

THEMATIC UNIT

Related to ELA Prototypes



Theme: **Trust**

Suggested for: **High School**

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~Thematic Units~

Dear Colleagues:

The purpose of this project was to organize thematic units related to previously published MEAP ELA prototypes using best practices in reading and writing.

These were developed by, **real teachers**, just like you! We worked to make them teacher friendly for easy implementation in your classroom. Teachers from school districts across St. Clair County gathered the material. The units are a representation of what each group of teachers thought was important to your grade level and to the themes in the prototypes.

Every packet includes **THEME RELATED TEXT SETS**. These are titles that can be used in a variety of ways to develop a deeper understanding of themes. We have noted the **PAIRED TEXTS** (look for the #2) and **LISTENING TEXT** (#3) that are included in the prototypes. We also noted the title(s) we used for **FRAYER'S MODEL** (#1).

A **PROFUNDITY MATRIX** was developed for each set of paired texts in the prototype to help in identifying possible themes. The matrix also helps look across text to make cross text connections. Blank copies of this chart are included and can be used in your classroom to help students make connections between other texts.

CROSS TEXT QUESTIONS were written and answered to aid in responding to both the multiple choice questions and the provocative question given in the second writing piece of the ELA MEAP assessment.

Many packets include one or more **WRITING MODELS** for the second writing piece. We suggest you use these before or after student writing to exhibit a well written constructed response.

The **TEACHER SUGGESTION PAGE** is a personal response by the individuals involved in the project. Some contain anecdotes from the use of the material in their classrooms. Others contain a plethora of ideas to implement. We hope these help.

OTHER ACTIVITIES (#4) are poems, plays, articles, reader's theater presentations and related suggestions to further develop understanding of the themes.

It is our sincere hope these packets are useful to you and your students.

Happy reading and writing!

High School ELA Prototype

Thematic Unit Teacher Comments

This unit contains possible strategies that could be used when implementing the ELA prototype test. In compiling the strategies and lesson ideas, we looked at *Buckle Down! On Michigan English Language Arts* to see which skills the “experts” felt were important. We then looked for activities that would support these areas.

As high school teachers know, most supplementary materials seem to be targeted at grades K-8. In our searching we encountered the same problem. The strategies included in this thematic unit are based on ideas that will work regardless of grade level. In some cases, however, the materials themselves may be on the young side, especially when working with eleventh and twelfth graders. These materials were included in the unit because the strategies are effective, but they may need to be adapted to fit older students’ needs.

We found that the Frayer’s Model and the Profundity Matrix (or variations of these methods) were very effective for directing student thinking and discussion to higher levels. For a more direct activity to prepare students for writing a response to a scenario, the Graphic Organizer for Scenario Writing was very effective because it helps students clarify their choices and see the connections for their response.

Comments About Problems and Revisions in the Prototype

The Individual Rights prototype had required students to read a whole booklet on the Disability Rights Movement, which was very cumbersome. Now the students only have to read a two page section which is much more manageable.

The reading selections for the Trust prototype relate more to the idea of trusting yourself, but the scenario question has more to do with trusting others. However, these prototypes were already in print and changes could not be made.

ELA Prototype Materials

- **Thematically related texts**
- **Fruyer's Model examples**
- **Profundity examples**
- **Cross Text Question examples**
- **Writing in Response to Reading example**

These materials were designed to provide examples of instructional approaches that will help you and your students prepare for the ELA assessment. The examples are all possible answers; they are not to be considered the "right" answers. We wanted to provide examples of other teachers' thinking through Fruyer's, Profundity and cross text questions to help guide you through your own thinking.

The sequence of instruction would be to introduce the theme through using the Fruyer's Model of concept attainment. Think through each reading selection using the profundity scale to create a matrix by which cross text questions can be posed and answered. Examples and blank copies are provided to help you in planning instruction.

Thematically Related Text Sets – Trust

CODE	TITLE	AUTHOR	GENRE
2	Casey at the Bat	Ernest Lawrence Thayer	Poem
2	Eleanor Roosevelt	Russell Freedman	Biography <i>excerpt</i>
3	Brian’s Song	William Blinn	Novel <i>excerpt</i>
	Miss Rumphius	Barbara Cooney	Picture Book
1	The Odyssey – Penelope’s Test	Homer	Epic Poem <i>excerpt</i>
	Abraham and Isaac		The Bible <i>excerpt</i>
	Macbeth	William Shakespeare	Play

Code Key:

Suggested Uses

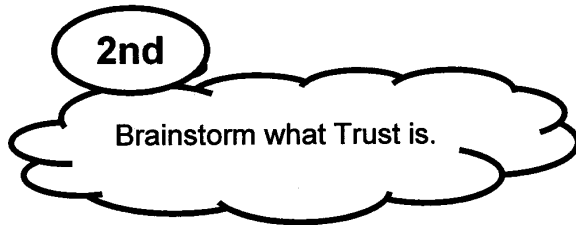
1 – Frayer’s Model

2 – Paired Text

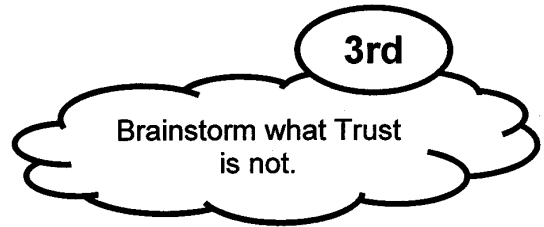
3 – Listening Selection

How to Use Frayer's Model to Develop Student Understanding of Themes

Trust is...



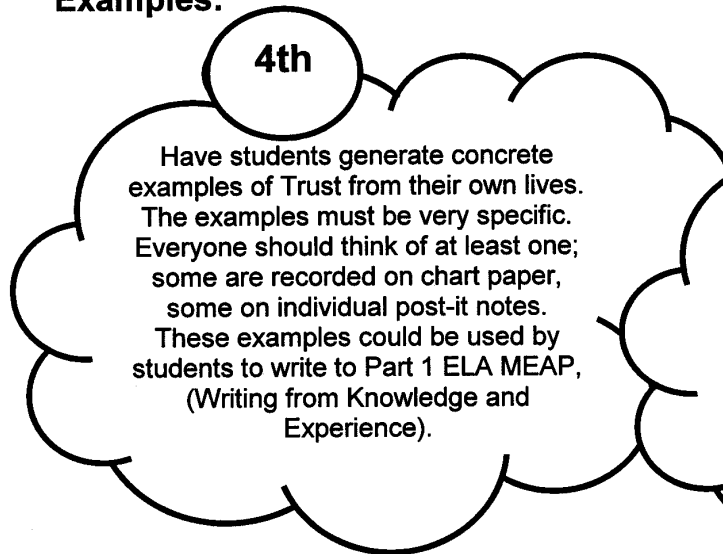
Trust is not...



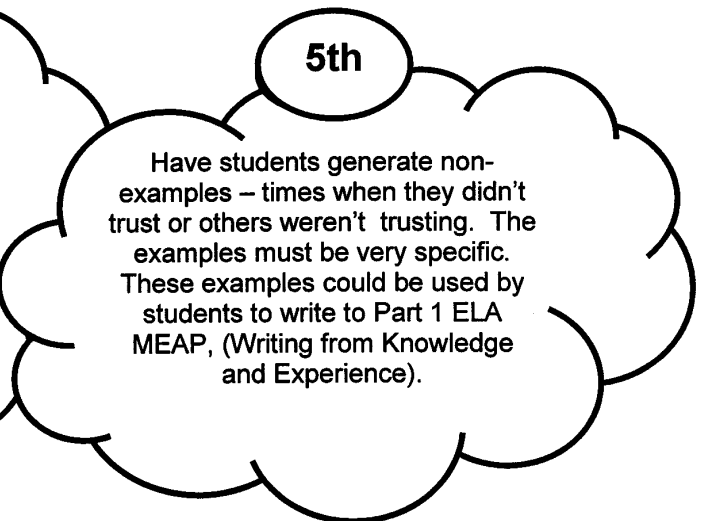
State theme in center oval



Examples:



Non-examples:



6th Read a book about "Trust" that is not in the prototype. Have students listen for clear examples and non-examples of trust. Use names and situations specific to the reading selection, when recording the examples.

7th Have students identify clear examples from the 1st reading selection to record on the chart.

8th Have students identify clear examples from the 2nd reading selection to record on the chart.

9th Have students listen for clear examples and non-examples of trust during part three of the prototype to record on the chart.

10th Students who need help can use the clear examples from this chart when writing to Part II ELA MEAP, Response to Reading.

Example of Frayer's Model

Trust is...

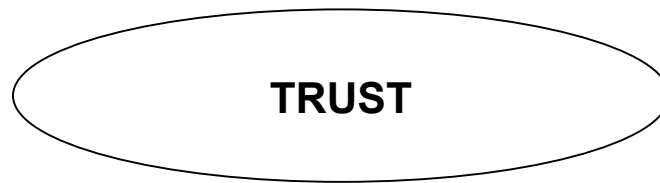
Honesty

Being able to depend on something

Trust is not...

Unfaithfulness

Being deceitful



Examples:

Doing what you say you will do

Don't tell lies

Keep secrets

Non examples:

Lying to someone

Eavesdropping

Not following through on a promise

...from *Penelope's Test from The Odyssey*, by Homer

Examples:

Penelope trusted Odysseus after he proved who he was.

Penelope trusted herself to be true to who she was.

Non examples:

Penelope didn't trust Odysseus at first.

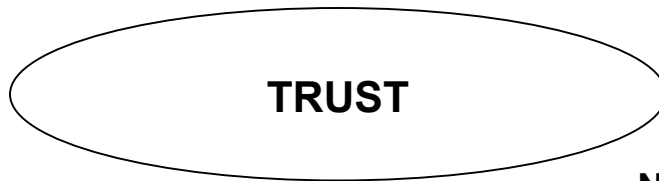
Odysseus had to prove he was trustworthy by passing a test.

Penelope was cautious in whom to trust because she was aware of false intentions.

...as you continue through the prototype add examples from each of the reading and listening selections

Trust is...

Trust is not...



Examples:

Non examples:

Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Dr. Elaine Weber, Barbara Nelson, and Ray Woods, the authors of *Profiles in Writing 2002*, have granted permission to us to offer you some information from the book. This information may help you as you instruct students in personal narratives.

These resources will provide you with:

- Description of the four qualities of writing the MEAP assessment used to evaluate student writing;
- A model for creating writing prompts;
- Examples of well written student papers;
- Attributes of writing that commonly appear at this grade level;
- Strategies used by narrative writers; and
- Examples of student papers with the narratives strategies highlighted.

attributes of **writing**

Note

This year the Profiles Project has reorganized the attributes of writing to align with the 4-trait rubric most widely used by Profiles Network members:

Focus on Content and Ideas

Organization

Voice/Style,

and

Conventions.

focus on content

Focus refers to concentration on the content and ideas of the piece of writing and to the development of the content and major ideas with appropriate details, examples, etc.

or gan i za tion

Organization refers to the structure of a piece of writing with logical sequence; beginning, middle, and end; flow; cohesion, coherence, unity, effective leads; transitions and conclusions; sense of wholeness, etc.

Voice/style

Voice refers to the writer's ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc.

con·ven·tion(s)

Conventions refer to a writer's presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc.

profiles prompt

Topic

A Special Place

Thinking About The Topic

Do you have a favorite place that is important to you?

- Where or what is this place or space? (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.)
- What is it like there?
- What do you do there
- Why is it special to you?

Writing About The Topic

Write about a special place.

You might, for example, do one of the following:

- describe in detail a place that is important to you.
- or ■ tell what you like to do in your special place.
- or ■ tell why your special space is important to you.
- or ■ write about the topic in another way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

grade nine (Change)

Flat lands of corn turned slowly into rolling, grassy hills. Walls of concrete, beside the highways turned into trees. Sport cars disappeared into old pickup trucks and parcels of land turned into lakes. Dreams were suddenly thrown against reality and shattered into ragged pieces. This is what my life became when I moved from Ohio to Michigan, a scary reality. The scenery of my life turned upside down and dreams were broken. The biggest change in my life was my life style change that I received by my move from Ohio to Michigan.

A major change in my lifestyle was the school that I went to. I no longer went to a school where I had friends on either side of me, I went to a school where I felt alone. The school that I went to wasn't on top of a hill where a person could feel comfortable, but in a crowded area. This new school was boring and crowded and I was forced to adjust to my new surroundings.

Another major change in my life was a change in the way I thought. I didn't believe anymore that I was surrounded by dreams, but reality. I realized that to become what I wanted to be in this crazy world would take work and sacrific. I also realized that fate just doesn't happen, but that you have to work toward fate.

When I moved from Ohio to Michigan I went through a major life change. Not only did the physical surrounds change around me, but my emotional feelings. I couldn't live in a dream anymore, I had to face reality and create new dreams.

focus on content

- ✓ focuses on topic
- ✓ develops through sensory imagery and personal experience

organization

- ✓ organization is purposeful
- ✓ effective lead
- ✓ uses transitions

Voice/style

- ✓ conveys emotion
- ✓ reflective thinking
- ✓ figurative language – personification
- ✓ contrasts
- ✓ very descriptive language
- ✓ visual imagery
- ✓ snapshots
- ✓ binoculars
- ✓ thoughtshots

con-ven·tion(s)

- ✓ uses standard writing conventions with few errors

attributes **grade nine**

focus on content

- ✓ focuses on topic, message and theme
- ✓ elaborates through detail
- ✓ descriptive details skillfully woven throughout piece
- ✓ develops with imagination and creativity
- ✓ uses reflective thinking
- ✓ uses abstract thinking

organization

- ✓ organization unifies writing
- ✓ smooth, connected text
- ✓ uses logical sequence of events
- ✓ uses chronological development
- ✓ organization is purposeful
- ✓ strong lead engages reader
- ✓ conclusion revisits introduction
- ✓ uses comparison/contrast
- ✓ develops plot: ascending action, climax, descending action
- ✓ sets the scene
- ✓ develops paragraphs well
- ✓ uses transitions

Voice/style

- ✓ writing is well-crafted without losing focus
- ✓ personal writing style emerging
- ✓ conveys emotion
- ✓ shows awareness of audience
- ✓ involves reader throughout piece
- ✓ sentence variety – includes complex sentences
- ✓ employs unique approach to topic
- ✓ includes mature tone
- ✓ writer's voice shows personal influence
- ✓ uses sincere voice
- ✓ uses humor
- ✓ builds anticipation/suspense
- ✓ creates imagery through metaphor, simile, original expressions and personification
- ✓ uses alliteration
- ✓ effectively uses quotes
- ✓ effectively uses questions to engage reader
- ✓ uses a variety of genres: narrative, expository, etc.
- ✓ uses foreshadowing
- ✓ uses concise, effective word choice
- ✓ uses mature vocabulary
- ✓ uses slang appropriately
- ✓ uses literary allusion
- ✓ uses spacing and rhythm
- ✓ uses sentence fragment effectively
- ✓ reflective thinking
- ✓ snapshots
- ✓ binoculars
- ✓ thoughtshots

con-ven-tion(s)

- ✓ uses standard writing conventions
- ✓ control of mechanics and grammar
- ✓ sophisticated use of punctuation
- ✓ correct use of introductory clauses and phrases
- ✓ uses appositives
- ✓ effective use of hyphens

strategies used by **narrative writers**

The next step in the Profile process, after selecting the most effective writings and holistically scoring the papers with a rubric, is to identify writing strategies used by the authors of the effective papers. The following list of writers' strategies is a combination of the original list that came from the New Standards Project shared by Sally Hampton and modified by Barbara Nelson to include the writing strategies of Barry Lane. These writing strategies can be taught in focused lessons. It is also a way to talk about narrative writing with students during writing conferences. The list of strategies used by narrative writers follows:

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
13. including the element of surprise
14. comparing or contrasting other scenes or people
15. detailing subjects's routines habits or typical activities - binoculars
16. humor or irony
17. repetition / recurring events, objects, phrases
18. using various characters' voices to narrate a story
19. inserting historical or factual information into a story
20. figurative language - simile, metaphor, personification, onomatopoeia, alliteration
21. effective lead
22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

strategies used by **narrative writers** (cont.)

Ninth Grade

Flat lands of corn turned slowly into rolling, grassy hills. Walls of concrete, beside the highways turned into trees. Sport cars disappeared into old pickup trucks and parcels of land turned into lakes. Dreams were suddenly thrown against reality and shattered into rugged pieces.

figurative language, binoculars, snapshots This is what my life became when I moved from Ohio to Michigan, a scary reality. The scenery of my life turned upside down and dreams were broken **imagery**. The biggest change in my life was my life style change that I received by my move from Ohio to Michigan. **effective lead**

A major change in my life style was the school that I went to **effective, purposeful organization**. I no longer went to a school where I had friends on either side of me, I went to a school where I felt alone. The school that I went to wasn't on top of a hill where a person could feel comfortable, but in a crowded area. This new school was boring and crowded and I was forced to adjust to my new surroundings. **contrasting**

Another major change in the way I thought. I didn't believe anymore that I was surrounded by dreams, but reality. I realized that to become what I wanted to be in this crazy world would take work and sacrific. I also realized that fate just doesn't happen, but that you have to work toward fate. **thoughtshots, contrasting**

When I moved from Ohio to Michigan I went through a major life change. Not only did the physical surrounds change around me, but my emotional feelings. I couldn't live in a dream anymore, I had to face reality and create new dreams.

grade ten (A Special Place)

“My Refuge – Or My Furniture?”

What do you believe is the most important aspect of daily life? My first choice would have to be the wonderful world of relaxation. When one is relaxing, it may seem to him that he is wasting his time, but relaxing can actually lead to a more productive and useful day. For example, many successful businessmen are known to take a short nap in their office everyday. They claim it has been one of the biggest keys to their success. Sometimes it is easier to find true relaxation if one has a special spot or place in which to enjoy it. My room has a narrow passageway that leads to a large window. Attached to the window is a seat adorned with cushions and pillows galore. The designers of our house probably thought it was a lovely addition to the room, but it is more than a decoration. My windowseat provides me with a relaxing spot to spend some time alone, it also allows me to gather my ideas and think, and it helps me go through my daily life more smoothly.

My windowseat proves to be the most relaxing spot for me to spend time alone. It is a completely peaceful atmosphere. If I open the window, my room is filled with the sweet sound of birds, but if I keep it closed, it offers much needed quiet and stillness. It all depends on what kind of mood I am in. If I want to cheer myself up, I will usually leave the window open, but on the days I just want to be melancholy, I leave the window closed, lean my head against the glass, and have a welcomed cry. My windowseat is an excellent cradle of privacy where I can spend a calm minute alone amidst my hectic daily life.

I am also able to think more clearly and rationally when I am alone at my windowseat. Despite what many adults say, high school is one of the most difficult times in a person's life. There are so many things one has to worry about, both socially and academically. Often I need a quiet place to think about my everyday problems, big or little, and create a solution to my troubles. My personal sanctuary enables me to focus on my problems and tackle them quickly so I can concentrate on more enjoyable topics such as dreaming. While reclining at my window seat, my mind drifts to a faraway place, away from all the worries and troubles of life. I can go anywhere I want, see anything I wish, and visit anyone I miss. There are no limits to my thoughts. It is great escape from everyday life and a wonderful way to fulfill desires otherwise left unsatisfied.

Daily life can be difficult and trying, but a short visit to my windowseat can change a horrible morning into a favorable afternoon. Ten minutes alone at the window can help me gather my thoughts and discover new ideas I have. It is a private place in which I can listen to myself more closely and figure out the right thing to do in a certain situation. If I am upset about something, it helps me settle down and feel better. It brings back many memories – some good, others bad, but I am grateful to have those good memories to look back on and reminisce about “the good ol' days,” and those bad memories to learn from my mistakes and to focus on the positive aspects of life.

My windowseat is a great escape from the pressures of the outside world, into my own little world where I can focus on myself, and solving my problems. It calms me and equips me with a sense of control and peace that only it can give me. Whether I am thinking about the past dreaming about the future, or just talking on the phone, my windowseat serves as one of my best friends. If we move, I will have to bring it along!

focus on content

- ✓ focuses on topics
- ✓ supports with personal experiences
- ✓ title gives essence of piece

organization

- ✓ beginning, middle, end – past/future/present
- ✓ flow
- ✓ well-structured yet not constrained by structure
- ✓ interesting introduction
- ✓ effective conclusion
- ✓ sequential

Voice/style

- ✓ uses extremely effective vocabulary – word choice and word order
- ✓ simplistic place made grandiose
- ✓ uses mature, insightful, introspective tone

con-ven·tion(s)

- ✓ uses standard writing conventions

attributes **grade ten**

focus on content

- ✓ focuses on topic
- ✓ clear why paper was written
- ✓ uses supportive examples
- ✓ draws on experience
- ✓ includes effective title
- ✓ shows knowledge of real world
- ✓ experience of author goes full circle
- ✓ title gives essence of piece

organization

- ✓ organization unifies writing
- ✓ smooth flow and direction – reader is never lost nor caused to reread
- ✓ reader is immediately included in the introduction
- ✓ concludes with advice
- ✓ uses vignettes cleverly for organization
- ✓ uses effective transitions
- ✓ uses variety of paragraph beginnings
- ✓ uses fable form
- ✓ rhyme scheme attempted
- ✓ uses identifiable poetic format
- ✓ interesting introduction
- ✓ effective conclusion
- ✓ well-structured, yet not constrained by structure
- ✓ sequential

Voice/style

- ✓ demonstrates writer's voice
- ✓ emotionally compelling
- ✓ uses variety of sentence structure and length
- ✓ insight into own thoughts – introspective
- ✓ consistent recognition of audience
- ✓ makes a point without belaboring
- ✓ experimenting with style
- ✓ presents various points of view
- ✓ shows empathy with others
- ✓ uses visual descriptions
- ✓ stages scene to draw in reader
- ✓ uses figurative language
- ✓ vivid description though imagery
- ✓ uses language imaginatively
- ✓ uses cliché effectively
- ✓ experiments with interchangability of parts of speech
- ✓ uses conversational tone
- ✓ uses questions effectively
- ✓ repeats phrases and ideas
- ✓ employs tongue in cheek
- ✓ uses objective tone
- ✓ uses mature tone
- ✓ uses reflective tone
- ✓ uses narrative voice
- ✓ takes risks with tone and mood
- ✓ uses reference to literature outside of self experience
- ✓ compares fantasy with reality
- ✓ simplistic place made grandiose
- ✓ uses insightful, introspective tone

con·ven·tion(s)

- ✓ uses standard writing conventions
- ✓ control of grammar and mechanics
- ✓ consistent verb tense
- ✓ quotation marks used for effect
- ✓ effective use of parenthesis

strategies used by **narrative writers** (cont.)

Tenth Grade

“My Refuge – Or My Furniture?”

What do you believe is the most important aspect of daily life? My first choice would have to be the wonderful world **alliteration** of relaxation. When one is relaxing, it may seem to him that he is wasting his time, but relaxing can actually lead to a more productive and useful day. **factual information** For example, many successful businessmen are known to take a short nap in their office everyday. They claim it has been one of the biggest keys to their success. Sometimes it is easier to find true relaxation if one has a special spot or place in which to enjoy it. My room has a narrow passageway that leads to a large window. Attached to the window is a seat adorned with cushions and pillows galore. **word choice** The designers of our house probably thought it was a lovely addition to the room, but it is more than a decoration. My windowseat provides me with a relaxing spot to spend some time alone, it also allows me to gather my ideas and think, and it helps me go through my daily life more smoothly.

My windowseat proves to be the most relaxing spot for me to spend time alone. It is a completely peaceful atmosphere. If I open the window, my room is filled with the sweet sound of birds, but if I keep it closed, it offers much needed quiet and stillness. **word choice, detailing** It all depends on what kind of mood I am in. **thoughtshot** If I want to cheer myself up, I will usually leave the window open, but on the days I just want to be melancholy, I leave the window closed, lean my head against the glass, and have a welcomed cry, **word choice** My windowseat is an excellent cradle **word choice** of privacy where I can spend a calm minute alone amidst my hectic daily life.

I am also able to think more clearly and rationally when I am alone at my windowseat. Despite what many adults say, high school is one of the most difficult times in a person's life. There are so many things one has to worry about, both socially and academically. Often I need a quiet place to think about my everyday problems, big or little, and create a solution to my troubles. My personal sanctuary enables me to focus on my problems and tackle **strong verb** them quickly so I can concentrate on more enjoyable topics such as dreaming. While reclining at my window seat, my mind drifts to a faraway place, away from all the worries and troubles of life **insight at time of incident**. I can go anywhere I want, see anything I wish, and visit anyone I miss. There are no limits to my thoughts. It is great escape from everyday life and a wonderful way to fulfill desires otherwise left unsatisfied.

Daily life can be difficult and trying, but a short visit to my windowseat can change a horrible morning into a favorable afternoon. Ten minutes alone at the window can help me gather my thoughts and discover new ideas I have. It is a private place in which I can listen to myself more closely and figure out the right thing to do in a certain situation. If I am upset about something, it helps me settle down and feel better. It brings back many memories – some good, others bad, but I am grateful to have those good memories to look back on and reminisce about “the good ol’ days,” and those bad memories to learn from my mistakes and to focus on the positive aspects of life.

My windowseat is a great escape from the pressures of the outside world, into my own little world where I can focus on myself, and solving my problems. It calms me and equips me with a sense of control and peace that only it can give me. **syntax, word order** Whether I am thinking about the past dreaming about the future, or just talking on the phone, my windowseat serves as one of my best friends. If we move, I will have to bring it along!

attributes **grade eleven**

focus on content

- ✓ focuses on topic
- ✓ richly develops with details
- ✓ uses variety of examples
- ✓ uses real life examples
- ✓ gives good support for general statements
- ✓ takes reader on a clear journey
- ✓ includes creative title

organization

- ✓ controls organization
- ✓ uses grabbing lead
- ✓ includes strong ending
- ✓ includes philosophical conclusion
- ✓ sequence is logical
- ✓ ending ties to beginning
- ✓ title links to conclusion
- ✓ uses effective transitions
- ✓ problems and solutions effectively interfaced
- ✓ uses complex structure
- ✓ uses comparison and contrast
- ✓ shows momentum

Voice/style

- ✓ clear sense of voice
- ✓ sense of audience
- ✓ creates emotional response
- ✓ shows sense of humor
- ✓ builds suspense
- ✓ uses sensory words
- ✓ uses figurative language effectively: metaphor, simile personification
- ✓ uses parable/extended metaphor
- ✓ good word choice
- ✓ uses repetition effectively
- ✓ uses foreshadowing/flashback/foreshadowing
- ✓ uses literary allusion
- ✓ shows originality
- ✓ point of view is creative
- ✓ persuasive
- ✓ uses visual imagery (you can see what they see)
- ✓ experiments with epiphany
- ✓ uses variety of sentence structure and length
- ✓ uses effective phrasing
- ✓ uses effective shifts of mood
- ✓ uses narrative voice
- ✓ uses tone effectively
- ✓ language flows rhythmically
- ✓ creates a feeling tone
- ✓ creates a sincere tone
- ✓ creates an authentic tone
- ✓ uses mature tone
- ✓ uses philosophical tone
- ✓ uses reflective tone
- ✓ binoculars
- ✓ snapshots

con·ven·tion(s)

- ✓ uses standard writing conventions
- ✓ shows command of mechanics
- ✓ uses punctuation appropriately
- ✓ verb tense is consistent
- ✓ uses quotation marks effectively
- ✓ uses standard spelling

grade eleven (A Special Place)

A Special Place

A satisfying ping rings through the air as my bat connects solidly with the ball. Without even the slightest pause, I drop my weapon and take off down the baseline. I sprint round first base and pick up steam as the ball skips to the fence in right field. My coach suddenly enters my field of vision, circling his arm wildly and motioning for me to continue to third. I take a huge turn past second, pick up a final burst of speed, and dive head first into the base just in time to beat the tag. I stand up as my coach pats me on the back, and feelings of joy and excitement overpower my heavy breathing. Everyone has somewhere where they experience feelings such as these; a special place in which they can actually say that they feel is if everything in their life is perfect for just a small period in time. For me, that place is the baseball field. Ever since I have been able to tie my shoe, I have been proud to say that I hold a place for our national pastime as my favorite sport. Consequently, when I step onto the diamond I am already doing what I enjoy more than anything else.

However, the baseball field is special to me as more than just a setting for pure enjoyment. It also exists as an escape from the pressures of everyday life. For instance, no matter how many disagreements I am in with friends or how many hours of homework I have on any given day, when I suit up for a baseball game after school all of this fades to the back of my mind. I still remember how much more enjoyable beating Brighton was my freshman year when the victory came after I had suffered through a day of school highlighted by five tests.

In addition to being an escape, the baseball field is also special to me because it gives me time to spend with my friends. For example, over the summer, many young adults have the problem of experiencing extreme boredom. However, summer baseball gives me a chance to converse with all my teammates, many of whom I have been playing ball with my entire life. In reality, small talk in the dugout is actually a major part of the true baseball experience. It's amazing how chomping sunflower seeds and blurted out obnoxious comments has somewhat of a calming aura to it.

Finally, one of the most important reasons that a baseball field is special to me is the overall atmosphere. On the diamond, everything seems to come across as more peaceful and natural. The smell of freshly mown grass mixed with the aroma of oiled leather reaches near perfection, and the meaningless chatter of the crowd, which can reach mammoth numbers nearing thirty, adds a slight hint of excitement. Digging my spikes in the batters box as I step to the plate sends chills up my spine, and when all of this is combined with the fresh spring air I am overcome with a feeling of complete control that puts my mind and body at peace.

Indeed, the baseball field is an important place to me, and the game of baseball continues to dominate a major portion of my teenage life. And, in the end, whether emerge from any game victoriously or in defeat, I will always walk off the field ready to deal with and conquer life's other strikeouts and foul balls.

focus on content

- ✓ focuses on topics
- ✓ develops with specific details
- ✓ shows knowledge of real world

organization

- ✓ strong lead engages reader
- ✓ effective conclusion – ends with metaphor
- ✓ flow and rhythm to paper

Voice/style

- ✓ emotionally compelling
- ✓ personal reflective tone throughout
- ✓ draws on personal experience
- ✓ introspective tone
- ✓ creative imagery and description – very vivid in detail
- ✓ builds anticipation/suspense
- ✓ uses narrative voice
- ✓ uses variety of paragraph beginnings

con-ven-tion(s)

- ✓ shows control of standard writing conventions

strategies used by **narrative writers** (cont.)

Eleventh Grade

A Special Place

A satisfying ping rings through the air as my bat connects solidly with the ball. Without even the slightest pause, I drop my weapon **word choice** and take off down the baseline. I sprint **strong verb** around first base and pick up steam **sports analogy** as the ball skips to the fence in right field. My coach suddenly enters my field of vision, circling his arm wildly and motioning for me to continue to third. I take a huge turn past second, pick up a final burst of speed, and dive head first into the base just in time to beat the tag. **sports analogy** I stand up as my coach pats me on the back, and feelings of joy and excitement overpower my heavy breathing. Everyone has somewhere where they experience feelings such as these; a special place in which they can actually say that they feel is if everything in their life is perfect for just a small period in time. For me, that place is the baseball field. Ever since I have been able to tie my shoe, **binoculars** I have been proud to say that I hold a place for our national pastime as my favorite sport. Consequently, when I step onto the diamond I am already doing what I enjoy more than anything else.

However, the baseball field is special to me as more than just a setting for pure enjoyment. It also exists as an escape from the pressures of everyday life. For instance, no matter how many disagreements I am in with friends or how many hours of homework I have on any given day, when I suit up for a baseball game after school all of this fades to the back of my mind. I still remember how much more enjoyable beating Brighton was my freshman year when the victory came after I had suffered through a day of school highlighted by five tests.

In addition to being an escape, **effective transition** the baseball field is also special to me because it gives me time to spend with my friends. For example, over the summer, many young adults have the problem of experiencing extreme boredom. However, summer baseball gives me a chance to converse with all my teammates, many of whom I have been playing ball with my entire life. In reality, small talk in the dugout is actually a major part of the true baseball experience. It's amazing how chomping sunflower seeds and blurting out obnoxious comments has somewhat of a calming aura to it. **humor**

Finally, one of the most important reasons that a baseball field is special to me is the overall atmosphere. On the diamond, everything seems to come across as more peaceful and natural. The smell of freshly mown grass **snapshot** mixed with the aroma of oiled leather **snapshot** reaches near perfection, and the meaningless chatter of the crowd, which can reach mammoth numbers nearing thirty, **humor** adds a slight hint of excitement. Digging my spikes in the batters box as I step to the plate sends chills up my spine, **detailing activities** and when all of this is combined with the fresh spring air **snapshot** I am overcome with a feeling of complete control that puts my mind and body at peace.

Indeed, the baseball field is an important place to me, and the game of baseball continues to dominate a major portion of my teenage life. And, in the end, whether emerge from any game victoriously or in defeat, I will always walk off the field ready to deal with and conquer life's other strikeouts and foul balls. **effective conclusion, metaphor**

attributes **grade twelve**

focus on content

- ✓ focuses on topic
- ✓ good use of detail
- ✓ uses rational, supportive details
- ✓ supported by examples
- ✓ uses insightful details
- ✓ uses appropriate, creative title
- ✓ topic is original
- ✓ includes important message without being "preachy"
- ✓ shows mature thinking
- ✓ shows deep abstract thinking

organiza **tion**

- ✓ shows control of organization
- ✓ cohesion/coherence of purpose
- ✓ attention-getting introduction
- ✓ surprise ending
- ✓ clear sequencing
- ✓ uses logical progression in developing the theme
- ✓ uses effective transitions
- ✓ flow (deliberate intent)

Voice/style

- ✓ voice is evident
- ✓ engages and includes of the audience
- ✓ style is identifiable
- ✓ uses emotional appeal
- ✓ controls phrasing
- ✓ uses variety of sentence structure (complex)
- ✓ personal revelation included
- ✓ analyzes own reaction to situations
- ✓ imaginative
- ✓ uses different twist or approach
- ✓ uses humor effectively
- ✓ ironic
- ✓ empathetic
- ✓ effective building of suspense
- ✓ uses sensory images to evoke feelings and mood
- ✓ uses personification
- ✓ uses metaphorical language
- ✓ uses appropriate word choice
- ✓ incorporates dialogue for effect
- ✓ embeds monologue
- ✓ carries double meaning (of "wish") throughout
- ✓ uses mature tone
- ✓ uses reflective tone
- ✓ uses narrative voice
- ✓ integrates fantasy with reality

con-ven·tion(s)

- ✓ demonstrates refined conventions of writing

CROSS TEXT QUESTIONS FOR “CASEY AT BAT” AND “ELEANOR ROOSEVELT”

Q. Did Casey and Eleanor do the same kinds of things? How were their actions similar or different?

A. Casey tried to get approval from others and took their trust for granted. Eleanor did things to help others and in the process received the trust of others.

Q. How are their reasons for acting the way they did similar or different?

A. Casey liked using his abilities because he liked the attention. Eleanor used her abilities because she didn't want them to go to waste.

Q. Did you agree more with the way that Casey acted or with the way that Eleanor acted? Why?

A. We agree with Eleanor because she did things to benefit others.

Q. Did Casey and Eleanor get the same thing for their actions? Why or why not?

A. Casey failed and was disappointed and lost the trust of others. Eleanor was successful and gained respect and trust.

Q. If both of the characters learned the same lesson what was the lesson?

A. N/A

Q. If each of the characters learned a different lesson what were the lessons learned?

A. Casey learned not to be over-confident in his abilities. Eleanor learned to use her abilities with every opportunity that she could.

Q. Do you agree or disagree that the theme of these two stories is “don't abuse a trust?”

A. We agree.

Profundity Matrix - Trust

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>Casey at the Bat By: Ernest Lawrence Thayer Character: Casey</p>	<p>Casey acknowledged the crowd. Casey let two pitches go by. Casey struck out.</p>	<p>He wanted to build the crowd's confidence in him. He wanted to show his confidence. He was over-confident.</p>	<p>He was right because this is good showmanship. He was wrong because he was being arrogant. He was wrong because he abused the trust of the crowd.</p>	<p>He got great public recognition. He became even more the center of attention. He was disillusioned and disappointed.</p>		<p>Don't be over-confident in your own talent because you cannot control everything.</p>	
<p>Eleanor Roosevelt By: Russell Freedman Character: Eleanor Roosevelt</p>	<p>Eleanor did not want her husband to become president. Eleanor insisted on having her own public life and career. Eleanor worked on human rights efforts with the UN.</p>	<p>She was proud of her own abilities and didn't want them to go to waste. She wanted to use her own abilities. She wanted to use her status to help others.</p>	<p>She was wrong because she was being selfish. She was right because she had pride in herself. She was right because she was being an unselfish humanitarian.</p>	<p>She realized she had to find other ways to use her talents. She gained public support. She gained a sense of fulfillment.</p>		<p>Trust in your abilities and never let them go to waste.</p>	

Profundity Matrix

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?

Graphic Organizer for Scenario Writing

Theme: _____

Title	Title
Scenario Question	
What are the choices?	
Choice 1	Choice 2
Your Choice	
Text Examples / Support	
Text 1	Text 2
Cross-Text Connection	
Related Personal Experience or Lesson Learned	

Graphic Organizer for Scenario Writing

Theme: Trust

Title <i>“Casey at the Bat”</i>	Title <i>“Eleanor Roosevelt”</i>
Scenario Question <i>Will you tell the teacher that she can publish your poem, or will you tell her that you plagiarized?</i>	
What are the choices?	
Choice 1 <i>I will tell the teacher that I copied the poem.</i>	Choice 2 <i>I will tell the teacher that it’s ok to publish the poem.</i>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>➔</p> <p>Your Choice</p> <p>➔</p> <p><i>I will tell the teacher that I cheated.</i></p> </div> </div>	
Text Examples / Support	
Text 1 <i>- Casey was over-confident in his abilities, and then he let everyone down when he struck out.</i>	Text 2 <i>- Many people looked to Eleanor to help the country and people in need.</i>
Cross-Text Connection <i>Both selections deal with trust in some form. The crowd trusted Casey to perform well, but he was too cocky and ended up striking out and letting everyone down. Eleanor, on the other hand, understood her responsibility. She knew that people were looking up to her and she took that very seriously. As a result she gained a worldwide respect.</i>	
Related Personal Experience or Lesson Learned <i>Ex: From reading these two selections, I learned that trust is very important. Other people, my teacher included, look to me to be honest and to do a good job with everything. Like Casey, I took this for granted when I cheated with my poem. And now, just like Casey, I feel disappointed and embarrassed. I know that I need to act more responsibly like Eleanor, because this is the kind of behavior that other people can trust in and that I can be proud of.</i>	

Trust

Copies of Prototype Readings for Teacher Use

***Does not include listening piece.**

First Lady

Eleanor Roosevelt never wanted to be a president's wife. When her husband Franklin won his campaign for the presidency in 1932 she felt deeply troubled. She dreaded the prospect of living in the White House.

Proud of her accomplishments as a teacher, a writer, and a political power in her own right, she feared that she would have to give up her hard-won independence in Washington. As First lady, she would have no life of her own. Like other presidential wives before her, she would be assigned the traditional role of official White House hostess, with little to do but greet guests at receptions and preside over formal state dinners.

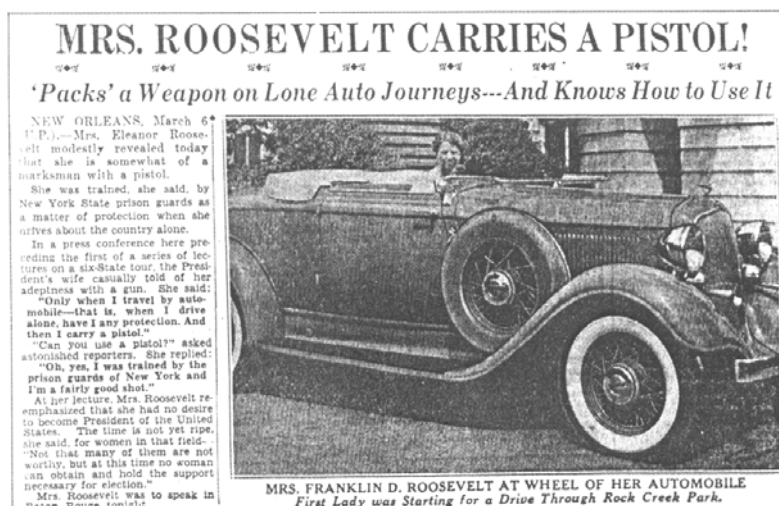
"From a personal standpoint, I did not want my husband to be president," she later confessed. "It was pure selfishness on my part, and I never mentioned my feelings on the subject to him."

Mrs. Roosevelt did her duty. During her years in the White House, the executive mansion bustled with visitors at teas, receptions, and dinners. At the same time, however, she cast her fears aside and seized the opportunity to transform the role of America's First Lady. Encouraged by her friends, she became the first wife of a president to have a public life and career.

Americans had never seen a First lady like her. She was the first to open the White House door to reporters and hold on-the-record press conferences, the first to drive her own car, to travel by plane, and to make many official trips by herself. "My missus goes where she wants to!" the president boasted.

She was the first president's wife to earn her own money by writing, lecturing, and broadcasting. Her earnings usually topped the president's salary. She gave most of the money to charity.

When she insisted on her right to take drives by herself, without a chauffeur or police escort, the Secret Service, worried about her safety, gave her a pistol and begged her to carry it with her. "I [took] it and learned how to use it," she told readers of her popular newspaper column. "I do not mean by this that I am an expert shot. I only wish I were... My opportunities for shooting have been far and few between, but if the necessity arose, I do know how to use a pistol."



When the First Lady insisted on driving her own car, the Secret Service begged her to carry a pistol.

She had come a long way since her days as an obedient society matron, and, before then, a timid child who was “always afraid of something.” By her own account, she had been an “ugly duckling” whose mother told her, “You have no looks, so see to it that you have manners.” Before she was ten, both of her unhappy parents were dead. She grew up in a time and place where a woman’s life was ruled by her husband’s interests and needs, and dominated by the domestic duties of a wife and mother. “It was not until I reached middle age” she wrote, “that I had the courage to develop interests of my own, outside of my duties to my family.”

Eleanor Roosevelt lived in the White House during the Great Depression and the Second World War. In her endless travels through America, she served as a fact-finder and trouble-shooter for her husband and in impassioned publicist for her own views about social justice and world peace. She wanted people to feel that their government cared about them. After Franklin Roosevelt’s death, she became a major force at the United Nations, where her efforts on behalf of human rights earned her the title, First Lady of the World.

People meeting her for the first time often were startled by how “unjustly” the camera treated her. Photographers had not prepared them for her warmth and dignity and poise. An unusually tall woman, she moved with the grace of an athlete, and when she walked into a room, the air seemed charged with her vibrancy. “No one seeing her could fail to be moved,” said her friend Martha Gellhorn. “She gave off light, I cannot explain it better.”

For thirty years, from the time she entered the White House until her death in 1962, Eleanor Roosevelt was the most famous and at times the most influential woman in the world. And yet to those who knew her best were most impressed by her simplicity, by her total lack of self-importance.

“About the only value of the story of my life may have,” she wrote, “is to show that one can, even without any particular gifts, overcome obstacles that seem insurmountable if one is willing to face the fact that they must be overcome; that, in spite of timidity and fear, in spite of a lack of special talents, one can find a way to live widely and fully.”

Casey at the Bat

By Ernest Lawrence Thayer

It looked extremely rocky for the Mudville nine that day;
The score stood two to four, with but an inning left to play.
So, when Cooney died at second, and Burrows did the same,
A pallor wreathed the features of the patrons of the game.

A straggling few got up to go, leaving there the rest,
With that hope which springs eternal within the human breast.
For they thought: "If only Casey could get a whack at that,"
They'd put even money now, with Casey at the bat.
But Flynn preceded Casey, and likewise so did Blake,
And the former was a pudd'n, and the latter was a fake.
So on that stricken multitude a deathlike silence sat;
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a "single," to the wonderment of all.
And the much-despised Blakey "tore the cover off the ball."
And when the dust had lifted, and they saw what had occurred,
There was Blakey safe at second, and Flynn a-huggin third.

Then from the gladdened multitude went up a joyous yell—
It rumbled in the mountaintops, it rattle in the dell;¹
It struck upon the hillside and rebounded on that flat;
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place,
There was pride in Casey's bearing and a smile on Casey's face;
And when responding to the cheers he lightly doffed² his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt,
Five thousand tongues applauded when he wiped them on his shirt;
Then when the writhing pitcher ground the ball into his hip,
Defiance glanced in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped;
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm waves on the stern and distant shore.
Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

1. dell (del) *n.*: Small, secluded valley

2. doffed (däft) *v.*: Lifted.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult, he made the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and the echo answered "Fraud!"
But one scornful look from Casey and the audience was awed;
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let the ball go by again.

The sneer is gone from Casey's lips, his teeth are clenched in hate,
He pounds with cruel vengeance his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land in the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville: Mighty Casey has struck out.

Trust

Copies of Supplementary Readings for Teacher Use

***Does not include picture books.**

*This section cuts paragraphs out from internet site – cut out from “At Last, however, Ulysses said” to end.

“Penelope’s Test”
From *The Odyssey*
By Homer
Translated by Samuel Butler

Euryclea now went upstairs laughing to tell her mistress that her dear husband had come home. Her aged knees became young again and her feet were nimble for joy as she went up to her mistress and bent over her head to speak to her. "Wake up Penelope, my dear child," she exclaimed, "and see with your own eyes something that you have been wanting this long time past. Ulysses has at last indeed come home again, and has killed the suitors who were giving so much trouble in his house, eating up his estate and ill-treating his son."

"My good nurse," answered Penelope, "you must be mad. The gods sometimes send some very sensible people out of their minds, and make foolish people become sensible. This is what they must have been doing to you; for you always used to be a reasonable person. Why should you thus mock me when I have trouble enough already- talking such nonsense, and waking me up out of a sweet sleep that had taken possession of my eyes and closed them? I have never slept so soundly from the day my poor husband went to that city with the ill-omened name. Go back again into the women's room; if it had been any one else, who had woke me up to bring me such absurd news I should have sent her away with a severe scolding. As it is, your age shall protect you."

"My dear child," answered Euryclea, "I am not mocking you. It is quite true as I tell you that Ulysses has come home again. He was the stranger whom they all kept on treating so badly in the cloister. Telemachus knew all the time that he has come back, but kept his father's secret that he might have his revenge on all these wicked people.

Then Penelope sprang up from her couch, threw her arms round Euryclea, and wept for joy. "But my dear nurse," said she, "explain this to me; if he has really come home as you say, how did he manage to overcome the wicked suitors single handed, seeing what a number of them there always were?"

"I was not there," answered Euryclea, "and do not know; I only heard them groaning while they were being killed. We sat crouching and huddled up in a corner of the women's room with the doors closed, till your son came to fetch me because his father sent him. Then I found Ulysses standing over the corpses that were lying on the ground all round him, one on top of the other. You would have enjoyed it if you could have seen him standing there all bespattered with blood and filth, and looking just like a lion. But the corpses are now all piled up in the gatehouse that is in the outer court, and Ulysses has lit a great fire to purify the house with sulphur. He has sent me to call you, so come with me that you may both be happy together after all; for now at last the desire of your heart has been fulfilled; your husband is come home to find both wife and son alive and well, and to take his revenge in his own house on the suitors who behaved so badly to him."

"My dear nurse," said Penelope, "do not exult too confidently over all this. You know how

delighted every one would be to see Ulysses come home- more particularly myself, and the son who has been born to both of us; but what you tell me cannot be really true. It is some god who is angry with the suitors for their great wickedness, and has made an end of them; for they respected no man in the whole world, neither rich nor poor, who came near them, and they have come to a bad end in consequence of their iniquity. Ulysses is dead far away from the Achaean land; he will never return home again."

Then nurse Euryclea said, "My child, what are you talking about? But you were all hard of belief and have made up your mind that your husband is never coming, although he is in the house and by his own fireside at this very moment. Besides I can give you another proof; when I was washing him I perceived the scar which the wild boar gave him, and I wanted to tell you about it, but in his wisdom he would not let me, and clapped his hands over my mouth; so come with me and I will make this bargain with you- if I am deceiving you, you may have me killed by the most cruel death you can think of."

"My dear nurse," said Penelope, "however wise you may be you can hardly fathom the counsels of the gods. Nevertheless, we will go in search of my son, that I may see the corpses of the suitors, and the man who has killed them."

On this she came down from her upper room, and while doing so she considered whether she should keep at a distance from her husband and question him, or whether she should at once go up to him and embrace him. When, however, she had crossed the stone floor of the cloister, she sat down opposite Ulysses by the fire, against the wall at right angles [to that by which she had entered], while Ulysses sat near one of the bearing-posts, looking upon the ground, and waiting to see what his wife would say to him when she saw him. For a long time she sat silent and as one lost in amazement. At one moment she looked him full in the face, but then again directly, she was misled by his shabby clothes and failed to recognize him, till Telemachus began to reproach her and said:

"Mother- but you are so hard that I cannot call you by such a name- why do you keep away from my father in this way? Why do you not sit by his side and begin talking to him and asking him questions? No other woman could bear to keep away from her husband when he had come back to her after twenty years of absence, and after having gone through so much; but your heart always was as hard as a stone."

Penelope answered, "My son, I am so lost in astonishment that I can find no words in which either to ask questions or to answer them. I cannot even look him straight in the face. Still, if he really is Ulysses come back to his own home again, we shall get to understand one another better by and by, for there are tokens with which we two are alone acquainted, and which are hidden from all others."

Ulysses smiled at this, and said to Telemachus, "Let your mother put me to any proof she likes; she will make up her mind about it presently. She rejects me for the moment and believes me to be somebody else, because I am covered with dirt and have such bad clothes on; let us, however, consider what we had better do next. When one man has killed another, even though he was not one who would leave many friends to take up his quarrel, the man who has killed him must still say good bye to his friends and fly the country; whereas we have been killing the stay of a whole town, and all the picked youth of Ithaca. I would have you consider this matter."

"Look to it yourself, father," answered Telemachus, "for they say you are the wisest counselor in the world, and that there is no other mortal man who can compare with you. We will follow you with right good will, nor shall you find us fail you in so far as our strength holds out."

"I will say what I think will be best," answered Ulysses. "First wash and put your shirts on; tell

the maids also to go to their own room and dress; Phemius shall then strike up a dance tune on his lyre, so that if people outside hear, or any of the neighbors, or some one going along the street happens to notice it, they may think there is a wedding in the house, and no rumors about the death of the suitors will get about in the town, before we can escape to the woods upon my own land. Once there, we will settle which of the courses heaven vouchsafes us shall seem wisest."

Thus did he speak, and they did even as he had said. First they washed and put their shirts on, while the women got ready. Then Phemius took his lyre and set them all longing for sweet song and stately dance. The house re-echoed with the sound of men and women dancing, and the people outside said, "I suppose the queen has been getting married at last. She ought to be ashamed of herself for not continuing to protect her husband's property until he comes home."

This was what they said, but they did not know what it was that had been happening. The upper servant Eurynome washed and anointed Ulysses in his own house and gave him a shirt and cloak, while Minerva made him look taller and stronger than before; she also made the hair grow thick on the top of his head, and flow down in curls like hyacinth blossoms; she glorified him about the head and shoulders just as a skilful workman who has studied art of all kinds under Vulcan or Minerva- and his work is full of beauty- enriches a piece of silver plate by gilding it. He came from the bath looking like one of the immortals, and sat down opposite his wife on the seat he had left. "My dear," said he, "heaven has endowed you with a heart more unyielding than woman ever yet had. No other woman could bear to keep away from her husband when he had come back to her after twenty years of absence, and after having gone through so much. But come, nurse, get a bed ready for me; I will sleep alone, for this woman has a heart as hard as iron."

"My dear," answered Penelope, "I have no wish to set myself up, nor to depreciate you; but I am not struck by your appearance, for I very well remember what kind of a man you were when you set sail from Ithaca. Nevertheless, Euryclea, take his bed outside the bed chamber that he himself built. Bring the bed outside this room, and put bedding upon it with fleeces, good coverlets, and blankets."

She said this to try him, but Ulysses was very angry and said, "Wife, I am much displeased at what you have just been saying. Who has been taking my bed from the place in which I left it? He must have found it a hard task, no matter how skilled a workman he was, unless some god came and helped him to shift it. There is no man living, however strong and in his prime, who could move it from its place, for it is a marvelous curiosity which I made with my very own hands. There was a young olive growing within the precincts of the house, in full vigor, and about as thick as a bearing-post. I built my room round this with strong walls of stone and a roof to cover them, and I made the doors strong and well fitting. Then I cut off the top boughs of the olive tree and left the stump standing. This I dressed roughly from the root upwards and then worked with carpenter's tools well and skillfully, straightening my work by drawing a line on the wood, and making it into a bed-prop. I then bored a hole down the middle, and made it the center-post of my bed, at which I worked till I had finished it, inlaying it with gold and silver; after this I stretched a hide of crimson leather from one side of it to the other. So you see I know all about it, and I desire to learn whether it is still there, or whether any one has been removing it by cutting down the olive tree at its roots."

When she heard the sure proofs Ulysses now gave her, she fairly broke down. She flew weeping to his side, flung her arms about his neck, and kissed him. "Do not be angry with me Ulysses," she cried, "you, who are the wisest of mankind. We have suffered, both of us. Heaven has denied us the happiness of spending our youth, and of growing old, together; do not then be aggrieved or take it amiss that I did not embrace you thus as soon as I saw you. I have been shuddering all the time through fear that someone might come here and deceive me with a lying

story; for there are many very wicked people going about. Jove's daughter Helen would never have yielded herself to a man from a foreign country, if she had known that the sons of Achaeans would come after her and bring her back. Heaven put it in her heart to do wrong, and she gave no thought to that sin, which has been the source of all our sorrows. Now, however, that you have convinced me by showing that you know all about our bed (which no human being has ever seen but you and I and a single maid servant, the daughter of Actor, who was given me by my father on my marriage, and who keeps the doors of our room) hard of belief though I have been I can mistrust no longer."

Then Ulysses in his turn melted, and wept as he clasped his dear and faithful wife to his bosom. As the sight of land is welcome to men who are swimming towards the shore, when Neptune has wrecked their ship with the fury of his winds and waves- a few alone reach the land, and these, covered with brine, are thankful when they find themselves on firm ground and out of danger- even so was her husband welcome to her as she looked upon him, and she could not tear her two fair arms from about his neck. Indeed they would have gone on indulging their sorrow till rosy-fingered morn appeared, had not Minerva determined otherwise, and held night back in the far west, while she would not suffer Dawn to leave Oceanus, nor to yoke the two steeds Lampus and Phaethon that bear her onward to break the day upon mankind.

Elements of Literature

By Abraham and Isaac

Some time afterward, God put Abraham to the test. He said to him “Abraham,” and he answered, “Here I am.” And He said, “Take your son, your favored one, Isaac, whom you love, and go to the land of Moriah,¹ and offer him there as a burnt offering on one of the heights that I will point out to you.” So early next morning Abraham saddled his ass and took with him two of his servants and his son Isaac. He split the wood for the burnt offering, and he set out for the place of which God had told him. On the third day Abraham looked up and saw the place from afar. Then Abraham said to his servants, “You stay here with the ass. The boy and I will go up there; we will worship and we will return to you.”

Abraham took the wood for the burnt offering and put it on his son Isaac. He himself took the firestone and the knife, and the two walked off together. The Isaac said to his father Abraham, “Father!” And he answered, “Yes, my son.” And he said, “Here are the firestone and the wood; but where is the sheep for the burnt offering?” And Abraham said, “God will see to the sheep for His burnt offering, my son. “ And the two of them walked on together.

They arrived at the place of which God had told him. Abraham built an altar there; he laid out the wood; he bound his son Isaac; he laid him on the altar, on top of the wood. And Abraham picked up the knife to slay his son. Then an angel of the Lord called to him from heaven: “Abraham! Abraham!” And he answered, “Here I am.” And he said, “Do not raise your hand against the boy, or do anything to he. For now I know that you fear God, since you have not withheld your son, your favored one, from Me.”

When Abraham looked up, his eye fell upon a ram, caught in the thicket by its horns. So Abraham went and took the ram and offered it up as a burnt offering in place of his son. And Abraham named that site *Adonai-yireh*,² whence the present saying, “On the mount of the Lord there is a vision.”

The angel of the Lord called to Abraham a second time from heaven, and said, “By Myself I swear, the Lord declares: Because you have done this and have not withheld your son, you favored one, I will bestow My blessing upon you and make your descendants as numerous as the stars of heaven and the sands on the seashore; and your descendants shall seize the gates of their foes. All the nations of the earth shall bless themselves by your descendants, because you have obeyed My command.” Abraham then returned to his servants, and they departed together for Beer-sheba; and Abraham stayed in Beer-sheba.

Genesis 22:1-19

1. land of Moriah: According to tradition, this is Mount Moriah, a hill in Jerusalem.
2. *Adonai-ireh* (a'do ni' yēr e'): Hebrew for “the Lord will see” or “the Lord will provide.”

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UNIT STRATEGIES

Follow the Characters

Follow the Characters is a way to organize important information from a selection into a grid. This form of outlining can give students a better understanding of the characters and the theme. This can be accomplished with both short stories and larger fictional works.

Establish an examination of the structure of a story. Setting, character, plot, conflict, resolution and events are all needed in order to realize the theme that the author is trying to depict.

A detective is an excellent example to use. How does a detective go about solving a mystery? This may help them conceptualize the process of character analysis. Finding clues and investigating people and evidence are all things that the students will naturally consider. The detective's frame-of-mind is very important and should be stressed upon. In order to discover the theme the students will have to investigate the characters. The clues to the viewpoint of the author can be found by organizing them into a "follow the characters" outline. Allow them to tune in to the characters by noticing how others around them act and what the other characters do and say. They should pay attention to the role of the character as the story continues and notice if the events in the story change the character in any way.

Place a blank character analysis grid on the overhead projector and model this activity using a story they have already read. A well - known fairy tale may be used as well. Cinderella, for example, had a conflict with her stepmother and stepsisters. Draw information about the main characters from the students. Record Cinderella's actions (works hard, sweet girl, wants to go to the ball). Record her thoughts and words (wants to go to the ball and is excited to finish her chores, is still very polite to her stepfamily). Record other characters' views of Cinderella (She is a dirty pig, she's just a servant). Record the change she makes during the story (a fairy Godmother appears and cleans her up

and sends her to the ball). These investigations help to find the theme, “beauty is in the eye of the beholder.”

Students are ready to use the character analysis grid with a selection of literature in the classroom. The students might work with a partner in order to brainstorm ideas about who the characters are and what they do and think. The two are then paired with two others and begin the work on the fourth area of the grid. How does the character change? Ask the students to use the information given in the first three areas of the grid to conclude how the character changed and why. They may even perform before / after comparisons. Have each group write down the possible theme for the story.

This form of character analysis can be performed on all works of literature in the classroom or at home.

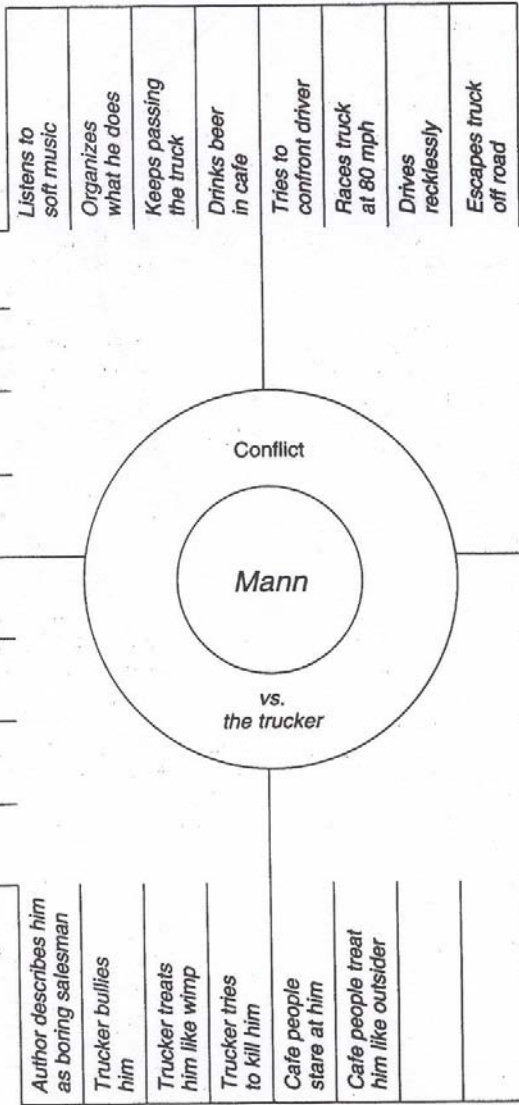
This can be a very useful way to get the students organized and thinking about theme and characters.

This strategy can be modified to be useful at any grade level K-12 and even college.

CHARACTER ANALYSIS GRID

Story: Duel

1. What does the character do?



4. How does the character change?

quiet guy/
survival instinct

obeys highway
laws/breaks them

nonviolent/
aggressive fighter

boring life/
exciting event

takes it/
challenges trucker

victim/
conqueror

2. What does the character say or think?

3. How do others feel about the character?

5. Author's Theme or Point of View:
We all have a survival instinct that makes us willing to defend ourselves.

Character Analysis Grid

1. What does the character do?

4. How does the character change?

2. What does the character say or think?

Conflict

3. How do others feel about the character?

5. Author's Theme or Point of View:

Just Like

Name _____ Date _____

Book _____

The Character: _____

**Character
Traits**

**Like
Myself?**

**Like a
Friend?**

**Like Another
Character?**

Character Analysis

Character Analysis for (name of character) _____

Name of Book _____ Reader / Writer _____

	Strength	Weakness	Why?
Listening	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Facing Challenges	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Being creative	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Demonstrating patience	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____

Other traits _____

Team Retelling

Teams of three or four students share responsibility for retelling pertinent aspects of the story structure. The retelling focus is selected by the teacher in response to needs of a group or as support for elements of text structure currently being studied. Groups might be arranged so that one team looks at problem, solution, and resolution while another team looks at literary devices such as tension, mood, and setting. It also works well to compare these structural elements across several texts.

After reflecting and talking, teams take turns retelling their stories with emphasis on the targeted elements of the story design. If the teams have read different selections, the retelling becomes an authentic commercial for the focus stories, hopefully enticing listeners to engage with those same texts. If they have read the same selections, lively discussions about different interpretations can serve to deepen understanding.

I find that it is helpful to provide visuals for these activities. If each team has a set of cards identifying the elements of story structure or the literacy devices being shared during their retelling, both listeners and tellers seem to develop deeper understandings.

Variations include:

- It is sometimes fun to add an element of surprise for a group. Individual story structure cards are placed face down in front of a group and thoroughly mixed up. Group members then draw from the collection of cards to see which story element each will be responsible for telling.
- The listeners have a set of individual story structure cards. As the tellers are speaking, the listeners withdraw elements that are being described from the collection of cards. (Example: A teller explains the use of description and imagery in *Sylvester and the Magic Pebble* by William Steig and the listener removes the card for “Imagery” from the literary devices card collection.) After the telling, the listener(s) can show the teller(s) which elements they were especially aware of during the retell.
- The cards can also be used to make the organization of the retell more apparent to the listeners. The tellers might hold up the cards reflecting their focus points before beginning to tell their story and open with statements such as “Today we are going to retell the Story of _____ . As we tell our story, please be watching for information about [problem, solution, and theme].” This helps the listeners by giving them a focus for listening, and it helps the tellers to stay focused on their topic.

Team Retelling

**Card Set #1
Elements of Story
Structure**

Plot

Theme

Problem

Solution

Main Idea

Setting

**Primary
Characters**

**Secondary
Characters**

Setting

**Key Versus
Secondary Event**

Point of View

Climax

Team Retelling

Card Set #2: Literary Devices

Analogy

Caricature

Foreshadowing

Mood

Simile

Stereotype

Symbolism

Tension

Parody

Poetic Language

Alliteration

Atmosphere

Flashback-Forward

Imagery

Inference

Influence of pictures

Irony

Metaphor

Personification

Satire

Story Grammar

Use during or after reading

Use to focus discussion on characters and their traits

Use to focus discussion on summarizing the initial problem and solution

Title _____ Name _____

Author _____ Illustrator _____ Date _____

Character	Description	
		Illustrate your favorite part.

Problem	Solution

3-Part Story Wheel

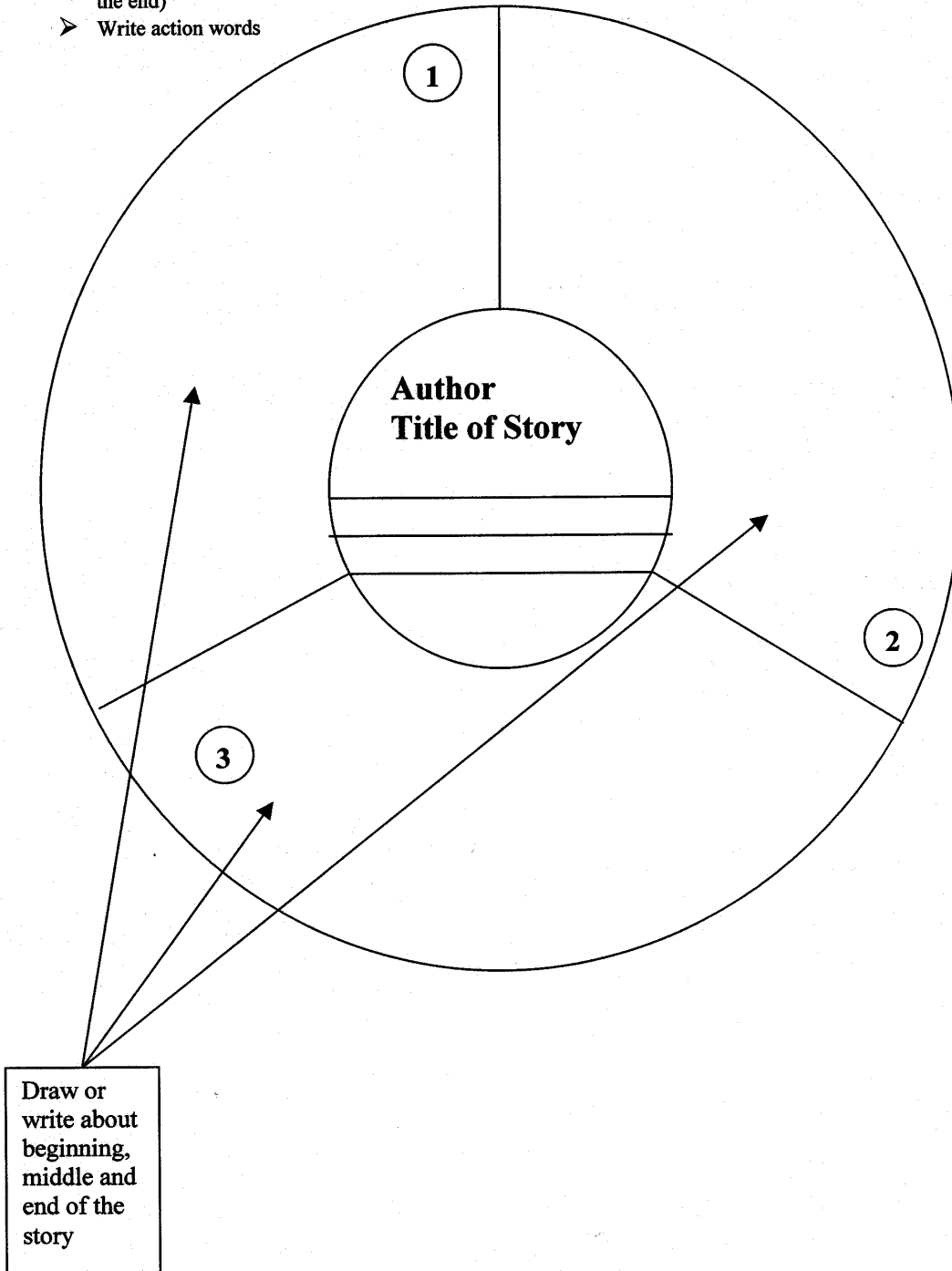
Name _____

Narratives- Circular Journey- 3 Part retell

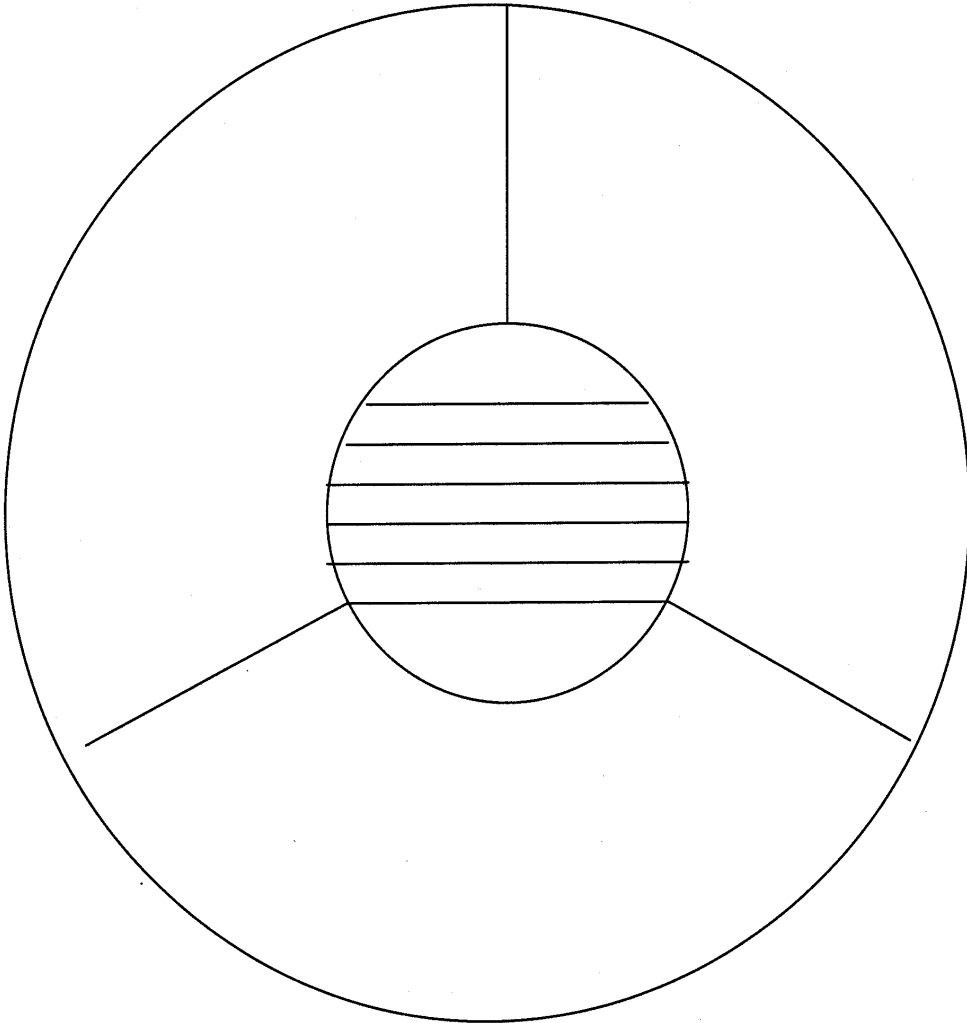
Date _____

Use before, during and after reading

- Draw a picture of the beginning, middle and the end and the students retell the story orally.
- Draw all of the main characters use bubbles to express what the characters might say. (especially the end)
- Write action words



Name _____
Date _____



Quotables

Name _____ Date _____

Book Title _____ Author _____

Skim through your book and search for three quotes that are especially significant. These quotes might be selected because they offer outstanding descriptions, give deeper insight into a character, foreshadow an upcoming problem, represent an important moment in the story, or represent a moment when you personally felt connected to the story or to a character. As you select your quotes, think about how you could explain their importance to someone else.

Quote #1	Why I chose it
_____	_____
_____	_____
_____	_____

Quote #2	Why I chose it
_____	_____
_____	_____
_____	_____

Quote #3	Why I chose it
_____	_____
_____	_____
_____	_____