

Setting Goals and Making Choices Based on Definitions of Personal Success

A unit plan based on various forms of literature that deal with decision making and different forms of success. For use in upper high school grades.

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Rationale

With so many lessons available to teach, educators need to make sure their instructional choices are relatable, valid, and effective in order for the lessons to be successful. As students reach their junior and senior years of high school, they are met with difficult decisions that can greatly affect their future; for example, the decision to continue their education by going to college or perusing a job instead. Some students are forced to deal with unfavorable circumstances, such as socioeconomic status, that affect their opportunities for the future. With all of these issues coming into play, it is important for students to learn and understand how they can best approach such situations. This unit is designed to provide students, particularly students from a lower socioeconomic background, with the tools necessary for defining personal success, setting appropriate goals, designing a plan to meet their achievements, and understanding how to make good choices along the way.

Figuring out what students want for their future means identifying diverse forms of personal success. Whether it be intrinsic or extrinsic success, students need to understand that prosperity can be displayed in more than one mode; it is up to each individual student to decide on which type they want to peruse. According to an article written by Alan Hoffman:

The ability to make effective choices and decisions is one of the most important competencies students, including those with learning disabilities, need to be successful in life after high school... If we support students in becoming more self-determined, we are, in essence, enabling them to learn how to make choices and decisions that are based on what they most value.

With students having to make so many important decisions, it becomes vital for them to look at their options and set goals based on to their definitions of success. Making choices is a large part of this process. It is an educator's job to equip students with the necessary tools to make the best decisions that will benefit their future.

This unit utilizes a number of texts in order to illustrate different modes of achievement and the numerous obstacles, easy or hard, that one must undergo in order to reach their goals. Starting with Liz Murray's *Breaking Night: A Memoir of Forgiveness, and My Journey from Homeless to Harvard*, the unit opens up with the

concept of decision making. Teaching decision making skills helps adolescents handle current issues, anticipate and prevent future ones, and advance their mental health, social functioning, economic welfare and physical well-being (Schinke & Gilchrist, 1984). In this memoir, the protagonist faces a number of challenges that may be familiar to students of a similar socioeconomic background. Seeing young adults in similar situations provides students with a sense of relevancy. This becomes important for their overall application and motivation towards the information being covered. However, even if students do not share an analogous social background, they are still able to use this text as motivation to take advantage of the opportunities available to them. In turn, fostering an overall appreciation for the life they have. This novel will take about a week and a half to read. Throughout fifty-five minute class periods, the unit will complete lessons that cover subjects such as literary analysis, main idea, perspective, debate, dialogue, and vocabulary because of their prevalence in this specific text.

These concepts and ideas are further expanded upon through the viewing of Steve Conrad's, *The Pursuit of Happyness*. This film broadens the definition of success for students. A lot of people, both adolescents and adults, believe that success is measured by materialistic goods, such as wealth. However, contrary to belief, success comes in many different forms. It is critical for young adults to recognize this concept before they start setting goals for themselves. This film will be used in conjunction with their found poem project. This project will ensure students are listening carefully to the dialogue and understanding the overall plot of the film. It will be a good way to show students how words can also powerfully display actions, just like graphics from movies.

This unit utilizes *Death of Salesman* to introduce the concept of the American Dream and how success is defined within this idea. Through this play, students will be able to see how specific accomplishments may not actually bring you happiness. Therefore, it is important to make wise choices by looking at the possible repercussions and understand how they may dictate your future. All of these themes and issues found in the text, will be taught through lessons on symbolism, characterization, relationships, vocabulary, and problem solving because of their close relationship to each other.

Jack Frymier writes, "Choice is so essential to personal existence and to democracy, and it involves such responsibility, that American schools must find places and ways to teach children how to choose" (Frymier, 1956). Therefore, it is imperative

for educators to utilize as many different forms of texts as possible to show students the weight of choice. The hollowness of material success is expanded upon with the introduction of *The Great Gatsby*. This novel highlights the downfall of the American Dream and how innovation and individualism no longer concern the pursuit of happiness. Living in America, it is essential that students understand why people came to this country and what their intentions were for the future. Many of these people already had a preconceived concept of success, but, more often than not, they became disappointed with their lives. The materialism associated with their idea of success was less than short of fulfilling. This novel will be taught through lessons on sequence of events, plot structure, vocabulary, and in-depth comprehension because of these concepts strong relationship with the text. This will provide students with multiple examples of each throughout reading the text.

The unit will close with the analysis of the poem, “The Road Not Taken” by Robert Frost and song “I Can” by NAS. “The Road Not Taken” is a poem that does not necessarily display the concept of choice in an obvious manner. Rather, it forces students to utilize higher-level thinking in order to break down the text and identify the function of choice throughout the poem. After the concept of choice has been acknowledged, its significance becomes apparent and, once again, thoroughly discussed. According to Jack Frymier, “Our entire social, political, economic, and cultural organization exists because of, and is based upon, the phenomenon of choice... unless we are able to make wise decision, our very physical being may be endangered” (Frymier, 1956). By examining the rewards and repercussions of choice, through the use of higher-level thinking, students will be able to make more constructive and upstanding decisions as they get older; some of which may be every day occurrences, such as what to wear, or other more important decisions, such as choosing to go to college or not. This poem will be taught through the use of a Socratic seminar. Topics of discussion will include various literary elements of poetry, such as diction and syntax. This will allow students to form their own discussions on the text and use multiple levels of higher-order thinking to do so.

“I Know I Can” is a hip-hop song that talks about the ability to be whatever you want. Using this song takes pop-culture, something students can relate to, and brings it to the classroom. It shows students that thematic issues found in books and plays, such

as *The Great Gatsby* or *Death of a Salesman*, are relevant to their interests outside of the classroom. These concepts and issues being taught throughout the unit are not just materials being dictated to students for the sake of assessment. The significance of these issues reach people on the streets, in the workforce, and even in the music industry; it is essential for students to recognize this. This specific song wraps up the unit by telling students they can be anything they want, as long as they work hard at it. It is intended to have students look at everything they learned from this unit and fashion, or refashion, their goals and aspirations based on their revised definitions of success.

Goals and Objectives

Students will be able to...

- Identify and define various forms of personal success.
- Recognize the various components that go into the process of decision making.
- Analyze the possible outcomes certain choices have.
- Set goals and create a plan to reach those goals.
- Read, watch, or listen to seven separate texts inside and outside of the classroom.
- Participate in daily classroom activities that expand their ability to analyze, comprehend, and interpret a number of literary texts.
- Define new vocabulary words each week.
- Write sentences for new vocabulary words each week.
- Practice proper grammar usage each week.
- Take weekly vocabulary and grammar tests to expand their vocabulary and improve their grammar.
- Create a Body Biography for the final assessment project for the novel *Breaking Night*.
- Construct a Found Poem for the final assessment project for the film *The Pursuit of Happyness*.
- Design a comic strip for the final assessment project for the play *Death of a Salesman*.
- Respond to short-answer questions for the final assessment for the novel *The Great Gatsby*.
- Create a final multimedia project that displays their understanding and the importance of the entire unit.

*** The following Common Core Standards coincide with the Goals and Objectives for this unit. The objectives for the daily activities are specifically addressed through these standards.

Common Core Standards

List of Common Core Standards met in this unit (Grade 11-12 students):

- Reading Standards for Literature (11-12 students)
 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Reading Standards for Informational Text (11-12 students)
 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Writing Standards (11-12 students)
 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,

avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Speaking and Listening Standards (11-12 students)
 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
 - Language Standards (11-12 students)
 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 5. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade Distribution for Unit

- 10% Attendance and participation: 55-minute class periods from Day 1-Day 25
- 15% Journal responses, homework, and work from daily activities
- 15% Weekly grammar and vocabulary tests
- 15% Final cumulative vocabulary and grammar exam
- 20% Final assessments for:
 - *Breaking Night*
 - *The Pursuit of Happyness*
 - *Death of a Salesman*
 - *The Great Gatsby*
- 25% Final unit assessment project: Multimedia Project

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

Texts Used in Unit**Fiction**

Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard—By: Liz Murray

Non-Fiction

Death of a Salesman—By: Arthur Miller

The Great Gatsby—By: F. Scott Fitzgerald

“The Road Not Taken”— By: Robert Frost

Film

The Pursuit of Happyness—Written by: Steve Conrad (117 minutes)

Music

“I Can”—By: NAS

*Materials used for daily lesson can be found in the lesson plans and appendix.

Accommodations/Plan B

Throughout this unit, there will be a wide variety of daily activities, projects, and exams. As an educator, it is my responsibility to meet the needs of all students, not matter what level of learning they may be on. Therefore, I plan on conducting each daily lesson with the possibility that it may not go as planned. In this case, I will have a number of resources available for a Plan B so I will be able to finish the class in a constructive manner. These resources may be worksheets, writing prompts, or lessons that have students working independently on similar information. Graphic organizers will also be readily available for students if I feel as though they are having a hard time understanding the current text.

For those students who are extended time eligible, I will makes sure to address them before a lesson or assignment, and inform them on an alternative due date that better fits their needs. For tests, they will be given a certain amount of extra time to complete the exam during a study period or free period.

For those who are ESOL students, I will make arrangements to have the activities, assignments, and exams verbally explained to them for assurance of clarification and understanding. During the daily lessons in which students take part in group work, I will place stronger English speakers with ESOL students. This will assure those stronger English speakers are helping out the students in the class who have more trouble with English.

There will be a number of vocabulary tests and grammar tests throughout the unit. All students, no matter what their learning abilities are, must take these tests. However, their specific situation will be taken into account when grading and assessing the assignments. If there seems to be a major issue with passing these tests, I will make arrangements, with any available school resources, to help improve this situation. This may include an in-school tutor or after school help on whatever materials need more attention. Again, flexibility is key here. These accommodations will be on a case to case basis when deemed necessary. Therefore, I am unable to give exact details on how these situations will be dealt with or resolved.

Since the final assessment projects are worth such a large portion of the students' grades, it is important that students with learning disabilities are closely monitored as they complete their assignments. This may include a plan, with whichever students that may need one, which has daily or weekly check ins with me to make sure students are staying on track and completing the assignment correctly. An open-ended communication must be established between myself and those students who need extra help so no one is left unattended or neglected the help they need. Any student who is having difficulties with assignments must come see me to discuss a solution to their problem. In doing so, I am more confident in my ability to assist any and all students.

Daily Lessons

Week 1

Day 1 (Monday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Have students write down a list of personal goals they hope to accomplish. The teacher will be writing a list with them as well. Students will share at least one of their goals. The teacher will collect their lists so it can be used at the end of the unit.

10 minutes:

The teacher will provide students with a writing prompt for them to respond to in their journals. The teacher should write with the students as well and walk around to monitor behavior. The prompt should include the following questions:

- *What does success mean to you? Write about a time you experienced some form of success and how you felt during and after. Did you have to make any important choices along the way? If so, what were they and how did you feel when having the make them?*

30 minutes:

The teacher will hold a lecture to introduce the unit and schedule for the next six weeks. The current novel, *Breaking Night*, will be passed out and introduced. Students should be taking notes on the lecture when necessary. Topics to be covered by the lecture include:

- Discussion of students' responses to writing prompt. Any volunteers may share their responses.
- Definitions of success. How choices we make in our lives lead us to certain destinations.
- Schedule for unit and description accompanied texts will be provided. (Appendix A)
- Video clip of Liz Murray, author of *Breaking Night*, talking about book.
 - <http://www.youtube.com/watch?v=EtybvFWoncY>

5 minutes:

The teacher will explain to students that throughout this unit, there will be weekly grammar and vocabulary tests. These vocabulary words will come from whatever text is being used at that time. The teacher will give students a word web and go over the specific directions found on the word web worksheet (Appendix D). This week, the teacher will give students a list of vocabulary words they came up with based on the week's reading (Appendix E).

3 minutes:

The teacher will assign chapter one from *Breaking Night* for homework. Students should write sentences with each of their vocabulary words and turn it in on Wednesday at the beginning of class. Before leaving, students should write down one thing they are excited about with the upcoming unit and one thing they are concerned about. This is their exit slip for leaving class.

Day 2 (Tuesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Students will write down one obstacle they may have while trying to reach of their goals written down yesterday. The teacher will be doing the same while monitoring student behavior. After, students should pass their response to the person next to them. Each student will write down suggestions on their neighbor's paper on how to possibly work through their obstacle.

5 minutes:

The teacher will put students into assigned groups of five. Each group will get a topic of discussion based on the previous night's reading (Appendix B). Every student from each group should volunteer for one of the five topics. Throughout this entire lesson, the teacher should be walking around to each group making sure they are cooperating, completing the assignment, and actively participating in the activity.

10 minutes:

The teacher will say "Jigsaw", and then students will move from their home group to form a new group with the other students in the class who have the same discussion topic they volunteered for. For about ten minutes, each new group will discuss its topic. Students should take notes so they can relay the information to their original group. The teacher should be walking around making sure students are discussing their topic and actively participating in the activity.

10 minutes:

The teacher will say "Jigsaw" again, and students will then return to their original groups and engage in a discussion of each of the five topics. Each student should get the opportunity to lead the group discussion when their specific topic is being discussed.

15 minutes:

Students will return to their seats and the teacher will lead a classroom discussion on the activity completed. The teacher will prompt students with questions to strike a discussion lead by students. Topics to be covered by the lecture include:

- Brief summary of each discussion topic
- Possible themes that may be developing.
- Predictions for the novel.

- Any questions about the novel thus far.

5 minutes:

The teacher will assign chapter two from *Breaking Night* for homework. Students should study their vocabulary definitions and spelling so they are prepared for the vocabulary test on Friday. Reminder that vocabulary sentences are due tomorrow at the beginning of class. Before students leave, they should write how they like the novel after reading chapter one in their writing journals.

Day 3 (Wednesday)

2 minutes:

Attendance/Housekeeping

3 minutes:

The teacher will put a quote from the book up on the board. Students will write one word they think best describes the passage. This should get students ready for the day's text rendering activity. (Appendix C)

5 minutes:

Students will pick out one word, one phrase, and one sentence from the completed reading thus far. The teacher will be doing the same while also monitoring student behavior.

15 minutes:

Students will put their desks in a circle. Going in circle order, students will read their selected word. Then, each student will read their selected phrase. Finally, each student will read their selected sentence. Students should be taking notes on words, phrases, or sentences that stick out to them. The teacher will be taking notes on the information being provided by the students to use for further discussion.

25 minutes:

Students will then pose questions or comments based on their selections in a general discussion about the text. The teacher will guide classroom discussion with specific topics if needed. (Appendix C)

5 minutes:

The teacher will assign students chapter three from *Breaking Night* for homework. Students should study their vocabulary definitions and spelling so they are prepared for the vocabulary test on Friday. Before leaving, students should turn in an exit slip that has something about the novel they learned/or did not think of before today's lesson.

Day 4 (Thursday)

2 minutes:

Attendance/Housekeeping

5 minutes:

The teacher will ask students to write down on a piece of paper the correct time to use a semi-colon or an example of using the semicolon correctly. The teacher will ask students to offer their answers if they believe they are right. Students who answer correctly will receive a piece of candy. The teacher will tell students to listen carefully to the lesson on the semicolon because there will be another chance for them to receive candy.

6 minutes:

The teacher will play the Grammar Girl podcast on semicolons. Students will be listening and taking notes so they can answer questions after the podcast (Link in Appendix F).

4 minutes:

Students will then go back to their original definitions of the semicolon and change it, based on the information from the podcast, so that it is correct. They should also come up with an example of using the semicolon correctly. The teacher will collect all responses from students then pass out a sheet with information about the semicolon (Appendix F). Students will keep this and study it for the vocabulary and grammar test tomorrow.

15 minutes:

The teacher will divide the classroom into half. The students will move their desks to form two circles, one for each half of the class. The teacher will provide students with the following prompt: *How can we reduce the high school dropout rate in the United States?*

Each group should discuss and pick a point to stand behind for a debate. Each group should have a different point. Students will collaborate with their groups and come up with ways to prevent high school dropouts based on their stance of the issue. Students must use information from *Breaking Night* as examples for their argument. Students may use other sources in addition to their text, such as the Internet (on classroom computers), Almanac, or Encyclopedia. The teacher will give each student a handout on etiquette for debates (Appendix G). The teacher will be walking around making sure students are staying on task and actively participating in their groups.

15 minutes:

The teacher will call time at the end of fifteen minutes have each group place their desks so they are facing each other. Each group will have two minutes to present their main idea, and then a debate should take place amongst both groups. Each student should have a chance to speak. If debating etiquette is not followed, the activity will be immediately stopped and the class will independently read their novels. The teacher will

be taking notes on the debate and points being made by students. This will allow the teacher to see how students are interpreting the text thus far.

5 minutes:

The teacher will assign chapter four from *Breaking Night* for homework. Students should also study their vocabulary definitions, spelling, and review the grammar lesson from today for the test tomorrow. The teacher will pass out candy, as they exit the class, to the students who provided a correct definition and example of the semi-colon. Those who did not provide the correct response, will have a chance to redo their answer with guidance from the teacher.

Day 5 (Friday)

2 minutes:

Attendance/Housekeeping

25 minutes:

The teacher will distribute the vocabulary and grammar test to students (Appendix H). Students will complete the test in twenty-five minutes. Extended time will be given to those students who are eligible. The teacher will walk around the classroom and monitor students while they are taking their test. The teacher will collect all papers when everyone, not including extended time students, has finished the test.

25 minutes:

The teacher will pass out magazines, glue, scissors, and construction paper to the students. The students will create a book cover that depicts their understanding of the major idea of the story thus far. Students should use words and pictures to illustrate their interpretation of the novel. The teacher will be walking around the classroom to make sure students are staying on task and completing the activity appropriately.

3 minutes:

The teacher will assign chapters five, six, and seven from *Breaking Night* for homework over the weekend. Before students leave, they should give the teacher their list of words from the book they were unsure of so they can be added to the Weekly Word Web.

Week 2

Day 6 (Monday)

2 minutes:

Attendance/Housekeeping. The teacher will pass back Weekly Word Webs and students should update their Weekly Word Webs.

5 minutes:

The student will respond to the following prompt:

In a few sentences describe a time someone was upset with you for something you did.

The teacher will be responding to the prompt as well and monitoring student behavior. Students will then switch their paper with a neighbor, who will rewrite the story from the perspective of the person who was upset. The teacher will ask some students to share their examples to the class.

10 minutes:

The teacher will discuss the concept of multiple perspectives by asking students what they think it means and to give examples. The following topics should be discussed:

- How does looking at something from another perspective shape your own views?
- What is an example of you looking at something through someone else eyes and how did they change your perspective?
- Is multiple perspective a positive or negative thing?

10 minutes:

The teacher will give students the character perspective handout (Appendix I). The students will use Liz and Liz's mom as the two main characters who shape the overall plot of the story. Students will fill out worksheet based on evidence from the text. Remind students of the following: *They should be looking at the novel from multiple perspectives in order to gain a full understanding of the story.* The teacher will be walking around the classroom making sure students are staying on task.

8 minutes:

The teacher will go over the worksheet with the class when finished. Students will be listening and taking notes.

10 minutes:

The teacher will ask students to write a letter to from Liz's Mom to Liz saying whatever you think she would say to Liz (maybe what she wants for Liz, how she feels towards Liz, or an apology/explanation for her actions). Whatever is not done in class should be completed for homework and turned in for a grade.

7 minutes:

The teacher will introduce the final assessment project for *Breaking Night* and distribute the handout (Appendix J). The project will be due on the following Monday.

3 minutes:

The teacher will assign chapter eight for homework and pass out the week's vocabulary words (Appendix K). Remind students they need to make sentences out of the words and turn them in on Wednesday for a homework grade. They should begin working on their final assessment project.

Day 7 (Tuesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Students will come up with two interview questions they would ask Liz and write them down.

25 minutes:

The teacher will split students up into three groups: hosts, guests, and audience. The students will get into their assigned groups and do the following:

Hosts need each group member to create two questions to ask either Liz, Mom, Dad, or Sister.

Guests will need to converse and decide who is who (Liz, Mom, Dad, Sister) and prepare to answer interview questions.

Audience will need to prepare questions to ask characters if they are not covered by the hosts and present topics for discussion.

The teacher will be walking around and making sure each group is staying on task and students are participating.

20 minutes:

Students will conduct a talk show by having the audience sit in seats facing the group of students who are playing the guests and hosts. Each guest will have about five minutes to be questioned by the host and the audience. Everyone should contribute to the activity by asking or answering one question. The teacher will be taking notes on the topics of discussion to see if students are grasping the main ideas/themes of the novel. The teacher will also be making sure students are staying on task and participating in the activity.

3 minutes:

The teacher will assign chapter nine for homework. Students should be working on their final project for the novel and studying for their vocabulary test on Friday. Vocabulary sentences are due tomorrow at the beginning of class.

Day 8 (Wednesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

The teacher will write piece of dialogue from the novel that has no punctuation on the board (Appendix L). The students will write it down. Students will then try and read it out loud and see how difficult it is to understand what is being said without proper punctuation.

5 minutes:

The teacher will play the Grammar Girl podcast on dialogue (Link in Appendix L). Students will be listening and taking notes so they can complete the assignment on dialogue after the podcast.

15 minutes:

The teacher will give students a handout on dialogue (Appendix L). The teacher will then pass out comic strips that have no dialogue. Students should get into pairs and create dialogue for the comics with proper punctuation. They should turn it in when done.

25 minutes:

Students will use the remainder of class time to work on their final assessment projects for *Breaking Night*. The teacher will be going around to each student to see what they are doing for their project and what has been completed thus far. The teacher will help those students who need it and also monitor behavior during their independent work time.

3 minutes:

The teacher will remind students to work on their final assessment project which is due on Monday. They should be studying for their vocabulary and grammar test that will be on Friday. The teacher will tell students that tomorrow we will start the film, *The Pursuit of Happyness*.

Day 9 (Thursday)

2 minutes:

Attendance/Housekeeping

5 minutes:

The teacher will introduce the Found Poem Project that will be completed in conjunction with watching *The Pursuit of Happyness* (Appendix M). The teacher will give students the project handout and have them take notes or ask questions based on the explanation of the project.

45 minutes:

The teacher will start *The Pursuit of Happyness*. The students will be watching attentively and writing down information that needs to be used for their Found Poem Project. The teacher will monitor for student behavior and make sure everyone is watching the movie and working on their projects.

3 minutes:

The teacher will stop the movie with three minutes of class time left to remind students of the vocabulary and grammar test tomorrow. Students should review words from previous weeks as there will be at least five on the test tomorrow. The teacher will also assign students the Found Poem Project to work on, which is due the following Tuesday. Students should already be finished with the majority of their final assessment project for *Breaking Night*.

Day 10 (Friday)

2 minutes:

Attendance/Housekeeping

25 minutes:

The teacher will distribute the vocabulary and grammar test to students (Appendix N). Students will complete the test in twenty-five minutes. Extended time will be given to those students who are eligible. The teacher will walk around the classroom and monitor students while they are taking their test. The teacher will collect all papers when everyone, not including extended time students, has finished the test.

25 minutes:

The teacher will start *The Pursuit of Happyness* where the class left off yesterday. The students will be watching attentively and writing down information that needs to be used for their Found Poem Project. The teacher will monitor for student behavior and make sure everyone is watching the movie and working on their projects.

3 minutes:

The teacher will stop the movie with three minutes of class time left to remind students to finish their final assessment project for *Breaking Night*, due Monday, and continue working on their Found Poem Project, due Tuesday. Before students leave, they should give the teacher their list of words from the book they were unsure of so they can be added to the Weekly Word Web.

Week 3

Day 11 (Monday)

2 minutes:

Attendance/Housekeeping. The teacher will pass back Weekly Word Webs and students should update their Weekly Word Webs.

40-45 minutes:

The teacher will play what is left of *The Pursuit of Happyness*. This may be different for each class. The students will be watching attentively and writing down information that needs to be used for their Found Poem Project. The teacher will monitor for student behavior and make sure everyone is watching the movie and working on their projects.

5-10 minutes:

The students will use the remaining time of class, if any, to work on their Found Poems. The teacher will pass out the discussion/response questions for the film that will be used tomorrow for a class discussion.

3 minutes:

The teacher will pass out the week's vocabulary words (Appendix O). The teacher will remind students they need to make sentences out of the words and turn them in on Wednesday for a homework grade. They should finish their Found Poem Project for homework and turn it in at the beginning of class tomorrow

Day 12 (Tuesday)

2 minutes:

Attendance/Housekeeping

30 minutes:

The teacher will lead a class-discussion about the movie based on a list of prepared response and discussion questions (Appendix P). Students will be actively participating and adding to the discussion. They may refer to their notes taken while watching the movie.

10 minutes: The teacher will ask for volunteers to present their Found Poems. Students should respect those presenting and be active listeners.

3 minutes:

The teacher will remind students their vocabulary sentences are due tomorrow at the beginning of class.

Day 13 (Wednesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

The teacher will write "American Dream" on the board. In order, each student will offer a few words on what they think the phrase means.

15 minutes:

The teacher will ask students to respond to the following prompt in their journals:
What are the differences between materialistic and idealistic values? Which do you value more? Why? What does the American Dream mean to you? Are you living the American Dream? If not, would you want to change anything about your life so you are?

The teacher will be writing with the students and also monitoring for student behavior. The teacher will be walking around the classroom making sure students are staying on task and completing the activity.

10 minutes:

The teacher will ask volunteers to share their responses. The students will be actively participating by asking questions and discussing various class members' responses. The teacher will be taking notes on the students' responses and discussion points.

2 minutes:

The teacher will show students the YouTube book trailer on *Death of a Salesman* (Link in Appendix Q).

18 minutes:

The teacher will pass out *Death of a Salesman* pre-reading discussion questions to each student. (Appendix Q). The teacher will go over the questions and begin completing them with the students. Students should be actively participating and answering the questions in a class-discussion manner, as well as, writing them down on a separate piece of paper to turn in for a homework grade.

3 minutes:

The teacher will pass out a copy of *Death of a Salesman* to each student and assign the Introduction and first 20 pages of Act 1 for homework. Students will finish their pre-reading discussion questions for homework and turn them in tomorrow at the beginning of class. Students should also be studying their vocabulary words and grammar for the test on Friday.

Day 14 (Thursday)

2 minutes:

Attendance/Housekeeping

5 minutes:

The students will write one positive characteristic of themselves on paper and then pass it to two other people for them to write one positive characteristic each. That way each student will have three positive characteristics written on paper. One written by themselves and two from other people in the class. The teacher will be walking around making sure students are writing appropriate characteristics for the activity.

15 minutes:

The teacher will give students a character traits handout and four character trait worksheets each, two boys and two girls (Appendix R). The teacher will go over the handout with the students and identify the main elements of characterization. The teacher will identify the main characters of *Death of a Salesman* with the students and begin filling out each of the four character traits worksheets. The students will fill these worksheets out as they read the play and then turn them in at the end for credit.

30 minutes:

The teacher will split students up into assigned pairs. The students will take turns reading aloud, about two pages at a time, to each other from page twenty of *Death of a Salesman*. The teacher will be walking around making sure students are reading and staying on task. Students will be filling out their character traits worksheet when appropriate.

3 minutes:

The teacher will assign the rest of Act 1 for homework. The teacher will also remind students that the vocabulary and grammar test is tomorrow. The grammar will be a review of the previous two weeks' lessons (Semicolon and Dialogue). They should also review words from the previous weeks because at least five words will be on the test.

Day 15 (Friday)

2 minutes:

Attendance/Housekeeping

25 minutes:

The teacher will distribute the vocabulary and grammar test to students (Appendix S). Students will complete the test in twenty-five minutes. Extended time will be given to those students who are eligible. The teacher will walk around the classroom and monitor students while they are taking their test. The teacher will collect all papers when everyone, not including extended time students, has finished the test.

10 minutes:

The teacher will put students into small assigned groups. The students will work together to rank the main characters from most materialistic to least materialistic. Students will then rank those same characters from most admirable to least admirable. The following characters should be used: Willie, Linda, Happy, Biff, Bernard, Howard, and Uncle Ben. The teacher will be walking around and making sure students are staying on task and completing the activity correctly.

15 minutes:

The teacher will ask each group to share their rankings. The students will talk about the relationships between the rankings. The teacher will lead class discussion towards the idea of an inverse correlation between their rankings. The students should recognize characters judged to be the most materialistic were the ones they considered the least admirable.

3 minutes:

The teacher will assign half of Act 2 for homework. Before students leave, they should give the teacher their list of words from the book they were unsure of so they can be added to the Weekly Word Web.

Week 4

Day 16 (Monday)

2 minutes:

Attendance/Housekeeping. The teacher will pass back Weekly Word Webs and students should update their Weekly Word Webs.

5 minutes:

The teacher will put different symbols on the overhead and ask students what they associate each symbol with (Appendix T).

15 minutes:

The teacher will put students into assigned groups of four or five. Students will identify significant items from the story that hold some symbolic meaning (seeds, diamonds, stockings). Through their own interpretive efforts, students will work in groups to create memory boxes for characters from the story and interpret what the contents might symbolize. The teacher will be walking around monitoring student behavior and making sure students are completed the activity correctly.

15 minutes:

The students will share with the class what they put in memory boxes. They should read their justification/explanations with them as well. The teacher will lead class discussion towards the concept of symbolism.

7 minutes:

The teacher will play the Grammar Girl podcast on the comma splice. Students will be listening and taking notes so they can answer questions after the podcast (Link in Appendix Y).

8 minutes:

The teacher will put up sentences on the board and have the class correct them together (Appendix Y). The students will write down the sentences and correct them as needed when the class goes over them.

3 minutes:

The teacher will have students finish *Death of a Salesman* for homework. The teacher will pass out the weeks vocabulary words and remind them that sentences are due on Wednesday (Appendix U). The students will also be turning in their character traits worksheet that they started filling out the first day.

Day 17 (Tuesday)

2 minutes:

Attendance/Housekeeping

10 minutes:

Students will respond to the following questions in their journals:

1. *How does Willy's home function as a metaphor for his ambitions?*
2. *What role does the fear of abandonment play in Willy's life?*

3. *Willy and Biff have different explanations for Biff's failure to succeed in the business world. How are their explanations different?*

The teacher will be writing with the students and walking around and to monitor student behavior.

20 minutes:

The teacher will lead a classroom discussion based off of the questions students previously looked at and briefly answered by students. The students will share their comments and answers to create a student-based discussion.

10 minutes:

The teacher will introduce to students their final assessment project for *Death of a Salesman* (Appendix V).

10 minutes:

The student will use the remaining class time to brainstorm for their project and begin. They will use this time to ask questions. The teacher will walk around and help students with their ideas if needed.

3 minutes:

The teacher will remind students their vocabulary sentences are due tomorrow at the beginning of class. Before students leave, they will turn in their character traits worksheet that they started filling out the first day. Remind them their final assessment project for *Death of a Salesman* is due on Friday.

Day 18 (Wednesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

The teacher will put students into assigned pairs. There should be only nine pairs, some may have three. The teacher will then assign each group a chapter, 1-9, from *The Great Gatsby*. The teacher will explain the activity to students and give each group the Book in an Hour handout (Appendix W) and a copy of *The Great Gatsby*. The students will get into their assigned groups and prepare for the activity.

25 minutes:

The students will read their assigned chapter with their partner(s) and complete the Book in an Hour handout. Each group should be reading out loud to each other or silently. The teacher will be walking around making sure students are staying on task and appropriately completing the activity.

20 minutes:

Each group will present the completed information on their handout for their assigned chapter. The teacher will call on groups based on their chapter, in order from 1 to 9. The

students will be taking notes on each chapter being discussed. The teacher will make sure the activity is staying on track because of the strict time schedule for the activity.

3 minutes:

The teacher will collect each groups worksheet and pass out their homework for the night (Appendix X). They are to complete the sequence chart for homework and turn it in first thing tomorrow morning. Students should be studying for the vocabulary test on Friday and working on their final assessment project for *Death of a Salesman* which is due on Friday.

Day 19 (Thursday)

3 minutes:

Attendance/Housekeeping

5 minutes:

The teacher will put a question about *The Great Gatsby* on the board from yesterday's activity handout. The students will write the question down and then answer it by raising their hands.

15 minutes:

The teacher will put students into assigned groups of five or six. Each group will choose a significant scene from *The Great Gatsby*, all groups must be different, and write about why it is important. The students should not tell the other groups what their scene is. Students will then take their scene and design a new interpretation of it in a new (perhaps contemporary) setting, title it, and prepare to perform it. The teacher will be walking around to each group making sure students are staying on task and participating in their groups.

20 minutes:

Students will perform their skits in front of the class while classmates try to figure out which part of *The Great Gatsby* they are performing. Once the scene has been identified, each group will explain their scenes significance and accept any constructive comments or questions from their classmates. The teacher will be taking notes on the activity to see if they are understanding the importance and major themes of the story.

15 minutes:

For the remaining class time, students will work on finishing their final assessment project for *Death of Salesman* if needed, as it is due tomorrow at the beginning of class. If students are done with their projects, they will begin studying for their grammar/vocabulary test that is tomorrow.

3 minutes:

The teacher will remind students to study for their vocabulary/grammar test that is tomorrow. They should finish their final assessment project for *Death of a Salesman* and turn it in first thing tomorrow during class.

Day 20 (Friday)

2 minutes:

Attendance/Housekeeping

25 minutes:

The teacher will distribute the vocabulary and grammar test to students (Appendix Z). Students will complete the test in twenty-five minutes. Extended time will be given to those students who are eligible. The teacher will walk around the classroom and monitor students while they are taking their test. The teacher will collect all papers when everyone, not including extended time students, has finished the test.

Students will begin to work on their final assessment, short-answer questions on *The Great Gatsby* (Appendix AA). For homework, students will type up their answers to all the questions and turn them in on Monday for a final assessment grade. The teacher will be making sure students are quietly completing their questions and staying on task.

10 minutes:

The teacher will have students stop working on their questions and introduce the final assessment project for the unit. The teacher will give students the final assessment project handout (Appendix BB). The teacher will also tell students about the cumulative vocabulary and grammar test that will be next week on Friday (Appendix CC). The students will be writing down all the deadlines for their projects and tests.

3 minutes

The teacher will remind students of all the test and project dates/deadlines again. The teacher will tell students they should begin brainstorming for their final assessment project even though it is not due for over a week and a half. Students will have time next week in class to work on project, so make sure to come with something. The students need to turn in their *Great Gatsby* questions Monday, at the beginning of class.

Week 5

Day 21 (Monday)

2 minutes:

Attendance/Housekeeping

5 minutes:

The teacher will pass out a copy of “The Road Not Taken” to each student (Appendix DD). The students will silently read this poem a few times and write what they think it is about.

10 minutes:

The teacher will ask students what they thought the poem was about and answer any questions from the students. The teacher will pass out the Socratic Seminar worksheet and explain the instructions (Appendix EE).

35 minutes:

The teacher will ask a students to put their desks into two circles, one inner and one outer. to begin the conversation by stating their interpretation of the poem and why it was significant. The teacher will follow a specific set of rules while students are engaging in conversation (Appendix FF).

3 minutes:

For homework, the students will answer a set of response questions for the poem (Appendix GG). The teacher will remind students that they should be preparing for their cumulative grammar and vocabulary test that is on Friday. They should also be working on their multimedia project for the unit. They will have class time to work on this later in the week.

Day 22 (Tuesday)

2 minutes:

Attendance/Homework

5 minutes:

The teacher will pass back the list of goals students wrote on the first day of the unit. Students will write a revised list of goals and explain why they made whatever changes they did. The teacher will collect these when students are finished.

5 minutes:

The teacher will play the song “I Can” by NAS to the class (link in Appendix HH). After, the teacher will pass out the lyrics to the song to each student (Appendix HH). Students will be listening to the song and taking any notes they think are necessary.

20 minutes:

The students will respond to the following prompt and turn it in at the end of class:
Compare the message of this song to one of the texts we have used throughout this entire unit. What do you think the overall message of this song is? How does it specifically relate to your own life? In order to be what you want to be, what are some of the things you must do and may have to face?

The teacher will be walking around monitoring student behavior and making sure students are writing what they are supposed to be.

20 minutes:

The teacher will begin a classroom discussion by asking students to share their responses. Students will be taking notes and contributing to the discussion in order to get participation points for the day.

3 minutes:

The teacher will remind students to study for their cumulative vocabulary and grammar test that is on Friday. Tomorrow students will be working on their multimedia project in class, so bring materials to use.

Day 23 (Wednesday)

2 minutes:

Attendance/Housekeeping

25 minutes:

The teacher will put students into groups of five and give them a board game that has been revised by the teacher. Each board game will have game cards that contain sentences that need to be grammatically corrected. Each student in the group takes turn rolling a die and then moving their marker along the game board the same number of spaces rolled. However, to move the rolled number of spaces, students have to pick a card and rewrite/restate the sentence so that it is grammatically correct. If they are unable to do so, they are not to move any spaces. The first student in each team to get to the end of the game, or is the farthest when time is called by the teacher, is the winner and will receive three bonus points on their grammar exam.

25 minutes:

Students will have the remaining class time to work on their projects. The teacher will be walking around and monitoring behavior and meeting with students who need help on their projects. The teacher will be taking note of the progress each student is making on their projects.

3 minutes:

The teacher will remind students they should be studying for their cumulative vocabulary and grammar test which will be on Friday. Their final projects are due on Monday. Tomorrow they will have more time tomorrow to work on project in class.

Day 24 (Thursday)

2 minutes:

Attendance/Housekeeping

25 minutes:

The teacher will have a stack of index cards with every vocabulary word from the unit and their definitions. The teacher will randomly call on students to come to the front of the class and randomly pick an index card. The student will act out, without speaking, the definition of the word in front of the class. By raising their hands, the students in the audience will try and guess the vocabulary word being acted out. Students are allowed to use their cumulative vocabulary list they received last week. The first student in the class to guess the word correctly gets a point. The student with the most points at the end of the game is the winner and will receive three bonus points on their exam. Throughout the activity, the teacher will be taking notes on the words that students have most

trouble with. This will help them revise the final vocabulary exam.

25 minutes:

Students will have the remaining class time to work on their projects. The teacher will be walking around and monitoring behavior and meeting with students who need help on their projects. The teacher will be taking note of the progress each student is making on their projects.

3 minutes:

The teacher will remind students they should be studying for their cumulative vocabulary and grammar test which will be on Friday. Their final projects are due on Monday. Tomorrow they will have more time tomorrow to work on project in class.

Day 25 (Friday)

2 minutes:

Attendance/Housekeeping

50 minutes:

The teacher will distribute the cumulative vocabulary and grammar test to students (Appendix II). The students will have the entire class period to complete the exam. Extended time will be given to those students who are eligible. The teacher will walk around the classroom and monitor students while they are taking their test. The teacher will collect papers as students finish, they are not to get out of their seats. When they are done, students will work on their projects quietly without talking to anyone.

3 minutes:

The teacher will remind students their final projects are due on Monday at the beginning of class. Before leaving, students should show the teacher their word web for extra credit on their vocabulary and grammar test.

Appendix of Selected Materials

Appendix A

Schedule of Unit

* This is a tentative schedule for the next five weeks. Please be aware, this schedule is liable to change.

Week 1

Monday-Friday: *Breaking Night*
Friday: Vocabulary & Grammar Test #1

Week 2

Monday-Wednesday: *Breaking Night*
Thursday-Friday: *The Pursuit of Happyness*
Friday: Vocabulary & Grammar Test #2

Week 3

Monday-Tuesday: *The Pursuit of Happyness*
Monday: *Breaking Night* Project Due (Body Biography)
Tuesday: *The Pursuit of Happyness* Project Due (Found Poem)
Wednesday-Friday: *Death of a Salesman*
Friday: Vocabulary & Grammar Test #3

Week 4

Monday-Tuesday: *Death of a Salesman*
Wednesday-Friday: *The Great Gatsby*
Friday: *Death of a Salesman* Project Due (Comic Strip)
Friday: Vocabulary & Grammar Test #4

Week 5

Monday: "Road Not Taken"
Tuesday: "I Can"
Wednesday: Grammar/Vocabulary Review & Work on Unit Project
Thursday: Grammar/Vocabulary Review & Work on Unit Project
Friday: Cumulative Grammar & Vocabulary Exam

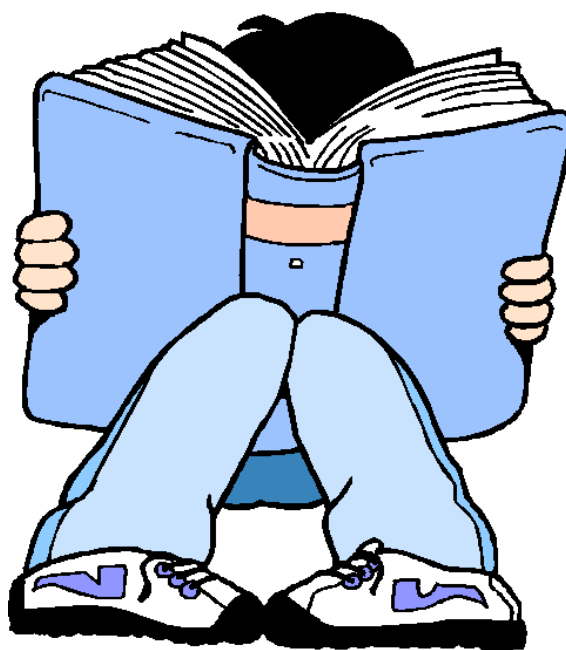
*That following Monday the Final Unit Multimedia Project is due.

Grade Distribution for Unit

- 10% Attendance and participation: 55-minute class periods from Day 1-Day 25
- 15% Journal responses, homework, and work from daily activities
- 15% Weekly grammar and vocabulary tests
- 15% Final cumulative vocabulary and grammar exam
- 20% Final assessments for:
 - *Breaking Night*
 - *The Pursuit of Happyness*
 - *Death of a Salesman*
 - *The Great Gatsby*
- 25% Final unit assessment project: Multimedia Project

Texts Used in Unit

- *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard*—By: Liz Murray (Fiction)
- *The Pursuit of Happyness*—Written by: Steve Conrad (Film)
- *Death of a Salesman*—By: Arthur Miller (Nonfiction)
- *The Great Gatsby*—By: F. Scott Fitzgerald (Nonfiction)
- “The Road Not Taken”— By: Robert Frost (Nonfiction)
- “I Can”—By: NAS (Song)



Appendix B

Jigsaw Activity Topics

These are topics intended to generate discussion amongst the various Jigsaw groups. Each student should use evidence from the text to show how this topic can be seen throughout the story. Students should also explain the significance behind these topics in relation to the novel.

1. Family
2. Education
3. Drugs
4. Independence
5. Hope/Optimism

Appendix C

Text Rendering Activity

Quote used for anticipatory set:

“Instead, what I was beginning to understand was that however things unfolded from here on, whatever the next chapter was, my life could never be the sum of one circumstance. It would be determined, as it had always been, by my willingness to put one foot in front of the other, moving forward, come what may.”

- Liz Murray, *Breaking Night: A Memoir*

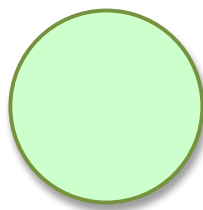
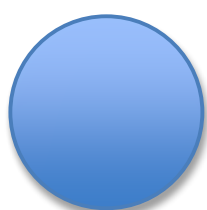
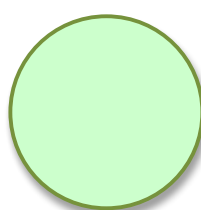
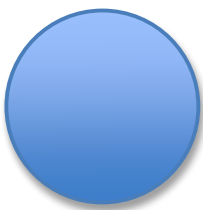
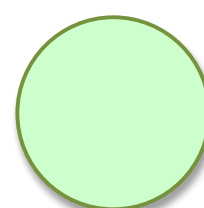
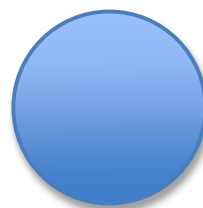
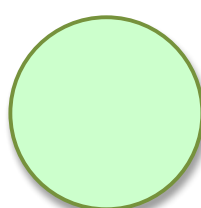
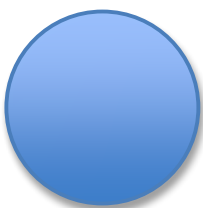
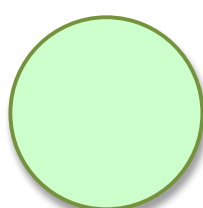
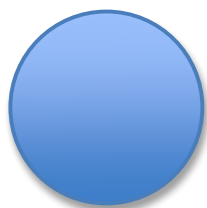
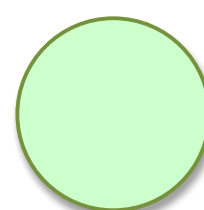
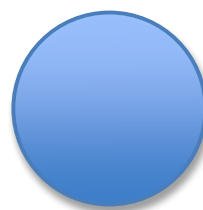
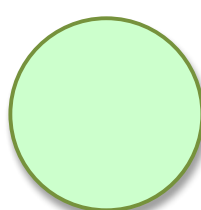
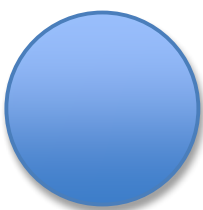
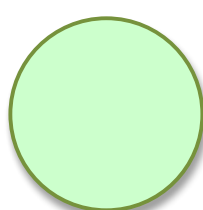
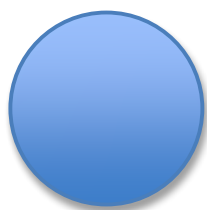
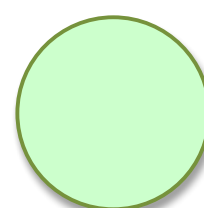
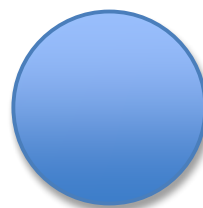
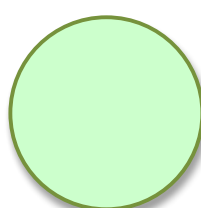
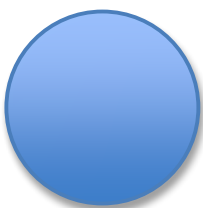
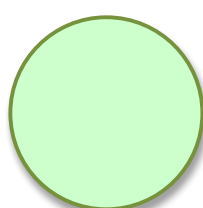
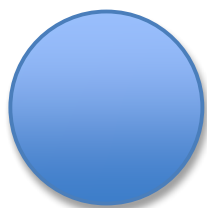
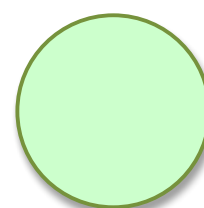
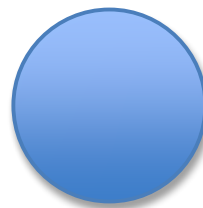
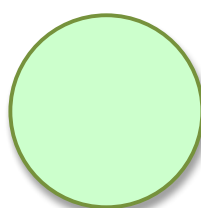
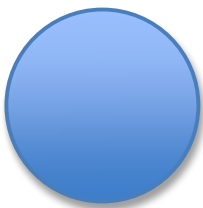
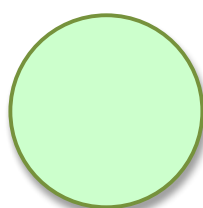
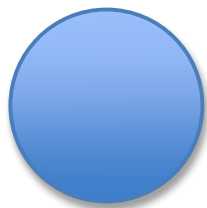
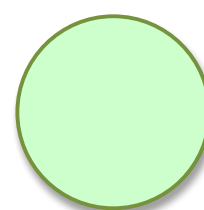
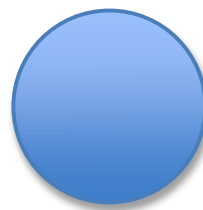
Topics to help guide students during classroom discussion throughout the text rendering activity:

- Your ability to control certain aspects of your life.
- What can you control and what can't you control?
- What role does decision making have in your ability to control situations in your life?
- How does Liz display determination and persistence in her story?
- What does Liz have to tell herself in order to obtain an unlikely future?
- Has someone ever told you, you couldn't do something when you knew you could? If so, how did you accomplish this?

Appendix D

Word Web for Unit

Every week you will need to keep a record of words, from whatever text being used at the time, that you are unfamiliar with. On Monday of each week, first week excluded, we will go over the words you have questions about and add them to your word web. By the end of the unit, you should have a filled word web with words you did not know the meaning of beforehand. Make sure you hold on to the word web and update it because I will be using five words a week for the vocabulary tests.

WORD → DEFINITION**WORD → DEFINITION****WORD → DEFINITION**

Appendix E

Week 1 Vocabulary Words

- 1. stenographer-** (n.) a person with the skills whose job it is to record verbatim everything that is said during a court case.
- 2. harbor-** (v.) to give shelter to; offer refuge to.
- 3. rigorous-** (adj.) severely exact or accurate; precise.
- 4. lucrative-** (adj.) profitable; moneymaking.
- 5. meticulous-** (adj.) taking or showing extreme care about minute details.
- 6. bystander-** (n.) a person present but not involved; onlooker.
- 7. spontaneously-** (adv.) given to acting upon sudden impulses.
- 8. conniving-** (adj.) to cooperate secretly; conspire.
- 9. concourse-** (n.) a large open area inside or in front of a public building.
- 10. serenity-** (n.) the state or quality of being calm.
- 11. relinquish-** (v.) to let go; release.
- 12. allure-** (n.) fascination; charm; appeal.
- 13. allotted-** (v.) give to someone as a share or task.
- 14. resilience-** (n.) the ability to recover quickly from difficulties; toughness.
- 15. lavished-** (v.) bestow something in generous or extravagant quantities.
- 16. engulf-** (v.) sweep over so as to surround or cover it completely.
- 17. inadvertently-** (adv.) not resulting from or achieved through deliberate planning.
- 18. remedy-** (n.) a medicine or treatment for a disease or injury.
- 19. fragment-** (n.) a small part broken or separated off something.
- 20. barter-** (v.) exchange for other goods or services without using money.

Appendix F

Semicolon Grammar Lesson

*Please keep this handout so you can review when necessary. This information will be on your weekly vocabulary test. At the end of the unit, you will be tested on this information again.

Grammar Girl Podcast on Semicolons:

- <http://grammar.quickanddirtytips.com/semicolons.aspx>

Use Semicolons to Separate Things and Add Variety:

Semicolons separate two main clauses that are closely related to each other but could stand on their own as a sentence.

- Example: "It was below zero; Squiggly wondered if he would freeze to death."
- The two parts of the sentence that are separated by a semicolon could be sentences on their own if you put a period between them: It was below zero. Squiggly wondered if he would freeze to death.

Semicolons can be used to add variety to sentence structure.

Semicolon can be used instead of a period to draw attention to the relationship between the two clauses.

What's the Difference Between a Semicolon and a Colon?

The purpose of a colon is to introduce or define something.

- For example, "Squiggly checked the temperature: it was -20 degrees."
- Colon can be used here instead of a semicolon because the second clause (the temperature) strongly relates back to the first clause (Squiggly checking the temperature).

When you are joining things, you use a semicolon to join things of equal weight, whereas you can use a colon to join things of equal or unequal weight.

- You can use either a semicolon or a colon to join two main clauses, but you can only use a colon to join a main clause with a noun.
- Example:: "Squiggly missed only one friend: aardvark." You couldn't use a semicolon in that sentence because the two parts are unequal. One way that I remember this is to think of the different elements as railroad cars. I only use a semicolon if I'm joining two equal "boxcars." If I'm joining two unequal elements, like a boxcar and a caboose, then I know that I can't use a semicolon, and I consider whether a colon makes sense. So equal

sentence boxcars get a semicolon, and unequal sentence boxcars and cabooses often get a colon (or a dash).

When to Use Semicolons, When to Use Commas:

Never use semicolons with coordinating conjunctions such as and, or, and but when you're joining two main clauses. Instead, if you're joining two main clauses with a coordinating conjunction, you use a comma. For example, "It was zero, and Squiggly wondered if he would freeze to death."

I don't want to confuse you, but there is one situation where you use semicolons with coordinating conjunctions, and that's when you are writing a list of items and commas just don't do the job of separating them all. Here's an example: "This week's book winners are Herbie in Milligan College, Tennessee; Matt in Irvine, California; and Jan in Oklahoma City, Oklahoma." Those are the real winners in this week's special Scott Sigler book giveaway, and they've each won a copy of his novel *Earthcore*, but the list also provides a great example of using semicolons in a list. Because each item in the list requires a comma to separate the city from the state, you have to use a semicolon to separate the items themselves.

Finally, you use a semicolon when you use a conjunctive adverb to join two main clauses. Conjunctive adverbs are words such as however, therefore, and indeed, and they "usually show cause and effect, sequence, contrast, comparison, or other relationships" (1). For example, "The aardvark is on vacation; therefore, Squiggly has to carry the weight in this episode." (The comma after the conjunctive adverb is optional.)

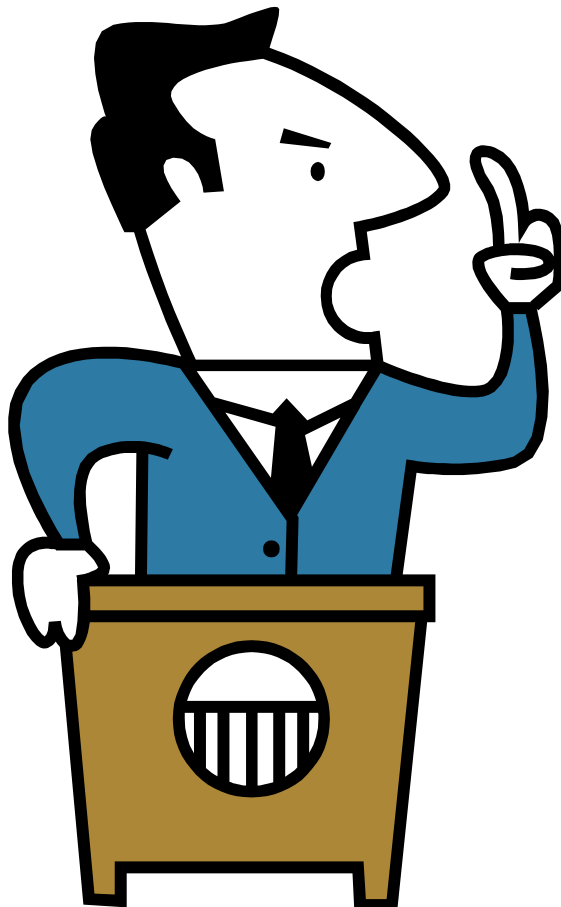
Sometimes people seem frustrated because they have to remember to use commas with coordinating conjunctions and semicolons with conjunctive adverbs, so if you can't keep the difference straight in your head, it can help to remember that commas are smaller than semicolons and go with coordinating conjunctions, which are almost always short two- or three-letter words—small punctuation mark, small words. Semicolons are bigger and they go with conjunctive adverbs, which are almost always longer than three letters—bigger punctuation, bigger words. I'll put a list of the two kinds of connectors at the bottom of this transcript.

Appendix G

Debate Rules

Please follow these rules whenever a classroom debate takes place. It is important that you do not inappropriately criticize another member of the class' thoughts or ideas. Remember the Golden Rule. If any of these debate rules are broken during the activity, the student(s) will be penalized, and the debate will be shut down.

- No foul language.
- Questions or challenges should not be personal or insulting.
- Do not get angry or lash out against another student's opinion or idea.
- You must raise your hand if it's not your time to speak.
- No interruptions.
- No whispering while another speaker is talking.



Appendix H

Name:
Section:
Date:

Week 1 Vocabulary & Grammar Test

Spelling: As the teacher reads the word aloud, please write down the correct spelling in the following spaces.

- | | | | |
|----|-----|-----|-----|
| 1. | 6. | 11. | 16. |
| 2. | 7. | 12. | 17. |
| 3. | 8. | 13. | 18. |
| 4. | 9. | 14. | 19. |
| 5. | 10. | 15. | 20. |

Synonyms: Write the vocabulary word, in the provided blank space, that is a synonym for the words below.

1. immerse: _____
2. spend (generously): _____
3. strict: _____
4. scheming: _____
5. onlooker: _____
6. careful: _____
7. entrance: _____
8. durable: _____
9. unintentional: _____
10. scribe: _____

Word in Context: Write the vocabulary word from the spelling section that belongs in the blank for each definition.

- | | |
|---|-------|
| 11. Profitable; moneymaking. | _____ |
| 12. To give shelter to; offer refuge to. | _____ |
| 13. Fascination; charm; appeal. | _____ |
| 14. To let go; release. | _____ |
| 15. A medicine or treatment for a disease or injury. | _____ |
| 16. Give to someone as a share or task. | _____ |
| 17. A small part broken or separated off something. | _____ |
| 18. Exchange for other goods or services without using money. | _____ |
| 19. The state or quality of being calm. | _____ |
| 20. Given to acting upon sudden impulses. | _____ |

Sentences: Write sentences for any of the five words from this week's list. Make sure

you clearly express the word's definition and underline it in your sentence.

- 21.
- 22.
- 23.
- 24.
- 25.

Grammar:

Identify: Write which punctuation mark—comma, semicolon, none—is missing in each sentence in the provided blank space.

1. Noise has many definitions _____ a familiar one calls it unwanted sound.
2. Excessive noise can have a number of undesirable effects on people _____ such as ulcers, vertigo, and allergies.
3. People's tolerance for sound varies; for example, some people like to play their stereos at full blast _____ while others like their music in the background.
4. Many people experience hearing impairment _____ a common cause is continued exposure to loud noise.
5. The long-term effect of frequent exposure to excessive noise may be total loss of hearing; however _____ the hearing loss from infrequent exposure is likely to be temporary.
6. Noise might be regarded as a type of pollution in our industrial society _____ sound levels seem to increase with population.
7. People who work in noisy environments are at risk of hearing loss; a wise person, however _____ will protect the ears from overexposure.

Sentences: Write three sentences using the semicolon correctly.

- 8.
- 9.
- 10.

Appendix I

Character Perspective Handout

Name _____

Date _____

Character Perspective Chart

Character #1	Character #2
Setting: Where and when does the story take place?	Setting: Where and when does the story take place?
Problem: What is this character's problem?	Problem: What is this character's problem?
Goal: What is this character's goal? What does the character want?	Goal: What is this character's goal? What does the character want?
Attempt: What does this character do to solve the problem or attain the goal?	Attempt: What does this character do to solve the problem or attain the goal?
Outcome: What happened as a result of the attempt?	Outcome: What happened as a result of the attempt?
Reaction: How does the character feel about the outcome?	Reaction: How does the character feel about the outcome?
Theme: What point did the author want to make?	Theme: What point did the author want to make?

Appendix J

Breaking Night Final Assessment Project
Body Biography**What is a Body Biography?**

A body biography is a combination of artwork and writing (quotes from the book and your own explanations of those quotes). You will decorate your body biography with these things in order to demonstrate your understanding of Liz Murray's character. Liz's motivations, conflicts, personality traits, and emotions from *Breaking Night* should be included. Please note: your body biography is not suppose to be a literal representation of what Liz Murray looks like. Instead, it should be more like a giant collage of written ideas, drawings, and symbols that work together to show us how well you understand your character, but we also want you to be CREATIVE!

What is the purpose?

The purpose behind creating a body biography is to allow you to take a **DEEP** look at Liz Murray from *Breaking Night*. **You will have to review significant events, choices that Liz made, and changes that she went through, internally, within the course of the book.** You will have to take a serious look into what makes her tick—what her motivations are, how she feels about herself at the beginning of the book, and how those feelings may have changed by the end of the book.

Part I: Visual Portrait

1. You will use an outline of the human body that fills a regular-sized poster board to begin your project. This outline can be hand drawn or found on the Internet.
2. Inside and all around the human body outline, you will place symbols, quotes, imagery, and examples from the story that represent Liz's personality traits, background information, physical traits, emotions, and motivations.

Part II: Written Portrait

1. Visual Symbols will be placed on the Body Biography- Demonstrate an understanding of the literary work by creating at least three symbols that represent significant personality traits or important things in the protagonist's life. For example, you might use a light bulb to show how the character was intelligent. On a separate document, write out your support for your judgment of the relationship between this symbol and the character by explaining why you selected it (use evidence from the text) and why you have placed each symbol in your chosen location on the Body Biography. This should be neatly typed and printed out.

2. Quotations will be placed on the Body Biography- Interpret what the Liz's main conflict was and how she sought to resolve it by choosing at least three quotations from the novel. These do not have to be things the character actually says but could be part of the narration or what another character says about her. These quotations will be placed in the Body Biography in a significant place. On your separate document, write the exact sentences from the book, explain what each quotation reveals about the character's conflict or its resolution, and explain where you placed the quote on the drawing and why.

3. Symbolic Colors & Imagery- On the Body Biography you will add hair, clothing, a face, and any other decoration that you think applies to the character. The color and images you choose to apply should relate to the author's tone and the story's mood. Choose at least three colors and or images. On your separate document, reflect on why you chose these and how they reveal the tone and mood of the story.

4. Author's Purpose & Theme- Somewhere on the Body Biography, use examples from the text that reveal the author's purpose for writing this story and the general theme of the story. In your paragraph, explain how the examples you chose reveal the author's purpose. Also, after explaining the theme, write about a personal connection between an experience, feeling, or trait that your character had and you.

Suggestions:

1. Placement- Carefully choose the placement of your text and artwork. For example, the area where Liz's heart would be might be appropriate for illustrating the important relationships within her life. The hands might refer to actions or accomplishments of Liz.

2. Spine- Actors often discuss a character's "spine." This is Liz's objective within the novel. What is the most important goal for her? What drives her thought and actions? The answers to these questions are her "spine." How can you illustrate it?

3. Virtues and Vices - What are Liz's most admirable qualities? Her worst? How can you make them visual?

4. Mirror, Mirror - Consider both how Liz appears to others on the surface and what you know about her inner self. Do these images clash or correspond? What does this tell you about Liz? How can you illustrate this mirror image?

Appendix K

Week 2 Vocabulary Words

1. (from word web)

2. (from word web)

3. (from word web)

4. (from word web)

5. (from word web)

6. effeminate- (adj.) having or showing characteristics regarded as typical of a woman.

7. incessant- (adj.) continuing without pause or interruption.

8. emblem- (n.) a heraldic device or something object as a distinctive badge of a nation, organization, or family.

9. resentment- (n.) bitter indignation at having been treated unfairly.

10. strewn- (v.) scatter or spread untidily over a surface or area.

11. antagonistic- (adj.) showing or feeling active opposition or hostility towards someone or something.

12. salvage- (v.) preserve from potential loss or adverse circumstances.

13. crevice- (n.) a narrow opening or fissure.

14. assurance- (n.) a positive declaration intended to give confidence.

15. tangible- (adj.) perceptible by touch.

16. gaunt- (adj.) lean and haggard because of suffering.

17. disheveled- (adj.) untidy; disordered.

18. summon- (v.) authoritatively or urgently call on someone to be present.

19. crimson- (n.) a rich deep red color inclining to purple.

20. clamored- (v.) a loud and confused noise; strongly expressed protest or demand.

Appendix L

Dialogue Grammar Lesson

*Please keep this handout so you can review when necessary. This information will be on your weekly vocabulary test. At the end of the unit, you will be tested on this information again.

Dialogue from text without punctuation for anticipatory set:

Matt right? she asked casually. Had Lisa called Child Welfare on us? You're Lisa? he asked in a voice that sounded surprised. Yeah she told him. We can go sit in the living room the coffee table should be good (pp 82).

Grammar Girl Podcast on Dialogue:

- <http://grammar.quickanddirtytips.com/how-to-write-dialogue.aspx>

How to Write Dialogue:

Suppose I'm writing a scene in which Aardvark gives Squiggly a present. I write: "You shouldn't have!" said Squiggly, and grabbed the box of chocolates. Or wait—instead of that, maybe I should write "You shouldn't have!" said Squiggly, and HE grabbed the box of chocolates, putting in the pronoun "he" to refer to Squiggly.

In fact, both sentences are fine, but if you've started to pay attention to parallel structure in your writing, you might be second-guessing yourself about what to do in cases like these.

What is Parallel Structure:

A sentence like this is sloppy:

Fenster crawled slowly, steadily, and won the race.

It's sloppy because it has the conjunction "and" linking an adverb ("slowly"), another adverb ("steadily"), and a verb phrase ("won the race"). Though the sentence is understandable, readers can find it disconcerting. They're expecting another adverb in the series and then have to suddenly shift gears to process a verb phrase instead. To fix it, all you need to do is put in another "and":

Fenster crawled slowly and steadily, AND won the race.

Now the first "and" is linking the adverbs "slowly" and "steadily." The second "and" is linking two verb phrases. The first verb phrase is "crawled slowly and steadily"; the second verb phrase is "won the race." Making this sentence parallel is a reader-friendly thing to do.

Style and Parallel Structure:

When you're having your characters speak or have thoughts, often you'll want to take what a character is saying or thinking and put it at the front of the sentence, before the attributive--the he-said or she-said part. So instead of writing

Squiggly said, "You shouldn't have!",

you might write,

"You shouldn't have!" Squiggly said,

or

"You shouldn't have!" said Squiggly.

I'll call this "quotation fronting." It's a useful stylistic option.

However, parallel structure and quotation fronting are on a collision course. For example, they collide in the sentence about Squiggly and the box of chocolates:

"You shouldn't have!" said Squiggly, and grabbed the box of chocolates.

What is the "and" is connecting? Before it, we have an entire clause: "You shouldn't have!" said Squiggly." But after the "and," all we have is a verb phrase: "grabbed the box of chocolates." Oh, no! It's not parallel!

Here's the basic problem. On the one hand, we want to join two predicates: the one about saying, "You shouldn't have!" and the one about grabbing the box of chocolates. On the other hand, with the quotation fronting, we're rearranging the pieces of the speaking predicate. In doing that, we sacrifice parallel structure, and it's OK! It's part of English's heritage as a Germanic language that it can do these unusual coordinations with things moving to the front and the subject and verb flip-flopping.

Of course, there is a way to phrase sentences like our Squiggly example so that they're parallel. What you do is repeat the subject, as in:

"You shouldn't have!" said Squiggly, and HE grabbed the box of chocolates.

Now the "and" is joining two independent clauses. Clause #1: "You shouldn't have!" said Squiggly." Clause #2: "He grabbed the box of chocolates."

At this point, you may be thinking, "Great! I'll play it safe and always repeat the subject." That's not a good idea. To see why, let's take an example without quotation fronting. Suppose we write

Squiggly squealed with glee and grabbed the box of chocolates.

The "and" is joining two verb phrases: "squealed with glee" and "grabbed the box

of chocolates.” This option is good if you want the squealing and the grabbing viewed as parts of a single event. Alternatively, we could restate the subject for the second verb phrase, so that the “and” joins two entire clauses, like this:

Squiggly squealed with glee, and he grabbed the box of chocolates.

This option is better if you want the squealing and the grabbing viewed as separate events. It’s the difference between, “I came, saw, and conquered” and “I came, I saw, and I conquered.”

But wouldn’t it be weird if you read a story whose author always chose to repeat the subject in situations like this? The same is true when it comes to repeating the subject in sentences that use quotation fronting.

So here’s the quick and dirty tip for sentences in which a character says or thinks something, and immediately afterward does something. First, write the part about what the character says or thinks, using or not using quotation fronting as you please. Then, if you want the actions of saying and doing to be more like a single event, don’t repeat the subject: Squiggly squealed with glee and grabbed the box of chocolates. If you want the actions of saying and doing to be more like separate events, then go ahead and repeat the subject for the verb of doing: Squiggly squealed with glee, and he grabbed the box of chocolates.



Appendix M

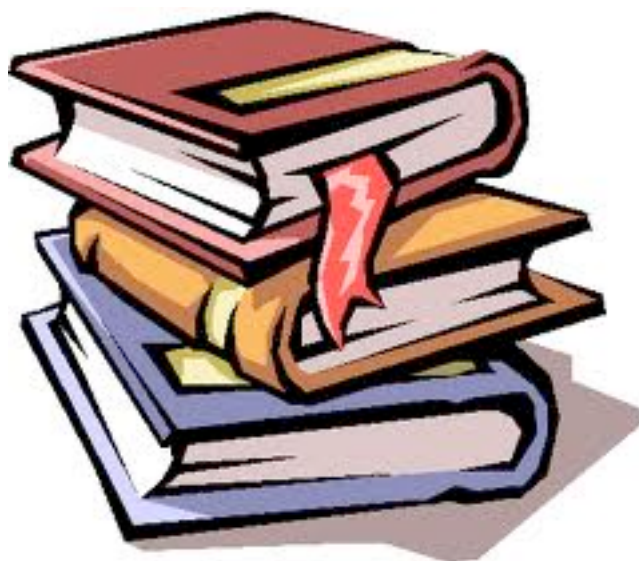
Found Poem Project

A found poem consists of words found in one text and rearranged in a new text to form a poem. This project is intended to get you focus on the language you find most significant, meaningful, and important in this film. You should extract any words or phrases from the film that you find most critical, and create a poetic work of your own that expresses the meaning and your overall interpretation of *The Pursuit of Happyness*.

You must extract at least thirty words from *The Pursuit of Happyness* while watching the film in class. These words should not include pronouns, articles, or other parts of speech that are “simple”. These words should have profound meaning to the overall message of your poem. You will have three days of class time to watch the film and work on your Found Poems at the same time. I suggest you take down 15-20 words a day.

When you go to construct your Found Poem, please type it up and make sure every word or phrase from the film is in bold. You may insert pronouns, articles, and other minor words that are necessary to put your poem together. It is important that you listen carefully to the film so you can show me why this film is significant and relevant to our unit through your Found Poem.

Please take your time on this! Do not try and put it together at the last minute, I will be able to tell. If you have any questions or concerns make sure to come to me well in advance to the due date. There will be plenty of time in class to discuss the project as well. This project will count as your final assessment for the film, so it is worth a lot of points. Have fun with this and be creative!



Appendix N

Name: _____

Section: _____

Date: _____

Week 2 Vocabulary & Grammar Test

Spelling: As the teacher reads the word aloud, please write down the correct spelling in the following spaces. (* words indicate they are from the classroom Word Web)

- | | | | |
|----|-----|------|------|
| 1. | 6. | 11. | *16. |
| 2. | 7. | 12. | *17. |
| 3. | 8. | 13. | *18. |
| 4. | 9. | 14. | *19. |
| 5. | 10. | *15. | *20. |

Synonyms: Write the vocabulary word, in the provided blank space, that is a synonym for the words below.

1. scream: _____
2. convene: _____
3. haggard: _____
4. confidence: _____
5. preserve: _____
6. scatter: _____
7. bitterness: _____
8. symbol: _____
9. womanish: _____
10. against: _____

Word in Context: Write the vocabulary word from the spelling section that belongs in the blank for each definition. (bold phrases indicate they are from last week's words)

- | | |
|--|-------|
| 11. Perceptible by touch. | _____ |
| 12. Continuing without pause or interruption. | _____ |
| 13. A narrow opening or fissure. | _____ |
| 14. A rich deep red color inclining to purple. | _____ |
| 15. Untidy; disordered. | _____ |
| 16. Give to someone as a share or task. | _____ |
| 17. A small part broken or separated off something. | _____ |
| 18. Profitable; moneymaking. | _____ |
| 19. The state or quality of being calm. | _____ |
| 20. Given to acting upon sudden impulses. | _____ |

Sentences: Write sentences for any five out of six starred words from the spelling section (Word Web Words). Make sure you clearly express the word's definition and underline it in your sentence.

- 21.
- 22.
- 23.
- 24.
- 25.

Grammar:

Completion: Complete these sentences by adding the missing quotation marks.

1. John said, That's my coat.
2. Jack said, I have a coat like yours.
3. Is the pizza here? asked Hillary.
4. I love extra cheese, said Jamie.
5. Grandmother asked, Did you plant beans, peppers, and melons in your garden?
6. No, I only planted beans and melons, answered Ashley.
7. William exclaimed, I can't believe we're finally here!
8. This beach, said Dad, is more beautiful than ever.
9. The lost scouts screamed, How will we ever get out of here?
10. Help! shouted the scoutmaster. We can't find our way out of this cave!

Sentences: Write three sentences using a semicolon correctly.

- 11.
- 12.
- 13.

Appendix O

Week 3 Vocabulary Words

- 1. (from word web)**
- 2. (from word web)**
- 3. (from word web)**
- 4. (from word web)**
- 5. (from word web)**
- 6. angular-** (adj.) having angles or sharp corners.
- 7. wholly-** (adv.) entirely; fully.
- 8. repression-** (n.) the action of subduing someone or something by force.
- 9. temperament-** (n.) a person's nature, especially as it affects their behavior.
- 10. crestfallen-** (adj.) sad and disappointed.
- 11. undercurrent-** (n.) a current of water below the surface, moving in a different direction from any surface current.
- 12. simonize-** (v.) polish (a motor vehicle).
- 13. measly-** (adv.) contemptibly small or few.
- 14. cascade-** (v.) pour downward rapidly and in large quantities.
- 15. parlor-** (n.) a sitting room in a private house.
- 16. incarnate-** (v.) embody or represent in human form.
- 17. valise-** (n.) a small traveling bag or suitcase.
- 18. ignoramus-** (n.) an ignorant or stupid person.
- 19. incipient-** (adj.) in an initial stage; beginning to happen or develop.
- 20. audacity-** (n.) the willingness to take bold risks.

Appendix P

Post Film Discussion & Response Questions

- After watching this movie has your view on success changed?
- Do you think material possessions can lead to happiness? Is that what Gardner was after or was he motivated by something else?
- What did you like most about the film? Least?
- What issues did the film raise for you?
- What character(s) do you most identify with and why?
- What kind of choices did Gardner have to make? Did you agree or disagree with his decisions?



Appendix Q

Death of a Salesman Pre-reading Discussion Questions

1. The title of the play is “Death of a Salesman.” What do you think the story is going to be like? Make predictions about what you think the story will be about.
2. What is your definition of “salesman”? How is a salesman different from someone in another occupation? What attitudes do you think a salesman should have to be successful? What attitudes would hinder him?
2. What is the American Dream? Does it still exist today? How is the American Dream characteristic of American ideals and philosophy? What are the differences between the materialistic and idealistic values associated with the American Dream? (In what ways do you want to live the American Dream?)
3. Do you have expectations for yourself? What are they? Where do you aim to go to college? What do you plan on being? Will you be disappointed if you don't get the grades you want, the college you want, the boyfriend/girlfriend you want, etc.
4. What about your parents? Do they have expectations for you? What are their expectations? In general, what effect do the expectations of parents have on the behavior of their children? In what ways might parental expectations be beneficial? In what ways might they be detrimental?
5. What was happening economically and socially in the US in 1949? Was it fairly easy or difficult to get a job? What was America's standing in the world?

Death of a Salesman Book Trailer YouTube Link:

- http://www.youtube.com/watch?v=GM5_oxoux8Q

Appendix R

Defining Characterization

Characterization is the process by which the writer reveals the personality of a character. Characterization is revealed through **direct characterization** and **indirect characterization**.

Direct Characterization *tells* the audience what the personality of the character is.

Example: “The patient boy and quiet girl were both well mannered and did not disobey their mother.”

Explanation: The author is directly telling the audience the personality of these two children. The boy is “patient” and the girl is “quiet.”

Indirect Characterization *shows* things that reveal the personality of a character. There are five different methods of indirect characterization:

S peech	What does the character say? How does the character speak?
T houghts	What is revealed through the character’s private thoughts and feelings?
E ffect on others toward the character.	What is revealed through the character’s effect on other people? How do other characters feel or behave in reaction to the character?
A ctions	What does the character do? How does the character behave?
L ooks	What does the character look like? How does the character dress?

TIP #1: Use the mnemonic device of STEAL to remember the five types of indirect characterization



Character Map

Actions:		Says:

Character Map

Actions:		Says:
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Appendix S

Week 3 Vocabulary & Grammar Test

Name: _____

Section: _____

Date: _____

Spelling: As the teacher reads the word aloud, please write down the correct spelling in the following spaces. (* words indicate they are from the classroom Word Web)

- | | | | |
|----|-----|------|------|
| 1. | 6. | 11. | *16. |
| 2. | 7. | 12. | *17. |
| 3. | 8. | 13. | *18. |
| 4. | 9. | 14. | *19. |
| 5. | 10. | *15. | *20. |

Synonyms: Write the vocabulary word, in the provided blank space, that is a synonym for the words below.

1. pointed: _____
2. boldness: _____
3. totally: _____
4. squashing: _____
5. disappointed: _____
6. room: _____
7. undertone: _____
8. ignorant: _____
9. embody: _____
10. developing: _____

Word in Context: Write the vocabulary word from the spelling section that belongs in the blank for each definition. (bold phrases indicate they are from last week's words)

- | | |
|---|-------|
| 11. Polish a motor vehicle. | _____ |
| 12. Contemptibly small or few. | _____ |
| 13. A person's nature. | _____ |
| 14. Pour downward rapidly and in large quantities. | _____ |
| 15. A small traveling bag or suitcase. | _____ |
| 16. Perceptible by touch. | _____ |
| 17. Continuing without pause or interruption. | _____ |
| 18. A narrow opening or fissure. | _____ |
| 19. A rich deep red color inclining to purple. | _____ |
| 20. Untidy; disordered. | _____ |

Sentences: Write sentences for any five out of six starred words from the spelling section (Word Web Words). Make sure you clearly express the word's definition and underline it in your sentence.

- 21.
- 22.
- 23.
- 24.
- 25.

Grammar:

Sentences: Write five sentences using a semicolon correctly, and three sentences of dialogue using quotation marks correctly.

- 11.
- 12.
- 13.
- 14.
- 15.

16. Write a paragraph of dialogue (5-6 sentences) with correct punctuation.

Appendix T

Anticipatory Set for Symbolism

Appendix U

Week 4 Vocabulary Words

- 1. (from word web)**
- 2. (from word web)**
- 3. (from word web)**
- 4. (from word web)**
- 5. (from word web)**
- 6. liable-** (adj.) responsible by law; legally answerable.
- 7. dispel-** (v.) make disappear.
- 8. caliber-** (n.) the quality of someone's character or the level of someone's ability.
- 9. frankly-** (adv.) in an open, honest, and direct manner.
- 10. drummed-** (v.) beat repeatedly on a surface; sign of impatience or annoyance.
- 11. incredulous-** (adj.) unwilling or unable to believe something.
- 12. ignorant-** (adj.) lacking knowledge or awareness in general; uneducated.
- 13. salvation-** (n.) deliverance from sin and its consequences.
- 14. raucous-** (adj.) making or constituting a disturbingly hard and loud noise.
- 15. bewildered-** (v.) cause to become perplexed and confused.
- 16. gesture-** (n.) a movement of part of the body to express an idea or meaning.
- 17. frantically-** (adv.) wild or distraught with fear, anxiety, or other emotion.
- 18. agonize-** (v.) undergo great mental anguish through worrying about something.
- 19. strive-** (v.) make great efforts to achieve or obtain something.
- 20. ominous-** (adj.) giving the impression that something bad or unpleasant is going to happen.

Appendix V

Death of a Salesman Final Assessment: **Comic Strip**

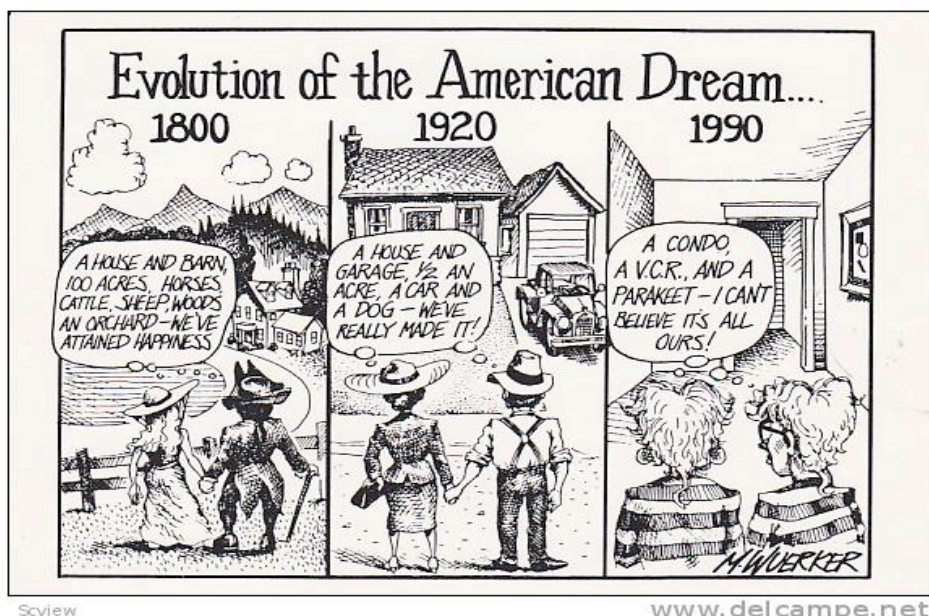
This project gives you the opportunity to take an older story and retell it through a different lense. You should use similar themes, express related concepts, and parallel the overall meaning of *Death of a Salesman* when rewriting it in a different context. However, be creative. Feel free to have your setting go even further back in time or way into the future when creating your version of the story. You do not have to use humans to display your characters, or use the same setting as the play.

In order to create your story, you will be making a digital comic strip. The following site should be used:

<http://www.makebeliefscomix.com/comix/>

If there are any other sites that you would like to use, please come see me first so I can approve them. When you are done with your comic strip, please e-mail me your link and also print out a copy. You will be turning in your copy to me on the Friday it is due.

This is your opportunity to show me that you understand the significance of the story and how you can relate it to other scenarios. In doing so, you are displaying a mastery of understanding for *Death of a Salesman*. This project will be use as you final assessment for *Death of a Salesman* so please put some time and thought into it. Do not throw it together last minute, I will be able to tell. You will have from Tuesday to Friday, so that should be plenty of time for you to design your comic strip. This is a great opportunity to be creative and have fun with an assignment that could greatly improve your grade. Have fun and good luck!



Appendix W

Book in an Hour
The Great Gatsby

Directions: On a separate piece of paper fill out the following information and turn it in at the end of class for credit.

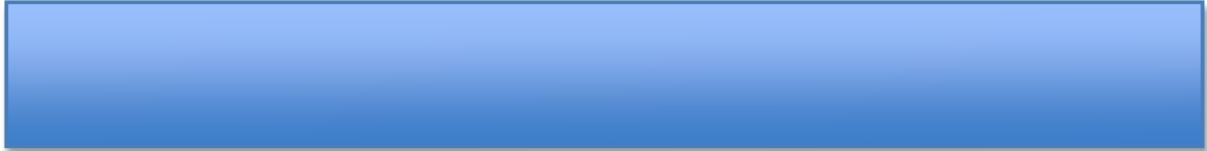
1. Group Members
2. Chapter #
3. Characters (with short description)
4. Setting
5. Main Points of the Chapter
6. Summary of the Chapter
7. Possibly Themes in the Chapter
8. Summary of the Chapter
9. Questions on the Chapter



Appendix X

Sequence Chart

Fill out this chart based on the main events, in correct order, that occurred in *The Great Gatsby*.



Appendix Y

Comma Splice Grammar Lesson

*Please keep this handout so you can review when necessary. This information will be on your weekly vocabulary test. At the end of the unit, you will be tested on this information again.

Grammar Girl Podcast on Comma Splices:

- <http://grammar.quickanddirtytips.com/comma-splice.aspx>

What Is a Comma Splice?

Comma splices seem to be Scott Sigler's biggest problem. Here's an example from page 114 of the original *Ancestor* book, where one of the characters is talking about a cow named Fonzie:

Sara obviously named that one, she was a sucker for those old “Happy Days” reruns. (wrong)

It's easy to see in that example why the error is called a comma splice: it's because the comma is used to splice together two complete sentences when that isn't the function of a comma.

The good news is that it's easy to fix a comma splice once you're aware of the problem. Because the two clauses are complete sentences, you can treat them that way and use a period where you had a comma.

How to Use a Semicolon to Fix a Comma Splice:

If the two sentences are closely related to each other, as they are in the sentence from *Ancestor*, you can use a semicolon to connect them without a coordinating conjunction.

Sara obviously named that one; she was a sucker for those old “Happy Days” reruns.

The semicolon makes sense because the second clause expands on the reasoning of the first clause. You can think of a semicolon as a “sentence splicer” because its job is to splice complete sentences together.

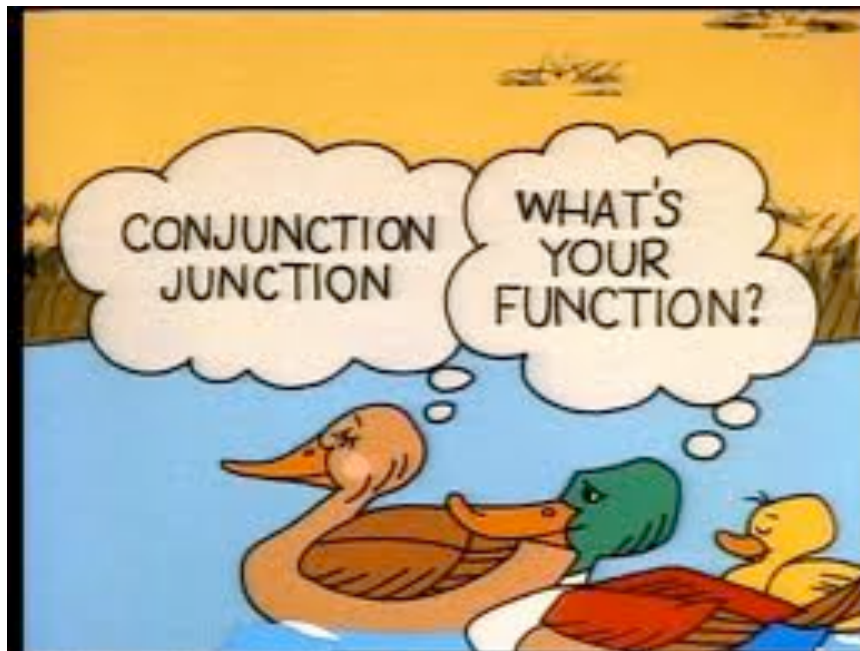
How to Use Coordinating Conjunctions to Fix a Comma Splice:

Sometimes, you can also fix a comma splice by adding a coordinating conjunction. It doesn't work with the example sentence from *Ancestor* because it doesn't make any sense to add an “and” or any of the other coordinating

conjunctions. It changes the meaning to say Sara obviously named that one, and she was a sucker for those old “Happy Days” reruns.

But if I go back to the other sentence with a comma splice—Squiggly ran to the forest, Aardvark chased the peeves—you can see that it makes sense to connect those two sentences with a coordinating conjunction and a comma.

Squiggly ran to the forest, and Aardvark chased the peeves.



Appendix Z

Week 4 Vocabulary & Grammar Test

Name: _____

Section: _____

Date: _____

Spelling: As the teacher reads the word aloud, please write down the correct spelling in the following spaces. (* words indicate they are from the classroom Word Web)

- | | | | |
|----|-----|------|------|
| 1. | 6. | 11. | *16. |
| 2. | 7. | 12. | *17. |
| 3. | 8. | 13. | *18. |
| 4. | 9. | 14. | *19. |
| 5. | 10. | *15. | *20. |

Synonyms: Write the vocabulary word, in the provided blank space, that is a synonym for the words below.

1. responsible: _____
2. uneducated: _____
3. confused: _____
4. distraughtly: _____
5. dismiss: _____
6. redemption: _____
7. attempt: _____
8. disbelieving: _____
9. honestly: _____
10. ability: _____

Word in Context: Write the vocabulary word from the spelling section that belongs in the blank for each definition. (bold phrases indicate they are from last week's words)

- | | |
|---|-------|
| 11. Beating repeatedly. | _____ |
| 12. Making a disturbingly loud noise. | _____ |
| 13. Movement of body part to express an idea. | _____ |
| 14. Undergo great mental anguish through worrying. | _____ |
| 15. Giving the impression that something bad will happen. | _____ |
| 16. Polish a motor vehicle. | _____ |
| 17. Contemptibly small or few. | _____ |
| 18. A person's nature. | _____ |
| 19. Pour downward rapidly and in large quantities. | _____ |
| 20. A small traveling bag or suitcase. | _____ |

Sentences: Write sentences for any five out of six starred words from the spelling section (Word Web Words). Make sure you clearly express the word's definition and underline it in your sentence.

- 21.
- 22.
- 23.
- 24.
- 25.

Grammar:

Correct: Fix the comma splices in the following sentences. Use each of the following at least once: a semicolon, a coordinating conjunction, a period, and a subordinating conjunction. Circle your corrections.

1. Mix ginger and lime with water, it makes a tasty and refreshing drink.
2. I wonder where Herbert went, he should have been back by now.
3. Cooper swam 15 laps, he won't be able to do that again tomorrow.
4. We went to the store, we wanted to buy some chips.
5. Eliza ran to the store, then she bought some candy.
6. Elvis Presley was a great singer, he was never really accepted by the country music's mainstream.
7. Brazil has won several world cups championships in soccer, they are always considered a good team.
8. The stock market has moved in one direction lately, it has gone down.
9. Computer programs help us live saner lives, obviously the people who write them should make lots of money.
10. Dubai has built magnificent office towers with luxuries and conveniences, it is considered a great location in which to conduct international business.

Sentences: Write five sentences using a semicolon correctly. and three sentences of dialogue using quotation marks correctly.

- 11.
- 12.
- 13.

14. On the back of this paper, write a paragraph of dialogue (5-6 sentences) with correct punctuation.

Appendix AA

Great Gatsby
Final Assessment
Short-Answer Questions

Name:

Date:

Directions: Please complete the following questions in five to six sentences each. Your answers should be typed up on a separate document. Use evidence from the text to support your answers if needed. This will count as a final assessment test grade, so make sure you take your time put forth plenty of effort.

1. What is important about the title?
2. What types of conflict (physical, moral, intellectual, or emotional) are in this novel?
3. What are some themes in the story? How do they relate to the plot and characters?
4. What are some symbols in *The Great Gatsby*? How do they relate to the plot and characters?
5. What is the central/primary purpose of the story? Is the purpose important or meaningful?
6. Is Gatsby consistent in his actions? Is he a fully developed character? How? Why?
7. Is Gatsby a strong character? Do find any of the other characters stronger? How? Why?
8. Does the novel end the way you expected? How? Why?
9. How essential is the setting to the story? Could the story have taken place anywhere else? In any other time?
10. How does *The Great Gatsby* relate to current society? Is the novel still relevant?

Appendix BB

Final Unit Assessment **Multimedia Project**

As this unit comes to a close, it is important for us to take a step back and look at all we have covered and how it is relevant to our lives. As you begin to apply for college or make plans for life post-high school, it is necessary to look at your options and set goals according to your definition of success. Over the past five weeks we have discussed, at great length, a number of texts that illustrate various forms of success. Along with these definitions of success, we have identified and analyzed the means one must endure in order to achieve such success. These means may include setting goals, making choices, or facing and overcoming a difficult background. Hopefully, you have been able use our classroom discussions, in-class activities, and various assessments to create your own definition of success, as well as, understand what you must do in order to reach your goals.

For your final assessment you will be creating a multimedia project that focuses on and expresses your understanding of the following subjective questions:

- What is your definition of personal success?
- Have you attained this success yet? If not, how do you plan on reaching that goal?
- What obstacles may stand in your way? How will you overcome them?
- What choices will need to be made along the way? How do those choices affect your ability to reach personal success?

In order to answer these questions you will be using a variety of literature clippings, quotes, video and audio recordings from the texts we have covered within this unit:

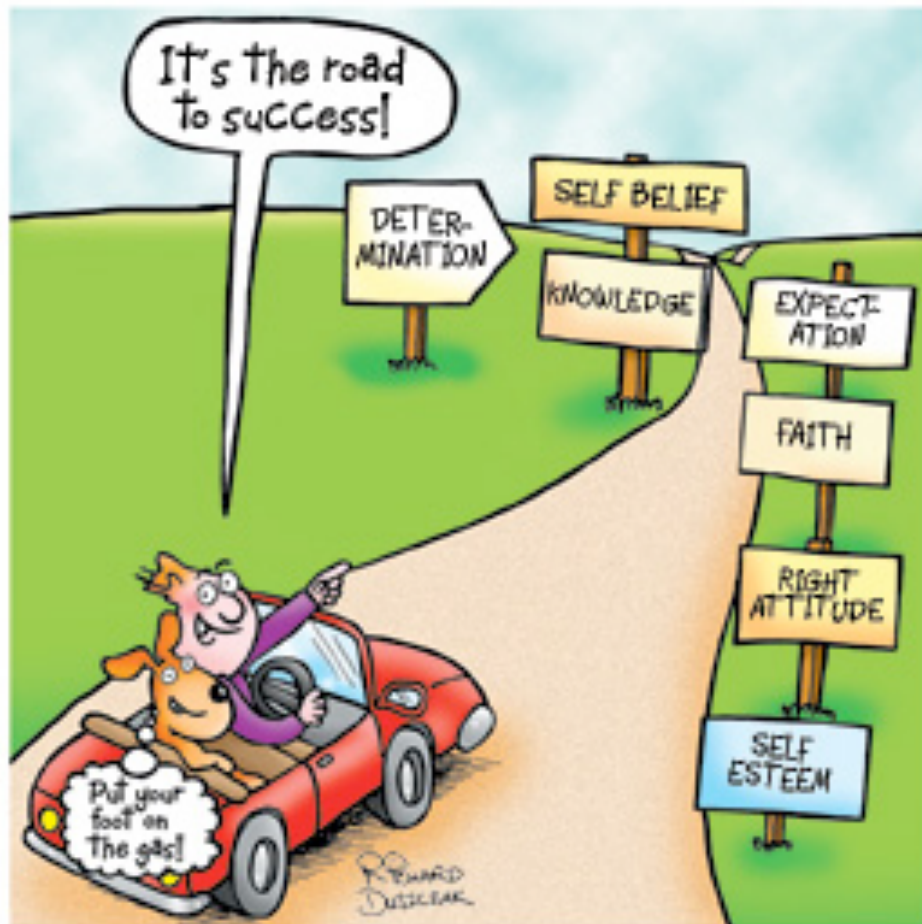
- *Breaking Night* By: Liz Murray (Novel)
- *The Pursuit of Happyness* (Film)
- *Death of a Salesman* By: Arthur Miller (Play)
- *The Great Gatsby* By: F. Scott Fitzgerald (Novel)
- “The Road Not Taken” By: Robert Frost (Poem)
- “I Know I Can” By: NAS (Song)

You have the option of using one out of three different web tools to create your project:

- Vuvox → Digital Collage
- Go!Animie → Animated Movie
- Prezi → Digital Presentation

Whichever tool you choose to use for your project, you must include a 1-2 minute video or audio recording of yourself explaining how the materials you are using answer the project’s focus questions. This recording should show me that you have understood the basis of this unit and how you can apply it to your actual life.

You will have plenty of class time to get started and work on this project. Make sure to ask questions if you are confused or need help on any part of the assignment. This project is a huge portion of your grade, so do not wait until the last minute to begin. This is an opportunity for you to seek out personal goals and create a strategy for achieving them. It is a fun and exciting time in your lives as you make plans for your life, post-high school. Use this project as an outlet for your future hopes and dreams. Have fun with it, and good luck!



Appendix CC

Cumulative Vocabulary List **& Grammar Lessons**

Please use this list of vocabulary words to study for your cumulative exam. Not all of these words will be on the exam, but many of them will. I will not let you know which ones will be on the test so please study them ALL!

- 1. stenographer-** (n.) a person with the skills whose job it is to record verbatim everything that is said during a court case.
- 2. harbor-** (v.) to give shelter to; offer refuge to.
- 3. rigorous-** (adj.) severely exact or accurate; precise.
- 4. lucrative-** (adj.) profitable; moneymaking.
- 5. meticulous-** (adj.) taking or showing extreme care about minute details.
- 6. bystander-** (n.) a person present but not involved; onlooker.
- 7. spontaneously-** (adv.) given to acting upon sudden impulses.
- 8. conniving-** (adj.) to cooperate secretly; conspire.
- 9. concourse-** (n.) a large open area inside or in front of a public building.
- 10. serenity-** (n.) the state or quality of being calm.
- 11. relinquish-** (v.) to let go; release.
- 12. allure-** (n.) fascination; charm; appeal.
- 13. allotted-** (v.) give to someone as a share or task.
- 14. resilience-** (n.) the ability to recover quickly from difficulties; toughness.
- 15. lavished-** (v.) bestow something in generous or extravagant quantities.
- 16. engulf-** (v.) sweep over so as to surround or cover it completely.
- 17. inadvertently-** (adv.) not resulting from or achieved through deliberate planning.
- 18. remedy-** (n.) a medicine or treatment for a disease or injury.
- 19. fragment-** (n.) a small part broken or separated off something.
- 20. barter-** (v.) exchange for other goods or services without using money.
- 21. effeminate-** (adj.) having or showing characteristics regarded as typical of a woman.
- 22. incessant-** (adj.) continuing without pause or interruption.
- 23. emblem-** (n.) a heraldic device or something object as a distinctive badge of a nation, organization, or family.
- 24. resentment-** (n.) bitter indignation at having been treated unfairly.
- 25. strewn-** (v.) scatter or spread untidily over a surface or area.
- 26. antagonistic-** (adj.) showing or feeling active opposition or hostility towards someone or something.
- 27. salvage-** (v.) preserve from potential loss or adverse circumstances.
- 28. crevice-** (n.) a narrow opening or fissure.
- 29. assurance-** (n.) a positive declaration intended to give confidence.
- 30. tangible-** (adj.) perceptible by touch.
- 31. gaunt-** (adj.) lean and haggard because of suffering.
- 32. disheveled-** (adj.) untidy; disordered.
- 33. summon-** (v.) authoritatively or urgently call on someone to be present.
- 34. crimson-** (n.) a rich deep red color inclining to purple.

- 35. clamored-** (v.) a loud and confused noise; strongly expressed protest or demand.
- 36. angular-** (adj.) having angles or sharp corners.
- 37. wholly-** (adv.) entirely; fully.
- 38. repression-** (n.) the action of subduing someone or something by force.
- 39. temperament-** (n.) a person's nature, especially as it affects their behavior.
- 40. crestfallen-** (adj.) sad and disappointed.
- 41. undercurrent-** (n.) a current of water below the surface, moving in a different direction from any surface current.
- 42. simonize-** (v.) polish (a motor vehicle).
- 43. measly-** (adv.) contemptibly small or few.
- 44. cascade-** (v.) pour downward rapidly and in large quantities.
- 45. parlor-** (n.) a sitting room in a private house.
- 46. incarnate-** (v.) embody or represent in human form.
- 47. valise-** (n.) a small traveling bag or suitcase.
- 48. ignoramus-** (n.) an ignorant or stupid person.
- 49. incipient-** (adj.) in an initial stage; beginning to happen or develop.
- 50. audacity-** (n.) the willingness to take bold risks.
- 51. liable-** (adj.) responsible by law; legally answerable.
- 52. dispel-** (v.) make disappear.
- 53. caliber-** (n.) the quality of someone's character or the level of someone's ability.
- 54. frankly-** (adv.) in an open, honest, and direct manner.
- 55. drummed-** (v.) beat repeatedly on a surface; sign of impatience or annoyance.
- 56. incredulous-** (adj.) unwilling or unable to believe something.
- 57. ignorant-** (adj.) lacking knowledge or awareness in general; uneducated.
- 58. salvation-** (n.) deliverance from sin and its consequences.
- 59. raucous-** (adj.) making or constituting a disturbingly hard and loud noise.
- 60. bewildered-** (v.) cause to become perplexed and confused.
- 61. gesture-** (n.) a movement of part of the body to express an idea or meaning.
- 62. frantically-** (adv.) wild or distraught with fear, anxiety, or other emotion.
- 63. agonize-** (v.) undergo great mental anguish through worrying about something.
- 64. strive-** (v.) make great efforts to achieve or obtain something.
- 65. ominous-** (adj.) giving the impression that something bad or unpleasant is going to happen.

Here are the links to all the Grammar Girl Podcasts we used for each grammar lesson. Please go back and listen to them all. This will help you review for your cumulative exam.

- <http://grammar.quickanddirtytips.com/comma-splice.aspx>
- <http://grammar.quickanddirtytips.com/how-to-write-dialogue.aspx>
- <http://grammar.quickanddirtytips.com/semicolons.aspx>

Appendix DD

“The Road Not Taken”**By: Robert Frost**

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;

Then took the other, 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,

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.

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.



Appendix EE

Those students in the **inner circle** must take control of the discussion. The conversation is yours. The teacher's question is just a starting point which you can move away from as you pose new ideas and questions that are more interesting. However, these new ideas and questions must be discussed in terms of the text. Your job is to direct your comments to other students in the circle. The teacher will not comment on anything you say because this discussion is meant to be yours, and you need to talk to each other rather than the teacher. Overall, you should be thinking before you talk, commenting and adding on to what others say, and listening to others! Everyone must speak at least once, including the outer circle members. The inner circle members must fill out the attached worksheet during the discussion and use it throughout the seminar.

Those students in the **outer circle** should act as the critiques. Your job is to record main ideas and other ideas that were dropped and not fully discussed. If there seems to be a problem, you should intervene and bring the discussion back on track. You will be doing the teacher's job of monitoring behavior and noting what areas students should expand on or need more help with. Instead of filling out the attached worksheet, you students will journal on what you heard at the end of the seminar. Possible things to include could be strengths, weaknesses, main ideas, most discussed, least discussed, students who spoke, or students who did not speak.

Socratic Seminar Guidelines:

- Be prepared to participate, everyone has to speak at least once!
- Don't raise hands, just talk, but make sure the person speaking before you has finished.
- Invite others into the discussion
- Refer to the text
- Comments must be appropriate, respectful, and focused.
- Constructive criticism is the only criticism allowed.
- Listen to and build on one another's comments.



Socratic Seminars: How to Dialogue

Name: _____

Date: _____

One goal of seminars is to understand the ideas and thoughts of others through asking questions and listening to answers. You must practice how to agree and how to disagree. Use the ways of responding listed below before you speak.

1. I agree with _____ because _____,
but I want to add another reason why I think _____
is true:

(Give another reason) _____

2. I disagree with _____ because (be specific):

3. I'm not sure why _____ said _____.
Can you repeat that in another way so I can understand? _____

4. I can see your point, _____, but I want to
add/disagree/give another side: _____

5. Tell me if I am right. This is what I think you are saying:

Appendix FF

Instructions for the Teacher **During Socratic Seminar**

- Students have learned to be passive, and this activity can be risky for some students, so it may take time for some groups to catch on.
- The conversation is likely to have stops and starts, but *it is crucial that the teacher not step in and try to rescue the conversation*. If the conversation goes dead, wait. Students will find the silence unbearable before the teacher does. Your silence also indicates your level of commitment to the activity.
- If students ask you a question, throw it out to the group or ask the questioner what his/her opinion is. Answer factual questions only *if there is no way around it*.
- Keep students from having side conversations.
- Ask students to cite support from the text of the conversation begins to wander.
- Invite students to participate.
- Keep conversations from becoming debate or debasement of others.
- Ask students to question their assumptions.
- Manipulate the amount of participation.
- Use the *outer circle* to your advantage if the conversation is truly dying out prematurely. Ask the students sitting there to summarize or comment on what they have heard. Ask them to re-introduce the points they thought were especially good or prematurely dropped. This strategy can often reignite the conversation.
- End the seminar when it feels done. With an experienced group, you might ask the students, or a student might suggest it. If things go really well, a student may suggest another poem, text, or section to discuss which correlates well with the original text.

Appendix GG

Response Questions
“The Road Not Taken”

On a separate sheet of paper please complete the following questions with five to six sentences each. This is your opportunity to let me know you were paying attention during the classroom discussion and understood the overall message of the poem. A simple yes or no will not suffice. You must thoroughly explain your answers in order to receive full credit.

1. When you read this poem, what did it remind you of or what did you relate it to?
2. Why did it remind you of that event?
3. If it did remind you of something in your life, did it remind you of any experiences or things that have happened?
4. When you were reading this, what pictures were in your head?
5. Tell me everything you can about that picture or image you made while you were reading just now.
6. Do the pictures that you just told me about help you to understand the story?
7. How do these picture help you understand the story?



Appendix HH

“I Know I Can”
Activity

“I Know I Can” Link:

<http://www.youtube.com/watch?v=PTqjThZe7U>

Lyrics:

I know I can (I know I can)
 Be what I wanna be (be what I wanna be)
 If I work hard at it (If I work hard at it)
 I'll be where I wanna be (I'll be where I wanna be)

Be, B-Boys and girls, listen up
 You can be anything in the world, in God we trust
 An architect, doctor, maybe an actress
 But nothing comes easy it takes much practice
 Like, I met a woman who's becoming a star
 She was very beautiful, leaving people in awe
 Singing songs, Lina Horn, but the younger version
 Hung with the wrong person
 Got her strung on that
 Heroin, cocaine, sniffin up drugs all in her nose...
 Coulda died, so young, now looks ugly and old
 No fun cause now when she reaches for hugs people hold they breath
 Cause she smells of corrosion and death
 Watch the company you keep and the crowd you bring
 Cause they came to do drugs and you came to sing
 So if you gonna be the best, I'ma tell you how,
 Put your hands in the air, and take a vow

I know I can (I know I can)
 Be what I wanna be (be what I wanna be)
 If I work hard at it (If I work hard at it)
 I'll be where I wanna be (I'll be where I wanna be)

Be, B-Boys and girls, listen again
 This is for grown looking girls who's only ten
 The ones who watch videos and do what they see
 As cute as can be, up in the club with fake ID
 Careful, 'fore you meet a man with HIV
 You can host the TV like Oprah Winfrey
 Whatever you decide, be careful, some men be

Rapists, so act your age, don't pretend to be
 Older than you are, give yourself time to grow
 You thinking he can give you wealth, but so
 Young boys, you can use a lot of help, you know
 You thinkin life's all about smokin weed and ice
 You don't wanna be my age and can't read and write
 Begging different women for a place to sleep at night
 Smart boys turn to men and do whatever they wish
 If you believe you can achieve, then say it like this

Be, be, 'fore we came to this country
 We were kings and queens, never porch monkeys
 There was empires in Africa called Kush
 Timbuktu, where every race came to get books
 To learn from black teachers who taught Greeks and Romans
 Asian Arabs and gave them gold when
 Gold was converted to money it all changed
 Money then became empowerment for Europeans
 The Persian military invaded
 They heard about the gold, the teachings, and everything sacred
 Africa was almost robbed naked
 Slavery was money, so they began making slave ships
 Egypt was the place that Alexander the Great went
 He was so shocked at the mountains with black faces
 Shot up they nose to impose what basically
 Still goes on today, you see?
 If the truth is told, the youth can grow
 Then learn to survive until they gain control
 Nobody says you have to be gangstas, hoes
 Read more learn more, change the globe
 Ghetto children, do your thing
 Hold your head up, little man, you're a king
 Young Princess when you get your wedding ring
 Your man is saying "She's my queen"

Save the music y'all, save the music y'all
 Save the music y'all, save the music y'all
 Save the music

Appendix II

Cumulative Vocabulary
& Grammar Exam

Name:

Date:

Spelling: As the teacher reads the word aloud, please write down the correct spelling in the following spaces.

- | | | | |
|----|-----|-----|-----|
| 1. | 6. | 11. | 16. |
| 2. | 7. | 12. | 17. |
| 3. | 8. | 13. | 18. |
| 4. | 9. | 14. | 19. |
| 5. | 10. | 15. | 20. |

Matching: Please match the appropriate definition with the correct vocabulary word.

- | | |
|-----------------------|--------------------------|
| 21. Relinquish _____ | a. To give shelter to |
| 22. Allure _____ | b. Profitable |
| 23. Disheveled _____ | c. Cooperate secretly |
| 24. Lucrative _____ | d. State of being calm |
| 25. Harbor _____ | e. Let go; release |
| 26. Crevice _____ | f. Fascination; appeal |
| 27. Gaunt _____ | g. Give out a task |
| 28. Allotted _____ | h. Narrow opening |
| 29. Serenity _____ | i. Perceptible by touch |
| 30. Tangible _____ | j. Lean and haggard |
| 31. Wholly _____ | k. Untidy; disordered |
| 32. Crestfallen _____ | l. Rich deep red color |
| 33. Angular _____ | m. Angular having angles |
| 34. Crimson _____ | n. Entirely; fully |
| 35. Conniving _____ | o. Sad and disappointed |

Synonyms: Write the vocabulary word, in the provided blank space, that is a synonym for the words below.

36. precise: _____
37. careful: _____
38. onlooker: _____
39. treatment: _____
40. piece: _____
41. trade: _____
42. womanish: _____
43. ceaseless: _____
44. symbol: _____
45. bitterness: _____

Word in Context: Write the vocabulary word from the spelling section that belongs in the blank for each definition. (bold phrases indicate they are from last week's words)

- 46. Polish a motor vehicle. _____
- 47. Contemptibly small or few. _____
- 48. A person's nature. _____
- 49. Pour downward rapidly and in large quantities. _____
- 50. A small traveling bag or suitcase. _____
- 51. Perceptible by touch. _____
- 52. Continuing without pause or interruption. _____
- 53. A narrow opening or fissure. _____
- 54. A rich deep red color inclining to purple. _____
- 55. Untidy; disordered. _____

Sentences: Write sentences for any ten out of fourteen words listed below. Make sure you clearly express the word's definition and underline it in your sentence.

Strewn	Meticulous	Salvage	Simonize	Parlor	Cascade	Valise
Liable	Dispel	Caliber	Ignorant	Emblem	Frankly	Ignorant

- 56.
- 57.
- 58.
- 59.
- 60.
- 61.
- 62.
- 63.
- 64.
- 65.

Grammar

Semicolon: Put in the appropriate semicolons:

1. Exercising helps to keep you healthy and fit proper nutrition is also important.
2. I believe there are 3 things to achieving good grades: paying attention in class doing your homework and listening to the teacher.
3. I like going fishing I don't like putting worms on hooks!
4. Red is my favorite color I like wearing blue sometimes.
5. I don't like doing homework my homework is always in math.

6. Memorize your speech you won't need your cheat notes.
7. Learn to use the semicolon properly your punctuation test mark will improve.
8. My dog likes to play with cats my dog likes most animals.
9. I have cable TV cable TV always has good movies!
10. I don't sleep well at night I'm always tired during the day.

Dialogue: Correct the grammar mistakes in the following conversations:

11. probably Daryl said. So you got any plans for Friday
12. yes Megan said. Why? Do you want to offer me something better
13. I don't know what you have planned he said but i was thinking about you and me getting together
14. and doing what, exactly Megan asked
15. i don't now. We could hang out Daryl said

Comma Splice: Rewrite the following sentences to correct the fragments:

16. While keeping pets is fun. It is also a big responsibility.
17. Pets can cause problems. Jumping up and down and scratching furniture.
18. The field trip to the zoo has been cancelled. Because all of the children are sick today.
19. Ms. Webster, our English teacher, was very cool. Allowing the paper to be handed in late.
20. We had a feast for dinner. After the roast was cooked.

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