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LANGUAGE = POWER

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Curriculum and Instruction: Grade 10 English

LLED 314A: September - December, 2003

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Faculty of Education

University of British Columbia

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**Meeting the Needs of University Bound Students while Building Life /
Work Skills & a Heightened Level of Social Awareness
For ALL!**

Grade Level: 10

Subject: English 10

Location: Vancouver, Canada

Number of Lessons: 12

Duration of Each Lesson: 80 minutes

Rational:

This unit was designed to meet the needs of University bound students while building life skills and a heightened level of social awareness and responsibility. Students will be able to better understand their own lives and gain a greater appreciation for those living in need. Students will use language to explore their thoughts, ideas, feelings, and experiences to prepare for their roles in the world. Students will also explore how language can affect and influence others. Students will engage with and understand a variety of forms & styles of communication that are relevant to specific purposes and audiences. Students will demonstrate openness to different languages, ideas, & opinions, from a variety of cultural communities as expressed in mass media. Students will discover the power of oral and written language through the act of storytelling. Students will use what they have learned about short stories to compose their own. Exit Pass assignments are used throughout this unit in order to promote active listening, note taking, and a deeper engagement with the material. The students will continue to focus on the daily Personal Choice Reading (PCR) as well as Friday Spontaneous Writing that has been put into place by my sponsor teacher.

Daily Assessment / Exit Pass Assignments:

Each student will have a duotang that is to remain in the classroom unless otherwise stated. These duotangs will hold exit pass assignments that will be marked on a pass/ fail basis, & will contribute to their class participation mark. The purpose of this type of portfolio is to encourage students to engage with the material taught. Each student will receive 1 personal letter partway through my practicum & 1 at the end that will ask questions to provoke further exploration & provide general comments.

I will only request that a student redo an assignment if:

- the technical errors are so much that they impede meaning
- it appears the student did not have sufficient time to complete this assignment or it was too brief

Desired Learning Outcomes from the BC Ministry of Education's IRP for English Language Arts 10:

- ✓ Students will examine their beliefs. Students will identify & explain connections between what they believe and what they hear, view, and read. (PLO p. 60)
- ✓ Students will interpret & briefly report their findings from 2 different sources. (PLO p. 58)
- ✓ Students will use evidence from the text &/or images to make predictions. Students will be asked to provide their reasoning. (PLO p. 56)
- ✓ Students will analyze and assess the impact of specific techniques & designs used by the media (PLO p.62)
- ✓ Students will engage with and understand a variety of forms & styles of communication that are relevant to specific purposes and audiences. (PLO p.70)
- ✓ Students will demonstrate openness to different languages, ideas, & opinions, from a variety of cultural communities as expressed in mass media: newspapers. (PLO p.60)
- ✓ Students will discuss the overuse of jargon and technical language in the media. (PLO p.64)
- ✓ Students will discuss the value of written vs. oral storytelling. (PLO p.56)
- ✓ Students will use language to explore their thoughts, ideas, feelings, and experiences to prepare for their roles in the world. (PLO p.72)
- ✓ Students will explain the influence of others' ideas, and contributions to the development of their personal thoughts and feelings (PLO p.72)
- ✓ Students negotiate social & cultural boundaries and utilize respectful language while completing the peer editing portion of this assignment. (PLO p.76)
- ✓ Students are asked to organize their ideas, and adjust their style, form, and use of language to suit this exercise. (PLO p.66)

Lesson 1

Learning Outcomes:

1. Students will examine their beliefs. Students will identify & explain connections between what they believe and what they hear, view, and read. (PLO p. 60)
2. Students will interpret & briefly report their findings from 2 different sources. (Homework / PLO p. 58)

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 10 Minutes
- Hook: 1st half of the double-entry journal: Personal Ideas, Beliefs, & Experiences

- 30 Minutes
- Instruction:
 - Power Point Presentation
 - Degrassi Video
 - Mini Discussions throughout

- 20 Minutes:
- Closure:
 - Students are asked to complete the 2nd half of the double-entry journal.
 - Are there any connections between what you first wrote and what you saw & heard in class today? Explain.
 - Discuss how your views have changed? / Discuss how your views have remained unchanged?

- Assessment / Evaluation:
- Initial Responses will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student responds to the mini-videos & class discussion through the expression of personal views, thoughts, & / or feelings.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material presented in any way, & has declined the offer of a redo.

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- **Resources:**

30 Hour Famine

Canadian Contacts

Tel: 1-888-8FAMINE

Email: famine@worldvision.ca

UNICEF BC

3077 Granville Street

Suite 201

Vancouver, BC

V6H 3J9

Tel: (604) 874-3666

Fax: (604) 874-5411

Email: bc.secretary@unicef.ca

How will I know I have achieved my learning objective?

1.

➤ In-class: Double-sided Journal: attached

➤ Homework:

Each student will find and bring in 2 of the following 3 things:

(a) Interesting Fact

(b) Statistic

(c) Graph

Findings should be about a third world country or a relief organization of their choice.

When assigning homework show the following image:

Glenn, Allan. Humorous Images for Online Use. 29 Nov. 2003. 3 Dec. 2003. <http://users.rcn.com/rostmnd/winace/pics/#copying_misinformation>.

Lesson 2 Brochure

Learning Outcomes:

1. Students will interpret information from 2 different sources & demonstrate their understanding of the material to the class orally. (Homework / PLO p. 58)
 2. Students will use evidence from the text &/or images to make predictions. Students will be asked to provide their reasoning. (PLO p. 56)
 3. Students will analyze and assess the impact of specific techniques & designs used by the media (PLO p.62)
 4. Students will engage with and understand a variety of forms & styles of communication that are relevant to specific purposes and audiences. (PLO p.70)
- 20 Minutes
 - Personal Choice Reading (PCR)
 - students read a book of their choice silently
 - 15 Minutes: Rapid-fire Reporting:
 - Students briefly share 1 interesting thing they found while doing their Homework: (a fact, stat, or graph about a third world country or a relief organization of their choice.)
 - 15 Minutes
 - Instruction:
 - Definition of “brochure”:
 - Use of Brochure:
 - Comment on the general organization of information in a brochure. (How are large sections organized? How is the information within the large sections organized?)
 - Comment on images: location, motive(s), choice of color
 - 20 Minutes
 - Activity:
 - Examine some brochures in groups of 3 – each group member has a role:
 - (1) determines possible audience(s) (give reasoning – 3-5 sentences)
 - (2) comments on the organization of information – look at text headings (3-5 sentences)
 - (3) describes possible motive for 2 specific images (2-3 sentences/ image)

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- 10 Minutes
- Closure:
- Students look at a black and white image on the overhead. Answer 2 of the following 3:
 - Predict what color(s) would be used. Why? (2 Sentences)
 - Predict what type of brochure the image would be used for. Why? (2 Sentences)
 - Predict who (audience) the brochure containing this image would be pitched at. Why? (2 Sentences)

- Assessment / Evaluation:
- Each student's responses to the black & white image will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

- Resources:
 - Use any black and white images.
 - Cancer Foundation. Online brochures: actually prints as an actual brochure:
<<http://www.hci.utah.edu/content/pdf/brochures/risk.pdf>>

Lesson 3

Newspaper Article

Learning Outcomes:

1. Students will demonstrate openness to different languages, ideas, & opinions, from a variety of cultural communities as expressed in mass media: newspapers. (PLO p.60)
2. Students will analyze and assess the impact of specific techniques & designs used by the media (PLO p.62)
3. Students will engage with and understand a variety of forms & styles of communication that are relevant to specific purposes and audiences. (PLO p.70)

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 15 Minutes
- Hook: Print off front pages from newspapers around the world. Get some written in English & some written in foreign languages & ask students to translate a small portion of an article if they can. Try to make predictions of the content based on the images.
- Who determines what is important? Briefly discuss the difference between local or small town newspapers vs. international newspapers.

- 20 Minutes
- Instruction:
 - Examine a Newspaper Article:
 - Dissect Article on Overhead
 - Discuss reasons for the organization of information within article (audience's limited attn. span, space limitations w/ newspaper, Etc.)
 - Discuss how advertisements are used in newspapers.

- 15 Minutes
- Activity: Partner Work
 - In pairs, students invent a scenario & develop 5 interview questions. (W-5)
 - One plays the interviewer / One plays the interviewee
 - Students # the responses according to how they would appear in a newspaper article.

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- 10 Minutes
- Closure: continue partner activity solo:
 - create an attn. getting title for your article
 - Who is the article pitched at? Why?
 - Would there be any images accompanying the text? Explain
- Assessment / Evaluation:
- The partner activity & the closure writing will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.
- Resources:

The New York Times. <<http://www.nytimes.com>>

Lesson 4

Persuasive Speech

Learning Outcomes:

1. Students will analyze and assess the impact of specific techniques & designs used by the media (PLO p.62)
2. Students will discuss the overuse of jargon and technical language in the media. (PLO p.64)
3. Students will engage with and understand a variety of forms & styles of communication that are relevant to specific purposes and audiences. (PLO p.70)

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 5 Minutes
- Hook:
 - Watch, listen to, or read a persuasive speech – preferably delivered by someone the students recognize: examples:
 - Bono's (U2) introduction speech for Paul Martin
 - Jean Chrétien: "The Life & Times"

- 25 Minutes
- Instruction:
 - Is a persuasive speech one-sided?
 - What should an effective persuasive speech accomplish?
 - What strategies does the person delivering the speech use? Written & Vocal (power language, emotion, varying tone of voice, jargon, technical language – being in the know & sounding creditable, etc)

- 10 Minutes
- Partner Work
- Activity: Classroom "Word Trivia" designed to make students think about the deliberate use of specific words / language in a persuasive speech.
 - The teacher makes a vocabulary list of words that are frequently used in persuasive writing & speeches.
 - The teacher reads out the definition & when everyone's hand is up in the row they have earned a guess.
 - Teams are determined by row. Only 1 student/ row is permitted to move up and down the aisle.

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- 10 Minutes
- **Project: Learning Outcomes**
 1. Choice of assignment provides an opportunity for students to develop creative ways to share their knowledge & decide how/if they wish to participate.
 2. Students will expand what they know through research, & develop creative ways to share their ideas. (PLO p. 60)
 3. Research: Each student sites 2 different sources in their project:
 - Brochure: 1 image + 1 text OR 2 text
 - Articles: 1 image + a direct quote OR text + direct quote
 - Speech: 1 text + 1 media quote OR 2 text
 - Sources must be creditable! (**Show comic**)
- **Explanation of Projects:**
 - Students are given a handout to follow along with & take home to decide how they wish to participate
 - (a) Brochure: Features the specific issues in one Third World Country: include images, stats, & the description of an organization that is fighting to provide relief for a Third World Country. (50% text / 6 panels)
 - (b) Reporters: students act as reporters at the 30 Hour Famine: observe & interview 3 fellow participants (video, written, or recorded interviews), Write an article featuring information gathered from observations & interviews.
 - (c) Persuasive speech: Write a speech that illustrates the importance of social awareness & responsibility with regards to Third World Countries. Student chooses music to accompany his or her speech. Student delivers the speech to the class in an appropriate manner. (5-10 minutes)
 - All projects should demonstrate deliberate word choice & the use of techniques necessary for designing an appropriate brochure, writing an appropriate article, or delivering an effective speech.
- **STUDENTS ARE ASKED TO GO HOME AND WRITE DOWN ANY QUESTIONS THEY MAY HAVE & HAND THEM TO ME THE FOLLOWING CLASS.**
- 10 Minutes
- Closure:
 - Students are asked to read through the project outline silently & write down at least one question.
 - Try and think of someone who has delivered a persuasive speech. Was the speech light and humorous? Did the speaker use language that elicits emotion from the audience? Why do you remember that speech?

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- Assessment / Evaluation:
- Each student's questions regarding the assignment will be collected so that I may address them in the following class.
- Each student's reflections on a persuasive speech will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

- Resources:

Glenn, Allan. Humorous Images for Online Use. 29 Nov. 2003. 3 Dec. 2003. <http://users.rcn.com/rostmnd/winace/pics/#copying_misinformation>.

CLASS HANDOUT: PROJECT OUTLINE & INSTRUCTIONS

- You will choose to complete one of the following:
 - (a) Brochure: Features the specific issues in one Third World Country: include images, stats, & the description of an organization that is fighting to provide relief for a Third World Country. (50% text / 6 panels)
 - (b) Reporters: students act as reporters at the 30 Hour Famine: observe & interview 3 fellow participants (video, written, or recorded interviews), Write an article featuring information gathered from observations & interviews.
 - (c) Persuasive speech: Write a speech that illustrates the importance of social awareness & responsibility with regards to Third World Countries. Student chooses music to accompany his or her speech. Student delivers the speech to the class in an appropriate manner. (5-10 minutes)
- All projects should demonstrate deliberate word choice & the use of techniques necessary for designing an appropriate brochure, writing an appropriate article, or delivering an effective speech.
- Research Required: Each student sites 2 different sources in their project:
 - Brochure: 1 image + 1 text OR 2 text
 - Articles: 1 image + a direct quote OR 1 text + 1 direct quote
 - Speech: 1 text + 1 media quote OR 2 text
- **STUDENTS ARE ASKED TO GO HOME AND WRITE DOWN ANY QUESTIONS THEY MAY HAVE & HAND THEM TO ME THE FOLLOWING CLASS.**

Lesson 5

The Weapon

By Fredric Brown

Learning Outcomes:

1. Discuss violence in media. Students will analyze and assess the impact of specific techniques & designs used by the media (PLO p.62)
2. Examine the relationship between characters within the story.
3. Discuss the notion of “hero”.

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 15 Minutes
- Hook:
 - Show a short clip from the film “Bowling for Columbine”.
 - READ “The Weapon”

- 20 Minutes
- Instruction / Discussion:

The Weapon:

- What do you think the “ultimate weapon” is?
- Can you speculate as to why Niemand feels it would be a catastrophe to mankind?
- Find evidence that Niemand knew about Harry’s disability? (cognitively delayed)
- Do you think that Niemand planned to give Harry the gun?
- How does Dr. Graham justify his work? Do you agree?

Society:

- Discuss the recent acts of violence emerging in High Schools in the Lower Mainland.
- Has violence increased or do we just hear about it more because that is what the media focuses on?
- Stats Canada
- Do you think that society has made sophisticated weapons more accessible in recent years? Could this account for the severity of the violence among young people?

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- 15 Minutes
- Activity:
 - Construct a sociogram as a class: 3 characters
 - Draw arrows to indicate how the relationship works
 - I.e. -- A double-tipped arrow indicates that the relationship goes both ways. Label arrows accordingly.
 - A regular arrow indicates that the relationship is one-sided - label it accordingly

- 10 Minutes
- Closure: -- Students write about who they think is the hero of the story:
 - Dr. Graham because he finds the gun before Harry does any harm?
 - Mr. Niemand because he is willing to sacrifice a boy's life if it means preserving mankind?
 - Harry because he innocently delivers such a hard-hitting message?

- Assessment / Evaluation:
- Each student's response to "Who is the hero of the story?" will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

- Resources:

Brown, Fredric. The Weapon. Class Handout.

Lesson 6

The Dream Catcher / Haroun & the Sea of Stories

Learning Outcomes:

1. Personal Response: Students will discuss the value of stories as entertainment &/or as a means of relaying information and beliefs to the younger generation.
2. Students will discuss the value of written vs. oral storytelling. (PLO p.56)
3. Students will demonstrate openness to different ideas, & opinions, from a variety of cultural communities.

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 10 Minutes
- Hook: Let students listen to a little of Salman Rushdie's novel entitled "Haroun & the Sea of Stories". (Cassette Version has fantastic voices!)

- 20 Minutes
- Instruction:
 - Do you think storytelling is important?
 - What are stories good for?
 - Briefly tell the class about Rushdie's time spent in hiding after publishing his novel, "The Satanic Verses". He wrote "Haroun & the Sea of Stories" while separated from his son. He used the story to reach out to his son – to explain why it is so important that he stand his ground & leave his book on the shelves.
 - Tell students how stories & fairytales were traditionally used to morally educate children.
 - Storytelling has been used as a means to pass on important historical information as well as cultural beliefs.
 - Stories present truths about human nature & recreate portions of the human experience: life.

- 20 Minutes
- Read: The Dream Catcher
- Discuss:

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- What possible connection could the grandmother have with the spider? Look at how they refer to the spider. Is it possible that the similarity in names indicates a spiritual connection between the grandmother and the spider?
 - a. Grandmother: Kookum
 - b. Spider: Kookum-iiya
 - c. Native folklore often involves strong spiritual relationships between man and nature.
- Why might this story be significant to Native Canadians? Is there a moral to this story? If so, what is it?
 - b. To pass on the history behind the dream catcher?
 - c. To appreciate all living things?

- 10 Minutes
- Closure:
 - Reflect on how you feel about storytelling. If you get stuck you can start answering some of the following questions, but don't feel obliged to answer them.
 - In your personal opinion, what value do stories have?
 - How do you think modern technology has changed the nature of storytelling? (from oral to written)
 - Take a moment to remember how you felt about stories as a child vs. now. Has your perspective changed? If so, how?
 - Do you read in your free time? What types of stories do you enjoy reading?

- Assessment / Evaluation:
 - Each student's reflections on storytelling will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

- Resources:
 - Athabasca Tribal Council Administration. 2001. 21 Sept. 2003.
<<http://www.atc97.org/kids/Stories.htm>>. The Dream Catcher.
 - Rushdie, Salman. Haroun and the Sea of Stories. New York: Penguin Books, 1990.

Lesson 7

FRIDAY WRITING DAY

(65 Minutes + an extra activity to convert it into an 80 Min lesson)

Learning Outcomes:

1. Students will use language to explore their thoughts, ideas, feelings, and experiences to prepare for their roles in the world. (PLO p.72)
2. Students will explain the influence of others' ideas, and contributions to the development of their personal thoughts and feelings (PLO p.72)
3. Students negotiate social & cultural boundaries and utilize respectful language while completing the peer editing portion of this assignment. (PLO p.76)

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 0 Minutes
- Place these questions on the overhead to remind students of the previous lesson:
 - **Explain All Answers**
 - What do you think about Rushdie's decision to remain in hiding in order to keep his novel on the shelves. Would you have done the same? Do you think this was a stand based on preserving freedom of expression or an attempt to make more money?
 - What does storytelling accomplish?
 - Do you think different cultures view storytelling differently?
 - What makes a good story?
 - Do you think that stories recreate human experiences for the reader to reflect on objectively?

- 45 Minutes
- Activity: Triple-Entry Journal / Peer Editing
 - 15 Min (Part 1) students express their thoughts, ideas, feelings, and experiences with storytelling
 - students comment on aspects of the discussion from the previous class
 - 15 Min (Part 2) partner reads & comments on their partner's journal entry: respectfully offers support or questions opinions in a constructive manner
 - 15 Min (Part 3) Students read Part 1 & 2 over & then comment on how the process of this assignment has influenced & helped developed their thoughts, feelings, and ideas surrounding the purpose and validity of storytelling.

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- Assessment / Evaluation:
- The Triple-Entry Journals will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

EXTRA: 15 Minutes

- Have students orally share storytelling traditions & beliefs from other cultures.
- Present a few storytelling traditions from other cultures.
- Discuss the fact that similar stories and fairytales have appeared in many different parts of the world.

- Resources:
 - Hallett, Martin and Barbara Karasek. Folk and Fairy Tale the third edition. Ontario: Broadview Press, 2002.
 - Rushdie, Salman. Haroun and the Sea of Stories. New York: Penguin Books, 1990.

Lesson 8

The Most Dangerous Game: Part 1

Students have done the reading for Homework: “The Most Dangerous Game” by Richard Connell

Learning Outcomes:

1. Students will be able to identify the following: protagonist, antagonist, determine the type of conflict (3), & label the short story graph (5).
2. Strengthens active listening & note taking skills.

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 5 Minutes

Hook: Review terms: antagonist / protagonist

Ask students what they thought of the short story. Go around the room & ask students what they would have done:

- (b) in the protagonist's place?
- (c) in the antagonist's place?

- 15 Minutes
- Instruction:
 - Short Story Graph: define terms
 - Outline 3 types of conflict: show comics

- 30 Minutes
- Activity: JIGSAW:
 - Students choose a color piece of paper out of a hat. The color determines what group they will be in—all the blues in one group...
 - All groups complete #1 & one of the components required to label the Short Story Graph. (15 min)
 - When finished answering, members of the groups rotate so that each group now consists of all of the colors. Each member is responsible for teaching their small group what they concluded in their previous groups. (ie- blue teaches yellow, red, orange...) (15 Min)

(1) Determine the type of conflict in this story:

- Internal conflict: man vs. himself
- External conflict: man vs. man / man vs. nature

- Explain your choice.

Superstitious Sailors: BLUE

Introduction: What does this period of the story typically aim to achieve? Does Connell's introduction meet our expectations? When does the introduction begin to feel more like rising action?

The Plot Thickens: YELLOW

Rising action: What does this period of the story aim to achieve? This portion of the story is developed by incident, description, characterization, & dialogue. (Give examples of all 4.)

Adrenaline, Excitement, & Danger!:: GREEN

Climax: Identify the climatic event in the story. Explain how you have singled out this event. Would this event have made the same impact on the reader without the mini-obstacles described in the Rising Period?

The feeling of terror is lifted: RED

Denouement: Is there a denouement in the story or does it conclude too rapidly? Explain all of your responses. If there was a period of denouement, was it too long or too brief? Did you find it hard to keep reading through this portion of the story? Would you have appreciated more detail at this point in the story? Check that you have explained all of your responses.

... and he lived happily ever after.: ORANGE

Conclusion: Were you satisfied with the outcome? Explain.

- Identify Characters: protagonist & antagonist
- What does the author say about the characters?
- What do the characters say in the story?
- What the character does in the story?
- What other characters say about him or her.

- 10 Minutes
- Closure:

- Each person in the class offers one point that was discussed in their group.
- All the other students actively listen & take point form notes.

- Assessment / Evaluation:

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- Each student's point form notes will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

- Resources:
 - **CartoonStock**
Studio "X"
25 Horsell Road
Highbury
London N5 1XL
Email: admin@cartoonstock.com
Home Page: <http://www.cartoonstock.com>

 - Blackdog Media. ClassicReader. 2 Dec. 2003. <<http://www.classicreader.com>>. Connell, Richard. The Most Dangerous Game. <<http://www.classicreader.com/read.php/sid.6/bookid.1317/>>.

 - Short Story Graph is attached.

Lesson 9

The Most Dangerous Game: Part 2

The Movie

Learning Outcomes:

1. Students will be able to identify Connell's use of foreshadowing.
2. Students will be able to differentiate between plot & theme.
3. Students will be encouraged to consider the short story from various perspectives.
[Points of view (4)]
4. Students will be able to differentiate between setting & atmosphere.

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 5 Minutes
- Hook: As a class, we will read through the sheet that requests students to predict the setting, atmosphere, point of view, plot differences & similarities before viewing the movie: "The Most Dangerous Game".

- 15 Minutes
- Instruction:
 - Define the following terms: foreshadowing, plot, theme, Points of view (4), setting, atmosphere

- 40 Minutes
- Activity:
 - Part 1: (15 minutes)
 - Students predict the setting, atmosphere, point of view, plot differences & similarities before viewing the movie.
 - Part 2: (25 minutes)
 - Students are given a worksheet to complete as we watch the movie.
 - (a) Does the director include any elements of foreshadowing?
 - (b) How do the movie and the story differ? (Plot / Theme)
 - (c) From what point of view do we see the movie?
 - (d) How is the setting & atmosphere similar or different from the written version?
 - (e) Is the movie what you expected?
 - (f) What version is more disturbing? Explain

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- Assessment / Evaluation:
- Each student's predictions & film worksheets will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.
- Resources:

Wright, Chris. Studentfilms. 2 Dec. 2003. <<http://www.studentfilms.com>>. Gaines, Mike and Jonathan Goldstein. The Most Dangerous Game. 2 Dec. 2003. <<http://studentfilms.com/film/browse/director/list.do?CastMemberId=459&pageNumber=1>>.

Lesson 10

Short Story: The Hockey Sweater

By Roch Carrier

Learning Outcomes:

1. Students are asked to create a snapshot that is telling of one event in Carrier's story, "The Hockey Sweater", & present it to the class.
2. Students will use what they know about the major components of the short story to create their own stories.
3. When creating the framework of their own story, students are asked to visualize a scene that is telling of their story, create a snapshot, and draw it.

- 20 Minutes
 - Personal Choice Reading (PCR)
 - students read a book of their choice silently
 - 15 Minutes
 - Instruction:
 - Teacher reads Carrier's story aloud:
 - Class Notes = While I'm reading, I want you to write down one image that the story evokes.
 - 35 Minutes
- THREE PART ACTIVITY:**
- * Keep the images from the short story in mind for the following activity.
 - * Use student volunteers to act out the birthday cake snapshot as an example for the following activity. (3 kids silently crowd around the person blowing out the candles on their imaginary cake = expressions are frozen like a photo)
1. Teacher divides the story up.
 - (a) Each student must reread his/her assigned portion of the text silently.
 - (b) Pick out the most telling / significant line in that section.
 - (c) Student acts as the director of their group to produce a snapshot – frozen in time – that represents the text chosen. (**5 minutes**)
 2.
 - (a) Groups of 4: each director has 3 minutes to organize people in his/her scene.
 - (b) 3 minutes to discuss the sequence of the 4 scenes to present. (3 min X 4 directors + 3 mins = **15 minutes**)
 3. Presentations: each group has 2 minutes to present their 4 snapshots: 30 sec/scene (2min x 5 groups = 10 min. + transition time = **15 minutes**)

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- 10 Minutes
- Closure / Homework
 - Students are asked to brainstorm ideas for the short stories they will be writing. (Has to be about a sweater, jacket, or shirt that has meant or means something special to them.)
 - Students are given a worksheet to help them organize their thoughts before writing. Important questions to ask yourself before writing: protagonist?, antagonist?, conflict?, resolution?
 - Students will draw a “snapshot” of 1 scene that is telling of a scene in your short story. Pay attn. to where the character’s gaze falls, what is in the surrounding environment, & give it a title.
 - The snapshot is later attached to 2 panels of paper on either side to create a book jacket. (One panel is about the author / One is about the story)
- Assessment / Evaluation:
- Each student’s drawing (**SNAPSHOT**) will be collected the following class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

CLASS PROJECT:

- They will have 1 weekend to complete a rough draft of their story.
- This will be critiqued by a peer. Advice must be written & discussed in a respectful manner.
- The student will have an opportunity to edit it the following weekend.
- Writers are required to note why they chose to accept or reject their editor’s advice.
- Student drawings will be made into book jackets that will serve as dividers in the bound version.
- The final stories will be bound as a class project.

- Resources:

Carrier, Roch. The Hockey Sweater and other stories. Ontario: House of Anansi Press Limited, 1979.

Lesson 11

FRIDAY WRITING DAY

(65 Minutes + an extra activity to convert it into an 80 Min lesson)

Learning Outcomes:

1. This will introduce students to another book & encourage reading for pleasure.
2. Students will work with a partner to organize the structure of the autobiography they will write.
3. Students are asked to organize their ideas, and adjust their style, form, and use of language to suit this exercise. (PLO p.66)

- 15 Minutes
- Hook:
 - Students are asked to read the back covers of their PCR book to a partner.
 - Students are asked to read the author's biography to their partner.
 - Students are asked to compare the content included on their book jacket with that of their partner's.

- 15 Minutes
- Instruction: Explain: The snapshot is attached to 2 panels of paper on either side to create a book jacket. (One panel is about the author / One is about the story)
The book jacket will be tucked around each individual's short story.
- BRING IN A HOMEMADE EXAMPLE
 - Dissect a book cover as a class.
 - Pay attention to the formality of the language.
 - What kind of information is generally included in the biography?
 - How much of the storyline should be told? What type of tone?

- 20 Minutes
- Activity:
- Partner Work
 - Students take turns interviewing each other. Q & A on paper!!
 - The interviewer #'s the answers in the order that they should appear in the biography.

- 15 Minutes
- Closure: Individual Writing
 - Each student gets started on his/her own biography.

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- Assessment / Evaluation:
- Each student's book jacket will be collected after the weekend for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.
- **EXTRA 15 Minutes:**
- Students continue to work on their book jackets.
- Resources: None

Lesson 12

FRIDAY WRITING DAY

(65 Minutes + an extra activity to convert it into an 80 Min lesson)

Learning Outcomes:

1. Students will understand how language can affect and influence others (PLO p.62)
2. Students will analyze and assess the impact of specific techniques used to sell products. (PLO p.62)

- 20 Minutes
- Personal Choice Reading (PCR)
 - students read a book of their choice silently

- 5 Minutes
 - Hook:
 - Is advertising like brainwashing? (image of human brain in a washer machine)
 - TV clip from Oprah's book club / TV clip from a Talk Show that is featuring an author (Regis & Kelly)

- 20 Minutes
- Instruction:
 - How was/ is literature marketed?
 - Author appears on a Talk Show
 - Book Signing
 - Book Stores Promote new books
 - What makes a book popular?
 - Oprah's book club: TV & internet
 - media hype (Harry Potter)
 - banned or highly controversial books (forbidden things intrigue us- is this human nature?)
 - Techniques used in the past &/or present:
 - To make you: smarter, in the know, a better person, richer, more successful, or to fill an emotional void, Etc.

- 20 Minutes
- Activity: Students will write out a detailed commercial or Talk Show script designed to promote the book they are reading for PCR.

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- Assessment / Evaluation:
- Each student's responses script will be collected at the end of class for participation marks. (Pass / Redo / Fail)
 - Pass: Student demonstrates that he or she has engaged with the material covered in class.
 - Redo: It appears the student did not have sufficient time to complete this assignment or it was too brief. The technical errors are so much that they impede meaning.
 - Fail: Student response fails to show that he or she has engaged with the material & has declined the offer of a redo.

EXTRA 15 Minutes:

- Have students present their scripts in groups of 3 – 5min/ student.

- Resources:

Glenn, Allan. Humorous Images for Online Use. 29 Nov. 2003. 3 Dec. 2003. <<http://users.rcn.com/rostmnd/winace/pics/#brainwashing>>.

The Dream Catcher

A spider was quietly spinning his web in his own space. It was beside the sleeping space of Kookum, the grandmother. Each day, Kookum watched the spider at work, quietly spinning away. One day as she was watching him, her grandson came in. "Kookum-iiya", he shouted, glancing at the spider. He stomped over to the spider, picked up a shoe and went to hit it.

"No-Keeqwa", the old lady whispered, "don't hurt him".

"Kookum, why do you protect the spider?" asked the little boy. The old lady smiled, but didn't answer. When the boy left, the spider went to the old woman and thanked her for saving his life. He said to her, "For many days you have watched me spin and weave my web. You have admired my work. In return, for saving my life, I will give you a gift." He smiled his special spider smile and moved away, spinning as he went.

Soon the moon glistened on the magical silvery web moving gently in the window. "See how I spin?" he said. "See and learn, for each web will snare bad dreams. Only good dreams will go through the small hole. This is my gift to you. Use it so that only good dreams will be remembered. The bad dreams will become hopelessly entangled in the web."

<http://www.atc97.org/kids/Stories.htm>



DOUBLE-ENTRY JOURNAL

TO BE PASSED IN AT THE END OF CLASS

<p><u>Personal Ideas, Beliefs, & Experiences:</u></p>	<p>Respond to the following questions in as much detail as time allows. (# responses accordingly)</p>
	<p>1. Are there any connections between what you first wrote and what you saw & heard in class today? (explain)</p>
	<p>2. Discuss how your views have changed?</p>
	<p>3. Discuss how your views have remained unchanged?</p>

TRIPLE-ENTRY JOURNAL

Part 1	Part 2
Part 3	