

ELA 20

Anticipation: On the Threshold

Values and Goals

By: Julia Johnston



2011

Table of Contents

Page

1	Rationale
1	Foundational Objectives
Activities	
2	Writer's Workshop Folder Teacher's Guide
3	Literature Circle Teacher's Guide
4	Activity 1 : Creating an ELA PPP
5	Activity 2 : Internet Safety
6	Activity 3 : Creating a Blog
7	Activity 4 : Poetic Goal Setting
9	Activity 5 : Affect of Events on Values: <i>Recitatif</i>
11	Activity 6 : Seriously working towards goals: <i>Preparing a resume and cover letter (part of Writer's Workshop)</i>
12	Activity 7 : Barriers to Meeting Goals: <i>Me 'n' Alfred</i>
14	Activity 8 : Choosing Values and Identity: "To an Athlete Dying Young" and "And May the Best Cheater Win"
16	Activity 9 : When choices affect others: "The Governor's Son"
18	Activity 10 : When others try to choose your identity: "Their Names"
19	Activity 11 : PowerPoint Poetry Slam
20	Activity 12 : Culture Affecting Identity and Values: Essay Jigsaw
21	Activity 13 : Relationships affecting identity and values: "The Charmer" and "Sucker"

Appendices

ELA Self-Evaluation
My Child's ELA Skills
Writer's Workshop Folder Hand-Out
Writer's Workshop Assessment
Blog Journal Hand-Out
Blog Journal Assessment
Vocabulary Challenge Hand-Out
Sample Media Release Form
Sample Internet Use Contract
Research Outline Form
PowerPoint Poetry Slam Assessment
Literature Circle Meeting Sheet
Literature Circle Research Assignment
Literature Circle Research Rubric
Literature Circle Member Evaluation
And May the Best Cheater Win
Youth Sports Can Offer Lifelong Lessons
The Road Not Taken
To An Athlete Dying Young
Sucker
Poetry Hand-Out
Essay Graphic Organizer
<u>Classroom Resources</u>
<u>Bibliography</u>

Rationale:

This unit is organized around the use of technology to create a multi-modal unit that supports all learning styles. The focus is on developing life skills that will help students reflect on their current selves, set goals, work towards meeting those goals, and improve communication skills through the five strands of language: reading, writing, speaking, listening, viewing and representing. The literature in the unit is chosen to help students step into shoes of people both like themselves, and unlike themselves to develop empathy for others, and a love for literature.

Foundational Curriculum Objectives:

- Recognize that reading, speaking, writing, and listening are active and constructive processes.
- Practice the behaviors of effective and strategic readers, speakers, writers, and listeners.
- **Reading:** read a variety of texts for a variety of purposes
- **Speaking:** show fluency and confidence in speaking in front of different audiences in a variety of situations
- **Writing:** show fluency and confidence in writing in a variety of situations for different purposes
- **Listening:** listening effectively for a variety of purposes in a variety of situations
- **Representing and Viewing:** recognizing nonverbal aids and visual representations as tools for communicating and learning

(1999, Saskatchewan Curriculum)

Objectives

- ✓ Use what is known as the writing process
- ✓ Achieve unity of thought and purpose.
- ✓ Write introductions that engage interest and focus readers' attention
- ✓ Choose a method of development and organization suitable for a particular purpose and audience
- ✓ Write effective conclusions appropriate to the overall intent
- ✓ Analyze and evaluate their own and others' writing for ideas, organization, sentence clarity, word choice, and mechanics
- ✓ Present point of view in a personal or reflective essay. Outline a multi-paragraph composition.
- ✓ Write a short research essay on a topic of their own choosing.
- ✓ Write a letter of application and a résumé.
- ✓ Experiment with a variety of forms of writing such as poem, play, anecdote, or short story.

Writer's Workshop Folder Teacher's Guide

Every teacher likes to do writer's workshop a little different. The aim of this writer's workshop is to both work on the skills the curriculum requires of students, and the skills the world requires of students. It also aims to help them learn to enjoy writing. The only specific WW lesson provided in the following activities is the [Resume](#) activity, this is because WW days should be spread out. Provide an hour every week for students to work on their writing, as well as mini-lessons on grammar and writing processes.

For folder organization and instructions see [Writing Workshop Folder](#) and [Writing Workshop Assessment](#).

Writer's Workshop days should be accompanied by mini lessons on:

- All the steps of the writing process. Use your own writing to model the processes. Have students practice editing other students' writing.
- Grammar. Take examples of good and bad grammar uses in your own and students' writing (keeping the examples anonymous). Put the examples up on the board and have the students discuss what is wrong or correct about them.
- Format. Before the students write their [research essay](#) they will need to be shown how to properly format a five-paragraph essay.
- Citing sources. Before the research essay they will also need mini-lessons on how to properly cite sources.
- Anything else you deem necessary for your individual students.

Note:

- a) Students who are not capable of writing should be given the opportunity to create a Product Folder, which could contain the same types of artefacts, but perhaps videos, recordings, pictures, etc.
- b) Students can keep a paper copy, or online copy of their writing folders.

Objectives

- ✓ Read an increasingly wide range of material for personal enjoyment and extension of experiences.
- ✓ Assess an author's ideas and techniques
- ✓ Practice the various roles of group members
- ✓ Speak to inform and persuade
- ✓ Participate in a panel discussion
- ✓ Deliver formal speeches on familiar topics
- ✓ Assess the overall effectiveness of group discussions, dramatic readings, interviews, panel discussions, and speeches
- ✓ Provide appropriate feedback (e.g., supportive stance, gesture, comment)

Literature Circle Teacher's Guide

You can choose your own books or use one of the ones listed below, but make sure that if you have students who are not strong readers you can provide them with a partner to read out loud with them, or a summary of the chapters, or a taped version, or the movie version. All of these novels have an audio book available at amazon.com.

Have students choose their book at the beginning of the semester and provide them with time to read it during the term. Then, plan specific days for Literature Circle Meetings (there should be a minimum of 3). If you prefer to assign students roles before the meetings you can assign them the role of summarizer, investigator, vocabulary manager, connector, questioner, biographer, geographer, etc.

The Kite Runner (movie available). This book explores how one friendship and relationship strongly affected the rest of both characters' lives, identity, and values. It will have students think about moral decisions and "right" vs. "wrong".

The Curious Incident of the Dog in the Night-time. This novel follows an autistic boy as he breaks out of his comfort zone and finds himself re-evaluating his values and goals. It will provide an opportunity to discuss challenges people with disabilities face, and the similarity of those to their own challenges.

Feed. *Feed* challenges the reader to evaluate what they value most in our society: economics vs. nature vs. genuine relationships.

The Absolutely True Diary of a Part-Time Indian. This book is a personal narrative of a First Nations boy's struggles to reach his goals.

The Solitude of Prime Numbers. Two teenagers who are inflicted by traumas of the past go through a series of challenges related to these traumas to create a friendship, evaluate their values and reach their goals.

Objectives

- ✓ Speak to share thoughts, opinions, and feelings.
- ✓ Speak to build relationships and a sense of community.
- ✓ Practice informal and career-oriented interviewing skills.

- ✓ Write for a variety of purposes

- ✓ Reflect

Activity 1 (Approximately 1-1.5 hours)

Creating an ELA Personal Program Plan

It is important that students reflect and evaluate their own skills in ELA. Having each student create their own ELA PPP the teacher and student can track progress together, and see which of the strands of language need the most work. This will also provide a great opportunity for the class to get to know each other.

1. Students complete the self-evaluation survey on the strands of language.
2. After they have finished the 50 multiple choice questions they can interview each other in partners using the final 7 questions. The teacher should model what this process will look like by having the class interview him or her.
 - Students can either record the interviews in *written form* or *orally* with a voice recorder.
3. This evaluation will be repeated at least *twice more during the semester* to track students' progress in the strands of language. One of these times should be right before parent-teacher-student interviews so that the student's self-evaluation can be discussed with the parents.
4. Hand out a copy (or email it) of the [My Child's Skills](#) for guardians to complete at home and send back with the student.
5. In future assignments the teacher should indicate to the students whether the assignment is a good opportunity to improve on the weaknesses by selecting a task that uses those skills (usually assignments that are not heavily weighted), or if it is a good opportunity to develop and utilize strengths (assignments that will gain students more marks).

Appendices: [Self Evaluation](#), [My Child's Skills](#)

Other Suggested Resources: Chapter 26—Goal Setting from Life Skills Activities book

Objectives

- ✓ Respond personally, critically, creatively, and empathetically.
- ✓ Write a paraphrase and summary
- ✓ Analyze and evaluate others' writing for ideas
- ✓ Locate, assess, and summarize information from a variety of sources

Activity 2 (Approximately 2 hours)

Internet Safety

The students will be expected to create and maintain a blog in order to complete many of the assignments in this unit. This *Internet Safety* activity will prepare them to use safe practices and proper online etiquette.

1. Using a brainstorming web, as a class, discuss some safe and courteous internet practices the students already know. Explain the importance of being aware of oneself on the internet.
2. In pairs, or individually have students browse the following sites for more tips on being safe on the internet.
<http://www.globalvedmonton.com/Internet+safety+tips+from+Toronto+Police/4545428/story.html>
<http://www.dailymail.co.uk/femail/article-1372994/Facebook-click-disaster-Ever-moaned-work-Facebook-Or-joked-boss-It-end-P45-.html>
www.kidshealth.org/teen -> School & Jobs -> Bullying -> Cyber bullying
-> Staying Safe -> Internet Safety
-> Staying Safe -> Protecting You Online Identity
<http://www.youtube.com/watch?v=DQ5zJvA0NYY>
3. Students should also find another article or video in addition to the above.
4. Have students, individually, come up with a list of tips for teens for staying safe online.
5. Discuss these tips as a class.
6. As a class come up with a list of rules you are going to use when the internet is being used in class. Come up with a contract that everyone will sign that says they will follow the rules and be courteous online, and then outline the consequences if they break the contract.
7. Have students take home a media release form so they can use a blog, to be signed by their parents.

Appendices: [Sample Contract](#), [Sample Media Release](#)

Objectives

- ✓ Recognize writing as a process of constructing meaning for self and others.
- ✓ Choose a method of development and organization suitable for a particular purpose and audience.
- ✓ Present information incorporating visual, audio-visual and dramatic aids to engage the intended audience.
- ✓ Present thoughts, ideas, and feelings using an appropriate combination of visual aids and print.

Activity 3 (Approximately 2-2.5 hours)

Creating a Blog

Since technology is becoming increasingly important in today's society, students need to learn how to use the internet in ways that benefit themselves and others. Creating a blog will help them network and also practice many of the safety skills they learned in **Activity 2**. This blog is to be used as a replacement for a response journal.

1. Take students on a tour through your own blog, and some others (like mine: www.johnstonjuliak.wordpress.com).
2. Review the rules of the internet you formed together. Discuss which ones apply directly to blogs.
3. Guide students through how to set up a blog. Show them how to set secure privacy settings. Use a video from the site's admin. For example:
 - Wordpress: <http://wordpress.tv/2009/01/05/the-wordpresscom-dashboard-introduction/>
 - Blogger: <http://www.youtube.com/BloggerHelp>
4. Go through the [Blog Journal Hand-out](#) and the [Blog Journal Assessment](#) with the students and explain how they will be graded on their blog.
5. Have students all create an account with the same provider (all with Blogger or all with Wordpress, etc.)
6. Students will develop a theme, title, and layout for their Blog Journal.
7. Everyone (including the teacher) will create a post on Internet Safety Tips for Teens, using the list of tips they developed in [Activity 2](#). They can do this as a paragraph, as a list, as a VideoBlog, as a collage, etc.--any mode of their choice.

Appendices: [Blog Journal Assessment](#)

Objectives

- ✓ Relate literary experience to personal experience
- ✓ Test ideas and values against ideas in text
- ✓ Respond critically to visual representations
- ✓ Recognize the major literary forms, elements, and techniques
- ✓ Respond personally, critically, creatively, and empathetically

Activity 4 (Approximately 2-2.5 hours)

Poetic Goal Setting

The unit's theme is values and goals. Students have already discussed their own goals briefly in their self-evaluation, now they will explore how others have set their own goals and chosen their own paths.

- ❖ A day or two before this lesson ask students to post a video and lyrics of one of their favorite songs to their blog. The video and lyrics must be school appropriate: does not encourage the use of drugs and alcohol, does not have overtly sexual content, does not promote violence, does not use offensive language, etc.
- ❖ Provide them with access to a few computers (one per group) during the lesson so they can view the video and lyrics in class.

Part 1

1. Students will be separated into groups of three.
2. Each student in the group will read his or her song lyrics out loud.
3. The group will discuss whether each set of lyrics is poetry. They will consider the following (write on board): a. Content b. Organization c. Sound d. Length
4. The groups, based on what they discussed, will come up with a definition of poetry and the criteria that makes a piece of writing a poem.
5. Reform as a full group and each class will present their findings.
6. Go through the *Poetry* sheet as a class.
7. Students will pick out the theme, tone, and imagery as a group in the lyrics they brought with them.

Appendices: [Poetry Hand-Out](#)

Activity 4 Continued

Poetic Goal Setting

Part 2

1. Read through “*Road Not Taken*” by Robert Frost as a class.
2. Discuss with the students their first impressions and interpretations. What is the theme? The mood? What images really grab the reader?
3. Watch the visual representation of the poem at http://www.youtube.com/watch?v=IIef4B_EPQg.
4. Discuss students’ own feelings about the poem. Do they share the same view as the author? What are the benefits of a road less taken? What are the difficulties? Which path would they take?
5. Have students respond personally to the poem by choosing one of the following, or proposing their own, and posting it to their blog.
 - a. Draw: Create your own visual representation of the poem, scan it, and upload it to your blog.
 - b. Soundtrack: Choose a song you feel would be the perfect complement to the poem, post the link on your blog, and describe in the post why you chose the song (either in a paragraph, or in a video or voice recording).
 - c. Converse: What would you like to say to the author? Write a dialogue, or describe what you would say to him and why you would say it. It can be in an interview form, video (you could role play with a friend), or in a paragraph form.
 - d. Associate: How does this poem apply to your own life? Describe which details align with your own goals (maybe take a look at your self-evaluation sheet), or which details differ. Write this in a paragraph, or create a VideoBlog for your blog post.

Appendices: [“Road Not Taken”](#)

Objectives

- ✓ Recognize a speaker's attitude, tone, and bias
- ✓ Record responses in a reader's journal, log, or notebook
- ✓ State and evaluate author's theme, tone, and viewpoint
- ✓ Explore human experiences and values reflected in texts

Activity 5 (Approximately 4-6 hours)

Affect of Events on Values: *Recitatif*

Toni Morrison's famous short story is very worthy of sharing with students. It questions the concept of race and also questions how much events and friendships can affect who we become/what we value. It will hopefully allow students to reflect on the ways certain events and friendships have influenced them, and consider how other events may affect them in the future.

1. Bring up Toni Morrison's biography on a projector and read it out loud to the class. Discuss briefly how the Great Depression would have affected such a writer, especially a black writer, and what a Noble Prize is awarded for.
2. Explain that a Recitatif is a musical term that refers to a piece that mimics speech patterns. Play an opera piece for the class, such as, *Les Amants Trahis* (<http://www.youtube.com/watch?v=nDiHRHMRtZs>).
3. Discuss as a class the ways in which this piece mimics speech.
4. Think-Pair-Share: Based on Toni Morrison's biography and the piece of music you listened to, what do you think the story will be about?
5. Part 1: Read the first part of the short story, "Recitatif", with students using Reader's Theatre (having certain students take on certain roles), discussing important themes and passages as you go. It is likely better to read the entire story out loud as a class, so that important issues can be discussed, and to improve comprehension (especially for those students who are not strong readers—they can gain understanding from the story). After Part 1, have students create a character sketch for either Twyla or Roberta. They can do so by writing, representing visually, or making a vocal recording of the characteristics and their personal opinions of Twyla or Roberta. (They will do a quick character sketch after each part).

6. Part 2: Read Part 2, and interrupt with a Jimi Hendrix song to give students an understanding of the tone and setting. Have students create a character sketch for the same character using one of the above methods.
7. Part 3: Read Part 3. Discuss what it would mean, economically, to be a firefighter vs. an IBM executive. Have students create another character sketch.
8. Part 4: Read Part 4. Discuss what forced integration was and why it would cause so much animosity between citizens. Students create another character sketch.
9. Part 5: Read Part 5. Students create a last character sketch, then discuss the following:
 - a. How the character you were sketching changed throughout the story.
 - b. Race: Was Twyla black or white? Does it matter? Did students have their own assumptions? Did they include the race of the girls in their character sketches?
 - c. How do single events in the story contribute to the character's personality, and values? Would you say certain events changed the characters? If so, how?
 - d. Together, on the board, draw a plot structure for the story.
10. Students will construct a blog post, using a mode of their choice, to explain the changes in Twyla or Roberta. This post will begin with a brief summary of the story, and be based on their character sketches, and the class discussions. The teacher should provide an example post before he or she asks the students to create one (Tip: Include Michael Jackson's "Black or White" in your post and explain how it connects to the story!).

Resources: "Recitatif"

Objectives

- ✓ Write a letter of application and a résumé
- ✓ Use what is known as the writing process

Activity 6 (Approximately 3-4 hours)

Seriously working towards goals: *Preparing a resume and cover letter (part of Writer's Workshop)*

Students will need to know how to prepare a resume and cover letter—it's no secret that without one it will be virtually impossible to get a job. Students can use their *Self-Evaluation* (especially the interview questions) as pre-writing for the resume. They will also need to know how to search for Job Wanted ads, so it's important that the teacher goes over how to find these.

1. Discuss effective internet search methods. For example, how to create concise and accurate keywords, when it's appropriate to use (+) (-) "AND" "OR" etc. Post a list of tips on your blog.
2. On a projector take students on a tour through a job search site such as www.saskjobs.ca. Use one of the student's own job preferences as an example to conduct the search.
3. Show students a few sample resumes on a projector. If you are comfortable, show your own so that students can get to know you even better!
4. Provide students with a link to http://www.sasknetwork.ca/html/jsh/JSearch_Resume.htm#functional on your blog so that they can read through the tips themselves, and look at the sample on their own time.
5. Explain the purpose and importance of a good cover letter.
6. Choose one of the jobs that appear in your job search as a class, and then compose a cover letter for that job together.
7. Upload a copy of that cover letter to your blog so that students can use it as an example/template.
8. Allow students to create their own resumes as part of Writer's Workshop (using the writing process).

Objectives

- ✓ Prepare a dramatic reading of a prose
- ✓ Deliver formal speeches on familiar topics.
- ✓ Outline a multi-paragraph composition
- ✓ Locate, assess, and summarize information from a variety of sources
- ✓ Recognize major literary forms and techniques
- ✓ Introduce and thank a speaker

Activity 7 (Approximately 6 hours)

Barriers to Meeting Goals: *Me 'n' Alfred*

This play, by a Saskatchewan high school theatre group, is about a man who ends up on the street because of alcoholism. He has lost his family and career. It relates to the theme of the unit because it explores what can happen when circumstances or habits get in the way of one's goals.

- ❖ A day or two before you plan on doing this play with your students, assign students to specific roles. You may want to switch the roles every couple of scenes so that every student can participate. They can take the play home and rehearse the lines. Have them meet with the other characters in their scene to discuss how they are going to act it out during class.
 - ❖ Option B: Choose one scene for students to prepare and act out, and simply read through the rest of the play.
1. Discuss the elements of drama: theme, plot, characters, dialogue, and how these are similar to the elements of poetry and short stories. How are they different? Create a Venn diagram together on the board of these similarities and differences. Post this to your blog—by taking a picture of the board and uploading it, or uploading a SmartBoard file.
 2. Begin working through the play, stopping after every scene to discuss the important events and summarize the plot. Have students pick out the theme and tone.
 3. When finished the play students will draw a plot structure of the play using the basic form, and the example of “Recitatif”.
 4. Use the lesson plan and worksheet in Section 3.3 of *Life Skills Activities for Secondary Students with Special Needs*. This lesson plan asks to bring in someone from the community to talk about teen drinking. Prepare your students before hand by having each student post at least two questions they wish to ask this person to your blog.

5. Students will choose one aspect of addictions to research. Examples: alcohol, another specific drug, families, health, etc.
6. Go over the internet search tips you posted to your blog with the students. Conduct a sample search on one of the above topics as a class.
7. Show students how to cite internet sources using www.bibme.org. Also show them how to cite direct quotes.
8. Go through the *Research Outline Sheet* with students and hand out copies.
9. The assignment: Research the topic of your choice using internet sources. Follow the structure of the *Research Outline Sheet* and make research notes in point form. If you wish to use direct quotes from a source you have to use quotation marks and indicate the source beside the quote. Make sure to cite your sources—you can use www.bibme.org to do so. Post your research to your blog; it can remain in point form. Prepare a 2-5 minute summary of your research findings. When you present in class your blog post will be brought up on a projector, so you are encourage to used photos and videos where you feel necessary.
10. Students will present their research to the class, followed by a class discussion:
 - a. How does your research connect to the play?
 - b. Do you think Alfred would have avoided alcohol if he would have known all this? Do you think it would have changed the way he handled the situation?
 - c. Do you think it will change the way you approach alcohol and other drugs?

Appendices: [Research Outline Sheet](#)

Resources: *Me 'n' Alfred, Life Skills Activities for Secondary Students with Special Needs*

Objectives

- ✓ Write to reflect, clarify, and explore ideas
- ✓ Recognize author's purpose, form, and techniques
- ✓ Recognize the major literary forms, elements, and techniques
- ✓ Recognize the tone and organization of the formal and informal essay
- ✓ Recognize persuasive techniques in print

Activity 8 (Approximately 2 hours)

Choosing Values and Identity: “To an Athlete Dying Young” and “And May the Best Cheater Win”

Everyone, at some point in the lives, needs to decide on a path; that path often determines their identity and informs their values and goals. In today’s society, the sports hero is one identity many young people strive to achieve, both because of its prestige and economic possibilities. This lesson will allow students to explore all the sides of the sports hero. Note: this kind of discussion could easily be extended to movie and music stars, etc.

Part 1

- ❖ Set: Have students play a game of 7UP (where students lay their heads down on the desk with their thumbs up, and other students that are selected tag one of their thumbs. The students who had their thumbs tagged have to guess who touched them.) Tell two students before class that they need to cheat—find a way to peek somehow and see who tagged them. Play a few rounds so that other students begin to see that the two students must be cheating. Discuss how it made everybody else feel.
1. Read “Youth Sports Can Offer Lifelong Lessons” together. Create a chart together on the board of all the benefits of sports. How do sports help one create healthy goals and values?
 2. Read “And May the Best Cheater Win” together. On the other side of the chart list all the negatives of sports Harry Bruce argues.
 3. Is Harry Bruce’s argument a fair one? Do you agree or disagree with him?

Part 2

1. Who are some sports heroes? Discuss with students some of their favorite sports stars and why they think so highly of them. Are there sports heroes within the community?

2. What makes a sports player a hero (values)? What do they do for their community?
3. Have students close their eyes: Picture your favorite sports star, movie star, or music star (whichever is most applicable to you). Imagine them getting old—what will happen to them? Record what you think their life will be like in 15 years.
4. Once again have students close their eyes: Picture this person again in their present state. Imagine they die suddenly tomorrow in a car accident—how will you react? How will other people in society react (be as specific as possible)? Record your answer.
5. As a class read “To an Athlete Dying Young”.
6. Discuss the theme, tone, and imagery, rhyme and meter (the elements on the *Poetry* hand-out).

Appendices: [“To an Athlete Dying Young”](#), [“Youth Sports can Offer Lifelong Lessons”](#), [“And May the Best Cheater Win”](#), [Poetry hand-out](#)

Objectives

- ✓ Be sensitive to ideas and purpose when listening
- ✓ Choose a method of development and organization suitable for a particular purpose and audience
- ✓ Write a paraphrase and précis of a passage read
- ✓ Record responses in a reader's journal, log, or notebook
- ✓ Relate literary experience to personal experience
- ✓ Explore human experiences and values reflected in texts

Activity 9 (Approximately 4 hours)

When choices affect others: "The Governor's Son"

Sherman Alexie's, "The Governor's Son" is a powerful story that explores how one's choices and beliefs can affect others. William's political views are informed by his father's, his actions towards Jeremy have a strong influence on Jeremy and also threaten William's father's career. This story will allow the teacher to help students understand the basics of politics and explore their own political beliefs. It will present the topic of homosexuality and hate crimes, which are topics students will be faced with in real life. "The Governor's Son", a well-written example of a good short story, shows both sides of hate crimes and will open up a discussion on discrimination.

- ❖ Set up a line in the middle of the room with a sign saying "liberal" at one side, and a sign saying "conservative" at the other before students come to the class.
 - ❖ Make sure each student will have a computer available to them.
1. "Let's talk politics. What is the Canadian Charter of Rights and Freedoms?"
 2. Bring up the Canadian Charter of Rights and Freedoms on a projector and highlight sections 2, 7, 12, 15. Clarify what they mean, and have students record any of the words that are new—they can add these to their Vocabulary Challenge.
 3. Have each student do the quiz on http://www.gotoquiz.com/conservative_or_liberal.
 4. When students have complete the quiz, have them stand on the line in order of percentage (0 liberal, 100 is conservative). This way they can see how they compare in their beliefs to the rest of their classmates. (Make sure you take the quiz and stand on the line too!)
 5. Have students look up definitions of "conservative" and "liberal". Discuss as a class what they mean—create a t-chart together on the board of some of the beliefs from each side of the spectrum that came up on the quiz.
 6. Define partisan for them as "being devoted to a party". Explain the difference between Conservative and Liberal parties, and conservative and liberal political views.

7. Discuss: why is it important to know your rights, and your political viewpoints in a democracy?
8. Begin reading “The Senator’s Son”. Stop to discuss the language. Why is “fag” offensive? Why does Jeremy use it if it’s offensive to him? (Minorities can take away power from people who are trying to oppress them with words by using those words with pride, etc.) What are some other instances in which words are offensive unless used by the group they are referring to? Do you let some of your friends use your nicknames, and not other people?
9. Use Reader’s Theatre to animate the discussion between William and his father.
10. Discuss together the traits and beliefs for the characters in the story: William, Jimmy Stewart, and Jeremy. How do they compare?
11. Show students a news clip such as <http://www.youtube.com/watch?v=RFw0o0HdRAo>.
12. What rights do hate crimes against GBLTQ violate?
13. Have students add the following words to their vocabulary challenge: Patricide, Treason, Republican, Democrat, Conservative, Liberal, Finite, Hate crime, Partisan, Governor, and Senator.
14. Have students do the following:
 - a. Create a brief summary of the short story.
 - b. Answer these questions by explaining fully and including evidence from the story:
 - i. How were William’s values affected by others in the story?
 - ii. How did William’s actions affect others in the story?
 - iii. Were rights of characters in the story violated according to the Canadian Charter of Rights and Freedoms?
 - iv. Whose rights were violated in the news clip?
15. Conclusion: Play <http://www.youtube.com/watch?v=oW0rkrp2C-4>. Students will create a response on their blog to the video that connects it to what was discussed in class (Charter of Rights and Freedoms, how choices affect others, hate crimes, discrimination, etc.)

Objectives:

- ✓ Respond personally, critically, creatively, and empathetically
- ✓ Relate literary experience to personal experience
- ✓ Read to stimulate the imagination

Activity 10 (1 hour)

When others try to choose your identity: “Their Names”

A lot of times people are expected to conform to certain roles. At our birth, names are chosen for us that reflect the type of person our parents hope we’ll become. This lesson will discuss the purpose of names and labels.

- ❖ Prepare a poetry slam PowerPoint for “Their Names” before class, using http://www.educationworld.com/a_tech/techlp/techlp018.shtml as a guide.
1. Quick write: Listen to “Names” by Goo Goo Dolls, and “That’s Not My Name” by The Ting Tings (or a more current song that’s applicable). Have students free write after listening to these songs. What do the songs say about names? What did they make them think of?
 2. Present your PowerPoint slam.
 3. Read “Their Names” together as a class.
 4. Discuss:
 - a. What is the author saying about names?
 - b. Do names contribute to one’s personality? Give specific examples.
 - c. How can nicknames affect a person? Negative ways and positive ways—give specific examples.
 - d. In what ways can we refer to a person respectfully? (Mrs., Mr., using real names, calling people what they like to be called).
 5. Blog post: If you could have name, which one would best describe you? Why? (it could be your own name, if you wish to defend it).

Appendices: “Their Names”

Objectives

- ✓ Present information incorporating visual, audio-visual, and dramatic aids to engage the intended audience.
- ✓ Present thoughts, ideas, and feelings using an appropriate combination of visual aids and print.
- ✓ Prepare a dramatic reading of a prose or poetry selection
- ✓ Recognize a speaker's attitude, tone, and bias
- ✓ Recognize nonverbal indicators of a speaker's intent
- ✓ Write a paraphrase and summary of an oral presentation

Activity 11 (2-3 hours)

PowerPoint Poetry Slam

(Adapted from http://www.educationworld.com/a_tech/techlp/techlp018.shtml)

- ❖ Have students come to class with a poem of their choice and a definition of the poem's theme and mood as well as any questions they need answered about the poem. Tell them to bring one that has strong images, a message they strongly believe in and that could easily get a reaction out of the class. Provide them with poetry collections to make their choices from.
 - ❖ Set up the classroom to mimic the atmosphere of a coffee shop, and create a banner that says "Poetry Slam 2011 (or whatever year it actually is)". To get students even more excited create a trophy with "Poetry Slam" written on it and place it front and center.
1. Announce the commencement of Poetry Slam 2011.
 2. Watch the clip from *So I Married an Axe Murderer* where Mike Myers is doing a poetry slam in a coffee shop, accompanied by a PowerPoint presentation. Post a link to this video <http://www.youtube.com/watch?v=GlkoQ4bUE5k> and http://www.educationworld.com/a_tech/techlp/techlp018.shtml on your blog.
 3. Go through the rules of the poetry slam, and post them on your blog.
 - a. Content must be school appropriate
 - b. The words of the poem are only to be read—not included on the PowerPoint
 - c. Presentation should be between 2-5 minutes. 7-12 themes will be shown throughout the presentation. Reading must be dramatic, and reflect the mood and themes of the poem
 - d. Sources must be properly cited (even pictures). Bibme.org can be used.
 4. Go through the assessment, and then let students work on their projects!
 5. On the day of the Poetry Slam have snacks and beverages available—coffee shop vibe. Also, hand out the Listening sheet, have each student evaluate a peer's presentation using the assessment hand out. Winner of the trophy is decided by crowd favorite via ballot.

Appendices: [PowerPoint Poetry Slam Assessment](#)

Objectives

- ✓ Read to stimulate the imagination
- ✓ Relate the structure of the work to the author's purpose and theme.
- ✓ describe, narrate, inform,

Activity 12 (Approximately 1 hour)

Culture Affecting Identity and Values: Essay Jigsaw

Culture is a huge part of everyone's identity, whether we are aware of it or not. It informs all of our values and perspectives. The three essays in this jigsaw explore three writers' "creation stories" that contributed to them being who they are today.

1. Divide students into three groups and hand each group one of the essays.
2. They will read the essay together in the group, using a dictionary, or internet source to look up words they don't understand.
3. Students will discuss their initial reactions to the essay: what do you like? What do you not like? Can you relate? What does it make you think of? Etc.
4. They will fill out a Graphic Organizer with the essay's structure.
5. What did the author learn to value as a result of this "creation story"?
6. Each group will briefly explain their discussion of the essay they read, and show their graphic organizer.
7. Discuss:
 - a. The structures of the essays—were they similar in organization?
 - b. Define anecdote: free-standing tale narrating an interesting or amusing biographical incident
8. Students will write a short anecdote of their own. This will be a part of their blog journal—they can produce it using any mode they wish.

Appendices: "I Was Born into a Mixed Clan", "Washing Dishes", "I Grew Up in a City with Bridges",
[Graphic Organizer](#)

Objectives

- ✓ Compare, contrast, and evaluate texts
- ✓ Explore human experiences and values reflected in texts
- ✓ Recognize major literary forms and techniques
- ✓ Paraphrase a poetry passage
- ✓ Experiment with a variety of forms of writing such as poem
- ✓ Prepare a dramatic reading of a poetry selection
- ✓ Speak to express understanding

Activity 13 (1 hour)

Relationships affecting identity and values: “The Charmer” and “Sucker”

Both these short stories explore the disappointments of relationships between family and how these affect values and identity. Students will create found poems that reflect the relationships in “The Charmer” and “Sucker”. They will use these to discuss and compare the relationships.

1. Put up the following lines from “The Governor’s Son” on the board (or a SmartBoard if available). As a class rearrange the lines into a found poem that reflects the relationship between Jeremy and William:
 - He’d never told me who he was
 - We were terrified and clueless
 - our friendship was best left abandoned in the past
 - I pulled him out of the car and hit him in the face
 - So green and golden
 - [we] were smart, handsome, and ambitious
2. Discuss how found poems are created: using lines from a piece of writing that apply to the topic you are hoping to depict, and lines that use strong imagery. Arranging lines in a creative way that makes the images strong. Use the techniques discussed on the Poetry hand-out.
3. Split students into pairs. Give each pair a copy of either “The Charmer” or “Sucker” (“Sucker” is a little easier to read and understand).
4. Their task is to read the short story they are assigned together and then find lines that reflect the relationship between the main characters (Sucker and Peter or Zack and Winnie).
5. They will then take these lines and create a found poem that reflects these relationships.
6. Once students have completed their found poems, they will give a brief summary of the story to the class, and then read their poem out loud.
7. Compare and contrast these relationships as a class.

Appendices: “Sucker” and “The Charmer”

ELA 20

Anticipation: On the Threshold

Values and Goals

Appendices

[ELA Self-Evaluation](#)

[My Child's ELA Skills](#)

[Writer's Workshop Folder Hand-Out](#)

[Writer's Workshop Assessment](#)

[Blog Journal Hand-Out](#)

[Blog Journal Assessment](#)

[Vocabulary Challenge Hand-Out](#)

[Sample Media Release Form](#)

[Sample Internet Use Contract](#)

[Research Outline Form](#)

[PowerPoint Poetry Slam Assessment](#)

[PowerPoint Poetry Slam Assessment](#)

[Literature Circle Meeting Sheet](#)

[Literature Circle Research Assignment](#)

[Literature Circle Research Rubric](#)

[Literature Circle Member Evaluation](#)

[And May the Best Cheater Win](#)

[Youth Sports Can Offer Lifelong Lessons](#)

[The Road Not Taken](#)

[To An Athlete Dying Young](#)

[Poetry Hand-Out](#)

[Essay Graphic Organizer](#)

[Classroom Resources](#)

[Bibliography](#)

Back to [Main Table of Contents](#)

My Child's ELA Skills

It is important that we consistently monitor your student's improvements throughout the semester. Please fill in the following blanks, to the best of your knowledge, explaining your son or daughter's strengths and weaknesses in each area. Thank You.

I would describe my son/daughter's speaking skills as:

I would describe my son/daughter's listening skills as:

I would describe my son/daughter's writing skills as:

I would describe my son/daughter's reading skills as:

I would describe my son/daughter's representing (drawing, creating videos, charting, etc.) skills as:

I believe my son or daughter can improve in the above areas by:

Writer's Workshop Folder

Due Date: _____

Writing is fun, right? Well it should be. This semester we are going to do a bunch of writing to help you improve your skills and enjoy it at the same time.

You will be producing a folder that contains all the stages of your writing. Remember, writing generally goes through stages before it's complete:



1. Pre-Writing
2. Drafting
3. Editing
4. Revising
5. Finalizing
6. Publishing

This folder will contain the following artifacts:

- A resume and cover letter
- A personal or reflective essay
- Your Literature Circle Research piece
- A piece of writing of your choice!

as well as **evidence of the writing process** above, and a **Letter of Transmittal**, which is a letter to me that tells me about the writing process for each piece (what was fun? What was hard? What do you like the best? What do you dislike about the piece? What was the inspiration for the piece? etc.)

Check out the attached Assessment Scheme as you complete your writing.

“If there's a book you really want to read, but it hasn't been written yet, then you must write it.” ~Toni Morrison

Writer's Workshop Folder

Assessment



Level	Description
5 (85-100%)	Sophisticated tasks are set, and much effort, revision and editing has been done to accomplish the goals with subtlety and polish. Comments from peer conferences are carefully attended to and considered in revision and editing, while maintaining ownership of and a vision for the piece as a whole. The student is able to describe the thinking behind the revision and development of the pieces published in the letter of transmittal. Due dates are respected. All parts of the writing process are included for each piece and organized in the outlined ways. Piece has minimal to no errors in mechanics.
4 (70-85%)	Sophisticated tasks are set, and through a strong effort, revision and editing, it has mostly been accomplished. Comments of peer conferencing are considered, and an explanation is offered for those revisions and edits accepted and those rejected in the letter of transmittal. Due dates are met with a minimum of fuss. All parts of the writing process are included for each piece. Piece has few errors, and they do not interfere with meaning.
3 (50-70%)	A complex task has been set, and strong effort, revision and editing have honed it to completion. Comments of others are considered and some adopted. There is a balance between what is taken and what is maintained accounted for in the letter of transmittal. Due dates are met with minor fussing. Most parts of the writing process are included. Contains errors that confuse the meaning in some parts.
2 (30-50%)	A moderately complex task has been set, and some revision and effort have ensured that the task is accomplished. The task is completed either with minimal attention to suggestions from peer conferences or with heavy assistance from others. The vision of the piece may meander with comments from various sources. Letter of transmittal is vague. Due dates are met because Miss Johnston had to chase you to get the work completed. Piece contains many errors that make piece hard to read.
1 (0-20%)	A simple task has been set and mostly accomplished. Little effort expended to produce or revise pieces. The task is incomplete or accomplished either without attention to the comments of the group members, or with total dependence upon them. Errors make piece difficult to understand. Letter of transmittal is missing or generic. Were there due dates? No one told me.

Blog Journal

YouTube, Twitter, Facebook, Google—these are things we use every day on our own time, so why shouldn't we use them in school?! Most classes require you to keep a binder or a journal in *paper form*, but I would like to say that this ELA 20 class is much different. It's more hip, happening, radical; we are going to create online journals via blogs.

You will be given time in class to create a blog and then when we do an activity in class I will indicate whether your response will need to be posted to the blog. If your response does not get posted to the blog, then it will be like you didn't do your homework, so make sure you post your **homework responses**. If you don't have a computer, don't worry, you will be given sufficient class time to complete the assignments.



We will come up with rules bloggers as a class and you must follow your own safety and respect. If you do not

for being courteous and safe these rules—they are for your follow the rules, you will have your

computer privileges taken away! That means back to old-school paper research and writing. This course is designed to utilize as much technology as possible, so if you lose your privileges you will feel very left out.

On top of the in-class blogging assignments, you will also be required to make a **short blog post every Friday**. It can be as simple as posting a video of your favorite song, a link to your favorite site, or a photo of something that made you smile—all accompanied by a sentence or two describing why you made the post.

Remember: when I say post, I mean anything (unless specified in class): videos, photos, paragraphs, lists, links, etc.

I will be posting just as much, and probably more, on my own blog at:

_____.

(You can get copies of all the assignments there too. I know.... Whoa!)

Blog Journal

Assessment



Level	Description
5 (85-100%)	Sophisticated tasks are set and accomplished. Due dates are met. Student displays great effort in ensuring he or she posts an artifact of interest once a week. Design and construction of the blog reflects the student's personality and interests. Content and design of the blog grabs and engages readers, which results in comments and interaction between users. In-class blog assignments are fully completed with evidence of thought, reflection, creativity, and understanding. Posts display a wide range of multimedia. Rules are honoured.
4 (70-85%)	Sophisticated tasks are set. Due dates are met with very little resistance. Student posts an artifact once a week. Design and construction of the blog reflects the student's personality or interests. Content and design is appealing to readers. In-class blog assignments are completed with sufficient thought, reflection, creativity, and understanding. Different types of media are used. Rules are honoured.
3 (50-70%)	Due dates are met with difficulties. Student posts consistently throughout the term. Design is tidy. Content is appropriate to the student and the class. Rules are honoured. Most in-class blog assignments have been completed. A few types of media are used.
2 (30-50%)	The teacher had to knock on your door to get you to post something. Posts are inconsistent. Attempts at design are made. Content is appropriate. Rules are generally followed. Some in-class blog assignments have been completed. One type of media is usually used.
1 (0-30%)	There were due dates?! Only a few posts have been created throughout the term. Design is rough—only in the beginning stages. In-class blog assignments are not posted.

VOCABULARY CHALLENGE



I challenge you! There will be many new words in the content we cover this semester; your job is to learn and use as many as possible. So, when you see a word you think is interesting or new, record it in this journal. Then, when you write responses on your blog or other assignments use the word and record how many times you've used the word. The student who has used new words from his or her vocab list will get a prize (as well as really good marks)!

Word	Definition	Times Used	Where I found it

Sample Media Release Form, Adapted from Prairie Valley Media Release

Parent/Guardian Permission for Use of Student Work and Personal Information

I agree that the _____ School Division may use the work produced by my child _____ and/or images/commentary of my child with or without my child’s name and for any lawful purpose, including for example such purposes as publicity, illustration, promotion and Web content without remuneration or payment for the following purposes:

(Please check if you agree to provide permission for the following purposes.)

- 1. For education purposes in the school community
- 2. For the public media including the internet
- 3. Class Lists
- 4. Graduate congratulatory messages

I HAVE READ AND UNDERSTAND THE ABOVE and hereby consent to the collection and use of information as indicated above:

Parent Name (Print)	Student Name (Print)
---------------------	----------------------

Parent Signature	Date
------------------	------

If situations arise that cause you, as a parent, to be concerned about your child’s privacy or safety, with respect to the potential use(s) of his or her personal information as outlined above, please contact the school principal immediately to make changes to your permissions.

Please return this signature page to the school.

Sample Internet Use Contract

Adapted from http://lincoln.midcoast.com/~ncs/Student_Computer_and_Rules.html

A. Computer Use is a Privilege, Not a Right

Student use of the school unit's computers, networks and Internet services is a privilege, not a right. Unacceptable use/activity may result in suspension or cancellation of privileges as well as additional disciplinary and/or legal action. The building principal shall have final authority to decide whether a student's privileges will be denied or revoked.

B. Acceptable Use

Student access to the school unit's computers, networks and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum and instructional goals.

The same rules and expectations govern student use of computers as apply to other student conduct and communications.

Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing the school unit's computers, networks and Internet services.

C. Prohibited Use

The user is responsible for his/her actions and activities involving school unit computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include but are not limited to the following:

Accessing Inappropriate Materials - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;

Illegal Activities - Using the school unit's computers, networks and Internet services for

any illegal activity or activity that violates other board policies, procedures and/or school rules;

Violating Copyrights - Copying or downloading copyrighted materials without the owner's permission;

Plagiarism - Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and Web site must be identified;

Copying Software - Copying or downloading software without the express authorization of the system administrator;

Non-School-Related Uses - Using the school unit's computers, networks and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes, or for any other personal use;

Misuse of Passwords/Unauthorized Access - Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts;

Malicious Use/Vandalism - Any malicious use, disruption, or harm to the school unit's computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and

Unauthorized Access to Chat Rooms/News Groups - Accessing chat rooms or news groups without specific authorization from the supervising teacher.

D. No Expectation of Privacy

The school unit retains control, custody and supervision of all computers, networks and Internet services owned or leased by the school unit. The school unit reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, including e-mail and stored files.

E. Compensation for Losses, Costs and/or Damages

The student and/or the student's parent/guardian shall be responsible for compensating the school unit for any losses, costs or damages incurred by the school.

F. School Unit Assumes No Responsibility for Unauthorized Charges, Costs or Illegal Use

The school unit assumes no responsibility for any unauthorized charges made by students including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

G. Student Security

A student shall not reveal his/her full name, address or telephone number on the Internet without prior permission from a supervising teacher. Students should never meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

H. Parental Permission Required

Students and their parent/guardian are required to sign and return the Media Release Form

I _____ agree to abide by the above rules and acknowledge that if I neglect to do so, my computer privileges will be revoked to the reasonable judgment of the school authorities.

Student Signature

Date



Research Outline Form

Introduction

Hook: _____

Main Topic: _____

Evidence 1

- _____
- _____
- _____

Evidence 2

- _____
- _____
- _____

Evidence 3

- _____
- _____

- _____

Conclusion

Repeat main idea (point you were trying to prove): _____

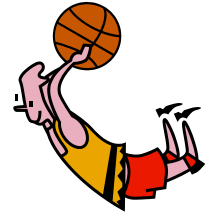
Final Comment: _____

Sources:

Other interesting information:

Poetry Slam PowerPoint Assessment

My Name: _____



This assessment sheet will be filled out by the teacher and one peer for each presentation.

Complete the following for a peer.

Name of Presenter: _____ Title of Poem: _____

1. What are the themes of the poem according to the presenter?

2. How does the presenter convey these themes visually?
 - a. Orally?

3. Which visual images from the presentation grabbed your attention?

4. Which verbal images from the presentation grabbed your attention?

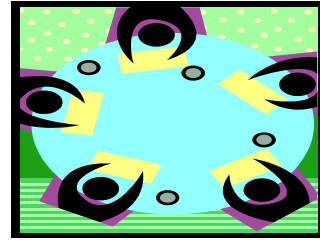
5. Rate the presenter on the following	Weak				Strong
1. Use of appropriate body language to convey meaning.	1	2	3	4	5
2. Use of strong and appropriate images	1	2	3	4	5
3. Appropriate tone of voice	1	2	3	4	5
4. Confidence in speaking	1	2	3	4	5
5. View engagement	1	2	3	4	5
6. Understanding and knowledge of poem	1	2	3	4	5
7. Overall presentation	1	2	3	4	5

Total Mark: _____ /35

Comments:

Literature Circle Meeting Sheet

Name: _____



Complete this sheet for every Literature Circle Meeting.

Book Title: _____

Group Members: _____

Meeting #____ Date: _____

Chapters Covered: _____

Pre-Meeting:

My brief summary of these chapters:

My initial reaction to these chapters:

3 questions I would like to ask my group members at our next meeting:

1.

2.

3.

During Meeting:

Other members' initial reaction to these chapters:

Answers to my questions:

1.

2.

3.

3 good questions my group members asked and answered:

1.

2.

3.

Imagery we enjoyed from these chapters:

Themes:

Vocabulary:

Other points we discussed:

After Discussion:

Some things I had never thought of before the discussion:

Some things I would like to know:

Literature Circle Research Assignment

Due Date: _____

Once you have completed the novel select a topic of your choice related to the themes of the book, make sure each one of your group members selects something different. If you are having troubles deciding on a topic, look back at your Literature Circle Meeting sheets, especially where you wrote down some things you wanted to know.

Complete the project by completing these steps in order.

1. Proposal

- **Post the following information on the teacher's blog:**

- i. Proposed topic
- ii. Why I chose this topic
- iii. How this topic relates to the novel
- iv. How I plan on finding the information

2. Begin research. Look back at the "Internet Search Tips" the teacher posted on their blog earlier in the term. Use these to help you find good resources. Narrow and widen your searches until you find at least three resources that are going to be useful to your research.

3. Pre-Writing: Fill out the Research Outline Form. Use this form in the same way you used it when you were researching the addiction-related topic for "Alfred 'n' Me".

4. Draft: Write the first draft of the essay. Your teacher will go over the process of writing a research essay, but essentially, it should follow the format of your outline. Make sure you include in your introduction how the topic connects to the novel you read. Format: Introduction > Argument 1 > Argument 2 > Argument 3 > Conclusion. Look at other examples of five-paragraph essays if you are having difficulties with the format.

5. Edit: Have one of your group members edit your essay.

6. Revise: Go back over the essay and touch up any parts that could use work.

7. Panel Preparation: You will get back into your Literature Circle groups and come up with a brief summary of the entire novel that does not give away the ending. Each of you is now an expert on one subject pertaining to the novel. As a group you will decide on how you are going to present all the information to the entire class.

8. Panel Presentation Day! Every group will present their research. The presentations will begin with the brief summary of the novel. Each member will present their research findings (you can read from your paper or prepare a speech) and how they connect to the novel. *Try not to spoil the ending of the novel! The floor will then be opened up for questions and you will get to show your expertise on the research topic and novel!

9. Publish: Present your teacher with an electronic version of your essay and the group's book summary. He or she will publish them to the blog or website!

Research Essay Rubric

(Adapted from *drumlinheights.ednet.ns.ca/k/KMOOD/ACS/.../Essay%20Rubric.doc*)

Student Name: _____ Topic: _____

Category	15-12	11-8	8-5	4-1	Score
Quality of Information	Information clearly relates to the main topic. Includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Category	10-8	8-6	6-4	4-0	
Organization	The introduction is inviting, states the main topic and previews the structure of the paper. Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. A variety of thoughtful transitions are used and clearly show how the ideas are connected.	The introduction is inviting, states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. Transitions clearly show how ideas are connected, but there is little variety.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. Some details are not in logical or expected order and this distracts the reader. Some transitions work well but connections between other ideas are fuzzy.	There is no clear introduction of the topic/structure of the paper. Many details are not in logical/expected order. There is little sense that the writing is organized. The transitions between ideas are unclear or non-existent.	
Category	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	
Thesis Statement	Thesis statement names the topic of the essay and outlines the main points to be discussed.	Thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
In-Text Citations	All sources used for quotes, statistics and facts are credible and cited	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and are cited correctly.	Many sources are suspect (not credible) AND/OR not cited correctly.	

	correctly. (Min. 5)				
Grammar & Spelling	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each pieces of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each pieces of evidence supports the author's position.	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how the piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Citing Source	There is a minimum of 3 sources used, and they are cited properly	Minor errors.	Multiple errors.	Incorrect format.	

Comments:

/45

Literature Circle Member Evaluation

Member Name: _____

Fill this out for each one of your group members. The teacher will fill one out for each of the members as well. You do not need to put your own name on the form.

	Weak				Strong
1. Preparation for Literature Circle Meetings	1	2	3	4	5
2. Contribution during meetings	1	2	3	4	5
3. Quality of questions during meetings	1	2	3	4	5
4. Effort into research project	1	2	3	4	5
5. Contribution to panel discussion	1	2	3	4	5
6. Preparedness for panel discussion	1	2	3	4	5
7. Overall performance in Literature Circle	1	2	3	4	5

Total Mark: /35

Comments:

Literature Circle Member Evaluation

Member Name: _____

Fill this out for each one of your group members. The teacher will fill one out for each of the members as well. You do not need to put your own name on the form.

	Weak				Strong
8. Preparation for Literature Circle Meetings	1	2	3	4	5
9. Contribution during meetings	1	2	3	4	5
10. Quality of questions during meetings	1	2	3	4	5
11. Effort into research project	1	2	3	4	5
12. Contribution to panel discussion	1	2	3	4	5
13. Preparedness for panel discussion	1	2	3	4	5
14. Overall performance in Literature Circle	1	2	3	4	5

Total Mark: /35

Comments:

Harry Bruce

AND MAY THE BEST CHEATER WIN

Every youth knows he can get into deep trouble by stealing cameras, peddling dope, mugging winos, forging cheques, or copying someone else's answers during an exam. Those are examples of not playing by the rules. Cheating. But every youth also knows that in organized sports across North America, cheating is not only perfectly okay, it's recommended. "The structure of sport. . . actually promotes deviance," says U.S. sport sociologist D.S. Eitzen.

The downy-cheeked hockey player who refuses to play dirty may find himself fired off the team. The boy soccer player who refuses to rough up a superior striker to "throw him off his game" may find himself writhing under a coach's tongue-lashing. The basketball player who refuses to foul a goal-bound enemy star in the last seconds of a close game may find himself riding the bench next week. Thus, we have that cynical paradox, "the good foul," a phrase that makes about as much sense as "a beneficial outbreak of bubonic plague."

If organized sports offer benefits to youngsters, they also offer a massive program of moral corruption. The recruiting of college athletes in the United States, and the use of academic fraud to maintain their "eligibility," stunk so powerfully in 1980 that

Newsweek decided "cheating has become the name of the game," and spoke of the fear on U.S. campuses of "an epidemic of corruption." But the epidemic had already arrived, and what really worried Newsweek was national acceptance of corruption as normal: "Many kids are admitting that they have tried to take the bribes and inducements on the sleazy terms with which they are offered. Their complaints are not so much

Fans, alumni, coaches, college administrators, players, and their parents all believed nothing could ever be more important than winning (or more disgraceful than losing), and that cheating in victory's cause was therefore commendable.

"Candidates for big-time sport's Hall of Shame have seemed suddenly to break out all over like an ugly rash," William Oscar Johnson wrote last year in *Sports Illustrated*. He constructed a dismal catalogue of assaults on cops, drunken brawls, adventures in the cocaine trade, credit-card frauds, and other sordid activities by rich professional athletes who, in more naive times, might have earned the adulation of small boys. Jim Finks, then Chicago Bears general manager, speculated that the trouble with the younger lawbreakers was that they had "been looked after all the way from junior high school. Some of them have had doctored grades. This plus the affluence [astronomical salaries] means there has never been any

pressing need for them to work things out for themselves. They have no idea how to face reality."

No one in all their lives had taught them about fair play. "In the early days of playground and high-school leagues, one of the key issues was moral regulation," says Alan Ingham, a teacher at the University of Washington. "You got sports, and you got Judeo-Christian principles thrown in, too." Now, however, "the majority of things taught in sports are performance things." John Pooley of the School of Recreation, Physical and Health Education at Dalhousie University, Nova Scotia, asked Calvin Hill, a former Dallas Cowboy, what percentage of all the football rookies he'd ever met had said that, as college players, they'd encountered no cheating. Hill's reply was short: "None."

So here we have the most powerful nation in the world, and it blithely corrupts children so they'll mature as athletic machines without an ounce of the moral sense that might prevent their sniffing cocaine or complicate their lust for victory. Pray for nuclear disarmament, fans.

- Still, Canadians are little better. We all know who invented the game that inspired Paul Newman to star in Slap Shot, a black and bloody comedy about butchery on ice. We can't argue that it's only American coaches who teach peewees to draw tripping penalties

rather than let an enemy player continue a breakaway on your goal. Moreover, I happen to live in Halifax, where only last winter St. Mary's University was disgraced for allowing a ringer from Florida to play varsity basketball. The coach of a rival but inferior team ferreted out the truth about the player's ineligibility. In doing so, he imported one of the fine old traditions of amateur sports in the States: if you can't beat them, hire a private dick. Oh well, that's what universities are supposed to be all about: the pursuit of truth.

Pursuing another truth, Pooley of Dalhousie surveyed recent graduates of three down-east universities. The grads were both men and women, and they had all played intercollegiate field hockey, ice hockey, soccer or basket- ball. "With one exception [a woman field hockey player], all felt there was immense pressure to win," Pooley said. Typical responses: "Winning is everything in university sport. . . . The measure of success was not how well you played but the win-loss record. . . . There is incredible pressure to perform because there are always two or three guys on the bench ready to take your place."

Half said their coaches had urged "winning at any cost." One grad revealed, "Some coaches send their players 'out to get' a good player on the other team." Another described "goon coaches who stressed intimidation and rough play." Coaches had not only condoned

tactical fouls, but had actually taught the arts of fouling during practice. A player who had competed against British and Bermudian teams said they played "intensely but fairly" while the Maritimers "sometimes used dirty tactics" or "blatantly tried to stop a player."

Pooley wondered if the grads, after years in intercollegiate sport, felt it had promoted fair play. Only the field-hockey players said yes. Answers from the others were shockers: "Everyone cheats and the best cheater wins. . . . Fair play and sportsmanship are not promoted. This is a joke. . . . You did whatever you could to win. . . . You are taught to gain an advantage, whatever it takes." Such cynicism, from people so young they've barely doffed their mortarboards, confirms the sad opinion of one Kalevi Heinila, who told a world scientific congress in 1980 that fair play was "ripe to be dumped in the waste basket of sport history."

The irony in all this—and it's both ludicrous and nauseating—is that universities defend their expensive programs for intercollegiate sports with lip service to the notion that keen teamwork in clean competition nurtures good citizens. Fair play in sports, don't you know, spawns fair players for the world of politics, the professions, and business.

That's a crock. What intercollegiate sport really teaches is how to get away with murder, how to be crooked within the law. Just listen

to one of the fresh-faced grads in Pooley's survey as he sets out to make his way in the world, his eyes shining with idealism: "University sport teaches you to play as close to the limits as possible; and this is the attitude that will get you ahead in the business world." Another acknowledged that his "concept of fair play decreased"; but, on the other hand, he had learned to "stretch the rules to my advantage." A young woman confided, "University sport has made me tough, less sensitive to other people's feelings." Still others stressed that college sport had prepared them for "the real world," for "real life," in which winning was all.

Cheating in amateur sport, Pooley says, "gives it a hollow feeling. Many coaches do not have integrity. I'm still sickened by that. It upsets me, at all levels." A tall, talkative, forceful man with a bony face and a thick brush of steely hair, Pooley has coached soccer in six countries, once played for professional teams in Britain, and now, at 53, cavorts on a team for men over 35. "I'm still playing league soccer," he wrote in a paper for the 1984 Olympic Scientific Congress in Eugene, Oregon, "because: a) I helped to organize and plan my own youth soccer experiences; b) coming second or being beaten was okay; c) I was always much more interested in playing well than playing to win; d) I never minded playing less well than I'd earlier played; and e) I always felt successful at the level played."

. Those are highly un-American reasons for playing any sport, but Pooley is originally from northern England, the nation that invented "fair play" and knew that certain things just weren't cricket. That was in a time long before Americans institutionalized cheating even in soap box derbies, before athletes gobbled steroids, before universities invented courses in weight lifting and raquetball so quarterbacks could qualify as "students." Moreover, Pooley believes that the few adults who stick with team sports until middle age do so because, as youngsters, "They preferred the feel of the ball, the pass well made, the sweetness of the stroke or the power in the shot, rather than whether they won or lost the game." Such people don't need to cheat.

Some scholars believe that the sleaziness of organized sports simply reflects the sleaziness of our entire culture Pooley points out, for instance, that one sociologist offers two reasons why cheating in sports shouldn't be "disproportionately reprimanded." The first is that it's "endemic in society," and the second is that even more cheating probably occurs in other fields. Pooley disagrees. He says this argument is like saying you should not disproportionately reprimand the clergy for being dishonest. Poor Pooley. He has such quaint ideas about sports. He actually believes they should not be immoral, and should be fun.

Youth Sports Can Offer Lifelong Lessons

Emily Strahle

Not a day goes by in our household that a sport isn't played or watched. Whether we're watching the Super Bowl or March Madness, a Little League game or youth football game, professionals or hometown heroes, we are constantly cheering on our favorite athletes. While my children enjoy cheering on the pros, I much prefer cheering on my children.

There are numerous lifelong benefits to youth participation in sports. First and foremost, youth sports promote good health and physical fitness. Participation in recreational youth sports provides the exercise needed to burn calories that help fight childhood obesity and also releases endorphins needed to combat adolescent depression.

Children also learn teamwork and leadership skills when they participate in youth sports. Even at the earliest ages, children can learn the importance of working as a team: a life skill that is beneficial on the sports field and in the game of life. Youth sports also provide children with socialization, an important component of healthy adolescent development.

Goal-setting and discipline are two other life skills that are gained through participation in youth sports. Children learn early that dedication and hard work at practice lead to wins on and off the court. While the trophies, ribbons and medals that come with winning are nice, it is the gain in one's self-esteem that makes a lasting impact on the child. You almost can see the new self-esteem bubbling out of a young child when, after weeks of practicing and trying, he catches his first fly ball, scores his first goal or makes his first basket.

Sportsmanship and positive mentoring relationships are beneficial to older youths in sports. A good coach can both teach children how to encourage their teammates, respect other players and officials and how to keep a positive attitude on and off the field. Great coaches often also serve as mentors and positive adult role models to the older youths they coach, mentoring them on the court and often helping to provide accountability to keep them focused on making positive choices and deter them from risky behaviors in their daily lives.

In addition to the individual benefits sports directly provide for youth participants, family bonds also are strengthened. Youth sports provide opportunities for families to spend quality time together. Activities such as practicing in your own yard, cheering your

youngsters on at games or replaying the events of the game over ice cream later provide time well spent together. Sports also open a unique line of communication between parents and children: a wonderful opportunity to let your children know how proud you are of them.

Youth sports bring many benefits to the community. They provide an opportunity for the community, young and old alike, to come together to support and rally around their local teams. Participation in sports provides a common bond between alumni and youths and allows youth and adults to take pride in their school or community. Youth sports also provide adults with the opportunity to give back to their communities as coaches, volunteers and mentors.

Living just behind a local high school and little league complex, I love to hear the sounds of the fans cheering when a home run is hit, the band playing when a touchdown is scored or the sirens blaring when we welcome home a team after a big win. From the little leagues to the big leagues, sports provide unique opportunities for healthy adolescent development.

In the spirit of spring and opening day of the major leagues, "Play Ball!" The benefits will last a lifetime.

Emily Strahle is program manager of Youth Resources of Southwestern Indiana. Since 1987, Youth Resources has engaged 144,000 youth in leadership development and community service through its evidence-based, youth-led TEENPOWER, Teen Advisory Council, Teen Court and Make A Difference Grant Programs. For more information, please call (812) 421-0030 or visit youth-resources.org.

SUCKER by Carson McCullers

It was always like I had a room *to* myself. Sucker slept in my bed with me but that didn't interfere with anything. The room was mine and I used it as I wanted to. Once I remember seeing a trap door in the floor. Last year when I was a sophomore in high school I tacked on my wall some PICTURES of girls from magazines and one of them was just in her underwear. My mother never bothered me because she had the younger kids to look after. And Sucker thought anything I did was always swell.

Whenever I would bring any of my friends back to my room all I had to do was just glance once at Sucker and he would get up from whatever he was busy with and maybe half smile at me, and leave without saying a word. He never brought kids back there. He's twelve, four years younger than I am, and he always knew without me even telling him that I didn't want kids that age meddling with my things.

Half the time I used to forget that Sucker isn't my brother. He's my first cousin but practically ever since I remember he's been in our family. You see his folks were killed in a wreck when he was a baby. To me and my kid sisters he was like our brother.

Sucker used to always remember and believe every word I said. That's how he got his nickname. Once a couple of years ago I told him that if he'd jump off our garage with an umbrella it would act as a parachute and he wouldn't fall hard. He did it and busted his knee. That's just one instance. And the funny thing was that no matter how

many times he got fooled he would still believe me. Not that he was dumb in other ways—it was just the way he acted with me. He would look at everything I did and quietly take it in.

There is one thing I have learned, but it makes me feel guilty and is hard to figure out. If a person admires you a lot you despise him and don't care— —and it is the person who doesn't notice you that you are apt to admire. This is not easy to realize. Maybelle Watts, this senior at school, acted like she was the Queen of Sheba and even humiliated me. Yet at the same time I would have done anything in the world to get her attentions. All I could think about day and night was Maybelle until I was nearly crazy. When Sucker was a little kid and on up until the time I was twelve I guess I treated him as bad as Maybelle did me.

Now that Sucker has changed so much it is a little hard to remember him as he used to be. I never imagined anything would suddenly happen that would make us both VERY DIFFERENT. I never knew that in order to get what has happened straight in my mind I would want to think back on him as he used to be and compare and try to get things settled. If I could have seen ahead maybe I would have acted different.

I never noticed him much or thought about him and when you consider how long we have had the same room Together it is funny the few things I remember. He used to talk to himself a lot when he'd think he was alone—all about him fighting gangsters and being on ranches and that sort of kids' stuff. He'd get in the

bathroom and stay as long as an hour and sometimes his voice would go up high and excited and you could hear him all over the house. Usually, though, he was very quiet. He didn't have many boys in the neighborhood to buddy with and his face had the look of a kid who is watching a game and waiting to be asked to play. He didn't mind wearing the sweaters and coats that I outgrew, even if the sleeves did flop down too big and make his wrists look as thin and white as a little girl's. That is how I remember him—getting a little bigger every year but still being the same. That was Sucker up until a few months ago when all this trouble began.

Maybelle was somehow mixed up in what happened so I guess I ought to start with her. Until I knew her I hadn't given much time to girls. Last fall she sat next to me in General Science class and that was when I first began to notice her. Her hair is the brightest yellow I ever saw. And occasionally she would wear it set into curls with some sort of gluey stuff. Her fingernails are pointed and manicured and painted a shiny red. All during class I used to watch Maybelle, nearly all the time except when I thought she was going to look my way or when the teacher called on me. I couldn't keep my eyes off her hands, for one thing. They are very little and white except for that red stuff, and when she would turn the pages of her book she always licked her thumb and held out her little finger and turned very slowly. It is impossible to describe Maybelle. All the boys are crazy about her but she didn't even notice me. For one thing she's almost two years older than I am. Between periods I used to try and pass

very close to her in the halls but she would hardly ever smile at me. All I could do was sit and look at her in class—and sometimes it was like the whole room could hear my heart beating and I waited to holler or light out and run for hell.

At night, in bed, I would imagine about Maybelle. Often this would keep me from sleeping until as late as one or two o'clock. Sometimes Sucker would wake up and ask me why I couldn't get settled and I'd tell him to hush his mouth. I suppose I was mean to him lots of times. I guess I wanted to ignore somebody like Maybelle did me. You could always tell by Sucker's face when his feelings were hurt. I don't remember all the ugly remarks I must have made because even when I was saying them my mind was on Maybelle.

That went on for nearly three months and then somehow she began to change. In the halls she would speak to me and every morning she copied my homework. At lunch time once I danced with her in the gym. One afternoon I got up nerve and went around to her house with a carton of cigarettes. I knew she smoked in the girls' basement and sometimes outside of school—and I didn't want to take her candy because I think that's been run into the ground. She was very nice and it seemed to me everything was going to change.

It was that night when this trouble really started. I had come into my room late and Sucker was already asleep. I felt too happy and keyed up to get in a comfortable position and I was awake thinking about Maybelle a long time. Then I dreamed about her and it seemed I kissed her. It was a surprise to wake up and see the dark.

I lay still and a little while passed before I could come to and understand where I was. The house was quiet and it was a very dark night.

Sucker's voice was a shock to me. "Pete? . . ."

I didn't answer anything or even move.

"You do like me as much as if I was your own brother, don't you Pete?"

I couldn't get over the surprise of everything until it was like this was the real dream instead of the other.

"You have liked me all the time like I was your own brother, haven't you?"

"Sure," I said.

Then I got up for a few minutes. It was cold and I was glad to come back to bed. Sucker hung on to my back. He felt little and warm and I could feel his warm breathing on my shoulder.

"No matter what you did I always knew you liked me."

I was wide awake and my mind seemed mixed up in a strange way. There was this happiness about Maybelle and all that—but at the same time something about Sucker and his voice when he said these things made me take notice. Anyway I guess you understand people better when you are happy than when something is worrying you. It was like I had never really thought about Sucker until then. I felt I had always been mean to him. One night a few weeks before I had heard him crying in the dark. He said he had lost a boy's *BB* gun

and was scared to let anybody know. He wanted me to tell him what to do. I was sleepy and tried to make him hush and when he wouldn't I kicked at him. . . That was just one of the things I remembered. It seemed to me he had always been a lonesome kid. I felt bad.

There is something about a dark cold night that makes you feel close to someone you're sleeping with. When you talk together it is like you are the only people awake in the town.

"You're a swell kid, Sucker," I said.

It seemed to me suddenly that I did like him more than anybody else I knew – more than any other boy, more than my sisters, more in a certain way even than Maybelle. I felt good all over and it was like when they play sad music in the movies. I wanted to show Sucker how much I really thought of him and make up for the way I'd always treated him. We talked for a good while that night. His voice was fast and it was like he had been saving up these things to tell me for a long time. He mentioned that he was going to try to build a canoe and that the kids down the block wouldn't let him in on their football team and I don't know what all. I talked some too and it was a good feeling to think of him taking in everything I said so seriously. I even spoke of Maybelle a little, only I made out like it was her who had been running after me all this time. He asked questions about high school and so forth. His voice was excited and he kept on talking fast like he could never get the words out in time. When I went to sleep he was still talking and I could still feel his breathing on my shoulder,

warm and close.

During the next couple of weeks I saw a lot of Maybelle. She acted as though she really cared for me a little. Half the time I felt so good I hardly knew what to do with myself. But I didn't forget about Sucker. There were a lot of old things in my bureau drawer I'd been saving—boxing gloves and Tom Swift books and second-rate fishing tackle. All this I turned over to him. We had some more talks together and it was really like I was knowing him for the first time. When there was a long cut on his cheek I knew he had been monkeying around with this new first razor set of mine, but I didn't say anything. His face seemed different now. He used to look timid and sort of like he was afraid of a whack over the head. That expression was gone. His face, with those wide-open eyes and his ears sticking out and his mouth never quite shut, had the look of a person who is surprised and expecting something swell.

Once I started to point him out to Maybelle and tell her he was my kid brother. It was an afternoon when a murder mystery was on at the movie. I had earned a dollar working for my Dad and I gave Sucker a quarter to go and get candy and so forth. With the rest I took Maybelle. We were sitting near the back and I saw Sucker come in. He began to stare at the screen the minute he stepped past the ticket man and he stumbled down the aisle without noticing where he was going. I started to punch Maybelle but couldn't quite make up my mind. Sucker looked a little silly—walking like a drunk with his eyes glued to the movie. He was wiping his reading glasses on his shirttail and his knickers flopped down. He went on

until he got to the first few rows where the kids usually sit. I never did punch Maybelle. . But I got to thinking it was good to have both of them at the movie with the money I earned.

I guess things went on like this for about a month or six-weeks. I felt so good I couldn't settle down to study or pin my mind on anything. I wanted to be friendly with everybody. There were times when I just had to talk to some person. And usually that would be Sucker. He felt as good as I did. Once he said: "Pete, I am gladder that you are like my brother than anything else in the world."

Then something happened between Maybelle and me. I never have figured out just what it was. Girls like her are hard to understand. She began to act different toward me. At first I wouldn't let myself believe this and tried to think it was just my imagination. She didn't act glad to see me anymore. Often she went out riding with this fellow on the football team who owns this yellow roadster. The car was the color of her hair and after school she would ride off with him, laughing and looking into his face. I couldn't think of anything to do about it and she was on my mind all day and night. When I did get a chance to go out with her she was snippy and didn't seem to notice me. This made me feel like something was the matter—I would worry about my shoes clapping too loud on the floor, or the fly of my pants, or the bumps on my chin. Sometimes when Maybelle was around, a devil would get into me and I'd hold my face stiff and call grown men by their last names without the Mister and say rough things. In the night I would wonder what made me do all this until I was too tired for

sleep.

At first I was so worried I just forgot about Sucker. Then later he began to get on my nerves. He was always hanging around until I would get back from high school, always looking like he had something to say to me or wanted me to tell him. He made me a magazine rack in his Manual Training class and one week he saved his lunch money and bought me three packs of cigarettes. He couldn't seem to take it in that I had things on my mind and didn't want to fool with him. Every afternoon it would be the same—him in my room with this waiting expression on his face. Then I wouldn't say anything or I'd maybe answer him rough-like and he would finally go on out.

I can't divide that time up and say this happened one day and that the next. For one thing I was so mixed up the weeks just slid along into each other and I felt like hell and didn't care. Nothing definite was said or done. Maybelle still rode around with this fellow in his yellow roadster and sometimes she would smile at me and sometimes not. Every afternoon I went from one place to another where I thought she would be. Either she would act almost nice and I would begin thinking how things would finally clear up and she would care for me—or else she'd behave so that if she hadn't been a girl I'd have wanted to grab her by that white little neck and choke her. The more ashamed I felt for making a fool of myself the more I ran after her. Sucker kept getting on my nerves more and more. He would look at me as though lie sort of blamed me for something, but at the same time knew that it wouldn't last long. He was growing fast and

for some reason began to stutter when he talked. Sometimes he had nightmares or would throw up his breakfast. Mom got him a bottle of cod liver oil.

Then the finish came between Maybelle and me. I met her going to the drug store and asked for a date. When she said no I remarked something sarcastic. She told me she was sick and tired of my being around and that she had never cared a rap about me. She said all that. I just stood there and didn't answer anything. I walked home very slowly.

For several afternoons I stayed in my room by myself. I didn't want to go anywhere or talk to anyone. When Sucker would come in and look at me sort of funny I'd yell at him to get out. I didn't want to think of Maybelle and I sat at my desk reading *Popular Mechanics* or whittling at a toothbrush rack I was making. It seemed to me I was putting that girl out of my mind pretty well.

But you can't help what happens to you at night. That is what made things how they are now.

You see a few nights after Maybelle said those words to me I dreamed about her again. It was like that first time and I was squeezing Sucker's arm so tight I woke him up. He reached for my hand.

"Pete, what's the matter with you?"

All of a sudden I felt so mad my throat choked—at myself and the dream and Maybelle and Sucker and every single person I knew. I

remembered all the times Maybelle had humiliated me and everything bad that had ever happened. It seemed to me for a second that nobody would ever like me but a sap like Sucker.

"Why is it we aren't buddies like we were before? Why—?"

"Shut your damn trap!" I threw off the cover and got upend turned on the light. He sat in the middle of the bed, his eyes blinking and scared.

There was something in me and I couldn't help myself. I don't think anybody ever gets that mad but once. Words came without me knowing what they would be. It was only afterward that I could remember each thing I said and see it all in a clear way.

"Why aren't we buddies? Because you're the dumbest slob I ever saw! Nobody cares anything about you! And just because I felt sorry for you sometimes and tried to act decent don't think I give a damn about a dumb-bunny like you!"

If I talked loud or hit him it wouldn't have been so bad. But my voice was slow and like I was very calm. Sucker's mouth was part way open and lie looked as though he'd knocked his funny bone. His face was white and sweat came out on his forehead. He wiped it away with the back of his hand and for a minute his arm stayed raised that way as though he was holding something away from him.

"Don't you know a single thing? Haven't you ever been around at all? Why don't you get a girl friend instead of me? What kind of sissy do you want to grow up to be anyway?"

I didn't know what was coming next. I couldn't help myself or think. Sucker didn't move. He had on one of my pajama jackets and his

neck stuck out skinny and small. His hair was damp on his forehead.

"Why do you always hang around me? Don't you know when you're not wanted?"

Afterward I could remember the change in Sucker's face. Surely that blank look went away and he closed his mouth. His eyes got narrow and his fists shut. There had never been such a look on him before. It was like every second he was getting older. There was a hard look to his eyes you don't see usually in a kid. A drop of sweat rolled down his chin and he didn't notice. He just sat there with those eyes on me and he didn't speak and his face was hard and didn't move.

"No you don't know when you're not wanted. You're too dumb. Just like your name—a dumb Sucker."

It was like something had busted inside me. I turned off the light and sat down in the chair by the window. My legs were shaking and I was so tired I could have bawled. The room was cold and dark. I sat there for a long time and smoked a squashed cigarette I had saved. Outside the yard was black and quiet. After a while I heard Sucker lie down.

I wasn't mad anymore, only tired. It seemed awful to me that I had talked like that to a kid only twelve. I couldn't take it all in. I told myself I would go over to him and try to make it up. But I just sat there in the cold until a long time had passed. I planned how I could straighten it out in the morning. Then, trying not to squeak the springs, I got back in bed.

Sucker was gone when I .woke up the next day. And later when I wanted to apologize as I had planned he

looked at me in this new hard way so that I couldn't say a word.

All of that was two or three months ago. Since then Sucker has grown faster than any boy I ever saw. He's almost as tall as I am and his bones have gotten heavier and bigger. He won't wear any of my old clothes anymore and has bought his first pair of long pants—with some leather suspenders to hold them up. Those are just the changes that are easy to see and put into words.

Our room isn't mine at all anymore. He's gotten up this gang of kids and they have a club. When they aren't digging trenches in some vacant lot and fighting they are always in my room. On the door there is some foolishness written in Mercurochrome saying "woe to the Outsider who Enters" and signed with crossed bones and their secret initials. They have rigged up a radio and every afternoon it blares out music. Once as I was coming in I heard a boy telling something in a low voice about what he saw in the back of his big brother's automobile. I could guess what I didn't hear. *That's what her and my brother do. It's the truth – parked in the car.* For a minute Sucker looked surprised and his face was almost like it used to be. Then he got hard and tough again. "Sure, dumbbell. We know all that." They didn't notice me. Sucker began telling them how in two years he was planning to be a trapper in Alaska. But most of the time Sucker stays by himself. It is worse when we are alone together in the room. He sprawls across the bed in those long corduroy pants with the suspenders and just stares at me with

that hard, hard-sneering look. Fiddle around my desk and can't get settled because of those eyes of his. And the thing is I just have to study because I've gotten three bad cards this term already. If I flunk English I can't graduate next year. I don't want to be a bum and I just have to get my mind on it. I don't care a flip for Maybelle or any particular girl anymore and it's only this thing between Sucker and me that is the trouble now. We never speak except when we have to before the family. I don't even want to call him Sucker anymore and unless I forget I call him by his real name, Richard. At night I can't study with him in the room and I have to hang around the drug store, smoking and doing nothing, with the fellows who loaf there.

More than anything I want to be easy in my mind again. And I miss the way Sucker and I were for a while in a funny, sad way that before this I never would have believed. But everything is so different that there seems to be nothing I can do to get it right. I've sometimes thought if we could have it out in a big fight that would help. But can't fight him because he's four years younger. And another thing--sometimes this look in his eyes makes me almost believe that if Sucker could he would kill me.

Robert Frost (1874-

A. E. Housman. 1859-

1. The Road Not

TWO roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth; 5

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same, 10

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back. 15

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference. 20

To An Athlete Dying Young

THE time you won your town the race
We chaired you through the market-place;
Man and boy stood cheering by,
And home we brought you shoulder-high.

To-day, the road all runners come, 5
Shoulder-high we bring you home,
And set you at your threshold down,
Townsmen of a stiller town.

Smart lad, to slip betimes away
From fields where glory does not stay, 10
And early though the laurel grows
It withers quicker than the rose.

Eyes the shady night has shut
Cannot see the record cut,
And silence sounds no worse than cheers 15
After earth has stopped the ears:

Now you will not swell the rout
Of lads that wore their honours out,
Runners whom renown outran
And the name died before the man. 20

So set, before its echoes fade,
The fleet foot on the sill of shade,
And hold to the low lintel up
The still-defended challenge-cup.

And round that early-laurelled head 25
Will flock to gaze the strengthless dead,
And find unwithered on its curls
The garland briefer than a girl's.

Poetry

What is poetry?

“Poetry is important... It reaches inside people and heals their wounds like nothing else can. It is an escape from reality and a method of coping with reality. It’s a certain feeling inside.”

-Anonymous

“Original combination of words, distinctive sound, and emotional impact”

-Anonymous

“Poetry isn’t what we think of as the ordinary, but what we feel and sense is underneath the ordinary, or inside it, or passing through it.”

-Kim Addonizio

Poetry is an endless style of creative expression. It has many different forms, sounds, and types of figurative language, vocabulary, shapes, sizes and intentions.

Poetry can be like a recipe. If you were making a cake, you would first mix the dry ingredients together; then you would cream butter and sugar together, then add eggs, then stir the dry ingredients in. Why wouldn’t you just drop all of the ingredients into a big bowl at the same time and mix? You’d end up with a lumpy mess, and no one wants a cake, or a poem, to be a lumpy mess. Word order matters—sometimes for clarity of meaning (a solo guitar isn’t the same as a guitar solo) and sometimes for effect (“a dying man” is roughly the same as “a man, dying,” but the effect of the word order matters). There are many different ways to order words and communicate approximately the same meaning, so readers should always question *why* poets have chosen a particular order, whether the choice is conventional or just the opposite.

http://bcs.bedforstmartins.com/virtualit/poetry/word_order_def.html

Tips for reading poetry:

- Read the poem more than once, even better, read it more than twice. Some lines or words will make more sense when you have an understanding of the entire poem.
- If appropriate for the place you are reading, read the poem out loud. You will get a better sense of the rhythm of the poem.
- Pay attention to everything. Poems are short, therefore, the content is condensed so that only the ideas, words, etc. that the author feels are most important are written.

Words to know for reading poetry:

Stanza: the equivalent to a paragraph. Stanzas are separated from each other.

Rhythm: poems are often designed to have a specific rhythm, which is what makes poetry more musical to the ear.



Figurative Language

In the blanks under each definition, write examples

Alliteration – Forming word patterns by repeating initial consonant sounds.

Allusion – a brief reference to a person, event or thing religious or historical.
References to the Bible and Greek/Roman Gods.

Assonance— the repetition of a stressed vowel sound.

Consonance— the repetition of consonant sounds at the end of words.

Hyperbole— exaggeration, either for comic or serious effect.

Imagery— creating vivid mental pictures through using words that appeal to the senses and emotions

Irony— where the actual meaning or result is different from what you expect or what is real.

Metaphor— a comparison that does not use comparison words such as “like” or “as”.

Onomatopoeia— words that sound like the sound they are describing.

Oxymoron— two opposite or conflicting words, side by side.

Personification— giving human qualities to non-human things or ideas.

Repetition— the repeating of lines, words or phrases for emphasis.

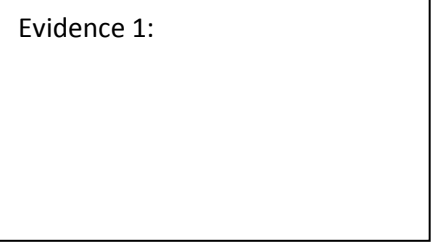
Simile— comparison using like or as.

Symbolism— using an image to represent an idea.

Essay Title:

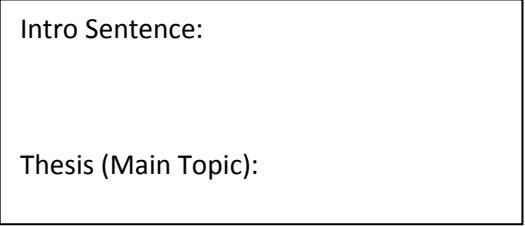
Author:

Evidence 1:

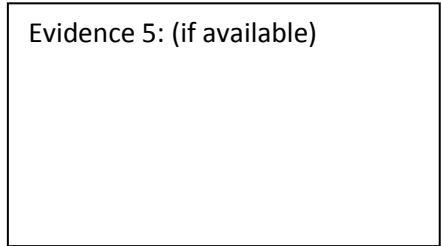


Intro Sentence:

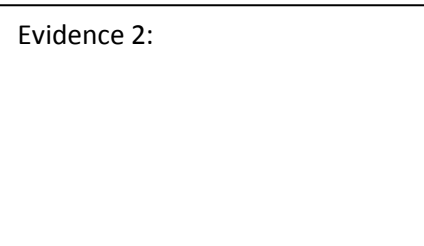
Thesis (Main Topic):



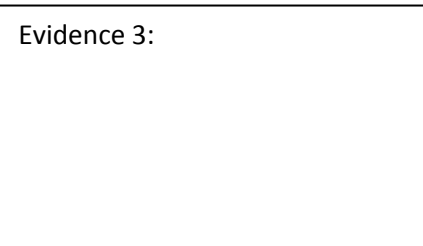
Evidence 5: (if available)



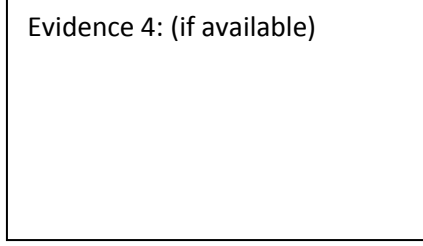
Evidence 2:



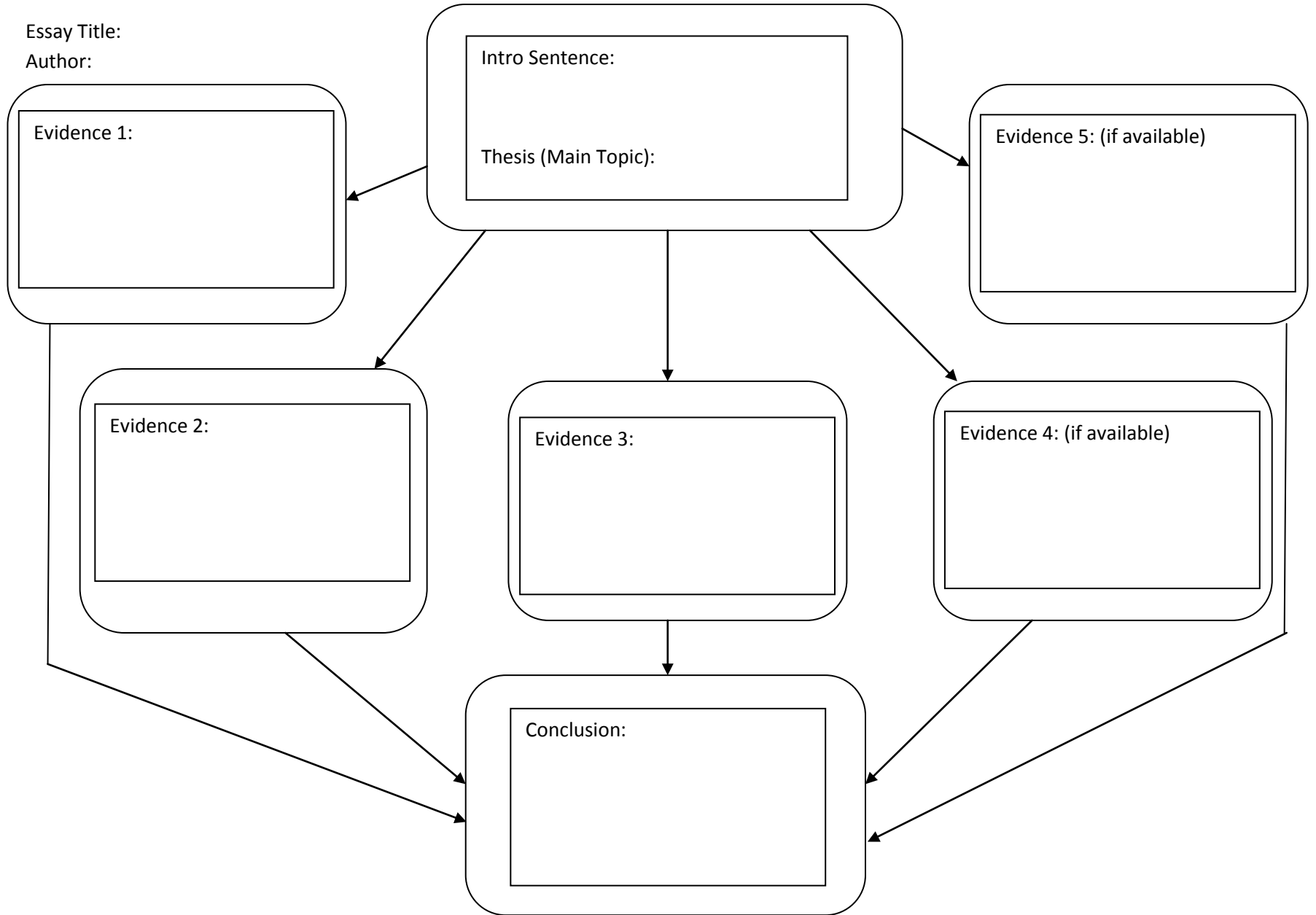
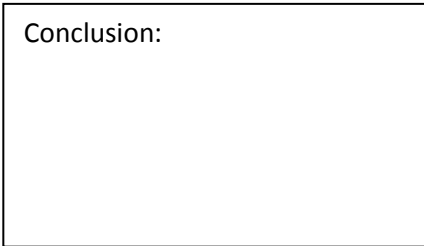
Evidence 3:



Evidence 4: (if available)



Conclusion:



Classroom Resources Used in Unit

Alexie, S., & Forney, E. (2007). *The absolutely true diary of a part-time Indian* . New York: Little, Brown.

Alexie, S. (2009). *The Governor's Son. War dances*. New York: Grove Press.

Anderson, M. T. (2002). *Feed* . Cambridge, MA: Candlewick Press.

Bibme. (n.d.). *BibMe: Fast & Easy Bibliography Maker - MLA, APA, Chicago, Turabian - Free*. Retrieved

April 7, 2011, from <http://www.bibme.org>

Chambers, C. (n.d.). Mixed Clan. *Metissage*. Retrieved April 7, 2011, from

ccfi.educ.ubc.ca/publication/insights/v07n02/metissage/pdf/Script.pdf

Conservative or Liberal. (n.d.). *Make Your Own Quiz for Facebook, Blogs, Web Sites*. Retrieved April 7,

2011, from http://www.gotoquiz.com/conservative_or_liberal

dakotatorres. (n.d.). Road Not Taken. *YouTube*. Retrieved April 7, 2011, from

http://www.youtube.com/watch?v=IIEf4B_EPQg

Donald, D. (n.d.). Washing Dishes. *Metissage*. Retrieved April 7, 2011, from

ccfi.educ.ubc.ca/publication/insights/v07n02/metissage/pdf/Script.pdf

Education World. (n.d.). PowerPoint Poetry Slam. *Education World*. Retrieved April 7, 2011, from

www.educationworld.com/a_tech/techlp/techlp018.shtml

Frost, R. (n.d.). The Road Not Taken. Frost, Robert. 1920. Mountain Interval. *Bartleby.com: Great Books*

Online -- Quotes, Poems, Novels, Classics and hundreds more. Retrieved April 7, 2011, from

<http://www.bartleby.com/119/1.html>

Giordano, P. (2011). *The Solitude of Prime Numbers*. USA: Pamela Dorman Books.

Haddon, M. (2003). *The curious incident of the dog in the night-time* . New York: Doubleday.

Hasebe-Ludt, E. (n.d.). Saarbrucken. *Metissage*. Retrieved April 7, 2011, from

ccfi.educ.ubc.ca/publication/insights/v07n02/metissage/pdf/Script.pdf

Hosseini, K. (2003). *The kite runner* . New York: Riverhead Books.

Housman, A. (n.d.). To An Athlete Dying Young. A. E. Housman. Modern British Poetry. *Bartleby.com*:

Great Books Online -- Quotes, Poems, Novels, Classics and hundreds more. Retrieved April 7, 2011, from <http://www.bartleby.com/103/32.html>

Information about health, growth and emotions for Teens: TeensHealth.org. (n.d.). *KidsHealth - the Web's*

most visited site about children's health. Retrieved April 7, 2011, from <http://kidshealth.org/teen/>

Internet safety tips from Toronto Police. (n.d.). *Global Edmonton*. Retrieved April 7, 2011, from

<http://www.globaltvedmonton.com/Internet+safety+tips+from+Toronto+Police/4545428/story.html>

Lewis, J., & Warren, D. (1994). Me 'n' Alfred. *Eureka: a book of plays for secondary students*. Regina:

Coteau Books.

Mannix, D. (1995). *Life skills activities for secondary students with special needs* . West Nyack, N.Y.:

Center For Applied Research In Education.

Ministry of Education. (n.d.). ELA 20. *Saskatchewan Curriculum*. Retrieved April 7, 2011, from

www.curriculum.gov.sk.ca/

Morrison, T. (2003). Recitatif. *Short Fiction: an Anthology*. Don Mills: Oxford University Press.

Moaning or joking on Facebook about work could end in a P45. Mail Online. (n.d.). *Home / Mail Online*.

Retrieved April 7, 2011, from <http://www.dailymail.co.uk/femail/article-1372994/Moaning-joking-Facebook-work-end-P45.html>

SafetyCentreVideos. (n.d.). Playing and Staying Safe Online. *YouTube* - *Broadcast Yourself* .

Retrieved April 7, 2011, from <http://www.youtube.com/watch?v=DQ5zJvA0NYY>

Saskatchewan Post-Secondary Education and Skills Training-Job Search Handbook-Resume. (n.d.).

SaskNetWork - Home Portal Page. Retrieved April 7, 2011, from

http://www.sasknetwork.ca/html/jsh/JSearch_Resume.htm#functional

TheNevo13. (n.d.). "Telephone" LADY GAGA Music Video "Don't be a Bully" . *YouTube* . Retrieved April 7, 2011, from <http://www.youtube.com/watch?v=oW0rkrp2C-4>

SaskJobs. (n.d.). *SaskJobs.ca - Real Careers. Real Life*. Retrieved April 7, 2011, from <http://saskjobs.ca>

Wilson, Budge. "The Charmer".

Resources Used to Inform Unit Plan

Bailey, N. (2009). "It makes it more real": Teaching new literacies in a secondary English classroom. *English Education*, 41(3), 207-234.

Blum, H. T., Lipsett, L. R., & Vocom, D. J. (2002). Literature Circles: A Tool for Self-Determination. *Remedial and Special Education*, 23(2), 99-108.B

Boling, Erica C. (2008). Learning from teacher's conceptions of technology integration: What do blogs, instant messages, and 3D Chat rooms have to do with it? *Research in the Teaching of English*, 43(1), 74-100.

Brauer, L. (2008). The Trouble is English: Reframing English Studies in Secondary Schools. *English Education*, 40(4), 298-312.

Bucy, M. C. (2006). Encouraging Critical Thinking Through Expert Panel Discussions. *College Teaching*, 1, 222-224.

Duncan, A. (2010). RTT Has Unique Role to Play in Reforming Schools. *Tech & Learning*, 6, 46.

Dunn, P. A. (2010). Re-Seeing (Dis) Ability: Ten Suggestions. *English Journal*, 100(2), 14-26.

Mannix, D. (1995). *Life skills activities for secondary students with special needs* . West Nyack, N.Y.: Center For Applied Research In Education.

McCall, A. L. (2010). Teaching Powerful Social Studies Ideas Through Literature Circles. *The Social Studies*, 101, 152-159.

Misson, R., & Morgan, W. (2006). *Critical literacy and the aesthetic: transforming the English classroom*. Urbana, Ill.: National Council of Teachers of English.

Saskatchewan Ministry of Education. (2008). *Personal Program Plans*. Regina.

<http://www.education.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=2005,7206,211,107,81,1,Documents&MediaID=3808&Filename=Personal+Program+Plans+%26+Student+Outcome+Rubrics+June+2008.pdf>

Saskatchewan Ministry of Education (2010). *Adaptation Reference Sheet*. Milestone. Milestone School Response to Education.

Wolfe, P. (2010). Student Microtransformations in English Classrooms. *Research in the Teaching of English*, 44(3), 317-337.

Wood, J. W. (2006). *Teaching students in inclusive settings: adapting and accommodating instruction* (5th ed.). Upper Saddle River, N.J.: Merrill/Prentice Hall.