Core English 12/Unit II

Perception in Personal and Literary Contexts through Early and More Modern Nonfiction

Suggested Pacing: One week

**Overview:** This unit provides the students with an overview of nonfiction writing in Great Britain. Students will have the opportunity to research nonfiction writers and the times in which they wrote with emphasis on social issues. Throughout the unit students will apply their knowledge and understanding of the formats and purpose of nonfiction in order to write various types of nonfiction pieces.

**Enduring Understandings and Essential Questions**

Tone and content help to reveal the social and political message inherent in all types of nonfiction.

* What is the influence of early British nonfiction on later nonfiction?

Research helps us to consider cultural, political, and social aspects of an issue in order to develop and support personal opinions and choices.

* How does research enhance our knowledge of social and political issues?
* How does nonfiction reflect social and political issues?

**In order to understand, students should be able to**

* Rely on reading comprehension and word analysis skills to analyze, interpret, and evaluate of reading selections.
* Examine the social, political, and cultural issues from different historical eras.
* Analyze and describe forms, purpose and elements in nonfiction selections.
* Compare and contrast forms, elements, and structures of nonfictions selections with common themes.
* Create a research based product, using MLA format, to support understanding of issues raised in Module II.

**In order to understand, students should know**

* elements of the nonfiction
* types of nonfiction: biography, autobiography, maxim and axiom, essay, letter, diary, newspaper, magazine, historical documents, memoirs, meditations, proverbs, travel, email, Web, public documents such as debates, political statements, speeches, and legal testimony
* differences between primary and secondary sources
* similarities and differences of fiction and nonfiction
* point of view
* how tone is developed
* elements of author’s style

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| **OBJECTIVES TO BE EVALUATED** |

**12.7 The student will read and analyze a variety of informational materials, including electronic resources. (SOL 12.4)**

E 12.7.2 Identify formats common to new publications and information resources. (SOL 12.4a)

E 12.7.6 Explain personal opinions based on valid analyses of books, plays, or scripts from movies or television shows.

**12.8 The student will read and analyze the development of British literature and literature of other cultures. (SOL 12.3)**

E 12.8.1 Recognize major literary forms and their elements. (SOL 12.3a)

E 12.8.2 Recognize the characteristics of major chronological eras. (SOL 12.3b)

E 12.8.4 Relate literary works and authors to major themes and issues of their eras.   
(SOL 12.3c)

**12.9 The student will demonstrate analytical skills used in responding to literature by applying them to literary interpretation as well as personal and peer writing.**

E 12.9.1 Analyze how the universal truths explored in literature relate to his/her own life.

**12.12 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**

E 12.12.1 Generate, gather, and organize ideas for writing. (SOL 12.7a)

E 12.12.2 Consider audience and purpose when planning for writing.(SOL 12.7b)

E 12.12.3 Present ideas in a logical sequence.

E 12.12.4 Demonstrate command of appropriate and correct use of sentence variety.

E 12.12.5 Elaborate ideas clearly and accurately. (SOL 12.7d)

E 12.12.6 Use reflective strategies to revise writing.

E 12.12.7 Revise writing for depth of information and technique of presentation.   
(SOL 12.7e)

**12.13 The student will develop expository and informational writings. (SOL 12.7)**

E 12.13.1 Write a multi-paragraph essay using inductive/deductive reasoning.

E 12.13.2 Write a letter expressing an opinion to an elected official.

E 12.13.7 Keep a log of news and magazine articles that he/she finds of interest.

E 12.13.8 Use one or more log entries to produce an original piece of writing.

E 12.13.9 Write analytically about literary, informational, and visual materials. (SOL 12.7c)

**12.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.**

E 12.14.1 Demonstrate the ability to evaluate, edit, and revise all writing tasks.

E 12.14.2 Use a handbook as a reference tool.

E 12.14.3 Exhibit proficiency in the use of standard English in writing.

**12.16 The student will write documented research papers. (SOL 12.8)**

E 12.16.1 Identify and understand the ethical issues of research and documentation. (SOL 12.8a)

E 12.16.3 Select and narrow a topic for an investigative paper.

E 12.16.4 Develop a plan for research.

E 12.16.5 Prepare a formal outline of the paper.

E 12.16.6 Collect information to support a thesis.

E 12.16.7 Evaluate the accuracy and usefulness of information. (SOL 12.8b)

E 12.16.8 Synthesize information to support the thesis. (SOL 12.8c)

E 12.16.9 Present information in a logical manner. (SOL 12.8d)

E 12.16.10 Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 12.8e)

E 12.16.11 Edit copies for correct use of language, spelling, punctuation, and capitalization. (SOL 12.8f)

E 12.16.12 Proofread a final copy and prepare document for publication or submission. (SOL 12.8g)

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| **MATERIALS** |

***Elements of Literature, Sixth Course***

* An Age in Need of Heroines: Reform in Victorian Britain, pp. 882-883/Victorian
* Coleridge Describes His Addiction, p. 787/Romantic
* D.H. Lawrence on Money, p. 1198/Modern
* “On the Bottom” from *Survival at Auschwitz*, p. 1053/Modern
* Tilbury Speech, Queen Elizabeth I, p. 366/Renaissance
* “To Enliven Morality with Wit,” from *The Spectator*, Joseph Addison and Richard Steele (Though not in the textbook, students can access information about these early newspaper writers and their newspapers, *The Tatler* and *The Spectator*.)
* Blood, Sweat, and Tears, Winston Churchill, pp. 1068-69
* from *A History of the English Church and People,* p. 84/The Anglo Saxons
* “Meditation 17,” p. 344/The Renaissance
* “Of Studies,” p. 361/The Renaissance
* from *A Vindication of the Rights of Woman,* p. 639/The Restoration
* from *The Burning of Rome,* p. 694/Rome, A.D. 641
* from *The Diary of Samuel Pepys*, p. 695/The Restoration
* “To the Ladies,” p. 646/The Restoration
* “Shakespeare’s Sister,” p. 1106/Modern
* “Shooting an Elephant,” p. 1117/Modern

**Supplemental Materials**

* *The Invisible Wall: A Love Story That Broke Barriers*, Harry Bernstein/Modern
* *To Sir With Love*, E. R. Braithwaite/Modern

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| **Stage 2: Assessment Evidence** |

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| **Mandatory Assessment**  Students must conduct research on a selected social issue, incorporating various elements of nonfiction and emulating a format from the types of nonfiction read during the unit. The assessment may take the form of an essay, a photo story, a feature article, a magazine feature (with layout and design elements), an editorial, a letter, a speech, or a visual accompanied by a text.   * MLA documentation should be used as students incorporate both primary and secondary sources. * Refer to the rubric to determine criteria for development of prompt and scoring. * Reflection should be included with the final draft, having students to explain how they used knowledge and skills acquired during the unit to inform their writing/presentation. |

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| **Suggestions for Other Assessment Evidence** |

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| **Mandatory**   * Have the students, using what they have learned about the various literary periods (Anglo Saxon, the Middle Ages, the Renaissance, the Restoration, the Romantic Period, the Victorian Period, and the Modern period), select a piece of nonfiction writing not read from the text, (review the various types) and select one that they feel best demonstrates the philosophy, concerns and universal truths of that era. When possible, primary sources should be used. The paper is to be presented for publication in an anthology of important nonfiction texts from early English times to the present. |

* Have the students refer to *EOL*, pp. 1159-1160, *Analyzing Nonfiction*, to analyze any one of the works read during this unit. This essay should be considered for inclusion in the portfolio.
  + - * Have the students present a formal five-ten minute oral presentation which uses a narrative or logical argument to defend the validity of three or more truths presented as universal by writers in this unit. Their defense must be supported by details, illustrations, or statistics and be enhanced by a visual aid that supports their point of view. The students should exhibit appropriate body language and tone of voice. (See Activities Section for [roles](#_Roles_for_the).)
      * Have the students develop a procedure and a written plan for evaluating the formal presentations of their peers. This evaluation should take into account some or all of the following:

- thoroughness of presenter's preparation,

- demonstrated proficiency in the use of Standard English,

- adequacy of the presenter's projection,

- effectiveness of physical expression (eye contact, gestures, and body movement),

- effectiveness of organization of presentation,

- analyses of relationship among purpose, content, audience, and

relevance to unit theme.

**Rubric for Performance Assessment**

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| Criteria for Evaluation | 4 | 3 | 2 | | 1 |
| **GENRE, FOCUS, ORGANIZATION** | | | | | |
| Introduction includes background information on selected social issue | Introduction clearly identifies and describes the issue and provides the necessary background information. | Introduction identifies and describes the issue and gives adequate background information. | Introduction identifies the issue but does not provide adequate background information. | Introduction does not identify topic and provides little or no background information. | |
| Central focus provides unity to the entire text | Focus clearly states main idea and provides unity to the entire text. | Focus states main idea and provides some unity to the entire text. | Focus is mentioned and clarity is limited. | Focus and unity are missing. | |
| Evidence and examples support the central focus. | Each major point is supported with at least two examples and two examples that support the central focus through explanation and interpretation. | Each major point is supported with at least one example and one example that support the central focus through explanation and interpretation. | Some points are supported with evidence and examples, but there is little or no elaboration. | Examples and evidence provided do not support the central focus. | |
| Organization is logical with clear transition | Organization is clearly apparent and consistent; transitions are effective. | Organization is apparent; transitions are present. | Lacks organization; transitions are ineffective. | Text lacks order; no transitions. | |
| Quotations are introduced smoothly | Quotations are introduced gracefully without interrupting the flow of thought. | Most quotations are introduced reasonably smoothly. | Quotations are introduced awkwardly and disrupt reader’s comprehension | No quotations are included in the text. | |
| Conclusion reiterates central focus, contains a dramatic statement, and offers insightful observation(s) | Conclusion effectively reiterates focus and offers an insightful and interesting solution. | Conclusion restates focus; final solution is not strong. | Restatement of focus is confusing or inconsistent with original; closing observation is irrelevant | Restatement of focus and closing observation are missing. | |
| **LANGUAGE CONVENTIONS** | | | | | |
| Standard English-language conventions are used appropriately | No errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. | 1-3 errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. | 4-6 errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. | | 7 or more errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. |

**STAGE 3: The Learning Plan for Instruction**

**SAMPLE LEARNING PLAN**

How does the division curriculum help me to write my own unit plan?  Stage 3 (The Learning Plan) is the component of unit design where the individual teacher constructs the instructional sequence for the unit.  Beginning with the “end in mind,” the teacher reviews the division requirements established in Stages 1 and 2 and then maps an instructional sequence or unit plan.  The following example illustrates this process.

Review the essential knowledge, skills, and understandings (KUDs) for the unit.

Review the division-wide, mandatory performance assessment for the unit, as well as the suggested rubric.  Match the Knows and Dos from Stage 1 to this assessment.  Consider how the published rubric will guide the design of the task.  The division curriculum requires that all students at this level complete one common assessment which typically are application-based writing tasks.

Select (refer to *Additional Suggestions for Assessment Evidence* from Stage 2) and/or design the additional summative assessments, ensuring alignment to the KUDs.

Example for British Nonfiction:  Determine major tasks that provide for summative and formative assessment throughout the teaching of the unit.

* **Assessment 1:  Analyze a Nonfiction Selection** - Have the students refer to *EOL*, pp. 1159-1160, *Analyzing Nonfiction*, to analyze any one of the works read during this unit.
* **Assessment 2:  Persuasive Writing -** Provide the students with two articles on a given issue.  Using the articles as “research,” have the students write a letter to a public official addressing this issue and offering a possible solution.  The focus of the letter will be to demonstrate understanding and knowledge of how tone is developed and how the audience influences the choices we make as writers.  (This is similar to the division assessment.  However, students will select an issue and conduct research, rather than the teacher identifying the topic and providing the readings.  This assessment precedes the division assessment and can be used as formative assessment to support the students with the division task.)
* **Assessment 3:  Researched-based Nonfiction Writing (Division-wide, Mandatory Performance Assessment**
* **Assessment 4:  Oral Presentations (adapted from suggestion in Suggestions for Other Assessment Evidence)** - Have the students, working in groups of four, present a five-minute oral presentation which uses a logical argument to defend the validity of one truth presented as universal by writers in this unit.  Their defense must be supported by details, illustrations, or statistics and be enhanced by a visual aid that supports their point of view. The students should exhibit appropriate body language and tone of voice.

Once the assessments have been determined, identify the focus for instruction and map the instructional sequence necessary for the students to be successful with these tasks.  (Summative assessment may occur at any time during the instructional sequence.)

**Example from British Nonfiction**

**Block 1**:  Unit Introduction and Hook

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| **Mandatory**  **Blocks 2-4**: Nonfiction Reading   * Read two nonfiction selections (i.e., "Shooting an Elephant"), connecting each title to a time period and analyzing issues, rhetoric, and stylistic elements. |

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| **Mandatory**  **Block 5**:  Assessment 1 (Formative)   * **Analyze a Nonfiction Selection** - Have the students refer to *EOL*, pp. 1159-1160, *Analyzing Nonfiction*, to analyze any one of the works read during this unit. |

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| **Mandatory**  **Blocks 6-7: Nonfiction Reading**   * Read two nonfiction selections, connecting each title to a time period and analyzing issues, rhetoric, and stylistic elements. |

**Block 8**:  Assessment 2  (Formative)

* **Persuasive Writing -** Provide the students with two articles on a given issue.  Using the articles as “research,” have the students write a letter to a public official addressing this issue and offering a possible solution.  The focus of the letter will be to demonstrate understanding and knowledge of how tone is developed and how the audience influences the choices we make as writers.  (This is similar to the division assessment.  However, students will select an issue and conduct research, rather than the teacher identifying the topic and providing the readings.  This assessment precedes the division assessment and can be used as formative assessment to support the students with the division task.  The task also will include a farily stringent time-requirement, such as those imposed in high-stakes tests such as the SAT and in college-placement tests.)

**Blocks 9-14:  To Sir with Love and Research Preparation for Assessment 3 (concurrently)**

* Read and critique “To Sir with Love,” using personal journal writing to make connections between reader and text.  Summative assessment for reading comprehension and analysis will take the form of an objective test.  During this time, students will also select and narrow a research topic, will conduct background research, and will generate a thesis.

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| **Mandatory**  **Blocks 17-20:  Writing Workshop for Assessment 3**   * Students must conduct research on a selected social issue, incorporating various elements of nonfiction and emulating a format from the types of nonfiction read during the unit.  The assessment may take the form of an essay, a photo story, a feature article, a magazine feature (with layout and design elements), an editorial, a letter, a speech, or a visual accompanied by a text.  Refer to **Assessments**:  [*Rubric for Nonfiction Assessment Task*](https://vbschools.schoolnet.com/ServeAttachment.aspx?attachment_id=68fd8e76-aa15-45c1-9473-b149ca5d922b) for scoring criteria. |

**Block 21-22:  Seminar and Collaborative Presentations (Assessment 4)**

* Have the students, working in groups of four, present a five-minute oral presentation which uses a logical argument to defend the validity of one truth presented as universal by writers in this unit.  Their defense must be supported by details, illustrations, or statistics and be enhanced by a visual aid that supports their point of view. The students should exhibit appropriate body language and tone of voice.

Move from a general sequence to daily lesson plans. Refer to *Suggestions for Introducing, Teaching, and Concluding the Unit* (located in the Lesson Plan section for each unit on SchoolNet) and *Instructional Toolkits for Reading, Writing, Vocabulary, Differentiation, and Lesson Closure* (located in the Resource section for each unit on SchoolNet) for suggestions of instructional strategies.  Consider the following question when creating daily lesson plans.

* How will we hook and hold student interest?
* How will we equip students for expected performances?
* How will we help students rethink and revise?
* How will students self-evaluate and reflect on their learning?
* How will we tailor learning to varied needs, interests, and styles?

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| **STAGE III: The Learning Plan for Instruction** |

**PLANNING THE ACTIVITIES FOR THE UNIT**

**NOTE TO THE TEACHER:**

The guide contains activities that may be used to evaluate, introduce, teach, and conclude the unit. There are far more activities listed than can be used. After the teacher has selected the evaluation component to assess the students’ learning, he or she should choose the activities that will lead the students to mastery of the objectives and success on the chosen evaluation component.

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| **PORTFOLIO EXPECTATIONS** |

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| **Mandatory**  **Writing Emphasis:** Exposition/Personal Narrative  All English students are expected to keep a Works in Progress folder with examples of their work.  A. Opportunities for inclusion of several drafts from essays written during this unit. |

The grammar check sheet should become a part of the portfolio. (See [Activities Section](#_Grammar_Check_Sheet).) After each grammar mini-lesson, students should revisit the check sheet and note progress. This activity should continue throughout the year.

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| **CHOICES FOR INTRODUCING THE UNIT** |

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| **Mandatory**   * Have the students discuss what they know about nonfiction. * Have the students bring current newspaper articles and discuss current “problems.” (i.e., war, terrorism, current global warning, etc.) * Have the students select a current political issue to follow for the school year. They will be asked to discuss and reflect upon theses issues as the year progresses. * Have the students review the Interest Survey in the [Activities Section](#_Interest_Survey) and select either a famous British politician, scientist to research, or a nonfiction book to read. Once the students have selected a person or book, have them set a timeline in order to research, write, and report orally on their choice. These reports will be given during the concluding segment of this unit. |

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| **CHOICES FOR TEACHING THE UNIT** |

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| **Directions: Select at least six.** |

* Have the students select a news article or several news articles on an existing problem and write about this topic or event in diary format using Pepys’ diary as a model.
* Have the students write a letter to an elected official in which they protest the unfair treatment they or a person in the news has received at the hands of a powerful person.
* Have the students (1) define and analyze a problem that they see as most pressing in the modern world and (2) use a problem-solving model to solve the problem and present it to the class. Finally, have the students write a multi-paragraph essay using inductive and deductive reasoning.
* Have the students follow the steps below to write a letter to a public official addressing a complex issue in society:
  + - * + Choose a public official.
        + Read/collect articles about this official.
        + Compile information on how the official is voting.
        + Decide if you agree/disagree with the decisions.
        + Refer to the decision(s) in the letter.

Have the students write an essay which explores our most pressing ethical issues in the scientific world today. The essay should include personal opinion and explore universal truths that the students can relate to literature they have read.

Have the students, after reviewing several selections and reviewing the unit overview, pair up to discuss which selections they would retain in the unit and which ones they would select as being less appropriate. The students could then generate “Letters to the Publisher” arguing their respective position.

Using pp. 1159-1160 in the text—Analyzing nonfiction—follow the directions to analyze any one of the works read during this unit. This essay should be considered for eventual inclusion in the portfolio.

Have the students complete an interest survey prior to conducting research on either political or scientific figures in Great Britain’s history or reading a nonfiction book. (See [Activities Section](#_Interest_Survey).) Examples of scientists: Isaac Newton, Edmund Halley, Joseph Priestly, James Watt, John Dalton, Michael Faraday, Henry Bessemer, William Thompson (Lord Kelvin), William Coohes, William Ramsey, and Charles Darwin. Political figures include: Winston Churchill, Benjamin Desreali, Neville Chamberlain, Tony Blair, and Margaret Thatcher.

Have the students, if they do not want to conduct research, read one of the three recommended nonfiction works and write a critical review of the work.

NOTE TO THE TEACHER: Not more than three blocks should be spent on this project.

**from *A History of the English Church and People*, p. 84, *EOL***

* + - * Ensure students understand that from *A History of the English Church and People* is one of the earliest examples of written history. Discuss why we would also study it as literature. Have students read from *A History of the English Church and People*, p. 84*, EOL*. Then have them discuss Anglo-Saxon life as depicted in the selection.
      * Have students discuss how this history book compares to a modern day history book. Make sure that students see Bede’s writing style is marked by clarity and detachment. Discuss how Bede achieves this tone of detachment.
      * Have the students recall other pieces of literature they have read that use dreams to advance the plot. Why are dreams such a useful plot device?
      * Have students write about a childhood memory in their writer’s notebook/journal. Remind them to be objective and not emotional in their writing. Have students file these in their **Works in Progress** folders.

**"Meditation 17," p. 343, *EOL***

* Have the students read "Meditation 17" by John Donne, p. 250, *EOL*. Have the students form pairs and compare their responses. Finally, have the students listen to the correct answers and discuss the differences between what they thought and the correct answers.
* Have the students analyze Donne's use of the bell in the meditation. Ask them to discuss the following:

- Why does the meditation begin and end with the ringing of a bell?

- What does the bell represent throughout the essay?

- At the end of the meditation, what has the bell become a symbol of?

**“Of Studies,” p. 361, *EOL***

* Have students read the essay "Of Studies," p. 361, *EOL*. Then have them discuss what education means to people today, not just to Americans, but to citizens of other countries. Next, ask them to discuss Bacon's thoughts on education, and ask them to discuss decisions that must be made about their own education.
* Have students write an essay explaining the process they have used to make decisions about their own education. Finally, ask the students to imitate Bacon's style in their essay, using parallel structure wherever they can.
* Have the students review parallel structure and discuss what they know about it. Then, ask students to locate examples of Bacon’s use of parallel structure to present contrasting ideas. NOTE TO THE TEACHER: It is recommended that at least part of this essay should be read aloud.

**Tilbury Speech, Queen Elizabeth I, p. 366, *EOL***

* Have the students read Queen Elizabeth’s speech, and without discussing the historical context, have the students explain what they think she is attempting to do.
* Have the students select specific parts of the speech that are particularly strong.

**from *A Vindication of the Rights of Woman,* p. 639, *EOL***

* Have students discuss inequalities that men and women have had to overcome throughout history.
* Discuss denotation and connotation, and have students complete from “A Vindication of the Rights of Woman” p. 24, *EOL Vocabulary Development.* NOTE TO THE TEACHER: Make sure that students understand the importance of diction and why writers choose the words that they do.
* Have the students jigsaw from *A Vindication of the Rights of Woman*, p. 639, *EOL*. As they read their respective section, have them look for the rhetorical devices used by Wollstonecraft to support her arguments. Have them look for logical appeals, emotional appeals, rhetorical questions, and anecdotes.
* Have the students understand that Wollstonecraft uses the language of science and reason in her argument. Have students find examples of these words. Then have students explain how this rational approach is reflected in the tone of her writing.
* Have students write an informal essay in which they defend or attack Wollstonecraft’s arguments. Place in their **Works in Progress** folders.

**“To the Ladies” p. 646, *EOL***

* Have students use TP-CASTT to analyze “To the Ladies” p. 646, *EOL*.
* Discuss how “To the Ladies” also uses rhetorical devices even though it isn’t written in the essay form. Have the students discuss these rhetorical devices.
* Have students compose a poem or a letter to the editor applauding or condemning the government’s decision to not allow anyone to drive a motor vehicle until he/she turns twenty-one years of age. Remind them to include rhetorical devices seen in “To the Ladies.” Place in their **Works in Progress** folders.

**from “The Burning of Rome” p. 694, *EOL***

**from *The Annals***

* Have students silently read from “The Burning of Rome” p. 694. Then have them read (or reread if previously read) from *The Diary of Samuel Pepys* p. 695 and complete the Skills Review section on p. 696-697.
  + - * Using a Venn diagram, have students compare and contrast “The Burning of Rome” and from *The Diary of Samuel Pepys*. Have students consider each writer’s style, tone, language, use of personal details, and perspective in their comparison. Then have students take the information from their Venn diagram and compose an essay describing their findings. Have students file them in their **Works in Progress** folders.
* Have students read a story in the local newspaper that describes a fire. Have the students discuss similarities and differences between a newspaper account and a diary entry. Why would there be similarities and differences?

**from *The Diary of Samuel Pepys*, p. 695, *EOL***

* + - * Have the students read from *The Diary of Samuel Pepys,* p. 695*, EOL* and discuss the format of the diary. Then, have the students write entries in their writer’s notebook/journals modeled on *Pepys’ Diary.* Have the students file these in their **Works in Progress** folders.
      * Have the students discuss the merits of a diary in comparing and contrasting attitudes of one time (the 1600s in this case) to another (present).
      * Have the students recall other diaries they have read – Anne Frank’s or William Bradford’s. Then, ask them to discuss: What are the purposes of a diary? Do most people write diaries with an audience in mind?

After reading the diary selection discuss the following:

* + - character (Pepys’)
    - theme (the lesson drawn from Coronation Day)
    - the ways Pepys’ life was like life in our own time
    - the ways his life was different
    - attitudes, values (how they are different and how they are the same)
    - politics
    - society
* Have the students compare the style and mood of the two diaries they have read.

**Coleridge Describes His Addition/Letter, p. 787, *EOL***

* Have the students examine the tone of this letter using DIDLS. After close examination, ask the students to discuss and write about the tone of this letter citing specific words that create the tone. (See [Activities Section](#_DIDLS_1).)

**An Age in Need of Heroines: Reform in Victorian Britain, p. 882, *EOL***

* Have the students read this piece of informational text and conduct brief research on Reverend Charles Kingsley, Octavia Hill, Florence Nightingale, and Josephine Butler.
* Have the students compare these reformers to American reformers that they can name. (Susan B. Anthony, Elizabeth Cady, Helen Keller, Eleanor Roosevelt, Elizabeth Seaton, Gloria Steinem, and Babe Didrickson Zacharias are some; student can select others.)
* Have the students select one British and one American to write a compare/contrast essay about their contributions to human rights. This essay should be placed in the Works in Progress folder.

**“On the Bottom” from *Survival in Auschwitz*, p. 1053, *EOL***

NOTE TO THE TEACHER: Have the students recall and discuss with they know about World War II and Auschwitz.

* Have the students read this memoir and discuss page 1057, Literary Criticism.
* Have the students select passages that demonstrate Leir’s tone. Have the students discuss the effect of that tone of the reader’s perception of Leir’s experiences.

**Blood, Sweat, and Tears/Speech, p. 1068, *EOL***

* Have the students read this speech and respond in writing to thinking critically, #6, on p. 1070.
* Have the students write a persuasive essay using logical and emotional appeals as they seek to call others to action on an issue of importance to the school or community.

**“Shakespeare’s Sister,” p. 1106, *EOL***

* Have the students read “Shakespeare’s Sister,” p. 1106 *EOL*. Then have the students participate in the **Skills Review** activity, p. 1111, Teacher’s Edition, *EOL*. Finally, have the students brainstorm ideas of inequalities or problems in modern society (families, schools, communities).
* Have students examine the parallel structure found in “Shakespeare’s Sister.” Make sure that they understand that parallelism is a rhetorical device they studied when they read “Of Studies.”
* Have students examine Woolf’s diction, particularly her use of strong verbs. Have students speculate as to why and how this adds to her essay.
* Have students write an informal essay about the difficulties of breaking into a profession that has been traditionally closed to their gender. Place in their **Works in Progress** folders.

**“Shooting an Elephant,” p. 1117, *EOL***

* Have the students brainstorm a list of specific occasions in a school or community when a student or employee might experience pressure to conform to group values or behavior. Have them list what happened, to whom did it happen, and why did it happen.
* Have the students read “Shooting an Elephant,” p. 1117, *EOL*. Pair students to identify the political and social themes in this essay and to comment on the effectiveness of Orwell’s rhetoric.
* Have students complete the Skills Practice for “Shooting an Elephant” p. 290, *EOL The Holt* *Reader*. How does Orwell use irony in his essay?
* Have students pretend they are turning “Shooting an Elephant” into a short film. Have them create a storyboard, showing the scenes that would be included in the film. Also, have them add dialogue to move the film from scene to scene.
* Have the students explain the difference between an informal and formal essay.

**D.H. Lawrence on Money/Primary Source/Letter, p. 1198, *EOL***

* Have the students read this brief primary source and write a response to Lawrence’s belief and what they feel an American’s response to him would be.

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| **CHOICES FOR CONCLUDING THE UNIT** |

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| **Mandatory**   * Have the students select two pieces from their **Works in Progress** folders that deal with a universality. These pieces should be revised and edited to display the students’ best composition skills. Final drafts should be submitted along with cover letters reflecting their reasons for choosing these particular pieces. * Have the students select a political or social issue that appears in any of the selections read. Then, have the students read an article on the same issue as it applies to today’s society. Have the students develop a [Multi-Flow Map](#_Multi-Flow_Map) or a [Tree Map](#_Tree_Map) that depicts this issue’s relevance to at least three time periods studied. Then, have the students write an essay using inductive or deductive reasoning to explain how and why this issue impacted each of the three time periods and to support their position on this issue. Have the students place the essay in their Works in Progress folders. |

**ACTIVITIES SECTION**

**Unit II**

### Grammar Check Sheet (My Personal Checklist)

|  |  |  |
| --- | --- | --- |
| **Areas** | **Areas of Strength** | **Need Help** |
| **spelling** |  |  |
| **capitalization** |  |  |
| **punctuation (end marks)** |  |  |
| **commas** |  |  |
| **semicolons** |  |  |
| **colons** |  |  |
| **word usage** |  |  |
| **fragments** |  |  |
| **run-ons** |  |  |
| **subject/verb agreement** |  |  |
| **pronoun/clear antecedents** |  |  |
| **misplaced modifiers** |  |  |
| **other** |  |  |

### Roles for the Student

### in Cooperative Groups

**Leader**

**Communicator**

**Manager**

**Tracker**

**Checker**

**Coach**

**Student Roles**

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| **Introduction** |

Roles in cooperative learning activities help promote interdependence as well as individual accountability. Because of the nature of English activities, a number of different roles can be created to ensure shared responsibility among group members. Here are some things to keep in mind when you introduce roles to your students. They will need to:

* understand the function of their roles
* know why roles are important
* have the roles modeled
* have time to practice their roles
* have time to process how effectively they carried out their roles
* receive feedback from you and their peers about their performance

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| **Roles for the English Classroom** |

**Leader**

The leader is responsible for making sure that the team understands and completes the team task. When the team begins a cooperative activity, the leader explains the team task and makes sure the teammates talk about the task and develop a plan before they begin work.

**Communicator**

The communicator is responsible for asking the teacher for help if the team gets stuck. If the team cannot resolve a question or decide how to follow a procedure, for example, the communicator is the only team member who can leave the team and ask the teacher for help. The communicator shares with other teammates any information obtained from the teacher.

**Materials Manager**

The manager is responsible for picking up and returning all supplies and equipment that the team needs for a project. The manager makes sure that all of the materials are returned and, if something is damaged or broken, the manager informs the teacher. All teammates participate in clean up!

**Tracker**

The tracker is responsible for tracking the team's progress through the steps of a team activity. The tracker checks off each step of the directions as the team completes each step, or reminds the team members to read the step again if they are moving too quickly onto the next step. The tracker is responsible for recording information for activities that require only a single team record. Otherwise, each team member is involved in writing and recording.

**Coach**

The coach is responsible for encouraging teammates to practice the team skills. The coach reminds teammates to practice the team skills and congratulates teammates when they use a skill. The coach is the teammate who inspires the team to work cooperatively by looking for positive examples, but is not responsible for correcting misbehavior.

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| **Other Student Roles for English Classes** |

* Reader
* Recorder
* Writer
* Computer operator
* Praiser
* Listener
* Collector
* Paraphraser
* Time keeper

### Multi-Flow Map

The Multi-Flow Map is used for comparing and contrasting two things, such as characters in a story, two historical figures, or two social systems. It is also used for prioritizing which information is most important within a comparison.

### Tree Map

The Tree Map enables students to do both inductive and deductive classification. Students learn to create general concepts, (main) ideas, or category headings at the top of the tree, and supporting ideas and specific details in the branches below.

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### Interest Survey

As a final project of this unit, you will be asked to research a famous British politician or scientist who has impacted life as we know it. Or you may read a nonfiction book. Your choices are:

|  |  |  |
| --- | --- | --- |
| **Politicians** | **Scientists** | **Nonfiction Works** |
| Winston Churchill,  Benjamin Disraeli,  Neville Chamberlain,  Tony Blair, and  Margaret Thatcher. | Isaac Newton,  Edmund Halley,  Joseph Priestly,  James Watt,  John Dalton,  Michael Faraday,  Henry Bessemer,  William Thomson (Lord Kelvin),  William Coohes,  William Ramsey, and  Charles Darwin. | *Rumours: A Memoir of a Prisoner in Wartim*e by Charles Mayhead  *The Invisible Wall: A Love Story That Broke Barriers* by Harry Bernstein  *To Sir With Love* by E. R. Braithwaite |

Process: Spend some time conducting brief research into the provided lists.

My first choice

My Second choice

My reasons for making this selection

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### DIDLS

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| --- | --- |
| **Diction** | Examine the connotation of key words and phrases.   * monosyllabic vs. polysyllabic * conversational (informal), archaic (old-fashioned), colloquial (slang), or formal (literary) * denotation vs. connotation * concrete vs. abstract * euphonious (pleasant sounding, i.e., languid) vs. cacophonous (harsh sounding, i.e., croak) |
| **Images** | Examine the images or vivid appeals to understanding through the senses. |
| **Details** | Identify the details or facts given by the author or speaker as support for the attitude or tone. Examine the use of details, the perspective from which the details are given, how the perspective changes the details, and the impact on tone.  Possible Activity- Have the students determine what changes in detail might a child, a parent, a teacher, and an administrator report concerning a referral. |
| **Language** | Examine the overall use of language, not simple isolated bits of diction.   |  |  |  | | --- | --- | --- | | jargon | poetic | pedantic | | vulgar | moralistic | euphemistic | | scholarly | slang | pretentious | | insipid | idiomatic | sensuous | | informal | formal | ordinary | | precise | cultured | exact | | esoteric | picturesque | learned | | connotative | homespun | symbolic | | plain | provincial | simple | | literal | trite | figurative | | colloquial | obscure | bombastic | | artificial | precise | obtuse | | detached | exact | grotesque | | emotional |  | concrete | |
| **Sentence Structure** | Examine how the structure affects the reader’s attitude.   |  |  |  | | --- | --- | --- | | Function   * declarative * interrogative * exclamatory * imperative | Construction   * loose * periodic * balanced combination of two or three | Form   * simple * compound * complex * compound-   complex | |

**DIDLS**

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| --- | --- |
| **DICTION** |  |
| **IMAGES** |  |
| **DETAILS** |  |
| **LANGUAGE** |  |
| **SENTENCE STRUCTURE** |  |