 **Santa Clara Adult Education**

**Adult High School Diploma Program**

**ENGLISH 4-A**

**Course Outline (5 credits)**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11/2018

****  **English 4-A** **Course Description:**

This course will engage students in careful reading and analysis of a range of challenging texts that are both fiction and nonfiction.  Texts will include expository pieces as well as short stories, poetry and a novel.

The focus of the course will be on close reading of complex texts.  Students are expected to be active readers as they analyze and interpret textual detail, establish connections with their observations, and draw logical inferences while providing textual evidence.

The non-fiction unit is based upon The California State University (CSU) Expository Reading and Writing Course (ERWC) which is available to high schools to adopt as a college-preparatory course in English Language Arts for grade twelve. Recently revised, the second edition of the course is aligned with California’s Common Core State Standards for English Language Arts and Literacy, and it has been approved by the University of California (UC) to satisfy the “B” English subject requirement. Students will also further develop their grammar competency through a series of PLATO modules.

**Course Methodology:**

This is an inquiry-based course where students will develop proficiency in expository, analytical, argumentative reading and writing.  Students will engage in close reading of both nonfiction and literary texts.

Acting as a facilitator, the instructor will guide students through each unit of study.  Students will be expected to actively seek assistance when needed.  Ultimately, students will be responsible for completing all assigned reading and activities to receive credit.

***At the end of this course, the student should be able to:***

**Nonfiction:**

* *Make predictions about the text based on title, length structure, and other observed text features (CCS R.I11-12.5) (CCR RI/RL.9-10.2)*
* *Identify the main ideas, including the author’s main argument or claim within a text*

*(CCS R.I11-12.2) (CCR RI/RL. 9-10.2)*

* *Use context clues to figure out the meaning of unfamiliar vocabulary*

*(CCS L.11-12.4) (CCR L.11-12.4)*

* *Evaluate the credibility of the overall text - (CCS R.I11-12.8) (CCR RI. 9-10.8)*
* *Summarize the text in a concise and accurate manner -*

*(CCS R.I11-12.2, W.11-12.4) (CCR RST. 11-12.2)*

* *Analyze the author’s use of classical rhetorical devices*

*(CCS R.I11-12.6, W11-12.5, L11-12.5) (CCR RI/RL 9-10.4)*

* *Evaluate arguments for and against an issue to develop their own opinions*

*(CCS R.I11-12.5, W.4, 5, 6, 9) (CCR RI 9-10.8)*

* *Formulate a response to the text based on personal experience as it relates to the text*

*(CCS W.11-12.3, 4, 5, 6)*

* *Create an argument based on evidence from the text and personal experience*

*(CCS W.11-12.3, 4, 5, 6) (CCR W/WHST. 9-10.1)*

* *Revise an essay with a focus on organizational structure - (CCS W.11-12.5) (CCR W.9-10.6)*

**Fiction:**

* Practice close reading skills - (CCS RL11-12.1, 10) (CCR RI.9-10.5)
* Read, comprehend, and analyze short stories, poems, and novels - (CCS RL11-12.1, 2, 3, 10)
* Review and apply short story elements - (CCS RL 11-12.1, 5, 6, L11-12.5)
* Interpret figures of speech (poetic devices) in context and analyze their role in written materials (CCS RL 11-12.1, 4, 5, 6) (CCR RI/RL.9-10.4)
* Formulate a response to the text based on personal experience as it relates to the text

(CCS W 11-12.9)

* Make connections about how complex ideas interact and develop within a book, poem, novel (CCS R 11-12.1, 2)
* Write a literary analysis, report, or summary that develops a central idea and coherent focus and is well supported with relevant and accurate examples, facts, and details

(CCS 11-12 W.4, 5, 6, 9, L11-12.6) (CCR W/WHST.9-10.1)

* Revise an essay with a focus and organizational structure - (CCS 11-12 W.4, 5, 6) (CCR W.9-10.6)

**Grammar:**  PLATO (*Programmed Logic for Automated Teaching Operations*) – online

* Demonstrate command of the conventions of standard English grammar and usage

(CCS 11-12.1, 2, 3, 4) (CCR L.9-10.2)

**Methods of Evaluation**:

|  |  |
| --- | --- |
| * Writing Assignments        **(15%)** * Short Answer Assignments **(40%)** * Essay Writing **(15%)** | * Novel Assignment (dialectic journal) **(15%)** * PLATO  **(10%)** * Final Assessment    **(5%)** |

**Plagiarism:**

The Merriam-Webster Dictionary defines plagiarism as using the words or ideas of another person as if they were your own words or ideas; presenting as new and original an idea or work derived from an existing source; copying and passing off (the expression of ideas or words of another) as one's own; using (another's work) without crediting the source.

*(Merriam-Webster Dictionary https://www.merriam-webster.com/dictionary/plagiarize)*

***Plagiarized assignments will receive zero credit.***

**Texts:**

***1***. ***Expository Texts:***

(*taken from CSU ERWC - California State University Expository Reading and Writing Modules)*

* “What is the Age of Responsibility?”  Alan Greenblatt
* “Juveniles Don’t Deserve Life Sentences,” Gail Garinger
* “On Punishment and Teen Killers,” Jennifer Bishop Jenkins
* “Kids are Kids-Until They Commit Crimes,” Margie Lundstrom
* “Startling Finds on Teenage Brains,” Paul Thompson

***2. Short Stories:***

* “On the Sidewalk, Bleeding,” Evan Hunter
* “All Summer in a Day,” Ray Bradbury

***3.  Poetry:*** (Hip Hop Poetry and the Classics)

* “Harlem:  A Dream Deferred,” Langston Hughes
* “Juicy”, Notorious B.I.G.

***4. Novel Assignment:*** (\*\*see list of books)

* Dialectical Journal

***5.  PLATO Modules:***  Grammar

**Writing Assignments:**

All writing must be supported with relevant and accurate examples, facts and details.

All final drafts must be word processed.

***Types of assignments***:

* short answers
* paragraph (summary, paraphrase, commentary, analytic)
* personal response
* essays:  literary, analytic, commentary, narrative, argumentative

**To access Youtube links, you must sign in on the computer using**

**the Username of GED and the Password of password.**

***English 4-A: Record Sheet Name:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Unit 1:  Writing Conventions (.5 credits)**

**PLATO:** Internet site:  <https://ple.platoweb.com>

*Account Login:*  **SCAS1** *Password:*  ***password***

***Plato Login***: \_\_\_\_\_\_\_\_ (first initial, last name)

***\*\* Be sure to click “Save and Exit” in the top right corner before leaving a PLATO assignment.***

***Instructions:*** Complete the tutorial, applications, and mastery tests.  (\*\*Must score 75% on mastery tests)

***Punctuation:***

**1.** ***What is a Sentence?***

Tutorial\_\_\_\_ Application 1\_\_\_\_ Application 2\_\_\_\_ Application 3\_\_\_\_ Mastery Test\_\_\_\_\_

**2.** ***What is a Sentence Fragment?***

Tutorial\_\_\_\_ Application 1\_\_\_\_\_ Application 2\_\_\_\_ Mastery Test 1\_\_\_\_\_ Mastery Test 2\_\_\_\_\_

**3.**  ***Run-on Sentences 1***

Tutorial\_\_\_\_ Application 1\_\_\_\_ Application 2\_\_\_\_Mastery Test 1\_\_\_\_Mastery Test 2\_\_\_\_

**4.** ***Forming Plurals & Possessives***

Tutorial \_\_\_\_\_ Application \_\_\_\_\_ Mastery Test 1\_\_\_\_ Mastery Test 2\_\_\_\_

**5**. ***Using Possessives*** Tutorial \_\_\_\_\_ Application \_\_\_\_ Mastery Test \_\_\_\_\_

**6**.  ***Possessive Pronouns & Adjectives*** Tutorial \_\_\_\_\_ Application \_\_\_\_ Mastery Test \_\_\_\_\_

**7.**   ***Commas 1*** Application 1 \_\_\_\_ Application 2 \_\_\_\_\_\_ Mastery Test \_\_\_\_

***End of Unit Assignment:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| Timed Writing (\*\*see instructor) | Timed Writing |  |  |  |  |

**Unit 2:  Nonfiction (1.5 credits)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| *Activity 1*:  Getting Ready to Write | Short Answer |  |  |  |  |
| *Activity 2*: Exploring Key Concepts | Short Answer |  |  |  |  |
| *Activity 3*: Exploring Key Definitions | Short Answer |  |  |  |  |
| *Activity 4*:  Surveying the Text | Short Answer |  |  |  |  |
| *Activity 5*:  Vocabulary Self-Assessment | Short Answer |  |  |  |  |
| *Activity 6:*  Short Answer/ Paragraph Responses | Writing |  |  |  |  |
| *Activity 7:*  Thinking Beyond the Text | Writing |  |  |  |  |
| *Activity 8:* Vocabulary Self-Assessment | Short Answer |  |  |  |  |
| *Activity 9:*  Noticing Language | Short Answer |  |  |  |  |
| *Activity 10:*  Surveying the Text | Short Answer |  |  |  |  |
| *Activity 11:*  Vocabulary, Short Answer, Paragraph | Writing |  |  |  |  |
| *Activity 12*:   Vocabulary, Short Answer, Paragraph | Writing |  |  |  |  |
| *Activity 13:* Analyzing Stylistic Choices | Writing |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| *Activity 14:* Short Answer | Writing |  |  |  |  |
| **End of Unit Assignment** |  |  |  |  |  |
| *Activity 15:* Essay Writing | Writing |  |  |  |  |

**Unit 3:  Short Story (1.5 credits)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| *Activity 1*: Getting Ready to Read | Short Answer |  |  |  |  |
| *Activity 2*:  Vocabulary | Short Answer |  |  |  |  |
| *Activity 3*: Changes in Vernacular | Short Answer |  |  |  |  |
| *Activity 4*: Reading & Responding | Short Answer |  |  |  |  |
| *Activity 5:*  Getting Ready to Read | Short Answer |  |  |  |  |
| *Activity 6*:  Vocabulary | Short Answer |  |  |  |  |
| *Activity 7*:  Reading & Responding | Short Answer |  |  |  |  |
| *Activity 8*:  Similes & Metaphors | Writing |  |  |  |  |
| *Activity 9:* Thinking Beyond the Text | Writing |  |  |  |  |

**End of Unit Assignment:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| *Activity 10:*  Essay Writing | Writing |  |  |  |  |

**Unit 4:  Poetry**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| *Activity 1*: A Dream Deferred | Short Answer |  |  |  |  |
| *Activity 2:*  Juicy | Short Answer |  |  |  |  |
| *Activity 3:*  Autobiographical Poem | Writing |  |  |  |  |
| **End of Unit Assignment** |  |  |  |  |  |
| *Activity 4:*  Timed Writing (\*\*see instructor) | Timed Writing |  |  |  |  |

**Unit 5:  Novel Study (1.5 credits)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| *Activity 1:* Choosing your novel) | Short Answer |  |  |  |  |
| *Activity 2*:  Going to the Library | Short Answer |  |  |  |  |
| *Activity 3:*  Dialectical Journal | Dialectical Journal |  |  |  |  |

**End of Unit Assignment:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| *Activity 4:*  Essay | Writing |  |  |  |  |

**Final Assessment:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| Reflective Essay | Writing |  |  |  |  |

**Final Grade:**

Short Answer Assignments:   15%      \_\_\_\_\_

Writing/Essays:                       40%     \_\_\_\_\_

Timed Writing                         15%      \_\_\_\_\_

Novel Assignment                  15%     \_\_\_\_\_

Plato                                        10%     \_\_\_\_\_

Final Assessment                    5%    \_\_\_\_\_

**Total**:  \_\_\_\_\_\_\_\_\_ **Final Grade**:  \_\_\_\_\_\_\_\_\_

**Unit 1:  Writing Conventions**  *(CCS L.11-12, 1,2) (CCR L.9-10.2)*

**PLATO** - Internet site:  <https://ple.platoweb.com>

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***\*\*\* Be sure to click “Save and Exit” in the top right corner before leaving a PLATO assignment.***

**Instructions**: Complete the tutorial, applications and mastery tests.  (\*\*Must score 75% on mastery tests)

**Punctuation**

1. *What is a Sentence?*

Tutorial\_\_\_\_ Application 1\_\_\_\_ Application 2\_\_\_\_\_\_Application 3\_\_\_\_Mastery Test\_\_\_\_

2. *What is a Sentence Fragment?*

Tutorial\_\_\_\_ Application 1\_\_\_\_ Application 2\_\_\_\_ Mastery Test 1\_\_\_\_Mastery Test 2\_\_\_\_

3. *Run-on Sentences 1*

Tutorial\_\_\_\_ Application 1\_\_\_\_ Application 2\_\_\_\_Mastery Test 1\_\_\_\_Mastery Test 2\_\_\_\_

4. *Forming Plurals and Possessives*

Tutorial \_\_\_\_\_ Application \_\_\_\_\_ Mastery Test 1\_\_\_\_Mastery Test 2\_\_\_\_

5. *Using Possessives*

Tutorial \_\_\_\_\_Application \_\_\_\_ Mastery Test\_\_\_\_

6. *Possessive Pronouns and Adjectives*

Tutorial \_\_\_\_\_Application \_\_\_\_ Mastery Test \_\_\_\_

7.   *Commas 1*

Application 1 \_\_\_\_Application 2 \_\_\_\_\_ Mastery Test\_\_\_\_

**End of Unit Assignment:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| Timed Writing (\*\*see instructor) | Timed Writing |  |  |  |  |

**Unit 2:  *Non-Fiction*** / ***Lesson 1:*** *Juvenile Justice*

***Activity 1:*** *Getting Ready to Read* -  ***Pre-reading*** *Quick-write (Paragraph: 7-10 sentences)*

If you were 13 years old, and committed a serious crime, do you think it would be appropriate for you to be punished the same way an adult who committed the same crime would be?  Why or why not?

***Activity 2:*** *- Exploring Key Concepts -  Quick-write*

1. Who is a juvenile?  What are some synonyms for “juvenile”?

**2.**   What are the differences between an adult and a juvenile?

Brainstorm a list of qualities that characterize a juvenile, but *not an adult.*

***Activity 3:*** *Exploring Key Definitions*  ***(CCS RL 11-12, 4) (CCR RST.9-10.4)***

**Exploring Key Definitions**

Definitions of some legal terms for killing someone are provided below. Study them, and explain

the differences in your own words,

**Definitions of Legal Terms**

**Homicide** is the killing of one person by another, either intentionally or unintentionally, homicide includes accidents and murder,

**Murder** is killing someone with malice of forethought. It could be done while committing another crime, murder is always illegal.

**First-degree murder** is killing a person with malice of forethought; the killing was planned. It was done deliberately.

**Second-degree murder** is a killing done during a Crime deemed dangerous to a human life. The crime was most likely not committed with the intention of killing.

**Voluntary manslaughter** is killing someone intentionally but without malice of forethought. For example, if the killing was a Crime of passion (killing a spouse or lover because of jealousy), the intention was to kill. However, there was no malice of forethought because it was not planned.

**Involuntary manslaughter** is killing someone unlawfully but without malice of forethought, it was committed without intent to kill and without a conscious disregard for human life.

***Matching Activity:*** Now read the following scenarios and fill in the boxes.

|  |  |  |
| --- | --- | --- |
| ***Actual Situation*** | ***Crime or Conviction*** | ***Punishment or sentencing*** |
| A troubled 17-year- old girl has slowly poisoned her parents each night at dinner. After three months, she came home to find them dead on the kitchen floor. The coroner’s report indicated that cyanide caused their deaths. | First-degree  murder | Sentenced to life in prison  without parole |
| Three 16-year- olds were hanging out at the park drinking whiskey. One boy started shoving his friend. Soon the shoving escalated into punching. One boy tripped, and his head hit a sharp-edged rock. The boy died before help arrived. |  |  |
| Suspicious that his girlfriend was cheating, a 16-year- old boy went to her house and found her in bed with his brother. Impulsively, he grabbed the nearest lamp and hit his brother on the head. His brother died two days later. |  |  |
| A 13-year- old boy broke into an auto parts business to steal hubcaps. The 17-year- old security guard picked up his boss’s gun and fired two warning shots at the thief. The second shot hit the 13-year- old and killed him on the spot. |  |  |

***Activity 4:*** *Surveying the Text* ***(CCS RI 11-12.5) (CCR RI. 11-12.3)*** (Short Answer)

Surveying the texts gives you an overview of what the articles are about and how they are put together.  This activity will help you create a framework so that you can make predictions and form questions to guide your reading.

***Short Answers:*** (3-4 sentences)

1. What do the titles “Kids Are Kids-Until They Commit Crimes” and

“Startling Finds on Teenage Brains” tell you about the topics of these articles?

2. “Kids Are Kids” was published in the *Sacramento Bee* in 2001.

“Startling Finds on Teenage Brains” was published in the same paper in 2001.

What can you predict about these articles?  How do you think the articles will be the same?  How do you think they will be different?

***Activity 5:*** *Vocabulary Self- Assessment Chart* ***(CCS R.I 11-12, .4) (CCR RI/RL.9-10.4)***

“Kids are Kids-Until They Commit Crimes”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Definition** | **Know it well** | **Have heard of it** | **Don’t know it** |
| ***inconsistency (6)*** |  |  |  |  |
| ***quandary (7)*** |  |  |  |  |
| ***heinous (14)*** |  |  |  |  |
| ***coddling (14)*** |  |  |  |  |
| ***perpetuated (20)*** |  |  |  |  |
| ***juvenile*** |  |  |  |  |
| ***vexing (3)*** |  |  |  |  |

***Activity 6:******(CCS R.I. 11-12 2,6) (CCR RI. 9-10.6, RI. 11-12.6)***

Read the article “Kids Are Kids-Until They Commit Crimes”

and answer the following questions *on separate paper* .

1. Who is the speaker (the voice that is behind the text) of this text?
2. When and where was it published?
3. Who is Lionel Tate?  How old was he when he committed the crime? What did he do?
4. Who is Nathaniel Brazill?  How old was he when he committed the crime?  What did he do?
5. Who is Thomas A. Preciado?  How old was he when he committed the crime?  What did he do?
6. What is the speaker’s main position on juveniles being tried as adults?
7. What arguments does the speaker provide to support his/her position?

Fill out the following pros/cons chart of juveniles being tried as adults.

***Juveniles Tried as Adults***

|  |  |
| --- | --- |
| ***PROS***  (Reasons why they should be tried as adults) | ***CONS***  (Reasons why they should ***not*** be tried as adults) |
|  |  |
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***Paragraph Responses:***  (on separate paper)

1. What is your opinion on juveniles being tried as adults? Give reasons to support your opinion.

2. At what age should a juvenile be held responsible for his/her actions?

Give reasons to support your opinion.

***Activity 7:******(CCS 11-12 W 1 ) (CCR W/WHST.9-10.1)***

***Thinking Beyond the Text:*** *Read these questions carefully and then answer in 1-2 paragraphs.*

* 1. Suppose someone you loved was violently tortured and murdered by a 16-year-old.

Would you want them to be tried as an adult?  Give reasons to support your position.

* 1. Suppose you were the parent of the 16-year-old that violently tortured and murdered someone.  Would you want them to be tried as an adult?  Give reasons to support your position.

***Activity 8:*** *Vocabulary Self-Assessment Chart* ***(CCS R.I 11-12, 4) (CCR RST.9-10.4)***

**Vocabulary from Thompson, "Startling Finds on Teenage Brains"**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Definition** | **Know**  **It**  **Well** | **Have**  **Heard**  **of it** | **Don’t**  **Know**  **It** |
| ***verdicts (2)*** | decisions in a trial |  |  |  |
| ***Cognitive development (3)*** |  |  |  |  |
| ***impulsive (4)*** |  |  |  |  |
| ***erratic (4)*** |  |  |  |  |
| ***purged (7)*** |  |  |  |  |
| ***inhibit (7)*** |  |  |  |  |
| ***diminished (9)*** |  |  |  |  |
| ***accountability (11)*** |  |  |  |  |
| ***homicidal (11)*** |  |  |  |  |

**Vocabulary from Lundstrom's "Kids Are Kids”**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***inconsistency (6)*** |  |  |  |  |
| ***quandary (7)*** |  |  |  |  |
| ***heinous (14)*** |  |  |  |  |
| ***coddling (14)*** |  |  |  |  |
| ***perpetuated (20)*** |  |  |  |  |

**Activity 9:** *Noticing Language - Focused Questions* ***(CCS R.I 11-12.1) (CCR 9-10.1)***

Read the article “Startling Finds on Teenage Brains” by Paul Thompson. Then answer these questions. They are based on the articles by both Thompson and Lundstrom, “Kids are Kids.”

Respond in complete sentences *on separate paper*.

1. Do you think a jury should take the age of a criminal defendant into consideration?  Use “jurors” and “juveniles” in your answer.
2. Should juveniles be treated the same way as adults if they commit the same crimes?  Use “tried as adults” in your answer.
3. Do you agree that teenagers often act on impulse?  Use the word “impulsive.”
4. How is technology helping us understand the brain?
5. What factors do you think juries should take into account when they sentence juveniles?
6. Do you agree with Lundstrom that it is inconsistent to deny privileges like voting and drinking to teenagers but then to sentence them as adults?  Why?
7. Do you think juveniles should be sentenced to life in prison if they commit especially bad crimes?  Use the word “heinous” in your answer.
8. Do you agree with Lundstrom that the media perpetuates the stereotype of violent youths? Use “perpetuate” in your answer.

***Activity 10:*** *Surveying the Text* ***(CCS R.I 11-12.4, 5) (CCR RI 11-12.5)***

Accompanying articles:

***“On Punishment of Teen Killers”*** ***“Juveniles Don’t Deserve Life Sentences”***

Surveying the texts gives you an overview of what the articles are about and how they are put together.  This activity will help you create a framework so that you can make predictions and form questions to guide your reading.

***Short Answers:*** (3-4 sentences)

1. What does the title of the article “On Punishment of Teen Killers” tell you?  What do you think the article will be about?
2. What does the title of the article “Juveniles Don’t Deserve Life Sentences” tell you?  What do you think the article will be about?
3. How do you think “On Punishment of Teen Killers” and “Startling Finds on Teenage Brains” will be the same? How do you think they will be different?

***Activity 11:******(CCS R.I 11-12.4) (CCR RST. 9-10.4)***

*Read the article* ***“On Punishment and Teen Killers”****, answer the following questions:*

Identify five words in the article that are essential to your understanding of the text:

Complete the chart below using them:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Word*** | ***Definition*** | ***Know it well*** | ***Have heard of it*** | ***Don’t know it*** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Answer the following questions from ***“On Punishment and Teen Killers”*** *on separate paper*.

***(CCS R.I 11-12.1) (CCR 9-10.6)***

1. Who is the speaker (the voice that is behind the text) of this text?

What does s/he do for a living?

1. When and where was it published?
2. What happened to the speaker’s sister?
3. Who is the offender?  What happened to the offender?
4. What is JLWOP?
5. What is the speaker’s position on JLWOP?  Provide evidence from the text.
6. According to the speaker, the media uses propaganda to end JLWOP.

What example of propaganda does she provide?

1. Discuss the pros and cons of JLWOP*.*

**Paragraph Response:**

What is your opinion of JLWOP?  Support your position with details from your readings so far.

***Activity 12*:** ***(CCS R.I 11-12.4) (CCR RST. 9-10.4)***

Read the article *“Juveniles Don’t Deserve Life Sentences”*, answer the questions below.

Identify five words in the article that are essential to your understanding of the text:

Complete the chart below using them:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Word*** | ***Definition*** | ***Know it well*** | ***Have heard of it*** | ***Don’t know it*** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Now answer the following questions based on the article. ***(CCS R.I 11-12.1) (CCR RI/RL.0-10.1)***

Write in complete sentences on a separate sheet of paper.

1. Who is the speaker (the voice that is behind the text) of this text?  What does s/he do for a living?
2. When and where was it published?
3. What is the speaker’s purpose for writing this text? (to inform, persuade, entertain, express)
4. What does the term “super predator” mean?
5. How did the laws regarding juvenile crime change in the 1980’s?
6. What is the speaker’s position on charging juveniles as adults?  Give evidence from the text.
7. Are juveniles subject to the death penalty?

***Paragraph Response:*** ***(CCS W 11-12, 1) (CCR W/WHST. 9-10.1)***

Do you agree with the speaker that *all children* have the capacity to “turn themselves around”?

What if the child is 17 years old?  Is there a huge difference between 17 and 18?

At what age should a person be considered an adult when dealing with crime?

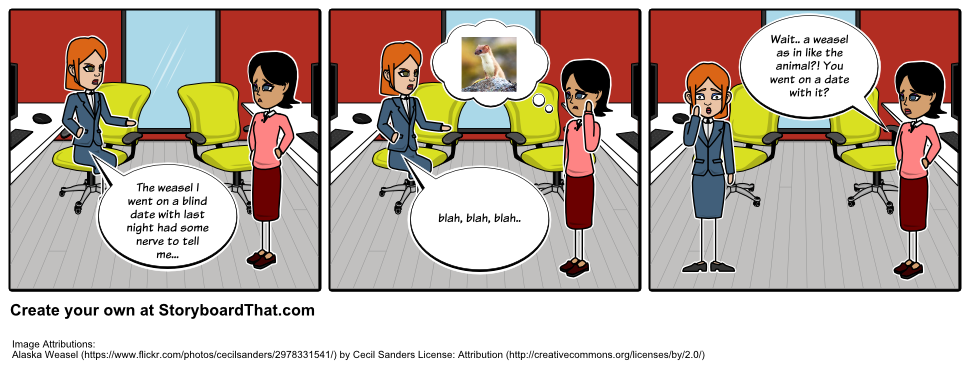
***Activity 13:*** *Analyzing Stylistic Choices* ***(CCS R .I 11-12.4, CCS L 11-12.3,5) (CCR RI/RL 9-10.4)***

Authors have specific writing styles, or ways in which they use words to communicate thoughts or feelings.  Style is closely related to an author’s tone, which shows the author’s attitude toward the subject of the text.  Authors choose words not only based on the denotation, or the dictionary meaning of a word, but also the connotation of words, which are meanings beyond the dictionary definition.

**Denotation** is the strict, “dictionary” definition of a word.

**Connotation** refers to the emotions and associations that attach to words, and expand beyond their proper definitions. Poor word choice or misrecognition of wording can dramatically alter imagery, tone, mood, or message of a piece. Revisiting the differences between the denotations of words and their connotations help students master their writing and reading.

As seen below, a misunderstanding can quickly change the literal meaning of a message (as is the case with "weasel"). It can also change the tone of the message, consider the difference between feelings evoked by "mom" and "mother."



Think about these words from Lundstrom’s “Kids are Kids-Until They Commit Crime.”  Put a (+) next to the words and phrases that have a positive connotation and a minus (-) next to the words and phrases that have a negative connotation.  If you aren’t certain of a word, look it up and write a brief definition or synonym next to the word in the list.

***(CCS RI 11-12.4, L11-12.3, 5) (CCR RI/RL 9-10.4)***

|  |  |
| --- | --- |
| **Word** | **(+) (-)** |
| “throw the adult book at kids” |  |
| heinous |  |
| “ram them through the adult system” |  |
| demagoguery |  |
| “More lives, lost.” |  |
| vexing |  |
| “glaring inconsistency” |  |
| “squeezed through the adult system” |  |
| warped |  |
| hysteria |  |

*Written Response:* ***(CCS W.11-12, 2) (CCR W/WHST 11-12.9)***

Before you write your response, discuss the chart with your teacher.

After your discussion, write a response to the following questions *on separate paper:*

1)  What is the effect the writer’s choice of language has on you as a reader?

2)  Is she completely fair and objective, or is she trying to appeal to your emotions?

***Activity 14:*** ***(CCS W.11-12, 1,2, L. 11-12, 1,2) (CCR W/WHST 9-10.1)***

**Essay Writing:**

Read the passage on the Supreme Court Ruling and write an essay analyzing the issues raised by these arguments.  Be sure to indicate with which side you most strongly agree.  Support your position, providing reasons and examples from your reading, personal experience and observations.  Your essay should be clearly focused, well organized, and carefully written with mechanics and grammar in mind.  It must also be word processed and printed.

***Your essay should include:***

* Introductory paragraph with a clear thesis.
* Minimum of 3 body paragraphs with topic sentences, supporting details, and concluding sentence.
* Concluding paragraph with re-statement of the thesis.
* Transition/Linking words between paragraphs, and within paragraphs (\*\*see list)

*Steps:* (Teacher must initial each step)

* Thesis (states clear position) \_\_\_\_\_\_\_\_\_ Draft 1 \_\_\_\_\_\_
* Pre-Write (outline of essay) \_\_\_\_\_\_\_\_\_\_ Draft 2 (if necessary) \_\_\_\_\_\_\_

Final Draft \_\_\_\_\_

***Passage:***

On June 25, 2012, the Supreme Court ruled that juveniles who committed murder could not be sentenced to life in prison because it violated the Eighth Amendment's ban on cruel and unusual punishment. Justice Elena Kagan, writing for the majority, stated that "Mandatory life without parole for a juvenile precludes consideration of his chronological age and its hallmark features-among them, immaturity, impetuosity, and failure to appreciate risks and consequences. It prevents taking into account the family and home environment that surrounds him—and from which he cannot usually extricate himself-no matter how brutal or dysfunctional."

However, four justices strongly disagreed, arguing that mandatory sentences reflected the will of American society that heinous crimes committed by juveniles should always be punished with a sentence to life in prison. Justice Alito noted that otherwise, "Even a 17-year-old who sets off a bomb in a crowded mall or guns down a dozen students and teachers is a child and must be given a chance to persuade a judge to permit his release into society…”

**Unit 3:  Short Story - *Theme:  Identity***

***Activity 1:*** *Getting Ready to Read*

**Story 1:** On the Sidewalk, Bleeding by Evan Hunter

*Answer each of the following questions in complete sentences.  Provide examples and details.*

**1**. What is identity?  How would you define it?

1. Who or what defines who you are? (Culture, Family, Peers, Fashion, Religion, Language, Job)
2. What different roles do you play in your everyday life?  Do the roles change depending on who you are around?  Does your identity change?

(For example, you may play a different role with your parents than you do with your friends.)

1. Do you see yourself as essentially an individual or as essentially like everyone else?
2. What do you consider to be the most “authentic” aspect(s) of your identity?

(Consider the saying that a person’s true identity comes out when s/he is alone)

***Activity 2:*** *Vocabulary for “On the Sidewalk, Bleeding:”* ***(CCS RL 11-12.4) (CCR L. 11-12.4)***

***Fill in the vocabulary chart:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Word*** | ***Word in context*** | ***What I think***  ***it means*** | ***What it actually means*** | ***Visual representation*** |
| ***fierce*** | “..or why the rain had become so **fierce**.”  “That was a **fierce** rumble.”  “The rain seemed to beat more steadily now, more **fiercely** .” |  |  |  |
| ***excrucia-***  ***ting*** | “He had known **excruciating** pain when the knife had torn across his body.” |  |  |  |
| ***ambushed*** | “He knew that Alfredo’s on the next block would be open until at least two, and he had started through the alley, and that was when he’d been **ambushed**.” |  |  |  |
| ***dignity*** | “The old lady carried an umbrella with broken ribs, carried it with all of the **dignity** of a queen.” |  |  |  |
| ***foraging*** | “She had been searching and **foraging** for the better part of the night.” |  |  |  |
| ***ignorance*** | “In his **ignorance**, he lay bleeding and wishing he could cry out for help, but there was no voice in his throat.” |  |  |  |
| ***loathing*** | “With enormous **loathing**, he wanted the jacket off his back.” |  |  |  |

***Activity 3:*** *Changes in Vernacular -****(CCS L.11-12, 4) (CCR RI/RL 9-10.4)***

(the language or dialect spoken by the ordinary people in a particular country or region)

Language changes over time.  For example, until recently the word “friend” has always been used as a noun (She is my friend).  However, due to Facebook, it has now evolved into a verb

(Can you friend me?)

The story “On the Sidewalk, Bleeding” is set in the 1960’s which means that some of the words used in the story are very specific to that time period.

Look up eight more “slang” phrases from the 1960’s

(<http://grammar.yourdictionary.com/slang/1960s-slang.html>) and complete the chart below:

|  |  |  |
| --- | --- | --- |
| ***Words/phrases from the 1960’s*** | ***1960’s definition*** | ***Today - 2015*** |
| **rumble** | a street fight |  |
| **jump** | dance | dance |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
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***Activity 4:*** ***(CCS R.L 11-12.1,10) (CCR RI/RL. 9-10)***

*Reading and Responding:* ***“On the Sidewalk, Bleeding”***

***On a separate sheet of paper***, answer the following questions in full sentences or paragraphs.

1. What is the setting (time, place) of the story?

***2.***  What does the jacket symbolize?

**3.** List the reasons why you believe Andy joined a gang. Provide support for your ideas.

**4**. How does Andy’s attitude towards his injury change from the start of the story?

**5.**    Andy gets three chances for help: the drunk man, the love-struck couple, and the old lady. How does each one act? Do they know what is happening to him? Why don’t they help him?

**6**.    Who is Andy at the beginning of the story? What does he value in life?

**7.**     Who is Andy at the end of the story? What does he value at that point?

**8.**    When does Andy realize he is dying? What causes this realization?

**9.**    What is the result of his realization?

**10.**   Andy works harder to get the jacket off at the end of the story than he does to save

**his** own life. What does this mean? Are his efforts worthwhile? Why or why not?

**11.**   How do you feel about the cop’s final reaction? Are his actions a reasonable part of

       his training, a result of bias, or some of both? Defend your answer.

**12.**    How might this story be different if there were no “Laura”?

**13.** Does Andy have to die to get the author’s point across to his audience? Why or why not?

***Activity 5:*** *Getting Ready to Read*

**Story 2:** All Summer in a Day, by Ray Bradbury

*Answer each of the following questions in complete sentences.  Provide examples and details.*

* In what ways does change in one’s environment influence identity?
* What truths about ourselves can we learn in extreme, dangerous, or unusual situations?
* What kinds of environments or situations bring out the worst in you?
* How do you think the settings (times/places) we find ourselves in affect our moods, thoughts, and actions?  Give examples.

***Activity 6:******Vocabulary******(*CCS l. 11-12, 4) (CCR RI/RL 9-10.4)**

Fill in the vocabulary chart:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Word in context** | **What I think it means** | **What it actually means** | **Visual representation** |
| **frail** | “She was a very frail girl who looked as if she had been lost in the rain for years…. (41).” |  |  |  |
| **vital** | ..”it seemed vital to her that they do so, thought it would mean the loss of thousands of dollars to her family (69).” |  |  |  |
| **surged** | “They surged about her, caught her up and bore her, protesting, and pleading, and then crying…. (85).” |  |  |  |
| **savored** | “They looked at everything and savored everything (124).” |  |  |  |
| **concussion** | “..with the fall of showers and the **concussion** of storms so heavy they were tidal waves come over the islands (12)” |  |  |  |

***Activity 7:******(CCS RL 11-12.1, 10) (CCR RI. 11-12.3)***

*Reading and Responding:* ***“All Summer in a Day”***

***On a separate sheet of paper,*** answer the following questions in full sentences or paragraphs.

***1.*** Why are the children so excited at the beginning of the story?

***2***. What does Margot remember that the other children do not?

***3.*** What happens while Margot is in the closet?

***4.*** How do the children in this story react to the long-awaited event?

Did their behavior surprise you? Explain.

***5*** What do you think the title of Bradbury’s story means?

Do you think it’s a good title? Why or why not?

***7.*** Why doesn’t Margot interact with the other children?

What causes the conflict between Margot and the other children?

***8.*** How do you explain what the children did to Margot, knowing how much the sun means to her? How might this experience affect both Margot and the children who mistreated her?

***9.***   How does the setting of this story (including the weather) serve as a major plot element? Would there be a story if Bradbury’s Venus had less extreme weather? Explain.

***10.***  From what you know of her character based on her behavior throughout the story, how do you think Margot will react when she is let out of the closet? Should Bradbury have described what happens next, or do you like the story as it is? Explain.

***Activity 8:*** *Similes and Metaphors****(CCS W. 11-12, 3) (CCR W. 3)***

Watch this video: Similes and Metaphors Aimee Shattock

<https://www.youtube.com/watch?v=yuf3lyZ7Td4>

Then fill in this sheet creatively! Remember to read the sentences carefully looking for “as” or “like”.

My\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (street) is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The neighborhood reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

After being at School all day long my house feels like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It smells as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My bedroom is my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is where my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(s) begin.

I close my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eyes, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is what I see.

My dreams are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My mind is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My heartbeat Sounds like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Car horns \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ outside any window like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Children play \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and run like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_until it is time for dinner.

The food Smells like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My nose becomes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. My belly is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am as satisfied as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When dinner is finished, it is time for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_homework.

It is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and when I am finished I feel like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This is when I like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because when I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I am as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***Activity 9:*** *(Thinking Beyond the Text)* ***(CCS RL 11-12, W.3) (CCR W.3)***

The Aftermath

Many people are not satisfied with the ending of Bradbury’s short story, claiming that it leaves the readers feeling unsettled.  Based on the short story, and your own opinions, provide an ending to the story.  Your ending should describe what happens immediately after Margot’s classmates open the closet door.

You may choose to complete ONE of the following:

1. A one-paragraph continuation of Bradbury’s story, written as much in his style as possible.  This means using the third-person voice and taking on the voice of the narrator.
2. A comic strip providing dialogue and expression to explain how the characters feel when they confront her.

**Activity 10:**  Compare/Contrast Essay  ***(CCS L.11-12, 1) (CCR RI/RL 9-10.1)***

1. Choose one of the short stories that you found most interesting and watch the movie adaptation.

* *On the Sidewalk, Bleeding* On the Sidewalk, Bleeding: LegendepicStudios

<https://www.youtube.com/watch?v=xDyzOii4O0Q>)

* *All Summer in a Day*  Todd Noorman

<https://www.youtube.com/watch?v=iz05RhA9Cyw>

1. As you watch the movie, take notes on the Venn diagram organizer on the next page.  Take note of similarities and differences between the text and the movie.

***Assignment:***

Write and print a well-developed essay in which you compare and contrast the movie to the text.  Which one did you enjoy more? Justify your position with details from the movie and story.

*Your essay should include:*

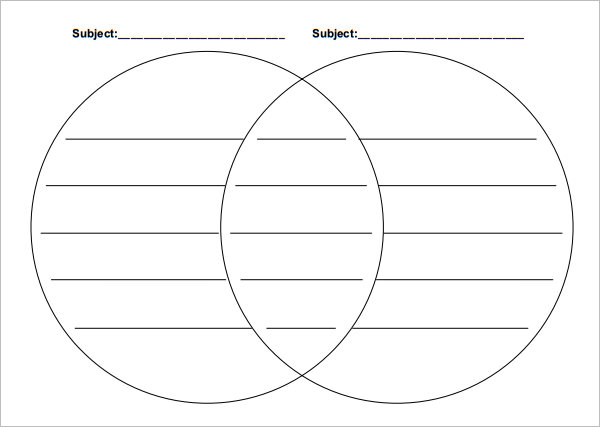
* Introductory paragraph with a clear thesis.
* Minimum of 3 body paragraphs with topic sentences, supporting details, & concluding sentence.
* Concluding paragraph with re-statement of the thesis.
* Transition/Linking words between paragraphs, and within paragraphs (\*\*see list)

***Steps:*** (Teacher must initial each step)

* Thesis (states clear position) \_\_\_\_\_\_\_\_\_
* Pre-Write (outline of essay) \_\_\_\_\_\_\_\_\_
* Draft 1 \_\_\_\_\_\_
* Draft 2 (if necessary) \_\_\_\_\_\_\_
* Final Draft \_\_\_\_\_\_

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_

VENN DIAGRAM





**Unit 4:**  Poetry ***(CCS R.L 11-12 1, 2, 4, 7,10) (CCR RI/RL 9-10.1, 2, 3, 4)***

***Activity #1****:  Illuminating Imagery - Classic*

***Harlem:  A Dream Deferred, by Langston Hughes***

What happens to a dream deferred?

Does it dry up

like a raisin in the sun

Or fester like a sore -

And then run?

Does it stink like rotten meat?

Or crust and sugar over-

Like a syrupy sweet?

Maybe it just sags

like a heavy load

*Or does it explode?*

**Imagery:**The use of language to evoke a picture or a concrete sensation of a person, a thing, a place, or an experience.

Identify how Hughes uses imagery for all five senses in his poem.

***Sight***:

***Taste:***

***Touch:   Smell:***

***Sound:***

1. How does the sum total of all of the imagery add up to answering the question put forth by the speaker in line one, “What happens to a dream deferred?”
2. What is the unspoken message the speaker is telling the reader about going after their own dreams?

***Activity #2:*  Illuminating Imagery - Hip-Hop**

**Juicy**, by Notorious B.I.G.

It was all a dream

I used to read Word Up magazine

Salt’n Peppa and Heavy D up in the limousine

Hangin’ pictures on my wall

5 Every Saturday Rap Attack, Mr. Magic, Marley Marl….

Now homies play me close like butter played toast

From the Mississippi down to the East Coast….

Sold out seats to hear Biggie Smalls speak

Livin’ life without fear

10 Puttin’ 5 karats in my baby girl’s ears

Lunches, brunches, interviews by the pool

Considered a fool ‘cause I dropped out of high school

Stereotypes of a black male misunderstood…

We used to fuss when the landlord dissed us

15 No heat, wonder why Christmas missed us

Birthdays was the worst days

Now we sip champagne when we thirsty

Uh, damn right I like the life I live

‘Cause I went from negative to positive

20 And it’s all good……

**Illuminating Imagery - Hip-Hop** (CCS R.L 11-12 1,2,4,7) (CCR RI/RL. 9-10.2)

***Imagery***:  The use of language to evoke a picture or a concrete sensation of a person, a thing, a place, or an experience.

1. Line 16 claims that birthdays were the worst days.  Why do you think the poet felt this way?
2. What images from the verse does the poet use to evoke images of the poverty he endured prior to achieving hip-hop fame?
3. What images from the verse does the poet use to evoke images of the rewards of wealth and hip-hop fame in the reader’s mind?

**Activity 3:** *Create an Autobiographical Poem* ***(CCS W 11-12, 3)  (CCR W,3)***

Fill in the blanks to lay the foundation for writing an original autobiographical poem.

“Welcome to My Life” by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Welcome to my life. It is more fascinating than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

From the second I wake I hear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It reminds me that, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

"Through the haze and the daze that lead to lonely ways,” I always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This makes me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This is my life not yours, you don't understand my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Your definition of what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means is different than mine

because in my world, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Welcome to my life. For fun, I like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It makes line happier than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In the electric heaven, I call \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I always make sure that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will guide me on the right path.

In my life, my favorite person is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

S/he is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

S/he makes me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

when I hear the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sound of his/her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.

It takes me into the \_\_\_\_\_\_\_\_\_\_\_\_\_ heavens and never makes my life seem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

is my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Create an Autobiographical Poem-** continued

Fill in the blanks to lay the foundation for writing an original autobiographical poem.

Welcome to my life \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In my world, all you see is\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

And \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for miles. In my world, the style is \_\_\_\_\_\_\_\_\_\_\_. People wear everything from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The styles are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As for me, I'm like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My personality is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. My main purpose in life is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When I achieve my goals, I feel \_\_\_\_\_\_\_\_\_\_. I want to share my world with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Because in my life, I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If there were three words to sum up my life, they'd be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Welcome.

**Assignment:**

Using any aspect of the material you just created, write an original, autobiographical poem based on your own life on separate paper.

**Unit 5:**  Novel Study ***(CCS RL11-12,10, RI 11-12, 10)***

***Requirements:***

* Library Card
* Novel
* Notebook for writing Dialectical Journal

***Assignment #1****:  Choosing your novel.*

***Step 1:***

Look over the list of books and choose a few titles that are interesting to you.  Do research on the internet to see what the books are about.  Narrow down your choices to 1-3 titles. Discuss your choices with the instructor.

Choose three possible titles.  For each novel, do a quick search on the internet about the plot. In 3-5 sentences, give a brief description of the novel.

**Title:**   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title*:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* **Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:**   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Independent Reading List:**

***\*\*\* Fiction:***

***The Kite Runner****,* Khaled Hosseni

***The Hunger Games,*** Suzanne Collins

***Into the Wild,*** Jon Krakauer

***The Joy Luck Club,*** Amy Tan

***The Help,*** Kathryn Stockett

***The Road,*** Cormac McCarthy

***1984,*** George Orwell

***\*\*\* Non-Fiction***

***Blink,*** Malcolm Gladwell

***A Place to Stand,*** Jimmy Santiago Baca

***The Boy In the Striped Pajamas,*** John Boyne

***Hunger of Memory***, Richard Rodriguez

***Lone Survivor,*** Marcus Littrel

***Unbroken,*** Laura Hillenbrand

***Night,*** Elie Wiesel

***Graphic Novel:***

Maus:  A Survivor’s Tale, vol. 1 ***(My Father Bleeds History)***, Art Spiegelman

Maus:  A Survivor’s Tale, vol. 2 ***(And Here My Troubles Began)***, Art Spiegelman

***The Metamorphosis***, Peter Kuper

**Activity # 2:**

Take your list of books and go the library.  If you do not have a library card, you will need to get one.  In order to get a card, you can fill out an online application. Then you must bring a photo ID and proof of address to your local library branch. If you do not have proof of address, bring your photo ID and inform them that you do not have any documents that show proof of residence.  They will provide you with a temporary card that will allow you to take out one item. Go to [www.library.santaclaraca.gov/](http://www.library.santaclaraca.gov/) for the Santa Clara library, [www.sjpl.org/](http://www.sjpl.org/) for the San Jose library, or <https://sunnyvale.ca.gov/community/library/account/card.htm> for Sunnyvale.

You should be able to find a branch near your home.

***Step 3:***

Find the books and flip through each one.  Choose the one that you will read for your assignment.

***Title:***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Author:***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Activity #3:*** *Dialectical Journal* ***(CCS R.L 11-12,1,10) (CCR R.I/RL 9-10.1)***

***Instructions:***

1. Read the following pages on “Guidelines for a Dialectical Journal” - and follow the directions.
2. For graphic novels, make two entries every 10-15 pages.

**Guidelines for the Dialectical Journal**

Dialectic means "the art or practice of arriving at the truth by using conversation involving question and answer.” The "dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry form to examine details of a passage and synthesize your understanding of the text. There is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes or Cliff Notes will be viewed as cheating.

***Instructions:***

**(1).** Purchase a spiral bound notebook or composition book

**(2).**  Fold pages in half vertically or draw a vertical line down the middle of the Page

**(3).**  Label the top of each column: left TEXT and right RESPONSE

(**4).** In the TEXT column, cite passages verbatim from the novel, including quotation marks and

page numbers. \*\*\*\* Choose *two passages* from each chapter

\*\*\*\* When should you write passages down?

* Details that seem important to you
* You have an epiphany
* You learn something significant about a character
* You recognize a pattern (overlapping images, repetitions of idea, details, etc.)
* You agree or disagree with something a character 5aυ 5 or does
* You find an interesting or potentially significant quotation
* You notice something important or relevant about the writer's style
* You notice effective use of literary devices

**(5).**  In the RESPONSE column reflect upon the passages:

* Raise questions about the beliefs and values implied in the text
* Give your personal reactions to the passage, the characters, the situation
* Discuss the words, ideas, or actions of the author or character
* Tell what it reminds you of from your own experiences
* Compare the text to other characters or novels
* Write about what it makes you think or feel
* Argue with or speak to the characters or author
* Make connections to any themes that are revealed to you
* Make connections among passages or sections of the work
* Make predictions about characters' futures
* DO NOT MERELY SUMMARIZE THE PLOT

**(6).** Each RESPONSE must be at least 6o words (include word count at the end of each response)

**(7).** Write down your thoughts, questions, insights, and ideas while you read or immediately after

reading a chapter so the information is fresh

**(8).**  As you take notes, you should regularly reread the previous pages of notes and comments

**(9).** First person is acceptable in the RESPONSE column.

**(10).** Remember that quotations do not have to be dialogue!

Sample Journal: ***Black Like Me*** by *John Howard Griffin*

|  |  |
| --- | --- |
| **TEXT** | **RESPONSE** |
| *“The completeness of this transformation appalled me.*  *It was unlike anything had imagined. I became two men, the observing one and the one who panicked, who felt negroid even into the depths of his entrails”* (Griffin 1) | In many movies and books, people wake up and realize how old they truly are. I think that the people this happens to imagined feel the same as Mr. Griffin does because he feels that he still a white man; but when he looks in the mirror, he notices that his skin color disagrees with his thoughts. Likewise, some people feel they are still young, but they are trapped in a body of a person who looks too old too different to be them. (85 words) |

**Grading:**

**A** = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice (POV) imagery, conflict, etc. and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized and professional-looking; student has followed directions in creation of journal.

**B** = Less detailed, but good plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed directions in the organization of journal.

**C** = Few good details from the text. Most of the commentary is vague, unsupported, or plot summary/ paraphrase. Some listing of literary elements; virtually no discussion of meaning. Limited personal connection; asks few, or obvious question. Addresses most of the reading assignment, but is not very long or thorough. Journal is relatively neat, but may be difficult to read. Student has not followed directions for organization; loose-leaf, no columns; no page numbers; etc.

**D** = Hardly any good details from the text. All notes are plot summary or paraphrase. Few literary elements, virtually no discussion on meaning. Limited personal connections, no good questions. | Limited coverage of the text; way too short. Did not follow directions in organizing journal; difficult to follow or read. No page numbers.

**F** = Did not complete or plagiarized

(1) Points will be deducted on the TEXT side for failure to document accurately and completely

according the model provided.

(2) Points will be deducted on the RESPONSE side for superficial and / or incomplete responses.

**Dialectical Journals - *Man’s Search for Meaning:* Dialectical Journal # 3**

|  |  |
| --- | --- |
| ***“With the end of uncertainty there came the uncertainty of the end.”*** *--- p. 70* | People in the concentration camps began realizing the situation they were in. The situation dawned on then, and the sense of uncertainty was lifted. However, now that they know their situation, there came a sense of uncertainty as to how long they could truly last. Ignorance is bliss. |
| ***“A man who could not see the end of his ‘provisional existence’ was not able to aim at an ultimate goal in life”***--- *p. 70* | The prisoners in the concentration camps couldn’t find meaning. What Frankl is saying in this quote is that, in order to find meaning and purpose in a hopeless situation is to look past what you're enduring now. By looking past what is temporary (the present), we can prepare for a brighter future. |
| ***“Such people forgot that often it is just such an exceptionally difficult external situation which gives man the opportunity to grow spiritually beyond himself”***--- *p. 72* | This quote is basically a wordy way of saying “that which doesn’t kill us only makes us stronger.” By accepting our suffering as a part of life, we can learn and grow from the situation. |
| ***“One could make a victory of those experience, turning life into an inner triumph, or one could ignore the challenge and simply vegetate, as did a majority of the prisoners.”***- p. 72 | In order to succeed at life, you have to be willing to accept the fact that nothing will be easy. You’re going to face challenges every single day. How you react to those challenges, whether you take them head on or avoid them completely makes you who you are. |
| ***“Emotion, which is suffering, ceases to be suffering as soon as we form a clear and precise picture of it.”*-**--p.74 | I thought this quote was very interesting. I am not entirely sure what it means, but it just caught my attention, so I’am going to try and decipher it’s meaning. I think what Frankl is trying to say is that we can’t end sufferin unless we truly understand what we’re suffering from. It’s almost the same concept as the Jesus Prayer in Franny & Zooey. At some point, Zooey tells Franny that you can’t follow a Jesus that you don’t truly understand. Same goes with suffering. In order to overcome suffering, you have to figure out what exactly you’re suffering from. Only then can you take action. |

**Activity #4:** *Essay* ***(CCS W.11-12, 1, L.11-12, 1,2) (CCR W/WHST 9-10.1)***

***Purpose:***

The purpose this assignment is for the student to present an argument (thesis) in an extended piece of writing (an expository essay) and use evidence from the text (*their independent reading*) to support that argument.

***Outcome*:**

Students will produce an expository essay that argues a specific claim using details from *their independent reading* as support.

***Writing Prompts:***

Choose one of the following prompts to answer in a developed expository essay.

* *Prompt 1:* Identify a significant line or quote from the nonfiction text you have chosen. Explain how this particular line or quote from the text reveals the main idea or theme of the entire book itself.
* *Prompt 2:* Identify and discuss three key points, lessons, or steps from the book that would support a recommendation of the book to another student. In other words, explain why someone else would benefit from reading or what they would learn from reading this book.
* *Prompt 3:* Choose another nonfiction book that you have read (besides the one you have chosen for this assignment). Compare and or contrast two significant aspects of the book. If they are two books on similar subjects, you may include how one book better informs or instructs better than the other.
* *Prompt 4:* Choose a significant idea from the book you have read and determine whether or not you agree with this idea. In a well-organized essay, explain why you agree or disagree with the writer’s position on the subject.

*Audience:*

The essay is to be written for an audience that may not have read your book choice.

**Final Assessment:** (CCS W11-12, 3) (CCR W/WHST 11-12.4) ***The Reflective Essay***

**Carefully read over the pages in this section. Discuss any questions you have with your teacher. Then choose one text that you studied in this English class and write a Reflective Essay.**

**Purpose**

The purpose of writing a reflective essay is to examine, explain, or comment upon some part of life-to inform readers and to get them thinking. The reflective essay requires that you "look again at" or "think back on" something, **in this case a piece of literature** **you have read in this class**.

As a result of doing this, you will be making connections between experiences in your life and experiences the characters undergo in the stories. You will be connecting personally with a character, an event, an issue, a quotation or dialogue, or a theme from one of the stories that provokes you to think back on something that has happened in your own life, or in someone’s life whom you know.

**Audience**

Write to your classmates and peers about your personal experiences. They are the ones who will most closely relate to your experiences and comments.

**Tone, Point of View and Voice:**

Because this is a reflection, it is appropriate to be informal. You can choose to use first person "I" in order to "speak" openly and honestly. Your writing should be "from-the-heart" and reflect your honest thoughts and feelings.

**Content:**

In a reflective essay, you will be describing or narrating something specific and personal, and then writing about what it suggests to you and to others. This writing is a kind of exploration of your own ideas on a particular character, event, issue, quotation or dialogue, or theme.

In a reflective essay, you want to share your ideas with others, without feeling the need to persuade. What matters is that the reader finds your essay interesting, as you accurately and insightfully connect back to the short story or novel. Many of the ideas you write about in a dialectical journal, for example, can serve as starting points for reflective writing.

IDEA SOURCES:

* an incident that actually happened to you
* an incident that you observed involving others
* Something you observed in nature-a storm, an animal, etc.
* A concept, quality, or value, Such as prejudice or justice

**THE REFLECTIVE ESSAY**

***Introduction***

|  |
| --- |
| *Starts with a strong beginning, describing:*   * Characters/ events/issues/quotations/dialogue/theme, * Referring to the piece of literature. * Makes a personal connection * Ends with a generalization as the thesis statement * Goes from general to specific   *THESIS STATEMENT*: Main idea Statement of writing |

***Body***

[INCIDENT(S) /EXPERIENCE(S)]

|  |
| --- |
| * Develops logically, beginning with first part of narrative and/or description, connecting to stated generalization * Continues with next part of narrative/description,   (connecting to stated generalization)   * Ends with final part of narrative/description |

***Conclusion***

|  |
| --- |
| * Makes connection to story * Connects back to literature (characters/ events/issues/quotations/dialogue/theme) * Might provide insights/observations/universal references as a result of connection * Goes from specific to general |

