 **Santa Clara Adult Education**

**Adult High School Diploma Program**

**ENGLISH 4-B**

**Course Outline (5 credits)**

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

**November 2018**

 **English 4B Course Outline (5 credits)**

***Course Description***:

This is a semester-length course that 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 and poetry.

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. 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, and 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 RI.11-12.5) (CCR RI/RL.9-10.2)***
* Identify the main ideas, including the author’s main argument or claim within a text

***(CCS RI.11-12.2) (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 RI.11-12.8) (CCR RI.9-10.8)***

* Summarize the text in a concise and accurate manner

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

* Analyze the author’s use of classical rhetorical devices

***(CCS RI.11-12.6, W.11-12.5, L.11-12.5) (CCR RI/RL 9-10.4)***

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

***(CCS RI.11-12.5, 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 RL.11-12.1,10) (CCR RI.9-10.5)
* Read, comprehend, and analyze short stories, poems, and novels (CCS RL.11-12.1, 2, 3,10)
* Review and apply short story elements (CCS RL.11-12.1, 5, 6, L.11-12.5)
* 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, and 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, L.11-12.6) (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
* Short Answer Assignments
* Essay Writing
* PLATO
* Independent Reading Analysis

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

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-WebsterDictionary)** [**https://www.merriam-webster.com/dictionary/plagiarism**](https://www.merriam-webster.com/dictionary/plagiarism)

**Texts:**

1. Expository Texts**:**

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

* “***Three Ways to Persuade***,” John R. Edlund
* “***A Change of Heart about Animals****,”* Jeremy Rifkin
* Letters to the editor in response to “***A Change of Heart about Animals,****”* Lois Frazier
* *“****Hooked on a Myth,****”* Victoria Braithwaite

***2.*** Short Stories:

* “***The Landlady,****”* Roald Dahl
* *“****Harrison Bergeron****,”* Kurt Vonnegut

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

* *“****Do Not Go Gentle into That Good Night,****”* Dylan Thomas
* “***The Weaver,****”* Anonymous

***4.*** Independent Reading Analysis:

* Text sources, student chosen
* Online sources, student chosen

***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 4B: Record Sheet - Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Unit 1:  Writing Conventions - PLATO**  (CCS L. 11-12, 1, 2,)  (CCR l.9-10.1) **(.5 credits)**

*Internet site:*[*https://ple.platoweb.com*](https://ple.platoweb.com)

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

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

**Instructions**:

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

***Grammar:***

1. *Run-on Sentences 2*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Commas 2*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Subject and Verb Agreement*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery Test \_\_\_\_

1. *Pronoun and Antecedent Agreement*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Correct Use of Adjectives and Adverbs - Comparatives*

Tutorial \_\_\_Application \_\_\_Mastery Test

1. *Correct Pronoun Use*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Quotation Marks*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Semicolons, Colons, Dashes, Hyphens,and Quotation Marks*

Tutorial \_\_\_\_ Application  \_\_\_\_Mastery  Test\_\_\_

1. *Homophones: Words That Sound Alike*

Tutorial \_\_\_\_\_Application  \_\_\_\_\_\_Mastery  Test\_\_\_\_

**Unit 2 – Non-fiction (2 credits)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| ***Activity 1***: *Pre-reading & Quick-write* | Writing |  |  |  |  |
| ***Activity 2:*** *Exploring Key Concepts* | Short Answer |  |  |  |  |
| ***Activity 3:***  *“A Change of Heart About Animals”* | Short Answer |  |  |  |  |
| ***Activity 4:*** *Key Vocabulary Word Trees* | Short Answer |  |  |  |  |
| ***Activity 5:*** *Reading for Understanding* | Short Answer |  |  |  |  |
| ***Activity 6:***  *Looking closely at Language Word Trees* | Short Answer |  |  |  |  |
| ***Activity 7:***  *Analyzing Stylistic Choices* | Short Answer |  |  |  |  |
| ***Activity 8:*** *Questions on “A Change of Heart About Animals* | Short Answer |  |  |  |  |
| ***Activity 9:*** *Thinking Critically* | Short Answer |  |  |  |  |
| ***Activity 10:*** *Letters to the Editor* | Short Answer |  |  |  |  |
| ***Activity 11:*** *Letter to the Editor* | Writing |  |  |  |  |
| ***Activity 12:*** *Making Predictions and Asking Questions* | Short Answer |  |  |  |  |
| ***Activity 13:*** *Analyzing Stylistic Choices* | Short Answer |  |  |  |  |
| ***Activity 14:*** *Summarizing & Responding* | Writing |  |  |  |  |
| ***Activity 15:*** *Essay Writing* | Writing |  |  |  |  |
| ***Activity 16:***  *Making Predictions & Asking Questions* | Short Answer |  |  |  |  |
| ***Activity 17:***  *Summary* | Writing |  |  |  |  |
| ***Activity 18***: *Thinking Critically* | Short Answer |  |  |  |  |
| ***Activity 19:***  *Essay Writing* | Writing |  |  |  |  |
| ***Activity 20:*** *Timed Writing\*\*see instructor* | Timed Writing |  |  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| ***Activity 1:*** *Vocabulary* | Short Answer |  |  |  |  |
| ***Activity 2:*** *“The Landlady”Questions* | Short Answer |  |  |  |  |
| ***Activity 3:*** *Facts and Inferences* | Short Answer |  |  |  |  |
| ***Activity 4:*** *CSI Report* | Writing |  |  |  |  |
| ***Activity 5:*** *Getting Ready to Read: “Harrison Bergeron”* | Short Answer |  |  |  |  |
| ***Activity 6:*** *Satire* | Short Answer |  |  |  |  |
| ***Activity 7:***  *Questions, “Harrison Bergeron”* | Short Answer |  |  |  |  |
| ***Activity 8:*** *Essay Writing* | Writing |  |  |  |  |
| ***Activity 9:***  *Timed Writing \*\*see Instructor* | Timed Writing |  |  |  |  |

**Unit 4:** *Poetry* ***(.5 credits)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date***  ***Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| ***Activity 1:*** *“Do Not Go Gentle into that Good Night”* | *Short Answer* |  |  |  |  |
| ***Activity 2:*** *“Me Against the World”* | *Short Answer* |  |  |  |  |
| ***Activity 3:*** *Writing a Poem* | *Writing* |  |  |  |  |
| ***Activity 4:*** *Timed Writing \*\*see Instructor* | Timed Writing |  |  |  |  |

***Unit 5:*** *Fiction (Independent Reading/Analysis)* ***(.5 credits)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Assignment*** | ***Type of Assignment*** | ***Date Completed*** | ***Teacher Initials*** | ***Hours*** | ***Grade*** |
| ***Activity 1:*** *Selecting a book* |  |  |  |  |  |
| ***Activity 2:***  *Going to the library* |  |  |  |  |  |
| ***Activity 3:*** *Book Analysis* | *Writing* |  |  |  |  |

**Assignments**

**Unit 1: Writing Conventions**  (CCS L. 11-12, 1, 2,)  (CCR l.9-10.1)  **PLATO (.5 credits)**

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

**Instructions**:

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

***Grammar:***

1. *Run-on Sentences 2*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Commas 2*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Subject and Verb Agreement*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery Test \_\_\_\_

1. *Pronoun and Antecedent Agreement*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

1. *Correct Use of Adjectives and Adverbs - Comparatives*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery Test\_\_\_\_

***6***. *Correct Pronoun Use*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

***7***. *Quotation Marks*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

**8.** *Semicolons, Colons, Dashes, Hyphens,and Quotation Marks*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

**9**. *Homophones: Words That Sound Alike*

Tutorial \_\_\_\_\_ Application  \_\_\_\_\_\_\_ Mastery  Test\_\_\_\_

**Unit 2: Non-Fiction (2 credits)**

***The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos***

***Activity 1*:** **Pre-reading & Quick-Write** (CCS L.11-12, 1, 3, W.2, 4) (CCR W/WHST.11-12.4)

1. Define the term “persuade” in your own words:
2. Complete the following chart by coming up with synonyms and antonyms for “persuade.”

**Persuade**

|  |  |
| --- | --- |
| ***Synonym (words or phrases)*** | ***Antonyms (words or phrases)*** |
|  |  |
|  |  |
|  |  |
|  |  |

***Quick-write:***

Think of something you tried to persuade a parent, teacher, or friend to do or to believe. It might have been to buy or to pay for something, or to change a due date or a grade, to change a rule or decision, to go somewhere, or some other issue. What kinds of arguments did you use? Did you use logic? Did you use evidence to support your request? Did you try to present your own character in a way that would make your case more believable? Did you try to engage the emotions of your audience?

**On separate paper write a short descriptive paragraph outlining your efforts to persuade your audience in this case.**

***Activity 2*:** **Exploring Key Concepts** (CCS RL.11-12, 1) (CCR RI/RL.9-10.1)

Read the article “Three ways to Persuade,” John R. Elund,

and complete the following questions ***on separate paper:***

1. According to the Greek philosopher Aristotle, what are the three basic ways to persuade an audience of your position?
2. What does *ethos* mean to you? Should we use the Greek word, or is there an English word that means exactly the same thing?
3. Give an example of an advertisement or commercial that uses ethos as a tool of persuasion. Explain how ethos is being used.
4. What does *logos* mean to you? Should we use the Greek word, or is there an English word that means exactly the same thing?
5. Give an example of an advertisement or commercial that uses logic as a tool of persuasion. Explain how logos is being used.
6. What does *pathos* mean to you? Should we use the Greek word, or is there an English word that means exactly the same thing?
7. Give an example of an advertisement or commercial that uses pathos as a tool of persuasion. Explain how pathos is being used.

***Activity 3*:** **"A Change of Heart About Animals"**

(CCS RI.11-12, 2.1) (CCS RI.11-12, 2.1, 2.3) (CCR RI/RL 9-10.1, 10.2)

*Surveying the Text - Making Predictions and Asking Questions*

Look at the article, *"A Change of Heart about Animals”* by Jeremy Rifkin.

Answer the following questions **on separate paper**:

1. Where and when was the article published?
2. Who wrote the article? Do you know anything about this writer? (hint: look at the end of the article.) How could you find out more?
3. What is the subtitle of the article? What does that tell you about what the article might say?
4. The article was published on the editorial page. What does this mean?
5. What does it mean to have a "change of heart"?
6. What are some common ideas or feelings people have about animals?
7. What kinds of things might cause someone to change his or her ideas or feelings about animals?
8. What are some groups of people who have strong feelings about how animals are treated? What do you know about them? What do they usually believe?
9. What is a vegetarian or a vegan? Do you know anyone who is a vegetarian? What does s/he think about eating animals?
10. Do you think the author might be a vegetarian? Why or why not?
11. The first paragraph mentions a breakthrough in biotechnology and nanotechnology. Do you think this article is about those things? Why or why not?
12. This article appeared in a newspaper. What does that tell you about the audience? Is this an article for scientists?
13. What do you think is the purpose of this article? Does the writer want readers to change their minds about something?

***Activity 4*:** **Key Vocabulary** - "A Change of Heart about Animals"

(CCS RL. 11-12, 1.0, 1.1, 1.2) (CCR RST.9-10.4, RI.11-12.4)

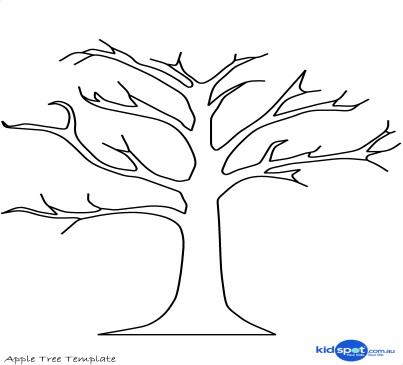
When you read "A Change of Heart about Animals," you will need to know the following terms to understand the text:

1. *humane and inhumane*
2. *cognitive*
3. *genetically wired*
4. *empathy*

Think about words that you know that sound similar to these words and may be related. For example, "humane" is related to "human," and "empathy" is related to the Greek word "pathos" in "Three Ways to Persuade."

On separate paper, create a Word Tree based on the root of a word from the text or one listed above. Here is an example of a word tree for "cognitive”:





COGNITIVE

***Activity 5*:** **Reading for Understanding** (CCS RI. 11-12 2.1, 2.2) (CCR RI. 11-12.5, RI. 9-10.5)

Now you are ready to read Jeremy Rifkin's "A Change of Heart about Animals." The first time through, your purpose should be to understand the text. Read as if you trust Rifkin, and focus on what he is trying to say. Try to see whether the predictions you have made about the text are true. Is the article about what you thought it would be about? Does Rifkin say what you thought he would say? When you have finished the reading, answer the following questions:

1. Which predictions turned out to be true?
2. What surprised you?
3. What are some of the things people believe humans can do but animals cannot? How does Rifkin challenge those beliefs?
4. What authoritative sources does Rifkin use to support his case?
5. What action does Rifkin want readers to take?
6. How does Rifkin organize his essay? Is it an effective organization?

***Activity 6*:** **Looking Closely at Language** (CCS RL.11-12, 4) (CCR L.11-12.4)

Create word trees based on the root of the word for the following words:

(refer to Activity 6 for example, if needed)

1. biotechnology (paragraph 1)
2. nanotechnology (paragraph 1)
3. stimuli (paragraph 4)
4. dopamine (paragraph 12)

***Activity 7*:** **Analyzing Stylistic Choices** (CCS RL.11-12.3) (CCR RI/RL.9-10.4)

Loaded Words: *Language That Puts a Slant on Reality*

Re-read Rifkin's article, looking for "loaded" words - words Rifkin uses to evoke a positive or negative emotional response from the reader. Complete the chart below by listing five words that are "loaded" from the article. Explain whether each has a positive or negative connotation. An example is provided for you.

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Negative Connotation** | **Positive Connotation** | **Neutral Connotation** |
| Isolated | *It has a negative connotation. The word isolated makes me think of being alone, lonely, sad, away from others, rejected, and being in silence and darkness.* |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Activity 8:* Questions about the Rifkin Article** (CCS RL. 11-123.3) (CCR RI.9-10.5)

*Answer the following questions about the Rifkin article:*

1. How would you describe the style of this article? Is it formal? Informal? Academic? Scientific? Conversational?
2. What is the effect of giving the names of most of the animals involved in the experiments, but not the names of the scientists?

***3.*** Throughout most of the article, Rifkin refers to "researchers" and "scientists."

In paragraph 13, however, he directly quotes Stephen M. Siviy, whom he refers to as "a behavioral scientist at Gettysburg College in Pennsylvania."

What is the effect of this sudden specificity?

***4.*** A rhetorical question is one that is asked, but an answer is not expected. It is used by writers to make a point. What is the effect of all the rhetorical questions in paragraph 15, followed by "such questions are being raised" in the next paragraph?

***Activity 9*: Thinking Critically** (CCS RI. 2.4, 2.5, 2.6) (CCR RI/RL.9-10.1, RI. 9-10.6)

At this point, the concepts of ethos, logos, and pathos come back into play. From the analysis you have done so far, you should be well-prepared to analyze the logic and support of the arguments, the character and intentions of the author, and the emotional effects on the reader of the language used and the details provided. Answer these questions **on separate paper**.

*Questions about the Writer (Ethos)*

1. Who is Rifkin? If you have not done so already, do an Internet search to find out something about him. What is his profession? What does he usually write about? Do the facts you find about his life, his credentials, and his interests make him more credible (believable, trustworthy) to you? Less credible? Why?
2. Pick one of the studies Rifkin mentions, and find out more information. Is Rifkin's description of the study accurate?
3. Does Rifkin have the right background to speak with authority on the subject?
4. What does the author's style and language tell you about him?
5. Do you trust this author? Do you think this author is deceptive? Why or why not?

*Questions about Logic (Logos)*

1. Look at Rifkin's support for his major claims, and ask yourself, “Is there any claim that appears to be weak or unsupported?” Which one and why?
2. Can you think of counter-arguments with which the author does not deal?
3. Do you think Rifkin has left something out on purpose? Why or why not?

*Questions about Emotions (Pathos)*

1. Rifkin says that Germany is encouraging farmers to give pigs human contact and toys. Does this fact have an emotional impact on the reader? If so, what triggers it? What are some other passages that have an emotional impact?
2. Rifkin calls his essay, "A Change of Heart about Animals." Does this imply that the scientific discoveries he summarizes here should change how we feel about animals?
3. Does this piece affect you emotionally? Which parts? Why? How?
4. Do you think Rifkin is trying to manipulate your emotions? How?
5. Do your emotions conflict with your logical interpretations of the arguments? In what ways?

***Activity 10*:** (CCS W.11-12, 1) (CCR RI/RL.9-10.1, RI.9-10.6)

Text - Letters to the editor in response to *"A Change of Heart about Animals"*

A common way to respond to an editorial is to write a letter to the editor. Read the two letters by Bob Stevens and Lois Frazier, and answer the following questions ***on separate paper****:*

1. Bob Stevens disagrees with Rifkin and makes several arguments.

Does Stevens refute (to prove a statement or theory to be false) Rifkin's arguments?

1. In his first paragraph, Stevens argues that because a predator (such as a hawk) does not feel empathy for its prey, humans do not need to feel empathy for the animals they eat, and that such a feeling would be unnatural. Do you agree? Explain why or why not.
2. Stevens notes that some animals can mimic human speech, but argues that they do not understand what they are saying. What would Rifkin say to this? (See note under question 1.)
3. Stevens implies that it would be a waste of resources to give toys to pigs, especially when some human children do not have them. Do we respond logically or emotionally to this argument? Is this argument fair to Rifkin?
4. Is it true, as Stevens argues, that Rifkin wants animals to have more rights than humans?
5. Lois Frazier says that pet owners know that animals have feelings and abilities not too different from humans. Do some pet owners treat their pets like people? Is this a good thing? Why or why not?
6. Frazier argues that Rifkin needs to take his argument further and promote a vegetarian lifestyle with no animal products. Is this a reasonable conclusion to draw from Rifkin's arguments? Do you agree with him?

***Activity 11*:** (CCS W.11-121.1, 1.0) (CCR W/WHST11-12.4, W.11-12.5)

*Writing a Letter to the Editor*

After thinking about your reading and analysis of Rifkin's article and the letters in response to it, what do you personally think about Rifkin's points? Do you think it is true, as Rifkin says, that "many of our fellow creatures are more like us than we had ever imagined?" Do you think we need to change the way we treat the animals around us, or do you think Rifkin is wrong?

***Write a letter expressing your viewpoint to the editor of the newspaper.***

“To submit a letter, email it to letters@mercurynews.com. Requirements: 150 words or less; no attachments; include your name, address and daytime phone. Letters will be edited for length and clarity. Street addresses and phone numbers are not published. The Mercury News reserves the right to publish and republish your submission in any form or medium.” http://www.mercurynews.com/2013/07/23/how-to-submit-a-letter-or-opinion-column-to-the-mercury-news/

Some things to consider before writing your letter to the editor are as follows:

* A good letter to the editor is focused and concise. It should make your point, but no words should be wasted. It is sometimes best to write a longer draft, and then cut out everything that is not essential.
* Newspaper editors often cut letters to fit the available space or to make a letter more focused. If your letter is published unedited, you are very lucky.
* Some letters respond to the thesis of the editorial, either in support or disagreement, and provide further arguments or further evidence. Other letters focus on one point made by the original author and support it, question it, or refute it.
* These days, most letters are e-mailed to the newspaper. To get a letter published in a major newspaper, you must write it quickly and send it within a day or two of the publication date of the editorial to which you are responding.
* If the newspaper wants to publish your letter, you will normally receive a call or an e-mail to get permission and to verify your identity.

***The Writing Process:***

* First draft (submit to instructor) *Instructor's initials* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Second draft (revisions) *Instructor's initials* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Third draft (if necessary)
* Final draft (submit to instructor for grading)

***Activity 12*:** (CCS RI.11-12, 2.1, 2.3) (CCR RI/RL.9-10.2) ***"Hooked on a Myth"***

Making Predictions and Asking Questions

1. Where and when was this article published?
2. Who wrote the article? Do you know anything about the writer? (Hint: look at the beginning of the article.) How could you find out more? Is this writer more or less credible than Jeremy Rifkin? What is the title of this article? What is the subtitle? What do these words tell you about what the article might say? Can you make some predictions?
3. Have you ever gone fishing? Did you catch a fish? What did the fish do? How did it behave? Did you eat it?
4. What other experiences have you had with live fish? Do you have an aquarium at home? Have you been to a public aquarium? What did you learn from these experiences?
5. From your experiences, do you think that fish feel pain? Why or why not?
6. Are we justified in treating fish differently from other animals? Explain.

***Activity 13:*** (CCS RL.11-123.3) (CCR RI/RL.9-10.4) *Questions about the Braithwaite article*

Read the article "*Hooked on a Myth: Do Fish Feel Pain?*" and answer the following questions:

*Analyzing Stylistic Choices:*

1. What is the effect of the use of scientific terms in an article that is written for newspaper readers?
2. Do these terms confuse the reader?
3. Do they make the writer more credible?
4. Do they help the reader understand the type of argument being made?

***Activity 14:* Summarizing and Responding** (CCS RI.11-12, 2) (CCR RI/RL.9-10.2)

Summarize the article in your own words, answering the following questions:

Why does Braithwaite think we should treat fish more like the way we treat other animals, such as birds and mammals? Do you agree? Why or why not?

***Activity 15*:** (CCS W.11-12, 1) (CCR RI/RL. 9-10.1, RI.9-10.6)

***Essay:***

Victoria Braithwaite argues that fish have nervous systems that are similar to humans and are very likely to feel pain the way we do. She says, "We should adopt a precautionary ethical approach and assume that in the absence of evidence to the contrary, fish suffer." She also says, "Of course, this doesn't mean that we necessarily must change our behavior. One could reasonably adopt a utilitarian cost-benefit approach and argue that the benefits of sport fishing, both financial and recreational, may outweigh the ethical costs of the likely suffering of fish." Should we ban the use of barbed hooks? Should we change our fishing practices because fish might suffer? Or is Braithwaite making a big deal out of nothing?

***On separate paper***, write a short essay expressing your viewpoint.

***Requirements:***

500-1,000 words (1-2 pages, single-spaced, Arial 12 point font). Minimum 3 paragraphs.

***Activity 16*:** *Making Predictions and Asking Question*s

***(CCS RI.11-12, 2.1, 2.3) (CCR RI/RL.9-10.2)***

"Of Primates and Personhood: Will According Rights and ‘Dignity' to Nonhuman Organisms Halt Research?"

***Before reading the article***, answer these questions:

1. Have you ever seen gorillas, chimpanzees, bonobos (which are sometimes called "pygmy chimpanzees"), or orangutans, all of which are considered to be "great apes," at the zoo? In what ways are they like humans? In what ways are they different?
2. Most of us know people who treat their pets like people. What does this mean? What types of behavior characterize these pet owners?
3. Do great apes deserve to be treated like people? Why or why not?
4. If apes were considered humans, would it still be acceptable to keep them in zoos?

While referring to the attached vocabulary list, **now** read the article.

Below are lists of words and phrases from the Yong article that you might not know (or might be confused about), some that are related conceptually to the module's key concept, and some that are technical.

1. *primates* (title): apes and monkeys
2. *primatologists* (¶ 1): Scientists who study primates.
3. *schism* (¶ 1): a split
4. *Great Apes* (¶ 1): humans, chimpanzees, bonobos (pygmy chimpanzees), and orangutans.
5. *unprecedented* (¶ 1): without precedent; never happened before
6. *domain* (¶ 1): a territory one rules or controls
7. *implement* (¶ 3): put into effect
8. *ventures* (¶ 3): businesses or projects
9. *captivity* (¶ 3): a state of being held captive; to be captured or imprisoned
10. *obligations* (¶ 4): duties; requirements
11. *compelling* (¶ 4): "compelling reasons" are reasons that are so forceful and important that they cannot be ignored
12. *salvo* (¶ 6): a volley of gunfire; in this case, the gunfire is metaphorical, and the word refers to opening arguments or legal moves
13. *traction* (¶ 6): a tire with traction sticks to the road and can move forward; in this case, the "traction" is political: people are buying the argument and making changes.
14. *sanctuary* (¶ 7): a safe place
15. *inroads* (¶ 8): advances into defended territory
16. *invasive* (¶ 8): Something that invades across a boundary, such as a border or the skin
17. rigorously (¶ 8): done with great care and precision
18. *paragon* (¶ 9): a person or thing that is a perfect example of something, or a high point in excellence
19. *unaligned* (¶ 9): independent, not part of a group or faction
20. *dignity* (¶ 9): a state of respect and status
21. *interventions* (¶ 9): literally to "come between"; acts by an outsider that interfere or change an ongoing process or relationship
22. *humiliation* (¶ 9): from "humility," the state of being humble; to reduce the dignity of an individual
23. *disproportionately* (¶ 9): Out of proportion; unequal or unfair
24. *instrumentalized* (¶ 9): made into a tool or object
25. *decapitation* (¶ 10): behead; cut off the head
26. *impermissible* (¶ 10): not permitted or allowed
27. *preliminary* (¶ 10): at the beginning; before the actual start
28. *macaques* (¶ 11): a type of monkey
29. *advisory* (¶ 11): giving advice, not orders
30. *clinical* (¶ 11): related to medical practice
31. *termination* (¶ 12): ending
32. *enamored* (¶ 13): in love with
33. *obligation* (¶ 14): duty; required action

**Activity 17:****Post-reading**

(CCS RL.11-123.3) (CCR RI/RL.9-10.2) *Questions about the Yong article:*

Summarize the Yong article in your own words, answering the following questions:

What is the event or events related to animal rights that motivate Ed Yong to write this article?

What questions does Yong raise about this issue?

What positions do people take on these questions?

***Activity 18*:** (CCS 11-12, 1) (CCR RI/RL.9-10.1) *Thinking Critically - Defining "Personhood"*

In paragraph 7, Yong discusses the case of Hiasl (pronounced Heesel), a former research chimpanzee who is going to be homeless because his sanctuary is going bankrupt. It is clear from the article that Hiasl's fate depends on how we define "person." Can Hiasl be declared a person with rights? Answer the following questions:

1. What exactly is Hiasl?

1. What qualities does Hiasl have that would identify him as a person? What qualities does he have that would identify him as something else? (You might want to make a chart.)
2. Is Hiasl a person?
3. What should we do about Hiasl?
4. Does Hiasl's plight have potential as an appeal to pathos?
5. Does Yong use it for this purpose?
6. Is Yong entirely objective?

***Activity 19*:** (CCS W.11-12, 1, 2) (CCR W/WHST 9-10.1, 11-12.4)

*Essay Assignment* (Writing Assignment)

An organization called the Animal Legal Defense Fund has sponsored a petition that calls for increased protection for the rights of animals. It says the following:

"Deprived of legal protection, animals are defenseless against exploitation and abuse by humans. Through the Animals Bill of Rights, the Animals Legal Defense Fund is working to show Congress a groundswell of support for legislation that protects animals and recognizes that, like all sentient beings, animals are entitled to basic legal rights in our society."

The petition calls for the right of all animals to be free from exploitation, cruelty, neglect, and abuse, and enumerates further rights for laboratory animals, farm animals, companion animals, and wildlife.

Do you think animals need a "Bill of Rights?" Would such a law go against centuries of human culture? Would it increase the cost of food? Would it hinder medical research? Would it cause other problems? Write a well-organized essay explaining the extent to which you agree or disagree with the idea of creating a "Bill of Rights" for animals. Develop your points by giving reasons, examples, or from your own experience, observations and readings.

Your essay should be clearly focused, well organized, and carefully written with mechanics and grammar in mind. It must also be word processed.

***Requirements:***

* 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)
* 1,200-1,500 words (3-5 pages, font 12, double-spaced)

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

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

**Unit 3:** (CCS RH. 11-12, 10, L. 11-12, 4) (CCR RI/RL 9-10.4)

**Short Story 1:** *"The Landlady, by Roald Dahl"*

***Activity 1:*** *Vocabulary*

Look for these words in the story and fill in the chart below. (\*\*This is a British story, which means the spelling of some words may differ from that of American spelling)

|  |  |
| --- | --- |
| **Word** | **Synonym** |
| *Swanky (line 21)* |  |
| *Facades (line 22)* |  |
| *Congenial (line 38)* |  |
| *Rapacious (line 42)* |  |
| *Tantalizing (line 185)* |  |
| *Emanate (line 202)* |  |

***Activity 2*:** *Pre-and Post -Reading*

Questions: **Now read up to line 190**.

What are three questions you have in your mind after reading this portion of the story?

***1.***

***2.***

***3.***

***Read the rest of the story*** *and answer the following questions* ***on separate paper****:*

1. When Billy arrives in Bath, the first thing he needs to do is find lodgings. Why is he debating between staying at a pub instead of a boarding house?
2. What words and phrases does the author use to describe the bed and breakfast? What inference does Billy make about the bed and breakfast based on these observations?
3. When Billy is in the living room, what first alerts the reader that something may be wrong?
4. What can the reader infer about the two boys that are missing? What does this information lead the reader to believe concerning Billy's possible fate? Provide textual evidence.

***Activity 3:* Facts and Inferences** (CCS RL.11-12.1, 10) (CCR RI/RL.9-10.1)

***Fact*:** A real occurrence; an event

***Inference*:** A conclusion based on facts, or circumstances.

*e.g., “Despite severe weather, Joe ventured out into the blizzard wearing nothing but a thin jacket.”*

***Facts:***

1. The weather is severe.

2. Joe went out wearing a thin jacket.

***Inference:***

Joe is either desperate or not very smart.

Read from **line 190 to 227** and record **two quotes** and the **FACTS** that each quote provides as well as what you INFER from those facts.

**a.** Quote #1 :

Fact(s):

Inference:

**b.** Quote #2:

Fact(s):

Inference:

***Activity 4*: *Post-reading*** (CCS W.11-12.9) (CCR W/WHST.9-10.1)

*But Can You Prove It?* You are a CSI agent who has been assigned to the disappearance of Billy.

You have:

* A RECORDING of the conversation between the landlady & Billy. The police have been suspicious of her for a while, and therefore, obtained a warrant to bug her house.
* A SEARCH WARRANT for the FIRST floor of her apartment. The judge was difficult and did not want to give a broader search warrant (of the other two floors) without more information.

Write a **one-paragraph** report that explains your findings (facts) and your inferences.

Your inferences MUST be directly linked to documented facts from either the ***dialogue between the story's two main characters and/or the physical setting of the first floor.***

Criteria for your CSI report:

* Describes the setting of the crime and the suspect
* Includes at least 6 facts taken directly from the story
* Includes a minimum of 3 inferences which are directly linked to documented facts from either the dialogue and/or the physical evidence from the first floor
* Paragraph includes a minimum of 7 detailed sentences (feel free to write more)
* Uses a minimum of 1 of the words defined at the beginning of this study.
* Paragraph is proofread and edited (proper spelling, punctuation etc.)

***Example:***

September 10th, 2010

Report on Case #324

Detective: Brock Wiley

*On September 9th, 2010, at 11pm, I answered a 911 phone call regarding Goodies Plus Department Store located at 5467 Tucker Road. Apparently, a woman across the street had noticed a man dressed in black entering one of the windows on the first floor. I observed the windows and found tool marks around the edges of the locks. Based on this fact, I inferred that the suspect did indeed break into the window to the right of the main entrance. I then surveyed the floor and noticed muddy footprints leading directly to the check-out area where the cash register was completely empty. I inferred that the suspect stole the money, but felt the facts were not substantial enough. I am trying to locate the manager of the store for further information.*

**Short Story 2**: *"Harrison Bergeron," Kurt Vonnegut*

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

1. What does "equality" mean to you?
2. In your opinion, can society ever achieve equality? If yes, how? If no, why not?
3. Is it right for people to believe that no one is better than anyone else? Would it be a good thing, if in fact, no person was any better than any other person? Why or why not?
4. What are some negatives and positives to a society where no person is better than any other person?

***Activity 6****:* **Satire** (CCS L.11-12, 5) (CCR R.9-10.6)

***Satire*** is a technique employed by writers to expose and criticize foolishness and corruption of an individual or a society by using humor, irony, exaggeration, or ridicule. It intends to improve humanity by criticizing its follies and foibles. A writer in a satire uses fictional characters, which stand for real people, to expose and condemn their corruption.

1. Write the definition of satire in your own words:
2. Refer to the cartoon below and answer the following questions:

Who or what is the target of satire?

What is the social criticism conveyed in the cartoon?

1. There are many examples of satire in popular culture. For example, "The Simpsons" often targets many types of people in society. Write and explain one or two other examples.

***Activity 7:*** Now read the story *"Harrison Bergeron,"*

and answer the following questions ***on******separate paper***:

1. Describe the state of the U.S. society as described in the first paragraph. How has "equality" been achieved? Do you think that it is an effective way of achieving equality?
2. What handicaps have been imposed on Harrison?
3. Why isn't Hazel handicapped?
4. How does George feel about his handicaps?
5. Consider the character of Harrison in terms of both his physical qualities and personality traits. Why is he considered a threat to society?
6. In your opinion, what is symbolic about Harrison shedding his handicaps?
7. What is the significance of the dance that Harrison performs with the ballerina? How does the style of the story change in this passage?
8. Why do you think Vonnegut decided to write the dance scene in this way?
9. How do George and Hazel react to the televised murder of their son? What do you think of their response?
10. What do you consider to be the message/theme of "Harrison Bergeron?" Give evidence from the text to support your claim.
11. What kind of society is Kurt Vonnegut *satirizing*?

***Activity 8:*** (CCS L.11-12, 1) (CCR RI/RL 9-10.1)

**Compare/Contrast Essay**

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

*The Landlady:*

The Landlady [https://www.youtube.com/watch?v=sWhBej5r07o&list=PLa7SRO4FK6mFdzFm7evaeBtl2I](https://www.youtube.com/watch?v=sWhBej5r07o&list=PLa7SRO4FK6mFdzFm7evaeBtl2IO122GaL) O122GaL

Harrison Bergeron: Harrison Bergeron 2081, The Movie For English Pupils And Full Text from the original story [Patrick Dooley](https://www.youtube.com/channel/UCRutgvuhz5V2MYNQY5KpjUw)

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

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

**Assignment**:

Write 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.

***Requirements:***

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 near end of packet)

1,200-1,500 words (3-5 pages, font 12, double-space)

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

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

**Unit 4: Hip-Hop Poetry and the Classics** (CCS RL.11-12, 2, 4, 7, 10) (CCR RI/RL 9-10.1, 2, 4)

***Activity 1****:* **Unearthing Meaning** - Classic

Read *"Do Not Go Gentle into That Good Night,”* and answer the following questions:

1. What is the essential, overall "meaning" of Dylan Thomas's poem?
2. How does the poetic tool of repetition emphasize meaning in Thomas's poem?
3. Paraphrase (put into your own words) the line, "Do not go gentle into that good night."
4. Paraphrase the line, "Rage, rage against the dying of the light."
5. What are the unspoken beliefs about life that you believe the speaker of the poem holds?

**Do Not Go Gentle into That Good Night**

by *Dylan Thomas*

Do not get gentle into that good night,

Old age should burn and rave at close of day;

Rage, rage against the dying of the light.

Though wise men at their end know dark is right,

Because their words had forked no lightning they

Do not go gentle into that good night.

Good men, the last wave by,

Crying how bright their frail deeds might have danced in a green bay,

Rage, rage against the dying the light.

Grave men, near death, who see with blinding sight

Blind eyes could blaze like meteors and be gay,

Rage, rage against the dying of the light.

And you, my father, there on the sad height,

Curse, bless, me now with your fierce tears, I pray.

Do not go gentle into that good night.

Rage, rage against the dying of the light.

***Activity 2:*** **Unearthing Meaning** - Hip-Hop (CCS RL.11-12, 2, 4, 7, 10) (CCR RI/RL 9-10.1, 2, 4)

Read "*Me Against the World,*" by *Tupac Shakur*, and answer the following questions:

1. What is the essential, overall "meaning" of Tupac's lyrics?
2. Explain the forces that create a "me against the world" situation in the poem?
3. How does Tupac suggest we overcome oppression?
4. If the poet's circumstances are so dire and life has so much injustice, explain why the poet would tell the reader to "Be grateful for your blessings" - Line 8
5. Explain the meaning of why the poet insists the listener should not "ever change/keep your essence" - Line 9.
6. What is the common belief that Dylan Thomas and Tupac Shakur share about life?

**Me Against the World**

by *Tupac Shakur*

With all this extra stressin'

The question I wonder is, after death, after my last breath

When will I finally get to rest? Through this suppression

They punish the people that's askin' questions

And those that possess, steal from the ones without possessions

The message I stress: to make it stop, study your lessons

Don't settle for less-even the genius asks questions

Be grateful for your blessings

Don't ever change, keep your essence

The power is in the people and the politics we address

Always do your best, don't let the pressure make you panic

And when you get stranded

And things don't go the way you planned it

Dreamin' of riches, in a position of makin' a difference

Politicians and hypocrites, they don't wanna listen

If I'm insane, it's the fame made a brother change

It wasn't nothing like the game

It's just me against the world

**Activity 3:** **Poetry Writing**

*Fill in the blanks:*

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(two special characteristics)

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(something you are actually curious about)

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(an imaginary sound)

I am\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(an imaginary sight)

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(an actual desire)

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(something that makes you very sad)

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(what are you?)

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(two special characteristics)

Rewrite your poem using your sentences and adding a description.

Your final copy should be Word processed.

*For example:*

**I Am**

I am smart and athletic

an athlete and a scholar.

I am the world, a colorful map.

I am a swish, the perfection of flight.

I am the color behind your eyes,

dark and light.

I am a good meal, hearty and healthy.

I am a baby's tears, the pain of longing.

I am the laughter of friends, in the morning.

I am me!

**Unit 5: Fiction/Non-fiction Independent Reading/Analysis** (CCS RL11-12,10, RI 11-12, 10)

**Activity 1:** Selecting a book

*Requirements:*

* Library Card
* book

***Activity 2:*** *Choosing your book.*

*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 for BOOK ANALYSIS***

***Amerikanah,*** *Chimamanda Ngozi Adichiehas*

***Beloved,*** *Toni Morrison*

***Bless Me, Ultima,*** *Rudolfo Anaya*

***Drown,*** *Junot Diaz*

***I am Malala,*** *Malala Yousafzai*

***I Know Why the Caged Bird Sings,*** *Maya Angelou*

***In the Time of the Butterflies,*** *Julia Alvarez*

***Invisible Man,*** *Ralph Ellison*

***Life of Pi,*** *Yann Martel*

***Lord of the Flies,*** *William Golding*

***Salvage the Bones,*** *Jesmyn Ward*

***Speak,*** *Laurie Halse Anderson*

***The Book Thief,*** *Markus Zusak*

***The Handmaid’s Tale,*** *Margaret Atwood*

***The House of Broken Angels,*** *Luis Alberto Urrea*

***The Glass Castle,*** *Jeannette Wells*

***The Sun is Also a Star,*** *Nicola Yoon*

***To Kill a Mockingbird,*** *Harper Lee*

***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:**

*Read the book you chose and write the book analysis based on the instructions below.*

**The Book Analysis Format**

**The Book Analysis must be written in complete sentences, using proper grammar, sentence structure, and correct spelling, capitalization, and punctuation.**

**The more interesting you can make it, the better!**

1. **The first section/paragraph tells:**

the name of the book, the name of the author, when the book was written or published, and a ***one-sentence*** summary of what the book is really about. This is not an overall plot summary but a summary of the***essence*** of the plot.

This section also tells any other pertinent details about the book, such as:

is the book part of a series?, does the book have an interesting relationship to the author's life or career?, any other interesting details about the book. It should identify the genre of the book (historical fiction, fantasy, etc.) and tell anything important to know about the author.

**II. The second section/paragraph tells:**

the **goal** the author had in writing the book. The author's goal is not the theme of the book: **why** the author wrote the book is not the same as what the book means.

Then describe what devices the author uses to achieve his or her goal.

**III. The third and core section/paragraph:**

talks about the use of characterization in the book Include four distinct [ways the author establishes characterization](http://staweb.sta.cathedral.org/lowerschool/form1/Eng1JAVwww/Literature/BookReptGuides.html#character), and for each instance noted, support your observation with a [reference](http://staweb.sta.cathedral.org/lowerschool/form1/Eng1JAVwww/Literature/BookReptGuides.html#devices) from the book. Realize that what a character is like is not the same as how the author establishes the character.

**IV. The final section/paragraph sums up your analysis:**

List at least three strengths of the book, list at least two or three weaknesses of the book, and finally explain [what sort of person](http://staweb.sta.cathedral.org/lowerschool/form1/Eng1JAVwww/Literature/BookReptGuides.html#anyone) you believe would enjoy the book.

***Credit to www.sta.cathedral.org***