

Michigan Merit Curriculum

Course/Credit Requirements



ENGLISH LANGUAGE ARTS • GRADE 12

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1 Credit



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Welcome

This guide was developed to assist teachers in successfully implementing the Michigan Merit Curriculum. The identified content expectations and guidelines provide a useful framework for designing curriculum, assessments and relevant learning experiences for students. Through the collaborative efforts of Governor Jennifer M. Granholm, the State Board of Education, and the State Legislature, these landmark state graduation requirements are being implemented to give Michigan students the knowledge and skills to succeed in the 21st Century and drive Michigan's economic success in the global economy. Working together, teachers can explore varied pathways to help students demonstrate proficiency in meeting the content expectations and guidelines. This guide should be used in conjunction with the High School Content Expectations document for the discipline.

Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to *begin with the end in mind*.

Engaging and effective units include

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning enable students to make connections between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

Student Assessment

The assessment process can be a powerful tool for learning when students are actively involved in the process. Both assessment *of* learning and assessment *for* learning are essential. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions that are more responsive to students' needs. Engagement empowers students to take ownership of their learning and builds confidence over time.

Sound assessments

- align with learning goals
- vary in type and format
- use authentic performance tasks
- use criteria scoring tools such as rubrics or exemplars
- allow teachers and students to track growth over time
- validate the acquisition of transferable knowledge
- give insight into students' thinking processes
- cause students to use higher level thinking skills
- address guiding questions and identified skills and processes
- provide informative feedback for teachers and students
- ask students to reflect on their learning

Introduction to English Language Arts

The English Language Arts Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language arts curriculum. The language arts processes are recursive* and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- Inter-Relationships and Self-Reliance
- Critical Response and Stance
- Transformational Thinking
- Leadership Qualities

English Language Arts Grade 12 Goal Statement

The goal for English Language Arts 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9 through 11. Using the lens of leadership skills, English Language Arts 12 students will develop a world perspective by analyzing classic and contemporary texts in a variety of genre, including post-colonial literature. Twelfth graders will synthesize information, ideas, and themes to understand the past, the present, and to think innovatively about the future. They will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of a global world.

*Recursive is used in the context of the ELA HSCE as describing language arts processes as being addressed repeatedly and at increasingly complex levels throughout the units and lessons from grade 9 to grade 12.

High School Content Expectation Codes

To allow for ease in referencing expectations, each English Language Arts expectation has been coded by strand, standard, and expectation. For example:

CE2.1.6

CE2: Reading, Listening, and Viewing strand

CE2.1: Standard 1 of the Reading, Listening, and Viewing strand

CE2.1.6: 6th expectation of Standard CE2.1

STRAND 1 Writing, Speaking, and Expressing	STRAND 2 Reading, Listening, and Viewing
STANDARDS (and number of core expectations in each standard)	
1.1: Writing Process (8) 1.2: Personal Growth (4) 1.3: Purpose and Audience (9) 1.4: Inquiry and Research (7) 1.5: Finished Products (5)	2.1: Strategy Development (12) 2.2: Meaning Beyond the Literal Level (3) 2.3: Independent Reading (8)

STRAND 3 Literature and Culture	STRAND 4 Language
STANDARDS (and number of core expectations in each standard)	
3.1: Close Literary Reading (10) 3.2: Reading and Response (varied genres and time periods) (5) 3.3: Text Analysis (6) 3.4: Mass Media (4)	4.1: Effective Use of the English Language (5) 4.2: Language Variety (5)

CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

- 1.1 Understand and practice writing as a recursive process.
- 1.2 Use writing, speaking, and visual expression for personal understanding and growth.
- 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.
- 1.4 Develop and use the tools and practices of inquiry and research — generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.
- 2.1 Develop critical reading, listening, and viewing strategies.
- 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
- 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
- 3.1 Develop the skills of close and contextual literary reading.
- 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genre representing many time periods and authors.
- 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
- 3.4 Examine mass media, film, series fiction, and other texts from popular culture.
- 4.1 Understand and use the English language effectively in a variety of contexts and settings.
- 4.2 Understand how language variety reflects and shapes experience.

See the ELA HSCE document for the 91 ELA Content Expectations

HIGH SCHOOL ENGLISH LANGUAGE ARTS UNIT FRAMEWORK FOR GRADES 9-12

Michigan teachers designed the thematic units of instruction described in this booklet. Together the newly developed units meet all of the English Language Arts High School Content Expectations. They exemplify the high standards of rigor and relevance required for post secondary success. Using the framework of common features and the models as guides, teachers will develop their own thematic units of instruction.

The units use complex anchor and linking texts to teach the content expectations and to make connections that lead to the dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities.

The units are designed to take advantage of what each text offers for meeting the expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy Development including vocabulary and grammar.

The framework includes

- Themes, Big Ideas, Dispositions, and Essential Questions
- Literary Genre Focus, Anchor Texts, and Linking Texts
- Literary Analysis and Genre Study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

Unit Framework Alignment with ELA Expectations

The chart below indicates where each of the 91 expectations is addressed in section(s) of the unit framework.

SECTIONS	EXPECTATIONS
Dispositions, Big Ideas and Essential Questions	2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2
Literary Genre Focus/Anchor Text	2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1 - 3.2.3, 3.3, 3.4.1 - 3.4.4
Linking Texts	3.1.5, 3.1.6, 3.4.2
Genre Study and Literary Analysis	2.1.2, 2.1.4 - 2.1.6, 2.1.8 - 2.1.19, 3.1.1 - 3.1.10, 3.2.1 - 3.2.3, 3.3.1 - 3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
Reading , Listening, and Viewing	2.1.1 - 2.1.10, 2.2.1 - 2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
Writing, Speaking, and Expressing	1.1.1-1.1.8, 1.2.1- 1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4
Ongoing Literacy Development	1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5

Dispositions and Essential Questions

9th Grade Focus

Inter-Relationships & Self-Reliance

- Who am I?
- How do my skills and talents help to define me?
- How do I relate to my family, my community, and society?
- How do I build networks of people to support me?
- How am I a reflection of my relationships?
- How do my relationships within and across groups affect others?
- What influence do class, religion, language, and culture have on my relationships and my decisions?
- What can I contribute as an individual?
- What is my responsibility to society?
- How do I see my beliefs reflected in government policies and by politicians?

10th Grade Focus

Critical Response and Stance

- How can I discover the truth about others?
- What sacrifices will I make for the truth?
- What criteria do I use to judge my values?
- How will I stand up for what I value?
- What can I do to realize my dreams or visions for the future?

- How do I handle others' points of view?
- What role does empathy play in how I treat others?
- What power do I have as an individual to make positive change?
- How do I respond to improper use of power?
- How do I determine when taking social action is appropriate?
- What voice do I use to be heard?

11th Grade Focus

Transformational Thinking

- How can forward thinking help me make better decisions?
- How do I develop a realistic plan for the future?
- What evidence do I have that I am committed to learning?
- How do I build a context for change in my life?
- When is loyalty to myself more important than loyalty to a friend?
- How will I know when to risk failure for possible success?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How can I generate new ideas for solving problems?
- How can I invent new opportunities?
- What are the tradeoffs for technological advances?
- Which decisions I make today will affect me for my entire life?
- Where will I find wisdom?

12th Grade Focus

Leadership Qualities

- How do I know if I am developing the academic skills that I will need in my future life?
- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- How can I effectively articulate my opinions and perspectives?
- Who is in a position to help me affect change?
- What can I do to avoid repeating mistakes made in history?
- What leadership skills have I developed?
- What leadership qualities will I need to take with me from high school?
- What qualities define a good world citizen?
- How can I create the world I want to live in?
- How can I use my talents to create new opportunities for myself and for others?

Literary Genre Focus/Anchor Texts

Narrative Text/Fiction (NT)

- Novels, short stories, drama, poetry, (allegory, satire, parody)

Literary Nonfiction (LNF)

- Essays, memoirs, biographies, commentaries, advertising, letters

Informational/Expository Text (IT)

- Historical documents, essays, literary analyses, speeches, research/technical reports, textbooks, technical manuals, letters, proposals, memos, presentations, legal documents, Internet sources, newspapers, magazines propaganda, articles, reference tools

Media

- Movie clips, multimedia presentations, blogs, webpages, music, works of art, digital stories, advertisements, multimedia genre, video streaming

Characteristics of Complex Text as defined by ACT:

Relationships: Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.

Richness: The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.

Structure: The text is organized in ways that are elaborate and sometimes unconventional.

Style: The author's tone and use of language are often intricate.

Vocabulary: The author's choice of words is demanding and highly context dependent.

Purpose: The author's intent in writing the text is implicit and sometimes ambiguous.

Linking Texts

Linking text should reflect one or more of these characteristics and lead to the identified disposition:

- Discrepant text that results in seeing the big idea from a totally different perspective
- Different genre or medium that mirrors the theme or big idea of the anchor text in another form
- Supporting text that extends or embellishes the big ideas or themes in the anchor text
- Text connected to the anchor text at an abstract level

Genre Study and Literary Analysis

Narrative Text

Characteristics

- Literary elements defined in detail and modeled in the context of the literature
- Literary analysis:
 - Literal (What does the text say?)
 - Figurative (How does it say it?)
 - Interpretation (What does it mean?)
 - Allusion/Wisdom (Why does it matter?)
- Literary devices
- Literary forms: allegory, satire, parody

Historical/Cultural Considerations

- Literary movements and periods (American and British)
- Knowledge of American minority literature

- Knowledge of world literature
- Context in which literary works were produced
- Significance of work today and when written

Critical perspectives

- Potential for bias
- Critical perspectives within and across text
- Critical stance and response
- Literary judgment

Informational Text

Organizational patterns

- Compare/contrast
- Cause/effect
- Problem/solution
- Fact/opinion
- Theory/evidence

Features

- Information in sidebars (tables, graphs, statistical evidence) related to text
- Outline of thesis and supporting details using titles, headings, subheadings, and sidebars
- Selected format (e.g., brochure, blogs) to influence the message

Media Features

- Camera and lighting
- Color and special effects
- Music

Reading, Listening/ Viewing Strategies and Activities

Comprehension Strategies

- access prior knowledge
- determine importance
- make connections
- make inferences
- monitor comprehension
- annotate
 - ask questions
- clarify
 - compare
- critique
 - predict
- reflect
 - summarize
- synthesize
 - visualize

Comprehension Activities

- Explicit instruction on comprehension strategy use
- Focus questions for use in instruction
- Graphic organizers to identify structures, audience, and content
- Advance organizers
- Opportunities for students to make thematic and real-life connections

Critical Reading, Listening and Viewing Strategies

Literary Text

- Consider themes, different points of view, and characterization within and across text
- Describe the impact of setting and characters on plot and themes
- Consider the political assumptions underlying the text and the impact of the work on society
- Analyze literal meaning, author's craft, and interpretation
- Discover and transfer abstract themes and big ideas to new situations

Informational/Expository Text

- Find the potential theses and supporting details
- Determine level(s) of relevance
- Assess statements and arguments
- Consider potential for bias
- Look for evidence to support assumptions and beliefs
- Find validity of facts in source material
- Discover and transfer abstract themes and big ideas into new situations

Vocabulary Strategies

- Define in context unfamiliar words, specialized vocabulary, figurative language, and technical terms
- Identify how common phrases (e.g., oxymoron, hyperbole) change meaning
- Recognize and use roots, affixes, and word origins
- Restate definition or example in own words
- Create a graphic representation of terms
- Compare/classify terms

Response to Reading, Listening, and Viewing Activities

- cross-text comparison writing or speaking
- critical response journals
- quotation notebooks
- critique of speech, presentation, or performance
- note taking/study guide

Writing, Speaking, and Expressing

Writing and Speaking Modes of Communication

Narrative Text/Fiction (NT)

- poetry
- drama
- creative fiction

Literary Nonfiction (LNF)

- creative nonfiction
- autobiography/biography/memoir
- critical/analytical response to literature
- diary and journal
- goal setting
- letter to the editor
- personal narrative
- reflective essay
- speech
- summary
- writing portfolio reflection

Informational Expository (IT)

- argumentative essay
- business letter
- comparative essay
- descriptive essay
- exploratory essay/research brief
- feature news article
- literary analysis essay
- magazine article
- multi-genre report
- persuasive essay
- proposal
- research report
- resume
- work-related text
- summary/note taking
- constructed response
- other informational writing

Media

- blog
- digital story telling
- multi-media presentation
- webpage

Speaking Activities

- response groups
- work teams
- discussion groups
- committee participation
- book talks
- literature circles
- formal presentations
- multi-media presentations

Writing, Speaking, and Expressing Strategies and Activities

Writing Process Strategies

- Utilize the writing process
- Peer edit with questions
- Revise using checklist and scoring rubric
- Revise grammar in context
- Revise to the assigned standard
- Use exemplars as models for finished products
- Analyze writing using protocols: holistic, analytic, and trait-scoring

Writing Activities

- writing to learn
- writing to demonstrate learning
- authentic writing

Research and Inquiry Process Activities

- Use research to solve problems, provide criteria, and generate new knowledge
- Engage in ethical, credible, and reliable research
- Develop a research plan and carry it out
- Generate topics, seeking information from multiple perspectives and sources
- Analyze information for relevance, quality, and reliability
- Connect the information to present a coherent structure and argument
- Select modes of presentation
- Recognize the contribution to collective knowledge

Speaking, Listening, Viewing Strategies

- Lead and participate in discussions
- Apply presentation skills and protocols
- Plan based on audience and purpose
- Share, acknowledge, and build on one another's ideas
- Consolidate and refine thinking
- Evaluate the quality and relevance of the message
- Use feedback to improve effectiveness
- Advocate for ideas
- Listen with empathy
- Use techniques and media to enhance and enrich your message

On-Going Literacy Development

Student Goal Setting and Self Evaluation Strategies

- Assume ownership of academic literacy progress
- Use criteria and standards to analyze work
- Monitor growth using literacy indicators
- Evaluate tendency toward dispositions
- Respond to constructive feedback
- Set new literacy goals

Daily Language Fluency-Unit Components

Reading

- HSTW/ACT recommendations
- reading portfolio
 - texts studied in class
 - book club texts
 - independent reading
- reading strategies
- vocabulary development

Writing

- writing portfolio
 - writing to learn
 - writing to demonstrate learning
 - authentic writing

Grammar Instruction

- to enrich writing
- to create organizational coherence and flow
- to make writing conventional

Differentiated Skill Instruction

- Plan focused skill lessons
- Practice until mastery
- Apply in context

Quantity, variety and frequency of materials to be read, written about, and discussed by students

The following are recommendations from High Schools That Work and ACT's "On Course for Success."

All students should complete a rigorous English language arts curriculum in which they

- Read 8–10 books and demonstrate understanding
- Write short papers (1-3 pages) weekly that are scored with a rubric
- Write 4 formal essays per quarter
- Write a major research paper annually
- Speak or present 3 to 5 times per year
- Discuss or debate topics monthly
- Take and organize notes weekly
- Maintain a portfolio of personal reading and writing

Literature selections included in the model units represent recommendations, not requirements. Decisions regarding required literature are left to individual school districts.

ACT College Readiness Standards

English

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

Reading

Analyze text for

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

Writing

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
 - conventions (grammar, usage, mechanics)
 - vocabulary (precise, varied)
 - sentence structure variety (vary pace, support meaning)

Model Unit Outline for Grade 12 ELA

DISPOSITION: LEADERSHIP QUALITIES

FOCUS: DIVERSE PERSPECTIVES

MODEL UNIT 12.1: THE POWER OF STORY: INSPIRING PASSION, PURPOSE, AND LEADERSHIP POTENTIAL (p. 16 - 29)

Focus/Big Ideas

power of story; discovering purpose, passion, and leadership potential; dignity, integrity, self-respect; power through conviction; responsibility; innovation

Genre/Period

folklore, poetry, historical fiction, informational report, college application essay, Harlem Renaissance, Modernism, Postcolonial World Literature

MODEL UNIT 12.2: SHARED LEADERSHIP: THE RESPONSIBILITY OF THE ELECTORATE (PAGES 30 - 41)

Focus/Big Ideas

power of the people, rights and responsibilities of the electorate; use and abuse of power; need for vigilance; shared leadership; valuing leaders and followers

Genre/Period

satire, allegory, fable, dystopian fiction, informational article, Internet posting

MODEL UNIT 12.3: BALANCE OF POWER: LEADERSHIP FOR THE AMERICAN DREAM (PAGES 42 - 59)

Focus/Big Ideas

social mobility, influence of class, the art of argumentation and negotiation, learning from leaders in history, building an American Dream for the future

Genre/Period

social protest, biography, poetry, documentary, political essay, journalistic reports
Literature of the Jazz Age, the Great Depression, the Dust Bowl

MODEL UNIT 12.4: MAINTAINING BALANCE AND INTEGRITY: THE RESPONSIBILITY OF THE INDIVIDUAL (PAGES 60 -71)

Focus/Big Ideas

vigilance, balance, integrity, conviction, civil vs. moral law, conscience vs. authority, civic responsibility, civil disobedience, leadership

Genre/Period

classic Greek tragedy, protest literature, letter, film study, historical account

MODEL UNIT 12.5: SOCIAL RESPONSIBILITY: REDEFINING THE AMERICAN DREAM IN A WORLD CONTEXT (PAGES 72 -81)

Culminating Senior Project

Focus/Big Ideas

personal responsibility, plural citizenship, vision, hope, wisdom, innovation, the conceptual age, making a difference, youth activism

Genre/Period

Culminating Senior Project

research and social action based on the ELA unit framework, modeling leadership, meeting the standards

UNIT 12.1: THE POWER OF STORY: INSPIRING PASSION, PURPOSE, AND LEADERSHIP POTENTIAL

Anchor Text

Their Eyes Were Watching God and
Things Fall Apart

Grade 12 Disposition

Leadership Qualities

Big Ideas

- power of story
- discovering purpose, passion, and leadership potential
- dignity, integrity, self-respect
- determination
- power through conviction
- responsibility
- innovation

Themes

- Story is a basic principle of the mind. One story helps make sense of another.
- The stories we hear and the stories we tell shape who we are and who we become.
- The power of stories and poetry is lost if we don't listen.
- The power of leadership can come from within – not from what we do, but from who we are.
- Literature inspires. Language leads.
- Leadership can be a magnet or a beacon rather than a bullhorn or an organizational hierarchy.
- Effective leaders share similar qualities.
- Out of adversity comes strength of character.
- Character counts.

Diverse Perspectives

Literary

Authors Zora Neale Hurston, Chinua Achebe

Robert Hayden, William Ernest Henley, Langston Hughes, Jamaica Kincaid, Naomi Madgett, Bill Moyers, Tom Peters, Mark Sanborn, Carl Sandburg, Alfred Lloyd Tennyson, Mark Turner, Alice Walker, Paulette White, Walt Whitman, William Butler Yeats

Movements

Harlem Renaissance; Modernism

1937 – Hurston wrote *Their Eyes Were Watching God*

Postcolonial World Literature; Postmodernism

1959 – Achebe wrote *Things Fall Apart*

Political, Historical, Cultural, and Critical

- finding passion, purpose, and leadership potential through stories
- finding one's own story
- defining the function of leadership
- analyzing the power of story
- analyzing stories to identify values and qualities of leadership
- evaluating leadership potential

Focus and Essential Questions and Quotations

Focus Questions

What qualities do effective leaders share?

How do you live a life that will inspire others?

How can you lead through relationships with people as opposed to leading through control over people?

How do ordinary people transform into extraordinary individuals?

What factors influence the development of leadership qualities?

Essential Questions

What leadership skills have I developed?

What leadership qualities will I need to take with me from high school?

What qualities define a good world citizen?

How can I create the world I want to live in?

How can I use my talents to create new opportunities for myself and for others?

How do I know if I am developing the academic skills that I will need in my future life?

Quotations

“As I see it, an effective leader making the rounds asks one – and only one – question: *GOT ANY GOOD STORIES?*”

Stories are the “red meat” that animates our “reasoning processes.” *Stories* give us “permission” to act.

Stories are photographs of who we aspire to be.

Stoires cause emotional responses.

Stories connect.

Stories are us.”

Tom Peters

Re-imagine! Business Excellence in a Disruptive Age, p. 215

“Story is a basic principle of mind. Most of our experience, our knowledge, and our thinking is organized as stories. The mental scope of story is magnified by *projection* – one story helps us make sense of another. The projection of one story into another is *parable*, a basic cognitive principle that shows up everywhere, from simple actions like telling time to complex literary creations like Proust’s *A la recherche du temps perdu*.”

Mark Turner

The Literary Mind: The Origins of Thought and Language

“Stories amuse; facts illuminate. Stories divert; facts reveal. Stories are for cover; facts are for real... Stories capture the context and the emotions. Stories are important cognitive events, for they encapsulate, into one compact package, information, knowledge, context, and emotion.”

Don Norman

Things That Make Us Smart

“We don’t know one-tenth of the stories knocking about. But if you want to understand a people’s experience, life and society, you must turn to their stories. I am constantly looking for that moment when an old story suddenly reveals a new meaning.”
Chinua Achebe

“...only the story...can continue beyond the war and the warrior.

It is the story that outlives the sound of war-drums and the exploits of brave fighters.

It is the story...that saves our progeny from blundering like blind beggars into the spikes of the cactus fence.

The story is our escort; without it, we are blind. Does the blind man own his escort? No, neither do we the story; rather it is the story that owns us and directs us.”

Chinua Achebe, *Anthills of the Savannah* (1987)

Chinua Achebe on the fundamental theme that challenges African writers:

“This theme – put quite simply – is that African people did not hear of culture for the first time from Europeans; that their societies were not mindless, but frequently had a philosophy of great depth and beauty, that they had poetry, and above all, they had dignity. It is this dignity that many African people all but lost during the colonial period and it is this that they must now regain. The worst thing that can happen to any

people is the loss of their dignity and self-respect. The writer’s duty is to help them regain it.”

Chinua Achebe

“Literature, whether handed down by word of mouth or in print, gives us a second handle on reality... [It enables] us to encounter in the safe, manageable dimensions of make-believe the very same threats to integrity that may assail the psyche in real life.”

Chinua Achebe

“In choosing to quote Irish poet William Butler Yeats’ poem “The Second Coming,” Achebe implies that the process of cultural breakdown is not limited to Ibo society but is – to use a word Achebe dislikes – universal. For the society as a whole, the process of falling apart is never final.”

Novel Study Guide, HBJ

“Americans have their vision; we have ours. We do not claim that ours is superior; we only ask to keep it.”

Chinua Achebe

“Fiction is like a spider’s web, attached ever so slightly perhaps, but still attached to life at all four corners.”

Virginia Woolf

It matters not how straight
the gate,
How charged with punishments
the scroll,

I am the master of my fate,
I am the captain of my soul.

“Invictus” Henley

There was a child went forth
every day;
And the first object he look'd
upon, that object he became;
And that object became part of
him for the day, or a certain
part of the day, or for many
years, or stretching cycles of
years.

“There Was a Child Went Forth”
from *Leaves of Grass*
Walt Whitman

I am a part of all that I have met;
Yet all experience is an arch
where thro'
Gleams that untravell'd world
whose margin fades
For ever and forever when I move.
“Ulysses”
A.L. Tennyson

“It is only rarely remembered that
the definition of democracy
immortalized by Lincoln in the
Gettysburg Address had been
inspired by Theodore Parker, the
abolitionist prophet...We have a
story of equal power. It is that the
promise of America leaves no on
out. Go now, and tell it on the
mountains. From the rooftops, tell
it. From your laptops, tell it. On
campus and at the mall, tell it. Tell
it at the synagogue, sanctuary, and
mosque. Tell it where you can,
when you can and while you can –
to every candidate for office, to
every talk-show host and pundit,
to corporate executives and
schoolchildren. Tell it – for
America's sake.”

Bill Moyers
“For America's Sake”

“Our fathers gave us many laws,
which they had learned from their
fathers. Those laws were good.
They told us to treat all men as
they treated us, that we should
never be the first to break a
bargain, that it was a disgrace to
tell a lie, that we should only speak
the truth...”

Chief Joseph (Nez Perce), 1879.
“An Indian's View of Indian Affairs”
North America Review 127, (April
1879)

Literary Genre

Focus/Anchor Texts

Narrative Text

Their Eyes Were Watching God
Zora Neale Hurston

Things Fall Apart
Chinua Achebe

Informational Text

Leadership

“America's Best Leaders”
U.S. News & World Report
print edition
October 30, 2006
online edition
[http://www.usnews.com/usnews/
news/leaders/](http://www.usnews.com/usnews/news/leaders/)
(purpose, passion, solid values, lead
with hearts and heads, connected
relationships, self discipline)

“A New Story for America”
Bill Moyers
The Nation, Jan. 22, 2007
p.11-17
adaptation of Dec 12, 2006 speech
[http://www.thenation.com/
doc/20070122/moyers](http://www.thenation.com/doc/20070122/moyers)

Excerpt from *You Don't Need a Title to Be a Leader: How Anyone Anywhere Can Make a Positive Difference*.

Mark Sanborn

<http://www.leadershipnow.com/leadership/0385517475excerpt.html>

Linking Texts/Media

Leadership Within Families

Poetry

“Mother to Son”

Langston Hughes

“Those Winter Sundays”

Robert Hayden

“Father and Son”

Carl Sandburg

“He Lives in Me”

Naomi Long Madgett

“Momma”

Paulette Childress White

Excerpt from chapter “Girl”

Jamaica Kincaid

(voice and tone – leadership)

Life Influences – Who Am I?

“There Was a Child Went Forth”

Walt Whitman

<http://www.bartleby.com/142/103.html> (influences in students’ lives)

“One’s Self I Sing”

Walt Whitman

<http://www.bartleby.com/142/1.html>

“Invictus”

William Ernest Henley

<http://www.bartleby.com/103/7.html>

“Ulysses”

Alfred Lloyd Tennyson

<http://www.love-poems.me.uk/tennyson-ulysses.htm>

NPR Story Corps (Listen to stories)

<http://www.storycorps.net>

NPR This I Believe

<http://thisibelieve.org>

Their Eyes Were Watching God

Media

Clips from

Their Eyes Were Watching God

Bob Edwards’ Interview of Alice Walker

4-26-04 (NPR)

(on works of Zora Hurston)

<http://www.highbeam.com/doc/1PI-93852840.html> (Can print using free trial membership)

8-04-05 Morning Edition

“NPR Intersections: Crafting a Voice for Black Culture”

5-03-04 interview

Vertamae Grosvenor

<http://www.npr.org/templates/story/story.php?storyId=1849395>

Alice Walker on Zora Hurston’s ‘Spiritual Food’

<http://www.npr.org/templates/story/story.php?storyId=1849395>

“Zora Neale Hurston, Through Family Eyes” Liane Hansen’s interview of Lucy Ann Hurston Weekend Edition Sunday 1-14-04
<http://www.npr.org/templates/story/story.php?storyId=4169435>

“The Sound of 1930s Florida Folk Life”
Blues Songs, Rural Life Focus of
Library of Congress Web Archive
<http://www.npr.org/programs/atc/features/2002/feb/wpa-florida/020228.wpa-florida.html>

Text

“Janie Crawford”
Alice Walker (from *Good Night, Willie Lee*; also printed in *Alice Walker in the Classroom*, Carol Jago)

“Looking for Zora” Alice Walker
1975

Foreword to *Every Tongue Got to Confess: Negro Folk-tales from the Gulf States*
John Edgar Wideman
(on Hurston’s use of language)

Things Fall Apart

Media

Fiddler on the Roof
Joseph Stein, play
Sholom Aleichem, book

Text

“Marriage is a Private Affair”
Chinua Achebe

The Role of the Writer in a New Nation”
Chinua Achebe
(fundamental theme that challenges African writers)

Bill Moyers’ interview of Chinua Achebe
A World of Ideas, 1989, p. 333-344.

“The Second Coming”
William Butler Yeats
(wr. 1919, pub. 1921)
Things Fall Apart title derives from poem;
see related quotation

Heart of Darkness
Joseph Conrad
(as a contrasting view of Africa and African culture; Achebe wrote *Things Fall Apart* in response to Conrad’s novella)

College Application

“Helping Students Write College Application Essays”
Jim Burke
<http://www.englishcompanion.com/room82/college/writecollegeessays.html>

“Guidelines for Letters of Recommendation” Jim Burke (chart) <http://www.englishcompanion.com/room82/college/recletterform.html>

“With a Little Help from Your Mom”
Carol Jago
<http://www.englishcompanion.com/room82/college/jagocolumn.html>

Teacher Resources

How to Read Literature Like a Professor
Thomas C. Foster

Literary Criticism Resource
Literature: Reading Fiction, Poetry, and Drama
Robert DiYanni

*Approaches to Teaching Achebe's
Things Fall Apart*
Edited by Bernth Lindfors

Media

Finding Oprah's Roots: Finding Your Own

Henry Louis Gates, Jr.

Purchase DVD or book at Shop
PBS site

<http://www.shoppbs.org/sm-pbs-finding-oprahs-roots-finding-your-own-dvd--pi-2589151.html>

Internet Links to Resources

Narrative Profundity Scale

<http://www.readinglady.com/mosaic/tools/Profundity%20Scale-Narrative%20from%20Jeff.pdf>

Genre Study and Literary Analysis

Narrative Text

Genre Study

Characteristics of

- bildungsroman novels
- folklore
- poetry
- Postcolonial literature
- historical fiction

Author Study

- Chinua Achebe
- Zora Neale Hurston

Literary Elements

- setting
- characterization
- plot structure
(antagonist/protagonist)
- theme
- point of view

Poetry

- imagery
- figurative language
- free verse
- metaphor
- simile
- rhythm
- speaker
- attitude toward subject (tone)
- repetition

English Bildungsroman Novels

- education, growth and development of a protagonist both in the world and within
- autobiographical form where fact mingles with fiction
- sense of reality
- ancestry of main character
- leaves home to search for own identity
- life experiences shape who character becomes

Postcolonial Literature

http://en.wikipedia.org/wiki/Postcolonial_literature#Other-important_authors_in_postcolonial_theory

<http://www.usp.nus.edu.sg/post/>

Their Eyes Were Watching God

- frame story
- change in points of view
first/third person/voice
- tone/attitude/effect
- language manipulation
- syntax
- allusion

Diction

- slang, jargon, dialect
- colloquial expressions
- concrete; abstract
- denotation; connotation

Things Fall Apart

- figurative language
 - metaphor
 - simile
 - proverb
- Achebe uses proverb to
 - underline theme
 - foreshadow events
 - comment on character
 - articulate Ibo values

Historical/Cultural Perspectives

- Discuss moral/ethical issues in texts read
- Discuss literal, historical, and political perspectives

Critical Perspectives

Literary Criticism

- Analyze one text from multiple perspectives

OR

- Analyze more than one text from a single perspective
 - Formalist
 - Biographical
 - Historical
 - Psychological
 - Sociological
 - Marxist
 - Feminist

Literary Criticism Resource
Literature: Reading Fiction, Poetry, and Drama
Robert DiYanni

Informational Text

Genre Study

Characteristics of

- informational reports
- college application essay

Expository Elements

(Moyers)

- subtleties of sarcasm
- tone
- understatement
- overstatement
- hyperbole
- allusion
- anecdote
- syntax
- sentence structure
- repetition

Organizational Patterns

(Special Reports)

- reorganization of printed material for web publication

Text Criteria

- ACT Characteristics of Complex Text

Reading, Listening/Viewing Strategies and Activities

Reading

Narrative Text

- Read through all quotations for the purpose of understanding the significance of story in our lives.
- Anticipation activity: In small groups, generate a list of leadership qualities.
- Read *Their Eyes Were Watching God* and *Things Fall Apart*, to illustrate how the stories we read shape who we are and who we become.

Close Reading

Reading Strategies

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm>

- Use thinking notes and think-aloud strategies.
- Analyze for syntax and tone.
- Evaluate author's style in informational text.
- Annotate text.
- Take notes (Cornell Notes and Double Entry Journals).

<http://www.clt.cornell.edu/campus/learn/LSC%20Resources/cornellsystem.pdf>

Critical Reading

- Critical Reading Questions

What does the text say?
(literal)

How does it say it?
(figurative)

What does it mean?
(interpretive)

Why does it matter?
(wisdom/allusion/
connections/relevance)

- Read U.S. News "America's Best Leaders." Jigsaw the article. Compare lists. Continue ongoing discussion through blogs, dialogue boards, interactive notebooks, posters.
- Use the focus questions to guide purposeful reading toward the theme.

- In a jigsaw activity, analyze the collections of poetry for the voices of leadership and for the elements and devices used to tell a story in a concise way. Record the analysis as a chart.
- Read narrative and informational text for evidence of leadership qualities.

Listening/Viewing

- View *Their Eyes Were Watching God* movie segments for the significance of Janie's language.
- Listen to "The Sounds of 1930s Florida Folk Life" and read the Foreword to *Every Tongue Got to Confess* as an introduction to the language of Hurston's novel.
- Use/View "Do You Speak American?" (viewers' guide)

<http://www.pbs.org/speak/about/guide/> (PBS-DVD)

<http://www.shoppbs.org/product/index.jsp?productId=1920125>

Discuss how "the language we use can define us, unite us, or separate us."

- View teacher-selected clips from *Fiddler on the Roof* and *Their Eyes Were Watching God* for examples of strong family or personal leadership. Critique one or both using resources provided.

<http://www.readwritethink.org/lessons/lesson-view.asp?id=863>

Writing, Speaking, Expressing Strategies and Activities

Writing to Access Prior Knowledge

- Think about the power of storytelling. How much of what you have learned about family values, ethics, and morals has been learned through family stories? Write a personal narrative essay about the power of story in your life; reflect on the role stories play in your understanding of your family, yourself, and your values.

Writing to Learn

Journal Entries

- Respond to focus questions.
- Quotation notebooks
- Write about leadership qualities you observe in school, church, club, or sports leaders
- Identify examples of literary elements in narrative and informational texts.
 - Discuss the frame in which *Their Eyes Were Watching God* is written.
 - Discuss Hurston's purpose in using first and third person points of view.
- Record examples of Hurston's use of language to suggest power, leadership, or social class.
- Analyze Janie and Okonkwo using the Narrative Profundity Scale <http://www.readinglady.com/mosaic/tools/Profundity%20Scale-Narrative%20from%20Jeff.pdf>

- Using a character analysis chart, analyze Hurston's character development of Janie and the minor characters in *Their Eyes Were Watching God*. Note the function of the major and minor characters, character development, motives and causes for action, and describe the function of the moral dilemmas in the novel.
- Identify Okonkwo's dominant character flaw and discuss how it contributes to his downfall; identify Okonkwo's dominant strength and discuss how it contributes to his success; evaluate his leadership qualities.
- As you prepare to ask teachers for letters of recommendation for college or career programs, think about your strengths, your leadership potential, and your story. Identify the information you will share with those you ask to recommend you. Use Jim Burke's "Guidelines for Letters of Recommendation" as a resource.
- Analyze the plot structure of *Their Eyes Were Watching God*. Record Janie's progression toward independence and self-discovery at each stage of the plot.
- Discuss the psychological and/or social pressures on Janie and Okonkwo.
- Describe the world in which the Janies of the world could live without compromising their personal integrity.

Data Walls

- Record random acts of leadership within your school.
- Continue to post examples of leadership and leadership qualities on classroom data walls.

Writing to Demonstrate Learning

Essay Options

Literary Analysis

- Given the theme of leadership, examine the cultural/historical significance of *Their Eyes Were Watching God* and *Things Fall Apart*.
- In his title *Things Fall Apart*, Chinua Achebe alludes to William Butler Yeats' poem "The Second Coming." Four lines of the poem are printed as an epigraph at the front of the text. Read the book; discuss how the plot and characterization express ideas of these lines. Write a critical essay answering these questions: What are the things? And how do they fall apart?
- Write an essay in which you discuss Okonkwo as a tragic hero in fiction.

Reflective Essay

- Write an essay reflecting on the lessons learned from Janie and Okonkwo that you will apply in college or in life after high school.

Comparison Essay

- Review the leadership qualities you identified in this unit and in your family stories. Compare your initial thinking about leadership and values with your current thinking about leadership characteristics. How does your understanding of the role of story influence the function of leadership?

Research

- Read about Achebe and Hurston. Identify basic beliefs, perspectives and philosophical assumptions underlying the authors' works. Why did Hurston choose to tell Janie's story? Why did Achebe choose to tell Okonkwo's story? What are the philosophical assumptions underlying the authors' works? What bigger story is each telling?

Authentic Writing

College Application Essay

- Think about the theme "Story is a basic principle of the mind. One story helps make sense of another." Think about the stories you have read and heard in this unit. Identify one story that helped you make sense of another for your own life.
- Evaluate own strengths for leadership potential. Write a college application essay based on a self-evaluation of your leadership potential in which you tell your story. Use essential questions as resources for your draft.

Speaking

- Recite a poem, speech, or excerpt from a speech or essay from this unit.
- Analyze poetry using Think-Pair-Share.
- Discuss in class/group sessions the power of the story or the poem to inform thinking and change lives.

Expressing

- After reading the quotations on the power of story and the selected texts, remember five stories from your life that tell what's most important about you (your character, your motivation, your compassion, your passions, your humor, your friendships, etc.). Share one or more with your classmates. How will you use these stories in the future?
- Read "There Was a Child Went Forth." Make a class "Child Went Forth" collage depicting objects that have become part of you.
- Evaluate own strengths for leadership potential. Review the leadership characteristics identified in the articles and the leadership qualities you have identified in the characters of the novels. Create a three-column chart that lists the leadership qualities you currently possess, those you plan to develop, and your action plan.
- Create a literary online scrap

book for one of the novels read in this unit; focus on one theme or topic; share scrap book with class; defend choice of entries based on importance in understanding the topic. Use the Read-Write-Think Resource.

<http://www.readwritethink.org/lessons/lesson-view.asp?id=787>

Culminating Senior Project – Unit 12.5 Social Responsibility

Review plans for unit study for grade 12. Begin thinking and planning for possible individual, group, class, or community projects that will fulfill the senior project requirement for Unit 12.5. Each unit will provide opportunities and examples.

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
 - language fluency
 - reading complexity
 - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

Daily Language Fluency

Reading

- HSTW/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

Reading Portfolio

recording reading with three levels of support

1. texts/literature studied in class (challenging text in zone of proximal development – text students couldn’t read without the help of the teacher); anchor, linking texts, and author/poet study
2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays
3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies

Reading Strategies

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

Vocabulary Development

- words from selections
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News

Writing

Writing Strategies

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing (review, revise, edit)
- note taking

Grammar Skills

- grammar and rhetoric mini lessons
- practice skills for ACT/SAT success

Grammar Instruction to:

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar Resource

“Power of Language” Module (ELA Companion Document)

ACT College Readiness Standards

English

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

Reading

Analyze text for

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

Writing

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
 - conventions (grammar, usage, mechanics)
 - vocabulary (precise, varied)
 - sentence structure variety (vary pace, support meaning)

UNIT 12.2 SHARED LEADERSHIP: **THE RESPONSIBILITY OF THE ELECTORATE**

Anchor Text

1984, *Animal Farm*
George Orwell

Grade 12 Disposition

Leadership Qualities

Big Ideas

- leadership
- power of the people
- governance
- rights and responsibilities of the people
- warning
- economic, political, social indicators that predict inequity
- active participation
- use and abuse of power

Themes

- The quality of leadership is determined by the involvement of the electorate.
- Leadership is a reflection of the majority of the electorate.
- Today's world demands an informed, involved, and engaged electorate to maintain a government of the people, for the people, and by the people.
- Leadership is a shared responsibility of the leaders and of those being led.
- A component of responsible citizenship is knowing which leader to follow.
- Freedom is not license, but responsibility. With freedom comes responsibility.

Diverse Perspectives

Literary

Authors George Orwell

Walter Dellinger, Lou Dobbs, The Iroquois Nation, Sue Johnston, John C. Maxwell, Bill Moyers, Dudley Randall

Movements

Dystopian (Anti-utopian) Literature

1944 – Orwell wrote *Animal Farm* (published 1946)

1949 – Orwell wrote *1984*

Political, Historical, Cultural, and Critical

- comparing governments in Orwell's novels with today's governments
- identifying the responsibilities of the electorate
- evaluating need for a vigilant electorate
- analyzing Iroquois constitution as precursor to the U. S. Constitution
- understanding shared leadership
- valuing leaders and followers

Focus and Essential Questions and Quotations

Focus Questions

What are the responsibilities of the people to maintain a government that is of the people, by the people, and for the people?

What are the indicators that our elected leaders are no longer upholding our constitutional rights? What are the warning signs? How do we heed them? What are appropriate actions?

What are the reciprocal responsibilities of the elected and the electorate?

Essential Questions

What responsibility do I have to society?

What can I do to avoid repeating mistakes made in history?

What kind of world do I want to live in?

What must I do to create the world in which I want to live?

What makes a good leader?

What leadership skills have I developed?

Under what circumstances will I be a leader or a follower?

How will I use my influence and leadership to create the world in which I want to live?

Quotations

“During times of universal deceit, telling the truth becomes a revolutionary act.”

George Orwell

“Each of us influences 10,000 other people during our lifetime.”

Maxwell, 2002

“...that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

Abraham Lincoln

“All animals are equal, but some animals are more equal than others.” *Animal Farm*, p. 133

“Big Brother is watching.” *1984*, p. 2

“What above all is needed is to let the meaning choose the word, and not the other way around.”

George Orwell,

Politics and the English Language

“There’s a hole in the American system where the leadership used to be... The most effective answer to this leadership vacuum would be a new era of political activism by ordinary citizens.” Bob Herbert

“Politics ought to be the part-time profession of every citizen who would protect the rights and privileges of free people and who would preserve what is good and fruitful in our national heritage.”

Dwight Eisenhower, quoted in Bob Herber Op Ed article

“Democracy works when people claim it as their own.”

Bill Moyers

“As learners of freedom, we might come to understand that the price of liberty is eternal vigilance.”

The Gospel According to America

David Dark

“If we are to preserve the American Dream for future generations, ... We must begin with ourselves as individuals. A good starting point for each of us is to read the two most important documents that govern our lives as individuals and as a nation.”

Lou Dobbs, *War on the Middle Class*, p. 197.

“Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total; of all those acts will be written the history of this generation.”

Robert Kennedy

“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 Kennedy

“There are those who look at things the way they are, and ask why... I dream of things that never were, and ask why not?”

Robert Kennedy

“The problem of power is how to achieve its responsible use rather than its irresponsible and indulgent use – of how to get men of power to live for the public rather than off the public.”

Robert Kennedy

Literary Genre

Focus/Anchor Texts

Narrative Text

Animal Farm, George Orwell

1984, George Orwell

Informational Text

“America’s Best Leaders”

U.S. News & World Report

print edition, October 30, 2006

online edition

<http://www.usnews.com/usnews/news/leaders/>

“A New Story for America”

Bill Moyers

The Nation, Jan. 22, 2007, p.11-17

adaptation of Dec 12, 2006 speech

<http://www.thenation.com/doc/20070122/moyers>

Essays /Editorials

“Read the Fine Print”

New York Times editorial writer

July 25, 2006

<http://www.iht.com/bin/print-ipub.php?file=/articles/2006/07/25/opinion/edbush.php>

“A Slip of the Pen”

Walter Dellinger

New York Times July 31, 2006

<http://www.nytimes.com/2006/07/31/opinion/31Dellinger.html?ei=5090&en=f70ccdbfec5bce8d&ex=1311998400&partner=rssuserland&emc=rs&pagewanted=print>

Linking Texts

Media

Animal Farm,

George Orwell

Animated Movie, 1999

1984 George Orwell

Blackstone Audiobooks, 1991

Text

“Something to Honk About”

Sue Johnston

<http://itsunderstood.typepad.com/my-weblog/leadership-communication/index.html>

Excerpts from

War on the Middle Class

Lou Dobbs

Chapter 12, p.197-212

Excerpts from

Leadership 101

John C. Maxwell

“Constitution of the Iroquois

Nations: The Great Binding Law, Gayanashagowa”

<http://www.constitution.org/cons/iroquois.htm>

Music Lyrics

“Beasts of England,” (*Animal Farm*, pp. 33-32)

“The Eve of Destruction”

P. F. Sloan

Poetry

“Ballad of Birmingham”

Dudley Randall

<http://webinstituteforteachers.org/~vfjohnson/ballbham.html>

“Booker T. and W.E.B”

Dudley Randall

<http://www.huarchivesnet.howard.edu/9908huarnet/randall.htm>

Additional Linking Texts

“How and Why Active Followers Matter in Leadership”

Edwin P. Hollander

<http://www.academy.umd.edu/publications/klspdocs/eholl-pl.htm>

“The Leader-Follower Partnership: It’s a New Day”

David Lassiter

<http://www.leadershipadvantage.com/leaderFollowerPartnership.shtml>

“Traits of a Good Leader”

Santa Clara University and the Tom Peters Group

<http://www.nwlink.com/~donclark/leader/leadchr.html>

“Seven Personal Qualities Found in a Good Leader” Barbara White

<http://ezinearticles.com/?Seven-Personal-Characteristics-Of-A-Good-Leader&id=59305>

Excerpts from *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner City Students*

Miles Corwin

Review by Mark Welch

<http://www.markwelch.com/perspective/andstillwerise.htm>

“The Censors”

Luisa Valenzuela

<http://southerncrossreview.org/3/censorseng.html>

“The Voter”

Chinua Achebe

Excerpts from

No Longer at Ease

Chinua Achebe

“Long on Rhetoric, Short of Sorrow”

Bob Herbert

OP-Ed Column, *New York Times*,
January 25, 2007

http://mparent7777.blog-city.com/long_on_rhetoric_short_on_sorrow_bob_herbert_theres_a_hole_.htm

U.S. Historical Documents

“Declaration of Independence”

“The Constitution of the United States of America”

“Bill of Rights”

“The Pledge of Allegiance”

“The Gettysburg Address”

Literature/Culture Characteristics

Narrative Text

Genre Study

Characteristics of

- satire
- allegory
- fable
- cautionary tale
- dystopian fiction

Author Study

- George Orwell

Literary Elements

- novella (political commentary)
- protagonist
- antagonist
- anonymous narration
- point of view
- tone

Literary Devices

- symbolism
- irony
- foreshadowing
- maxim/motto/watchword motifs of songs and rituals
- imagery
- satire
- propaganda

Allegory

- extended metaphor
- objects, persons, and actions have symbolic meanings
- personifications of abstract ideas
- literal vs. symbolic meaning

Features of Film

- setting (geographical, historical, social milieu)
- atmosphere (mood)
- cinematography (camera placement and movement, lighting, color, focus, frame)
- composition
- lighting (realistic, romantic, expressive, “dark,” “surreal”)
- décor/clothing
- pace (fast-paced, slow-paced, “meditative,” “poetic”)
- suspense
- sound (realistic, expressive, simple vs. multi-layered)
- music (soundtrack vs. source)
- editing (cutting for continuity, cutting within a scene, cross-cutting, parallel editing, metaphorical/symbolic cutting)
- character (complexity, development, believability)
- acting (professional/non-professional, realistic, stylized/symbolic)
- plot (story, subplots, drama)

Historical/Cultural Perspectives

- Historical, political and cultural themes and perspectives

Critical Perspectives

- Quotable lines
- How would this situation be viewed today?
- Connect to self – own perspective on issues of propaganda and leadership

- Analyze *Animal Farm* and *1984* from the sociological (Marxist) perspective; evaluate the use and abuse of power.

Informational Text

Genre Study

Characteristics of

- articles
- Google and Internet postings

Expository Elements (Moyers)

- subtleties of sarcasm
- tone
- understatement
- overstatement
- litotes
- hyperbole
- allusion
- anecdote

Features

- Literary devices thesis, supporting ideas, statistical evidence

Historical/Cultural Perspectives

- Historical and contemporary perspective

Critical Perspectives

- Connect to self – own perspective on issues of leadership and propaganda
- facts and opinions
- writer’s tone, (e.g., bias)
- logic
- authenticity

Reading, Listening/ Viewing Strategies and Activities

Reading

- Read through all quotations for the purpose of understanding shared leadership and the responsibility of the electorate.

Close Reading

Reading Strategies

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm>

- Analyze for persuasion in speeches and in propaganda.
- Use thinking notes and think-aloud strategies.
- Analyze for syntax and tone.
- Evaluate author's style in informational text.
- Annotate text.
- Experiment with note-taking while reading *Animal Farm* and *1984*.
 - Double Entry Journal
 - Talking to the Text (thinking aloud)
 - Cornell Note-Taking

<http://www.clt.cornell.edu/campus/learn/LSC%20Resources/cornellsystem.pdf>

Write a quick write reflecting on the method that works best.

- Recognize a variety of plot structures and elements and describe their impact on the reader in specific literary works.

Critical Reading

- Critical Reading Questions
 - What does the text say? (literal)
 - How does it say it? (figurative)
 - What does it mean? (interpretive)
 - Why does it matter? (wisdom/allusion/ connections/relevance)
- Read *Animal Farm* and *1984* from the perspective of the citizens; think about what action they could have taken to change the system.
- Analyze how language is used to control citizens.
- Analyze two or more literary or expository texts and tell how the theme is treated differently.
- Analyze how the tensions among characters, communities, themes, and issues in literature and in other texts reflect human experience.
- Do a close reading of the first three paragraphs of the "Declaration of Independence;" annotate the text; identify the guidelines for ensuring protection of the rights of the people.
- Read the editorials "Slip of the Pen" and "Read the Fine Print;" research "Signing Statements;" determine how this practice has changed laws. Follow the research with a debate on the potential for privileging the executive branch and tipping the balance power.

Dialogue Board Activity

- David Dark said, “As learners of freedom, we might come to understand that the price of liberty is eternal vigilance.” Read Chapter 12 of Lou Dobbs’ *War on the Middle Class*, the “Declaration of Independence,” and other sources to qualify “eternal vigilance.” Post examples.
- Read the “Constitution of the Iroquois Nations” for elements of shared leadership.

Listening/Viewing

Listening Comprehension

- Listen to “The Eve of Destruction;” identify satirical elements; discuss how protest songs play a role in keeping the electorate vigilant.
- View the animated version of *Animal Farm*; compare it with the book asking the question, “Does the movie send the same message as the book?” Analyze the movie using the “Motion Picture Analysis Worksheet” and features of film.
<http://www.archives.gov/education/lessons/worksheets/motion-picture-analysis-worksheet.pdf>
- Listen to the audio version of *1984*; chart actions of characters and events in the novel.

Practice Listening Skills

- Monitor message for clarity and understanding.
- Ask relevant questions.
- Provide verbal and nonverbal feedback.
- Notice cues such as change of pace and emphasis that indicate a new point is about to be made.
- Take notes to organize essential information.

Writing, Speaking, Expressing Strategies and Activities

Writing to Access Prior Knowledge

- All citizens of the United States have responsibilities to ensure that the government represents and protects the people. What is your role as a citizen? How will you exercise your responsibilities as a voter?

Writing to Learn

Journal Entries

- Respond to focus questions.
- Quotation notebooks
- As you read *Animal Farm* and *1984*, analyze how language is used to control citizens. In *Animal Farm*, find examples of the animals being controlled through lack of education, propaganda, and surreptitious changing of the commandments. In *1984*, find examples of how the control of the language of Newspeak is used to control thought.
- Note examples of literary devices (symbolism, irony, satire, propaganda, motifs).
- How does “Something to Honk About” demonstrate shared leadership? How would this model work in a real world situation?
- Describe your ideal future world. What will your generation have to do to create that world?

- What kind of leadership will your generation have to provide to protect our democracy?

Data Walls

- How do the governments in *1984* and *Animal Farm* compare with today’s American government? Is Big Brother watching? Discuss differences and tendencies toward similarities. Record instances on a data wall.

Roles of Leaders and Followers

- Use a two-circle thinking map or a Frayer model to show how the roles of leaders and followers are alike and how they differ. Embellish with examples and non-examples.

Writing to Demonstrate Learning

Essay Options

Literary Analysis

- How did Orwell use moral dilemmas to develop Winston and Napoleon as characters whose actions and motives impact the understanding of Orwell’s message?

Expository Essay

- “People are too well informed to adhere to a set of rules or to simply follow a leader over a distant hill. They want to be inspired by a greater purpose.” Ann Fudge and Sir Francis Bacon observed that “knowledge is power” and John Maxwell adds that knowledge empowers. Write

an expository essay describing how these two statements contribute to the necessary attributes of a responsible electorate.

Comparative Essay

- Draw parallels between events in *Animal Farm* and today's government. Provide examples of government policies that erode the rights of the electorate.
- Draw parallels between the world of 1984 and the world of today.

Personal/Persuasive Essay

- Discuss your responsibilities as part of the electorate to maintain a government of the people, for the people, and by the people.
- Identify the two or three most important actions that could/should have been taken to balance the power in 1984 or to avoid the outcome in *Animal Farm*.

Reflective Essay

- Consider how language was used in 1984 and *Animal Farm*. Write an essay in which you identify language used by leaders today to control or influence the electorate? What is Newspeak today? How can you avoid being controlled or limit the influence?

Research

- Read articles on the role followers play in the quality of leadership. Identify five or six

attributes or characteristics of effective followers/citizens/electorate. Research Orwell's life for examples of these characteristics. What caused him to feel responsible to warn others? Why did he send his warning in the form of a story?

- Review school and community presentation workshops at the National Archives site for possible ideas for culminating senior project.
<http://www.archives.gov>

Authentic Writing

Reflective Response

- Use John Kennedy's quotation, "Ask not..." along with Bobby Kennedy's quotation on leadership to form a new statement that informs members of the electorate of their responsibilities as leaders and followers.

Speaking/Expressing

- Perform a choral reading of "Booker T and W.E.B." or other poetry or excerpt from unit.
- After reading articles on signing statements, debate their potential for privileging the executive branch and tipping the balance power. Provide suggestions for keeping the balance of power with the people.

Culminating Senior Project – Unit 12.5 Social Responsibility

Review plans for unit study for grade 12. Begin thinking and planning for possible individual, group, class, or community projects that will fulfill the senior project requirement for Unit 12.5. Each unit will provide opportunities and examples.

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
 - language fluency
 - reading complexity
 - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

Daily Fluency

Reading

- HSTW/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

Reading Portfolio recording reading with three levels of support

1. texts/literature studied in class (challenging text in zone of proximal development – text students couldn't read without the help of the teacher); anchor, linking texts, and author/poet study
2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays
3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies

Reading Strategies

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

Vocabulary Development

Animal Farm and *1984*:

- language of 1940's England - formal
- words related to and from selections (Orwellian, Newspeak, unperson, doublethink, thoughtcrime)
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News

Writing

Writing Strategies

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing (review, revise, edit)
- note taking

Grammar Skills

- grammar and rhetoric mini lessons
- practice skills for ACT/SAT success
- Elements of dialogue
- Parts of speech

Grammar Instruction to

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar Resource
"Power of Language" Module
(ELA Companion Document)

ACT College Readiness Standards

English

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

Reading

Analyze text for

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

Writing

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
 - conventions (grammar, usage, mechanics)
 - vocabulary (precise, varied)
 - sentence structure variety (vary pace, support meaning)

UNIT 12.3 BALANCE OF POWER: LEADERSHIP FOR THE AMERICAN DREAM

Anchor Text

The Grapes of Wrath
The Great Gatsby

Grade 12 Disposition

Leadership Qualities

Big Ideas

- balancing opportunities for all
- social mobility
- influence of class
- art of argumentation and negotiation
- social protest
- The American Dream

Themes

- The qualities of leadership transcend class.
- The promise of America leaves no one out.
- Upward mobility within America's class structure depends on access to educational and economic opportunities.
- Money should not be the only index of class distinctions.
- Great leaders can emerge from adversity.
- Character counts.

Diverse Perspectives

Literary

Authors John Steinbeck, F. Scott Fitzgerald

Lou Dobbs, Barbara Ehrenreich, Essex Hemphill, Langston Hughes, Maurice Kenney, Paul Krugman, David Leohardt, Jeff Madrick, Ruby K. Payne, Janny Scott, E. B. White, Walt Whitman

Movements

Literature of The Jazz Age and the Great Depression

1924 – Fitzgerald wrote *The Great Gatsby* (published 1925)

Literature of the Depression and the Dust Bowl

1938 – Steinbeck wrote *The Grapes of Wrath* (published 1939)

Political, Historical, Cultural, and Critical

- learning from leaders in history and those from today
- understanding class and hidden rules that govern upward mobility
- identifying problems from past time periods that still exist today
- building an American Dream for the future

Focus and Essential Questions and Quotations

Focus Questions

How can we resolve the class imbalance that exists today?

What role does class play in limiting the American Dream?

What is necessary to achieve The American Dream in today's society?

When does the class of a leader matter?

How do we define class beyond just economic status?

What is the relationship between power and economic influence?

What can we do to keep class from becoming caste?

Essential Questions

What rules or principles do I use for how I treat others?

What leadership qualities will I need to take with me from high school?

What can I do to avoid repeating mistakes made in history?

Who is in a position to help me affect change?

How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?

What responsibility do I have to society?

How can I create the world I want to live in?

Quotations

"I had always hoped that this land might become a safe and agreeable Asylum to the virtuous and persecuted part of mankind, to whatever nation they might belong."

George Washington

"It's basically against the American principal to belong to a class. So, naturally, Americans have a really hard time talking about the class system, because they really don't want to admit that the class system exists."

R. Couri Hay, society columnist

"That was always my experience — a poor boy in a rich town; a poor boy in a rich boy's school; a poor boy in a rich man's club at Princeton... However, I have never been able to forgive the rich for being rich, and it has colored my entire life and works."

F. Scott Fitzgerald, *A Life in Letters*

"An imbalance between rich and poor is the oldest and most fatal ailment of all republics"

Plutarch

"[The top] 1% of U.S. households have more wealth than the bottom 90% combined."

Bill Moyers

"The beauty of America is that I don't have to deny my past to affirm my present. No one does."

Mario Cuomo

"Achieving the American Dream"

“Being American once meant being ‘upwardly mobile:’ using energy and talent to improve our lot in life... For the first time Americans aren’t dreaming of a better life for their children – they’re desperately hoping that their children won’t be forced into a lower standard of living and a lower quality of life.”
Lou Dobbs, p. 17

“We have a story of equal power. It is that the promise of America leaves no one out. Go now, and tell it on the mountains... Tell it where you can, when you can and while you can – to every candidate for office, to every talk-show host and pundit, to corporate executives and schoolchildren. Tell it – for America’s sake.”
Bill Moyers
“For America’s Sake”

“Thomas Piketty... warns that current policies will eventually create ‘a class of rentiers in the U.S., whereby a small group of wealthy but untalented children controls vast segments of the U.S. economy and penniless, talented children simply can’t compete.’ If he’s right – and I fear that he is – we will end up suffering not only from injustice, but from a vast waste of human potential.
Goodbye, Horatio Alger. And goodbye, American Dream.”
Paul Krugman

“Today the United States is two nations, but not so much divided between rich and poor... as between the well-educated and the rest.”
Jeff Madrick

Less than a week after The Kalamazoo Promise was unveiled, the scholarship program appears to be shifting the culture at Kalamazoo Public Schools’ three high schools. With the pledge of a four-year college scholarship for every graduate of Kalamazoo Public Schools, schools and students are now feeling positive pressure to rise to the challenge, principals say... “So many of our kids have received varying messages about what society holds for them, and now they’re being told: “You can be a part of this. ... You have the chance, you are included, you are being thought of, you are being supported.” “
The Kalamazoo Gazette, Schools, students now driven to achieve
11/16/2005

The American Dream is “that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement... It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.”
James Truslow Adams
The Epic of America,
p. 214-215

Literary Genre Focus/ Anchor Texts

Narrative Text

The Grapes of Wrath

John Steinbeck

Literary Nonfiction

Biographical information about
leaders for Expert Group Activity

[http://wneo.org/24hours/
expertgroup2.htm](http://wneo.org/24hours/expertgroup2.htm)

Examples of Leaders Who Rose
From Poverty

Warren Buffet

Cesar Chavez

Bill Clinton

Frederick Douglass

Olaudah Equiano

Benjamin Franklin

Abraham Lincoln

Harriet Tubman

Oprah Winfrey

Examples of Leaders Who Lived or
Supported the American Dream

Susan B. Anthony

George Washington Carver

Bill Gates

Alexander Hamilton

Joe Hill

Steve Jobs

Lyndon B. Johnson

Eleanor Roosevelt

Franklin D. Roosevelt

Malcolm X

[http://www.pbs.org/history/
history-biographies.html](http://www.pbs.org/history/history-biographies.html)

[http://www.homeworkspot.com/
features/famouspeople.htm](http://www.homeworkspot.com/features/famouspeople.htm)

[http://www.pbs.org/wnet/aalives/
profiles.html](http://www.pbs.org/wnet/aalives/profiles.html)

Informational Text

“America’s Best Leaders”

U.S. News & World Report.

print edition, October 30, 2006

online edition

[http://www.usnews.com/usnews/
news/leaders/](http://www.usnews.com/usnews/news/leaders/)

(purpose, passion, solid values, lead
with hearts and heads, connected
relationships, self discipline)

“A New Story for America”

Bill Moyers

The Nation, Jan. 22, 2007, p.11-17

adaptation of Dec 12, 2006 speech

[http://www.thenation.com/
doc/20070122/moyers](http://www.thenation.com/doc/20070122/moyers)

Excerpts from

*A Framework for Understanding
Poverty*

Ruby K. Payne

Chapter 3: “Hidden Rules Among
Classes” p. 37-45.

Hidden Rules of Class at Work

Ruby K. Payne

Chapter 1: “The Golden Keys of
Economic Realities,” p. 14-22.

“Class Matters: Social Class in the
United States”

[http://www.nytimes.com/pages/
national/class/](http://www.nytimes.com/pages/national/class/)

Linking Texts

The Great Gatsby

Media

Clips from
The Great Gatsby
F. Scott Fitzgerald

Text

The Great Gatsby
Scott Fitzgerald
Electronic Text
http://etext.library.adelaide.edu.au/f/fitzgerald/f_scott/gatsby/

F. Scott Fitzgerald Career Timeline
http://www.pbs.org/wnet/americanmasters/database/fitzgerald_f_timeline_flash.html

The Grapes of Wrath

Text

Migrant camp
<http://weedpatchcamp.com>

Steinbeck's *Harvest Gypsies* Articles
<http://newdeal.feri.org/nchs/docs02.htm>

Media

"Voices from the Dustbowl"
<http://memory.loc.gov/ammem/afctshhtml/tshome.html>

"Surviving the Dust Bowl"
<http://www.pbs.org/wgbh/amex/dustbowl/>

Music Lyrics

"Ghost of Tom Joad"
Bruce Springsteen
Rage Against the Machine

"Ballad of Tom Joad"
Woody Guthrie
NPR - The Grapes of Wrath
<http://www.npr.org/programs/morning/features/patc/grapesofwrath/>

Songs and Resources for *The Grapes of Wrath*/American Dreamers
<http://www.teachnlearn.org/TeachersMainPage.htm>

"Bound for Glory: A tribute to Woody Guthrie"
http://www.themomi.org/museum/Guthrie/index_800.html

Social Class

Media Documentaries

PBS Documentary
"People Like Us: Social Class in America"
So What Class Are You?
interactive site and activities

<http://www.pbs.org/peoplelikeus/index.html>
Teacher resource – Social Strata
<http://www.pbs.org/peoplelikeus/resources/guide3.html>

NPR Documentary
"The Haves and Have-Nots"
Part 1: The View from the Top
Part2: Ivy Tower, Blue Collar
Jim Zarroli
All Things Considered
<http://www.npr.org/templates/story/story.php?storyId=7221483>

Frontline: *Is Wal-Mart Good for America* (video)
<http://www.pbs.org/wgbh/pages/frontline/shows/walmart/view/>

ABC 20/20
“Waiting on the World to Change”
Diane Sawyer
<http://abcnews.go.com/2020/story?id=2819991&page=1>

“Living on Minimum Wage”
(Morgan Spurlock)
<http://www.bargaineering.com/articles/morgan-spurlocks-30-days-living-on-minimum-wage.html>

Elizabeth Warren interview with
Bill Moyer
(Harvard Law Professor and
author)
<http://www.pbs.org/now/news/index.html>

Texts

Excerpt from
War on the Middle Class
Lou Dobbs
Chapter 1, p.13-22, Addendum

Excerpts from
Nickel and Dimed
Barbara Ehrenreich
<http://www.nickelanddime.net/>

“Goodbye, Horatio Alger: Moving
Up Economically is Now Impossible
for Many, if not Most, Americans”
Jeff Madrick
The Nation, article posted January
21, 2007 (February 5, 2007 issue)
<http://www.thenation.com/doc/20070205/madrack>

“The Death of Horatio Alger”
Paul Krugman
The Nation
article posted December 18, 2003
(January 5, 2004 issue)
<http://www.thenation.com/doc/20040105/krugman>

“We’re All American”
E. B. White essay
New York Times, March 6, 1954
in *Writings from the New Yorker*,
p. 65

“Maslow’s Hierarchy of Needs”
<http://changingminds.org/explanations/needs/maslow.htm>

Poetry

“Reading Poems in Public”
Maurice Kenny
Mohawk poet
from *On Second Thought*, 1995
<http://www.hanksville.org/storytellers/kenny/poems/inpublic.html>

“American Hero”
Essex Hemphill
http://www.nexuslearning.net/books/Holt_ElementsofLit-3/Collection%2010/american%20hero.htm

The American Dream

“American Dreams Through the
Decades” WebQuest
Library of Congress
<http://memory.loc.gov/ammem/ndlpedu/lessons/97/dream/>

“What is the American Dream?”
<http://memory.loc.gov/ammem/ndlpedu/lessons/97/dream/thedream.html>

Poetry

<http://www.teachnlearn.org/pmedley.html>

“I Hear America Singing”
Walt Whitman
<http://www.readwritethink.org/lessons/lesson-view.asp?id=989>

“Let America Be America Again,”
“I, Too”
“Harlem” (“Dream Deferred”)
Langston Hughes

Teacher Resources

“Resources for Students &
Teachers of English”
[http://www.teachnlearn.org/index.
htm](http://www.teachnlearn.org/index.htm)

“How to Write a Literary Critique”
[http://chci.wrdsb.on.ca/library/
4eng3uic.htm](http://chci.wrdsb.on.ca/library/4eng3uic.htm)

“Writing a Review”
[http://readwritethink.org/lessons/
lesson-view.asp?id=876](http://readwritethink.org/lessons/lesson-view.asp?id=876)

“Guidelines for Academic Review of
Documentary”
(Adapt for high school use)
[http://www.angelfire.com/or/
sociologysshop/docreview.html](http://www.angelfire.com/or/sociologysshop/docreview.html)

from *A Paradigm for the Study of
Social Strata*
James S. Coleman, 1965/6
[http://www.pbs.org/peoplelikeus/
resources/guide3.html](http://www.pbs.org/peoplelikeus/resources/guide3.html)

Lesson Plans
[http://www.pbs.org/peoplelikeus/
resources/lessonplans/media.html](http://www.pbs.org/peoplelikeus/resources/lessonplans/media.html)

[http://www.pbs.org/peoplelikeus/
resources/lessonplans/
marketinglesson.html](http://www.pbs.org/peoplelikeus/resources/lessonplans/marketinglesson.html)

“Better Teaching We Have Done:
A Unit on Argument” p. 128-144;
*Going with the Flow: How to Engage
Boys and Girls in Their Literacy
Learnings*, Michael Smith and Jeff
Wilhelm

“Writing About Poetry”
[http://owl.english.purdue.edu/
handouts/print/general/gl-poetry.
html](http://owl.english.purdue.edu/handouts/print/general/gl-poetry.html)

“Responding to Paintings with
Poetry”
[http://www.ncte.org/pubs/journals/
cnp/highlights/119986.htm](http://www.ncte.org/pubs/journals/cnp/highlights/119986.htm)

“Novel News” (Reader’s Theater)
[http://www.readwritethink.org/
lessons/lesson-view.asp?id=199](http://www.readwritethink.org/lessons/lesson-view.asp?id=199)

Genre Study and Literary Analysis

Narrative Text

Genre Study

Characteristics of

- social protest novels
- biography
- poetry

Author Study

- F. Scott Fitzgerald
- John Steinbeck

Literary Elements

- structure – Steinbeck’s use of intercalary chapters; Fitzgerald’s use of episodic structure

Social Protest Novels

- commentary on social institutions
- use characters to communicate a message for social change
- purpose is to evoke social change

Poetry/Lyrics

- theme
- genre
- versification
- figures of speech
- cultural content

Literary Devices

The Great Gatsby

- point of view: Nick – first person detached narrator becomes first person engaged narrator
- flashback
- tone – from non-judgmental to critical
- color connotation
- imagery
- language

The Grapes of Wrath

- point of view: third person limited
- tone – Steinbeck’s emerging anger
- language
- Biblical allusion
- foreshadowing

Argumentative Essay Elements

- claim
- data
- warrant
- rebuttals, qualifiers, and responses

“Argumentation/Persuasion: Logic in Argumentative Writing”
http://owl.english.purdue.edu/handouts/general/gl_argpers.html

“Writing a Research Paper: A Possible Outline Template for an Argumentative Paper”
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/argutemplate.html>

From *The AP Vertical Teams Guide for English “Rhetoric,”* p.123-162

Elements of Argumentation, p.123-4

- Purpose
 - Support a cause
 - Promote a change
 - Refute a theory
 - Stimulate interest
 - Win agreement
 - Arouse sympathy
 - Provoke anger
- Audience

- Appeals
 - Logic Appeals (logos)
 - Emotional Appeals (pathos)
 - Ethical Appeals (ethos)
- Logical Fallacies (errors in reasoning)
 - Do not claim too much
 - Do not oversimplify complex issues
 - Support your argument with concrete evidence and specific proposals
- Modes of Discourse
 - Description
 - Narration
 - Exposition
 - Argumentation/Persuasion

Rhetorical Analysis, p.129

- Introduction
 - Issues and Image
 - Background Information
 - Definition of Terms
- Claim – Thesis statement
- Reason and Evidence
- Emotional Appeals
- Opposing Viewpoints
- Conclusion

Historical/Cultural Perspectives

- Jazz Age
- Great Depression and Dust Bowl
- Historical, political and cultural themes and perspectives

Critical Perspectives

- Analyze *The Grapes of Wrath* or *The Great Gatsby* from the sociological, political, and historical perspectives
- Quotable lines
- Connect to self – own perspectives on issues of class, leadership, and value systems in our society

Informational Text

Genre Study

Characteristics of

- informational reports
- journalism (muckraking vs. investigative)
- political essays
- documentary

Expository Elements

- irony
- sarcasm
- denotation
- connotation
- complex symbolism
- extended metaphor and analogy
- paradox
- contradictions and incongruities
- ambiguity

Types of Exposition

- using illustration
- using definition
- using identification
- using classification and division
- using comparison and contrast
- using process analysis
- analyzing cause and effect relationships
- using analogy as an expository device
- explaining aided by description/evidence
- explaining aided by narration
- reasoning by the use of induction and deduction using reflection

Features of Documentaries

- present in-depth analysis of events from real world
- focus strictly on facts of events as known
- avoid overt commentary
- avoid authorial editorializing
- avoid creator's own point of view or belief
- use literary and narrative techniques

Text Criteria

- ACT Characteristics of Complex Text

Reading, Listening/Viewing Strategies and Activities

Reading

- Read through all quotations to better understanding the changing American Dream.

Pre-Reading Activity

- Read one of the *Harvest Articles* in book club to predict what themes, issues, and events will appear in *The Grapes of Wrath*.

Close Reading

Reading Strategies

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm>

- Use thinking notes and think-aloud strategies.
- Analyze for syntax and tone.
- Evaluate author's style in informational text.
- Annotate text.
- Take notes (Cornell Notes and Double Entry Journals).

<http://www.clt.cornell.edu/campus/learn/LSC%20Resources/cornellsystem.pdf>

Critical Reading

- Critical Reading Questions
What does the text say? (literal)
How does it say it? (figurative)
What does it mean? (interpretive)
Why does it matter? (wisdom/allusion/ connections/ relevance)

- Read the article entitled “America’s Best Leaders” comparing the leadership qualities with a class-generated list.
- Create an Expert Group activity in which each group investigates two leaders and presents biographical sketches to generate interest. Individuals then choose four leaders, research and record what each person did to climb out of poverty or to create opportunities for others to do so; document leadership qualities.
- Analyze informational texts (essays, editorials, opinion articles); identify types of exposition within each; synthesize information from the multiple sources by identifying the complexities and inconsistencies in the information. Record in interactive notebooks or on data walls.
- Read excerpts from Payne’s *Framework* (Introduction Key Points and Chapter 3: “Hidden Rules Among Classes”); take quizzes and identify the hidden rules of the class with which you identify most. Play the PBS “So What Class are You?” game and compare the results.
- Discuss the purpose and importance of Steinbeck’s inclusion of intercalary chapters. Identify comprehension strategies to use when reading them.
- Select a character in *The Great Gatsby* or in *The Grapes of Wrath* and show how the author represents his/her class. What literary devices does the author use to define class?
- Read *The Great Gatsby*; visit the MyBestSegments.com site; determine in which community each category fits (East Egg, West Egg, Valley of the Ashes).
<http://www.claritas.com/MyBestSegments/Default.jsp>
- Analyze one or more chapters in Lou Dobbs’ *War on the Middle Class* using the rhetorical analysis guidelines for elements of an argumentative essay.
- Analyze the philosophical assumptions underlying Fitzgerald’s and Steinbeck’s works.
- Use information at the “American Dream through the Decades” site to contrast the American Dream of today with that of the Depression or of the Dust Bowl time period.

Listening/Viewing

- View PBS and media segments on social class for information, perspectives, and possibilities; generate new questions.
- Review a documentary from this unit that you found especially thought-provoking. What scene or segment will you remember one month from now? Use the guidelines for reviewing a documentary to identify how the creator incorporated the elements of a documentary.
<http://www.angelfire.com/or/sociologysshop/docreview.html>
- View the photography of Dorothea Lange. Note photos that you want to return to. Find one that inspires you the most.

In journal

- Record details, feelings or mood it evokes.
- Invent a life for the people in the photograph.
- Connect the photo to the world today.
- Imagine yourself in the scene of the photograph; brainstorm language to describe the scene; use all your senses.

http://www.museumca.org/global/art/collections_dorothea_lange.html

<http://xroads.virginia.edu/~ug97/fsa/welcome.html>

Writing, Speaking, Expressing Strategies and Activities

Writing to Access Prior Knowledge

- Create a classroom “Wall of Dreams” which represents your concept of the American Dream as it exists today, and the Dream as it existed 200 years ago, and the Dream as you want it to be in your lifetime. Add new items and quotations as you learn more about the past, the present, and what you want for the future. Use the collage to inspire your vision for America.
- In small groups, generate the most important qualities a leader should possess. Contribute to class list; support why each should be included.

Writing to Learn

- Read Walt Whitman’s “I Hear America Singing” and create your own free verse poem which expresses the voices and songs of today.
- As you read *The Grapes of Wrath*, track the Joad’s progression on “Maslow’s Hierarchy of Needs.” Record limitations and potential based on class and level.
- Use Steinbeck’s intercalary chapters as mentor texts for descriptive writing.

<http://mwp.cla.umn.edu/resources/demos/2006demos/winn.pdf>

Journal Entries

- Respond to focus questions.
- Create a symbolism notebook of social classes. Find, draw, and create your own symbols of class.
- Keep a quotation notebook of quotes that exemplify tensions about wealth and status, and “hidden rules” of class.
- Note examples of literary devices (color imagery, tone, Biblical allusion).
- Ma Joad says, “When somepin happens that I got to do somepin, I’ll do it.” From the reading, discuss examples of Ma “doin somepin” which demonstrate her leadership qualities, her strength, and her love. What inspires you to do “somepin?”
- After reading and performing *The Grapes of Wrath* Chapter 5 using the “Novel News” activity, select one sentence that stands out for you and explain why.
- Read and React: Post and classify student-generated questions involving issues of class.
- Analyze poetry and song lyrics; take annotated notes based on the OWL “Writing About Poetry” resource in preparation for writing poetry, lyrics, or argumentative essay.

Writing to Demonstrate Learning

Essay Options

Comparative Essay

- Define and compare the social classes that exist today based on what you have read and viewed. Use the determinants listed below in your comparison. Integrate quotations and citations from text read.

Determinants of Social Class

(Adapted from: *A Paradigm for the Study of Social Strata*, Cole, James S. 1965/6)

- Personal Performance
 - Education
 - Occupation
 - Income
 - Awards and Achievements
- Wealth
 - Amount
 - Source
- Social Orientation
 - Interactions
 - Class Consciousness
 - Value Orientation
- Variables of Social Class (based on Max Weber model)
 - Power
 - Wealth
 - Prestige
- Compare the life of Fitzgerald and the characters in *The Great Gatsby*. From what perspective did he write the novel? How does this compare with the current story in “The Haves and Have Nots?”

Reflective Essay

- Both Steinbeck and Fitzgerald believe in the American Dream as it existed in their time. Read the informational texts which suggest that many Americans no longer have access to the American Dream as described by these authors. Reflect on what can be done to increase access to upward mobility and the American Dream.
- In Chapter 19, Steinbeck describes the dispossessed: “We ain’t foreign. Seven generations back Americans, and beyond that Irish, Scotch, English, German. One of our folks in the Revolution, an’ they was lots of our folks in the Civil War – both sides. Americans.” Read E.B. White’s essay “We’re All Americans” regarding the sand pile vs. the melting pot analogy of the American city. Reflect on Steinbeck’s description in light of White’s essay.
- Reflect on the biographies; answer this question in a reflective essay: Is one born to the qualities and skills of leadership or are the qualities and skills instilled through life experiences and events? Include specific examples.

Persuasive Essay/Speech

- We live in a country with great economic disparity between classes. How can we make an America where class does not limit potential?

What has to be in “the village” to make a difference? Appeal to community leaders using deductive and inductive reasoning.

Rhetorical Analysis Essay

- Select one informational text author; analyze and describe the author’s use of various types of exposition. How does author’s style lead readers into a certain way of thinking.
- In Chapter 14, Steinbeck introduces the ‘from “I” to “we” argument.’ “If you could separate causes from results, if you could know that Paine, Marx, Jefferson, Lenin, were results, not causes, you might survive.” To whom is Steinbeck speaking? In what ways were the leaders mentioned results? Choose one leader; discuss the situation that made his actions “results” rather than “causes.” Why does Steinbeck believe his audience cannot understand this concept?

Literary Criticism

- Critique either novel from a political, historical, and social perspective. Incorporate elements of a literary critique.
- With a partner, use different perspectives to write conflicting reviews of a selection in “Class Matters” or “The Haves and Have-Nots.”

Argumentative Essay

- Critically examine the argumentation and conclusions of multiple informational texts regarding social class (Lou Dobbs, Jeff Madrick, Paul Krugman, Ruby Payne, Bill Moyers); write an argumentative essay in which you make a claim, support with evidence and data, agreeing with or rebutting the texts analyzed, and come to your own conclusions.

Research Options

- Research the times in which individuals in the biographies lived and show how their characteristics and leadership skills were influenced by the era in which they lived. What kind of leaders are needed today based on our society?

Authentic Writing

- Using an authentic newspaper format, create a newspaper based on *The Grapes of Wrath*. Write on meaningful information mainly from the text and the Depression Era. Include feature articles and story, political essay/cartoons, editorials advocating social reform and leadership, and photographs from Doretha Lange. Use Steinbeck as a mentor author.

<http://www.pbs.org/peoplelikeus/resources/lessonplans/media.html>

Expressing

- Use the Library of Congress American Dreams WebQuest and the “What is the American Dream” site to learn more about the American Dreams of our past and our present; review the dreams other students posted on the “Wall of Dreams;” look for ideas to help you build your American Dream for the future. Update your classroom “Wall of Dreams” with new ideas and quotations for each time period.

<http://memory.loc.gov/ammem/ndlpedu/lessons/97/dream/overview.html>

- What insights have you learned about issues of class, leadership, and value systems in our society? How has this unit impacted you personally? Based on your new knowledge, express your own vision of America using the American Dream collage to inspire you.

<http://www.teachnlearn.org/amvispm.html>

Speaking

- Read Chapter 5 of *The Grapes of Wrath*, identify the speakers, and perform it using “Novel News.”

http://www.readwritethink.org/lessons/lesson_view.asp?id=199

- Represent the case of a contemporary Joad family in your community. Discuss the resources that might be available to help them (employment, housing, schooling, financial support).
- Discuss the connection between what is happening to “dispossessed” people throughout the world (in the U. S. and in other countries) and incidents in *The Grapes of Wrath*.
- Write and present in class a persuasive speech in response to ABC’s “Waiting on the World to Change,” as though the audience is a group of community leaders. Collect peer feedback using a class generated rubric.
- Work in discussion groups to respond to the issues surrounding class mobility raised by the “Horatio Alger” articles. Evaluate the statement “The promise of America leaves no one out.” Analyze all sides of the issue, form a consensus, and present to the class.

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
 - language fluency
 - reading complexity
 - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

Daily Language Fluency

Reading

- HSTW/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

Reading Portfolio

recording reading with three levels of support

1. texts/literature studied in class (challenging text in zone of proximal development – text students couldn’t read without the help of the teacher); anchor, linking texts, and author/poet study
2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles

that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays

3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies

Reading Strategies

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

Vocabulary Development

- words from selections
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News

Writing

Writing Strategies

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions

- evaluate own writing (review, revise, edit)
- note taking

Grammar Skills

- grammar and rhetoric mini lessons
- practice skills for ACT/SAT success

Grammar Instruction to:

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar

Resource

“Power of Language” Module
(ELA Companion Document)

ACT College Readiness Standards

English

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

Reading

Analyze text for

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

Writing

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
 - conventions (grammar, usage, mechanics)
 - vocabulary (precise, varied)
 - sentence structure variety (vary pace, support meaning)

UNIT 12.4 MAINTAINING BALANCE AND INTEGRITY: THE RESPONSIBILITY OF THE INDIVIDUAL

Anchor Text

Antigone

“Letter from Birmingham Jail”

Grade 12 Disposition

Leadership Qualities

Big Ideas

- vigilance
- balance
- integrity
- conviction
- civil vs. moral law
- responsibility
- conscience vs. authority
- negotiation
- justice
- unjust laws
- protest
- non-violent action
- civil disobedience
- effective writing and speaking abilities
- innovation
- individualism

Themes

- Exercising our civic responsibilities provides balance in our participatory democracy.
- Civil Disobedience is often a result of the loss of balance.
- Vigilance on the part of the electorate reduces the likelihood of civil disobedience.
- America’s class structure depends on access to educational and economic opportunities.

Diverse Perspectives

Literary

Authors Sophocles,
Martin Luther King, Jr.

Ray Bradbury, Joan Didion,
Mohandas K. Gandhi, Rodolfo
Gonzalez, Mathias Klang, Berl Lang,
Jerome Lawrence, Robert E. Lee, Bill
Moyers, Tim O’Brien, Peter Suber,
Henry David Thoreau, Luisa
Valenzuela, Lewis Van Dusen, Jr.,
Margaret Walker

Movements

Classic Greek Tragedy

442 B.C. Sophocles wrote *Antigone*
1939 Dudley Fitts and Robert
Fitzgerald translated *Antigone*

Protest Literature

1847 Thoreau wrote “Resistance to
Civil Government”

1916 Gandhi wrote a speech later
named “On Civil Disobedience”

1963 Martin Luther King, Jr.
wrote “Letter from Birmingham Jail”

Political, Historical, Cultural, and Critical

- analyzing values and action based on conscience vs. authority
- understanding individual rights and responsibilities
- analyzing civic responsibility as a balance for civil disobedience
- analyzing nonviolent protest as a form of leadership
- shedding light on injustice
- building an American Dream for the future leadership

Focus and Essential Questions and Quotations

Focus Questions

What dictates acceptable behavior in society?

What damage do we do to society when we use language that distances us from our government?

When can you accept the motto “that government is best which govern least?”

How do the laws of balance apply to you?

Essential Questions

How do I know if I am developing the academic skills that I will need in my future life?

How can I use my talents to create new opportunities for myself and for others?

How can I create the world I want to live in?

What qualities define a good world citizen?

What leadership qualities will I need to take with me from high school?

What can I do to avoid repeating mistakes made in history?

Who is in a position to help me affect change?

How can I effectively articulate my opinions and perspectives?

What power do I have as an individual to make positive change?

How do I respond to improper use of power?

How do I determine when taking social action is appropriate?

What voice do I use to be heard?

What responsibility do I have to society?

Quotations

“Balance - In the metaphysical or conceptual sense, balance is used to mean a point between two opposite forces that is desirable over purely one state or the other, such as a balance between the metaphysical Law and Chaos — law by itself being overly controlling, chaos being overly unmanageable, balance being the point that minimizes the negatives of both Balance (metaphysics)”
- From Wikipedia, the free encyclopedia

The Chinese character for Yin translates literally as the “dark side of the mountain” and represents such qualities as cold, stillness, passiveness, darkness, within, and potential. The Chinese character for Yang translates literally as the “bright side of the mountain” and represents such qualities as heat, activity, light, outside and expression. The interdependence of Yin and Yang points to the dynamic interaction between the two. Change is at the root of all things, and it manifests itself as Yang transforming into Yin and vice versa. If the Yin and Yang aspects are prevented from achieving balance through this mutual transformation process, the consequences may be catastrophic since, ultimately, balance will be forcibly achieved.
<http://www.acupuncture4everyone.com/YIN-YANG.htm>

“That government is best which governs least.”

Thoreau

“Civil Disobedience”

“The chiefs of the League of Five Nations shall be the mentors of the people for all time. The thickness of their skin shall be seven spans (tsiataniiorionkarake), which is to say that they shall be proof against anger, offensive action, and criticism. Their hearts shall be full of peace and good will, and their minds filled with a yearning for the welfare of the people of the League. With endless patience, they shall carry out their duty. Their firmness shall be tempered, with a tenderness for the people. Neither anger nor fury shall find lodging in their minds, and all their actions shall be marked by clam deliberation.”

The Law of the Great Peace,
a revision of The Constitution of
the Iroquois Nations: THE GREAT
BINDING LAW, GAYANASHAGOWA

“We’re a nation desperate for leadership in our communities, cities, states, and Washington. We need leaders capable of fostering the energy and public commitment to not only overcome our problems, but to restore to primacy our national values of equality, liberty, and individual responsibility.”

Lou Dobbs, *War on the Middle Class*,
p. 212.

John F. Kennedy

“When we think of him, he is without a hat, standing in the wind and the weather. He was impatient of topcoats and hats, preferring to be exposed, and he was young enough and tough enough to confront and to enjoy the cold and the wind of these times, whether the winds of nature or the winds of political circumstances and national danger. He died of exposure, but in a way that he would have settled for — in the line of duty, and with his friends and enemies all around, supporting him and shooting at him. It can be said of him, as of few men in a like position, that he did not fear the weather, and did not trim his sails, but instead challenged the wind itself, to improve its direction and to cause it to blow more softly and more kindly over the world and its people.”

E. B. White of John F. Kennedy

“Civil disobedience is the inherent right of a citizen to be civil, implies discipline, thought, care, attention and sacrifice”. Mahatma Gandhi

“In any nonviolent campaign there are four basic steps: 1) collection of the facts to determine whether injustices are alive; 2) negotiation; 3) self-purification; and 4) direct action. We have gone through all of these steps in Birmingham.”

Martin Luther King, Jr.

Literary Genre Focus/ Anchor Texts

Narrative Text

Classic Drama

Antigone Sophocles

Literary Nonfiction

“Letter from Birmingham Jail”

Martin Luther King, Jr.

[http://www.stanford.edu/group/](http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf)

[King/popular_requests/](http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf)

[frequentdocs/birmingham.pdf](http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf)

Excerpts

[http://teachingamericanhistory.org/](http://teachingamericanhistory.org/library/index.asp?documentprint=100)

[library/index.asp?documentprint=100](http://teachingamericanhistory.org/library/index.asp?documentprint=100)

Informational Text

“America’s Best Leaders”

U.S. News & World Report.

print edition, October 30, 2006

online edition

[http://www.usnews.com/usnews/](http://www.usnews.com/usnews/news/leaders/)

[news/leaders/](http://www.usnews.com/usnews/news/leaders/)

“A New Story for America”

Bill Moyers

The Nation, Jan. 22, 2007,

p.11-17 adaptation of Dec 12, 2006

speech

[http://news.yahoo.com/s/](http://news.yahoo.com/s/thenation/20070105/cm_thenation/20070122moyers)

[thenation/20070105/cm_thenation/](http://news.yahoo.com/s/thenation/20070105/cm_thenation/20070122moyers)

[20070122moyers](http://news.yahoo.com/s/thenation/20070105/cm_thenation/20070122moyers)

“Yin & Yang

The Law of the Unity of Opposites”

[http://www.chinesemedicinesampler.](http://www.chinesemedicinesampler.com/theoryyyl.html)

[com/theoryyyl.html](http://www.chinesemedicinesampler.com/theoryyyl.html)

Linking Texts

Literary Nonfiction

Excerpts from

“Civil Disobedience”

Originally published as “Resistance to Civil Government”

Henry David Thoreau

[http://www.vcu.edu/engweb/](http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/civil/)

[transcendentalism/authors/](http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/civil/)

[thoreau/civil/](http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/civil/)

“On Civil Disobedience”

Mohandas K. Gandhi

(Excerpt from 1916 speech)

[http://www.anc.org.za/ancdocs/](http://www.anc.org.za/ancdocs/history/people/gandhi/gandhisa.html)

[history/people/gandhi/gandhisa.](http://www.anc.org.za/ancdocs/history/people/gandhi/gandhisa.html)

[html](http://www.anc.org.za/ancdocs/history/people/gandhi/gandhisa.html)

Modern Drama

“The Night Thoreau Spent in Jail”

Jerome Lawrence and Robert E.

Lee.

[http://www.holtzbrinckpublishers.](http://www.holtzbrinckpublishers.com/images/Books/TeachersGuides/0809012235TG.pdf)

[com/images/Books/TeachersGuides/](http://www.holtzbrinckpublishers.com/images/Books/TeachersGuides/0809012235TG.pdf)

[0809012235TG.pdf](http://www.holtzbrinckpublishers.com/images/Books/TeachersGuides/0809012235TG.pdf)

Media

Star Wars, Video

George Lucas

An Inconvenient Truth

Al Gore

<http://www.climatecrisis.net/>

“Thoreau, Civil Disobedience, and the Underground Railroad

[http://www.calliope.org/thoreau/](http://www.calliope.org/thoreau/thurro/thurrol.html)

[thurro/thurrol.html](http://www.calliope.org/thoreau/thurro/thurrol.html)

Short Stories

“The Censors”

Luisa Valenzuela

“On the Rainy River”

Tim O’Brien

“The Pedestrian”

Ray Bradbury

Essays

“Civil Disobedience”

Peter Suber, et. al.

(moral arguments for and against its use in a democracy)

<http://www.earlham.edu/~peters/writing/civ-dis.htm>

“Civil Disobedience and

Nonviolence: A Distinction with a Difference”

Berel Lang

Ethics, Vol. 80, No. 2 (Jan., 1970), pp. 156-159

“Civil Disobedience Online”

Mathias Klang

http://www.ituniv.se/~klang/web/pub/klang-ices_disobedience.pdf

“Marrying Absurd”

Joan Didion

<http://dl.ccc.cccd.edu/classes/internet/english100kn/MarryingAbsurd.pdf>

“Civil Disobedience: Destroyer of Democracy”

Lewis H. Van Dusen, Jr.

Historical Documents

“Constitution of the Iroquois

Nations: The Great Binding Law, GAYANASHAGOWA”

<http://www.constitution.org/cons/iroquois.htm>

Poetry

Native Wisdom

ed., Joseph Bruchac

Harper San Francisco, 1995.

“Sit-Ins”

Margaret Walker Greensborough, North Carolina, 1960

“Old Song” traditional oral poetry from West Africa (balance)

Excerpt from

“I Am Joaquín”

Rodolfo Gonzalez

Political Cartoons

“Herblock’s History: Political Cartoons from the Crash to the Millennium”

<http://www.loc.gov/rr/print/swann/herblock/animal.html>

“Analyzing the Stylistic Choices of Political Cartoonists”

<http://readwritethink.org/lessons/lesson-view.asp?id=923>

Excerpts from Larger Works

Excerpts from

Gandhi An Autobiography: The Story of My Experiments with Truth

Mohandas K. Gandhi

Teacher Resources

<http://www.readwritethink.org/lessons/lesson-view.asp?id=979>

“The Night Thoreau Spent in Jail”

Jerome Lawrence and Robert E. Lee.

<http://www.enotes.com/night-thoreau/>

<http://www.holtzbrinckpublishers.com/images/Books/TeachersGuides/0809012235TG.pdf>

References listed in “Civil Disobedience” Peter Suber

Genre Study and Literary Analysis

Narrative Text

Genre Study

- classical Greek tragedy
- letter
- film study

Literary Elements

- structure of Greek drama
- role of actors and chorus
- protagonist
- antagonist
- point of view
- tone

Literary Devices

- irony
- allusions
- symbolism
- imagery
- foreshadowing

Features of Film

- setting (geographical, historical, social milieu)
- atmosphere (mood)
- cinematography (camera placement and movement, lighting, color, focus, frame)
- composition
- lighting (realistic, romantic, expressive, “dark,” “surreal”)
- décor/clothing
- pace (fast-paced, slow-paced, “meditative,” “poetic”)
- suspense
- sound (realistic, expressive, simple vs. multi-layered)
- music (soundtrack vs. source)

- editing (cutting for continuity, cutting within a scene, cross-cutting, parallel editing, metaphorical/symbolic cutting)
- character (complexity, development, believability)
- acting (professional/non-professional, realistic, stylized/symbolic)
- plot (story, subplots, drama)

Elements of Political Cartoons

- Text
 - balloons
 - captions
 - enigmata
 - labels
 - signs
 - narrative blocks
- Design and layout
 - border
 - gutter
 - panels (open, splash)
- Angles
 - bleed
 - close-up
 - longshot
 - reverse

Historical/Cultural Perspectives

Historical Examples of Civil Disobedience

- American Revolution
- Utopia/Dystopia
- Civil Rights Movement
- South Africa
- Anti-Vietnam War Protests

Current Examples of Civil Disobedience

- War protests
- Nuclear arms protests

Informational Text

Genre Study

- protest essay
- manifesto
- historical account

Organizational Patterns

Yin-Yang

- chart
- categories
- examples
- definitions

“Civil Disobedience”

- division into parts

Features

- literary devices
- thesis
- supporting ideas
- statistical evidence

Historical/Cultural Perspectives

- Historical and contemporary perspective

Critical Perspectives

- Connect to self – own perspective on issues of leadership and propaganda
- facts and opinions
- writer’s tone, e.g., bias
- logic
- authenticity
- Critically analyze Thoreau’s “Civil Disobedience” for elements of argumentation and historical significance.

Text Criteria

- ACT Characteristics of Complex Text

Reading, Listening/Viewing Strategies and Activities

Reading

- Read through all quotations for the purpose of understanding our civic responsibilities in providing balance in our participatory democracy.

Close Reading

Reading Strategies

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm>

- Analyze for persuasion in speeches and in propaganda.
- Use thinking notes and think-aloud strategies.
- Analyze for syntax and tone.
- Evaluate author’s style in informational text.
- Annotate text.
- Take notes (Cornell Notes and Double Entry Journals).

<http://www.clt.cornell.edu/campus/learn/LSC%20Resources/cornellsystem.pdf>

Critical Reading

- Critical Reading Questions
 - What does the text say? (literal)
 - How does it say it? (figurative)
 - What does it mean? (interpretive)
 - Why does it matter? (wisdom/allusion/connections/relevance)

<http://www.criticalreading.com>

Reading/Viewing/ Listening

Antigone

- Visualize the play.
- What is the role of the Chorus? the minor characters?
- What motivated the characters?
- What caused the conflict?

Read *Antigone* and view the movie *Star Wars* and respond to the following prompts:

- Discuss the dilemma of the dictates of the state versus the dictates of conscience.
- Discuss just conflict—whether that conflict takes the form of a war or of civil disobedience.
- What is the basis for the state’s authority? (Social contract?)
- Compare Luke Skywalker’s motives/dilemma with that of Antigone and compare the outcomes/consequences of their respective actions.
- Can you account for these differences? Consider the tradition/prescriptions of Greek tragedy versus Lucas’ work within the arena of the popular media.

Critically analyze “Civil Disobedience”

Assess the power, validity, and truthfulness in the logic of arguments given in public and political documents by:

- identifying the intent and message of the author or artist.
- recognizing how the author addresses opposing viewpoints.
- articulating a personal response to the message and method of the author or artist.
- evaluating the historical significance of the work.

Reading Resources for Civil Disobedience

<http://www.learnnc.org/lessons/FrancisBryant3262003601>

- Using the “Constitution of the Iroquois Nations,” identify how the balance of power is built into the constitution. How did this document influence our constitution? Draw parallels between the two documents.
- Read/view political cartoons in preparation for possible use in culminating senior project. Identify elements and stylistic choices used to highlight message.

Writing, Speaking, Expressing Strategies and Activities

Writing to Access Prior Knowledge

- Reflect upon a time in which you or someone you know felt wrongfully controlled. Describe your experience and explain how you resolved the situation.
- Are there times when it is necessary to stand by our convictions – what we know to be right and just – even when it means disobeying a law or rule or choosing between contradictory principles? Write about such a time either from your knowledge of history or from your knowledge of a current injustice.

Writing to Learn

Consider the five points to the law of yin and yang (opposition, interdependence, mutual consumption and support, inter-transformation, infinite subdivisibility) and the examples given in the article. How can or do we keep a balance in government? Think about the three branches of our government.

Journal Entries

- Respond to focus questions.
- Quotation notebooks
- Record examples of civil disobedience in *Antigone*.
- Was Creon a good leader? Was Antigone a good leader?

Record instances of each showing leadership; think about the role of the Chorus and its leader, the Chorus.

Writing to Demonstrate Learning

Essay Options

Persuasive Essay

- Suppose you believe that a teacher is treating a friend unfairly. You want to voice your opinion in her favor but there is a very real probability that your own evaluation will be influenced by doing so. What would you do? What factors would you have to take into consideration either way? What further information would you need to make a decision? Explain your position.

Argumentative Essay

- In “Letter from Birmingham Jail,” Martin Luther King, Jr., defines the four basic steps of a nonviolent campaign. “In any nonviolent campaign there are four basic steps: 1) collection of the facts to determine whether injustices are alive; 2) negotiation; 3) self-purification; and 4) direct action. We have not made a single gain in civil rights without legal and nonviolent pressure.” Write an essay in which you analyze the Montgomery Boycott or other nonviolent protest action for the four necessary steps. Why is each necessary?

- Who is the tragic hero in the play *Antigone*? Is it Antigone or Creon? Write a position paper in which you use text citations and your definition of tragic hero to support your position; identify the tragic flaw(s) in the hero(es).

Expository Essay

- Trace origins of our responsibilities as citizens. Include a review of “The Constitution of the United States of America” and the “Constitution of the Iroquois Nations.”
 - What is the outcome of the constitution?
 - What functions of the U.S. Constitution ensure that we honor the past, the present, and prepare for the future?
 - What provides the balance in our decision making?

Research

- Research a country and evaluate its government and political ideals. Use the yin and yang model as a foundation for your research. Based upon your research, what changes could the country make to create a better balance in its government?
- Research political cartoons and their use in sending political messages about the need for balance.

Authentic Writing

- Write a Op-Ed article responding to an action of nonviolent protest or to bring attention to an unjust law, policy, or situation.

Extended Metaphor Using Mentor Text

- Using sections of Civil Disobedience as a mentor text write your own extended metaphors. (see example below):

“It is not worth the while to snivel about it. I am not responsible for the successful working of the machinery of society. I am not the son of the engineer.”

Teacher Resource: Writing about Writing: An Extended Metaphor Assignment http://www.readwritethink.org/lessons/lesson_view.asp?id=905

Speaking

- Recite a poem, speech, or excerpt from a speech or essay from this unit
- Perform a dramatic reading of “The Night Thoreau Spent in Jail.”

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort
- Monitor growth using literacy indicators
 - language fluency
 - reading complexity
 - modes of discourse
- Evaluate tendency toward dispositions and their appropriate application

Daily Language Fluency Reading

- HSTW/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

Reading Portfolio

recording reading with three levels of support

1. texts/literature studied in class (challenging text in zone of proximal development – text students couldn't read without the help of the teacher); anchor, linking texts, and author/poet study
2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme;

they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays

3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies

Reading Strategies

- Skim text for essential information
- Think, write, pair, share new texts
- Time reading to determine time commitment for each text

Vocabulary Development

- words from selections
- academic vocabulary
- technical/specialized vocabulary
- word etymology and variation
- find current uses in Google News

Writing

Writing Strategies

- process writing
- language appropriate for purpose and audience
- revise own writing using proofreading checklist
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing (review, revise, edit)
- note taking

Grammar Skills

- grammar and rhetoric mini lessons
- practice skills for ACT/SAT success

Grammar Instruction to:

- enrich writing: add detail, style, voice
- create organizational coherence and flow
- make writing conventional

Additional MDE Grammar Resource

“Power of Language” Module
(ELA Companion Document)

ACT College Readiness Standards

English

Analyze text for

- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Coherence
- Word Choice in Terms of Style, Tone, Clarity, and Economy
- Sentence Structure and Formation
- Conventions of Usage
- Conventions of Punctuation

Reading

Analyze text for

- Main Ideas and Author’s Approach
- Supporting Details

- Sequential, Comparative, and Cause-Effect Relationships
- Meanings of Words
- Generalizations and Conclusions

Writing

Write text that

- Expresses Judgments
- Focuses on the Topic
- Develops a Position
- Organizes Ideas
- Uses Language Effectively
 - conventions (grammar, usage, mechanics)
 - vocabulary (precise, varied)
 - sentence structure variety (vary pace, support meaning)

UNIT 12.5 SOCIAL RESPONSIBILITY: REDEFINING THE AMERICAN DREAM IN A WORLD CONTEXT

Culminating Senior Project Overview

Complete a final project that shows evidence of your leadership skills in taking social action on an issue. Provide documentation that in the creation of the project, you have met all of the 12th Grade HSCE standards. The project, along with the artifacts of the development of the project, will be used to determine your grade.

Grade 12 Disposition

Leadership Qualities

Big Ideas

- innovation
- civic and personal responsibility
- plural citizenship
- negotiation
- integrity
- micro/macro fluency
- vision, hope, wisdom
- values
- social action
- understanding the conceptual age

Themes

- Citizens show responsibility by taking social action.
- Leadership takes many forms.
- There is a time to be a leader and a time to be a follower.
- Taking a stand takes courage.
- Leadership begins with knowing what you stand for and believe in.
- One person or group can make a difference.
- Citizens of America have responsibilities to be part of the world community.
- Getting to know people from other countries, religions, and races is a first step in breaking down barriers that divide.
- Knowledge is of the past, wisdom is of the future.

Essential Questions

- What responsibilities do I have to society?
- How can I effectively articulate my opinions and perspectives?
- What leadership qualities have I developed?
- What qualities define a good world citizen?
- How can I create the world I want to live in?
- How can I use my talents to create new opportunities for myself and others?
- How can I make an important contribution to the world?

Setting the Stage

The following resources provide ideas for setting the stage for the culminating senior project.

These resources are not intended to limit students' options, but to introduce ideas, possibilities, and opportunities.

Just Cause: Today's Activism

MTV Youth Activism Research Results

<http://www.research.mtv.com>

(Summary of research on youth activism; interest and involvement in social causes; issues, categories, how to take action, background knowledge)

Selections from

The Audacity of Hope

Barack Obama

Chapter 1

(Social responsibility, back to values, work above politics, work for what's right)

"Schwarzenegger On Centrism"

Schwarzenegger, R. Calif,

discusses importance of being a centrist and focusing on citizens, instead of partisan politics, when it comes to governing.

<http://www.cbsnews.com/stories/2007/02/25/ftn/main2511519.shtml>

Excerpts from

War on the Middle Class

Lou Dobbs

Chapter 12, p.197-212

"America's Best Leaders"

U.S. News & World Report

print edition

October 30, 2006

online edition

<http://www.usnews.com/usnews/news/leaders/>

A Whole New Mind: Moving from the Information Age to the Conceptual Age
Daniel H. Pink

Complementing L-Directed reasoning by mastering six essential R-Directed aptitudes (intrinsic motivators) – design, symphony, story, empathy, play, and meaning

http://www.education-world.com/a_tech/columnists/johnson/johnson006.shtml

Quotations to Inspire

"Never believe that a few caring people can't change the world – for indeed, that's all who ever have."

Margaret Mead

"These days people seek knowledge, not wisdom.

Knowledge is of the past; wisdom is of the future."

Vernon Cooper (Lumbee)

Wisdom Keepers

"If we are to preserve the American Dream for future generations, ... We must begin with ourselves as individuals...

We must all acknowledge that we are first and foremost, Americans committed to the values embodied in the Declaration of Independence and our Constitution. And that we are foremost neither Republican nor Democrat, conservative nor liberal, but American."

Lou Dobbs

War on the Middle Class

Procedures

Use the ELA Unit Framework (Course/Credit Requirements p. 6-14) as a resource.

Step 1: Decide on one big idea, theme, topic, or issue on which to focus your research. Consider big ideas listed here as well as those introduced in the four preceding units of study. (See Research and Inquiry Process Activity, CCE Unit Framework, p. 13.)

Step 2: Select texts to use to shape your thinking. Glean information from multiple sources.

Anchor Text: A piece of literature that will inspire or inform your thinking

Linking Text: Texts that reflect one or more of these characteristics and lead to the identified disposition.

- Discrepant text that results in seeing the big idea from a totally different perspective
- Different genre or medium that mirrors the theme or big idea of the anchor text in another form
- Supporting text that extends or embellishes the big ideas in the anchor text
- Text connected to the anchor text at an abstract level

Kinds of Linking Text:

- Literature (any or all types): novels, plays, drama, biographies, autobiographies, poetry, essays, memoirs, letters

- Informational Text: textbooks, articles, journals, magazines, commentaries, historical documents, research/technical reports
- Media: film, webpages, blogs, movies, video clips, advertisements, digital stories, works of art
- Music: lyrics, melodies, recordings

Step 3: Critically read and review selected texts. (See CCE Unit Framework p. 11.) Decide how you will use the materials to give you the foundation for creating your project.

- Theme – the statement that the text seems to be making about the subject
- Focus and Essential Questions – doorways into focused discussions, inquiry, and research

Step 4: Develop your project while meeting the ELA standards. Record your thinking. Reflect on what is most important. Document the process used in planning, researching, and producing your final product. Think about the Core Democratic Values your project will address. Use checklist as a guide.

Step 5: Consider your own leadership skills. Use resources from previous Grade 12 units. Explain how the presentation of your final project demonstrates your leadership skills.

Step 6: Create a rubric for use by your audience (students and teachers) in providing feedback on and evaluation of your presentation and finished product. Anticipate audience questions.

Rubric design resource: <http://school.discovery.com/schrockguide/assess.html>

Designing a rubric: <http://pblmm.k12.ca.us/PBLGuide/Activities/DesignRubric.html>

Step 7: Reflect on your project. Review the responses on the evaluation rubric and use your own reflection to answer these questions:

- Was the project successful? What is my evidence?
- Was I an effective leader or follower? What is my evidence?
- What had I not considered (planned for) that turned out to be very important?
- What have I learned about social action?

Record reflections in journal, then use them in class or small group discussion of projects. Summarize your reflections in a reflective essay.

Meeting the ELA Standards

1.1 Use the writing process.

Show evidence that the final product is a result of the writing process. Document with artifacts including prewriting activities, drafts, revisions, edits and final work.

1.2 Use writing, speaking, and visual expression for personal understanding and growth.

Document with artifacts including writing to learn (journals, notetaking, annotating, etc.), speaking (talking it over with someone, organizing a discussion group or literature circle) and visuals (films, videos, images, photos, charts, graphs).

1.3 Communicate using content, form, voice, and style, appropriate to the audience and purpose.

In essay or chart form, analyze appropriateness of choice of content, voice, form, and style for the audience and purpose of the product.

1.4 Use the tools and practices of inquiry and research.

Document research process using list of sources, notes, questions, interviews, and other forms of evidence.

1.5 Develop powerful, creative, and critical messages in multi-genre works. Consider language, form, style, and visual representation in selecting genre.

Describe three other ways the final product could have been produced using other modes of communication (writing, speaking, visual expression), different genre (poem, play, song, video, digital story, etc.), or different language (formal vs. informal). Share how the changes would have altered the message. (Descriptive Essay)

2.1 Use reading, listening, and viewing strategies to construct meaning from written, aural, visual, and multimodal texts. Synthesize information to generate new thinking.

Include annotated bibliography of sources –literature, informational text, media, music. In annotations, document how the selected texts facilitate thinking about the topic in a new way. Describe how the analysis and synthesis of the texts support the big idea, themes, and issues.

2.2 Show evidence of close reading and critical analysis of the texts used to create the final product. Consider the influence of author's craft; prior knowledge and experience; and cultural, theoretical and critical perspectives or the author and the reader.

Describe how close reading and critical analysis of the texts support the big ideas, themes, and issues of the project. How have the texts influenced understanding of the topic?

2.3 Develop as a reader, listener, viewer for multiple purposes.

Explain how this project experience has facilitated your development as a reader, listener, and viewer. Evaluate project and learning using rubric. Write and share reflections on experience in peer debriefing. (Reflective Essay and Group Discussion)

3.1 Develop the skills of close and contextual literary reading.

Explain how knowledge of and from literature has influenced the content and presentation style of your final product. (Journal Entry or Group Discussion)

3.2 Read and respond to texts from a variety of literary genre.

Explain how your knowledge of the various genre, time periods, and authors influenced the creation of your final product. (Journal Entry or Group Discussion)

3.3 What type of analysis (literary criticism) would be most appropriate for finding the multiple meanings in your final product?

How would the project be viewed differently from another perspective? Think about any unintended hidden messages that might be uncovered in a critical analysis. (Group Sharing and Discussion)

3.4 Examine, interpret, and evaluate the use and misuse of texts from popular culture.

Justify the choice of the media used in creating or presenting your final product. (Persuasive Essay)

4.1 Understand and use the English language effectively.

Provide evidence that the choice of language for your final product was intentional, based on the content, purpose and audience of your final product. (Reflective Essay or Journal Entry)

4.2 Understand how choice of language reflects and shapes experience.

Provide evidence that the variety of language you have chosen for your final product reflects and shapes the intended experience. (Reflective Essay or Journal Entry)

Project Ideas

Example 1

Main Product

- Group or individual documentary showcasing an issue and suggesting solutions or next steps
- Photos or images that sparked your thinking
- Suggested plan for continued focus on this issue
- Display at a school/ community exhibit of senior projects (aired on school television station)

Additional Products – Artifacts and Documentation

- Research plan, annotated bibliography, essays, journals, lists, discussion records, logs

Example 2

Main Product

- Group photo gallery of images showcasing an issue
- Poetry to support photography (poetry by each student in group and by other poets)
- Recorded interviews of persons affected by issue
- Recorded interviews of persons in positions to make decisions about the issue
- Display at a school/ community exhibit of senior projects

Additional Products – Artifacts and Documentation

- Research plan, annotated bibliography, essays, journals, lists, discussion records, logs

Example 3

Main Product

- Group or individual digital story showcasing individuals who have exhibited social responsibility
- Videos and music clips and quotations
- Display at a school, community, or shopping mall exhibit of senior projects

Additional Products – Artifacts and Documentation

- Research plan, annotated bibliography, essays, journals, lists, discussion records, logs

Example 4

Main Product

- Group or individual promotional video highlighting opportunities for volunteerism and youth activism in the community
- Video clips of students and community members making a difference by volunteering
- Interviews of students involved in service learning projects
- Links and contact information for additional information

***Additional Products –
Artifacts and Documentation***

- Research plan, annotated bibliography, essays, journals, lists, discussion records, logs

Example 5

Main Product

- Political or editorial cartoons showcasing an issue and suggesting solutions or next steps
- Explanation or analysis of products.
- Publish in school or community newspaper.

***Additional Products –
Artifacts and Documentation***

- Research plan, annotated bibliography, essays, journals, lists, discussion records, logs

Example 6

Main Product

- Group or individual story corp collection of family leadership stories.
- Share as pod cast or create and maintain a blog.

***Additional Products –
Artifacts and Documentation***

- Research plan, annotated bibliography, essays, journals, lists, discussion records, logs

Example 7

Main Product

- Design an interactive video game in which participants make and evaluate choices based on their positive or negative impact on society. Incorporate specific facts or world events from your area of research.

***Additional Products –
Artifacts and Documentation***

- Research plan, annotated bibliography, essays, journals, lists, discussion records, logs

Resources

The following resources provide

- examples of activism
- methods for organizing and presenting information as finished products.

The resources are not intended to limit students' options, but to introduce ideas, possibilities, and opportunities.

American Dream in a World Context

American Dream Web Quest information

"American Dreams Through the Decades" WebQuest
Library of Congress
<http://memory.loc.gov/ammem/ndlpedu/lessons/97/dream/>

Making a Difference

"Young Student's Documentary Leaving Audiences Stunned"
(re-ignited a powerful debate over race)
Kari Davis
<http://www.komotv.com/home/video/5001856.html?video=YH>

"Prize To Save the Planet"
<http://www.cbsnews.com/sections/i-video/main500251.shtml?id=2452406n>
CBS News Online

"Building a Dream: The Oprah Winfrey Leadership Academy"
NEA Report
<http://www.nea.org/reviews/building07.html>

The Power of One
(Video clip)
www.caringstrangers.com/powerofone.htm

"JFK Inauguration Speech,"
January 1961
<http://www.historyplace.com/speeches/jfk-inaug.htm>

Youth Activism Project
<http://www.youthactivism.com/Home/php>

2006 Nobel Peace Prize
Acceptance Speech
Muhammad Yunus
<http://nobelprize.org/nobel/prizes/peace/laureates/2006/yunus-lecture-en.html>

Supporting Learning for All

"The Kalamazoo Promise"
Eye To Eye: Janice Brown,
Superintendent
<http://www.cbsnews.com/sections/i-video/main500251.shtml?id=2437017n>
CBS News Online

Watch Clips from
Freedom Writers
Richard LaGravenese (screenplay)
<http://dailydose.cinematical.com/2007/01/06/interview-freedom-writers-erin-gruwell-jason-finn-and-maria-r/>

<http://www.abcnewsstore.com/store/index.cfm?fuseaction=customer.product&productcode=P980415%2002>

Embracing Diversity

Global Nomads Group
Website
www.gng.org

Telling Your Story

NPR Story Corps (Write stories)
<http://www.storycorps.net>

Capturing the Stories of Ordinary People: Albert Maysles and Direct Cinema
<http://www.pbs.org/now/classroom/maysles.html>

Making a Documentary
“Reel Works Teen Filmmaking”
<http://www.reelworks.org/>

“Reel Works in the News”
<http://www.reelworks.org/press.php>

Social Responsibility
“It’s My Life”
<http://pbskids.org/itsmylife/video/index.html>

Students make own documentary or blog
<http://www.apple.com/education/documentary/index.html>

Sample Documentaries
NOW documentaries
<http://www.pbs.org/now/classroom/katrina.html#background>

Other NOW documentaries
<http://www.pbs.org/now/php/topicsearch.php?health=Y&sci-tech=Y&submit=Search>

Student and Teacher Resources
<http://www.apple.com/education/documentary/index2.html>

The three items above can also be purchased as a Documentary Resource Kit for \$29 (part number M9620LL/A).

“A Class Divided” Documentary
<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

“A Class Divided” Documentary Teacher Guide
<http://www.pbs.org/wgbh/pages/frontline/teach/divided/postviewing.html>

Create a Blog
<http://www.blogger.com/start>

Photography/Visual Literacy
North Carolina
<http://www.frankwbaker.com/elahandouts.htm>



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