




English 12 - ERWC

 Collaboration Grade 12 English Language Arts | District High School | 2014-2015

Thursday, October 23, 2014, 1:27PM



Standards & Benchmarks

Text Support

Resources

[Intro to Literature, English and Archetypes](#)


(Week 1, 2 Weeks)

The Epic of Gilgamesh; MacDougal-Littel text p. 34-????

[Bring a Text To Class](#)


(Week 3, 3 Weeks)

- Activity 1: Reading Habits Survey TE p. 3-5
- Activity 2: Exploring Key Concepts -Anticipation Chart TE p. 6
- Activity 3: Challenge Your Teacher to a reading match TE p. 7
- Activity 4: Choose the challenge test and make notes TE p. 8-9 (RI 5a; SL 1, 1a, b, c, d)
- Activity 5: Think Aloud Instructions and Checklist TE p 10-12 (L4,4a,b, c, d, L6)
- Activity 6: Analyzing Key words in a text you brought.TE p. 13 (RI 1, 4, L1, 1a, b, SL 1, 1a, b, c, d)
- Activity 7:Write a brief Analytical Summary and your Text .TE p. 15(RI2, W2, 10)
- Activity 8:Does the author depend on your expertise or attitudes? TE p. 16(RI 1, 6, SL 1, 1a, b, c, d)
- Activity 9:Finding a scholarly article related to your subject TE p. 19 (RI 5a)
- Activity 10:Using Genre features and background knowledge to make predictions TE p. 21
- Activity 11:Jargon and figures and scholarly text TE p. 22 (L4, 4c, d, 6, RI 5, SL 1, 1a,)
- Activity 12:Think aloud with a scholarly article TE p. 24 (RI 1)
- Activity 13:Annotating the scholarly article TE p. 25 (RI 2, W2, 10)
- Activity 14:Reflecting on your reading process TE p. 26, 27
- Activity 15:Beginning to work with multiple genres TE p. 27 – 31 (W1, 2, 3, 4, 5, 10; SL 1)
- Activity 16:Considering the features of various genres TE 32 – 33 (W1, 1a, b,e, 2, 2a, b, c, f, 3, 3a, b, c, e, 4; L3)
- Activity 17:Peer review of genre pieces TE p. 35-36 (W1c, d, f, 2d, e, 3d, 4, 5; RI 1, 5, 6; SL 1; L3, 3a)
- Activity 18 Writing the Introduction to the multi genre portfolio TE 37 – 38 (W2, 4, 5, 9, 10)
- Activity 19: Self and peer review of the portfolio introductions TE p. 39 – 42 (W 1d, 1f, 2e, 5, 10; L 1, 1a, b, 2, 2a, b; RI 6, 10)

 [Use a website to create a superhero character for on of the pieces of literature. Explain.](#)

 [map of Ancient Mesopotamia](#)

 [images of artifacts from ancient Mesopotamia](#)

 [Bring a Text to Class - Where is the Love - Black Eyed Peas.mp3](#)

 [Bring a Text to Class.ppt](#)

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**Standards &
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Activity 20: Incorporating Analysis and Feedback into a Final Draft

What's Next

(Week 6, 5
Weeks)

What's Next? Thinking About Life After High School (4-5 Weeks)

"Hidden Intellectualism." (Textbook)
"FAQ Guide for College or Work." (Textbook)
"Web Site Resources" (On Line)
"Want to Get Into College? Learn to Fail." (Periodical)
"10 Rules for Going to College When Nobody Really Expected You to." (On Line)
"Not Going to College is a Viable Option." (On Line Article)
"The 10 Most Common Excuses for Not Going to College and Why They're All Wrong." (On Line Article)
"Why Go to College?" (On Line)

Teacher's ed. Section of Module TE page # Standard

Activity 1: Getting Ready to Read—

An Overview of "What's Next? Thinking about Life After High School TE p. 5

Activity 2: Activating Prior Knowledge TE p. 7

Activity 3: Exploring Key Concepts TE p. 8

Activity 4: Making Predictions and Asking Questions TE p. 10

Activity 5: Understanding Key Vocabulary TE p. 11-12 (L 4a, b, c, d; 6)

Activity 6: Surveying the Text TE p. 12-13 (RI 5a)

Reading for Understanding

Activity 7: Reading with the Grain TE p. 13-16 (RI 1)

Postreading TE p. 16

Activity 8: Responding to Perez TE p. 17 (R2; W2, 10)

Activity 9: Getting Ready to Read and Exploring Key Concepts TE p. 17-19 (RI 2; W 2, 10)

Activity 10: Understanding Key Vocabulary TE p. 20-22 (L 4a, b, c, d; 6)

Activity 11: Reading for Understanding TE p.23 - 26 (RI 1)

Postreading:

Activity 12: Thinking Critically TE p. 27-29 (RI 1, 3, 5, 6; SL 1)

Activity 13: Summarizing and Responding TE p. 29-32 (RI 2; W 2, 10; SL 1)

Activity 14: Surveying the Text TE p. 33 (RI 5a)

Activity 15: Reading for Understanding TE p. 34 (RI 1)

Postreading

Activity 16: Summarizing and Responding TE p. 35 (RI 2; W 2, 10)

Prereading TE p. 36-37

Activity 17: Making Predictions and Asking Questions TE p. 36-37

Reading TE p. 37-39










Activity 18: Considering the Structure of a Text TE p. 37-39 (RI 5)

Considering the Structure of a Web Site TE p. 37-39 (RI 5)

Activity 19: Reading for Understanding and Collecting Information TE p. 40-41 (RI 1, 7; W 8, 9)

Postreading TE p. 41-42

Activity 20: Summarizing Research Findings TE p. 41 (RI 2; W 2, 10)

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Activity 21: Reflecting on Your Research Findings—Reading One Another’s Findings TE p. 41-42

Connecting Reading to Writing TE p. 42-58

Activity 22: Considering the Writing Task TE 43-44 (W 5)

Activity 23: Taking a Stance—Elements of the Rhetorical Framework TE p. 45-48 (W 5, 9; SL)

Writing Rhetorically TE p. 49

Activity 24: Composing a Draft TE p. 49-51 (W 3, 4, 9, 10)

Activity 25: Considering Structure—Read Around Activity TE p. 52-54 (W 2a, c, d; 3a, d, e; 4, 9)

Revising and Editing TE p.54

Activity 26: Revising Rhetorically TE p. 54-55 (W 1d, 1f; 2c, 3d; 4, 5: RI 1, 5, 6; SL 1)

Activity 27: Editing TE p. 56-57 (L 1a, b, 2a, b; W 5)

Activity 28: Reflecting on Your Writing Process TE p. 57-58 (W 10)

1984

(Week 11, 4 Weeks)

1984 (4 weeks)

Reading Selections:

1984 by George Orwell (novel)

Optional Reading Selections:

“That’s No Phone. That’s My Tracker” (Online Magazine Article)

“Long Beach Police Use 400 Cameras Citywide to Fight Crime” (Online Magazine Article)

Activity 1: Prereading Section One / Getting Ready to Read (Quickwrite) TE pp. 3-6

Activity 2: Getting Ready to Read TE p. 6

Activity 3: Exploring Key Concepts TE pp. 6-7

Activity 4: Surveying the Text TE pp. 7-8 (RI 5a)

Activity 5: Making Predictions and Asking Questions: Activity 5 TE pp. 8-10 (RI 5a and SL 1)

Activity 6: Flipping Through the Books

Activity 7: Making Predictions and Asking Questions

Activity 8: Fun with Doublethink TE pp. 10 (L 4a, 4b, 4c and 4d; L 6)

Activity 9: Fun with Thoughtcrime TE p. 11 (L 4a, 4b, 4c and 4d; L 6)

Activity 10: Reading for Understanding TE pp. 11-15 (RI 1)

Activity 11: Revisiting Predictions TE p. 15

Activity 12: Sharing Answers TE p. 15

Activity 13: Class Discussion TE pp. 15-16 (RL 3 and 5; SL 1a, 1b, 1c and 1d)

Activity 14: Noticing Language TE p. 17 (RL 4; L 1a and 1b)

Activity 15: Analyzing Stylistic Choices TE p. 18 (L 3a, 5a and 5b)

Activity 16: Summarizing and Responding TE p. 18 (RL 2 and 3; W2 and 10)

Activity 17: Thinking Critically: Panel Discussions TE pp. 19-21 (RL 1, 3 and 6; SL 1a, 1b, 1c and 1d)

Activity 18: Prereading “The Principles of Newspeak” / Making Predictions

 [Apple Computer commercial allusion to 1984](#)

 [1984 Common Core Standards.docx](#)

 [1984 LitChart.pdf](#)

 [1984 Signet Classics.pdf](#)

 [CSU 1984 Readings Abbrev FINAL.pdf](#)

 [CSU 1984 Rhet Grammar Student FINAL.docx](#)

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 [CSU 1984 Rhet Grammar Teacher FINAL.pdf](#)

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 [TOC 1984.pdf](#)

**Standards &
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Text Support

Resources

and Asking Questions TE p. 21
Activity 19: Reading “The Principles of Newspeak” / Reading for Understanding TE pp. 21-22 (RI 1)
Activity 20: Noticing Language TE pp. 22-23 (RI 4; L 1a and 1b)
Activity 21: Analyzing Stylistic Choices TE pp. 23-24 (RI 4 and 5; L 3a, 5a and 5b)
Activity 22: Postreading “The Principles of Newspeak” / Thinking Critically TE pp. 24-25 (RL 1, 3 and 5; SL 1a, 1b, 1c and 1d)
Activity 23: Making Predictions and Asking Questions TE p. 26
Activity 24: Noticing Language TE pp. 26-27 (RL 4; L 1a and 1b)
Activity 25: Reading for Understanding TE pp. 27-30 (RL 1)
Activity 26: Considering the Structure of the Text TE p. 30 (RL 3 and 5; SL 1)
Activity 27: Annotating and Questioning the Text TE pp. 31-32 (RL 1 and 2)
Activity 28: Analyzing Stylistic Choices TE p. 32 (RL 4 and 5; L 3a, 5a and 5b)
Activity 29: Summarizing and Responding TE pp. 33-34 (RL 1 and 2; W2 and 10)
Activity 30: Thinking Critically TE pp. 34-35 (RL 1, 3, 5 and 6; SL 1a, 1b, 1c and 1d; SL 4a)
Activity 31: Making Predictions and Asking Questions TE p. 36
Activity 32: Reading for Understanding TE pp. 37-39 (RL 1)
Activity 33: Analyzing Stylistic Choices TE pp. 39-40 (RI 1, 2, 3, 4 and 5; L 3a, 5a and 5b)
Activity 34: Summarizing and Responding TE p. 41 (RL 2; W2 and 10)
Activity 35: Thinking Critically TE p. 42 (RL 1, 3, 5 and 6)
Activity 36: Reflecting on Your Reading Process TE pp. 42-43
Supplementary Article 1—“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”
Activity 37: Making Predictions and Asking Questions TE p. 44
Activity 38: Annotating and Questioning the Text TE p. 44 (RI 1 and 2)
Activity 39: Analyzing Stylistic Choices TE p. 45 (RI 4; L 3a, 5a and 5b)
Activity 40: Summarizing and Responding TE pp. 45-46 (RL 2; W2 and 10)
Supplementary Article 2—“That’s No Phone. That’s My Tracker” /
Activity 41: Getting Ready to Read TE p. 46
Activity 42: Exploring Key Concepts TE p. 47
Activity 43: Making Predictions and Asking Questions TE p. 48
Activity 44: Reading for Understanding TE p. 48 (RI 1)
Activity 45: Noticing Language TE pp. 48-49 (RI 4; L 1a and 1b)
Activity 46: Analyzing Stylistic Choices TE pp. 49-50 (RI 4; L 3a, 5a and 5b)
Activity 47: Summarizing and Responding TE pp. 50-51 (RI 2; W2 and 10)
Activity 48: Thinking Critically TE p. 51 (RI 1, 3, 5 and 6; SL 1)
Activity 49: Reflecting On Your Reading Process TE p. 52
Activity 50: Considering the Writing Task TE pp. 53-58 (W5)
Activity 51: Taking a Stance: Trying on Words, Perspectives and Ideas TE p.59 (W5 and 9; SL 1a, 1b, 1c and 1d)

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Activity 52: Gathering Evidence to Support your Claims TE p. 60 (W7, 8 and 9)
Activity 53: Getting Ready to Write TE p. 61 (W 5 and 10)
Activity 54: Writing Rhetorically—Composing a Draft TE p. 62 (W 2, 4, 9 and 10)
Activity 55: Considering Structure TE pp. 62-63 (W2a, b, c, f, W4 and W9)
Activity 56: Using the Words of Others and Avoiding Plagiarism TE p. 64 (W 8)
Activity 57: Negotiating Voices TE pp. 64-65 (RI 6; W2e; L3)
Activity 58: Revising and Editing—Revising Rhetorically TE p. 65 (W 1f, 2c, 2d, 2e, 4 and 5; RI 1, 5 and 6; SL 1)
Activity 59: Considering Stylistic Choices TE p. 67 (L3a; W 1f and 2d)
Activity 60: Editing the Draft TE pp. 67-68 (L1a, b, 2a, b; W 5)
Activity 61: Responding to Feedback TE pp. 68-69 (W 5)
Activity 62: Reflecting on your Writing Process TE pp. 69-70 (W 10)

Juvenile Justice

(Week 15, 3 Weeks)

Juvenile Justice (3 Weeks)

Reading Selections (see resources)

“Juveniles Don’t Deserve Life Sentences” (Newspaper Article)
“On Punishment and Teen Killers” (Online Article)
“Kids Are Kids—Until They Commit Crimes” (Newspaper Op Ed)
“Startling Finds on Teenage Brains” (Newspaper Article)
“Greg Ousley is Sorry for Killing His Parents. Is That Enough?” (Magazine Article)

Optional Readings:

Oedipus Rex (MacDougall-Littel) textbook pp 258-331
Dante's Inferno, (MacDougall-Littel) textbook pp 732-761
Frankenstein by Mary Shelley
Activity 1 Pre-reading/Getting Ready to read (Quick write) TE p. 3
Activity 2 Exploring Key Concepts TE p. 4
Activity 3 Exploring Key Definitions TE p. 4-5 (L 4a, 4b, 4c, 4d, L6)
Activity 4 Surveying the Text TE p. 7 (RI 1, RI 2, RI 7)
Activity 5 Making Predictions and Asking Questions TE p. 7-8 (RI 5, SL1)
Activity 6 Understanding Key Vocabulary TE p. 9 (L4a, L4b, L4c, L4d, L6)
Activity 7 Vocabulary Self-Assessment Chart TE p. 9-10 (SL1)
Activity 8 Reading for Understanding TE p. 11 (RI1)
Activity 9 Considering the Structure of the Text TE p. 12-15 (RI5, SL1a, SL1b, SL1c, SL1d)
Activity 10 Noticing Language-Focused Questions TE p. 16-17 (RI4, L1a, L1b)
Activity 11 Preparing to Read TE p. 17 (L4a, L4c, L4d L6)
Activity 12 Reading for Understanding TE p. 18 (RI1)
Activity 13 Annotating and Questioning the Text TE p. 19-20 (RI 2)
Activity 14 Analyzing Stylistic Choices TE p. 20 (RI 4, L3a, L5a, L5b)
Activity 15 Summarizing and Responding TE p.21-22 (RI2 W2, W10)
Activity 16 Summarizing and Responding-Peer Response Rubric TE p.23-24 (L1, L3, L3)

 [Weathly Kid Gets Probation for Accident that Killed 4](#)

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Activity 17 Thinking Critically TE p. 26-29 (RI1, RI3, RI5, RI6 SL 1a, SL1b, SL1c, SL1d)
Activity 18 Thinking Critically-Student-led Discussion TE p. 29 (SL1a, SL1b, SL1c, SL1d)
Activity 19 Reflecting on Your Reading Process TE p. 29 (W5)
Activity 20 Taking a Stance-Trying on Words, Perspective, and Ideas TE p. 30-32 (W5, W9, SL1)
Activity 21 On-Demand Writing Assignment TE p. 34-35 (W1 (all), W2 (all), W4)
Activity 22 Considering the Structure-Evaluating Thesis Statements TE p. 37-39 (W1a, W1b, W1c, W1e, W2a, W4, W9)
Activity 23 Using the Words of Others TE p. 39-40 (W8)
Activity 24 Revising Rhetorically TE p. 41 (W1c, W1d, W1f, W4, W5, RI1, RI 5, RI6)
Activity 25 Editing the Draft TE p. 42-43 (L1a, L1b, L2a, L2b, W5)
Activity 26 Reflecting on your Writing Process TE p. 43-44 (W10)

Racial Profiling

(Week 15, 3 Weeks)

Racial Profiling (3 weeks)

Reading Selections:

“Jim Crow Policing” (newspaper article)

Activity 1: Getting Ready to Read TE p.2

Activity 2: Exploring Key Concepts TE p. 3-4

Activity 3: Surveying the text TE p. 4 (RI 5a)

Activity 4: Making Predictions and Asking Questions. TE p. 5

Activity 5 Understanding Key Vocab TE p. 6 (L 4a, b; 6)

Activity 6: Reading for Understanding TE p. 7 (RI 1)

Activity 7: Considering the structure of the text TE p. 8 (RI 5; SL 1 a, b, c, d)

Activity 8: Noticing Language TE p. 9-10 (RI 4; L 1 a, b)

Activity 9: Rereading the Text TE p. 11 (RI 2)

Activity 10: Analyzing Stylistic Choices TE p.12 (RI 4; L3a, 5a, b)

Activity 11: Postreading; Summarizing and Responding TE p. 13 (RI 2; W2; 10)

Activity 12: Thinking Critically; Logos, Ethos, Pathos TE p. 13-15 (RI 1, 3, 5, 6, SL 1a, b, c, d)

Activity 13: PAPA Square TE p. 15-17

Activity 14: Reflecting on Your Reading Process TE p. 18

Activity 15: Connecting Reading to Writing: Discovering What You Think—Considering the Writing Task TE p.18 (W 5)










Activity 16: Taking a Stance TE p. 19-20 (W 5, 9; SL 1)

Activity 17: Gathering Evidence to Support Your Claims TE p. 21 (RI 7; W 7, 8, 9)

Activity 18: Getting Ready to Write TE p. 22 (W 5, 10)

Activity 19: Writing Rhetorically; Entering the Conversation; Composing a Draft TE p. 22-25 (W 1, 4, 9, 10)

Activity 20: Considering Structure TE p. 25-27 (W 1a, b, c, e; 2a, 2b, 2c, 2d, 2f;

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Activity 21: Using the Words of Others TE p. 28-29 (W 8)

Activity 22: Negotiating Voices TE p. 29-30 (RI 6; W 1d & 2e; L 3)

Activity 23: Revising and Editing: Revising Rhetorically; Rhetorical Analysis

Activity 24: Revision Workshop TE p. 30-32 (W1c, 1d & 2e, 1f, 2c, 4, 5; RI 1, 5, 6; SL 1)

Activity 25: Considering Stylistic Choices TE p.32-33 (L 3, a, W 1f, 2d)

Activity 26: Editing the Draft TE p. 33 (L 1, a, b, 2, a, b, W 5)

Activity 27: Responding to Feedback TE p. 34 (W 5)

Activity 28: Reflecting on Your Writing TE p.34-35 (W 10)

Finals- Semester 1

(Week 18, 1
Week)

Into the Wild

(Week 19, 6
Weeks)

Into the Wild (6 weeks)

Reading Selections:

Into the Wild (Literary Nonfiction)

"I Want This Movie to Grip People in the Heart"(Online Article)

Activity 1 Getting Ready to Read TE pp.3-4

Activity 2 Exploring Key Concepts TE pp. 4- 5

Activity 3 Surveying the Text TE p. 6 (RI 5a)

Activity 4 Making Predictions and Asking Questions TE pp. 6-7

Activity 5 Reading the Author's Note TE pp. 7

Activity 6 Noticing and Stopping to Understand New or Difficult Words TE pp. 8-9 (L 4a, b, c, d; 6)

Activity 7 Keeping a Vocabulary Reading Log TE p. 10

Activity 8 Using Context Clues To Figure Out Meaning TE p. 11

Activity 9 Vocabulary Word Learning Strategies TE pp. 8-12

Activity 10 First Reading TE p. 13

Activity 11 First Impressions TE pp. 12 - 15 (RI 1)

Activity 12 Considering Structure of the Text TE p. 15 -16 (RI 5; SL 1a, b, c, d)

Activity 13 Descriptive Outlining TE pp. 17

Activity 14 Noticing Language TE pp. 18 - 20 (RI 4; L 1a, b)

Activity 15 Annotating and Questioning the Text TE pp. 20 - 21 (RI 1, 2)

Activity 16 Analyzing Stylistic Choices TE pp. 21-23 (RI 4; L 3a, b)

Activity 17 Summarizing and Responding TE pp. 23-25 (RI 2; W 2, 10)

Activity 18 Thinking Critically TE pp. 25-26 (RI 1, 3, 5, 6; RL 3; SL 1a, b, c, d)

Activity 19 Surveying the Text TE p. 27 (RI 5a)

Activity 20 Making Predictions TE pp.27-28

Activity 21 Noticing and Stopping to Understand New or Difficult Words TE pp. 28-29 (L 4a, c, d; 6)

Activity 22 First Reading TE pp. 30-32 (RI 1)

 <http://www.cnn.com/2013/08/27/us/into-the-wild-missing-teen/>

 [Alaska Map Handout.doc](#)

 [Anticipation Guide for Into the Wild.doc](#)

 [Artistotle Tragic Flaw Essay Pre-Write.doc](#)

 [Artistotle Tragic Flaw Essay Prompt.doc](#)

 [Bus Assignment Sheet for Into The Wild.doc](#)

 [Bus Assignment This is My Bus.doc](#)

 [Death of an Innocent Outside Mag Article.doc](#)

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- Activity 23 Considering the Structure of the Text TE pp. 32-33 (RI 5; SL 1)
Activity 24 Annotating and Questioning the Text TE pp. 33-35 (RI 2)
Activity 25 Analyzing Stylistic Choices TE pp. 35-36 (RI 4; L 3a, 5a, b)
Activity 26 Summarizing and Responding TE p. 36-37 (RI 2; W 2, 10)
Activity 27 Thinking Critically TE p. 37-38 (RI 1, 3, 5, 6; SL 1)
Activity 28 Surveying the Text TE p. 38, 39) (RI 5a)
Activity 29 Making Predictions and Asking Questions TE p. 38-39
Activity 30 Noticing and Stopping to Understand New or Difficult Words TE p. 39-40 (L 4a, c, d; 6)
Activity 31 First Reading TE p. 40-41 (RI 1)
Activity 32 Considering the Structure of the Text TE p. 42-43 (RI 5; SL 1a. b. c)
Activity 33 Annotating and Questioning the Text TE p. 43-44 (RI 2)
Activity 34 Analyzing Stylistic Choices TE p. 44 (RI 4; L 3a, 5a, b)
Activity 35 Thinking Critically TE p.45-46 (RI 1, 3, 5, 6; SL 1a)
Activity 36 Summarizing and Responding TE p. 47 (RI 2; W 2, 10)
Activity 37 Reflecting on Your Reading Process TE p. 47-48
Activity 38 Writing under Pressure TE pp. 48- 50 (W 5)
Activity 39 A Take-Home Essay TE p. 51
Activity 40 A Researched Essay TE p.51-52 (W 5)
Activity 41 Taking a Stance TE p.52-53 (W 1, 5, 9; L 3a)
Activity 42 Gathering Evidence to Support Your Claim TE p. 53-54 (RI 7; W 7, 8, 9)
Activity 43 Composing a Draft TE p. 54-55 (W 1, 2:4, 10)
Activity 44 Considering Structure TE p. 56-58 (W 1a, b, c, e, 2a, b, c, d, e; 4, 9)
Activity 45 Using the Words of Others TE p. 59-60 (W 8)
Activity 46 Using Model Language TE p. 61 (RI 6, W 1d, 2e; L 3)
Activity 47 Revising Rhetorically TE p.62-64 (L3, 1f, 2d, W 1c, 1d&2e, 2c, 4, 5; RI 1, 1f, 5, 6; SL 1)
Activity 48 Considering Stylistic Choices TE p.64 (L 3, W 2d)
Activity 49 Editing the Draft TE p. 64-65 (L 1a, b, 2a, b; W 5)
Activity 50 Responding to Feedback TE p.65-67 (W 5)
Activity 51 Reflecting on Writing TE p. 67-68 (W 10)

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 [The Call of the Wild - Documentary on Chris McCandless - Part 9 of 10.flv](#)
 [The Call of the Wild - Documentary on Chris McCandless - Part 10 of 10.flv](#)
 [Twitter Assignment.doc](#)



The Value of Life

(Week 25, 5

Value of Life

Reading Selections

























A Human Life Value Calculator (Web) Feinberg, Kenneth. "What is the Value of a

-  [Hamlet Bouquet Assignment.rtf](#)
 [Hamlet Character Traits.docx](#)

Standards & Benchmarks**Text Support****Resources**

Weeks)


Human Life?" *This I Believe*. National Public Radio, 25 May 2008 Web.
Jobs, Steve. Commencement Address. Stanford University Commencement Weekend. Stanford, CA, 12 June 2005, Address.
Jones, Chris. "Roger Ebert: The Essential Man." *Esquire* 16 Web. 2010
Ripley, Amanda "What Is a life worth?" Time 11 Feb. 2002. 22-27 Print
Shakespeare, William *Hamlet* Act 111, Sc. 1,:Hamlet's "to be or not to be" soliloquy
Activity 1 Getting Ready to Read TE p. 3
Activity 2 Exploring Key Concepts TE p. 3
Activity 3 Surveying the text TE p. 4-5 (RI 5a)
Activity 4 Making Predictions and Asking Questions TE p. 5
Activity 5 Understanding Key Vocabulary TE pp.6-7 (L 4a, 4d, L 6)
Activity 6 First Reading TE p. 8 (RI 1)
Activity 7 Considering the Structure of theText TE p. 9 (RI 1,5; RL 5; SL 1; L1, 3, 3a, b)
Activity 8 Noticing Language TE p. 9 (L 1, 3, 3a)
Activity 9 Annotating and Questioning the Text TE p.10 (RI 2)
Activity 10 Analyzing Stylistic Choices TE p. 11-12 (RL 4; L3a,5a, b)
Activity 11 Postreading: Summarizing and Responding TE p. 12 (RL 2, W2, 10)
Activity 12 Thinking Critically TE p. 13 (RI 1, 3, 5, 6 SP 1)
Activity 13 Charting Multiple Texts TE p. 14 (RI 7)
Activity 14 Surveying the Text TE p. 15 (RI 5a)
Activity 15 Making Predictions and Asking Questions TE 17
Activity 16 Understanding Key Vocabulary TE p. 17 (L 4a, d L6)
Activity 17 Reading for Understanding TE p. 19 (RI 1)
Activity 18 Mapping the Organizational Structure TE p. 19 (RI 5, SL1a, b)
Activity 19 Noticing Language TE p. 20 (RI 4, L1a, b)
Activity 20 Annotating and Questioning the Text TE p. 21 (RI 2)
Activity 21 Analyzing Stylistic Choices TE p. 21-22 (RI 4, L3a, 5a, b)
Activity 22 Postreading: Summarizing and Responding--The Mock Interview TE p. 23-24 (RI 2, W2, 10)
Activity 23 Thinking Critically TE p. 24-27 (RI 1, 3, 5, 6, SL 1a, b, c, d)
Activity 24 Charting Multiple Texts TE p. 27 (RI 7)
Activity 25 Process Quickwrite TE p. 28
Activity 26 Prereading: Surveying the Text TE p. 28 (RI 5a)
Activity 27 Making Predictions and Asking Questions TE p. 29
Activity 28 Understanding Key Vocabulary TE p. 29-31 (L4a, b, c, d, 6)
Activity 29 Reading for Understanding TE p. 31 (RI 1)
Activity 30 Annotating and Questioning the Text TE p. 31(RI 2)
Activity 31 Postreading: Summarizing and Responding TE p. 32 (RI 2 W 2, 10)
Activity 32 Thinking Critically TE p.32-33 (RI 1, 3, 5, 6)
Activity 33 Charting Multiple Texts TE p. 34 (RI 7)
Activity 34 Prereading: Surveying the Text; TE p. 34-35 (RI 5a)
Activity 35 Making Predictions and Asking Questions TE p. 35

 [Hamlet Jack Test.doc](#)
 [Hamlet LitChart.pdf](#)
 [Hamlet Team Reading Word List.docx](#)
 [Hamlet The House that Jack Built.ppt](#)
 [Hamlet To Be or Not To Be Handout.doc](#)
 [Hamlet To Be or Not To Be PowerPoint.ppt](#)
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 [Value of Life Writing Prep.ppt](#)
 [Value of Life Writing Prompt.pdf](#)
 [What is a Life Worth.ppt](#)

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- Activity 36 Understanding Key Vocabulary TE p. 36** (L4a, c, d, 6)
- Activity 37 Reading for Understanding TE p.37** (RI 1)
- Activity 38 Annotating and Questioning the Text; TE p. 37** (RI 2)
- Activity 39 Postreading: Summarizing and Responding TE p.38** (RI 2 W2, 10)
- Activity 40 Thinking Critically TE p.39** (RI 1, 3, 5, 6)
- Activity 41 Charting Multiple Texts TE p. 40**
- Activity 42 Assessment of Rhetorical Reading Strategies TE p.40-44** (RI 7)
- Activity 43 Reading the Assignment TE p. 44 W 5)**
- Activity 44 Analyzing the Assignment TE p.44-47** (W5)
- Activity 45 Taking a Stance TE p.47-48** (W5, 9 SL 1)
- Activity 46 Formulating a Working Thesis TE p. 48** (W5, 9 SL 1)
- Activity 47 Generating Evidence to Support your Claims TE p.49** (RI 7 W7, 8, 9)
- Activity 48 Getting Ready to Write TE p.50** (W5, 10)
- Activity 49 Writing Rhetorically: Composing a Draft TE p.50-51** (W1, 2, 4, 9, 10)
- Activity 50 Considering Structure: Organizing the Essay** (W1, 1a, b, c, e, 2, 2a, b, c, d, f, 4, 9)
- Activity 51 Developing the Content TE p. 51-52** (W1a, b, c, e, 2a, b, c, d, f, 4, 5, 9)
- Activity 52 Using the Words of Others (and Avoiding Plagiarism)TE p. 53-54** (W 8)
- Activity 53 Using Model Language TE p. 55** (RI 6; W1d, 2e; L3)
- Activity 54 Revising Rhetorically TE p.56-58** (W1c, d, f, 2c, e, 4, 5; RI1, 5, 6; SL 1)
- Activity 55 Considering Stylistic Choices TE p.58** (L3, a; W1f, 2d)
- Activity 56 Editing the Draft TE p.59** (L1, a, b, 2, a, b; W5)
- Activity 57 Responding to Feedback TE p. 59-61** (W 5)
- Activity 58 Reflecting on Your Writing Process TE p. 61** (W10)
- Activity 59 Reflecting on the Writing TE p. 62**
- Activity 60**Prereading *Hamlet Act 1 / Getting Ready to Read (Quickwrite) – “One of your parents just passed away. How long should your surviving parent wait to remarry, and as a young adult, do you believe you should have a say in this decision? Would a new marriage in some way lessen the value of your parent’s first marriage or life in your eyes?”*
- Activity 61 Surveying the Text** (RL 5a and SL 1a) – *Hamlet* is Shakespeare’s most reproduced, translated, and performed play. From what you have heard about *Hamlet*, what can you infer this text will be about? Who is/was the intended audience? Do you think that Shakespeare’s purpose in writing the text will be explicitly stated or implied? Whose perspective is likely represented by the text? Why might a person such as yourself respond positively or negatively to this text? How will text fit into the thematic landscape of the other texts we have read in this module?
- Activity 62 Understanding Key Vocabulary** see 

<http://www.vocabulary.com/lists/251234#view=notes>

Activity 63 Reading for Understanding (RL 3, 5 and 7; W 1a, 1b, and 1e) Reread *Hamlet* Act I Scene 2 lines 129-159. This is Hamlet's first soliloquy and the audience's first glance into Hamlet's inner conflict about his mother's hasty remarriage to his uncle Claudius following the recent death of his father, King Hamlet. As this is only the second scene in the play, the audience is still being introduced to the main characters and learning about the current political situation in Denmark. Based on your reading of this soliloquy, how does Hamlet feel about his mother's marriage? Cite specific lines from the text to support your view.

Activity 64 Considering the Structure of the Text (RL 3 and 5; SL 1a, 1b, 1c and 1d) Look again at the structure of Hamlet's soliloquy (Act I Scene 2 lines 129-159). Answer the following questions in small groups or with a partner: Where does Hamlet express the central theme of this soliloquy? What is that theme? Where does the use of parenthetical phrases (look for dashes) indicate a change in the direction of Hamlet's thoughts? What does this indicate about his emotional state? Why does Hamlet's speech end so abruptly?

Activity 65 Noticing Language (RL 4 and 6; L 1a and 1b) Find examples in this soliloquy (Act I Scene 2 lines 129-159) where Hamlet makes either mythological or Christian allusions. How do these comparisons strengthen the effect of Hamlet's argument?


Activity 66 Analyzing Stylistic Choices (RL 6; L 5b) This is a culminating assignment. See Activity 99.

Activity 67 Post-reading Section One / Summarizing and Responding (RL 2; W2 and 10) This is a culminating assignment Summarize in a sentence the main tenant(s) of this speech.

Activity 68 Thinking Critically TE pp. 19-21 (RL 1, 3 and 6; SL 1a, 1b, 1c and 1d) A soliloquy is dramatic convention that allows a character to speak aloud his or her thoughts. After reading Hamlet's soliloquy at Act I Scene 2 lines 129-159, would you say that Hamlet's reasoning at this point in the play is largely based off of emotion (pathos) or logic (logos)? Where does he make his strongest emotional appeal? Where does he make his strongest logical argument? When does he make ethical (ethos) appeals in the text? Which of these appeals appears to be the most effective?

Activity 69 Prereading *Hamlet Act 2 / Getting Ready to Read (Quickwrite)* – "Hamlet has just seen a ghost. How might this experience affect his actions in Act 2? How do people's view on death and the condition of the dead, affect how they live their lives? How does it change the way they value their own life and the lives of others."

Activity 70 Surveying the Text What skills have you had use to navigate and understand Shakespeare's writing? What have you observed about the rhythmic pacing of character dialogue, and the use of line breaks, contractions, and rhyme?

Activity 71 Understanding Key Vocabulary See 

<http://www.vocabulary.com/lists/252062#view=notes>

Activity 72 Reading for Understanding (RL 3, 5 and 7; W 1a, 1b, and 1e) Reread

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Hamlet Act II Scene 2 lines 557-614. This is Hamlet's second thematic soliloquy and another opportunity for the audience to understand Hamlet's deep conflicted feelings. He wants to act but has had difficulty doing so. How has the Player's speech (lines 476-526) pricked Hamlet to action? Cite evidence from the text which reveals and explain Hamlet's emotional response to the First Player's performance.

Activity 73 Considering the Structure of the Text (RL 3 and 5; SL 1a, 1b, 1c and 1d) Look again at the structure of Hamlet's soliloquy (Act II Scene 2 lines 557-614).

Answer the following questions in small groups or with a partner: Where does Hamlet express the central theme of this soliloquy? Where does Hamlet interrupt his own line of thought or ask himself a series of rhetorically damning questions? What does this indicate about his emotional state? How does the structure of the soliloquy change on line 588 ("Bloody, bawdy villain")? And again on line 597 ("About my brains") and why?

Activity 74 Noticing Language (RL 4 and 6; L 1a and 1b) Find examples in this soliloquy (Act II Scene 2 lines 557-614) of dashes being used in the text in order to 1) emphasize a thought or 2) interrupt a line of reasoning. Explain the reason for the use of this syntactical device for at least 3 locations in the text.

Activity 75 Analyzing Stylistic Choices (RL 6; L 5b) This is a culminating assignment. See Activity 99.

Activity 76 Thinking Critically TE pp. 19-21 (RL 1, 3 and 6; SL 1a, 1b, 1c and 1d) A soliloquy is dramatic convention that allows a character to speak aloud his or her thoughts. After reading Hamlet's soliloquy at Act II Scene 2 lines 557-614, would you say that Hamlet's reasoning at this point in the play is largely based off of emotion (pathos) or logic (logos)? Where does he make his strongest emotional appeal? Where does he make his strongest logical argument? When does he make ethical (ethos) appeals in the text? Which of these appeals appears to be the most effective?

Activity 77 Prereading *Hamlet Act 3/ Getting Ready to Read (Quickwrite)* – "As Hamlet reflects on the relative value of human life, he essentially asks whether it is more important to live a long life (quantity) or a shorter more fulfilling life of real meaning and purpose (quality)? What do you think?"

Activity 78 Understanding Key Vocabulary 

<http://www.vocabulary.com/lists/253626#view=notes>

Activity 79 Reading for Understanding (RL 3, 5 and 7; W 1a, 1b, and 1e) See *Activity 6*

Activity 80 Considering the Structure of the Text (RL 3 and 5; SL 1a, 1b, 1c and 1d) See *Activity 7*

Activity 81 Noticing Language (RL 4 and 6; L 1a and 1b) *Activity 8.*

Activity 82 Analyzing Stylistic Choices (RL 6; L 5b) *Activity 10.*

Activity 83 Thinking Critically TE pp. 19-21 (RL 1, 3 and 6; SL 1a, 1b, 1c and 1d) *Activity 12.*

Activity 84 Pre-reading *Hamlet Act 4/ Getting Ready to Read (Quickwrite)* – "Hamlet has just "accidentally" killed Polonius instead of his intended target, Claudius. Should his punishment therefore be different than if he had succeeded in

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killing the king? Since our society believes that different “degrees” of murder (and respective punishments) how does this reflect on society’s value of human life?

Activity 85 Surveying the Text Flip briefly through the scenes in Act 4. Notice the quickened pace and shorter length of the scenes in this act. Why did Shakespeare choose to write the falling action of the play in this format?

Activity 86 Understanding Key Vocabulary 

<http://www.vocabulary.com/lists/254284#view=notes>

Activity 87 Reading for Understanding (RL 3, 5 and 7; W 1a, 1b, and 1e) Reread *Hamlet* Act IV Scene 4 lines 34-68. This is Hamlet’s fourth thematic soliloquy and one of the most important scenes in the play. In this scene, Hamlet experiences what Aristotle called a “catharsis” (or emotional purging). He has learned a very valuable lesson from Young Fortinbras, who is willing to make great sacrifices in order to preserve his honor and even to avenge the death of his father, Old Fortinbras. Similar to other characters in the play, Fortinbras is a character foil for Hamlet. Find examples in the text, where Hamlet expresses his admiration for Fortinbras. What lesson has Hamlet learned from Fortinbras about the value of taking action?

Activity 88 Considering the Structure of the Text (RL 3 and 5; SL 1a, 1b, 1c and 1d) Look again at the structure of Hamlet’s soliloquy (Act IV Scene 4 lines 34-68). Answer the following questions in small groups or with a partner: Where does Hamlet express the central theme of this soliloquy? How does Hamlet’s line of reason change following line 48-55 and why (“Examples gross as earth exhort me” to “Even for an eggshell”)? What is the purpose of lines 55-68? Use direct quotes from the text to defend your answer.

Activity 89 Noticing Language (RL 4 and 6; L 1a and 1b) This soliloquy features many concepts introduced earlier in the play (Act IV Scene 4 lines 34-68). For example, compare the image in Act I Scene II lines 150-151 (“O God, a beast that wants discourse of reason / Would have mourned longer!”) with the implied metaphor on lines 35-37 (“What is a man / If his chief good and market of his time / Be but to sleep and feed? A beast, no more.”) What theme is highlighted when Shakespeare revisits an image like this one, comparing man to beast? Find another example in this same soliloquy where Shakespeare repeats an image, metaphor or idea which he used earlier in the play, and suggest one reason why he might have chosen to do so.

Activity 90 Analyzing Stylistic Choices (RL 6; L 5b) This is a culminating assignment. See Activity 99.

Activity 91 Thinking Critically TE pp. 19-21 (RL 1, 3 and 6; SL 1a, 1b, 1c and 1d) A soliloquy is dramatic convention that allows a character to speak aloud his or her thoughts. After reading Hamlet’s soliloquy at Act IV Scene 4 lines 34-68, would you say that Hamlet’s reasoning at this point in the play is largely based off of emotion (pathos) or logic (logos)? Where does he make his strongest emotional appeal? Where does he make his strongest logical argument? When does he make ethical (ethos) appeals in the text? Which of these appeals appears to be the most effective?

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Activity 92 Pre-reading *Hamlet Act 5 / Getting Ready to Read (Quickwrite)* – “Hamlet, Fortinbras and Laertes are all character foils for each other. Fortinbras appears to have a determined plan for his life. Hamlet has just accepted that no matter what the plans of man, “there is a divinity [or fate] that shapes our ends” (5.2) and Laertes appears to live in the moment in his attempt to “go far with little” (4.5). From your own experience and personal observations, which of these approaches to life seem to be the most effective?”

Activity 93 Surveying the Text Compare the 2 scenes in Act 5 with the 7 scenes of Act 4. Why do you think Shakespeare changed the pace for the last act?

Activity 94 Making Predictions and Asking Questions (RL 5a and SL 1a) – From what you have read so far (and reflecting on what you know about Tragedy as a genre), how do you think the play will end? What will Shakespeare’s answer be to many of the key questions he has asked about life and death? Do you think the author’s purpose will be explicitly stated or implied?

Activity 95 Understanding Key Vocabulary 

<http://www.vocabulary.com/lists/254500#view=notes>

Activity 96 Reading for Understanding (RL 3, 5 and 7; W 1a, 1b, and 1e) Reread *Hamlet Act V Scene 2* lines 219-224. After reading these lines, compare Hamlet’s view of life and certainty with his view in the previous 4 scenes we have discussed.

Activity 97 Considering the Structure of the Text (RL 3 and 5; SL 1a, 1b, 1c and 1d) Look again at the structure of Hamlet’s brief speech to Horatio (Act V Scene II lines 219-224). Answer the following questions in small groups or with a partner: Note that this is the only text we have examined closely, which is not a soliloquy, but rather is a brief speech spoken by Hamlet to Horatio. Why, after 4 soliloquies (of at least 20 lines each) does Shakespeare allow Hamlet to sum up his culminating life philosophy in a mere five lines? What about life, uncertainty and fate, has Hamlet accepted at this point in the play? How does this acceptance reflect itself in the relatively brief structure of the speech?

Activity 98 Noticing Language (RL 4 and 6; L 1a and 1b) Earlier in the play, Polonius notes that “brevity is the soul of wit” and Gertrude even asks for “more matter with less art” (Act II Scene 1 lines 90 and 96). Barring Hamlet’s archaic diction in this speech, how does Act V Scene II lines 219-224 reflect the idea that simplicity and clarity go hand in hand? How does the language in this speech compare with the language used in the other earlier soliloquies we have examined?

Activity 99 Analyzing Stylistic Choices (RL 6; L 5b) This is a culminating assignment.

Work together in pairs and complete the following:

1. Translate one of the four soliloquies we have examined during our reading into contemporary colloquial “teenager speech” while still maintaining Shakespeare’s intended theme(s). See Act I Scene 2 lines 129-159; Act II Scene 2 lines 557-614; Act III Scene 1 lines 57-91; Act IV Scene 4 lines

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34-68).

2. Answer each rhetorical question asked based on your understanding of the events in the play (using textual evidence).
3. Be ready to perform your translated soliloquy as a modern dialogue.

Activity 100 Thinking Critically TE pp. 19-21 (RL 1, 3 and 6; SL 1a, 1b, 1c and 1d) Although the speech Hamlet gives in Act V Scene II lines 219-224 is not a soliloquy, it is an important part of the text. Is Hamlet's reasoning at this point in the play largely based off of emotion (pathos) or logic (logos)? Compare Hamlet's reasoning here with his emotional, ethical and logical appeals from his earlier soliloquies?

#42 Thank Your Local English Teacher (There isn't a standard for it but it's just good business practice) Seriously, the 12th grade leadership team rocks my socks off! Thanks for all your hard work!

Brave New World

(Week 30, 4 Weeks)

Brave New World (4 weeks)

Reading Selections:

Brave New World (Novel)

Activity 1: Getting Ready to Read TE p. 3

Activity 2: **Exploring Key Concepts TE p. 4**

Activity 3: **Surveying the text TE p.5** (RI 5a)

Activity 4: **Reading the First Page TE p. 5** (RI 5a)

Activity 5: **Flipping through the Book TE p. 6**

Activity 6: **Making Predictions TE p. 6**

Activity 7: **Understanding Key Vocabulary TE p. 6-7** (L 4 a, b, c, d; RI 6)

Activity 8: **Reading for Understanding TE pp.8-11** (RL 1; SL 1a, b, c, d)

Activity 9: Revisiting Predictions TE p. 12

Activity 10: **Sharing Answers TE p. 12**

Activity 11: **Considering the Structure TE pp. 12-13** (RL 3, 5; SL 1)

Activity 12: **Noticing Language TE pp. 13-14** (RL 4; L 1 a, b)

Activity 13: **Analyzing Stylistic Choices TE pp. 14-15** (RL 4; L 3 a, 5 a, b SL 1)

Activity 14: **Summarizing Responding; Formal Assessment TE pp.15-16** (RL 2; W 2, 10)

Activity 15: **Group Discussion TE p.16-17** (RL 1, 3, 6; SL 1 a, b, c, d)

Activity 16: **Making Predictions TE p. 16**

Activity 17: **Reading for Understanding TE pp.18-20** (RL 1)

Activity 18: **Analyzing Stylistic choices TE p.21** (RL 4; Language 3, 5 a, b)

Activity 19: **Summarizing and Responding TE pp. 21-22** (RL 2; W 2, 10)

Activity 20: **Making Predictions TE p. 22**

Activity 21: **Reading for Understanding TE pp. 23-26** (RL 1)

Activity 22: **Summarizing and Responding TE p. 26**

Activity 23: **Thinking Critically TE p. 27**

Activity 24: **Reflecting on Your Reading Process**

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Activity 25: **Considering the Writing Task TE p. 29** (RL 2; W 2, 10)
Activity 26: **Taking a Stance—Trying on Words, Perspectives, and Ideas TE p. 32** (RL 1, 3, 5, 6)
Activity 27: **Gathering Evidence to Support Your Claims TE p. 33** (W 7, 8, 9)
Activity 28: **Getting Ready to Write TE p. 34** (W 5, 10)
Activity 29: **Composing a Draft TE p. 34** (W 2, 4, 9, 10)
Activity 30: **Considering Structure TE p.35-36** (W 2 a, b, c, f; 4, 9)
Activity 31: **Using the Words of Others (and Avoiding Plagiarism TE p.36** (W 8)
Activity 32: **Negotiating Voices TE pp. 36-37** (RI 6, W 2e; L 3)
Activity 33: **Revising Rhetorically; Formal Assessment TE p. 37-38** (W 1f, 2c, 2d, 2e, 4, 5; RI 1, 5, 6; SL 1)
Activity 34: **Considering Stylistic Choices TE p. 39** (L 3 a; W 1f, 2d)
Activity 35: **Editing The Draft TE p. 39-40** (L 1, a, b, 2, a, b; W 5)
Activity 36: **Responding to Feedback TE pp. 40-41** (W 5)
Activity 37: **Reflecting on Your Writing Process TE p. 41** (W 10)


Language, Culture and Gender

(Week 34, 4 Weeks)

Language, Gender, and Culture (4 weeks)


Reading Selections: (see resources)


“Honor Code” (Newspaper Article)
“phylosophe” (YouTube Video)
“Transformation of Silence into Language and Action” (Journal Article)
“His Politeness is Her Powerlessness” (Excerpt from a Book)
“Prelude: The Barbershop” (Newspaper Article)
Textbook: “A Doll’s House” (Teacher’s Edition pp1018-1081)
Activity 1: Getting Ready to Read TE p.3
Activity 2: Watch “Butler” video, Read Transcript, and Compose Quickwrite on Butler video TE p. 4
Activity 3: Create a Concept Map TE p. 5 (L 6)
Activity 4: Connecting Texts and Their Authors TE p. 6
Activity 5: Connecting Texts and Their Authors TE pp. 6-7 (RI 5a)
Activity 6: Making Predictions Abouts’ Purposes and Arguments (Tannen, Lorde, Brooks, and Young) TE pp. 8-9 (RI 6)
Activity 7: Synonym Chart for Butler, Tannen and Brooks TE pp. 9-10 (L 4, 4a, b, c, d; 5, a, 6)
Activity 8: Reading Brooks for Understanding; Annotating Points of Interest and Questions TE p. 11 (RI 1, 2)
Activity 9: Mapping the Organizational Structure of Brooks’ Article TE p. 12 (RI 5, 5a)
Activity 10: Annotation Tannen’s Article TE pp. 12-13 (RI 1, 2)
Activity 11: Labeling Components of Argument TE p. 13 (RI 5, 5a)
Activity 12: Reflecting on How Writers Use Logos Ethos And Pathos to Shape Our Thinking TE pp. 12-16 (RI 1, 3, 5, 6; SL 1, 1a, b, c, d)
Activity 13: Synonym Chart (Young and Lorde) TE pp. 17-18 (L 4, 4a, b, c, d; 5, b, 6)


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 [TOC Language Gender Culture.pdf](#)

 [The Woman Warrior.ppt](#)

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- Activity 14:Annotation Young’s text TE p. 16** (RI 1, 2)
Activity 15:Creating a conversation among authors TE p. 19 (RI 1, 4, 7; L 1, 1a, b)
Activity 16:Revisiting Predictions for Lorde TE p. 20 (RI 1, 2)
Activity 17:Making a Descriptive Outline for Lorde TE pp. 20-21 (RI 5)
Activity 18:Imitating and Author’s Style and Creating a Visual TE pp. 21-22 (RI 4, 6; L 1, 1a, b; SL 1, 1a, b, c, d)
Activity 19:Rhetorical Effects of Sentence Length and Complexity TE pp. 23-25 (RI 4, 6; L 3, 3a, 5, 5a, b)
Activity 20:Composing a Rhetorical Précis for Lorde TE pp. 25-26 (RI 2, 5, 5a; W2, 10)
Activity 21:Quickwrite to rank texts in Language, Gender, Culture
Activity 22:Chart to rank texts in Language, Gender, Culture
Activity 23:heterically Analyzing the Writing Task TE pp. 28-29 (W 5)
Activity 24:Comparing Two Authors’ Evidence and Adding Your Own TE p. 30 (W 5, 9; LS 1)
Activity 25:Creating a Double-Entry Journal TE pp. 30-31 (RI 7; W 7, 8, 9)
Activity 26:Reviewing Notes and Generating Ideas TE pp. 31-32 (W 5, 10)
Activity 27:Organizing and Ordering Ideas TE pp. 32-33 (W 1, 1a, b, c, e, 4, 9)
Activity 28:Bringing Ideas Together to Create a Draft TE p. 34 (W 1, 4, 9, 10)
Activity 29:Getting Feedback About Using the Words of Others TE p. 34 (W 8)
Activity 30:Using a Graphic Organizer to Analyze Voices TE p. 35 (RI 6; W 1d; L 3)
Activity 31:Writing a Rhetorical Précis for Your Own Piece TE p. 36 (W 1c, 1d, 1f, 4, 5; RI 1, 5, 6; SL1)
Activity 32:Making Stylistic Decisions TE pp. 37-38 (L3, 3a; W 1f, 2d)
Activity 33:Using an Editing Checklist for Peer Feedback and Self Evaluation TE pp. 38-40 (L 1, 1a, b, 2, 2a, b; W 5)
Activity 34:Choosing Which Feedback to Incorporate into Your Draft TE p. 41 (W 5)
Activity 35:Writing about Your Writing TE pp. 41-42 (W10)

Doll’s House

Activity 1:Prereading *A Doll’s House* / Getting Ready to Read (“Connect to Your Life” Quickwrite) See box on TE pp. 1019 - “Think of a time when a friend or relative wasn’t taking you seriously or respecting your opinion. How did this person’s attitude make you feel? What steps did you take to resolve the problem? Share your experience.”

Activity 2:Surveying the Text (“Active Reading: Strategies for Reading Realistic Drama”) See box on TE p. 1019

Activity 3:Making Predictions and Asking Questions (RL 5a and SL 1a) – From what you have read so far, what can you infer this text will be about? What is the purpose of the text? Who is/was the intended audience and how do you know? Do you think the author’s purpose will be explicitly stated or implied? Whose perspective is likely represented by the text? Why might a person like yourself



[Language Gender Culture Cartoons.doc](#)

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respond positively or negatively to the text? How will text fit into the thematic landscape of the other texts we have read in this module?

Activity 4: Understanding Key Vocabulary (“Words to Know”) **See box on TE p. 1019** (“Vocabulary in Action”) and **TE p.1082** (L 4a, 4b, 4c and 4d; L 6)

Activity 5: Reading for Understanding (RL 3, 5 and 7; W 1a, 1b, and 1e)

Examples: What clues within the text reveal the author’s purpose in writing the play? How does the play criticize societal conventions (such as patriarchal societies and laws concerning loans)? Cite evidence from each of the three acts which reveal who is most responsible for the conditions of the marriage depicted in the *Doll’s House*. To what extent is Nora a “victim”? Use examples from the text to defend your answer. How does the play present the idea that moral corruption may be passed from generation to generation? Consider Krogstad and his sons, Nora and her children, Nora and her father, and Dr. Rank and his father. What textual examples can you find which reveal character motivations? Rank each character in order of virtue, explaining which moral quality you think each character embodies and why? Refer to the text to support your analysis. Compare your answer list with a partner.

Activity 6: Considering the Structure of the Text (RL 3 and 5; SL 1a, 1b, 1c and 1d) *Examples:* How does Ibsen’s variation of the traditional 5 act plot sequence add to the tragic ending of the play? Is *Doll’s House* a comedy, tragedy, or both? Argue your position (either in teams or as a group)

Activity 7: Noticing Language (RL 4 and 6; L 1a and 1b) Find examples in the text where stage directions and character dialogue require the audience to distinguish between what it is directly stated in the text from what is actually meant or implied. Create a list of these examples and explicate them using a T-chart.

Activity 8: Analyzing Stylistic Choices (RL 6; L 5b) Example: How do both Nora and Torvald’s speech patterns reflect the cultural and gender norms of late 1800’s western society? Give 5 examples where either Nora or Torvald’s speech provides an extreme example or caricature of his or her gender role.

Activity 9: Postreading Section One / Summarizing and Responding (RL 2; W2 and 10) Break into teams. Each team reenacts a scene from the play, translating the character dialogue into contemporary “teenager speech” while still maintaining Ibsen’s intended theme(s). Alternatively, students can reenact each scene from the play as a tableau.

Activity 10: Thinking Critically TE pp. 19-21 (RL 1, 3 and 6; SL 1a, 1b, 1c and 1d) *A Doll’s House* criticizes the traditional roles of men and women in 19th-century marriage. In Act 1, Torvald’s arguments are primarily logical and Nora’s are primarily based off of emotional appeals. In Act 3, conversely Nora, uses arguments based off of logos and Torvald’s appeals to emotion and pathos. Cite examples from Acts 1 and 3 that contrast the argument style of each character.

**Standards &
Benchmarks**

(Week 38, 1
Week)

Text Support

Resources

Last Updated: Tuesday, October 14, 2014, 10:18AM
Atlas Version 8.0.4

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