

# 16/17 November 2016

"His face, once seen, could not be forgotten. The features were quite marked: the nose aquiline or very Roman, like one of the portraits of Caesar (more like a beak, as was said); large overhanging brows above the deepest set blue eyes that could be seen, in certain lights, and in others gray, – eyes expressive of all shades of feeling, but never weak or near-sighted; the forehead not unusually broad or high, full of concentrated energy and purpose; the mouth with prominent lips, pursed up with meaning and thought when silent, and giving out when open with the most varied and unusual instructive sayings." This description is from Thoreau's friend Ellery Channing, in *Thoreau, the Poet-Naturalist*.



[This] picture [is one] of the three daguerreotypes taken in June, 1856, when Thoreau was 39, after a *Walden* reader in Michigan had sent money and requested a picture. The beard had been grown the previous winter as a precaution against "throat colds." The image above is owned by the Thoreau Society, and used with permission.

Another contemporary, Nathaniel Hawthorne, was less kind, although also a friend. After meeting Thoreau in 1842, he wrote: "He is a singular character – a young man with much of wild original nature remaining in him; and so far as he is sophisticated, it is in a way and method of his own. He is ugly as sin, long-nosed, queer-mouthed, and with uncouth and somewhat rustic, although courteous manners, corresponding very well with such an exterior. But his ugliness is of an honest and agreeable fashion, and becomes him much better than beauty."

Information derived from *The Days of Henry Thoreau*,  
by Walter Harding, Princeton University Press, 1992.  
text and image from <http://eserver.org/thoreau/images.html>

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Greetings, AmLit Scholars—

Let's work as efficiently as we can to create some time for getting a jump on the homework reading for next class.

Also, please note: when Henry David Thoreau wrote that "the end of life is education," he did not intend "end" to mean "the final or most extreme part of something"; he used "end" to mean "a goal or result."

As we continue to educate ourselves, here's how we'll roll today:

**1. WEDGE I**— One of our passages from Thoreau's *Walden* was excerpted from a chapter entitled "Where I Lived, and What I Lived For." Imagine that this title also heads a chapter in a memoir written in 2036 by... FUTURE YOU! This chapter in your memoir covers the first two

weeks of November 2016. For roughly ten minutes, begin the chapter that explains where you lived then, and what you lived for.

**2. Small Group Work**—We'll break into small groups to review the Thoreau readings and to practice one of the question types we should be trying to anticipate on our exams. Perhaps this exercise will help us to recalibrate our active reading.

Here's how:

A. We will split into small groups.

B. Each group will locate a likely ID passage for each for the sections from Thoreau's *Walden*. Each group will locate a total of four (4) possible ID passages, one (1) each from the sections entitled, "Where I Lived and What I Loved For," "Pond in Winter," "Spring," and "from the Conclusion."

C. We will determine a swapping pattern that allows teams to exchange the sets of possible ID passages. If the members of the class would prefer to do this work and the steps following in a GoogleDoc, some member of the group must create that document.

D. Teams will then write complete answers for the ID passages they have received. The parts of an ID question are pasted in below the homework assignment, if you need them.

**3. Large Group Discussion**—We will first review the passages and answers to check the completeness of our responses and to see how we might refine our work. Then we'll take some time to sort out any questions or concerns that arose from the reading and our small group work.

**4. WEDGE II**—We'll spend roughly ten minutes thrusting ourselves into a debate that has raged for over one hundred years: who's your favorite Transcendentalist? Why?

**5. Getting a Jump on the Homework**—Time permitting, of course.

Tappa! Tappa! Tappa!—  
Mr. Leo

### **Homework:**

In the Nathaniel Hawthorne packet, actively read the biography, "The Minister's Black Veil," and "Dr Heidegger's Experiment."

### **II. Identifications (x pts; y pts. ea.)**

For Z (z) of the following quotations, please identify thoroughly, and in complete sentences

A) the text, the author, the speaker, and his or her purpose, (1 pt.)

B) the audience within the narrative or drama, (1 pt.)

C) the dramatic or narrative context within which the lines are spoken, (1 pt.)

D) what the character is saying, (1 pt.)

E) the significance of the lines within the text, including any important literary terms that are illustrated (2 pts.)

F) the significance of the lines within the context of American literature. (2 pts.)

You may not need a separate sentence for each answer.

If these requirements do not seem applicable to the selection, wing it.