East Meadow School District

Curriculum Area Project

Grade 11

Implications of the ELA Common Core Standards

School Year 2011-2012

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Abstract

This CAP will focus on identification of new state standards for revision of the current curriculum. Organization and evaluation of resources will be done in specific grade levels by team planning and consultation for integration in current classroom procedures.

Rationale

With the revised educational standards it has become necessary to assess our current methods of instruction to ensure delivery of instruction that will create learners who are college or career ready. The project has been a team collaboration of instructors evaluating present educational procedures in relation to the newly amended.

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Implications of the Common Core Standards on the Current Grade Eleven Curriculum

Introduction:

The objective of standard revision is to ensure college and career readiness for all K-12 students. Such standards employ research models for implementation supporting input from numerous scholars as well as other persons involved in furthering child as well as student advancement (note: parental input is also a necessary part).

Also important in the current revision is the importance of developing a curriculum that furthers student awareness of world/international importance. Therefore, children will be ready not only for advanced school/education or career but will be considered global citizens as well.

While the 2009 standards serve as the basis of the newly revised, current standards specify objectives for age and grade advancement requirements. Of importance is the fact that such revised standards should be considered not only in the language arts classroom but in other subject areas as well.

This revision aims to broaden the educational experience for all students as an emphasis on close reading, critical evaluation and technological expertise to ensure responsible, thoughtful student immersion and citizenship in a global market/world.

*Considerations:*

* *The current standards have been revised by the CCSSO and NGA and are research-based, rigorous, internationally benchmarked, and aligned with college and career expectations.*
* *Current teachers of English should have a better understanding of what colleges expect and if this is a goal for all students, the advanced educational level instructors should be more involved in creating or guiding secondary level curriculum.*

Key Design Considerations:

Course and grade specific –

* revised standards to ensure college and career readiness through process model that defines grade-specific expectations

Grade levels –

* two year clusters in secondary grades allow flexibility for implementation ( schools, districts, states)

Focus –

* such flexibility at secondary level allows curriculum developers to consider how goals are achieved and teacher discretion at how students reach such goals is of importance at such levels as metacognitive strategies should be implemented to ensure final expertise.

Integrated –

* communication is an integral part in the secondary classroom (writing and research sharing)

Research –

* conducting original research, analyzing texts and media analysis and implementation should be treated/taught as a whole

Shared responsibility –

* revised standards insist that student enrichment is shared so teachers outside the literature classroom must assume an important role as well
* of importance at the secondary level is the inclusion of informational text necessarily included in social and technical classrooms as well

*Considerations:*

* *Does the district follow this model throughout? Do Clarke and East Meadow align their curriculum to follow the new design?*
* *Apparently, the school librarian becomes an integral part of the English classroom as it becomes necessary to introduce the idea of research across the curriculum.*
* *As teachers are faced with new roles, what exactly is required of instructors of Math, Science, Art, Music, and LOTE?*

Distribution of Literacy

Secondary literacy includes a major emphasis on informational text (70% across all subjects) therefore such reading is to be included in most classrooms as well. Informational text is not only a means for close reading practice but an effort to model writing for argumentation and explanation.

*Considerations:*

* *The 70% informational text inclusion is a major change for all subjects. While English and Social Studies include informational readings as part of instruction, teachers in other subjects must consider how to include such standard requirements as well.*

Distribution of Communicative

Anchor standards for writing cover a variety of texts and purposes. Of importance is the decreased amount of personal experience writing while persuasive and expository play an equally important role.

*Considerations:*

* *How will we know what other departments are doing for reading and writing?*

What is not Covered:

Revised standards map out fundamentals of classroom sources and requirements but teachers are left to include relevant advanced texts for those students and necessary supports for English language learners and students with special needs.

*Considerations:*

* *How do we include special education supports?*
* *Does the AP curriculum serve as model for all senior level classes?*
* *Will this model be followed? Do we create a steering committee consisting of administrators, chairs, teachers, students?*
* *How do we ensure the model is implemented and followed?*

Students who are College Ready:

Student portrait –

* independent learners who seek knowledge, are willing to assume responsibility for their own learning, who can analyze, present information, and ultimately defend their arguments
* subject matter is thoughtful and profound, while its introduction/coverage is research driven
* self-directed initiators of thoughtful presentation of knowledge, adjusting communication forms for proper delivery
* critical thinkers that do not just accept arguments through reading and listening but evaluate such arguments as well
* as initiators of thoughtful presentation of knowledge, students assess and user properly researched evidence to reinforce ideas
* as evaluators of various technological tools, students utilize technological means to enhance ideas and arguments
* as global citizens, students seek diverse cultural experiences by embracing the variety in background and ethnicity (such experiences that represent others’ perspectives come through reading, listening, questioning, evaluating).

*Considerations:*

* *How do we teach students to be aware of appropriate shifts in communication relevant to variety in audience, task, purpose, and discipline?*
* *How will we assess a student’s ability to critique?*
* *How will we assess critical thinking skills?*
* *The school librarian must teach the evaluative tools of research and the process of proper synthesis of resources to support an overall argument or idea.*

How to Read:

Overall organization –

Divided sections present overall objectives from the elementary to the more advanced classrooms. Revised standards serve as anchors from the grade-level and age-appropriate ideals of learning to an overall college and career ready profile.

*Considerations:*

* *How will this steadily growing ability of the learner be measured?*
* *How do we fit in more presentations in class?*
* *Obviously, grammar and vocabulary (maybe SAT-based) must become a necessary part of the upper level curriculum.*

Key Features:

* students should be reading grade appropriate texts and demonstrating an ability in seeking and comprehending the more advanced, while interacting wholly through outside connections and evaluating arguments explored
* process writing to be followed but used for not only research writing but for other forms/modes as well
* as writing becomes/forms a bridge from reading, students explore argumentative, narrative, informative modes as well
* cooperative learning to enhance student oral communication and interpersonal skill
* such tasks include integration of info, analysis, and proper presentation to achieve communication and attain formal speaking ability
* the study of language is an essential while students discern proper language use for specific means

*Considerations:*

* *What does college readiness actually mean? Will professors guide the high school curriculum considering higher education needs? Obviously students will be held responsible for comprehending and evaluating complex texts and must do so independently.*
* *When will this new program be implemented and what will happen to the Regents program?*
* *What is the East Meadow District’s evaluation of the new standards? Will there be a steering committee for implementation across the board?*
* *There is a need for a clearer understanding of the non-fiction aspect of the new standards and how it relates not only to English but to other subjects as well.*
* *What about the problems concerning the non-fiction component? How do we get students interested in such readings? We already include readings from early American colonial writers and the Transcendentalist writings have already become a major part of the grade eleven curriculum, but how do we make such readings mandatory throughout the district?*
* *What does “internationally benchmarked” mean? Will we take models from international educational systems to guide our own?*
* *How do we include more multicultural literature? Which cultures do we include? We do offer opportunities for class trips to Ellis Island and the study of immigrant groups is a focus, but how do we include more current world literature and make it interesting and relevant?*
* *There needs to be a clearer understanding of the advantages and disadvantages of process versus product writing. Students must gain independence in their ability to plan, revise, edit, and publish.*
* *How do we address the vocabulary and grammar aspects of the CCR? Apparently, the need for SAT focused review of such matters will guide us in this situation.*
* *How do we address the need for more presentations in class, especially with students who refuse to perform such tasks?*

Anchor Standards for Reading

Key Ideas:

1. Model close reading.
2. What is the passage’s claim?
3. Model inference while tracing repetitive patterns throughout the text.

Craft and Structure:

1. Cover denotation versus connotation of word meaning.
2. Focus on tone to elucidate meaning/message.
3. Familiarize students with different textual structures to conclude overall meaning.
4. Familiarize students with point-of-view by study of different perspectives and modeling those for personal writing.
5. Determine meaning and narrator reliability through differing perspectives.

Integration:

1. Model inference through analysis of various media.
2. Model evaluation of sources (literal, visual, quantitative).
3. Evaluate reasoning of argument/claim from proper exemplification.
4. Model compare/contrast process evaluation through study of different perspectives for similar subjects.
5. Build knowledge on subject through various approaches on specific area of study.
6. Determine own perspective through examination of others’ points of view.

Range:

1. Introduce a variety of literal texts for furthering comprehension and proficiency (stories, drama, poetry, literary nonfiction).

*Considerations:*

* *What is the claim? How do we determine theme? How do we arrive to this conclusion?*
* *How valid is the idea? How is it supported?*
* *How do we teach independence in reading and writing?*
* *How important does a reading and writing textbook become?*

Reading Standards for Literature

Key Ideas and Details –

1. Make full use of text, consider textual evidence, become sensitive to ambiguities within text.
2. Make reasonable claims about author’s message/argument through evidence of textual elements.
3. Analyze how themes represent life/social comments through exploration of elements (plot, characterization, setting, point of view).
4. Analyze poetic devices (imagery, personification, figures of speech) to evoke emotion.

Craft and Structure –

1. Discern meanings of words through denotative and connotative meanings.
2. Discern meanings of comparisons and repetitions encountered throughout.
3. Analyze how meaning is affected by structure, organization, syntax (word order), and diction (word choice).
4. Determine the validity of claim /assertion of text by distinguishing between the literal delivery versus implicit meaning through proper experience with satire, irony, sarcasm.

*Jonathan Swift’s “A Modest Proposal” and Twain’s Huckleberry Finn*

Integration of Knowledge and Ideas –

1. Compare/contrast multiple interpretations of specific text (literal, visual, auditory).
2. Trace development of American literature from the colonial period to contemporary age.
3. Study major periods, their themes and styles, and trace their echoes/effects on contemporary American literature.
4. Evaluate through comparison/contrast the political, philosophical, social implications of specific period through diverse writers.

Range –

 (see chart at end of text)

*Considerations:*

* *There are a few alterations, but some of this we do already.*
* *A focus on plot, setting, characterization is already a major part but now a focus on different modes of presentation are necessary: dvd, audio, text.*
* *Literary eras need to be covered and emphasized. Does the grade eleven classroom become a survey course in American history and literature?*

Reading Standards for Informational Text

Key Ideas and Details –

1. Make full use of text through close reading by modeling, considering textual evidence, becoming sensitive to ambiguities within the text.
2. Make reasonable assertions/claims about author’s arguments through textual evidence to defend and clarify.
3. Analyze author’s implicit versus explicit beliefs about a subject.

Craft and Structure –

1. Discern meanings of words and phrases through exploration of connotative versus denotative meanings.
2. Analyze features and applications of rhetorical devices of different documents and effectiveness of such devices for overall meaning.
3. Analyze clarity of meaning by tracing organizational patterns and structure, repetition, syntax, and diction.
4. Critique validity of arguments set in textual documents, their audience appeal (appeal to ethics, logic, emotion).

Integration of Knowledge and Ideas –

1. Compare/contrast multiple sources (textual, visual, auditory) for problem solving.
2. Verify and critique facts presented through a variety of public documents.
3. Critique validity of arguments by analysis of the context to which arguments address reader concerns and counterarguments.
4. Relate works and authors to major historical, political issues of their eras.

Range of Reading –

1. Legal documents
2. Presidential speeches
3. Public documents

*Considerations:*

* *It is apparent there must be a greater focus on what a text expresses explicitly versus implicitly. How do we gear students to become investigative readers focusing on nuances of the text?*
* *Students must now consider the life of the document: how does it begin? What happens as it grows? How is it developed? How do we evaluate its message overall?*
* *One goal should be in helping students with interpreting good writing on their own and pointing out advanced levels of reading versus the familiar and well-known.*
* *While the focus has always been on pointing out the claim, the newer focus must be on how we reach the conclusion considering the claim (How does one realize the specific claim? What are the means to this conclusion?).*
* *How do we assess the validity of the claim? How does the author prove the claim considering the proof within the reading passage?*
* *Along with this is the need to create independent readers, using proof of the passage to elucidate the overall meaning or purpose of the piece.*
* *Point-of-view must be emphasized in depth, in an effort to move past a reading subjectively to an objective assessment of author’s intent.*
* *Also, students must be able to determine main ideas and themes of not only important literary works but historical documents and their importance as well.*
* *A new emphasis on tone and the structure of a piece will give clues to the overall meaning, so an emphasis on author’s attitude and means should be a current focus.*
* *Evaluation now gains more importance in the English classroom, as students must learn to discern the validity of the piece or not taking the explicit argument at face value, but analyzing the implied.*
* *The goal of new readers is to increase independence in reading, where textual evidence because the proof of points-of-view.*
* *The teaching of world literature becomes more important. Obviously, it is hard to include this in the grade eleven curriculum as the focus is on historical American literature and current contemporary works.*
* *Early English writings or revolutionary works should now be emphasized for implementation of this specific revised standard.*
* *Also, while film has been used in the literature classroom to complement the reading of text, new artistic media should now be introduced.*
* *Apparently, scaffolding should take place in the lower high school levels, so independence may be gained at the higher grades.*
* *Considering instruction of informational text, students should learn how to decipher the general idea (we already do this) by modeling closer reading (step-by-step instruction for independence later on).*
* *A newer focus on diction or word choice is now necessary.*
* *Integration of historical document must be included for literary significance. We already do this as a historical background forms the backbone of the eleventh grade literary canon.*

Anchor Standards for Writing

Types and Purposes –

1. Encourage familiarity with written persuasive pieces.
2. Step by step analysis of argumentative writing.
3. Use relevant evidence and reason to formulate persuasive pieces.
4. Write expository pieces to prove an idea, drawing on relevant examples to support a thesis.
5. Explore different types of narrative writing for formulation of past real versus fictional experiences.

Production and Distribution –

1. Familiarize student writers with different modes of writing:

Process, comparison/contrast, cause and effect

1. Follow appropriate writing steps specific to modes.
2. Model proper writing process for finished product: peer review, internet consultation.

Research to Build and Present –

1. Explore techniques for amassing information for writing shorter versus longer research assignments.
2. Use teacher and student-initiated questions for research purposes.
3. Information taken from print and non-print texts.
4. Sources should be selected once credible, so determining credibility of source should be emphasized.
5. Research focus should be on both informational and literary texts.

Range –

1. Create writing scenarios for all modes and purposes.
2. Include and familiarize with quick response timed writing as well as longer process pieces.

*Considerations:*

* *Familiarity and instruction can be done through a writing textbook. Therefore, a writing text becomes as important as a literature textbook in the classroom.*
* *We need to focus on the variety of types of writing and a return to the step-by-step process.*
* *There is a need for peer review and an assessment of its effectiveness especially for those students who are resistant.*
* *Again, the librarian plays an integral part in the process and product of written pieces.*
* *Persuasive writing must begin in grade nine and continue throughout.*
* *How does the college essay fit into the curriculum?*
* *What do we do about plagiarism? Do we have a set policy for infraction?*
* *Do we create classroom anthologies to create a desire for student publication while rewarding recognition?*
* *Students should be writing a variety of pieces: literary papers, claim papers, formal essays, informal essays, timed essays, and journal pieces.*

Writing Standards

Text Types and Purposes –

A.

1. Write persuasive pieces by evaluating and presenting proper evidence to support claim.
2. Follow proper organization for argumentative pieces by development of claim and proper/thorough refutation of counterclaim.
3. Use language to create a cohesive written piece through manipulation of word order, and the use of transitions to further support or elucidate claim.
4. Familiarize and develop an objective tone while following specific rules for mode.

B.

1. Write informative/explanatory pieces by evaluating and presenting proper evidence to support claim.
2. Follow proper organizational method for expository pieces by developing a claim based on a topic and develop proper evidence to support throughout.
3. Use language to create a cohesive written piece through manipulation of word order and use of transitions to further elucidate and support claim.
4. Familiarize students with language specific for writing throughout modes: syntax, diction, tone.

C.

1. Narrate sequence of events and communicate their significance.
2. Narrative writing to include real and fictional situations.
3. Narrative techniques to be covered: dialogue, description.
4. Include variety of techniques throughout piece including sensory language to bring situation to life.
5. Narrative writing to culminate in theme, idea about life or situation, by exploring the significance of personal experience.

Production –

1. Writing completed/developed through proper mode style as a guide.
2. Process model of writing to develop individual piece.
3. Writing as a form of communication so technological resources for interaction and publication.

Research to Build –

1. Teacher and student-initiated questions to guide research process involving short and longer explanations while synthesizing multiple sources into a completed whole.
2. Analyze historical records of an event, examining its critical elements and communicate those elements through researched writing.
3. Explain differences, similarities in literary nonfiction/historical records with info derived from outside sources to support ideas.

Range –

1. Writing to become an integral part of class and homework as students are given the opportunity to practice all types of writing for a variety of tasks: formal, informal, journal, timed.

*Considerations:*

* *While the focus has been mostly on narrative and expository writing, argumentative/persuasive should now be emphasized.*
* *The English curriculum currently requires research writing ranging from shorter to lengthier pieces.*
* *In this case, a writing textbook is necessary for process and instruction.*
* *We need to teach the proper means of revision, giving students the tools of assessors by evaluating their own writing after becoming adept at peer review.*
* *In order to write a thoughtful piece of writing, we need to teach how to read one initially.*
* *For persuasive writing, there must be a step-by-step guide to understanding and creation. Therefore, samples of writing and outlines are necessary for the process steps.*
* *We also need to focus on teaching students how to select information, organize information cohesively, and analyze content for written presentation.*
* *For narrative writing, the focus centers more on development of an engaging story through the use of details, structure, and narrative technique.*
* *Also, it is important to include a specific claim for the narrative piece. So, what is the main idea of the memorable experience?*
* *Technology is now emphasized. While we avoided internet tools in the past, it is important to seek technological information now, but we must teach evaluation of specific documents and sites.*
* *A new emphasis is now on publication of written pieces, where students use technology to publish, link, display.*
* *With this, it is necessary to consider the ramifications of publicizing student work. Do students feel comfortable displaying written work especially when technology has currently been used as a means for attack rather than display for positive purposes.*
* *Regarding research, students should now be including a range of sources ranging from the visual to the written text. In essence, this follows the synthesis or document based question of the advanced placement written tasks.*
* *Another important component of the writing classroom now becomes the timed essay so teachers must focus students on how to work on such tasks, using a formulaic approach to analysis and outline for product.*

Anchor for Speaking and Listening

Comprehension and Collaboration –

1. Learning must include a cooperative component with diverse partners.
2. Cooperative learning should include a persuasive component, where one’s argument should influence group/partner.
3. Visuals an integral part of persuasion or topic explanation.
4. Evaluation a concluding/culminating assignment through close analysis of example and rhetorical means.

Presentation –

1. Information to be presented through proper organizational means.
2. Media included to aid argument/presentation.
3. Analysis of formal versus colloquial styles in presenting argument/ideas.

*Considerations:*

* *How will students react to this active role in the classroom?*
* *Do we continue with Power Point presentations as models or are there alternate forms of media for presentations?*
* *Do we create a universal rubric for presentations?*
* *We must include a range of speaking opportunities: literary circles, small group tasks, group teaching, Moodle.*
* *How do we include technology here?*

Speaking and Listening

Comprehension and Collaboration –

1. Students take active role in cooperative activities/discussions: literary circles, collaborative assignments.
2. Discussion initiated by preparation prior to discussion, evidencing ideas from chosen researched material.
3. Students to learn about strategies used to inform, persuade (advertisements, visual aids, language) in an effort to critique/evaluate a speaker’s presentation.
4. Students learn and use logical, ethical, emotional appeals to aid/manipulate tone.
5. Collaborative activities guided by questions where diversity within group and divergent perspectives considered.
6. Students use research and analysis to justify answers.

Presentation –

1. Presentations include claim/argument and proper evidence with clear organization and appropriate emphasis on refutation of counterclaim.
2. Students to deliver multimedia presentations by synthesizing text, images, media.
3. Students recite information with attention to detail for delivery performance to achieve clarity and demonstrate knowledge of information.

*Considerations:*

* *As speaking for communication becomes more important in the English classroom, it is obvious that student presentations are highly emphasized at the college and career level.*
* *Students must now be able to speak on a variety of topics clearly and eloquently.*
* *Therefore, does a public speaking component enter into the English classroom as well?*
* *A good activity to include would be a paraphrase of what another has stated ensuring full understanding of what was recently learned.*
* *We also have to teach students a variety of techniques for communication and presentation as well as how to eloquently pose questions for critique of what a speaker is relating.*
* *Technology could be included as a tool for further communication that targets not only verbal communication but visual as well.*

Anchor Standards for Language

Conventions –

1. Students demonstrate control of grammar and an understanding of proper English usage.
2. Students produce oral or written text that shows accurate spelling and correct punctuation and capitalization.

Knowledge –

1. Students to analyze literature in terms of language as well as meaning in an effort for further understanding (*Huck Finn, Feed*).

Vocabulary Use –

1. Modeling of word meaning deciphered from context clues so learners rely on such means initially prior to reference consultation.
2. Students to learn about relationships between words and nuances inherent.
3. Students to acquire a broader sense of vocabulary use in English classroom by expanding from general meaning acquisition to domain-specific words for reading, writing, speaking, and listening (context books).

*Considerations:*

* *There seems to be a shift from content knowledge to how language is used.*
* *Do we seek outside help in evaluating how we teach?*
* *Must we decide between teaching vocabulary through context or do we use vocabulary books? Is one method better than the other?*
* *Does this instruction fall under SAT review?*
* *Do we teach students about the history of the English language?*
* *How can we be sure teachers in lower levels are covering the age and grade-appropriate grammar? Do we need to review at the beginning of each year? What if students have not grasped the specific grammatical rule?*

Language

Conventions –

1. Demonstrate control of English grammar and usage while tracing evolution of English language from Early Modern (Shakespeare) to contemporary.
2. Knowledge of usage of reference materials when consulting outside texts to be covered so students gain independence in doing the same.
3. Conventions to be emphasized: capitalization, punctuation, spelling, hyphenation (use grammar texts).

Knowledge –

1. Students will apply knowledge of language use in different contexts to analyze meaning and effectiveness with an emphasis on syntax (SAT, AP texts).

Vocabulary –

1. Word meaning to be determined from a variety of strategies:
* Context clues (a word’s function within a part of the whole)
* Word changes through different parts of speech
* Familiarity with referencing materials so dictionaries, thesauri should be readily available in classroom.
1. Meaning also to be determined through analysis of figurative language, word relationships.
2. Students to acquire not only general classroom word definitions but domain-specific words as well for formal applications.

Language Progressive –

1. Subject-verb/pronoun-antecedent agreement
2. Fragments, run-ons
3. Usage (there, their, they’re/its, it’s/your, you’re)
4. Punctuation
5. Verb tense shifts
6. Parallel structure

*See Warriner’s text for teaching and reviewing.*

Measuring Text Complexity –

When choosing classroom texts, consider (three variables are related and must be in equal parts):

1. Reader and task: student knowledge, motivation, task purpose and complexity
2. Quantitative evaluation of text: readability, complexity
3. Qualitative evaluation: text meaning and knowledge demands

*Considerations:*

* *Students must be able to demonstrate the thorough use of the conventions of the English language including structure and grammatical rules. Therefore, grammar and conventions must be assessed throughout.*
* *According to this, do we have to teach a historical perspective on the English language? Do students need to know how the English language has grown or evolved over the course of history?*
* *Vocabulary and more elevated language should be introduced so students embellish speech and written pieces.*
* *A good question here concerning vocabulary is the method of instruction. Does new material come from context or material read in class or is it covered through vocabulary books? Even though considered irrelevant to material covered in class, vocabulary books do offer students a variety of exercises concerning each specific word and its use.*
* *How do we teach grammar? Should we return back to the rote memorization of rules? If we are returning to this teaching as it was done years ago, why was grammar instruction dropped in the first place?*
* *A study of language should then also include the variety of linguistic structure covering a range of text styles: fiction, non-fiction, drama, poetry.*
* *Do we need to return to spelling tests?*
* *Also important is the function of language and how it ranges from different contexts and styles.*
* *A return to old prefixes, suffixes, and root words and their meanings need to be taught and assessed.*

*Range –*

*Stories:*

*Myths, science fiction (old) vs. allegory, parody, satire (new)*

*Drama:*

*Film should be included as a means of comparison/contrast between playwright’s written text versus screen adaptation of same author’s work (new).*

*Poetry:*

*Odes, ballads: We should be familiarizing/teaching a broader range of poetic styles.*

*Literary nonfiction:*

*Public documents: speeches, historical, scientific, technical, economic accounts (new)*

*Texts –*

 *On list and included in curriculum at Clarke:*

*(grades 6-8)*

*Dragonwings, Yep*

*(grades 9-10)*

*Macbeth, Shakespeare*

*The Raven, Poe*

*The Gift of the Magi, O.Henry*

*(grades 11-12)*

*Because I Could Not Stop for Death, Dickinson*

*The Great Gatsby, Fitzgerald*

*Letter from Birmingham Jail, King*

*A Raisin in the Sun, Hansberry*

*Common Sense, Paine*

*Walden, Thoreau*

*Politics and the English Language, Orwell*