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DEPARTMENT OF EDUCATION  
LANSING



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SUPERINTENDENT OF  
PUBLIC INSTRUCTION

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman

**DATE:** February 26, 2007

**SUBJECT:** Report on English Language Arts High School Course/Credit Content Expectations, the Power of Language Module and the Career and Technical Education ELA Units of Instruction for the Michigan Merit Curriculum

The Michigan Department of Education's Office of School Improvement developed high school content expectations and course credit requirements for English Language Arts (ELA). The content expectations were approved by the State Board of Education in April 2006. Information on the course credit requirements for Grades 9 and 10 were provided to the State Board of Education in July 2006. All of the English Language Arts content expectations are taught every year with increasing levels of complexity for each grade level.

On behalf of the Michigan Department of Education, I am pleased to share information on the Course/Credit Content Expectations for English Language Arts Grades 11 & 12 and the Power of Language Module. The Course/Credit Content Expectations for English Language Arts are organized into model units of instruction that address all of the content expectations every year. The Power of Language Module is a companion document that provides a better understanding of the structure and function of the English language to support the English Language Arts standards, expectations and units of instruction. These documents are available via the MDE website: [www.michigan.gov/highschool](http://www.michigan.gov/highschool), or on CD upon request.

Additionally, the Michigan Department of Education's Office of School Improvement worked with the Department of Labor and Economic Growth's Office of Career and Technical Education (CTE) to develop similar ELA units of instruction aligned with some of the CTE classes - Business, Marketing, Criminal Justice and Health.

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# Michigan Merit Curriculum

## Course/Credit Requirements



## ENGLISH LANGUAGE ARTS • GRADE 11

ANCE • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR  
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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 11 Goal Statement

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

\*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:

<b>CE2.1.6</b>	}	<b>CE2:</b> Reading, Listening, and Viewing strand
		<b>CE2.1:</b> Standard 1 of the Reading, Listening, and Viewing strand
		<b>CE2.1.6:</b> 6th expectation of Standard CE2.1

## Organizational Structure

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

<b>STRAND 3</b> Literature and Culture	<b>STRAND 4</b> Language
<b>STANDARDS</b> (and number of core expectations in each standard)	
<b>3.1: Close Literary Reading</b> (10) <b>3.2: Reading and Response</b> <i>(varied genres and time periods)</i> (5) <b>3.3: Text Analysis</b> (6) <b>3.4: Mass Media</b> (4)	<b>4.1: Effective Use of the English Language</b> (5) <b>4.2: Language Variety</b> (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
<b>Dispositions, Big Ideas and Essential Questions</b>	2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2
<b>Literary Genre Focus/Anchor Text</b>	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
<b>Linking Texts</b>	3.1.5, 3.1.6, 3.4.2
<b>Genre Study and Literary Analysis</b>	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
<b>Reading , Listening, and Viewing</b>	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
<b>Writing, Speaking, and Expressing</b>	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
<b>Ongoing Literacy Development</b>	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?

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### 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.

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## 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

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## 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

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## 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

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## 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

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## **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 11 ELA

**DISPOSITION: TRANSFORMATIONAL THINKING**

**FOCUS: BRITISH AND WORLD LITERATURE**

## MODEL UNIT 11.1: THE POWER OF LANGUAGE TO TRANSFORM LIVES (PAGES 16-26)

### Genre/Period

Anglo-Saxon and Medieval literature, the epic, digital story, magazine feature article, science article, poetry

### Focus/Big Ideas

oral tradition/story telling, power of language, heroic codes, universal truths of human nature, transformation

## MODEL UNIT 11.2: INFORMED DECISION-MAKING (PAGES 27-35)

### Genre/Period

Elizabethan drama, Shakespearean sonnet, English Renaissance literature, decision-making model, college/career planning guide, magazine article, newsclip

### Focus/Big Ideas

decision-making process, consequences, forward thinking, decision/indecision, action/inaction, vision, decisions in the course of history

## MODEL UNIT 11.3: TECHNOLOGY: POTENTIAL FOR ENHANCING HUMAN LIFE (PAGES 36-47)

### Genre/Period

Gothic Romance, literature from the Restoration, 18th Century, and Romantic Periods, Science Fiction, scientific journal article, science news article, report, policy statement, ACT writing rubric

### Focus/Big Ideas

role of technology in society, unintended consequences, potential for enhancing human life, mystery, horror

## MODEL UNIT 11.4: UNDERSTANDING HUMAN NATURE: COPING WITH CRISIS, CHAOS, AND CHANGE (PAGES 48-56)

### Genre/Period

Contemporary (20th century) realistic fiction, science fiction, allegory, newspaper and magazine articles, interview, review, poetry

### Focus/Big Ideas

human nature, chaos, civilization vs. savagery, understanding the power of fear, dealing with change, civilization as structure

## MODEL UNIT 11.5: THE DNA OF SURVIVAL (PAGES 57-65)

### Genre/Period

Contemporary World literature, memoir, biography, poetry, graphic novel, speech, interview, critique

### Focus/Big Ideas

survival, resourcefulness, loss, connectedness, adaptation

## **UNIT II.1: THE POWER OF LANGUAGE TO TRANSFORM LIVES – ANGLO-SAXON (OLD ENGLISH) AND MEDIEVAL (MIDDLE ENGLISH) PERIODS**

### **Anchor Text**

*Beowulf* and *The Canterbury Tales*

### **Grade II Disposition**

Transformational Thinking

### **Big Ideas**

- oral tradition/ storytelling
- the power of language to transform lives
- the journey
- honor
- truth
- heroic codes
- value systems
- use of language
- transformation/ transformational thinking

### **Themes**

- In the transformation from oral language to the written word, universal truths of human nature were formalized.
- The evolution of language impacts life.
- Sometimes the journey itself is more important than the destination.

### **Historical Perspective**

The Anglo-Saxon (Old English) and Medieval (Middle English) Periods

**597:** Augustine of Canterbury reintroduces Christianity to England

**1066:** Battle of Hastings  
The Norman French warriors crossed the English Channel and defeated the Anglo-Saxons. William the Conqueror becomes the King of England.

**1215:** Magna Carta (The document that takes important steps toward constitutional government.)

**1347:** “Black Death” ravages Europe (the plague)

**1372:** Bible is first translated into English

**1476:** Printing Press

**1485:** Henry VII wins the throne; stability begins.

### **Literary Works and Authors**

Anglo-Saxon Literature, Laments, Epics, Arthurian Legends, Boccaccio, Chaucer, Homer, Malory

## Focus and Essential Questions and Quotations

### Focus Questions

- How does the interpretation of language impact decision making?
- How can studying the past lead to new opportunities for the future?
- How do the heroes who are immortalized in literature reflect the cultural values of the time?
- How have modern-day icons used language to transform our thinking?

### Essential Questions

- What evidence do I have that I am committed to learning?
- Where will I find wisdom?
- When is loyalty to myself more important than loyalty to a friend?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How do the heroes of literature reflect the values of the time?
- What journey will I take to become my own hero?

### Quotations

“They said that of all the kings upon the earth he was the man most gracious and fair-minded, kindest to his people and keenest to win fame.”  
(*Beowulf* ℓ. 3180-82)

“Whan that Aprill with his shoures soote  
The droghte of March hath perced to the roote,  
And bathed every veyne in swich licour  
Of which vertu engendred is the flour;  
Whan Zephirus eek with his sweete breeth  
Inspired hath in every holt and heeth  
The tendre croppes, and the yonge sonne  
Hath in the Ram his halve cours yronne,  
And smale foweles maken melodye,  
That slepen al the nyght with open eye  
(So priketh hem Nature in hir corages),  
Thanne longen folk to goon on pilgrimages”  
(*The Canterbury Tales*, General Prologue, ℓ. 1–12)

“When in April the sweet showers fall  
And pierce the drought of March to the root, and all  
The veins are bathed in liquor of such power  
As brings about the engendering of the flower,  
When also Zephyrus with his sweet breath  
Exhales an air in every grove and heath  
Upon the tender shoots, and the young sun  
His half-course in the sign of the *Ram* has run,  
And the small fowl are making melody  
That sleep away the night with open eye  
(So nature picks them and their heart engages)  
Then people long to go on pilgrimages”  
(*The Canterbury Tales*, General Prologue, ℓ. 1–12)

“Of sundry persons who had  
chanced to fall  
In fellowship, and pilgrims were  
they all  
That toward Canterbury town  
would ride.”

(*The Canterbury Tales Prologue*,  
l. 25-27)

“And thus I preach against the very  
vice  
I make my living out of—avarice.  
And yet however guilty of that sin  
Myself, with others I have power  
to win

Them from it, I can bring them to  
repent;

But that is not my principal intent.  
Covetousness is both the root  
and stuff

Of all I preach. That ought to  
be enough.”

(*The Canterbury Tales*,

“The Pardoner’s Prologue, l. 23-30)

“Language is the most perfect  
work of art in the world. The  
chisel of a thousand years  
retouches it.”

Henry David Thoreau

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## Literary Genre Focus/Anchor Texts

### Narrative Text

Excerpts from  
*Beowulf*

Excerpts from  
*The Canterbury Tales*  
including “The Prologue”  
and “The Pardoner’s Tale,”  
Chaucer

## Literary Nonfiction

*Time 100* “The Most Important  
People of the Century” Heroes  
& Icons [http://www.time.com/  
time/time100/index\\_2000\\_  
time100.html](http://www.time.com/time/time100/index_2000_time100.html)

## Informational Text

Taskforce Report

“Preserving Research Collections:  
A Collaboration between  
Librarians and Scholars”  
[http://www.arl.org/preserv/prc.  
html](http://www.arl.org/preserv/prc.html)

## Metamorphosis

“Inside the Chrysalis”

L. Brower

[http://www.learner.org/jnorth/tm/  
monarch/ChrysalisDevelopmentLPB.  
html](http://www.learner.org/jnorth/tm/monarch/ChrysalisDevelopmentLPB.html)

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## Linking Texts/Media

### Media

#### Model of Digital Storytelling

[http://ed-web3.educ.msu.edu/  
outreach/kl2out/pdf/  
language06/jennifer.mov](http://ed-web3.educ.msu.edu/outreach/kl2out/pdf/language06/jennifer.mov)

#### Model of Digital Storytelling and The Canterbury Tales-

“The Beggar”

[http://edcommunity.apple.com/  
ali/story.php?itemID=151](http://edcommunity.apple.com/ali/story.php?itemID=151)

### Media Clips

*Beowulf and Grendel* (2005)

### Pop Culture

Clip from *Annie Hall* in which  
she says: “Just don’t take any  
course where they make you  
read *Beowulf*.”

## Texts

Arthurian Legends  
*Sir Gawain and the Green Knight*

Selected excerpts from  
*Beowulf: A New Translation*,  
Seamus Heaney, 2000

*Grendel*, John Gardner  
(Modern Retelling)

“The Hero’s Journey”  
(transformation)  
<http://www.yourheroicjourney.com/Journey.shtml>

## Universal Truths of Human Nature

Nobel Banquet Speech, 1949  
William Faulkner  
[http://nobelprize.org/nobel\\_prizes/literature/laureates/1949/faulkner-speech.html](http://nobelprize.org/nobel_prizes/literature/laureates/1949/faulkner-speech.html)  
(love, honor, pity, pride,  
compassion, and sacrifice)

## Poetry

Anglo-Saxon Riddles  
<http://www2.kenyon.edu/AngloSaxonRiddles/texts.htm>

Excerpts from the *Exeter Book*  
“The Wife’s Lament”  
“The Husband’s Message”  
“The Seafarer”

*The Earliest English Poets*  
M. Alexander, translator

## Famous Quotations

<http://www.famousquotes.me.uk/famouspeoplequotes.htm>  
<http://www.tpub.com/Quotes/>

## Music Lyrics

“Wild, Wild, West,” Will Smith  
Lesson Plan 75:

Historians with Style  
(Immortalizing a Hero)  
<http://www.rockhall.com/programs/plans.asp>  
<http://www.quehubo.com/eng/lyrics/index.php?%26page=1082&page=70>

## Works of Art

Original pictures/prints of  
the text of *Beowulf* and *The  
Canterbury Tales*  
<http://www.bl.uk/onlinegallery/themes/englishlit/beowulf.html>  
<http://www.bl.uk/onlinegallery/themes/englishlit/geoffchaucer.html>

## Poetry, Legends, and other Works and Authors from the Time Period

Anglo-Saxon Riddles, Laments,  
Epics, Arthurian Legends,  
Boccaccio, Chaucer, Homer,  
Malory

## Teacher/District Resources

Historical context of *Beowulf*  
and *The Canterbury Tales*  
<http://www.library.unr.edu/subjects/guides/beowulf.html>  
<http://www.courses.fas.harvard.edu/%7Echaucer/>

To connect to the primary  
document, order CDs at:  
<http://www.uky.edu/~kiernan/eBeowulf/guide.htm>

## **“Scholarly Digital Editions”**

<http://www.sd-editions.com/AnaAdditional/HengwrtEx/images/hgopen.html>

Burke, Jim. 2003. *Writing Reminders: Tools, Tips, and Techniques*, Portsmouth, NH: Heinemann.

Burke, Jim and Carol Ann Parker. 2000. *I'll Grant You That: A Step-by-Step Guide to Finding Funds, Designing Winning Projects, and Writing Powerful Grant Proposals*, Portsmouth, NH: Heinemann.

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## **Genre Study and Literary Analysis**

### **Narrative Text**

#### **Genre Study**

Characteristics of

- the epic
- Anglo-Saxon literature
- Medieval literature
- oral tradition

#### **Literary Elements**

- characterization
- setting
- conflict
- theme
- mood
- tone

#### **Beowulf**

- legend
- epic verse
- folk epic
- kennings
- alliteration
- appositive phrases
- riddles
- epic hero

## **The Canterbury Tales**

- frame tale
- fabliaux
- beast-fable
- sermon
- parable
- satire
- irony
- melodrama

### **Literary Devices**

- allusion
- allegory
- symbolism
- imagery
- metaphor
- simile
- personification
- use of repetition and rhyme

### **Historical/Cultural**

- milestones for the developing English language
- Prologue—view of life and cultural values in medieval England

### **Language Variety and Use**

- evolution from Old English to Middle English to Standard English to Standard American English

### **Critical Perspectives**

- contradictions in the role of religion

## **Informational Text**

### **Genre Study**

Characteristics of

- digital story
- magazine feature articles
- task force report
- informational text(s) providing historical perspective
- scientific article

### **Expository Elements**

- purpose and focus
- organization, unity, coherence
- word choice (style, tone, economy, clarity)
- explanation
- procedures
- facts and details
- organizational text structures
- author's perspective
- opinions and examples
- causes and consequences
- statements and arguments
- judgments
- comparisons
- text features/graphics
- leads for sequence or chronology
- technical/specialized vocabulary

## **Text Criteria**

- ACT Characteristics of Complex Text

### **Elements of a Proposal**

- purpose and significance
- previous exploration of the topic
- methods for conducting the study or project
- budget
- concise (one page)
- appropriate format/layout

### **Digital Story Elements**

- point of view
- dramatic question
- emotional content
- your voice
- sound track
- economy of language
- pacing

<http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm>

### **Historical/Cultural Perspective**

- history of the Anglo-Saxons
- invasion of the Normans in 1066 AD
- history of Middle Ages
- warfare
- feasting and boasting
- role of religion

## Reading, Listening/Viewing Strategies and Activities

### Reading

#### Narrative Text

- Identify the use of the frame tale technique in a story
- Complete graphic organizers charting characters, setting, conflict, theme, mood, and tone
- Respond to the anchor texts read by recognizing/observing the authors' use of Old and Middle English
- Analyze *Beowulf* using the planes of the profundity scale [www.readinglady.com/mosaic/tools/Profundity%20Scale-narrative%20from%20Jeff.pdf](http://www.readinglady.com/mosaic/tools/Profundity%20Scale-narrative%20from%20Jeff.pdf)
- Compare and Contrast *Beowulf*, “Wild Wild West,” and Gardner’s *Grendel* in terms of
  - plot
  - hero
  - heroic feats
  - villains/monsters faced
  - setting
  - cultural values
  - figurative language
  - value and use of rhythm

#### Informational Text

- Use critical reading strategies to find the inferred meaning of the chrysalis metaphor
- Read the “Preserving Research Collections” report taking a critical stance; identify and summarize key issues and the persuasive elements.

### Listening/Viewing

- Explore authentic local community book clubs as a model for year-long book clubs for each unit; listen to and view members discussing a book they are currently reading; analyze interaction identifying protocols used
- Class/group discussion using protocols
- Critique peers’ digital storytelling presentation using class-generated rubric
- Listen to excerpts of *Beowulf*, *Anglo-Saxon Riddles*, and *The Canterbury Tales* in Old English, Middle English, and Modern prose translation

<http://www.bl.uk/learning/langlit/changlang/activities/lang/beowulf/beowulfpage1.html>

<http://www.bl.uk/learning/langlit/changlang/activities/lang/chaucer/chaucerpage1.html>

### Word Study/Vocabulary Activities

- Examine various translations of *Beowulf* and *The Canterbury Tales* charting their similarities and differences, impact on syntax, and their placement within context. Assess which author’s style is more appealing
- Use roots, prefixes, suffixes, and context to examine the dynamic nature of language

#### Teacher Resource

“From *Beowulf* to Buzzwords”  
<http://www.bl.uk/learning/langlit/changlang/language.html>

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Annotate text
- Quotation notebook
- Respond to reading of anchor and linking texts with journal entries recording:
  - the role of storytelling
  - the importance of community
  - author's use of religious symbolism
  - examples of journeys leading to moral or life lesson
  - attributes of personal heroes
  - examples of narrative characteristics (allusion, allegory, symbolism, imagery, figurative language, kenning)
- Take two-sided notes documenting and explaining symbolism and allegory in the text

### Writing to Demonstrate Learning

#### Essay

##### Persuasive Essay

- Using support from texts read, agree or disagree with the following statement: Sometimes the journey is more important than the destination.
- Argue for or against a person's appearance on the *Time 100* list or in support of a person who was omitted.

##### Comparative Essay

- Metaphorically connect transformation in the stages of the chrysalis to the stages of transformation through the Middle Ages.
- Compare the Medieval mentality as portrayed in excerpts from the *Exeter Book* with that in *The Canterbury Tales*.

##### Descriptive Essay

- Select one of Chaucer's tales and write an essay analyzing how he uses these tales to critique human behavior.

##### Riddles

- Write modern day riddles that model those of the Anglo-Saxon period.

##### Authentic Writing

- Write a Proposal to purchase books for classroom book clubs (literature circles) throughout the year.  
"Write a Proposal"  
*Writing Reminders*, p. 360  
J. Burke
- Petition the community library to sponsor a community reading of a selected text.  
"Write a Proposal"  
*Writing Reminders*, p. 360  
J. Burke

## **Digital Storytelling**

- Create an original pilgrim and a corresponding “digiTale,” a digital movie based on a character.
- Create a digital movie in which you portray yourself as a hero using the stages of “A Hero’s Journey.”

## **Teacher Resources**

<http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm>

<http://www.digitales.us/>

[http://www.storycenter.org/memvoice/pages/tutorial\\_1.html](http://www.storycenter.org/memvoice/pages/tutorial_1.html)

## **Speaking**

- Class/group discussion of importance of story telling, family, religion, and a value system (in Medieval and Anglo-Saxon periods and today)
- Digital story/movie presentation
- Class/group discussion of task force report
  - evaluate findings of the preservation task force
  - consider bias and perspective
  - consider technological and economic investment requirements of recommendations
- Debate
  - what is meant by preservation
  - the history of preservation (oral, print, digital, blogging)

- the difference between preserving language, using language, and plagiarizing
- preservation vs. cost

## **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**

- High Schools That Work/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 time commitment for each text

### **Reading Strategies**

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

### **Vocabulary Development**

- Understand how languages and dialects are used to communicate effectively in different roles and different circumstances
- Understand the appropriate uses and implications of casual or informal language vs. professional language
- Recognize language bias
  - diction
  - voice
- words from selections
- academic vocabulary
- technical vocabulary

### **Greek and Latin Root Words/Prefixes/Suffixes**

auto = self

pater = father

mater = mother

frater = brother

spect = to see

magna = large, great

micro = small

macro = large

mal = bad, evil

bene = good

nym = name, noun

pseudo = false

sub = under

retro = back

thesis = idea

per = through

mono = one

bi = two

tri = three

kilo = thousand

semi = half

## Writing

### Writing Strategies

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

### Grammar Skills

- grammar and rhetoric mini-lessons
- practice skills for PSAT/PLAN 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 11.2 INFORMED DECISION-MAKING

### THE RENAISSANCE

#### Anchor Text

*The Tragedy of Hamlet,  
Prince of Denmark*

#### Grade II Disposition

Transformational Thinking

#### Big Ideas

- decision/indecision
- action/inaction
- consequences/forward thinking
- vision
- decision-making process (chess, buying a car, deciding on college, job selection, how to use free time)
- decisions in the course of history

#### Themes

- Bias skews all decisions, actions, and thoughts
- Decisions, based on data, are filtered by our beliefs
- Appearance vs. reality
- Loyalty vs. betrayal
- Decisions determine destiny
- Flawed data (appearances, propaganda) leads to inappropriate decisions

#### Historical Perspective

**1485:** Henry VII wins the throne

**1509:** Henry VIII becomes King (breaks away from the Catholic Church)

**1534:** The Church of England is established

**1558:** Elizabeth I becomes queen (balances growing religious tensions)

**1588:** The English navy defeats the Spanish Armada

**1590:** Shakespeare emerges as England's playwright

**1599:** The Globe Theater is built

**1603-1660:** Religious and Political unrest; King James I and Charles I—The Cavaliers fought to maintain their power while the Puritans wanted religious and government reform.

**1642-1660:** Civil War—The Puritans won and established a commonwealth

**Literary Movements:** Elizabethan, Cavalier, Metaphysical, and Puritan

**Literary Authors:** Shakespeare, C. Marlowe, Edmund Spenser, Ben Jonson, Robert Herrick, Richard Lovelace, Andrew Marvell, Thomas More, Thomas Wyatt, Walter Raleigh, John Donne, Francis Bacon, John Milton

**1660:** Charles II becomes king and the Monarchy is restored beginning the Restoration Period.

## Focus and Essential Questions and Quotations

### Focus Questions

- What kinds of information do I need to make an informed decision?
- How do I evaluate the information?
- Why is it important to weigh options before making decisions?
- How can forward thinking help me make better decisions?
- How can a person see beyond appearances to discover the hidden truths about others?
- What does it take to reverse decisions?
- Are there decisions that require so much forward thinking that humans need the memory support of technology?
- Even with all the available data, how do I know when I've made the right decision?
- What are the filters through which I evaluate decisions?
- When does language reflect or construct reality?
- How does imagery make things more real, or make a particular version of reality more convincing?

### Essential Questions

- Which decisions I make today will affect me for my entire life?
- How do I develop a realistic plan for the future?
- How can I invent new opportunities?
- How will knowing how decisions are made help me plan for my life?
- When is loyalty to myself, and my own values, more important than loyalty to a friend?
- Can one (apparently) have all the right information and make the wrong decision?

### Quotation(s)

“To be or not to be, that is the question.”

“Neither a borrower nor a lender be; for loan oft loses both itself and a friend.”

“This above all: to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man.”

“There is nothing either good or bad, but thinking makes it so.”

“What a piece of work is a man! how noble in reason! How infinite in faculty! in form and moving how express and admirable.”

“Thus conscience does make cowards of us all; And thus the native hue of resolution is sicklied o'er with the pale cast of thought.”

“O, woe is me, to have seen what I have seen, see what I see!”

“Lord, we know what we are, but know not what we may be.”

“The rest is silence.”

“Now cracks a noble heart. Good-night sweet prince, And flights of angels sing thee to thy rest!”

“To thine own self be true.”

From *The Tragedy of Hamlet, Prince of Denmark*

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## Literary Genre

### Focus/ Anchor Texts

#### Narrative Text

*The Tragedy of Hamlet, Prince of Denmark*  
William Shakespeare

#### Informational Text

“7-Step Decision Making Model”  
<http://www.unf.edu/dept/cdc/services/decisio.htm>

“Why Offer Chess in Schools?”  
Chessmaster Jerry Meyers  
<http://chess.about.com/library/weekly/aa05a08a.htm>

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## Linking Texts

#### Media

Mel Gibson’s *Hamlet*

*Rosencrantz and Guildenstern Are Dead*

*Searching for Bobby Fischer* (clip from the end of the film where chess player sees the next series of moves before they happen)

*Knights of the South Bronx*  
A&E, Ted Danson

Excerpts from *And the Band Played On: Politics, People, and the AIDS Epidemic*

Review [http://en.wikipedia.org/wiki/And the Band Played On](http://en.wikipedia.org/wiki/And_the_Band_Played_On)

Excerpts from *A Bridge Too Far*, 1997 DVD

#### Texts

Forrest, J., “The Space Shuttle Challenger Disaster: A failure in decision support system and human factors management”  
[http://frontpage.hypermall.com/jforrest/challenger/challenger\\_sts.htm](http://frontpage.hypermall.com/jforrest/challenger/challenger_sts.htm)  
<http://history.nasa.gov/sts51l.html>

Excerpts from *Shakespeare in Charge: The Bard’s Guide to Leading and Succeeding on the Business Stage*  
N. Augustine and K. Adelman  
“Prologue” (xi-xviii)  
“Act V Crisis Management” (167-207) *Clausius’ crisis management skills—ten lessons on how to act in a crisis*  
“Epilogue” (209-219)

Excerpts from *Profiles in Audacity: Great Decisions and How They Were Made*  
Alan Axelrod

#### Poetry

Shakespearian Sonnets

Metaphysical Poetry

## College/Work Application Process

“Who Needs Harvard?”

Gibbs, N. and Thornburgh, N.  
Time 21 Aug 2006: 37-45.

“With a Little Help from Your Mom” Carol Jago

<http://www.englishcompanion.com/room82/college/jagocolumn.html>

“Guidelines for Letters of Recommendation” Jim Burke (chart)

<http://www.englishcompanion.com/room82/college/recletterform.html>

CareerForward Course My Dream Explorer accessible through Michigan LearnPort

<http://www.mydreamexplorer.org>

College application timeline (SAT I and/or ACT)

<http://www.wilsonhs.org/admin/guidancebook/12-collegeapplicationline.htm>

ACT College Planning

<http://www.actstudent.org/college/index.html>

ACT Career Planning

<http://www.actstudent.org/www/index.html>

ACT College/VocTech Search Tool

[http://www.act.org/college\\_search/fset\\_col\\_search.html](http://www.act.org/college_search/fset_col_search.html)

ACT print and electronic review materials

## Internet Links to Resources

### Decision Making

“Steps to Decision Making”  
*The Wall Street Journal: Classroom Edition*. 25 June 2006.

<http://info.wsj.com/classroom/worksheet/wsje.decision.grid.pdf>

“Steps to Effective Decision Making Worksheet” *The Wall Street Journal: Classroom Edition*.

27 June 2006.

[http://wsjclassroom.com/pdfs/wkst\\_decision.pdf](http://wsjclassroom.com/pdfs/wkst_decision.pdf)

### Motivation and Goal Setting

<http://www.coun.uvic.ca/learn/program/hndouts/goals.html>

### College/Career Planning

<http://www.collegecountdownkit.com/goalsetting.htm>

<http://www.employmentspot.com/features/choosecareer.htm>

[http://www.firn.edu/doe/programs/cd\\_lesson.htm](http://www.firn.edu/doe/programs/cd_lesson.htm)

### Self-Inventory

<http://www.ncwiseowl.org/kscope/techknowpark/Secret/Welcome.html>

### Chess

*Curriculum for Scholastic Chess* David MacEnulty

<http://www.schoolchess.com/download/school%20chess%20curriculum%20guide.pdf>

### Poetry, Legends, and Other Works and Authors from the Time Period

Shakespeare, C. Marlowe, E. Spenser, B. Jonson, R. Herrick, R. Lovelace, A. Marvell, T. More, T. Wyatt, W. Raleigh, J. Donne, F. Bacon, J. Milton

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## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- Elizabethan drama (tragedies, comedies)
- Shakespearean sonnets
- English Renaissance literature
- revenge tragedy

#### Literary Elements

- Freytag's Pyramid
- soliloquy
- comic relief
- tragic hero
- frame within a frame
- external conflict
- archetypes
- decision
- iambic pentameter
- other metric structures
- use of dialogue
- organization, unity, coherence
- word choice, style, tone, clarity, economy
- themes
  - appearance vs. reality
  - theater vs. life
  - relationships of parents and children
  - relationship of thought to action
  - revenge
  - loyalty vs. betrayal
  - nature of leadership
  - conscience
  - hypocrisy

### Literary Devices

- imagery
- repetition of music
- analogies
- allusion
- metaphor
- conceit (extended metaphor)
- coded language

### Historical/Cultural

- decisions based on time period
- influence of other revenge tragedies on the writing of *Hamlet*; history of revenge tragedy

### Critical Perspectives

- religious perception/contradictions
- literary critical perspectives
  - moral
  - psychological
  - sociological
  - formalistic
  - archetypalusing various lenses (gender, class)
- Gertrude and Ophelia from a feminist perspective

### Informational Text

#### Genre Study

Characteristics of

- magazine articles
- news clips
- college planning charts/guides
- college application essays
- decisions-making models

### **Expository Elements**

- structure
- purpose
- focus

### **Organizational Patterns**

- organization
- unity
- coherence
- procedural

### **Features**

- charts/tables/graphs

### **Text Criteria**

- ACT Characteristics of Complex Text

### **Historical/Cultural**

- decisions that changed the world

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## **Reading, Listening/Viewing Strategies and Activities**

### **Reading**

- Compare important decisions made within *Hamlet*, with those made in previously read core texts
- Annotate *Hamlet* in the text or in a journal
- Use think-aloud strategy to describe important facts and events in each episode of *Hamlet*
- At stages of decision/indecision in *Hamlet*, make connections to historical decisions in which information was available but not used (examples identified in linking texts - AIDs, NASA, history)
- Identify instances in which Hamlet's decisions allude to events in the contemporary world

- Identify themes
- Identify images of disease and corruption repeated throughout *Hamlet* and what they reveal about the reality of the time period
- Identify human themes and sorrows in "To Be or Not To Be" soliloquy
- Analyze *Hamlet* using the profundity scale [www.readinglady.com/mosaic/tools/Profundity%20Scale-arrative%20from%20Jeff.pdf](http://www.readinglady.com/mosaic/tools/Profundity%20Scale-arrative%20from%20Jeff.pdf)
- Read the "chess" article to identify skills important for becoming a good decision-maker
- Read modern revenge tragedies; compare plot scenarios with that of *Hamlet*

### **Listening/Viewing**

- View various video clips to find and connect decisions from history with those of *Hamlet*
- Find intersections between visual images and verbal communication
- Listen for information that could have resulted in a better decision; take notes while viewing
- View *Hamlet* and evaluate it as a representation and/or interpretation of the text. Which version highlights Hamlet's decision-making inabilities?

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Access Prior Knowledge

- Personal Essay – Write about important decisions for your future

### Writing to Learn

- Annotating text (explicit instruction)
- Quotation notebooks

### Journal Entries

Recording

- decisions in *Hamlet* and in life
- examples of literary devices (imagery, metaphor, allusion, analogies)
- examples of the play’s major themes echoed in the “play within a the play” literary frame
- Shakespeare’s conclusions about humankind (as depicted in *Hamlet*)
- the process used to make an important decision about the future; using the self inventory website and the “7-Step Decision Making Model,” record your thinking at each step in the process (in preparation for reflective essay)

### Writing to Demonstrate Learning

- Written response to focus questions using text support
- Summarize a scene from the play

### Essay Options

Reflective Essay

- Cite examples from world and U.S. history of those who failed to recognize the consequences of their actions.
- Recount situations in which leaders understood the consequences of their actions but were powerless to alter their destiny.
- What personal lessons do you take from the play *Hamlet*?
- Discuss how your life reflects your beliefs; explain conflicts.

Comparative Essay

- Answer the question: When does a decision that applies to me not have to apply to all? How is the decision-making process different if the decision affects more than just self?
- Compare Shakespeare’s conclusions about humankind with the conclusions of other authors studied in HS (H. Lee, A. Miller, M. Twain, J. Steinbeck, L. Hansberry).

Literary Analysis Essay

- Discuss the ironies of Hamlet’s death and the symbolism of Fortinbras’ coming reign.

Persuasive Essay

- Select the critical perspective (moral, psychological, sociological, formalistic, or archetypal) most appropriate for analyzing *Hamlet*; support with examples from the text and from knowledge of what the criticism will reveal about the work.

## Research Options

- Research a contemporary figure whose decisions are analogous to Hamlet's decision/indecision on important issues and resulted in negative consequences (Colin Powell, Princess Diana, John McCain, Hillary Clinton, President G. W. Bush, or other); post findings in a class display or in a photo essay.

## Authentic Writing

- Reflect on the decision-making process you used in making an important decision in your life; include progress you've made toward the decision and identify next steps in your process.
- Journal entries detailing college selection and application activities/progress/plans

## Speaking

- Class discussions about decisions and decision-making
- Recite soliloquy/selected scenes with attention to performance details to achieve clarity, force, aesthetic effect

## Expressing

- Record your decision-making process on poster paper; use symbols or drawings to emphasize the points you are making
- Display the posters in preparation for a gallery walk; review and support the important decisions peers are making
- Post findings of contemporary research figure on a class display or in a photo essay

## 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

- High Schools That Work/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 biographies

### **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 selection
- 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
- revising own writing using proofreading checklist/rubric
- critique own writing for sophisticated sentence structure
- cite sources using MLA conventions
- evaluate own writing
- note taking

#### **Grammar Skills**

- identify and eliminate shifts in point of view, tense, etc.
- practice skills for ACT/SAT success
- techniques for achieving spelling accuracy
- comparative and superlative modifiers
- parentheses and dashes
- brackets
- ellipses
- practice correct use of punctuation and capitalization conventions

#### **Grammar Instruction to**

- enrich writing: add detail, style, voice
  - create organizational coherence and flow
  - make writing conventional
- “Power of Language” Module  
MDE Grammar Resource

## **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 11.3 TECHNOLOGY: POTENTIAL FOR ENHANCING HUMAN LIFE—THE NEOCLASSICAL AND ROMANTIC PERIODS

### Anchor Text

*Frankenstein*

### Grade II Disposition

Transformational Thinking

### Big Ideas

- mystery, horror
- supernatural
- role of technology
- genetic engineering
- cloning
- unintended consequences
- appreciating human life

### Themes

- Technology has the potential to enhance and extend human life.
- Man's fascination with creation is reflected in fact and fiction.
- Scientific exploration has the potential to improve human life.
- Altering human traits has unexplored consequences.

### Historical Perspective

The Restoration and the 18th Century Neoclassical Periods

**1660:** Charles II restores the Monarchy

**1666:** The Great Fire destroys most of London

**1700's:** The Age of Enlightenment

### Literary Movements

Rationalism (humans should depend on reason)

### Literary Authors

Daniel Defoe, Thomas Gray, Thomas Hobbes, Samuel Johnson, John Locke, John Milton, Alexander Pope, Jonathan Swift, Voltaire, Mary Wolstonecraft

**1733:** Alexander Pope writes "An Essay on Man"

Toward the end of the 18th Century writers rebelled against the Enlightenment moving into the Romantic Period.

The Romantic Period

**1783:** England recognizes America's independence

**1789:** The French revolution begins

**1799:** Napoleon seizes power in France

**1815:** The British defeat Napoleon at the Battle of Waterloo

**1818:** Mary Shelley writes *Frankenstein*

**1837:** The Romantic Period ends with Victoria becoming Queen of England

### Romantic Authors

Jane Austen, William Blake, Robert Burns, Lord Byron, Samuel Coleridge, John Keats, Mary Shelley, Percy Shelley, William Wordsworth

## Focus and Essential Questions and Quotations

### Focus Questions

- What issues are involved in creating, lengthening, and bettering life?
- What is technology’s role in society?
- When do technological solutions become new problems?
- Is there a point (percentage of replacement parts) when a human being is no longer considered human?
- How have humans been redefined by technological advances?

### Essential Questions

- What role will I play in future technology? Will I question it, consume it, or help to create it?
- What price am I willing to pay for immortality?
- What are the tradeoffs for technological advances?
- What moral limitations do we put on the use of technology?

### Quotations

“Keep us human. If we’re truly smart, we’ll refuse to foolishly tamper with our DNA.”

Bill McKibben

(dangers of genetic engineering)

“I busied myself *to think of a story* – a story to rival those which had excited us to this task. One which would speak to the mysterious fears of our nature and awaken thrilling horror – one to make the reader dread to look around, to curdle the blood, and quicken the beatings of the heart.”

Mary Shelley, *Frankenstein*  
(Introduction, 1831 edition)

“How dangerous is the acquirement of knowledge.”

Victor Frankenstein

*Frankenstein*

“Did I request thee, Maker,  
from my clay

To mould me man? Did I solicit thee  
From darkness to promote me?”

John Milton, *Paradise Lost*

(on cover page of *Frankenstein*)

“Reality is that which, when you stop believing in it, does not go away.”

Philip K. Dick

*Do Androids Dream of Electric Sheep?*

“The man who writes about himself and his own time is the only man who writes about all people and all time.”

George Bernard Shaw

## Literary Genre Focus/ Anchor Texts

### Narrative Text

*Frankenstein*  
Mary Shelley

### Informational Text

“Revising Humans: U.S. Constitution Provides Framework for Debate on Genetic Engineering of Human Beings”  
Jane Sanders  
<http://gtresearchnews.gatech.edu/newsrelease/constitution.htm>

“How to Read a Scientific Article”  
Purugganan and Hewitt  
[http://www.owl.net.rice.edu/~cainproj/courses/sci\\_article.doc](http://www.owl.net.rice.edu/~cainproj/courses/sci_article.doc)

Owl At Purdue Online Writing Lab  
Writing a Research Report  
<http://owl.english.purdue.edu/workshops/hypertext/reportW/>

Research Report Writing  
Section in Writing Handbook  
used in district

## Linking Texts/Media

### Media

*Frankenstein* (film)  
Mary Shelley  
<http://www.pbs.org/saf/1209/video/watchonline.htm>

*PBS: Body Building*  
“How to Make a Nose—Tissue engineers build a nose, heart muscle, and even a retina from the ground up. (Updated from earlier broadcasts)”  
<http://www.pbs.org/saf/1209/video/watchonline.htm>

“Body on a Bench—A tiny, living liver is the first step towards a lab version of the human body.”  
<http://www.pbs.org/saf/1209/video/watchonline.html>

*The Search for the Perfect Heart*  
Science continues the quest to replace our most critical organ.  
<http://www.pbs.org/saf/1209/video/watchonline.htm>

“Frankenstein: Mary Shelley’s Dream”  
Live multimedia exhibit  
Biographical information on Mary Shelley; history and science of *Frankenstein*  
The Bakken Library and Museum  
<http://www.thebakken.org/frankenstein/intro.htm>

## Texts

### Reading Scientific Articles

Research report (model)  
“Popular vs. Scholarly Periodicals”

Criteria Guide  
[http://guides.lib.msu.edu/page.phtml?page\\_id=32](http://guides.lib.msu.edu/page.phtml?page_id=32)

“How to Read a Scientific Paper”  
Little and Parker  
<http://www.biochem.arizona.edu/classes/bioc568/papers.htm>

“How to Read a Scientific Research Paper” McNeal  
[http://hampshire.edu/~apmNS/design/RESOURCES/HOW\\_READ.html](http://hampshire.edu/~apmNS/design/RESOURCES/HOW_READ.html)

### Research Report

Rubric  
<http://www.uwstout.edu/soe/profdev/rubrics.shtml>

“The Research Report at a Glance”  
“Big6 Overview for Research Projects”  
Burke, Jim. 2003. Writing Reminders. Portsmouth, NH: Heinemann, pp.288-297.

### Transplantation and Biotechnology

American Medical Association Code of Ethics regarding allocation of limited medical resources  
<http://www.ama-assn.org/ama/pub/category/8388.html>

AMA Transplantation Scenarios  
“Life and Death in the War Zone: You Be the Judge”  
[http://www.pbs.org/wgbh/nova/teachers/activities/3106\\_combatdo.html](http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html)

Pros, Cons, and General Information About Genetic Engineering  
“A Beginner’s Guide to Genetic Engineering”  
<http://www.ifgene.org/beginner.htm>

“Biotechnology: A Case for Constraints”  
Timothy Lenoir’s review of *Enough: Staying Human in an Engineered Age*  
Bill McKibben  
<http://www.sciencemag.org/cgi/content/full/302/5648/1155>

“Replacement Parts”  
Cowley, Geoffrey  
Newsweek 27 Jan. 1997:66  
[http://web.lexis-nexis.com/universe/document?\\_m=f5e63e91e1c2cbd3939594cd21e275f5&docnum=1&wchp=dGLbYtb-zSkVb&md5=f3b1d46fb1f701144feal30ad3a00ab3](http://web.lexis-nexis.com/universe/document?_m=f5e63e91e1c2cbd3939594cd21e275f5&docnum=1&wchp=dGLbYtb-zSkVb&md5=f3b1d46fb1f701144feal30ad3a00ab3)

“Is Genetic Engineering Ethically Correct?”  
J. Hamilton  
Student Review  
<http://www.msu.edu/~hamill99/atl/review4.html>

Patient Medical History and Consent Form  
<http://www.health.state.ok.us/bt/history-consent-form.pdf#search=heart%20transplant%20medical%20consent%20form>

## Frankenstein Resources

Literary Nonfiction from  
“The Introduction to *Frankenstein*”  
Mary Shelley  
Shelley’s inspiration for  
*Frankenstein*

“Do Androids Dream of Being Human?”  
Hans Persson  
[http://www.lysator.liu.se/lsff/mb-nr27/Do\\_Androids\\_Dream\\_of\\_Being\\_Human.html](http://www.lysator.liu.se/lsff/mb-nr27/Do_Androids_Dream_of_Being_Human.html)  
exploration and critique of  
*Frankenstein* and *Do Androids Dream of Electric Sheep?*  
Hans Pearson looks at the inherent difference between artificially created men and real human beings; looks at *Frankenstein* as the first science fiction novel

*Do Androids Dream of Electric Sheep?*  
Philip K. Dick  
Basis for film *Blade Runner*  
[http://www.philipkdick.com/works\\_novels\\_androids.html](http://www.philipkdick.com/works_novels_androids.html)

“Frankenstein: The Modern Prometheus”  
influences on Shelley’s story  
[http://www.nlm.nih.gov/hmd/frankenstein/frank\\_modern-1.html](http://www.nlm.nih.gov/hmd/frankenstein/frank_modern-1.html)

Biographical information on Mary Shelley and genre resource  
“My Hideous Progeny: Mary Shelley’s *Frankenstein*”  
<http://home-1.worldonline.nl/~hamberg/>

*Frankenstein*  
Mary Shelley  
Adapted by Larry Weinberg  
Hampton-Brown

Excerpts from *The Monsters: Mary Shelley and the Curse of Frankenstein*  
Dorothy and Thomas Hoobler  
(literary and historical background for Shelley’s *Frankenstein*)

## Works of Art

“The Nightmare”  
Johann Fussli  
Detroit Institute of Art  
<http://www.artchive.com/artchive/f/fussli/fuseli-nightmare.jpg.html>

## Poetry, Essays, and Other Works and Authors from the Time Period

“An Essay on Man” A. Pope  
(putting man in context)

*Paradise Lost* J. Milton

“A Modest Proposal”  
Jonathan Swift (satire)

“The Rime of the Ancient Mariner”  
S. Coleridge

Excerpt from  
“A Defense of Poetry”  
Percy Bysshe Shelley  
persuasive essay and critical commentary

J. Austen, W. Blake, R. Burns, Lord Byron, S. Coleridge, D. Defoe, T. Gray, T. Hobbes, S. Johnson, J. Keats, J. Locke, J. Milton, A. Pope, M. Shelley, P. B. Shelley, J. Swift, Voltaire, M. Wolstonecraft, W. Wordsworth

## Internet Links to Resources

Frankenstein Resources  
<http://www.glencoe.com/sec/literature/litlibrary/frankenstein.html>

[http://www.pbs.org/wgbh/nova/teachers/activities/3106\\_combatdo.html](http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html)

<http://unitedstreaming.com>

MIT Inventor of the Week  
<http://web.mit.edu/invent/i-main.html>

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## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- Gothic Romance
- Science Fiction
- Restoration and 18th century literature
- Literature from the Romantic Period
- Rationalism

Author study of

- poet from time period
- Mary Shelley (based on G. B. Shaw's quotation)

#### Literary Elements

Elements of Romantic Literature

- a passion for human emotion
- the belief that all humans are innately good
- the advocacy of free thought
- an opposition to political authority and social convention
- a strong sense of human individuality
- a belief in the supernatural
- the use of the morbid and grotesque

Elements of Gothic Literature

- use of intense emotion
- using weather to depict a character's mood
- giving nature the power to destroy
- innovation
- written in an age where people thought of new beginnings and higher possibilities
- idealization of nature
- evokes terror
- satanic hero

Elements of Science Fiction

- explores the marvels of discovery and achievement that may result from science and technology
- is usually speculative in nature
- assumes change as a given
- projects a story-line into the future or into an alternative reality or history
- explores a problem in technology, culture, or philosophy beyond its current state
- presents an atmosphere of scientific credibility regardless of the reality

Elements of *Frankenstein*

- use of letter writing to develop characters (epistolary novel)
- frame story (3 stories deep)
- elements of mystery, horror, the supernatural
- complex human dilemmas
- compelling disconcerting characters
- greed and gain as motivators in scientific advances
- point of view
- tone

### **Literary Devices**

- story within a story plotline
- flashbacks
- syntax
- diction
- imagery

### **Text Criteria**

- ACT Characteristics of Complex Text

### **Historical/Cultural**

- issues in *Frankenstein* that are relevant today
- historical background on Romanticism

### **Critical Perspectives**

- Examine moral dilemmas raised in anchor and linking texts
- Shelley's internal thoughts in assessment of her work

### **Informational Text**

#### **Genre Study**

Characteristics of

- scientific journal articles
- science news articles
- policy statements
- legal consent forms
- essays
- ACT writing rubric
- research report rubric
- mentor research report

#### **Expository Elements**

- explanation
- procedures
- multiple concepts
- organizational text structures
- author's perspective
- facts and details
- opinions and examples
- causes and consequences

- statements and arguments
- text features/graphics
- leads for sequence or chronology
- technical /specialized vocabulary

### **Science Article Features**

- introduction
- hypothesis or thesis
- methods
- results or evidence
- discussion
- reflection
- criticism
- abstract
- graphs, charts, figures
- citations

### **Research Report Elements**

- Title Page
- Abstract
- Table of Contents
- Introduction
- Body
- Recommendations/  
Conclusion
- References/Sources/  
Works Cited
- Appendices

### **AMA Scenarios**

- positions on issues
- AMA criteria for recipient selection

### **Historical/Cultural**

- Legal and moral dilemmas caused by technological advancements

## Reading, Listening/ Viewing Strategies and Activities

### Reading

#### Comprehension Strategies

- Use “Think Aloud” strategies
- Compare the voice of the letter writer and the voice of the narrator. How are they different?
- Sort fact from theory and conjecture
- Analyze graphic or tabular material
- Determine meaning of scientific terminology and technical terms from context and definitions provided
- Decipher pertinent information in research summaries
- Assess validity of hypotheses, premises, and conclusions
- Identify perspective of the author and perspectives that are not represented (marginalized)
- Apply SQ3R strategies
- Use interactive notes
- Use summary notes

#### Critical Reading

##### *Frankenstein*

- Who is the monster?
- What constitutes a monster?
- In what way is the creator (Victor) the monster?

#### Scientific Articles

Read selected science articles; follow the steps in “How to Read a Scientific Article”

- skim and identify structure
- distinguish main points
- generate questions and monitor understanding
- draw inferences
- take notes as you read

#### Comprehension questions

- What is the purpose of the abstract?
- Why does the author choose to include specific charts and graphs to support conclusions?
- What strategies can be used to glean information about the purpose and conclusions of a scientific article before actually reading through all the information presented? Consider author’s perspective, intended audience, and purpose

#### Listening/Viewing

- View PBS and AMA media segments for information, perspectives, and possibilities; generate new questions
- Discussion: Debate legal and moral issues around the theme.
- View segments of *Frankenstein* for historical perspectives
- Engage in book clubs/literature circles choosing among five to six teacher-selected texts (science fiction, gothic novels, or scientific articles) that support the unit focus

- Critique *Frankenstein* using “Lights, Camera, Action, Music: Critiquing Films Using Sight and Sound”  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=863](http://www.readwritethink.org/lessons/lesson_view.asp?id=863)

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Annotate text
- Quotation notebooks

Prompted writing to establish theme:

- What possibilities does technology present for enhancing or extending human life?

### Journal Entries

- Reflect on the texts (novel, informational text, and media) through a series of reflective writings
- Note examples of literary devices (imagery, metaphor, allusion, analogies)
- Respond to the focus questions

### Data Walls

- displaying seven comprehension strategies; students record and post strategy use as they read *Frankenstein*.

### Letter Writing

- Create a series of letters that together tell a story

### Graphic Organizers

- Create a pro and con graphic organizer to determine the support for and against enhancing and extending life with technology
- Use a decision tree organizer to analyze AMA scenario decisions

### Rubric Writing

- Score persuasive essays with the ACT writing rubric (with teacher modeling). Use the traits to revise writing

### Writing to Demonstrate Learning

#### Essay Options

Comparative Essay

- Draw parallels between Mary Shelley’s *Frankenstein* and modern scientific and medical breakthroughs.

Creative Writing

- Use letter or journal writing to tell a story.

Persuasive Essay

- Lobby for or against manipulation of human bodies for sustaining or enhancing life, or for or against the use of genetically engineered products.

### **Research Options**

Formal/Major Research Report (Options) Refer to HSCE Standard 1.4.

Use rubric and handbook as guide for report.

(Major project begins in 3rd unit with completion in unit 4 or 5)

- Research the legal/moral issues of organ transplantation, medical decisions, and donor choices.
- Research a technological advancement.
- Trace the background and history of a significant medical or technological advancement.

### **Research Overview**

- Select topic, subject, style, approach
- Determine purpose and audience
- Generate, explore, refine questions
- Create hypothesis or thesis
- Evaluate information search strategies
- Access resources
- Extract relevant information
- Gather and study evidence
- Take notes
- Organize, synthesize, and evaluate information
- Document sources
- Format for publication
- Use “Writing a Research Report” or other online resource  
<http://owl.english.purdue.edu/workshops/hypertext/reportW/>

### **Authentic Writing**

- Write an essay detailing what you have personally learned from reading *Frankenstein*.
- Write an essay reflecting on the changes that Pope might have made if he wrote “An Essay on Man” after reading *Frankenstein*.
- Prepare a proposal requesting financial support for purchasing school book club texts.  
Burke, Jim  
*Writing Reminders*, p.360

### **Speaking**

- Compare the voice of the film maker with the voice of the author; use “Lights, Camera, Action, Music: Critiquing Films Using Sight and Sound”  
<http://www.readwritethink.org/lessons/lesson-view.asp?id=863>
- Debate pros and cons of proposed uses of technology

## 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

- High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum

#### Reading Portfolio

Recording reading with levels of support

- I. 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 11.4 UNDERSTANDING HUMAN NATURE: COPING WITH CRISIS, CHAOS, AND CHANGE

### THE VICTORIAN PERIOD AND CONTEMPORARY BRITISH LITERATURE IN THE 20TH CENTURY

#### Anchor Text

*Lord of the Flies*

#### Grade II Disposition

Transformational Thinking

#### Big Ideas

- coping with crisis, chaos, and change
- civilization as structure
- understanding the power of fear
- human nature
- choices
- loss of innocence
- civilization vs. savagery

#### Themes

- Understanding human nature facilitates coping with crisis, chaos, and change.
- Crisis creates vulnerability.
- To solve problems, order must be dynamic and self-organizing.
- Knowing the power of fear can empower you to make better decisions.
- Whenever groups of people coexist, there will be a struggle for power.
- It is better to examine the consequences of a decision before it is made, than to discover them afterwards.

#### Historical Perspectives

**1837–1901:** Victoria rules as Queen of England

**1847:** Emily Brontë's *Wuthering Heights*, Charlotte Brontë's *Jane Eyre*

**1859:** Darwin's *Origin of Species*; Dickens' *A Tale of Two Cities*

**1882:** British forces invade and occupy Egypt and the Sudan; Stevenson's *Treasure Island*

#### Literary Movements

Realism, Naturalism

#### Literary Authors

Matthew Arnold, Charlotte Brontë, Emily Brontë, Elizabeth Barrett Browning, Robert Browning, Lewis Carroll, Joseph Conrad, Charles Darwin, Charles Dickens, Sir Arthur Conan Doyle, A.E. Houseman, Alfred Lord Tennyson, Oscar Wilde

#### Contemporary British Literature—The 20th Century

**1914–1918:** World War I

**1944:** Allied troops cross English Channel; invade France

**1945:** World War II ends in Europe

#### Literary Movements

Stream of Consciousness

#### Literary Authors

William Golding, James Joyce, Frank O'Connor, George Orwell, George Bernard Shaw, Derek Walcott, H. G. Wells, Virginia Woolf

## Focus and Essential Questions and Quotations

### Focus Questions

- How does peer pressure effect change?
- When is rebellion justified?
- Why do we need rules?
- Why does fear make one act in irrational ways?
- How does personality dictate reactions?
- How did I benefit (or not benefit) from major or minor changes in my life?
- What role does society play in structuring our ideals, values, and sense of right and wrong?
- How do emotions skew decision making?

### Essential Questions

- When does society provide a structure for dealing with change/crisis?
- What happens when we lose that structure?
- How can forward thinking help me make better decisions?
- How will I know when to risk failure for possible success?

### Quotations

“The *real* real world demands that we learn to cope with chaos, that we understand what motivates humans, that we adopt strategies and behaviors that lead to order, not more chaos...

When chaos erupts, it not only destroys the current structure, it also creates the conditions for new order to emerge.”

Margaret Wheatley

“The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man.”  
George Bernard Shaw

“Of the four,” he writes, “Fear is the most potent. In a skilled surgeon’s hands, Fear cuts through the layers of fat around a reader’s brain, jabbing and needling until, trembling with the unquenchable desire built on frustration, the recipient of your Fear message grabs his pen or his phone to soothe his fever.”  
Herschell Gordon Lewis

William Faulkner’s advice to writers: “He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed - love and honor and pity and pride and compassion and sacrifice... The poet’s, the writer’s, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past.”

William Faulkner

Nobel Banquet Speech, 1949

“The chief obstacle to the progress of the human race is the human race.”

Don Marquis

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## Literary Genre Focus/ Anchor Texts

### Narrative Text

*Lord of the Flies*  
William Golding

### Informational Text

“Leadership Lessons for the Real World”

*Leader to Leader Magazine*  
Margaret Wheatley  
<http://www.margaretwheatley.com/articles/leadershiplessons.html>

“Putting Chaos in Order”  
Andrei Codrescu  
*Downtown Express* 18.39 (2006)  
[http://www.downtownexpress.com/de\\_144/thepennypost.html](http://www.downtownexpress.com/de_144/thepennypost.html)

“New Orleans After Katrina – What Urban Myths Say about U.S.”  
R. Granfield  
Social commentary  
<http://www.newswise.com/articles/view/515573/>

Response to Hurricane Katrina  
“After the Chaos”  
[http://www.businessweek.com/magazine/content/05\\_38/b3951422.htm](http://www.businessweek.com/magazine/content/05_38/b3951422.htm)

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## Linking Texts

### Media

Interactive Interview Archive of 9/11  
<http://www9.nationalgeographic.com/channel/inside911/index.html>

*Lord of the Flies* (film)

“I Shot An Arrow Into the Air”  
*The Twilight Zone*  
(download video \$1.99)  
<http://video.google.com/videoplay?docid=1415679119464858876&q=twilight+zone+and+i+shot+an+arrow>

(text resource)  
<http://www.scifi.com/cableintheclassroom/twilightzone/tz.1025.html>

Alan Chouse reviews William Golding’s *Lord of the Flies*, 50 years after its first publication; NPR March 29, 2004 (2:32) (audio)  
[www.npr.org/templates/story/story.php?storyId=1800369](http://www.npr.org/templates/story/story.php?storyId=1800369)

### Music Lyrics

“Lord of the Flies”  
Iron Maiden, *X Factor*, 1995  
<http://www.darklyrics.com/lyrics/ironmaiden/thexfactor.html#2>

## Texts

“Want More Response?  
Get All Emotional”

[http://aherncomm.com/free/eneews/v02\\_n12.htm](http://aherncomm.com/free/eneews/v02_n12.htm)

*Magnetic Selling*, Chapter 2  
“Words and Phrases That Get  
People to Want to Do Business  
with You”  
Herschell Gordon Lewis

## Speeches/Essays

“Components of an Effective  
Presentation or Speech”

Jim Burke

<http://www.englishcompanion.com/pdfDocs/introspeeches.pdf>

## Poetry, Essays, and Other Works and Authors from the Time Period

M. Arnold, C. Bronte, E. Bronte,  
E. B. Browning, R. Browning,  
L. Carroll, J. Conrad, C. Darwin,  
C. Dickens, A. C. Doyle,  
W. Golding, A.E. Houseman,  
J. Joyce, F. O’Connor, G. Orwell,  
G. B. Shaw, A. L. Tennyson,  
D. Walcott, H. G. Wells,  
O. Wilde, V. Woolf

## Teacher Resources

Reporters’ Notes  
*Tools for Thought Graphic  
Organizers for your Classroom*  
Burke, Jim (2002)

Websites for Think Alouds  
<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/thinkaloud.htm>

<http://school.discovery.com/lessonplans/programs/flies/>

## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- realistic fiction
- science fiction
- literary movements
  - Realism
  - Naturalism
  - Stream of Consciousness
  - Emerging Modernism

Author study of

- poet from time period

#### Literary Elements

- character study
- function of major/minor characters
- symbolism (universal vs. contextual)
- situational irony
- conflicts (internal and external)
- parody (*The Choral Island*)
- allegory (moral, social, religious)

#### Literary Devices

- flashbacks
- figurative language, imagery
- metaphor, simile, and allusion
- foreshadowing
- point of view
- diction

#### Historical/Cultural

- What do our actions say about our nature?
- What is the role of society in *Lord of the Flies* and today?

#### Critical Perspectives

- moral dilemma
- social hierarchies

## Informational Text

### Genre Study

Characteristics of

- news articles
- interviews
- reviews

### Elements of a News Article

- short separated, telegraphic sentences
- immediately establishes subject and purpose
- uses language appropriate to audience and subject
- uses quotations where appropriate
- minimal use of jargon
- clear purpose to the information
- includes only essential information
- effective page layout for clarity

### Elements of a Review

- focuses on performance, person, product
- compares key aspects of the subject with others
- establishes reviewer's authority
- maintains objective tone throughout
- identifies and applies criteria
- clarifies purpose of the review (perform, persuade)
- limited in scope; includes only essential aspects
- includes telling examples that support opinion
- offers balanced treatment
- anticipates questions and needs of audience

### Text Criteria

- ACT Characteristics of Complex Text

## Reading, Listening/Viewing Strategies and Activities

### Reading

#### Narrative Text

- Analyze *Lord of the Flies* considering Margaret Wheatley's article; discuss the conditions that would have existed for the "boys" in *Lord of the Flies* to realize a new order from the chaos created by their crisis

#### Informational Text

- Read the three informational anchor texts together to understand the conditions of vulnerability created by crisis. Relate this phenomenon to real world situations

### Listening/Viewing

- Participate in Think Alouds for narrative and informational text
- In The *Twilight Zone* segment, examine the role fear plays in decision-making during a crisis
- Listen to interviews from 9/11; identify creative decisions that helped them survive and decisions that caused others to perish unnecessarily
- Actively participate in small and large group discussions of literature studied in class and in book club reading groups
- Listen to and discuss Alan Cheus' review of *Lord of the Flies*; listen for and identify the elements of a review; use it as a model for writing your own review of a novel (book club or anchor text) and/or movie

- Read and discuss literary criticism of *Lord of the Flies*
- Engage in book clubs/literature circles choosing among five to six teacher-selected texts that support the unit focus

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Annotate text
- Quotation notebook
- Take two-sided notes documenting and explaining symbolism and allegory in the text
- Journal entries citing examples of people demonstrating strengths and having the capacity to find solutions in a time of crisis.

### Dialogue Journals or Data Walls

- Respond to focus questions
- Collect the language of emotions associated with crisis

### Personal Narrative

- Identify a time when you, another person you know, or someone you have read about demonstrated resilience

### Writing to Demonstrate Learning

#### Essay Options

##### Comparative Essay

- Describe a time in your life when there was chaos because a leader or teacher was not with the group or class for a period of time. Contrast your experiences to those of the boys in *Lord of the Flies*.

##### Persuasive Essay

- Consider the following quote... “When chaos erupts, it not only destroys the current structure, it also creates the conditions for new order to emerge.”  
Margaret Wheatley  
Write how this quotation applies to *Lord of the Flies*, real situations like Katrina, or a situation in your own life.

##### Descriptive Essay

- Describe the human instinct to survive (characters’ actions) by citing examples from the anchor and linking texts.

##### Exploratory Essay

- Consider how self organizing evokes creativity and results in new solutions and a new world order.
- How does this idea account for unusual heroes and support systems in a time of crisis. Use anchor and linking text for examples.

##### News Article or News Story

- Write a news article or story about the boys’ rescue and return to England.
- Use Reporters’ Notes; conduct mock interviews with the boys and with people providing different perspectives.
- Include mock statements made by the interviewees.

### **Research Activity**

- Research news articles about a current crisis or national disaster and evaluate the method in which key leaders responded; analyze the articles to identify the key elements
- Analyze the current crisis in light of *Lord of the Flies*, “Putting Chaos in Order,” “New Orleans After Katrina,” and “Leadership Lessons for the Real World”
- Report your findings in news article format

### **Formal Research Report**

- Complete formal research report begun in Unit 11.3

### **Authentic Writing**

- Write a review of *Lord of the Flies*; generate questions, establish criteria, incorporate elements of a review; share in class book club format
- Critique reviews using class-generated rubric; share data on data wall

### **Speaking**

- Recite poetry from time period

### **Expressing**

- Interpret parts of the novel in a dramatic performance, music video, dance, or art

## **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**

- High Schools That Work/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**

- Understand how languages and dialects are used to communicate effectively in different roles and different circumstances
  - **The boys’ use of language** before and after they arrive on the island. With so much time spent trying to survive, they no longer have the energy to keep up the normal conventions of society
- Understand the implications and potential consequences of language use
  - **As communication between the boys begins to break down, tensions escalate**
- Understand the appropriate uses and implications of casual or informal language vs. professional language
- Recognize language bias
  - diction
  - voice
- words from selection
- 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**

- practice skills for ACT success
- grammar mini-lessons

### **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 11.5 THE DNA OF SURVIVAL-CONTEMPORARY WORLD LITERATURE –THE 20TH CENTURY

### Anchor Text

*Night* and excerpts from *Hiroshima*

### Grade II Disposition

Transformational Thinking

### Big Ideas

- survival
- resourcefulness
- loss
- connectedness

### Themes

- Survivors adapt to cope with unforeseen circumstances and events.
- Knowing the atrocities of the past should be a caution for the future.

### Historical Perspectives

Contemporary World  
Literature–The 20th Century

**1902:** Joseph Conrad,  
*Heart of Darkness*

**1912:** George Bernard Shaw,  
*Pygmalion*

**1914-1918:** World War I

**1920:** First post-war Olympics  
held in Belgium

**1922:** T.S. Eliot, *The Waste Land*

**1927:** Virginia Woolf,  
*To the Lighthouse*

**1939:** Britain declares war on  
Germany

**1940:** Winston Churchill  
becomes England's Prime  
Minister

**1941:** U.S. enters World War II

**1944:** Allied troops cross  
English Channel to invade France

**1945:** World War II ends  
in Europe

**1945:** George Orwell,  
*Animal Farm*

**1948:** Alan Paton (South Africa),  
*Cry, the Beloved Country*

### Literary Movements

Emerging Modernism

### Literary Authors

Winston Churchill, Joseph  
Conrad, T.S. Eliot, Aldous  
Huxley, Ezra Pound, George  
Bernard Shaw, Dylan Thomas,  
Elie Wiesel, William Butler Yeats

### Literary Movements

Stream of Consciousness

### Literary Authors

E. M. Forster, William Golding,  
James Joyce, Frank O'Connor,  
George Orwell, Dylan Thomas,  
Derek Walcott, H. G. Wells,  
Virginia Woolf

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## Focus and Essential Questions and Quotations

### Focus Questions

What is the DNA of Survival?

What are the critical characteristics of survival in people, business, and nations?

What role does adaptation play in survival?

What qualities do survivors exhibit?

### Essential Questions

What patterns and elements promote survival?

What can we learn from the oldest survivors: living things, organizations, nations?

How do I build a context for change in my life?

How do I demonstrate that I am open-minded enough to learn from my experiences and from the experiences of others?

What do I need to know to avoid repeating mistakes of the past?

### Quotation(s)

“Businesses that have managed to last for a century have adapted to big changes in the world around them—from the Great Depression of the 1930s to wars, technological changes, and population shifts.”

“The Great Quake...”

Ilana DeBare

“The beloved objects that we had carried with us from place to place were now left behind in the wagon and, with them, finally, our illusions.

*Night*, Wiesel (29, 2006)

“Teach students to explore human suffering... Teach the stories... Teach them the art of questioning.”

E. Wiesel, 2006 NCTE Address to English Teachers

“While some reviews were critical of the writing style, others praised the slim volume for its ability to take an event that most people had simply read about in the newspapers and put it into the context of individual lives. The human mind had trouble imagining statistics such as the hundreds of thousands of people who were immediately killed by the atomic bomb, but it could understand the effect of the event on the lives of the survivors in John Hersey’s writing.”

*Hiroshima*, “Introduction,”

Cliffsnotes

<http://www.cliffsnotes.com/WileyCDA/LitNote/id-14.pageNum-3.html>

“So never be afraid. Never be afraid to raise your voice for honesty and truth and compassion, against injustice and lying and greed. If you... will do this...you will change the earth.”

William Faulkner

“Address to the Graduating Class” 28 May, 1951

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## Literary Genre Focus/ Anchor Texts

### Informational Text

*Night*, Elie Wiesel

Excerpts from *Hiroshima*

John Hersey, Chapters 1 and 2 (p. 1–43)

“Maslow’s Hierarchy of Needs”

<http://changingminds.org/explanations/needs/maslow.htm>

## **Small Business Survival**

### **“THE GREAT QUAKE**

1906-2006 Businesses Weather  
a Century: The Small

Companies that Survive Adapt  
but Stay True to Their Roots”

Ilana DeBare, Chronicle Staff

Writer Sunday, April 2, 2006

[http://www.sfgate.com/cgi-bin/  
article.cgi?f=/c/a/2006/04/02/  
BUGOTI0QAI1.DTL](http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2006/04/02/BUGOTI0QAI1.DTL)

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## **Linking Texts**

### **Media**

#### **Interviews**

*Visualizing Cultures* website on  
Hiroshima

(survivor interviews)

[http://ocw.mit.edu/ans7870/21f/  
21f.027j/menu/](http://ocw.mit.edu/ans7870/21f/21f.027j/menu/)

Ground Zero 1945

Oprah Winfrey’s interview  
of Elie Wiesel

[www.oprah.com](http://www.oprah.com)

[http://www.oprah.com/tows/  
pastshows/200605/tows\\_past\\_20060524.jhtml](http://www.oprah.com/tows/pastshows/200605/tows_past_20060524.jhtml)

[http://www.oprah.com/  
omagazine/200011/omag\\_200011\\_elie.jhtml](http://www.oprah.com/omagazine/200011/omag_200011_elie.jhtml)

“How is Hiroshima Remembered  
in America?” Aug 6, 2005

Replay: Remembering Hiroshima

[http://www.npr.org/templates/  
story/story.php?storyId=  
4787714](http://www.npr.org/templates/story/story.php?storyId=4787714)

## **Informational Interviewing Techniques**

[owl.english.purdue.edu/  
workshops/pp/interviewing.ppt](http://owl.english.purdue.edu/workshops/pp/interviewing.ppt)

[www.roguecom.com/interview/  
modules.html](http://www.roguecom.com/interview/modules.html)

[http://www.managementhelp.  
org/evaluatn/intrview.htm](http://www.managementhelp.org/evaluatn/intrview.htm)

### **Texts**

#### **Graphic Novel**

*Maus A Survivor’s Tale:*

*My Father Bleeds History*

*Maus II A Survivor’s Tale:*

*And Here My Troubles Begin*

Art Spiegelman

#### **Graphic Novel Resources**

[http://www.informationgoddess.  
ca/Comics&GraphicNovels/  
forstudents.htm](http://www.informationgoddess.ca/Comics&GraphicNovels/forstudents.htm)

[http://artbomb.net/comics/  
introgn.jsp](http://artbomb.net/comics/introgn.jsp)

[http://www.informationgoddess.  
ca/Comics&GraphicNovels/  
index.htm](http://www.informationgoddess.ca/Comics&GraphicNovels/index.htm)

#### **Literary Criticism**

Literary Critique of Hiroshima

[http://www.cliffsnotes.com/  
WileyCDA/LitNote/id-  
14,pageNum-3.html](http://www.cliffsnotes.com/WileyCDA/LitNote/id-14,pageNum-3.html)

Critical Essay

Events Surrounding the First

Atomic Bombs

[http://www.cliffsnotes.com/  
WileyCDA/LitNote/id-  
14,pageNum-29.html](http://www.cliffsnotes.com/WileyCDA/LitNote/id-14,pageNum-29.html)

“How to Write a Literary  
Critique”

[http://chci.wrdsb.on.ca/library/  
4eng3uic.htm](http://chci.wrdsb.on.ca/library/4eng3uic.htm)

## “Helping Students Write College Application Essays”

Jim Burke

<http://www.englishcompanion.com/room82/college/writecollegeessays.html>

### Speeches

Nobel Peace Prize Acceptance Speech

Elie Wiesel

<http://www.eliewiesel.org/ElieWiesel/speech.html>

“Address to the Graduating Class” University High School Oxford, MS, May 28, 1951

William Faulkner

Meriwether, J.B., ed. 2004.

*Essays, Speeches, and Public Letters*. New York: Random House

“Components of an Effective Presentation or Speech”

Jim Burke

<http://www.englishcompanion.com/pdfDocs/introspeeches.pdf>

### Other Suggested Texts

Excerpts from

*One Day in the Life of Ivan Denisovich*

Alexander Solzhenitsyn

*Hegemony or Survival*

Noam Chomsky

*Hitler Youth Growing Up In Hitler's Shadow*

Susan Campbell Bartoletti

*All But My Life*

Survivor married US Soldier who liberates her from camp

“There Will Come Soft Rains”

Ray Bradbury short story

Sara Teasdale poem

“Grass” Carl Sandburg

### Poetry, Essays, and Other Works and Authors from the Time Period

Churchill, Conrad, Eliot, Forster, Golding, Huxley, Joyce, O’Conner, Orwell, Paton, Pound, Shaw, Thomas, Walcott, Wells, Woolf, Yeats

### Works of Art

Pictures by Hiroshima Survivors

[http://ocw.mit.edu/ans7870/21f/21f.027j/groundzero1945/gz-core\\_home.html](http://ocw.mit.edu/ans7870/21f/21f.027j/groundzero1945/gz-core_home.html)

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## Genre Study and Literary Analysis

### Narrative Text

#### Genre Study

Characteristics of

- poetry
- graphic novels
- allegory
- literary memoir

Author study of

- poet from time period

#### Elements of Memoir

- a memory; a description of an event from the past
- written in first person
- based on truth
- reveals author's feelings before and after event
- includes lessons learned
- focused on an experience at one point in author's life

#### Features of Graphic Novels

- thought balloon/bubble
- images used in a sequence
- images delineated by lines (panel borders) to depict actions
- splash panel/page
- panel frame
- gutter space
- narrative box/voiceover
- borderless panel
- bleeds (image runs off page)
- told in images

### Literary Devices

- symbolism
- alliteration
- repetition
- foreshadowing
- flashbacks
- tone
- graphic characterization
- text framing

### Historical/Cultural

- history of survival
- culture of World War II as depicted in *Night*, *Hiroshima*, and *Maus*

### Critical Perspectives

- characteristics that promote survival and adaptation

### Informational Text

#### Genre Study

Characteristics of

- autobiography
- authoritative sources
- speeches
- interview
- critique
- primary sources
- secondary sources

#### Expository Elements

- examples
- metaphors
- testimonials
- elements of critiques
- elements of effective speeches

### **Organizational Patterns**

- problem/solution
- pyramid outlines

### **Historical/Cultural**

- survivors' perspectives through interviews
- historical perspective on small business survival

## **Reading, Listening/ Viewing Strategies and Activities**

### **Reading**

- Use the stages of motivation in “Maslow’s Hierarchy” to reflect on the plight of Elie Weisel and his family. How did their place on their hierarchy of needs keep them from escaping?

### **Critical Reading**

- Reflect on *Night* and *Hiroshima*
  - What did each say? (summary of each)
  - How did the author say it? (dialogue, literary genre, elements and devices, perspective)
  - What does it mean? (inferences and connections)
  - Why does it matter? (implications)

- Read Hersey’s *Hiroshima* secondary source interviews. What would we gain from reading the primary sources of the interviews (prosody, emphasis, tone)
- Compare recorded live interviews (primary) with Hersey’s (secondary) interviews
- Read critiques of *Night*, *Maus*, *Hiroshima*  
Analyze elements of literary critiques in preparation for writing a critique

### **Listening/Viewing**

- Listen to and view media clips and interviews; compare Weisel’s perspective from the time of writing *Night* to the time of the interviews and media clips
- Discuss how reflection allows for new insights
- Analyze characteristics of the interviewer that lead to an interesting and revealing interview
- Discuss the importance of sharing stories and the benefits to the teller and to the listeners/readers
- Engage in book clubs/literature circles choosing among five to six teacher-selected texts that support the unit focus

## Writing, Speaking, Expressing Strategies and Activities

### Writing to Learn

- Annotate text
- Quotation notebook

### Journal Entries

- Respond to focus questions

### Night

- Record regression on Maslow's Hierarchy, noting actions and conversations
- Discuss discord between characters at different level on the hierarchy
- Note examples of narrative characteristics (alliteration, repetition, symbolism)

### Hiroshima

- Record strategies each character employed to survive

### Data Walls

- Collect resources for each component of the college application essay

### Writing to Demonstrate Learning

#### Persuasive Essay

- Define the characteristics most critical to survival. Refer to texts read.
- Wiesel, a survivor, worried about showing disrespect for the dead if he put his memories of the Nazi concentration camp into words. Write a persuasive essay supporting his decision to tell his story.

#### Comparative Essay

- Compare Faulkner's advice to students with that of Wiesel. Do they agree?

### Literary Critique

- Write a literary critique of *Night* based on the model studied.

### Research

- Complete and present ongoing formal research report.

### Authentic Writing Memoir

- Write a memoir based on an interesting life event; produce as a written account, a digital story, a multi-media presentation, or a photo essay; product should reflect elements of memoir.

### College/Career Planning

- Revisit College Application Timeline (Unit 11.2).
- Make plans for summer college/career options.

### College Application Essay

(explicit instruction)

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

Most students will begin this process over the summer. It will appear again in Unit 1 of 12th grade. Timeline suggests Sept/Oct of senior year.

### Speaking/Interviewing

- Interview a survivor (of war, cancer, natural disaster, or accident) using an interview model; work within groups (interviewed like survivors) to further define the DNA of survival.  
<http://www.tcomschool.ohio.edu/cdtm/conducti.htm>
- Write and deliver a speech using Faulkner's speech as a model.

## On-Going Literacy Development

- 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

- High Schools That Work/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

- I. 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. collaborative meaning building 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 will annotate 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

- Yiddish and Russian terms
- Understand how languages and dialects are used to communicate effectively in different roles and different circumstances
- 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
- 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)



**Michigan Department of Education**

Office of School Improvement

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# Michigan Merit Curriculum

## Course/Credit Requirements



## ENGLISH LANGUAGE ARTS • GRADE 12

ANCE • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR  
SHIPS • RELATIONSHIPS • RIGOR • RELEVANCE • R  
ANCE • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR  
SHIPS • RELATIONSHIPS • RIGOR • RELEVANCE • R

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:

<b>CE2.1.6</b>	}	<b>CE2:</b> Reading, Listening, and Viewing strand
		<b>CE2.1:</b> Standard 1 of the Reading, Listening, and Viewing strand
		<b>CE2.1.6:</b> 6th expectation of Standard CE2.1

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

<b>STRAND 3</b> Literature and Culture	<b>STRAND 4</b> Language
<b>STANDARDS</b> (and number of core expectations in each standard)	
<b>3.1: Close Literary Reading</b> (10) <b>3.2: Reading and Response</b> <i>(varied genres and time periods)</i> (5) <b>3.3: Text Analysis</b> (6) <b>3.4: Mass Media</b> (4)	<b>4.1: Effective Use of the English Language</b> (5) <b>4.2: Language Variety</b> (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
<b>Dispositions, Big Ideas and Essential Questions</b>	2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2
<b>Literary Genre Focus/Anchor Text</b>	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
<b>Linking Texts</b>	3.1.5, 3.1.6, 3.4.2
<b>Genre Study and Literary Analysis</b>	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
<b>Reading , Listening, and Viewing</b>	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
<b>Writing, Speaking, and Expressing</b>	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
<b>Ongoing Literacy Development</b>	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?

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### 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.

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## 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

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## 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

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## 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

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## 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

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## **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.

Stories 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'  
Glams 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)

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## 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/leadershop/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](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/writcolleageessays.  
html](http://www.englishcompanion.com/room82/college/writcolleageessays.html)

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

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## **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://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](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](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.

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## 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

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## 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>

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## 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](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](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.

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## **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/)

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## 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/](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](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](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.nickelanddimed.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/madrick>

“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](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](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/  
sociologyshop/docreview.html](http://www.angelfire.com/or/sociologyshop/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)

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## 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](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://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](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

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## 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.

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## 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/theoryyl.html)

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

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## 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](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](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](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](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](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](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](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.enotes.com/night-thoreau/)  
[http://www.holtzbrinckpublishers.  
com/images/Books/TeachersGuides/  
0809012235TG.pdf](http://www.holtzbrinckpublishers.com/images/Books/TeachersGuides/0809012235TG.pdf)

References listed in “Civil  
Disobedience” Peter Suber

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## **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
  - enemata
  - 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](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](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 (Lumbree)

*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*

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## 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)

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## 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

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## 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](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](http://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](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](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&product\\_code=P980415%2002](http://www.abcnewsstore.com/store/index.cfm?fuseaction=customer.product&product_code=P980415%2002)

### Embracing Diversity

Global Nomads Group Website

[www.gng.org](http://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>



**Michigan Department of Education**

Office of School Improvement

Dr. Yvonne Caamal Canul, Director

(517) 241-3147 [www.michigan.gov/mde](http://www.michigan.gov/mde)

# High School English Language Arts Companion Document



## Power of Language Module Part 1: ACT English (Grammar and Rhetoric)

## Power of Language Module An ELA HSCE Companion Document

As educators use Michigan’s English Language Arts standards and expectations to develop rigorous, relevant units of instruction and powerful, engaging learning activities, they will see an emphasis on effective communication including learning writing as a recursive process.

The purpose of this module is to provide guidance for teachers as they infuse grammar into their daily writing instruction. Effective writers use conventions to guide readers through text, supporting the reader in making meaning, creating images, and interacting with the text.

Linking grammar and mechanics with craft lessons makes learning experiences valuable and relevant for students. Research has shown that good writing is not produced by studying grammar in isolation. Anchor and linking mentor texts provide powerful examples for students to study language patterns. By experimenting with, imitating, and editing language, students discover how using the elements and patterns of language expands their options and empowers them as writers. Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language is essential for the effective use of language for varying purposes: a job or college application, poem, letter to a state representative, e-mail, resume, or persuasive essay.

The Power of Language Module has an overarching goal of providing teachers and students with instructional resources and learning activities that will lead to a better understanding of the structure, function, and history of the English language, and will instill in students a desire to become better communicators.

When complete, the module will include

- Anchor and linking texts used to study the English language and its power to affect and transform lives. **(Being developed)**
- Print and web resources for infusing direct grammar and rhetorical skill instruction into writing instruction. **(Included here as general resource lists)**
- Print and web resources for vocabulary development. **(Being developed)**
- Print and web resources for grammar and rhetoric skill review organized by ACT College Readiness Standard, including how the standards are assessed and what students need to know to meet the standards. **(Included here)**
- Information and resources for meeting other national standards requirements and for preparation for other assessments.(SAT/NAEP/AP English). **(Being developed)**

Included in this document is a chart identifying the ACT English (Mechanics, Usage, and Rhetoric) standards linked to examples of how they are assessed on the ACT, what students need to know, and both web link and professional text resources. These same resources provide support for infusing grammar instruction throughout instructional units. Specific examples for each of the ACT standards are included here. Part one of the module is being released to meet the needs of teachers and students as they prepare for the 2007 MME/ACT assessment. Other components of the module will be available at a later date.

### Contents:

ACT College Readiness Standards -- English	Page #
Topic Development in Terms of Purpose and Focus .....	3-5
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Word Choice in Terms of Style, Tone, Clarity, and Economy.....	10-12
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Conventions of Usage .....	17-20
Conventions of Punctuation .....	21-24

*“Grammar and mechanics are not rules to be mastered as much as tools to serve a writer in creating a text readers will understand.” — Jeff Anderson, Mechanically Inclined*

*“...if students aren’t regularly held accountable for their correctness, it just won’t seem important to them. Imagine a math class where it “doesn’t matter if you get it right.”  
— Jim Burke, The English Teacher’s Companion*

*“Grammar is the soul of humankind . . . the secret muse of all expression, the portrait painter of life’s emotions. . . . When students come to share this vision, grammar bridges the world of living to the world of writing, reading, and speaking.”  
— Harry Noden, Image Grammar*

*"All native speakers of a language have more grammar in their heads than any grammar book will ever contain." Our job as teachers is to help our students discover this knowledge."*

*“Good writing is not produced by grammar study in isolation from writing, as research has shown again and again... If improving writing is our primary goal, then it is time for a major change in how we teach grammar.”  
— Constance Weaver*

**General Web Resources Used Throughout the Grammar Unit:**

*The Bluebook of Grammar and Punctuation*

<http://www.grammarbook.com/>

*Guide to Grammar and Writing*

<http://grammar.ccc.commnet.edu/grammar/>

*Sentence Sense: A Writer's Guide*

<http://www.ccc.commnet.edu/sensen/>

*The Owl at Purdue*

<http://owl.english.purdue.edu/handouts/interact/index.html>

**Professional Texts**

*The Grammar Plan Book: A Guide to Smart Teaching*

Weaver, Constance. The Grammar Plan Book: A Guide to Smart Teaching. Portsmouth: Heinemann, 2007.

*Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*

Anderson, Jeff. Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop. Portland: Stenhouse, 2005.

*Image Grammar: Using Grammatical Structures to Teach Writing*

Noden, Harry. Image Grammar: Using Grammatical Structures to Teach Writing. Portsmouth: Heinemann-Boynton/Cook, 1999.

*Image Grammar Activity Book*

Noden, Harry. Image Grammar Activity Book. Logan: Perfection Learning, 2007.

*Write for College: A Student Handbook*.

Sebranek, Patrick, Verne Meyer, and Dave Kemper. Write for College: A Student Handbook. Wilmington: Great Source, 1997.

*Writing Reminders*

Burke, Jim. Writing Reminders. Portsmouth: Heinemann, 2003.

**ACT English Assessment Overview**

**Usage and Mechanics**

**Conventions of Punctuation 13%**

Commas

Semicolon

Colon

Hyphen

Apostrophe

Dash

Question marks

Exclamation point

Quotation marks

Parentheses

**Conventions of Usage 16%**

Subject-verb agreement

Principal parts of verbs

Verb forms and verbals

Pronouns

**Sentence Structure and Formation 24%**

Sentence fragments

Run-on sentences

Connectives

Modifiers

Consistency and tense

Parallelism

Transitional words and phrases

**Rhetorical Skills**

**Strategy 16%**

Effective transitions

Effective opening and closing sentences

Identify shifts in ideas denoting new paragraph

Words appropriate to audience and purpose

**Organization 15%**

Make decisions about order, coherence, and unity

Logical connections between ideas, sentences, paragraphs

Determine need for connectors

Rearrange, reorder, add, or delete sentences

**Style (and Word Choice) 16%**

Choose appropriate words and phrases to match style and tone

Avoid wordiness, redundancy, clichés, ambiguous references

Diction

Wordiness

Omissions

**“Whenever my students aren’t successful, I ask myself these questions:**

- *What have I done to teach this grammar or mechanics pattern?*
- *Have I immersed students in correct models? Visually and orally?*
- *Did I post an example (through a wall chart or insert pasted in their writer’s notebooks)?*
- *Have I modeled correcting this type of error in focused edits?*
- *Have I given students ample practice in editing this particular type of error?*
- *Is the item on the class’s editor’s checklist?*
- *Have I directed the students to edit their own writing for this type of error on multiple occasions?*
- *Is this mechanical error important enough to warrant doing all of the aforementioned work to teach it?”*

-- Jeff Anderson, *Mechanically Inclined*

Topic Development in Terms of Purpose and Focus	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Identify the basic purpose or role of the specified phrase or sentence.	16-19	<p>Question: “Which of the following most effectively summarizes the essay?”</p> <p>Correct answer: “Thoreau rhapsodized about the natural world.” (Explanation: The basic purpose of this sentence is to summarize the essay.)</p>	<ul style="list-style-type: none"> <li>-Identify a phrase.</li> <li>-Identify a sentence.</li> <li>-Understand the relationship between components of the sentence.</li> <li>-Know that placement of a sentence component affects meaning.</li> </ul>	<p><i>Strategies for Improving Sentence Clarity:</i>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentclar.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentclar.pdf</a></p>	<p><i>Write for College</i> 823-828</p>
Delete a clause or sentence because it is obviously irrelevant in the essay	16-19	<p>Question: “Suppose at this point the writer decided to add more information about the police department in this town. Would this addition be an appropriate one?”</p> <p>Correct answer: “no addition would be appropriate. This is a very lean summary of the case; additional detail is not required.”</p>	<ul style="list-style-type: none"> <li>-Identify a clause.</li> <li>-Identify a sentence.</li> <li>-Discern the meaning of the sentence.</li> <li>-Understand core components of the sentence and how they affect meaning.</li> </ul>	<p><i>Irrelevant Details:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/paragraphs.htm">http://grammar.ccc.commnet.edu/grammar/paragraphs.htm</a></p>	<p><i>Write for College</i> 081-086, 819-822</p>
Identify the central idea or main topic of a straightforward piece of writing	20-23	<p>Question: “Readers are likely to regard the passage as best described by which of the following terms?”</p> <p>Correct answer: “Persuasive”</p> <p>Question: “This passage is probably written for readers who...:”</p> <p>(Correct answer:) “need summary details about this case for a subsequent discussion or determination.”</p>	<ul style="list-style-type: none"> <li>-Identify author’s purpose.</li> <li>-Identify writing genres.</li> </ul>	<p><i>Developing a Definition:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/composition/definition.htm">http://grammar.ccc.commnet.edu/grammar/composition/definition.htm</a></p>	<p><i>Write for College</i> 024</p> <p><i>Writing Reminders</i> p. 120-124</p>

<p>Determine the relevancy when presented with a variety of sentence-level details</p>	<p>20-23</p>	<p>Question: “Is the use of the gold bracelet and necklace effective in this paragraph?”</p> <p>Correct answer: Yes, because the whole passage is about an actual trial and is reporting facts.”</p>	<p>-Identify a sentence. -Identify the role of different sentence components.</p>	<p><i>Writing Topic Sentences:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_topic.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_topic.html</a></p>	<p><i>Write for College</i> 074-079</p>
<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>	<p>24-27</p>	<p>Question: “A quick scanning of this passage shows it to be a terse summary argument in favor of more nursing facilities for nurses. In view of this fact, what kinds of arguments would be appropriate?”</p> <p>Correct answer: “Short, one-line summary arguments.”</p>	<p>-Identify types of essays. -Determine author’s purpose. -Determine congruence between the type of essay and the example essay. -Revise essay to clarify.</p>	<p><i>Writing with a Sense of Purpose:</i> <a href="http://grammar.ccc.commnet.edu/grammar/composition/purpose.htm">http://grammar.ccc.commnet.edu/grammar/composition/purpose.htm</a></p>	<p><i>Image Grammar</i> Checklist, p. 189</p> <p><i>Write for College</i> 010-013</p>
<p>Delete material primarily because it disturbs the flow and development of the paragraph</p>	<p>24-27</p>	<p>It would be appropriate to delete the sentence, “Peggy, by the way, is an extremely attractive woman.” from a description of a burglary.</p>	<p>-Identify a paragraph. -Identify the author’s intent. -Understand what disrupts sentence fluency.</p>	<p><i>Revision – The Editing and Rewriting Process:</i> <a href="http://owl.english.purdue.edu/workshops/hypertext/ResearchW/revise.html">http://owl.english.purdue.edu/workshops/hypertext/ResearchW/revise.html</a></p>	<p><i>Image Grammar</i> p. 64-65</p> <p><i>Write for College</i> 099, 100-109</p>
<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>	<p>24-27</p>	<p>Question: “The writer could most effectively strengthen this passage at this point by adding which of the following?”</p> <p>Correct answer: “A few examples to illustrate the general points being made.”</p>	<p>-Determine author’s purpose. -Edit to enhance clarity.</p>	<p><i>Adding Emphasis:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_emphasis.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_emphasis.pdf</a></p>	<p><i>Image Grammar</i> Painting with Five Brush Strokes, p. 4-12</p> <p><i>Write for College</i> 100</p>
<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>	<p>28-32</p>	<p>Question: “In Paragraph 1, should the final sentence be kept or eliminated?”</p> <p>Correct answer: “Eliminated, because it is irrelevant to the topic.”</p>	<p>-Identify intent of essay. -Edit to support intent of essay.</p>	<p><i>Abstract, Concrete, General, and Specific Terms:</i> <a href="http://grammar.ccc.commnet.edu/grammar/composition/abstract.htm">http://grammar.ccc.commnet.edu/grammar/composition/abstract.htm</a></p>	<p><i>Write for College</i> 010-016, 024</p>

<p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>	<p>28-32</p>	<p>Question: “Suppose this passage were written for an audience that was familiar with Small Claims Court and our legal system. Which of the following additions would be most relevant to the passage as a whole?”</p> <p>Correct answer: “Discussions of the fine points of law that have made some decisions very difficult to determine.”</p>	<p>-Identify intent of essay. -Edit to support intent of essay.</p>	<p><i>Giving Examples and Explanations:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_givingA.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_givingA.html</a></p>	<p><i>Image Grammar</i> Painting with Five Brush Strokes, p. 4-12 <i>Write for College</i> 010-016, 024, 031 074-079, 119</p>
<p>Determine whether a complex essay has accomplished a specific purpose</p>	<p>33-36</p>	<p>Question: “Suppose the editor of a news magazine has assigned the writer to describe the historical development of capitalism and democracy up to the present day. Does the essay successfully fulfill this assignment?”</p> <p>Correct answer: “No, the essay is concerned with various changes in the recent past, and not with democracy and capitalism throughout history. This essay does not cover that assignment’s scope or breadth.”</p>	<p>-Identify types of essays. -Identify intent of essay. -Establish whether congruence exists between essay type and essay example.</p>	<p><i>Discovering Standards: What is Good Writing?</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_fun.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_fun.html</a></p>	<p><i>Write for College</i> 113, 121</p>
<p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>	<p>33-36</p>	<p>Question: “The first paragraph suggests that it is representing both sides of an ‘argument.’ How could the argument be more fair or even-handed?”</p> <p>Correct answer: “Bolster the position that nurses are really in good supply by presenting numbers of nurses now available and of nursing students soon to be graduated.”</p>	<p>-Identify types of essays. -Identify intent of essay. -Edit to augment complex purpose in essay.</p>	<p><i>From Personal to Public Writing – A Controversial Stand:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/seventeen/controversial.html">http://www.ccc.commnet.edu/sensen/part3/seventeen/controversial.html</a></p>	<p><i>Write for College</i> 100-109, 112</p>

\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Organization, Unity, and Coherence	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. then, this time)	13-15	“Whenever there comes a time that you strike something, notice how the shovel’s point communicates with you immediately by sending a shock wave up through the handle with its message ‘Hey, I’ve just hit something!’”	-Identify conjunctive adverbs and conjunctive adverb phrases. -Identify narrative essay.	<i>Conjunctive Adverbs:</i> <a href="http://grammar.ccc.commnet.edu/grammar/transitions.htm#transitions">http://grammar.ccc.commnet.edu/grammar/transitions.htm#transitions</a>	<i>Grammar Plan Book</i> B6 Modifying functions, p. 109 B6-b Adverbial, p. 110  <i>Mechanically Inclined</i> Adverb Clauses, p. 138-139 Conjunctive Adverbs, p. 140-14
Select the most logical place to add a sentence in a paragraph or place a word or a phrase in a sentence	16-19	“At the time, I told myself and my family that hunting squirrels was okay because I was bringing home food to eat – and we did eat them – <i>although they never tasted very good.</i> ” (To make sense the phrase is correctly placed.)	-Recognize paragraph structure. -Analyze paragraph for meaning. -Use revision strategies.	<i>Logical Vocabulary:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf</a>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicEX1.pdf</a>	<i>Grammar Plan Book</i> A1 Adverbials, p. 75 A2 Adjectival that are “bound” modifiers, p. 78 A3 Prepositional phrases: adjectival and adverbial, p. 80 A4 Adjectivals that are “free” modifiers, p. 81 <i>Image Grammar</i> Painting with the Five Brush Strokes, pp. 4-12
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. first, afterward, in response)	20-23	<i>Perhaps</i> (not <i>Although</i> ) this is because wood comes from living trees, which give food and shelter to birds, whereas plastic comes from a lifeless chemical soup.” ( <i>Perhaps</i> is a qualifying connector.)	-Identify conjunctive adverbs, adverb phrases, and transitional phrases. -Know sequential text organizational patterns.	<i>Transitional Devices:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf</a>	<i>Grammar Plan Book</i> B6 Modifying functions, p. 109 B6-b Adverbial, p. 110 <i>Mechanically Inclined</i> Adverb Clauses, p. 138-139 Conjunctive Adverbs, p. 140-141
Decide the most logical place to add a sentence in an essay	20-23	Question: “Suppose the writer wished to add the following sentence to the essay: <i>It is important to know beforehand if you are likely to run across these kinds of dangers when you dig.</i> In which paragraph would this new sentence most likely fit?”  Correct answer: “It is in Paragraph 2 that buried dangers are discussed. This sentence is best placed there.”	-Recognize text organizational patterns. -Apply revision strategies.	<i>Drawing Logical Conclusions:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicon.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicon.pdf</a>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logiconEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logiconEX1.pdf</a>	<i>Grammar Plan Book</i> A1 Adverbials, p. 75 A2 Adjectival that are “bound” modifiers, p. 78 A3 Prepositional phrases: adjectival and adverbial, p. 80 A4 Adjectivals that are “free” modifiers, p. 81

<p>Add a sentence that introduces a simple paragraph</p>	<p>20-23</p>	<p><i>“The humble job of digging teaches many deep lessons.”</i> (This is a general sentence introducing a paragraph specifying what lessons one might learn from digging.)</p>	<p>-Recognize paragraph structure. -Draft possibilities for introductions.</p>	<p><i>Sentence Variety:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentvar.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentvar.pdf</a></p>	<p><i>Mechanically Inclined</i> Using Mentor Sentences, p. 19-26</p>
<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g. therefore, however, in addition)</p>	<p>24-27</p>	<p>Question: “For the sake of unity and coherence, where should Sentence 3 in the above paragraph be placed?”  Correct answer: “where it is now” - see below: “[2] He points out how important the surrounding environment is to a person’s perceptions. [3] <i>Here</i>, (conjunctive adverb) he makes the most profound observations of his essay. [4] And it is here that he is at his most eloquent, using beautiful language...” (Explanation: Sentence 3 with the conjunctive adverb, <i>Here</i>, makes a good transition between sentences 2 and 4.)</p>	<p>-Identify conjunctive adverbs and conjunctive adverb phrases. -Recognize text organizational patterns. -Build transitional vocabulary.</p>	<p><i>Sentence Construction:</i> <a href="http://owl.english.purdue.edu/handouts/print/index.html">http://owl.english.purdue.edu/handouts/print/index.html</a>  <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_sentpr.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_sentpr.pdf</a></p>	<p><i>Grammar Plan Book</i> B6 Modifying functions, p. 109 B6-b Adverbial, p. 110  <i>Mechanically Inclined</i> Adverb Clauses, p. 138-139 Conjunctive Adverbs, p. 140-141</p>
<p>Rearrange the sentences in a fairly uncomplicated paragraph or essay for the sake of logic</p>	<p>24-27</p>	<p>Question: “Which of the following choices best describes the sequence of development of the essay?”  Correct answer: “<i>Introduction to the subject; discussion of one aspect of subject; discussion of second aspect of subject; discussion of third aspect of subject; conclusion</i>”</p>	<p>-Recognize paragraph structure. -Revise for sentence fluency and meaning.</p>	<p><i>Giving and Receiving Peer Responses:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_peer.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_peer.html</a></p>	
<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>	<p>24-27</p>	<p><i>“Most people who are trying to lose weight are doing so mainly for social reasons.”</i> (Students are asked to identify the correct sequence for paragraphs that are not sequenced correctly. The best way to do this is to find the paragraph with the general introductory statement.)</p>	<p>-Recognize essay structure. -Recognize paragraph structure. -Know transitional vocabulary. -Draft possibilities for introductions and conclusions.</p>	<p><i>Transition Between Ideas:</i> <a href="http://grammar.ccc.commnet.edu/grammar/transitions.htm">http://grammar.ccc.commnet.edu/grammar/transitions.htm</a></p>	<p><i>Mechanically Inclined</i> Using Mentor Sentences, p. 19-26</p>

<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p>	<p>28-32</p>	<p>After one paragraph on squirrels taking food from a birdfeeder, the next paragraph shows that the author feels guilty about hunting squirrels in his youth. The following sentence signals the shift between the paragraphs:  <i>“Another (transitional word) reason I tolerate squirrels is that, in my youth, I hunted them every chance I got.”</i></p>	<ul style="list-style-type: none"> <li>-Identify conjunctive adverbs and conjunctive adverb phrases.</li> <li>-Know transitional vocabulary.</li> <li>-Recognize text organizational patterns.</li> <li>-Apply revision strategies.</li> </ul>	<p><i>Making Paragraph Breaks:</i>  <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_makingA.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_makingA.html</a></p>	
<p>Rearrange sentences or add a paragraph to improve the logic and coherence of a complex paragraph or essay</p>	<p>28-32</p>	<p>Question: “If this essay were revised to include a paragraph discussing social justice, it would most logically follow Paragraph <u>  </u>?”</p> <p>Correct answer: “A paragraph on social justice would logically be placed after the three changes are discussed, but before the conclusion, because it would introduce the concluding statement.”</p>	<ul style="list-style-type: none"> <li>-Recognize paragraph structure.</li> <li>-Revise for paragraph meaning and fluency.</li> </ul>	<p><i>Paragraphing:</i>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_pgrph.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_pgrph.pdf</a></p> <p><i>Making Paragraph Breaks:</i>  <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_making.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_making.html</a></p>	
<p>Add a sentence to introduce or conclude a fairly complex paragraph</p>	<p>28-32</p>	<p>Question: “Which of the following sentences best links the discussion of the author’s memory of his first camera with the ideas expressed in the concluding paragraph?”</p> <p>Correct answer: “Memories of that first camera enrich my life as a photographer today.” (Explanation: This choice best expresses the correct idea that the author’s childhood experience of taking pictures opened his eyes to many things in life.)</p>	<ul style="list-style-type: none"> <li>-Recognize paragraph structure.</li> <li>-Draft possibilities for introductions and conclusions.</li> </ul>	<p><i>Writing Conclusions for Paragraphs and Essays:</i>  <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_conclusions.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_conclusions.html</a></p>	

<p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p>	<p>33-36</p>	<p>Question: “Which of the following would be the most effective introductory sentence for Paragraph 4?”</p> <p>Correct answer: “No change – “The third fundamental way the world has changed is with the development of the Internet.” (This sentence is most effective because it introduces the third, and final, way the world has changed, as stated in the introduction.)</p>	<p>-Recognize paragraph structure. -Recognize essay structure. -Identify essay purpose. -Draft possibilities for introductions and conclusions. -Apply revision strategies.</p>	<p><i>Using Transitional Expressions:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_transitional.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_transitional.html</a></p>	<p><i>Image Grammar</i> Writing Introductory Leads, p. 164-169</p>
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\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007, 2006, Barron's Educational Series, pp. 21-31.*
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Word Choice in Term of Style, Tone, Clarity, and Economy	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Revise sentences to correct awkward and confusing arrangements of sentence elements	13-15	“The other, my favorite, I like nature, is made out of redwood with maple dowels for perches.” Delete “I like nature,” to eliminate the awkwardness.	-Identify sentence elements -Identify effective and ineffective sentence structures	<i>Sentence Punctuation Errors:</i> <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_senp.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_senp.pdf</a>	<i>Grammar Plan Book</i> The Sentence: Structure, Organization, Punctuation – and More, Section B, p. 95-113 <i>Image Grammar</i> Image confusion, p. 187 <i>Write for College</i> , 833-836
Revise vague nouns and pronouns that create obvious logic problems	13-15	“Camera technology has come a long way since then. Today, I can take properly exposed pictures automatically. But <i>this</i> won’t help take properly composed pictures.” The reference of the word “this” (pronoun) is not clear. Revise as follows: “Camera technology has come a long way since then. Today, I can take properly exposed pictures automatically. But <i>this technology</i> won’t help take properly composed pictures.”	-Identify nouns and pronouns -Ensure specificity in noun and pronoun usage for clarity	<i>Nouns and Pronouns as Subjects:</i> <a href="http://www.ccc.commnet.edu/sensen/part1/three/pronouns.html">http://www.ccc.commnet.edu/sensen/part1/three/pronouns.html</a>	<i>Grammar Plan Book</i> C2 Pronoun uses, p. 115 C2-f Unclear pronoun reference, p. 120 C2-g Vague reference with it, this, that, which, p. 120  <i>Mechanically Inclined</i> Vague Pronoun Reference, p. 104-106  <i>Image Grammar</i> Image Confusion, p. 187  <i>Write for College</i> , 761-777
Delete obviously synonymous and wordy material in a sentence	16-19	“It is a special kind of feeder, if you will, with narrow slots so only small birds such as finches can get at the thistle seeds inside.” Delete “ <i>if you will</i> ,” to eliminate the wordiness.	-Recognize wordiness and unnecessary information	<i>Conciseness – Methods for Eliminating Wordiness:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_concise.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_concise.pdf</a>	<i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127
Revise expressions that deviate from the style of an essay	16-19	“One day I realized that I didn’t like killing things, certainly not for <i>leisure time activities and recreation</i> .” Substitute <i>sport</i> for <i>leisure time activities and recreation</i> to better fit the style of the essay.	-Identify the style of an essay -Ensure consistency of style throughout essay	Lesson – <i>Style: Defining and Exploring an Author’s Stylistic Choices</i> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=209">http://www.readwritethink.org/lessons/lesson_view.asp?id=209</a>  Lesson - <i>Style: Translating Stylistic Choices from Hawthorne to Hemingway and Back Again</i> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=210">http://www.readwritethink.org/lessons/lesson_view.asp?id=210</a>	<i>Write for College</i> , 117-120

Delete redundant material when information is repeated in different parts of speech (e.g. “alarmingly startled”)	20-23	“Typical diseases associated with overweight people are hypertension, or high blood pressure, atherosclerosis, or fatty deposits in the blood vessels, which <i>consequently for those reasons</i> restrict the flow of blood, and coronary heart disease.” Delete <i>consequently for those reasons</i> to eliminate redundant information.	-Identify parts of speech -Recognize repetition and overuse of parts of speech	<i>Exercises for Eliminating Wordiness:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf</a>	<i>Write for College</i> , 833-836
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	20-23	“For me, hunting was sport <i>pretending</i> as necessity.” Substitute <i>masquerading</i> for <i>pretending</i> as it fits better with the meaning, style and tone of the essay.	-Identify the style and tone of an essay -Ensure word choice is consistent with style and tone	<i>From Personal to Public Writing:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/seventeen/reports.html">http://www.ccc.commnet.edu/sensen/part3/seventeen/reports.html</a>	<i>Write for College</i> , 051-057
Determine the clearest and most logical conjunction to link clauses	20-23	“Thoreau begins by discussing cultivated apple trees, (add <i>but</i> as the logical conjunction) he soon makes it clear that he is fonder of wild apple trees, comparing them to hardy backwoodsmen, who, ‘though descended from cultivated stocks, plant themselves in distant fields and forests where the soil is favorable to them.’”	-Identify conjunctions -Identify clauses -Use conjunctions to support clarity	<i>Independent and Dependent Clauses:</i> <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_clause.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_clause.pdf</a>	<i>Grammar Plan Book</i> B5-a Joining and separating independent clauses, p. 105 A1-a List of subordinating conjunctions, p. 76 B5-a List of conjunctive adverbs, p. 106  <i>Write for College</i> , 801, 819-822
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentences	24-27	“Undeterred, <i>they weren’t discouraged</i> , they always returned.” Delete “ <i>they weren’t discouraged</i> ,” as it is redundant.	-Identify phrases -Eliminate redundant phrases in context of the sentence	<i>Eliminating Wordiness:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova8.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova8.htm</a>	<i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127 <i>Write for College</i> , 809-818
Identify and correct ambiguous pronoun references	24-27	Revise the following ambiguous sentence, ““The employment and career opportunities are greater than other community college programs.” to “The <i>employment and career opportunities</i> are greater than <i>those in</i> other community college programs.”	-Identify pronouns and their references -Apply specificity with pronouns and their references	<i>Using Pronouns Clearly:</i> <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_pronuse.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_pronuse.pdf</a>  <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_proncase.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_proncase.pdf</a>	<i>Grammar Plan Book</i> C2 Pronoun uses, p. 115 C2-f Unclear pronoun reference, p. 120 C2-g Vague reference with it, this, that, which, p. 120
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	24-27	“Once you start digging, the work will become <i>as pleasant as</i> (not <i>more pleasant as</i> nor <i>very pleasing as</i> ) playing a sport.”	-Identify the tone of the essay -Align words/phrases in sentences with the tone of the essay	<i>Techniques for Writing – Using Specific Language:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_using.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_using.html</a>	

<p>Correct redundant materials that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g. “aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p>	<p>28-32</p>	<p>“Thoreau begins by discussing cultivated apple trees, but he soon makes it clear that he is fonder of wild apple trees, comparing them to hardy backwoodsmen, <i>a rough and tough bunch</i>, who, ‘though descended from cultivated stocks, plant themselves in distant fields and forests where the soil is favorable to them.’ Delete <i>a rough and tough bunch</i>, as it is redundant.</p>	<p>-Identify sophisticated and conversational vocabulary -Avoid wordiness and unnecessary repetition</p>	<p><i>Rewriting Bloated Sentences:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova11.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova11.htm</a></p>	<p><i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127  <i>Image Grammar</i> Checklist, p. 189</p>
<p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>	<p>28-32</p>	<p>“<i>It was with no minor irritation that Detective Pilsner belabored</i> his earlier version because the front door could not have been opened without a key.” To correct the wordy and confusing writing above, substitute the following for the words in italics: “<i>This time, Pilsner told Goode he did not believe</i> his earlier version because the front door could not have been opened without a key.”</p>	<p>-Identify effective and ineffective use of vocabulary</p>	<p><i>Editing and Proofreading Strategies:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_edit.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_edit.pdf</a></p>	<p><i>Image Grammar</i> Checklist, p. 189  <i>Write for College</i>, 053-054</p>
<p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p>	<p>33-36</p>	<p>Question: “In Paragraph 1, should the final sentence be kept or eliminated?”  Correct answer: “Eliminated, because it is irrelevant to the topic.” (Explanation: The sentence, <i>Of course, plastic cameras are much lighter than ones made out of metal</i>, is not relevant to the topic of getting one’s first camera.)</p>	<p>-Identify effective and ineffective idea development within a paragraph</p>	<p><i>Proofreading Strategies:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf</a></p>	<p><i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127</p>

\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Sentence Structure and Formation	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Use conjunctions or punctuation to join simple clauses	13-15	“Today, it is possible for one person to send and receive information from millions of people instantly, which means the individual’s potential ability to influence world events is greatly enhanced.”	-Identify conjunctions. -Identify simple clauses. -Know options to join simple clauses.	<i>Conjunctions:</i> <a href="http://grammar.ccc.commnet.edu/grammar/conjunctions.htm">http://grammar.ccc.commnet.edu/grammar/conjunctions.htm</a>  <i>Avoiding Primer Language:</i> <a href="http://grammar.ccc.commnet.edu/grammar/primer.htm">http://grammar.ccc.commnet.edu/grammar/primer.htm</a>	<i>Grammar Plan Book</i> B5 Independent clauses, p.105 B5-a Joining and separating independent clauses, p.105 <i>Mechanically Inclined</i> Run-On Sentences, p. 68-70
Revise shifts in verb tenses between simple clauses in a sentence or between simple adjoining sentences	13-15	“For one thing, being overweight <i>is</i> embarrassing, and even <i>being</i> only slightly overweight can damage self-esteem, because <i>having</i> a good self-image <i>is</i> (not <i>has been</i> ) important to emotional well-being.”	-Identify verbs and verb tenses. -Identify simple clauses.	<i>Consistency of Tense and Pronoun Reference:</i> <a href="http://grammar.ccc.commnet.edu/grammar/consistency.htm">http://grammar.ccc.commnet.edu/grammar/consistency.htm</a>  Online Quiz – <i>Verb Tense Consistency:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm</a>  <a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm</a>	<i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 <i>Mechanically Inclined</i> Agreement, p.117-129 Subject-Verb Agreement, p. 118-20 Dropped Inflectional Endings, p. 121-23 Agreement Errors, p. 124-126 Inconsistent Tense, p. 127-129 Verbs, p. 173-78
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	16-19	“No power equipment is allowed, it is just you, your shovel, and the earth in direct contact.” (Correct this awkward fused sentence by using two sentences, placing a period after <i>allowed</i> and capitalizing <i>It</i> .)	-Identify conjunctions. -Identify sentence fragments. -Identify fused sentences. -Know punctuation options for improving sentence flow	<i>Rules for Comma Usage:</i> <a href="http://grammar.ccc.commnet.edu/grammar/commas.htm">http://grammar.ccc.commnet.edu/grammar/commas.htm</a>  <i>Conjunctions:</i> <a href="http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions">http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions</a>	<i>Grammar Plan Book</i> B5-b Avoiding run-on or comma-splice sentences and ineffective fragments, p.107 <i>Mechanically Inclined</i> Fragments, p. 64-67 Sentence Fragment, p. 184 Conjunctions, p. 184 Run-On Sentences, p. 68-70 Connectors, p.184
Decide that appropriate verb tenses and voice by considering the meaning of the entire sentence	16-19	“Perhaps this is because wood comes from living trees, which <i>give</i> (not <i>are given</i> ) food and shelter to birds, whereas plastic comes from a lifeless chemical soup.” ( <i>are given</i> would be incorrect tense and voice: passive)	-Identify verb tense, identify verb voice in context of the sentence	Lesson - <i>Choosing the Best Verb: An Active and Passive Voice Mini-Lesson</i> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=280">http://www.readwritethink.org/lessons/lesson_view.asp?id=280</a>  <i>The Passive Voice:</i> <a href="http://grammar.ccc.commnet.edu/grammar/passive.htm">http://grammar.ccc.commnet.edu/grammar/passive.htm</a>	<i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 <i>Mechanically Inclined</i> Past to Present, p.119-126 Verb Tense, p. 127-29 Verbs, p. 173-78, 186

				<p>Online Quiz – <i>Revising Passive Construction:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm</a></p>	
<p>Recognize and correct marked disturbances of sentence flow and structure (e.g. participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	20-23	<p>“Second, the unprecedented mobility of capital <i>that</i> (not <i>which</i> – incorrect relative pronoun) modern technology make possible has changed the economic fabric of the world.”</p> <p>Not: “The president made some vigorous remarks about signing statements rising from his desk during the news conference.”</p> <p>Instead: “Rising from his desk during the news conference, the president made some vigorous remarks about signing statements.”</p>	<p>-Identify correct sentence structure and organization,                      -Identify misuse of parts of speech and sentence components,                      -Ensure sentence fluency.</p>	<p><i>Which vs. That:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/notorious/that.htm">http://grammar.ccc.commnet.edu/grammar/notorious/that.htm</a></p> <p><i>Sentence Variety:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/sentences.htm">http://grammar.ccc.commnet.edu/grammar/sentences.htm</a></p>	<p><i>Grammar Plan Book</i>                      A4-c Present participial phrases, p.84                      B5-b Avoiding ineffective fragments, p.107                      C2 Pronoun uses, p.115                      C2-b1 Inside the adjective clause, p.116                      C2-b2 Inside the noun clause, p.117                      A6 Dangling modifiers, p.86</p> <p><i>Mechanically Inclined</i>                      Mentor Sentences, p. 19-26                      The Sentence, p. 63-81                      Crafting Sentences with Commas, p. 83-101                      Pronouns, p.103-16, 170-72</p>
<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>	24-27	<p>“Also, the country’s economy should be relatively stable. Thus enabling more predictable rates of return.” (Correct the structural problems and faulty coordination and subordination between this sentence and fragment by eliminating the period after <i>stable</i> and the capital <i>T</i> in <i>thus</i>.)</p>	<p>-Identify phrases and clauses.                      -Ensure correct placement of phrases and clauses.</p>	<p><i>Clauses: The Essential Building Block:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/clauses.htm">http://grammar.ccc.commnet.edu/grammar/clauses.htm</a></p> <p><i>Run-On Sentences/Comma Splices:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/runons.htm#splice">http://grammar.ccc.commnet.edu/grammar/runons.htm#splice</a></p>	<p><i>Grammar Plan Book</i>                      B5-b Avoiding run-on or comma-splice sentences and ineffective fragments, p. 107                      B6 Modifying functions: adjectival and adverbial, p.109                      B8 Beyond the simple: subordinate clauses and the complex sentence, p.113</p> <p><i>Mechanically Inclined</i>                      Dependent Vs. Independent, p. 69-70                      Dangling Modifiers, p. 71-73                      Adjective Clauses, p. 135-37                      Adverb Clauses, p. 138-39                      Crafting Sentences with Commas, p. 84-98</p>

<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>24-27</p>	<p>“For one thing, being overweight <i>is</i> embarrassing, and even <i>being</i> only slightly overweight can damage self-esteem, because <i>having</i> a good self-image <i>is</i> (not <i>has been</i>) important to emotional well-being.”</p>	<p>-Identify verb and verb tense. -Identify pronoun person. -Ensure consistency in context of sentence or paragraph.</p>	<p><i>The Verb to Be:</i> <a href="http://grammar.ccc.commnet.edu/grammar/to_be.htm">http://grammar.ccc.commnet.edu/grammar/to_be.htm</a></p> <p><i>Verb Tenses:</i> <a href="http://grammar.ccc.commnet.edu/grammar/tenses/tense_frames.htm">http://grammar.ccc.commnet.edu/grammar/tenses/tense_frames.htm</a></p> <p><i>Pronoun Consistency:</i> <a href="http://grammar.ccc.commnet.edu/grammar/consistency.htm">http://grammar.ccc.commnet.edu/grammar/consistency.htm</a></p>	<p><i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 C2 Pronoun uses, p.115</p> <p><i>Mechanically Inclined Agreement</i>, p. 117-129 Subject-Verb Agreement, p. 118-20 Dropped Inflectional Endings, p.121-23 Agreement Errors, p. 124-126 Inconsistent Tense, p. 127-129 Verbs, p. 173-78 Pronouns, p.103-16, 170-72</p>
<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentences fragments, especially in sentences containing compound subjects and verbs</p>	<p>28-32</p>	<p>“No power equipment is allowed, it is just you, your shovel, and the earth in direct contact.” (Correct this comma spliced sentence by substituting the comma after <i>allowed</i> with a semi-colon.) “The humble job of digging teaches many deep lessons digging can teach you to pay attention.” (Correct this run-on sentence by using a semi-colon after <i>lessons</i> with the transition words <i>for example</i> followed by a comma.)</p>	<p>-Identify compound subjects and verbs. -Combine sentences. -Identify comma splice. -Identify run-on sentences. -Identify sentence fragment.</p>	<p><i>Sentence Combining Skills:</i> <a href="http://grammar.ccc.commnet.edu/grammar/combining_skills.htm">http://grammar.ccc.commnet.edu/grammar/combining_skills.htm</a></p> <p>Online Quizzes – <i>Sentence Combining:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz2.htm</a> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz1.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz1.htm</a> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/primary_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/primary_quiz.htm</a></p>	<p><i>Grammar Plan Book</i> B5 Independent clause, p. 105 B5-a Joining and separating independent clauses (simple sentences), p. 105 B5-b Avoiding run-on or comma-splice sentences and ineffective fragments, p. 107</p> <p><i>Mechanically Inclined Combining Simple Sentences</i>, p. 85-86</p>
<p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>	<p>28-32</p>	<p>“The wooden feeder, filled with sunflower seeds, <i>drew</i> a different kind of customer. (<i>drew</i> must match present tense of the rest of the verbs in the paragraph: <i>visit, call, belong, do</i>)</p>	<p>-Identify verb and verb tense. -Identify pronoun person -Ensure consistency in context of paragraph or essay</p>		<p><i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 C2 Pronoun uses, p.115</p> <p><i>Mechanically Inclined Agreement</i>, p. 117-129 Subject-Verb Agreement, p. 118-20 Dropped Inflectional Endings, p.121-23 Agreement Errors, p. 124-126 Inconsistent Tense, p. 127-129 Verbs, p. 173-78 Pronouns, p.103-16, 170-72</p>

<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>33-36</p>	<p>“For one thing, being overweight is embarrassing, and even <i>being</i> only slightly overweight can damage self-esteem (<i>being overweight</i> must be parallel to <i>being only slightly overweight</i>)</p>	<p>-Identify and work with long sentences -Identify complex and independent clauses -Identify conjunctions Identify parallel structure.</p>	<p><i>Coherence: Transitions between Ideas:</i> <a href="http://grammar.ccc.commnet.edu/grammar/transitions.htm">http://grammar.ccc.commnet.edu/grammar/transitions.htm</a></p>	<p><i>Grammar Plan Book</i> B5 Independent clause, p.105 B6 Modifying functions, p. 109 B8 Beyond the simple: subordinate clauses and the complex sentence, p. 113 A7 Parallelism, p. 87</p> <p><i>Mechanically Inclined</i> Complex Sentence Patterns, p.92, 95,98,167 Adverb, p. 141 Collecting, p. 40-41 Dashes, p. 155-56 Functions, p. 19-21 Complex Sentence, p. 184</p>
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\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Conventions of Usage	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives	13-15	“A work of Henry David Thoreau would make fine reading on such an occasion. The <i>best</i> (not <i>good</i> or <i>better</i> ) choice would be his essay entitled “Wild Apples.”	<ul style="list-style-type: none"> <li>-Identify irregular verbs. (Present, <i>past</i> and <i>past participle</i> of irregular verbs (listed in the above order): choose, <i>chose</i>, <i>chosen</i>; do, <i>did</i>, <i>done</i>; go, <i>went</i>, <i>gone</i>)</li> <li>-Form past and past participle of irregular verbs.</li> <li>-Identify comparative and superlative adjectives. (Positive, <i>comparative</i> and <i>superlative</i> adjectives (listed in the above order): big, <i>bigger</i>, <i>biggest</i>; good <i>better</i>, <i>best</i>)</li> <li>-Form comparative and superlative adjectives.</li> </ul>	<p><i>The Garden of Phrases:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/phrases.htm#participial">http://grammar.ccc.commnet.edu/grammar/phrases.htm#participial</a></p> <p><i>Recognizing the Function of Phrases:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/phrases_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/phrases_quiz.htm</a></p> <p><i>Verbs and Verbals:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/verbs.htm#participle">http://grammar.ccc.commnet.edu/grammar/verbs.htm#participle</a></p> <p>Online Quizzes - <i>Irregular Verbs:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbs.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbs.htm</a></p> <p><a href="http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbsII.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbsII.htm</a></p> <p><a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/par2_quiz.pl/irregular_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/par2_quiz.pl/irregular_quiz.htm</a></p> <p><i>Irregular Verb Crosswords:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/cross/verbs.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/cross/verbs.htm</a></p> <p>Lesson – <i>Adjectives:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/adjectives_quiz2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/adjectives_quiz2.htm</a></p>	<p><i>Grammar Plan Book</i>                      B3-a Verb, p. 100                      C5-a Comparative and superlative forms, p. 124</p> <p><i>Mechanically Inclined</i>                      Agreement, p. 117-29, 173-78</p> <p><i>Write for College</i>,                      790, 794</p>
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts.	16-19	“... <i>fat</i> is no longer a symbol of good health and prosperity, as <i>it</i> once was...” (pronoun-antecedent agreement) “...it also keeps a <i>person</i> from doing <i>his</i> or <i>her</i> best...” (pronoun-antecedent agreement) “... other <i>reasons are...</i> ” (subject-verb	Identify adjectives and adverbs. -Usage of adjectives and adverbs. -Identify subject and verb. -Identify pronoun and	Online Quiz – <i>Adjectives and Adverbs:</i> <a href="http://www.grammarbook.com/grammar/exercises/adj_adv1.asp">http://www.grammarbook.com/grammar/exercises/adj_adv1.asp</a>  <a href="http://www.grammarbook.com/grammar/exercises/adj_adv2.asp">http://www.grammarbook.com/grammar/exercises/adj_adv2.asp</a>	<p><i>Grammar Plan Book</i>                      C5-b Adjective and adverb forms, p. 124                      B4 Subject-verb agreement, p. 102                      C2-c Agreement in number, p. 118                      A3 Prepositional phrases, p. 80  <i>Mechanically Inclined</i></p>

		agreement)	antecedent. -Ensure agreement of subject and verb. -Ensure agreement of pronoun and antecedent.	<i>Subject Verb Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/sv_agr.htm">http://grammar.ccc.commnet.edu/grammar/sv_agr.htm</a>  <i>Pronoun-Antecedent Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/pronouns.htm">http://grammar.ccc.commnet.edu/grammar/pronouns.htm</a>	Pronoun, p. 104-12, 170-72 Subject Verb Agreement, p. 118-20,173-78 Wrong or Missing Preposition, p. 74-76,163  <i>Write for College, 795-798, 837-848</i>
Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>	16-19	There (a place) or their (possession)  Passed (verb: “I <i>passed</i> the test), past (noun: “in the past,” adjective: “past events,” or preposition: “I went <i>past</i> your house.”)  Led (verb past tense: “He <i>led</i> the parade.), lead (verb present tense, to go first), or lead (a heavy metal)	-Identify frequently confused pairs. -Ensure correct usage of frequently confused pairs.	<i>Notorious Confusables:</i> <a href="http://grammar.ccc.commnet.edu/grammar/notorious.htm">http://grammar.ccc.commnet.edu/grammar/notorious.htm</a>	<i>Grammar Plan Book</i> C6 Homophones commonly confused, p. 125  <i>Write for College, 669-757</i>
Use idiomatically appropriate prepositions especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i> )	20-23	“ranging <i>from</i> automobile insurance <i>to</i> mandatory AIDS testing of prisoners”	-Identify prepositions. -Ensure correct usage of idiomatically appropriate prepositions.	<i>Prepositions - Locators in Time and Place:</i> <a href="http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous">http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous</a>	<i>Grammar Plan Book</i> A3 Prepositional phrases, p. 80  <i>Mechanically Inclined</i> Wrong or Missing Preposition, p. 74-76,163  <i>Write for College, 799-800</i>
Ensure that a verb agrees with its subject when there is some text between the two	20-23	“... <i>it (fat)</i> also keeps a person from doing his or her best, as <i>does</i> (not <i>do</i> ), incidentally, being under weight...”	-Identify subject and verb. -Ensure agreement between subject and verb.	<b>Lesson - What’s My Subject? A Subject-Verb Agreement Mini Lesson:</b> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=950">http://www.readwritethink.org/lessons/lesson_view.asp?id=950</a>	<i>Grammar Plan Book</i> B4 Subject-verb agreement, p. 102  <i>Mechanically Inclined</i> Subject-Verb Agreement, p. 118-20,173-78  <i>Write for College, 837-848</i>
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	24-27	“The <i>employment and career opportunities</i> are greater than <i>those</i> in other community college programs.”	-Identify pronoun and antecedent. -Identify clauses. -Ensure agreement between pronoun and antecedent.	<i>Pronoun and Antecedent Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/pronouns.htm">http://grammar.ccc.commnet.edu/grammar/pronouns.htm</a>	<i>Grammar Plan Book</i> C2-c Agreement in number, p. 118  <i>Mechanically Inclined</i> Pronoun-Antecedent Agreement, p. 107-09,172 <i>Write for College, 849-851</i>

<p>Identify the correct <i>past</i> and <i>past participle</i> forms of irregular and infrequently used verbs and form <i>present-perfect</i> verbs by using <i>have</i> rather than <i>of</i></p>	<p>24-27</p>	<p>Present, <i>past</i>, <i>past participle</i>, and <i>present-perfect</i> (have been doing) of irregular verbs (listed in the above order): <i>bear, bore, have borne, have been bearing or have borne; flee, fled, have fled, have been fleeing or have fled</i> – should <i>have not should of</i> with present perfect</p>	<p>-Identify irregular and infrequently used verbs. -Form past and past participle and present-perfect of irregular and infrequently used verbs.</p>	<p><i>Verbs and Verbals:</i> <a href="http://grammar.ccc.commnet.edu/grammar/verbs.htm#tese">http://grammar.ccc.commnet.edu/grammar/verbs.htm#tese</a></p>	<p><i>Grammar Plan Book</i> B3 Verbal B3-b Main verb, auxiliary verb, and verb phrase, p. 100  <i>Mechanically Inclined</i> 25 Irregular Verbs to Know, p.174  <i>Write for College</i>, 790,794</p>
<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>	<p>28-32</p>	<p>Reflexive pronouns (<i>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves</i>) should be used only to refer to another word in the sentence (<i>I hurt myself.</i>) or to emphasize another word in the sentence (<i>He told me the whole story himself.</i>)  “Second, the unprecedented mobility of capital <i>that</i> (not <i>which</i> – incorrect relative pronoun) modern technology make possible has changed the economic fabric of the world.” (Relative pronouns: <i>who</i> as subject (<i>Who</i> did you say is running the dance?) and <i>whom</i> as object (<i>Whom</i> did you contact about the dance?))</p>	<p>-Identify reflexive, possessive and relative pronouns. -Ensure correct usage of reflexive, possessive and relative pronouns.</p>	<p><i>Pronouns:</i> <a href="http://grammar.ccc.commnet.edu/grammar/pronouns1.htm">http://grammar.ccc.commnet.edu/grammar/pronouns1.htm</a>  <i>Case of Nouns and Pronouns:</i> <a href="http://grammar.ccc.commnet.edu/grammar/cases.htm">http://grammar.ccc.commnet.edu/grammar/cases.htm</a></p>	<p><i>Grammar Plan Book</i> C4 Possessive personal pronouns, p. 122 C2 Pronoun uses, p. 115 C2-b1 Pronouns inside adjective clause, p. 116 C2-b2 Pronouns inside the noun clause, p. 117  <i>Mechanically Inclined</i> Pronoun Case Error, p.110-12,170,172 Possessive Apostrophe, p. 113-115  <i>Write for College</i>, 24, 772</p>
<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>	<p>28-32</p>	<p>Examples: <i>Everyone is, both are, few are, each is, none are, no one is, some are, somebody is</i></p>	<p>-Identify subject and verb. -Ensure agreement between subject and verb.</p>	<p>Power Point – <i>Subject/Verb Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/ppt/svagr.ppt#2">http://grammar.ccc.commnet.edu/grammar/ppt/svagr.ppt#2</a></p>	<p><i>Grammar Plan Book</i> C2-c Agreement in number, p. 118 C2-d Pronoun-pronoun agreement, p. 118  <i>Mechanically Inclined</i> Indefinite Pronoun, p. 107, 170 Subject-Verb Agreement, 118-120  <i>Write for College</i>, 849-851</p>

<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p>	<p>33-36</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>accompanied with</i> (associated with): He <i>accompanied</i> his demands <i>with</i> threats.</li> <li>• <i>accompanied by</i> (to be in the company of): The boys were <i>accompanied by</i> a guide.</li> <li>• <i>compare to</i> (one thing is like another): She <i>compared</i> you <i>to</i> a squalling baby,  <i>compare with</i> (two things considered together and their qualities compared) The critics <i>compared</i> his earlier novels <i>with</i> his latest one.</li> </ul>	<p>-Identify prepositions.                      -Identify verbs.                      -Ensure correct usage of prepositions following verbs.</p>	<p><i>Prepositions - Locators in Time and Place:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous">http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous</a></p>	<p><i>Grammar Plan Book</i>                      B7 The predicate expanded, p.111</p> <p><i>Mechanically Inclined</i>                      Wrong or Missing Preposition, p. 74-76,163</p> <p><i>Write for College</i>, 799-800</p>
<p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>33-36</p>	<p>“<i>Everything</i> but the eggs <i>was</i> in the same box.”                      “Poe’s <i>stories</i> of mystery and imagination <i>appeal</i> most to me.”</p>	<p>-Identify subject and verb.                      -Identify phrase.                      -Identify clause.                      -Ensure agreement between subject and verb when a phrase or clause separates subject and verb.</p>	<p><i>Consistency of Tense and Pronoun Reference:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/consistency.htm">http://grammar.ccc.commnet.edu/grammar/consistency.htm</a></p> <p>Online Quiz – <i>Verb Tense Consistency:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm</a></p> <p><a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm</a></p>	<p><i>Grammar Plan Book</i>                      B4 Subject-verb agreement, p.102                      B4-a Compound subjects, p.103                      B4-b Subject and verb separated by prepositional phrase, p.103                      B4-c Inverted subject and verb, p.104                      B4-d Indefinite pronoun as subject, p.104</p> <p><i>Mechanically Inclined</i>                      Subject-Verb Agreement, p. 118-120</p> <p><i>Write for College</i>, 849-851</p>
<p>Use correlative conjunctions correctly</p>	<p>33-36</p>	<p>“<i>Neither</i> plaintiffs <i>nor</i> defendants...”</p>	<p>-Identify correlative conjunctions.                      -Ensure correct usage.</p>	<p><i>Conjunctions:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions">http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions</a></p>	<p><i>Mechanically Inclined</i>                      Conjunction Defined, p.184                      Coordinating Conjunctions Defined, p.184                      Subordinating Conjunctions Defined, p.184                      FANBOYS Defined, p.184</p>

\* Example for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Conventions of Punctuation	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Delete commas that create basic sense problems (e.g., between verb and direct object)	13-15	“Few taxpayers received <sub>2</sub> the much talked about rebate.” (The comma should be deleted.)	<ul style="list-style-type: none"> <li>- Parts of speech</li> <li>- Parts of a sentence</li> <li>- Comma usage</li> </ul>	Power Point – <i>Diagramming Sentences</i> : <a href="http://grammar.ccc.commnet.edu/grammar/ppt/diagrams.pps">http://grammar.ccc.commnet.edu/grammar/ppt/diagrams.pps</a>  Lesson - <i>Manipulating Sentences to Reinforce Grammar Skills</i> : <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=248">http://www.readwritethink.org/lessons/lesson_view.asp?id=248</a>	<i>Mechanically Inclined</i> Crafting Sentences with Commas, p. 83-101
Provide appropriate punctuation in straightforward situations <ul style="list-style-type: none"> <li>• items in a series:</li> <li>• clauses with coordinate conjunctions:</li> <li>• punctuation in quotations:</li> <li>• hyphenate a compound adjective that comes before the noun it modifies</li> </ul>	16-19	<p>“ethnic minorities<sub>2</sub> men<sub>2</sub> and older students...”</p> <p>“they address more than one subject<sub>2</sub> they intrude upon the domain of the legislature<sub>2</sub> or they bear too colorful a title.”</p> <p>“Some slightly overweight people never seem to notice their obesity<sub>2</sub> and they even look attractive to others.”</p> <p>Peggy screamed<sub>2</sub> “Police!”</p> <p>“surface<sub>-</sub>mine reclamation”</p>	<ul style="list-style-type: none"> <li>- Punctuation, commas for items in a series</li> <li>- Identify clause</li> <li>- Identify coordinating conjunction</li> <li>- Punctuation in quotations</li> <li>- Identify compound adjective,</li> <li>- Punctuation usage</li> </ul>	Power Point - <i>The English House of Commas</i> : <a href="http://grammar.ccc.commnet.edu/grammar/ppt/commas.pps">http://grammar.ccc.commnet.edu/grammar/ppt/commas.pps</a>  <i>12 Rules for Commas</i> : <a href="http://grammar.ccc.commnet.edu/grammar/commas.htm">http://grammar.ccc.commnet.edu/grammar/commas.htm</a>  Online Quiz – <i>Quiz on Commas</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/comma_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/comma_quiz.htm</a>  Online Quiz – <i>What Happened to the News?:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/commas_fillin.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/commas_fillin.htm</a>  Online Quiz – <i>Using Commas with Coordinating Conjunctions</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova1.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova1.htm</a>  <i>Quotation Marks</i> : <a href="http://grammar.ccc.commnet.edu/grammar/marks/quotat ion.htm">http://grammar.ccc.commnet.edu/grammar/marks/quotat ion.htm</a>  Online Quiz – <i>Quiz on Using Quotation Marks</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/quot es_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/quot es_quiz.htm</a>  <i>The Hyphen</i> : <a href="http://grammar.ccc.commnet.edu/grammar/marks/hyphe n.htm">http://grammar.ccc.commnet.edu/grammar/marks/hyphe n.htm</a>	<p><i>The Grammar Plan Book</i>                      A8-d series separator, p.92                      A8-b interrupter, p.90</p> <p><i>Mechanically Inclined</i>                      Commas in a series, p. 99-101</p> <p>Commas, p.180-81</p> <p>Comma Splice, p.87-89</p> <p>Dialogue Rules, p. 53-57</p> <p>Hyphen, p. 157-59, 182</p>

Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	16-19	“...the long-awaited, conclusive, highpoint...” (The comma after “conclusive” should be deleted.)	- Appropriate comma usage for sentence flow	General Websites for Comma Help: <a href="http://www.grammarbook.com/default.asp">http://www.grammarbook.com/default.asp</a>  <a href="http://grammar.ccc.commnet.edu/grammar/index.htm">http://grammar.ccc.commnet.edu/grammar/index.htm</a>  <a href="http://ace.acadiau.ca/english/grammar/intro.htm">http://ace.acadiau.ca/english/grammar/intro.htm</a>	<i>The Grammar Plan Book</i> A8-a opener, p.89 A8-c closer, p.91 D3-d commas, p.136  <i>Mechanically Inclined</i> Introductory, p. 90-92 Additions, p. 96-98
Use commas to set off simple parenthetical phrases	20-23	“The weight of the car, of course, determines the cost of the license.”	- Identify parenthetical phrases - Comma usage		<i>Mechanically Inclined</i> Nonrestrictive Element, p. 93-95
Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	20-23	“Few taxpayers received, the much talked about rebate.” (The comma should be deleted.)	- Appropriate comma usage for sentence flow		<i>The Grammar Plan Book</i> D3-d commas, p.136  <i>Mechanically Inclined</i> Commas, p. 83-87
Use punctuation to set off complex parenthetical phrases	24-27	“...and, according to the American Medical Association,” “This textbook, unlike the one I had before, is written in a style I can understand.”	- Identify parenthetical phrases - Comma usage		<i>The Grammar Plan Book</i> A8-b interrupter, p.90  <i>Mechanically Inclined</i> Nonrestrictive Element, p.93-95
Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or verb joined by <i>and</i> )	24-27	“The author must present a protagonist, and an antagonist, and he must also give them a cause worth arguing over.” (The comma after “protagonist” should be deleted.)	- Appropriate comma usage and sentence flow in complicated sentences		
Use apostrophes to indicate simple possessive nouns	24-27	“suing party’s claim”	- Identify apostrophe - Identify possessive noun		Power Point – <i>The Mighty Apostrophe</i> : <a href="http://grammar.ccc.commnet.edu/grammar/ppt/apostrophe.pps">http://grammar.ccc.commnet.edu/grammar/ppt/apostrophe.pps</a>

<p>Recognize inappropriate uses of colons and semicolons</p>	<p>24-27</p>	<p>“After five minutes of silence, the actor uttered those famous words: “To be or not to be; that is the question.” (The colon and semicolon are correct.)</p>	<p>- Identify colon and semicolon and their usage</p>	<p>Power Point – <i>The Colon: A Sentence Gateway</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/colons.pps#8">http://grammar.ccc.commnet.edu/grammar/ppt/colons.pps#8</a></p> <p>Power Point – <i>Our Friend The Semi-Colon:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/semi2.pps">http://grammar.ccc.commnet.edu/grammar/ppt/semi2.pps</a></p> <p><i>The Semi-Colon:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/marks/semicolon.htm">http://grammar.ccc.commnet.edu/grammar/marks/semicolon.htm</a></p> <p><i>The Colon:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/marks/colon.htm">http://grammar.ccc.commnet.edu/grammar/marks/colon.htm</a></p> <p>Online Quiz – <i>Using Colons Effectively:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova5.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova5.htm</a></p>	<p><i>The Grammar Plan Book</i>                  D3-b colons, p. 134                  D3-c semicolons, p. 135</p> <p><i>Mechanically Inclined</i>                  Colons, p.152-53                  Semicolons, p.150-151</p>
<p>Use commas to set off a nonessential/nonrestrictive appositive or clause or phrase</p>	<p>28-32</p>	<p>“There it sat, <i>behind thick glass in a large wooden display case</i>, waiting”                  “They set aside certain days and times to hold small claims court <i>which may be different for each county.</i>” (restrictive clause – no commas)</p>	<p>- Identify nonessential/nonrestrictive appositive                  - Identify nonessential/nonrestrictive clause or phrase</p>	<p>Power Point - <i>Identify Sentence Fragments:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/fragment.s.pps#4">http://grammar.ccc.commnet.edu/grammar/ppt/fragment.s.pps#4</a></p> <p>Online Quiz - <i>Using Commas with Introductory Phrases:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova2.htm</a></p>	<p><i>The Grammar Plan Book</i>                  A1 adverbials, p. 75                  A1-a adverbial clauses, p. 76                  A1-b moveable adverbials, p. 77</p> <p><i>Mechanically Inclined</i>                  Nonrestrictive Element, p. 93-95</p>
<p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p>	<p>28-32</p>	<p>“Others are deciding such mixed-up issues as personal property taxes, cigarette and beer taxes, mandatory health insurance, tuition tax credits, state park expansion, farm animal abuse, safety inspections, funding of abortions, homeless shelters, gambling, seat belt laws, official language laws, <i>and</i> school financing.” (The conjunction <i>and</i> at the end of this long series needs</p>	<p>- Identify compound sentences                  - Identify parenthetical phrases                  - Comma usage</p>	<p>Power Point – <i>Avoiding Run-on Sentences:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/run-ons.pps#8">http://grammar.ccc.commnet.edu/grammar/ppt/run-ons.pps#8</a></p> <p>Lesson - <i>Run-on Sentences, Comma Splices:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/runons.htm#splice">http://grammar.ccc.commnet.edu/grammar/runons.htm#splice</a></p> <p>Online Quiz – <i>Repairing Run-On sentences:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/runo">http://grammar.ccc.commnet.edu/grammar/quizzes/runo</a></p>	<p><i>Mechanically Inclined</i>                  Comma in compound sentence, p. 84-86</p>

		to be set off with a comma.)		<a href="#">ns_quiz.htm</a> Online Quiz – <i>Run-ons and Fragments</i> : <a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments_quiz.htm</a>	
Use an apostrophe to show possession, especially with irregular plural nouns	28-32	“... <i>Frobushes’</i> home.”	- Identify apostrophe - Identify irregular plural nouns	Online Quiz – <i>Catastrophes of Apostrophic Proportions</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/apostrophe_quiz2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/apostrophe_quiz2.htm</a>	<i>The Grammar Plan Book</i> C3 nouns: use of the apostrophe in possessives, p.121  <i>Mechanically Inclined</i> Possessive Apostrophe, p.47-49, 113-115, 181
Use a semicolon to indicate a relationship between closely related independent clauses	28-32	“Life is hard work; life can be a pleasure.”	- Use of colons - Identify semicolon - Identify independent clauses	Lesson – <i>Using Semi-Colons</i> : <a href="http://www.grammarbook.com/punctuation/semicolons.asp">http://www.grammarbook.com/punctuation/semicolons.asp</a>	<i>The Grammar Plan Book</i> D3-c semicolons, p. 135  <i>Mechanically Inclined</i> Semicolons, p.150-151
Use a colon to introduce an example or an elaboration	33-36	“After five minutes of silence, the actor uttered those famous words: “To be or not to be; that is the question.”	- Use of colons	Lesson – <i>Using Colons</i> : <a href="http://www.grammarbook.com/punctuation/colons.asp">http://www.grammarbook.com/punctuation/colons.asp</a>	<i>The Grammar Plan Book</i> D3-b colons, p. 134  <i>Mechanically Inclined</i> Colons, p. 152-53

\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."