



Comprehensive Curriculum

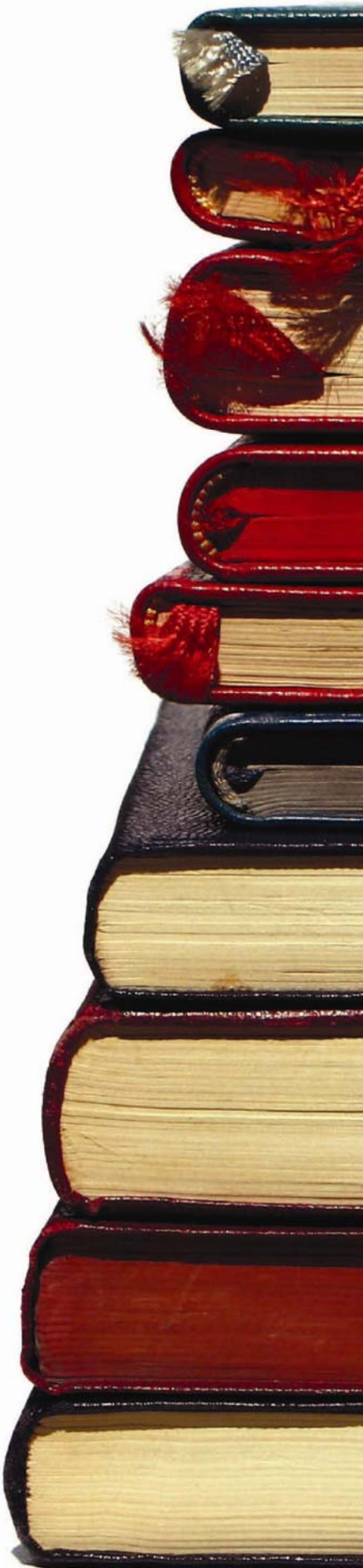
Revised 2008

Senior Applications in English



Louisiana Department of
EDUCATION

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Senior Applications in English

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Louisiana Comprehensive Curriculum, Revised 2008 Course Introduction

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



Senior Applications in English Unit 1: Practicing Good Habits

Time Frame: Approximately four weeks



Unit Description

This unit focuses on learning and practicing the seven habits of highly effective teens with emphasis on discovering a personal learning style, acquiring organizational skills, developing successful methods of note-taking, reading, listening, and creating and maintaining successful relationships. Literature studied will include *The Seven Habits of Highly Effective Teens* by Sean Covey and other works selected by thematic connection.

Student Understandings

Students will develop habits of effectiveness. They will identify personal paradigms, analyze their effectiveness, and formulate paradigm shifts. They will learn ways to build their own self-esteem, to be proactive with choice, and to stay aware of their individual power. Students will learn to set goals, manage time, and control fear. They will examine their relationships and learn to seek win-win situations, to give understanding, and to value the strength of team work. They will learn to celebrate diversity and to take care of themselves: body, brain, heart, and soul. They will practice effective reading, note-taking, and listening and will experience the universal qualities of literature by reading, understanding, and connecting to thematic selections.

The essential goals of this unit require students to read, comprehend, interpret, and analyze *The Seven Habits of Highly Effective Teens*, demonstrating connections of personal significance to the text. They will also read literary texts, recognizing that the literature is a reflection of self and the universal qualities that influence our abilities to be effective. Other critical goals call for students to respond to the texts, as well as to recognize the effects of the literary elements in the texts. In addition, students will develop vocabulary and language skills, both oral and written.

Guiding Questions

1. Can students identify the seven habits of highly effective teens?
2. Can students identify their personal habits and change bad ones?
3. Can students develop a positive mission statement and learn how to attain it?
4. Can students learn and activate an effective time management system?
5. Can students identify and exemplify the traits of good relationships and the necessary actions to maintain them?
6. Can students identify their learning styles and craft ways to use them to improve learning?
7. Can students learn effective teamwork strategies?
8. Can students celebrate diversity?

9. Can students apply the skill of balance with their attitudes toward body, brain, heart, and soul?
10. Can students master note-taking skills?
11. Can students make connections between and among texts and respond to them personally and analytically?
12. Can students demonstrate growth in independent reading, vocabulary acquisition, composition, grammar, and style?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author’s word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
04	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
07e.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including short stories, novellas, and novels (ELA-6-H3)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09b.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the credibility of arguments in nonfiction works (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author’s use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)

GLE #	GLE Text and Benchmarks
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
09g.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, critiquing the strengths and weaknesses of ideas and information (ELA-7-H1)
09h.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, synthesizing (ELA-7-H1)
11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12.	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)
13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
14a.	Develop complex compositions, essays, and reports that include a clearly stated central idea/thesis statement (ELA-2-H1)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
15a.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include word choices appropriate to the identified audience (ELA-2-H2)
15b.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include vocabulary selected to clarify meaning, create images, and set a tone (ELA-2-H2)
15c.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: information/ideas selected to engage the interest of the reader (ELA-2-H2)

GLE #	GLE Text and Benchmarks
15d.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: clear voice (individual personality) (ELA-2-H2)
16a	Develop complex compositions using writing processes such as the following: Selecting topic and form (e.g., determining a purpose and audience.(ELA-2-H3)
16b.	Develop complex compositions using writing processes such as prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as the following: publishing using available technology (ELA-2-H3)
16c.	Develop complex compositions using writing processes such as drafting (ELA-2-H3)
16d.	Develop complex compositions using writing processes such as conferencing with peers and teachers (ELA-2-H3)
17b.	Use the various modes to write complex compositions, including problem/solution essay (ELA-2-H4)
17f.	Use the various modes to write complex compositions, including process analyses (ELA-2-H4)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
21	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)

GLE #	GLE Text and Benchmarks
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26a.	Select language appropriate to specific purposes and audiences for speaking, including delivering information/book reports in class (ELA-4-H1)
26b.	Select language appropriate to specific purposes and audiences for speaking including: conducting interview/surveys of classmates or the general public (ELA-4-H1)
26c.	Select language appropriate to specific purposes and audiences for speaking, including: participating in class discussions (ELA-4-H1)
27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27c.	Listen to detailed oral instructions and presentations and carry out complex procedures, including forming groups (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)
29a.	Deliver presentations that include the following: language, diction, and syntax selected to suit a purpose and impact an audience (ELA-4-H3)
29c.	Deliver presentations that include the following: an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)
30a.	Use active listening strategies, including monitoring messages for clarity (ELA-4-H4)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
30c.	Use active listening strategies, including noting cues such as changes in pace (ELA-4-H4)
31b.	Deliver oral presentations, including responses that analyze information in texts and media (ELA-4-H4)
33b.	Participate in group and panel discussions, including acting as facilitator, recorder, leader, listener, or mediator (ELA-4-H6)
35a.	Locate, analyze, and synthesize information from a variety of complex resources, including multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, periodicals) (ELA-5-H2)
35b.	Locate, analyze, and synthesize information from a variety of complex resources, including electronic sources (e.g., Web sites, databases) (ELA-5-H2)

GLE #	GLE Text and Benchmarks
35c.	Locate, analyze, and synthesize information from a variety of complex resources, including other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2)
36	Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
37a.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including formulating clear research questions (ELA-5-H3)
37b.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including evaluating the validity and/or reliability of primary and/or secondary sources (ELA-5-H3)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
39b.	Use word processing and/or technology to draft, revise, and publish various works, including analytical reports that include databases, graphics, and spreadsheets (ELA-5-H4)
40a.	Use selected style guides to produce complex reports that include credit for sources (e.g., appropriate parenthetical documentation and notes) (ELA-5-H5)
40b.	Use selected style guides to produce complex reports that include the following: standard formatting for source acknowledgment (ELA-5-H5)
41.	Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen, paper, and high interest, multi-level readings of fiction, non-fiction, and technical variation, Skills Index BLM

The teacher should spur growth in independent reading skills and motivate students to read by providing time and skill instruction through selected readings. Teachers will design an independent reading program and approve selections from the literature study to foster this development. Student choice of reading material should be allowed to insure student interest and engagement. Class time should be dedicated to teaching strategies that allow students to grow as independent readers, both silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods of time. The teacher should monitor this reading, making sure to incorporate both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students should be able to summarize their readings and demonstrate comprehension, interpretation, and analysis upon the request of the teacher; acquisition of such skills should be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses, and the skills index. As skills are practiced within each unit, the students will check them in the index and record the date of skill engagement. The Skills Index BLM is provided.

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 24)

Materials list: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used
- a student-composed sentence using the word in context appropriately

Skill development should focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so their own vocabulary will grow to encompass words from all cultures.

Students should be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They should enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students should be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials list: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Ongoing writing prompts should be used as initiation, discussion, or closure activities. Prompts may assume any format, but all should address comprehension and higher-order thinking skills and lead students to connect ideas in texts and real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. During discussion students will use active-listening strategies, including monitoring messages for clarity and selecting and organizing essential information. Students should be encouraged to identify strong insight provided by peers.

The teacher should have students write daily journal entries to various prompts throughout the study of Sean Covey's *The 7 Habits of Highly Effective Teens*. For many teachers, the journal serves as a bell-ringer activity and forethought about a particular topic or text or theme. Once a week, the teacher will ask students to revise a journal for publication. The teacher will use these journal revisions to pull sentences for grammar review and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lesson on matters of style. The study of each habit will generate new journal prompts. The teacher can give the following list of prompts from which students may choose as they study the corresponding part of the book:

Part One:

- An English poet said, “We first make our habits, then our habits make us.” Respond to the truthfulness or lack of it in your life.
- Samuel Smiles said,
 - “Sow a thought, and you reap an act;
 - Sow an act, and you reap a habit;
 - Sow a habit, and you reap a character;

Sow a character, and you reap a destiny.”

Give an example of a thought you expressed that brought forth an act; identify an act that became a habit; explain a habit that you feel has shaped your character. Finally, is your character right now leading toward a destiny you want? Explain.

- What don't you like about yourself?
- What are your best traits?
- George Bernard Shaw, English playwright, said, “Better keep yourself clean and bright; you are the window through which you see the whole world.” Apply this metaphor to yourself and describe what areas might need a little glass polishing.
- What is one of your self-paradigms?
- What is a limiting paradigm you need to contradict?
Cecil B. DeMille once said, “It is impossible for us to break the law. We can only break ourselves against the law.” Explain the meaning of this quote.
- Make a list of the things that matter most to you.
- List your principles.
- Respond to the following quotes:
 - “Friendship with one's self is all important, because without it one cannot be friends with anyone else in the world.” ~ Eleanor Roosevelt
 - “If you don't take control of your life, don't complain when others do.” ~ Beth Mende Conny
- When was the last time you were conscious of treating others as you would like to be treated? Summarize the incident and how you felt.

Habit One:

- Respond to the following quotes:
 - Elaine Maxwell states, “Whether I fail or succeed shall be no man's doing but my own. I am the force.”
 - Abraham Lincoln states, “People are just about as happy as they make up their mind to be.”

Habit Two

- What have you done with your life over the past year?
- What kind of friends do you want to have?
- What will you contribute to the community?
- What will you stand for?
- How will you continue your learning after this year?
- What are your talents?
- Have you used negative labels? What and with whom?
- How can you tell if your ladder is leaning against the right wall?
- After you have written your mission statement, you can set goals. As you do so, determine the cost of each goal.
- An old saying states, “A goal not written is only a wish.” Give your goals power by writing them down.
- What can you do to truly commit to your goals?
- Who can you rope up with now to achieve your goals?
- What weakness are you determined to turn into a strength? How will you do this?

Habit Three:

- I put first things first.
- How do I respond to peer pressure?
- What comfort zone items distract you from accomplishing your plan on time?
- Edmund Hilary said, “It’s not the mountain we conquer, but ourselves.” How is this true?
- “Winning is nothing more than rising each time you fall.” Respond to this statement.
- “Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.”

Robert Frost

How are this poet’s words true in your own life?

- Saying no when all your friends are saying “yes” takes raw courage.
- All successful people have the habit of doing the things failures don’t like to do. They don’t like doing them necessarily. But their disliking is subordinated to the strength of their purpose. How is this statement true in your life?
- “Only Robinson Crusoe has everything done by Friday.” (Unknown Author)

The Relationship Bank Account:

- What’s it like to be in a relationship with you?
- What do you wish you had more time to spend doing?
- Martin Luther King said, “Life’s most urgent question is: What are you doing for others?” How do you answer this question?
- What will happen if you develop a pattern of not doing what you say you will do?
- The Japanese say, “One kind word can warm three winter months.” What was your last act of kindness? What can you do today?
- To have friends, you have to be a friend. Do you see a need for reciprocity in relationships?
- People need to be listened to almost as much as they need food. Who listens to you? To whom do you listen?
- To whom do you need to apologize?

Habit Four:

- C. S. Lewis states, “Pride gets no pleasure out of having something, only out of having more of it than the next man.” How does this quote relate to you?
- How do you make life less difficult for others?
- Lily Tomlin says, “The trouble with the rat race is that even if you win, you’re still a rat.” How are you caught up in the rat race?

Habit Five:

- Before I can walk in another’s shoes, I must first remove my own.
- The American Indian proverb goes, “Listen, or thy tongue will make thee deaf.”
- All people see the world, not as it is, but as they are.

Habit Six:

- “Alone we can do so little; together we can do so much.” ~ Helen Keller
- “I once complained to my father that I didn’t seem to be able to do things the same way other people did. Dad’s advice? ‘Margo, don’t be a sheep. People hate sheep. They eat sheep.’” ~ Margo Kaufman

- “Greetings. I am pleased to see that we are different. May we together become greater than the sum of both of us.” ~ Mr. Spock
- “The smallest minority on earth is the individual.” ~ Ayn Rand
- “Fear makes strangers of people who should be friends.” ~ Shirley MacLaine
- “Differences create the challenges in life that open the door to discovery.” ~Stephen Covey
- “A mouse does not rely on just one hole.” ~ Plautus

Habit Seven:

- The time to repair the roof is when the sun is shining.
- “Everyone is a house with four rooms: physical, mental, emotional, spiritual. Unless we go into every room every day, even if only to keep it aired, we are not a complete person.” ~ Ruth Godden
- “People who cannot find time for recreation are obliged sooner or later to find time for illness.” ~ John Wanamaker
- “Within you is a stillness and sanctuary to which you can retreat at any time and be yourself.” ~ Hermann Hesse
- Your body will honor you with wellness if you honor it with awareness.
- Forget supermodels. If more people could look like them, they wouldn’t be called super.
- “Take out your brain and jump on it – it gets all caked up.” ~ Mark Twain
- “Keep learning about the world. Use you mind to the hilt. Life passes quickly and, toward the end, gathers speed like a freight train running downhill. The more you know, the more you enrich yourself and others.” ~ Susan Trott
- “The most important ingredient we put into any relationship is not what we say or what we do, but what we are.” ~ Stephen R. Covey
- “Life loves to be taken by the lapel and told, ‘I’m with you, kid. Let’s go.’” ~ Maya Angelou
- “Laughter is the shortest distance between two people.” ~ Victor Borge
- “The soul was never put in the body to stand still.” ~ John Webster
- “Balance is the key to success in all things. Do not neglect your mind, body, or spirit. Invest time and energy in all of them equally – it will be the best investment you ever make, not just for your life but for whatever is to follow.” ~ Tanya Wheway

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
<p>Initiate discussion.</p> <p>Focus on author’s message.</p> <p>Link information.</p> <p>Identify difficulties with the way the author has presented information or ideas.</p> <p>Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.</p>	<p>What is the author trying to say? What is the author’s message? What is the author talking about?</p> <p>That’s what the author says, but what does it mean? Why did the author choose this word?</p> <p>How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?</p> <p>Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?</p> <p>Did the author tell us that? Did the author give us the answer to that?</p>

*Source: *50 Content Area Strategies for Adolescent Literacy* by Douglas Fisher, William Brozo, Nancy Frey, and Gay Ivey

Along with using journals, teachers may also use Admit and Exit Slips (blank half-sheets of paper) which allow students to respond to prompts or to pose questions as they enter the classroom in preparation for the day or to close the day. This technique allows students, first, to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students should either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers should also utilize reader’s response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers should ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one page/one side response or it can be a formal personal or literary analysis essay:

- One Page/One Side Responses: Students write to prompts by covering one side of the

paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or they could write a “mini” essay complete with brief introduction, body paragraph, and a conclusion. (The teacher may want to require total number of words per student, unless the composition is to be typed.)

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g, 25, 27b, 27d)

Materials list: samples taken from student writings, sample ACT/SAT questions, teacher developed Grammar and Style Sheet BLM, three-ring binder for handouts

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons should focus on the following:

- sentence-formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood)
- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific.

Following is an example of a mini-lesson for a particular stylistic error that flaws student writing and, once learned, immediately produces a higher caliber of composition.

Correcting Weak Verbs

Teachers should pull a wide array of “cuts” from one of the essays presented in this unit. The teacher should present these cuts to the class via the overhead or a projector. The teacher should ask students to read along with her/him and to note each time a form of the verb *to be* is used. If proper cuts are selected, odds are, even in a small piece, the students will have used all forms of the verb: *is, are, am, was, were, be, being, been*. The teacher should focus on the verb usage weaknesses and ask students to help correct them with active verbs. Once students see the overuse of *being* verbs in presentation, teachers should return their essays to them and ask that they edit their own papers by removing most forms of the verb *to be*. From this point forward, this stylistic weakness should not be tolerated.

Activity 5: Pre-Reading and Reading for *The Seven Habits of Highly Effective Teens* (GLEs 03a, 09a, 09b, 09c, 09f))

Materials list: student copies of *The Seven Habits of Highly Effective Teens*, paper, pen, Split-Page Notes BLM, three-ring binder for handouts

As a pre-reading strategy, the teacher will ask students to consider whether they have the habit of improvement. As a large group, students will *brainstorm* ([view literacy strategy descriptions](#)) a list of ways that they strive to improve. The teacher will ask students to complete such sentence openers as “I want to One of my goals is I want to stop I want to start. . . .” The teacher will ask students to volunteer their sentences. Students will read their statements aloud in the whole group, and the teacher will ask for questions and comments to provoke class discussion. Students will choose one statement to turn in to the teacher as a personal goal for improvement.

The teacher will introduce *The Seven Habits of Highly Effective Teens* and explain this on-going assignment for each chapter. Students will read *The Seven Habits of Highly Effective Teens* by Sean Covey and will summarize each chapter using the *split-page notetaking* strategy ([view literacy strategy descriptions](#)). With each chapter, the students will take notes as they read, recording a summary of all pertinent information on the larger portion of the note page occupying the right side. Any questions, connections, vocabulary words, and commentary are to be recorded in the smaller first section on the note page located on the left side. Students are to respond to all prompts for information within the text, including the prompt and the answer to each in their notes. Chapter notes will be checked by the teacher for completion.

Activity 6: *The Seven Habits of Highly Effective Teens*: Part One: The Setup (09h, 13b, 15a, 15b, 16a, 16b, 16c, 16g, 20a, 27c, 30a, 30b, 33b)

Materials list: student copies of *The Seven Habits of Highly Effective Teens*, paper, pen, Split-Page Note Taking BLM, three-ring binder for handouts, Habits BLM, Artful Products Rubric BLM, Life Center Survey BLM, Guiding Principle Essay BLM, Letter Rubric BLM, Baby Steps 1 BLM

The teacher will lead students through the first part of Covey’s book to familiarize them with his first two concepts: “Get in the Habit” and “Paradigms and Principles.” Students will read these two chapters in a period of silent, sustained reading.

The teacher will facilitate understanding of these concepts by guiding students through the following exercises:

- Good and Bad Habits (GLEs: 16b, 30b)
Students will group in pairs with each individual listing four of his great habits and four of his worst habits. Teachers will provide the Habits BLM. As well, each student will identify the good results from the great habits and the bad results from the worst habits. With a partner, the students will read about each other’s habits and *brainstorm* ([view](#)

[literacy strategy descriptions](#)) changes that could be made to alter the bad to good. They will apply their advice to four life areas: in school, with family, with friends, and with others. The partners will discuss changes to habits as they relate to school, family, friends, and others. Teacher will dismiss pairs to form whole group and lead a discussion of habits, listing on the board or overhead the commonalities of habits and changes as a closing activity.

- Artful Presentation of the Seven Habits (GLEs: [09h](#), [16a](#))
Students will prepare a poster, a wallpaper, a screensaver, or an MP3 of the seven effective habits to use for daily self-reinforcement. Students will include at least seven accurate facts and graphic creativity. The number of graphic effects are left to the creative taste of the students. The product is to be artful and legible and appropriate for display in class. Teachers may use the Artful Product Rubric BLM or create one. The rubric is to be provided the students prior to attempting the assignment.
- Guiding Principles (GLEs [13b](#), [20a](#))
Students will participate in the life center survey and follow the directions for scoring. The teacher will give students a copy of the survey and scoring device to be found on Life Center BLM. Students should familiarize themselves with their score and its meaning, and then, students should consider a principle-centered life. The teacher will lead the class in a discussion of what principles guide them. Students should identify a difficult but necessary principle for them to live by and will write a response exploring ways to make the principle less difficult to include in their daily living. They should address these questions: What is the principle? Describe one time it has been difficult to apply the principle. How can it become easier to use in your daily life? Why is this use important?
This paper will be submitted to the teacher for assessment. The Guiding Principle Essay Rubric BLM or one created by the teacher should be used to assess the essay.
- Good Deeds (GLEs [16b](#), [27c](#), [30a](#), [30b](#), [33b](#))
The teacher will direct students to form groups of three or four and *brainstorm* a list of selfless good deeds that could be readily acted upon. Each student will choose a deed and act upon it within the next 24 hours. Groups will re-form, and members will share their good deeds and compare their reactions to the deeds. One member of the group will record the reactions, one will act as a recorder of listening skills, and one will share the common reactions of the group with the class. The class at last will seek to understand the significance of the commonalities of the reactions within all groups in a whole class discussion wherein the teacher will record commonalities on the board or overhead.
- Letter of Thanks (GLEs [15a](#), [15b](#), [16a](#), [16c](#), [16g](#))
Teachers will instruct students about formal letter writing so students will have adequate guidelines for creation of letters. Students will write a letter of thanks to someone who deserves their gratitude. The letter will detail the reasons for appreciation and emphasize the positive effect the recipients have had on the writer. The composition should use selected vocabulary and details appropriate to audience as well as applying standard rules of mechanics and punctuation. Teachers should access the Letter Rubric BLM, which is provided for scoring.
- Baby Steps
Teachers should direct students to complete the list of baby steps on page 28 so students can practice being positive, showing appreciation, and thinking about their paradigms and

principles. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided students to complete the assignments. The Baby Steps 1 BLM will be given students by the teacher.

Activity 7: *The Seven Habits of Highly Effective Teens: Part Two: The Private Victory* (GLEs 03a, 04, 07e, 09a, 09b, 09c, 09g, 09h, 11, 13c, 13f, 15a, 15c, 15d, 16b, 20a, 27b, 29a, 31b, 36, 37a, 37b, 37c, 37d, 41)

Materials List: samples taken from student writings, sample ACT/SAT questions, three-ring binder for handouts, Baby Steps 2 BLM, Behavior Paragraph Rubric BLM, Baby Steps 3 BLM, The Great Discovery BLM, Franklin Covey Mission Statement BLM, Baby Steps 4 BLM, Planning Well BLM, Baby Steps 5 BLM, Split-Page Notetaking BLM, Weekly Planner BLM, Time Quadrant BLM

The teacher will lead students through the second part of Covey's book to familiarize them with another of his concepts and the first three habits as follows:

- The Personal Bank Account
 - Habit 1: Be Proactive
 - Habit 2: Begin with the End in Mind
 - Habit 3: Put First Things First

The teacher will facilitate understanding of these concepts by guiding students through the following exercises:

Habit One: Be Proactive

- Observation Power (GLEs 13c)
Teachers should ask students to test their powers of observation, using common sights as material for recalled observations. Teachers should access the Powers of Observation Test at <http://www.oldjoelblack.Onyx.com/thinktst.htm> to project with an LCD projector for class use and direct the students to test their powers of observation or access the site in a student computer lab.
- The Powers of Observation in the Works of Sir Arthur Conan Doyle (GLEs 09f, 13c)
Students should read a Sherlock Holmes story by Sir Arthur Conan Doyle such as "The Adventure of the Speckled Band," using the literacy strategy *DR-TA* ([view literacy strategy descriptions](#)). This strategy will allow the teacher to lead the class through the reading with frequent stops for student prediction and discussion. The teacher can first draw students' attention to background information and elicit information about their personal experiences with observation. For example, the teacher should discuss the character of Sherlock Holmes, inquiring what students know of this name and character. The teacher will provide background information about Sir Arthur Conan Doyle. Then, teachers will use the following prompts before, during, and after reading the story.

Using your knowledge of Doyle and Holmes, what do you think the title of the story means?
After the paragraph beginning: “There is no mystery. . . ,” what conclusions can you draw about Holmes? What predictions can you make?
After the paragraph beginning, “I could not sleep that night. . . ,” make predictions.
After the paragraph beginning, “This is a very deep business. . . ,” make predictions.
After Holmes’ statement, “We shall walk out upon the lawn. . . ,” make predictions.
How accurate were your predictions? What can you do to make better use of your powers of observation?

Frequent stops will give students the opportunity to predict, revise predictions, and maintain a written record. If needed, teachers may access such stories at: http://www.4literature.net/Arthur_Conan_Doyle/ where they will find an e-text of many of Doyle’s stories. Students should record the powers of observation Sherlock uses to solve the mystery and then discuss their story with their group, concentrating on the power of observation. Students should discuss with their group how the power of observation could help them if they sharpened their observation skills.

- Observe and Reflect (Proactive and Reactive Choices) (GLEs 13c, 15c, 15d)
Teachers should direct students to observe one day in their classes and on campus the activities of others. Students should, from these observations, describe one activity and decide whether the activity reflected proactive or reactive choices on the parts of the participants. Finally, students should write a reflection of the scenario and explain the significance or consequence of the encounter on the participants, being sure to answer the question: What have you learned from the observation? These compositions should have a clear purpose, audience, and voice, and teachers should lead students to incorporate details that are engaging.
- Kindness Board (GLEs 09c, 11, 13c, 16b, 20a)
Teachers will lead students to brainstorm possible acts of kindness and record them one at a time on individual note cards. All of the cards will be tacked to a kindness bulletin board. When one of the possibilities becomes a reality, the card will be transferred to a colored card with the act, the name of the doer, and the date. The colored card will be tacked upon the bulletin board. Periodically, students will be asked to update the possible acts.
To reinforce this concept of kindness, teachers should lead students in seeing a literary example of such kindness in Katherine Mansfield’s “The Doll’s House.” Students should read the short story and note examples of kindness in the story. In a class discussion, students should share their ideas and responses to the story. Then, students should write a response to the acts of kindness presented in the story and the relevance of such acts in the world and in their own lives.
- Baby Steps
Teachers should direct students to complete the list of baby steps on pages 45 and 46 to practice keeping promises, doing random acts of kindness, tapping into their talents, being gentle with themselves, renewing themselves, and being honest. Students should be prepared to share experiences concerning these baby steps with their classmates through

an oral presentation. The teacher will call for these presentations when adequate time has been provided for students to complete the assignments. The Baby Steps 2 BLM will be given to students by the teacher.

- Proactive/Reactive Behavior (GLEs [09a](#), [09b](#), [09c](#), [09g](#), 13c, 15a, 15c) The teacher will direct students to bring an article from a magazine, newspaper, or online source about positive attitude to class, to write several paragraphs summarizing the article and at least one paragraph agreeing or disagreeing with the article. Teachers should access the Behavior Paragraph Rubric BLM for assessment.
- Positive Behaviors (GLEs 09a, [36](#), [37d](#))
The students will research quotations using reference material provided by the teacher (*Bartlett's Quotations*, song lyrics, or literary selections) concerning positive behavior and positive attitudes. Each student will collect ten quotes that seem to resonate within their hearts and minds. The teacher will collect them, and the class as a whole will vote on the top ten. These quotes will be given to small groups who will prepare the quote for permanent display in the room.
- Baby Steps
Teachers should direct students to complete the list of baby steps on page 71 and 72 so students can practice active and reactive language. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided to students to complete the assignments. The Baby Steps 3 BLM will be given to students by the teacher.

Habit Two: Begin with the End in Mind

- The Great Discovery
Teachers will direct students to participate in The Great Discovery on pages 86-89 of the book. Use the blackline master for convenience. This exercise should clarify for students some of their beliefs as preparation for designing a mission statement.
- The Mission Builder
Teachers will direct students to visit Franklin Covey's Mission Builder at http://www.franklincovey.com/fc/library_and_resources/mission_statement_builder and participate in the parts of it. As a result of this work, students should be able to present teachers with a copy of their mission statements. If unable to use the site, teacher should lead students through the mission-building process using the Franklin Covey Mission Builder BLM.
- Baby Steps
Teachers should direct students to complete the list of baby steps on page 104 so that students can practice recognizing career skills, reviewing their mission statement, examining crossroads, and leading others in self-discovery. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided students to complete the assignments. The Baby Steps 4 BLM will be given students by the teacher.

Habit Three: Put First Things First

- Your Schedule (GLEs: 16c, 20a)
Teachers will direct students to formulate a schedule of their typical day. Teachers may prompt students with such questions as these: What events occupy your time? How is that time allocated? When does your day start and end? From that schedule, which events are important, and which are not important and not urgent? Students are to make a schedule based on the priorities established as important, whether urgent or not.
- Time Management (GLEs: 03c, 04, 09g, 23d, 29a)
The teacher will direct students to the University of Chicago site, http://counseling.uchicago.edu/resources/virtualpamphlets/time_management.shtml, where they will find a number of articles about the management of time. Each student is to read, summarize, and evaluate an article assigned by the teacher. Each student must prepare the material to present orally to the class in such a way that all students will benefit from their work with the article. Students will use correct grammar in a faithful summary of the article, focusing on appropriate usage of commas, particularly the use of commas after adverbial clauses and/or introductory phrases. In concluding their work, students should make a value judgment as to the reliability and worth of the article and share that judgment with the class as well.
Time Management Test (GLEs: 03c, 09a, 09c, 09f)
The teacher will direct students to the Dartmouth site at http://www.dartmouth.edu/~acskills/docs/planning_well.doc to take the test on planning. Students will score themselves at the close of the test with the instrument provided on the site. If unable to access the Internet, please use the Planning Well BLM that is provided. Students should score themselves and make a judgment about their ability to manage time and a plan to address their shortcomings.
- Put First Things First (GLEs: 01a, 09a, 13b)
The teacher will direct students to read Chapter Three: Put First Things First and use the Split-Page Note-Taking BLM to summarize the chapter, collect vocabulary words, and formulate questions. These notes will serve as a basis for class discussion of this material.
- Time Quadrants (GLEs: 09a, 16b, 16c, 37c)
The teacher will introduce the use of Time Quadrants by supplying students with the Time Quadrant BLM, a *graphic organizer* that will allow students to prioritize their personal data. The teacher will discuss the chapter reading, focusing on the use of the Time Quadrants. Students will practice with the Time Quadrants *graphic organizer* ([view literacy strategy descriptions](#)), first listing all typical activities that span each week and/or month, and then prioritizing them according to the Time Quadrants. Students will identify their roles (household member, student, friend, worker, etc.) and list the major responsibilities of each role for that week. Then, students will develop a weekly planner, either by acquiring one, using a notebook, or using the Weekly Planner BLM. After a teacher-led discussion of “rocks” (priority items), students will choose their “big rocks” for the week and schedule them from their quadrant-blocked list and will consider their roles. After the “big rocks” are scheduled, students can then schedule everything else.

- **Schedule Analysis (GLEs 13b, 37c, 41)**
Each week on Monday, the teacher will lead students to evaluate both the old schedule and the new. Students are to note the number of changes to the old schedule and to consider ways to either plan better or to commit to following through with their plans. After the first week of planning, students are to write an explanation of changes in the original plan, determining whether issues from the courage zone or comfort zone influenced the changes made (These two zones are explained on page 117 of the Teens book.). If fear is causing deviation from the plan, students are to list those fears and develop a rationale for conquering them. If comfort is the cause for deviation, students are to develop strategies to develop more willpower and motivation. Also, students should consult their time-quadrant chart for additions or revisions. These strategies and rationales will be applied the following week. Each week this same procedure will be used to track planning success and to build greater success.
- **Baby Steps**
Teachers should direct students to complete the list of baby steps on page 128 so students can practice planning effectively, eliminating fear, and recognizing and dealing with peer pressure. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided to students to complete the assignments. The Baby Steps 5 BLM will be given to students by the teacher.

Activity 8: *The Seven Habits of Highly Effective Teens: Part Two: The Relationship Bank Account* (GLEs: 03a, 03c, 04, 09a, 09c, 09f, 13c, 13d, 14a, 14b, 15c, 16b, 16d, 17b, 17f, 26a, 26b, 26c, 29c, 30a, 30b, 30c, 31b, 35a, 35b, 35c, 37d, 39b, 40a, 40b)

Materials list: samples taken from student writings, sample ACT/SAT questions, three-ring binder for handouts, Baby Steps 6 BLM, Say Something BLM, Baby Steps 7 BLM, Baby Steps 8 BLM, Learning Styles BLM, Intelligences BLM, Baby Steps 9 BLM

- **The Relationship Challenge (GLEs 14a, 14b, 15c)**
The teacher will direct students to choose one important relationship that is damaged. It may be with a parent, sibling, friend, or teacher. The students must write in detail about the damaged relationship and how they will rebuild it. The rebuilding plan will be specific and long-term. After three weeks, the conclusion will be written, explaining the progress and barriers thus far and projecting students' ultimate success in the rebuilding process.
- **Baby Steps**
Teachers should direct students to complete the list of baby steps on page 144 so that students can practice keeping promises, doing acts of kindness, being loyal, listening, apologizing, and setting clear expectations. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided students to complete the assignments. The Baby Steps 6 BLM will be given students by the teacher.

Habit Four: Think Win-Win

- **Competition**
The teacher will direct students to write about a time when competition was healthy and a time when it was darker, more destructive. Then, teachers will provide students a copy of the Say Something BLM. Students will pair up and use the handout to shape their paired discussion of each other's work on competition.
After the partners finish their discussion, they will add one paragraph to their writings reflecting on their discussion with their partner. The teacher will collect the essays for grading.
- **Win-Win in the World (GLEs: 04, 09f, 31b, 35a, 35b, 35c, 39b)**
The teacher will direct students to find an article in the newspaper or a magazine that demonstrates the win-lose attitude. They will summarize it for the class in an oral presentation and formulate ways the situation could have been a win-win. Teachers will facilitate a discussion wherein the win-win philosophy will be applied to classroom activities. Students will explore ways they can feel the win-win attitude in the classroom. Teachers will direct students to explore Internet sites to determine how businesses of today employ the win-win philosophy. Students are to document the strategies of an identified business and display them on a chart under the logo of that company. These charts will be displayed in the room to serve as an emphasis to the importance and relevance of win-win thinking.
- **Recognition of Win-Win in Personal Experience (GLEs 09c)**
The teacher will ask students to identify situations of their own recall that demonstrate win-lose, lose-win, lose-lose, and win-win. Each of these situations will be detailed on a card without identification of any kind. Students will be asked to draw one card at a time out of the box, read the situation to the class and identify the example as win-lose, lose-lose, lose-win, or win-win and explain how the example could have been made into a win-win.
- **Baby Steps**
Teachers should direct students to complete the list of baby steps on page 162 so that students can practice improving relationships. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided students to complete the assignments. The Baby Steps 7 BLM will be given students by the teacher.

Habit Five: Seek First to Understand, Then to be Understood

- **Ranking the Listening Skills**
The teacher will direct students to form a line ranking themselves on each listening skill. Students are to place themselves on a continuum going from extremely likely to display this poor skill to extremely unlikely to display this poor listening skill, with the left side of the line being one extreme and the right, the other. The teacher will call each skill, and students will form a new line. When each line is stable, and all students are positioned, students are to call out a number, with the student at the least likely side to start with 1. Students are to write down their numbers for each listening skill line. Students will then

draw a chart of their ranking of listening skills. Those with high numbers will know what skills to work on and will also know classmates who share their skill level. They can decide to work on skill deficits in teams.

- **Observation of Listening Skills (GLEs 30a, 30b, 30c)**
The teacher will direct students to observe others for a day, noting the display of poor listening skills and identifying incidents of each example. After students have collected the data, the teacher will conduct a class discussion to determine how many instances of *spacing out*, *pretend listening*, *selective listening*, *word listening*, *self-centered listening* (*judging*, *advising*, and *probing*) occur. The teacher will instruct the class members to practice good listening skills and continue their awareness by listening genuinely: listen with eyes, heart and ears; stand in others' shoes, and practice mirroring.
- **A Personal Belief (GLEs 26a, 29c, 30a, 30b)**
The teacher will lead students to prepare a detailed statement of some belief, the cause of that belief, and how it moves within their lives. Students will speak for at least two minutes about this belief to a partner – without interruption. Upon completion, the listener will start a conversation with the speaker in an effort to prove good listening skills of probing, empathy, and mirroring with understanding. The speaker will judge the quality of the listener's skill. This evaluation will be shared with the teacher.
- **Baby Steps**
Teachers should direct students to complete the list of baby steps on page 180 so students can practice reading body language, using good listening skills, and giving good feedback. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided students to complete the assignments. The Baby Steps 8 BLM will be given students by the teacher.

Habit Six: Synergize

- **Synergy (GLEs 16b, 17b, 17f, 26c, 30b)**
The teacher will discuss the idea of synergy with the class and direct students to observe for a day and find an example of synergy within the school and the good that it produces. As students present an example to the class, they will set a goal to synergize class relationships. Students will pair up and identify a difference of opinion. They will define the problem, explain their individual stands, brainstorm, and develop the best solution. Afterwards, they will write a response about the process, judging listening skills, brainstorming, and the ability to synergize.
- **Learning Styles (GLEs 03a, 13c, 37d, 40a, 40b)**
The teacher will use the Learning Styles BLM to give the test on the overhead or in a paper form. Students will identify their learning style as auditory, kinesthetic, reading/writing, or visual. Students will score themselves and record the tips for the type of learners they are. The students will visit the library and research an article on their learning style(s), noting suggestions that may assist them to be more successful learners. Students will summarize the information found and note the bibliographic information for the source used. They will share their findings with the teacher and suggest ways that instruction might be differentiated for learners of their type.

- Multiple Intelligences (GLEs 13c, 39b)
The teacher will introduce the concept of multiple intelligences. Students will identify their primary multiple intelligences. Teachers will use the Intelligences BLM to administer the test either with paper or on the overhead. Students will score their own paper and read about their primary multiple intelligences.
- Celebrating Diversity (GLEs 03a, 03c, 04, 13d, 16d, 26c)
The teacher will lead a class discussion on diversity. The teacher will create groups and supply each group with a collection of magazines and news items. Each group will be assigned a category, will examine the provided materials for information on their topic. Groups will draw conclusions, write about and present ways to celebrate diversity in the categories of race, gender, religion, age, dress, body type, and abilities/disabilities.
- Test Yourself for Hidden Bias (GLEs 09a, 13c)
The teacher will instruct students about the concept of hidden bias and the subtleties of prejudice. Then the teacher will direct students to go to a principal online site about dismantling bigotry and creating communities that value diversity at http://www.tolerance.org/hidden_bias/index.html. After reading the page, students will take a test at Project Implicit's website by clicking on the red link at the bottom of the page. Once at Project Implicit (<https://implicit.harvard.edu/implicit/>), students will click on Demonstration. When the IAT page comes up, the student will click on Go to the Demonstration Tests after reading the directions. The preliminary information provided next is important, including the disclaimer. After reading it, the student may proceed to the test by clicking "I wish to proceed." There are a number of bias tests, allowing student and/or teacher choice, according to interest. If students do not have access to the Internet, the teacher may be able to use a teacher computer connected to the Internet to demonstrate these tests to students or develop a list of articles on hidden bias and prejudice for the students' use.
- Tolerance: (GLEs 03c, 04)
The teacher will discuss stereotypes with students and direct them to http://tolerance.org/hidden_bias/tutorials/index.html so they can read "Hidden: A Primer," first about stereotypes and prejudices, then about the effects of prejudice and stereotypes, and lastly, what they can do about unconscious stereotypes and prejudices. When finished reading, the students should return to the top of the page and go to the sites under the "Do Something" tab on the left. These include "Respond to Bigoted Comments," "10 Ways to Fight Hate," "101 Tools for Tolerance," "Respond to Hate at School," "Mix It Up at Lunch," and "Make Every Victim Count." Teachers should form student groups and assign one of these topics to each group. The group is to summarize the article, consider how it applies to their community, and discuss ways to incorporate its teachings into their daily lives. After groups have completed their work, each group is to report out to the whole group and entertain discussion and questions. The teacher will facilitate this discussion. Should the class be limited in its ability to use the Internet, the teacher can print out documents for class perusal.
- Mix It Up Stories (GLEs 04, 31b)
The teacher will have students access the following site: <http://www.tolerance.org/teens/stories/index.jsp> to learn about tolerance. Students should read at least 10 of the poems and stories included in the archive. (If students have no Internet access, the teacher may print out the poems and stories for distribution). The

teacher may assign or students may choose so each student can present a work to the class without any repetition of works.

- **Up at Lunch**
The teacher will direct students to go to <http://www.tolerance.org/teens/lunch.jsp> and read about Mix It Up at Lunch. Working with their teacher, they should organize, plan, publicize, and do the day and the beyond-the-day evaluation. If students cannot access the site, the teacher may use the site to gain the pertinent information and lead students through the instruction, the activity, and the evaluation.
- **Baby Steps**
Teachers should direct students to complete the list of baby steps on page 202 so students can practice synergy and tolerance. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided students to complete the assignments. The Baby Steps 9 BLM will be given students by the teacher.

Activity 9: *The Seven Habits of Highly Effective Teens: Part Four: Renewal* (GLEs: 03a, 13c, 14a, 14b, 14c)

Materials list: samples taken from student writings, sample ACT/SAT questions, three-ring binder, Rate Renewal BLM, Alcohol Smarts BLM, Caring for Your Brain BLM, Readiness for Sex and Relationship BLM, Ability to Care for Your Soul BLM, Baby Steps 10 BLM

The teacher will lead students through the fourth part of Covey's book to familiarize them with the last habit and the final admonition: Habit Seven: Sharpen the Saw

Keep Hope Alive!

The teacher will facilitate understanding of these concepts by guiding students through the following exercises:

Habit Seven: Sharpen the Saw

- **Rate How You Renew (GLEs 03a)**
The teacher will direct students to study this chapter. Students should read the Sharpen the Saw introduction on page 206 of the Teens book and then complete the Rate How You Renew assessment. The teacher may use the Rate Renewal BLM to conduct this exercise. Teachers will encourage students to reflect upon the outcome of the assessment about its meaning to their lives.
- **Find Ways to Relax**
The teacher will direct students to read the Take Time for a Time-Out on page 207 of the Teens book and then list 10 things that can be done by them for relaxation. Teachers will encourage students to reflect upon the outcome of the assessment about its meaning to their lives.

- **Track Your Eats and Exercise**
The teacher will direct students to create a daily chart and track what they eat for one week. They will also record the minutes each day they spend exercising and the activity that expends the energy. Teachers will encourage students to reflect upon the outcome of the assessment about its meaning to their lives.
- **Test Your Alcohol Smarts**
Teachers will direct students to see how much they know about alcohol and its dangers. They will answer the Test Your Alcohol Smarts Assessment and check their answers. The teacher will provide the Alcohol Smarts BLM. Teachers will encourage students to reflect upon the outcome of the assessment about its meaning to their lives.
- **Assess Your Brain Power**
The teachers will direct students to read the Caring for Your Brain section that appears on pages 216-227 of the Teens book and to complete the Assess Your Brain Power Survey. The teacher can supply students with the Caring for Your Brain BLM. Teachers will encourage students to reflect upon the outcome of the assessment about its meaning to their lives.
- **Examine Your Readiness for Sex and Relationships**
Teachers will direct students to assess their readiness for sex and a serious relationship by filling out the Readiness Survey. Teachers may provide students with the Readiness for Sex and Relationships BLM. Teachers will encourage students to reflect upon the outcome of the assessment about its meaning to their lives.
- **Rate Your Ability to Care for Your Soul**
The teacher will direct students to check off the items that describe them in the Rate Your Ability to Care for Your Soul Questionnaire. Teachers may supply students with the Ability to Care for Your Soul BLM. Teachers will encourage students to reflect upon the outcome of the assessment about its meaning to their lives.
- The teacher will ask students to write a culminating response to the tests they have taken in this chapter. What discovery or discoveries about themselves surprised them the most after delving into so many aspects of the self in this chapter? This response will be turned into the teacher.
- **Baby Steps**
Teachers should direct students to complete the list of baby steps on page 242 so students can practice caring for body, mind, heart, and soul. Students should be prepared to share their experiences concerning these baby steps with their classmates through an oral presentation. The teacher will call for these presentations when adequate time has been provided students to complete the assignments. The Baby Steps 10 BLM will be given to students by the teacher.
Teachers will assign the Baby Steps to reinforce good habits for the body, mind, heart, and soul; teachers will direct students to complete the activities in the Baby Steps on page 242, recording both the step and the response. Teachers may use the Baby Steps BLM. 10. Students should be ready to present their experiences in class when called upon.

- Keep Hope Alive (GLEs 13c, 14a, 14b, 14c)
Students will identify key ideas from the book and will mentor a freshman on three key practices. They will write a response to this experience, reflecting upon the feelings it evokes within them to teach another person. This response should have a focused thesis, supporting evidence, and clear structure.

*All activities for Habit 7: Sharpen Your Saw have been taken from Sean Covey's *The 7 Habits of Highly Effective Teens Personal Workbook*.

Activity 10: A Culmination of Habits: A Final Essay Prompt: (GLEs 20a, 21, 22a, 23d, 23e, 23f, 24)

Materials list: samples taken from student writings, sample ACT/SAT questions, teacher-developed Grammar and Style Sheet BLM, three-ring binder for handouts

Teachers will direct students to engage in writing a final essay about the study of this book. The teacher will present the following prompt: "Consider each habit. What paradigm shifts have you experienced since you began this book? What new goals, practices, and beliefs have you acquired? Of what significance or importance has the study of this book been to you?" Teacher will remind students that this is the time to draw conclusions and to make judgments about the life merits of this book and the credibility of Sean Covey's advice. Prior to submitting the essay for assessment, teachers should direct students to proofread the essays for standard rules of mechanics and punctuation, as well as sentence structure, parallel structure, and standard usage and spelling. Students may refer to the Grammar and Style Sheet BLM.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit.

General Assessments

- Students will generate a list of good and bad habits and possible changes for betterment.
- Students will write paragraphs that address topics such as the following:
 - Comparing and contrasting healthy and unhealthy competition
 - Summarizing a paired or group discussion

- Students will develop visual texts for habits.
- Students will create a weekly planner for living and master the Time Quadrant graphic organizer.
- Students will maintain an ongoing three-ring binder in which they will keep:
 - Journals
 - Baby Steps
 - Surveys and Questionnaires
 - All Handouts
 - Split-Page Notes

Activity-Specific Assessments

- Activity 6: Guiding Principles: Students will write an essay in which they consider a principle-centered life. Students should identify a difficult but necessary principle for them to live by and will write a response exploring ways to make the principle less difficult to include in their daily living. They should address these questions: What is the principle? Describe one time it has been difficult to employ. How can it become easier to use in your daily life? Why is this use important? The teacher should use the Guiding Principle Essay Rubric BLM or create one based upon the identified criteria: response to prompt, clear central idea/thesis, clear overall structure, paragraph development, logical sequencing, and appropriate usage of transitions. In addition, students should employ standard rules of sentence formation and usage.
- Activity 7: Observe and Reflect: Students will write a reflection of the scenario observed in this activity and explain the significance or consequence of the encounter on the participants, being sure to answer the question: What have you learned from the observation? These compositions should have a clear purpose, audience, and voice, and teachers should lead students to incorporate details that are engaging. The teacher will establish a rubric that addresses the reflective composition, student response to prompt, identification of purpose and audience, and use of selected details. Teachers may use the Behavior Paragraph Rubric BLM, which is provided.
- Activity 10: Students will write a personal essay in response to the completion of the book and the skills learned. Teachers will ask students to respond to the following prompt: Consider each habit. What paradigm shifts have you experienced since you began this book? What new goals, practices, and beliefs have you acquired? What effect do you think these changes will have on your future? Teachers will need to create a Personal Essay Rubric to use for assessment of the essay.

Senior Applications in English Unit 2: Exploring Your Identity

Time Frame: Approximately four weeks



Unit Description

This unit focuses on an examination of the self with an emphasis on identifying personality types and learning to distinguish the personality types of others. In addition, personal strengths and weaknesses will be identified, and research will yield improvement plans for weaknesses and introduce ways to capitalize on strengths. Students will write an autobiographical essay and will respond with personal connections to literacy selections. Students will explore career opportunities that match their personalities and will examine job, educational, and personal requirements.

Student Understandings

Students will explore their own identities, using various tools that classify character traits and personality. They will gain understanding of their strengths and weaknesses and develop ways to increase their success as individuals. Students will develop their ability to understand others and predict successful strategies for interaction. They will gain understanding of their strengths and weaknesses; moreover, they will develop ways to increase their success as individuals. Students will identify methods for improving their weaknesses and will capitalize on their own strengths. They will respond to literature with personal connections that relate to their understanding of self. They will understand the importance of self-presentation in the form of a curriculum vitae and cover letter and will begin to identify an avenue to work, which will be personally satisfying. Students will understand the work that most naturally appeals to them and will begin the process of presenting themselves as job applicants.

Guiding Questions

1. Can students identify personality type?
3. Can students identify their strengths and weaknesses?
4. Can students develop and enact plans to improve their weaknesses?
6. Can students write an autobiographical essay?
7. Can students identify an appealing career field?
8. Can students research a particular career effectively?
9. Can students respond in a personal way to literature?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author’s word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
04.	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05.	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
07a.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including essays and memoirs by early and modern essay writers (ELA-6-H3)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09b.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the credibility of arguments in nonfiction works (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author’s use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
10c.	Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including electronic resources (ELA-7-H2)
10d.	Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including Internet-based resources (ELA-7-H2)

11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12.	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)
13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
14a.	Develop complex compositions, essays, and reports that include a clearly stated central idea/thesis statement (ELA-2-H1)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
14d.	Develop complex compositions, essays, and reports that include transitional words, phrases, and devices that unify throughout (ELA-2-H1)
15c.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: information/ideas selected to engage the interest of the reader (ELA-2-H2)
15d.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: clear voice (individual personality) (ELA-2-H2)
16a.	Develop complex compositions using writing processes such as selecting topic and form (e.g., determining a purpose and audience) (ELA-2-H3)
16d.	Develop complex compositions using writing processes such as conferencing with peers and teachers (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as publishing using available technology (ELA-2-H3)
17a.	Use the various modes to write complex compositions, including definition essay (ELA-2-H4)

17c.	Use the various modes to write complex compositions, including a research project (ELA-2-H4)
18.	Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
21.	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26b.	Select language appropriate to specific purposes and audiences for speaking, including conducting interviews/surveys of classmates or the general public (ELA-4-H1)

27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
33b.	Participate in group and panel discussions, including acting as facilitator, recorder, leader, listener, or mediator (ELA-4-H6)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen, paper, and high interest, multi-level readings of fiction, non-fiction, and technical variation, Skills Index BLM (See Unit 1)

The teacher will encourage independent reading skills by providing time and skill instruction in selected readings. Teachers should allow student choice, with teacher approval, of reading material to ensure student interest and engagement. Teachers will devote class time for students to practice reading and responding to reading, silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods of time. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students should be able to summarize their readings and demonstrate comprehension, interpretation, and analysis; acquisition of such skills should be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses and the skills index. Students will use the skills index to record, within each unit, the skills they practice and the dates of their engagement with each skill. The Skills Index BLM is provided in Unit 1.

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 21, 24)

Materials list: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used

- a student-composed sentence using the word in context appropriately

Skill development should focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so their own vocabulary will grow to encompass words from all cultures.

Students should be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They should enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students should be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials list: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Teachers will use ongoing writing prompts as initiation, discussion, or closure activities. Prompts may assume any format but will address higher-order thinking skills and lead students to relate text to real-life experiences. The teacher will direct students to write daily journal entries to various prompts throughout the unit. Once a week, the teacher will ask students to revise a journal for publication. The teacher will use these journal revisions to pull sentences for grammar review and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lessons on matters of style.

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after-reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
<p>Initiate discussion.</p> <p>Focus on author’s message.</p> <p>Link information.</p> <p>Identify difficulties with the way the author has presented information or ideas.</p> <p>Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.</p>	<p>What is the author trying to say? What is the author’s message? What is the author talking about?</p> <p>That’s what the author says, but what does it mean? Why did the author choose this word?</p> <p>How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?</p> <p>Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?</p> <p>Did the author tell us that? Did the author give us the answer to that?</p>

*Source: *50 Content Area Strategies for Adolescent Literacy* by Douglas Fisher, William Brozo, Nancy Frey, and Gay Ivey

Along with using journals, teachers may also use Admit and Exit Slips, which allow students to respond to prompts or to pose questions as they enter the classroom in preparation for the day or to close the day. This technique allows students, first, to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students should either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers should also utilize reader’s response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers should ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one-page/one-side response, or it can be a formal personal or literary analysis essay:

- **One-Page/One-Side Responses:** Students write to prompts by covering one side of the paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or

they could write a “mini” essay complete with brief introduction, body paragraph, and a conclusion. (The teacher may want to assign a word count to students.)

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g, 25, 27b, 27d)

Materials list: samples taken from student writings, sample ACT/SAT questions, teacher-developed Grammar and Style Sheet BLM (See Unit 1), A Noiseless Patient Spider BLM

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons should focus on the following:

- sentence-formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood)
- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific. Students will refer frequently to the Grammar and Style Sheet BLM located in Unit 1.

Following is an example of a mini-lesson focusing on sentence structure. The teacher will read the poem, “A Noiseless Spider,” to students and provide them with a paper copy.

A Noiseless Patient Spider
by Walt Whitman

A noiseless patient spider,
I mark'd where on a little promontory it stood isolated,
Mark'd how to explore the vacant vast surrounding,
It launch'd forth filament, filament, filament, out of itself,
Ever unreeling them, ever tirelessly speeding them.

And you O my soul where you stand,
Surrounded, detached, in measureless oceans of space,
Ceaselessly musing, venturing, throwing, seeking the spheres to connect them,
Till the bridge you will need be form'd, till the ductile anchor hold,
Till the gossamer thread you fling catch somewhere, O my soul.

The teacher will lead students to create a model of this poem, using the same sentence structure. The first line of the poem will begin with an identified subject of student choice, described by three preceding adjectives, one of which will be an article. The second line will contain the subject, verb and an adverb clause with the same inverted organization modeled by Whitman. Each line will continue to emulate the structure of the poem. In this way, students will understand that structure can reveal or obscure meaning, dependent upon student understanding of sentence structure. Subsequently, as Unit 2 progresses, teachers will emphasize the importance of thoughtful sentence formation, especially in the poetry creation, but also in all written responses and essays. “A Noiseless Patient Spider” BLM is provided.

Activity 5: Personality Types (GLEs 10c, 13c, 14b, 23d)

Materials List: three-ring binder, paper, pen, computer and Internet access, Personal Profile Rubric BLM

Teachers will direct students to an Internet site focused on personality types at <http://www.insightgame.org> where students will click on the “Find out my type – play the insight game” button and follow the directions for placing the cards. Once all cards are placed, the deck will say “Analyze.” The students will click on this card for the personality analysis and wait for the analysis to load. Then students will note their strongest personality types and follow on-screen directions to explore the personality type(s) most dominant within them. After identifying their type(s), students should be asked to click on the tab on the initial screen that is labeled Personality Profiles. This tab will explain in detail the meaning of the various labels, so students can understand their label(s) and those of other students. Back to the initial screen once again, teachers will direct students to click on the cartoon illustrations and allow time for the cartoon to load. In the top right-hand corner of each cartoon, students will see the word, *next*. They will run through the cartoons in all categories for their type – learning, teaching, loving, and working.

After students have discovered their personality types, teachers will direct them to write about the type with which they most identify, describing the type, and then writing about points of agreement and disagreement. Finally, students should speculate about the worth of the label applied to them by this test. The teacher will consider allowing students to present their personality profiles. The class could determine if the profile fits the individual presenting. The teacher will assess this Personality Profile composition for responsiveness to prompt, organization, significant conclusion, development, comma usage, and sentence structure. The Personal Profile Rubric BLM will be used or one created by the teacher.

Activity 6: Occupational Research (GLEs 10d, 13b, 13e, 16a, 16d, 16g, 17c, 26b)

Materials List: three-ring binder, paper, pen, computer and Internet access, Split-Page Notetaking BLM (See Unit 1)

The teacher will lead students to acquire information on a potential career by directing them to <http://www.insightgame.org>. Once students have accessed this website, the teacher will ask them to click on the Career Center, then to visit the Occupational Outlook Handbook at <http://www.bls.gov/home.htm>. The teacher will direct students to choose Occupational Outlook Handbook on the right-hand side under Publications. Students will read the FAQ file first and then skim and scan the A-Z Index with the goal of choosing an occupation to research. Students who are unclear about their career goals should limit themselves to one career area, then research to narrow their topic to one occupation to research in depth. Students will notify their teacher of their occupational research topic for teacher approval and notation.

After students have selected a topic for study, the teacher will direct them to use the Occupational Outlook Handbook to gather information and to use *split-page notetaking* ([view literacy strategy descriptions](#)) to record this information on their topics in seven areas: nature of the work; working conditions, qualifications, and advancement; employment; job outlook; earnings; related occupations; and additional information. This strategy requires that the students place the topics in the left column and record the information gained from research in the right column, providing them with an organized and thorough record of their research. They will also record vocabulary words on the smaller left hand side as well. The Split-Page Notetaking BLM is provided in Unit 1.

The teacher will direct students to identify and consult a person involved in their chosen career field to question about the career. Students should use information found in their research and their own curiosity to design interview questions for this person. The teacher will provide common guidelines for interviewing. Peers will review each other's questions for suggestions and revisions. The interview may be conducted in person, by phone, or by Internet. A record of the interview will be maintained by the student and checked by the teacher.

Teachers will team students in pairs to discuss their discoveries. The discussion will center on the surprises yielded from their research. Pairings will rotate until students have discussed their discoveries with at least three others. Then, the teacher will bring together the whole group to define the written report to be done.

Students will engage in *RAFT writing* ([view literacy strategy descriptions](#)) to compile the information found in their research process. Students will assume the role of the career topic researched. They will create an informative brochure about their researched occupation for an audience made up of high school seniors. The brochure will include information on the seven topics used by the Occupational Outlook Handbook, along with any other sources consulted, and a quote from the interviewed person. The brochure will be a tri-fold.

The teacher will direct students to <http://www.mybrochuremaker.com/free-brochure-making-software-fun.html> for the purpose of designing the brochure. This activity is to be done in a

networked lab so students can print directly from the creation process without saving. Once on the site, students will click on Get Started. They will choose Brochure Without Mailing Panel. The students will select a theme and then choose Next. Students will edit the outside and the inside and will be able to view both. They can substitute their own pictures in the brochure by downloading from their cell phones (or from another digital file) pictures they have made as appropriate for their brochure. The teacher will be sure to point out to students that pictures and text can be sized according to need. The students simply need to click on Read How to Edit and follow directions. Then they will print. If teachers would prefer another brochure-making program, that choice is at their discretion. Word processing programs provide a template for tri-fold brochures. Brochures are to be shared with the class and turned in to the teacher for assessment.

Activity 7: “Self-Reliance” Analysis (GLEs 03a, 04, 07a, 09b, 14a, 14b, 15c, 15d, 20a, 33b)

Materials List: three-ring binder, paper, pen, computer and Internet access, Split-Page Notetaking BLM (See Unit 1), “Self-Reliance” Excerpt BLM

The teacher will guide students in a study of literature that attempts to define *identity*. The teacher will give a brief review of Emerson and Transcendentalism. The teacher will direct students to read the introduction to Ralph Waldo Emerson’s essay, “Self-Reliance,” written by Ann Woodlief to be found at http://www.transcendentalists.com/self_reliance_analysis.htm . Following that reading, the teacher will direct students to read the “Self-Reliance” Excerpt BLM or to use the online copy of “Self-Reliance,” located at http://www.transcendentalists.com/self_reliance_analysis.htm. If the online copy is used, the teacher will need to point out to students the paragraphs and sentences to delete. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) as they read. Students will use the Split-Page Notetaking BLM located in Unit 1. After students have had an opportunity to read the essay as individuals, they will form groups selected by the teacher and conduct a *reciprocal teaching* exercise ([view literacy strategy descriptions](#)). Each group will be assigned a part of the essay for reciprocal teaching (5-7 paragraphs) with student roles changing for each paragraph of their part of the essay. Each student will have the opportunity to be a questioner, a clarifier, and a summarizer. When all groups have completed their work, they will report to the class their close-reading understandings and discoveries. The teacher will facilitate this class discussion. Teachers will then ask students to engage in reader-response criticism, writing an essay centered around three questions:

- What is the predominant effect of the essay on you?
- What specifically within the text produced that effect?
- Of what value are your insights concerning this essay?

Once completed, the essay will be given to the teacher for assessment.

Activity 8: “Song of Myself” (GLEs 18, 19d)

Materials List: “Song of Myself” BLM, paper, pen (Internet access)

To continue the study of the “self” in literature, the teacher will direct students to read excerpts from “Song of Myself” by Walt Whitman to be found on the “Song of Myself” BLM or online at http://www.princeton.edu/~batke/logr/log_026.html. If students use the Internet, they are to read Verses 1, 2, 3, 6, 7, 14, 16, 17, 21, 24, 31, 32, 48, 51, and 52. The teacher will engage the class in a Quaker reading, with one student reading a particularly cogent quote, and then other students reading their personal favorite quote, one at a time, until all students have read at least once. Sometimes called jump-in reading, this exercise will be controlled by the students, without anyone being called upon or any particular order of reading being used. The same quote may be read more than once, if students so choose. After the reading is completed, the teacher will facilitate a discussion of the quotes most meaningful to the collected body of students. The teacher will also check the notes taken by students, and students will be asked to pose questions they recorded and/or seek clarification. As a closing of the study of this work, the teacher will direct students to compose a stanza of “Song of Myself,” emulating Whitman’s style but reflecting the identity of the individual student. The teacher may ask students to present their own stanzas to the class or post them for a gallery walk. The stanza will be turned in to the teacher for assessment.

Activity 9: Other Voices of Identity (GLEs 25, 33b)

Materials List: three-ring binder, paper, pen, computer and Internet access, Split-Page Notetaking BLM (See Unit 1)

The teacher will direct students to locate a poem that makes a statement about identity, one with which the student identifies. Students will take *split-page notes* ([view literacy strategy descriptions](#)), using the Split-page Notetaking BLM in Unit 1. Each student will bring to class a copy of the poem chosen, prepared for projection, either in a digital file or on a transparency, or accessible by class members online. Each student will present the poem, summarize the message of identity, explain his/her personal relationships to his/her poem, and suggest a significance in the poem pertinent to the class. Immediately after each presentation, the floor will be open for questions and discussion. The presenter, and the teacher, if necessary, will facilitate these discussions. The presentation will be assessed by the teacher. A Poem Presentation Rubric will need to be developed by the teacher and class.

Activity 10: Philosophy of Life (GLEs 14a, 14b, 14c, 14d, 17a, 19a)

Materials List: three-ring binder, paper, pen, computer and Internet access, Split-Page Notetaking BLM, Philosophy Rubric BLM

The teacher will ask students to write an autobiographical essay that conveys an image of their identity. While the essay will have facts about their lives, the balance of the writing will be a

personal statement that details the inner life and establishes a written statement of their basic beliefs, those heart-held ideals that strengthen the will and enliven the day. The teacher will ask students to review what they have learned in their unit about their personality and self-identity as they plan this essay and will refer to their notes from the Split-Page BLMs. After the basic autobiographical facts are given, the thrust of the paper will be philosophical in nature. The essay will conclude with the value of the personal philosophy held. Students are to pay particular attention to presenting their beliefs clearly in a logical organization, probably weakest to strongest or least important to most important. Prior to submitting the essay to the teacher for assessment, students will edit their paper for overused words, clichés, and jargon. This definition paper will be assessed by the teacher. A Philosophy Rubric BLM is provided.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit.

General Assessments

- Students will respond to literature with personal response criticism.
- Students will write a personal essay that records autobiographical information and personal philosophy.
- Students will conduct research and use that research to develop a brochure.
- Students will analyze literature in oral presentations and in written responses.
- Students will compose poetry.
- Students will maintain an ongoing reader's response journal in which they note general summary information of text, particular characteristics such as theme and figurative language, vocabulary words, critical questions, points of relevance, and significance.

Activity-Specific Assessments

- Activity 5: Students will write a personal profile. The teacher will assess this personality profile composition for: responsiveness to prompt, organization, significant conclusion, development, comma usage, and sentence structure. The rubric for scoring will include these elements. The Personal Profile Rubric BLM can be used or one created by the teacher.
- Activity 6: Students will research and record information on a specific career. The teacher will assess their notes in seven areas: nature of the work; working conditions,

qualifications, and advancement; employment; job outlook, earnings, related occupations, and additional information. Additional assessment will apply to a student-created brochure that will demonstrate the following characteristics: tri-fold organization; inclusion of graphics; quote from interviewee; nature of work; working conditions, qualifications and advancement; employment; job outlook; and earnings.

- Activity 7: Students will write an essay of reader response criticism about “Self-Reliance.” The essay will address three questions: What is the predominant effect of the essay on you? What specifically within the text produced that effect? Of what value are your insights concerning this essay? The teacher will assess using the Reader-Response Criticism BLM or one designed by the teacher.
- Activity 9: Students will present an appropriate poem, summarize the message of identity, explain their personal relationship to the poem, and suggest a significance in the poem pertinent to the class as well as respond to questions appropriately and accurately.

Senior Applications in English Unit 3: Focusing on Survival

Time Frame: Approximately four weeks



Unit Description

This unit focuses on the theme of survival, both in life and in literature. Students will examine survival literature including non-fiction texts, literature, and film in an effort to understand the survival instincts in humans. They will not only learn about these instincts and examples of survival techniques and stories, but they will also create a survival text for younger peers. In the process, they will also learn to create an effective *PowerPoint*[®] presentation, and they will deliver their presentation to a live audience.

Student Understandings

Students will understand the basics of the problem-solving method by practicing the Osborn-Parnes method in this unit. They will practice using criteria to evaluate ideas and actions. They will comprehend a novel of survival, *The Lord of the Flies* by William Golding. In addition, they will respond to various poetic selections that relate to the themes of the novel and to real life. Students will practice a variety of activities to strengthen their ability to connect reading to learning about life. They will also write as a way to strengthen their thinking skills as they design a new survival curriculum for a senior year. They will research extensively and employ technology to present their findings, using *PowerPoint*[®], video, web pages, or publication. They will practice their speaking and listening skills in various class discussions of literary, career, and life topics.

Guiding Questions

1. Can students choose and explain personal symbols of meaning?
2. Can students learn to communicate orally with others in an effective manner?
3. Can students practice consistently good listening habits?
4. Can students learn and apply the Osborn-Parnes Problem-Solving Method?
5. Can students make inferences and draw conclusions about survival skills from fiction and non-fiction works?
6. Can students master the technical techniques of creating a survival curriculum?
7. Can students present and defend an action plan?
8. Can students create criteria to evaluate ideas and actions?
9. Can students analyze literature effectively?
10. Can students respond to literature and make personal connections that are meaningful?
11. Can students write with correct grammar and style to produce a useful product?
12. Can students use technology for learning?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author's word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
03d.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including film/visual texts (ELA-1-H3)
04.	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05.	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
07b.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including epic poetry such as <i>Beowulf</i> (ELA-6-H3)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author's use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12.	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)

13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
14a.	Develop complex compositions, essays, and reports that include a clearly stated central idea/thesis statement (ELA-2-H1)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
15d.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: clear voice (individual personality) (ELA-2-H2)
16f.	Develop complex compositions using writing processes such as the following: proofreading/editing to improve conventions of language (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as publishing using available technology (ELA-2-H3)
17a.	Use the various modes to write complex compositions, including definition essay (ELA-2-H4)
17c.	Use the various modes to write complex compositions, including a research project (ELA-2-H4)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
20b.	Write for various purposes, including: functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)

21.	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26c.	Select language appropriate to specific purposes and audiences for speaking, including participating in class discussions (ELA-4-H1)
27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)
29a.	Deliver presentations that include the following: language, diction, and syntax selected to suit a purpose and impact an audience (ELA-4-H3)
29b.	Deliver presentations that include delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience (ELA-4-H3)
30a.	Use active listening strategies, including monitoring messages for clarity (ELA-4-H4)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
31b.	Deliver oral presentations, including responses that analyze information in texts and media (ELA-4-H4)
33b.	Participate in group and panel discussions, including acting as facilitator, recorder, leader, listener, or mediator (ELA-4-H6)
34b.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)

35a.	Locate, analyze, and synthesize information from a variety of complex resources, including multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, periodicals) (ELA-5-H2)
35b.	Locate, analyze, and synthesize information from a variety of complex resources, including electronic sources (e.g., Web sites, databases) (ELA-5-H2)
37b.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including evaluating the validity and/or reliability of primary and/or secondary sources (ELA-5-H3)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
39a.	Use word processing and/or technology to draft, revise, and publish various works, including functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly (ELA-5-H4)
40a.	Use selected style guides to produce complex reports that include credit for sources (e.g., appropriate parenthetical documentation and notes) (ELA-5-H5)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen; paper; and high-interest, multi-level readings of fiction, non-fiction, and technical variation; three-ring binder; Skills Index BLM (See Unit 1)

The teacher should spur growth in independent reading skills and motivate students to read by providing time and skill instruction through selected readings. Teachers will design an independent reading program and approve selections from the literature study to foster this development. Student choice of reading material should be allowed to ensure student interest and engagement. Class time should be dedicated to teaching strategies that allow students to grow as independent readers, both silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods of time. The teacher should monitor this reading, making sure to incorporate both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students should be able to summarize their readings and demonstrate comprehension, interpretation, and

analysis upon the request of the teacher; acquisition of such skills should be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses and the skills index. The students will check the skills they practice within each unit and will note the date of engagement on the skills index. The Skills Index BLM is provided in Unit 1.

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 24, 27d)

Materials list: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses, note cards, Split-Page Notetaking BLM (See Unit 1)

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used
- a student-composed sentence using the word in context appropriately

Skill development should focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so their own vocabulary will grow to encompass words from all cultures.

Students should be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They should enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students should be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Specifically for this unit, the teacher may wish to include a *Lord of the Flies* vocabulary list, in addition to other words included by students in the *split-page notetaking* ([view literacy strategy descriptions](#)). Students will use the Split-Page Notetaking BLM found in Unit 1, noting vocabulary and questions on the lefthand side in the smaller column and a summary of each chapter of the book with commentary on the righthand side. The sample below is an example of a page of the notes a teacher might see from a student.


<p>Is the setting ominous?</p> <p>Nosebleed seems like a bad sign. Cannon</p> <p>Why is the light "unearthly"?</p> <p>Is he bored? Why "nothing" instead of no one?</p> <p>What is he saying to himself? Festooned</p>	<p>1 Lots of clouds and static in the air. "Hot" is mentioned twice. The air is ready to "explode." "A brassy glare." "No refreshment." "Color drains" from everything. Clouds "brooded." Only the flies feasting on the dead pig prospered. Simon gets a nosebleed.</p> <p>2 Simon sleeps. He lay in the "creepers." He woke up but didn't move, "the dark earth close by his cheek." He disturbs the flies when he gets up. They "explode." But they settle right back on the dead pig. Simon gets up and notices that the "light is unearthly." The Lord of The Flies looks like a black ball when Simon looks around. It is hanging from a stick.</p> <p>3 Simon speaks out loud to everyone.</p> <p>4 "What else is there to do?"</p> <p>5 "Nothing" spoke. Simon crawled away to the deep woods. He walks "drearily" with no expression. He seemed to be talking to himself.</p> <p>6 Simon goes up to the "pearly light" on the backbone of the island.</p>
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The notes will serve students well when they review for content checks and when they engage in class discussion of each chapter. The notes will increase in value as students add comments on the left as a result of thoughts acquired during discussion. These notes can also be used for information as students respond to writing prompts.

Students will create *vocabulary cards* ([view literacy strategy descriptions](#)) to see connections between words, examples of the word, and the critical attributes associated with the word. The sample below serves as an example of this strategy. The teacher will require students to use a note card for each word. They will place the targeted word in the middle of the card and use the four corners starting with the upper right and moving clockwise for the definition, characteristics, examples, and a visual representation created by the student.

The teacher will require students to use a note card for each word. Students will use these cards to learn their vocabulary words. The cards will serve as a tactile way to review vocabulary and will lead students to visualize the words. The cards may be used in a paired setting for collaborative reinforcement as well.

Below is an example of a vocabulary card.

A shallow body of water near a larger body	noun Fr./Ital.
lagoon	
The Venetian Lagoon	

The vocabulary list could include the following words:

- Chapter 1: clamber, lagoon, vainly, quiver, decorous, interpose, strident, scupper, speculate, clamor, pallor, indignation, jumble, grating, devour
- Chapter 2: warp, conch, scornfully, officious, indignant, tumult, irresistible, nimble
- Chapter 3: festoon, tendril, oppressive, inscrutable, barb, bewilder, flaunt, furtive, glimmer
- Chapter 4: opalescence, mirage, whimper, croon, preposterous, caper, incredulously, irrelevance, implication, shrill, malevolent, gyration
- Chapter 5: obscure, opaque, gnaw, speculation, scowl, jabber, jeer, indigo, formulate, mimicry, inarticulate, gibbering, improvisation
- Chapter 6: squawk, bristle, relentless
- Chapter 7: jumble, dun, covert, infinite, snivel, uncompromising, infuriating, sagely, blunder
- Chapter 8: heed, dung, stagger, spout, uproarious, skewer, iridescent, vex, crimson
- Chapter 9: corruption, tremulous, trickle, steadfast
- Chapter 10: befoul, shrill, shudder, gesticulate, Samneric, stifle, twitch, smother, phosphorescence
- Chapter 11: squat, myopia, snivel, devastate, multitudinous, snigger, incantation
- Chapter 12: elaborate, dribble, ululation, wriggle, heave, thicket, cower, visualize, shudder, wrench

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials list: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available), three-ring binder

Ongoing writing prompts should be used as initiation, discussion, or closure activities. Prompts may assume any format, but all should address comprehension and higher-order thinking skills and lead students to connect ideas in texts and real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. During discussion students will use active-listening strategies, including monitoring messages for clarity and selecting and organizing essential information. Students should be encouraged to identify strong insight provided by peers.

The teacher should have students write daily journal entries to various prompts throughout the unit. For many teachers, the journal serves as a bell-ringer activity and forethought about a particular topic or text or theme. Once a week, the teacher will ask students to revise a journal entry for publication. The teacher will use these journal revisions to pull sentences for grammar review and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lessons on matters of style.

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after-reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of texts, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
Initiate discussion.	What is the mood created in the opening paragraphs? What words build this mood?
Focus on author’s message.	What is Golding’s main topic in this chapter? What conclusion can we draw about mankind from this chapter?
Link information.	How does Golding connect death to nature and man? How does Golding connect Simon and the dead parachutist?
Identify difficulties with the way the author has presented information or ideas.	What difficulties present themselves with Golding’s depiction of Simon’s death? Does the death scene make sense? Did the author state or explain that clearly? Why or

<p>Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.</p>	<p>why not? What do we need to figure out or find out?</p> <p>Re-examine Golding’s depiction of the tribe in this chapter. What key words does he use that best describe this group?</p>
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Along with using journals, teachers may also use Admit and Exit Slips (blank half-sheets of paper) which allow students to respond to prompts or to pose questions as they enter the classroom in preparation for the day or to close the day. This technique allows students, first, to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students should either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers should also utilize reader’s-response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers should ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one-page/one-side response or it can be a formal personal or literary analysis essay:

- One-Page/One-Side Responses: Students write to prompts by covering one side of the paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or they could write a “mini” essay complete with brief introduction, body paragraph, and a conclusion. (The teacher may want to assign a word count to students.)

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g, 25, 27b, 27d)

Materials list: samples taken from student writings, sample ACT/SAT questions, three-ring binder for handouts, Grammar and Style Sheet BLM (See Unit 1), Grammar and Sequencing BLM

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons should focus on the following:

- sentence formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive)

mood)

- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon; use of a variety of sentence structures and patterns; use of diction that sets tone and mood; use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific.

An example of a mini-lesson for this unit focuses on grammar and sequencing based on *Lord of the Flies*. Students are to correct the mechanics and rewrite each of the statements in standard written English. Then, they are to sequence the sentences into the correct order by placing a “1” next to the sentence that corresponds with the event that happened first, and then continue to number in sequence. A copy of this exercise can be found on the *Lord of the Flies* Grammar and Sequencing BLM. Students will refer to the Grammar and Style Sheet BLM (See Unit 1) as needed.

Activity 5: Surviving (GLEs 25, 29a, 30b,)

Materials List: luxury item, pen, paper

As a pre-reading activity, the teacher will tell students about the television show, *Survivor*, explaining that each contestant is allowed to bring one personal item, called their luxury item, with them. Colby, a Texan, brought the flag of Texas as his item; other contestants have brought items such as a book, a family picture, or a talisman of luck. Whether sentimental, inspiring, or personal, contestants choose that one item to have in a land where they are dropped with just the clothes on their backs and limited supplies. The teacher will ask students to consider what their item would be and to bring it to school to show to their classmates, to explain what it is, why it was selected, and what they expect its presence would mean to them in the survival environment. Teachers will assess students with a rubric designed by the teacher that evaluates how well students responded to the three-part prompt of identifying an item, explaining its selection, and delving into its significance.

Activity 6: A Study of *Lord of the Flies* by William Golding (GLEs 04, 26c, 27b, 27d, 30b)

Materials List: novel, Split-Page Notetaking BLM (See Unit 1), three-ring binder, pen, paper

The teacher will assign the reading of *Lord of the Flies* and ask students to use the split-page notetaking sheets as they read so they can record vocabulary words, questions, and comments (see Activity 2).

Teachers will expect students to engage in discussion of each chapter while using the notes to guide the discussion. Completion of notes will be checked by the teacher. As the teacher makes the assignment, students' attention should be drawn to the *SQPL* statement ([view literacy strategy descriptions](#)) on the board or overhead, "Civilization can die in a moment." The teacher will invite students to pair up and generate two or three questions they would like answered as they relate to the statement. The teacher will write the student questions on the board, starting the class-consensus questions. The teacher may add other questions if important ones are not asked by the students. Then, as the class reads, they will stop periodically to reflect upon the questions and to decide about which were answered and which need more attention. The *Student Questions for Purposeful Learning* strategy will provoke interest and curiosity in the students' approach to the reading. The teacher may also design chapter quizzes to check for understanding of assigned reading as the novel study progresses.

Activity 7: What is *Good* and What is *Evil*? (GLEs 04, [14a](#), [14b](#), [14c](#), 15d, 16f, 16g, 17a, 17c, [31b](#), 34b, [35b](#), [37c](#), 39a, [40a](#))

Materials List: MLA Guidelines, pen, paper, computer access, Internet access, access to newspapers and magazines, Good and Evil Essay Rubric BLM

The teacher will direct students to consider the definition of "Good" and "Evil," researching various definitions to compose one of their own. In addition, they are to collect five articles from newspapers, magazines, or Internet media that demonstrate the nature of "good" and five that demonstrate the nature of "evil" and compose an annotated bibliography of this material. Teachers are to encourage students to embrace a range of good and evil in their collection, with no repetition of the same topic. Using the knowledge gained from thought and research, students are to ponder William Golding's words from an interview in 1963, "I learned during World War II just how brutal people can be to each other. Not just Germans or Japanese, but everyone. I tried to point that out . . . some have said that the brutality of the novel is impossible. It's not. Look at any newspaper. . . ." Students are to defend or refute Golding's statement, using their definitions of "Good" and "Evil," as well as their current examples to express their opinions on whether or not people are inherently evil. The essay should be between 500 and 750 words and conform to MLA documentation rules. The teacher will assess the essay with a rubric designed to measure student responsiveness to the prompt, the accurate use of research, a clear thesis statement, a logical organization, and a meaningful conclusion. A Good and Evil Essay Rubric is provided. *Activity adapted from Melbourne High School in Melbourne, AU.

Activity 8: The Elimination (GLEs 03a, [27b](#), [29b](#), [30a](#))

Materials List: pen, paper, Ten People BLM

The teacher will provide students with a handout describing ten people who are in a desperate situation on a craft in high seas (Ten People BLM). The boat is sinking. One small lifeboat is available, but it will only hold six people. The captain is determined to stay with the ship and is asked by the others to decide which six people will leave in the lifeboat. Islands are fairly close,

and it is possible for the lifeboat to make shore. The hope is that a ship or plane will discover and rescue the survivors. Each student is to determine which six people will enter the lifeboat and try for the island. After the individuals have made decisions, the teacher will form groups of three to arrive at a consensus for the group. They are to pick the six and give a rationale for their selections. Groups will report to the class at the end of group work. The teacher will ask students to listen for prejudice and objectivity in the group reports. Once all reports are given, all students are to write a response to the activity addressing this prompt: What dilemmas did you face making the choices for elimination? How did the responsibility for this decision make you feel? What did you learn about yourself and your classmates during this activity? How would this decision make you feel? The teacher will assess the written response by a teacher-made rubric based on responsiveness to the prompt. *Activity adapted from Melbourne High School, Melbourne, AU.

Activity 9: Survivor 101 (GLEs 17a, 17c, 20b, 27b, 27d, 30a, 30b, 33b, 35a, 37b, 37c, 37d)

Materials List: Osborn-Parnes BLM, process guide, pen, paper, access to Internet, access to research

The teacher will ask students to plan to send a group of students to an uninhabited island as part of a grant-funded educational initiative to expose students to the harsh reality of life as a final experience in high school. They are to design the curriculum for this “new” senior year, with the first semester being coursework and the second semester being time spent on the island, using their knowledge and skills to survive and, hopefully, flourish. The teacher will direct students to devise the curriculum for the first semester and to keep in mind the practical and personal skills necessary for the group to survive and function effectively while on the island during the second semester. For each subject chosen, the students will have to develop a description of the course content and the intended educational outcomes. The teacher will allow some time for research and may, for the sake of time, limit the number of subjects for the curriculum or assign specific subjects, with class consensus, to different groups to research and develop.

To accomplish their task, students will be introduced to the Osborn-Parnes problem-solving method by the teacher, who will explain the 6-step process and lead students through the steps with a variation of the *process guide* ([view literacy strategy descriptions](#)). This guide will start the students at the Mess-Finding Stage and lead them to Data-Finding, Problem-Finding, More Problem Finding, Solution Finding, More Solution Finding, Acceptance Finding, and, finally, an Action Plan. This handout, the Parnes-Osborn BLM, or one created by the teacher, can assist students with the process as they work through the six steps of the problem-solving method with questions at each step to spur student thought. The “mess-finding” starts with the need to change the senior year for the survival experimental year. The teacher will lead students through the other steps, cautioning all participants to remain open to new ideas and to practice divergent and convergent thinking as needed. Once students understand the problem, the teacher will provide them the opportunity to research and to confer as they gather data, define the problem, develop a solution, seek acceptance, and deal with the challenges to their action plan. Students may work alone, in pairs, or in groups of four. Presentations of findings and recommendations will be

assessed by the teacher according to a teacher-made rubric based on the Osborn-Parnes model or on a model of the teacher's choice.

Activity 10: The Judgment (GLEs 03a, 03d, 05, 09a, 13d, 19c, 19d)

Materials List: novel, pen, paper, computer access, Internet access, access to video equipment

The teacher will ask students to consider the fate of Ralph and Jack (*Lord of the Flies*) using the *RAFT* strategy ([view literacy strategy descriptions](#)). With this strategy, students assume a Role, address a specific Audience, in a particular specified Form, and on a specified Topic. As part of their inquiry, they will assume the role of judges as they will imagine Jack and Ralph before a board of inquiry, made up of a child psychologist, a naval officer, their parent(s), their teacher(s) and any other witnesses deemed appropriate. The teacher will direct students to render a judgment based upon the testimony of the boys and others. Each student is to present the judgment to the courtroom audience, along with a rationale and commentary, in one of four forms:

- *PowerPoint*[®] presentation
- Web Page
- Film
- News Media Exclusive

The *RAFT* presentation of judgment will be turned in to the teacher for assessment, according to a rubric developed by the teacher. (The teacher may also wish to discuss the requirements of jury duty and/or use *Twelve Angry Men* by Reginald Rose and Sherman L. Sergel for supplemental assignments.)

Activity 11: The Poetry of the “Beast” (GLEs 03b, 07b, 09d, 17a, 20a, 26c)

Materials List: copies of poems, novel, pen, paper

The teacher will form student groups of three for a study of poems relating to “The Beast.” Each group is to give a literal translation of the poem, an interpretative translation, and an explanation of connection to the experience of *Lord of the Flies*. The poems to be considered are as follows:

- Blake, William. *The Tyger* and *The Lamb*
- Frost, Robert. *Fire and Ice*
- Gibran, Kahil. *On Good and Evil*
- Meredith, George. *Lucifer by Starlight*
- Milton, John. *Paradise Lost*, Book One, lines 157-168 and lines 242-255
- Yeats, W. B. *The Second Coming*

The teacher will remind students that “The Beast” may serve as a symbol for any form of evil and can differ in definition, even in the same work, from student to student. Classroom examples of “The Beast” in school life have been recorded as grades, peers, parents, alcohol, and even the future. The teacher will assign each group a poem with each student responsible for one part of the assignment. The teacher will provide time for students to research this assignment. Once

groups have completed the work, groups will report to the class. Following the class discussion, students are to write an exit slip that defines and comments on some beast that looms closer as the senior year slips away. The teacher will assess based upon completion of the assignment.

Activity 12: Surviving on the Job (GLEs 03a, 13e, 25, 26c, 27d, 29b, 30a, 30b, 31b, 35a, 35b)

Materials List: Career Research from Unit 2, student handbook, access to computer, access to Internet, Osborn-Parnes BLM

The teacher will direct students to review the career they researched in the last unit. What factors would challenge their ability to survive on the job? What annoying restrictions of school life recur in some form on the job? What skills do students need to improve to be a survivor in the workforce? Students are to study their knowledge of the career, research further such topics as drug policies, dress requirements, security concerns, work relationship rules, attendance policies, and the like, and to call upon their experience with school to *brainstorm* ([view literacy strategy descriptions](#)) a list of challenges to serve as a springboard to discussion. Teachers may allow a skim-and-scan session on the Internet to ascertain many of these policies. Teachers may want to employ the Osborn-Parnes BLM again for student use or simply follow the method as students discuss the comparisons and contrasts in school and work. As a conclusion to the activity, the teacher will allow time for an Exit Slip writing with students addressing the question, “Knowing what you now know about surviving on the job, what new thoughts do you have or problems do you foresee?” Teachers will assess with the use of a participation checklist, created by the teacher, that notes both responses and the ability to listen. The teacher may also access the Osborn-Parnes BLM for completion.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit.

General Assessments

- Students will keep complete split-page notes covering each chapter of *Lord of the Flies*.
- Students will write paragraphs and essays that address topics such as the following:
 - The meaning of *good* and *evil*
 - The merits of individual characters
- Students will develop visual texts for class presentation.

- Students will create an annotated bibliography.
- Students will maintain an ongoing three-ring binder in which they will keep:
 - Journals
 - Split-Page Notes
 - All Handouts

Activity-Specific Assessments

- Activity 7: What is “Good” and “What is Evil?” Students will write an essay in which they consider the definition of good and evil and agree or disagree with the idea that people are inherently evil. The teacher will assess the essay with a rubric designed to measure student responsiveness to the prompt, the accurate use of research, a clear thesis statement, a logical organization, and a meaningful conclusion, or the teacher will use the Good vs. Evil Rubric BLM, which is provided.
- Activity 8: The Elimination Students will write a response to the activity addressing this prompt: What conclusions can you draw about your classmates’ and your ability to judge the fate of others? What decision would likely have been made if you had been one of the 10 possible candidates for the lifeboat? How would this decision make you feel? The teacher will assess the written response by a teacher-made rubric based on responsiveness to the three parts of the prompt.
- Activity 12: Surviving on the Job Teachers will assess student knowledge with the use of a participation checklist, created by the teacher, that notes both responses and the ability to listen to the following questions:
 - What factors would challenge their ability to survive on the job?
 - What annoying restrictions of school life recur in some form on the job?
 - What skills do students need to improve to be a survivor in the workforce?

Students will present their knowledge of the career with further research on such topics as drug policies, dress requirements, security concerns, work relationship rules, attendance policies and the like and will call upon their experience with school to provide the teacher with a *brainstorm* of a list of challenges to serve as a springboard to discussion. Teachers will assess as students discuss the comparisons and contrasts in school and work. The teacher may also assess the Osborn-Parnes BLM for completion.

Senior Applications in English Unit 4: Learning Life Lessons

Time Frame: Approximately four weeks



Unit Description

This unit focuses on the lessons learned from living, lessons of the students, persons known to them, and people who have distinguished themselves and been the subjects of prize-winning biographies. Students will devote thought to the life stories of these people, each student choosing one biography and chronicling information to formulate a resume for the person of study. In addition, the students will analyze the biography to discern the lessons that contributed to the extraordinary life and made it outstanding. Teachers will also ask students to make meaning of their lives by choosing a life lesson worthy of analysis and by crafting that experience into a polished essay, rich with significance. As a final act of analysis, students will create a resume and cover letter for the person about whom they read and submit those for a job they deem suitable for the applicant.

Student Understandings

Students will gain understanding of the life of a notable person, analyzing the events, actions, words, and perceptions of that life as seen in the form of biography. They will evaluate the life lessons that contributed to the subject's extraordinary life. They will examine their own life lessons. The essential goals of this unit require students to read, comprehend, interpret, and analyze stories of their lives and the lives of others. In the process, their vocabulary will expand, their writing skills will sharpen, and their ability to recognize lessons that lead to greatness and life success will improve. In addition, students will hone their ability to listen, respond, and critique others constructively in a Socratic seminar.

Guiding Questions

1. Can students analyze a text for life meaning?
2. Can students interpret text based on personal knowledge and experience?
3. Can students write a personal narrative with adequate detail and commentary to convey the significance of a life lesson?
4. Can students listen, speak, and engage in dialogue so they learn from each other?
5. Can students use correct grammar in conveying their communications?
6. Can students organize information to present a well-written resume and cover letter?
7. Can students synthesize from their readings the life lessons that lead to greatness?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author's word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
04	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
06	Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)
07c	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including: forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue (ELA-6-H3)
07f.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including biographies and autobiographies (ELA-6-H3)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author's use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)

GLE #	GLE Text and Benchmarks
12.	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)
13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
15d.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: clear voice (individual personality) (ELA-2-H2)
16a.	Develop complex compositions using writing processes such as the following: Selecting topic and form (e.g., determining a purpose and audience.(ELA-2-H3)
16b.	Develop complex compositions using writing processes such as prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) (ELA-2-H3)
16c.	Develop complex compositions using writing processes such as drafting (ELA-2-H3)
16d.	Develop complex compositions using writing processes such as conferencing with peers and teachers (ELA-2-H3)
16e.	Develop complex compositions using writing processes such as revising for content and structure based on feedback (ELA-2-H3)
16f.	Develop complex compositions using writing processes such as proofreading/editing to improve conventions of language (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as publishing using available technology (ELA-2-H3)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)

GLE #	GLE Text and Benchmarks
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
20b.	Write for various purposes, including functional documents (e.g., resumes, memos, proposals) (ELA 2 H6)s
21	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26b.	Select language appropriate to specific purposes and audiences for speaking, including: conducting interviews/surveys of classmates or the general public (ELA-4-H1)
27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)

GLE #	GLE Text and Benchmarks
30a.	Use active listening strategies, including monitoring messages for clarity (ELA-4-H4)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
33a.	Participate in group and panel discussions, including identifying the strengths and talents of other participants (ELA-4-H6)
33b.	Participate in group and panel discussions, including acting as facilitator, recorder, leader, listener, or mediator (ELA-4-H6)
33c.	Participate in group and panel discussions, including: evaluating the effectiveness of participants' performance (ELA-4-H6)
35a.	Locate, analyze, and synthesize information from a variety of complex resources, including multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, periodicals) (ELA-5-H2)
35b.	Locate, analyze, and synthesize information from a variety of complex resources, including: electronic sources (e.g., Web sites or databases) (ELA-5-H2)
37a.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: formulating clear research questions (ELA-4-H2)
37b.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: evaluating the validity and/or reliability of primary and/or secondary sources (ELA-4-H2)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen, paper, and high interest, multi-level readings of fiction, non-fiction, and technical variation, Skills Index BLM (See Unit 1)

The teacher should spur growth in independent reading skills and motivate students to read by providing time and skill instruction through selected readings. Teachers will design an independent reading program and approve selections from the literature study to foster this development. Student choice of reading material should be allowed to ensure student interest and

engagement. Class time should be dedicated to teaching strategies that allow students to grow as independent readers, both silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods of time. The teacher should model and monitor this reading, making sure to incorporate both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students should be able to summarize their readings and demonstrate comprehension, interpretation, and analysis upon the request of the teacher; acquisition of such skills should be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses, and the skills index provided. (See Skills Index BLM in Unit 1.)

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 24)

Materials List: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used
- a student-composed sentence using the word in context appropriately

Skill development should focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so their own vocabulary will grow to encompass words from all cultures.

Students should be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They should enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students should be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials List: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Ongoing writing prompts should be used as initiation, discussion, or closure activities. Prompts may assume any format, but all should address comprehension and higher-order thinking skills and lead students to connect ideas in texts and real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. During discussion students will use active-listening strategies, including monitoring messages for clarity and selecting and organizing essential information. Students should be encouraged to identify strong insight provided by peers.

The teacher should have students write daily journal entries to various prompts throughout the unit. For many teachers, the journal serves as a bell-ringer activity and forethought about a particular topic or text or theme. Once a week, the teacher will ask students to revise a journal entry for publication. The teacher will use these journal revisions to pull sentences for grammar review and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lesson on matters of style.

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after-reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
Initiate discussion.	What is the author trying to say? What is the author’s message? What is the author talking about?
Focus on author’s message.	That’s what the author says, but what does it mean? Why did the author choose this word?
Link information.	How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?
Identify difficulties with the way the author has presented information or ideas.	Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text	

because they have misinterpreted, or to help them recognize that they have made an inference.	Did the author tell us that? Did the author give us the answer to that?
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*Source: *50 Content Area Strategies for Adolescent Literacy* by Douglas Fisher, William Brozo, Nancy Frey, and Gay Ivey

Along with using journals, teachers may also use Admit and Exit Slips (blank half-sheets of paper), which allow students to respond to prompts or to pose questions as they enter/leave the classroom to begin/close the day. This technique allows students, first, to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students should either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers should also utilize reader’s-response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers should ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one-page/one-side response, or it can be a formal personal or literary analysis essay:

- One-Page/One-Side Responses: Students write to prompts by covering one side of the paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or they could write a “mini” essay complete with brief introduction, body paragraph, and a conclusion. (The teacher may want to set a word count, unless the composition is to be typed.)

Topics might include:

In the midst of winter, I finally learned that there was in me an invincible summer.
~ Albert Camus

Education is what remains after one has forgotten everything one learned in school.
~ Albert Einstein

The only real failure in life is one not learned from. ~ Anthony J. D'Angelo

People learn something every day, and a lot of times it's that what they learned the day before was wrong. ~ Bill Vaughan

I learned that the only way you are going to get anywhere in life is to work hard at it. Whether you're a musician, a writer, an athlete or a businessman, there is no getting around it. If you do, you'll win - if you don't, you won't. ~ Bruce Jenner

The only person who is educated is the one who has learned how to learn...and change.
~ Carl Rogers

I have always grown from my problems and challenges, from the things that don't work out, that's when I've really learned. ~ Carol Burnett

Some of the best lessons we ever learn are learned from past mistakes. The error of the past is the wisdom and success of the future. ~ Dr. Dale E. Turner

In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists. ~ Eric Hoffer

There are some things which cannot be learned quickly, and time, which is all we have, must be paid heavily for their acquiring. They are the very simplest things, and, because it takes a man's life to know them, the little new that each man gets from life is very costly and the only heritage he has to leave. ~ Ernest Hemingway

He has not learned the lesson of life who does not every day surmount a fear.
~ Gaius Julius Caesar

I have learned this at least by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours. ~ Henry David Thoreau

In this age, which believes that there is a short cut to everything, the greatest lesson to be learned is that the most difficult way is, in the long run, the easiest. ~ Henry Miller

Just when I think I have learned the way to live, life changes. ~ Hugh Prather

Tomorrow is the most important thing in life. Comes into us at midnight very clean. It's perfect when it arrives and it puts itself in our hands. It hopes we've learned something from yesterday. ~ John Wayne

I have learned that every man lives not through care of himself, but by love.
~ Leo Nikolaevich Tolstoy

Other people may be there to help us, teach us, guide us along our path. But the lesson to be learned is always ours. ~ Melody Beattie

I have learned through bitter experience the one supreme lesson to conserve my anger, and as heat conserved is transmitted into energy, even so our anger controlled can be transmitted into a power that can move the world. ~ Mohandas Karamchand Gandhi

Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything. ~ Muhammad Ali

One of the things I learned the hard way was that it doesn't pay to get discouraged. Keeping busy and making optimism a way of life can restore your faith in yourself. ~ Lucille Ball

I have learned that to be with those I like is enough. ~ Walt Whitman

I learned more from the one restaurant that didn't work than from all the ones that were successes. ~ Wolfgang Puck

I learned that familiar paths traced in the dusk of summer evenings may lead as well to prisons as to innocent, untroubled sleep. ~ Albert Camus

In three words I can sum up everything I've learned about life: It goes on. ~ Robert Frost

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g, 25, 27b, 27d)

Materials List: samples taken from student writings, sample ACT/SAT questions, teacher developed Grammar and Style Sheet BLM (See Unit 1), three-ring binder for handouts, Parallel Resume BLM

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons should focus on the following:

- sentence-formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood)
- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific. Students will refer to the Grammar and Style BLM (See Unit 1) as needed.

Mini-Grammar Lesson

In preparation for designing a resume for the subject of their biography, students are asked to reflect upon the following resume. One of the most important features of a good resume is its parallel structure. Revise this simple resume to show good parallel structure. After the revision, the teacher may check the work with the Parallel Resume BLM and/or discuss parallel structure with the class.

Owen Meany
Lives at 50 Front Street
Gravesend, NH
My social security number is 444-44-4444
Phone: 555-555-7777

Job Objective: To perform some human service for those who need to be lifted up.

Work Experience:

U. S. Army	I accompany bodies to burials.	1971-74
Granite Worker	Meany Granite Co.	1969-70
I was a lifeguard	Summers	1969-70
Columnist	<u>The Voice</u> , Academy Newspaper	1968

Education

College	University of Massachusetts	1969-1970
Gravesend	I attended Gravesend Academy	1968

Related Skills:

Expertise with the diamond saw
I know a lot about military protocol.
Developed teamwork skills through basketball and a special team event called The Shot
Actor in various plays in my community

My References:

Jonathan Wheelwright C/O St. Michael's Ottawa, Canada

Pastor John Merrill
First Congregational Church
Gravesend, N.H.

Dan Needham lives at 50 Front Street, Gravesend, N.H.

Activity 5: Magazine Smiles (GLEs 03c, 04, 13b, 13c, 13d, 13e, 37d)

Materials List: magazines, Split-page Notetaking BLM (See Unit 1), pen, paper

The teacher will distribute to students a collection of magazines that spotlight the actions and interactions of people. Students will be asked to browse through the magazines, looking for pictures and/or stories that lead to the conclusion that a life lesson has been learned by the featured persons. The teacher will ask students, using *split-page notetaking* ([view literacy strategy descriptions](#)) to write down the lessons that they surmise from their viewing of the magazines. The Split-page Notetaking BLM is provided in Unit 1. After the browsing and recording session, the teacher will ask students to discuss the lessons they saw demonstrated in the magazines. The teacher will record the lessons on the board, and then the teacher will lead students in a discussion of the trends and meaning of the lessons listed. Are they typical of ordinary lives? What do they imply about our society? Which lessons appear most important? Which are most trivial? Which lessons appear to be universal? These and other questions generated by the teacher or students during discussion will be addressed by the class as a precursor to a deeper study of life's lessons.

Activity 6: Lessons from Those We Know (GLEs 06, 26b, 37a, 37b, 37d)

Materials List: pen, paper, Split-page Notetaking BLM (See Unit 1), visual

The teacher will ask all students to talk to a family member or person they respect about a lesson learned by that person. Students will be encouraged to seek those lessons that have most inspired the recipient to change, to hold on to a value, or to modify a life stance in some way. Using *split-page notetaking* ([view literacy strategy descriptions](#)), the students will record the details of the person's story and the immediate and long-range reaction to the event and will discuss at length with the chosen person the meaning of the lesson and its influence on the life the individual has thus far led. The Split-page Notetaking BLM is provided in Unit 1.

Students will choose the manner in which they discuss this lesson with the class. Some may want to show a video of their interview; others may use still pictures and a narrative or choose some other method of conveying the lesson. A few might even choose to have their person appear as a guest and share the lesson personally with the class. At any rate, all students should have some form of a visual, as well as a narrative to share with the class. Peers and teachers will use a simple rubric to judge the effectiveness of the presentation, and all students will note the lesson in the form of a *GIST* ([view literacy strategy descriptions](#)) for each presentation. The statements should be limited to 25 words each.

Following the presentations, students will compile the gist statements, eliminating repetitions, and will add this list of lessons to those discovered in the magazine assignment. The record of lessons will be maintained in students' *split-page notes*.

Activity 7: The Great Biography Study (GLEs 03a, 04, 07f, 30a, 30b, 33a, 33b, 33c, 37c)

Materials List: biographies, Split-page Notes BLM (See Unit 1), pen, paper, Great Opinionnaire BLM, Split-page Notes for the Socratic Seminar BLM, Socratic Feedback Form I BLM, Socratic Feedback Form II BLM

Teachers will allow each student to choose one of the following biographies to read. Only one student per class will be assigned any one particular choice. At the discretion of the teacher, the student can substitute any biography deemed appropriate. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) as they read. The Split-page Notetaking BLM is provided. The students will use the right hand side of the page for summary, vocabulary, commentary, and questions. They will use the smaller left hand side to create a timeline of significant events. This left hand side will also serve as the site for specific quotes from the subject that resonate with the reader. The resource list of suggested biographies is provided at the end of this unit for teacher reference.

Prior to reading the biography, students will respond to an *opinionnaire* ([view literacy strategy descriptions](#)) about the lives of notable persons. They should read each statement below and indicate in writing whether they agree or disagree with each one, adding a rationale for each opinion. Teachers are to instruct students that there are no “right” answers, only those that are well supported or not. The teacher may use the Great Opinionnaire BLM provided or construct another.

- Great people spring from humble beginnings.
- Great people are strongly influenced by their parents and/or peers.
- The Great are committed fully to some concept or value that results in their greatness.
- The Great are quick learners.
- Great people seldom experience failure.
- The Great are frequently misunderstood.
- Great people are respected by their peers.
- The Great are sure of their purpose and path.
- Great people reap the reward of their greatness.
- Great people associate with other people who achieve fame.

The *opinionnaires* may be signed or unsigned, depending upon the discretion of the teacher, but submitted to the teacher regardless. After reading the biography, students will reclaim their papers and compare their assumptions against the realities revealed in the biographies.

As students read their biographies, they should develop a timeline of important dates in the life of their person. This timeline will be used in the Socratic seminar to prompt appropriate discussion and provide detail in support of contentions. It will also be useful to students in developing a resume for their person in a later assignment. This timeline will also be assessed by the teacher.

Upon completion of the reading, students will discuss the *opinionnaire* statements within a Socratic circle. The teacher will lead the class through the following process: The class will

divide into two groups. The inner circle will discuss the statements as they sit upon the floor, surrounded by the outer circle as they sit in desks. The speakers will use the details of their biography to support or refute the statements. As they discuss, the outer circle will score the inner circle members, evaluating the quality of the discussion. At the conclusion of the discussion, timed by the teacher, the groups will change places and repeat the procedure.

During the initial discussion, the outer group will engage in specific behavior. They will listen closely. Some of the students will be asked to take notes, using *split-page notes* to record, on the left, the content of the conversation, noting subtopics discussed, important questions, and the use of detail. On the right, students will note the behavior of the inner circle, particularly the participation, leadership, and off-task behavior. The Split-page Notetaking for the Socratic Seminar BLM is provided.

Other students in the outer circle will serve as scorekeepers. They will keep a tally sheet of inner circle members, noting each time an inner circle member speaks. Students will use the Socratic Feedback Form I BLM for this tallying.

The rest of the outer circle will act as mapmakers, producing a graphic representation of the inner circle's dialogue. They will record the names of the inner circle and place them on a page in a graphic representation of the circle. They will draw a line from the first speaker to the second and from the second to the third and continue in this manner for the duration of the discussion. Their map will reveal the interaction with each other and the individual contribution to the discussion by each member. The students will map on the Socratic Feedback Form II BLM, which is provided.

These three tools –notes (Split-page Notes for Socratic Seminar BLM), scores (Socratic Feedback Form I BLM), and maps (Socratic Feedback Form II BLM) -- will help the outer circle to give feedback to the inner circle when the discussion ends. The outer circle will use the three feedback forms to evaluate the inner circle. After studying the forms, the students will consider ratings for each person in preparation, participation, depth of discussion, attention to protocol, use of supporting detail, respect for others, and interesting commentary.

After the inner circle completes their discussion, the outer circle will provide feedback on the quality of the discussion. When the feedback concludes (time set by teacher), the circles will exchange places and repeat the procedure with the former inner circle becoming the outer with the consequent duties and the former outer circle becoming the inner with the impetus to discuss the *opinionnaire* statements. The teacher should design rubrics to evaluate the actions of the students as they participate in the inner and outer circles.

Inner circle behavior will focus on opinion and supporting detail along with the analysis and evaluation of the speaker and the listeners. The object will be the sharing of thought about life lessons with a view toward learning the important lessons that led these people to distinction. Respect for speakers, good listening skills, and thoughtful questions and comments are goals for the inner group.

The role of the teacher is that of a facilitator and assessor.

Following the seminar, students will add discovered lessons to the list of lessons they are maintaining in their *split-page notes*.

Activity 8: Great Lessons (GLEs 09a, 09c, 13a, 14b, 14c, 16b, 16c, 20a)

Materials List: pen, paper, biography, Split-page Notetaking BLM (See Unit 1), construction paper.

The teacher will direct students to select cuts from the biography they read that reveal pivotal life lessons learned by the subject. Students may use ellipses to edit the cut to a brief synopsis of the pertinent event or they may summarize the lesson, using *split-page notetaking* ([view literacy strategy descriptions](#)), or use a combination of summary and editing. The Split-page Notetaking BLM is provided in Unit 1. Then the student will identify the lesson, its immediate and long-range effects, and the perceived influence upon the recipient of the lesson. Students will prepare these cuts and analyses for display. Each entry will be typed, matted, and laminated for easy wall display. Each student will prepare three entries. Each entry should be limited to 250 words.

Students will prepare the Wall of Lessons and participate in a gallery walk. If possible, such a display might be exhibited on a hall or in the library for others' edification and enjoyment. The entries will be evaluated on neatness, cut selection, identification and explanation of lesson, effects, and significance.

Following the gallery walk, teachers will ask students to add newly discovered lessons to their master list in their *split-page notes*.

Activity 9: A Personal Lesson (GLEs 14b, 14c, 15d, 16a, 16b, 16c, 16d, 16e, 16f, 16g)

Materials List: pen, paper, A Personal Lesson Rubric BLM, Peer Editing Sheet BLM, Split-page Notetaking BLM (See Unit 1)

The teacher will ask students to consider their life lessons and will lead the students in a *brainstorming* ([view literacy strategy descriptions](#)) session to generate a list of those lessons. The teacher will direct students to use this list as a starting place for their own private *brainstorming*. Students are to make as complete a list as they can and then limit their selection to one lesson that most resonates within them.

The teacher will lead them to free write (to write without regard to editing concerns) about the event or events that lead to the lesson, a free write in which they will attempt to capture as much of the detail of the incident as possible. The teacher will ask students to reread this free write and to add any more details or thoughts that occur. For free writes, students will use notes; the Split-page Notetaking BLM is provided in Unit 1.

Next, the teacher will ask students to free write about the people who were involved in the lesson or who were around during its occurrence. They are to describe each person and detail the role each person played. The teacher will encourage students to recall dialogue if possible, just those pivotal, important utterances that influenced events or others. Once completed, the free write will be examined and edited by students for additional comments caused by their reflections.

Next, the teacher will ask students to describe the objects associated with the lesson. Students will free write about these objects: their size, color, shape, texture, and significance. Once again, student reflection will be used to sharpen the draft.

Finally, students will be asked to consider the lesson itself as they free write about exactly what they learned and the impact of the lesson on their lives.

Once this invention process is complete, the teacher should invite students to draft their personal narrative, crafting it in scenes, using the people, objects, dialogues, event(s), and the significance of the whole experience to present a compelling narrative that conveys an important lesson to the audience of their peers. The teacher should make clear to students that a clean copy of their invention is not a draft; they are to study their invention until they identify those parts that work together best to show the readers the lesson and its meaning.

Following the completion of the draft, the teacher should have students break into pairs where the partners will read the other's essay aloud. In this manner, the writers can hear their actual written words, an act that often suggests revisions and corrections. Then, the pairs will break up, and students will seek other students to read and peer edit their paper. Each paper should receive three peer edits along with peer edit sheets attached. The teacher will either design a peer edit sheet or use the Peer Editing Sheet BLM.

After students have had the opportunity to study their peer edits, the teacher will direct them to revise their essays for submission and to record any new lessons learned in the peer reading to their master list of lessons in their *split-page notes*. The teacher will design a personal narrative rubric or use the Personal Lesson Rubric BLM provided for the essay assessment.

Activity 10: The Lesson of the Short Story (GLEs 03a, 04, 06, 7c, 11)

Materials List: short story, Split-page Notes BLM (See Unit 1), pen, paper

The teacher will direct students to choose a partner, and then each pair will choose a short story. Both members of each pair will read the story, using *split-page notes* ([view literacy strategy descriptions](#)) for comments, questions, and details, and determine the lesson learned by the main character. The Split-page Notetaking BLM is provided in Unit 1. First, the individuals will reach a determination of meaning; then, partners will share their determinations with each other. They will discuss the story, using close reading techniques, to reach a consensus statement of the lesson learned and the significance of the lesson for that character. Moreover, each pair will speculate as to why the author would deem this lesson worthy of the writing effort. They should consider the relevance of the lesson to their lives. The teacher should select the stories or allow

student choice. Suggestions for reading are located at the end of this unit after the sample assessments.

After the pairs have analyzed the character, the lesson, and the relevance, the teacher will lead students in a discussion of the power of the short story to teach a lesson. Pairs will present their lesson, and the teacher or designee will record the lessons on the board. Students will be asked to draw conclusions about the lessons and their relevancy and to comment upon any reoccurrence of lessons learned.

Activity 11: A Great Resume (GLEs 13e, 20b, 35a, 35b, 37d)

Materials List: pen, paper, access to Internet, access to computer, Resume Rubric BLM, Split-page Notes BLM

The teacher will direct students to return to the Occupational Outlook Handbook at <http://www.bls.gov/home.htm>. Students will find the handbook on the right-hand side under Publications. The teacher will ask students to choose an appropriate target job for the person featured in the biography they read. The teacher will provide background information concerning the creation of a resume. Then the students will create a resume and a cover letter for the biography's subject to submit in applying for that job. They will use the biography itself, their *split-page notes* ([view literacy strategy descriptions](#)) from the unit, their timelines, and their notes and memories of the Socratic circles to construct an appropriate resume, selecting the format best suited to the applicant and including the skills, achievements, experience, and training that have prepared that person to be an employable applicant for the chosen position. Students may also include any honors, awards, publications, or alternate information that would enhance the applicant's chance of employment. Students will research resume tips in order to present the most appealing resume for their person.

Following the creation of a resume for their person, students will repeat the exercise, writing a resume for themselves. Both resumes will be turned in to the teacher, who will design a rubric for assessment or use the Resume Rubric BLM provided.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit.

General Assessments

- Students will write *split-page notes* on all chapters of their biography.
- Students will construct a detailed, accurate timeline about the subject of their biography.
- Students will participate in a Socratic seminar as a speaker and a listener and will perform a role in the assessment process.
- Students will edit and summarize lessons about the subject of their biography and will write an essay about one of their personal life lessons.
- Students will write a resume and cover letter.

Activity-Specific Assessments

- Activity 8: Students will write entries for a Wall of Lessons learned by the subject of their biography and about the impact of that lesson upon the subject's life. The teacher will assess the entries by checking neatness, cut selection and preparation, identification and explanation of lesson, effects, and significance. The rubric will be applied to the three required entries with the grade being derived from an average of the three scores.
- Activity 9: Students will write a personal narrative essay focused on a life lesson. The topic should be the one that merits the consideration afforded it, and the essay should be well-developed, rich in sensory detail and narrative clarity. The teacher will assess the essay on responsiveness to the prompt, development, and the making of meaning from experience. Special attention should be given to the writer's style (voice, audience awareness), meaningful lesson, artful blending of the concrete facts and abstract thought, and adequate use of sensory details and elaboration. The teacher may use the Personal Lesson Rubric BLM or create one.
- Activity 11: Students will use their *split-page notes*, their timeline, and any notes from the Socratic seminar to develop a resume and cover letter for the subject of their biography. Assessment will be based on order of material, format, neatness, job compatibility, parallelism, and grammar and usage. The resume should be accurate and well-developed. The teacher may use the Resume Rubric BLM provided or create one. The cover letter should include quotes of the applicant and/or a reflection of the person's attitude and philosophy about life and work. It also should be accurate in grammar and usage and should succeed in introducing the applicant.

Suggested Biographies:

Applegate, Debby. *The Most Famous Man in America*
Baker, Russell. *Growing Up*
Bate, Walter Jackson. *John Keats*
Berg, A. Scott. *Lindbergh*
Bradley, James and Powers, Ron. *Flags of Our Fathers*
Branch, Taylor. *At Canaan's Edge: America in the King Years, 1965-1968*
Cheernow, Ron. *Alexander Hamilton*

Cook, Blanche. *Eleanor Roosevelt*
Didion, Joan. *The Year of Magical Thinking*
Dillard, Annie. *Pilgrim at Tinker Creek*
Dird, Kai and Sherwin, Martin. *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer*
Dylan, Bob. *Chronicles Vol. 1*
Erikson, Erik. *Gandhi's Truth*
Goodwin, Doris Kearns. *No Ordinary Time*
Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln*
Graham, Katharine. *Personal History*
Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*
Guy, John. *Queen of Scot. The True Life of Mary Stuart*
Harlan, Louis. *Booker T. Washington: The Wizard of Tuskegee 1901-1915*
Isaacson, Walter. *Einstein: His Life and Times*
Krakauer, John. *Into Thin Air: A Personal Account of the Mount Everest Disaster*
Lewis, David. *W.E.B. DuBois*
Lewis, R.W.B. *Edith Wharton*
Mabee, Carlton. *The American Leonardo: The Life of Samuel F. B. Morse*
Massie, Robert. *Peter the Great: His Life and World*
McCourt, Frank. *Angela's Ashes*
McCullough, David. *John Adams*
McCullough, David. *Truman*
Moore, Judith. *Fat Girl: A True Story*
Morgan, Edmund. *Benjamin Franklin*
Morris, Edmund. *The Rise of Theodore Roosevelt*
Nasar, Sylvia. *A Beautiful Mind*
Parrado, Nando. *Miracle in the Andes: 72 Days on the Mountain and My Long Trek Home*
Phillips, Julie and Tiptree, Julie. *The Double Life of Alice B. Sheldon*
Powers, Ron. *Mark Twain: A Life*
Philbrick, Nathaniel. *Mayflower: A Story of Courage, Community, and War*
Puller, Jr., Lewis. *Fortunate Son: The Healing of a Vietnam Vet*
Richardson, Richard. *Emerson*
Roberts, Jason. *A Sense of the World: How a Blind Man Became History's Greatest Traveler*
Schlesinger, Jr., Arthur. *A Thousand Days: J.F. Kennedy in the White House*
Sheehan, Neil. *A Bright, Shining Lie: John Paul Vann and America in Vietnam*
Stevens, Mark and Swan, Annalyn. *De Kooning: An American Master*
Taubman, William. *Krushchev: The Man and His Era*
Thompson, Lawrence. *Robert Frost: The Years of Triumph 1915-1938*
Thoreau, Henry David. *Walden*
Tobin, James. *Ernie Pyle's War: America's Eyewitness to World War II*
Walworth, Arthur. *Woodrow Wilson: American Prophet*
Williams, T. Harry. *Huey Long*

Suggested Short Stories:

Desai, Anita. "Games at Twilight"
Gaines, Ernest. "The Sky Is Gray"
O'Brien, Tim. "The Things They Carried"
O'Connor, Flannery. "Revelation"
Olsen, Tillie. "I Stand Here Ironing"
Porter, Katherine Anne. "The Jilting of Granny Weatherall"
Maupassant, Guy. "The Necklace"
McCullers, Carson. "A Rock, A Tree, A Cloud"
Naipaul, V. S. "B. Wordsworth"
Tan, Amy. "Two Kinds"
Updike, John. "A & P"

Senior Applications of English Unit 5: Practicing Citizenship

Time Frame: Approximately four weeks



Unit Description

This unit focuses on the rights and responsibilities of citizenship. An essay of Eleanor Roosevelt will instruct students about the importance of education as a part of citizenship. A speech given by her uncle, Theodore Roosevelt, will explore the necessity of good citizenship for the continuation of a republic. The Bill of Rights will allow students to examine the rights they actually hold. By learning ways to improve communication, primarily through the use of empathy, students will explore the width and breadth of their rights and responsibilities and will practice the use of persuasion as a part of this experiment in communication. The unit will present opportunities to practice good citizenship and to explore its stable aspects as well as those that change over time. Finally, students will apply their view of citizenship to the workplace as they practice the rhetoric of the job interview.

Student Understandings

Students will gain understanding of the meaning of citizenship as well as some of their rights and responsibilities. They will learn to be better communicators through empathy and to be more persuasive in writing and in speaking. Students will practice their analysis and evaluative skills as they read, discuss, and apply the lessons within this unit.

Guiding Questions

1. Can students characterize good citizenship?
2. Can students recognize and practice their rights and responsibilities as citizens?
3. Can students write a persuasive essay on a controversial topic?
4. Can students listen and speak and engage in dialogue so they learn from each other?
5. Can students use correct grammar in conveying their communications?
6. Can students participate in a job interview process successfully?
7. Can students synthesize a greater awareness of civic participation and responsibility from their readings, writings, and reflections?

Unit 5 Grade-Level Expectations (GLEs)

	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author’s word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
03e.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including debates/speeches (ELA-1-H3)
04	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
07e.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including short stories, novellas, and novels.
07g.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including speeches (ELA-6-H3)
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09b.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the credibility of arguments in nonfiction works (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author’s use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)

09g	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, critiquing the strengths and weaknesses of ideas and information (ELA-7-H1)
11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12.	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)
13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
15a.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: word choices appropriate to the identified audience and/or purpose (ELA-2-H2)
15d.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: clear voice (individual personality)(ELA-2-H2)
16a.	Develop complex compositions using writing processes such as the following: Selecting topic and form (e.g., determining a purpose and audience.(ELA-2-H3)
16b.	Develop complex compositions using writing processes such as prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) (ELA-2-H3)
16d.	Develop complex compositions using writing processes such as conferencing with peers and teachers (ELA-2-H3)
16e	Develop complex compositions using writing processes such as revising for content and structure based on feedback (ELA-2-H3)
16f.	Develop complex compositions using writing processes such as proofreading/editing to improve conventions of language (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as publishing using available technology (ELA-2-H3)

17a.	Use the various modes to write complex compositions, including: definition essay (ELA-2-H4)
17f.	Use the various modes to write complex compositions, including: process analyses (ELA-2-H4)
17g.	Use the various modes to write complex compositions, including: persuasive essays (ELA-2-H4)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
20b.	Write for various purposes, including functional documents (e.g., resumes, memos, proposals) (ELA 2 H6)s
21	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)

26a.	Select language appropriate to specific purposes and audiences for speaking, including: delivering informational/book reports in class (ELA-4-H1)
26c.	Select language appropriate to specific purposes and audiences for speaking, including: participating in class discussions (ELA-4-H1)
27a.	Listen to detailed oral instructions and presentations and carry out complex procedures, including: reading and questioning (ELA-4-H2)
27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27c.	Listen to detailed oral instructions and presentations and carry out complex procedures, including forming groups (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)
30a.	Use active listening strategies, including monitoring messages for clarity (ELA-4-H4)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
31b.	Deliver oral presentations, including: responses that analyze information in texts and media (ELA-4-H4)
31c.	Deliver oral presentations, including: persuasive arguments that clarify or defend positions (ELA-4-H4)
37a.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including formulating clear research questions.
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
37e.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)
38d.	Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen, paper, and high interest, multi-level readings of fiction, non-fiction, and technical variation, Skills Index BLM (See Unit 1)

The teacher should spur growth in independent reading skills and motivate students to read by providing time and skill instruction through selected readings. Teachers will design an independent reading program and approve selections from the literature study to foster this

development. Student choice of reading material will foster student interest and engagement. Class time dedicated to teaching strategies will allow students to grow as independent readers, both silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods. The teacher will model and monitor this reading, incorporating both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students will summarize their readings and demonstrate comprehension, interpretation, and analysis upon the request of the teacher; acquisition of such skills will be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses, and the skills index provided. The students will use the index to record their study of skills within the units and the dates of their engagement with each skill (See Skills Index BLM located in Unit 1).

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 24)

Materials List: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used
- a student-composed sentence using the word in context appropriately

Skill development will focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so that their own vocabulary will grow to encompass words from all cultures.

Students will be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They will enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students will be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials List: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Ongoing writing prompts will be used as initiation, discussion, or closure activities. Prompts may assume any format, but all will address comprehension and higher-order thinking skills and lead students to connect ideas in texts and real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. During discussion students will use active-listening strategies, including monitoring messages for clarity and selecting and organizing essential information. Students will be encouraged to identify strong insight provided by peers.

The teacher will have students write daily journal entries to various prompts throughout the unit. For many teachers, the journal serves as a bell-ringer activity and forethought about a particular topic or text or theme. Once a week, the teacher will ask students to revise a journal entry for publication. The teacher will use these journal revisions to pull sentences for grammar review and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lesson on matters of style.

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after-reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
Initiate discussion.	What is the author trying to say? What is the author’s message? What is the author talking about?
Focus on author’s message.	That’s what the author says, but what does it mean? Why did the author choose this word?
Link information.	How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?
Identify difficulties with the way the author has presented information or ideas.	Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text because they have misinterpreted, or to	Did the author tell us that?

help them recognize that they have made an inference.	Did the author give us the answer to that?
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*Source: *50 Content Area Strategies for Adolescent Literacy* by Douglas Fisher, William Brozo, Nancy Frey, and Gay Ivey

Along with using journals, teachers may also use Admit and Exit Slips (blank half-sheets of paper), which allow students to respond to prompts or to pose questions as they enter/leave the classroom to begin/close the day. This technique allows students, first, to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students will either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers will also utilize reader's-response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers will ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one-page/one-side response, or it can be a formal personal or literary analysis essay:

- **One-Page/One-Side Responses:** Students write to prompts by covering one side of the paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or they could write a "mini" essay complete with brief introduction, body paragraph, and a conclusion. (The teacher may want to assign a word count.)

Topics might include:

A citizen of America will cross the ocean to fight for democracy, but won't cross the street to vote in a national election. ~ Bill Vaughan

You need only reflect that one of the best ways to get yourself a reputation as a dangerous citizen these days is to go about repeating the very phrases which our founding fathers used in the struggle for independence. ~ Charles Austin Beard

Once a government is committed to the principle of silencing the voice of opposition, it has only one way to go, and that is down the path of increasingly repressive measures, until it becomes a source of terror to all its citizens and creates a country where everyone lives in fear. ~ Harry S Truman

An honest man can feel no pleasure in the exercise of power over his fellow citizens.
~ Thomas Jefferson

It is the duty of every citizen according to his best capacities to give validity to his convictions in political affairs. ~ Albert Einstein

It is not always the same thing to be a good man and a good citizen. ~Aristotle

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. ~ Margaret Mead

I am not an Athenian or a Greek, but a citizen of the world. ~ Socrates

And so, my fellow Americans: ask not what your country can do for you - ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man. ~ John F. Kennedy

A law is something which must have a moral basis, so that there is an inner compelling force for every citizen to obey. ~ Chaim Weizmann

Civilization is built on a number of ultimate principles...respect for human life, the punishment of crimes against property and persons, the equality of all good citizens before the law...or, in a word justice. ~ Max Nordau

The constitution does not provide for first and second class citizens. -Wendell Willkie

The death-knell of the republic had rung as soon as the active power became lodged in the hands of those who sought, not to do justice to all citizens, rich and poor alike, but to stand for one special class and for its interests as opposed to the interests of others.
~ Theodore Roosevelt

There is nothing wrong with America that the faith, love of freedom, intelligence and energy of her citizens cannot cure. ~ Dwight D. Eisenhower

God is not on the side of any nation, yet we know He is on the side of justice. Our finest moments [as a nation] have come when we faithfully served the cause of justice for our own citizens, and for the people of other lands. ~George W. Bush

The citizen who criticizes his country is paying it an implied tribute.
~ J. William Fulbright

The best political community is formed by citizens of the middle class. ~ Aristotle

America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. ~ George W. Bush

Every citizen should be a soldier. This was the case with the Greeks and Romans, and must be that of every free state. ~ Thomas Jefferson

In a republic the first rule for the guidance of the citizen is obedience of the law.
~ Calvin Coolidge

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union.... Men, their rights and nothing more; women, their rights and nothing less. ~ Susan B. Anthony

We believe that an informed citizenry will act for life and not for death.
~ Albert Einstein

Bad officials are elected by good citizens who do not vote. -George Jean Nathan

What a country calls its vital economic interests are not the things which enable its citizens to live, but the things which enable it to make war. Petrol is much more likely than wheat to be a cause of international conflict. ~ Simone Weil

There are, however, people in this world who seldom pick up a newspaper, people who, when watching television, sneer in displeasure and change channels at the first glimpse of an anchorperson. While such willfully uninformed citizens are rare, emerging from seclusion only to serve on juries in trials of great national significance, they do exist.
~ Joe Keenan

...in the lexicon of the political class, the word "sacrifice" means that the citizens are supposed to mail even more of their income to Washington so that the political class will not have to sacrifice the pleasure of spending it. ~ George Will

Nowadays a citizen can hardly distinguish between a tax and a fine, except that the fine is generally much lighter. ~ G.K. Chesterton

As long as I am an American citizen and American blood runs in these veins, I shall hold myself at liberty to speak, to write, and to publish whatever I please on any subject.
~ Elija Lovejoy

The art of government consists in taking as much money as possible from one class of the citizens to give to the other. ~ Voltaire

Let a short Act of Parliament be passed, placing all street musicians outside the protection of the law, so that any citizen may assail them with stones, sticks, knives, pistols, or bombs without incurring any penalties. ~ George Bernard Shaw

No, I don't know that atheists should be considered as citizens, nor should they be considered patriots. This is one nation under God. ~ President George Bush

The choice before us is plain: Christ or chaos, conviction or compromise, discipline or disintegration. I am rather tired of hearing about our rights and privileges as American citizens. The time is come - it now is - when we ought to hear about the duties and responsibilities of our citizenship. America's future depends upon her accepting and demonstrating God's government. ~ Reverend Peter Marshall

And what is a good citizen? Simply one who never says, does or thinks anything that is unusual. Schools are maintained in order to bring this uniformity up to the highest possible point. A school is a hopper into which children are heaved while they are still young and tender; therein they are pressed into certain standard shapes and covered from head to heels with official rubber-stamps. ~ H. L. Mencken

So long as governments set the example of killing their enemies, private citizens will occasionally kill theirs. ~ Elbert Hubbard

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g, 25, 27b, 27d)

Materials List: samples taken from student writings, sample ACT/SAT questions, teacher-developed Grammar and Style Sheet BLM (See Unit 1), three-ring binder for handouts

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons should focus on the following:

- sentence-formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood)
- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific. In all grammar lessons, students will use their Grammar and Style Sheet BLM (See Unit 1) as a tool for learning.

Mini- Lesson in Grammar

The teacher will ask students to use correct bibliographic style, following MLA guidelines, to correct the example below:

Works Cited

Young, Dan, "Mice and the Constitution," first, New York, 1999.
Lee Chase. Tree of Liberty. Washington, D.C.: first, 2000.
Susan Dancer: The Bull Who Would Not Charge: 2007, Dallas: first.
Wilder, Kelly. My Shadow Did It, second: 2001: New York.

To check their work, students should visit the Internet at www.citationmachine.net, enter the examples, and see the correct answers. If Internet access is unavailable, the teacher may provide the correct answers by using MLA or visiting the site during lesson preparation.

Activity 5: Cultivating the Community of Citizens (GLEs 20a, 20b, 27b, 30a, 30b)

Materials List: pen, paper, Split-Page Notes BLM (See Unit 1), Empathy Writing Rubric BLM

The teacher will ask students to observe a family member or close friend and to note, using *split-page notes* ([view literacy strategy descriptions](#)), the roles that person assumes within a normal day, along with the various rights and responsibilities that come with each role. The Split-Page Notes BLM is provided in Unit 1. Students will attempt to "walk in the other person's shoes" metaphorically as they attempt to simulate within their minds the strains and stresses that apply to that person. While students actualize that assignment, the teacher will provide students with information about empathy and four components necessary to be empathetic: the ability to listen, to ask questions, to suspend judgment, and to validate communication. Once students understand the components of empathy included in the Empathy Writing Rubric BLM, they will approach their family member or friend and seek to understand some part of that person's life. Students will ask to discuss one role of their person that causes that person concern. The goals are to suspend any preconceived judgments or perceptions, to listen actively, to ask the right questions, and to validate an understanding of the other person's perspective.

Using their notes for reference, students will write a reflective one-page, one-side response about the experiment of listening, questioning, reserving judgment, and validating communication. While the reflection may be longer than one-page, one-side at teacher discretion, the length will be limited rather than defined as a fully developed essay. The writing will be evaluated as reader-response criticism with the writer identifying the predominant effect of the use of empathy, the details that prove the effect, and meaning discovered by the writer. In addition, the teacher will ask students to be conscious of style considerations such as use of active verbs, correct use of commas, and parallelism.

The teacher will ask students to apply their empathetic skills as they consider the following unit assignments, especially as they agree or disagree with others. The on-going assignment will remain: to listen, ask questions, suspend judgment, and validate the other person's choice. Only in such an atmosphere can communication be complete, respectful, and a chance for teaching and learning.

Activity 6: The Purpose of Education (GLEs 03a, 04, 11, 13b, 13c, 13d, 13e, 26c, 27a, 27c, 27d)

Materials List: Eleanor Roosevelt BLM, pen, paper, Split-Page Notes BLM (See Unit 1), Socratic Feedback Form BLM (See Unit 4)

The teacher will use the *SQPL strategy*, *Student Questions for Purposeful Learning* ([view literacy strategy descriptions](#)). The teacher will ask students to read Eleanor Roosevelt's 1930 essay about the purpose of education in order to respond to the statement before them: "The quality of teaching and learning today in the United States is posing a danger to maintaining our democracy and the very freedoms we hold most dear. Unless we do something about creating better citizens, we will lose the American way of life." The text is provided on the Eleanor Roosevelt BLM.

The teacher will give students a copy of the essay and ask them to read the essay, using *split-page notes* ([view literacy strategy descriptions](#)) summarize important points, list questions, write commentary, and record vocabulary words. The Split-Page Notes BLM is provided in Unit 1.

Students will form groups of three and take three or four paragraphs of Ms. Roosevelt's essay. In each group, students will summarize what is said in their paragraphs and formulate questions about the interpretation of Ms. Roosevelt's remarks. By using their notes, they will be able to discuss their section with some insight and will be most likely to deepen the quality of their interpretative questions.

After all groups have analyzed their paragraphs, someone from each team will talk about what Ms. Roosevelt said in their section and will share their questions with the class. Another team member will record the questions on the board. Class members will be asked to refer to their notes, either to enlarge the range of ideas already recorded or to add to the questions presented by the team assigned to that section of the essay. Questions that have been recorded by many students, either as part of a team or as individuals, will serve as consensus questions and receive the full attention of the class as they discuss.

The goal of this assignment will be to provoke an extended discussion of the purpose of education, not only in 1930, but also today, especially as it regards the subject of citizenship.

The teacher may well use these consensus questions to fuel a Socratic seminar, again using the inner and outer circles to build good listening skills, good articulation skills, convincing critical thought, and considered evaluation.

The inner circle will be responsible for the discussion; the outer circle will, in their three-person groups, take on the three roles of recorder of the discussion, tally counter of the number of times a person speaks, and mapper, recording the flow of speaking by drawing a line from the first speaker to the second, from the second to the third, from the third to the fourth, and so on. At the end of the discussion, the inner and outer circles will switch, and the discussion will begin again.

Using the three forms of data collection provided in the Socratic Feedback Form BLM (See Unit 4), the outer circles will evaluate the inner circles as to the quality of the discussion. The teacher is present as a facilitator only.

Activity 7: The Role of Citizen in a Republic (GLEs 03e, 04, 07g, 26a, 31b, 37a, 37d)

Materials List: Theodore Roosevelt Speech BLM, pen, paper, Split-Page Notes BLM (See Unit 1)

The teacher will assign the reading of Theodore Roosevelt’s speech to students (provided as a BLM). Each student will be assigned a part of the cut for which s/he will be responsible as a *professor know-it-all* ([view literacy strategy descriptions](#)). The student will understand the assignment within its context and will be asked to explicate the portion for the understanding of the other students and to answer all class questions concerning that portion of the speech. The teacher will instruct all students to take notes on the necessary actions of good citizens to maintain their republic.

Following the explication of the speech through the performance of the *professor know-it-alls* and the subsequent class discussion and note-taking, the teacher will ask students to use their notes to formulate a survey about citizenship based on Roosevelt’s ideas. The Split-Page Notetaking BLM is provided in Unit 1.

The following is a simple example of such a survey:

Choose the answer that best matches your opinion of citizenship:

(1) Strongly agree (2) Agree (3) Uncertain (4) Disagree (5) Strongly Disagree

1. Citizens should practice a high standard of cultivation and scholarship.
2. Citizens should be of sound mind and body.
3. Citizens should show good character – force of thought and practice, courage, good faith, and a sense of honor.
4. Citizens should practice self-restraint.
5. Citizens should show self-mastery.
6. Citizens should use common sense in their actions.
7. Citizens should accept individual responsibility.
8. Citizens should be able to work well in teams.
9. Everyone should be trained for some kind of useful work.
10. The rich, while not having to work for money, should still work for a useful purpose.
11. People who just hang around without a useful purpose deserve the contempt of society.
12. Citizens need to be ready to fight for their country.
13. Citizens should commit to growing the population.
14. Citizens must be able to provide for their own needs before they can adequately care for others’ needs.
15. Material wealth is only good if it is of use for a good purpose.
16. Human rights must come before property rights.

17. Oratory is good only if it is hooked to actions of good sense and efficiency.
18. Bad journalism leads to debauchery of the public conscience.
19. Citizens must be efficient and use that efficiency for the public good.
20. Citizens cannot be timid.
21. Citizens with high ideals are only as good as their ability to put the ideals to practical use.
22. Citizens must believe in morality and decency.
23. Citizens realize that sometimes the individual must bow to the common good.
24. Citizens realize that equality is something that we don't have but must work for.
25. Citizens want all to have an equal opportunity to serve.
26. Citizens should help a man who stumbles but step over the man who lies down.
27. Citizens should evaluate every vision by its application, not its source.
28. Citizens should beware the man who promises to serve a special interest.
29. Citizens loyal to their own country are the best world citizens.
30. Citizens realize that relations within a country are governed by law while relations between and among countries are subject to a developing set of international laws.

The teacher will ask students to give the survey to other citizens from the school and community to evaluate whether Roosevelt's concepts of citizenship hold true today. In a class discussion following their surveying, students will discuss the findings and the meanings to be derived from the shared and disparate views of citizenry.

Activity 8: The Meaning of Citizenship (GLEs 03c, 04, 09a, 09b, 09g, 13c, 13d, 14b, 15a, 16d, 16e, 16f, 16g, 17g, 31c)

Materials List: pen, paper, Bill of Rights, Persuasive Essay Rubric BLM

Teachers will assign the reading of the Bill of Rights to students. A copy of the Bill of Rights can be found at http://www.archives.gov/national-archives-experience/charters/bill_of_rights_transcript.html. Teachers will divide students into pairs or threesomes and assign each group one of the first ten amendments. Each group will research the meaning of the amendment, extending its interpretation to include typical expressions of the rights in modern day American life. Each group will, in addition, explore the boundaries of each right: how far does the right extend and where is the responsibility to limit the same right?

For example, the ninth amendment would cover such a right as marriage. Exploring the boundaries of this right might address the right of gays to marry or the responsibility to limit the marriage of first cousins.

After student groups examine the continuum of possibilities associated with each right, students will share their identification of rights and the discussions of their limits with the class. As the class considers the complexities of each presentation, individual students will choose a right and a position on the continuum of that right's practice and will develop a persuasive essay advocating the ability to practice the right or the responsibility to limit or eliminate the right in given circumstances.

The teacher will discuss the characteristics of the persuasive essay with students, stressing the importance of audience consideration. The writer should be able to inform and persuade the uninformed, as well as disarm and persuade those of an initial different opinion. The teacher will stress organization, logic, and, of course, persuasion.

Following the writing of the essay, students will peer edit each other's essays and discuss possible ways of improving the persuasiveness of the writing. All students will be allowed revision prior to submission to the teacher for assessment according to the Persuasive Essay Rubric BLM provided.

Activity 9: The Public Good: Acting for Others (GLEs 16a, 16b, 17a, 17f, 26c)

Materials List: pen, paper

In her essay, Ms. Roosevelt asserts that a good citizen is a good neighbor. The teacher will ask students to find a way to apply the "good neighbor" concept by doing a good deed. The student will plan a deed that is conceived to benefit another without seeking benefit for self. The student will seek the approval of the teacher before enacting the deed. Once approval has been granted, students will execute their good deeds. The student is to write a summary of the action and a reflection about the feelings experienced before, during, and after the deed. When the papers have been assessed and returned, the teacher will hold a class discussion about the value of good deeds.

Activity 10: Literature of the Citizen (GLEs 03a, 04, 07e, 9d, 11, 26a, 37e, 38d)

Materials List: pen, paper, literary selection

Teachers will ask students to identify a children's book that lends itself to teaching a lesson about citizenship, such as *The Giving Tree* by Shel Silverstein. Students will summarize the work, discuss the value of the lesson to developing citizenship, and give examples of how young students could apply the lesson in their lives. Students will present their story, first, to an audience of their peers and teacher; and then, if possible, to an audience of children. The evaluation will be derived from the feedback forms of the audience who will be asked to rate the storyteller on tone of voice, enunciation, eye contact, presentation of illustrations, creativity, originality, thematic appeal, and emotional impact. As a culminating activity, the class will formulate an annotated bibliography of books by grade level and civic lesson to be distributed to local teachers. For help in guiding students through the process of developing an annotated bibliography, please refer to such resources as the one found at the Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/owl/resource/614/01/>. Students will be asked to provide:

- Bibliographic information, correctly formatted
- Summary of the book
- Evaluation and/or recommendation of the book

For ideas for student book selection, the teacher might direct them to locate the winners of the following awards:

- ALA Notable Books for Children
- The Caldecott Medal
- The John Newberry Medal

Activity 11: The Work of the Citizen: A Job Interview (GLEs 15d, 19d, 20b, 27b)

Materials List: adult volunteers, Oral Interview Rubric BLM, Written Interview Rubric BLM

Teachers will either assemble several adults to conduct general job interviews of students, or teachers will direct students to participate in the written interview, wherein students will respond to the following questions:

- What are five adjectives that describe you?
- What is one accomplishment of yours of which you are particularly proud and why?
- Describe your ideal job.
- What are your best work hours?
- What would comprise a comfortable work environment for you?
- What decisions are difficult for you to make?
- What is important to you in a job?
- How do you plan your day and week?
- What's the hardest communication problem you have faced? How did you deal with it?
- How do you react to anger?
- What special characteristics do you possess that I should know about?
- What is your initial response to a crisis?
- For what have you been most frequently criticized?
- In school and former work, what is your record of attendance?
- How do you feel about teamwork?
- Describe a time when you felt stressed and explain how you coped.
- Tell me about a time when you went beyond the call of duty. Tell me about a goal you set and how you met it.
- If you could ask me one question, what would it be?

Teachers will ask the interviewers to use these questions and requests for information or will ask students to respond to them in writing, if no interviewers are available. Students are to respond in a conversational style if they complete the written interview. Teachers may design a rubric for the oral and written interview or use the Oral Interview Rubric BLM and/or the Written Interview Rubric BLM.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments consistent with the product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit:

General Assessments

- Students will maintain a daily journal in which they respond in a personal way to topics relative to their literary study.
- Students will earn credit for listening and contributing to class discussions, monitored by the teacher for evidence of reading, interpretation of text, and articulation of knowledge.
- Students will acquire grades from group participation according to their role and the rubric set by the teacher to assess their efforts.

Activity-Specific Assessments

- Activity 5: The one-page, one-side response to the use of empathy will be structured to include the predominant effect of the use of empathy as observed by the writer, some discussion of the details that support this effect, and the ability of the writer to make meaning of the experiment. In addition, readers and/or teachers should evaluate the writing for conscious efforts of style (active verbs, correct use of commas, parallelism). The four elements will be included in the Empathy Writing Rubric BLM.
- Activity 6: The students will use maps, tally sheets, and notes in small groups as they evaluate the Socratic experience. Each large group will combine their findings to rate the members of the other group on participation, articulation, persuasiveness, empathetic listening, and positive communication, whether in agreement or disagreement. The teacher will review these evaluations, adding the teacher findings, and arrive at an average grade for each student.
- Activity 8: Students will be assessed according to their participation in peer editing exercises, receiving credit for each peer edit completed. All students will receive credit for having drafts ready for peer review and for the revision process, should they revise. The final product will be assessed according to the Persuasive Essay Rubric BLM.
- Activity 10: Students will be assessed from the feedback forms of the audience, who will be asked to rate the storyteller on tone of voice, enunciation, eye contact, presentation of illustrations, creativity, originality, thematic appeal, and emotional impact. The average

of the forms will determine the student's grade. The annotated bibliography will be assessed for the following components:

- Bibliographic information, correctly formatted
- Summary of the book
- Grade level
- Civic Lesson
- Evaluation and/or recommendation of the book

Senior Applications of English Unit 6: Living in Community

Time Frame: Approximately four weeks



Unit Overview

This unit examines the concept of community and how that concept has encompassed both a geographical setting and a grouping of those with similar interests. The unit explores through literature several communities and examines the authors' purposes in dealing with the community construct. This unit will also require students to identify their own communities and their purposes within each. Beginning with the community of literature, the unit will also examine the community of the classroom and the larger communities of work and daily life and the relationship of these communities to the students for the purpose of improvement in community participation.

Student Understandings

Students will understand that authors use community for various purposes, one significant purpose being the examination of community to suggest human improvement. Students will become aware of their own participation and inclusion within communities and examine the purposes of those communities. They will explore a problem that faces one community, formulate a solution, and attempt to apply it. They will research work relationships to develop ways to be more marketable in the community of work.

Guiding Questions

1. Can students define community?
2. Can students recognize the purposes of community?
3. Can students formulate their own roles in the communities to which they belong?
4. Can students recognize and understand the use of community in literature?
5. Can students function efficiently within their communities?
6. Can students recognize a community problem and work toward a solution?
7. Can students learn the best approaches to successful inclusion in the community of work?
8. Can students create a lesson for the community?

Unit 6 Grade Level Expectations (GLEs)

GLE Text and Benchmarks	
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author's word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
04.	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
07e.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including short stories, novellas, and novels.
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author's use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09e.)Demonstrate understanding of information in American, British, and world Literature using a variety of strategies, for example, comparing and contrasting major periods, themes, styles, and trends within and across texts (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
09h.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, synthesizing (ELA-7-H1)
11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12.	Analyze and evaluate works of American, British, or world literature in terms

	of an author’s life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)
13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
16a.	Develop complex compositions using writing processes such as the following: Selecting topic and form (e.g., determining a purpose and audience.(ELA-2-H3)
16b.	Develop complex compositions using writing processes such as the following: prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) (ELA-2-H3)
16c.	Develop complex compositions using writing processes such as the following: drafting (ELA-2-H3)
16d.	Develop complex compositions using writing processes such as conferencing with peers and teachers (ELA-2-H3)
16e.	Develop complex compositions using writing processes such as revising for content and structure based on feedback (ELA-2-H3)
16f.	Develop complex compositions using writing processes such as proofreading/editing to improve conventions of language (ELA-2-H3)
16g.	Develop complex compositions using writing processes such as publishing using available technology (ELA-2-H3)
17b.	Use the various modes to write complex compositions, including: definition essay (ELA-2-H4)
18	Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)

19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
21	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26a.	Select language appropriate to specific purposes and audiences for speaking, including: delivering informational/book reports in class (ELA-4-H1)
26c.	Select language appropriate to specific purposes and audiences for speaking, including: participating in class discussions (ELA-4-H1)
27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
31b.	Deliver oral presentations, including: responses that analyze information in texts and media (ELA-4-H4)

35b.	Locate, analyze, and synthesize information from a variety of complex resources, including: electronic sources (e.g., Web sites or databases) (ELA-5-H2)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
40b.	Use selected style guides to produce complex reports that include the following: standard formatting for source acknowledgment (ELA-5-H5)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen, paper, and high interest, multi-level readings of fiction, non-fiction, and technical variation, Skills Index BLM (See Unit 1)

The teacher should spur growth in independent reading skills and motivate students to read by providing time and skill instruction through selected readings. Teachers will design an independent reading program and approve selections from the literature study to foster this development. Student choice of reading material will foster student interest and engagement. Class time dedicated to teaching strategies will allow students to grow as independent readers, both silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods. The teacher will model and monitor this reading, incorporating both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students will summarize their readings and demonstrate comprehension, interpretation, and analysis upon the request of the teacher; acquisition of such skills will be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses, and the skills index provided. (See Skills Index BLM in Unit 1.)

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 24)

Materials list: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used
- a student-composed sentence using the word in context appropriately

Skill development will focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so their own vocabulary will grow to encompass words from all cultures.

Students will be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They will enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students will be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials list: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Ongoing writing prompts will be used as initiation, discussion, or closure activities. Prompts may assume any format, but all will address comprehension and higher-order thinking skills and lead students to connect ideas in texts and real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. During discussion, students will use active-listening strategies, including monitoring messages for clarity and selecting and organizing essential information. Students will be encouraged to identify strong insight provided by peers.

The teacher will have students write daily journal entries to various prompts throughout the unit. For many teachers, the journal serves as a bell-ringer activity and forethought about a particular topic, text, or theme. Once a week, the teacher will ask students to revise a journal entry for publication. The teacher will use these journal revisions to pull sentences for grammar review

and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lesson on matters of style.

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after-reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
Initiate discussion.	What is the author trying to say? What is the author’s message? What is the author talking about?
Focus on author’s message.	That’s what the author says, but what does it mean? Why did the author choose this word?
Link information.	How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?
Identify difficulties with the way the author has presented information or ideas.	Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.	Did the author tell us that? Did the author give us the answer to that?

*Source: *50 Content Area Strategies for Adolescent Literacy* by Douglas Fisher, William Brozo, Nancy Frey, and Gay Ivey

Along with using journals, teachers may also use Admit and Exit Slips (blank half-sheets of paper), which allow students to respond to prompts or to pose questions as they enter/leave the classroom to begin/close the day. This technique allows students first to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students will either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers will also utilize reader’s-response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three

questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers will ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one page/one side response, or it can be a formal personal or literary analysis essay:

- **One-Page/One-Side Responses:** Students write to prompts by covering one side of the paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or they could write a “mini” essay complete with brief introduction, body paragraph, and a conclusion. (Teachers may want to assign a word count or number of pages if the composition is to be typed.)

Topics might include:

In every country, we should be teaching our children the scientific method and the reasons for a Bill of Rights. With it comes a certain decency, humility and community spirit. In the demon-haunted world that we inhabit by virtue of being human, this may be all that stands between us and the enveloping darkness. ~ Carl Sagan

Yes, our company is at risk because we cede control to the users, but that's how we do our business. If the community decides to kill the business, maybe it deserves to die.
~ Jeffrey Kalmikoff

Wikipedia is a non-profit. It was either the dumbest thing I ever did or the smartest thing I ever did. Communities can build amazing things, but you have to be part of that community and you can't abuse them. You have to be very respectful of what their needs are. ~ Jimmy Wales

Never forget that you're a member of your own community. Don't do something that you wouldn't like to see done. ~ Keith Richman

I sense an insatiable demand for connectivity. Maybe all these people have discovered important uses for the Internet. Perhaps some of them feel hungry for a community that our real neighborhoods don't deliver. At least a few must wonder what the big deal is. ~ Clifford Stoll

There's an empty spot I've always had inside me. I tried to fill it with family, religion, community service, but those were dead ends! I think this chair is the answer.
~ Matt Groening

One would think that if you're anonymous, you'd do anything you want, but groups have their own sense of community and what we can do. ~ John Allen

Without a sense of caring, there can be no sense of community.
~ Anthony J. D'Angelo

The community stagnates without the impulse of the individual. The impulse dies away without the sympathy of the community. ~ William James

For a community to be whole and healthy, it must be based on people's love and concern for each other. ~ Millard Fuller

Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs. ~ Albert Einstein

One should guard against preaching to young people success in the customary form as the main aim in life. The most important motive for work in school and in life is pleasure in work, pleasure in its result, and the knowledge of the value of the result to the community. ~ Albert Einstein

This is the true joy in life, being used for a purpose recognized by yourself as a mighty one. Being a force of nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy. I am of the opinion that my life belongs to the whole community and as I live it is my privilege - my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I love. I rejoice in life for its own sake. Life is no brief candle to me; it is a sort of splendid torch which I've got a hold of for the moment and I want to make it burn as brightly as possible before handing it on to future generations. ~ George Bernard Shaw

Since the printing press came into being, poetry has ceased to be the delight of the whole community of man; it has become the amusement and delight of the few.
~ John Masefield

The only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not a sufficient warrant. ~ John Stuart Mill

Examine each question in terms of what is ethically and aesthetically right, as well as what is economically expedient. A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community. It is wrong when it tends otherwise. ~ Aldo Leopold

Because [our children] have had the privilege of growing up where they'd raised a lot of food, they were never hungry. They could share their food with people. And so, you share your lives with people. ~ [Ella Baker](#)

The real community of man, in the midst of all the self-contradictory simulacra of community, is the community of those who seek the truth, of potential knowers... of all men to the extent that they know. ~ [Allan Bloom](#)

Men of integrity, by their very existence, rekindle the belief that as a people we can live above the level of moral squalor. We need that belief; a cynical community is a corrupt community. ~ [John W. Gardner](#)

Being in a pageant is not just about beauty. It's more about service to the community and being a role model and making a difference. It's being proud of your city. It's all what you put into it... ~ [Chantel Giamanco](#)

Ideologies separate us. Dreams and anguish bring us together. --[Eugene Ionesco](#)

We must learn to live together as brothers or perish together as fools.
~ [Martin Luther King, Jr.](#)

Let there be a small country with few people . . .
Though neighboring communities overlook one another and the crowing of cocks and barking of dogs can be heard,
Yet the people there may grow old and die without ever visiting one another.
~ [Lao-Tzu](#)

Community cannot long feed on itself, it can only flourish with the coming of others from beyond: their unknown and undiscovered sisters and brothers.
~ [Howard Thurman](#)

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: [19a](#), [19b](#), [19c](#), [19d](#), [21](#), [22a](#), [22b](#), [23a](#), [23b](#), [23c](#), [23d](#), [23e](#), [23f](#), [23g](#), [25](#), [27b](#), [27d](#))

Materials list: samples taken from student writings, sample ACT/SAT questions, teacher-developed Grammar and Style Sheet BLM (See Unit 1), three-ring binder for handouts

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons should focus on the following:

- sentence-formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood)
- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT*

assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific. Students will refer to the Grammar and Style Sheet BLM in Unit 1 as needed.

Mini-Lesson on the Subjunctive Mood

The teacher will remind students that the beauty of the subjunctive mood is that it allows the speaker or writer to express ideas that are contrary to fact or reality. The ideas may be the product of a wish or purely imaginative. The teacher will direct students to study the examples found at <http://www.ceafinney.com/subjunctive/examples.html> and then to find the verbs used in the subjunctive mood in the following paragraph.

If Joe were 21, he could enlist in the armed forces. Then, he could serve overseas on the condition that he meet that age requirement. Glory be! Wouldn't his mother be surprised if he were to be stationed in England. I wish he were there now. I ask that we all insist that he be sent straight to London upon enlistment.

Activity 5: No Man is an Island (GLEs: 09a, 09c, 13c, 20a)

Materials List: pen, paper, "Meditation 17" BLM

The teacher will ask students to respond to the following quote:

No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were: any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bells tolls; it tolls for thee.
~ John Donne, *Meditation 17*

All students will be given ten to fifteen minutes to analyze the quote and *brainstorm* ([view literacy strategy descriptions](#)) their ideas about it. Then the teacher will ask all students to write a 250-word interpretation of the quote wherein they explicate the quote, agree or disagree with the basic premise, and explain with detail and opinion their view of this material and what it means.

Activity 6: A Part of the Main (GLEs: (16a, 16b, 16c, 16d, 16e, 16f, 16g, 17b))

Materials List: pen, paper, Problem-Solution Rubric BLM, Peer Edit BLM, Checklist BLM

The teacher will ask students to acknowledge that all people are part of communities. Students are to list the communities to which they belong and then to rank them according to their personal taste with their favorite communities listed first. A reason will accompany each ranking.

Students will use their personal list of communities to assist them in a class discussion of community. Someone will list all of the communities conceived by the class upon the board. If students recognize communities to which they belong that they haven't recorded on their own list, they are to add them.

After communities are identified, the teacher will lead students to consider the role played in each community by the students who belong. All students are to chart their communities and their role in each with a column for community problems. The chart will resemble the following:

Community	My Role	Problems Facing Community
School	Student	Dress code, no reserved senior parking
Home	Family Member	Curfew, household responsibilities, car access

In the third column of their chart, students will identify problems that are associated with each community. After a period of reflection, students will choose a problem from their list, a problem that is real and worthy of solution. The teacher will caution students that a worthy problem is essential, because the problem-solution process will be flawed by a selection that is not real or worth the time to be invested in solving the problem.

Nor will this process be rushed; students will be encouraged to think overnight about their choice of community and the problems it faces. The creation of this essay can be interspersed with the literature study to allow time for brainstorming, drafting, reflection, revision, peer editing, and final drafting, as well as a final reflection about the problem-solution writing process. The final reflection will be written after the essay is turned in for assessment. This short paper will allow students to reflect upon their process, discoveries, and feelings about writing this essay. The reflection will be read by the teacher but not graded.

Once students have settled on a community and one of its problems, time will be given for a free write wherein students define and analyze the problem. They will consider the causes of the problem, its history within the community, the effects on the community and individuals within the community. If students do not finish in class, then the writing may be completed as homework.

The next free write will allow students to consider their audiences. Since this proposal will be shared with the members of the community, writers will analyze their audience. Is the whole community aware of the problem? Do some members hold misconceptions that need to be explained? Do the members of the community have cause to care about solving the problem? Will there likely be advocates for other solutions?

The next free write will lead students to explore solutions. Has anything already been tried? Can any of the causes or effects of the problem be eliminated? The teacher will urge students to explore all solutions from the conservative to the extreme. This free write can be treated as a brainstorming session on paper, in that all ideas are to be considered.

During the next writing session, students will review all the material they have written and formulate the best solution. They will write in detail about their solution, including a step-by-step implementation of their plan.

Once the solution is clearly delineated, students will pair up and test each other's proposals. They will question the practicality of the solution and discuss the likely objections of any community members. Each writer will listen carefully so the solution may be strengthened to address any obstacles to its use.

The next free write will focus on the reasons the community should accept the proposed solution of the writer. First, the writers will list all reasons why their solutions are the best answers to the problems they address. Every plausible reason that can be used to convince each audience should be included. When this exercise is at an end, writers will rank the reasons, using only those that are strong and most likely to convince their audiences. To test their strength, writers will jot a few sentences beside each reason stating why the reason will be effective with the audience.

The teacher will direct students to list alternative solutions that might be offered by the community and to compare those solutions to the chosen solution of the writer. The students can prepare a table such as this example:

Possible Solutions	Advantages	Disadvantages
Student Solution		
Alternate Solution 1		
Alternate Solution 2		

If students do not finish the free write in class, they may do so for homework.

Once students have considered the problem and the solution and consulted with others to strengthen their proposal, they will study all of the writing they have done on the subject and draw up an outline for the draft. They may consider how much of the problem needs definition, whether its causes and effects need to be discussed, if the consequences of failing to solve the problem should be addressed, how to present the solution, the steps of the solution, the reasons to support the solution, the acknowledgment of other solutions and the dismissal of their appropriateness, the restatement of the best solution, and all of its advantages.

Once students have a plan for their draft, the teacher will allow time for drafting, and then will require the class to serve as peer editors. They will use the Peer Edit BLM to record their comments and suggestions for revision.

Students will revise their essays and prepare a copy or copies for the community's consideration. Students will deliver their essays to members of the community about which they wrote and seek the community's response to their proposal. For example, students might publish their essays in the school paper if the problem concerns the student body, or they might distribute it to choir members, if the choir is the community with the problem. Students will report to the class the reception of their proposal by the community addressed. A copy of the essay will also be given

to the teacher for assessment. A Problem-Solution BLM is provided, along with a Checklist BLM that the teacher will use to track students' progress in the process.

Activity 7: A Master of Community: Geoffrey Chaucer (GLEs: 03b, 05, 09d, 09e, 11, 12, 26a, 31b, 37c)

Materials List: pen, paper, Prologue Organizer BLM, Blake Reflective Essay BLM

The teacher will provide information to students about the life and work of Geoffrey Chaucer, being sure to note the variety of his life experience and his interest in people. To prepare students for the study of Chaucer's Prologue to *The Canterbury Tales*, the teacher will share a quote from William Blake about the characters of *The Canterbury Tales*.

Blake stated, "Of Chaucer's characters, as described in his *Canterbury Tales*, some of the names or titles are altered by time, but the characters themselves for ever remain unaltered, and consequently they are the physiognomies or lineaments of universal human life, beyond which Nature never steps."

The teacher will assign the reading of "The Prologue" to *The Canterbury Tales*. The teacher will ask students to pay close attention to the characters to determine whether they believe Blake's assertion that the community formed by the pilgrims is emblematic of all communities.

The teacher will provide students with a *graphic organizer* ([view literacy strategy descriptions](#)), to assist them as they analyze the character of each pilgrim, recording both favorable and unfavorable traits. A Prologue Organizer BLM is provided. The teacher will assign each student a pilgrim to present to the class. Not only will students read their selection fluently to the class, but they will also provide additional information placing the character in the context of the community, explaining the role in terms of class, career, and character. Students may consult <http://www.unc.edu/depts/chaucer/chpages.htm> for additional information. The person assigned to a particular character will act as a *professor know-it-all* ([view literacy strategy descriptions](#)) about that person, willingly answering all class questions concerning any portion of the material covered in the selection. The class as a whole will fill in their graphic organizer as each character is presented and discussed.

When all the presentations have been completed, the teacher will lead a discussion of Chaucer's community. Students will be asked to look over their graphic organizers and make general statements about the community – its positives and its negatives. When finished, students who agree that the characters reflect a universal community will step to the right side of the room; students who feel that Blake was wrong about the universal quality of the pilgrims will step to the left. The teacher will pair up opposing views and allow students to work together in pairs to test their premise and evidence. Following the paired discussions, students will be asked to write on their own a reflective paper supporting or refuting Blake's contention. They should use evidence from the lesson and close with the meaning they derive from their opinion. A Blake Reflective Essay BLM is provided.

Activity 8: Shirley Jackson’s Community (GLEs: 03a, 05, 07e, 09a, 09d, 09h, 11, 12, 35b)

Materials List: pen, paper, The Lottery BLM, critical article

The teacher will assign “The Lottery” by Shirley Jackson to students to read. “The Lottery” BLM is provided. The teacher will let them know that this short story was submitted in 1948 by Ms. Jackson to *The New Yorker*. When the magazine published the short story, they changed the first line to reflect a date one day prior to the publication date. Readers started reading the story with the strong feeling that it was a contemporary story in a contemporary setting of a small town. Many who read the story in *The New Yorker* were also familiar with the use of a lottery. Many small towns held lotteries in the town square on weekends as a way of drawing people to the markets. The association of the title with their real life experience was a good one. Perhaps, the reversal of the expectation was what caused such outrage. Both *The New Yorker* and Shirley Jackson were inundated with mail. Subscriptions to the magazine were cancelled, and Ms. Jackson read letter after letter of anger, disgust, and perplexity. On the other extreme, some wrote wanting to know if they could travel to a place to participate in a lottery such as the one Ms. Jackson described in the story. After a time, the most prevalent, recurring question was why she chose to write the story. Shirley Jackson responded in the [San Francisco Chronicle \(July 22, 1948\)](#):

“Explaining just what I had hoped the story to say is very difficult. I suppose, I hoped, by setting a particularly brutal ancient rite in the present and in my own village to shock the story’s readers with a graphic dramatization of the pointless violence and general inhumanity in their own lives.”

The story was banned by many communities before the passing of time secured its place as a classic short story.

After the teacher provides this background information on the selection, s/he will ask all students to read and annotate the short story, marking significant points of characterization, setting, symbols, actions, and theme.

Following the reading and initial annotation of the story, the teacher will ask each student to find a critical article concerning “The Lottery.” They are to read the article and then write a summary of it, along with a well-developed paragraph or two wherein they agree or disagree with the article and explain why. Students will report to the class both the summary and their own reasonings about the articles. The teacher will assess the writing based on the accuracy of summary, the expression of a clear opinion, and the support of that opinion along with the making of meaning.

Following a class discussion of the articles and the story, the teacher will lead students to reflect upon Ms. Jackson’s purpose of capturing an aspect of her community and exposing that aspect to her readers for their thought. Students will be asked at this time to *brainstorm* ([view literacy strategy descriptions](#)) aspects of their own communities that, should talent allow, might make the stuff of a good short story. What themes could be addressed? Students may refer to their lists of communities/roles/problems for inspiration. They may also act in pairs to prompt each other as

they consider modern day realities for a fictional approach. All students will have a list of possibilities as the activity concludes.

Activity 9: The Writer's Gift to the Community (GLEs: 18, 19b, 19c, 19d)

Materials List: pen, paper

The teacher will ask students to write a story to capture the attention of their community. Just as Chaucer drew gentle attention to the corruption rampant in his society and Jackson gave her readers pause about senseless violence, writers today are still using fiction to create real meaning in the community of their readership. Students are to choose one of their themes from the activity above and to develop it with a fictional setting, characters, action, symbol, and theme. The teacher will encourage students to be conscious of word choice and sentence structure as a means of developing individual style and voice. Their short story will be published and an anthology of the class authors will be bound for the school library. Each short story will be submitted for assessment by the teacher.

Activity 10: Work: A Community of Colleagues (GLEs: 13b, 13c, 13d, 26a, 26c, 27d, 35b, 37d, 40b)

Materials List: Internet access, pen, paper

The teacher will direct students to conduct an Internet search concerning work relationships. Each student is to consult at least ten sources from which they gather advice for good work relationships. They are to record their findings along with the proper MLA documentation of sources. In small groups, the students will share their findings and compile one tip sheet of the best pieces of advice. Each small group will report to the large group of the whole classroom, and one final compilation will take place. The students will note those tips that occur most often and will rank the top ten tips as a class. Class members will maintain the tip sheet in their notebooks. As an exit slip at the close of this activity, each student will write a one-page one-side that records the most surprising discovery of this exercise. The teacher will ask students to share the final tip sheet with several working people of their acquaintance. After allowing several days for the completion of this assignment, the teacher will ask students to discuss the reactions of working people in the community to the student-generated tip sheet and the value of the advice within it.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit.

General Assessments

- Students will read a variety of literary texts for analysis, both as works of fiction and as venues for personal connection and meaning.
- Students will write journals to explore their thought processes about community.
- Students will apply a problem-solution process to an essay invention.
- Students will write a problem-solution essay in which they present a proposal to a specific audience for the purpose of persuasion.

Activity-Specific Assessments

- Activity 5: Students will write an interpretation (250 words) of the “Meditation 17” quote. The teacher will assess the interpretation by checking the accuracy of the summary, the expression of an opinion of the quote, and the development of the opinion through the use of detail and the creation of meaning.
- Activity 6: Students will engage in a problem-solution process ending with a proposal addressed to the specific community with the problem. The teacher will assess student participation in the process with the Checklist BLM. Students will be given credit for completion of each step on the checklist. After the essay has been drafted, the Peer Edit BLM will be used by the students. The teacher will award credit to students who fill out the Peer Edit BLM in a sincere manner. The revised essay will be assessed by the teacher using the Problem Solution Rubric BLM.
- Activity 8: Students will annotate their copy of “The Lottery” using “The Lottery” BLM. The teacher will check the annotated copy for annotations about character, setting, symbols, the acts of the plot, and the theme. The teacher will also award credit to students who bring their critical article to class on the assigned day. Students will submit their article along with a summary of it and two or more paragraphs of opinion, either agreeing or disagreeing with the critical article author’s views. The teacher will assess the writing based on the accuracy of summary, the expression of a clear opinion, and the support of that opinion along with the making of meaning.
- Activity 9: Students are to choose one of their themes from Activity 8 and to develop a short story with a fictional setting, characters, action, symbol, and theme. The teacher will encourage students to be conscious of word choice and sentence structure as a means of developing individual style and voice. Students will be reminded to capture an aspect of their society, just as Chaucer or Shirley Jackson did, and present it for the purpose of calling some societal value into question; the story should lead the reader to make meaning. Rather than an assessment by the teacher, the assessment of stories will come from the members of another class, who will read and rate the stories. Prior to the reading for rating, all student names should be removed from the stories. All students who complete a story that meets the basic guidelines should receive a satisfactory grade, but only those judged to be best by a true readership should receive A’s and B’s.
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Senior Applications in English Unit 7: Becoming an Adult

Time Frame: Approximately four weeks



Unit Overview:

This unit examines the idea of becoming an adult and the difficulty of defining that moment, attempting to describe moments that clearly mark adulthood. The act of leaving home will be examined with all the considerations and costs of transitioning to an apartment being explored. Literature will be studied for its enlightening ideas about home and initiation, and students will be required to analyze and respond to literature in writing and orally. The unit will allow students to examine the cost of independence and the resulting responsibilities and obligations of living on their own. Time will be given to the study of credit card use and the meaning of credit reports.

Student Understandings:

Students will understand the concept of adulthood, its responsibilities and obligations. They will determine the cost of living independently and the ramifications of credit and credit reports. They will practice their skills of responding to text and analyzing literature. They may develop an increased appreciation of home and family.

Guiding Questions

1. Can students define adulthood?
2. Can students clarify their thinking about adulthood?
3. Can students find meaning in the leaving of home?
4. Can students determine a realistic cost of living independently?
5. Can students recognize and understand the use of home and initiation in literature?
6. Can students communicate effectively with others to gather and analyze information?
7. Can students understand the use of credit and credit reports?
8. Can students translate their understanding of initiation into an effective literary analysis paper?

Unit 7 Grade Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author's word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
04.	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05.	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
06.	Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)
07e.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including short stories, novellas, and novels.
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author's use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)
09e.	Demonstrate understanding of information in American, British, and world Literature using a variety of strategies, for example, comparing and contrasting major periods, themes, styles, and trends within and across texts (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)

12.	Analyze and evaluate works of American, British, or world literature in terms of an author’s life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)
13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
15c.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: information/ideas selected to engage the interest of the reader (ELA-2-H2)
17c.	Use the various modes to write complex compositions, including: a research project (ELA-2-H4)
17d.	Use the various modes to write complex compositions, including: literary analyses that incorporate research (ELA-2-H4)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
20b.	Write for various purposes, including functional documents (e.g., resumes, memos, proposals) (ELA 2 H6)s
21.	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)

23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)
24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26a.	Select language appropriate to specific purposes and audiences for speaking, including: delivering informational/book reports in class (ELA-4-H1)
26b.	Select language appropriate to specific purposes and audiences for speaking, including: conducting interviews/surveys of classmates or the general public (ELA-4-H1)
26c.	Select language appropriate to specific purposes and audiences for speaking, including: participating in class discussions (ELA-4-H1)
27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
37a.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including formulating clear research questions (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen, paper, and high interest, multi-level readings of fiction, non-fiction, and technical variation, Skills Index BLM (See Unit 1)

The teacher should spur growth in independent reading skills and motivate students to read by providing time and skill instruction through selected readings. Teachers will design an independent reading program and approve selections from the literature study to foster this development. Student choice of reading material will foster student interest and engagement. Class time dedicated to teaching strategies will allow students to grow as independent readers, both silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods. The teacher will model and monitor this reading, incorporating both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students will summarize their readings and demonstrate comprehension, interpretation, and analysis upon the request of the teacher; acquisition of such skills will be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses, and the skills index. Students will use the index as they practice skills, within each unit, to record the skills practiced and the dates of engagement (See Skills Index BLM in Unit 1).

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 24)

Materials list: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used
- a student-composed sentence using the word in context appropriately

Skill development will focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so their own vocabulary will grow to encompass words from all cultures.

Students will be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They will enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students will be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials list: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Ongoing writing prompts will be used as initiation, discussion, or closure activities. Prompts may assume any format, but all will address comprehension and higher-order thinking skills and lead students to connect ideas in texts and real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. During discussion, students will use active-listening strategies, including monitoring messages for clarity and selecting and organizing essential information. Students will be encouraged to identify strong insight provided by peers.

The teacher will have students write daily journal entries to various prompts throughout the unit. For many teachers, the journal serves as a bell-ringer activity and forethought about a particular topic or text or theme. Once a week, the teacher will ask students to revise a journal entry for publication. The teacher will use these journal revisions to pull sentences for grammar review and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lesson on matters of style.

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
<p>Initiate discussion.</p> <p>Focus on author’s message.</p> <p>Link information.</p> <p>Identify difficulties with the way the author has presented information or ideas.</p> <p>Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.</p>	<p>What is the author trying to say? What is the author’s message? What is the author talking about?</p> <p>That’s what the author says, but what does it mean? Why did the author choose this word?</p> <p>How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?</p> <p>Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?</p> <p>Did the author tell us that? Did the author give us the answer to that?</p>

*Source: *50 Content Area Strategies for Adolescent Literacy* by Douglas Fisher, William Brozo, Nancy Frey, and Gay Ivey

Along with using journals, teachers may also use Admit and Exit Slips (blank half-sheets of paper), which allow students to respond to prompts or to pose questions as they enter/leave the classroom to begin/close the day. This technique allows students, first, to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students will either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers will also utilize reader’s-response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers will ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one-page/one-side response, or it can be a formal personal or literary analysis essay:

- **One-Page/One-Side Responses:** Students write to prompts by covering one side of the paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or they could write a “mini” essay complete with brief introduction, body paragraph, and a conclusion. (The teacher may want to assign a word count, unless the composition is to be typed.)

Topics might include:

Adults are always asking little kids what they want to be when they grow up because they're looking for ideas. ~ Paula Poundstone

Adults are just obsolete children and the hell with them. ~ Dr. Seuss

What a distressing contrast there is between the radiant intelligence of the child and the feeble mentality of the average adult. ~ Sigmund Freud

Study is the scourge of boyhood, the environment of youth, the indulgence of adults and the curative for the aged. ~ Saul Landau

Learning is what most adults will do for a living in the 21st century. ~ Sydney Joseph Perelman

There are few successful adults who were not first successful children.
~ Alexander Chase

The management of fertility is one of the most important functions of adulthood.
~ Germaine Greer

People creep into childhood, bound into youth, sober in adulthood, and soften into old age. ~ Henry Giles

We have not passed that subtle line between childhood and adulthood until we move from the passive voice to the active voice – that is, until we have stopped saying “It got lost,” and say, “I lost it.” ~ Sidney J. Harris

Maturity: Be able to stick with a job until it is finished. Be able to bear an injustice without having to get even. Be able to carry money without spending it. Do your duty without being supervised. ~ Ann Landers

To live with fear and not be afraid is the final test of maturity. ~ Edward Weeks

Maturity is the ability to reap without apology and not complain when things don't go well. ~ Jim Rohn

Maturity is the capacity to endure uncertainty. ~ John Huston Finley

Maturity begins to grow when you can sense your concern for others outweighing your concern for yourself. ~ John Macnaughton

Maturity consists in no longer being taken in by oneself. ~ Kajetan Vaon Schlaggenberg

The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher. ~ Thomas Henry Huxley

I do not think much of a man who is not wiser today than he was yesterday.
~ Abraham Lincoln

There was that law of life, so cruel and so just, that one must grow or else pay more for remaining the same. ~ Norman Mailer

Maturity knows no age. It is a concept that can only become a reality when one completely relinquishes their childhood tendencies and fully embraces the ideals valued by those already matured. ~ Any Mastay

Don't judge each day by the harvest you reap but by the seeds that you plant. ~ Robert Louis Stevenson

We cross our bridges when we come to them and burn them behind us, with nothing to show for our progress except a memory of the smell of smoke, and a presumption that once our eyes watered. ~ Tom Stoppard

Still round the corner there may wait,
A new road or a secret gate. ~ J. R. R. Tolkien

The trick is growing up without growing old. ~ Casey Stengel

Growing up human is uniquely a matter of social relations rather than biology. What we learn from connections within the family takes the place of instincts that program the behavior of animals; which raises the question, how good are these connections?
~ Elizabeth Janeway

Maturity is a bitter disappointment for which no remedy exists, unless laughter can be said to remedy anything. ~ Kurt Vonnegut

Age is no guarantee of maturity. ~ Lawana Blackwell

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g, 25, 27b, 27d)

Materials list: samples taken from student writings, sample ACT/SAT questions, teacher developed Grammar and Style Sheet BLM (See Unit 1), three-ring binder for handouts, computer access

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons will focus on the following:

- sentence-formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood)
- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific.

Mini-Lesson on the ACT

The teacher will visit the computer lab with the class and allow students to practice the English ACT practice tests at <http://www.actstudent.org/sampletest/index.html>. Students will complete the tests and check their answers, paying close attention to any inaccuracies and the pursuant corrective information. Students will refer to the Grammar and Style Sheet BLM in Unit 1 as needed in this process.

Activity 5: The Epiphany of Adulthood (GLEs: 13a, 13c, 13d, 15c, 26a, 26b, 30b)

Materials List: pen, paper

The teacher will direct students to survey ten adults with the single request: “Please tell me about a time when you realized you were an adult.” Students are to record the answers. Following the interviews, students will study the answers and categorize them. They will note repetitions and commonalities. This analysis will lead to an organizational plan for drafting a report. Students will write a one-page one-side response summarizing their findings and drawing some conclusion(s) from their inquiry. The report will be given orally and turned in for assessment.

Activity 6: Leaving Home (GLEs: 03a, 07e, 09a, 13b, 13c, 13d, 20a, 26c)

Materials List: pen, paper, Split-page Notetaking BLM (See Unit 1), Anticipation Guide BLM, Eveline BLM

The teacher will prepare students for a study of a short story through the use of an *anticipation guide* ([view literacy strategy descriptions](#)). An Anticipation Guide BLM is provided. Students will respond with “true” or “false” to the following statements:

- If presented with a viable invitation to leave home, you would take it.
- When you leave your home, you will miss few if any objects there.
- When you leave home, the occasion will crystallize several of your memories there.
- Leaving home will cause you to be nostalgic.
- Leaving home will be easy.
- I will not hesitate to leave home.

After students respond to the *anticipation guide*, students will be paired to discuss their answers and extend meaning, further heightening anticipation. Then, the class will discuss each point of the *anticipation guide*.

To close the discussion, the teacher will read James Joyce’s short story, “Eveline,” to the class as they follow along. Students may access the story at <http://www.classicreader.com/read.php/bookid.345/sect1/> or use the Eveline BLM provided. At the close of the reading, the teacher will give students time to take *split-page notes* ([view literacy strategy descriptions](#)) on the Split-Page Notetaking BLM (See Unit 1), and then the teacher will ask students to consider the “Frank” that beckons them to leave their homes after graduation. What familiar objects will they miss when time divides them from their home? What pseudo-“dangers” entice them to anticipate leaving home? What specific memories strike them as they contemplate leaving? The teacher will allow some time for students to address these questions in writing.

When students have completed this part of the assignment, the teacher will ask each student to finish one of the following sentences with the material in their free write.

I will miss

I anticipate leaving

I will always remember the time at home when

The sentence reading will be conducted as a Quaker reading, or jump-in reading, with first one student and then another in no particular order reading a sentence until all have participated.

At the close of this exercise, the teacher will ask students to explain why Eveline did not leave with Frank and whether her reasons might coincide with any held by people contemplating the leaving of home now. Students will be asked to revisit the anticipation guide to see if the literature cast new thought upon their preconceptions. They will write their response in a one-page one-side and turn it in to the teacher for assessment.

Activity 7: A Home of Your Own (GLEs: 07e, 09a, 09c, 20a)

Materials List: pen, paper, copy of “The Philanthropist and the Happy Cat”

The lead character in “The Philanthropist and the Happy Cat” is elated with her home, so much so that her happy feeling prompts a burst of generosity, or so it would seem. Once the teacher shares this thought with the students, they will be asked to read this short story by H. H. Munro, found at <http://www.classicreader.com/read.php/bookid.1639/sec.1/> and to explain in a one-page one-side response why and how the end of the story changes our view of the main character. Once students have had an opportunity to clarify their thoughts in writing, the teacher will open the floor for a general discussion of the limitations of having a snug, comfy home. Did the reality of a pleasant home of her own maintain Jocantha Bessbury’s contentment? Why not? Could the lack Jocantha feels in her own life follow you as you set up your own house? Is Jocantha’s character alive and well today? Will she make your life easier or harder? Is there a little Jocantha in you?

Activity 8: Do You Have What It Takes? (GLEs: 13e, 20a, 20b, 37d)

Materials List: pen, paper, computer access, phone, newspaper, Independence Rubric BLM, Checklist BLM

The teacher will assign students to scour the newspaper for an appropriate first home away from home. Students are to contact the manager of the property and discuss the amount of rent, the cost of deposits, the requirements of the rental agreement, and the amenities of the apartment. The teacher will further require students to contact the phone company to check the price of hookup and monthly service, the utility department for the same, and the cable company as well, if the student plans to subscribe to cable television.

Students will also make a list of all furniture and household items required and will determine which ones they will have to buy and/or borrow. Students will also check into the price of transportation, the monthly approximation of gas expenses, insurance, and maintenance. Students will travel on their own to the grocery store and price the cost of food for a month. They will maintain a list of the grocery items they will buy for that month and the price and number of each item. Items for household cleaning, laundry, and toiletry will be included. If the student plans to maintain a cell phone as well, the monthly cost of that plan must be included. Students will also be asked to set aside an amount for daily living expenses and entertainment and an amount for savings toward a rainy day. This basic budget will represent the minimum expenses. Students will be asked to add other expenses that they consider necessary. For example, if they are no longer covered by their parents’ health care insurance, this expense will need to be added.

In addition, students should consider the price of any of the following incidental items: set of tires, renters’ insurance, suit or dress for formal occasions with accessories, a set of work clothes, three hours of a plumber’s time, three hours of an electrician’s time, a laptop computer, a medical checkup, a battery for a car, a television, and a set of wireless phones.

Each student, given the proper time to compile this data, will return to class with the first month's budget in the new setting. The teacher will use the Checklist BLM provided to account for student progress during this process.

The teacher will open class discussion by asking for the total amount required by each student and then will ascertain students' comfort level with these financial realities. The teacher will explore with students the support systems which may make the transition to a first home-away-from-home easier.

The teacher will ask students to turn in their basic budget as a written proposal and a response to this activity. The response will address the predominant feeling of the student about the amount of money necessary to maintain an independent life, the projected effect of maintaining independence month after month, and the importance of any newly acquired knowledge to a plan for independence, including any changes this knowledge will require in planning for independence. The teacher will either design a rubric for assessment or use the Independence Rubric BLM provided.

Activity 9: Give Me Credit (GLEs: 13b, 13c, 13d, 13f, 17c, 37d)

Materials List: computer access, pen, paper

The teacher will use the *SPAWN writing* ([view literacy strategy descriptions](#)) to grant students a special power. Upon leaving home, they will receive a credit card with \$1000 credit. They may use their special power to its limit but must be aware that problems often accompany such cards. The teacher will ask students to investigate the various alternate plans of credit cards offered to young adults. They must decide what kind of card to get, learn what rate of interest will be applied to the unpaid balance, and whether the rate is fixed or variable, and discover the advantages and disadvantages that will guide their choice of card. Students may find much helpful information at <http://money.howstuffworks.com/search.php>. Students will be asked to simulate the use of such a card in that first month of self-directed living. What if they had a credit card and used it to the \$1000 limit? For what necessities and/or luxuries would they use their cards? Given the situation of possessing such a card and using it to the maximum limit of \$1000.00, students will be asked to look at what will happen next as they figure how long it will take to pay off the card by paying the minimum payment each month. What will happen if the bill is paid late three times? What will the total cost of the \$1000 be?

When students are finished writing, use their responses to stimulate class discussion.

To conclude the exercise, students will reflect in a one-page one-side response upon the value of using credit cards and any discoveries they made during this activity. Teachers will remind them to be sure to include any information that surprised them.

Activity 10: An Adult Report Card: The Credit Report (GLEs: 03c, 04, 15c, 26b, 27d, 37a)

Materials List: computer access, pen, paper, 3 x 5 card, Split-Page Notetaking BLM (See Unit 1)

Using *SQLP, Student Questions for Purposeful Learning* ([view literacy strategy descriptions](#)), the teacher will write upon the board this statement: The credit report (an adult report card) can radically alter, even destroy, your dreams.

The teacher will direct students to pair up and generate questions about the credit report. After each team has produced three or more questions, the pairs will share their questions with the class. The teacher will record the questions on the board, starring those that appear more than once and adding any teacher-questions that may be appropriate.

The teacher will direct students to read How Stuff Works at <http://money.howstuffworks.com/search.php> to learn about credit reports and to answer all of their questions. Students are to use split-page notes to record important information, terms, questions, and answers. The Split-Page Notetaking BLM is provided in Unit 1. Students will engage in class discussion when reading is completed to be sure that all questions have been addressed and answered accurately.

Students are to talk with a computer salesperson, a car dealer, and a furniture store employee about credit for a major purchase to find out how the credit report is used by these business people and how it will affect the credit offered.

Students are to discuss with their parents and/or mentors the importance of a good credit report.

Students are to make a list of the actions that will result in a bad credit report and turn that list into a laminated 3 x 5 card that is clearly lettered and visually attractive. They are to keep this card in their wallet or purse from this time on. The card will be assessed by the teacher for its comprehensive nature, usefulness, and neatness.

Activity 11: The Initiation: A Common Theme (GLEs: 06, 7e, 09e, 17d)

Materials List: stories, pen, paper, split-page notes, secondary sources, Initiation Comparison Rubric BLM

The teacher will direct students to read two initiation stories and then to compare and contrast the use of this theme by the two authors in a well-developed essay. Teachers will discuss with students that initiation stories are those stories that explore the passage of adolescence into adulthood. There are probably as many stories as there are rites of passage, but initiation stories quite often share common traits. While any two stories will contrast, the main interest of the study of the two stories selected by the student is to recognize and explore the commonalities of initiation. Students are asked to organize their papers from weakness to strength and to use textual evidence to support their contentions. Both primary and secondary sources may be used.

Students may choose from the following stories (or others at teacher discretion).

Anderson, Sherwood. "I'm a Fool"
Bambara, Toni Cade. "Gorilla, My Love"
Bambara, Toni Cade. "Raymond's Run"
Chabon, Michael. "The Lost World"
Cisneros, Sandra. "Eleven"
Engberg, Susan. "On the Late Bus"
Faulkner, William. "Barn Burning"
Faulkner, William. "Race at Morning"
Hemingway, Ernest. "Indian Camp"
Hemingway, Ernest. "The Killers"
Jewett, Sarah Orne. "A White Heron"
Joyce, James. "Araby"
Munro, Alice. "Boys and Girls"
Munro, Alice. "Red Dress"
Oates, Joyce Carol. "Four Summers"
Oates, Joyce Carol. "Where Are You Going, Where Have You Been?"
O'Connor, Flannery. "Good Country People."
Porter, Katherine Anne. "The Downward Path of Wisdom"
Soto, Gary. "Broken Chain"
Updike, John. "A & P"
West, Jessamyn. "Live Life Deeply"
Woolf, Virginia. "The Introduction"

Following the submission of their papers for assessment with the Initiation Comparison Rubric BLM, students will discuss the concept of initiation, using the knowledge gained from reading the stories and their own personal experiences. The purpose of the discussion will be to identify common rites of initiation and universal lessons of maturity. The teacher will encourage students to acknowledge the uncertainties of their eminent passage into adulthood and to discuss their characters' abilities to learn and to cope and to speculate about their own development of these abilities.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit.

General Assessments

- Students will summarize adult viewpoints of maturation and draw conclusions.
- Students will analyze a short study and compare their responses to that of the main character to the central theme.
- Students will conduct research and use that research to develop a budget and a needs list for independence.
- Students will analyze literature in oral presentations and in written responses.
- Students will read for information to apply to life situations.
- Students will create a visual of important information for everyday use.
- Students will write a comparison/contrast essay about two stories with a common theme.

Activity-Specific Assessments

- Activity 5: Students will write a one-page one-side response wherein they summarize the views of ten adults about an initial adult experience. The teacher will assess the paper on the basis of how well the student categorized the adult responses and organized them from least important to most important. The teacher will also evaluate the students' conclusions, requiring that each note some opinion of meaning from the survey experience.
- Activity 8: Students will research and record information on the specifics of acquiring and maintaining a first home. The teacher will assess their notes with a checklist of pertinent information: newspaper ad, manager contact notes, phone contact notes, utility contact notes, cable contact notes, furniture list, transportation costs, grocery list, household item list, cell phone costs, miscellaneous expenses, entertainment costs, savings, health care expenses, rainy day costs. Additional assessment will apply to a student-created paper which will address the predominant feeling of the cost of independence, the effects of that cost on a monthly basis, the acquisition of new knowledge, and the effects on that knowledge on future plans. Teachers may use the Checklist BLM provided and the Independence Rubric BLM.
- Activity 11: Students will create a visual on a 3X5 card that will be assessed by comprehensiveness of information, usefulness, and neatness. In addition, students' essays will be assessed by using the Initiation Comparison Rubric BLM or by one created by the teacher.

Senior Applications of English Unit 8: Finding Connection

Time Frame: Approximately four weeks



Unit Overview

This unit examines the need to maintain connections, to live in the world without a sense of isolation. Examining strong expressions of emotion from poets across time and continents will show the importance of human relationships to nature, to others, to our past and to our future. As students move into the busy present, they hopefully will do so with a sense of connectivity, not only to the electric, consuming present, but also to the call of the natural world, the deep and abiding influence of the past, and the siren song of the future.

Student Understandings

Students will learn a vocabulary that will open the door to the future, and then they will go beyond the word to learn about applications that lie just beyond our present reach. They will examine and appreciate poetic views of nature and the significance of the natural world to those surrounded by adult concerns. They will delve into the world of people who have expressed their most inward thoughts and feelings in diaries and letters and will understand that people yearn for self-expression and that much of what they express is universal and timeless. Students will learn that the past is always with them and will understand that it is a force that can be used to appreciate the present and to make the most of the future. They will understand that the future is built upon the actions of today and requires a lifetime of learning to live the abundant life.

Guiding Questions

1. Can students learn a vocabulary of the future?
2. Can students embrace the power and influence of nature?
3. Can students understand and appreciate poetry?
4. Can students realize the universal desires, concerns, and challenges of humans?
5. Can students build on commonalities of humanity while tolerating diversity?
6. Can students use the past as an inspiration for a better present and future?
7. Can students understand the unfolding future?
8. Can students embrace lifelong learning?
9. Can students determine the value of the course?

Unit 8 Grade Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Extend basic and technical vocabulary using a variety of strategies, including analysis of an author’s word choice (ELA-1-H1)
01b.	Extend basic and technical vocabulary using a variety of strategies, including use of related forms of words (ELA-1-H1)
01c.	Extend basic and technical vocabulary using a variety of strategies, including analysis of analogous statements (ELA-1-H1)
02a.	Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including apostrophes (ELA-1-H2)
02c.	Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including metaphysical conceits (ELA-1-H2)
03a.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including fiction/nonfiction (ELA-1-H3)
03b.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including drama/poetry (ELA-1-H3)
03c.	Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including public documents (ELA-1-H3)
04.	Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
05.	Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
06.	Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)
07c.	Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue (ELA-6-H3)
08a.	Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example, an autobiography/diary gives insight into a particular time and place (ELA-6-H4).
09a.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, interpreting and evaluating presentation of events and information (ELA-7-H1)
09c.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making inferences and drawing conclusions (ELA-7-H1)
09d.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, evaluating the author’s use of complex literary elements (e.g., symbolism, themes, characterization, ideas) (ELA-7-H1)

09e.)Demonstrate understanding of information in American, British, and world Literature using a variety of strategies, for example, comparing and contrasting major periods, themes, styles, and trends within and across texts (ELA-7-H1)
09f.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, making predictions and generalizations about ideas and information (ELA-7-H1)
09h.	Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example, synthesizing (ELA-7-H1)
11.	Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12.	Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13a.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-H4)
13b.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-H4)
13c.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including reasoning inductively and deductively (ELA-7-H4)
13d.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including generating a theory or hypothesis (ELA-7-H4)
13e.	Analyze information within and across grade-appropriate print and non-print texts using various reasoning skills, including skimming/scanning (ELA-7-H4)
13f.	Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including distinguishing facts from opinions and probability (ELA-7-H4)
14a.	Develop complex compositions, essays, and reports that include a clearly stated central idea/thesis statement (ELA-2-H1)
14b.	Develop complex compositions, essays, and reports that include a clear, overall structure (e.g., introduction, body, appropriate conclusion) (ELA-2-H1)
14c.	Develop complex compositions, essays, and reports that include supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) (ELA-2-H1)
15a.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: word choices appropriate to the identified audience and/or purpose (ELA-2-H2)
15c.	Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include information/ideas selected to engage the interest of the reader (ELA-2-H2)

16b.	Develop complex compositions using writing processes such as the following: prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) (ELA-2-H3)
16c.	Develop complex compositions using writing processes such as the following: drafting (ELA-2-H3)
16e.	Develop complex compositions using writing processes such as revising for content and structure based on feedback (ELA-2-H3)
17c.	Use the various modes to write complex compositions, including a research project (ELA-2-H4)
17e.	Use the various modes to write complex compositions, including: the cause-effect essay (ELA-2-H4)
17g.	Use the various modes to write complex compositions, including persuasive essays (ELA-2-H4)
19a.	Extend development of individual writing style to include avoidance of overused words, clichés, and jargon (ELA-2-H5)
19b.	Extend development of individual writing style to include a variety of sentence structures and patterns (ELA-2-H5)
19c.	Extend development of individual writing style to include diction that sets tone and mood (ELA-2-H5)
19d.	Extend development of individual writing style to include vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20a.	Write for various purposes, including interpretations/explanations that connect life experiences to works of American, British, and world literature (ELA-2-H6)
21	Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22a.	Apply standard rules of usage, for example: avoid splitting infinitives (ELA-3-H2)
22b.	Apply standard rules of usage, for example: use the subjunctive mood appropriately (ELA-3-H2)
23a.	Apply standard rules of mechanics and punctuation, including parentheses (ELA-3-H2)
23b.	Apply standard rules of mechanics and punctuation, including brackets (ELA-3-H2)
23c.	Apply standard rules of mechanics and punctuation, including dashes (ELA-3-H2)
23d.	Apply standard rules of mechanics and punctuation, including commas after introductory adverb clauses and long introductory phrases (ELA-3-H2)
23e.	Apply standard rules of mechanics and punctuation, including quotation marks for secondary quotations (ELA-3-H2)
23f.	Apply standard rules of mechanics and punctuation, including internal capitalization (ELA-3-H2)
23g.	Apply standard rules of mechanics and punctuation, including manuscript form (ELA-3-H2)

24.	Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)
25.	Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
27b.	Listen to detailed oral instructions and presentations and carry out complex procedures, including writing responses (ELA-4-H2)
27d.	Listen to detailed oral instructions and presentations and carry out complex procedures, including taking accurate, detailed notes (ELA-4-H2)
30b.	Use active listening strategies, including selecting and organizing information (ELA-4-H4)
31b.	Deliver oral presentations, including: responses that analyze information in texts and media (ELA-4-H4)
33b.	Participate in group and panel discussions, including acting as facilitator, recorder, leader, listener, or mediator (ELA-4-H6)
34b.	Select and critique relevant information for a research project using the organizational features of a variety of resources, including electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
37b.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including evaluating the validity and/or reliability of primary and/or secondary sources (ELA-5-H3)
37c.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including using graphic organizers (e.g., outlining, charts, timelines, webs) (ELA-5-H3)
37d.	Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
38a.	Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include researched information that supports main ideas (ELA-5-H3)
38b.	Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include facts, details, examples, and explanations from sources (ELA-5-H3)
38d.	Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include complete documentation (e.g. endnotes or parenthetical citations, works cited lists or bibliographies) consistent with specified style guide (ELA-5-H3)
40a.	Use selected style guides to produce complex reports that include credit for sources (e.g., appropriate parenthetical documentation and notes) (ELA-5-H5)
40b.	Use selected style guides to produce complex reports that include the following: standard formatting for source acknowledgment (ELA-5-H5)

Sample Activities

Activity 1: Reading to Learn (Ongoing) (GLEs: 01a, 03a, 03b, 03c, 04, 09a, 09c, 09f, 11, 12, 13a, 13b, 13c, 13d, 13e, 13f)

Materials List: pen, paper, and high-interest, multi-level readings of fiction, non-fiction, and technical variation, Skills Index BLM (See Unit 1)

The teacher should spur growth in independent reading skills and motivate students to read by providing time and skill instruction through selected readings. Teachers will design an independent reading program and approve selections from the literature study to foster this development. Student choice of reading material will foster student interest and engagement. Class time dedicated to teaching strategies will allow students to grow as independent readers, both silently and orally. This program will be especially important if students are reluctant readers or are not accustomed to reading independently for sustained periods. The teacher will model and monitor this reading, incorporating both oral and written responses to the text. Responses may be initiated through a variety of strategies, including response logs, dialogue letters or journals, informal discussions at the end of the reading focus time, and book talks. Whatever the strategy or combination of strategies, students will summarize their readings and demonstrate comprehension, interpretation, and analysis upon the request of the teacher; acquisition of such skills will be charted on a skills index. The teacher will assess student engagement in this program by accessing the student log of readings, their responses, and the skills index provided. (See Skills Index BLM in Unit 1.)

Activity 2: Expanding Vocabulary (Ongoing) (GLEs: 01a, 01b, 01c, 24)

Materials List: student notebook/vocabulary log, pen, various texts from reading, dictionaries, thesauruses

As students read the works of each unit and participate in class activities, they will record new and unfamiliar vocabulary, as well as teacher-selected words for each reading, in an ongoing vocabulary log, which will include the following for each word:

- the definition
- the part of speech
- the sentence from the text or activity with the word used
- a student-composed sentence using the word in context appropriately

Skill development will focus on:

- analysis of an author's word choice
- use of related forms of words
- analysis of analogous statements

Students should see the lasting value of words selected by authors and note them as they read, so their own vocabulary will grow to encompass words from all cultures.

Students will be encouraged to visit <http://visuwords.com> to study a graphic presentation of each word they record. They will enter the word and press the arrow at the end of the search site. While the word loads, they will scroll down to the legend at the bottom of the screen and note which colors denote nouns, verbs, adjectives, and adverbs. Students will pay attention to the identification of hyponyms, meronyms, hypernyms, and holonyms. They will look for the trails that indicate similarity, opposition, participial status, attribute, or pertinence and note the other trails that show verb group, entails, also see, causes, derivation, topic, region, and usage domains. Students will be ready to use these words in sentences both orally and in writing. By moving the cursor over the chart and pausing on each element, the students will see that the script appears to provide clarity. Use of this site will reinforce vocabulary learning.

Activity 3: Writing to Connect and to Understand (Ongoing) (GLEs: 05, 09a, 09c, 09d, 09f, 20a, 30b)

Materials List: teacher-developed prompts and rubrics, paper, pen, technology for publication (if available)

Ongoing writing prompts will be used as initiation, discussion, or closure activities. Prompts may assume any format, but all will address comprehension and higher-order thinking skills and lead students to connect ideas in texts and real-life experiences. Prompts can be used to begin discussion, develop understanding, or assess learning. During discussion, students will use active-listening strategies, including monitoring messages for clarity and selecting and organizing essential information. Students will be encouraged to identify strong insight provided by peers.

The teacher will have students write daily journal entries to various prompts throughout the unit. For many teachers, the journal serves as a bell-ringer activity and forethought about a particular topic or text or theme. Once a week, the teacher will ask students to revise a journal entry for publication. The teacher will use these journal revisions to pull sentences for grammar review and mini-lessons on common grammar errors. Grammar lessons will spring from student writing, along with lesson on matters of style.

Additionally, the teacher may utilize the *QtA* ([view literacy strategy descriptions](#)) technique for development of prompts to encourage thoughtful responses to texts. This technique serves as an after-reading activity and reinforces comprehension on all levels. Its goals are to construct meaning of text, to help the student delve beyond the words on the page, and to relate outside experiences from other texts. Following is an example list of the levels of questioning teachers and students may generate in class discussion:

Goal	Query
<p>Initiate discussion.</p> <p>Focus on author’s message.</p> <p>Link information.</p> <p>Identify difficulties with the way the author has presented information or ideas.</p> <p>Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.</p>	<p>What is the author trying to say? What is the author’s message? What is the author talking about?</p> <p>That’s what the author says, but what does it mean? Why did the author choose this word?</p> <p>How does that connect with what the author already told us? What information has the author added here that connects or fits with _____?</p> <p>Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?</p> <p>Did the author tell us that? Did the author give us the answer to that?</p>

*Source: *50 Content Area Strategies for Adolescent Literacy* by Douglas Fisher, William Brozo, Nancy Frey, and Gay Ivey

Along with using journals, teachers may also use Admit and Exit Slips (blank half-sheets of paper), which allow students to respond to prompts or to pose questions as they enter/leave the classroom to begin/close the day. This technique allows students, first, to address particular concerns about reading material, homework from the night before, or in preparation for a topical study. Second, the students are given the opportunity, on the Exit Slips, to address learning for the day and to present their thoughts and questions to the teacher so the teacher might address these needs in future lessons. Students will either submit the response to the teacher for formative assessment or discuss the response with the whole class as initiation, comprehension, or closure activities.

Teachers will also utilize reader’s response criticism, which allows students to respond to a text both personally and analytically. In such responses, students can answer the following three questions:

- What is the predominant effect of this piece on you?
- What creates this effect?
- What is the significance or importance of this effect on you?

Finally, teachers will ask that students write analytically to demonstrate solid understanding of presented materials. This type of writing can be informal, as in a one-page/one-side response, or it can be a formal personal or literary analysis essay:

- One-Page/One-Side Responses: Students write to prompts by covering one side of the

paper completely. Responses can be as structured as deemed appropriate by the teacher; for example, students could do a free write in response to a particular theme or idea, or they could write a “mini” essay complete with brief introduction, body paragraph, and a conclusion. (The teacher may want to assign a word count.)

Topics might include:

Nature is just enough; but men and women must comprehend and accept her suggestions.
~ Antoinette Brown Blackwell

In all things of nature there is something of the marvelous. ~ Aristotle

The goal of life is living in agreement with nature. ~ Zeno

Nature does nothing uselessly. ~ Aristotle

I believe in God, only I spell it Nature. ~ Frank Lloyd Wright

After you have exhausted what there is in business, politics, conviviality, and so on – have found that none of these finally satisfy, or permanently wear – what remains? Nature remains. ~ Walt Whitman

The way you see people is the way you treat them. ~ Zig Ziglar

If you can't feed a hundred people, then feed just one. ~ Mother Teresa.

There are two kinds of people in the world, those who believe there are two kinds of people in the world and those who don't. ~ Robert Benchley

The ones who count are those persons who – though they may be of little renown – respond to and are responsible for the continuation of the living spirit. ~ Martin Buber

If you cannot mould yourself as you would wish, how can you expect other people to be entirely to your liking? ~ Thomas Kempis

“He who knows others is wise.
He who knows himself is enlightened.”
~ Lao Tzu

What is past and cannot be prevented should not be grieved for.
~ American Indian Proverb

The past empowers the present, and the sweeping footsteps leading to this present mark the pathways to the future. ~ Mary Catherine Bateson

The future is an unknown, but a somewhat predictable unknown. To look to the future we must

first look back upon the past. That is where the seeds of the future were planted. I never think of the future. It comes soon enough. ~ Albert Einstein

It's tough to make predictions, especially about the future. ~ Yogi Berra

I look to the future because that's where I'm going to spend the rest of my life.
~ George Burns

It is my belief that whereas the twentieth century has been a century of war and untold suffering, the twenty-first century should be one of peace and dialogue. As the continued advances in information technology make our world a truly global village, I believe there will come a time when war and armed conflict will be considered an outdated and obsolete method of settling differences among nations and communities. ~ Dalai Lama

God made the world round so we would never be able to see too far down the road.
~ Isak Dinesen

The future is the past returning through another gate. ~ Arnold Glasgow

Activity 4: Developing Grammar and Language Skills (Ongoing) (GLEs: 19a, 19b, 19c, 19d, 21, 22a, 22b, 23a, 23b, 23c, 23d, 23e, 23f, 23g, 25, 27b, 27d)

Materials List: samples taken from student writings, sample ACT/SAT questions, teacher developed Grammar and Style Sheet BLM (See Unit 1), three-ring binder for handouts

The teacher will conduct mini-lessons focused on problems evident in student writing, oral presentations, vocabulary development, or standardized tests. These mini-lessons should focus on the following:

- sentence-formation problems (e.g., parallel structure)
- standard rules of usage (e.g., avoidance of splitting infinitives, correct use of subjunctive mood)
- standard rules of mechanics and punctuation (e.g., parentheses, brackets, dashes, commas after introductory adverb clauses, commas after long introductory phrases, quotation marks for secondary quotations, internal capitalization, manuscript form)
- individual-style development (e.g., avoidance of overused words, clichés, and jargon, use of a variety of sentence structures and patterns, use of diction that sets tone and mood, use of vocabulary and phrasing that reflect the character and temperament or voice of the writer)

Mini-lesson examples should cover areas of weakness identified from reviewing *ACT/SAT* assessments, from student writing, and from teacher-created models for literary and research writing. Mini-lessons should be ongoing and skill-specific. Students will refer to the Grammar and Style Sheet BLM in Unit 1 as needed.

Mini-Lesson on the ACT

The teacher will visit the computer lab with the class and allow students to practice the English ACT practice tests at <http://www.actstudent.org/sampletest/index.html>. Students will complete the tests and check their answers, paying close attention to any inaccuracies and the pursuant corrective information.

Activity 5: Connecting to Nature (GLEs: 02a, 06, 07c, 09e, 09h, 12, 20a, 37c)

Materials List: Nature BLM, Split-Page Notetaking BLM (See Unit 1), Venn Diagram BLM, Socratic Feedback Form BLM (See Unit 4), computer access, pen, paper .

The teacher will assign the reading of “Lines Composed a Few Miles Above Tintern Abbey” by William Wordsworth and “Apostrophe to an Ocean” by George Gordon, Lord Byron. The teacher will explain that one is a lyric and the other, an apostrophe, but that both poems address the subject of nature in a Romantic way. Students are to explicate the poems, using *split-page notes* ([view literacy strategy descriptions](#)), noting in particular the feelings about nature held by the authors. The Split-Page Notetaking BLM is provided in Unit 1. Once students have accomplished this task, teachers will pair up students so they can discuss each other’s interpretations and finalize their thoughts about the way Wordsworth portrays nature and the way that Byron sees it. Using a *graphic organizer* ([view literacy strategy descriptions](#)), a Venn Diagram BLM, the teacher will ask the pairs to report to the class. As they discuss the views of nature, they will ask the teacher to record the views of Wordsworth, those of Byron, and those shared by the two poets.

Finally, in a timed writing paper, the teacher will ask students to respond to the views of nature held by the poets. Students will respond to the following prompt: Do the views of Wordsworth and Byron reflect the way you feel about nature today? If so, which views do you most agree with and how have you experienced nature in these ways? If not, how do you view nature and what has formed your view? A Nature Rubric BLM is provided.

After the writing has been turned in to the teacher, students will be asked to discuss the topic of nature and its connection to their lives now and in the future. Students may form the inner and outer circle of former discussions with the teacher acting as facilitator. The Socratic Feedback Form BLM in Unit 4 may be used.

If students do not touch upon the diminishment of open access to nature, the teacher will introduce this topic and ask if students see this diminishment, and if so, what they might do to preserve and protect access to nature in the future.

Activity 6: Connecting to Others (GLEs: 04, 08a, 17g, 30b, 31b)

Materials List: computer access, pen, paper, Split-Page Notetaking BLM (See Unit 1)

The teacher will discuss with students the importance of connecting to others, and not just the others of this time. It is entirely possible to connect with others from times long past, especially if these others recorded their thoughts and feelings in diaries or letters that have been collected. The teacher will assign students letters and diaries to read. Students will choose from the following: Diaries and Letters from The Valley of the Shadow, a Civil War period website. Students will read entries for the family chosen from three sections: The Eve of the War, The War Years, The Aftermath. They may choose from the

- Evans-Sibert Correspondence
- Gilkeson Correspondence
- Harper Correspondence
- Harris Correspondence
- Diary of Alansa Rounds Sterrett
- Hotchkiss Letters
- McFarland Diary 1959-1861
- McFarland Diary 1861-1865
- McFarland Diary 1865
- McGiffen Correspondence
- Letters of Alexander H. H. Stuart
- Letters of Nicholas K. Trout
- Diary of Joseph A. Waddell 1855-61
- Diary of Joseph A. Waddell 1861-1865
- Diary of Joseph A. Waddell 1865

The Valley of the Shadow diaries are to be found at <http://valley.vcdh.virginia.edu/choosepart.html>. Students will choose the letters and diaries sections in the three maps provided.

If students prefer, they may choose from accounts of the Oregon Trail found at <http://www.isu.edu/~trinmich/00.n.dairies.html> where a number of diaries are housed. Other pioneer diaries and letter collections can be found at <http://www.over-land.com/diaries.html>. Still others are available at the Maine Diary Directory at <http://www.rootsweb.com/~meandrhs/mediary.html>.

The diaries of Rose O'Neal Greenshaw, Sarah E. Thompson, and Alice Williamson can be accessed at <http://scriptorium.lib.duke.edu/greenhow/>, <http://scriptorium.lib.duke.edu/thompson/>, and <http://scriptorium.lib.duke.edu/williamson/>. Students will clear their choice with the teacher, or the teacher may choose alternate sites, if desired.

Students will read and use *split-page notes* ([view literacy strategy descriptions](#)) to learn about the thoughts and feelings of the person writing. They will each write a personal assessment of the person's character, considering the diarist's or letter writer's circumstances, thoughts, and feelings. A Split-Page Notetaking BLM is included in Unit 1.

Students will report to the class about their readings. Besides giving the class a snapshot of the person and the circumstances the person faced, the students will be asked to comment upon what the reading meant to them personally.

In class, the teacher will lead a discussion about written communication. What do diaries and letters reveal about people? Are they popular forms of expression today? How many students keep a diary or have written a letter? How many students use Instant Messenger? How many students have responded to a blog? How many students text message or email? Are these popular forms of expression today? How could a classroom blog be helpful to students? What educational uses could be made of Instant Messenger, email, or text messaging? Could cell phones have an educational use in the classroom? Students will be encouraged to talk about ways technology could make learning more exciting.

As ideas are developed, students, acting as agents of change, will submit them to the proper authorities, as persuasive proposals for school curriculum improvement. Ideas may be developed by each class member acting alone, or the whole class can work cooperatively to develop an idea. Assessment will be conducted by the teacher on the basis of participation and the use of good listening skills.

Activity 7: Connecting to the Past (GLEs: 02c, 06, 07c, 09c, 09f, 11, 13b, 16b, 16c, 16e, 31b, 33b)

Materials List: Response to the Past BLM, pen, paper, computer access, Split-Page Notetaking BLM (See Unit 1)

The teacher will direct students to read “Fern Hill” by Dylan Thomas and “Ode: Intimations of Immortality” by William Wordsworth. The teacher will comment to students that both poems address the youthful past of the authors and expose the authors’ feelings about the early part of life. Thomas’ poem is a lyrical reflection of time spent at his aunt’s in the summers. Wordsworth’s poem, on the other hand, is an ode, giving the reader a philosophy about man’s youth and the way the world changes man. Though both poets choose different forms and focuses, they proclaim to their readers their ideas of the value of the early years, a past so quickly spent.

The teacher will form at least six groups of students, one for each stanza of “Fern Hill.” Students are to practice *reciprocal teaching* ([view literacy strategy descriptions](#)). Each group is to take a stanza. Using *split-page notetaking* ([view literacy strategy descriptions](#)), the group will summarize the stanza, focusing on comprehension and clear communication; question the meaning, ferreting out the main idea and the hows and whys; clarify those areas of concern, making sure of all definitions and connections to self; and predict what will come next or what the purpose is. The Split-Page Notetaking BLM is provided in Unit 1. Each student can take a role as summarizer, questioner, clarifier, or predictor; or the group may work through these roles together.

When the groups have completed their work, they will read their stanza aloud to the class and report the findings of their group. The entire class will then be free to add further questions, clarification, and/or predictions. Each group will present until the poem is complete and discussion is at an end.

Next, the class will analyze “Ode: Intimations of Immortality.” Again, the class will use *reciprocal teaching*. The teacher may want to group Stanzas 1 and 2 to one group, and Stanzas 5 and 6 to another, with Stanzas 3, 4, 7, 8, 9, 10, and 11 being assigned to other groups as individual stanzas. Again, the groups should summarize, question, clarify, and predict. Again, the groups will report to the class with the whole class given the opportunity to question, clarify, and predict.

Once the two poems have been fully explicated and analyzed by the class, the teacher will ask students if the positive views of the past are indicative of their own views of their childhood. Is the windfall green and gold of the past trailing clouds of glory or is the beckoning hand of maturity and adulthood more alluring? The teacher will allow time for discussion. At some point, the teacher should redirect the conversation with the question of the significance of nostalgia.

The teacher will ask the class to write a reflection about the value of the past either in the style of Dylan or Wordsworth, where they recall vividly some superb, halcyon days past or explain the significance of youth and the effect of their past upon their present.

The teacher will point out that Dylan is metaphoric in his poem, employing an almost metaphysical conceit in his language of “windfall light,” and “heydays of his eyes.” The youth is “green” and “golden in the mercy of his means.” The “it” in Stanza 3 is “lovely, “air/And playing, lovely and watery/and fire green as grass.” Dylan is lyrical in his metaphorical sense and, perhaps, a bit metaphysical. Donne, who in one of his poems compares the love of two people to a compass and in another to the blood mixing inside of a flea, stretches the metaphysical conceit to some of its strangest contortions. Dylan, on the other hand, implies the lyrical suggestion of metaphor with alliteration, color, and cadence as he compares the wonder of youth to the rapture of his summer sojourns on the farm.

Wordsworth, on the other hand, is quite the philosopher, suggesting a life before this one, one of glory vanishing with the increasing awareness of the world around us. The recompense of life is alive in the beauty of nature, the gift to stir within us a joy too deep for tears and a strength to continue onward.

The teacher will caution students to look closely at the two poems before deciding their purpose and then to *brainstorm* ([view literacy strategy descriptions](#)), categorize, plan, draft, and revise as they follow Dylan’s or Wordsworth’s example. The teacher may use the Response to the Past Rubric BLM or make one of their own.

Activity 8: Connecting to the Future (GLEs: 15c, 17c, 17e, 34b, 37d, 38a, 38b, 38d, 40a, 40b)

Materials List: pen, paper, computer access, Technology Assessment Rubric BLM, Split-Page Notes BLM (See Unit 1)

The teacher will present a bag of technology terms to students. Each student will grab a slip out of the bag and discuss the terms included in this activity, talking about what they know of these terms now, and students will choose an area suggested by this technological vocabulary for in-depth study and research. Students may research bandwidth, biometrics, blogs, Boolean logic, cookies, digital media devices, disposable technology, Firefox, Flash, flexible computing devices, Flickr, GPS, grid sharing, LCD, Linux, mobile internet, MOO, Moodle, morphology, nanotechnologies, open source, plasma, podcasting, PDAs, P2P, robotics, Shockwave, spiders, tech home, UTube, voice recognition devices, VOIP, widgets, wi-fi, wikia, wikipedia, wikis, Zink, and any other terms suggested by teachers and/or students. If students wish, and the teacher approves, they may trade slips before they research.

Students are to conduct an in-depth study of their term, using *split-page notes* ([view literacy strategy descriptions](#)), considering such aspects as its origin, its history, its applications now and predicted, specific examples of its use, its value to society, and its projected lifespan. Page Notetaking BLM is provided in Unit 1. They are to document sources, use parenthetical documentation, and include a works cited page. The paper will explore the cause of such a term and its effects on the quality of life to be enjoyed during its durable stage. The paper is to be informative, provide tangible examples, and earnest speculation about value and an actual attempt to predict a future influenced by the constant innovation of technology. Should a term prove inadequate for such research, the teacher and/or the student may suggest another topic that leads to speculation about future life and the improvements to be expected. The teacher will assess the paper based on the Technology Assessment Rubric BLM or one devised by the teacher.

Activity 9: An Aging Hero Looks to the Future (GLEs: 07c, 09d, 13c, 31b, 37b)

Materials List: pen, paper, “Ulysses” Rubric BLM, Split-Page Notetaking BLM (See Unit 1)

The teacher will ask students to read “Ulysses” by Alfred, Lord Tennyson. They will use *split-page notetaking* ([view literacy strategy descriptions](#)) to summarize this dramatic monologue. The Split-Page Notetaking BLM is provided in Unit 1. If they do not recognize who Ulysses is, they are to do background research. The students are to record any lines that particularly appeal to them. In class, after the notetaking, the students will participate in a Quaker reading of the lines they found appealing. One student will begin the activity by reading a quote from the poem that held special appeal for that student; then, another student will read. After that reading, students will continue to jump in, taking turns, by reading their favorite lines. The teacher will note, as will students, the repetition of lines. After the reading, students will discuss the lines of the poem that were used in the reading. They will analyze the character of Ulysses. The teacher will ask them to decide what is admirable about Ulysses’ thoughts. The students will then

engage in reader response criticism. They will address three questions in their essay: What was the predominant effect of the poem? What details in the poem created this effect? What is the significance of this effect upon you? The teacher will use the “Ulysses” Rubric BLM for assessment or design one.

Activity 10: You Look to the Past and the Future (GLEs: 13d, 14a, 14b, 14c, 15a, 15c)

Materials List: pen, paper, computer access, Evaluation Rubric BLM

Teachers will ask students to respond to the following prompt: Write an essay in which you speculate about the value of this course to your future. Has it helped you clarify your values? Has the course contributed to your growth as a person? Has it helped you make a decision about life after high school? In what ways, if any, has this course made you, as Tennyson states in “Ulysses,” “strong in will/To strive, to seek, to find, and not to yield.”? What obstacles will you be forced to overcome? Where do you go from here? For what will you strive? For what will you seek? What do you hope to find? The essay should be 750 words and will be assessed by the teacher for organization, development, constructive criticism, prediction, and significance. The Evaluation Rubric BLM may be used or the teacher may develop one.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities. Develop scoring rubrics collaboratively with other teachers or students. The following are sample assessments that could be used with this unit.

General Assessments

- Students will demonstrate understanding of technology terms.
- Students will compare and contrast poets’ views of nature as well as explicate poetic works.
- Students will conduct research and use that research to explore cause and effect and to provide information.
- Students will analyze literature in oral presentations and in written responses, both critically and personally.
- Students will emulate the style of a poet in a written response.
- Students will practice good communication skills in speaking and listening.
- Students will analyze letters and diaries and draw conclusions about the authors.
- Students will write persuasive proposals for school curriculum change.
- Students will evaluate the worth of Senior Application in English.

Activity-Specific Assessments

- Activity 5: Students will analyze two poems about nature, comparing and contrasting a lyric and an apostrophe in their treatment of nature. The teacher can assess student engagement by checking the Venn diagrams of students for completion. For the timed writing, the teacher will assess the essay on the responsiveness to this prompt: Do the views of Wordsworth and Byron reflect the way you feel about nature today? If so, which views do you most agree with and how have you experienced nature in these ways? If not, how do you view nature and what has formed your view? If students respond fully to the three parts of the prompt, and do so with good sense, they will receive the appropriate credit. Students will not be penalized for a lack of polish. The teacher will assess student participation in the Socratic discussion through feedback forms completed by all students. The Socratic Feedback Form BLM is provided in Unit 4.
- Activity 7: Students will analyze two poems that reflect the authors' views of the past. They will craft an essay in response about their own past, emulating the style of one of the authors. The teacher will assess the essay using the Response to the Past Rubric BLM, which is provided.
- Activity 8: Students will engage in a researched essay about a technological innovation. They will narrow their topic and produce an informative essay that evaluates causes and effects. The Rubric BLM will assess the definition of term, the narrowing of topic, the development of the refined subject, the use of research, the clarity of information, the explanation of cause, the exploration of effects, an analysis of value, and a prediction of future developments. The rubric is provided.