live it.

We often think of great writers like Thoreau as stodgy old men living in a distant past that is hard for us to relate to. But when Thoreau went to the woods, he was a relatively young man still searching for his best path in life. He had tried several careers, including teaching, surveying, construction, and working in his father’s pencil factory. He had recently experienced a great loss in his life that caused him to think deeply about how important it is to live our lives fully every moment of every day. When he writes, “I went to the woods because I wished to live deliberately, to front only the essential facts of life … and not, when I came to die, discover that I had not lived,” he is speaking for all of us when we consider the preciousness of life and the importance of choosing wisely what we do with our time here on Earth. I hope that you enjoy the opportunity to play “deliberately” in this virtual Walden, and that exploring the game will inspire you to read Thoreau’s words with a deeper feeling for the questions he was asking, the person he was, the times he lived in, and then, perhaps, to apply that inspiration to finding your own personal Walden Pond, wherever you live, and however you define it.

Sincerely, Tracy Fullerton Game Designer and Director

****

**Tuesday, August 31**:

\*Watch before class for class discussion

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

\*Read before class for class discussion

* [Henry David Thoreau, “Walking,” *Atlantic Monthly* (June 1862).](https://rochester.box.com/s/olf5uy9h3bsez6vm6wrgxiwntbxz6sh6)
* Carol Kaufmann, “[Time to Write? Go Outside](https://rochester.box.com/s/61y7mheivoxycpdy1hp4ze28dsmmml7e)” *NYT* (September 16, 2013).
* [Holland Cotter, “Lessons in Constructive Solitude From Thoreau,” *NYT*, April 9, 2020](https://rochester.box.com/s/0s2t8vnnsns3z5zra9jg4eculdmddq6t).

\*Writing assignment due at start of class: complete form “[Comparing Two or More Texts](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox).” Scan and send to Professor Slaughter as email attachment. Complete the reading and the form deliberately, and complete the form legibly.

**Thursday, September 2**:

\*Before class for class discussion:

\*Walk over old railroad bridge to warehouse ruin with mural **OR** if you aren’t on campus, create your own parallel assignment—walk about 15-20 minutes from where you are, and locate a borderland region between constructed and “natural” settings. (This can be a large or a small feature—a weed or tree sprouting through a crack in concrete, a river running alongside a road, a stand of trees growing wild adjacent to a bridge, a beach, etc.)

\*Writing assignment: journal your walk in 1-2 pages that you scan and send to Professor Slaughter as an email attachment.

**Tuesday, September 7**:

\*Read before class for class discussion

* Thich Nhat Hanh, *How to Walk* (Berkeley 2015). (\*This is an extremely short book.)
* [One Foot in Front of the Other: How a Daily Walk Helps Us Cope, *NYT*, May 6, 2020](https://rochester.box.com/s/2nf0yodlzisrngzi08scva309qjyn7ol).

\*Writing assignment due at start of class: complete form [“Double-Entry Chart for Close Reading”](https://rochester.box.com/s/ayu8zmezbe1hjdbb7ibyyx05b98esv4r) for Hanh book. Complete reading and the form deliberately and complete the form legibly.

**Thursday, September 9**:

\*Read before class for discussion

* [Paul Schacht, “Introduction” to “Walden: A Fluid-Text Edition”](https://rochester.box.com/s/e3jbxdoezft2dhsru0v64qu2hckcn20r)
* Go to the fluid text edition on the site (<http://digitalthoreau.org/fluid-text-toc/>), read the first two pages of “Economy” and the first two pages of “Where I Lived, and What I lived For” in all seven drafts, and the comments on those pages. Come to class prepared to discuss this project, its goals, and Walden: A Game as an eighth revision of *Walden*.
* Play Walden: A Game at <https://www.waldengame.com> for at least one hour before class. (I’m assuming it will take you approximately 8 hours total to play the game all the way through. Don’t rush; play deliberately.)

\*Writing assignment due at start of class: complete form [“Comparing Two or More Texts.”](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox) (Box) Complete the reading and the form deliberately, and complete the form legibly.

**Tuesday, September 14**:

\*Read before class for class discussion

* Henry David Thoreau, *Walden*, chapter 1. <http://digitalthoreau.org/fluid-text-toc/>
* [Introduction to Princeton edition of *Walden*](https://rochester.box.com/s/g6u082x3wbfmyq2oaor42pq6glu35zr3).
	+ If you are reading *Walden* from the digitalthoreau.org site, I suggest you use the Princeton edition as your core reading to which you compare any other versions.
* Play Walden: A Game at <https://www.waldengame.com> for at least one hour before class.

\*Writing assignment: complete form [“Comparing Two or More Texts.”](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox) Complete the reading and the game-playing deliberately; compare them on the form. Complete the form deliberately and legibly.

**Thursday, September 16**:

Before class for class discussion: walk to Erie Canal or if you aren’t on campus on a walk to a constructed water feature and

\*Writing assignment: journal your walk in 1-2 pages that you send to Professor Slaughter as an email attachment or screenshot.

\*Read before class for class discussion

* “This Ever New Self: Thoreau and His Journal,” Exhibition at The Morgan Library and Museum <https://www.themorgan.org/exhibitions/thoreau>

**Tuesday, September 21**:

\*Read before class for discussion

* Henry David Thoreau, *Walden*, chapters 2 & 3.

<http://digitalthoreau.org/fluid-text-toc/>

* [Donovan Hohn, “Everybody Hates Henry,” October 21, 2015.](https://rochester.box.com/s/jzejbsy90j2xrxoexi7kxjsrtcljh8c5)
* Play Walden: A Game for at least one hour before class.

**Thursday, September 23**:

Before class for class discussion: walk to Mount Hope Cemetery; find grave of either Frederick Douglass or Susan B. Anthony and

\*Writing assignment: journal your walk in 1-2 pages that you send to Professor Slaughter as an email attachment or screenshot.

\*Before class for discussion

* Play Walden: A Game for at least one hour before class.

**Tuesday, September 28**:

\*Read before class for class discussion

* Henry David Thoreau, *Walden*, chapters 4 & 5.
* [Robert M. Thorson, “What Thoreau’s ‘Walden’ can tell us about social distancing and focusing on life’s essentials,” PBS News Hour, March 30, 2020.](https://rochester.box.com/s/6gm5sfz8r34mkfokub4i64p2fadvnxfv)
* Play Walden: A Game for at least one hour before class.

**Thursday, September 30**:

\*Read before class for class discussion

* Henry David Thoreau, *Walden*, chapters 6 & 7.
* [Ron, Charles, “’Walden’ may be the most famous act of social distancing. It’s also a lesson on the importance of community,” *Washington Post*, April 7, 2020](https://rochester.box.com/s/yl41fyf0riof7fg1j5py7v5nd1vn7iyh).

**Tuesday, October 5**:

\*Read before class for class discussion

* Henry David Thoreau, *Walden*, chapters 8 & 9.
* [William Howarth, “Reading Thoreau at 200,” *The American Scholar* (Summer 2017): 44-53.](https://rochester.box.com/s/wbt6cap4re20ob57qoqt8k1oz5lua05q)
* Play Walden: A Game for at least one hour before class.

\*Writing assignment: complete form “[Comparing Two or More Texts.”](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox) Complete the reading deliberately; compare the texts on the form. Complete the form deliberately and legibly.

**Thursday, October 7**:

\*Read before class for class discussion

* Henry David Thoreau, *Walden*, chapters 10 & 11.
* [Amelia Hall, “Why is ‘cottagecore’ booming? Because being outside is now the ultimate taboo,” *The Guardian*, April 15, 2020](https://rochester.box.com/s/p6y87bgyqlhjstvkpfp9eqrx055y4uau).

**Tuesday, October 12**:

\*Read before class for discussion

* Henry David Thoreau, *Walden*, chapters 12 & 13.
* [David Gessner, “Looking Back From the End of the World: What Thoreau can teach us about living life during—and after—the pandemic,” *The American Scholar* (June 2, 2020).](https://rochester.box.com/s/w7oyfvkxqelhg3vg83icd8xq9p8pz5vr)
* Play Walden: A Game for at least one hour before class.
* [Louisa May Alcott, Thoreau's Flute, The Atlantic Monthly, 1863](https://rochester.box.com/s/7hyfsdos05n3rmxstjoe4by40s0aewdc).

\*Writing assignment: complete form [“Comparing Two or More Texts](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox).” Complete the reading and the game-playing deliberately. Complete the form deliberately and legibly.

**Thursday, October 14**:

\*Read before class for class discussion

* Henry David Thoreau, *Walden*, chapters 14 & 15.
* [Bradley P. Dean and Gary Scharnhorst, “The Contemporary Reception of “Walden,” *Studies in the American Renaissance* (1990): 293-328.](https://rochester.box.com/s/nl1xw2w0zqkqisdgdbhs0ecszjuge2ir)

**Tuesday, October 19**:

\*Read before class for discussion

* Henry David Thoreau, *Walden*, chapters 16 and Conclusion.
* [Ralph Waldo Emerson, “Thoreau,” *The Atlantic* (August 1862).](https://rochester.box.com/s/zaqcyp5fw5av6lnt1im7aw6e58zjm41e)
* Play “Walden: A Game” for at least one hour before class.

\*Writing assignment: complete form “[Comparing Two or More Texts](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox).” (Box) Complete the reading and the game-playing deliberately. Complete the form deliberately and legibly.

**Thursday, October 21:**

\*Discuss writing assignment and this link:

<https://urldefense.proofpoint.com/v2/url?u=https-3A__cdm16003.contentdm.oclc.org_digital_collection_p16003coll16&d=DwIFAg&c=kbmfwr1Yojg42sGEpaQh5ofMHBeTl9EI2eaqQZhHbOU&r=VTw0sp10Ubt8gzG_tdq9JCpMURLQBOS27j1hbO_fRIc&m=R7Hg5Ov8CW046smnKJfCYtJ_1ElG_hqnFY2NA_fMqgk&s=g1JwQCPy8jL2I2AeiSNR7dWyiqYGiZoCcKPo0UoYt5c&e=>

\*Writing assignment due before class: Discuss the game as an eighth revision of the *Walden* text in an essay of 3-5 pages (double-spaced, one-inch margins). Remember, your essay needs a thesis, an argument, an organizational structure that supports your argument with evidence, and a conclusion.

**Tuesday, October 26:**

**Class meets for discussion with Andrea Reithmayr, Special Collections Librarian for Research & Collections in River Campus Libraries Department of Rare Books, Special Collections, and Preservation.**

\*Read before class for discussion

* one of the children’s books I loan you.
* <http://www.dbjohnsonart.com/about.html>
* [Talking with D. B. Johnson](http://www.ala.org/aboutala/offices/resources/talkingwithdbjhtml)
* [Seven Questions Over Breakfast with D.B. Johnson](http://blaine.org/sevenimpossiblethings/?p=1617)
* [Spring 2000 Flying Starts: D.B. Johnson](https://www.publishersweekly.com/pw/by-topic/authors/profiles/article/53257-spring-2000-flying-starts-d-b-johnson.html)

\*Writing assignment: complete form [“Document Analysis Questions”](https://rochester.box.com/s/qvmburvazqaxfgomo2nj88o8vuvjg5nm) based on your reading and visual engagement with the children’s book. Engage the book deliberately. Complete the form deliberately and legibly.

**Thursday, October 28**:

**Class meets for discussion of Borst Collection with Andrea Reithmayr.**

\*Read before class for discussion

* <https://www.jamescumminsbookseller.com/pages/books/320652/henry-david-thoreau/walden-or-life-in-the-woods>
* [Raymond R. Borst, “A Decade of Thoreau Printings the 1850s.”](https://rochester.box.com/s/sxgvgt1egpi8g4cw2d45fvvev3fh8q06)
* [Borst obituary from *Newsday*](https://rochester.box.com/s/dz88bjkd37nxkei2l2lhfirdqqeogsnd)

\*Writing assignment: complete form “[Comparing Two or More Texts](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox).” Complete the reading and the game-playing deliberately. Complete the form deliberately and legibly.

**Tuesday, November 2:**

**Zoom discussion of book collecting with Kevin MacDonnell of Mac Donnell Rare Books, Austin Texas.**

**Thursday, November 4**:

\*Read before class for discussion

* Annie Dillard, *Pilgrim at Tinker Creek*, chapters 1, 2, 3, & 4.
* Play Walden: A Game for at least one hour before class.

\*Writing assignment: complete form “[Comparing Two or More Texts](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox).” Complete the reading and the game-playing deliberately. Complete the form deliberately and legibly.

**Tuesday, November 9:**

\*Read before class for discussion

* Annie Dillard, *Pilgrim at Tinker Creek*, chapters 5, 6, 7, & 8.
* Play Walden: A Game for at least one hour before class. (I assume you’ve now finished the scenario.)

**Thursday, November 11:**

\*Read before class for discussion

* Annie Dillard, *Pilgrim at Tinker Creek*, chapters 9, 10, & 11.
* [Diana Saverin, “The Thoreau of the Suburbs,” *The Atlantic* (February 5, 2015).](https://rochester.box.com/s/jmnt9iibr2krvzlksyxe8bkytseinhf4)

**Tuesday, November 16:**

\*Read before class for discussion

* Annie Dillard, *Pilgrim at Tinker Creek*, chapters 12, 13, 14, &15.

**Thursday, November 18:**

\*Writing assignment: in an essay of 3-5 pages, compare Dillard’s *Pilgrim* to Thoreau’s *Walden*. In what ways do the authors’ gender account for differences or do you think the passage of time is the more significant variable?

**Tuesday, November 23**:

\*Read before class for discussion

* [Henry David Thoreau, *Resistance to Civil Government* (Boston and New York, 1849).](https://rochester.box.com/s/wdjq6wzjlcpjassej82jszihh67zpc05)

\*Watch before class for discussion

* [YouTube Video - Thoreau and Civil Disobedience](https://youtu.be/gugnXTN6-D4)

\*Writing assignment: complete form [“Document Analysis Questions.”](https://rochester.box.com/s/qvmburvazqaxfgomo2nj88o8vuvjg5nm) Complete the reading deliberately. Complete the form deliberately and legibly.

**Thursday, November 25**: NO CLASS.

**Tuesday, November 30**:

\*Read before class for discussion

* [Rebecca Ruth Gould, “Punishing Violent Thoughts: Islamic Dissent and Thoreauvian Disobedience in post-9/11 America,” *Global and Transnational Studies* (2018)](https://rochester.box.com/s/0xwr9u5m3ptrw301ltgo7vgjoewcl539)
* [Michael J. Frederick, "Transcendental Ethos: A Study of Thoreau's Social Philosophy and its Consistence in Relation to Antebellum Reform," 1998.](https://rochester.box.com/s/to21pltjcdid2eue68j5tz631sh33y3n)

\*Writing assignment: complete form “[Comparing Two or More Texts.](https://rochester.box.com/s/88as4z9fz9kxdyb4jt2fruhfbtwofaox)” Complete the reading deliberately. Complete the form deliberately and legibly.

**Thursday, December 2**:

**Class discussion by Zoom with Professor Paul Schacht of the Digital Thoreau Project and Beth Witherell, editor-in-chief of the Princeton University Press edition of “The Writing of Henry D. Thoreau.” Have questions, observations; you (personally) are responsible for the quality of the class discussion.**

**\*Before class explore this link again and be prepared to discuss it.**
<https://urldefense.proofpoint.com/v2/url?u=https-3A__cdm16003.contentdm.oclc.org_digital_collection_p16003coll16&d=DwIFAg&c=kbmfwr1Yojg42sGEpaQh5ofMHBeTl9EI2eaqQZhHbOU&r=VTw0sp10Ubt8gzG_tdq9JCpMURLQBOS27j1hbO_fRIc&m=R7Hg5Ov8CW046smnKJfCYtJ_1ElG_hqnFY2NA_fMqgk&s=g1JwQCPy8jL2I2AeiSNR7dWyiqYGiZoCcKPo0UoYt5c&e=>

**Tuesday, December 7**:

\*Read before class for discussion:

* [Don Henley and Dave Marsh, selections from Heaven is Under Our Feet](https://rochester.box.com/s/7hcc2id3qduyn8neb6x9n2hpiaqfy4sc)

\*reflect in class discussion on class

**Monday, December 13**

\*Writing assignment due at noon: Where (or what) is your Walden? (essay, 3-5 pages)

\*\*\*

Suggested Apps to Aid (Detract From?) your Deliberate Walking

* Plant Snap - Take a picture with your phone and identify the plants you see on your walk.
* Merlin Bird ID - Identify the birds on your walk by answering a few questions. Crowdsourced data allows Cornell Bird Labs to track migratory patterns!
* Picture Insect - Don't forget the bugs! A great way to identify that fuzzy caterpillar on the sidewalk.
* Falling Fruit - Urban foraging. Please use extreme caution when consuming plants found in nature! If you're not 100% sure, don't eat it!
* The Weather Channel - Rain? Snow? Hail? Or leave it to chance? Thoreau didn't have the benefit of weather prediction like we do today, but will it affect *your* walking experience?
* Night Sky - Taking a moonlight walk? Wonder what that bright light is in the west? This app will allow you to map the night sky on your phone.
* Seek – Create an online notebook of your outdoor experiences and share your entries with others to identify species and discuss finds!
* TreeBook – On a walk and curious about that unique looking tree you just found? This app will help you identify more than 100 of the most common trees in North America!
* iNaturalist - One part social media and another part Wikipedia, this app allows you to take a picture of your find and post it to a community of more than 400,000 scientists and naturalists who can help you identify it. There is also a group feature centered on specific locations or species, allowing you to connect with more enthusiasts.
* Relaxio Nature Sounds – Can’t get outside? With this app, you can bring nature’s sounds to your home! With 13 sounds of the outdoors like Relaxing Ocean, Calm Night and Warm Camp Fire, you can combine sounds and set timers for them too.

Name:                                                                                                                       Date:

**Double Entry Chart for Close Reading**

*Text:*

*Author:*

**Instructions:** Fill out the following chart. Feel free to add rows if you wish, and you may write as much or as little as you feel is necessary.

|  |  |
| --- | --- |
| **Notable Quote or Detail from the Text** | **Your Observation, Comment, or Question** |
|  |  |
|  |  |
|  |  |
|  |   |
|  |  |

**Name**:   **Date**:

Comparing two or more texts

**Directions**: Use the questions below to help you think about the relationship between two or more texts of any kind. Feel free to write as much or as little as you need.

**Content:**

In your own words, what is each text saying?

|  |  |
| --- | --- |
| **Text 1** | **Text 2** |
|  |  |

**Similarities:** How are these texts similar, connected or related? How are they alike, whether in terms of subject matter, theme, purpose, tone, etc.? What specific lines and details echo each other or connect?

**Differences:** How are the two different—again, in terms of subject matter, theme, purpose, tone or anything else? Where do they “disagree”?

**The Two Texts Together:** How does reading the two together make you see or understand things you might not if you read them separately? If the creators or subjects of these texts were to have a conversation, what is one thing they might say to each other?

**Questions and Reactions:** What questions do these texts and their content raise for you? What reactions do you have to them, either individually or together?

**Document Analysis Questions**

Name:

Date:

**Directions: Answer as many of the questions below as you can to analyze any primary document, whether a newspaper article, letter, diary entry, map, advertisement or anything else. Feel free to write as much or as little as you need.**

***WHO?*** *Who created this document? Who, if different than the creator, is the speaker or narrator? Whom, if anyone, is quoted in it? Who is the intended audience?*

***WHEN and WHERE?*** *When and where was the document originally created? What, if anything, do you know about the circumstances under which it was created?*

***WHAT?*** *In your own words, what does this document say? What do you think are the most important points in it? What did you learn from it?*

***HOW?*** *How does the creator of this document get his or her message or ideas across? How would you describe the language and tone of the document?*

***WHY?*** *Why do you think the document was originally created? Why do you think many consider it important?*

***YOUR QUESTIONS:*** *Now that you’ve read and written about this document, what questions do you still have?*