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To: Principals of Public and Nonpublic Schools
From: Roseanne DeFabio and James R. Butterworth

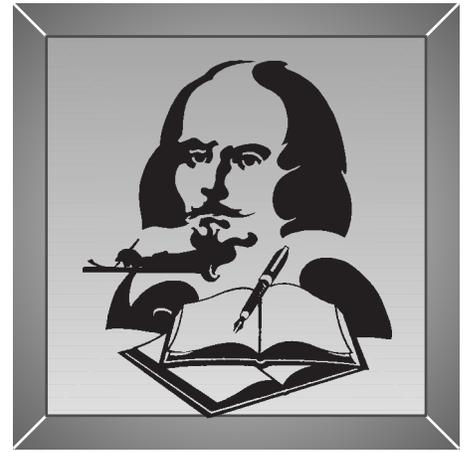
Enclosed is the second of three installments of *Closing the Gap—Teacher to Teacher: Instructional Units from High School English Teachers*. Each installment will contain a collection of instructional units developed by high school English teachers for use with their eleventh- and twelfth-grade students who are facing the challenge of the English Regents examination.

This installment contains the following four instructional units:

- Work—Survival, Success, and Self-Satisfaction
- Teaching a Novel
- The Impact of War
- Puritan Influence

Each unit contains descriptions of activities/tasks, assessment strategies, and the connections to the English language arts standards and core competencies. In addition, the editor has provided introductory comments as well as notes and suggestions throughout the unit. Teachers may want to use all or most of a unit, or select activities that will best support their students' learning. Teachers may also use the format to develop instructional units of their own.

Please be sure that this packet reaches the staff who are working with students who will be taking the English Regents. You may make as many copies as necessary. If you prefer to purchase additional copies, they are \$3.00 each plus a shipping and handling charge of \$3.00 for the first five copies and \$1.00 for every 10 copies thereafter. These copies may be obtained by sending a check made payable to the New York State Education Department to Publications Sales Desk, Third Floor, Education Building, Washington Avenue, Albany, NY 12234.



Closing the Gap— Teacher to Teacher

Instructional Units from High School English Teachers

Installation III:

Work—Survival, Success, and Self-Satisfaction
Teaching a Novel
The Impact of War
Puritan Influence



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TEACHER AUTHORS

AFFILIATION

Amah J. Follyga

Grover Cleveland High School
Ridgewood, NY

Charlene B. Hahn

Cohoes High School
Cohoes, NY

Gail Burnham Kamm

Lansingburgh High School
Troy, NY

Myra Paybarah

Grover Cleveland High School
Ridgewood, NY

Melanie M. Pigeon

Theodore Roosevelt High School
Bronx, NY

Cher Sansone

Monroe Academy for Business and Law
Bronx, NY

Michael A. Sansone

Theodore Roosevelt High School
Bronx, NY

EDITOR

Elizabeth A. Close

Executive Committee Board Member, NCTE
Teacher Researcher, CELA
English Teacher (retired), Guilderland Central
School District

FACILITATORS

Judith K. Rothstein

ELA Consultant
English Supervisor (retired),
Guilderland High School

Marcia B. Clash

ELA Associate, New York State Education
Department

PRODUCTION COORDINATOR

Jan Christman

New York State Education Department

Introduction

In summer 1999, seven high school English teachers came together for a week in Albany to develop and refine instructional units that they had used with their own students. These teachers were selected, in coordination with NYSUT, because their schools had shown an outstanding increase in the number of students passing the English language arts Regents examination.

These units are offered by teachers to their colleagues, who are also facing the challenge of helping high school students to achieve the English language arts standards at the commencement level and to successfully meet the challenge of the English Regents. The units may be used exactly as they are written, or they may be modified to meet particular student needs or accommodate available resources.

The instructional units include the following information:

- A unit overview including connections to the standards and Regents tasks, learning objectives, and recommended duration
- Instructional tasks, activities, and strategies
- Alignment with the English language arts standards, purposes for language use, and core competencies
- Assessment strategies
- A teacher-to-teacher letter from the teacher author.

In addition, a teacher editor has reviewed each unit and added comments that provide additional guidance to the user.

The format that was used for the development of these units is one that can be used by districts or school buildings in their own curriculum development. The process of writing curriculum and identifying the connection to the English language arts standards and assessments is a powerful professional development activity that also results in a usable product.

Work—Survival, Success, and Self-Satisfaction

*Charlene B. Hahn—
Cohoes High School*

Editor's Introduction

In "Work—Survival, Success, and Self-Satisfaction," Charlene Hahn offers a challenging unit that crosses disciplines. There are many ways you can use and expand upon the ideas she presents. This is a unit that should provide many opportunities to include literature selections readily available to you. Talk with the history and career education teachers to get their assistance in developing activities that suit your students. Think about connecting with community businesses to enlist their support.

If you want to take a look at the historical perspective of work in America, you may want to look at Russell Freedman's *Kids at Work* (Clarion, 1994). Although this is a children's book, it should appeal to readers of every age. For additional information about work issues, consult the Internet Service of the Educational Resources Information Center (Keyword: AskERIC; Address: <http://ericir.syr.edu>).

Charlene has included many writing assignments and she has shared some of the rubrics she uses. Although it is important to assess students' writing, you do not need to formally grade every assignment. If you are regularly reading students' work and meeting with them to discuss their efforts, you should be able to select those pieces that you will read for a grade. This is a decision you need to make. *Alternatives to Grading Student Writing*, edited by Stephen Tchudi (NCTE, 1997), should give you some productive ideas for dealing with this issue.

Charlene has spent time reflecting on the needs of her students and the strategies they need to be successful. Helping students develop the skills they need to work in groups, respond in journals, stay organized, and participate in class discussions takes time. If you try to save time by skipping the necessary steps, your students will not be successful.

Keeping a personal teaching journal is a helpful way to grow as a teacher. It is especially useful when you are trying new activities or methods. Plan a regular time at the end of each day or week to record your impressions so that the writing becomes a regular part of your routine. You will be surprised to see how much you can learn from this practice.

Teacher-to-Teacher Letter

Dear Colleague,

As a teacher in a small working-class city school district, I want to share a unit and experiences that have been particularly successful for my students and me. I was looking for ways to connect with my students (juniors and seniors) and to help them connect with literature and writing. The connection was there all along, only I didn't see it. Work! I work! The kids work! Their parents work! We all work! True, we work for different reasons and motivations, but we all work.

Once I focused on the commonalities the world of work afforded, I developed a unit with activities that are successful in helping kids make the connections between literature/reading/writing and their "real" lives. I found that the focused research activities that culminate in presentations using computer-generated slide shows were particularly successful.

When incorporating writing encountered on the job, students are very interested in improving their skills; sometimes they see the possibility of transferring those skills to their jobs and even imagine that it may result in recognition on the job. Besides bridging these two worlds, this unit prepares students for the Regents comprehensive examination in English and the workplace.

Although this unit is designed for a class of students with mixed skill levels, it can easily be adapted for other groups. Adding *Death of a Salesman* and short stories such as "The Catbird Seat" and "Say It with Flowers" will create additional opportunities for critical analysis, technical writing, career exploration, and research.

This unit gave me a great deal of satisfaction because the kids loved it and did so well with it. I am constantly looking for work-related literature to add to the unit, and I'm always working on interesting and creative approaches to the literature. I hope you enjoy this unit as much as my students and I do.

Charlene B. Hahn

Work—Survival, Success, and Self-Satisfaction

Standards Addressed:

- Standard 1—Students will read, write, listen, and speak for information and understanding.
- Standard 2—Students will read, write, listen, and speak for literary response and expression.
- Standard 3—Students will read, write, listen, and speak for critical analysis and evaluation.

Regents Tasks:

Task III - Reading and Writing for Literary Response

Learning Objectives (what students need to know and/or be able to do to succeed):

- to view the world of work as a means of survival, a vehicle to success, and an opportunity for self-satisfaction
- to develop speaking, listening, reading, and writing skills
- to examine the ways various genres explore workplace issues
- to develop and expand vocabulary through the study of literature
- to examine and understand the ways elements of fiction are used in literature to present workplace issues.

Literary Skills Emphasized/Taught:

- situational irony
- repetition
- diction
- sensory imagery
- dialect
- figurative language
- rhyme
- rhythm

Recommended Duration:

4 - 5 weeks

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
	<p>Resources Short Stories "The Verger" - W.S. Maugham "Bargain" - A.B. Guthrie, Jr. "Sweat" - Zora Neale Hurston "A Delicate Balance" - Jose Armas</p> <p>Poetry "Woman Work" - Maya Angelou "Old Men Working Concrete" - Phil Hey</p> <p>Nonfiction "Perfection Is an Insult to the Gods" - Tracy Kidder</p> <p>Listening "Cotton Picking Time" - Maya Angelou, from <i>The Art of Work</i>, by Christina LaRocco and James Coughlin</p> <p>Writing This unit provides many opportunities for both critical pieces and technical writing pieces. The choice of assignments should be based on the needs and abilities of the given class. Ideally, students keep a portfolio that includes both types of writing.</p> <ol style="list-style-type: none"> The essays assigned are expected to be fully developed and organized pieces with introductions, bodies, and conclusions. The ideas must be supported with details from the text. To assist weaker students with using supporting details, I encourage the use of charts and graphic organizers. Journal writing is used throughout as both a pre- and post-reading activity. I have included a rubric for the assignment on situational irony in "The Verger" and "Bargain." This rubric may be modified to fit the other critical essay assignments. I have included rubrics for a memo and directions/instructions. These are "weighted" rubrics. Each part of the written piece has a different value based on the criteria established by the teacher and class. 	<p><i>Portfolios-Some teachers have students maintain a folder in which all writing is stored. Students return to these folders for ideas and to reflect on their writing progress. Other teachers like to use a folder for each new unit. Often the folders are stored in the classroom to ensure that they are available when needed. Think about your needs and those of your students when you make your decisions about how to use writing folders or portfolios.</i></p> <p><i>Graphic Organizers-Most writers benefit from having organizational strategies. If you build the use of different organizers into your lessons, students will have a repertoire to choose from when they sit for the Regents exam.</i></p> <p><i>Journal Writing-Teachers often ask students to keep notebooks in which they record their responses to literature. Think about the kind of notebook you want students to use. Then think about how you might use this journal in your lessons. Keeping a table of contents at the beginning of the journal, and numbering and titling each entry enable the students to return to specific responses.</i></p> <p><i>Rubrics-Involving the students in the development of the rubric for a particular assignment helps the students understand and meet the expectations.</i></p>
<p>ELA STANDARD 1 READING Locate and use school, public, academic, and special library resources for information and research</p>	<p>Research Project (5 - 7 periods) While students are working in class on other aspects of this unit, they are working outside of class to complete a research project. Students choose between two options. Option 1 (Attachment 1) Research paper on workplace issue (Our district uses MLA guidelines.)</p>	<p><i>Time Allocations-You may want to plan some time in the library for research. You can schedule dates to check on progress during this work. Giving students a calendar that shows when certain parts of the research are to be completed may help those students who tend to procrastinate. Offer</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>Use specialized reference sources such as glossaries, directories, and abstracts</p> <p>Read and follow complex written directions and procedures to solve and accomplish tasks</p> <p>Skim texts to gain an overall impression and scan texts for particular information</p> <p>Interpret and evaluate data, facts, and ideas in informational texts</p> <p>Analyze and synthesize information from different sources . . .</p> <p>WRITING</p> <p>Use both primary and secondary sources of information . . .</p> <p>Select and limit topics . . .</p> <p>Analyze and integrate data . . .</p> <p>Take notes and organize information . . .</p> <p>Cite primary and secondary sources . . .</p> <p>Use the language of research . . .</p>	<p>Option 2 (Attachment 2) Career exploration project</p> <div data-bbox="386 470 1047 600" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Assessment</p> <p>A rubric, designed by the teacher with students, is used to assess the final product.</p> </div>	<p><i>special before- or after-school help sessions for students who need assistance with this assignment.</i></p>
<p>ELA STANDARD 1</p> <p>SPEAKING</p> <p>Express a point of view, providing facts and details in support</p> <p>LISTENING</p> <p>Determine the need for more information for clarification</p>	<p>Introduction (2 - 3 periods)</p> <ul style="list-style-type: none"> • Survey students to get information on how many have jobs and what kinds of jobs they hold. Distribute 3 x 5 cards and have students write their name, place of employment, and brief description of duties. I use these cards to draw reluctant students into a discussion of work. Many of the quietest students have interesting jobs and if called on to explain, they will. • Ask students to think quietly for about two minutes about why they work and why others work (parents and grandparents). • After students have had time to reflect on the reasons people work, write the reasons on the board and discuss with students. I refer to these reasons (as well as related issues) as workplace connections. These include: <ul style="list-style-type: none"> ◆ work as a means to survive ◆ work as a means of achieving a goal ◆ interactions in the workplace 	<p><i>Journals-You can ask students to put their reflections in their journals.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
	<ul style="list-style-type: none"> ◆ ethics in the workplace ◆ working for personal fulfillment/pride ◆ traditional roles in the workplace ◆ work and its impact on the family. <ul style="list-style-type: none"> • Have students write the reasons (connections) in their binders. • Ask students to write a journal entry explaining their reasons for working. • Distribute a unit outline of the requirements, literature, writing assignments, and research project options. The goals for the unit are established together as a result of a discussion with the class. Certainly, as the teacher, I would be sure to express to students the importance of developing the skills (reading, writing, speaking, listening) necessary to be successful on the English Regents exam. After establishing the goals with the students, have the students add the goals to the unit outline sheet and keep it in their binder. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment</p> <p>Observe students as they work on tasks.</p> </div>	<p><i>Notebooks/Binders-Here is another organizational strategy that Charlene is using. You can decide to use just the folders and the journals, or you can add the notebook. These are issues you should decide as you plan the unit. Base your decisions on the needs of your students.</i></p> <p><i>Goal Setting-Being involved in this project helps students understand the expectations for the units and will help them in their discussions of the rubrics for specific assignments.</i></p>
<p>COMPETENCIES ACROSS ALL ELA STANDARDS</p> <p>READING</p> <p>Identify a purpose for reading</p> <p>ELA STANDARD 2</p> <p>READING</p> <p>Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</p> <p>Recognize a range of literary elements . . .</p> <p>Recognize the relevance of literature to contemporary and/or personal events and situations</p>	<p>"The Verger" and "Bargain" (5 - 7 periods)</p> <p>Pre-Reading—"The Verger" and "Bargain"</p> <ul style="list-style-type: none"> • Students write a journal piece explaining what life would be like if they were unable to read. What specific problems would they encounter on the job, at home, etc.? • Review and discuss <i>situational irony</i>. <p>"The Verger" (Attachment 3)</p> <ul style="list-style-type: none"> • Explain that the story is set in England and clarify the British references to cigarettes. • Read "The Verger" and discuss the problem faced by the main character and his solution to the problem. • For a post-reading activity have students complete the job application form and interview sheet, both of which are based on the events of the story. This assignment could be used as a quiz grade. • Follow up with a discussion of irony in the story. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment</p> <p>Application and interview sheets assess reading comprehension.</p> </div>	<p><i>Literary Devices and Elements-As you plan your lessons, look for ways to weave in the devices and elements. You want students to understand the terms and use them in their discussions.</i></p> <p><i>Reading Strategies-One way to have students read this story is in pairs. Have students sit close to their partner and read in low voices. When a question or issue arises in the mind of one of the pair, that person voices it and the pair talk about it. This helps the students see the thinking that occurs when reading. You could begin by choosing one student to read with you and model this strategy. Another strategy is to give each student a copy of the story and have him/her record thoughts and questions right on the paper. You can also have students use self-stick notes for this reading. Students can bring the identified issues and questions to the class discussions. For additional reading strategies, you</i></p>

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	<p>Technical Writing Write a memo from a member of the parish council to Edward Albert Foreman. The memo should explain the reasons for firing Foreman. (Prior to this assignment, I would teach the memo format and the characteristics of a well-written memo. Students would also receive models.)</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use the rubric in Attachment 4.</p> </div>	<p><i>may want to find a copy of "You Gotta Be the Book," by Jeff Wilhelm (Teachers College Press and NCTE, 1997), or Reflective Activities, edited by Louann Reid and Jeffrey N. Golub (NCTE, 1999)</i></p> <p><i>Interdisciplinary Connections-Talk with the social studies teacher about developing background for the period of the story.</i></p>
<p>COMPETENCIES ACROSS ALL ELA STANDARDS</p> <p>READING Identify a purpose for reading Determine the meaning of unfamiliar words by using classroom and other resources Distinguish between dictionary meaning and implied meaning of the writer's words</p> <p>ELA STANDARD 2</p> <p>READING Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives Recognize a range of literary elements . . . Recognize the relevance of literature to contemporary and/or personal events and situations</p> <p>SPEAKING Express opinions and support them through specific references to the text Ask and respond to questions and follow up questions to clarify interpretation</p>	<p>"Bargain"</p> <ol style="list-style-type: none"> 1. Explain and discuss the time period of the story and how it may influence the actions of the main character. 2. Choose vocabulary and distribute the vocabulary words and definitions for the story. Discuss them with the students. <p>Note: Since the book I'm using for these stories does not have a glossary, I give the students the vocabulary words and definitions I want them to have. We discuss the words and I point them out again as we read. I do not test vocabulary using any type of objective test. I use what I call an "applied vocabulary activity." Students must respond in writing to questions which use the vocabulary word in context. Example: The vocabulary word is <i>cadaver</i>. Sample question: Why wouldn't you want a <u>cadaver</u> in your house?</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Applied vocabulary activity assesses understanding of identified words.</p> </div> <ol style="list-style-type: none"> 3. Read the story up to the point that Mr. Baumer is injured by Slade and then stop. Students should respond in their journals, explaining how they would handle the problem of Slade and predicting Mr. Baumer's course of action. 4. Complete the story and follow up by discussing their predictions and the actual story ending. Discuss also Mr. Baumer's solution to the problem. (Students will probably question the morality of Mr. Baumer's actions.) 5. Discuss the use of irony in the story. <p>Critical Writing Students respond to both works by writing an essay that examines the use of situational irony in each work. Discuss what should be included in a rubric for</p>	<p><i>Interdisciplinary Connections-Talk with the social studies teacher about developing background for the period of the story.</i></p> <p><i>Vocabulary Strategies-Charlene has thought about ways to help the students understand unfamiliar words. Students need to use and understand new words if these words are to become part of their daily language.</i></p> <p><i>Reading Predictions-Students can clarify their thinking by reacting at a specific point in the story.</i></p> <p><i>Writing Conference-Charlene has her students hold conferences in pairs. Help the students focus on the purpose for the conference.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>ELA STANDARD 3 State an opinion or present a judgment by developing a thesis . . .</p> <p>COMPETENCIES ACROSS ALL ELA STANDARDS WRITING Understand the purpose for writing . . . Identify the intended audience . . . Use tone and language appropriate for audience and purpose Write clear, concise sentences Observe the rules of punctuation . . . Use correct grammatical construction . . . Use an organizational format that provides direction . . .</p>	<p>a final copy of the essay. (For the following day, I would provide a final rubric using a scale of 1 - 4 and based on student input.)</p> <ul style="list-style-type: none"> • Have students give peer feedback on comparative essays (students are paired). • Have students edit and revise essays and submit final copies. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use the rubric in Attachment 5.</p> </div> <p>Technical Writing 1. Complete a set of directions/instructions that Mr. Baumer might give to Al. The directions/instructions should be for a task Al would have in Mr. Baumer's store. (Prior to this assignment, I would discuss the importance of giving/writing clear, precise directions. I would teach/review parallel structure, imperative sentences, and logical order. Students would receive a model set of directions/instructions and write a simple set of directions for making a pizza, programming the VCR, etc. Good reference books for writing directions/instructions are <i>Technical Writing for Success</i> and <i>Writers Inc. School-to-Work.</i>)</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use the rubric in Attachment 6.</p> </div> <p>2. Complete a business letter Mr. Baumer might write to Slade, requesting payment of the bill. (Prior to this assignment, I would review the format for a business letter and teach or review a letter of request. You may want to let students design stationery for Mr. Baumer's store. If computers are available, the business letters can be done on the computer with or without a template.)</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use a rubric that may be designed with the students.</p> </div>	<p><i>They may be looking for ways to improve the content and organization of the essay to assist in revision. Another day students may focus on language conventions to assist with editing. You may want to change partners for the different purposes depending upon the strengths and weaknesses of individuals.</i></p> <p><i>Considering the Needs of Your Students-Charlene has thought about the skills her students need in order to complete this assignment. This is an important step in all planning. You may want to plan several mini-lessons that address specific skills.</i></p>
<p>COMPETENCIES ACROSS ALL ELA STANDARDS READING Identify the purpose for reading Determine the meaning of unfamiliar words by using classroom and other resources Use strategies . . . to assist in comprehension</p>	<p>"Sweat" and "Woman Work" (6 - 7 periods) In preparation for both works, I would review characterization and methods of characterization used by authors. On a page in their binders students would draw five columns horizontally and label each column with a method of characterization. Identify any vocabulary words students should have for a better understanding of the story, and provide students with the definitions. Give students an applied vocabulary activity as a homework assignment, or as an in-class assignment for a quiz grade.</p>	<p><i>Notebook Strategy-Charlene uses the columns as a way for students to organize information. Think about ways you can help your students organize their ideas.</i></p> <p><i>Handbooks-There are several good handbooks designed for high school students. Ideally, each student would have a copy. Try to provide several copies for classroom use.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>ELA STANDARD 2 READING Recognize a range of literary elements . . .</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Applied vocabulary activity assesses understanding of identified words.</p> </div> <p>"Sweat"</p> <ol style="list-style-type: none"> 1. Prior to reading I would review <i>diction</i> and <i>dialect</i>. 2. This story has a high interest level but may be challenging in its reading level. I would recommend that students read this story in class with the teacher. <p>Homework Assignment Determine the method(s) of characterization used by the author and choose words or phrases that reveal the characters' personalities. The words and phrases should be written in the appropriate columns. Do this for Delia, Sykes, and Bertha.</p>	<p><i>Reading Strategy</i>-This is a good place to use the paired reading strategy discussed earlier.</p>
<p>WRITING Write interpretive and responsive essays . . .</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Check charts in notebooks.</p> </div> <p>Critical Writing</p> <ul style="list-style-type: none"> • Using the characterization chart they completed for homework, students will write an essay analyzing the characters of Delia and Sykes with a focus on the motivation for their actions. • Students give peer feedback on comparative essays (students are paired). • Have students edit and revise essays and submit final copy. 	<p><i>Peer Conference</i>-Plan how you will structure these activities.</p>
<p>ELA STANDARD 1 WRITING Select and limit topics for informational writing Apply new information in different contexts and situations</p> <p>COMPETENCIES ACROSS ALL ELA STANDARDS WRITING Initiate communication with peers and adults in the school and local community</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use a rubric that may be designed with the students.</p> </div> <p>Technical Writing Students are to create a flyer or brochure for Delia to use to advertise her laundry business. Students will have to create a name for Delia's business and make decisions concerning prices and policies. Depending on how much time you want to give to this assignment, students could call local laundry/dry cleaning services to determine prices and services. Students could also research the topic through traditional library resources and/or the Internet. A good reference for format is <i>Writers Inc. School-to-Work</i>. This activity allows students to combine artistic talents with technical writing.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use a rubric that may be designed with the students.</p> </div>	<p><i>Multiple Intelligences</i>-Some students' strengths are in areas other than writing. Think of ways you can help students build on their strength as they grow as readers and writers.</p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>ELA STANDARD 2 READING Recognize a range of literary elements and techniques . . . Distinguish between different forms of poetry . . .</p> <p>ELA STANDARD 3 WRITING State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</p>	<p>“Woman Work”</p> <ul style="list-style-type: none"> • Prior to reading this poem I would review <i>rhythm, rhyme, repetition, sensory imagery, and figurative language</i>. • While reading the poem I would discuss the use of the literary elements and techniques. • After reading the poem students will work in groups of three to characterize the speaker in the poem. Each group will select one person to list characteristics from the discussion on the board. Following input from the last group, the class should have a solid characterization of the speaker in the poem. • Students will create a simple graphic organizer of two columns to list examples of the traditional roles of women as portrayed in these two works. <p>Critical Writing</p> <ul style="list-style-type: none"> • Referring to the characterization charts and the graphic organizer, students will use Delia from “Sweat” and the speaker from “Woman Work” to write an essay comparing/contrasting the attitudes of these characters toward their traditional work roles. • Have students give peer feedback on the essays (students are paired). • Have students edit and revise essays and submit final copy. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use a rubric that may be designed with the students.</p> </div>	<p><i>Literary Devices and Elements-Charlene is building this discussion to support her year-long study of poetry.</i></p> <p><i>Discussion Groups-Discussion groups are an excellent way to help students understand literature and rehearse for full class discussions. Students need clear expectations for behavior and products. Charlene has identified specific tasks for the groups.</i></p> <p><i>Organizers-Charlene is using another method of organization. Think about your students and the kinds of organizers that work best for them. Some students like adding sketches to their notes, and others find webs helpful. Strategies that do not work well for you may be successful for some of your students. Include a variety of strategies and allow students to select from them.</i></p> <p><i>Peer Conference-Plan how you will structure these activities.</i></p> <p><i>Rubrics-You can ask students to assess themselves using the rubrics you have developed.</i></p>
<p>ELA STANDARD 2 LISTENING Interpret and respond to texts from a variety of genres, authors, and subjects Recognize features of literary genres in interpreting and responding to presentations of literary texts Recognize and respond to historical . . . conditions . . .</p>	<p>Listening, Taking Notes, and Responding (2 - 3 periods)</p> <p>“Cotton Picking Time” - Maya Angelou, from <i>The Art of Work</i>, by Christina LaRocco and James Coughlin</p> <ul style="list-style-type: none"> • Prior to completing this activity with the students I would review strategies for taking notes. • Review the purpose of the listening passage as it relates to the unit theme, and distribute the task sheet. • Read the passage and have students respond. <p>I provide students with the following directions: Today you will listen to a passage about an author’s childhood memories of cotton pickers who visited her grandmother’s store. You will write a response based</p>	<p><i>Taking Notes-If your students have difficulty taking effective notes, you need to make the time to teach this skill. After the students have taken the notes, give them a quiz on the passage, allowing them to refer to the notes. Have them grade themselves and then have them form small groups and discuss the results of the quiz. Why did some students do better than others? What strategies did those students use? Is there a strategy that I could use? You could also do this as a full class discussion.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>ELA STANDARD 3 WRITING State an opinion or present a judgment . . .</p>	<p>on the situation described below. You will hear the passage twice. You may take notes anytime you wish during the readings.</p> <p>The Situation Your social studies class is studying workers and working conditions in the South during the 1920s and 1940s. Your teacher has asked you to write an essay about the cotton pickers and the working conditions they faced. In preparation for writing your essay listen to a passage by Maya Angelou which describes her childhood memory of cotton pickers. Then use relevant information from the work to write your essay.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Develop a rubric based on the Regents listening/writing rubric.</p> </div>	
<p>COMPETENCIES ACROSS ALL ELA STANDARDS Identify a purpose for reading Use strategies to assist in comprehension</p>	<p>"A Delicate Balance" "Old Men Working Concrete" "Perfection Is an Insult to the Gods" (5 - 7 periods)</p> <ul style="list-style-type: none"> • Prior to reading these works and doing any activities I would ask students to write a journal entry describing a time or situation when they were particularly proud of what they had accomplished. (Try to get students to describe a work-related situation if possible.) • Each of these works looks at the pride and self-satisfaction that can come from a job well done. After reading, have students complete a three-column chart showing examples from each work of pride or self-satisfaction as a result of a job well done. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Check charts.</p> </div>	<p><i>Graphic Organizers-You may want to use a different organizing strategy here.</i></p> <p><i>Assessment-Reading and commenting on entries helps students focus their writing.</i></p> <p><i>Sharing Work-You could have students develop the charts in groups and then post them around the room. Give students time to walk around and view the work of the other groups. Share responses.</i></p>
<p>ELA STANDARD 3 WRITING State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</p> <p>COMPETENCIES ACROSS ALL ELA STANDARDS WRITING Understand the purpose for writing . . .</p>	<p>Critical Essay (3 - 4 periods) Students will use the three pieces of literature above to write an essay similar to the critical lens essay (Task IV) of the Regents exam. In this case the students are writing about three pieces of literature rather than two.</p> <p>Critical Lens "I look on that man as happy, who, when there is a question of success, looks into his work for a reply."—Ralph Waldo Emerson</p> <ol style="list-style-type: none"> 1. Prior to asking students to write using the critical lens I would review some strategies on how to approach this task. This would involve breaking 	<p><i>Test Strategies-Teaching students steps to apply to a specific task assists students in their</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>Identify the intended audience . . .</p> <p>Use tone and language appropriate for audience and purpose</p> <p>Write clear, concise sentences</p> <p>Observe the rules of punctuation . . .</p> <p>Use correct grammatical construction . . .</p> <p>Use an organizational format that provides direction . . .</p>	<p>the assignment down into manageable parts.</p> <ul style="list-style-type: none"> • Explain the critical lens in your own words. • Choose two works of literature that are appropriate for the critical lens. • Agree or disagree with the critical lens, basing your opinion on the choices of literature. • Give two to three specific examples or quotes from the literature which support your opinion. • Explain how literary elements or techniques develop the ideas or theme expressed in the critical lens. <ol style="list-style-type: none"> 2. Students write an essay based on the format of the critical lens as it appears on Task IV of the Regents exam. 3. Students give peer feedback on comparative essays (students are paired). 4. Students edit and revise essays and submit final copy. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment</p> <p>Use a rubric based on the Regents scoring rubric for critical analysis.</p> </div>	<p><i>responses. Make the strategies visible by calling attention to what you are doing when you give the students these steps.</i></p>
<p>ELA STANDARD 2</p> <p>SPEAKING</p> <p>Express opinions and support them through specific references to the text</p> <p>Respond to questions and follow up questions to clarify interpretations</p>	<p>Review/End-of-Unit Activity (1 - 2 periods)</p> <ol style="list-style-type: none"> 1. To review the literature and ideas of the unit, I divide the class into groups (three students in each) and give each a large piece of poster board, a marker, and self-stick notes. 2. Students in each group divide the poster board into seven sections or blocks and label each block with one of the workplace connections we discussed at the beginning of the unit. 3. As a group, students are to discuss each work of literature, write the title on a self-stick note, decide with which workplace connection it best fits, and put it in the appropriate block. 4. Each work may fit into more than one connection; students must understand that there will be overlaps. For an overlap the students must put a duplicate note on the board. 5. One student from each group reports and explains the group's decisions. 6. I have a large poster board that will fit over a portion of the blackboard, and we complete this activity collectively, using ideas from all. This activity is good for tactile learners and visual learners. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment</p> <p>Note the responses of group members.</p> </div>	<p><i>Hands-On Activities-This activity can stimulate lots of discussion in the groups. Be sure you move around and listen to what is happening. You may want to make notes about what you hear, so that you can be sure those ideas come up in the final discussion. You may want to consider adding an art component.</i></p> <p><i>Materials-This activity could easily be completed using less expensive newsprint or construction paper.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>ELA STANDARD 3 WRITING State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</p> <p>COMPETENCIES ACROSS ALL ELA STANDARDS WRITING Understand the purpose for writing . . . Identify the intended audience . . . Use tone and language appropriate for audience and purpose Write clear, concise sentences Observe the rules of punctuation . . . Use correct grammatical construction . . . Use an organizational format that provides direction . . .</p>	<p>Final Writing Assignment (based on Regents Task IV)</p> <p>Critical Writing (3 - 4 periods) Critical Lens (Attachment 7) "Success, remember, is the reward of toil."—Sophocles</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Use the Regents rubric for critical analysis.</p> </div> <p>Note: I designed the career exploration project, using the idea of career cluster in <i>From School to Work</i>, edited by J.J. Littrell, J.H. Lorenz, and H.T. Smith (Goodheart-Wilcox Company, Inc., Tinley Park, IL, 1996, pp. 157 - 189).</p>	

Work—Survival, Success, and Self-Satisfaction Attachment 1

Research Paper—Workplace Issues

Suggested topics for paper on workplace issues:

1. On-the-job stress and how to control and eliminate it
2. Profit sharing for workers
3. Day care centers in the workplace: How do they operate? Are they good for business and workers?
4. Job sharing
5. Flextime work schedules: pros and cons
6. Moonlighting: Why do people have second jobs and what kinds of jobs are people taking?
7. Employing the handicapped: pros and cons
8. Mandatory/random drug testing of employees
9. Polygraph testing of prospective employees
10. Physical problems from job-related computer use
11. The advantages of profit sharing from both employer and employee viewpoints
12. Employee theft: What have been some of the most effective and innovative techniques used in recent years to fight this problem?
13. Safety issues in an industrial area: regulations, abuses, and proposals for change (Select one area.)
14. Computer crime
15. Software piracy
16. Issues of privacy
17. Problems of women reentering the workforce
18. Robots in factory production lines: What is the impact?
19. Consumer credit: origins, directions, and impact on the economy
20. Minimum wage: pros and cons
21. Child labor issues in foreign countries
22. Living and working conditions of migrant farm workers (Select one area of the country.)
23. Mandatory retirement: pros and cons
24. Should public employees be allowed to strike?
25. Labor unions and their impact on American business and industry (Select one or two areas.)
26. The wage gap for women's earnings: the history, the jobs, and the size of the gap
27. White-collar crime
28. Age discrimination in the workplace

Work—Survival, Success, and Self-Satisfaction Attachment 2

Career Exploration Project

Part I Career Clusters

Directions:

1. Read the explanation of a career cluster. Review the list of 15 career clusters (14 are available to choose from; one was used as the sample).

Career Cluster:

A career cluster is a group of jobs that are similar to each other. For example, a nurse, physician, dental hygienist, and pharmacist can be grouped into the same cluster because they are all related to the health field. Jobs can be grouped in different ways. There are 15 career clusters.

- Agriculture
 - Business and office
 - Communications and media
 - Construction
 - Fine arts and humanities
 - Health
 - Family and consumer sciences
 - Hospitality and recreation
 - Manufacturing
 - Marine science
 - Marketing and distribution
 - Natural resources and environmental control
 - Personal services
 - Public service (used in sample)
 - Transportation
2. Choose two career clusters from the list given.
 3. Prepare a chart for each cluster, using the sample as a model. Complete the fourth column of the chart by contacting local Chambers of Commerce. Specific local employers may be located in Cohoes, Troy, Schenectady, Albany, Colonie, Clifton Park, Green Island, Watervliet, and Waterford.

**SAMPLE CHART
PUBLIC SERVICE**

MAJOR CATEGORIES	EXAMPLES OF CAREERS	TYPICAL PLACES OF EMPLOYMENT	SPECIFIC LOCAL EMPLOYERS
Federal services	Mail carrier Mail clerk Armed services worker Social Security administration clerk Internal Revenue Service worker FBI agent CIA agent USDA meat inspector	Post office Armed forces Social Security Administration Other federal offices	United States Post Office, Cohoes branch United States Army, Navy, Air Force, and Marines O'Brien Federal Building in Albany
State and local services	Teacher Teacher's aide Firefighter Police officer Sanitation officer Coroner Librarian Social welfare service aide Correction officer	School City government County government Library State government	Cohoes City School District City of Cohoes Albany County Cohoes Public Library N.Y.S. Dept. of Social Services Attica State Prison

**Part II
Job Profiles**

Directions:

1. Look at the career cluster charts you completed for Part I.
2. Choose five jobs from the column labeled "Examples of Careers."
3. Research these five jobs, using career information guides. Determine the training and education needed for each career, expected earnings, working conditions, and job prospects for the future.
4. Using the Guidance Information System (GIS), research New York State's employment potential for those jobs.
5. Using GIS, locate two- or four-year colleges which provide training or courses for the jobs you've chosen.
6. Organize the results of your research in a table or chart, using a computer program.

Suggested Sources:

Library

Dictionary of Occupational Titles
Occupational Outlook Handbook
Guide for Occupational Exploration

Guidance

Encyclopedia of Careers and Vocational Guidance

Work—Survival, Success, and Self-Satisfaction

Attachment 3

Post-Reading Activity: “The Verger” Employment Card

Name _____

Directions:

Use the story to respond to each question.

Employee’s full name	_____	_____	_____
	Last	First	Middle
Place of employment	_____		
# of years employed there	_____		
Brief description of duties	_____ _____ _____		
Previous jobs held	_____ _____ _____		
Dismissal Promotion Reasons	_____ _____ _____ _____		

1. Fill out the employment card for the verger of the church. This card must be filled out for all employees of the parish.

Post-Reading Activity: "The Verger" Interview

A reporter for the *London Chronicle* is doing an article on successful businessmen and therefore is interviewing Albert Edward Foreman. The interview questions are below. Pretend you are Albert Edward Foreman, and respond to each question as he would.

1. What made you decide to open a tobacco and news shop?

2. I understand you were previously employed by St. Peter's, Neville Square. How did you feel right after the vicar fired you?

3. How did your wife feel about your opening a tobacco shop?

4. How many years has it been since you opened your first shop? _____

5. How many shops do you now have? _____

6. Would you tell our readers your approximate worth? _____

7. Do you now have any bitter feelings about being fired from St. Peter's?
Explain, please.

Work—Survival, Success, and Self-Satisfaction Attachment 4

Scoring Rubric for Writing a Memo

Task:

As a member of the parish council, write a memo to Edward Albert Foreman explaining your decision to remove him as verger.

Goal/Standard:

Compose a well-organized and coherent memo for specific purposes and audiences.

Scoring Criteria	1	2	3	4	Score
Audience	Shows no sense of audience	Shows inconsistent sense of audience	Shows some sense of audience	Is written for audience given	___ x 3.25 ___ (13)
Organization • Main idea first, then explanations	Shows no organization	Shows inconsistent organization of ideas	Shows some organization of ideas	Main idea is clearly presented and explanations follow	___ x 5 (20)
Message • Clearly and briefly covers one topic in memo • Includes congratulations and thank-you	Expression of ideas covers more than one topic and is unclear and too lengthy No positive statement or thank-you	Ideas are unclear but do stay on one topic Positive statement but no thank-you (or vice versa)	Ideas are generally clear and brief and stay on one topic Positive statement but no thank-you (or vice versa)	Ideas are presented clearly and briefly on one subject Positive statement with thank-you	___ x 5 (20)
Format • TO, FROM, and DATE lines • SUBJECT line	Incorrect names or titles SUBJECT line is unrelated to the message of the memo	Names are used but titles are left out Incorrect date format SUBJECT line is not clearly related to the memo	Names are used but titles are left out SUBJECT line is unfocused and contains too much or too little information	Specific names and titles are used SUBJECT line clearly summarizes the memo	___ x 3.25 ___ (13)
Mechanics • Capitalization • Punctuation • Spelling	Four or more errors	Two to three errors	One error	No errors	___ x 5 (20)
Appearance	Messy, sloppy, and unprofessional in appearance	Three or more cross-outs or corrections	Neat with no more than two corrections or cross-outs	Professional looking	___ x 3.25 ___ (13)

Name _____

Score _____

Period _____ Date _____

Work—Survival, Success, and Self-Satisfaction Attachment 5

Rubric: Essay on Use of Irony in “The Verger” and “Bargain”

QUALITY	4	3	2	1
MEANING The essay uses ideas from “The Verger” and “Bargain” to show the use of situational irony in both works. _____	Shows a good understanding of how situational irony is used in both works. Understanding is accurately based on ideas from the two works. Connects and compares ideas in the two works.	Shows a plausible understanding of the use of situational irony, using some ideas from the two works. Makes some connections or comparisons.	Shows some understanding of situational irony as used in the two works. Contains few or no connections or comparisons.	Shows little understanding of situational irony as portrayed in the two works. Contains few or no connections or comparisons.
DEVELOPMENT The essay is presented through the use of specific, accurate, and relevant ideas from the works. _____	Makes good use of specific references and examples to support the discussion. Develops ideas fully.	Makes use of specific references and examples to support the discussion. Includes details but ideas are not fully developed.	Uses some ideas or information from the passages. Includes details that may be inaccurate or irrelevant.	Uses vague or unsupported ideas or presents a list of details. Includes inaccurate or irrelevant information from the works.
ORGANIZATION The response is coherent and has direction. _____	Shows a focus and exhibits a logical organizational structure through such things as introduction, conclusion, and transitions.	Show focus and has a recognizable organization.	Shows some direction but the organization is weak.	Lacks focus and shows little or no evidence of organization.
LANGUAGE USE The response shows effective use of words, sentence structure, and sentence variety to convey ideas. _____	Conveys ideas in original and precise language. Shows use of sentences that are varied in length and structure.	Uses ordinary language or language from the passages to convey ideas. Uses sentences that are unvaried in length and structure.	Uses ordinary, imprecise language to convey ideas. Uses sentences that are unvaried in length and that may be constructed incorrectly.	Includes vague, inappropriate, and/or incorrect language. Uses run-ons or sentence fragments.
CONVENTIONS The response uses standard spelling, punctuation, paragraphing, grammar, and usage. _____	Uses correct spelling, punctuation, paragraphing, grammar, and usage.	Uses generally correct spelling, punctuation, paragraphing, grammar, or usage.	Contains minor errors in spelling, punctuation, paragraphing, grammar, or usage that may interfere with understanding the ideas.	Contains errors in spelling, punctuation, paragraphing, grammar, or usage that often interfere with understanding the ideas.

_____ **Score**

_____ **Name**

Comments:

Work—Survival, Success, and Self-Satisfaction Attachment 6

Scoring Rubric for Directions/Instructions: “Bargain”

Scoring Criteria	1	2	3	4	Score
Audience	Shows no sense of audience	Shows inconsistent sense of audience	Shows some sense of audience	Is written for audience given	___ x 5 ___ (20)
Format <ul style="list-style-type: none"> • Steps are numbered or bulleted • Steps begin with a command • Explanations come after the direction • Steps are organized in a logical order • Appropriate amounts, numbers, or distances are given 	No numbers No commands Explanations placed incorrectly No logical order Specifics missing	Four or more errors in numbering, use of commands, placement of explanations, logical order, and specifics in numbers or distances	Two to three errors in numbering, use of commands, placement of explanations, logical order, and specifics in numbers or distances	All steps are numbered, use of commands, correct explanations, logical order and specifics	___ x 10 ___ (40)
Mechanics <ul style="list-style-type: none"> • Capitalization • Punctuation • Spelling 	Four or more errors	Two to three errors	One error	No errors	___ x 5 ___ (20)
Appearance	Messy, sloppy, and unprofessional in appearance	Three or more cross-outs or corrections	Neat with no more than two corrections or cross-outs	Professional, word processed	___ x 5 ___ (20)

Name _____

Score _____

Period _____ Date _____

Work—Survival, Success, and Self-Satisfaction

Attachment 7

Final Writing Assignment

Task:

Write a critical essay in which you discuss two works of literature you have read from the particular perspective of the statement provided for you in the **critical lens**. In your essay, provide a valid interpretation of the statement; agree or disagree with the statement as you have interpreted it; and support your opinion, using specific references to appropriate literary elements from the two works.

Critical Lens:

Success, remember, is the reward of toil.

Sophocles

Guidelines:

- Provide a valid interpretation of the critical lens which clearly establishes the criteria for analysis.
- Indicate whether you agree or disagree with the statement as you have interpreted it.
- Choose **two** works you have read that you believe best support your opinion.
- Use the criteria suggested by the critical lens to analyze the works you have chosen.
- For **each** work, do not summarize the plot but use specific references to appropriate literary elements (for example, theme, characterization, structure, language, point of view) to develop your analysis.
- Organize your ideas in a unified and coherent manner.
- Specify the titles and authors of the literature you choose.
- Follow the conventions of standard written English.

Teaching a Novel

*Michael A. Sansone—
Theodore Roosevelt High School*

Editor's Introduction

Michael Sansone's focus in this unit is a single novel. He has incorporated strategies for taking notes and writing essays.

Michael is comfortable having his students work in groups to discuss literature. This is an excellent strategy for preparing students for full class discussions and for encouraging them to appreciate the ideas of their peers. Cher Sansone addressed this strategy in her unit called "Book Clubs," published in the first installment of *Closing the Gap—Teacher to Teacher*. If you are new to group work, you will find her unit helpful in getting started.

The Internet Service of the Educational Resources Information Center (Keyword: AskERIC; Address: <http://eric.syr.edu>) is an excellent source for more information on a specific topic. You may want to look for additional information on cooperative learning groups and on strategies for using literature in the classroom.

As you help your students prepare for the Regents exam, think about the strategies they need to be successful. Make the process of response visible. If students are weak in specific skills, teach them the skills in focused mini-lessons. Break the tasks into small steps and show these steps to the students.

Successful classroom practice involves reflection. Take the time to plan before starting a unit. If you run into difficulties as you are implementing a unit, don't give up. If your objectives are valid, you need to think about what you can change to make the unit stronger. Trust your students and build on learning opportunities. Listen to their questions and use them to strengthen your unit; keep your units flexible. Try keeping a personal teaching journal and respond in it as often as you can. This is difficult but can really help you to improve your practice.

At the end of this unit I have attached some suggestions that may help you to go in new directions. You can probably think of many more possibilities.

Teacher-to-Teacher Letter

Dear Colleagues,

I hope you enjoy and are able to use this unit. From my experience at Theodore Roosevelt High School in the Bronx, students enjoy working on this kind of unit. The text that I use works well for me. You may not want to follow the unit exactly as I have written it. That's up to you. Whatever you decide, I am sure you will be successful.

I chose to use the novel *Frankenstein*, by Mary Shelley, because students like scary books. I like it because I am able to address the ideas of prejudice, stereotyping, and social injustice.

From my experience students are actively engaged throughout the unit. They also have fun with it. You will have fun with it, too. Enjoy, and good luck.

I'd like to take this opportunity to thank Ronnie Michelen and the New York City Writing Project for many of the concepts I used in this unit.

Michael A. Sansone

Teaching a Novel

Standards Addressed:

- Standard 1—Students will read, write, listen, and speak for information and understanding.
- Standard 2—Students will read, write, listen, and speak for literary response and expression.
- Standard 3—Students will read, write, listen, and speak for critical analysis and evaluation.

Learning Objectives (what students need to know and/or be able to do to succeed):

- to recognize themes
- to offer evidence based on the text to support their views
- to express, orally, their interpretation so their understanding is expanded
- to learn more about social issues
- to write a literary response.

Literary Skills Emphasized/Taught:

- author's style and language
- theme
- plot
- characterization

Recommended Duration:

2 - 3 weeks

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>COMPETENCIES ACROSS ALL ELA STANDARDS</p> <p>READING Identify purpose for reading</p> <p>WRITING Understand the purpose for writing . . .</p> <p>ELA STANDARD 2</p> <p>READING Read, view, and respond independently to literary works . . .</p>	<p>Resource <i>Frankenstein</i> - Mary Shelley</p> <p>Time Allotments You must decide how many days you want to work on this novel. In my experience it is reasonable to devote two or three weeks to a novel like <i>Frankenstein</i>, using this type of approach. Students will be working in groups. If you decide that you want to work on it for three weeks, you can break the novel down into three parts. You will also need to decide how many times a week students will meet in groups.</p> <p>Introduce the Novel Note: Literature logs are notebooks in which students write their responses to the literature they are reading. All writing about the novel is recorded in this literature log. You will need to explain the concept of keeping a log.</p> <ul style="list-style-type: none"> • Distribute the gothic novel <i>Frankenstein</i>, by Mary Shelley. • Have students study the cover and then freewrite in their literature logs. They can write about anything they can imagine or conclude from looking at the cover. • Have students read the first page of the novel and write a paragraph in response in their literature log. (All writing is done in the literature log.) • Hear a few responses. • Form groups of three or four. Each student in each group will share responses to the cover and the first page. • After each student has shared, the group decides whose response on the cover and whose response on the first page will be shared with the whole class. (The writers whose responses are chosen do not necessarily have to read them to the class. Someone else may be chosen as the reader.) • Each group is heard from. Each group will read two responses—one on the cover and one on the first page. • Discuss as a whole group what readers have noticed about the author's craft/horror in the responses to the novel's cover and first page. 	<p>Book Clubs-<i>Cher Sansone</i> wrote about using book clubs in the first installment of these instructional units. You may want to review how she handled book discussion groups. Her method can be used for study of single as well as multiple novels. Also check <i>Literature Circles</i>, by Harvey Daniels (Stenhouse, 1994). Time allotments and group assignments are two issues you should consider as you plan for this unit.</p> <p>Reading Response Journals-Having students respond to literature is an important aspect of literature study. The students have a place to reflect and to record their thinking. They can refer to the journal when writing more formal assignments. You need to consider the kind of notebook you want students to use and how you will have them respond. You may even decide to use folders stored in the classroom. This is a decision based upon your goals and the needs of your students.</p> <p>Assessment-You will need to consider how you will evaluate the literature logs. Make your expectations for this kind of writing clear, and use those expectations to assess students' efforts.</p> <p>Sharing Responses-Having students share responses allows the other students to hear different understandings. It is also a good way to start discussion.</p> <p>Forming Groups-You need to teach the students how to function in groups. There are many good articles about this. Check AskBRTC.</p> <p>Response Journals-If you use the model that Michael presents, you may want students to title and date each entry. It is possible for students to maintain a table of contents on the first few pages of the log. This makes it easier to locate specific responses.</p>

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<p>ELA STANDARD 1 LISTENING Listen to interpret information and ideas in school and public lectures and speeches</p>	<p>About the Author Find a brief biography on Mary Shelley. Any biography will be sure to mention what went into the writing of <i>Frankenstein</i>. The Internet can be helpful here. Try to limit this biographical piece to no more than a page and a half.</p> <ul style="list-style-type: none"> • Students open their literature logs to a fresh page. • Explain to the students that you will be reading and discussing Mary Shelley and the writing of her most famous novel, <i>Frankenstein</i>. • Students listen to identify connections to the concepts of prejudice, stereotyping, social injustice, horror, and the writer's craft. • As you read and discuss, have students take notes. (You may have to give a mini-lesson on taking notes.) • Students will be asked to use these notes in the formal writing assignment at the conclusion of the unit. (This activity will help prepare students for Task I of the ELA Regents.) 	<p><i>Listening and Taking Notes</i>-Teaching students strategies for listening and taking notes is valuable. You may want to have the students share their notes in their groups. They can discuss the strategies that each used to capture the important ideas from the selection. You may then want to bring the discussion to the whole class.</p> <p><i>Assessment</i>-You can give a quiz and allow students to use their notes. This will help them assess their note-taking strategies. Be sure the questions you develop focus on important issues. The grade for details is not as important as the evaluation of the strategies.</p> <p><i>Mini-Lessons</i>-When you identify a specific skill that the entire class needs to review, plan a 10- to 15-minute lesson to address the needs.</p>
<p>ELA STANDARD 2 READING Read, view, and respond independently to literary works . . .</p> <p>SPEAKING Express opinions and support them through specific references to texts</p> <p>Ask and respond to questions and follow up questions to clarify interpretation</p>	<p>Group Meetings</p> <ul style="list-style-type: none"> • The number of times students meet will be based on the criteria discussed by students and teacher. • Students will read the predetermined number of pages and write at least a full-page personal response before the scheduled meeting. • Each student reads a response to the rest of the group. After the reading, a discussion based on the shared responses begins. <p>Homework Read according to the established schedule. Respond in logs.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Literature logs should have a full-page response for each reading assignment.</p> </div>	<p><i>Developing Criteria for Group Meetings</i>-It is important that the expectations for the groups are clear. It is helpful to develop the expectations for the sessions with your students.</p> <p><i>Reading Schedule</i>-If you have established reading expectations for the week, the students can decide within their groups how many pages will be read each night to meet the schedule. This gives each group some control.</p>

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<p>ELA STANDARD 2 READING Read, view, and respond independently to literary works . . . Recognize and respond to historical and contemporary social, political, and cultural conditions in presentations of literary texts Connect imaginative texts to prior knowledge, personal experience, and contemporary situations</p> <p>SPEAKING Express opinions and support them through specific references to texts Describe the features of the genre and the period to interpret and respond to imaginative texts Ask and respond to questions and follow up questions to clarify interpretation</p>	<p>Focused Group Sessions In these sessions we will focus our attention on the concepts of prejudice, stereotyping, social injustice, horror, and the writer's craft. (Teachers may identify one concept for special attention in each discussion.)</p> <p>Group Members</p> <ul style="list-style-type: none"> • Find incidents from the novel that illustrate one or more of the concepts. • Explain what the members think the writer is doing in each incident. • Find details and events surrounding each incident. • Select the most important ideas discussed to share with the class. • Choose a spokesperson to share those ideas with the class. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Circulate to observe that each group is on task. Stop to ask questions that help groups focus their discussions.</p> </div>	<p><i>Whole Class Discussion-</i> <i>Small group discussions prepare the students to enter whole class discussions. Each student has a chance to hear the responses of others in the small group, and rehearse and revise his/her own responses.</i></p> <p><i>Assessment-</i><i>If you carry a notebook as you walk around, you can make notes about issues you wish to discuss. You can note observations about individuals or about general patterns. You can ask the group to complete progress reports as a way of tracking student participation.</i></p>
<p>ELA STANDARD 3 WRITING State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</p> <p>COMPETENCIES ACROSS ALL ELA STANDARDS WRITING Understand the purpose for writing Use tone and language appropriate for audience and purpose Use prewriting strategies . . . Use the writing process . . . Write clear, concise</p>	<p>Formal Writing Text: <i>Frankenstein</i>, by Mary Shelley</p> <p>Your Task Write an essay in which you show how prejudice, stereotyping, or social injustice is shown in <i>Frankenstein</i>. Use your journal responses, ideas developed in group and class discussions, and notes from the biographical information on Mary Shelley to help you develop your essay.</p> <p>In your essay, be sure to</p> <ul style="list-style-type: none"> • Develop a controlling idea. • Discuss how prejudice, stereotyping, or social injustice is expressed or implied. • Discuss the attitudes in the text with regard to prejudice, stereotyping, or social injustice. • Support your ideas with specific references. • Organize your ideas in a logical and coherent manner. • Follow the conventions of standard written English. <p>Homework Write a first draft.</p>	<p><i>Making Strategies Visible-</i><i>It is good to give students practice in the kind of thinking and writing required for this task. If your students need practice for this task, start by walking them through the assignment. Help them to develop a controlling idea and to think through how they will get support from the selection to support that idea. Charlene Kahn illustrates this strategy in her unit on realism that was included in the first installment of instructional units.</i></p> <p><i>Connection to the Regents-</i><i>If you ask students to use two different genres in responding to these concepts, they will gain experience with Task IV on the ELA Regents.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>sentences</p> <p>Observe the rules of punctuation, capitalization, and spelling . . .</p> <p>Use correct grammatical construction . . .</p> <p>Use an organizational format that provides direction, coherence, and/or unity</p>	<p>Revision</p> <ul style="list-style-type: none"> • Students share drafts and discuss whether or not the criteria are met and make recommendations. • Students should revise and proofread in accordance with criteria discussed by students and teacher. • Students have time for revision and completion of a final copy. <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Assessment</p> <p>After completion of task, collect and score, using a rubric. Scoring will be based on the criteria of the rubric.</p> </div>	<p><i>Writing Conferences</i>—Students can meet in pairs or small groups to share papers. Identify the focus of each conference. When students are looking for ways to improve the content, give them questions that will help them direct their thinking:</p> <p><i>Does the writer have a controlling idea?</i></p> <p><i>Has the writer used relevant evidence from each selection?</i></p> <p><i>Has the writer organized the ideas?</i></p> <p><i>Does the language communicate ideas?</i></p> <p><i>If the conference is for editing assistance, provide a list of conventions for the students to consider. Have copies of a good handbook available for student use.</i></p> <p><i>Criteria for Scoring</i>—A discussion of the criteria with students allows for their input and helps them understand the expectations. You may want to start with the rubric from the Regents exam as a guide.</p>

EDITOR'S SUGGESTED ACTIVITIES:

Working with *Frankenstein* presents many opportunities for additional study. You may want to spend time working with the writer's craft and the elements of this particular genre. In addition, there are many opportunities for interdisciplinary activities.

You can work with the social studies teacher to develop a short inquiry project. Students will probably have many questions about the time period of this novel. What was happening at the time? Why was this novel so appealing to the readers? What was the role of women? What kind of life did Mary Shelley lead? See the description of an inquiry activity in Amah Follyga's unit in this installment.

As you help students develop inquiry questions they wish to research, have them collect books and articles from newspapers, magazines, and online sources to share with their classmates. Students can be collecting articles while they are reading the novel.

The *Times Union*, an Albany newspaper, ran an interesting column by Diane Cameron about *Frankenstein* (October 24, 1999, Section B, p. 1). You can reach this newspaper at <http://timesunion.com>

Another interdisciplinary connection is with the science teacher. As the students are reading, they should have many questions about the role of science in society. The questions they ask about the science in the story are questions that can be asked about scientific research today. Here is an opportunity for students to connect with current issues and to see that literature poses important questions that remain current over time.

The Impact of War

*Amah J. Follyga—
Grover Cleveland High School*

Editor's Introduction

Amah Follyga wants to challenge his students to think about the ramifications of war and develop opinions they can support with their own reading and research. This unit should give teachers a model for addressing important issues with their students.

There are many ways that you can build upon what Amah has shared with you. There are many novels, short stories, plays, poems, and essays on this topic for you to select from. You can choose a specific time period, and even look at current stories of war in the news. You may want to add a more formal research project and include more work, using online resources. This topic certainly offers the opportunity to work with the social studies teacher to develop an interdisciplinary unit.

In addition to possessing a deep knowledge of subject matter, teachers need to have the ability to make sound educational decisions based on their understanding of good practice and knowledge of student needs. When Amah compiled this unit, he incorporated his decisions about when to teach certain pieces of literature. In order to leave those decisions to people who may wish to use this unit, I rearranged activities so that you can more easily select those you may wish to replicate.

Research has shown that developing units around topics of interest and relevance to your students helps to engage all learners. There have been many books and articles written on this subject. One that you will enjoy is *"You Gotta BE the Book"* by Jeffrey D. Wilhelm (Teachers College Press and NCTE, 1997). A good source for information is the Internet Service of the Educational Resources Information Center (Keyword: AskERIC; Address: <http://ericir.syr.edu>).

Amah uses the Regents rubrics as a means of assessing performance. It is always useful to provide guidelines for assessment, and using the rubrics from the exam helps the students become familiar with them. Sometimes it is helpful to select the expectations that suit your needs for a particular assignment. At the end of this teaching unit I have attached an assessment example for one of Amah's assignments so that you can consider another way to provide guidelines. There are many forms you can use. The important thing is to provide students with expectations. I ask the students to evaluate themselves using the guidelines before I collect the final product. I put my score beside their scores so that they can compare results and we can discuss them.

Teacher-to-Teacher Letter

Dear Colleagues,

I teach at Grover Cleveland High School in Queens, where a majority of the LEP students are Eastern European and South American. Currently, I have special education students who are mainstreamed into my classes. To motivate this culturally diverse group of students, I have developed units that incorporate current issues the students can identify with. Students often get involved in readings they perceive as interesting or current. At the same time, by using these units I can use a variety of literary genres appropriate to the grade level.

This unit will help students explore the impact of war. The unit can be completed in four weeks depending on the preponderance of resources the teacher has or his/her willingness to use other resources. The unit schedule is based on a five-day cycle. Each week, the whole class will begin with a close reading of the selected act or scenes of the play, *The Diary of Anne Frank*, written by Frances Goodrich and Albert Hackett. Students will participate in a variety of activities individually and with their peers. Such activities can include related readings, audio and visual presentations, computer-based activities, and project activities. Each of these activities will reinforce the theme of the many ways war impacts lives. It is strongly recommended that each writing activity and project be kept in a portfolio.

I welcome the challenge to motivate my transitional LEP students to meet the new English language arts standards.

Amah J. Follyga

The Impact of War

Standards Addressed:

Standard 1—Students will read, write, listen, and speak for information and understanding.

Standard 2—Students will read, write, listen, and speak for literary response and expression.

Standard 3—Students will read, write, listen, and speak for critical analysis and evaluation.

Regents Tasks:

Task III - Genre Analysis and Comparison

Task IV - Critical Lens

Learning Objectives (what students need to know and/or be able to do to succeed):

- to read and comprehend several works of literature in several genres
- to read and comprehend informational material
- to take notes
- to produce written responses to literature
- to participate in group work
- to participate in conferences with teacher
- to analyze various audio and visual material and public documents.

Literary Skills Emphasized/Taught:

- imagery
- metaphor
- simile
- irony

Recommended Duration:

4 weeks

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>COMPETENCIES ACROSS ALL ELA STANDARDS</p> <p>READING Identify purpose for reading Use strategies to assist in comprehension</p> <p>WRITING Use prewriting strategies . . .</p> <p>ELA STANDARD 2</p> <p>READING Recognize a range of literary elements and techniques and use these elements to interpret the work</p>	<p>Setting the Stage</p> <p>Note: Before you begin this unit, use the setting-stage activities to motivate students to think about the impact of war on our lives.</p> <ol style="list-style-type: none"> 1. Begin by organizing students in groups of four. 2. Instruct students to work as a team, writing down collectively and individually all pieces of information they gather. 3. Have each student play an active role (reporter, recorder, and coordinator, etc.) in the group. 4. Write the following question on the board: What impact does war have on our lives? 5. Direct each group to come up with words that describe their feelings, thoughts, or emotions, such as: <i>persecution, isolation, fear, remorse, duty, nationalism, courage, survival, death, horror, terror</i>, etc. 6. Have each group list texts or films with the central theme of war and its impact on mankind. 7. Have each group present its findings orally to the class. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment Collect each group's notes.</p> </div> <p>Assignment Write a few paragraphs explaining your feelings or emotions about your answers in step 5. This writing assignment will go into the portfolio.</p> <p>Literary Terms Introduce the following literary terms and devices: <i>imagery, metaphor, simile, and irony</i>.</p>	<p><i>Group Activities-If your students are not used to working in groups, you need to introduce your expectations for this work. Students need clear guidelines for behaviors and work responsibilities if the groups are to function efficiently. It helps to assign a task to each student. There are many articles and books about using cooperative groups in the classroom. Ask ERIC is a great place to search for information on this topic.</i></p> <p><i>Group Presentations-Allow time for discussion during and after each report. This may take longer than you initially planned, but it does set the foundation for future class discussions. If you collect each group's notes, you will have a record of the discussion and an opportunity to assess students' effectiveness in the groups.</i></p> <p><i>Portfolio-The word portfolio is used in many ways. Ideally, it is a place to build a collection of writing. Some schools maintain portfolios that follow the students throughout their school careers. Others develop yearly portfolios. Ideally, students return to the folder to review, reflect, and revise pieces.</i></p> <p><i>Some teachers like to have students maintain a folder for a particular unit so that all of the material is in one place. If students have trouble keeping track of work, the folders can easily be stored in the classroom and students add work as it is completed. This becomes a tool for you to use for assessment. Students can move their writing to a permanent portfolio at the end of the unit.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
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EDITOR'S SUGGESTED ACTIVITIES:

Here is an opportunity for some interdisciplinary teaching and to address Standard 1. Amah wants students to consider the impact war has on lives. He has chosen to use literature from different periods and different wars. You might choose to use one war. Talk with the social studies teacher about how you might use this unit in collaboration with work being done in the history course.

A good way to introduce this unit would be to have the students complete a short research project. If you use an inquiry method, the students will be able to develop their questions and seek the answers.

Sample Inquiry Process

Introduction:

1. Bring in some children's books that deal with the impact of war. Check with the school and public librarians for suggestions. If you can find a bookstore that has a strong children's department, speak with the manager there. Children's books give students easy access to the issues they may want to research.

Examples:

Baseball Saved Us, by Ken Mochizuki, is a story about a Japanese family in an internment camp. Many students will find questions they would like to investigate by reading this short book. What were internment camps? Why? What happened to the people and their belongings when they were moved to this camp? What were the living conditions?

Sadako and the Thousand Paper Cranes, by Eleanor Coerr, is the story of a child suffering from radiation exposure after Hiroshima.

Faithful Elephants: A True Story of Animals, People, and War, by Yukio Tsuchiya, looks at the damage war causes to innocent animals and people.

These are three of the children's books that can start teenagers thinking about the devastation that war can cause. All of these focus on WWII.

2. Allow students time to browse through the books, read several, and develop some individual questions.
3. Have students go home and talk with people who have memories of war—any war. Ask them to take notes on what the people describe and bring them to class to share. If they can't find people, ask them to look for any materials (magazine, newspaper, Internet) that address war and its impact.
4. Have students meet in groups.
 - a. Share all the information they have gathered about war.
 - b. Develop questions they would like to answer.
5. Groups report back to the whole class. List many of the possible questions on the board or overhead.
6. Each student selects a question to research.

Research

If possible, take the students to the library to gather answers. If your library is limited, see if you can bring material into the classroom. Give students time to find their answers. Allow students the opportunity to change or adjust the question as needed.

Product

This doesn't have to be a formal paper. Students could prepare bulletin boards, showcases, posters, mini-museums, skits, videos, newspaper articles, pamphlets, etc. Make this an engaging activity. Once again, try to work with the social studies teacher. You could have students use the computer to prepare their presentations. If you have a technology person in the building, you have another interdisciplinary connection.

ELA STANDARD 2

LISTENING

Interpret and respond to texts from a variety of genres, authors, and subjects

Listening and Writing

This activity will help students understand listening and note-taking strategies for literary response. The teacher can read "The Sniper," a short story by Liam O'Flaherty, or play the audiocassette produced by the Language of Literature Audio Library Grade 9. [Audiocassette #4, McDougal Littell, 2000.]

Listening Skills-Before students write, you may want them to discuss their notes. First, have them talk about the strategies they used. Next, have them share the information to ensure that all students are ready for the writing task.

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>Recognize and respond to features of literary genres in interpreting and responding to presentation of literary text</p> <p>Recognize and respond to historical and contemporary social, political, and cultural conditions in the presentation of literary text</p> <p>Connect imaginative texts to prior knowledge, personal experience, and contemporary situations</p> <p>SPEAKING</p> <p>Express opinions and support them through specific references to the text</p> <p>Describe the features of the genre and the period to interpret and respond to imaginative texts</p> <p>Ask and respond to questions and follow up questions to clarify interpretation</p> <p>WRITING</p> <p>Write interpretive and responsive essays</p> <p>ELA STANDARD 3</p> <p>LISTENING</p> <p>Determine points of view, clarify positions, make judgments, and form opinions</p> <p>WRITING</p> <p>State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</p>	<ol style="list-style-type: none"> Distribute discussion questions and prepare students for listening and taking notes based on the questions. Introduce imagery, metaphor, simile, and irony in mini-lessons. <p>Discussion Questions</p> <ol style="list-style-type: none"> Why is the sniper on the roof? How does the sniper hurt his arm? What trick does the sniper play on the other gunman? How do you think the sniper feels about what he is doing? Consider the following: <ul style="list-style-type: none"> the description of his eyes at the beginning of the passage his first reaction to shooting the other gunman his reaction while watching the other gunman fall What do you think of the ending of his story? Is it ironic? Why or why not? <ol style="list-style-type: none"> Give students copies of the stories and have them identify literary elements and find more evidence for their responses to the discussion questions. Have students share their notes and discuss the questions in groups. Have groups report to the whole class for further discussion. <p>Writing Task</p> <p>General Robert E. Lee, in a letter to his wife, once said: "What a cruel thing is war: to separate and destroy families and friends, and mar the purest joys and happiness God has granted us in this world; to fill our hearts with hatred instead of love for our neighbors, and to devastate the fair face of this beautiful world!"</p> <p>Explain whether or not you feel this quote applies to the story, "The Sniper." Use evidence from the passage to support your ideas.</p> <ul style="list-style-type: none"> Provide a valid interpretation of the quote. Use specific, accurate, and relevant information from the story to support your view. Use specific references to appropriate literary elements. Organize your ideas in a logical and coherent manner. Follow the conventions of standard written English. <p>Note:</p> <p>This kind of exercise normally takes 60 minutes. It is suitable for the classes consisting of double periods. If time is an issue, students should write the essay at home.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment</p> <p>Use the rubric from the Regents exam.</p> </div>	<p><i>After the discussion, you can give students copies of the story to use for the writing assignment.</i></p> <p><i>Literary Terms-Reinforce the instruction by using the terms throughout your lessons.</i></p> <p><i>Planning-Amah uses this activity later in his unit, but it seems to be a good way to move students into the unit. This is a decision for each teacher to make.</i></p> <p><i>Time Allocation-You are using this writing as an introduction to the unit. If students are unfamiliar with the task, you may want to guide them through this activity. In that case, you will need to allot several class periods.</i></p> <p><i>Connection to the Regents-If you ask students to use a second text in this writing task, they will gain experience with the critical lens essay (Task IV) on the Regents.</i></p> <p><i>Assessment-Sometimes students have difficulty interpreting the rubrics. You can discuss guidelines and expectations with them and provide your own assessment instrument for them. (Editor's Attachment)</i></p> <p><i>Observe students as they work. Carry a notebook with you so that you can note students who are struggling or students who seem particularly engaged.</i></p>

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<p>ELA STANDARD 2</p> <p>LISTENING Recognize and respond to features of literary genres in interpreting and responding to presentations of literary text</p> <p>Recognize and respond to historical and contemporary social, political, and cultural conditions in the presentation of literary text</p> <p>Connect imaginative texts to prior knowledge, personal experience, and contemporary situations</p> <p>SPEAKING Express opinions and support them through specific references to the text</p> <p>Describe the features of the genre and the period to interpret and respond to imaginative texts</p> <p>Ask and respond to questions and follow up questions to clarify interpretation</p> <p>READING Read works with a common theme and compare the treatment of that theme by different authors</p> <p>Recognize a range of literary elements and techniques and use these elements to interpret the work</p> <p>WRITING Write interpretive and responsive essays . . .</p>	<p>Reading a Play <i>The Diary of Anne Frank</i> —a play by Frances Goodrich and Albert Hackett</p> <ul style="list-style-type: none"> • Have students take the roles of the characters. • Encourage whole class participation. The teacher should be a facilitator. <p>Reading Comprehension and Strategy</p> <ol style="list-style-type: none"> 1. Use a reading response journal during class time. 2. Stop at appropriate moments in the text, and ask students to write responses: <ul style="list-style-type: none"> • What they feel • What they think will happen next • What they heard • What they didn't understand. 3. Share three or four responses aloud—discuss, explain. <p>Continue to read the play, using these procedures.</p> <p>Writing Activities These sample writing activities could be used in the course of reading the play, drawing on other genres with the same theme.</p> <ol style="list-style-type: none"> 1. After you have read Act I, Scenes 4 - 5 of the play, <i>The Diary of Anne Frank</i>, read the poem "War Is Kind," by Stephen Crane, and write a unified essay in which you discuss how war affects lives. <ul style="list-style-type: none"> • Use the ideas from both texts to establish a controlling idea. • Consider the themes of persecution, death, terror, and isolation caused by war. • Use specific and relevant evidence from each text to develop your controlling idea. • Show how each author uses literary elements or techniques to convey the controlling idea. • Organize your ideas in a logical and coherent manner. • Use language that communicates effectively. • Follow the conventions of standard written English. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Assessment</p> <p>Essays will be collected and scored according to the rubrics.</p> </div>	<p><i>Reading Journals—If your students have reading journals, then you can use them. If they do not, you can have them respond on paper and store these responses in your classroom folders.</i></p> <p><i>Being able to respond to literature is an important strategy for students. Before you begin the reading, identify the points in the play where you think it is important to have students respond. You may want them to respond at the end of class rather than at the beginning. You can also call for responses at the beginning of class to get the students' thinking.</i></p> <p><i>Asking students to share responses is a strategy that helps students hear different perspectives. It also gives the teacher a way to assess individual progress.</i></p> <p><i>Background Information</i> <i>Students will need a historical perspective in order to understand this play. If you did not have students complete research for this unit, this would be a good time to enlist the aid of the social studies teacher. If students complete research, refer to that information.</i></p> <p><i>Activities—Amah wove these activities into his study of <i>The Diary of Anne Frank</i>. It is possible to use the shorter readings and combine them with a different novel or play using the same theme. That is a decision each teacher must make based upon the needs of specific students and the materials available.</i></p> <p><i>Introducing Writing</i> <i>If this is the first time your students have encountered this kind of writing, you may want to work through the steps with them. Think about the kind of support (scaffolding) your particular students need, and provide it. Charlene Kohn did this in her realism unit in the first installment of instructional units.</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
		<p><i>Peer Conferences</i>-This would be a good time to introduce writing conferences. Students can use the guidelines they develop to help their peers revise these essays. You can have your students become peer editors as well. Both types of conferences help the students sharpen their writing skills and appreciate the processes of their peers.</p> <p><i>Rubrics</i>-You do not need to use the Regents rubrics for every assignment you give. Students will benefit from a discussion of expectations before they write. Their input can be used to develop an assessment tool. You can use the Regents guidelines as a basis for your assessment tool.</p>
<p>ELA STANDARD 3 WRITING Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective . . .</p>	<p>2. Read “A Horseman in the Sky” (<i>In the Midst of Life, Tales of Soldiers and Civilians</i>, by Ambrose Bierce). Write a critical essay in which you discuss <i>The Diary of Anne Frank</i> and “A Horseman in the Sky” from the particular perspective of the statement provided in the critical lens. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion, using specific references to appropriate literary elements from the two works.</p> <p>Critical Lens “Duty is the sublimest word in our language. Do your duty in all things. You cannot do more. You should never wish to do less.”—Gen. Robert E. Lee</p> <p>To help students complete this assignment and acquire the skills needed to be successful on the new English Regents, break the assignment into parts as follows:</p> <ul style="list-style-type: none"> • Students explain and interpret the critical lens. • Students decide whether or not they agree with the idea expressed in the critical lens and explain. • Students write the first paragraph of the body of the essay, using references from the first work. • Students write the second paragraph of the body of the essay, using references from the second work. • Students write the third paragraph, in which they compare and contrast the ideas developed in both works and show how the ideas prove or disprove the critical lens. • Students write a general conclusion. • Students meet in groups of four to revise or edit, using the rubric as a guide. • Each student revises and writes the final paper. 	<p><i>Helping Students Define the Task</i>-Here Amah has thought about what his students need to do in order to successfully complete the assignment. Reflecting on how to support students is an important aspect of teaching. You can search for information about scaffolding, using AskR.T.C.</p> <p><i>Making Strategies Visible</i>-Students need instruction in how to approach this task. Work with them as they construct their interpretations of the critical lens. Discuss how they can form their opinion about the critical lens, and how they can use the ideas from the text to support their interpretations. The more students hear the thinking of their peers, the better students will be able to respond to this task.</p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
	<p style="text-align: center;">Assessment Collect and score essays, using the rubric.</p>	<p><i>Be careful that you don't make your instruction too rigid. The students should be able to develop their own voices for this writing.</i></p> <p><i>Rubric Students will benefit from helping to design the evaluation tool.</i></p>
<p>ELA STANDARD 1 READING Locate and use school, public, academic, and special library resources for information and research Interpret and evaluate data, facts, and ideas in informational texts</p> <p>COMPETENCIES ACROSS ALL ELA STANDARDS WRITING Understand the purpose for writing . . . Use the tone and language appropriate for audience and purpose Use an organizational format that has direction, coherence, and/or unity</p>	<p>A Sample Culminating Writing Activity</p> <ol style="list-style-type: none"> 1. Use the library or the Internet to read and take notes on the loss of human lives during the two world wars and any subsequent wars that had serious impact on humanity. 2. Use notes from all discussions and the information collected during research to complete the culminating assignment. <p>Assignment Considering all points of view that have been expressed in the reading, both fiction and nonfiction, provide a personal answer to the question stated at the beginning of the unit: "What impact does war have on our lives?" Students may choose their own medium for this response. They might, for example, create a video or write an essay, letter, or poem.</p> <p>Celebrate: Have students share their work.</p> <p style="text-align: center;">Assessment Use an assessment tool designed by students and teacher.</p>	<p><i>Assessment—Students and teachers can develop expectations before the project. This discussion can be used to develop an assessment tool.</i></p> <p><i>Building Resources—Think about novels, biographies, essays, news articles, videos, etc. that deal with war. Collect ideas throughout the year. Whenever you find material suitable for this unit (or any unit), collect it in a folder. You will be amazed at how fast your collection grows. Ideas will come to you when you least expect them. Got them down so that you will have them the next time you use the unit. Don't ever underestimate the ability of your students to contribute to a unit. Ask them for book titles or have them collect articles for you.</i></p>

The Impact of War Editor's Attachment

Grading Expectations: "Sniper" Essay

Name _____ Date _____

					Student	Teacher
Prewriting (20 points)						
A	B	C	D	F		
20-18	17-16	15-14	13	12-0	_____	_____
<i>Student has</i>						
<i>Maintained a folder with all required responses</i>						
<i>Responded thoughtfully to prompts</i>						
<i>Used responses as a source of material for final essay</i>						

Language Use and Conventions (20 points)						
A	B	C	D	F		
20-18	17-16	15-14	13	12-0	_____	_____
<i>Student has</i>						
<i>Written clear, concise sentences</i>						
<i>Varied structure and length of sentences</i>						
<i>Used language that is precise and engaging</i>						
<i>Developed a sense of voice and an awareness of audience and purpose</i>						
<i>Observed rules of punctuation, capitalization, and spelling</i>						
<i>Used correct grammatical construction</i>						
<i>Utilized suggestions from editing conferences</i>						

Final Product (50 points)						
A	B	C	D	F		
50-45	44-40	39-35	34-32.5	32-0	_____	_____
<i>Student has</i>						
<i>Maintained a clear and appropriate focus</i>						
<i>Exhibited a logical and coherent structure through skillful use of appropriate devices and transitions</i>						
<i>Exhibited a strong understanding of the text of the story and the quote</i>						
<i>Developed ideas fully and used a wide range of relevant and specific details</i>						

Best Effort (10 points)						
A	B	C	D	F		
10-9	8	7	6.5	6-0	_____	_____
<i>Student has</i>						
<i>Proofread for errors</i>						
<i>Prepared a paper that represents best work</i>						
<i>Completed the assignment on time</i>						

Puritan Influence

*Gail Burnham Kamm—
Lansingburgh High School*

Editor's Introduction

Gail is required to use a chronological approach to teaching literature. That doesn't mean that she has to abandon her desire to teach good literature in interesting and challenging ways. Students do need to approach literature from many aspects: time periods, genres, and themes. Gail has developed a unit around the Puritans and their contributions to American life. You may want to experiment with the entire unit, or you may prefer to work with specific selections.

Gail makes several important recommendations that you may want to apply to many of your lessons. She suggests that you break writing tasks into smaller units to help your students respond appropriately. This is an important strategy for students to develop. Another recommendation is that you work with a social studies teacher as you develop this unit. Working with an expert in another field is always useful. Look to find ways you can use all of the talents in your building.

At the completion of the work presented here, Gail plans to move to *The Crucible*. She wants the students to apply the ideas and information they gained from working with shorter pieces to their reading of the play. Students should study full-length works as well as shorter pieces, applying the strategies and ideas from earlier activities.

For more information about the time period or about specific teaching strategies, you may want to use the Internet. A good source for information is the Internet Service of the Educational Resources Information Center (Keyword: AskERIC; Address: <http://ericir.syr.edu>).

Teacher-to-Teacher Letter

Dear Fellow/Sister Teacher:

Lansingburgh High School is a small city school which draws students from urban, suburban, and agricultural areas. I have taught there for 20 years, and I welcome the new standards.

The new standards not only can be used with a traditional, chronological study of literature, they can add new life to it. Students become more involved with the literature as they acquire skills required by the standards. The old teacher-centered form of instruction resulted in passive learners, and I hesitate to use the word *learners!* Sometimes I saw less learning than memorizing, and the truly passive students were simply existing.

Students have difficulty seeing that the early colonial period has any bearing on their lives. I chose to do this unit because I wanted to show some ways to attempt to engage modern students with literature that they consider to be ancient. The unit attempts to help teachers overcome the ennui we sometimes encounter when students study this literary period. Since my school requires a chronological study, I have attempted to involve students through their responses, the discussion of which often spins off to what is happening today. The unit leads to the reading of *The Crucible*, which is a new addition to our reading list. I'll be interested to see what my students have to say about the ways it connects with their lives.

Getting students to think has always been a major goal for me. I am delighted when they disagree with me or with each other. In order to disagree, they have to think, and they have to care. As they learn to support opinions, I sneak in a little instruction on paragraph development. Their opinion is their topic. How are they going to support it? As you see, I am a strong believer in the teachable moment. We all know that holding the attention of today's students is a monumental task. Whenever there is an opportunity to reinforce a concept, I do so and move on.

Eleventh grade is the "big year." You probably will find that students are more concerned about English this year. The new Regents comprehensive examination in English is threatening to many adults; can you imagine how our students must feel? Many teachers believe that at the beginning of the school year, students should be presented with the entire scope of the examination so that they will know just what is expected of them. It is a rare student who does not know by now that he/she must pass the examination in order to graduate. To try to reduce anxiety, I will give my students a quick description of the four tasks and tell them not to worry about the examination. I promise them that they will be thoroughly familiar with it by the time they have to take it.

As the standards are reinforced throughout the year, students gradually acquire proficiency. Breaking instruction into small components not only helps overcome today's students' short attention spans, it also reduces tension. Mini-lessons are interwoven with the study of literature. When students have acquired all the skills necessary for successful completion of an examination task, I introduce the actual task. Students are relieved to see that it truly is not formidable. As each task is conquered, its parts are written on the board, where they stay for the rest of the year as a sign of the students' success. I also can refer to what they have already learned as we move on to new tasks. If any students are still struggling, I encourage them to come in for extra help. Keeping them writing and reducing test anxiety have worked for me.

Teaching eleventh grade is a challenge—but I love it. There are not "40-minute miracles" in this unit, but these methods have helped my students. I sincerely hope some will work for you, and I would really like to hear from you if you have any questions or suggestions.

Gail Burnham Kamm

Puritan Influence

Standards Addressed:

- Standard 1—Students will read, write, listen, and speak for information and understanding.
- Standard 2—Students will read, write, listen, and speak for literary response and expression.
- Standard 3—Students will read, write, listen, and speak for critical analysis and evaluation.

Learning Objectives (what students need to know and/or be able to do to succeed):

- to understand the Puritan influence on our literature and culture
- to use freewriting as prewriting
- to develop note-taking skills
- to become more comfortable unlocking the meaning of a poem
- to learn specific literary terms and techniques
- to understand persuasive technique.

Literary Skills Emphasized/Taught:

- Literary devices: hyperbole, imagery, irony, tone, parallel structure, and persuasion
- Literary forms: lyric poetry, iambic couplet, essay
- Reading strategies: word attack, author's purpose, literary response, map interpretation
- Writing strategies: essays

Recommended Duration:

4 weeks

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
	<p>Background Our curriculum requires a chronological approach to American literature in the eleventh grade. The textbook is <i>Adventures in American Literature</i> (Holt, Rinehart and Winston). Students have also been required to write four book reports on full-length works read outside of class each year. In the 1998-1999 school year, those book reports consisted of critical lens essays. Students were given five or six critical lenses to consider for each essay. They had to select one and then write a critical lens essay consisting of an introduction containing an interpretation of the lens and a controlling idea; at least two well-developed body paragraphs, each containing only one topic which supports the controlling idea; and a conclusion which reinforces the controlling idea and draws the essay to a close. Obviously, this is a variation of the writing required for Part IV of the Regents examination.</p> <p>Introduction This unit is planned to help eleventh-grade students understand some of the ways the Puritans influenced American literature and culture. As students work with these various genres they will acquire skills that should help them perform better on the English Regents examination.</p> <p>Prior to beginning this unit, there are some things you can do to make the unit even more successful.</p> <ul style="list-style-type: none"> • Consult with an eleventh-grade social studies teacher to establish what has been studied or will be studied about this topic. This is an ideal opportunity to plan a joint social studies/English project. • Construct a rubric that includes the expectations of the social studies teacher and the English teacher. • Establish a series of dates when the various sections of the project will be due. • Decide which teacher will be responsible for the assessment of each section of the project. <p>I require students to keep a notebook and make an entry for most of the literature studied. Students maintain the notebook throughout the school year and use it as a study tool. (If students maintain the notebook in tenth, eleventh, and twelfth grade, they will have a record of the literature studied in class. Students can then use the notebook as a resource to review the literature studied and to prepare for the critical lens task of the English Regents.)</p> <p>Early in the school year I give students the following format:</p>	<p><i>Preparing for the Regents Task</i>-Gail and her colleagues are looking at ways that they can weave the tasks from the Regents into their daily plans. You can select parts of a task or adapt the task to suit your needs. You are trying to help the students become familiar with the thinking and responses that will be expected of them on the exam.</p> <p><i>At some point students will need to know the criteria for the critical lens essay.</i></p> <p><i>Interdisciplinary Units</i>-Including other disciplines is always an important strategy. It helps students make connections and see applications for their learning.</p> <p><i>Research Opportunities</i>-Here is an opportunity to address Standard 1. Students could do mini-research projects and share their findings. (What was happening in Europe at this time? What were the religious views of the Puritans? What was family life like for these people? What conditions existed during the voyage to the New World?) If you plan to use <i>The Crucible</i>, have some students research the background of the accusations and trials.</p> <p><i>Notebooks/Journals</i>-Some teachers prefer students to keep a journal for their responses to literature. You should think about how you want the students to use this tool and what method will work best for you. In her description of her own response, Gail gives you some ideas for helping your students focus their responses.</p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
	<p>Title: Author: Genre: Literary Term/Technique: Main Characters: Summary: Response:</p> <p>The term <i>response</i> is frequently used in my classroom. Responses are usually written and retained in their notebooks. I make sure the students understand what is meant by this term by modeling a response for them. Early in the semester I read my own response to a piece of literature studied. In my response, I include what I noticed about the piece. I might mention structure, theme, strong characterization, mood, setting, dialogue; the list is endless. I choose aspects the students might notice. I then go to a personal reaction, trying to stay away from a simple statement about whether or not I liked the piece, and focusing more on the emotions brought about by the piece. I might mention some other piece of literature this one reminds me of, or I might write about something from my own life that is similar in some way to the literature.</p>	<p><i>Mini-Lessons</i>-You can build in short, whole class lessons to teach these terms. You want the students to be able to use the language of literature as they discuss and write about their responses.</p> <p><i>Assessment</i>-Observing students as they respond is an excellent way to gather information. You may want to keep a notebook in which you record your observations. You can use this information to plan future lessons and to address issues for individual students.</p> <p><i>Sharing Responses</i>-Students' opinions may differ, but all should feel that their responses will be valued and respected. Differences of opinion can lead to useful and informative discussions.</p>
<p>COMPETENCIES ACROSS ALL ELA STANDARDS READING Distinguish between dictionary meaning and implied meaning of the writer's words Identify purpose for reading</p> <p>ELA STANDARD 1 READING Interpret and evaluate data, facts, and ideas in informational texts</p>	<p>Setting the Context</p> <ol style="list-style-type: none"> 1. Students brainstorm what comes to mind when they hear the word <i>Puritan</i>. Teacher lists these on the board or overhead. This is what is known as an anticipatory set, or warm-up, activity. It should take no more than 10 minutes. Post the list so that it can be referred to during the unit. 2. The teacher models note taking for the students, explaining how to choose important points. 3. Students read and take notes from a selection containing additional information about the time period. I use the text, <i>The Beginnings of the American Tradition to 1760</i>, but you can use other appropriate historical backgrounds. 4. Students work in pairs to construct a list of what they might be thinking about if they were about to emigrate from their home country to a new frontier. 5. What would they anticipate? <ol style="list-style-type: none"> a. What would they fear? b. What would they take? c. What would they leave behind? 6. Volunteers read selected parts of their lists. Encourage discussion. Tell students to keep these lists in their folders. 	<p><i>Anticipatory Set</i>-This term comes from the research of Madeline Hunter. She stressed the need to prepare students for a lesson or unit by planning activities that would help the students move into the learning activities.</p> <p><i>Modeling</i>-You can also have students share their notes in pairs and discuss the strategies they used. Follow this activity with a class discussion so that students can see the many strategies they can use to record information.</p> <p><i>Folders</i>-You will need to make decisions about how you handle papers you want students to use throughout a unit. This may seem to be an unimportant issue, but making expectations clear to students is vital.</p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>COMPETENCIES ACROSS ALL ELA STANDARDS READING Determine the meaning of unfamiliar words by using classroom and other resources</p>	<p>7. Teacher provides a list of vocabulary words for the first set of readings.</p>	<p><i>Vocabulary-There are many ways you can include word study in your lessons. Charlene Kahn offers an interesting strategy in her unit in this installment. You may want to check recent articles on this topic. Try searching AskERIC.</i></p>
<p>ELA STANDARD 1 READING Interpret and evaluate data, facts, and ideas in informational texts</p> <p>ELA STANDARD 2 READING Read, view, and respond independently to literary works . . . Recognize a range of literary elements and techniques . . . Distinguish between different forms of poetry . . .</p> <p>ELA STANDARD 2 SPEAKING Express opinions and support them through specific references to the text</p>	<p>After setting the context, have students read literature:</p> <ul style="list-style-type: none"> • First section from <i>Of Plymouth Plantation</i> • "To My Dear and Loving Husband" • "Upon the Burning of Our House July 10th, 1666" <p>These works help students investigate the nature of Puritan life through the literature of the period.</p> <p><i>Of Plymouth Plantation</i> Read aloud the first section from <i>Of Plymouth Plantation</i>.</p> <ol style="list-style-type: none"> 1. At the completion of the reading, students will work in groups to develop a list of Puritan characteristics. <ul style="list-style-type: none"> • What characteristics helped them to survive? • What characteristics might we perceive as unusual? • What similar characteristics do modern Americans share with Puritans? 2. Groups bring their lists to a class discussion. 3. Class adds and revises original posted list. <p>"To My Dear and Loving Husband" Provide background on Anne Bradstreet. Background information is available in most literature texts. You can also ask the social studies teacher for assistance.</p> <ol style="list-style-type: none"> 1. Review or teach literary terms (<i>lyric poem, iambic couplet, imagery, hyperbole, parallel structure</i>). 2. Give each student a copy of "To My Dear and Loving Husband," and read aloud with the students. Have students look for examples of the literary terms. <p><i>I have students write comments on the right side of the copy or on a separate piece of paper. At the left of each line, I have students note any literary term or technique used, circling or underlining the example. Students exchange papers and discuss their similarities and differences. Students retain their work in their folders.</i></p> <ol style="list-style-type: none"> 3. Students write a response to the poem, focusing on what they have learned about the character of the Puritans and their literature. 4. Bring issues from the discussions to a whole class discussion to bring out understandings and raise questions. 	<p><i>Group Strategies-Make your expectations for group behavior and participation clear. This is another area in which you need to reflect on all of the steps involved and teach your students how to meet your expectations. Students respond best when they are given the support they need to succeed. This is called scaffolding.</i></p> <p><i>Research-Consider adding Anne Bradstreet to your mini-research projects at the beginning of this unit. You could then use the information provided by the students as your introduction to this reading.</i></p> <p><i>Mini-Lessons-You can build in short, whole class lessons to teach these terms. You want the students to be able to use the language of literature as they discuss and write about their responses.</i></p> <p><i>Responding to the Text-Writing on a copy of the text can be very beneficial to the students. Gail has clear expectations as to what she wants her students to note as they read. Your expectations may be different. You may want them to record questions or ideas. They could be identifying</i></p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>READING Read, view, and respond independently to literary works . . .</p> <p>Recognize a range of literary elements and techniques . . .</p> <p>Distinguish between different forms of poetry . . .</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Assessment</p> <p>Circulate while students write, assisting students who need help. Ask students to share and discuss their responses.</p> </div> <p>“Upon the Burning of Our House July 10th, 1666” Follow the same procedure with “Upon the Burning of Our House July 10th, 1666.”</p> <ol style="list-style-type: none"> 1. Have the students work in pairs or groups to read and respond to this poem. Students write on the poem as described. 2. Groups should be focusing on issues concerning the characteristics and literature of the Puritans. 3. Groups report on their discussions and make connections to earlier readings. 4. Students add and revise original posted list. <p>Homework Students write a notebook entry for this poem.</p>	<p><i>passages they feel will help them support their ideas in class discussion. Sticky notes also work well.</i></p> <p>Poetry Response—Sharing the responses is an important step. Students need to see that other people may have different interpretations. They also need to explain and support their own interpretations. Students will have a better grasp of the work if they are able to discuss and explain the different environments.</p> <p>Group Strategy—Successful student groupings require careful planning and knowledge of your students. When you first have students move into groups, you should plan the makeup of each group to ensure that each is balanced for optimal achievement.</p> <p><i>Having all students do the assignment before coming to the group ensures that all have contributions to make.</i> Circle of Learning, by D. Johnson, R. Johnson, and E. Holubec (Interaction Book Co., 1993), is one resource. Harvey Daniels has written about literature groups. You may want to look for more information in <i>Ask&R&C</i>.</p> <p><i>Assigning roles is one technique for scaffolding students during group activities.</i></p> <p>Homework—You will need to determine a method of assessing how effectively the students are responding. This will depend on your goals and the needs of your students. You may want to discuss this issue with the students and develop assessment guidelines with them. Students can also serve as peer reviewers. Again, you need to carefully prepare the students for this work.</p>

STANDARDS	LEARNING ACTIVITIES	EDITOR'S COMMENTS
<p>COMPETENCIES ACROSS ALL ELA STANDARDS READING Determine the meaning of unfamiliar words by using classroom and other resources</p>	<p>In this segment, continue to focus on the lifestyle of the Puritans as well as the persuasive nature of the writing.</p> <p>“Sinners in the Hands of an Angry God” (excerpt)</p> <p>Vocabulary Development</p> <ol style="list-style-type: none"> 1. Write the word <i>theocracy</i> on the board. Ask the students if they can tell what is meant by the term. Use word attack skills, breaking down the word. Ask students if they can think of any other words that end as this one does (<i>democracy, bureaucracy</i>). 2. Write the word <i>predestination</i> on the board. Once again, ask students to use word attack skills to arrive at a meaning. Inform students that John Calvin’s theory of predestination held that God had chosen some people to be saved and some to be damned. 3. Write the word <i>elect</i> and identify it as a noun. Can they guess what it has to do with Puritanism? Help them come to an understanding that, since these people could never be sure that they had been saved, they valued morality and hard work. Such values may not have earned them salvation but were signs of salvation. Today, such values are referred to as the Puritan work ethic. 4. Introduce the term <i>persuasion</i>. Have them enter the term in their notebook. Give them a definition, telling them that readers or listeners can be moved in three ways: appealing to their reason, appealing to their emotions, and appealing to their sense of ethics (their standards of what constitutes proper behavior). 	<p><i>Vocabulary Strategy-Here Gail is helping students use what they already know to break the code of new vocabulary words. This makes the strategy of breaking words into their parts visible to students. It is another form of scaffolding.</i></p> <p><i>Time Allocation-Spend some time discussing the words. Really think about what your students need to know in order to understand the sermon.</i></p> <p><i>This activity could take several days or more. Students need to have a good understanding of the time period and the people. If students found information about religious practices in their earlier research, these students can assist with this discussion.</i></p>
<p>COMPETENCIES ACROSS ALL ELA STANDARDS READING Identify the purpose for reading Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles</p>	<p>Establishing the Expectations</p> <ol style="list-style-type: none"> 1. Explain that all members of a Puritan community were required to attend church. Not all had been saved, however. Ask students to imagine that they are sitting in a Puritan church, attending services because it is required, but not sure at all that they are among the elect. Tell them that they are listening to a very famous preacher who delivers his sermon in a very calm, determined tone. 2. Tell students, as they listen, to take notes on the persuasive techniques used by the preacher. They are to imagine that they are part of the congregation. At the conclusion of the sermon, they are to write a response explaining the persuasive techniques used by the preacher. They are to consider the purpose, audience, and tone of the sermon in their essay. 	<p><i>Research-If you have students complete a research component, you will have student experts who can report on the religious practices of the Puritans.</i></p>
<p>ELA STANDARD 3 LISTENING Evaluate the content and organization of the presentation . . . Evaluate the expertise and possible bias of the speaker . . . Evaluate the impact of medium on message</p>	<p>(This cell is empty in the original image)</p>	<p>(This cell is empty in the original image)</p>
<p>COMPETENCIES ACROSS ALL ELA STANDARDS WRITING Understand the purpose for writing . . .</p>	<p>(This cell is empty in the original image)</p>	<p>(This cell is empty in the original image)</p>

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	<ol style="list-style-type: none"> 3. Play a recording of the sermon or perform a dramatic reading. 4. Give students a copy of the sermon and reread or replay it and give students a chance to add to their notes. 5. Have students write their responses. 6. Have students share their responses in either small or large groups. 7. Have groups report to the whole class. 8. Add to and revise the original posted list of Puritan characteristics. 	<p><i>Presentation-You want the students to really get a sense of the setting as well as the content of the sermon. If you can't find a recording, you may want to ask a colleague to record the speech for you so that the voice and presentation style are new to the students' ears.</i></p> <p><i>Discussion-Students will benefit from sharing responses in small groups and then moving to a whole class discussion. Give students expectations for their group discussions.</i></p>

EDITOR'S SUGGESTED ACTIVITIES:

Allocate at least one day for discussion so that you can help the students see the connections among all of the texts. What have these selections revealed about the personalities and characteristics of the Puritans? How did their literature and culture influence our culture? What questions do the students have about the time period and the people? It is important to make these connections clear for the students so that they can use their understandings as they move to a longer work.

<p>ELA STANDARD 3</p> <p>WRITING</p> <p>State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</p> <p>COMPETENCIES ACROSS ALL ELA STANDARDS</p> <p>WRITING</p> <p>Understand the purpose for writing . . .</p> <p>Identify the purpose for writing</p> <p>Use tone and language appropriate for audience and purpose</p> <p>Use prewriting activities . . .</p> <p>Use the writing process . . .</p>	<p>Essay Assignment</p> <ol style="list-style-type: none"> 1. Give the students the following essay assignment: You are to write an essay discussing your understanding of the character of the Puritans and their influence on our culture. You must use at least two of the selections we have read to develop your essay. 2. Teach students how to write an essay. An essay must consist of: <ol style="list-style-type: none"> a. Any introduction which contains a controlling idea b. At least two well-developed body paragraphs, each containing only one topic c. A conclusion that reinforces the main idea and draws the essay to a close. <p><i>I diagram the essay on the board. Students copy the format and keep it in their notebooks for future reference. I point out to them that even a long research paper follows this format. They may use as many body paragraphs as necessary, but the basic format is the one they will use for expository writing.</i></p> <ol style="list-style-type: none"> 3. Construct a simple rubric on the board or overhead, asking students what should be included in this essay. (This rubric is not as detailed as the Regents rubrics. It indicates aspects that should be included in the finished product.) 	<p><i>Essay-If this is the first time the students have written an essay, you may want them to go step-by-step through the process with you. Help them develop an organizer for the assignment and show them how they can use this to write their essay.</i></p> <p><i>Rubrics-You can use the categories from the Regents, but students learn a great deal from participating in the development of the assessment tool.</i></p>
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<p>Observe the rules of punctuation, capitalization, and spelling . . .</p> <p>Use correct grammatical construction . . .</p> <p>Use an organizational format that provides direction, coherence, and/or unity</p>	<p>Homework Write a rough draft of the essay.</p> <ol style="list-style-type: none"> 4. Students share rough drafts in writing groups (two to four students per group) for peer revision and editing. Students will use copies of the final rubric to assist them. This rubric will include students' suggestions and the teacher's expectations and will show the grade weighting for each point. 5. After students have received feedback from their peers, they should begin to revise their essays. 6. Help any struggling students in mini-conferences as others revise their essays. Encourage students to consult with each other outside of class. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Assessment</p> <p>Conduct mini-conferences with individual students.</p> </div> <p>Homework Students have a few days to complete a final draft. (Give them a specific due date.) Students should submit both the rough and final drafts.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Assessment</p> <p>This essay will be scored according to the final rubric developed with the students.</p> </div> <p>Review Strategy Group Review Students volunteer to discuss key points about their understandings of the period and how that is reflected in the literature studied.</p>	<p><i>Group Strategies-This is another way to use groups. You can have the students work on revision or editing issues. If you want them to revise, give them a list of questions or guidelines to help them stay on task. If they are editing, provide them with tools as well as guidelines. If possible, have copies of a good English handbook available.</i></p> <p><i>Time Allocation-Good writing takes time. Students do not always have to write under the time constraints of the Regents. Here you want them to produce their best work. Build in the time to accomplish this. Allocating time in class for this work may increase the number of students who are successful with the assignment.</i></p> <p><i>Group Work-Here is another place where you could design small group activities as well. You could have students review their notes together and prepare practice questions. You could even collect some of the questions and use them as part of your test.</i></p>
	<p>Continue this unit by focusing on other literature for the period, including:</p> <p><i>The Crucible</i> <i>The Scarlet Letter</i> "The Minister's Black Veil" "Young Goodman Brown" "Rebecca Nurse" "The Legend of the New England Wizard"</p> <p>These texts are available in most American literature textbooks.</p>	

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EDITOR'S SUGGESTED ACTIVITIES:

Students should be reading a wide variety of genres. You should plan to add full-length works to your units. You want the students to be working toward the goal of reading 25 books or the equivalent per year. If you decide to use *The Crucible*, think about how you can make the reading interesting and informative. Students should read the entire play, but you could assign specific scenes to groups to prepare as a dramatic reading or presentation. Discuss how the playwright develops character through gestures and stage directions. Students can consider which actors might be cast for this play if it were to be filmed as a movie today. Viewing a version of this play is a strong option. You might also want to show *Three Sovereigns for Sarah*, a movie taking another look at the witch trials.

There are also some young adult novels that deal with the time period. Visit your library and ask the librarian about available titles. You might be able to set up some book clubs or literary circles. See Cher Sansone's unit in the first installment or read Harvey Daniels' *Literature Circles* (Stenhouse, 1994).

English Journal devoted an entire issue to teaching the classics in March 1998. Although there is no specific reference to *The Crucible*, there is an interesting article by Janet Jurgella, "Classic Connections" (pp. 17 - 20), which may help you start thinking in new directions.

Do visit AskERIC on the Internet for additional suggestions. Consider the intent of ELA Standard 1. There are many ways to build reading, writing, listening, and speaking for information and understanding into your units.

A study of *The Crucible* offers many opportunities to address Standard 1 and to engage in interdisciplinary activities. In addition to having students research the background of the Puritans, you could have them research the time period in which this play was written. Are there any connections between the issues addressed in the play and issues in America in the middle of the twentieth century? Who was the playwright? What connections can you make between his life and this play? Are there events today that have a connection to this play?

English Journal focuses on research and may provide you with ideas for addressing this standard.