

English 9

Course Description and Philosophy

The English 9 course, part of the World Cultures program, fosters understanding of the “global community” in which we live. Students taking this course engage in projects requiring them to apply the language arts skills of reading, writing, speaking, listening, and viewing in real-world contexts. Non-western literature introduces students to what may be unfamiliar values and behaviors, so they can begin to create a broad context for their own values and behaviors.

Cross-cultural communication is essential in the twenty-first century. Gwendolyn Brooks, “...a champion of ordinary people said, ‘I believe that we should all know each other, we human carriers of so many pleasurable differences. To not know is to doubt, to shrink from, sidestep or destroy’” (*Reading the World* 13). Self-discovery is explored through formal and informal expression. An empathetic appreciation for semantic, behavioral, and ethical differences is developed through active reading, listening, and viewing, interpreting both high and low context communication, due to the variety of ways communication is approached around the world.

Both universal and culture-specific themes are part of the content of this course. Represented by a variety of genres, short stories, epic poetry, novels, drama, as well as non-fiction, the curriculum includes western and non-western literature. Fiction, poetry, and drama invite students to experience conflict through the eyes of another. Conflict occurs when two or more entities with differing behaviors and values clash. People cope with conflicts on a daily basis, and effective communication skills help us both understand the conflicts we face, and to resolve those conflicts. Without the benefit of conflict-resolution skills, the path our lives take can lead to tragedy. This course will introduce the universal concept of tragedy through a study of William Shakespeare’s play *Romeo and Juliet*. Communication is key to co-existing in a global community.

From a practical aspect, the *Modern Language Association* (MLA) format is introduced at the beginning of the freshman year and will be used across the curriculum all four years. This format creates an acceptable template for the scholarly writing of all students at Mountain Lakes High School.

ENGLISH 9 CORE WORKS:

Romeo and Juliet – Shakespeare
To Kill a Mockingbird – Harper Lee
Things Fall Apart – Chinua Achebe
The Odyssey – Homer
The Alchemist – Paulo Coelho
Short Story Selections
Poetry Survey

GRADE 9 ESSENTIAL WRITING OUTCOMES (GOAL = 2 PER MARKING PERIOD):

Focused writing instruction and practice is essential to the English classroom. Students will write in different forms and for a variety of purposes. Students will write in-class timed compositions as well as longer, formal compositions. Formal student writing must conform to MLA guidelines for format, style, citation, and documentation. Formal out-of class and in-class writing will include:

- Expository Writing (compare/contrast, classify/divide, define, explain a process,...)
- Persuasive Writing
- Literary Analysis
- Personal Narrative
- Business and Personal Letter
- Formal Theme or Topic Based Research Paper including multiple sources and use of embedded quotations (approx. 4 pages)

Texts:

Burke, Rebecca, ed. *Reading the World: Contemporary Literature from Around the Globe*.
Logan: Perfection Learning, 2003.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern
Language Association, 2009.

Curriculum revised: 2011

UNIT: FINDING YOUR VOICE AND BREAKING THE SILENCE

KEY TEXT: *Speak* – Laurie Halse Anderson

ESSENTIAL QUESTION(S):

Why is communication with family and friends so important in our lives?
What are the effects of being silenced and isolated?
What “real life” issues silence teens and how can we break the silence?

OBJECTIVES – STUDENTS WILL BE ABLE TO:

- Interpret a work of literature critically through pertinent questions, analysis of themes and conflicts, and personal connections
- Identify the protagonist, antagonist, flat, and round characters, and discuss the author’s characterization through analysis of names and nicknames, characters’ thoughts, characters’ actions and major conflicts (man vs. self, man vs. man, etc.)
- Define what a symbol and motif are, and identify and explain the major ones throughout the novel (tree, bloody lips, mirror, closet)
- Define what a simile, metaphor, and personification are, and examine the author’s use of these literary devices
- Identify various symptoms of depression the protagonist experiences and examine the effects of these symptoms throughout the novel
- Identify and interpret textual evidence to support a claim
- Analyze poetry and/or short stories related to major themes and conflicts in text
- Compose personal journals that incorporate and properly utilize teacher-chosen vocabulary and self-selected quotations (properly cited using MLA format)
- Discuss what the following everyday concepts mean to them and to the characters: cliques, friendship, teacher-to-student relationships, parent-to-son/daughter relationships, what it means to be American, identity
- Participate in class-generated report card for protagonist broken down by marking period and then utilized as starting outline for essay
- Engage in the writing process and proper use of MLA parenthetical citation to draft, edit, and write an essay that makes a claim with a clear thesis statement and cites textual evidence throughout
- Discuss and research ways teens are sometimes silenced today (sexual assault, bullying, drugs/alcohol, peer pressure, depression, etc.) and collaborate with fellow students to present findings and helpful resources in community and school to class in a “breaking the silence” day
- Compare/contrast film with novel examining similarities/differences between characters and plot development

TOPIC/CONTENT SKILLS

Reading: Literature – RL.9-10.1 – 4

Reading: Informational Text – RI.9-10.1 – 2

Writing – W.9-10.2 – 7

Speaking & Listening – SL.9-10.1,2,4.5

Language – L.9-10.1 – 5

ASSESSMENTS

Variety of: Chapter study guides, reading-check quizzes, vocabulary quizzes, personal journal assignments that connect to main ideas and silencing topics, symbolism/motif handouts, class “report card” of Melinda, creative identity/symbol project, end-of-unit test and/or essay, group research/presentation on silencing issues teens deal with today.

Sample Assessments:

Essay

Write a well-developed essay in which you discuss how one or more of the main motifs represent(s) Melinda’s emotional and/or physical growth. Discuss how the motif symbolizes a painful part of Melinda, a change in Melinda, and then ultimately a healed part of her.

Develop an arguable thesis and utilize a minimum of three quotations (cited with MLA format) to support your argument. (W.9-10.2, W.9-10.4, W.9-10.5, L.9-10.3)

Essay

Utilizing the class’ report cards for Melinda’s progress throughout her freshman year, write a well-developed essay in which you justify Melinda’s overall “life grade.” Does she pass by the end of the novel in friendship, speaking up for herself, family, etc. why or why not?

Develop an arguable thesis and utilize a minimum of three quotations (cited with MLA format) to support your argument. (W.9-10.2, W.9-10.4, W.9-10.5, L.9-10.3)

Essay

Write a well-developed essay that examines how Melinda demonstrates the symptoms of being sexually assaulted. Think about how Melinda exhibits various symptoms but is ignored by certain characters. Should these characters have stepped in to help her? OR Does Melinda overcome these symptoms, find her voice and once again function as a confident member of society? Develop an arguable thesis and utilize a minimum of three quotations (cited with MLA format) to support your argument. (W.9-10.2, W.9-10.4, W.9-10.5, L.9-10.3)

Personal Journal

Write one journal response for each marking period that utilizes vocabulary and textual evidence to support ideas (properly cited with MLA format). Topic suggestions: family communication, identity formation (clothes, bedroom, cliques, habits, etc.), friendship, making mistakes, etc. (RL.9-10.1, W.9-10.10, L.9-10.4)

Symbolism/Motif Analysis Handout (this can lead to potential essay)

Using quotations tracked from the beginning to the end of the novel, analyze how each motif changes symbolically as Melinda changes and discovers her voice. (RL.9-10.4, L.9-10.5)

Identity Project

Construct a creative/art project that represents your identity and then write a descriptive personal narrative that explains your project. You may do any of the following and your project may be done electronically too using www.glogster.com or a similar site (this one creates posters): W.9-10.6, SL.9-10.5)

1. Create an identity tree or create a project that is focused on another object that represents you
2. Create a book cover for the story of YOU

Breaking the Silence Presentation

Students collaborate in small groups or with a partner to research topics and issues that silence teens today. Create a visual/electronic presentation using PPT or any similar tool that breaks the silence by providing any of the following: real-life stories, statistical information, interviews, helpful go-to resources for teens to utilize in local community and/or schools. Cite all sources at end of presentation. (W.9-10.7, SL.9-10.1, SL.9-10.2, SL.9-10.4)

RESOURCES AND ADDITIONAL TEXTS:

Poetry

- “I Know Why the Caged Bird Sings” – Maya Angelou
- “Listen” – Laurie Halse Anderson (poem) – video of Anderson reading poem: http://www.youtube.com/watch?v=ic1c_MaAMOI

Nonfiction/Essay

- Teen Ink website: http://www.teenink.com/hot_topics/ -This section of the website is filled with articles written by teens about hot topics in their lives.
- Author’s website: <http://madwomanintheforest.com/>

Short Fiction

- Possible connections dealing with communication and voice to Jhumpa Lahiri’s short stories: “Mrs. Sen’s” and “A Temporary Matter” in *Interpreter of Maladies*

Film

- Film version of novel (2004) director Jessica Sharzer

INSTRUCTIONAL METHODS

Lecture, partner work, individual journal time, carousel group activity for Melinda’s report card grades, group research

TECH INFUSION

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING

The “Breaking the Silence Day” presentations will raise awareness and initiate more questions related to issues teens feel silenced about today such as depression, bullying, peer pressure, sexual assault, etc. How can we give teens a voice and the confidence to speak up about these issues to mentors, parents, and friends?

21ST CENTURY SKILLS

Learning and Innovation Skills: through the “Melinda Report Card” class project, the “Breaking the Silence Day” presentations and/or the individual “Identity” project, students will engage in a wide range of idea creation techniques, develop, implement and communicate new ideas to others effectively and incorporate group input and feedback into the work

Information, Media and Technology Skills: students will use technology as a tool to research, organize, evaluate and communicate information through the use of the library’s database system and/or credible websites.

UNIT: UNDERSTANDING THE LANGUAGE OF THE WORLD: ARCHETYPES AND HEROES

CORE TEXTS:

Novel

- Coelho, Paulo. *The Alchemist*

Epic

- Homer. *The Odyssey*-selections

ESSENTIAL QUESTIONS:

What is a hero? What is the difference between heroism and celebrity?

What is the definition of an archetype?

Are epic heroes brave, smart, or lucky? Can I be a hero? Will I be a hero?

Which is more important the journey or the destination?

How do archetypal stories compare across various cultures and over time?

What is the function of a myth?

How is ancient literature relevant to the 21st Century?

OBJECTIVES: The student will be able to

- Identify and explain the elements of the epic poem
- Identify the stages of the hero's journey in a variety of sources
- Differentiate between a hero and a celebrity
- Evaluate how the roles rituals play in restoring harmony after a dramatic change
- Apply the archetype of the journey to a variety of circumstances, both fictional and non-fictional
- Consider the consequences of rejecting the "Call"
- Compare archetypal stories from a variety of cultures
- Analyze the growth of a character through experience
- Write a clear analysis of a character

TOPICS/CONTENT SKILLS

Reading Literature: RL.9-10.1,3,5.

Reading Informational Text: RI.9-10.2,7

Writing: W.9-10.3, 4, 5, 6, 9,10
Speaking and Listening: SL.9-10.1.b
Language: L.9-10.1.b, L.9-10.3, L.9-10.6

Suggested Terms and Vocabulary

Epic poem	Invocation
Archetype	Epic simile
Epithet	Hero
Abyss	Moral dilemma
Narrative	Chronological order
Myth	Journey
Metaphor	Universal
Ritual	

ASSESSMENT:

Variety of study guides, reading-check quizzes, vocabulary quizzes, personal journal assignments, creative projects, end-of-unit test and/or essay, group research/presentation on relevant issues.

Sample Activities and Assessments:

Note Taking

Practice note taking when learning about the characteristics of epic poetry and the hero's journey. (RI.9-10.2, L.9-10.3)

Reading Log

Track the plot structure variations (For example-The plot of *The Alchemist* follows chronological order and *The Odyssey* does not.) (RL.9-10.5, W.9-10.10, L.9-10.3)

Chart

Create a list of actions taken by a character and record the trait these actions reveal. (RL.9-10.1, RL.9-10.3, L.9-10.3)

Essay

Write an essay taking a position on whether or not Odysseus (or a contemporary soldier) exhibits the characteristics of the hero. State the thesis clearly and incorporate necessary textual evidence. (RI.9-10.6, RI.9-10.7, W.9-10.6, L.9-10.1, L.9-10.4)

Essay

Write an autobiographical essay describing your journey, your own heroic qualities, the difficult decisions you faced, and the outcome of those decisions. (W.9-10.4, L.9-10.3)

Short Story

Write a story with a focus on character development, conflict, and resolution, incorporating both simile and allusion. The story will be peer reviewed by at least one other student. (W.9-10.4, SL.9-10.1.b, L.9-10.3)

Personal Letter

Compose a letter reflecting on the process of writing the fictional and autobiographical narratives. (L.9-10.6)

RESOURCES AND ADDITIONAL TEXTS:

Epic

- *The Epic of Gilgamesh*

Fiction/Novel

- Card, Orson Scott. *The Ender's Game, Ender's Shadow, Speaker for the Dead*
- Hesse, Herman, *Siddhartha*
- *The Ramayana*-selections
- Salinger, J. D. *Catcher in the Rye*
- John Knowles. *Separate Peace*

Short Fiction

- Achebe, Chinua. "Marriage is a Private Affair" *Reading the World*.
- Allende, Isabelle. "And of Clay Are We Created." *Reading the World*.
- Sun-won, Hwang. "Cranes." *Reading the World*. (Appreciating another person's journey)

Mythology

- Hamilton, Edith. *Mythology*.
- *Ancient Egypt: the Mythology*
- "History of Literature: Myths and Mystery." *History of World Literature*. Web. 30 July 2011.
- "Ramayana: An Introduction of the Great Indian Epic." *Asia Society*

Web

- Moynihan Institute. "THE RAMAYANA: A TELLING OF THE ANCIENT INDIAN EPIC" *South Asia Center*. 2011. Web. 30 July 2011
- Moynihan Institute. "The Story of Rama: A Brief Synopsis." *South Asia Center*. 2011. Web. 30 July 2011. http://www.maxwell.syr.edu/moynihan/sac/The_Story_of_Rama_A_Brief_Synopsis
- "The Myths." *Ancient Egypt: the Mythology*. 21 April 2011. Web. 24 August 2011. <http://www.egyptianmyths.net/section-myths.htm>

Poetry

- Achichai, Yehuda. "An Arab Shepherd is Searching for His Goat on Mount Zion." *Reading the World*.
- Tennyson, Alfred Lord. "The Lotus-Eaters."
- Tuqan, Fadwa. "Song of Becoming." *Reading the World*.

Art, Music, and Media

- Moynihan Institute. "THE RAMAYANA: BENGALI SCROLLS OF THE RAMAYANA"
- Ondrasik, John (Five for Fighting). "Superman (It's Not Easy)" <http://www.youtube.com/watch?v=GRz4FY0ZcwI>
- Purcell, Henry. *Dido and Aeneas* Roberts, Brad. "Superman's Song." *The Ghosts That Haunt Me*. (music video) <http://www.youtube.com/watch?v=ihUIPILw2ZE>
- Wagner, Richard. *Ring des Nibelungen*.

Films

- *Field of Dreams*
- *Indiana Jones* series
- *The Lord of the Rings* trilogy
- *Star Wars IV: A New Hope*
- *Forrest Gump*
- *Apollo 13*
- *Dead Poet's Society*

Nonfiction

- Bickman, Jack M. "The Writer's Digest Short Story Blueprint." *The Basics of Writing and Selling Fiction: Writer's Digest Guide*, vol.13.
- Carroll, Andrew. *Operation Homecoming: Writing the wartime experience: A Guide for Writers*. <http://www.arts.gov/pub/OHWritersGuide.pdf> (copy attached)
- Davidson, Justin. "The Fellowship of 'The Ring': As the Met retires its graybread production, the Wagner cult will be in full force." *New York Magazine*. 29 March 2009. Web. 30 July 2011 (Copy attached) <http://nymag.com/arts/classicaldance/classical/features/55659/>
- Murphy, Anne. "Ramayana: An Introduction of the Great Indian Epic." *Asia Society*. 2011. Web. 30 July 2011. ["Ramayana: An Introduction of the Great Indian Epic." Asia Society](#)
- *OPERATION HOMECOMING Iraq, Afghanistan, and the Home Front in the Words of U.S. Troops and Their Families*. Edited by

Andrew Carroll. NEA. Random, 2006. Print

- *The Power of the Myth*. Bill Moyers interview with Joseph Campbell. Transcript. (typed & uploaded 1-11-98 S. E. Schlarb) Web. 30 July 2011.
 - “Myths-Dreams-Symbols”
 - “Function of Myth”
 - “Metaphor and Transcendence: Life as Poetry, Not Prose”
 - “The Hero’s Adventure”
 - “The Hero's Adventure in Myth”
 - “The Call to Adventure” <http://www.mythsdreamssymbols.com/herojourney.html>
- Tapply, William G. “Dialogue That Shows Without Telling.” *The Writer* 1994, vol. 107, no 3.
- Williams, William Carlos. “The Use of Force.” Essay.
- Campbell, Joseph. *Hero with a Thousand Faces*.
- *Markkula Center for Applied Ethics, Santa Clara University*: <http://www.scu.edu/ethics/>
- *The Institute for Global Ethics*: <http://www.globalethics.org/education-dilemmas.php>

INSTRUCTIONAL METHOD

- Lecture, partner work, whole class discussion, individual practice and preparation for presentations, group debates/discussions about characters, plot, and literary conventions.

TECH INFUSION

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

COMMON CORE STATE STANDARDS

DIFFERENTIATED LEARNING ACTIVITIES

The use of a side-by-side chart to identify character traits based on a character’s actions may enable students to participate in class discussions

with the confidence of a knowledgeable reader. A more challenging project would be to compare the character of Odysseus in the film, directed by, Andrey Konchalovskiy with that of the epic poem.

ETHICAL DECISION MAKING/CHARACTER EDUCATION

1. Discuss the differences between a hero and an antihero. Possible sources: Holden Caulfield in *Catcher in the Rye*, Angel in *Buffy the Vampire Slayer*, Golum from *The Lord of the Rings* and *The Hobbit*, and Dr. Gregory House from *House*
2. Discuss the ethical dilemmas heroes face when approaching the abyss. Possible sources for scenarios: *The Institute for Global Ethics* <http://www.globalethics.org/education-dilemmas.php> and *Markkula Center for Applied Ethics, Santa Clara University* <http://www.scu.edu/ethics/>

21ST CENTURY SKILLS

Creativity and Innovation and Collaboration: Create a short story about a hero as part of a small group. This activity will require students to invent a story about a hero, as well as communicating these inventions to others members of the group.

Critical Thinking: After studying examples of the hero's journey in a variety of formats and genres, the student can apply the components of the journey to more than one source, demonstrating the interconnections.

Communication: Students write a narrative, describing personal examples of heroic qualities. Class discussions about the ethical dilemmas people face and the heroic qualities of fictional characters requires students to clearly explain a point of view, contributing to the group's solution.

Communication and Collaboration: . Class discussions about the ethical dilemmas people face and the heroic qualities of fictional characters requires students to clearly explain a point of view, contributing to the group's solution.

Information Literacy: Students can demonstrate their ability to use information accurately and creatively in order to create their own narratives by reading the articles on describing a personal experience (See *Operation Homecoming*: "National Endowment for the Arts: A Guide for Writers," "Essays on Writing: Letter to a Young Writer," and "Essays on Writing: What is Poetry?").

Media and ICT Literacy: Students can read and view the variety of ways by which the soldiers told their stories, as part of *Operation Homecoming*. These examples can serve to provide students with choices in expression when communicating their own stories.

Flexibility, Adaptability, Initiative, and Self Direction: Class time used for discussions about problem-solving and examples of archetypes allows students to demonstrate the ability to adapt a variety of view points, while expanding their understanding of facing ethical dilemmas. Small group work to create short stories can demonstrate the ability to work efficiently and effectively, without the necessity of direct oversight.

Social and Cross-Cultural Skills: As part of an introduction to this unit, students can compare creation myths and examples of the hero's journey from a variety of cultures (for example, chart the components of the hero's journey in *The Ramayana* and *The Odyssey*) in order to recognize their universal qualities. The short story project can also demonstrate competency when working productively with others. Also, students can discuss the means by which they "told" their own story: why did you choose to write a poem over creating a film, write an essay over composing a poem, etc.

UNIT III : AFRICAN LITERATURE – LEARNING TO COMMUNICATE THROUGH THE COLLISION OF CULTURES

CORE TEXT:

- *Things Fall Apart* – Chinua Achebe

ESSENTIAL QUESTION(S):

- What impact does Colonialism and Imperialism have on a country? On an individual? (for varying unit with Gordimer short stories: What impact does Apartheid have on a country and an individual?)
- Why do the author and/or narrator matter to a story’s accuracy and genuineness, and how best can we communicate to others about our community?
- How does a community fall apart?
- What happens when we join or leave a community?
- What role does ritual and tradition play in a community?

OBJECTIVES – STUDENTS WILL BE ABLE TO:

- Interpret a work of literature critically through pertinent questions, analysis of themes, characters, and conflicts (man vs. man, man vs. society, etc.)
- Gain an understanding of the Igbo village through an interactive site: <http://www.literaryworlds.wmich.edu>
- Understand narrative perspective as culturally-positioned (Afrocentric versus Eurocentric perspectives) and discuss Achebe’s purpose in writing *TFA* in terms of providing an accurate depiction of the Igbo society
- Understand the oral tradition of African literature
- Compare/contrast the traditions, values, and practices of the Igbo culture with students’ American culture and/or Western culture in general considering the following Igbo traditions prior to the introduction of the European values:
(NOTE: for short story selections additional/other cultural aspects will be discussed)
 - The importance of ceremony in all aspects of life: food, marriage, war, religion.
 - The way in which life revolves around the seasons, marked by festivals: ‘Peace week’, ‘The Feast of the Yam’ etc.
 - Rites of passage that are based on tradition: birth; initiation into adulthood; betrothal; marriage; death.
 - The overriding importance of kinship: extended family duties and responsibilities.
 - The influence of the gods
 - The extraordinarily rich language: folk tales; proverbs; conversational formulae; vivid and varied use of metaphor.
 - The strictly observed conventions of war and peace within the nine settlements
 - A society that appears to be male dominated, but worships an earth mother – examine the differences in gender roles both literally and symbolically
 - An economic system: based principally on barter.
 - A hierarchical system of respect based on a system of rewarding the most successful, not the highest born; a rigid sense of justice and fairness

- Compose a double-entry journal to keep track of the various traditions, values, practices
- Analyze the poem, “The Second Coming,” in relationship to the novel *TFA*
- Analyze how the three sections of *TFA* connect and interrelate
- Explore the various proverbs and the various meanings to the Igbo culture and how those meanings can relate to our lives today – research proverbs in our culture too!
- Define what a symbol and motif are, and identify and explain the major ones throughout the novel (tree, bloody lips, mirror, closet)
- Define tragic hero discuss how Okonkwo fits the definition of a tragic hero due to his hamartia and/or hubris
- Examine the effects of Colonialism, Imperialism and/or Apartheid (for Gordimer short stories)
- Define and analyze the important literary elements of foreshadowing, dramatic irony and character foil
- Define and utilize teacher-selected vocabulary in various writing activities
- Analyze how point of view enhances/changes the literary narrative and contributes to the overall effect of the novel
- Role play various character’s to examine the points of view from different characters at key moments in the novel through teacher-generated discussion prompts and/or through the interactive site: <http://www.literaryworlds.wmich.edu>
- Explain the importance of the title to *TFA* and its importance to the major theme of the novel – use as brainstorm for essay
- Identify and interpret textual evidence to support a claim
- FOR SHORT STORY OPTIONS: understand the structure of a short story (exposition, rising action, climax, etc.) and identify these elements in various stories
- Engage in the writing process and proper use of MLA parenthetical citation to draft, edit, and write an essay that makes a claim with a clear thesis statement and cites textual evidence throughout

TOPIC/CONTENT SKILLS

Reading: Literature – RL.9-10.1 – 6

Reading: Informational Text – RI.9-10.1 – 2, 6

Writing – W.9-10.1, 3 – 6

Speaking & Listening – SL.9-10.1 – 2

Language – L.9-10.1 – 6

ASSESSMENTS

Variety of: Chapter study guides, reading-check quizzes, vocabulary quizzes, personal journal assignments that compare/contrast cultural values, end-of-unit test and/or essay, role play activities, collaborative curriculum assignment with world cultures class.

Sample Assessments:

Essay (source: *Many Voices: Reading the World* Teacher Guide)

Robert Baum writes: “During the last century, Africa’s writers have struggled to understand the role of African customs and values within a society that is largely liberated, but still not free from European dominance. Living in such a place, African writers have had a unique perspective on the collision of cultures.” In a well-developed essay, explain how this statement applies to either *TFA* or the short stories. What effect has the European culture had on the traditional African cultures? Is there any positive to come from this collision? Develop an arguable thesis and utilize a minimum of three quotations (cited with MLA format) to support your argument. If writing about more than one work, include a works cited page. (W.9-10.1, W.9-10.4, W.9-10.4, L.9-10.1 – 3)

Essay (short story specific)

In both “Marriage is a Private Affair,” by Chinua Achebe, and “A Meeting in the Dark,” by Ngugi wa Thiong’o, young men worry that their fathers will disapprove of their potential wives. Discuss these two stories looking at how the personalities of the young men and their fathers help to shape the eventual outcomes. Consider how the conflicts within these two stories are similar and/or different in your discussion. Develop an arguable thesis and utilize a minimum of two quotations from each story (cited with MLA format) to support your argument. (W.9-10.1, W.9-10.4, W.9-10.4, L.9-10.1 – 3)

Foil Chart

Using textual evidence from *TFA*, compare and contrast Obierika and Okonkwo. Analyze how Achebe uses Obierika as a foil to Okonkwo to enhance our understanding of Okonkwo as a tragic hero. Collaborate with a partner to present findings to class. (RL.9-10.1, RL.9-10.3, SL.9-10.1, SL.9-10.4)

Character Point-of-View Role Play/Narrative Activity

Choose a character from the novel: Okonkwo, Obierika, Unoka, Ekwefi, Ezinma, Nwoye, or Ikemefuna, and rewrite a scene from his or her voice and position. First fill out the character’s trait chart located through the link below and then develop a 1-2 page narrative that engages in the character’s point of view. (RL.9-10.6, W.9-10.3)

http://edsitement.neh.gov/sites/default/files/worksheets/Chinua%20Achebe%27s%20Things%20Fall%20Apart_Teaching%20Through%20the%20Novel_Character%20Traits%20Chart.pdf

RESOURCES AND ADDITIONAL TEXTS:

Web:

- *New York Times Learning Network*: <http://learning.blogs.nytimes.com/?s=achebe> (selection of useful lesson plans)

Poetry:

- “Second Coming” – William Butler Yeats
- “The White Man’s Burden” – Rudyard Kipling

Short Fiction:

- Nadine Gordimer short stories within *Six Feet of the Country*. Recommend: “Six Feet of the Country,” “Country Lovers”
- *Reading the World: Contemporary Literature from Around the Globe* textbook – Rebecca Burke, ed. – use for African short stories and poetry including but not limited to: “Marriage is a Private Affair”– Chinua Achebe, “A Meeting in the Dark” – Ngugiwa Thiong’o, and “The Moment Before the Gun Went Off” – Nadine Gordimer

Instructional Resources:

- “Chinua Achebe’s *Things Fall Apart*: Teaching Through the Novel” Lesson - <http://edsitement.neh.gov/lesson-plan/ua-achebes-things-fall-apart-teaching-through-novel#sect-introduction>
- “Chinua Achebe’s *Things Fall Apart*: Oral and Literary Strategies” Lesson - <http://edsitement.neh.gov/lesson-plan/chinua-achebe’s-things-fall-apart-oral-and-literary-strategies-0>
- “Women in Africa: Tradition and Change” lesson - <http://edsitement.neh.gov/lesson-plan/women-africa-tradition-and-change#sect-introduction>
- “How to Write About Africa” – satire about the Western view of Africa: <http://www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1>
- TED Talk on “The Dangers of a Single Story” - http://www.ted.com/talks/lang/eng/chimamanda_adichie_the_danger_of_a_single_story.html
- Interactive Learning Environment to explore the Village of Umuofia. Some activities require teacher prep before students interact. <http://www.literaryworlds.wmich.edu/umuofia/>

INSTRUCTIONAL METHOD

Lecture, partner work, individual journal time, roll play with partners, group seminar discussions on essential questions

TECH INFUSION

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/CHARACTER EDUCATION

Students develop an awareness of the effects of colonialism, the power of communication, and the importance of traditions and values within all communities

21ST CENTURY SKILLS

Core Subjects and 21st Century Themes – Global Awareness: through in-depth discussion of the various African cultures, students will gain an understanding of the historical and present-day effects of Colonialism, Imperialism and/or Apartheid

Learning and Innovative Skills – Critical Thinking and Problem Solving: students will be able to “analyze and evaluate major alternative points of view” as well as “Interpret information and draw conclusions on the best analysis

UNIT: PATTERNS OF COMMUNICATION AND THE CONSEQUENCES OF MISUNDERSTANDING

CORE TEXT:

- *Romeo and Juliet*. Shakespeare

ESSENTIAL QUESTIONS:

How do the decisions of an individual impact the lives of others?

What are the consequences of misunderstanding and unresolved conflict?

What are the different relationships we have, and how do they influence our values, actions, and lives?

OBJECTIVES: THE STUDENT WILL BE ABLE TO:

- Explain how various forms of communication contribute to understanding.
- Compare and contrast written and spoken and read and heard patterns of communication.
- Chart a plot using a structural pyramid
- Describe how figurative language enhances meaning.
- Distinguish fact from opinion
- Summarize text, viewed, and heard information
- Research sociological context and significance
- Discuss the ethical connection between personal integrity and the welfare of a group.

TOPICS/CONTENT SKILLS

Reading Literature: RL.9-10.2-3

Reading: Informational Texts: RI. 9-10.1, 3, 7

Writing: W.9-10.2,3,7,9

Speaking and Listening: SL.9-10.3,4

Language: L.9-10.1-3

ASSESSMENT:

Variety of: Chapter study guides, reading-check quizzes, vocabulary quizzes, personal journal assignments that compare/contrast cultural values, end-of-unit test and/or essay, role play activities, collaborative curriculum assignment with world cultures class.

Sample Activities and Assessments:

Discussion

One of the themes in *Romeo and Juliet* is that decisions can have long-term consequences. Complete a quick write (short journal entry) discussing what currently guides your decision-making? Revisit at the end of the unit to write a reflective essay. RI.9-10.1a, RI.9-10.2a

Reader's Theater

Participate in a Readers' Theater of the opera "Jason and Hanna" or portions of the play. Recite poems or sing songs that reflect the themes. RL.9-10.6-10, SL.9-10.1a-d,

Reader's Notebook

Keep a quotation notebook of quotes that reflect important concepts in each of the texts read.

Select three to five quotations. Identify the big idea, essential question, or theme to which each one relates. Examine Shakespeare's use of metaphors in Act I Scene 5. Select the passage that begins with Romeo saying, "If I profane with my unworhiest hand" and ends with Juliet saying, "You kiss by the book"

1. Underline all words that name or represent parts of the body.
2. Circle words with religious connotations.
3. Find words that can be singular or plural; mark them one or two. (hand/hands)
4. Mark each word whose sound is O, OO, or AH.
5. What observations or conclusions can you make? Are there patterns that contribute to the meaning or effect of the play? Explain and give examples.
6. Find the sonnet.

RL.9-10.1-3, L.9-10.3

- Using a study guide read the play; use critical reading skills and strategies. Use a teacher-created outline for each act and scene as a guide to gain meaning. Write an act-by-act plot summary writing a synopsis of each act and scene, representing the rising, falling and resolution pattern (Freytag's Pyramid). RL.9-10.4-6, L.9-10.3

Comparison Essay Options

- Man's conflict with others and the consequences of an unresolved conflict can be used as a thesis for a comparison essay. Draw a comparison by connecting the play with yourself, your family, your community, and/or your country.

- Write a comparison essay comparing the three heroes, Attitus, Odysseus, and Romeo. Use quotations and examples from the texts to support your thesis. Refer to the quotation notebook.
- Write a comparison essay comparing the role that fate played in *The Odyssey* and in *Romeo and Juliet*. Use quotations, beliefs of the time period, and examples from the texts to support your thesis. Refer to your quotation notebook.

Research-Multimedia Presentation

Create a multimedia presentation that addresses a unit specific topic or theme.

Sample topics:

- Elizabethan theatre and contemporary staging of *Romeo and Juliet*
- Historical duels, honor, and modern day feuds and their consequences
- The purpose of the masque and its role in the play.

RI.9-10.1, RI.9-10.7, RI.9-10.8, W.9-10.2a-f

RESOURCES AND ADDITIONAL TEXTS:
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Poetry:

- Shakespearean Sonnets 116 and 18. <http://www.albionmich.com/valentine.html>

Connections to Literature:

- “Romeo and Juliet are Palestinian and Jewish in a Politically Charged Jerusalem Production” Carol Rosenberg June 15, 1994
- “Romeo and Juliet in Mostar 2006” Professor Andrew Garrod’s study of ethnic tension in Bosnia and Herzegovina
<http://www.youtube.com/watch?v=p8k6md6YfKo>
- “Romeo and Juliet in Sarajevo” CBS Evening News May 10, 1994 FRONTLINE transcript:
<http://www.pbs.org/wgbh/pages/frontline/programs/transcripts/1217.html>
- “Romeo and Juliet in Sarajevo.” http://www.sergeidreznin.net/musical_theater/plays/sarajevo/sarajevo.htm

Informational Text

- “The Gettysburg Address” Abraham Lincoln
- *Teens Can Make It Happen: Nine Steps for Success* Stedman Graham
- “Quoting Shakespeare.” Bernard Levin (essay) <http://line.adler-petersen.dk/shakespeare.htm>
- “Outline of Aristotle's Theory of Tragedy” in the *POETICS* <http://www2.cnr.edu/home/bmcmamus/poetics.html>

Visual Media

- *Romeo and Juliet*, directed by Franco Zeffirelli (1968)
- *Romeo + Juliet*, directed by Baz Lurhmann (1996)
- *Westside Story*

- The American Ballet. Romeo & Juliet Balcony Scene, Julie Kent and Ethan Stiefel. <http://www.youtube.com/watch?v=9hzDPAAaDUOc&feature=related>
- An Overview, with commentary, of musical versions: “The Musically Inspiring ‘Romeo and Juliet’: Love Story Touches Romantic Chord in Composers” by Miles Hoffman (7minutes, 20 seconds). <http://www.npr.org/templates/story/story.php?storyId=1161773>
- Kennedy Center Ballet. Video Excerpts. <http://vos.ucsb.edu/browse.asp?id=4036>

Music

- Opera Libretto. Jason and Hanna. War-affected Balkans. “Romeo and Juliet” story
- <http://www.kidsop.com/20012/synopsis.htm>
- “Romeo and Juliet” Mark Knopfler
- <http://www.youtube.com/watch?v=f-G-GHTFoX4> (love, the wrong place and time)
- *Les Misérables*. Claude-Michel Schönberg. “Red and Black” and “Do You Hear the People Sing?” <http://www.youtube.com/watch?v=Xt4lG63yrkU&feature=fvsv>
- “Turning/Empty Chairs at Empty Tables”
- http://www.youtube.com/watch?v=8iN_0QNvAik
- *Westside Story* score Stephn Sondheim

INSTRUCTIONAL METHOD

Lecture, partner work, whole class discussion, individual practice and preparation for presentations, group debates/discussions about characters.

Opportunities for differentiation: The comparison essay, research assignment and reader’s theatre project can each be developed as tiered activities, considering student readiness, interests, and skills. Gathered quotations can be peer reviewed in small groups, assigned by skill and abilities. Skills and interests can also be used to determine the groups for the Reader’s Theatre assignment.

TECH INFUSION

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/CHARACTER EDUCATION

Through the research project and comparison essay must have sufficient and correctly formatted parenthetical citations in order to demonstrate a clear understanding of how to give credit to the original author and prevent plagiarizing.

21ST CENTURY SKILLS

Creativity and Innovation: The Reader's Theatre project requires students to adapt the script to their physical environment and possible time restrictions. Costumes, role-playing, directing, and the staging of the scene requires the group to synthesize each member's contribution, as well as take on an unfamiliar persona in an appropriate demeanor. The scene can be performed live or filmed.

Critical Thinking and Problem Solving and Initiative and Self-Direction: Students will develop a question for the research project and then choose and evaluate appropriate information for the research project. Students may choose to write an informative or persuasive paper for a writing portfolio and then use wordle.com to help analyze the significant claims are sufficiently emphasized. All of these skills will be developed when students work on their reading journals.

Communication and Social and Cross-Cultural Skills: Both the class discussion and the Reader's Theatre will provide students with an opportunity to articulate clearly. The research presentations must be understood and evaluated while the students watching are taking notes.

Collaboration: The projects are assigned in such a way as to permit each student with the opportunity to be responsible for a portion of the project and to contribute to the final product.

Information and Media Literacy: Students will need to effectively evaluate information found both online, n print, and on databases and choose sufficient and adequate details to support a research project.

ITC Literacy: The research project will incorporate multimedia in order to enhance what the presenter has to say. For example, some students find the options prezi.com or glogster.com have to offer allow them to choose the tools of technology that will best help them present their projects.

Flexibility and Adaptability will both need to be part of the research project. Occasionally, students cannot find information to support a claim and must then reconsider their assumptions.

UNIT: THE COURAGE TO UNDERSTAND MYSELF; THE COURAGE TO UNDERSTAND OTHERS

CORE TEXT:

- Lee, Harper. *To Kill a Mockingbird*

ESSENTIAL QUESTIONS:

What is courage?

What kinds of situations require courage?

In what way(s) can one person “make a difference”?

Who has made you a better person?

How do social class, religion, language, and culture affect relationships; how do people understand one another?

OBJECTIVES: THE STUDENT WILL BE ABLE TO

- Apply the details of the story to the historical and cultural background.
- Demonstrate close textual reading and analysis
- Question the individual’s role in society
- Gain an awareness of how a person’s society might try to force one of its members to take an unpopular, but moral, stance, in order to promote change.
- Listen to a reading of selections of the text to help identify humor through style and tone
- Examine society’s responsibility to its members in order to explain the possible consequences
- Incorporate direct quotations into original writing
- Construct an extended definition essay

TOPICS/CONTENT SKILLS

Reading Literature: RL.9-10.2-3

Reading: Informational Texts: RI. 9-10.1, 3, 7

Writing: W.9-10.2,3,7,9
Speaking and Listening: SL.9-10.3,4
Language: L.9-10.1-3

Technical Vocabulary

Characterization	Narrator	
Protagonist	Point of View	
Dynamic and static characters	Allusion	
Conflict	idiom	
Plot structure	Tone	
Setting	Context	Imagery
Figurative language	Textual support, textual evidence	Thematic statement vs. thematic idea
Thesis Statement	Embedding direct quotations	
Signal phrases	Ellipses	
Concrete vs. abstract	Idioms	Cliché
Colloquial language	Slang	Non-standard dialect

ASSESSMENT:

Variety of: Chapter study guides, reading-check quizzes, vocabulary quizzes, personal journal assignments that compare/contrast cultural values, end-of-unit test and/or essay, role play activities, collaborative curriculum assignment with world cultures class.

Sample Activities and Assessments

Reflective Writing

Begin to establish a schematic script by writing about “courage,” drawing from personal experience. (W.9-10.3.a)

Note Taking

Practice note taking when learning about the elements of a story and the technical vocabulary associated with the study of literature. (L.9-10.3)

Double-Column Reading Log

In one column, record direct quotations from the novel that illustrate examples of courage. In the other column write an interpretation of the quotation and explain its connection with courage. Louise Rosenblatt’s transactional theory of response to literature “asserts that

readers need to attend carefully to the words a writer uses to craft a work of literature...[w]hat those words might mean, however, is a matter of personal construction” (Smagorinsky125). (RL.9-10-2, RL.9-10.3, RI.9-10.3)

Research

Read and take notes on historical and cultural background, in order to establish an understanding of the context of the story. (RI.9-10.1, RI.9-10.7, W.9-10.7) Note: The research can be divided among several groups, and each group can present its findings to the class. (SL9-10.2, SL9-10.4)

Analysis

Closely read and identify distinguishing features of an exemplary essay. (The 2011 award winning Profiles in Courage essay.)
http://www.jfklibrary.org/Education/Profile-in-Courage-Essay-Contest/~/_media/2F64DCE07DD0432FB7E1D58361137184.pdf

Essay

Use an established personal definition, an understanding of how others view courage, and looking at the idea from a variety of perspectives, write an extended definition of courage. Incorporate embedded quotations as part of the criterion, both examples and counterexamples. Evidence from appropriate short stories and poems may supplement the criteria. (W.9-10.2.a, W.9-10.9.a, L.9-10.1.b, L.9-10.2.a-c)

Essay*

Profiles in Courage Essay Contest

Students are asked to write an original and creative essay of 1,000 words or less that demonstrates an understanding of political courage as described by John F. Kennedy in *Profiles in Courage*. Students should use at least five varied sources such as newspaper articles, books, and/or personal interviews, including one non-internet source, to address the following topic: Describe and analyze an act of political courage by a United States elected official that took place during or after 1956. Include an analysis of the obstacles, risks, and consequences associated with the act. The essay may concern an issue at the local, state, national, or international level.

***This is the assignment for the “Profile in Courage” Essay Contest sponsored by the JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM.**

Essay

Write an essay that compares primary and secondary source information on historical, cultural, geographical information with a specific account in the novel. Discuss how the novel reveals dimensions of reality even though they are fictional. State a clear thesis and include at least three pieces of evidence gleaned from research to support the thesis. (RL.9-10.1, RI.9-10.7,

W.9-10.2)

Essay

Select a documentary photograph from an appropriate source, such as those found in “A Photo Essay on the Great Depression” (see Additional Resources for details), and explain in an essay how the image helps illuminate the understanding of courage in the story, in that time, in that culture. (RI.9-10.7, W.9-10.2)

RESOURCES AND ADDITIONAL TEXTS:
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Novels:

- Kidd, Sue Monk. *Secret Life of Bees*
- Markandaya, Kamala. *Nectar in a Sieve*
- Mishima, Yukio. *The Sound of Waves*

Short Fiction:

- Gordimer, Nadine. “The Moment Before the Gun Went Off.”
- Munro, Alice, “Day of the Butterfly.”
- Poetry
- Tuqan, Fadwa. “Song of Becoming.”
- Angelou, Maya. “Caged Bird.”
- Henley, William Ernest. “Invictus.”

Art, Music, and Media

- India Arie. “Strength, Courage, Wisdom.” <http://www.youtube.com/watch?v=u6P4jI8t-0I>
- Williams, Dar. “The One Who Knows” <http://www.youtube.com/watch?v=xT3ILjWAE4Y>
- Andersson, Benny and Ulvaeus, Bjor. “Slipping Through My Fingers” <http://www.youtube.com/watch?v=BbPsVknvg0Y>
- “A Photo Essay on the Great Depression.” *Modern American Poetry*. Squatter’s Camp, Route 70, Arkansas, October, 1935. Photographer: Ben Shahn; Bud Fields and his family. Alabama. 1935 or 1936. Photographer: Walker Evans; Migrant Mother. Photographer: Dorothea Lange. <http://www.english.illinois.edu/maps/depression/photoessay.htm>

Nonfiction

- INTERVIEW (Text and Audio)

- “Maya Angelou: America’s Renaissance Woman.” *Academy of Achievement*. January 22, 1997 (last revised June 16, 2010) Web. July 23, 2011. <http://www.achievement.org/autodoc/page/ang0int-1>
- LITERARY
- Kennedy, John F. *Profiles in Courage* Chapter One Excerpts—John F. Kennedy Presidential Library and Museum. <http://www.jfklibrary.org/Education/Profile-in-Courage-Essay-Contest>

Teacher Resources:

- “Fearful Symmetry.” *To Kill a Mockingbird*. Universal City: Universal, 2005. DVD
- Gross, Terry. “**Get On the Bus: The Freedom Riders of 1961**” *NPR* January 12, 2006. Web. July 25, 2011
- “Historical Archives: Interview Southern Girlhood.” *To Kill a Mockingbird by Harper Lee: Then and Now*. The Prince William Network, The National Council of Teacher of English, American Film Institute with support from the [National Endowment for the Humanities](#) and [Apple Computer Inc.](#), April 24 and 25, 1997 Web. July 25, 2011
 - “Interview: Growing Up White in the South in the 1930’s.”
 - “Interview: Growing Up Black in the South in the 1930’s.”
- “Information Literacy Resources.” *November Learning*. 2011. Web. 29 July 2011. <http://novemberlearning.com/resources/information-literacy-resources> This site includes:
 - [I. Information Literacy Quiz](#)
 - [II. Information Literacy Quiz Answer Key](#)
 - [III. Websites to Validate](#)
 - [IV. How to Read a Web Address](#)
 - [V. Find the Publisher of a Website](#)
 - [VI. What is the History of a Website](#)
 - [VII. Check the External Links](#)
- Linder, Douglas O. “The Trials of ‘The Scottsboro Boys’ Trials 1931-1937.” *Famous American Trials*. UMKC-School of Law. www.law2.umkc.edu/faculty/projects/FTrials/Scottsboro
- “Profile in Courage Essay Contest: Eligibility and Requirements.” *John F. Kennedy Library and Museum*. 23 May 2011 (estimated, based on the date of the last award ceremony) Web. 29 July 2011.
- Rutherford, Nancy Louise. *To Kill a Mockingbird: A Student’s Survival Guide*. 2001. Web. 29 July 2011.

- http://www.lausd.k12.ca.us/Belmont_HS/tkm/
- “The Scottsboro: An American Tragedy.” *PBS Documentary-American Experience*. Online. 1999-2000.
- “Student Freedom Riders Discuss Civil Rights Movement” *PBS NewsHour*. 16 May 2011. Web. 29 July 2011. <http://video.pbs.org/video/1929843350>.
- Participants in American Experience's Student Freedom Rides discuss their participation and the legacy of the Freedom Rides of 50 years ago. Particularly applicable to the study of *To Kill a Mockingbird* and *The Secret Life of Bees*.

INSTRUCTIONAL METHOD

Lecture, partner work, whole class discussion, individual practice and preparation for presentations, group debates/discussions about characters.

Differentiated Instruction: Students may use their study of the idea of courage and their research to create their own version of a “profiles in courage” documentary. This would include people in current events, friends, neighbors, or family members.

Students may wish to enter the essay contest sponsored by the John F. Kennedy Library and Museum. See additional resources for information.

Students may use the MLHS Library databases for research, or they may use this unit of study to explore criteria for validating a website.

TECH INFUSION

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/CHARACTER EDUCATION:

Questions for class discussion and reflection:

- Is the town of Macomb responsible for perpetuating the ignorance and the poverty of the Ewell family?
- Aunt Alexandria believes a person is only as good as his or her background and social status. Why are her brother’s values so different, considering they came from the same background and social status?

21ST CENTURY SKILLS

Creativity and Innovation: The extended definition essay will demonstrate the extent of a student's ability to be open and responsive to a variety of perspectives.

Critical Thinking: As students complete the double-column reading log, they will need to evaluate and interpret textual evidence to help articulate an in-depth extended definition of courage.

Communication: Practice embedding quotations to effectively use an author's style and tone to support a claim.

Collaboration: Assume the responsibility of contributing to small group and/or whole class discussions. Students may be divided into small groups and assigned a portion of the technical terms the technical vocabulary associated with this unit. Each group would construct a definition and examples and assume the responsibility of teaching the terms to the rest of the class.

Information Literacy: By gathering useful information on the historical and cultural background of the story, using a database bibliography and note card system they can distinguish differences between their own culture and that of others.

Media Literacy: Information can be gathered from the Internet, as students read about validating a website and learn how to recognize bias.

ICT Literacy: Implement digital tools such as Tag Galaxy or Visual Thesaurus during the introduction of the unit, in order to see the relationships between words and ideas. This is useful when identifying key words and phrases for research.

Flexibility, Adaptability, Initiative, and Self Direction : Class time used for research and other class activities must be used efficiently and effectively.

Social and Cross-Cultural Skills: The short stories, poetry, lyrics, and informational literature can be incorporated into the study of any of the suggested novels to enhance an understanding of the significance of differing perspectives and the advantages of the influence of creative media.

