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Rationale

Technology and Progress

When teaching teenagers, what you teach is almost as important as how you teach. To get students to listen, you must talk about subjects that interest them and affect their daily lives. The only way to get students to talk to you is to give them a chance to discuss topics they know about or find interesting. However, you must also teach them tools to use in college and the "real" world. Therefore, teaching a unit about technology and progress seems like a logical choice. Most people are concerned with teaching students how to use all of the new technology; however, it is equally important to teach them to look at the changes that technology can bring.

Almost every day, it seems like some new invention has been made to make life easier, to make our culture more streamlined, efficient, and modern. In our culture, most new technology is quickly accepted, especially among teenagers, who seem more open to new ideas than older people. For the most part, these new inventions are incredible and give us new ways to live our lives and explore the world. In this modern time, I can e-mail people in other countries, call anyone from any place on the planet with my cellular phone, and watch any of my two hundred television channels. These inventions are great, but they do come at the expense of some personal freedoms. When I want to check my e-mail, I have to sort through x-rated junk mail; when I want to watch a movie, I am interrupted by the person in front of me using her cell phone. It is for these reasons, the good and the bad, that I want students to really study technology and how it affects us. I

want students to study old inventions that led to new ones, and what are the prices that society sometimes pays for "convenience." How has each new major invention, like the telephone, television, and the Internet, changed the world? I want students to take look at how our society lives and how our new technology transforms our lives.

To most educators, reading and literacy are critical for students to be successful. New technology is beginning to affect reading and literacy practices as never before. First, students are becoming more acclimated to reading on the Internet and writing using word processing programs. Some people would argue that there is nothing wrong with reading and writing in such a way; however, I would argue that many "skills" are lost by only reading and writing using a computer. The main problem with composing writing on a word processor is that students feel they no longer need to be able to spell words correctly or know how to write in a grammatically correct way. Again, people might say that since everything is on computers now, what is the big deal? Well, people still write handwritten notes to each other, bosses leave a memo on a desk, etc. and will need to know correct language usage in order to get the point across. Another problem with only writing on the computer is the loss of the reaction that brain has to the physical act of writing. It seems the act of punching keys on a keyboard does not help many students retain words as physically writing them does.

When students only read online on a computer, they are forced to be somewhat immobile in how and where they can read. Therefore, reading does not seem like a pleasurable, leisurely experience as it does when a person reads a book. Some people might argue that we now have laptops and can take our computers anywhere, but curling up with a laptop just does not have the same appeal has curling up with a cozy paperback.

Also, the quality of writing on the Internet varies from each website. It is becoming increasingly more difficult to distinguish a scholar's website from a novice's website. The limited space in which reading from a computer is possible combined with confusing information makes it difficult to consistently have a good reading experience using technology alone.

However, it is not just modern technology that has brought change to the way that people live and society functions. Many inventions, such as the locomotive, telephone, and automobile have led the way for other inventions. Things like sawmills, bulldozers, and junkyards have become a necessity to make room for all of our "progress." It is because of these many inventions that this unit will begin with a poetry unit. There are a total of fifteen short poems that cover everything from an old Ford to the use of radar. These varied poems from different times and people will allow for a variety of discussions and assignments. By discussing older inventions as well as newer ones, students can think about their lives in the context of all of these inventions. All of those inventions are in our world everyday, like an old 1967 Mustang or the radar being used to fight the war we are in. The relevance of discussing and learning about technology permeates many aspects of students' lives, and will hopefully engage them in reading and writing about these topics.

People of all eras, not just ours, have struggled with the problems of technology. Since the industrial revolutions of Europe and the U.S. people have struggled to combine new technology with their everyday life. Many times, new technology can lead to a learning gap between groups of people. In the beginning, poor people suffered at the hands of technological progress, and today that remains the same. For these reasons, *The*

Jungle, by Upton Sinclair, will be the novel for this unit. In the novel poor immigrants tired their bodies and souls in order to make a living by mass-producing goods for wealthier people. These people could not afford to send their children to school or to get an education, and the cycle was perpetuated. In the same way, students today who cannot afford computers, the Internet, and other expensive learning materials will fall behind most other students. So, just as the characters in the novel marveled at and simultaneously hated technology, so do many people in society today.

However, technology, new inventions and the quest for "progress" are here for good and we must learn to incorporate the good effects and try to remedy the bad effects the best way we can in our lives. So, this unit, designed for a tenth grade American literature class, to cover about five weeks of lessons, will hopefully prepare the students for the challenges they will face in their lives. We need to now try to close the gap between technology and reading. We need to show students that they need to be able to read and write to make any sense of emerging technology. As Ray Bradbury once said, "With computers, kids can connect and search the libraries and the Encyclopedia Britannica, but if you don't teach them to read in the first place, they're not going to log on, are they?" Hopefully this unit will show students that technology and reading go together and will encourage them to use reading and technology to be successful in their lives.

Texts

The Jungle, by Upton Sinclair, 1906

"The Sacred", by Stephen Dunn

"1937 Ford Convertible", by Tom McKeown, 1973

"Ford Pickup", by David Allen Evans

"Radar", by Allen Ross

"Power Failure", by Micheal Dennis Brown, 1965
"Progress", by Connie Martin
"The Bulldozer", by Robert Francis, 1970
"Junkyards", by Julian Lee Rayford
"The Telephone, by Edward Field
"Dial Tone", by Felix Pollak
"The Invention of the Telephone", by Peter Klappert
"Grazing Locomotives", by Archibald MacLeish, (1917- 1976)
"Amtrak", by Elliot Fried
"The Engine", by Ella Wheeler Wilcox (1850-1919)

Goals and Assessments

Goals:

For this unit, I want the students to study the many ways in which technology affects our daily lives and our culture. I have chosen two main assessments for this unit; one assessment will be on a technology "journal", and the other assessment will be on a research essay concerning an issue in technology. I have chosen only two large assessments because these will take place over many weeks and will require a great deal of out of school work and research.

Assessment 1) This assessment will consist of a large multi-genre technology "journal." This journal will contain students' original writings, newspaper and/or magazine articles or advertisements, and "artifacts", which can be video clips, pamphlets about new technology, or other materials. The purpose of this journal is to give students a chance to look at technology in ways they have never noticed before and analyze how this affects our work places, relationships, and values. For example, a suitable writing entry could be about an experience of being aggravated by a ringing cell phone in a movie or a funny call waiting mix up. By asking the students to write original pieces, this will encourage the development of their writing skills and give me a chance to informally evaluate the students' strengths and weakness in writing development and grammar skills. The purpose of the students' collecting newspaper or magazine articles is to encourage the use

of that genre of writing as a way of gaining information, as well as looking at the power of advertising. The purpose of collecting other artifacts is to give students a better understanding of how to use everything in their environment as a learning tool. What does the box that my new cell phone came in have to tell me? Whom is it appealing to? The main goal of this assessment is to encourage students to use reading and writing in their daily lives and to gain a greater understanding of how language helps to shape our world. By using technology as the focus, students will hopefully be able to connect to the many types of media, entertainment, and learning options available now.

These journals will be checked off each Friday for progress, but will only be given a grade once, at the conclusion of a 3-week period.

A journal receiving a grade of **A** will:

- have 5 original writings, 5 newspaper or magazine articles or advertisements, and 5 other artifacts.
- be turned in on time each Friday to show some sign of progress.
- be neat, kept all together, whether in a notebook or sheets of paper stapled together.
- have original writings that show thought and grammatical errors do not detract from writings.
- have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).
- have a 2-sentence synopsis of newspaper/ magazine articles.
- have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).
- have a 2-sentence explanation about what is interesting about each artifact.

A journal receiving a grade of **B** will:

- have 4 original writings, 4 or 5 newspaper/ magazine articles, and 4 or 5 artifacts.
- be turned in on time each Friday to show some signs of progress.
- be somewhat neat, kept all together, whether in a notebook or sheets of paper stapled together .
- have original writings that show thought and have a few grammatical errors, but not enough to distract from the journal as a whole.
- have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).
- have a 2-sentence synopsis of newspaper/ magazine articles.
- have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).

have a 2-sentence explanation about what is interesting about each artifact.

A journal receiving a grade of **C** will:

have 3 original writings, 3 or 4 newspaper/ magazine articles, and 3 or 4 artifacts.

either be turned in late (past each Friday) or show little signs of progress.

be slightly disorganized, but be relatively together and neat.

have original writings that show thought and have some grammatical errors that take away from the overall meaning.

have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).

have a 2-sentence synopsis of newspaper/ magazine articles, may be missing some sentences.

have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).

have a 2-sentence explanation about what is interesting about each artifact, may be missing some sentences.

A journal receiving a grade of **D** will:

have 2 original writings, 2 or 3 newspaper/ magazine articles, and 2 or 3 artifacts.

either be turned in late (past each Friday) or show little signs of progress.

be disorganized, not all together or neat .

have original writings that show little thought and have many grammatical errors that take away from the overall meaning.

not have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).

be missing several 2-sentence synopses of newspaper/ magazine articles.

not have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).

be missing several 2-sentence explanations.

A journal receiving a grade of **F** will:

have 1 or no original writings, 1 or 2 newspaper/ magazine articles, and 1 or 2 artifacts.

either be turned in late (past each Friday) or show little signs of progress, or not turned in at all.

be disorganized, not all together or neat.

have original writings that show little thought and have so many grammatical errors that the overall meaning cannot be understood at times.

not have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).

be missing several 2-sentence synopses of newspaper/ magazine articles.

not have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).

be missing several 2-sentence explanations.

A grade of **F** may also be given for the following reasons:

- plagiarism of any kind
- not turning in the assignment
- turning in the assignment a week or more late

Assessment 2) This assessment will be a traditional research paper. It is important for tenth grade students to begin or further their research skills so that they will be more prepared for similar types of assignments from other teachers in high school as well as college. This research paper will also give students a chance to refine their writing and their use of language. All students must pass the high school graduation test, which has an essay portion, and therefore this assignment will help teach them how to organize their ideas. This paper will be written with an introduction, body, and conclusion; however, it does not have to simply be a "five paragraph essay." Students can incorporate any type of literature they find on their topic, as long as they present their information in a logical way. The topics will consist of the following, but are not limited to:

Research an invention, old or new. How does this invention affect our daily lives and our culture? Were any other only made possible because of this invention?

Research an inventor. How did his or her life lead to the creation of their invention? Give a brief history of his/ or her life and a description of their invention.

Is progress always linked to technology? How does the level of technology advance or hinder a country in terms of the global community?

This paper will be peer edited once, turned in once to the teacher for revision, and then a final draft will be turned in for a grade. This will be taken up at the end of a 2-week period.

A paper receiving a grade of **A** will:

- have an interesting introduction that grabs the reader's interest as well as fully explains the main ideas of the paper.
- have a clearly stated thesis, which is the last line of the introduction paragraph. The thesis should be very specific and any idea that can be proven true with supporting evidence.

have at least 3 examples to support the thesis. These examples will be in the topic sentences of each body paragraph and will be developed fully.
have correctly documented quotations and be from at least 3 different sources.
have few grammatical errors that do not interfere with the reading of the paper.
sound like a paper written by a hard working, tenth grade student. The student will use a wide variety of words, however, they must be words the student can define. This paper will take some stylistic risks.
have a conclusion that "sums up" the paper. It will show the relevancy of the topic as it relates to people and society in general.

A paper receiving a grade of **B** will:

be somewhat lacking in creativity, however, does a good job of introducing the topic and the thesis.
have a thesis that is too broad or difficult to prove, or will not have the thesis as the last sentence in the introduction.
contain 3 supporting examples, however, the examples are not fully developed or fully connected to the thesis.
need some work concerning organization; this paper may be lacking good transitions, or have other organization problems that may be distracting at times.
have quotations from 3 different sources, however, it will have some problems with correct set-up or usage of quotations.
have several grammatical errors, however errors do not distract the reader.
sound somewhat like a textbook, or have very plain simple language. This paper takes some stylistic risks.
have a conclusion that could be more concise. Some main ideas are not wrapped up or state overall relevancy.

A paper receiving a grade of **C** will:

have an introduction that is not fully developed or attention grabbing.
thesis is not clearly stated in the last line of the introduction paragraph.
have less than three examples and/ or have irrelevant writing.
have an almost complete lack of organization. Student's thoughts are not clearly stated.
have many problems with quotation usage or set-up and less than 3 different sources.
have several distracting grammatical errors.
take no stylistic risks. This paper will sound shallow and be uninteresting to read.
conclusion will sum-up some points, however, there will be no real "conclusion" to the ideas expressed in the paper.

A paper receiving a grade of **D** will:

have an undeveloped introduction or none at all.
have a thesis statement will be weak or not specifically stated.
have few examples, most will not be very well developed.

- have a complete lack of organization.
- have few or no quotations from different sources.
- have an extremely distracting number of grammatical errors.
- have no little use of imagination or creativity.
- have almost no wrap-up of the paper.

A paper receiving a grade of **F** will not be turned in.

* This rubric for Assessment 2 is based on the English II Essay Evaluation rubric by Tara Johnson

Introductory Activity and Weekly Lesson Plans

Introduction to "Progress"

For this unit, students will begin by writing, drawing and creating their own ideas, before reading other peoples ideas on the subject of "progress." This introductory activity will take place over two or three days.

Week One

Day One:

The students will have been assigned homework to be due on this day. The homework is to bring in a (student created) picture, drawing, collage, or computer (and student) generated image of what progress means to them. There will be no other definition of this word progress so that the first ideas each student generates will be what he or she pictures. I will take role and clear a space for the presentations to begin. This process of getting out homework and getting settled should take about 5 minutes. The rest of the class period will be spent with each student presenting his or her image of progress to the class and explaining why he or she chose that image. Hopefully, but depending on class size, this activity should not take anymore than one class period, but can be carried over to the next day if necessary.

Day Two:

When all of the presentations are finished, there will be a brief discussion on the different ideas each student imagined. This should last anywhere from five minutes to thirty minutes, but I will stop the discussion with at least ten minutes left in the period. I will then explain the class work/homework assignment. The students will be assigned a one page paper in which they describe what they think progress means now, after seeing everyone else's ideas. The questions they might answer may be such as:

Did anyone's ideas completely conflict with your ideas?

What is the role of progress in our lives, community, and world?

Would you draw your picture of progress differently now or would you enhance what you drew?

With these topics, plus any other related topics the students can create, they can choose to discuss further, or begin their homework.

To grade these, I will not consider the grammar or mechanics of the writings, nor will I grade on the uniqueness or "creativity" of the pictures. I will, however, grade based on the activities being turned in on time, be done thoroughly (regardless of artistic ability, was the drawing complete and understandable), and the writing must be at least one page in length and be on the subject of progress. Depending on the outcome of these projects, the grade may be a minor one or a large one, based upon the students' enthusiasm and quality of work (the less time spent on this, the smaller the grade).

Day Three:

5 minutes for housekeeping, taking role, turning in homework

30-35 minutes to read aloud and discuss three poems, "Progress", "The Bulldozer", and "Junkyards". Possible discussion questions:

1. Describe the tone of each poem.
2. Why do the authors seem to write negatively about these inventions?
3. What is necessary (or not) about these inventions?

10 minutes to explain homework, a "found poem" about a necessary but destructive invention, like the ones mentioned in today's poems.

Day Four:

5 minutes housekeeping

15 to 25 minutes discussing and presenting (not required) "found poems"

20 minutes to begin discussing three poems, "The Telephone", "Dial Tone", and "The Invention of the Telephone" Possible discussion questions:

1. How is the tone of these poems different from the tone of the previous poems?
2. Why was the telephone such an important invention?
3. What new inventions have been created because of the telephone?
4. Imagine all telephones, cell phones, Internet were gone; how would your life change?

Day Five:

5 minutes housekeeping

15 to 25 minutes wrapping up previous day's poems, answering any unanswered questions, reading last poems if class got behind schedule, etc.

20 minutes to introduce the "technology journal" assignment ([student handout 1](#))

Week Two

Day Six

5 minutes housekeeping

10 minutes present my technology journal and answer questions, first "entry" due on Friday, Day 10

35 minutes reading "The Sacred", "1937 Ford Convertible", "Ford Pickup", "Song of the Open Road" Possible discussion questions:

1. What is it about cars? Why do people love cars so much, and sometimes spend as much money on a car as on a house? Why?
2. How do you feel when you drive?
3. How is the automobile linked to today's society (may bring up discussion of cars and cell phones, pollution, teenage car accidents, etc.)?

Day Seven

5 minutes housekeeping

30-35 minutes finishing poems and discussion from previous day

10 to 15 minutes of student time to work on technology journal entries (these two times may vary depending on how much was accomplished previous day; so it might be 10-15 finishing poems, and 30-35 working on technology journal.) Possible journal topics:

1. Write about your car and how it makes you feel
2. Write a how-to manual; how-to drive a five speed, how to check oil and change an air filter, etc.
3. An incident with “technology” and how it made you feel

Day Eight

5 minutes housekeeping

30 to 35 minutes a surprise in class response paper (1 page) to any of the poems read so far; the topic will be, “why read these poems together?”

10 to 15 minutes of in-class peer editing of response paper, turn in revisions for homework, peer editing checklist ([student handout 2](#))

Day Nine

5 minutes housekeeping

20 to 25 minutes discussing in-class paper, peer editing, collect revisions and original response papers. What did students like/dislike about this assignment? Was peer-editing helpful or not?

20 to 25 minutes begin "Grazing Locomotives", "Train Blues", "Amtrak", and "The Engine"

1. Has anyone been on a train? Describe experience.
2. Why do trains fascinate us?
3. Planes, trains, and automobiles; pros and cons of each

Day Ten

5 minutes housekeeping

20 to 25 minutes to finish previous poems

20 to 25 minutes break into small groups; each group composes two quiz questions over all poems read so far, check technology journal entries

Discuss what makes a good question?

Week Three

Day Eleven

5 minutes housekeeping

20 to 25 minutes to take quiz designed by students

20 to 25 minutes to discuss last poems in unit "Power Failure", "Radar", and "The Computer's First Christmas Card"

1. How are these poems different from each other and the previous poems?
2. How does knowing the era (written in 1968) of the poem “The Computer's First Christmas Card” make it easier to understand and make it more humorous?

Day Twelve

5 minutes housekeeping

15 to 20 minutes finishing previous poems

25 to 30 minutes introducing *The Jungle* by discussing this text a historical fiction.

Discuss brief introduction on Upton Sinclair’s life and on the meatpacking industry found

at the beginning of my text (very concise and has many good facts). Begin reading the first chapter aloud in class and assign chapters 2 through 5 for homework
Explain the students will keep a Lithuanian “dictionary.” (student handout 3)

Day Thirteen

5 minutes housekeeping

45 minutes discuss chapters 1-5. Possible discussion questions:

What has happened so far?

Describe the wedding and the guests. Why is this wedding such a big deal?

Why does the author describe these people and their heritage and traditions in such detail?

Consider where the characters had come from; does this life in America seem better or worse?

Day Fourteen

5 minutes housekeeping

45 minutes discussing chapters 6-11. Possible discussion questions:

We all consider America to be a great and noble place, however America keeps fooling the characters in this novel. How do we still keep fooling the uneducated, the poor, and the non-English speaking populations? Many of the disgusting and low jobs, such as mopping up “killing room” floor blood is performed by immigrants in this novel, is it still like that today? Is it better?

Why do the characters have so much heart?

Why do they not even seem to notice the stench on their clothes or their tired bodies any more? Do you think you would feel the same if you were in their positions?

Homework is to read chapters 12-16

Day Fifteen

5 minutes housekeeping, check journal entries

45 minutes discussion. Possible discussion questions:

The first two pages of chapter 12 present some of the greatest hardships the family has experienced yet, and therefore the children had to go to work. We value education as Americans and have since passed very strict child labor laws, however this family would not survive without the children working. So, would child labor laws be considered a bad or good thing to these people?

My grandfather had to quit school to help support his mother and siblings, anyone else’s grandparents/ parents have similar experiences? How did that affect them, your parents, and you?

Discuss the beating Jurgis gave to Ona’s boss; what affect does this have on the family and on the novel?

Homework is to read chapters 17-21

Week Four

Day Sixteen

5 minutes housekeeping

45 minutes to discuss chapters 17-21

During these chapters Jurgis is sent to jail and Ona dies. However, the story continues and compels the reader. What are some possible reasons why the reader maintains hope?

Does anyone disagree with these assumptions?

The corruption of the story is a reoccurring theme; discuss in what ways this affects the story.

assign research paper ([student handout 4](#))

Homework is to read chapters 22-26

Day Seventeen

5 minutes housekeeping

45 minutes to discuss 22-26

One theme of this novel not yet covered is the theme of pride. How are these characters prideful? Are they prideful in good or bad ways, or both?

Hw 27-31

Day Eighteen

5 minutes housekeeping

45 minutes to wrap up discussion of novel

One could say that all of the hardships in this novel were caused by the “American Dream”, meaning the love of technology, of doing things efficiently, modernly, and leaving the filth of the world to some one else. Is this a good summation of the novel?

How does this novel (if it does at all) give hope?

How did technology greatly influence the characters’ lives? Did it have some of the same affects technology has on our lives?

Day Nineteen

5 minutes housekeeping

45 minutes to present technology journals in class

Day Twenty

5 minutes housekeeping

45 minutes “Elements of good writing” day

Discuss thesis, intro, body, and conclusion

Discuss how to cite quotations correctly

Discuss bibliography

Discuss “voice”

Week five

Day Twenty-One

5 minutes housekeeping

20-25 minutes finish up topics from previous day and discuss uses of outlines and prewriting, although students will not have to turn in any outlines or prewriting.

20-25 minutes choose topics for papers

Day Twenty-Two

5 minutes housekeeping

Go to library to begin research on technology essay

Day Twenty-Three

5 minutes housekeeping

45 minutes to go to library, students will begin their outlines, checking out books, working on bibliographies, what ever they need to do in order to complete a rough draft of their paper for the next day.

Rough draft due tomorrow

Day Twenty-Four

5 minutes housekeeping

45 minutes in class peer editing (revise process based upon students' feedback from earlier peer editing, days 8-9)

Day Twenty-Five

5 minutes housekeeping

5 minutes collect research papers (date can be pushed back if paper takes longer)

40 minutes to put students into groups to make up character report cards and discuss what each group came up with at the end of class (for "fun", effort grade) (**student handout 5**)

Student Handout 1

Technology Journal

For this unit, the students will study the many ways in which technology affects our daily lives and our culture. In order to better understand the technology around us, the students will compose a large multi-genre technology "journal." This journal will contain students' original writings, newspaper and/or magazine articles or advertisements, and "artifacts", which can be video clips, pamphlets about new technology, or other materials. The purpose of this journal is to give you, the students, a chance to look at technology in ways you have never noticed before and analyze how this affects our work places, relationships, and values. For example, a suitable writing entry could be about an experience of being aggravated by a ringing cell phone in a movie or a funny call waiting mix up. The purpose of collecting other artifacts is to give the students a better understanding of how to use everything in their environment as a learning tool. What does the box that my new cell phone came in have to tell me? Whom is it appealing to? The main goal of this assignment is to give the students an opportunity to analyze the world around them.

These journals will be checked off each Friday for progress, but will only be given a grade once, at the conclusion of a 3-week period.

A journal receiving a grade of **A** will:

- have 5 original writings, 5 newspaper or magazine articles or advertisements, and 5 other artifacts.
- be turned in on time each Friday to show some sign of progress.
- be neat, kept all together, whether in a notebook or sheets of paper stapled together.
- have original writings that show thought and grammatical errors do not detract from writings.
- have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).
- have a 2-sentence synopsis of newspaper/ magazine articles.
- have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).
- have a 2-sentence explanation about what is interesting about each artifact.

A journal receiving a grade of **B** will:

- have 4 original writings, 4 or 5 newspaper/ magazine articles, and 4 or 5 artifacts.
- be turned in on time each Friday to show some signs of progress.
- be somewhat neat, kept all together, whether in a notebook or sheets of paper stapled together.
- have original writings that show thought and have a few grammatical errors, but not enough to distract from the journal as a whole.
- have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).
- have a 2-sentence synopsis of newspaper/ magazine articles.
- have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).
- have a 2-sentence explanation about what is interesting about each artifact.

A journal receiving a grade of **C** will:

have 3 original writings, 3 or 4 newspaper/ magazine articles, and 3 or 4 artifacts.
either be turned in late (past each Friday) or show little signs of progress.
be slightly disorganized, but be relatively together and neat.
have original writings that show thought and have some grammatical errors that take away from the overall meaning.
have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).
have a 2-sentence synopsis of newspaper/ magazine articles, may be missing some sentences.
have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).
have a 2-sentence explanation about what is interesting about each artifact, may be missing some sentences.

A journal receiving a grade of **D** will:

have 2 original writings, 2 or 3 newspaper/ magazine articles, and 2 or 3 artifacts.
either be turned in late (past each Friday) or show little signs of progress.
be disorganized, not all together or neat .
have original writings that show little thought and have many grammatical errors that take away from the overall meaning.
not have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).
be missing several 2-sentence synopses of newspaper/ magazine articles.
not have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).
be missing several 2-sentence explanations.

A journal receiving a grade of **F** will:

have 1 or no original writings, 1 or 2 newspaper/ magazine articles, and 1 or 2 artifacts.
either be turned in late (past each Friday) or show little signs of progress, or not turned in at all.
be disorganized, not all together or neat.
have original writings that show little thought and have so many grammatical errors that the overall meaning cannot be understood at times.
not have a variety of newspaper/ magazine articles- must have at least 2 different types of technology (ex. a cell phone and a computer advertisement).
be missing several 2-sentence synopses of newspaper/ magazine articles.
not have artifacts that are varied and interesting (ex. a free AOL cd you received in the mail).
be missing several 2-sentence explanations.

A grade of **F** may also be given for the following reasons:

plagiarism of any kind
not turning in the assignment
turning in the assignment a week or more late

Student Handout 2

Peer Editing Checklist

You will trade papers with a classmate to peer edit your timed essays. For this in-class essay, please use this checklist as a guide to help you edit your classmate's paper. Remember to judge this paper based upon the short time limit in which it was written, so try to ignore if it is messy or not finished. This checklist will be taken up for a daily work grade.

Does this paper have a clear introduction, middle, and a conclusion?	
Does this paper make sense? Why?	
What are the main ideas of this paper?	
What grammar problems did you notice?	
On a scale of 1 to 10, 10 being the best, what would you give this paper overall? Why?	
What were your two favorite aspects of this paper? Why?	

Student Handout 3

Lithuanian Dictionary

The main characters in this novel are Lithuanian and use many Lithuanian words throughout the story. As you read, keep a list of the words and try to guess or actually find out what each word means.

Example:

Lithuanian

veselija

Your Guess

wedding

Lithuanian

Your Guess

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Student Handout 4

Technology Research Paper

This assessment will be a traditional research paper in which you must research one of the following topics and write a “traditional” paper.

These are the topics, but if you have an idea of your own, please discuss it with me before you begin your research:

Research an invention, old or new. How does this invention affect our daily lives and our culture? Were any other only made possible because of this invention?

Research an inventor. How did his or her life lead to the creation of their invention? Give a brief history of his/ or her life and a description of their invention.

Is progress always linked to technology? How does the level of technology advance or hinder a country in terms of the global community?

This paper will be peer edited once, and then a final draft will be turned in for a grade. This will be taken up at the end of a 2-week period.

A paper receiving a grade of **A** will:

- have an interesting introduction that grabs the reader's interest as well as fully explains the main ideas of the paper.
- have a clearly stated thesis, which is the last line of the introduction paragraph. The thesis should be very specific and any idea that can be proven true with supporting evidence.
- have at least 3 examples to support the thesis. These examples will be in the topic sentences of each body paragraph and will be developed fully.
- have correctly documented quotations and be from at least 3 different sources.
- have few grammatical errors that do not interfere with the reading of the paper.
- sound like a paper written by a hard working, tenth grade student. The student will use a wide variety of words, however, they must be words the student can define. This paper will take some stylistic risks.
- have a conclusion that "sums up" the paper. It will show the relevancy of the topic as it relates to people and society in general.

A paper receiving a grade of **B** will:

- be somewhat lacking in creativity, however, does a good job of introducing the topic and the thesis.
- have a thesis that is too broad or difficult to prove, or will not have the thesis as the last sentence in the introduction.
- contain 3 supporting examples, however, the examples are not fully developed or fully connected to the thesis.
- need some work concerning organization; this paper may be lacking good transitions, or have other organization problems that may be distracting at times.

have quotations from 3 different sources, however, it will have some problems with correct set-up or usage of quotations.

have several grammatical errors, however errors do not distract the reader.

sound somewhat like a textbook, or have very plain simple language. This paper takes some stylistic risks.

have a conclusion that could be more concise. Some main ideas are not wrapped up or state overall relevancy.

A paper receiving a grade of **C** will:

have an introduction that is not fully developed or attention grabbing.

thesis is not clearly stated in the last line of the introduction paragraph.

have less than three examples and/ or have irrelevant writing.

have an almost complete lack of organization. Student's thoughts are not clearly stated.

have many problems with quotation usage or set-up and less than 3 different sources.

have several distracting grammatical errors.

take no stylistic risks. This paper will sound shallow and be uninteresting to read.

conclusion will sum-up some points, however, there will be no real "conclusion" to the ideas expressed in the paper.

A paper receiving a grade of **D** will:

have an undeveloped introduction or none at all.

have a thesis statement will be weak or not specifically stated.

have few examples, most will not be very well developed.

have a complete lack of organization.

have few or no quotations from different sources.

have an extremely distracting number of grammatical errors.

have no little use of imagination or creativity.

have almost no wrap-up of the paper.

A paper receiving a grade of **F** will not be turned in.

Student Handout 5

Character Report Card

For this activity, you will choose a group of four or five people and “grade” the main characters in the novel. You will give them a grade of an “A” to an “F”, and you can add a minus or plus (A-, D+, etc.) Then you will write two sentences as a group as to why you gave each grade and compare your grades to the other groups’ grades.

1. Jurgis-

2. Ona-

3. Marija-

4. Elzbieta-

5. Stainslovas-