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Lesson Plans with Alternative Teaching Options and Readability Guides

Overview

This comprehensive Literacy Resource binder makes the quality literature in The EMC Masterpiece Series, Literature and the Language Arts accessible to all students via two resources:

- Lesson Plans with Alternative Teaching Options and Readability Guides
- Reading Strategies Resource

The Lesson Plans with Alternative Teaching Options and Readability Guides serves as a road map to the entire Literature and the Language Arts program. It lists all of the components necessary for teaching each lesson and offers options that help teachers meet their students’ needs. This integrated approach to teaching language arts makes it easy for teachers to incorporate reading, writing, speaking, vocabulary, and grammar into each lesson. In addition, these lesson plans can be adapted to fit individual curricula, student needs, and schedules.

The Reading Strategies Resource provides a framework for the direct teaching of eight reading strategies essential to the success of middle school and high school readers. This program shows teachers how to integrate these strategies into their instruction by including Reading Strategy Mini-Lessons. These Mini-Lessons allow teachers and students to practice and use one reading strategy with every literature selection in the program; standardized test practice is included in each Mini-Lesson. Teaching Notes provide comprehensive guidance in teaching the reading strategies, as well as examples of think-aloud discussions and assessment ideas for evaluating students’ use of the strategies.

Lesson Plan Features

Lesson plans for each literature selection include:

- Reading Level
- Difficulty Considerations
- Ease Factors
- Synopsis
- Goals and Objectives
- Before-Reading, During-Reading, and After-Reading Activities
- Ideas for Reading Strategy Practice
- Alternative Teaching Options for:
  - Developing readers
  - English language learners
  - Students needing additional motivation
  - Students with special needs
  - Students in gifted or enrichment programs
  - Flexible group work
  - Homework suggestions
  - Cross-curricular activities
  - Additional discussion, writing, and research activities

Lesson plans are also included for each guided writing lesson, unit opener, and unit review. These detailed lesson plans allow teachers to organize their classes and create daily routines. Before-reading activities such as Daily Oral Language (in grades 6–9), Reader’s Journal, and vocabulary lessons can serve as classroom openers. Post-reading activities such as Writer’s Journal, Selection Check Tests, and free reading time can serve as classroom closers. Teachers can use the Alternative Teaching Options to select grouping, homework, research, reading, writing, discussion, motivation, and extra-support opportunities.

The Lesson Plans book also features Readability Guides that list the reading level of each selection. Each selection is rated as easy, moderate, or challenging, based on readability scales, author’s style, subject matter, vocabulary, syntax, and selection length. Specific factors that affect the difficulty and ease of reading each selection are listed. Selections rated as easy can be read by students without additional
support from the textbook or the teacher. Selections rated as moderate can be read by students if they have support from the textbook and the teacher. Selections rated challenging will be difficult even with assistance from the teacher and the text.

The overall reading level of each *Literature and the Language Arts* textbook falls into the moderate range, although we also include easy and challenging selections for each grade level. Readability charts at the beginning of the Lesson Plans book summarize reading level information for all of the selections in an entire grade level. Our goal is to make all selections at each grade level accessible to all students — regardless of students’ reading level, background knowledge, or motivation — by providing the essential support teachers need in order to reach this goal.

Finally, the Lesson Plans book also includes forms for teachers to use throughout the year. They include a Free Reading Log, several Group Evaluation guidesheets, and examples of seating arrangements for different group activities. These are provided as an additional resource to help guarantee a successful year as you use *The EMC Masterpiece Series, Literature and the Language Arts* textbook program.
Forms for Student and Classroom Use
Name ___________________________________________ Class __________________ Date __________________
Free Reading Log
Week of _____________________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PAGES READ FROM</th>
<th>TO</th>
<th>SUMMARY/REACTIONS</th>
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Total number of pages read this week ______________

Genres read this week: (circle)

Fiction  Nonfiction  Poetry  Drama  Informational or Visual Media
Seating Arrangements for Group Activities

Possibilities for Pair and Small Groups

- Pair Groups
- Small Groups

Possibilities for Large Groups

- Fish Bowl
- Rows Facing Forward, Aisles Between (Least Distracting Seating Arrangement)
Communicating in a Pair Group—Self-Evaluation

Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes:

- making eye contact and maintaining a relaxed posture
- providing feedback as you listen
- not interrupting
- rephrasing what the speaker says to show you understand
- controlling your emotions
- distinguishing between facts and opinions

Evaluating Pair Group Communication

Use the scales on this page to analyze and rate yourself on the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score for how well you communicated with your partner and write a short evaluation. Suggest ways that you could improve your communication skills.

My evaluation of myself:

I made eye contact and maintained a relaxed posture.

4 3 2 1 0

I provided feedback as I listened.

4 3 2 1 0

I did not interrupt.

4 3 2 1 0

I rephrased what my partner said to show that I understood.

4 3 2 1 0

I controlled my emotions.

4 3 2 1 0

I backed up facts with details from the text and gave my opinions.

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
**Communicating in a Pair Group—Peer Evaluation**

Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes:

- making eye contact and maintaining a relaxed posture
- providing feedback as you listen
- not interrupting
- rephrasing what the speaker says to show you understand
- controlling your emotions
- distinguishing between facts and opinions

**Evaluating Pair Group Communication**

Use the scales on this page to analyze and rate your partner on the items below. Place a check mark at the point on the scale that you feel corresponds to your partner's number for each item. Then give your partner an overall score for how well he or she communicated with you and write a short evaluation. Suggest ways that your partner could improve his or her communication skills.

**My evaluation of my partner:**

My partner made eye contact and maintained a relaxed posture.

<table>
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<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</table>

My partner provided feedback as he/she listened.

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<th>4</th>
<th>3</th>
<th>2</th>
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My partner did not interrupt.

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</table>

My partner rephrased what I said to show that she/he understood.

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</table>

My partner controlled his/her emotions.

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</table>

My partner backed up facts with details from the text and gave her/his opinions.

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
</table>

Overall score ________

Suggestions for improvement

______________________________________________________________________________
______________________________________________________________________________
Communicating in a Small Group

Communicating in a small group requires all the elements of effective communication between two people. But when you're working with a small group, it's also necessary to observe some other guidelines. These include:

- respecting group norms, or rules that govern behavior for group members
- understanding group roles (possible group roles: reader, time keeper, recorder, summarizer, foreperson)
- taking turns
- helping to create a positive climate
- establishing group goals

Evaluating a Small Group

Use the scales on this page to analyze and rate your group on the items below. Place a check mark at the point on the scale that you feel corresponds to your group's number for each item. Then give your group an overall score for how well it communicated and write a short evaluation. Suggest ways your group could improve its communication skills.

Group members understand and respect group norms.

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
</table>

Group members understand group roles.

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
</table>

Group members take turns participating.

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<th>4</th>
<th>3</th>
<th>2</th>
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<th>0</th>
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</thead>
</table>

Group members help to create a positive climate.

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

Group members work together to establish group goals.

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<th>4</th>
<th>3</th>
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<th>1</th>
<th>0</th>
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</thead>
</table>

Overall score________________

Suggestions for improvement

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Communicating in a Large Group

In the previous activity, you explored communication in a small group. Large groups require many of the same skills you use in a small group. However, large groups also require special communication skills. Some of these skills are:

- sharing group roles so everyone can participate
- focusing on key relationships and finding key people to lead the group
- emphasizing group identity and setting reachable goals
- standing up when speaking
- avoiding “groupthink,” the pressure to conform
- taking responsibility and helping each other finish tasks

Evaluating Large Group Communication

Use the scales on this page to analyze and rate your group on items below. Place a check mark at the point on the scale that you feel corresponds to your group's number for each item. Then give your group an overall score for how well members communicated with each other and write a short evaluation. Suggest ways that your group could improve its communication skills.

Group members shared roles so everyone could participate.

4 3 2 1 0

Group members focused on key relationships and key people who could lead our group.

4 3 2 1 0

Group members emphasized a group identity and set reachable goals.

4 3 2 1 0

Group members stood up when making presentations.

4 3 2 1 0

Group members stated their opinions and were not pressured to conform.

4 3 2 1 0

Group members took responsibility for completing the assignment and helped each other finish tasks.

4 3 2 1 0

Overall score

Suggestions for improvement
Group Evaluation Guidesheet 4A

Asking Questions

Knowing the most effective ways to ask and answer questions in a group can help you become a great communicator. Here are some guidelines to remember when asking questions.

• Wait to be recognized.
• Make your questions short, clear, and direct.
• Don’t debate or argue with the speaker.
• Don’t take too much of others’ time.
• Don’t give a speech yourself.

Evaluating Questioning Skills

Use the scales on this page to analyze and rate your abilities on the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score for how well you asked questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

**My evaluation of how well I asked questions:**

I waited to be recognized.

_____________________________________________________________________________________________________

4 3 2 1 0

I asked short, clear, and direct questions.

_____________________________________________________________________________________________________

4 3 2 1 0

I did not debate or argue with the speaker.

_____________________________________________________________________________________________________

4 3 2 1 0

I did not take too much time asking questions.

_____________________________________________________________________________________________________

4 3 2 1 0

I did not give a speech when I asked a question.

_____________________________________________________________________________________________________

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
Group Evaluation Guidesheet 4B

Answering Questions

Here are some guidelines to remember when answering questions.

- Be prepared for a question-and-answer period.
- Be patient.
- Make your answers clear, short, and direct.
- Rephrase difficult questions.
- Be courteous.
- Try to handle difficult members of the audience gracefully.

Evaluating Answering Skills

Use the scales on this page to analyze and rate your abilities on the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score for how well you answered questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

My evaluation of how well I answered questions:

I was prepared for a question-and-answer period.

_____________________________________________________________________________________________________

4 3 2 1 0

I was patient.

_____________________________________________________________________________________________________

4 3 2 1 0

I gave clear, short, and direct answers.

_____________________________________________________________________________________________________

4 3 2 1 0

I rephrased difficult questions.

_____________________________________________________________________________________________________

4 3 2 1 0

I was courteous.

_____________________________________________________________________________________________________

4 3 2 1 0

I handled difficult members of the audience gracefully.

_____________________________________________________________________________________________________

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
The American Tradition
Readability Guide
<table>
<thead>
<tr>
<th>SELECTION</th>
<th>READING LEVEL</th>
<th>DIFFICULTY CONSIDERATIONS</th>
<th>EASE FACTORS</th>
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<td><strong>UNIT 1</strong></td>
<td><strong>Genres and Techniques of Literature</strong></td>
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<tr>
<td>The Oral Tradition Introduction</td>
<td>Easy</td>
<td>Dual meaning of the spiritual</td>
<td>Author’s style; selection length; vocabulary</td>
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<td>Dual meaning of the spiritual</td>
<td>Author’s style; selection length; vocabulary</td>
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<td>Sonnet format</td>
<td>Selection length</td>
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<td>Easy</td>
<td>Confusing flash to the future</td>
<td>Vocabulary</td>
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<td>Poetry <strong>Li-Young Lee</strong> “A Story”</td>
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<td>Fiction Introduction</td>
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<td>Author’s style</td>
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<tr>
<td>Fiction <strong>Judith Ortiz Cofer</strong> “American History”</td>
<td>Moderate</td>
<td>First-person narrator is not main character</td>
<td>Author’s style</td>
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<tr>
<td>Drama Introduction</td>
<td>Moderate</td>
<td>Drama format; stage directions</td>
<td>Selection length; vocabulary</td>
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<tr>
<td>Drama <strong>Arthur Miller</strong> from <em>The Crucible</em></td>
<td>Moderate</td>
<td>Drama format; stage directions</td>
<td>Selection length; vocabulary</td>
</tr>
<tr>
<td>Nonfiction Introduction</td>
<td>Moderate</td>
<td>Varied narrative order</td>
<td>Selection length</td>
</tr>
<tr>
<td>Nonfiction <strong>N. Scott Momaday</strong> “The Way to Rainy Mountain”</td>
<td>Moderate</td>
<td>Varied narrative order</td>
<td>Selection length</td>
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<tr>
<td><strong>Part Two The American Tradition</strong></td>
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<td>Author’s style; selection length</td>
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<td>Tewa “Song of the Sky Loom” (tribal song)</td>
<td>Moderate</td>
<td>Figurative language</td>
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<td>Bartolomé de las Casas from <em>The Very Brief Relation of the Devastation of the Indies</em> (nonfiction)</td>
<td>Moderate</td>
<td>Vocabulary; subject matter</td>
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<td>John Smith from <em>The General History of Virginia, New England, and the Summer Isles</em> (nonfiction)</td>
<td>Moderate</td>
<td>Footnotes and vocabulary; perspective switches</td>
<td>Selection length</td>
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<tr>
<td>Anonymous from <em>The New England Primer</em> (nonfiction)</td>
<td>Moderate</td>
<td>Archaic terms and spellings</td>
<td>Selection length; vocabulary</td>
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<td>“To My Dear and Loving Husband” (poem)</td>
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<td>from “Sinners in the Hands of an Angry God” (sermon)</td>
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<td><strong>The American Revolution</strong></td>
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<td>(1750–1800)</td>
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<td><strong>Benjamin Franklin</strong></td>
<td>Moderate</td>
<td>Vocabulary and footnotes</td>
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<td>from <em>The Autobiography of Benjamin Franklin</em> (autobiography)</td>
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<td><strong>Patrick Henry</strong></td>
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<td><strong>Phillis Wheatley</strong></td>
<td>Moderate</td>
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<td>“To S.M., a Young African Painter, on Seeing His Works” (poem)</td>
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<td><strong>Thomas Jefferson</strong></td>
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<td>Vocabulary</td>
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<td><strong>Abigail Adams</strong></td>
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<td>Letter to John Adams, May 7, 1776 (letter)</td>
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<td><strong>William Cullen Bryant</strong></td>
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<td><strong>Oliver Wendell Holmes</strong></td>
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<td><strong>Henry Wadsworth Longfellow</strong></td>
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<td><strong>Emily Dickinson</strong></td>
<td>Moderate</td>
<td>Figurative meaning; extended metaphor; unconventional sentence structure and punctuation</td>
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<td>“This is my letter to the World” (poem)</td>
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<td>“The Soul selects her own Society—” (poem)</td>
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<td>“Because I could not stop for Death—” (poem)</td>
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<td>“I heard a Fly buzz—when I died—” (poem)</td>
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<td><strong>Edgar Allan Poe</strong></td>
<td>Moderate</td>
<td>Vocabulary; unfamiliar setting</td>
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<td>“The Pit and the Pendulum” (short story)</td>
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<td>“The Raven” (poem)</td>
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</table>
| Nathaniel Hawthorne  
“Rappaccini’s Daughter” (short story) | Challenging | Vocabulary | Vivid images |
| Insights: The Real Beatrice? | Moderate | Students may be unfamiliar with the *Divine Comedy*; sentence length | Selection length; vocabulary |
| Ralph Waldo Emerson  
from “Self-Reliance” (essay)  
“The Rhodora” (poem) | Moderate | Vocabulary and footnotes; long sentences | Selection length |
| Henry David Thoreau  
from *Walden* (essay) | Challenging | Unconnected excerpts | Simple, direct language |

## UNIT 5  
Slavery and the Civil War (1850–1865)

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</table>
| Frederick Douglass  
from *Narrative of the Life of Frederick Douglass* (autobiography) | Moderate | Vocabulary | Selection length |
| Anonymous  
“Swing Low, Sweet Chariot” (spiritual) | Easy | Allegorical meaning | Selection length; vocabulary |
| Stephen Foster  
“My Old Kentucky Home” (folk song) | Moderate | Colloquial terms | Author’s style; selection length; vocabulary; topic |
| Julia Ward Howe  
“The Battle Hymn of the Republic” (hymn) | Moderate | Archaic terms; religious references | Selection length |
| Abraham Lincoln  
The Gettysburg Address (speech) | Moderate | Context of speech; complex sentences | Selection length |
| Sojourner Truth  
“Ain’t I a Woman?” (speech) | Moderate | Colloquialisms | Selection length |
| Ambrose Bierce  
“An Occurrence at Owl Creek Bridge” (short story) | Moderate | Plot twists | Selection length |
| Walt Whitman  
from “Song of Myself” (poem)  
“O Captain! My Captain!” (poem) | Moderate | Symbols; historical context; extended metaphor | Topic; selection length |
| Stephen Crane  
“Do not weep, maiden, for war is kind” (poem)  
“A Man Said to the Universe” (poem) | Easy | Irony | Selection length; vocabulary; style |

## UNIT 6  
Frontiers (1860–1900)

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</table>
| Mark Twain  
“The Notorious Jumping Frog of Calaveras County” (short story) | Moderate | Dialect | Selection length; humorous style |
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<td>Bret Harte</td>
<td>Moderate</td>
<td>Ironic phrases</td>
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<td>“The Outcasts of Poker Flat” (short story)</td>
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<td>Chief Joseph of the Nez Percé</td>
<td>Easy</td>
<td>Social and historical context; unfamiliar names</td>
<td>Style; selection length</td>
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<tr>
<td>“I Will Fight No More Forever” (speech)</td>
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<tr>
<td>Sarah Orne Jewett</td>
<td>Moderate</td>
<td>Dialect</td>
<td>Simple style</td>
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<td>“A White Heron” (short story)</td>
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<td>Susan B. Anthony</td>
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<td>Key points</td>
<td>Selection length</td>
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<td>“Woman’s Right to Suffrage” (speech)</td>
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<tr>
<td>Insights: The Susan B. Anthony Dollar</td>
<td>Easy</td>
<td>Sentence length; nonfiction</td>
<td>Author’s style; selection length; vocabulary</td>
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<td>Kate Chopin</td>
<td>Moderate</td>
<td>Passages of psychological analysis</td>
<td>Selection length</td>
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<td>“The Story of an Hour” (short story)</td>
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<td>UNIT 7</td>
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<td>The Modern Era</td>
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<td>Edgar Lee Masters</td>
<td>Moderate</td>
<td>Speaker is not the poet</td>
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<td>“Lucinda Matlock” from Spoon River Anthology</td>
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<td>Amy Lowell</td>
<td>Moderate</td>
<td>Antiwar statement</td>
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<td>Carl Sandburg</td>
<td>Moderate</td>
<td>Antiwar message; speaker is grass personified</td>
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<td>T.S. Eliot</td>
<td>Moderate</td>
<td>Elliptical and allusive style</td>
<td>Selection length</td>
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<td>“The Love Song of J. Alfred Prufrock”</td>
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<tr>
<td>Robert Frost</td>
<td>Easy</td>
<td>Inverted sentences</td>
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<td>“Mending Wall”</td>
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<td>“Home Burial”</td>
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<td>Insights: Letter to The Amherst Student by Robert Frost</td>
<td>Moderate</td>
<td>Long, complex sentences; references to previous poets; vocabulary</td>
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<td>Wallace Stevens</td>
<td>Moderate</td>
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<td>“The Snow Man”</td>
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<td>“Thirteen Ways of Looking at a Blackbird”</td>
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<td>William Carlos Williams</td>
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<td>Unconventional punctuation</td>
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<td>“This Is Just to Say”</td>
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<td>“The Red Wheelbarrow”</td>
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| E.E. Cummings  
"somewhere I have never travelled, gladly beyond" | Moderate | Unconventional punctuation | Selection length; vocabulary |
| Willa Cather  
“A Wagner Matinee” | Moderate | References to narrator’s youth | Selection length |
| F. Scott Fitzgerald  
“The Sensible Thing” | Moderate | Main character undergoes two reversals | Author’s style |
| Katherine Anne Porter  
“The Jilting of Granny Weatherall” | Moderate | Stream-of-consciousness style | Vocabulary |
| Ernest Hemingway  
“A Clean, Well-Lighted Place” | Easy | Spanish words | Author’s style; selection length; topic |
| John Dos Passos  
“Newsreel LXVIII” from The Big Money | Challenging | Collage format; historical context | Selection length |
| William Faulkner  
Nobel Prize Acceptance Speech  
“Darl” from As I Lay Dying (novel excerpt) | Moderate | Vocabulary; multiple points of view | Selection length |
| Poet Laurence Dunbar  
“We Wear the Mask” | Moderate | Syntax | Selection length |
| Countee Cullen  
“Yet Do I Marvel”  
“Any Human to Another” | Moderate | Personified emotions | Selection length; vocabulary |
| Claude McKay  
“The Tropics in New York” | Moderate | Figurative language | Selection length |
| Jean Toomer  
“Storm Ending” | Easy | Figurative language | Selection length; vocabulary; topic |
| Langston Hughes  
“The Negro Speaks of Rivers”  
“I, too, sing America” | Moderate | Names of rivers; historical context | Simple language; selection length |
| Arna Bontemps  
“A Black Man Talks of Reaping” | Moderate | Meaning of final stanza | Simple language; selection length |
| Dorothy West  
“The Richer, the Poorer” | Moderate | Shifts in time | Selection length |
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<td>Moderate</td>
<td>Vocabulary</td>
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<td>Insights: from “The Resurrection of Zora Neale Hurston and Her Work” by Alice Walker</td>
<td>Moderate</td>
<td>Long, complex sentence structures</td>
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<td>UNIT 9 Modern Drama (1900–1945) Introduction</td>
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<td>Selection length; vocabulary</td>
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<td>Tennessee Williams The Glass Menagerie: Act 1</td>
<td>Moderate</td>
<td>Challenging vocabulary; dramatic format; references to outdated items</td>
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<td>Tennessee Williams The Glass Menagerie: Act 2</td>
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<td>Poetry Robert Lowell “Commander Lowell”</td>
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<td>Poetry Randall Jarrell “The Death of the Ball Turret Gunner”</td>
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<td>Author’s style; selection length</td>
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<td>Poetry Theodore Roethke “Elegy for Jane”</td>
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<td>Unfamiliar subject</td>
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<td>Challenging sentence structure; author’s style</td>
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<td>Vivid images</td>
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<td>Nonfiction Richard Wright from Black Boy</td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>Selection length</td>
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<td>Nonfiction John Hersey “A Noiseless Flash” from Hiroshima</td>
<td>Moderate</td>
<td>Chronology</td>
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<td>“Constantly risking absurdity”</td>
<td>Lack of punctuation; alternative spellings and unusual phrases</td>
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<td>“The Starry Night”</td>
<td>Figurative language; references to mythical elements</td>
<td>Selection length; vocabulary</td>
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<td>Poetry Robert Hayden</td>
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<td>Unconventional pairings of nouns and modifiers; tone shifts</td>
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<td>“House Guest”</td>
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<td>Fiction John Updike</td>
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<td>Fiction Joyce Carol Oates</td>
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</tbody>
</table>

**Difficulty Considerations and Ease Factors:**

- Lack of punctuation; alternative spellings and unusual phrases
- Figurative language; references to mythical elements
- Poetic language
- Unconventional pairings of nouns and modifiers; tone shifts
- Line breaks
- Footnotes
- Baseball terms; stream-of-consciousness style
- Historical context
- Different meanings of the word hunger
- Historical context
- Context; footnotes
- Complex ideas and sentence structure
- 1860s vernacular
### The American Tradition Readability Guide (continued)

<table>
<thead>
<tr>
<th>SELECTION</th>
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<th>DIFFICULTY CONSIDERATIONS</th>
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<td>Julia Alvarez</td>
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<td>Tim O’Brien</td>
<td>Moderate</td>
<td>Flashbacks</td>
<td>Selection length</td>
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Lesson Plans
with Alternative Teaching Options
Lesson Plan

Unit One
Genres and Techniques of Literature
Opening the Unit, pages 2–5

Teacher’s Name ___________________________ Class __________________ Date ________________

Dates I Plan to Teach This Unit _______________________________________________________

Unit 1 Goals/Objectives:
• to recognize and appreciate works of literature in all the major genres
• to name, define, and describe major elements and techniques of each of the genres of literature and identify these as employed in a piece of literature
• to employ each step in the process of writing to write an expository essay about literature
• to develop sentence variety

Lessons I Plan to Teach

_________ The Oral Tradition Introduction, page 4
_________ “Follow the Drinking Gourd,” page 6
_________ Poetry Introduction, page 12
_________ “Sonnet XXX,” page 19
_________ “A Story,” page 22
_________ Fiction Introduction, page 27
_________ “American History,” page 31
_________ Drama Introduction, page 41
_________ from The Crucible, page 44
_________ Nonfiction Introduction, page 52
_________ “The Way to Rainy Mountain,” page 56
_________ Guided Writing—Expository Writing: Writing about Literature, page 65
_________ Unit One Review, page 74

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 2–3).

Getting Started in the Classroom

_________ Have students discuss how the quotation relates to the theme of this unit (PE, page 2).
The Oral Tradition Introduction and “Follow the Drinking Gourd,” pages 4–11

Teacher’s Name ___________________________ Class __________________ Date __________________

Goals/Objectives:
• to experience a spiritual
• to explain what oral tradition is and what types of literature are commonly transmitted orally
• to define the origins and style of a spiritual
• to identify the theme of a literary work
• to understand the use of repetition and of a refrain in a song
• to identify the subject and predicate of a sentence

for The Oral Tradition Introduction, page 4

Internet Resources
________ American Literature Resources (ATE, page 4)

Additional Questions and Activities
________ Family Stories and Songs (ATE, page 4)

Art Note
________ Ernest Smith (ATE, page 5)

Assessment
________ Genre Check Test 4.1.1 (ATE, page 5; UR 1, page 1; TG)
________ Genre Test 4.1.2 (UR 1, page 2; TG)
Lesson Plan

The Oral Tradition Introduction and “Follow the Drinking Gourd,” pages 4–11

for “Follow the Drinking Gourd,” page 6

Reading Level: Easy

Difficulty Consideration: Dual meaning of the spiritual

Ease Factors: Style; selection length; vocabulary

Synopsis: This African-American folk song gives directions for escaping slavery using the Underground Railroad.

Before Reading

Reader’s Journal (PE, page 6; UR 1, page 4)

Literary Tools: Spiritual, Repetition, Refrain, Theme, and Oral Tradition (PE, page 6)

About the Selection (PE, page 6)

Fine Art: Thomas Moran (PE, page 7; VLR II, page 1)

Vocabulary: Semantic Feature Analysis (VR, page 1)

Reading Strategy (RSR, page 1)

During Reading

Dramatic Recording (AL, 3:55)

Reading Strategy (RSR, page 1)

Fix-Up Idea (RSR, page 1)

After Reading

Reading Strategy (RSR, page 1)

Standardized Test Practice (RSR, page 2)

Respond to the Selection (ATE, page 9; UR 1, page 4)

Investigate, Inquire, and Imagine (PE, page 10; UR 1, page 4)

Understanding Literature: Spiritual, Repetition, Refrain, Theme, and Oral Tradition (PE, page 10; UR 1, page 6)

Writer’s Journal: Ad Slogan, Map, or Song Lyrics (PE, page 11; UR 1, page 6)

Language, Grammar, and Style: Finding the Complete Subject and Complete Predicate (PE, page 11; UR 1, page 7)

Speaking and Listening: Oral Literature Festival (PE, page 11)

Applied English: Requesting Information (PE, page 11; UR 1, page 7)

Selection Check Test 4.1.3 (ATE, page 8; UR 1, page 8; TG)

Selection Test 4.1.4 (UR 1, page 9; TG)

Internet activities at http://www.emcp.com

Free reading time
The Oral Tradition Introduction and “Follow the Drinking Gourd,” pages 4–11

Teacher’s Name __________________________ Class __________________ Date __________________

for “Follow the Drinking Gourd,” page 6

Teaching Options

Individual Learning Strategies

Motivation: Research on Underground Railroad (ATE, page 6)
Reading Proficiency: Working with Partners (ATE, page 6)
English Language Learning: Using Context Clues (ATE, page 6)
Special Needs: Drinking Gourd Definition (ATE, page 6)
Enrichment: Identifying Popular Songs (ATE, page 6)

Cross-Curricular Activities

Big Dipper (ATE, page 7)

Literary Technique

Call and Response Chant (ATE, page 7)

Flexible Grouping Suggestions

Motivation: Research on Underground Railroad (ATE, page 6)
Enrichment: Identifying Popular Songs (ATE, page 6)
Investigate, Inquire, and Imagine (PE, page 10; UR 1, page 4)
Understanding Literature: Spiritual, Repetition, Refrain, Theme, and Oral Tradition (PE, page 10; UR 1, page 6)
Speaking and Listening: Oral Literature Festival (PE, page 11)

Homework Suggestions

Vocabulary: Semantic Feature Analysis (VR, page 1)
Writer’s Journal: Ad Slogan, Map, or Song Lyrics (PE, page 11; UR 1, page 6)
Language, Grammar, and Style: Finding the Complete Subject and Complete Predicate (PE, page 11; UR 1, page 7)
Applied English: Requesting Information (PE, page 11; UR 1, page 7)

Strategies for Developing Readers

Tackle Dual Meaning of the Spiritual

Discuss how the selection fits the definition of a spiritual.
Gather other examples of spirituals and discuss similarities and differences.

Additional Strategies for English Language Learners

Play the Dramatic Recording (AL, 3:55)
Complete the Special Needs activity by defining drinking gourd (ATE, page 6).
Preview footnotes before reading and give definitions of words that could cause confusion such as quail and a-waiting.

Tackle Dual Meaning of the Spiritual

Discuss how the selection fits the definition of a spiritual.
Gather other examples of spirituals and discuss similarities and differences.

Additional Strategies for English Language Learners

Play the Dramatic Recording (AL, 3:55)
Complete the Special Needs activity by defining drinking gourd (ATE, page 6).
Preview footnotes before reading and give definitions of words that could cause confusion such as quail and a-waiting.
Lesson Plan


Teacher’s Name ___________________________ Class ___________________________ Date ___________________________

Goals/Objectives:
• to experience and appreciate two examples of poetry
• to describe some characteristics of poetry
• to determine rhyme scheme
• to identify some techniques of poetry
• to identify the functions of sentences
• to orally interpret a poem
• to summarize a poet’s accomplishments

for Poetry Introduction, page 12

Art Note
________ Stuart Davis (PE and ATE, page 13; VLR II, page 4)

Additional Questions and Activities
________ Exploring Poetry and Researching American Poets and Poetry Reading (ATE, page 13)
________ Host a Poetry Reading (ATE, page 14)
________ Image, Simile, Metaphor, Metonymy, Synaesthesia, and Synecdoche (ATE, page 18)

Internet Resources
________ Internet Poetry Archive (ATE, page 14)

Literary Techniques
________ Internal Rhyme, Slant Rhyme, Alliteration, Assonance, Consonance, Onomatopoeia, and Hyperbole (ATE, page 17)

Assessment
________ Genre Check Test 4.1.5 (ATE, page 15; UR 1, page 12; TG)   
________ Genre Test 4.1.6 (UR 1, page 14; TG)  

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Lesson Plan


Teacher’s Name ___________________________________ Class __________________ Date __________________

for “Sonnet XXX,” page 19

Reading Level: Easy

Difficulty Consideration: Sonnet format

Ease Factor: Selection length

Synopsis: A speaker describes her definition of love.

Before Reading

<table>
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<tr>
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<th>Resource</th>
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<tbody>
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<tr>
<td>Literary Tools</td>
<td>Sonnet, Rhyme Scheme, Repetition, and Alliteration (PE, page 19)</td>
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<tr>
<td>About the Author</td>
<td>Edna St. Vincent Millay (PE, page 19)</td>
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<td>About the Selection</td>
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<tr>
<td>Vocabulary</td>
<td>Word Study Notebook (VR, page 2)</td>
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During Reading

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<td>Poetry Techniques</td>
<td>End Rhyme, Repetition, and Alliteration (PE, page 20)</td>
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<tr>
<td>Reading Strategy</td>
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<td>Fix-Up Idea</td>
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After Reading

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<th>Activity</th>
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<tr>
<td>Reading Strategy</td>
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<tr>
<td>Standardized Test Practice</td>
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<td>Respond to the Selection</td>
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<tr>
<td>Investigate, Inquire, and Imagine</td>
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<tr>
<td>Understanding Literature</td>
<td>Sonnet, Rhyme Scheme, Repetition, and Alliteration (PE, page 21; UR 1, page 19)</td>
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<td>4.1.7 (ATE, page 21; UR 1, page 20; TG)</td>
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<td>Selection Test</td>
<td>4.1.8 (UR 1, page 21; TG)</td>
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WASHINGTON STATE STANDARDS

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Lesson Plan


Teacher’s Name ____________________________ Class __________________ Date __________________

for “Sonnet XXX,” page 19

Teaching Options

Individual Learning Strategies

_________ Motivation: Analyzing Meter (ATE, page 12)
_________ Reading Proficiency: Use Audio Library (ATE, page 12)
_________ English Language Learning: Discuss the Form of a Sonnet (ATE, page 12)
_________ Special Needs: Read Aloud (ATE, page 12)
_________ Enrichment: Defining Poetry (ATE, page 12)

Enrichment Activities

_________ Parallellism, Personification, Symbol, and Theme (ATE, page 18)

Historical Note

_________ Origin of the Sonnet (ATE, page 19)

Flexible Grouping Suggestions

_________ Investigate, Inquire and Imagine (PE, page 21; UR 1, page 17)
_________ Understanding Literature: Sonnet, Rhyme Scheme, Repetition, and Alliteration (PE, page 21; UR 1, page 19)

Homework Suggestions

_________ Enrichment Activities: Parallelism, Personification, Symbol, and Theme (ATE, page 18)
_________ Vocabulary: Word Study Notebook (VR, page 2)

Strategies for Developing Readers

Tackle Sonnet Format

_________ Share information in Historical Note: Origin of the Sonnet (ATE, page 19).
_________ Discuss how “Sonnet XXX” fits the definition of a sonnet.

Additional Strategies for English Language Learners

_________ Play the Dramatic Recording (AL, 0:59).
_________ Preview footnotes before reading.

---


for “A Story,” page 23

Reading Level: Easy

Difficulty Consideration: Confusing flash to future

Ease Factor: Vocabulary

Synopsis: A young man’s father is afraid of disappointing his son because he cannot think of a new story.

Before Reading

Reader’s Journal (PE, page 22; UR 1, page 24)

Literary Tools: Free Verse and Narrative Poem (PE, page 22)

About the Author: Li-Young Lee (PE, page 22)

About the Selection (PE, page 22)

Vocabulary: Word Study Notebook (VR, page 2)

Reading Strategy (RSR, page 5)

During Reading

Dramatic Recording (AL, 1:26)

Poetry Technique: Free Verse (PE, page 23)

Reading Strategy (RSR, page 5)

Fix-Up Idea (RSR, page 5)

After Reading

Reading Strategy (RSR, page 5)

Standardized Test Practice (RSR, page 6)

Respond to the Selection (PE, page 24; UR 1, page 24)

Investigate, Inquire, and Imagine (PE, page 25; UR 1, page 24)

Understanding Literature: Free Verse and Narrative Poem (PE, page 25; UR 1, page 26)

Writer’s Journal: Thank-You Letter, Quatrain, or a Free Verse, Narrative Poem (PE, page 26; UR 1, page 26)

Language, Grammar, and Style: Functions of Sentences (PE, page 26; UR 1, page 28)

Speaking and Listening & Collaborative Learning: Oral Interpretation of Poetry (PE, page 26; UR 1, page 28)

Study and Research: Researching Poets (PE, page 26; UR 1, page 29; VLR I, page 13)

Selection Check Test 4.1.9 (ATE, page 23; UR 1, page 30; TG)

Selection Test 4.1.10 (UR 1, page 31; TG)

Internet activities at http://www.emcp.com

Free reading time
Lesson Plan


Teacher’s Name ____________________________  Class ____________________________ Date ____________________________

for “A Story,” page 23

Teaching Options

Flexible Grouping Suggestions

_________ Investigate, Inquire, and Imagine (PE, page 25; UR 1, page 24)

_________ Understanding Literature: Free Verse and Narrative Poem (PE, page 25; UR 1, page 26)

_________ Speaking and Listening & Collaborative Learning: Oral Interpretation of Poetry (PE, page 26; UR 1, page 28)

_________ Study and Research: Researching Poets (PE, page 26; UR 1, page 29)

Homework Suggestions

_________ Writer’s Journal: Thank-You Letter, Quatrain, or a Free Verse, Narrative Poem (PE, page 26; UR 1, page 26)

_________ Language, Grammar, and Style: Functions of Sentences (PE, page 26; UR 1, page 28)

Strategies for Developing Readers

Tackle Confusing Flash to Future

_________ Read the poem aloud to the class, using vocal expressions that convey the jump from the present to the future and then back again to the present.

_________ Have a student read the poem aloud to the class a second time; then, lead a class discussion about what happens in the poem.

_________ Have students form small groups and create storyboards that convey the narrative of the poem through a series of illustrations.

Additional Strategies for English Language Learners

_________ Play the Dramatic Recording (AL, 1:26).

_________ Have advanced readers assist ELL readers with any difficult words.
Lesson Plan

Fiction Introduction and “American History,” pages 27–40

Teacher’s Name ____________________________ Class ________________ Date ________________

Goals/Objectives:
• to define fiction and identify types of fiction
• to identify the basic elements of fiction
• to explore the following literary techniques: exposition, setting, narrator, major character, inciting incident, minor character, rising action, climax, conflict, resolution
• to use appropriate word connotation in a brief writing assignment
• to understand character motivation
• to recognize dialect and its purpose in a story
• to write a radio announcement
• to participate in a discussion group
• to research the Kennedy assassination

for Fiction Introduction, page 27

Literary Techniques
_________ Character (ATE, page 28)
_________ Setting and Mood (ATE, page 29)
_________ Plot (ATE, page 30)

Additional Questions and Activities
_________ Class Reading List (ATE, page 27)

Quotables
_________ Murasaki Shikibu (ATE, page 30)

Assessment
_________ Genre Check Test 4.1.11 (ATE, page 29; UR 1, page 34; TG)
_________ Genre Test 4.1.12 (UR 1, page 36; TG)
Fiction Introduction and “American History,” pages 27–40

for “American History,” page 31

Reading Level: Moderate

Difficulty Consideration: First-person narrator is not the main character

Ease Factor: Author’s style

Synopsis: The narrator struggles “to feel the right thing” for a dead president while dealing with a painful experience in her own life.

Before Reading
- Reader’s Journal (PE, page 31; UR 1, page 37)
- About the Author: Judith Ortiz Cofer (PE, page 31)
- About the Selection (PE, page 31)
- Fine Art: Brett Weston (PE, page 32; VLR II, page 7)
- Reading Strategy (RSR, page 9)

During Reading
- Dramatic Recording (AL, 24:41)
- Reading Strategy (RSR, page 9)
- Fix-Up Idea (RSR, page 9)

After Reading
- Reading Strategy (RSR, page 9)
- Standardized Test Practice (RSR, page 10)
- Respond to the Selection (PE, page 39; UR 1, page 37)
- Investigate, Inquire, and Imagine (PE, page 39; UR 1, page 37)
- Understanding Literature: Exposition, Setting, Narrator, Major Character, Inciting Incident, Rising Action, Climax, Resolution, Minor Character, and Conflict (PE, page 39; UR 1, page 39)
- Writer’s Journal: Letter, Note, or Journal Entry (PE, page 40; UR 1, page 40)
- Vocabulary: Connotation (PE, page 40)
- Critical Thinking & Collaborative Learning: Discussion Groups (PE, page 40)
- Study and Research: The Kennedy Assassination (PE, page 40)
- Selection Check Test 4.1.13 (ATE, page 40; UR 1, page 41; TG)
- Selection Test 4.1.14 (UR 1, page 42; TG)
- Internet activities at http://www.emcp.com
- Free reading time

READING STRATEGIES RESOURCE, PAGE 9

Reading Strategy: Write Things Down
Fix-Up Idea: Read Short Sections
Standardized Test Practice: Identify and Analyze Elements of Plot

WASHINGTON STATE STANDARDS

click this box for details
### Fiction Introduction and “American History,” pages 27–40

**Teacher’s Name __________________________ Class __________________ Date __________________**

#### for “American History,” page 31

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<td>——— Reading Proficiency: Dramatic Recording (ATE, page 31; AL, 24:41)</td>
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<tr>
<td>——— English Language Learning: Additional Vocabulary (ATE, page 31)</td>
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<td>——— Special Needs: Focusing on the Recall Questions (ATE, page 31)</td>
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<tr>
<td>——— Enrichment Activity: Researching Puerto Rico (ATE, page 31)</td>
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**Internet Resources**

——— Global Education Project (ATE, page 31)

**Additional Questions and Activities**

——— Sensory Details Chart (ATE, page 32; VLR I, page 8)
| ——— Stereotypes in the Selection (ATE, page 33) |
| ——— Writing a Journal Entry (ATE, page 33) |
| ——— Studying the Narrator (ATE, pages 34, 35, 36, 37, and 38) |

**Cross-Curricular Activities**

——— John F. Kennedy (ATE, page 32)

**Literary Technique**

——— Characterization (ATE, page 34)

**Flexible Grouping Suggestions**

——— Reading Proficiency: Dramatic Recording (ATE, page 31; AL, 24:41)
| ——— Enrichment: Researching Puerto Rico (ATE, page 31) |
| ——— John F. Kennedy (ATE, page 32) |
| ——— Critical Thinking & Collaborative Learning: Discussion Groups (PE, page 40) |
| ——— Study and Research: The Kennedy Assassination (PE, page 40) |

**Homework Suggestions**

——— Motivation: Researching Salsa Music (ATE, page 31)
| ——— Additional Questions and Activities: Studying the Narrator (ATE, page 36) |
| ——— Writer’s Journal: Letter, Note, or Journal Entry (PE, page 40; UR 1, page 40) |

#### Strategies for Developing Readers

**Tackle First-Person Narrator Is Not the Main Character**

——— Review terms in Understanding Literature (PE, page 39; UR I, page 39). Remind students that when they read a story, they should always note the perspective from which the story is told.
| ——— Discuss the author’s possible motives for using first-person narration but not making the narrator the main character. Discuss what this allows the author to achieve. |
| ——— Have students write a short piece based on their real-life experiences from a first-person perspective—from their perspective—in which another character is the main character. Have students share their work and their insights about writing it in small groups or with the class. |

**Additional Strategies for English Language Learners**

——— Play the Dramatic Recording (AL, 24:41).
| ——— Pair ELL readers with advanced readers. Have pairs take turns reading the story aloud. |
Drama Introduction and from *The Crucible*, pages 41–51

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Goals/Objectives:
- to experience reading a drama
- to recognize the elements of drama
- to identify and explain the purpose of stage directions
- to describe a set and identify properties needed for a play
- to understand the concept of blocking in a play
- to understand and discuss the theme of a drama
- to identify parts of speech
- to identify major and minor characters and analyze the dialogue of the characters

for Drama Introduction, page 41

Internet Resources
- Educational Theater Association (ATE, page 41)

Additional Questions and Activities
- Discussing Reading Drama (ATE, page 41)
- Reading, Performing, or Observing *The Crucible* (ATE, page 41)
- Blocking (ATE, page 42)
- Dialogue (ATE, page 43)
- Acts and Scenes (ATE, page 43)
- Spectacle (ATE, page 43)

Quotables
- Maurice Baring (ATE, page 41)

Historical Note
- Theater in Elizabethan England and Renaissance France (ATE, page 42)

Cross-Curricular Activities
- Research Theories of Acting (ATE, page 42)

Assessment
- Genre Check Test 4.1.15 (ATE, page 42; UR 1, page 46; TG)
- Genre Test 4.1.16 (UR 1, page 47; TG)
Lesson Plan

Drama Introduction and from The Crucible, pages 41–51

Teacher’s Name ___________________________ Class ________________________ Date __________________

for The Crucible, page 44

Reading Level: Moderate

Difficulty Considerations: Drama format; stage directions

Ease Factors: Selection length; vocabulary

Synopsis: Young women pretend to be possessed by spirits during the trial of a woman accused of witchcraft.

Before Reading

- Reader’s Journal (PE, page 44, UR 1, page 48)
- Literary Tools: Drama Elements (PE, page 44)
- About the Author: Arthur Miller (PE, page 44)
- About the Selection (PE, page 44)
- Vocabulary: Context Clues (VR, page 7)
- Reading Strategy (RSR, page 13)

During Reading

- Reading Strategy (RSR, page 13)
- Fix-Up Idea (RSR, page 13)

After Reading

- Reading Strategy (RSR, page 13)
- Standardized Test Practice (RSR, page 14)
- Respond to the Selection (PE, page 48; UR 1, page 48)
- Investigate, Inquire, and Imagine (PE, page 49; UR 1, page 48)
- Understanding Literature: Stage Directions, Character, Dialogue, Set, Properties, Blocking, and Theme (PE, page 49; UR 1, page 50)
- Writer’s Journal: Speech, or Address to the Jury; Summary or Abstract; or Sermon (PE, page 50; UR 1, page 51)
- Language, Grammar, and Style: The Parts of Speech (PE, page 50; UR 1, page 52)
- Study and Research & Collaborative Learning: Researching the Salem Witch Trials and the McCarthy Hearings (PE, page 51; UR 1, page 53)
- Critical Thinking: Examining the Criminal Justice System (PE, page 51; UR 1, page 54)
- Selection Check Test 4.1.17 (ATE, page 47; UR 1, page 55; TG)
- Selection Test 4.1.18 (UR 1, page 56; TG)
- Internet activities at http://www.emcp.com
- Free reading time

WASHINGTON STATE STANDARDS

click this box for details
Lesson Plan

Drama Introduction and from The Crucible, pages 41–51

for The Crucible, page 44

Teaching Options

Individual Learning Strategies

■ Motivation: Rewriting a Scene from The Crucible (ATE, page 44)
■ Reading Proficiency: Create a Dramatic Recording (ATE, page 44)
■ English Language Learning: Additional Vocabulary (ATE, page 44)
■ Special Needs: Reviewing Historical Background (ATE, page 44)
■ Enrichment: Scapegoating (ATE, page 44)

Literary Note

■ The Crucible (ATE, page 44)

Prereading Notes

■ Examples of Social Pressures (ATE, page 44)

Cross-Curricular Activities

■ Research Representation of Devils, Demons, and Monsters (ATE, page 46)
■ Mob Hysteria (ATE, page 46)

Additional Questions and Activities

■ Thematic Content and Setting (ATE, page 51)

Flexible Grouping Suggestions

■ Motivation: Rewriting a Scene from The Crucible (ATE, page 44)
■ Enrichment: Scapegoating (ATE, page 44)
■ Investigate, Inquire, and Imagine (PE, page 49; UR 1, page 48)
■ Understanding Literature: Stage Directions, Character, Dialogue, Set, Properties, Blocking, and Theme (PE, page 49; UR 1, page 50)
■ Study and Research & Collaborative Learning: Researching the Salem Witch Trials and the McCarthy Hearings (PE, page 51; UR 1, page 53)

Homework Suggestions

■ Writer’s Journal: Speech or Address to the Jury, Summary or Abstract, or Sermon (PE, page 50, UR 1, page 51)
■ Language, Grammar, and Style: The Parts of Speech (PE, page 50; UR 1, page 52)
■ Additional Questions and Activities: Thematic Content and Setting (ATE, page 51)

Strategies for Developing Readers

Tackle Dramatic Format

■ Have students perform scenes from various plays.
■ In small groups, have students write their own dramatic scene, complete with stage directions. Then, ask each group to present their scenes to the rest of the class.

Tackle Stage Directions

■ Review Understanding Literature: Stage Directions with the class (PE, page 49; UR 1 page 50).
■ Ask students to review all stage directions in the scene from The Crucible. Ask students why stage directions are important to actors and how they impact the overall performance of the scene.
■ Have students view scenes from dramatic performances on video, and ask them to come up with a list of possible stage directions the actors may have followed.

Additional Strategies for English Language Learners

■ Share the additional vocabulary presented under English Language Learning (ATE, page 44).
■ Have ELL students listen to the scene from The Crucible being read aloud by the teacher or other students, or watch a video production of the scene. Encourage questions—verbally or in written form—about difficult words, phrases, or concepts. Once ELL students feel comfortable, encourage them to participate in reading aloud or performing the scene.

□ Print Resources □ Transparency □ Audio Library □ Test Generator CD-ROM □ Internet

Nonfiction Introduction and
“The Way to Rainy Mountain,” pages 52–64

Teacher's Name __________________________________ Class __________________ Date __________________ M T W TH F

Goals/Objectives:
• to interpret and experience a piece of nonfiction writing
• to identify and describe forms of nonfiction writing
• to describe modes of writing and modes of exposition
• to define and recognize description, narration, chronological order, oral tradition, myth, tone, classification order, and comparison and contrast order
• to identify the simple subject and verb

for Nonfiction Introduction, page 52

Internet Resources
_________ Teaching the American Literatures Archive (ATE, page 52)

Additional Questions and Activities
_________ Viewing Nonfiction as Imaginative Writing (ATE, page 52)
_________ Mode (ATE, page 55)
_________ Evaluate Writing Purposes (ATE, page 55)

Art Note
_________ Edward Hopper (PE and ATE, page 53)

Assessment
_________ Genre Check Test 4.1.19 (ATE, page 54; UR 1, page 60; TG)
_________ Genre Test 4.1.20 (UR 1, page 62; TG)
Nonfiction Introduction and  
“The Way to Rainy Mountain,” pages 52–64

Teacher’s Name __________________________________Class __________________Date __________________

for “The Way to Rainy Mountain,” page 56

Reading Level: Moderate

Difficulty Consideration: Varied narrative order

Ease Factor: Selection length

Synopsis: Narrator reflects on his Kiowa ancestors, his grandmother’s aging, and his own journey.

Before Reading

_________ Reader’s Journal (PE page 56; UR 1, page 64)
_________ Literary Tools (PE, page 56)
_________ About the Author: N. Scott Momaday (PE, page 56)
_________ About the Selection (PE, page 56)
_________ Fine Art: James Auchiah (PE, page 57; Art Note, PE and ATE, page 56)
_________ Vocabulary from the Selection (ATE, page 57)
_________ Vocabulary: Test Your Knowledge (VR, page 9)
_________ Reading Strategy (RSR, page 17)

During Reading

_________ Dramatic Recording (AL, 16:24)
_________ Reading Strategy (RSR, page 17)
_________ Fix-Up Idea (RSR, page 17)

After Reading

_________ Reading Strategy (RSR, page 17)
_________ Standardized Test Practice (RSR, page 18)
_________ Respond to the Selection (ATE, page 63; UR 1, page 64)
_________ Investigate, Inquire, and Imagine (PE, page 63; UR 1, page 64)
_________ Understanding Literature: Description, Narration, Chronological Order, Oral Tradition, Myth, Tone, Classification Order, and Comparison and Contrast Order (PE, page 63; UR 1, page 66)
_________ Writer’s Journal: Description, Myth, or Elegy (PE, page 64; UR 1, page 67)
_________ Language, Grammar, and Style: Finding the Simple Subject and Verb (PE, page 64; UR 1, page 67)
_________ Study and Research: Researching the Kiowas (PE, page 64)
_________ Speaking and Listening: Native American Myths (PE, page 64)
_________ Selection Check Test 4.1.21 (ATE, page 64; UR 1, page 68; TG)
_________ Selection Test 4.1.22 (UR 1, page 70; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
for “The Way to Rainy Mountain,” page 56

Teaching Options

Individual Learning Strategies

— Motivation: Native Americans and the Buffalo (ATE, page 56)
— Reading Proficiency: Chronological Order, Classification Order, Comparison and Contrast Order (ATE, page 56)
— English Language Learning: Journal of Unfamiliar Words (ATE, page 56)
— Special Needs: Focus on Recall Questions (ATE, page 56)
— Enrichment: Researching Migrating Native American Tribes (ATE, page 56)

Art Note

— James Auchiah (PE and ATE, page 56)

Additional Questions and Activities

— Create a Sensory Details Chart (ATE, page 58; VLR I, page 8)
— Make a Map (ATE, page 59)
— Dawn as a Symbol (ATE, page 59)
— Interview a Grandparent (ATE, page 61)
— Describing the Familiar Postures of a Friend or Relative (ATE, page 61)

Literary Techniques

— Metaphor (ATE, page 59)
— Personification (ATE, page 59)
— Mood or Atmosphere (ATE, 62)

Cross-Curricular Activities

— Researching Migrations to America (ATE, page 60)
— Researching Sun-Worshipping Cultures (ATE, page 60)

Flexible Grouping Suggestions

— Motivation: Native Americans and the Buffalo (ATE, page 56)
— Enrichment: Researching Migrating Native American Tribes (ATE, page 56)
— Additional Questions and Activities: Make a Map (ATE, page 59)
— Cross-Curricular Activities: Researching Sun-Worshipping Cultures (ATE, page 60)
— Investigate, Inquire, and Imagine (PE, page 63; UR 1, page 64)
— Understanding Literature: Description, Narration, Chronological Order, Oral Tradition,

Myth, Tone, Classification Order, and Comparison and Contrast Order (PE, page 63; UR 1, page 66)
— Speaking and Listening: Native American Myths (PE, page 64)

Homework Suggestions

— Additional Questions and Activities: Create a Sensory Details Chart (ATE, page 58; VLR I, page 8)
— Additional Questions and Activities: Interview a Grandparent (ATE, page 61)
— Writer’s Journal: Description, Myth, or Elegy (PE, page 64; UR 1, page 67)
— Language, Grammar, and Style: Finding the Simple Subject and Verb (PE, page 64; UR 1, page 67)

Strategies for Varied Narrative Order

— Lead a class discussion that reviews and answers Understanding Literature questions. Help students to understand the author’s reasons for varied narrative order (PE, page 63; UR 1, page 66).
— Have students practice using chronological order, classification order, and comparison and contrast order in their writing.

Additional Strategies for English Language Learners

— Play the Dramatic Recording (AL, 16:24).
— Preview all Words for Everyday Use and footnotes before reading. ELL students may want to read the selection at home the night before to familiarize themselves with the content. They can then note difficult words, phrases, and concepts.
— Pair ELL readers with advanced readers. Have pairs of readers work on understanding the selection together.
— Have students complete the English Language Learning activity (ATE page 56).
Unit One
Genres and Techniques of Literature
Closing the Unit, pages 65–75

Assignment: Students learn to write about literature (PE, pages 65–73).

Before Writing
______ Writing About Literature (PE, page 65)
______ Student Model (PE, page 65)
______ Prewriting (PE, page 66; WR, page 19)
______ Student Model—Graphic Organizer (PE, page 67; WR, page 22; VLR I, page 125)
______ Sample Essays and Writing Rubric (WR, page 30; VLR I, page 126)

During Writing
______ Drafting (PE, page 69)
______ Language, Grammar, and Style: Sentence Variety (PE, page 69; WR, page 23)
______ Self- and Peer Evaluation (PE, page 69; WR, page 26)
______ Revising and Proofreading (PE, page 70)
______ Student Model—Revised (PE, page 70; WR, page 30)

After Writing
______ Publishing and Presenting (PE, page 73)
______ Reflecting (PE, page 73)

Individual Learning Strategies
______ Motivation: Analyzing, Interpreting, and Writing about Literature (ATE, page 66)
______ Reading Proficiency: Active Reading (ATE, page 66)
______ Special Needs: Summarizing a Literature Selection (ATE, page 66)
______ English Language Learning: Reviewing Words for Everyday Use and Additional Vocabulary for Unit 1 (ATE, page 66)
______ Enrichment: Finding a Literary Review (ATE, page 66)

Flexible Grouping Suggestions
______ Enrichment: Finding a Literary Review (ATE, page 66)

Homework Suggestions
______ Motivation: Analyzing, Interpreting, and Writing about Literature (ATE, page 66)
______ Special Needs: Summarizing a Literature Selection (ATE, page 66)
Unit One
Genres and Techniques of Literature
Closing the Unit, pages 65–75

Teacher's Name ____________________________ Class ______________________ Date __________________

Unit One Review

Review and Assessment

- Words for Everyday Use (PE, page 74; UR 1, page 78)
- Vocabulary Development (ATE, page 74)
- Literary Tools (PE, page 74; UR 1, page 79)
- Unit 1 Review/Study Guide (UR 1, page 76)
- Unit 1 Test (UR 1, page 80; TG)

Reflecting on Your Reading

- The Oral Tradition: Spirituals and the Oral Tradition (PE, page 74)
- Poetry: Lyric Poetry and Narrative Poetry (PE, page 75)
- Fiction: Short Story Structure (PE, page 75)
- Drama: The Spectacle in Drama (PE, page 75)
- Nonfiction: Purpose and Methods of Organization in Nonfiction (PE, page 75)
Unit Two
Origins of the American Tradition (to 1750)
Opening the Unit, pages 78–86

Teacher’s Name ____________________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit ________________________________

Unit 2 Goals/Objectives:
• to appreciate the origins of the American literary tradition
• to recognize the importance of nature and its portrayal in literature during the colonial period
• to explain the religious background of many early American writings
• to describe education in the American colonies during the 1600s and 1700s
• to identify a variety of literary concepts and techniques as they are used in early American Literature
• to write a reflective essay
• to identify and use pronouns and antecedents

Lessons I Plan to Teach
_________ from the Iroquois Constitution, page 87
_________ “Song of the Sky Loom,” page 92
_________ from The Very Brief Relation of the Devastation of the Indies, page 96
_________ from The General History of Virginia, New England, and the Summer Isles, page 102
_________ from The New England Primer, page 110
_________ “To My Dear and Loving Husband,” page 114
_________ from “Sinner in the Hands of an Angry God,” page 118
_________ Selections for Additional Reading: Origins of the American Tradition, page 124
_________ Guided Writing—Personal/Expressive Writing: Writing a Reflective Essay, page 127
_________ Unit Two Review, page 136

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 78–79). Then look over the ideas for Getting Started in the Classroom on the next page.
Unit Two
Origins of the American Tradition (to 1750)
Opening the Unit, pages 78–86

Teacher's Name __________________________________Class __________________Date __________________

Getting Started in the Classroom

_______ Opening Pages: Discuss how the artwork by Edward Hicks (PE, page 78) and the quote from J. Hector St. Jean de Crévecoeur (PE, page 79) relate to each other and to the theme of this unit. You may want to discuss the Art Note (PE, page 80) and the references to William Penn on the time line in 1682 and 1683 (PE, page 83).

_______ Origins of the American Tradition (PE, page 80)

_______ Cross-Curricular Connection: Glaciations (ATE, page 80)

_______ Cross-Curricular Activities: Researching Pre-Columbian Cultures (ATE, page 80)

_______ Thematic Currents: Exploring Themes (ATE, page 80)

_______ Cross-Curricular Activities: Research and Discussion about Explorers and Indigenous Populations (ATE, page 81)

_______ Literary Currents: Exploring Concepts and Techniques (ATE, page 81)

_______ Biographical Note: Sir Walter Raleigh (ATE, page 82)

_______ Cross-Curricular Activities: Pilgrims and the Wampanoag (ATE, page 83)

_______ Quotables: D. H. Lawrence (ATE, page 84)

_______ Additional Questions and Activities: Discussing Quotables (ATE, page 84)

_______ Literary Note: Renaissance and Enlightenment (ATE, page 85)

_______ Quotables: John Locke (ATE, page 85)

_______ Quotables: Sir Isaac Newton (ATE, page 85)

_______ Echoes (PE, page 83)

_______ Introduction Check Test 4.2.1 (ATE, page 86; UR 2, page 1; TG)

_______ Introduction Test 4.2.2 (UR 2, page 3; TG)
Lesson Plan

from the Iroquois Constitution, page 87

Teacher's Name ___________________________ Class ______________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Symbolism

Ease Factors: Author's style; selection length


Goals/Objectives:
• to appreciate the constitution and beliefs of the Iroquois people
• to explain the history of the Iroquois League
• to define and interpret symbols
• to research the Iroquois Constitution

Before Reading

Read Reader's Journal (PE, page 87; UR 2, page 8)
Literary Tools: Symbol (PE, page 87)
About the Selection (PE, page 87)
Vocabulary from the Selection (ATE, page 87)
Vocabulary: Semantic Feature Analysis (VR, page 11)
Fine Art: Johannes Verelst (PE, page 88; Art Note, PE, page 87)
Reading Strategy (RSR, page 21)

During Reading

Dramatic Recording (AL, 6:01)
Guided Reading Questions (PE, page 88; UR 2, page 8)
Reading Strategy (RSR, page 21)
Fix-Up Idea (RSR, page 21)

After Reading

Reading Strategy (RSR, page 21)
Standardized Test Practice (RSR, page 22)
Respond to the Selection (PE, page 90; UR 2, page 9)
Investigate, Inquire, and Imagine (PE, page 90; UR 2, page 9)
Understanding Literature: Symbol (PE, page 90; UR 2, page 10)
Writer's Journal: Thank-You Letter, Metaphor, or Formal Procedure (PE, page 91; UR 2, page 10)
Study and Research & Collaborative Learning: Researching the Iroquois Constitution (PE, page 91; UR 2, page 12)
Selection Check Test 4.2.3 (ATE, page 89; UR 2, page 13; TG)
Selection Test 4.2.4 (UR 2, page 15; TG)
Internet activities at http://www.emcp.com
Free reading time

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click this box for details
from the Iroquois Constitution, page 87

**From the Iroquois Constitution, page 87**

**Teacher’s Name ___________________________ Class __________________ Date __________________**

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**Teaching Options**

**Individual Learning Strategies**
- Motivation: Role-Play (ATE, page 88)
- Reading Proficiency: Read Aloud (ATE, page 88)
- English Language Learning: Explaining Symbolism (ATE, page 88)
- Special Needs: Checking Comprehension (ATE, page 88)
- Enrichment: Researching Native American Tribes (ATE, page 88)

**Additional Questions and Activities**
- Capitalization (ATE, page 88)

**Flexible Grouping Suggestions**
- Enrichment: Researching Native American Tribes (ATE, page 88)
- Investigate, Inquire, and Imagine (PE, page 90; UR 2, page 9)
- Understanding Literature: Symbol (PE, page 90; UR 2, page 10)
- Study and Research & Collaborative Learning: Researching the Iroquois Constitution (PE, page 91; UR 2, page 12)

**Homework Suggestions**
- Respond to the Selection (PE, page 90; UR 2, page 9)
- Writer’s Journal: Thank-You Letter, Metaphor, or Formal Procedure (PE, page 91; UR 2, page 10)

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**Strategies for Developing Readers**

**Tackle Symbolism**
- Present the information given under English Language Learning: Explaining Symbolism (ATE, page 88).
- Some students may wish to read other literary works that employ symbolism in an obvious way; students can then use symbolism in their own writing.

**Additional Strategies for English Language Learners**
- Play the Dramatic Recording (AL, 6:01).
- ELL students should preview the selection the night before it is read or discussed in class. At the beginning of class, they should pair up with an advanced reader or the teacher and go over any difficult words, phrases, or ideas.
- Review Words for Everyday Use and footnotes before students read the selection.
Lesson Plan

“Song of the Sky Loom,” page 92

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Figurative language

Ease Factor: Selection length

Synopsis: A speaker uses a weaving metaphor to make a plea to the gods.

Goals/Objectives:
• to appreciate an extended metaphor based on traditional art
• to understand a speaker’s feelings about religion, art, work, and nature
• to identify, define, and illustrate with examples, the terms myth and metaphor
• to identify elements of grammar and sentence structure
• to explain the differences between formal and informal English
• to research early Native American art and architecture

Before Reading

_________ Reader’s Journal (PE, page 92; UR 2, page 19)
_________ Literary Tools: Myth and Metaphor (PE, page 92)
_________ About the Selection (PE, page 92)
_________ Additional Vocabulary (ATE, page 93)
_________ Vocabulary: Figurative Language (VR, page 12)
_________ Reading Strategy (RSR, page 25)

During Reading

_________ Graphic Organizer (PE, page 92; VLR I, page 14; UR 2, page 19)
_________ Dramatic Recording (AL, 0:59)
_________ Guided Reading Questions (PE, page 93; UR 2, page 19)
_________ Reading Strategy (RSR, page 25)
_________ Fix-Up Idea (RSR, page 25)

After Reading

_________ Reading Strategy (RSR, page 25)
_________ Standardized Test Practice (RSR, page 26)
_________ Respond to the Selection (PE, page 93; UR 2, page 20)
_________ Investigate, Inquire, and Imagine (PE, page 94; UR 2, page 20)
_________ Understanding Literature: Myth and Metaphor (PE, page 94; UR 2, page 21)
_________ Writer’s Journal: Prose Retelling, Personal Letter, or Hymn (PE, page 94; UR 2, page 21)
_________ Language, Grammar, and Style: Grammar Overview (PE, page 95; UR 2, page 23)
_________ Study and Research: Early Native American Art and Architecture (PE, page 95; UR 2, page 24)
_________ Selection Check Test 4.2.5 (ATE, page 95; UR 2, page 25; TG)
_________ Selection Test 4.2.6 (UR 2, page 26; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“Song of the Sky Loom,” page 92

Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Creating a Model or Work of Art (ATE, page 93)
Reading Proficiency: Reading Aloud with a Partner (ATE, page 93)
English Language Learning: “Walk Fittingly” Explanation (ATE, page 93)
Special Needs: Focus on Guided Reading Questions (ATE, page 93)
Enrichment: Native American Songs or Poems (ATE, page 93)

Additional Questions and Activities

Memorizing a Poem (ATE, page 93)

Flexible Grouping Suggestions

Motivation: Creating a Model or Work of Art (ATE, page 93)
Reading Proficiency: Reading Aloud with a Partner (ATE, page 93)
Enrichment: Native American Songs or Poems (ATE, page 93)
Investigate, Inquire, and Imagine (PE, page 94; UR 2, page 20)
Understanding Literature: Myth and Metaphor (PE, page 94; UR 2, page 21)
Speaking and Listening Skills: Memorizing a Poem (ATE, page 93)
Study and Research: Early Native American Art and Architecture (PE, page 95; UR 2, page 24)

Homework Suggestions

Respond to the Selection (PE, page 93; UR 2, page 20)
Writer’s Journal: Prose Retelling, Personal Letter, or Hymn (PE, page 94; UR 2, page 21)
Language, Grammar, and Style: Grammar Overview (PE, page 95; UR 2, page 23)

Strategies for Developing Readers

Tackle Figurative Language

Assist students in identifying figurative language in other literary works and in using figurative language in their writing.

Additional Strategies for English Language Learners

Play the Dramatic Recording (AL, 0:59).
Present the information given in English Language Learning: “Walk Fittingly” Explanation (ATE, page 93).
Share the list of Additional Vocabulary (ATE, page 93).
from The Very Brief Relation of the Devastation of the Indies, page 96

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Vocabulary; subject matter

**Ease Factor:** Selection length

**Synopsis:** The excerpt exposes the terrible treatment of the Arawaks at the hands of the Spanish explorers.

**Goals/Objectives:**
- to identify with the speaker’s feelings of outrage at witnessing the destruction of a people
- to explain the literary and historical significance of the writing of Bartolomé de las Casas
- to research the Spanish conquest and colonization of the New World
- to describe the effects of European contact upon the indigenous population of the Caribbean
- to identify, define, and illustrate with examples the terms mood and point of view
- to create a chart showing the injustices done to the Indians

**Before Reading**
- Reader’s Journal (PE, page 96; UR 2, page 29)
- Literary Tools: Mood and Point of View (PE, page 96)
- About the Author: Bartolomé de las Casas (PE, page 96)
- About the Selection (PE, page 96)
- Vocabulary from the Selection (ATE, page 96)
- Vocabulary: Context Clues (VR, page 13)
- Reading Strategy (RSR, page 29)

**During Reading**
- Dramatic Recording (AL, 8:13)
- Guided Reading Questions (PE, page 97; UR 2, page 29)
- Reading Strategy (RSR, page 29)
- Fix-Up Idea (RSR, page 29)

**After Reading**
- Reading Strategy (RSR, page 29)
- Standardized Test Practice (RSR, page 30)
- Respond to the Selection (PE, page 100; UR 2, page 30)
- Investigate, Inquire, and Imagine (PE, page 100; UR 2, page 30)
- Understanding Literature: Mood and Point of View (PE, page 100; UR 2, page 31)
- Writer’s Journal: Journal Entry, Newspaper Article, or Speech (PE, page 101; UR 2, page 32)
- Collaborative Learning & Speaking and Listening: Cluster Chart (PE, page 101; VLR I, page 15; UR 2, page 33)
- Study and Research: Research the Spanish Conquest (PE, page 101; UR 2, page 33)
- Selection Check Test 4.2.7 (ATE, page 98; UR 2, page 35; TG)
- Selection Test 4.2.8 (UR 2, page 37; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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Lesson Plan

from *The Very Brief Relation of the Devastation of the Indies*, page 96

Teacher's Name ___________________________ Class __________________ Date __________________

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<td>——— Pair ELL readers with advanced readers. The pairs should thoroughly review the Words for Everyday Use and footnotes. ELL readers may want to put vocabulary to use in writing or speaking exercises.</td>
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| Flexible Grouping Suggestions | |
| ——— Enrichment: Researching Columbus and Other Explorers (ATE, page 97) | ——— Carefully review About the Author: Bartolomé de las Casas and About the Selection (PE, page 96) prior to reading the excerpts. |
| ——— Investigate, Inquire, and Imagine (PE, page 100; UR 2, page 30) | |
| ——— Understanding Literature: Mood and Point of View (PE, page 100; UR 2, page 31) | |
| ——— Collaborative Learning & Speaking and Listening: Cluster Chart (PE, page 101; VLR I, page 15; UR 2, page 33) | |

| Historical Note | |
| ——— Slavery (ATE, page 96) | |

| Homework Suggestions | |
| ——— Motivation: Lament (ATE, page 97) | |
| ——— Respond to the Selection (PE, page 100; UR 2, page 30) | |
| ——— Writer's Journal: Journal Entry, Newspaper Article, or Speech (PE, page 101; UR 2, page 32) | |
| ——— Study and Research: Research the Spanish Inquisition (PE, page 101; UR 2, page 33) | |
from *The General History of Virginia, New England, and the Summer Isles*, page 102

Teacher’s Name __________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Footnotes and vocabulary; perspective switches

**Ease Factor:** Selection length

**Synopsis:** The excerpt offers a detailed account of how Smith was saved from death by Pocahontas.

**Goals/Objectives:**
- to read and analyze a historical account
- to discuss the relationship between Smith and the colonists and Powhatan and the Native Americans
- to analyze differing interpretations of a historical account
- to define *chronological order* and *point of view* and recognize the use of these techniques in the selection
- to research an element of John Smith's story

**Before Reading**
- Reader’s Journal (PE, page 102; UR 2, page 42)
- Literary Tools: Chronological Order and Point of View (PE, page 102)
- About the Author: John Smith (PE, page 102)
- About the Selection (PE, page 102)
- Fine Art: John Smith (PE, page 103; Art Note, PE, page 102)
- Vocabulary from the Selection (ATE, page 102)
- Vocabulary: Prediction, Association, Verification, Evaluation (VR, page 15)
- Reading Strategy (RSR, page 33)

**During Reading**
- Guided Reading Questions (PE, page 104; UR 2, page 42)
- Reading Strategy (RSR, page 33)
- Fix-Up Idea (RSR, page 33)

**After Reading**
- Reading Strategy (RSR, page 33)
- Standardized Test Practice (RSR, page 34)
- Respond to the Selection (PE, page 107; UR 2, page 43)
- Investigate, Inquire, and Imagine (PE, page 108; UR 2, page 44)
- Understanding Literature: Chronological Order and Point of View (PE, page 109; VLR I, page 16; UR 2, page 45)
- Study and Research & Collaborative Learning: Historical Research (PE, page 109; UR 2, page 47)
- Media Literacy: Critical Analysis of Interpretations (PE, page 109; UR 2, page 48)
- Selection Check Test 4.2.9 (ATE, page 106; UR 2, page 49; TG)
- Selection Test 4.2.10 (UR 2, page 51; TG)
- Internet activities at http://www.emcp.com
- Free reading time
from *The General History of Virginia, New England, and the Summer Isles*, page 102

Teacher’s Name ______________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Lost Colony of Roanoke (ATE, page 103)
- Reading Proficiency: Summarizing (ATE, page 103)
- English Language Learning: Discussing Point of View (ATE, page 103)
- Special Needs: Focus on Guided Reading Questions (ATE, page 103)
- Enrichment: Research Pocahontas (ATE, page 103)

**Additional Questions and Activities**

- Making Passive Sentences Active (ATE, page 102)

**Cross-Curricular Activities**

- Mapping (ATE, page 104)
- Compass (ATE, page 105)

**Literary Note**

- Action (ATE, page 104)

**Flexible Grouping Suggestions**

- Reading Proficiency: Summarizing (ATE, page 103)
- Cross-Curricular Activities: Mapping (ATE, page 104)
- Investigate, Inquire, and Imagine (PE, page 108; UR 2, page 44)
- Understanding Literature: Chronological Order and Point of View (PE, page 109; VLR I, page 16; UR 2, page 45)
- Study and Research & Collaborative Learning: Historical Research (PE, page 109; UR 2, page 47)

**Homework Suggestions**

- Respond to the Selection (PE, page 106; UR 2, page 43)
- Media Literacy: Critical Analysis of Interpretations (PE, page 109; UR 2, page 48)

**Strategies for Developing Readers**

**Tackle Footnotes and Vocabulary**

- Individually, or in small groups, have students study Words for Everyday Use and footnotes. Then have students create vocabulary exercises for the words before reading the selection.

**Tackle Perspective Switches**

- Review Literary Tools (PE, page 102); Understanding Literature (PE, page 109); and Point of View (Handbook of Literary Terms, page 1151).
- Have students experiment with writing from first- and third-person points of view.
- Have students complete Reading Proficiency: Summarizing (ATE, page 103).
- Have students complete English Language Learning: Discussing Point of View (ATE, page 103).

**Additional Strategies for English Language Learning**

- ELL readers should preview this selection the night before it is discussed or read it in class. At the beginning of class, ELL students should bring questions about the selection to the teacher or an advanced reader with whom they feel comfortable.

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**Print Resources Transparency Audio Library Test Generator CD-ROM Internet**

Lesson Plan

from *The New England Primer*, page 110

Teacher's Name ___________________________ Class ___________________________ Date ___________________________

**Reading Level:** Moderate

**Difficulty Considerations:** Archaic terms and spellings

**Ease Factors:** Selection length; vocabulary

**Synopsis:** The selection is an early American alphabet rhyme.

**Goals/Objectives:**
- to appreciate a learning tool from an earlier time
- to compare and contrast current educational styles with those of the 1600s and 1700s
- to define the term *aim* and identify the aim of a piece of writing
- to identify and explain biblical and historical allusions
- to define and identify *couplets*
- to develop and implement a classification system
- to define the term *annotation* and write an annotation explaining a part of the selection
- to create an original alphabet book based on pop culture

**Before Reading**
- Reader's Journal (PE, page 110; UR 2, page 56)
- Literary Tools: Aim and Couplet (PE, page 110)
- About the Selection (PE, page 110)
- Additional Vocabulary (ATE, page 111)
- Vocabulary: Visual Context Clues (VR, page 19)
- Reading Strategy (RSR, page 37)

**During Reading**
- Graphic Organizer (PE, page 110; VLR I, page 17; UR 2, page 56)
- Dramatic Recording (AL, 3:23)
- Guided Reading Questions (PE, page 111; UR 2, page 56)
- Reading Strategy (RSR, page 37)
- Fix-Up Idea (RSR, page 37)

**After Reading**
- Reading Strategy (RSR, page 37)
- Standardized Test Practice (RSR, page 38)
- Respond to the Selection (PE, page 111; UR 2, page 57)
- Investigate, Inquire, and Imagine (PE, page 112; UR 2, page 57)
- Understanding Literature: Aim and Couplet (PE, page 112; UR 2, page 58)
- Writer's Journal: Couplets, Curriculum, or Lesson Story (PE, page 113; UR 2, page 59)
- Language, Grammar, and Style: Linking Verbs (PE, page 113; UR 2, page 59)
- Study and Research: Annotations (PE, page 113; UR 2, page 60)
- Collaborative Learning & Media Literacy: Pop Culture Alphabet Book (PE, page 113; UR 2, page 61)
- Selection Check Test 4.2.11 (ATE, page 113; UR 2, page 62; TG)
- Selection Test 4.2.12 (UR 2, page 63; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**READING STRATEGIES RESOURCE, PAGE 37**

**Reading Strategy:** Connect to Prior Knowledge

**Fix-Up Idea:** Tackle Archaic Language

**Standardized Test Practice:**
Identify Author's Purpose

---

[86x29]UNIT 2
THE AMERICAN TRADITION
LESSON PLANS

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Lesson Plan

from The New England Primer, page 110

Teacher’s Name ___________________________________ Class ______________ Date ______________

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

UR—Unit Resource VLR—Visual Literacy Resource VR—Vocabulary Resource WR—Writing Resource AL—Audio Library

Individual Learning Strategies

- Motivation: Sampler (ATE, page 110)
- Reading Proficiency: From Archaic to Modern Spelling (ATE, page 110)
- English Language Learning: Archaic Words (ATE, page 111)
- Special Needs: Use Dramatic Recording (ATE, page 111; AL, 3:23)
- Enrichment: Comparing Alphabet Books (ATE, page 111)

Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 112; UR 2, page 57)
- Understanding Literature: Aim and Couplet (PE, page 112; UR 2, page 58)
- Collaborative Learning & Media Literacy: Pop Culture Alphabet Book (PE, page 113; UR 2, page 61)

Homework Suggestions

- Respond to the Selection (PE, page 111; UR 2, page 57)
- Writer’s Journal: Couplets, Curriculum, or Lesson Story (PE, page 113; UR 2, page 59)
- Language, Grammar, and Style: Linking Verbs (PE, page 113; UR 2, page 59)
- Study and Research: Annotations (PE, page 113; UR 2, page 60)

Strategies for Developing Readers

Tackle Archaic Terms and Spellings

- Present the information in Reading Proficiency: From Archaic to Modern Spelling (ATE, page 110).
- Share the information in English Language Learning: Archaic Words (ATE, page 111).
- Provide students with some basic history about the evolution of English.

Additional Strategies for English Language Learners

- Play the Dramatic Recording (AL, 3:23).
- Discuss Additional Vocabulary (ATE, page 111).
Lesson Plan

“To My Dear and Loving Husband,” page 114

Teacher’s Name __________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Archaic terms; inverted sentences

Ease Factor: Selection length

Synopsis: A woman discusses her love for her husband.

Goals/Objectives:
- to empathize with the feelings of love expressed by the speaker
- to define hyperbole and oxymoron and recognize the use of these techniques
- to understand inverted sentences and recast them in standard word order
- to take formal notes
- to participate in a role-play

Before Reading
- Reader’s Journal (PE, page 114; UR 2, page 66)
- Literary Tools: Hyperbole and Paradox (PE, page 114)
- About the Author: Anne Bradstreet (PE, page 114)
- About the Selection (PE, page 114)
- Fine Art: American Artist (PE, page 115; VLR II, page 10)
- Vocabulary from the Selection (ATE, page 115)
- Vocabulary: Evolving Language (VR, page 20)
- Reading Strategy (RSR, page 41)

During Reading
- Dramatic Recording (AL, 0:54)
- Guided Reading Questions (PE, page 115; UR 2, page 66)
- Reading Strategy (RSR, page 41)
- Fix-Up Idea (RSR, page 41)

After Reading
- Reading Strategy (RSR, page 41)
- Standardized Test Practice (RSR, page 42)
- Respond to the Selection (PE, page 116; UR 2, page 66)
- Investigate, Inquire, and Imagine (PE, page 116; UR 2, page 67)
- Understanding Literature: Hyperbole and Paradox (PE, page 116; UR 2, page 68)
- Writer’s Journal: Hyperbole, Greeting Card, or Poem (PE, page 117; UR 2, page 68)
- Study and Research: Formal Note-Taking (PE, page 117; UR 2, page 70)
- Collaborative Learning & Media Literacy (PE, page 117; UR 2, page 71)
- Selection Check Test 4.2.13 (ATE, page 117; UR 2, page 72; TG)
- Selection Test 4.2.14 (UR 2, page 74; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“To My Dear and Loving Husband,” page 114

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Teaching Options

Individual Learning Strategies
—— Motivation: Designing a Card (ATE, page 114)
—— Reading Proficiency: Use Dramatic Recording (ATE, page 114; AL, 0:54)
—— English Language Learning: Archaic Words (ATE, page 114)
—— Special Needs: Rewriting Inverted Sentences (ATE, page 114)
—— Enrichment: Bradstreet and Women’s Education (ATE, page 115)

Internet Resources
—— Lower Hudson Regional Information Center’s Internet Site (ATE, page 115)

Flexible Grouping Suggestions
—— Special Needs: Rewriting Inverted Sentences (ATE, page 114)
—— Enrichment: Bradstreet and Women’s Education (ATE, page 115)
—— Investigate, Inquire, and Imagine (PE, page 116; UR 2, page 67)
—— Understanding Literature: Hyperbole and Paradox (PE, page 116; UR 2, page 68)
—— Collaborative Learning & Media Literacy (PE, page 117; UR 2, page 71)

Homework Suggestions
—— Motivation: Designing a Card (ATE, page 114)
—— Respond to the Selection (PE, page 116; UR 2, page 66)
—— Writer’s Journal: Hyperbole, Greeting Card, or Poem (PE, page 117; UR 2, page 68)
—— Language, Grammar, and Style: Inverting Sentences for Emphasis (PE, page 117; UR 2, page 69)
—— Study and Research: Formal Note-Taking (PE, page 117; UR 2, page 70)

Strategies for Developing Readers

Tackle Archaic Terms
—— Share the information on archaic words given under English Language Learning (ATE, page 114).
—— Encourage students to read other literary selections that contain archaic language.

Tackle Inverted Sentences
—— Play the Dramatic Recording (AL, 0:54).
—— Complete Special Needs: Rewriting Inverted Sentences (ATE, page 114).

Additional Strategies for English Language Learners
—— Have ELL readers read the selection aloud to themselves or in small group settings. Then ask ELL readers to phrase the main points of the poem in their own words.
—— Have ELL readers write their own poems paying homage to someone or something they love; tell them to use the Words for Everyday Use in their poems.
Lesson Plan

from “Sinners in the Hands of an Angry God,” page 118

Teacher's Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Synopsis: This selection is an excerpt of a sermon designed to make religion moving and real to the audience.

Goals/Objectives:
- to appreciate a vivid and fiery sermon
- to define the term emphasis and recognize emphasis achieved through repetition and elaboration
- to define and identify analogies
- to identify concrete and abstract nouns
- to interpret nonverbal signs

Before Reading
- Reader's Journal (PE, page 118)
- Literary Tools: Emphasis and Analogy (PE, page 118)
- About the Author: Jonathan Edwards (PE, page 118)
- About the Selection (PE, page 118)
- Vocabulary from the Selection (ATE, page 119)
- Vocabulary: Words with Multiple Meanings (VR, page 22)
- Reading Strategy (RSR, page 45)

During Reading
- Graphic Organizer (PE, page 118; VLR I, page 18; UR 2, page 78)
- Dramatic Recording (AL, 7:41)
- Guided Reading Questions (PE, page 120; UR 2, page 79)
- Reading Strategy (RSR, page 45)
- Fix-Up Idea (RSR, page 45)

After Reading
- Reading Strategy (RSR, page 45)
- Standardized Test Practice (RSR, page 46)
- Respond to the Selection (PE, page 121; UR 2, page 79)
- Investigate, Inquire, and Imagine (PE, page 122; UR 2, page 80)
- Understanding Literature: Emphasis and Analogy (PE, page 123; UR 2, page 81)
- Writer's Journal: Journal Entry, Metaphors and Similes, or Summary (PE, page 123; UR 2, page 82)
- Language, Grammar, and Style: Concrete and Abstract Nouns (PE, page 123; UR 2, page 83)
- Speaking and Listening: Verbal and Nonverbal Communication (PE, page 123)
- Selection Check Test 4.2.15 (ATE, page 121; UR 2, page 84; TG)
- Selection Test 4.2.16 (UR 2 page, 86; TG)
- Internet activities at http://www.emcp.com
- Free reading time
from “Sinners in the Hands of an Angry God,” page 118

Teacher's Name ___________________________ Class __________________________ Date ________________

Teaching Options

Individual Learning Strategies

Motivation: Comparing Speeches (ATE, page 119)
Reading Proficiency: Listen to Elements Common to Speeches (ATE, page 119)
English Language Learning: Vocabulary and Footnotes (ATE, page 119)
Special Needs: Focus on Recall Questions (ATE, page 119)
Enrichment: Connotation (ATE, page 119)

Historical Note

The Great Awakening (ATE, page 120)

Flexible Grouping Suggestions

Enrichment: Connotation (ATE, page 119)
Investigate, Inquire, and Imagine (PE, page 122; UR 2, page 80)
Understanding Literature: Emphasis and Analogy (PE, page 123; UR 2, page 81)
Speaking and Listening: Verbal and Nonverbal Communication (PE, page 123)

Homework Suggestions

Respond to the Selection (PE, page 121; UR 2, page 79)
Writer's Journal: Journal Entry, Metaphors and Similes, or Summary (PE, page 123; UR 2, page 82)
Language, Grammar, and Style: Concrete and Abstract Nouns (PE, page 123; UR 2, page 83)

Strategies for Developing Readers

Tackle Vocabulary

Have students review and employ Words for Everyday Use and the footnotes.
Have students complete Vocabulary: Words with Multiple Meanings (VR, page 22).

Additional Strategies for English Language Learners

Play the Dramatic Recording (AL, 7:41).
Have students form small groups that join ELL readers with advanced readers. Each student in the group should take a turn reading the selection aloud to other members of the group, and each student should listen carefully as the other student reads. ELL readers can consult advanced readers or the teacher about difficult words, phrases, or ideas.
Unit Two
Origins of the American Tradition (to 1750)
Closing the Unit, page 124–137

Teacher’s Name ____________________________ Class __________________ Date __________________

Selections for Additional Reading

Origins of the American Tradition, pages 124–126
_________ from Of Plymouth Plantation by William Bradford (PE, page 124)
_________ Dramatic Recording: from Of Plymouth Plantation (AL, 10:59)
_________ “Upon the Burning of Our House” by Anne Bradstreet (PE, page 126)
_________ “Huswifery” by Edward Taylor (PE, page 126)

Guided Writing

Personal/Expressive Writing: Writing a Reflective Essay

Assignment: Students learn to write a reflective essay (PE, pages 127–135).

Before Writing
_________ Writing a Reflective Essay (PE, page 127)
_________ Professional Model (PE, page 127)
_________ Previewing Models and Rubric for Assignment (VLR I, page 131; WR, page 50)
_________ Prewriting (PE, page 128; WR, page 34)
_________ Student Model—Graphic Organizer (PE, page 130; WR, page 37)
_________ Student Model (VLR I, page 127; WR, page 36)

During Writing
_________ Drafting (PE, page 130)
_________ Self- and Peer Evaluation (PE, page 131; WR, page 42)
_________ Language, Grammar, and Style: Pronouns and Antecedents (PE, page 132; WR, page 40)
_________ Revising and Proofreading (PE, page 133)
_________ Student Model—Revised (PE, page 133; WR, page 46)

After Writing
_________ Publishing and Presenting (PE, page 134)
_________ Reflecting (PE, page 135)

Individual Learning Strategies
_________ Motivation: How Others Would Answer (ATE, page 128)
_________ Reading Proficiency: Reading in Sections and Summarizing (ATE, page 128)
_________ English Language Learning: Using Context to Aid with Difficult Words and Phrases (ATE, page 128)
_________ Special Needs: Focus on Graphic Organizer (ATE, page 128)
_________ Enrichment: Examining a Reflective Essay (ATE, page 128)

Flexible Grouping Suggestions
_________ English Language Learning: Using Context to Aid with Difficult Words and Phrases (ATE, page 128)
_________ Enrichment: Examining a Reflective Essay (ATE, page 128)
_________ Revising and Proofreading (PE, page 133)
_________ Publishing and Presenting (PE, page 134)
Unit Two
Origins of the American Tradition (to 1750)
Closing the Unit, page 124–137

Homework Suggestions
- Graphic Organizer (VLR I, page 127; WR, page 36)
- Language, Grammar, and Style: Pronouns and Antecedents (PE, page 132; WR, page 40)
- Self-Evaluation—Reflective Essay (PE, page 131; WR, page 42)
- Rubric for Personal/Expressive Writing: Writing a Reflective Essay (VLR I, page 131; WR, page 50)

Unit Two Review
Review and Assessment
- Words for Everyday Use (PE, page 136; UR 2, page 93)
- Vocabulary Development (ATE, page 136)
- Literary Tools (PE, page 136; UR 2, page 93)
- Unit 2 Review/Study Guide (UR 2, page 91)
- Unit 2 Test (UR 2, page 96; TG)

Reflecting on Your Reading
- Genre Studies: Poetry (PE, page 136)
- Thematic Studies: Order, Harmony, and Judgment (PE, page 137)
- Historical/Biographical Studies: Political Thought and Education; Settlers’ Goals (PE, page 137)
Unit Three
The American Revolution (1750–1800)
Opening the Unit, pages 138–146

Unit 3 Goals/Objectives:
• to understand and appreciate the principles that shaped the American Revolution, including the ideas of natural and inalienable rights, representative government, and government by consent of the governed
• to become familiar with major writings by some of the most prominent American figures of the Revolutionary War era
• to understand that the ideas that influenced the American Revolution derived from Enlightenment era belief in the perfectibility of the social and political orders
• to write a persuasive essay
• to understand subject-verb agreement

Lessons I Plan to Teach
_________ from The Autobiography of Benjamin Franklin, page 146
_________ Speech in the Virginia Convention, page 153
_________ “To S. M., a Young African Painter, on Seeing His Works,” page 159
_________ Declaration of Independence, page 163
_________ Insights: The Bill of Rights, page 168
_________ Letter to John Adams, May 7, 1776, page 171
_________ Selections for Additional Reading: The American Revolution, page 176
_________ Guided Writing—Persuasive Writing: Defending a Viewpoint, page 179
_________ Unit Three Review, page 188

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 138–139). Then look over the ideas for Getting Started in the Classroom on the next page.
Lesson Plan

Unit Three
The American Revolution (1750–1800)
Opening the Unit, pages 138–146

Getting Started in the Classroom

Opening Pages: Discuss how the artwork by Grant Wood (PE, page 138) and the quote from Thomas Jefferson (PE, page 139) relate to each other and to the theme of this unit. You may want to use the Art Note (ATE, page 139) and the artwork lesson (VLR II, page 13).

The American Revolution (PE, page 140)

Historical Note: The Quakers (ATE, page 140)

Thematic Currents: Exploring Themes (ATE, page 140)

Cross-Curricular Connection: French and Indian War (ATE, page 141)

Historical Note: The Boston Tea Party (ATE, page 141)

Literary Currents: Exploring Concepts and Techniques (ATE, page 141)

Quotables: Benjamin Franklin (ATE, page 142)

Literary Note: Enlightenment (ATE, page 143)

Literary Note: Rousseau and the Social Contract (ATE, page 143)

Historical Note: The Treaty of Paris (ATE, page 144)

Quotables: The Earl of Chatham (ATE, page 144)

Echoes (PE, page 145)

Additional Questions and Activities: Ideas of Liberty and Government (ATE, page 145)

Introduction Check Test 4.3.1 (ATE, page 143; UR 3, page 1; TG)

Introduction Test 4.3.2 (UR 3, page 3; TG)

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Lesson Plan

from *The Autobiography of Benjamin Franklin*, page 146

Teacher’s Name ____________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Vocabulary and footnotes

**Ease Factor:** Selection length

**Synopsis:** Franklin discusses his apprenticeship as a printer.

**Goals/Objectives:**
- to describe Franklin's literary accomplishments and explain the historical significance of his writing
- to define *style* and *autobiography* and recognize the use of these techniques in the selection
- to identify gerunds and participles
- to research and write about an aspect of apprenticeship
- to write an advice column
- to conduct a talk-show interview

**Before Reading**
- Reader's Journal (PE, page 147; UR 3, page 7)
- Literary Tools: Style and Autobiography (PE, page 147)
- About the Author: Benjamin Franklin (PE, page 146)
- About the Selection (PE, page 147)
- Vocabulary from the Selection (ATE, page 147)
- Vocabulary: Roots and Affixes (VR, page 24)
- Reading Strategy (RSR, page 49)

**During Reading**
- Graphic Organizer (PE, page 147; VLR I, page 19; UR 3, page 7)
- Dramatic Recording (AL, 6:24)
- Guided Reading Questions (PE, page 149; UR 3, page 7)
- Reading Strategy (RSR, page 49)
- Fix-Up Idea (RSR, page 49)

**After Reading**
- Reading Strategy (RSR, page 49)
- Standardized Test Practice (RSR, page 50)
- Respond to the Selection (PE, page 150; UR 3, page 8)
- Investigate, Inquire, and Imagine (PE, page 151; UR 3, page 9)
- Understanding Literature: Style and Autobiography (PE, page 151; UR 3, page 10)
- Writer's Journal: Want Ad, Letter, or Aphorisms (PE, page 151; UR 3, page 10)
- Study and Research & Applied English: Apprenticeship (PE, page 152; UR 3, page 11)
- Applied English: Advice Column (PE, page 152; UR 3, page 12)
- Media Literacy & Speaking and Listening: Talk-Show Interview (PE, page 152; VLR I, page 20; UR 3, page 12)
- Selection Check Test 4.3.3 (ATE, page 150; UR 3, page 13; TG)
- Selection Test 4.3.4 (UR 3, page 15; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**READING STRATEGIES RESOURCE, PAGE 49**

**Reading Strategy:** Tackle Difficult Vocabulary

**Fix-Up Idea:** Reread

**Standardized Test Practice:**

[Use Context Clues]

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Lesson Plan

from *The Autobiography of Benjamin Franklin*, page 146

Teacher's Name ________________________ Class ________________________ Date __________________

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<td>Special Needs: Focus on Guided Reading Questions (ATE, page 146)</td>
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<td>Enrichment: Researching Franklin's Interests (ATE, page 146)</td>
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<td>Additional Questions and Activities: Aphorisms (ATE, pages 147–148)</td>
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<tr>
<td>Investigate, Inquire, and Imagine (PE, page 151; UR 3, page 9)</td>
</tr>
<tr>
<td>Understanding Literature: Style and Autobiography (PE, page 151; UR 3, page 10)</td>
</tr>
<tr>
<td>Media Literacy &amp; Speaking and Listening: Talk-Show Interview (PE, page 152; VLR I, page 20; UR 3, page 12)</td>
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<td>Respond to the Selection (PE, page 150; UR 3, page 8)</td>
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<td>Writer's Journal: Want Ad, Letter, or Aphorisms (PE, page 151; UR 3, page 10)</td>
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<td>Applied English: Advice Column (PE, page 152; UR 3, page 12)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<tr>
<td>Tackle Vocabulary and Footnotes</td>
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<tr>
<td>Individually, or in groups of two or three, have students review Words for Everyday Use and footnotes; each student should then prepare a vocabulary quiz to administer to a classmate.</td>
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<tr>
<td>Have students review and use the Words for Everyday Use in contextual sentences or in a short writing assignment.</td>
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</tbody>
</table>

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<tr>
<th>Additional Strategies for English Language Learners</th>
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<td>Complete Reading Proficiency: Summarizing Main Ideas and Working with Aphorisms (ATE, page 146).</td>
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<tr>
<td>Present the information given under English Language Learning: Vocabulary (ATE, page 146).</td>
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<tr>
<td>Play the Dramatic Recording (AL, 6:24).</td>
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<tr>
<td>Encourage ELL students to share aphorisms from their native languages.</td>
</tr>
<tr>
<td>Encourage ELL students to share facts about great figures from their native country and culture.</td>
</tr>
</tbody>
</table>
Lesson Plan

Speech in the Virginia Convention, page 153

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Background knowledge

Ease Factor: Selection length

Synopsis: This speech against the Stamp Act predicts open battle between the colonies and Britain.

Goals/Objectives:
• to appreciate a famous piece of American political oratory
• to understand some of the causes that moved the American colonies to armed rebellion
• to define rhetorical questions and identify examples of them in the selection
• to describe the Enlightenment and relate the rhetoric of an American Revolution-era speech to general principles or tendencies of the Enlightenment
• to understand the functions of sentences (declarative, interrogative, and exclamatory)
• to deliver an extemporaneous speech
• to take minutes and write a petition and a TV commercial

Before Reading
_________ Reader’s Journal (PE, page 153; UR 3, page 19)
_________ Literary Tools: Rhetorical Question and Enlightenment (PE, page 153)
_________ About the Author: Patrick Henry (PE, page 153)
_________ About the Selection (PE, page 153)
_________ Vocabulary from the Selection (ATE, page 153)
_________ Vocabulary: Test Your Knowledge (VR, page 27)
_________ Reading Strategy (RSR, page 53)

During Reading
_________ Dramatic Recording (AL, 8:54)
_________ Guided Reading Questions (PE, page 155; UR 3, page 19)
_________ Reading Strategy (RSR, page 53)
_________ Fix-Up Idea (RSR, page 53)

After Reading
_________ Reading Strategy (RSR, page 53)
_________ Standardized Test Practice (RSR, page 54)
_________ Respond to the Selection (PE, page 156; UR 3, page 20)
_________ Investigate, Inquire, and Imagine (PE, page 157; UR 3, page 20)
_________ Understanding Literature: Rhetorical Question and Enlightenment (PE, page 157; VLR I, page 21; UR 3, page 21)
_________ Writer’s Journal: List, Speech, or Newspaper Article (PE, page 158; UR 3, page 22)
_________ Language, Grammar, and Style: Functions of Sentences (PE, page 158; UR 3, page 22)
_________ Speaking and Listening: Public Speaking (PE, page 158)
_________ Applied English: Taking Minutes (PE, page 158; UR 3, page 23)
_________ Collaborative Learning: Petition (PE, page 158; VLR I, page 22; UR 3, page 23)
_________ Media Literacy: Television Commercial (PE, page 158; UR 3, page 23)
_________ Selection Check Test 4.3.5 (ATE, page 156; UR 3, page 24; TG)
_________ Selection Test 4.3.6 (UR 3, page 26; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

click this box for details
Speech in the Virginia Convention, page 153

Teacher's Name __________________________ Class __________________ Date ________________

| Teaching Options                                                                                   |
| Individual Learning Strategies                                                                     |
| □ Motivation: Bill of Rights Poster (ATE, page 154)                                                 |
| □ Reading Proficiency: Use Dramatic Recording (ATE, page 154; AL, 8:54)                             |
| □ English Language Learning: Vocabulary (ATE, page 154)                                            |
| □ Special Needs: Historical Background (ATE, page 154)                                             |
| □ Enrichment: Analyzing a Speech (ATE, page 154)                                                   |
| Additional Questions and Activities                                                                |
| □ Coordinating Conjunctions (ATE, page 153)                                                        |
| Literary Note                                                                                      |
| □ Allusion (ATE, pages 154 and 155)                                                                |
| □ Metaphor (ATE, page 156)                                                                        |
| □ Aphorism (ATE, page 156)                                                                        |
| Flexible Grouping Suggestions                                                                      |
| □ Motivation: Bill of Rights Poster (ATE, page 154)                                                |
| □ Investigate, Inquire, and Imagine (PE, page 157; UR 3, page 20)                                 |
| □ Understanding Literature: Rhetorical Question and Enlightenment (PE, page 157; VLR I, page 21; UR 3, page 21) |
| □ Speaking and Listening: Public Speaking (PE, page 158)                                           |
| □ Collaborative Learning: Petition (PE, page 158; VLR I, page 22; UR 3, page 23)                   |
| □ Media Literacy: Television Commercial (PE, page 158; UR 3, page 23)                              |
| Homework Suggestions                                                                               |
| □ Respond to the Selection (PE, page 156; UR 3, page 20)                                           |
| □ Writer's Journal: List, Speech, or Newspaper Article (PE, page 158; UR 3, page 22)               |
| □ Applied English: Taking Minutes (PE, page 158; UR 3, page 23)                                     |

| Strategies for Developing Readers                                                                  |
| Tackle Minimal Background Information                                                              |
| □ Review About the Author: Patrick Henry (PE, page 153) and About the Selection (PE, page 153) with students before they read the selection. |
| □ Have students conduct basic research on events in American history leading up to and following Henry's speech. |
| Additional Strategies for English Language Learning                                                |
| □ Play the Dramatic Recording (AL, 8:54).                                                         |
| □ Review all Words for Everyday Use and footnotes before students read the selection.             |
| □ Have ELL students identify a synonym and an antonym and write a contextual sentence for each of the Words for Everyday Use. |
| □ Have students complete Vocabulary: Test Your Knowledge (VR, page 27).                           |

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UNIT 3  THE AMERICAN TRADITION  LESSON PLANS
Lesson Plan

“To S. M., a Young African Painter, on Seeing His Works,” page 159

Teacher’s Name __________________________________Class __________________Date __________________

Reading Level: Moderate

Difficulty Consideration: Figurative language

Ease Factor: Selection length

Synopsis: The speaker praises the work of Scipio Moorhead.

Goals/Objectives:
• to appreciate one of the earliest published works by an African American
• to appreciate the obstacles that Phillis Wheatley overcame to became a famous poet
• to define heroic couplet and recognize the use of heroic couplets in a poem
• to define allusion and recognize allusions in the poem
• to write a memo
• to develop a multimedia show
• to describe a painting and participate in a role-play

Before Reading
_________ Reader’s Journal (PE, page 159; UR 3, page 30)
_________ Literary Tools: Heroic Couplet and Allusion (PE, page 159)
_________ About the Author: Phillis Wheatley (PE, page 159)
_________ About the Selection (PE, page 159)
_________ Vocabulary from the Selection (ATE, page 159)
_________ Vocabulary: Connotation and Denotation (VR, page 29)
_________ Reading Strategy (RSR, page 57)

During Reading
_________ Dramatic Recording (AL, 2:20)
_________ Guided Reading Questions (PE, page 160; UR 3, page 30)
_________ Reading Strategy (RSR, page 57)
_________ Fix-Up Idea (RSR, page 57)

After Reading
_________ Reading Strategy (RSR, page 57)
_________ Standardized Test Practice (RSR, page 58)
_________ Respond to the Selection (PE, page 161; UR 3, page 30)
_________ Investigate, Inquire, and Imagine (PE, page 161; UR 3, page 31)
_________ Understanding Literature: Heroic Couplet and Allusion (PE, page 161; UR 3, page 32)
_________ Writer’s Journal: Paragraph, Letter, or Dialogue (PE, page 162)
_________ Speaking and Listening & Collaborative Learning: Interpreting Art (PE, page 162)
_________ Applied English: Memo Writing (PE, page 162; UR 3, page 33)
_________ Collaborative Learning: Role-Play (PE, page 162; VLR I, page 23; UR 3, page 33)
_________ Media Literacy & Study and Research: Multimedia Show (PE, page 162; UR 3, page 34)
_________ Selection Check Test 4.3.7 (ATE, page 161; UR 3, page 35; TG)
_________ Selection Test 4.3.8 (UR 3, page 37; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“To S. M., a Young African Painter, on Seeing His Works,” page 159

Teacher’s Name ____________________________ Class __________________ Date __________________

M T W TH F

Teaching Options

Individual Learning Strategies

_________ Motivation: Researching the Slave Trade (ATE, page 159)

_________ Reading Proficiency: Use Dramatic Recording (ATE, page 159; AL, 2:20)

_________ English Language Learning: Vocabulary (ATE, page 160)

_________ Special Needs: Focus on Guided Reading and Recall Questions (ATE, page 160)

_________ Enrichment: Other Works by Wheatley (ATE, page 160)

Internet Resources

_________ Diversity and Phillis Wheatley (ATE, page 159)

Language Skills

_________ Infinitives (ATE, page 160)

Flexible Grouping Suggestions

_________ Investigate, Inquire, and Imagine (PE, page 161; UR 3, page 31)

_________ Understanding Literature: Heroic Couplet and Allusion (PE, page 161; UR 3, page 32)

_________ Speaking and Listening & Collaborative Learning: Interpreting Art (PE, page 162)

_________ Collaborative Learning: Role-Play (PE, page 162; VLR I, page 23; UR 3, page 33)

Homework Suggestions

_________ Respond to the Selection (PE, page 161; UR 3, page 30)

_________ Writer’s Journal: Paragraph, Letter, or Dialogue (PE, page 162; UR 3, page 32)

_________ Applied English: Memo Writing (PE, page 162; UR 3, page 33)

 Strategies for Developing Readers

Tackle Figurative Language

_________ Students should first read the poem to themselves, then listen to it being read aloud.

_________ Have students form small groups that join developing and more advanced readers. Students should read the poem five lines at a time to create an understanding of the poet's meaning. Once this has been accomplished, each student in the group should read the poem aloud to the rest of the group.

Additional Strategies for English Language Learners

_________ Review Words for Everyday Use and footnotes with students before they read the selection.

_________ Play the Dramatic Recording (AL, 2:20).

_________ Have students form small groups that join ELL readers with more advanced readers. Group members should work through the poem a line at a time to create an understanding of the poet's meaning. Once this has been accomplished, each student in the group should read the poem aloud to the rest of the group.

Tackle Figurative Language

_________ Students should first read the poem to themselves, then listen to it being read aloud.

_________ Have students form small groups that join developing and more advanced readers. Students should read the poem five lines at a time to create an understanding of the poet’s meaning. Once this has been accomplished, each student in the group should read the poem aloud to the rest of the group.

Additional Strategies for English Language Learners

_________ Review Words for Everyday Use and footnotes with students before they read the selection.

_________ Play the Dramatic Recording (AL, 2:20).

_________ Have students form small groups that join ELL readers with more advanced readers. Group members should work through the poem a line at a time to create an understanding of the poet's meaning. Once this has been accomplished, each student in the group should read the poem aloud to the rest of the group.
Lesson Plan

Declaration of Independence, page 163

Teacher’s Name __________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Author’s purpose

Ease Factor: Selection length

Synopsis: The Declaration of Independence is a political document that dissolves the bond between the American colonies and Great Britain.

Goals/Objectives:
• to appreciate and understand the principles that make the Declaration of Independence one of the most important political documents of all time
• to define alliteration and parallelism and recognize the use of these techniques in the selection
• to paraphrase the amendments of the Bill of Rights
• to write parallel sentences
• to research Jefferson and slavery
• to write a credo

Insights: The Bill of Rights, page 168

Before Reading
_________ Reader’s Journal (PE, page 163; UR 3, page 41)
_________ Literary Tools: Alliteration and Parallelism (PE, page 163)
_________ About the Author: Thomas Jefferson (PE, page 163)
_________ About the Selection (PE, page 163)
_________ Vocabulary from the Selection (ATE, page 163)
_________ Vocabulary: Semantic Feature Analysis (VR, page 31)

During Reading
_________ Graphic Organizer (PE, page 163; VLR I, page 24; UR 3, page 41)
_________ Dramatic Recording (AL, 9:16)
_________ Guided Reading Questions (PE, page 164; UR 3, page 42)
_________ Reading Strategy (RSR, page 61)
_________ Fix-Up Strategy (RSR, page 61)

After Reading
_________ Reading Strategy (RSR, page 61)
_________ Standardized Test Practice (RSR, page 62)
_________ Respond to the Selection (PE, page 167; UR 3, page 43)
_________ Investigate, Inquire, and Imagine (PE, page 169; UR 3, page 43)
_________ Understanding Literature: Alliteration and Parallelism (PE, page 169; UR 3, page 44)
_________ Writer’s Journal: Bulletin, Account, or Editorial (PE, page 170; UR 3, page 47)
_________ Language, Grammar, and Style: Achieving Parallelism (PE, page 170; UR 3, page 46)
_________ Study and Research: Jefferson and Slavery (PE, page 170; UR 3, page 46)
_________ Applied English: Credo (PE, page 170; UR 3, page 47)
_________ Media Literacy & Collaborative Learning: TV Show Plots (PE, page 170; UR 3, page 47)
_________ Insights: The Bill of Rights (PE, page 168)
_________ Selection Check Test 4.3.9 (ATE, page 167; UR 3, page 48; TG)
_________ Selection Test 4.3.10 (UR 3, page 50; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

Declaration of Independence, page 163

Teaching Options

**Individual Learning Strategies**

- **Motivation:** Time Line (ATE, page 164; AL, 9:16)
- **Reading Proficiency:** Review ELL Outline and Use Dramatic Recording (ATE, page 164; AL, 9:16)
- **English Language Learning:** Outlining the Declaration (ATE, page 164)
- **Special Needs:** Focus on Guided Reading Questions (ATE, page 164)
- **Enrichment:** Jefferson and Adams (ATE, page 164)

**Historical Note**

- Revision of the Declaration of Independence (ATE, page 165)
- Bill of Rights (ATE, page 168)

**Flexible Grouping Suggestions**

- **Motivation:** Time Line (ATE, page 164)
- **Enrichment:** Jefferson and Adams (ATE, page 164)
- **Investigate, Inquire, and Imagine:** (PE, page 169; UR 3, page 43)
- **Understanding Literature:** Alliteration and Parallelism (PE, page 169; UR 3, page 44)
- **Media Literacy & Collaborative Learning:** TV Show Plots (PE, page 170; UR 3, page 47)

**Homework Suggestions**

- **Respond to the Selection:** (PE, page 167; UR 3, page 43)
- **Writer’s Journal:** Bulletin, Account, or Editorial (PE, page 170; UR 3, page 45)
- **Language, Grammar, and Style:** Achieving Parallelism (PE, page 170; UR 3, page 45)
- **Applied English:** Credo (PE, page 170; UR 3, page 47)

Strategies for Developing Readers

**Tackle Author’s Purpose**

- Complete English Language Learning: Outlining the Declaration (ATE, page 164).
- Have students reread the selection, noting the main idea(s) of each paragraph of the Declaration of Independence. Then have students focus on and comment on the organization and expression of ideas in the selection.
- Ask students to formulate a declaration of their own and express it in the form (per the outline in English Language Learning) of the Declaration of Independence.

**Additional Strategies for English Language Learners**

- Play the Dramatic Recording (AL, 9:16).
- Review Words for Everyday Use and footnotes.
- Pair ELL readers with advanced readers. Readers should read the selection aloud together, then note the main idea of each paragraph.
Lesson Plan

Letter to John Adams, May 7, 1776, page 171

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Context

Ease Factor: Selection length

Synopsis: Adams expresses her beliefs about independence from Britain and the rights of women.

Goals/Objectives:
• to appreciate the behind-the-scenes role of a woman in the making of the American Revolution
• to understand that the issue of gender equality is not recent, but was being discussed as far back as the period of the American Revolution
• to define aim and identify the aim in a piece of nonfiction writing
• to define diction and analyze the writer’s diction
• to combine sentences using clauses
• to write a letter of opinion on a political topic
• to design a book jacket

Before Reading
_________ Reader’s Journal (PE, page 171; UR 3, page 55)
_________ Literary Tools: Aim and Diction (PE, page 171)
_________ About the Author: Abigail Adams (PE, page 171)
_________ About the Selection (PE, page 171)
_________ Fine Art: Gilbert Stuart (PE, page 172; Art Note, PE, page 171)
_________ Vocabulary from the Selection (ATE, page 172)
_________ Vocabulary: Definition and Context (VR, page 33)
_________ Reading Strategy (RSR, page 65)

During Reading
_________ Dramatic Recording (AL, 4:23)
_________ Guided Reading Questions (PE, page 172; UR 3, page 55)
_________ Reading Strategy (RSR, page 65)
_________ Fix-Up Idea (RSR, page 65)

After Reading
_________ Reading Strategy (RSR, page 65)
_________ Standardized Test Practice (RSR, page 66)
_________ Respond to the Selection (PE, page 173; UR 3, page 55)
_________ Investigate, Inquire, and Imagine (PE, page 174; UR 3, page 56)
_________ Understanding Literature: Aim and Diction (PE, page 174; UR 3, page 57; VLR I, page 25)
_________ Writer’s Journal: E-Mail Message, Letter, or Opinion Piece (PE, page 175; UR 3, page 57)
_________ Language, Grammar, and Style: Combining Sentences Using Clauses (PE, page 175; UR 3, page 58)
_________ Speaking and Listening: Role-Play (PE, page 175)
_________ Applied English: Business Letter (PE, page 175; UR 3, page 58)
_________ Media Literacy: Book Jacket (PE, page 175)
_________ Selection Check Test 4.3.11 (ATE, page 173; UR 3, page 59; TG)
_________ Selection Test 4.3.12 (UR 3, page 61; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

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Lesson Plan

Letter to John Adams, May 7, 1776, page 171

Teacher’s Name _______________________________ Class __________________ Date __________

Teaching Options

Individual Learning Strategies

- Motivation: Daily Life in the Colonies (ATE, page 171)
- Reading Proficiency: Use Dramatic Recording (ATE, page 171; AL, 4:23)
- English Language Learning: Focus on Vocabulary (ATE, page 171)
- Special Needs: Context of the Selection (ATE, page 171)
- Enrichment: Equal Rights Amendment (ATE, page 171)

Historical Note

- Women’s Rights (ATE, page 173)

Flexible Grouping Suggestions

- Motivation: Daily Life in the Colonies (ATE, page 171)
- Enrichment: Equal Rights Amendment (ATE, page 171)
- Investigate, Inquire, and Imagine (PE, page 174; UR 3, page 56)
- Understanding Literature: Aim and Diction (PE, page 174; UR 3, page 57; VLR I, page 25)
- Speaking and Listening: Role-Play (PE, page 175)

Homework Suggestions

- Respond to the Selection (PE, page 173; UR 3, page 55)
- Applied English: Business Letter (PE, page 175; UR 3, page 58)
- Media Literacy: Book Jacket (PE, page 175)

Strategies for Developing Readers

Tackle Context

- Review About the Author: Abigail Adams (PE, page 171) and About the Selection (PE, page 171).
- Present the information given under Special Needs: Context of the Selection (ATE, page 171).
- Have students conduct basic research on the events in American history surrounding the time during which Adams’s letter was written.

Additional Strategies for English Language Learners

- Play the Dramatic Recording (AL, 4:23).
- Students should review and use Words for Everyday Use and review the footnotes.

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Lesson Plan

Unit Three
The American Revolution (1750–1800)
Closing the Unit, page 593–609

Teacher’s Name __________________________ Class __________________ Date ____________

Selections for Additional Reading

The American Revolution, pages 176–178
_________ from Letters from an American Farmer by J. Hector St. Jean de Crèvecoeur (PE, page 176)
_________ from Common Sense by Thomas Paine (PE, page 177)
_________ from Crisis, No. 1 by Thomas Paine (PE, page 177)
_________ Dramatic Recording from Crisis, No. 1 (AL, 7:21)
_________ from “Remarks Concerning the Natives of North America” by Benjamin Franklin (PE, page 178)

Persuasive Writing: Defending a Viewpoint

Assignment: Students learn to write a persuasive essay (PE, pages 179–187).

Before Writing
_________ Defending a Viewpoint (PE, page 179)
_________ Professional Model (PE, page 179)
_________ Previewing Models and Rubric for Assignment (VLR I, page 137; WR, page 69)
_________ Prewriting (PE, page 180; WR, page 51)
_________ Student Model—Graphic Organizer (PE, page 181; WR, page 56)
_________ Graphic Organizer (VLR I, page 132; WR, page 55)

During Writing
_________ Drafting (PE, page 181)
_________ Self- and Peer Evaluation (PE, page 182; WR, page 61)
_________ Language, Grammar, and Style: Subject-Verb Agreement (PE, page 184; WR, page 59)
_________ Revising and Proofreading (PE, page 186)
_________ Student Model—Draft (PE, page 183; WR, page 57)

After Writing
_________ Publishing and Presenting (PE, page 187)
_________ Reflecting (PE, page 187)

Individual Learning Strategies
_________ Motivation: Examples of Persuasion (ATE, page 180)
_________ Reading Proficiency: Listen to Recording of Speech in the Virginia Convention (ATE, page 180; AL, 4:23)
_________ English Language Learning: Overview of a Persuasive Essay (ATE, page 180)
_________ Special Needs: Practice Statements of Belief (ATE, page 180)
_________ Enrichment: Analyzing Arguments (ATE, page 180)

Flexible Grouping Suggestions
_________ Peer Evaluation (PE, page 182; WR, page 61)
_________ Revising and Proofreading (PE, page 186)
_________ Publishing and Presenting (PE, page 187)

WASHINGTON STATE STANDARDS

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GUIDED WRITING Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.

Print Resources Transparency Audio Library Test Generator CD-ROM Internet


UNIT 3 THE AMERICAN TRADITION LESSON PLANS 51
Unit Three
The American Revolution (1750–1800)
Closing the Unit, page 176–189

Homework Suggestions

- Graphic Organizer (VLR I, page 132; WR, page 55)
- Language, Grammar, and Style: Subject-Verb Agreement (PE, page 184; WR, page 59)
- Self-Evaluation (PE, page 182; WR, page 61)
- Rubric for Persuasive Writing: Defending a Viewpoint (VLR I, page 137; WR, page 69)

Unit Three Review

Review and Assessment

- Words for Everyday Use (PE, page 188; UR 3, page 67)
- Vocabulary Development (ATE, page 188)
- Literary Tools (PE, page 188; UR 3, page 67)
- Unit 3 Review/Study Guide (UR 3, page 64)
- Unit 3 Test (UR 3, page 69; TG)

Reflecting on Your Reading

- Genre Studies: Poetry (PE, page 188)
- Thematic Studies: The Search for Freedom; Future Rebellions (PE, page 188)
- Historical/Biographical Studies: The Emerging Nation; European Roots; and Economic Tradition (PE, page 189)
Unit Four
The New England Renaissance (1800–1860)
Opening the Unit, pages 190–198

Unit 4 Goals/Objectives:
• to recognize and understand Transcendentalism, the major literary movement of American literature in the first half of the nineteenth century, and identify its leaders
• to understand the impact of social and political events of the early nineteenth century on American literature
• to interpret the impact of Transcendentalist philosophy on contemporary American culture and thought
• to describe the influence of Romanticism on New England Renaissance writers
• to describe the political sentiments of certain New England Renaissance authors
• to identify a variety of literary and rhetorical techniques as they are used in the literature of the New England Renaissance
• to describe a Gothic setting
• to identify and use vivid verbs and colorful modifiers

Lessons I Plan to Teach
_________ “Thanatopsis,” page 199
_________ “The Chambered Nautilus,” page 206
_________ “The Village Blacksmith,” page 211
_________ “This is my letter to the World,” “The Soul selects her own Society—,” “Because I could not stop for Death—,” and “I heard a Fly buzz—when I died—” page 216
_________ “The Pit and the Pendulum” and “The Raven,” page 228
_________ “Rappaccini’s Daughter,” page 251
_________ Insights: “The Real Beatrice?,” page 273 from “Self-Reliance” and “The Rhodora,” page 276 from Walden, page 286
_________ Selections for Additional Reading: The New England Renaissance, page 299
_________ Guided Writing—Imaginative Writing: Describing a Gothic Setting, page 308
_________ Unit Four Review, page 314

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 190–191). Then look over the ideas for Getting Started in the Classroom on the next page.
# Unit Four
## The New England Renaissance (1800–1860)
### Opening the Unit, pages 190–198

| Opening Pages: Discuss how the artwork by John Singleton Copley (PE, page 190) and the quote from Herman Melville (PE, page 191) relate to each other and to the theme of this unit. You may want to use the Art Notes (PE and ATE, page 192) and the information about Bartleby.com (PE, page 192). Students will find three references to Herman Melville on page 196 (one on the time line) and there is an excerpt from *Moby Dick* at the end of the unit (PE, page 299). |
| Thematic Currents: Exploring Themes (ATE, page 192) |
| Quotables: Horace Mann (ATE, page 193) |
| Literary Currents: Exploring Concepts and Techniques (ATE, page 193) |
| Historical Note: Transcendental Club (ATE, page 194) |
| Additional Questions and Activities: Discussing British Romantic Works (ATE, page 194) |
| Biographical Notes: Nathaniel Hawthorne and Washington Irving (ATE, page 196) |
| Biographical Notes: James Fenimore Cooper (ATE, page 196) |
| Echoes (PE, page 198) |
| Additional Questions and Activities: Essays on Echoes (ATE, page 198) |
| Additional Questions and Activities: Brainstorming and Discussing Aphorisms (ATE, page 198) |
| Introduction Check Test 4.4.1 (ATE, page 197; UR 4, page 1; TG) |
| Introduction Test 4.4.2 (UR 4, page 4; TG) |

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Teacher's Name ____________________________ Class __________________ Date __________________

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**Lesson Plan**
# Lesson Plan

## “Thanatopsis,” page 199

**Teacher’s Name __________________ Class __________________ Date __________________**

### Reading Level: Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Selection length

**Synopsis:** The poem presents a speaker’s views and thoughts on death.

**Goals/Objectives:**
- to empathize with a speaker’s feelings about nature and death
- to describe Bryant’s literary accomplishments and explain the historical significance of his writing
- to recognize and explain the characteristics of blank verse
- to define *elaboration* and identify the use of this technique
- to identify prepositional phrases

### Before Reading
- Reader’s Journal (PE, page 199; UR 4, page 6)
- Literary Tools: Blank Verse and Elaboration (PE, page 199)
- About the Author: William Cullen Bryant (PE, page 199)
- About the Selection (PE, page 199)
- Fine Art: Asher Brown Durand (PE, page 200; Art Note, PE and ATE, page 199)
- Vocabulary from the Selection (ATE, page 201)
- Additional Vocabulary (ATE, page 200)
- Vocabulary: Prediction, Association, Verification, Evaluation (VR, page 35)
- Reading Strategy (RSR, page 69)

### During Reading
- Dramatic Recording (AL, 5:19)
- Guided Reading Questions (PE, page 201; UR 4, page 6)
- Reading Strategy (RSR, page 69)
- Fix-Up Idea (RSR, page 69)

### After Reading
- Reading Strategy (RSR, page 69)
- Standardized Test Practice (RSR, page 70)
- Respond to the Selection (ATE, page 204; UR 4, page 7)
- Investigate, Inquire, and Imagine (PE, page 204; UR 4, page 8)
- Understanding Literature: Blank Verse and Elaboration (PE, page 204; UR 4, page 9)
- Writer’s Journal: Review, Blank Verse, or Rap Lyrics (PE, page 205; UR 4, page 9)
- Language, Grammar, and Style: Working with Prepositions (PE, page 205; UR 4, page 10)
- Collaborative Learning: Thinking Aloud about Theme (PE, page 205)
- Media Literacy & Study and Research: Writing Cullen’s Obituary (PE, page 205; UR 4, page 10)
- Selection Check Test 4.4.3 (ATE, page 203; UR 4, page 11; TG)
- Selection Test 4.4.4 (UR 4, page 13; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)

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**READING STRATEGIES RESOURCE, PAGE 69**

**Reading Strategy:** Find a Purpose for Reading

**Fix-Up Idea:** Read and Think Aloud

**Standardized Test Practice:** Identify Main Ideas
“Thanatopsis,” page 199

Teacher's Name ___________________________ Class ___________________________ Date __________________

M T W TH F

Tackle Vocabulary

- Review Words for Everyday Use before students read the selection.
- Have students preview the selection by reading through lines that contain Words for Everyday Use.
- Review Additional Vocabulary before students read the selection.
- Guide students in reading the selection in sections of five to ten lines at a time, stopping after each segment to discuss difficult words and phrases and to summarize what is happening.

Additional Strategies for English Language Learners

- Play the Dramatic Recording (AL, 5:19).
- Review Words for Everyday Use before students read the selection.
- Review Additional Vocabulary before students read the selection (ATE, page 200).
- Guide students in reading the selection in sections of five to ten lines at a time, stopping after each segment to discuss difficult words and phrases and to summarize what is happening.

Art Note

- Asher Brown Durand (PE and ATE, page 199)

Literary Note

- “Thanatopsis” (ATE, page 201)

Additional Questions and Activities

- Communion with Nature (ATE, page 202)

Flexible Grouping Suggestions

- Enrichment: Comparing Bryant to Lincoln (ATE, page 200)
- Additional Questions and Activities: Communion with Nature (ATE, page 202)
- Investigate, Inquire, and Imagine (PE, page 204; UR 4, page 8)
- Understanding Literature: Blank Verse and Elaboration (PE, page 204; UR 4, page 9)
- Collaborative Learning: Thinking Aloud about Theme (PE, page 205)

Homework Suggestions

- Motivation: Comparison with “Elegy Written in a Country Churchyard” (ATE, page 200)
- Writer’s Journal: Review, Blank Verse, or Rap Lyrics (PE, page 205)
- Media Literacy & Study and Research: Writing Cullen’s Obituary (PE, page 205; UR 4, page 10)

Print Resources Transparency Audio Library Test Generator CD-ROM Internet
“The Chambered Nautilus,” page 206

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Allusions

Ease Factor: Selection length

Synopsis: The speaker uses a nautilus analogy to express ideas about the growth of the human soul.

Goals/Objectives:
• to read a lyric poem that celebrates an aspect of nature
• to describe Holmes’s literary accomplishments and explain the historical significance of his writing
• to identify the message the speaker sees in the chambered nautilus
• to define and identify stanza and apostrophe
• to make pronouns agree with their antecedents
• to locate and use reference works
• to write an abstract and a business letter

Before Reading
_________ Reader’s Journal (PE, page 206; UR 4, page 17)
_________ Literary Tools: Apostrophe and Stanza (PE, page 206)
_________ About the Author: Oliver Wendell Holmes (PE, page 206)
_________ About the Selection (PE, page 206)
_________ Vocabulary from the Selection (ATE, page 207)
_________ Vocabulary: Context Clues (VR, page 39)
_________ Reading Strategy (RSR, page 73)

During Reading
_________ Graphic Organizer (PE, page 206; VLR I, page 26; UR 4, page 17)
_________ Dramatic Recording (AL, 2:16)
_________ Guided Reading Questions (PE, page 208; UR 4, page 17)
_________ Reading Strategy (RSR, page 73)
_________ Fix-Up Idea (RSR, page 73)

After Reading
_________ Reading Strategy (RSR, page 73)
_________ Standardized Test Practice (RSR, page 74)
_________ Respond to the Selection (PE, page 208; UR 4, page 18)
_________ Investigate, Inquire, and Imagine (PE, page 209; UR 4, page 18)
_________ Understanding Literature: Apostrophe and Stanza (PE, page 209; UR 4, page 19)
_________ Writer’s Journal: Letter, Credo, or Paragraph (PE, page 210; UR 4, page 19)
_________ Language, Grammar, and Style: Pronouns and Antecedents (PE, page 210; UR 4, page 20)
_________ Collaborative Learning: Abstract (PE, page 210; UR 4, page 21)
_________ Study and Research: Encyclopedia Research (PE, page 210; UR 4, page 22)
_________ Selection Check Test 4.4.5 (ATE, page 208; UR 4, page 23; TG)
_________ Selection Test 4.4.6 (UR 4, page 25; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS
Lesson Plan

“The Chambered Nautilus,” page 206

Teaching Options

Individual Learning Strategies

- Motivation: Observing the Nautilus (ATE, page 206)
- Reading Proficiency: Defining Sirens (ATE, page 206)
- English Language Learning: Vocabulary (ATE, page 206)
- Special Needs: Examining Sea Shells (ATE, page 206)
- Enrichment: Researching Mollusks (ATE, page 207)

Quotables

- Oliver Wendell Holmes (ATE, page 207)

Thinking Skills

- Comparing the Nautilus to Humans (ATE, page 207)

Flexible Grouping Suggestions

- Motivation: Observing the Nautilus (ATE, page 206)
- Enrichment: Researching Mollusks (ATE, page 207)
- Investigate, Inquire, and Imagine (PE, page 209; UR 4, page 18)
- Understanding Literature: Apostrophe and Stanza (PE, page 209; UR 4, page 19)
- Collaborative Learning: Abstract (PE, page 210; UR 4, page 21)

Homework Suggestions

- Writer’s Journal: Letter, Credo, or Paragraph (PE, page 210; UR 4, page 19)
- Study and Research: Encyclopedia Research (PE, page 210; UR 4, page 22)

Strategies for Developing Readers

Tackle Allusions

- Present the information given in Reading Proficiency: Defining Sirens (ATE, page 206).
- Review the definition of allusion with students (Handbook of Literary Terms, page 1132).
- Review About the Selection (PE, page 206). You may wish to have students read Emerson’s “Compensation” to look for allusions.

Additional Strategies for English Language Learners

- Present students with the additional vocabulary listed under English Language Learning (ATE, page 206).
- In small groups that join ELL readers and advanced readers, have students take turns reading stanzas of the poem aloud. Advanced readers should help ELL readers with difficult vocabulary, including footnotes. Once all students seem to have a solid understanding, each student should create a visual interpretation of one or more of the poem’s stanzas.
Lesson Plan

“The Village Blacksmith,” page 211

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Blacksmith terminology

Ease Factors: Author’s style; selection length

Synopsis: A speaker honors the ideal common man.

Goals/Objectives:
• to read a poem that praises a common nineteenth-century occupation
• to discuss the universality of work, joy, and sorrow in communities throughout history
• to recognize and explain the characteristics of a narrative poem
• to define image and alliteration and identify the use of these techniques in their reading
• to recognize prepositional phrases
• to conduct an interview
• to write a job description

Before Reading
_________ Reader’s Journal (PE, page 211; UR 4, page 29)
_________ Literary Tools: Image and Alliteration (PE, page 211)
_________ About the Author: Henry Wadsworth Longfellow (PE, page 211)
_________ About the Selection (PE, page 211)
_________ Fine Art: John Neagle (PE, page 212; VLR II, page 16; Art Note, PE and ATE, page 211)
_________ Vocabulary from the Selection (ATE, page 212)
_________ Vocabulary: Figurative Language (VR, page 41)
_________ Reading Strategy (RSR, page 77)

During Reading
_________ Dramatic Recording (AL, 0:30)
_________ Guided Reading Questions (PE, page 212; UR 4, page 29)
_________ Reading Strategy (RSR, page 77)
_________ Fix-Up Idea (RSR, page 77)

After Reading
_________ Reading Strategy (RSR, page 77)
_________ Standardized Test Practice (RSR, page 78)
_________ Respond to the Selection (PE, page 214; UR 4, page 30)
_________ Investigate, Inquire, and Imagine (PE, page 214; UR 4, page 30)
_________ Understanding Literature: Image and Alliteration (PE, page 214; UR 4, page 31)
_________ Writer’s Journal: Help Wanted Ad, Letter, or Character Sketch (PE, page 215; UR 4, page 31)
_________ Speaking and Listening: Interview (PE, page 215)
_________ Study and Research: Writing a Job Description (PE, page 215)
_________ Selection Check Test 4.4.7 (ATE, page 213; UR 4, page 33; TG)
_________ Selection Test 4.4.8 (UR 4, page 34; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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READING STRATEGIES RESOURCE, PAGE 77

Reading Strategy: Visualize
Fix-Up Idea: Read Aloud

Standardized Test Practice:
Identify Comparisons

Print Resources: Transparency, Audio Library, Test Generator CD-ROM, Internet

“The Village Blacksmith,” page 211

Teacher’s Name ___________________________ Class __________________ Date _____________

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<td>Motivation: Oral Interpretation (ATE, page 211)</td>
<td>Present students with the additional vocabulary listed under English Language Learning (ATE, page 212).</td>
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<tr>
<td>Reading Proficiency: Listen to a Dramatic Recording and Read Aloud (ATE, page 211; AL, 0:30)</td>
<td>Present the information given in Special Needs: Learning about Village Blacksmiths (ATE, page 212).</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 212)</td>
<td>Have students conduct library or Internet research about blacksmiths to become familiar with the trade and its terminology. Students may be able to find trade dictionaries that give the history on specific terms.</td>
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<tr>
<td>Special Needs: Learning about Village Blacksmiths (ATE, page 212)</td>
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<td>Enrichment: Researching and Writing about Occupations (ATE, page 212)</td>
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<td>John Neagle (PE and ATE, page 211)</td>
<td>Play the Dramatic Recording (AL, 0:30).</td>
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<td>Motivation: Oral Interpretation (ATE, page 211)</td>
<td>Review the footnotes before reading.</td>
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<tr>
<td>Investigate, Inquire, and Imagine (PE, page 214; UR 4, page 30)</td>
<td>In small groups that join ELL readers and advanced readers, have students take turns reading stanzas of the poem aloud. Advanced readers should help ELL readers with difficult vocabulary, including footnotes. Once all students seem to have a solid understanding, each student should create a visual interpretation of one or more of the poem’s stanzas or of the village blacksmith.</td>
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<td>Speaking and Listening: Interview (PE, page 215)</td>
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<td>Study and Research: Writing a Job</td>
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Lesson Plan

“This is my letter to the World,” “The Soul selects her own Society—,” “Because I could not stop for Death—,” and “I heard a Fly buzz—when I died—” page 216

Reading Level: Moderate, Moderate, Moderate, Moderate

Difficulty Considerations: Figurative meaning; extended metaphor; unconventional sentence structure and punctuation

Ease Factors: Selection length; vocabulary; topic

Synopsis: In the first poem, the speaker presents her poetry as a “letter to the world.” In the second poem, the speaker discusses the individual’s freedom to choose friends. In the third poem, the speaker is taken away by death. In the fourth poem, the speaker imagines her own death.

Goals/Objectives:
• to read the unique lyrical poetry of Emily Dickinson
• to describe Dickinson’s literary accomplishments and explain the historical significance of her writing
• to define apology, meter, sight rhyme, slant rhyme, extended metaphor, point of view, synaesthesia, and symbol and recognize the use of these literary techniques
• to recognize verbs used in the subjunctive mood
• to research women of the 1800s
• to research etymologies

Before Reading
_________ Reader’s Journal: “This is my letter to the World” (PE, page 218; UR 4, page 38)
_________ Reader’s Journal: “The Soul selects her own Society—” (PE, page 220; UR 4, page 45)
_________ Reader’s Journal: “Because I could not stop for Death—” (PE, page 222; UR 4, page 52)
_________ Reader’s Journal: “I heard a Fly buzz—when I died—” (PE, page 225; UR 4, page 59)
_________ About the Author: Emily Dickinson (PE, page 216)
_________ About the Selections (PE, page 217)
_________ Vocabulary from the Selection: “Because I could not stop for Death—” (ATE, page 223)
_________ Vocabulary: The Root Word Civilis (VR, page 43)
_________ Reading Strategy (RSR, pages 81 and 85)

During Reading
_________ Dramatic Recording: “This is my letter to the World” (AL, 0:30)
_________ Dramatic Recording: “The Soul selects her own Society—” (AL, 0:39)
_________ Dramatic Recording: “Because I could not stop for Death—” (AL, 1:15)
_________ Dramatic Recording: “I heard a Fly buzz—when I died—” (AL, 0:56)
_________ Guided Reading Questions: “This is my letter to the World” (PE, page 218; UR 4, page 38)
_________ Guided Reading Questions: “The Soul selects her own Society—” (PE, page 220; UR 4, page 45)
_________ Guided Reading Questions: “Because I could not stop for Death—” (PE, page 222; UR 4, page 52)
_________ Guided Reading Questions: “I heard a Fly buzz—when I died—” (PE, page 225; UR 4, page 59)
_________ Reading Strategy (RSR, pages 81 and 85)
_________ Fix-Up Idea (RSR, pages 81 and 85)
After Reading

_________ Reading Strategy (RSR, pages 81 and 85)

_________ Standardized Test Practice (RSR, pages 82 and 86)

_________ Respond to the Selection: “This is my letter to the World” (PE, page 219; UR 4, page 38)

_________ Respond to the Selection: “The Soul selects her own Society—” (PE, page 221; UR 4, page 45)

_________ Respond to the Selection: “Because I could not stop for Death—” (PE, page 224; UR 4, page 52)

_________ Respond to the Selection: “I heard a Fly buzz—when I died—” (PE, page 226; UR 4, page 59)

_________ Investigate, Inquire, and Imagine: “This is my letter to the World” (PE, page 219; UR 4, page 39)

_________ Investigate, Inquire, and Imagine: “The Soul selects her own Society—” (PE, page 221; UR 4, page 46)

_________ Investigate, Inquire, and Imagine: “Because I could not stop for Death—” (PE, page 224; UR 4, page 53)

_________ Investigate, Inquire, and Imagine: “I heard a Fly buzz—when I died—” (PE, page 226; UR 4, page 60)

_________ Understanding Literature for “This is my letter to the World”: Apology and Meter (PE, page 219; UR 4, page 40)

_________ Understanding Literature for “The Soul selects her own Society—”: Sight Rhyme and Slant Rhyme (PE, page 221; UR 4, page 47)

_________ Understanding Literature for “Because I could not stop for Death—”: Extended Metaphor and Point of View (PE, page 224; UR 4, page 54)

_________ Understanding Literature for “I heard a Fly buzz—when I died—”: Synaesthesia and Symbol (PE, page 226; UR 4, page 61)

_________ Writer’s Journal: Letter, Advice Column, or Rebuttal (PE, page 227; UR 4, page 61)

_________ Language, Grammar, and Style: The Subjunctive Mood (PE, page 227; UR 4, page 62)

_________ Study and Research & Collaborative Learning: Researching Women of the 1800s (PE, page 227; UR 4, page 63)

_________ Vocabulary: Etymologies (PE, page 227; UR 4, page 63)

_________ Selection Check Test 4.4.9 (ATE, page 218; UR 4, page 41; TG)

_________ Selection Check Test 4.4.11 (ATE, page 220; UR 4, page 48; TG)

_________ Selection Check Test 4.4.13 (ATE, page 223; UR 4, page 55; TG)

_________ Selection Check Test 4.4.15 (ATE, page 227; UR 4, page 64; TG)

_________ Selection Test 4.4.10 (UR 4, page 42; TG)

_________ Selection Test 4.4.12 (UR 4, page 49; TG)

_________ Selection Test 4.4.14 (UR 4, page 56; TG)

_________ Selection Test 4.4.16 (UR 4, page 65; TG)

_________ Internet activities at http://www.emcp.com

_________ Free reading time
Lesson Plan

“Our letter to the World,” “The Soul selects her own Society—,” “Because I
could not stop for Death—,” and “I heard a Fly buzz—when I died—” page 216

Teacher’s Name ___________________________ Class __________________________ Date __________________

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<td>Special Needs: Understanding Dickinson’s Sentence Structure (ATE, page 217)</td>
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| Quotables |
| James Joyce and Havelock Ellis (ATE, page 217) |
| Joseph Addison (ATE, page 220) |

| Internet Resources |
| Dickinson Electronic Archives (ATE, page 217) |

| Additional Questions and Activities |
| The Nature of the Artist (ATE, page 217) |

| Literary Note |
| Persephone and Death (ATE, page 222) |

| Flexible Grouping Suggestions |
| Enrichment: Allusions to Dickinson (ATE, page 217) |
| Investigate, Inquire, and Imagine: “This is my letter to the World” (PE, page 219; UR 4, page 39) |
| Investigate, Inquire, and Imagine: “The Soul selects her own Society—” (PE, page 221; UR 4, page 46) |
| Investigate, Inquire, and Imagine: “Because I could not stop for Death—” (PE, page 224; UR 4, page 53) |
| Investigate, Inquire, and Imagine: “I heard a Fly buzz—when I died—” (PE, page 226; UR 4, page 60) |
| Understanding Literature for “This is my letter to the World”: Apology and Meter (PE, page 219; UR 4, page 40) |
| Understanding Literature for “The Soul selects her own Society—”: Sight Rhyme and Slant Rhyme (PE, page 221; UR 4, page 47) |
| Study and Research & Collaborative Learning (PE, page 227; UR 4, page 63) |

| Homework Suggestions |
| Writer’s Journal: Letter, Advice Column, or Rebuttal (PE, page 227; UR 4, page 61) |
| Vocabulary: Etymologies (PE, page 227; UR 4, page 63) |

| Strategies for Developing Readers |
| Tackle Figurative Meaning |
| Review About the Selection with students before they read the poems (PE, page 217). |
| Review the definition of figurative language (Handbook of Literary Terms, page 1143). |

| Tackle Extended Metaphor |
| Complete Reading Proficiency: Read Aloud (ATE, page 216). |
| Review Understanding Literature: Extended Metaphor (PE, page 224; UR 4, page 54) and guide students through the Graphic Organizer. |

| Tackle Unconventional Sentence Structure and Punctuation |
| Review Poetry (PE, page 12) and Elements of Poetry (PE, page 14). |
| Have students read other poems that deviate from the standard rules for sentence structure and punctuation. |
| Have students write poetry that deviates from the standard rules for sentence structure and punctuation. |

| Additional Strategies for English Language Learners |
| Play the Dramatic Recordings (AL, see During Reading for running times). |
| Present students with the additional vocabulary listed under English Language Learning (ATE, page 216). |
| ELL readers should practice reading the poems aloud and talking about what they think the poems mean. |

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“The Pit and the Pendulum” and “The Raven,” page 228

Reading Level: Moderate

Difficulty Considerations: Vocabulary; unfamiliar setting

Ease Factor: Selection length

Synopsis: In the first selection, the speaker is a tortured prisoner. In the second selection, the speaker is disturbed by an “ebony bird.”

Goals/Objectives:
• to read a horror story and a lyric poem
• to describe Edgar Allan Poe’s contribution to American literature
• to define point of view, Gothic fiction, rhyme, alliteration, and run-on line and recognize the use of these techniques in selections
• to use context clues and quotation marks correctly
• to recognize elements of the psychological horror story
• to conduct a role-play and an interview
• to take a virtual field trip on the Internet
• to use reference works
• to write a lost and found ad

Before Reading
_________ Reader’s Journal: “The Pit and the Pendulum” (PE, page 229; UR 4, page 68)
_________ Reader’s Journal: “The Raven” (ATE, page 244)
_________ Literary Tools: Point of View and Gothic Fiction (PE, page 229)
_________ About the Author: Edgar Allan Poe (PE, page 228)
_________ About the Selection (PE, page 229)
_________ Vocabulary from the Selection: “The Pit and the Pendulum” (ATE, page 229)
_________ Vocabulary from the Selection: “The Raven” (ATE, page 244)
_________ Additional Vocabulary: “The Raven” (ATE, page 244)
_________ Vocabulary: Context Clues (VR, page 45)
_________ Reading Strategy (RSR, pages 89 and 93)

During Reading Activities
_________ Dramatic Recording: “The Pit and the Pendulum” (AL, 40:36)
_________ Dramatic Recording: “The Raven” (AL, 8:27)
_________ Guided Reading Questions: “The Pit and the Pendulum” (PE, page 231; UR 4, page 68)
_________ Guided Reading Questions: “The Raven” (PE, page 245; UR 4, page 81)
_________ Fine Art: Giovanni Battista Piranesi (PE, page 236; Art Note, PE, page 236)
_________ Fine Art: Edouard Manet (PE, page 247; Art Note, ATE, page 247)
_________ Reading Strategy (RSR, pages 89 and 93)
_________ Fix-Up Idea (RSR, pages 89 and 93)
Lesson Plan

“The Pit and the Pendulum” and “The Raven,” page 228

Teacher’s Name ________________________________ Class __________________ Date ____________

After Reading

_________ Reading Strategy (RSR, pages 89 and 93)

_________ Standardized Test Practice (RSR, pages 90 and 94)

_________ Respond to the Selection: The Pit and the Pendulum” (PE, page 241; UR 4, page 71)

_________ Respond to the Selection: “The Raven” (PE, page 248; UR 4, page 82)

_________ Investigate, Inquire, and Imagine: “The Pit and the Pendulum” (PE, page 242; UR 4, page 71)

_________ Investigate, Inquire, and Imagine: “The Raven” (PE, page 249; UR 4, page 82)

_________ Understanding Literature for “The Pit and the Pendulum”: Point of View and Gothic Fiction

_________ Graphic Organizer: “The Pit and the Pendulum” (PE, page 242; VLR I, page 30; UR 4, page 72)

_________ Understanding Literature for “The Raven”: Rhyme, Alliteration, and Run-On Line (PE, page 249; UR 4, page 83)

_________ Writer’s Journal for “The Pit and the Pendulum”: Journal Entry, Storyboard, or Press Release

_________ Writer’s Journal for “The Raven”: Paragraph, Comic Strip, or Dialogue (PE, page 250; UR 4, page 84)

_________ Vocabulary: Using Context Clues (PE, page 243; UR 4, page 73)

_________ Collaborative Learning: Role-Playing a Trial (PE, page 243)

_________ Language, Grammar, and Style: Interjections (PE, page 243)

_________ Media Literacy: Internet Activity (PE, page 243)

_________ Language, Grammar, and Style: Quotation Marks (PE, page 250; UR 4, page 85)

_________ Speaking and Listening & Collaborative Learning: Interview (PE, page 250)

_________ Applied English: Lost and Found Ad (PE, page 250; UR 4, page 85)

_________ Study and Research: Reference Works (PE, page 250; UR 4, page 85)

_________ Selection Check Test 4.4.17 (ATE, page 241; UR 4, page 74; TG)

_________ Selection Check Test 4.4.19 (ATE, page 248; UR 4, page 86; TG)

_________ Selection Test 4.4.18 (UR 4, page 76; TG)

_________ Selection Test 4.4.20 (UR 4, page 88; TG)

_________ Internet activities at http://www.emcp.com

_________ Free reading time
Lesson Plan

“The Pit and the Pendulum” and “The Raven,” page 228

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_____ Motivation: Researching Pendulums (ATE, page 228)
_____ Reading Proficiency: Recording Your Reading (ATE, page 228)
_____ English Language Learning: Vocabulary (ATE, page 228)
_____ Special Needs/Enrichment: Changing the Shape of a Room (ATE, page 229)

Quotables

_____ Edgar Allan Poe (ATE, page 230)

Biographical Note

_____ Poe’s Wife (ATE, page 230)

Additional Questions and Activities

_____ Comparison to “Rappaccini’s Daughter” (ATE, page 230)
_____ Describing without Visual Details (ATE, page 234)
_____ Discussing Isolation (ATE, page 240)
_____ Examining the Speaker (ATE, page 245)

Cross-Curricular Activities

_____ Determining Room Size (ATE, page 233)
_____ Researching Ravens (ATE, page 246)

Literary Technique

_____ Sensory Details (ATE, page 234)
_____ Symbol (ATE, page 246)
_____ Refrain (ATE, page 247)

Art Note

_____ Edouard Manet (ATE, page 247)

Flexible Grouping Suggestions

_____ Motivation: Researching Pendulums (ATE, page 228)
_____ Special Needs/Enrichment: Changing the Shape of a Room (ATE, page 229)
_____ Cross-Curricular Activities: Determining Room Size (ATE, page 233)
_____ Cross-Curricular Activities: Researching Ravens (ATE, page 246)
_____ Investigate, Inquire, and Imagine: “The Pit and the Pendulum” (PE, page 242; UR 4, page 71)

Homework Suggestions

_____ Reading Proficiency: Recording Your Reading (ATE, page 228)
_____ Writer’s Journal: Journal Entry, Storyboard, or Press Release (PE, page 243; UR 4, page 73)
_____ Writer’s Journal: Paragraph, Comic Strip, or Dialogue (PE, page 250; UR 4, page 84)
_____ Applied English: Lost and Found Ad (PE, page 250; UR 4, page 85)

Strategies for Developing Readers

Tackle Vocabulary

_____ Review footnotes with students before they read the story.
_____ Have students review and use Words for Everyday Use before they read the story.
_____ Present the additional vocabulary listed under English Language Learning (ATE, page 228).

Tackle Unfamiliar Setting

_____ Read About the Selection to the class.
_____ Have students conduct basic research about the Spanish Inquisition before reading the story.

Additional Strategies for English Language Learners

_____ Use the Dramatic Recordings (AL, 40:36 and 8:27).
_____ Review the Words for Everyday Use, footnotes, and additional vocabulary before students read the story and the poem.
_____ Pair ELL readers with advanced readers. Advanced readers can assist ELL readers with difficult vocabulary.
Lesson Plan

“Rappaccini’s Daughter,” page 251

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Consideration: Vocabulary

Ease Factor: Vivid images

Synopsis: A man falls in love with a poisonous woman and is poisoned himself.

Goals/Objectives:
• to interpret and appreciate an early short story
• to identify, define, and illustrate with examples the terms fantasy, symbol, and allusion
• to paraphrase Hawthorne’s formal style with informal English
• to work collaboratively to develop a fantasy garden catalog

Insights: “The Real Beatrice?,” page 273

Before Reading

Reader’s Journal (PE, page 251; UR 4, page 92)
Literary Tools: Symbol, Allusion, and Fantasy (PE, page 251)
About the Author: Nathaniel Hawthorne (PE, page 251)
About the Selection (PE, page 251)
Vocabulary from the Selection (ATE, page 252)
Vocabulary: Test Your Knowledge (VR, page 47)
Reading Strategy (RSR, page 97)

During Reading

Graphic Organizer (PE, page 251; VLR I, page 31; UR 4, page 92)
Dramatic Recording (AL, 1:14:57)
Guided Reading Questions (PE, page 253; UR 4, page 93)
Fine Art: Sandro Botticelli (PE, page 261; Art Note, PE and ATE, page 261)
Reading Strategy (RSR, page 97)
Fix-Up Idea (RSR, page 97)

After Reading

Reading Strategy (RSR, page 97)
Standardized Test Practice (RSR, page 98)
Respond to the Selection (PE, page 272; UR 4, page 97)
Investigate, Inquire, and Imagine (PE, page 274; UR 4, page 97)
Understanding Literature: Fantasy, Symbol, and Allusion (PE, page 274; UR 4, page 98)
Writer’s Journal: Character Reference, Advice Column, or News Story (PE, page 275; UR 4, page 99)
Language, Grammar, and Style & Speaking and Listening: Paraphrasing Hawthorne (PE, page 275)
Applied English & Collaborative Learning: Fantasy Garden Catalog (PE, page 275)
Insights: “The Real Beatrice?” (PE, page 273)
Selection Check Test 4.4.21 (ATE, page 271; UR 4, page 100; TG)
Selection Test 4.4.22 (UR 4, page 102; TG)
Internet activities at http://www.emcp.com
Free reading time

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READING STRATEGIES RESOURCE, PAGE 97

Reading Strategy: Make Predictions
Fix-Up Idea: Read Short Sections
Standardized Test Practice:
Identify Elements of Plot and Other Techniques

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

UR—Unit Resource VLR—Visual Literacy Resource VR—Vocabulary Resource WR—Writing Resource AL—Audio Library

UNIT 4 THE AMERICAN TRADITION LESSON PLANS 67
Lesson Plan

“Rappaccini’s Daughter,” page 251

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

**Individual Learning Strategies**

- Motivation: Selecting Movie Music (ATE, page 252)
- Reading Proficiency: Paraphrasing Hawthorne (ATE, page 252)
- English Language Learning: Vocabulary (ATE, page 252)
- Special Needs: Focus on the Guided Reading Questions (ATE, page 252)
- Enrichment: Essay (ATE, page 252)

**Internet Resources**

- Nathaniel Hawthorne Society (ATE, page 251)

**Literary Tools**

- Fantasy (ATE, page 251)

**Historical Note**

- Regions of Italy (ATE, page 253)

**Additional Questions and Activities**

- Imagining Story Images (ATE, page 255)
- Additional Recall Questions (ATE, pages 256, 258, and 268)
- Body Language (ATE, page 262)
- Set Design (ATE, page 272)

**Quotables**

- Nathaniel Hawthorne (ATE, page 256)

**Art Note**

- Sandro Botticelli (PE and ATE, page 261)

**Literary Note**

- Verisimilitude (ATE, page 257)
- Minor Character (ATE, page 262)
- Mood (ATE, page 265)

**Cross-Curricular Activities**

- Strange Plants (ATE, page 264)
- Alexander the Great (ATE, page 267)

**Bibliographical Note**

- Other Works by Hawthorne (ATE, page 270)

**Flexible Grouping Suggestions**

- Reading Proficiency: Paraphrasing Hawthorne (ATE, page 252)
- Literary Note: Verisimilitude (ATE, page 257)

---

**Homework Suggestions**

- Motivation: Selecting Movie Music (ATE, page 252)
- Enrichment: Essay (ATE, page 252)
- Additional Questions and Activities: Imagining Story Images (ATE, page 255)
- Writer’s Journal: Character Reference, Advice Column, or News Story (PE, page 275; UR 4, page 99)
- Language, Grammar, and Style & Speaking and Listening: Paraphrasing Hawthorne (PE, page 275)

**Strategies for Developing Readers**

**Tackle Vocabulary**

Review Words for Everyday Use and footnotes from the selection with students before they begin reading. Have students work with the words by using them in contextual sentences, by identifying synonyms and/or antonyms, or by completing other exercises.

Have students complete Reading Proficiency: Paraphrasing Hawthorne (ATE, page 252).

**Additional Strategies for English Language Learners**

Play the Dramatic Recording (AL, 1:14:57).

Present students with the additional vocabulary listed under English Language Learning (ATE, page 252).

Pair ELL students with advanced readers.

Have pairs of readers preview the selection, going over difficult words, phrases, and concepts.
Lesson Plan
from “Self-Reliance” and “The Rhodora,” page 276

Teacher’s Name __________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Vocabulary and footnotes; long sentences

**Ease Factor:** Selection length

**Synopsis:** In the first selection, Emerson presents his beliefs on individualism. In the second selection, the speaker expresses belief in the value of each of nature’s creations by focusing on the rhodora.

**Goals/Objectives:**
- to understand the importance and benefits of self-reliance
- to describe Ralph Waldo Emerson’s contribution to American literature
- to define *essay* and identify the theme of an essay
- to define and identify an *aphorism*
- to research and write a biography
- to correct run-on sentences and modifiers
- to identify the rhyme scheme of “The Rhodora”
- to define *Romanticism* and explain how “The Rhodora” may be classified as Romantic
- to write an editorial
- to write a piece of technical writing

**Before Reading**
- Reader's Journal (PE, page 277; UR 4, page 107)
- Literary Tools: Essay, Theme, and Aphorism (PE, page 277)
- About the Author: Ralph Waldo Emerson (PE, page 276)
- About the Selections (PE, page 277)
- Fine Art: Thomas Cole (PE, page 278; VLR II, page 19)
- Vocabulary from the Selection: from *Self-Reliance* (ATE, page 277)
- Vocabulary: Aphorisms (VR, page 49)
- Reading Strategy (RSR, pages 101 and 105)

**During Reading**
- Dramatic Recording: from “Self-Reliance” (AL, 6:49)
- Dramatic Recording: “The Rhodora” (AL, 1:10)
- Guided Reading Questions: from “Self-Reliance” (PE, page 279; UR 4, page 107)
- Guided Reading Questions: “The Rhodora” (PE, page 283; UR 4, page 117)
- Reading Strategy (RSR, pages 101 and 105)
- Fix-Up Idea (RSR, pages 101 and 105)

**Reading Strategies Resource**
- Find a Purpose for Reading; Visualize
  
  There are two Reading Strategy Mini-Lessons associated with this Lesson Plan. See pages 101 and 105 of the Reading Strategies Resource.

**Washington State Standards**
- click this box for details
Lesson Plan

from “Self-Reliance” and “The Rhodora,” page 276

Teacher's Name ___________________________________________ Class __________________ Date __________________

After Reading

Reading Strategy (RSR, pages 101 and 105)

Standardized Test Practice (RSR, pages 102 and 106)

Respond to the Selection: from “Self-Reliance” (PE, page 280; UR 4, page 107)

Respond to the Selection: “The Rhodora” (PE, page 284; UR 4, page 117)

Investigate, Inquire, and Imagine: from “Self-Reliance” (PE, page 281; UR 4, page 108)

Investigate, Inquire, and Imagine: “The Rhodora” (PE, page 284; UR 4, page 117)

Understanding Literature: from “Self-Reliance”: Essay, Theme, and Aphorism (PE, page 281; UR 4, page 109)

Understanding Literature for “The Rhodora”: Rhyme and Romanticism (PE, page 284; UR 4, page 118)

Writer's Journal: from “Self-Reliance”: Paraphrases, Poster, or Question and Answer (PE, page 282; UR 4, page 109)


Language Grammar, and Style: Correcting Run-Ons (PE, page 282; UR 4, page 110)

Speaking and Listening: Advice Booklet (PE, page 282)

Collaborative Learning: Proverb Charades (PE, page 282)

Study and Research: Biography (PE, page 282; UR 4, page 110)


Study and Research & Applied English: Technical Writing (PE, page 285; UR 4, page 120)

Critical Thinking: Editorial (PE, page 285; UR 4, page 120)

Selection Check Test 4.4.23 (ATE, page 280; UR 4, page 111; TG)

Selection Check Test 4.4.25 (ATE, page 283; UR 4, page 121; TG)

Selection Test 4.4.24 (UR 4, page 113; TG)

Selection Test 4.4.26 (UR 4, page 122; TG)

Internet activities at http://www.emcp.com

Free reading time

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

Lesson Plan
from “Self-Reliance” and “The Rhodora,” page 276

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Researching American Painters (ATE, page 276)
Reading Proficiency: Noting the Main Idea of Each Paragraph (ATE, page 276)
English Language Learning: Vocabulary (ATE, page 276)
Special Needs: Reading Aloud and Paraphrasing (ATE, page 277)
Enrichment: Researching Emerson’s Life (ATE, page 277)

Historical Note

Lyceum System (ATE, page 277)

Literary Technique

Syntax (ATE, page 279)

Flexible Grouping Suggestions

Investigate, Inquire, and Imagine: from “Self-Reliance” (PE, page 281; UR 4, page 108)
Investigate, Inquire, and Imagine: “The Rhodora” (PE, page 284; UR 4, page 117)
Understanding Literature: from “Self-Reliance”: Aphorism (PE, page 281; UR 4, page 109)
Understanding Literature: “The Rhodora”: Romanticism (PE, page 284; UR 4, page 118)
Collaborative Learning: Proverb Charades (PE, page 282)

Homework Suggestions

Writer’s Journal: from “Self-Reliance”: Paraphrases, Poster, or Question and Answer (PE, page 282; UR 4, page 109)
Speaking and Listening: Advice Booklet (PE, page 282)
Critical Thinking: Editorial (PE, page 285; UR 4, page 120)

Strategies for Developing Readers

Tackle Vocabulary and Footnotes

Review footnotes and Words for Everyday Use with students before they read the selection.
Present students with the additional vocabulary listed under English Language Learning (ATE, page 276).

Tackle Long Sentences

Complete Reading Proficiency: Noting the Main Idea of Each Paragraph (ATE, page 276).
Discuss each Guided Reading Question with students (PE, pages 279 and 283).

Additional Strategies for English Language Learners

Play the Dramatic Recordings (AL, 6:49 and 1:10).
Complete Special Needs: Reading Aloud and Paraphrasing (ATE, page 277).
Review About the Author: Ralph Waldo Emerson (PE, page 276) with students. In small groups joining ELL and advanced readers, have students review About the Selection before taking turns reading each selection aloud. (For “Self-Reliance,” students can take turns after each paragraph.) Group members can then discuss the ideas conveyed by Emerson in each selection.
from *Walden*, page 286

Teacher's Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Unconnected excerpts

**Ease Factor:** Simple, direct language

**Synopsis:** The selected excerpts present Thoreau's ideas on individualism.

**Goals/Objectives:**
- to appreciate an extended essay
- to understand the importance of Henry David Thoreau in forming the social conscience of modern society
- to discuss the advantages of nonconformity
- to interpret aphorisms
- to define *tone* and recognize it in nonfiction writing
- to apply a problem-solving strategy
- to create an online newsletter
- to conduct a nature walk

**Before Reading**
- Reader's Journal (PE, page 286; UR 4, page 125)
- Literary Tools: Aphorism and Tone (PE, page 286)
- About the Author: Henry David Thoreau (PE, page 286)
- About the Selection (PE, page 286)
- Vocabulary from the Selection (ATE, page 287)
- Vocabulary: Test Your Knowledge (VR, page 50)
- Reading Strategy (RSR, page 109)

**During Reading**
- Dramatic Recording (AL, 32:18)
- Guided Reading Questions (PE, page 287: UR 4, page 125)
- Reading Strategy (RSR, page 109)
- Fix-Up Idea (RSR, page 109)

**After Reading**
- Reading Strategy (RSR, page 109)
- Standardized Test Practice (RSR, page 110)
- Respond to the Selection (PE, page 296; UR 4, page 127)
- Investigate, Inquire, and Imagine (PE, page 297; UR 4, page 127)
- Understanding Literature: Aphorism and Tone (PE, page 297; UR 4, page 128)
- Writer's Journal: Real Estate Ad, Epitaph, or Blues Lyrics (PE, page 297; UR 4, page 129)
- Language, Grammar, and Style: Simplifying Sentences (PE, page 298; UR 4, page 129)
- Critical Thinking: Problem Solving (PE, page 298)
- Collaborative Learning: Nature Walk (PE, page 298)
- Media Literacy: Online Newsletter (PE, page 298)
- Selection Check Test 4.4.27 (ATE, page 296; UR 4, page 130; TG)
- Selection Test 4.4.28 (UR 4, page 132; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**WASHINGTON STATE STANDARDS**

- click this box for details
Lesson Plan

from Walden, page 286

Teacher’s Name ___________________________________ Class __________________ Date __________________

| Teaching Options | 
|------------------|---------------|
| **Individual Learning Strategies** | 
| — Motivation: Preparing a Persuasive Speech (ATE, page 286) | 
| — Reading Proficiency: Preparing Students to Read (ATE, page 286) | 
| — English Language Learning: Vocabulary (ATE, page 286) | 
| — Special Needs: Focus on Guided Reading Questions (ATE, page 287) | 
| — Enrichment: Discussing Attitude (ATE, page 287) | 
| **Additional Questions and Activities** | 
| — Comparing Transportation and Technology (ATE, page 287) | 
| — Thoreau’s Reaction to Modern Life (ATE, page 289) | 
| — Living Deliberately (ATE, page 292) | 
| — Maps of Walden Pond (ATE, page 293) | 
| — A Comparison from the Selection (ATE, page 294) | 
| — Imagery and Connotation (ATE, page 295) | 
| — Discussing Thoreau’s Meaning (ATE, page 295) | 
| **Internet Resources** | 
| — The Thoreau Home Page (ATE, page 288) | 
| **Cross-Curricular Activities** | 
| — Illustrating Scenes (ATE, page 289) | 
| **Historical Note** | 
| — Irish Immigrants (ATE, page 291) | 
| **Literary Technique** | 
| — Pun (ATE, page 294) | 
| **Quotables** | 
| — William Wordsworth (ATE, page 294) | 
| **Flexible Grouping Suggestions** | 
| — Enrichment: Discussing Attitude (ATE, page 287) | 
| — Additional Questions and Activities: Living Deliberately (ATE, page 292) | 
| — Additional Questions and Activities: Discussing Thoreau’s Meaning (ATE, page 295) | 
| — Investigate, Inquire, and Imagine (PE, page 297; UR 4, page 127) | 

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| Homework Suggestions | 
| — Motivation: Preparing a Persuasive Speech (ATE, page 286) | 
| — Respond to the Selection (PE, page 296; UR 4, page 127) | 
| — Writer’s Journal: Real Estate Ad, Epitaph, or Blues Lyrics (PE, page 297; UR 4, page 129) | 
| — Critical Thinking: Problem Solving (PE, page 298) | 

| Strategies for Developing Readers | 
| — Share the information given under Reading Proficiency (ATE, page 286). | 
| — Have students note the main ideas expressed in each section. | 

**Additional Strategies for English Language Learners**

Pair ELL readers with advanced readers and have them review footnotes and Words for Everyday Use before reading the selection. Have advanced readers devise vocabulary exercises based on the footnotes and Words for Everyday Use that ELL students can complete, putting relevant vocabulary to use before reading the selection.

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Lesson Plan

Unit Four
The New England Renaissance (1800–1860)
Closing the Unit, page 299–315

Teacher's Name ____________________________ Class __________________ Date __________________

Selections for Additional Reading

The New England Renaissance, pages 299–307

_________ from Moby Dick by Herman Melville (PE, page 299)
_________ “Transcendental Wild Oats” by Louisa May Alcott (PE, page 300)
_________ Dramatic Recording: “Transcendental Wild Oats” (AL, 44:34)
_________ “Annabel Lee” and “Alone” by Edgar Allan Poe (PE, page 306)
_________ Dramatic Recording: “Annabel Lee” (AL, 2:01)
_________ Dramatic Recording: “Alone” (AL, 1:13)
_________ “Stanzas on Freedom” by James Russell Lowell (PE, page 307)
_________ “There’s a certain Slant of light,” “Hope’ is the thing with feathers—,” and “Much Madness is divinest Sense—” by Emily Dickinson (PE, page 307)
_________ Dramatic Recording: “There’s a certain Slant of light” (AL, 0:55)
_________ Dramatic Recording: “Hope’ is the thing with feathers—” (AL, 0:46)
_________ Dramatic Recording: “Much Madness is divinest Sense—” (AL, 0:34)

Guided Writing

Imaginative Writing: Describing a Gothic Setting

Assignment: Students learn to describe a Gothic setting (PE, pages 151–159).

Before Writing

_________ Describing a Gothic Setting (PE, page 308)
_________ Professional Model (PE, page 308)
_________ Previewing Models and Rubric for Assignment (VLR I, page 141; WR, page 87)
_________ Prewriting (PE, page 309; WR, page 71)
_________ Student Model—Graphic Organizer (PE, page 310; WR, page 75)
_________ Graphic Organizer (VLR I, page 139; WR, page 74)

During Writing

_________ Drafting (PE, page 310)
_________ Self- and Peer Evaluation (PE, page 311; WR, page 80)
_________ Language, Grammar, and Style: Identifying Vivid Verbs and Colorful Modifiers (PE, page 310; WR, page 77)
_________ Revising and Proofreading (PE, page 312)
_________ Student Model—Revised (PE, page 312; WR, page 84)

After Writing

_________ Publishing and Presenting (PE, page 313)
_________ Reflecting (PE, page 313)

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Lesson Plan

Unit Four
The New England Renaissance (1800–1860)
Closing the Unit, page 299–315

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>____ Peer Evaluation (PE, page 311; WR, page 82)</td>
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<td>____ Language, Grammar, and Style: Identifying Vivid Verbs and Colorful Modifiers (PE, page 310; WR, page 77)</td>
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<td>____ Historical/Biographical Studies: Copyright Laws; Public Education and the Lyceum Movement (PE, page 315)</td>
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Unit Five
Slavery and the Civil War (1850–1865)
Opening the Unit, pages 316–323

Unit 5 Goals/Objectives:
• to interpret and appreciate prose and poetry of the Civil War period
• to identify the major literary movements of the mid-nineteenth century, including Naturalism and American Realism
• to identify literary themes
• to understand the impact of slavery and the Civil War on American literature during the nineteenth century
• to identify a variety of literary concepts and techniques as they are used in writing from this period
• to write a biographical narrative
• to write effective sentences

Lessons I Plan to Teach
_________ from Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself, page 324
_________ “Swing Low, Sweet Chariot,” page 330
_________ “My Old Kentucky Home,” page 334
_________ “The Battle Hymn of the Republic,” page 339
_________ The Gettysburg Address, page 344
_________ “Ain’t I a Woman?,” page 350
_________ “An Occurrence at Owl Creek Bridge,” page 354
_________ from “Song of Myself” and “O Captain! My Captain!,” page 365
_________ “Do not weep, maiden, for war is kind” and “A Man Said to the Universe,” page 379
_________ Selections for Additional Reading: Slavery and the Civil War, page 385
_________ Guided Writing—Narrative Writing: Biographical Narrative, page 390
_________ Unit Five Review, page 400

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 316–317). Then look over the ideas for Getting Started in the Classroom on the next page.
Unit Five
Slavery and the Civil War (1850–1865)
Opening the Unit, pages 316–323

Getting Started in the Classroom

_________ Opening Pages: Discuss how the artwork by Winslow Homer (PE, page 316) and the quote from Abraham Lincoln (PE, page 317) relate to each other and to the theme of this unit. Students will find several references to Abraham Lincoln on the time line (pages 319 and 320), and there are several more quotes from Lincoln in this unit (ATE, page 320, and PE, page 323).

_________ Literary Currents: Exploring Concepts and Techniques (ATE, page 317)

_________ Slavery and the Civil War (PE, page 318)

_________ Internet Resources: The American Civil War Homepage (ATE, page 318)

_________ Historical Note: War Photography (ATE, page 318)

_________ Thematic Currents: Exploring Themes (ATE, page 192)

_________ Quotables: William Lloyd Garrison (ATE, page 319)

_________ Cross-Curricular Activities: Abolitionist Movement (ATE, page 319)

_________ Cross-Curricular Activities: Debates about Slavery (ATE, page 320)

_________ Cross-Curricular Activities: Mapping (ATE, page 320)

_________ Quotables: Abraham Lincoln (ATE, page 320)

_________ Quotables: Ralph Waldo Emerson (ATE, page 321)

_________ Quotables: James Russell Lowell (ATE, page 321)

_________ Quotables: John Greenleaf Whittier (ATE, page 321)

_________ Echoes (PE, page 323)

_________ Additional Questions and Activities: Discussing Quotes (ATE, page 323)
from *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*, page 324

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Synopsis: This excerpt presents Douglass's views and thoughts on death.

Goals/Objectives:
- to comprehend the significance of song to an oppressed people
- to recognize Frederick Douglass's contribution to the antislavery movement
- to define *stereotype* and *tone* and recognize these techniques in the selection
- to identify appositives and appositive phrases, and use them in writing sentences
- to research an abolitionist
- to write a screenplay

Before Reading
- Reader's Journal (PE, page 324; UR 5, page 8)
- Literary Tools: Stereotype and Tone (PE, page 324)
- About the Author: Frederick Douglass (PE, page 324)
- About the Selection (PE, page 324)
- Vocabulary from the Selection (ATE, page 325)
- Additional Vocabulary (ATE, page 325)
- Vocabulary: Test Your Knowledge (VR, page 52)
- Reading Strategy (RSR, page 113)

During Reading
- Dramatic Recording (AL, 8:50)
- Guided Reading Questions (PE, page 325; UR 5, page 8)
- Reading Strategy (RSR, page 113)
- Fix-Up Idea (RSR, page 113)

After Reading
- Reading Strategy (RSR, page 113)
- Standardized Test Practice (RSR, page 114)
- Respond to the Selection (PE, page 327; UR 5, page 9)
- Investigate, Inquire, and Imagine (PE, page 328; UR 5, page 9)
- Understanding Literature: Stereotype and Tone (PE, page 328; VLR I, page 32; UR 5, page 10)
- Study and Research & Collaborative Learning: Researching an Abolitionist (PE, page 329; UR 5, page 13)
- Media Literacy: Screenplay (PE, page 329; UR 5, page 15)
- Selection Check Test 4.5.3 (ATE, page 326; UR 5, page 16; TG)
- Selection Test 4.5.4 (UR 5, page 18; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

from Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself, page 324

Teacher's Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

——__ Motivation: Comparing Needs (ATE, page 325)
——__ Reading Proficiency: Outlining the Selection (ATE, page 325)
——__ English Language Learning: Vocabulary (ATE, page 325)
——__ Special Needs: Focus on Guided Reading Questions (ATE, page 325)
——__ Enrichment: Mapping (ATE, page 325)

Additional Questions and Activities

——__ Focusing on Meaning in Douglass's Writing (ATE, page 327)

Cross-Curricular Activities

——__ Social Studies: Careers of Free African Americans (ATE, page 327)

Historical Note

——__ Colonel Lloyd (ATE, page 327)

Flexible Grouping Suggestions

——__ Enrichment: Mapping (ATE, page 325)
——__ Investigate, Inquire, and Imagine (PE, page 328; UR 5, page 9)
——__ Understanding Literature: Stereotype and Tone (PE, page 328; VLR I, page 32; UR 5, page 10)
——__ Study and Research & Collaborative Learning: Researching an Abolitionist (PE, page 329; UR 5, page 13)
——__ Media Literacy: Screenplay (PE, page 329; UR 5, page 15)

Homework Suggestions

——__ Motivation: Comparing Needs (ATE, page 324)
——__ Respond to the Selection (PE, page 327; UR 5, page 9)

Strategies for Developing Readers

Tackle Vocabulary

——__ Have students review Words for Everyday Use, footnotes, English Language Learning Vocabulary (ATE, page 325) and Additional Vocabulary (ATE page 325) a day or two before reading the selection.
——__ Have students use Words for Everyday Use, footnotes, English Language Learning Vocabulary (ATE, page 325) and Additional Vocabulary (ATE page 325) in a variety of ways such as sentence completion, identifying synonyms and antonyms, writing contextual sentences, or multiple choice questions.

Additional Strategies for English Language Learners

——__ Aid students in understanding the historical context of the selection by reviewing About the Author: Frederick Douglass and About the Selection (PE, page 324) and discussing the information.
——__ Assist students in reviewing and discussing all selection vocabulary: Words for Everyday Use, footnotes, English Language Learning Vocabulary (ATE, page 325) and Additional Vocabulary (ATE page 325).
——__ Encourage students to share facts about famous historical figures from their homelands.
——__ Play the Dramatic Recording (AL, 8:50).
“Swing Low, Sweet Chariot,” page 330

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Allegorical meaning

Ease Factors: Selection length; vocabulary

Synopsis: This spiritual describes escape from earthly toil and slavery and entrance into heaven.

Goals/Objectives:
• to enjoy and appreciate a spiritual
• to recognize allusions to biblical passages in African-American compositions
• to identify layers of meaning in an ambiguous piece of literature
• to define characteristics of the spiritual and identify the refrain in a spiritual
• to define theme and recognize this technique in the selection
• to research spirituals
• to give an oral interpretation

Before Reading
_________ Reader’s Journal (PE, page 330; UR 5, page 23)
_________ Literary Tools: Theme and Refrain (PE, page 330)
_________ About the Selection (PE, page 330)
_________ Vocabulary: Semantic Feature Analysis (VR, page 54)
_________ Reading Strategy (RSR, page 117)

During Reading
_________ Dramatic Recording (AL, 2:20)
_________ Guided Reading Questions (PE, page 331; UR 5, page 23)
_________ Reading Strategy (RSR, page 117)
_________ Fix-Up Idea (RSR, page 117)

After Reading
_________ Reading Strategy (RSR, page 117)
_________ Standardized Test Practice (RSR, page 118)
_________ Respond to the Selection (PE, page 332; UR 5, page 23)
_________ Investigate, Inquire, and Imagine (PE, page 332; UR 5, page 24)
_________ Understanding Literature: Theme and Refrain (PE, page 332; UR 5, page 25)
_________ Study and Research & Collaborative Learning: Researching Spirituals (PE, page 333; UR 5, page 26)
_________ Speaking and Listening & Collaborative Learning: Giving an Oral Interpretation (PE, page 333; UR 5, page 28)
_________ Selection Check Test 4.5.5 (ATE, page 331; UR 5, page 29; TG)
_________ Selection Test 4.5.6 (UR 5, page 31; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Lesson Plan

“Swing Low, Sweet Chariot,” page 330

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

——— Motivation: Singing Spirituals (ATE, page 330)
——— Reading Proficiency: Reading with a Partner (ATE, page 330)
——— English Language Learning: Listening to the Spiritual (ATE, page 330)
——— Special Needs: Focus on the Guided Reading Questions (ATE, page 330)
——— Enrichment: Discussing Religious Allusions (ATE, page 330)

Cross-Curricular Activities

——— Artistic Representations (ATE, page 331)

Additional Questions and Activities

——— Gospel Music (ATE, page 333)

Flexible Grouping Suggestions

——— Motivation: Singing Spirituals (ATE, page 330)
——— Reading Proficiency: Reading with a Partner (ATE, page 330)
——— Enrichment: Discussing Religious Allusions (ATE, page 330)
——— Cross-Curricular Activities: Artistic Representations (ATE, page 331)
——— Investigate, Inquire, and Imagine (PE, page 332; UR 5, page 24)
——— Study and Research & Collaborative Learning: Researching Spirituals (PE, page 333; UR 5, page 26)
——— Speaking and Listening & Collaborative Learning: Giving an Oral Interpretation (PE, page 333; UR 5, page 28)

Homework Suggestions

——— Respond to the Selection (PE, page 332; UR 5, page 23)
——— Understanding Literature: Theme and Refrain (PE, page 332; UR 5, page 25)

Strategies for Developing Readers

Tackle Allegorical Meaning

——— Refer students to Allegory in the Handbook of Literary Terms for a definition of the term and a brief explanation of how allegory functions in the selection (PE, page 1132).

Additional Strategies for English Language Learners

——— Use English Language Learning information (ATE, page 330) to help students become familiar with a spiritual and to understand difficult vocabulary.
——— Play the Dramatic Recording (AL, 2:20).
——— Use Enrichment: Discussing Religious Allusions (ATE, page 330); have students form small groups and share stories and images from their religious traditions.
——— Visual learners may benefit from completing Cross-Curricular Activities: Artistic Representations (ATE, page 331).
“My Old Kentucky Home,” page 334

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Colloquial terms

Ease Factors: Author’s style; selection length; vocabulary; topic

Synopsis: In this folk song, the speaker expresses sadness over the loss of family, childhood, and home.

Goals/Objectives:
• to appreciate a folk song
• to describe Foster’s literary accomplishments
• to define folk song and rhyme scheme and recognize the use of these techniques in the selection
• to understand the use of dialect
• to write a press release
• to make a time line

Before Reading
_________ Reader’s Journal (PE, page 334; UR 5, page 34)
_________ Literary Tools: Folk Song and Rhyme Scheme (PE, page 334)
_________ About the Author: Stephen C. Foster (PE, page 334)
_________ About the Selection (PE, page 334)
_________ Vocabulary: Dialect (VR, page 55)
_________ Reading Strategy (RSR, page 121)

During Reading
_________ Dramatic Recording (AL, 4:16)
_________ Guided Reading Questions (PE, page 335; UR 5, page 34)
_________ Reading Strategy (RSR, page 121)
_________ Fix-Up Idea (RSR, page 121)

After Reading
_________ Reading Strategy (RSR, page 121)
_________ Standardized Test Practice (RSR, page 122)
_________ Respond to the Selection (PE, page 337; UR 5, page 34)
_________ Investigate, Inquire, and Imagine (PE, page 337; UR 5, page 35)
_________ Understanding Literature: Folk Song and Rhyme Scheme (PE, page 337; UR 5, page 36)
_________ Writer’s Journal: Farewell Letter, Paraphrase, or Folk Song Lyrics (PE, page 338; VLR I, page 33; UR 5, page 38)
_________ Language, Grammar, and Style: Dialect (PE, page 338; VLR I, page 34; UR 5, page 39)
_________ Study and Research: Time Line (PE, page 338; VLR I, page 34; UR 5, page 39)
_________ Selection Check Test 4.5.7 (ATE, page 336; UR 5, page 42; TG)
_________ Selection Test 4.5.8 (UR 5, page 43; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“My Old Kentucky Home,” page 334

Teacher’s Name __________________________________ Class __________________ Date __________________

### Teaching Options

**Individual Learning Strategies**

- **Motivation:** Migrant Workers (ATE, page 334)
- **Reading Proficiency:** Use Dramatic Recording (ATE, page 334; AL, 4:16)
- **English Language Learning:** Complete Language, Grammar, and Style: Dialect (ATE, page 334; PE, page 338; VLR I, page 33; UR 5, page 38)
- **Special Needs:** Focus on Guided Reading Questions (ATE, page 334)
- **Enrichment:** Other Songs by Foster (ATE, page 334)

### Flexible Grouping Suggestions

- **Motivation:** Migrant Workers (ATE, page 334)
- **English Language Learning:** Complete Language, Grammar, and Style: Dialect (ATE, page 334; PE, page 338; VLR I, page 33; UR 5, page 33)
- **Special Needs:** Focus on Guided Reading Questions (ATE, page 334)
- **Enrichment:** Other Songs by Foster (ATE, page 334)
- **Investigate, Inquire, and Imagine** (PE, page 337; UR 5, page 35)

### Homework Suggestions

- **Respond to the Selection** (PE, page 337; UR 5, page 34)
- **Understanding Literature:** Folk Song and Rhyme Scheme (PE, page 337; UR 5, page 36)
- **Writer’s Journal:** Farewell Letter, Paraphrase, or Folk Song Lyrics (PE, page 338; UR 5, page 36)
- **Language, Grammar, and Style:** Dialect (PE, page 338; VLR I, page 33; UR 5, page 38)
- **Study and Research:** Time Line (PE, page 338; VLR I, page 34; UR 5, page 39)
- **Applied English:** Press Release (PE, page 338; UR 5, page 41)

### Strategies for Developing Readers

#### Tackle Colloquial Terms

- As suggested by English Language Learning and Special Needs (ATE, page 334) activities, assist students in completing Language, Grammar, and Style: Dialect (PE, page 338; VLR I, page 33; UR 5, page 33).

- Aid students in completing the dialect lesson in the Vocabulary Resource, (page 55).

- Have students identify other examples of dialect, either in literature or examples they’ve heard.

#### Additional Strategies for English Language Learners

- Encourage ELL students to share information about different dialects within their native languages.

- Play the Dramatic Recording (AL, 4:16)

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"The Battle Hymn of the Republic," page 339

Teacher's Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Archaic terms; religious references

Ease Factor: Selection length

Synopsis: Patriotic hymn justifies the Union cause and celebrates heroic self-sacrifice.

Goals/Objectives:
- to appreciate a song popular during the Civil War
- to describe Howe's literary accomplishments and explain the historical significance of her writing
- to define hymn and allusion and recognize the use of these techniques in the selection
- to identify and explain archaic language
- to use searching tools

Before Reading
- Reader's Journal (PE, page 339; UR 5, page 47)
- Literary Tools: Hymn and Allusion (PE, page 339)
- About the Author: Julia Ward Howe (PE, page 339)
- About the Selection (PE, page 339)
- Vocabulary from the Selection (ATE, page 340)
- Vocabulary: Using Unfamiliar Words (VR, page 57)
- Reading Strategy (RSR, page 125)

During Reading
- Dramatic Recording (AL, 5:00)
- Guided Reading Questions (PE, page 340; UR 5, page 47)
- Reading Strategy (RSR, page 125)
- Fix-Up Idea (RSR, page 125)

After Reading
- Reading Strategy (RSR, page 125)
- Standardized Test Practice (RSR, page 126)
- Respond to the Selection (PE, page 342; UR 5, page 47)
- Investigate, Inquire, and Imagine (PE, page 342; UR 5, page 48)
- Understanding Literature: Hymn and Allusion (PE, page 342; UR 5, page 49)
- Writer's Journal: Letter, Lyrics, or Review (PE, page 343; UR 5, page 50)
- Language, Grammar, and Style: Archaic Language (PE, page 343; VLR I, page 35; UR 5, page 52)
- Study and Research & Speaking and Listening: Using Searching Tools (PE, page 343; UR 5, page 52)
- Selection Check Test 4.5.9 (ATE, page 341; UR 5, page 54; TG)
- Selection Test 4.5.10 (UR 5, page 56; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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Lesson Plan

“The Battle Hymn of the Republic,” page 339

Teacher’s Name ________________________________ Class __________ Date __________

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<td>To help students become familiar with archaic language in the selection, guide them in completing Language, Grammar, and Style: Archaic Language (PE, page 343) before they read the selection.</td>
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<tr>
<td>——— Reading Proficiency: Use Dramatic Recording (ATE, page 339; AL, 5:00)</td>
<td>Aid students in completing Vocabulary: Using Unfamiliar Words (VR, page 57).</td>
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<td>——— Special Needs: Focus on Guided Reading Questions (ATE, page 339)</td>
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<td>——— Enrichment: John Brown and Harper’s Ferry (ATE, page 339)</td>
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<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td><strong>Tackle Religious References</strong></td>
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<tr>
<td>——— Identifying Militaristic Elements in Lyrics (ATE, page 340)</td>
<td>Lead students in a thorough review of the footnotes.</td>
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<tr>
<td><strong>Biographical Note</strong></td>
<td>Aid students in completing Understanding Literature: Allusion (PE, page 343).</td>
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<td>——— Julia Ward Howe (ATE, page 340)</td>
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<td><strong>Flexible Grouping Suggestions</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<tr>
<td>——— Motivation: Other War Songs (ATE, page 339)</td>
<td>Encourage ELL students to share patriotic or celebratory songs from their native cultures.</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 342; UR 5, page 48)</td>
<td>To help students become familiar with archaic language in the selection, guide them in completing Language, Grammar, and Style: Archaic Language (PE, page 343) before they read.</td>
</tr>
<tr>
<td><strong>Homework Suggestions</strong></td>
<td>Play the Dramatic Recording (AL, 5:00).</td>
</tr>
<tr>
<td>——— Enrichment: John Brown and Harper’s Ferry (ATE, page 340)</td>
<td></td>
</tr>
<tr>
<td>——— Respond to the Selection (PE, page 342; UR 5, page 47)</td>
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<tr>
<td>——— Understanding Literature: Hymn and Allusion (PE, page 342; UR 5, page 49)</td>
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<tr>
<td>——— Writer’s Journal: Letter, Lyrics, or Review (PE, page 343; UR 5, page 50)</td>
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</tr>
<tr>
<td>——— Language, Grammar, and Style: Archaic Language (PE, page 343; VLR I, page 35; UR 5, page 52)</td>
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The Gettysburg Address, page 344

Teacher's Name ____________________________ Class ____________________________ Date ____________________________

**Reading Level:** Moderate

**Difficulty Considerations:** Context of speech; complex sentences

**Ease Factor:** Selection length

**Synopsis:** This speech was given to dedicate a war cemetery, and it focuses on the principles of the nation's founders.

**Goals/Objectives:**
- to appreciate the sacrifice of the soldiers who fought and died at Gettysburg
- to describe the contributions of Abraham Lincoln to American literature and history
- to define *parallelism* and recognize its use in a speech
- to define *antithesis* and identify examples of it in a speech
- to write parallel sentences
- to rewrite the speech in everyday language
- to research the Gettysburg campaign

**Before Reading**
- Reader's Journal (PE, page 345; UR 5, page 60)
- Literary Tools: Parallelism and Antithesis (PE, page 345)
- About the Author: Abraham Lincoln (PE, page 344)
- About the Selection (PE, page 345)
- The Wit and Wisdom of Abraham Lincoln (PE, page 345)
- Vocabulary from the Selection (ATE, page 346)
- Vocabulary: Words with Multiple Meanings (VR, page 59)
- Reading Strategy (RSR, page 129)

**During Reading**
- Dramatic Recording (AL, 2:12)
- Guided Reading Questions (PE, page 346; UR 5, page 60)
- Reading Strategy (RSR, page 129)
- Fix-Up Idea (RSR, page 129)

**After Reading**
- Reading Strategy (RSR, page 129)
- Standardized Test Practice (RSR, page 130)
- Respond to the Selection (PE, page 346; UR 5, page 60)
- Investigate, Inquire, and Imagine (PE, page 348; UR 5, page 61)
- Understanding Literature: Parallelism and Antithesis (PE, page 348; VLR I, page 36; UR 5, page 62)
- Writer's Journal: Prediction, Monument Inscription, or Report (PE, page 349; UR 5, page 63)
- Language, Grammar, and Style: Achieving Parallelism (PE, page 349; UR 5, page 64)
- Language, Grammar, and Style: Using a Thesaurus (PE, page 349; UR 5, page 65)
- Collaborative Learning & Study and Research: Researching the Gettysburg Campaign (PE, page 349; UR 5, page 66)
- Selection Check Test 4.5.11 (ATE, page 347; UR 5, page 67; TG)
- Selection Test 4.5.12 (UR 5, page 69; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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Lesson Plan

The Gettysburg Address, page 344

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_________ Motivation: Other American Speeches (ATE, page 344)
_________ Reading Proficiency: Thinking about Punctuation (ATE, page 344)
_________ English Language Learning: Vocabulary (ATE, page 344)
_________ Special Needs: Looking at Photos from the Civil War Era (ATE, page 344)
_________ Enrichment: Interpreting Sayings (ATE, page 344)

Biographical Note

_________ Where and When Lincoln Wrote the Address (ATE, page 345)

Cross-Curricular Activities

_________ Cemetery at Gettysburg (ATE, page 345)

Literary Technique

_________ Repetition (ATE, page 346)

Additional Questions and Activities

_________ Speaking and Listening: Memorizing (ATE, page 347)
_________ Language, Grammar, and Style: Transitive and Intransitive Verbs (ATE, page 347)

Flexible Grouping Suggestions

_________ Motivation: Other American Speeches (ATE, page 344)
_________ Cross-Curricular Activities: Cemetery at Gettysburg (ATE, page 345)
_________ Investigate, Inquire, and Imagine (PE, page 348; UR 5, page 61)
_________ Collaborative Learning & Study and Research: Researching the Gettysburg Campaign (PE, page 349; UR 5, page 66)

Homework Suggestions

_________ Enrichment: Interpreting Sayings (ATE, page 344)
_________ Speaking and Listening: Memorizing (ATE, page 347)
_________ Respond to the Selection (PE, page 346; UR 5, page 60)
_________ Writer’s Journal: Prediction, Monument Inscription, or Report (PE, page 349; UR 5, page 63)
_________ Language, Grammar, and Style: Achieving Parallelism (PE, page 349; UR 5, page 64)
_________ Language, Grammar, and Style: Using a Thesaurus (PE, page 349; UR 5, page 65)

Strategies for Developing Readers

Tackle Context of Speech

_________ Provide students with basic background information about the Civil War and the Battle of Gettysburg.
_________ Review About the Author: Abraham Lincoln (PE, page 344) and About the Selection (PE, page 345) before students read the selection.

Tackle Complex Sentences

_________ Encourage students to use the suggestions offered in Reading Proficiency: Thinking about Punctuation (ATE, page 344).
_________ Assist students in completing Understanding Literature: Parallelism (PE, page 348).

Additional Strategies for English Language Learners

_________ Encourage ELL students to share information about important events in the history of their native countries and also about the current governments of their native countries. If students have the knowledge, they can also share facts about famous historical figures and/or important historical speeches.
_________ Present students with the additional vocabulary listed under English Language Learning (ATE, page 344).
_________ Play the Dramatic Recording (AL, 2:12).

Tackle Context of Speech

_________ Provide students with basic background information about the Civil War and the Battle of Gettysburg.
_________ Review About the Author: Abraham Lincoln (PE, page 344) and About the Selection (PE, page 345) before students read the selection.

Tackle Complex Sentences

_________ Encourage students to use the suggestions offered in Reading Proficiency: Thinking about Punctuation (ATE, page 344).
_________ Assist students in completing Understanding Literature: Parallelism (PE, page 348).

Additional Strategies for English Language Learners

_________ Encourage ELL students to share information about important events in the history of their native countries and also about the current governments of their native countries. If students have the knowledge, they can also share facts about famous historical figures and/or important historical speeches.
_________ Present students with the additional vocabulary listed under English Language Learning (ATE, page 344).
_________ Play the Dramatic Recording (AL, 2:12).

Print Resources

Transparency

Audio Library

Test Generator CD-ROM

Internet

“Ain’t I a Woman?,” page 350

Teacher’s Name ___________________________ Class ___________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Colloquialisms

Ease Factor: Selection length

Synopsis: The speaker presents arguments for women’s rights.

Goals/Objectives:
• to appreciate a speech about women’s rights
• to describe the literary and historical contributions of Sojourner Truth
• to define argument, repetition, colloquialism, and tone and recognize the use of these techniques in the selection
• to change colloquial speech to standard English
• to avoid faulty arguments

Before Reading
_________ Reader’s Journal (PE, page 350; UR 5, page 74)
_________ Literary Tools: Argument, Repetition, Colloquialism, and Tone (PE, page 350; UR 5, page 73)
_________ About the Author: Sojourner Truth (PE, page 350)
_________ About the Selection (PE, page 350)
_________ Vocabulary: Register (VR, page 61)
_________ Reading Strategy (RSR, page 133)

During Reading
_________ Graphic Organizer (PE, page 350; VLR I, page 37; UR 5, page 73)
_________ Guided Reading Questions (PE, page 351; UR 5, page 74)
_________ Reading Strategy (RSR, page 133)
_________ Fix-Up Idea (RSR, page 133)

After Reading
_________ Reading Strategy (RSR, page 133)
_________ Standardized Test Practice (RSR, page 134)
_________ Respond to the Selection (PE, page 351; UR 5, page 74)
_________ Investigate, Inquire, and Imagine (PE, page 52; UR 5, page 75)
_________ Understanding Literature: Argument, Repetition, Colloquialism, and Tone (PE, page 352; UR 5, page 76)
_________ Writer’s Journal: Dialogue, Paragraph, or Advice Column (PE, page 353; UR 5, page 76)
_________ Language, Grammar, and Style: Changing Colloquial Speech (PE, page 353; UR 5, page 78)
_________ Critical Thinking: Avoiding Faulty Arguments (PE, page 353; UR 5, page 78)
_________ Selection Check Test 4.5.13 (ATE, page 351; UR 5, page 79; TG)
_________ Selection Test (UR 5, page 81; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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READING STRATEGIES RESOURCE, PAGE 133

Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Read Aloud
Standardized Test Practice: Identify Author’s Purpose
Lesson Plan

“Ain’t I a Woman?,” page 350

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_______ Motivation: Time Line of Women’s Suffrage (ATE, page 350)
_______ Reading Proficiency: Listen to the Selection (ATE, page 350)
_______ English Language Learning: Vocabulary (ATE, page 350)
_______ Enrichment: Truth’s Speeches (ATE, page 350)

Literary Technique

_______ Allusion (ATE, page 351)

Additional Questions and Activities

_______ Contemporary Issues (ATE, page 351)
_______ Press Release (ATE, page 353)
_______ Taking Notes (ATE, page 353)

Flexible Grouping Suggestions

_______ Motivation: Time Line of Women’s Suffrage (ATE, page 350)
_______ Enrichment: Truth’s Speeches (ATE, page 350)
_______ Additional Questions and Activities: Contemporary Issues (ATE, page 351)
_______ Investigate, Inquire, and Imagine (ATE, page 352; UR 5, page 75)

Homework Suggestions

_______ Respond to the Selection (PE, page 351; UR 5, page 74)
_______ Understanding Literature: Argument and Repetition (PE, page 352; UR 5, page 76)
_______ Writer’s Journal: Dialogue, Paragraph, or Advice Column (PE, page 353; UR 5, page 76)
_______ Language, Grammar, and Style: Changing Colloquial Speech (PE, page 353; UR 5, page 78)
_______ Critical Thinking: Avoiding Faulty Arguments (PE, page 353; UR 5, page 78)

Strategies for Developing Readers

Tackle Colloquialisms

_______ Use English Language Learning: Vocabulary (ATE, page 350), and review “3.2 Formal and Informal English” in the Language, Grammar, and Style Resource (PE, page 1053) to help students understand colloquialism.
_______ Assist students in completing Understanding Literature: Colloquialism and Tone (PE, page 352).

Additional Strategies for English Language Learners

_______ Ask students to complete lesson 3.2 Formal and Informal English in the separate Language, Grammar, and Style Resource book (page 3).
_______ Ask ELL students to share examples of colloquialism from their native languages.

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“An Occurrence at Owl Creek Bridge,” page 354

Reading Level: Moderate

Difficulty Consideration: Plot twists

Ease Factor: Selection length

Synopsis: In this suspenseful, psychological fiction story, the main character appears to have escaped execution.

Goals/Objectives:
• to enjoy a suspenseful, psychological story
• to recognize elements of Naturalism and American Realism
• to describe Ambrose Bierce’s contributions to American literature
• to define flashback and explain its function in a short story
• to define psychological fiction and identify its elements in a short story
• to identify helping verbs in sentences
• to create a sensory details chart
• to write a screenplay

Before Reading
—— Reader’s Journal (PE, page 354; UR 5, page 85)
—— Literary Tools: Flashback and Psychological Fiction (PE, page 354)
—— About the Author: Ambrose Bierce (PE, page 354)
—— About the Selection (PE, page 354)
—— Vocabulary from the Selection (ATE, page 355)
—— Additional Vocabulary (ATE, page 355)
—— Vocabulary: Commonly Misspelled Words (VR, page 63)
—— Reading Strategy (RSR, page 137)

During Reading
—— Dramatic Recording (AL, 29:25)
—— Guided Reading Questions (PE, page 355; UR 5, page 85)
—— Fine Art: Winslow Homer (PE, page 360; Art Note, ATE, page 360)
—— Reading Strategy (RSR, page 137)
—— Fix-Up Idea (RSR, page 137)

After Reading
—— Reading Strategy (RSR, page 137)
—— Standardized Test Practice (RSR, page 138)
—— Respond to the Selection (PE, page 362; UR 5, page 87)
—— Investigate, Inquire, and Imagine (PE, page 363; UR 5, page 87)
—— Understanding Literature: Flashback and Psychological Fiction (PE, page 363; VLR I, page 38; UR 5, page 89)
—— Writer’s Journal: Journal, Military Order, or Dream Report (PE, page 364; UR 5, page 90)
—— Language, Grammar, and Style: Helping Verbs (PE, page 364; UR 5, page 90)
—— Applied English: Technical Writing (PE, page 364; UR 5, page 91)
—— Collaborative Learning & Speaking and Listening: Sensory Details Chart (PE, page 364; VLR I, page 39; UR 5, page 91)
—— Media Literacy: Screenplay (PE, page 364; UR 5, page 92)
—— Selection Check Test 4.5.15 (ATE, page 361; UR 5, page 93; TG)
—— Selection Test 4.5.16 (UR 5, page 95; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time
**Lesson Plan**

“An Occurrence at Owl Creek Bridge,” page 354

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<td><strong>Tackle Plot Twists</strong></td>
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<td></td>
<td>Have students in the class take turns reading paragraphs of the story aloud, stopping every few paragraphs to make sure students are following what is taking place in the story.</td>
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<tr>
<td></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td></td>
<td>Have students in the class take turns reading paragraphs of the story aloud, stopping every few paragraphs to make sure students are following what is taking place in the story.</td>
</tr>
<tr>
<td></td>
<td>Present the information given under English Language Learning: Vocabulary (ATE, page 354).</td>
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<tr>
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from “Song of Myself” and “O Captain! My Captain!,” page 365

Teacher’s Name ________________________________ Class __________________________ Date __________________________

Reading Level: Moderate, Moderate

Difficulty Considerations: Symbols; historical context; extended metaphor

Ease Factors: Topic; selection length

Synopsis: In the first selection, Whitman describes his personality and exemplifies his most well-known themes. The second selection is an elegy in memory of Abraham Lincoln.

Goals/Objectives:
• to illustrate the main tenets of Romanticism using passages from Whitman’s “Song of Myself”
• to describe the autobiographical aim of Leaves of Grass
• to name the most common themes of Whitman’s poetry using examples from the selections
• to explain the significance of the symbol of the grass in Whitman’s “Song of Myself”
• to define elaboration, symbol, elegy, rhyme, rhyme scheme, and meter using examples from the selections
• to use exclamation points correctly
• to research Whitman on the Internet

Before Reading
_________ Reader’s Journal: from “Song of Myself” (PE, page 365; UR 5, page 100)
_________ Reader’s Journal: “O Captain! My Captain!” (PE, page 366; UR 5, page 111)
_________ Literary Tools: from “Song of Myself”: Elaboration and Symbol (PE, page 365)
_________ Literary Tools: “O Captain! My Captain!”: Elegy, Style, Rhyme, Rhyme Scheme, and Meter (PE, page 366)
_________ About the Author: Walt Whitman (PE, page 365)
_________ About the Selections (PE, page 366)
_________ Fine Art: Fitz Hugh Lane (PE, page 375; VLR I, page 22)
_________ Vocabulary from the Selection: from “Song of Myself” (ATE, page 368)
_________ Vocabulary from the Selection: “O Captain! My Captain!” (ATE, page 375)
_________ Vocabulary: Categorizing and Using Unfamiliar Words (VR, page 65)
_________ Reading Strategy (RSR, pages 141 and 145)

During Reading
_________ Graphic Organizer: “O Captain! My Captain!” (PE, page 366; VLR I, page 41; UR 5, page 110)
_________ Dramatic Recording: from “Song of Myself” (AL, 9:06)
_________ Dramatic Recording: “O Captain! My Captain!” (AL, 1:56)
_________ Guided Reading Questions: from “Song of Myself” (PE, page 367; UR 5, page 100)
_________ Guided Reading Questions: “O Captain! My Captain!” (PE, page 375; UR 5, page 111)
_________ Reading Strategy (RSR, pages 141 and 145)
_________ Fix-Up Idea (RSR, pages 141 and 145)
Lesson Plan

from “Song of Myself” and “O Captain! My Captain!,” page 365

Teacher’s Name ___________________________ Class __________________ Date __________________

After Reading

_______ Reading Strategy (RSR, pages 141 and 146)
_______ Standardized Test Practice (RSR, pages 142 and 146)
_______ Respond to the Selection: from “Song of Myself” (PE, page 373; UR 5, page 101)
_______ Respond to the Selection: “O Captain! My Captain!” (PE, page 376; UR 5, page 111)
_______ Investigate, Inquire, and Imagine: from “Song of Myself” (PE, page 374; UR 5, page 102)
_______ Investigate, Inquire, and Imagine: “O Captain! My Captain!” (PE, page 377; UR 5, page 112)
_______ Understanding Literature: from “Song of Myself”: Elaboration and Symbol (PE, page 374; UR 5, page 103)
_______ Understanding Literature: “O Captain! My Captain!”: Elegy, Style, Rhyme, Rhyme Scheme, and Meter (PE, page 377; UR 5, page 113)
_______ Writer’s Journal: Poetic License, Editorial, or Wanted Poster (PE, page 378; UR 5, page 113)
_______ Language, Grammar, and Style: Using Exclamation Points (PE, page 378; UR 5, page 114)
_______ Media Literacy & Study and Research: Researching Whitman on the Internet (PE, page 378; UR 5, page 115)
_______ Selection Check Test 4.5.17 (ATE, page 372; UR 5, page 104; TG)
_______ Selection Check Test 4.5.19 (ATE, page 376; UR 5, page 116; TG)
_______ Selection Test 4.5.18 (UR 5, page 106; TG)
_______ Selection Test 4.5.20 (UR 5, page 118; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time
Lesson Plan

from “Song of Myself” and “O Captain! My Captain!,” page 365

Teacher’s Name ______________________   Class __________________   Date __________

Teaching Options

Individual Learning Strategies
   —________ Motivation: Comparing Emerson to Whitman (ATE, page 365)
   —________ Reading Proficiency: Highlight Difficult Passages (ATE, page 365)
   —________ English Language Learning: Vocabulary (ATE, page 365)
   —________ Special Needs: Working with a Partner on Guided Reading Questions (ATE, page 366)
   —________ Enrichment: Personal Essay (ATE, page 366)

Literary Note
   —________ Romantic Tradition (ATE, page 367)
   —________ Child in Romantic Tradition (ATE, page 368)
   —________ Religion and Romantics (ATE, page 371)

Internet Resources
   —________ Walt Whitman Hypertext Archive (ATE, page 366)
   —________ “Song of Myself” Online (ATE, page 367)

Additional Questions and Activities
   —________ Comparing Whitman to Nineteenth-Century Regionalists (ATE, page 368)
   —________ Elegy and Attitudes Toward Death (ATE, page 369)

Literary Techniques
   —________ Allusion (ATE, page 370)
   —________ Extended Metaphor (ATE, page 375)

Quotables
   —________ Walt Whitman (ATE, page 371)

Flexible Grouping Suggestions
   —________ Special Needs: Working with a Partner on Guided Reading Questions (ATE, page 366)
   —________ Enrichment: Personal Essay (ATE, page 366)
   —________ Investigate, Inquire, and Imagine: from “Song of Myself” (PE, page 374; UR 5, page 102)
   —________ Investigate, Inquire, and Imagine: “O Captain! My Captain!” (PE, page 377; UR 5, page 112)
   —________ Media Literacy & Study and Research: Researching Whitman on the Internet (PE, page 378; UR 5, page 115)

Homework Suggestions
   —________ Motivation: Comparing Emerson to Whitman (ATE, page 365)
   —________ Respond to the Selection: from “Song of Myself” (PE, page 373; UR 5, page 101)
   —________ Respond to the Selection: “O Captain! My Captain!” (PE, page 376; UR 5, page 111)
   —________ Writer’s Journal: Poetic License, Editorial, or Wanted Poster (PE, page 378; UR 5, page 113)
   —________ Language, Grammar, and Style: Using Exclamation Points (PE, page 378; UR 5, page 114)

Strategies for Developing Readers

Tackle Symbols

Tackle Historical Context
   —________ Review About the Author: Walt Whitman (PE, page 365) and About the Selections (PE, page 366) with students before they read the selection.
   —________ Provide students with basic historical background about Lincoln’s assassination.

Tackle Extended Metaphor
   —________ Use the Literary Technique: Extended Metaphor (ATE, page 375) to aid students in understanding an extended metaphor.

Additional Strategies for English Language Learners
   —________ Provide students with the additional vocabulary listed under English Language Learning (ATE, page 365).
   —________ Encourage ELL students to share information about well-known poets and beloved leaders in history from their native countries.
Lesson Plan

“Do not weep, maiden, for war is kind” and “A Man Said to the Universe,” page 379

Teacher’s Name __________________________________Class __________________Date __________________

Reading Level: Easy, Easy

Difficulty Consideration: Irony

Ease Factors: Selection length; vocabulary; style

Synopsis: The first selection uses irony to express the horrors of war. The second selection is an imaginary dialogue that illustrates the Naturalist view of the world.

Goals/Objectives:
• to appreciate a poem about war and a poem about Naturalism
• to describe the contributions of Stephen Crane to American literature
• to define verbal irony, free verse, irony, and dialogue and recognize the use of these techniques in the selections
• to use hyphens and capitalization correctly
• to post an online book review
• to write a war article

Before Reading
_________ Reader’s Journal: “Do not weep, maiden, for war is kind” (PE, page 380; UR 5, page 122)
_________ Reader’s Journal: “A Man Said to the Universe” (PE, page 382; UR 5, page 131)
_________ Literary Tools for “Do not weep, maiden, for war is kind”: Irony and Free Verse (PE, page 380)
_________ Literary Tools for “A Man Said to the Universe”: Irony and Dialogue (PE, page 382)
_________ About the Author: Stephen Crane (PE, page 379)
_________ About the Selections (PE, page 379)
_________ Fine Art: Frederic Church (PE, page 382; Art Note, PE and ATE, page 382; UR 5, page 131)
_________ Vocabulary: Semantic Families: Body Words (VR, page 67)
_________ Reading Strategy (RSR, page 149)

During Reading
_________ Graphic Organizer: “Do not weep, maiden, for war is kind” (PE, page 380; VLR I, page 42; UR 5, page 122)
_________ Dramatic Recording: “Do not weep, maiden, for war is kind” (AL, 1:24)
_________ Dramatic Recording: “A Man Said to the Universe” (AL, 0:23)
_________ Guided Reading Questions: “Do not weep, maiden, for war is kind” (PE, page 380; UR 5, page 122)
_________ Reading Strategy (RSR, page 149)
_________ Fix-Up Idea (RSR, page 149)

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READING STRATEGIES RESOURCE, PAGE 149
Reading Strategy: Write Things Down
Fix-Up Idea: Focus on Imagery
Standardized Test Practice: Identify Author’s Purpose and Irony

UNIT 5 THE AMERICAN TRADITION LESSON PLANS 95
“Do not weep, maiden, for war is kind” and “A Man Said to the Universe,” page 379

Teacher's Name __________________ Class __________________ Date __________________

After Reading

- Reading Strategy (RSR, page 149)
- Standardized Test Practice (RSR, page 150)
- Respond to the Selection: “Do not weep, maiden, for war is kind” (PE, page 381; UR 5, page 123)
- Respond to the Selection: “A Man Said to the Universe” (PE, page 382; UR 5, page 131)
- Investigate, Inquire, and Imagine: “Do not weep, maiden, for war is kind” (PE, page 381; UR 5, page 123)
- Investigate, Inquire, and Imagine: “A Man Said to the Universe” (PE, page 383; UR 5, page 132)
- Understanding Literature: “Do not weep, maiden, for war is kind”: Irony and Free Verse (PE, page 381; UR 5, page 124)
- Understanding Literature: “A Man Said to the Universe”: Irony and Dialogue (PE, page 383; VLR I, page 43; UR 5, page 133)
- Writer’s Journal: Vows, Contract, or Mock Heroic Poem (PE, page 384; UR 5, page 134)
- Language, Grammar, and Style: Hyphens and Proofreading for Capitalization (PE, page 384; UR 5, page 135)
- Study and Research & Media Literacy: Online Book Review (PE, page 384; UR 5, page 135)
- Media Literacy: War Correspondent (PE, page 384; UR 5, page 136)
- Selection Check Test 4.5.21 (ATE, page 380; UR 5, page 126; TG)
- Selection Check Test 4.5.23 (ATE, page 384; UR 5, page 137; TG)
- Selection Test 4.5.22 (UR 5, page 127; TG)
- Selection Test 4.5.24 (UR 5, page 138; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Do not weep, maiden, for war is kind” and “A Man Said to the Universe,” page 379

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<td>______ Investigate, Inquire, and Imagine: “Do not weep, maiden, for war is kind” (PE, page 381; UR 5, page 123)</td>
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<td>______ Study and Research &amp; Media Literacy: Online Book Review (PE, page 384; UR 5, page 135)</td>
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<tr>
<td>______ Media Literacy: War Correspondent (PE, page 384; UR 5, page 136)</td>
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</tbody>
</table>

Additional Strategies for English Language Learners

_______ Play the Dramatic Recordings (AL, 1:24 and 0:23).
_______ Have students complete English Language Learning: Vocabulary (ATE, page 379).
_______ Encourage ELL students to share poems from their native languages.

Tackle Irony

_______ Present students with the information on irony given under Special Needs (ATE, page 379).
_______ Assist students in completing Literary Tools: Irony (PE, page 380) and Understanding Literature: Irony (PE, page 381).
Unit Five
Slavery and the Civil War (1850–1865)
Closing the Unit, page 385–401

Teacher's Name ____________________________________________ Class __________________ Date __________________

Selections for Additional Reading

**Slavery and the Civil War, pages 385–389**

- from *Incidents in the Life of a Slave Girl, Seven Years Concealed* by Harriet Jacobs (PE, page 385)
- Dramatic Recording: from *Incidents in the Life of a Slave Girl, Seven Years Concealed* (AL, 11:13)
- from “A House Divided,” Letter to Mrs. Bixby, and from the Second Inaugural Address by Abraham Lincoln (PE, page 386)
- Dramatic Recording: from “A House Divided” (AL, 1:34)
- Dramatic Recording: from the Second Inaugural Address (AL, 4:09)
- “Farewell to His Army” by Robert E. Lee (PE, page 387)
- Dramatic Recording: “Farewell to His Army” (AL, 1:21)
- from “When Lilacs Last in the Dooryard Bloom’d” and “When I Heard the Learn’d Astronomer” by Walt Whitman (PE, page 387)
- Dramatic Recording: from “When Lilacs Last in the Dooryard Bloom’d” (AL, 2:47)
- Dramatic Recording: “When I Heard the Learn’d Astronomer” (AL, 0:43)
- from *Up from Slavery* by Booker T. Washington (PE, page 388)
- from *An Appeal in Favor of That Class of Americans Called Africans* by Lydia Maria Child (PE, page 388)
- from *Appeal to the Christian Women of the Southern States* by Angelina Grimké (PE, page 389)
- from *Slavery* by William Ellery Channing (PE, page 389)
- from Argument before the Supreme Court in the Case of Wharton Jones v. John Vanzandt, 1846 by Salmon P. Chase (PE, page 389)

**Narrative Writing: Biographical Narrative**

**Assignment:** Students learn to write a biographical narrative (PE, pages 390–399).

**Before Writing**

- Biographical Narrative (PE, page 390)
- Professional Model (PE, page 390)
- Previewing Models and Rubric for Assignment (VLR I, page 146; WR, page 106)
- Prewriting (PE, page 391; WR, page 89)
- Student Model—Graphic Organizer (PE, page 392; WR, page 91)
- Graphic Organizer (VLR I, page 143; WR, page 90)

**During Writing**

- Drafting (PE, page 393)
- Self- and Peer Evaluation (PE, page 394; WR, page 97)
- Language, Grammar, and Style: Writing Effective Sentences (PE, page 396; WR, page 94)
- Revising and Proofreading (PE, page 396)
- Student Model—Revised (PE, page 396; WR, page 101)

**Washington State Standards**

- click this box for details

**Guided Writing Software**

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Unit Five
Slavery and the Civil War (1850–1865)
Closing the Unit, page 385–401

Teacher’s Name __________________________ Class __________________________ Date __________________________

After Writing
[ ] Publishing and Presenting (PE, page 399)

Individual Learning Strategies
[ ] Motivation: Memorable Stories (ATE, page 391)
[ ] Reading Proficiency: Summarizing the Assignment (ATE, page 391)
[ ] English Language Learning: Using Translation Dictionaries (ATE, page 391)
[ ] Special Needs: Assistance in Completing Graphic Organizer (ATE, page 391)
[ ] Enrichment: Community Profile and Publication (ATE, page 391)

Flexible Grouping Suggestions
[ ] Special Needs: Assistance in Completing Graphic Organizer (ATE, page 391)
[ ] Peer Evaluation (PE, page 394; WR, page 97)
[ ] Revising and Proofreading (PE, page 396)
[ ] Publishing and Presenting (PE, page 399)

Homework Suggestions
[ ] Graphic Organizer (VLR I, page 143; WR, page 90)
[ ] Language, Grammar, and Style: Writing Effective Sentences (PE, page 396; WR, page 94)
[ ] Self-Evaluation (PE, page 394; WR, page 97)
[ ] Rubric for Narrative Writing: Biographical Narrative (VLR I, page 146; WR, page 106)

Unit Five Review

Review and Assessment
[ ] Words for Everyday Use (PE, page 400; UR 5, page 144)
[ ] Vocabulary Development (ATE, page 400)
[ ] Literary Tools (PE, page 400; UR 5, page 144)
[ ] Unit 5 Review/Study Guide (UR 5, page 141)
[ ] Unit 5 Test (UR 5, page 147; TG)

Reflecting on Your Reading
[ ] Genre Studies: Speeches; Spirituals (PE, page 400)
[ ] Thematic Studies: Naturalism; Romanticism (PE, page 401)
[ ] Historical/Biographical Studies: Abraham Lincoln; Slavery and Its Aftermath (PE, page 401)
Unit Six
Frontiers (1860–1900)
Opening the Unit, pages 402–410

Teacher's Name _____________________________________________ Class ____________________________ Date ______________

Dates I Plan to Teach This Unit ________________________________________

Unit Goals/Objectives:
• to understand selected works of American Frontier literature
• to identify the differences between early and late nineteenth-century American literature
• to define Realism, Naturalism, and regionalism and identify the main practitioners of these literary modes in late nineteenth-century America
• to describe the ways the displacement of Native Americans was accomplished, what its effects were, and some key moments in its history
• to write a college application essay
• to use sentences variety

Lessons I Plan to Teach
_________ “The Notorious Jumping Frog of Calaveras County,” page 411
_________ “The Outcasts of Poker Flat,” page 419
_________ “I Will Fight No More Forever,” page 432
_________ Insights: “Broken Promises,” page 434
_________ “A White Heron,” page 437
_________ “Woman's Right to Suffrage,” page 448
_________ “The Story of an Hour,” page 454
_________ Selections for Additional Reading: Frontiers, page 460
_________ Guided Writing—Informative Writing: Application Essay, page 463
_________ Unit Six Review, page 472

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 402–403). Then look over the ideas for Getting Started in the Classroom on the next page.
Unit Six
Frontiers (1860–1900)
Opening the Unit, pages 402–410

Getting Started in the Classroom

Opening Pages: Discuss how the artwork by Georgia O’Keeffe (PE, page 402) and the quote from Chief Seattle (PE, page 403) relate to each other and to the theme of this unit. You may want to use the Art Notes (PE and ATE, page 404) and the artwork lesson (VLR II, page 25).

Frontiers (PE, page 404)

Historical Note: Frontier Thesis (ATE, page 404)

Thematic Currents: Exploring Themes (ATE, page 404)

Literary Currents: Exploring Concepts and Themes (ATE, page 405)

Historical Notes: Chicago and Westward Expansion (ATE, page 406)

Biographical Note: Crazy Horse (ATE, page 406)

Historical Notes: Ghost Dance and Population (ATE, page 407)

Literary Notes: Feminist Fiction and Regionalism (ATE, page 408)

Additional Questions and Activities: Critical Thinking: Romanticism and Realism (ATE, page 408)

Literary Note: Realism (ATE, page 408)

Additional Questions and Activities: Critical Thinking: Outlining Realist Theories (ATE, page 409)

Biographical Note: London and Dreiser (ATE, page 409)

Echoes (PE, page 410)

Quotables: Alexander Pope (ATE, page 410)

Literary Technique: Epigram and Wit (ATE, page 410)

Additional Questions and Activities: Writing Epigrams (ATE, page 410)

Introduction Check Test 4.6.1 (ATE, page 409; UR 6, page 1; TG)

Introduction Test 4.6.2 (UR 6, page 4; TG)
“The Notorious Jumping Frog of Calaveras County,” page 411

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Dialect

Ease Factors: Selection length; humorous style

Synopsis: The selection is a tall tale about a frog-jumping contest.

Goals/Objectives:
- to name Mark Twain's most significant works and describe the special place Twain has in American literature
- to identify Twain as a humorous novelist and regionalist writer of the Mississippi River valley
- to understand the conflict in the Twain selection between the lofty and educated and the lowly and uneducated
- to define dialect and frame tale and recognize the use of these techniques in the selection
- to rewrite informal, nonstandard English sentences into standard, formal English
- to identify modifiers
- to prepare an oral interpretation of an excerpt from one of Mark Twain's works
- to write a tall tale

Before Reading
- Reader's Journal (PE, page 411; UR 6, page 9)
- Literary Tools: Dialect and Frame Tale (PE, page 411)
- About the Author: Mark Twain (PE, page 411)
- About the Selection (PE, page 411)
- Vocabulary from the Selection (ATE, page 412)
- Additional Vocabulary (ATE, page 413)
- Vocabulary: Connotation and Denotation (VR, page 69)
- Reading Strategy (RSR, page 153)

During Reading
- Dramatic Recording (AL, 15:07)
- Guided Reading Questions (PE, page 412; UR 6, page 9)
- Fine Art: W. J. Welch (PE, page 412; Art Note, PE, page 413)
- Reading Strategy (RSR, page 153)
- Fix-Up Idea (RSR, page 153)

After Reading
- Reading Strategy (RSR, page 153)
- Standardized Test Practice (RSR, page 154)
- Respond to the Selection (PE, page 416; UR 6, page 10)
- Investigate, Inquire, and Imagine (PE, page 417; UR 6, page 10)
- Understanding Literature: Dialect and Frame Tale (PE, page 417; VLR I, page 44; UR 6, page 11)
- Writer's Journal: Memoir, Letter, or Summary (PE, page 418; UR 6, page 12)
- Language, Grammar, and Style: Adding Modifiers (PE, page 418; UR 6, page 13)
- Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 418)
- Applied English: Tall Tale (PE, page 418)
- Selection Check Test 4.6.3 (ATE, page 416; UR 6, page 14; TG)
- Selection Test 4.6.4 (UR 6, page 15; TG)

Internet activities at http://www.emcp.com

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet


WASHINGTON STATE STANDARDS

click this box for details
“The Notorious Jumping Frog of Calaveras County,” page 411

Teacher’s Name __________________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Researching Mining Camps (ATE, page 412)
- Reading Proficiency: Preparing Students for Dialect (ATE, page 412)
- English Language Learning: Preparing Students for Dialect (ATE, page 412)
- Special Needs: Use the Dramatic Recording (ATE, page 412; AL, 15:07)
- Enrichment: Folklore and Tall Tales (ATE, page 412)

**Quotables**
- Mark Twain (ATE, page 414)
- Huck Finn (ATE, page 415)

**Literary Note**
- Wit (ATE, page 415)

**Literary Technique**
- Flat and Rounded Characters (ATE, page 413)

**Additional Questions and Activities**
- Identifying Grammatical Errors (ATE, page 412)
- Character Sketches (ATE, page 413)
- Unreliable Narrator (ATE, page 414)

**Biographical Note**
- Mark Twain (ATE, page 413)

**Historical Notes**
- Andrew Jackson and Daniel Webster (ATE, page 414)

**Internet Resources**
- Online Resources about Mark Twain (ATE, page 415)

**Flexible Grouping Suggestions**
- Motivation: Researching Mining Camps (ATE, page 412)
- Enrichment: Folklore and Tall Tales (ATE, page 412)
- Investigate, Inquire, and Imagine (PE, page 417; UR 6, page 10)
- Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 418)

**Homework Suggestions**
- Critical Thinking: Character Sketches (ATE, page 413)
- Respond to the Selection (PE, page 416; UR 6, page 10)
- Writer’s Journal: Memoir, Letter, or Summary (PE, page 418; UR 6, page 12)
- Language, Grammar, or Style: Adding Modifiers (PE, page 418; UR 6, page 13)
- Applied English: Tall Tale (PE, page 418)

**Strategies for Developing Readers**

**Tackle Dialect**
- Use the strategies in Reading Proficiency (ATE, page 412) and English Language Learning (ATE, page 412) to help students become more comfortable with the use of dialect and nonstandard English in this selection.

**Additional Strategies for English Language Learners**
- Encourage ELL students to share information about and examples of dialects within their native languages.

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“The Outcasts of Poker Flat,” page 419

Teacher's Name ___________________________ Class ___________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Ironic phrases

Ease Factor: Style

Synopsis: A group of outcasts try to survive on the frontier.

Goals/Objectives:
- to appreciate regionalist or local-color fiction
- to identify Bret Harte as a nineteenth-century regionalist and briefly describe the region he portrayed
- to describe Harte's treatment of the conflict between society and its “outcasts”
- to define sentimentality and stereotypical or stock character and recognize the use of these techniques in the selection
- to use semicolons and dashes appropriately
- to write a western parody

Before Reading
- Reader's Journal (PE, page 419; UR 6, page 19)
- Literary Tools: Sentimentality and Stereotypical or Stock Character (PE, page 419)
- About the Author: Bret Harte (PE, page 419)
- About the Selection (PE, page 419)
- Fine Art: Albert Bierstadt (PE, page 428; VLR II, page 28; Art Note, PE, page 429)
- Vocabulary from the Selection (ATE, page 421)
- Additional Vocabulary (ATE, page 421)
- Vocabulary: Test Your Knowledge (VR, page 71)
- Reading Strategy (RSR, page 157)

During Reading
- Dramatic Recording (AL, 30:47)
- Guided Reading Questions (PE, page 421; UR 6, page 19)
- Reading Strategy (RSR, page 157)
- Fix-Up Idea (RSR, page 157)

After Reading
- Reading Strategy (RSR, page 157)
- Standardized Test Practice (RSR, page 158)
- Respond to the Selection: (PE, page 429; UR 6, page 20)
- Investigate, Inquire, and Imagine (PE, page 430; UR 6, page 21)
- Understanding Literature: Sentimentality and Stereotypical or Stock Character (PE, page 430; VLR I, page 45; Art Note, PE, page 429)
- Writer's Journal: Epitaph, Character Sketch, or Conclusion (PE, page 431; UR 6, page 22)
- Language, Grammar, and Style: Semicolons and Dashes (PE, page 431; UR 6, page 24)
- Collaborative Learning: Writing a Parody (PE, page 431; UR 6, page 24)
- Selection Check Test 4.6.5 (ATE, page 428; UR 6, page 25)
- Selection Test 4.6.6 (UR 6, page 27)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“The Outcasts of Poker Flat,” page 419

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<td>Use the strategies suggested in Reading Proficiency (ATE, page 420) to help students better understand indirect, understated, or ironic language in the selection.</td>
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<td>Reading Proficiency: Underlining Difficult Phrases (ATE, page 420)</td>
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<td>English Language Learning: Vocabulary (ATE, page 420)</td>
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<td>Special Needs: Focus on Guided Reading Questions (ATE, page 420)</td>
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<td>Enrichment: Role-Play (ATE, page 420)</td>
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<td>Scapegoating (ATE, page 423)</td>
<td>Pair ELL readers with advanced readers. Allow the pairs time to preview the selection, going over Words for Everyday Use, footnotes, Additional Vocabulary (ATE, page 421), the Prereading page (PE, page 419), and English Language Learning: Vocabulary (ATE, page 420). Pairs of readers may wish to alternate reading paragraphs aloud for a portion of the selection.</td>
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<td>Allusion (ATE, page 427)</td>
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<tr>
<td>Motivation: Creating Epitaphs (ATE, page 420)</td>
<td>Respond to the Selection: (PE, page 429; UR 6, page 20)</td>
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<td>Investigate, Inquire, and Imagine (PE, page 430; UR 6, page 21)</td>
<td>Writer’s Journal: Epitaph, Character Sketch, or Conclusion (PE, page 431; UR 6, page 22)</td>
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<tr>
<td>Understanding Literature: Sentimentality and Stereotypical or Stock Character (PE, page 430; VLR I, page 45; UR 6, page 22)</td>
<td>Language, Grammar, and Style: Semicolons and Dashes (PE, page 431; UR 6, page 24)</td>
</tr>
<tr>
<td>Collaborative Learning: Writing a Parody (PE, page 431; UR 6, page 24)</td>
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Tackle Ironic Phrases

Use the strategies suggested in Reading Proficiency (ATE, page 420) to help students better understand indirect, understated, or ironic language in the selection.

Additional Strategies for English Language Learners

Pair ELL readers with advanced readers. Allow the pairs time to preview the selection, going over Words for Everyday Use, footnotes, Additional Vocabulary (ATE, page 421), the Prereading page (PE, page 419), and English Language Learning: Vocabulary (ATE, page 420). Pairs of readers may wish to alternate reading paragraphs aloud for a portion of the selection.

Use the strategies suggested in Reading Proficiency (ATE, page 420) to help students better understand indirect, understated, or ironic language in the selection.

Play the Dramatic Recording (AL, 30:47).
“I Will Fight No More Forever,” page 432

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Considerations: Social and historical context; unfamiliar names

Ease Factors: Author's style; selection length

Synopsis: This selection is the surrender speech of a Nez Percé chief.

Goals/Objectives:
• to identify Chief Joseph and describe key events in his people’s struggle to preserve their way of life during the Westward Expansion
• to understand the conditions of the Nez Percé as described in Chief Joseph's surrender speech
• to define oral tradition and speech and describe Chief Joseph's view of the relationship between words and action
• to write sentences using the active voice
• to research a Native American treaty

Insights: “Broken Promises,” page 434

Before Reading
_________ Reader’s Journal (PE, page 433; UR 6, page 31)
_________ Literary Tools: Oral Tradition and Speech (PE, page 433)
_________ About the Author: Chief Joseph of the Nez Percé (PE, page 432)
_________ About the Selection (PE, page 432)
_________ Vocabulary: Words Borrowed from Native American Languages (VR, page 73)
_________ Reading Strategy (RSR, page 161)

During Reading
_________ Dramatic Recording (AL, 1:20)
_________ Guided Reading Questions (PE, page 433; UR 6, page 31)
_________ Reading Strategy (RSR, page 161)
_________ Fix-Up Idea (RSR, page 161)

After Reading
_________ Reading Strategy (RSR, page 161)
_________ Standardized Test Practice (RSR, page 162)
_________ Fine Art: Kicking Bear (PE, page 434; Art Note, PE, page 434)
_________ Respond to the Selection (PE, page 435; UR 6, page 31)
_________ Investigate, Inquire, and Imagine (PE, page 435; UR 6, page 32)
_________ Understanding Literature: Oral Tradition and Speech (PE, page 435; VLR I, page 46; UR 6, page 33)
_________ Writer’s Journal: Paragraph, Wish List, or Treaty (PE, page 436; UR 6, page 33)
_________ Language, Grammar, and Style: Using the Active Voice (PE, page 436; UR 6, page 34)
_________ Speaking and Listening: Public Speaking (PE, page 436)
_________ Study and Research: Native American Treaties (PE, page 436; UR 6, page 35)
_________ Applied English: Address to a Jury (PE, page 436; UR 6, page 36)
_________ Insights: “Broken Promises” (PE, page 434)
_________ Selection Check Test 4.6.7 (ATE, page 434; UR 6, page 36; TG)
_________ Selection Test 4.6.8 (UR 6, page 38; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Lesson Plan

“I Will Fight No More Forever,” page 432

Teacher’s Name ________________________ Class __________________ Date __________________

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<td><strong>Tackle Social and Historical Context</strong></td>
</tr>
<tr>
<td>________ Motivation: Watching and Responding to a Video (ATE, page 432)</td>
<td>________ Use the strategies in English Language Learning: Paraphrasing and Outlining Main Ideas (ATE, page 432), Special Needs: Understanding Context (ATE, page 432), and Enrichment: European and Native American Views (ATE, page 432) to help students understand the social and historical context surrounding the speech.</td>
</tr>
<tr>
<td>________ Reading Proficiency: Pronunciation and Reading Aloud (ATE, page 432)</td>
<td></td>
</tr>
<tr>
<td>________ English Language Learning: Paraphrasing and Outlining Main Ideas (ATE, page 432)</td>
<td></td>
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<tr>
<td>________ Special Needs: Understanding Context (ATE, page 432)</td>
<td></td>
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<tr>
<td>________ Enrichment: European and Native American Views (ATE, page 432)</td>
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<table>
<thead>
<tr>
<th>Quotables</th>
<th><strong>Tackle Unfamiliar Names</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Chief Joseph (ATE, page 433)</td>
<td>________ Complete Reading Proficiency: Pronunciation and Reading Aloud (ATE, page 432).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Internet Resources</th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>________ On This Date in North American Indian History (ATE, page 433)</td>
<td>________ Encourage ELL students to share historical facts and/or legends about native peoples from their native countries.</td>
</tr>
</tbody>
</table>

| Historical Notes | |
|------------------| |
| ________ Chief Joseph and Churches (ATE, page 433) | |
| ________ Bury My Heart at Wounded Knee (ATE, page 433) | |

| Flexible Grouping Suggestions | |
|-------------------------------| |
| ________ English Language Learning: Paraphrasing and Outlining Main Ideas (ATE, page 432) | |
| ________ Special Needs: Understanding Context (ATE, page 432) | |
| ________ Enrichment: European and Native American Views (ATE, page 432) | |
| ________ Investigate, Inquire, and Imagine (PE, page 435; UR 6, page 32) | |
| ________ Speaking and Listening: Public Speaking (PE, page 436) | |

| Homework Suggestions | |
|----------------------| |
| ________ Respond to the Selection (PE, page 435; UR 6, page 31) | |
| ________ Understanding Literature: Oral Tradition and Speech (PE, page 435; VLR I, page 46; UR 6, page 33) | |
| ________ Writer’s Journal: Paragraph, Wish List, or Treaty (PE, page 436; UR 6, page 33) | |
| ________ Applied English: Address to a Jury (PE, page 436; UR 6, page 36) | |
“A White Heron,” page 437

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Dialect

Ease Factor: Simple style

Synopsis: A young girl protects a bird from an ornithologist.

Goals/Objectives:
• to empathize with the protagonist’s inner conflicts
• to relate American regionalist fiction of the nineteenth century to industrialization
• to identify Sarah Orne Jewett as a nineteenth-century regionalist and briefly describe the region she portrayed
• to define the literary concepts of conflict and motif using examples from the selection
• to recognize and correct sentence run-ons
• to write a police report
• to research endangered species

Before Reading

Reader’s Journal (PE, page 437; UR 6, page 41)
Literary Tools: Conflict and Motif (PE, page 437)
About the Author: Sarah Orne Jewett (PE, page 437)
About the Selection (PE, page 437)
Vocabulary from the Selection (ATE, page 438)
Vocabulary: Synonyms and Antonyms (VR, page 75)
Reading Strategy (RSR, page 165)

During Reading

Graphic Organizer (PE, page 437; VLR I, page 47; UR 6, page 41)
Dramatic Recording (AL, 25:42)
Guided Reading Questions (PE, page 438; UR 6, page 41)
Reading Strategy (RSR, page 165)
Fix-Up Idea (RSR, page 165)

After Reading

Reading Strategy (RSR, page 165)
Standardized Test Practice (RSR, page 166)
Respond to the Selection (PE, page 445; UR 6, page 43)
Investigate, Inquire, and Imagine (PE, page 446; UR 6, page 43)
Understanding Literature: Conflict and Motif (PE, page 446; UR 6, page 44)
Writer’s Journal: Letter, Bird Watching Log, or Paragraph (PE, page 446; UR 6, page 44)
Language, Grammar, and Style: Correcting Run-Ons (PE, page 447; UR 6, page 46)
Study and Research: Researching Endangered Species (PE, page 447; UR 6, page 47)
Selection Check Test 4.6.9 (ATE, page 443; UR 6, page 48; TG)
Selection Test 4.6.10 (UR 6, page 50; TG)
Internet activities at http://www.emcp.com
Free reading time
Lesson Plan

“A White Heron,” page 437

Teacher’s Name ___________________________ Class __________________ Date __________________

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<tr>
<td>——— Reading Proficiency: Use Dramatic Recording (ATE, page 438; AL, 25:42)</td>
</tr>
<tr>
<td>——— English Language Learning: Working with Dialect (ATE, page 438)</td>
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<tr>
<td>——— Special Needs: Focus on Guided Reading Questions (ATE, page 438)</td>
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<tr>
<td>——— Enrichment: Town Meeting (ATE, page 438)</td>
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<td>——— Cities (ATE, page 439)</td>
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<td>——— Amateur Naturalist (ATE, page 441)</td>
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<td>——— Archetype (ATE, page 444)</td>
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<td>——— Reversal (ATE, page 445)</td>
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<td>——— Seeing Events through Author’s Eyes (ATE, page 440)</td>
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<tr>
<td>——— Treatment of Animals (ATE, page 441)</td>
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<tr>
<td>——— Bird of Prey (ATE, page 442)</td>
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<tr>
<td>——— Archetypes (ATE, page 444)</td>
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<td>——— Reversal (ATE, page 445)</td>
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<td>——— Forestation (ATE, page 443)</td>
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<tr>
<td>——— Treatment of Animals (ATE, page 441)</td>
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<tr>
<td>——— Archetypes (ATE, page 444)</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 446; UR 6, page 43)</td>
</tr>
<tr>
<td>——— Study and Research: Researching Endangered Species (PE, page 447; UR 6, page 47)</td>
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<tr>
<td>——— Respond to the Selection (PE, page 445; UR 6, page 43)</td>
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<tr>
<td>——— Understanding Literature: Conflict and Motif (PE, page 446; UR 6, page 44)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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</thead>
<tbody>
<tr>
<td><strong>Tackle Dialect</strong></td>
</tr>
<tr>
<td>——— Use the strategies suggested in English Language Learning (ATE, page 438) to help students understand the dialect used in the selection.</td>
</tr>
</tbody>
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<tr>
<th>Additional Strategies for English Language Learners</th>
</tr>
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<tbody>
<tr>
<td>——— Play the Dramatic Recording (AL, 25:42).</td>
</tr>
<tr>
<td>——— Have ELL students review and use Words for Everyday Use and footnotes.</td>
</tr>
</tbody>
</table>
“Woman’s Right to Suffrage,” page 448

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Key points

Ease Factor: Selection length

Synopsis: The speaker tries to prove she did not commit a crime but exercised a right by voting.

Goals/Objectives:
• to identify Susan B. Anthony as an important activist and articulate the argument she makes in her speech for women’s suffrage
• to define rhetoric and argument and recognize the use of these techniques in the selection
• to invert sentences to create emphasis
• to use deductive reasoning
• to take an online tour


Before Reading
_________ Reader’s Journal (PE, page 448; UR 6, page 54)
_________ Literary Tools: Rhetoric and Argument (PE, page 448)
_________ About the Author: Susan B. Anthony (PE, page 448)
_________ About the Selection (PE, page 448)
_________ Vocabulary from the Selection (ATE, page 449)
_________ Vocabulary: Semantic Families: Civics (VR, page 77)
_________ Reading Strategy (RSR, page 169)

During Reading
_________ Graphic Organizer (PE, page 448; VLR I, page 48; UR 6, page 54)
_________ Dramatic Recording (AL, 4:16)
_________ Guided Reading Questions (PE, page 449; UR 6, page 54)
_________ Reading Strategy (RSR, page 169)
_________ Fix-Up Idea (RSR, page 169)

After Reading
_________ Reading Strategy (RSR, page 169)
_________ Standardized Test Practice (RSR, page 170)
_________ Respond to the Selection (PE, page 450; UR 6, page 55)
_________ Investigate, Inquire, and Imagine (PE, page 452; UR 6, page 55)
_________ Understanding Literature: Argument and Rhetoric (PE, page 452; UR 6, page 56)
_________ Writer’s Journal: Newspaper Editorial, Appeal, or Persuasive Speech (PE, page 453; UR 6, page 57)
_________ Language, Grammar, and Style: Inverting Sentences for Emphasis (PE, page 453; UR 6, page 58)
_________ Critical Thinking: Deductive Reasoning (PE, page 453; UR 6, page 58)
_________ Media Literacy: Online Tour (PE, page 453; UR 6, page 59)
_________ Insights: “The Susan B. Anthony Dollar” (PE, page 451)
_________ Selection Check Test 4.6.11 (ATE, page 451; UR 6, page 60; TG)
_________ Selection Test 4.6.12 (UR 6, page 62; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

click this box for details

Lesson Plan

WASHINGTON STATE STANDARDS

click this box for details

PAGE 169

READING STRATEGIES RESOURCE

Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Read Aloud
Standardized Test Practice: Identify Author’s Purpose

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

UR—Unit Resource  VLR—Visual Literacy Resource  VR—Vocabulary Resource  WR—Writing Resource  AL—Audio Library

UNIT 6 THE AMERICAN TRADITION LESSON PLANS
“Woman’s Right to Suffrage,” page 448

Tackle Key Points

Use the strategy suggested in Reading Proficiency to help students follow the main points of the argument in this speech. Students can list points in the Graphic Organizer (PE, page 448; VLR I, page 48; UR 6, page 54).

Use the strategy suggested in Enrichment: Discussing Causes (ATE, page 449). Have students express their thoughts about the ideas in the speech.

Aid students in completing Language, Grammar, and Style: Inverting Sentences for Emphasis (PE, page 453; UR 6, page 58) to help students become comfortable with the syntax used in the speech.

Additional Strategies for English Language Learners

Pair ELL readers with English-proficient students and, in pairs, students can review and use the Words for Everyday Use and footnotes.

Review About the Author: Susan B. Anthony and About the Selection (PE, page 448) to cement the context surrounding the speech.

Encourage ELL students to share knowledge about famous women—from history or the present—who helped or are helping to bring about social or political change in their native cultures.

Teaching Options

Individual Learning Strategies

Motivation: Current Protests (ATE, page 449)

Reading Proficiency: Outlining the Main Point (ATE, page 449)

English Language Learning: Vocabulary (ATE, page 449)

Special Needs: Completing Graphic Organizer (ATE, page 449)

Enrichment: Discussing Causes (ATE, page 449)

Flexible Grouping Suggestions

Enrichment: Discussing Causes (ATE, page 449)

Investigate, Inquire, and Imagine (PE, page 452; UR 6, page 55)

Media Literacy: Online Tour (PE, page 453; UR 6, page 59)

Homework Suggestions

Motivation: Current Protests (ATE, page 449)

Respond to the Selection (PE, page 450; UR 6, page 55)

Writer’s Journal: Newspaper Editorial, Appeal, or Persuasive Speech (PE, page 453; UR 6, page 57)

Language, Grammar, and Style: Inverting Sentences for Emphasis (PE, page 453; UR 6, page 58)

Critical Thinking: Deductive Reasoning (PE, page 453; UR 6, page 58)

Strategies for Developing Readers

Print Resources

Transparency

Audio Library

Test Generator CD-ROM

Internet

“The Story of an Hour,” page 454

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Passages of psychological analysis

Ease Factor: Selection length

Synopsis: A woman encounters surprising emotions as she receives the news of her husband’s death.

Goals/Objectives:
• to identify Kate Chopin as a nineteenth-century regionalist and briefly describe the region she portrayed
• to use the selection to illustrate Kate Chopin’s pioneering feminism
• to define irony and reversal and recognize the use of these techniques in the selection
• to combine sentences using single words, phrases, or clauses
• to write biographical criticism based on the selection
• to write a personal ad

Before Reading
_________ Reader’s Journal (PE, page 454; UR 6, page 66)
_________ Literary Tools: Irony and Reversal (PE, page 454)
_________ About the Author: Kate Chopin (PE, page 454)
_________ About the Selection (PE, page 454)
_________ Fine Art: John Singer Sargent (PE, page 455; VLR II, page 31)
_________ Vocabulary from the Selection (ATE, page 455)
_________ Vocabulary: Word Parts and Meanings (VR, page 79)
_________ Reading Strategy (RSR, page 173)

During Reading
_________ Graphic Organizer (PE, page 454; VLR I, page 49; UR 6, page 66)
_________ Dramatic Recording (AL, 7:59)
_________ Guided Reading Questions (PE, page 455; UR 6, page 66)
_________ Reading Strategy (RSR, page 173)
_________ Fix-Up Idea (RSR, page 173)

After Reading
_________ Reading Strategy (RSR, page 173)
_________ Standardized Test Practice (RSR, page 174)
_________ Respond to the Selection (PE, page 457; UR 6, page 67)
_________ Investigate, Inquire, and Imagine (PE, page 458; UR 6, page 67)
_________ Understanding Literature: Irony and Reversal (PE, page 458; UR 6, page 68)
_________ Writer’s Journal: Tombstone Inscription, Journal Entry, or Paragraph (PE, page 459; UR 6, page 69)
_________ Language, Grammar, and Style: Combining Sentences (PE, page 459; UR 6, page 70)
_________ Study and Research: Writing Biographical Criticism (PE, page 459; UR 6, page 71)
_________ Study and Research & Applied English: Writing a Personal Ad (PE, page 459; UR 6, page 72)
_________ Selection Check Test 4.6.13 (ATE, page 457; UR 6, page 73; TG)
_________ Selection Test 4.6.14 (UR 6, page 74; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“The Story of an Hour,” page 454

Teacher’s Name ___________________________ Class __________________ Date __________________

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<tr>
<th>Teaching Options</th>
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<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Passages of Psychological Analysis</strong></td>
</tr>
<tr>
<td>—____ Motivation: Brainstorming Ironic Endings (ATE, page 454)</td>
<td>—____ Use the strategies suggested in Reading Proficiency (ATE, page 454) to help students understand the passages of psychological analysis.</td>
</tr>
<tr>
<td>—____ Reading Proficiency: Focusing on Psychological Analysis (ATE, page 454)</td>
<td>—____</td>
</tr>
<tr>
<td>—____ English Language Learning: Vocabulary (ATE, page 454)</td>
<td>—____</td>
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<tr>
<td>—____ Special Needs: Focusing on the Ending (ATE, page 455)</td>
<td>—____</td>
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<tr>
<td>—____ Enrichment: Discussing Mrs. Mallard’s Reaction (ATE, page 455)</td>
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<thead>
<tr>
<th><strong>Literary Technique</strong></th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
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</thead>
<tbody>
<tr>
<td>—____ Objective Correlative (ATE, page 455)</td>
<td>—____ Review vocabulary in addition to Words for Everyday Use and phrases that may be difficult for ELL readers, such as: <em>veiled</em> (page 455), <em>telegram</em> (page 455), <em>abandonment</em> (page 455), <em>armchair</em> (page 455), <em>aquiver</em> (page 455), <em>delicious breath of rain</em> (page 455), <em>bespoke</em> (page 456), <em>repression</em> (page 456), and <em>latchkey</em> (page 457).</td>
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<tr>
<th><strong>Additional Questions and Activities</strong></th>
<th><strong>Homework Suggestions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>—____ Rewriting and Discussing Images (ATE, page 455)</td>
<td>—____ Motivation: Brainstorming Ironic Endings (ATE, page 454)</td>
</tr>
<tr>
<td>—____ Freedom (ATE, page 456)</td>
<td>—____ Additional Questions and Activities: Rewriting and Discussing Images (ATE, page 455)</td>
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<thead>
<tr>
<th><strong>Flexible Grouping Suggestions</strong></th>
<th><strong>Language, Grammar, and Style: Combining Sentences</strong> (PE, page 459; UR 6, page 70)</th>
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<tbody>
<tr>
<td>—____ Reading Proficiency: Focusing on Psychological Analysis (ATE, page 454)</td>
<td>—____</td>
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<tr>
<td>—____ Enrichment: Discussing Mrs. Mallard’s Reaction (ATE, page 455)</td>
<td>—____</td>
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<tr>
<td>—____ Investigate, Inquire, and Imagine (PE, page 458; UR 6, page 67)</td>
<td>—____</td>
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<tr>
<td>—____ Understanding Literature: Irony and Reversal (PE, page 458; UR 6, page 68)</td>
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<tr>
<th><strong>Homework Suggestions</strong></th>
<th><strong>Study and Research: Writing Biographical Criticism</strong> (PE, page 459; UR 6, page 71)</th>
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<tr>
<td>—____ Motivation: Brainstorming Ironic Endings (ATE, page 454)</td>
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<tr>
<td>—____ Additional Questions and Activities: Rewriting and Discussing Images (ATE, page 455)</td>
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<tr>
<td>—____ Writer’s Journal: Tombstone Inscription, Journal Entry, or Paragraph (PE, page 459; UR 6, page 69)</td>
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<tr>
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<td>—____ Study and Research: Writing Biographical Criticism (PE, page 459; UR 6, page 71)</td>
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<tr>
<td>—____ Study and Research &amp; Applied English: Writing a Personal Ad (PE, page 459; UR 6, page 72)</td>
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Unit Six
Frontiers (1860–1900)
Closing the Unit, page 460–473

Selections for Additional Reading

Frontiers, pages 460–462

- “I Am Alone” by Cochise of the Apache (PE, page 460)
- Dramatic Recording: “I Am Alone” (AL, 3:43)
- from Life on the Mississippi by Mark Twain (PE, page 460)
- Dramatic Recording: from Life on the Mississippi (AL, 9:56)
- from The Art of Fiction by Henry James (PE, page 462)
- Dramatic Recording: from The Art of Fiction (AL, 2:19)

Informative Writing: Application Essay

Assignment: Students learn to write a college application essay (PE, pages 463–471).

Before Writing

- Application Essay (PE, page 463)
- Student Model (PE, page 463)
- Reflecting (PE, page 463)
- Previewing Models and Rubric for Assignment (VLR I, page 153; WR, page 127)
- Prewriting (PE, page 465; WR, page 108)
- Student Model—Graphic Organizer (PE, page 466; WR, page 113)
- Graphic Organizer (VLR I, page 148; WR, page 112)

During Writing

- Drafting (PE, page 467)
- Self- and Peer Evaluation (PE, page 468; WR, page 120)
- Language, Grammar, and Style: Extending Effective Use of Phrases and Clauses (PE, page 466; WR, page 116)
- Revising and Proofreading (PE, page 471)
- Student Model—Draft (PE, page 468; VLR I, page 149; WR, page 114)

After Writing

- Publishing and Presenting (PE, page 471)

Individual Learning Strategies

- Motivation: Other Kinds of Applications (ATE, page 464)
- Reading Proficiency: Seeking Knowledge as an Active Reader (ATE, page 464)
- English Language Learning: Concept of the Application Essay (ATE, page 464)
- Special Needs: Simple Narrative Essay (ATE, page 464)
- Enrichment: Researching Colleges (ATE, page 464)

Flexible Grouping Suggestions

- Enrichment: Researching Colleges (ATE, page 464)
- Peer Evaluation (PE, page 468; WR, page 122)
- Revising and Proofreading (PE, page 471)
- Publishing and Presenting (PE, page 471)
Lesson Plan

Unit Six
Frontiers (1860–1900)
Closing the Unit, page 460–473

Teacher’s Name __________________________________ Class __________________ Date __________________

Homework Suggestions

_________ Graphic Organizer (VLR I, page 148; WR, page 112)
_________ Language, Grammar, and Style: Extending Effective Use of Phrases and Clauses (PE, page 466; WR, page 116)
_________ Self- and Peer Evaluation (PE, page 468; WR, page 120)
_________ Rubric for Informative Writing: Application Essay (VLR I, page 153; WR, page 127)

Review and Assessment

_________ Words for Everyday Use (PE, page 472; UR 6, page 81)
_________ Vocabulary Development (ATE, page 472)
_________ Literary Tools (PE, page 472; UR 6, page 81)
_________ Unit 6 Review/Study Guide (UR 6, page 78)
_________ Unit 6 Test (UR 6, page 83; TG)

Reflecting on Your Reading

_________ Genre Studies: Short Story; Speeches (PE, page 473)
_________ Thematic Studies: Frontiers; Rite of Passage; Realism (PE, page 473)
_________ Historical/Biographical Studies: Dialect; Regionalism (PE, page 473)
Lesson Plan

Unit Seven
The Modern Era (1900–1945)
Opening the Unit, pages 474–483

Teacher’s Name ____________________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit ________________________________

Unit 7 Goals/Objectives:
• to experience reading modern poetry, fiction, and nonfiction
• to explain the characteristics of the Modernist movement in literature
• to identify twentieth-century forms of writing such as free verse, stream of consciousness, and imagist verse
• to identify some of the major Modernist poets and writers
• to identify a variety of literary concepts and techniques used in the Modern era
• to write an annotated bibliography
• to document online and conventional sources

Lessons I Plan to Teach

_________ “Lucinda Matlock,” page 484
_________ “Patterns,” page 489
_________ “Grass,” page 496
_________ “The Love Song of J. Alfred Prufrock,” page 500
_________ “Mending Wall” and “Home Burial,” page 508
_________ Insights: Letter to The Amherst Student, page 517
_________ “The Snow Man” and “Thirteen Ways of Looking at a Blackbird,” page 520
_________ “this is just to say” and “The Red Wheelbarrow,” page 529
_________ “somewhere i have never travelled, gladly beyond,” page 535
_________ “A Wagner Matinee,” page 539
_________ “The Sensible Thing,” page 548
_________ “The Jilting of Granny Weatherall,” page 562
_________ “A Clean, Well-Lighted Place,” page 572
_________ “Newsreel LXVIII” from The Big Money, page 578
_________ Nobel Prize Acceptance Speech and “Darl” from As I Lay Dying, page 585
_________ Selections for Additional Reading: The Modern Era, page 593
_________ Guided Writing—Informative Writing: Writing an Annotated Bibliography, page 601
_________ Unit Seven Review, page 608

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 474–476). Then look over the ideas for Getting Started in the Classroom on the next page.
Lesson Plan

Unit Seven
The Modern Era (1900–1945)
Opening the Unit, pages 474–483

Teacher’s Name ____________________________ Class __________________ Date __________________

Getting Started in the Classroom

Opening Pages: Discuss how the artwork by Francis Picabia (PE, page 474) and the quote from Ezra Pound (PE, page 475) relate to each other and to the theme of this unit. You may want to use the Art Notes (PE and ATE, page 476) and the artwork lesson (VLR II, page 34).

Thematic Currents: Exploring Themes (ATE, page 476)

Literary Currents: Exploring Concepts and Techniques (ATE, page 477)

Literary Note: Hemingway (ATE, page 477)

Bibliographic Note: Suggested Reading (ATE, pages 478–479)

Literary Note: Ezra Pound (ATE, page 479)

Literary Note: Hemingway and Faulkner (ATE, page 481)

Additional Questions and Activities: Twentieth-Century Change (ATE, page 481)

Quotables: Norman Mailer (ATE, page 482)

Quotables: Arthur Miller (ATE, page 482)

Internet Resources: A People at War (ATE, page 482)

Echoes (PE, page 483)

Introduction Check Test 4.7.1: The Modern Era (ATE, page 480; UR 7, page 1; TG)

Introduction Test 4.7.2: The Modern Era (UR 7, page 3; TG)
“Lucinda Matlock,” page 484

Reading Level: Moderate

Difficulty Consideration: Speaker is not the poet

Ease Factors: Author’s style; selection length; topic

Synopsis: The speaker recounts her life and comments on the strength needed to live.

Goals/Objectives:
- to appreciate poetic epitaphs
- to understand the life and work of Edgar Lee Masters
- to define free verse and tone and recognize the use of these techniques in the selection
- to identify and replace clichés and euphemisms
- to orally interpret a poem from Spoon River Anthology
- to design an Internet site for Edgar Lee Masters

Before Reading
- Reader’s Journal (PE, page 484; UR 7, page 8)
- Literary Tools: Free Verse and Tone (PE, page 484)
- About the Author: Edgar Lee Masters (PE, page 484)
- About the Selection (PE, page 484)
- Fine Art: Grant Wood (PE, page 485; VLR II, page 37; Art Notes, PE and ATE, page 484)
- Vocabulary: Euphemisms and Doublespeak (VR, page 81)
- Reading Strategy (RSR, page 177)

During Reading
- Dramatic Recording (AL, 1:54)
- Guided Reading Question (PE, page 486; UR 7, page 8)
- Reading Strategy (RSR, page 177)
- Fix-Up Idea (RSR, page 177)

After Reading
- Reading Strategy (RSR, page 177)
- Standardized Test Practice (RSR, page 178)
- Respond to the Selection (PE, page 486; UR 7, page 8)
- Investigate, Inquire, and Imagine (PE, page 487; UR 7, page 9)
- Understanding Literature: Free Verse and Tone (PE, page 487; VLR I, page 50; UR 7, page 10)
- Writer’s Journal: Tombstone Inscription, Eulogy, or Letter (PE, page 488; UR 7, page 10)
- Language, Grammar, and Style: Clichés and Euphemisms (PE, page 488; UR 7, page 11)
- Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 488)
- Study and Research: Designing an Internet Site (PE, page 488; UR 7, page 11)
- Selection Check Test 4.7.3 (ATE, page 486; UR 7, page 13; TG)
- Selection Test 4.7.4 (UR 7, page 14; TG)
- Internet activities at http://www.emcp.com
- Free reading time
**Lesson Plan**

"Lucinda Matlock,” page 484

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td><strong>Tackle Speaker Is Not the Poet</strong></td>
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<td>——— Review with students the definition of speaker in the Handbook of Literary Terms (page 1155).</td>
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<td>——— Have students write a poem in which they are not the speaker.</td>
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<td>——— Language, Grammar, and Style: Clichés and Euphemisms (PE, page 488; UR 7, page 11)</td>
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UNIT 7  THE AMERICAN TRADITION  LESSON PLANS  119
“Patterns,” page 489

Teacher's Name ___________________________________ Class ___________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Antiwar statement

**Ease Factors:** Author's style; selection length

**Synopsis:** News of death and chaos of war contrast sharply with the stylized patterns.

**Goals/Objectives:**
- to empathize with a speaker sharing a tragic experience and with the speaker's ideas about war
- to discuss the life and work of Amy Lowell
- to understand the terms theme and repetition
- to identify and understand prepositional phrases
- to understand comparing and contrasting
- to identify various patterns and forms

**Before Reading**
- Reader's Journal (PE, page 489; UR 7, page 17)
- Literary Tools: Theme and Repetition (PE, page 489)
- About the Author: Amy Lowell (PE, page 489)
- About the Selection (PE, page 489)
- Fine Art: Piet Mondrian (PE, page 490; VLR II, page 40)
- Vocabulary: Patterns (VR, page 83)
- Reading Strategy (RSR, page 181)

**During Reading**
- Dramatic Recording (AL, 5:21)
- Guided Reading Questions (PE, page 490; UR 7, page 17)
- Reading Strategy (RSR, page 181)
- Fix-Up Idea (RSR, page 181)

**After Reading**
- Reading Strategy (RSR, page 181)
- Standardized Test Practice (RSR, page 182)
- Respond to the Selection (PE, page 493; UR 7, page 18)
- Investigate, Inquire, and Imagine (PE, page 494; UR 7, page 18)
- Understanding Literature: Theme and Repetition (PE, page 494; VLR I, page 51; UR 7, page 19)
- Writer's Journal: Letter, Journal Entry, or Paragraph (PE, page 495; UR 7, page 20)
- Language, Grammar, and Style: Prepositional Phrases (PE, page 495; UR 7, page 20)
- Study and Research & Collaborative Learning: Researching Patterns in Art (PE, page 495; UR 7, page 21)
- Critical Thinking Skills: Comparing and Contrasting (PE, page 495; VLR I, page 52; UR 7, page 22)
- Selection Check Test 4.7.5 (ATE, page 493; UR 7, page 23; TG)
- Selection Test 4.7.6 (UR 7, page 24; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“Patterns,” page 489

| Teacher’s Name ____________________________ | Class __________________ | Date __________________ |

### Teaching Options

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### Additional Questions and Activities

| Lowell Family (ATE, page 490) |
| Fashion (ATE, page 490) |
| Plants (ATE, page 490) |
| Comparing Keats and Lowell (ATE, page 491) |
| Symbols (ATE, page 492) |
| Duke of Marlborough (ATE, page 492) |

### Flexible Grouping Suggestions

| Investigate, Inquire, and Imagine (PE, page 494; UR 7, page 18) |
| Understanding Literature: Theme and Repetition (PE, page 494; VLR I, page 51; UR 7, page 19) |
| Study and Research & Collaborative Learning: Researching Patterns in Art (PE, page 495; UR 7, page 21) |

### Homework Suggestions

| Respond to the Selection (PE, page 493; UR 7, page 18) |
| Writer’s Journal: Letter, Journal Entry, or Paragraph (PE, page 495; UR 7, page 20) |
| Language, Grammar, and Style: Prepositional Phrases (PE, page 495; UR 7, page 20) |
| Critical Thinking Skills: Comparing and Contrasting (PE, page 495; VLR I, page 52; UR 7, page 22) |

### Strategies for Developing Readers

#### Tackle Antiwar Statement

- Review About the Author: Amy Lowell and About the Selection (PE, page 489) aloud.
- Discuss students’ responses to Respond to the Selection (PE, page 493).
- Share the information given under Reading Proficiency: Discussing Theme (ATE, page 489).

#### Additional Strategies for English Language Learners

- Play the Dramatic Recording (AL, 5:21).
- Share the additional vocabulary listed under English Language Learning (ATE, page 489).
- Ask ELL students to make a list of adjectives that describe the feelings of the poem’s speaker.
- Ask ELL students to share poetry from their native languages that deal with the themes of war or loss.
**“Grass,” page 496**

**Teacher’s Name __________________________ Class __________________ Date __________**

**Reading Level:** Moderate

**Difficulty Considerations:** Antiwar message; speaker is grass personified

**Ease Factors:** Author’s style; selection length

**Synopsis:** In a simple antiwar poem, the personified speaker, grass, tries to cover and heal the horrors of battle.

**Goals/Objectives:**
- to experience a poem that personifies a natural object
- to recognize and understand the work of Carl Sandburg
- to define *personification* and *parallelism* and recognize the use of these techniques in the selection
- to rewrite sentences using parallel structure
- to write a script
- to orally interpret a poem by Sandburg

**Before Reading**
- Reader’s Journal (PE, page 496; UR 7, page 27)
- Literary Tools: Personification and Parallelism (PE, page 496)
- About the Author: Carl Sandburg (PE, page 496)
- About the Selection (PE, page 496)
- Vocabulary: Eponyms (VR, page 84)
- Reading Strategy (RSR, page 185)

**During Reading**
- Dramatic Recording (AL, 0:42)
- Guided Reading Question (PE, page 497; UR 7, page 27)
- Reading Strategy (RSR, page 185)
- Fix-Up Idea (RSR, page 185)

**After Reading**
- Reading Strategy (RSR, page 185)
- Standardized Test Practice (RSR, page 186)
- Respond to the Selection (PE, page 497; UR 7, page 27)
- Investigate, Inquire, and Imagine (PE, page 498; UR 7, page 28)
- Understanding Literature: Personification and Parallelism (PE, page 498; UR 7, page 29)
- Writer’s Journal: Monument Inscription, Letter, or Free Verse Poem (PE, page 499; UR 7, page 29)
- Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 499)
- Applied English: Script (PE, page 499; UR 7, page 30)
- Selection Check Test 4.7.7 (ATE, page 497; UR 7, page 32; TG)
- Selection Test 4.7.8 (UR 7, page 33; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
Lesson Plan

“Grass,” page 496

Teacher’s Name ___________________________ Class __________________ Date __________________

M T W TH F

Teaching Options

Individual Learning Strategies

_________ Motivation: Battlefields (ATE, page 496)
_________ Reading Proficiency: Reading Aloud with a Partner (ATE, page 496)
_________ English Language Learning: Repetition (ATE, page 496)
_________ Special Needs: Background Information (ATE, page 496)
_________ Enrichment: Antiwar Poems (ATE, page 496)

Flexible Grouping Suggestions

_________ Motivation: Battlefields (ATE, page 496)
_________ English Language Learning: Repetition (ATE, page 496)
_________ Investigate, Inquire, and Imagine (PE, page 498; UR 7, page 28)
_________ Understanding Literature: Personification and Parallelism (PE, page 498; UR 7, page 29)
_________ Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 499)

Homework Suggestions

_________ Respond to the Selection (PE, page 497; UR 7, page 27)
_________ Writer’s Journal: Monument Inscription, Letter, or Free Verse (PE, page 499; UR 7, page 29)
_________ Language, Grammar, and Style: Achieving Parallelism (PE, page 499; UR 7, page 29)
_________ Applied English: Script (PE, page 499; UR 7, page 30)

Strategies for Developing Readers

Tackle Antiwar Message

_________ Review About the Selection (PE, page 496) before students read the poem.
_________ After reading, discuss the poem, stanza by stanza.

Tackle Speaker Is Grass Personified

_________ Play the Dramatic Recording (AL, 0:42).
_________ Review the definition of personification before students read the poem.
_________ In small groups, have students read the poem aloud to each other and work together to complete Understanding Literature: Personification questions (PE, page 498).

Additional Strategies for English Language Learners

_________ Review About the Selection (PE, page 496) and footnotes with ELL students before they read the poem.
_________ In small groups that include ELL readers and English-proficient readers, students should take turns reading the poem aloud to each other. English-proficient readers should make sure that ELL students understand the passage of time in the poem.
_________ ELL students, especially visual learners, may benefit from creating a three-part visualization of the poem—one part for each stanza—that makes the passage of time and the role of the grass apparent.
_________ Encourage ELL students to share poems from their native languages, specifically poems with messages about wars students have experienced.
Lesson Plan

“The Love Song of J. Alfred Prufrock,” page 500

Teacher’s Name ___________________________ Class ________________ Date ________________

Reading Level: Moderate

Difficulty Consideration: Elliptical and allusive style

Ease Factor: Selection length

Synopsis: A middle-aged man hesitates to speak directly to the woman he loves.

Goals/Objectives:
• to empathize with the anxieties of a speaker
• to describe Eliot’s literary accomplishments and explain the historical significance of his writing
• to define dramatic monologue and allusion and recognize the use of these techniques
• to replace linking verbs with action verbs
• to write a parody
• to research allusions

Before Reading

_________ Reader’s Journal (PE, page 500; UR 7, page 36)
_________ Literary Tools: Dramatic Monologue and Allusion (PE, page 500)
_________ About the Author: T. S. Eliot (PE, page 500)
_________ About the Selection (PE, page 500)
_________ Vocabulary from the Selection (ATE, page 501)
_________ Vocabulary: Semantic Families: Love (VR, page 86)
_________ Reading Strategy (RSR, page 189)

During Reading

_________ Guided Reading Questions (PE, page 502; UR 7, page 36)
_________ Reading Strategy (RSR, page 189)
_________ Fix-Up Idea (RSR, page 189)

After Reading

_________ Reading Strategy (RSR, page 189)
_________ Standardized Test Practice (RSR, page 190)
_________ Respond to the Selection (PE, page 506; UR 7, page 37)
_________ Investigate, Inquire, and Imagine (PE, page 506; UR 7, page 37)
_________ Understanding Literature: Dramatic Monologue and Allusion (PE, page 506; VLR I, page 53; UR 7, page 38)
_________ Writer’s Journal: Letter, Dream Description, or Parody (PE, page 507; UR 7, page 39)
_________ Language, Grammar, and Style: Replacing Linking Verbs with Action Verbs (PE, page 507; UR 7, page 39)
_________ Study and Research & Collaborative Learning: Researching Allusions (PE, page 507; UR 7, page 40)
_________ Speaking and Listening: Think Aloud (PE, page 507)
_________ Media Literacy: Situation Comedy (PE, page 507)
_________ Selection Check Test 4.7.9 (ATE, page 504; UR 7, page 41; TG)
_________ Selection Test 4.7.10 (UR 7, page 43; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“The Love Song of J. Alfred Prufrock,” page 500

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>_______ Study and Research &amp; Collaborative Learning: Researching Allusions (PE, page 507; UR 7, page 40)</td>
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<td>_______ Speaking and Listening: Think Aloud (PE, page 507)</td>
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<td>_______ Motivation: Dramatic Monologue (ATE, page 501)</td>
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<td>_______ Enrichment: <em>The Waste Land</em> (ATE, page 501)</td>
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<td>_______ Writer's Journal: Letter, Dream Description, or Parody (PE, page 507; UR 7, page 39)</td>
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<td>_______ Media Literacy: Situation Comedy (PE, page 507)</td>
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<td>_______ Review About the Selection (PE, page 500) before students read the poem.</td>
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<tr>
<td>_______ Read the poem aloud to the class, or have students in the class take turns reading the poem aloud. Stop often to guide students through the allusions.</td>
</tr>
<tr>
<td>_______ Assist students in completing Understanding Literature: Allusion questions (PE, page 506; VLR I, page 53; UR 7, page 38).</td>
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<tr>
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<td>_______ Employ the suggestions in English Language Learning: Vocabulary (ATE, page 501) and have students use the vocabulary words before reading.</td>
</tr>
<tr>
<td>_______ Read the poem aloud to the class, or have ELL readers assemble into groups with English-proficient students. Group members can alternate reading lines of the poem and discussing the allusions. Students may need substantial guidance from the teacher.</td>
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**Lesson Plan**

“Mending Wall” and “Home Burial,” page 508

Teacher’s Name __________________________ Class __________________ Date __________________

**Reading Level:** Easy, Easy

**Difficulty Consideration:** Inverted sentences

**Ease Factors:** Selection length; vocabulary; topic

**Synopsis:** In the first poem, the speaker works with his neighbor to mend a wall and considers whether or not the wall is necessary. In the second poem, a couple grieve the death of their infant son.

**Goals/Objectives:**
- to experience reading free verse and blank verse poems
- to understand the life and work of Robert Frost
- to define symbol, character, metaphor, and diction and recognize the use of these techniques in the selections
- to understand symbols and metaphors
- to identify the functions of sentences

**Insights:** Letter to *The Amherst Student*, page 517

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**Before Reading**

- Reader’s Journal: “Mending Wall” (PE, page 508; UR 7, page 48)
- Reader’s Journal: “Home Burial” (PE, page 509; UR 7, page 56)
- Literary Tools: “Mending Wall”: Symbol and Character (PE, page 508)
- Literary Tools: “Home Burial”: Metaphor and Diction (PE, page 509)
- About the Author: Robert Frost (PE, page 508)
- About the Selections (PE, page 509)
- Vocabulary from the Selection: “Home Burial” (ATE, page 513)
- Vocabulary: Number Words (VR, page 88)
- Reading Strategy (RSR, pages 193 and 197)

**During Reading**

- Dramatic Recording: “The Mending Wall” (AL, 2:43)
- Dramatic Recording: “Home Burial” (AL, 6:50)
- Guided Reading Question: “The Mending Wall: (PE, page 510; UR 7, page 48)
- Guided Reading Questions: “Home Burial” (PE, page 514; UR 7, page 56)
- Reading Strategy (RSR, pages 193 and 197)
- Fix-Up Idea (RSR, pages 193 and 197)

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**READING STRATEGIES RESOURCE**

**Reading Strategies:** Connect to Prior Knowledge; Visualize

There are two Reading Strategy Mini-Lessons associated with this Lesson Plan. See pages 193 and 197 of the Reading Strategies Resource.

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**WASHINGTON STATE STANDARDS**

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Lesson Plan

“Mending Wall” and “Home Burial,” page 508

Teacher’s Name __________________________ Class __________________ Date __________________

After Reading

- Reading Strategy (RSR, pages 193 and 197)
- Standardized Test Practice (RSR, pages 194 and 198)
- Respond to the Selection: “Mending Wall” (PE, page 511; UR 7, page 48)
- Respond to the Selection: “Home Burial” (PE, page 516; UR 7, page 57)
- Investigate, Inquire, and Imagine: “Mending Wall” (PE, page 512; UR 7, page 49)
- Investigate, Inquire, and Imagine: “Home Burial” (PE, page 518; UR 7, page 57)
- Understanding Literature for “Mending Wall”: Symbol and Character (PE, page 512; VLR I, page 54; UR 7, page 50)
- Understanding Literature for “Home Burial”: Metaphor and Diction (PE, page 518; VLR I, page 55; UR 7, page 58)
- Writer’s Journal: Letter, Monologue, or Paragraph (PE, page 519; UR 7, page 59)
- Language, Grammar, and Style: The Functions of Sentences (PE, page 519; UR 7, page 60)
- Speaking and Listening & Collaborative Learning: Conflict Resolution (PE, page 519)
- Media Literacy: Time Line (PE, page 519; VLR I, page 56; UR 7, page 60)
- Study and Research: Modernist Painting (PE, page 519; UR 7, page 61)
- Insights: Letter to The Amherst Student (PE, page 517)
- Insights Questions (ATE, page 517)
- Selection Check Test 4.7.11 (ATE, page 511; UR 7, page 51; TG)
- Selection Check Test 4.7.13 (ATE, page 515; UR 7, page 62; TG)
- Selection Test 4.7.12 (UR 7, page 52; TG)
- Selection Test 4.7.14 (UR 7, page 63; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Tackle Inverted Sentences

Use the strategies outlined in Reading Proficiency (ATE, page 508) to help students become familiar with the inverted sentences used in “Mending Wall.”

Additional Strategies for English Language Learners

In small groups that include ELL readers and English-proficient students, have students take turns reading the poem aloud. Visual learners may benefit from creating a series of visuals that explain the poem.

Read “Home Burial” aloud to the class, stopping often to discuss what is happening in the poem and making sure that all students understand it.

Quotables

________ Jonathan Swift (ATE, page 510)
________ William Shakespeare (ATE, page 513)

Literary Technique

________ Characterization (ATE, page 511)

Additional Questions and Activities

________ Better or Worse (ATE, page 517)
________ Generalizing (ATE, page 517)

Cross-Curricular Activities

________ Golden Age (ATE, page 517)

Flexible Grouping Suggestions

________ Motivation: Infant Mortality Rates (ATE, page 508)
________ Cross-Curricular Activities: Golden Age (ATE, page 517)
________ Investigate, Inquire, and Imagine: “Home Burial” (PE, page 518; UR 7, page 57)
________ Speaking and Listening & Collaborative Learning: Conflict Resolution (PE, page 519)

Homework Suggestions

________ Reading Proficiency: Inverted Sentences (ATE, page 508)
________ Additional Questions and Activities: Better or Worse (ATE, page 517)
________ Language, Grammar, and Style: The Functions of Sentences (PE, page 519; UR 7, page 60)
________ Media Literacy: Time Line (PE, page 519; VLR I, page 56; UR 7, page 60)
**“The Snow Man” and “Thirteen Ways of Looking at a Blackbird,” page 520**

Teacher’s Name __________________________________Class __________________Date __________________

**Reading Level:** Moderate, Moderate

**Difficulty Consideration:** Sentence construction

**Ease Factors:** Selection length; vocabulary; author’s style

**Synopsis:** The first poem points out that people see emotions and feelings in nature that are not there. The second poem shows that entities can be examined in multiple ways.

**Goals/Objectives:**
- to experience poems that offer an imaginative perception
- to describe Steven's literary accomplishments and explain the historical significance of his writing
- to define pathetic fallacy and recognize its use
- to define image, abstract, and concrete, and recognize the use of these techniques in the selections
- to identify base words and prefixes
- to orally interpret a poem by Stevens
- to research poetry criticism

**Before Reading**

- Reader's Journal: “The Snow Man” (PE, page 521; UR 7, page 67)
- Reader's Journal: “Thirteen Ways of Looking at a Blackbird” (PE, page 523; UR 7, page 75)
- Literary Tools for “The Snow Man”: Pathetic Fallacy (PE, page 521)
- Literary Tools for “Thirteen Ways of Looking at a Blackbird”: Image, Imagery, Abstract and Concrete (PE, page 523)
- About the Author: Wallace Stevens (PE, page 520)
- About the Selections (PE, page 520)
- Fine Art: Marsden Hartley (PE, page 521; VLR II, page 43; Art Note, PE, page 521)
- Vocabulary from the Selection: “Thirteen Ways of Looking at a Blackbird” (ATE, page 523)
- Vocabulary: Antonyms and Synonyms (VR, page 90)
- Reading Strategy (RSR, pages 201 and 205)

**During Reading**

- Dramatic Recording: “The Snow Man” (AL, 0:49)
- Dramatic Recording: “Thirteen Ways of Looking at a Blackbird” (AL, 3:05)
- Guided Reading Questions: “The Snow Man” (PE, page 521; UR 7, page 67)
- Guided Reading Questions: “Thirteen Ways of Looking at a Blackbird” (PE, page 523; UR 7, page 75)
- Reading Strategy (RSR, pages 201 and 205)
- Fix-Up Idea (RSR, pages 201 and 205)

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**READING STRATEGIES RESOURCE**

**Reading Strategies:** Visualize; Write Things Down

There are two Reading Strategy Mini-Lessons associated with this Lesson Plan. See pages 201 and 205 of the Reading Strategies Resource.

**WASHINGTON STATE STANDARDS**

click this box for details
Lesson Plan

“The Snow Man” and “Thirteen Ways of Looking at a Blackbird,” page 520

Teacher’s Name ___________________________ Class ___________________________ Date __________________

After Reading

—— Reading Strategy (RSR, pages 201 and 205)
—— Standardized Test Practice (RSR, pages 202 and 206)
—— Respond to the Selection: “The Snow Man” (PE, page 522; UR 7, page 67)
—— Respond to the Selection: “Thirteen Ways of Looking at a Blackbird” (PE, page 525; UR 7, page 75)
—— Investigate, Inquire, and Imagine: “The Snow Man” (PE, page 522; UR 7, page 68)
—— Investigate, Inquire, and Imagine: “Thirteen Ways of Looking at a Blackbird” (PE, page 526; UR 7, page 76)
—— Understanding Literature: “The Snow Man”: Pathetic Fallacy (PE, page 522; UR 7, page 69)
—— Understanding Literature: “Thirteen Ways of Looking at a Blackbird”: Image, Imagery, Abstract and Concrete (PE, page 527; VLR I, page 57; UR 7, page 78)
—— Writer’s Journal: Introduction, Paragraph, or Poem (PE, page 528; UR 7, page 79)
—— Language, Grammar, and Style: Base Words and Prefixes (PE, page 528; UR 7, page 80)
—— Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 528)
—— Study and Research: Researching Poetry Criticism (PE, page 528; UR 7, page 81)
—— Selection Check Test 4.7.15 (ATE, page 521; UR 7, page 70; TG)
—— Selection Check Test 4.7.17 (ATE, page 524; UR 7, page 82; TG)
—— Selection Test 4.7.16 (UR 7, page 71; TG)
—— Selection Test 4.7.18 (UR 7, page 84; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time
Lesson Plan

“The Snow Man” and “Thirteen Ways of Looking at a Blackbird,” page 520

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

**Individual Learning Strategies**

- Motivation: References to Blackbirds in Literature (ATE, page 520)
- Reading Proficiency: Parts of Speech (ATE, page 520)
- English Language Learning: Vocabulary (ATE, page 520)
- Special Needs: Use Dramatic Recordings (ATE, page 520; AL, 0:49 and 3:05)
- Enrichment: Poems Based on an Object (ATE, page 521)

**Internet Resources**

- Wallace Stevens (ATE, page 521)

**Quotables**

- Joseph Addison (ATE, page 525)

**Flexible Grouping Suggestions**

- Investigate, Inquire, and Imagine: “The Snow Man” (PE, page 522; UR 7, page 68)
- Investigate, Inquire, and Imagine: “Thirteen Ways of Looking at a Blackbird” (PE, page 526; UR 7, page 76)
- Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 528)

**Homework Suggestions**

- Enrichment: Poems Based on an Object (ATE, page 521)
- Respond to the Selection: “The Snow Man” (PE, page 522; UR 7, page 67)
- Respond to the Selection: “Thirteen Ways of Looking at a Blackbird” (PE, page 525; UR 7, page 75)
- Writer’s Journal: Introduction, Paragraph, or Poem (PE, page 528; UR 7, page 79)
- Language, Grammar, and Style: Base Words and Prefixes (PE, page 528; UR 7, page 80)

Strategies for Developing Readers

**Tackle Sentence Construction**

- Use the strategies suggested in Reading Proficiency: Parts of Speech (ATE, page 520).
- Read the poem aloud to the class, or have various students participate in reading it aloud. Stop often to check for comprehension.
- Guide students through completing Investigate, Inquire, and Imagine so that all students gain complete understanding of the entire poem.

**Additional Strategies for English Language Learners**

- Before reading, alert students to the fact that they should not expect one stanza to connect to the next.
- Play the Dramatic Recordings (AL, 0:49 and 3:05).
- Review the footnotes and Words for Everyday Use with students before they read “Thirteen Ways of Looking at a Blackbird.” Remind students to consider the title of the poem, and have them stop and think about each part of the poem.
- Encourage ELL students to share poems about nature written by poets from their native countries.
“this is just to say” and “The Red Wheelbarrow,” page 529

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Easy, Easy

Difficulty Consideration: Unconventional punctuation

Ease Factors: Selection length; vocabulary; topic

Synopsis: In the first poem, the speaker apologizes for eating plums. The second poem creates a vivid image.

Goals/Objectives:
• to appreciate the vivid and concise imagery presented in both free verse and structured verse
• to understand works by William Carlos Williams
• to create bibliography cards
• to define speaker, tone, rhythm, meter, image, and effect and recognize the use of these techniques in the selections
• to use correct capitalization for literary works
• to conduct research on the Internet

Before Reading

Reader’s Journal: “this is just to say” (PE, page 530; UR 7, page 88)
Reader’s Journal: “The Red Wheelbarrow” (PE, page 532; UR 7, page 96)
Literary Tools: “this is just to say”: Speaker, Tone, Rhythm, and Meter (PE, page 530)
Literary Tools: “The Red Wheelbarrow”: Image, Imagery, Speaker, and Effect (PE, page 532)
About the Author: William Carlos Williams (PE, page 529)
About the Selections (PE, page 529)
Vocabulary: Semantic Families: Color Words (VR, page 92)
Reading Strategy (RSR, page 209)

During Reading

Dramatic Recording: “this is just to say” (AL, 0:22)
Dramatic Recording: “The Red Wheelbarrow” (AL, 0:19)
Guided Reading Questions: “this is just to say” (PE, page 530; UR 7, page 88)
Reading Strategy (RSR, page 209)
Fix-Up Idea (RSR, page 209)

After Reading

Reading Strategy (RSR, page 209)
Standardized Test Practice (RSR, page 210)
Respond to the Selection: “this is just to say” (PE, page 531; UR 7, page 88)
Respond to the Selection: “The Red Wheelbarrow” (PE, page 532; UR 7, page 95)
Investigate, Inquire, and Imagine: “this is just to say” (PE, page 531; UR 7, page 89)
Investigate, Inquire, and Imagine: “The Red Wheelbarrow” (PE, page 533; UR 7, page 95)
Understanding Literature for “this is just to say”: Speaker, Tone, Rhythm, and Meter (PE, page 531; UR 7, page 89)
Understanding Literature for “The Red Wheelbarrow”: Image, Imagery, Speaker, and Effect (PE, page 533; VLR I, page 57, UR 7, page 96)
Writer’s Journal: Note, Poem, or Imagistic Poem (PE, page 533; UR 7, page 96)
Language, Grammar, and Style: Capitalizing Titles of Literary Works (PE, page 534; UR 7, page 97)
Study and Research: Bibliography Cards (PE, page 534; UR 7, page 98)
Study and Research & Media Literacy: Researching on the Internet (PE, page 534; UR 7, page 98)
Selection Check Test 4.7.19 (ATE, page 530; UR 7, page 91; TG)
Selection Check Test 4.7.21 (ATE, page 532; UR 7, page 100; TG)
Selection Test 4.7.20 (UR 7, page 92; TG)
Selection Test 4.7.22 (UR 7, page 101; TG)
Internet activities at http://www.emcp.com
Free reading time

Print Resources   Transparency   Audio Library   Test Generator CD-ROM   Internet
UR—Unit Resource  VLR—Visual Literacy Resource  VR—Vocabulary Resource  WR—Writing Resource  AL—Audio Library
Lesson Plan

“this is just to say” and “The Red Wheelbarrow,” page 529

Teacher’s Name ____________________________________ Class __________________ Date __________________

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<td><strong>Tackle Unconventional Punctuation</strong></td>
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<td>______ Motivation: Illustrating Poems (ATE, page 529)</td>
<td>______ Review “Poetry” (PE, page 12) before students read Williams’s poems.</td>
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<td>______ Reading Proficiency: Reading Aloud (ATE, page 529)</td>
<td>______ Read each poem aloud as students read along. Encourage students to share their thoughts about the effect Williams’s lack of punctuation has on readers and why he might have chosen not to use punctuation and why he only capitalizes the word “I” in line 1 and “Forgive” in line 9 of “this is just to say.”</td>
</tr>
<tr>
<td>______ English Language Learning: Discussing Visualizations (ATE, page 529)</td>
<td>______ Have students read other poems that deviate from the standard rules for punctuation.</td>
</tr>
<tr>
<td>______ Special Needs: Discussing Visualizations (ATE, page 529)</td>
<td>______ Have students write poetry that deviates from the standard rules for punctuation, encouraging them before writing to think through the punctuation and capitalization they choose to use or not to use and their reasons for doing so.</td>
</tr>
<tr>
<td>______ Enrichment: Comparing and Contrasting Poems (ATE, page 529)</td>
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<tr>
<td>______ Investigate, Inquire, and Imagine: “this is just to say” (PE, page 531; UR 7, page 89)</td>
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<tr>
<td>______ Investigate, Inquire, and Imagine: “The Red Wheelbarrow” (PE, page 533; UR 7, page 95)</td>
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<td>______ Reading Proficiency: Reading Aloud (ATE, page 529)</td>
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<td>______ Motivation: Illustrating Poems (ATE, page 529)</td>
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<td>______ Language, Grammar, and Style: Capitalizing Titles of Literary Works (PE, page 534; UR 7, page 97)</td>
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<td>______ Study and Research: Bibliography Cards (PE, page 534; UR 7, page 98)</td>
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<td>______ Study and Research &amp; Media Literacy: Researching on the Internet (PE, page 534; UR 7, page 98)</td>
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"somewhere i have never travelled, gladly beyond," page 535

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Unconventional punctuation

Ease Factors: Selection length; vocabulary

Synopsis: Experimental poetry expresses speaker's love for the subject of the poem.

Goals/Objectives:
• to experience reading a poem that is experimental in form
• to become familiar with the life and work of E. E. Cummings
• to define syntax, inversion, and repetition and recognize the use of these techniques in the selection
• to use modifiers correctly
• to conduct research on the Internet
• to participate in a “think aloud”

Before Reading
_________ Reader's Journal (PE, page 535; UR 7, page 104)
_________ Literary Tools: Syntax, Inversion, and Repetition (PE, page 535)
_________ About the Author: E. E. Cummings (PE, page 535)
_________ About the Selection (PE, page 535)
_________ Vocabulary: Word Choice, Voice, and Audience (VR, page 94)
_________ Reading Strategy (RSR, page 213)

During Reading
_________ Graphic Organizer (PE, page 535; VLR I, page 59; UR 7, page 104)
_________ Dramatic Recording (AL, 1:30)
_________ Guided Reading Questions (PE, page 536; UR 7, page 104)
_________ Reading Strategy (RSR, page 213)
_________ Fix-Up Idea (RSR, page 213)

After Reading
_________ Reading Strategy (RSR, page 213)
_________ Standardized Test Practice (RSR, page 214)
_________ Respond to the Selection (PE, page 537; UR 7, page 105)
_________ Investigate, Inquire, and Imagine (PE, page 537; UR 7, page 105)
_________ Understanding Literature: Syntax, Inversion, and Repetition (PE, page 537; UR 7, page 106)
_________ Writer's Journal: Letter, Greeting Card Message, or Poem (PE, page 538; UR 7, page 106)
_________ Language, Grammar, and Style: Adding Modifiers (PE, page 538; UR 7, page 107)
_________ Study and Research & Media Literacy: Researching on the Internet (PE, page 538; UR 7, page 108)
_________ Speaking and Listening & Collaborative Learning (PE, page 538)
_________ Selection Check Test 4.7.23 (ATE, page 536; UR 7, page 109; TG)
_________ Selection Test 4.7.24 (UR 7, page 110; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

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Lesson Plan

“somewhere i have never travelled, gladly beyond,” page 535

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td>________ Motivation: Anthology (ATE, page 535)</td>
<td>Begin by using the strategies suggested in Reading Proficiency: Nonstandard Syntax, Punctuation, and Grammar (ATE, page 535). Then discuss the technical choices Cummings made, what effect the choices had on his poetry, and why he might have made the choices.</td>
</tr>
<tr>
<td>________ Reading Proficiency: Nonstandard Syntax, Punctuation, and Grammar (ATE, page 535)</td>
<td>Have students rewrite Cummings’s poem using standard punctuation, spacing, and capitalization. (Refer students to 3.85 “Editing for Punctuation Errors” and 3.94 “Editing for Capitalization Errors” in the Language, Grammar, and Style Resource, PE, pages 1080 and 1083.) This will give them more of a feel for the degree to which Cummings deviates from the standard and an idea of how the poem would be different had he not done so. Lead students in a discussion of the different versions.</td>
</tr>
<tr>
<td>________ English Language Learning: Vocabulary (ATE, page 535)</td>
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<td>________ Special Needs: Focus on Guided Reading Questions (ATE, page 535)</td>
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<td>________ Enrichment: Prose Rewrite (ATE, page 536)</td>
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<td><strong>Language Skills</strong></td>
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<td>________ Punctuation (ATE, page 536)</td>
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<td><strong>Flexible Grouping Suggestions</strong></td>
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<tr>
<td>________ Enrichment: Prose Rewrite (ATE, page 536)</td>
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<td>________ Investigate, Inquire, and Imagine (PE, page 537; UR 7, page 105)</td>
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<td>________ Speaking and Listening &amp; Collaborative Learning (PE, page 538)</td>
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<td><strong>Homework Suggestions</strong></td>
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<td>________ Respond to the Selection (PE, page 537; UR 7, page 105)</td>
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<td>________ Writer’s Journal: Letter, Greeting Card Message, or Poem (PE, page 538; UR 7, page 106)</td>
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<td>________ Language, Grammar, and Style: Adding Modifiers (PE, page 538; UR 7, page 107)</td>
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<td>________ Study and Research &amp; Media Literacy: Researching on the Internet (PE, page 538; UR 7, page 108)</td>
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<tr>
<td>________ Additional Strategies for English Language Learners</td>
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<tr>
<td>________ Refer students to 3.14, “The Importance of Syntax, or Word Order” in the Language, Grammar, and Style Resource (PE, page 1059) so they can review standard syntax.</td>
<td></td>
</tr>
<tr>
<td>________ Assist students with Literary Tools: Syntax and Inversion (PE, page 535) and Understanding Literature: Syntax and Inversion (PE, page 537; UR 7, page 106).</td>
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</tr>
<tr>
<td>________ Ask ELL students to find one or two poems in their native languages in which the poets use unconventional punctuation, spacing, or lack of capitalization. Ask students to read these poems aloud—in their native languages and translated into English—in small groups or to the rest of class.</td>
<td></td>
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</tbody>
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“A Wagner Matinee,” page 539

Teacher's Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** References to the narrator's youth

**Ease Factor:** Selection length

**Synopsis:** Music transports a woman from her harsh prairie life.

**Goals/Objectives:**
- to interpret and appreciate a short story
- to describe the literary accomplishments of Willa Cather
- to explain how the narrator's point of view is changed by his Aunt Georgiana
- to define *narrator, point of view,* and *simile* and explain how Cather uses them in the story
- to identify base words and suffixes
- to correct dangling and misplaced modifiers
- to conduct Internet research on the setting of Cather's novels

**Before Reading**
- Reader's Journal (PE, page 539; UR 7, page 113)
- Literary Tools: Narrator, Point of View, and Simile (PE, page 539)
- About the Author: Willa Cather (ATE, page 539)
- About the Selection (PE, page 539)
- Fine Art: Edward Hopper (PE, page 540; VLR II, page 46)
- Vocabulary from the Selection (ATE, page 539)
- Vocabulary: Words Borrowed from Italian (VR, page 96)
- Reading Strategy (RSR, page 217)

**During Reading**
- Dramatic Recording (AL, 20:26)
- Guided Reading Questions (PE, page 540; UR 7, page 113)
- Reading Strategy (RSR, page 217)
- Fix-Up Idea (RSR, page 217)

**After Reading**
- Reading Strategy (RSR, page 217)
- Standardized Test Practice (RSR, page 218)
- Respond to the Selection (PE, page 545; UR 7, page 115)
- Investigate, Inquire, and Imagine (PE, page 546; UR 7, page 115)
- Understanding Literature: Narrator, Point of View, and Simile (PE, page 546; VLR I, page 60; UR 7, page 116)
- Language, Grammar, and Style: Dangling and Misplaced Modifiers (PE, page 547; UR 7, page 118)
- Vocabulary: Base Words and Suffixes (PE, page 547; UR 7, page 119)
- Study and Research: Researching Setting on the Internet (PE, page 547; UR 7, page 119)
- Selection Check Test 4.7.25 (ATE, page 544; UR 7, page 120; TG)
- Selection Test 4.7.26 (UR 7, page 121; TG)
- Internet activities at http://www.emcp.com
- Free reading time
**Lesson Plan**

“A Wagner Matinee,” page 539

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>______ Reading Proficiency: Discussing Flashbacks (ATE, page 539)</td>
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<td>______ English Language Learning: Operatic Terms (ATE, page 540)</td>
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<td>______ Special Needs: Historical Context (ATE, page 540)</td>
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<td>______ Enrichment: Responding to Opera (ATE, page 540)</td>
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<td>Quotables</td>
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<td>______ Willa Cather (ATE, page 540)</td>
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<td>______ Homestead Act (ATE, page 541)</td>
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<td>______ Wagner’s Operas (ATE, page 542)</td>
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<td>______ Impressionist Paintings (ATE, page 543)</td>
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<td>______ Comparisons (ATE, page 544)</td>
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<td>______ Additional Questions (ATE, page 545)</td>
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<td>______ Minor Character (ATE, page 545)</td>
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<td>______ Cross-Curricular Activities: Homestead Act (ATE, page 541)</td>
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<td>______ Cross-Curricular Activities: Wagner’s Operas (ATE, page 542)</td>
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<td>______ Cross-Curricular Activities: Impressionist Paintings (ATE, page 543)</td>
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<td>______ Investigate, Inquire, and Imagine (PE, page 546; UR 7, page 115)</td>
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<tr>
<td>______ Understanding Literature: Narrator, Point of View, and Simile (PE, page 546; VLR I, page 60; UR 7, page 116)</td>
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<tr>
<td>Homework Suggestions</td>
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<tr>
<td>______ Additional Questions and Activities: Narrator (ATE, page 542)</td>
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<td>______ Writer’s Journal: Letter, Journal Entry, or Monologue (PE, page 547; UR 7, page 117)</td>
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Language, Grammar, and Style: Dangling and Misplaced Modifiers (PE, page 547; UR 7, page 118)

Vocabulary: Base Words and Suffixes (PE, page 547; UR 7, page 119)

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<td><strong>Tackle References to Narrator’s Youth</strong></td>
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<tr>
<td>______ Use the strategies suggested in Reading Proficiency: Discussing Flashbacks (ATE, page 539) to help students follow the narrative.</td>
</tr>
<tr>
<td>______ Help students focus on the Guided Reading Questions.</td>
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<tr>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>______ Play the Dramatic Recording (AL, 20:26).</td>
</tr>
<tr>
<td>______ Use the strategies suggested in Reading Proficiency: Discussing Flashbacks (ATE, page 539) to help students follow the narrative.</td>
</tr>
<tr>
<td>______ Present the information given under English Language Learning: Operatic Terms (ATE, page 540).</td>
</tr>
<tr>
<td>______ Encourage ELL students to share their knowledge of opera or to share traditional music from their homelands.</td>
</tr>
</tbody>
</table>
“The Sensible Thing,” page 548

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Main character undergoes two reversals

Ease Factor: Style

Synopsis: A man's reversals of fortune test his love life.

Goals/Objectives:
• to experience a short story of the Jazz Age
• to become familiar with the life and work of F. Scott Fitzgerald
• to define reversal, character, and dynamic character and recognize the use of these techniques in the selection
• to correctly use context clues
• to write a letter of resignation
• to research the 1920s
• to make a quotation calendar

Before Reading
_________ Reader’s Journal (PE, page 549; UR 7, page 125)
_________ Literary Tools: Reversal and Character (PE, page 549)
_________ About the Author: F. Scott Fitzgerald (PE, page 548)
_________ About the Selection (PE, page 548)
_________ Vocabulary from the Selection (ATE, page 549)
_________ Vocabulary: Using Unfamiliar Words (VR, page 98)
_________ Reading Strategy (RSR, page 221)

During Reading
_________ Guided Reading Questions (PE, page 550; UR 7, page 125)
_________ Reading Strategy (RSR, page 221)
_________ Fix-Up Idea (RSR, page 221)

After Reading
_________ Reading Strategy (RSR, page 221)
_________ Standardized Test Practice (RSR, page 222)
_________ Respond to the Selection (PE, page 559; UR 7, page 126)
_________ Investigate, Inquire, and Imagine (PE, page 560; UR 7, page 127)
_________ Understanding Literature: Reversal and Character (PE, page 560; VLR I, page 61; UR 7, page 128)
_________ Writer’s Journal: Advice Column, Journal Entry, or Jazz Lyrics (PE, page 561; UR 7, page 128)
_________ Applied English: Writing a Letter of Resignation (PE, page 561; UR 7, page 130)
_________ Study and Research & Collaborative Learning: Researching the 1920s (PE, page 561; UR 7, page 130)
_________ Study and Research: Researching on the Internet (PE, page 561; UR 7, page 131)
_________ Selection Check Test 4.7.27 (ATE, page 558; UR 7, page 132; TG)
_________ Selection Test 4.7.28 (UR 7, page 134; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Lesson Plan

“The Sensible Thing,” page 548

Teacher’s Name ____________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_________ Motivation: Jazz Age (ATE, page 548)
_________ Reading Proficiency: Summarizing (ATE, page 548)
_________ English Language Learning: Previewing Theme and Reversal (ATE, page 548)
_________ Special Needs: Focus on the Guided Reading Questions (ATE, page 548)
_________ Enrichment: Dialogue (ATE, page 548)

Internet Resources

_________ A Labor of Love (ATE, page 548)
_________ F. Scott Fitzgerald Centenary Page (ATE, page 549)

Additional Questions and Activities

_________ Repetition and Plot Development (ATE, page 550)
_________ Examining Jonquil’s Decision (ATE, page 554)
_________ Film (ATE, page 556)
_________ Court Cases (ATE, page 557)
_________ Gangsters (ATE, page 557)

Literary Technique

_________ Setting (ATE, page 550)
_________ Point of View (ATE, page 552)
_________ Character (ATE, page 553)

Historical Note

_________ Roaring Twenties (ATE, page 554)
_________ Reactions to WWI (ATE, page 555)

Flexible Grouping Suggestions

_________ Historical Note: Roaring Twenties (ATE, page 554)
_________ Investigate, Inquire, and Imagine (PE, page 560; UR 7, page 127)
_________ Understanding Literature: Reversal and Character (PE, page 560; VLR I, page 61; UR 7, page 128)
_________ Study and Research & Collaborative Learning: Researching the 1920s (PE, page 561; UR 7, page 130)

Homework Suggestions

_________ Vocabulary: Using Unfamiliar Words (VR, page 98)
_________ Respond to the Selection (PE, page 559; UR 7, page 126)

Strategies for Developing Readers

Tackle Main Character Undergoes Two Reversals

_________ Carefully review Literary Tools: Reversal and Character (PE, page 549) before students read the selection.
_________ Use the strategy suggested in English Language Learning: Previewing Theme and Reversal (ATE, page 548).
_________ As students read, have them employ the strategy suggested in Reading Proficiency: Summarizing (ATE, page 548).
_________ Assist students in completing Investigate, Inquire, and Imagine (PE, page 560) and Understanding Literature: Reversal and Character (ATE, page 560).

Additional Strategies for English Language Learners

_________ Have ELL readers review the Words for Everyday Use prior to reading the selection.
_________ In small groups, have ELL students and English-proficient students role-play excerpts involving dialogue. As a follow-up, students could also benefit from completing the exercise suggested in Enrichment: Dialogue (ATE, page 548).
“The Jilting of Granny Weatherall,” page 562

Teacher's Name ________________________ Class ________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Stream-of-consciousness style

Ease Factor: Vocabulary

Synopsis: The main character divulges stream-of-consciousness thoughts as she prepares to die.

Goals/Objectives:
• to describe the literary accomplishments of Katherine Anne Porter
• to identify and interpret the story’s theme
• to explain what Granny Weatherall realizes at the end of the story
• to define irony and stream-of-consciousness writing and explain how Porter uses them in the story
• to replace vague nouns with precise nouns
• to describe nonverbal communication
• to research literary criticism on the Internet

Before Reading
_________ Reader’s Journal (PE, page 562; UR 7, page 138)
_________ Literary Tools: Irony and Stream-of-Consciousness Writing (PE, page 562)
_________ About the Author: Katherine Anne Porter (PE, page 562)
_________ About the Selection (PE, page 562)
_________ Fine Art: Cecilia Beaux (PE, page 563; Art Note, PE, page 563)
_________ Vocabulary from the Selection (ATE, page 562)
_________ Vocabulary: Test Your Knowledge (VR, page 100)
_________ Reading Strategy (RSR, page 225)

During Reading
_________ Guided Reading Questions (PE, page 564; UR 7, page 138)
_________ Reading Strategy (RSR, page 225)
_________ Fix-Up Idea (RSR, page 225)

After Reading
_________ Reading Strategy (RSR, page 225)
_________ Standardized Test Practice (RSR, page 226)
_________ Respond to the Selection (PE, page 569; UR 7, page 139)
_________ Investigate, Inquire, and Imagine (PE, page 570; UR 7, page 140)
_________ Understanding Literature: Irony and Stream-of-Consciousness Writing (PE, page 570; VLR I, page 62; UR 7, page 141)
_________ Writer’s Journal: Will, Dialogue, or Letter (PE, page 571; UR 7, page 141)
_________ Language, Grammar, and Style: Precise Nouns (PE, page 571; UR 7, page 142)
_________ Speaking and Listening: Nonverbal Communication (PE, page 571)
_________ Media Literacy: Obituary (PE, page 571; UR 7, page 142)
_________ Study and Research: Researching on the Internet (PE, page 571; UR 7, page 143)
_________ Selection Check Test 4.7.29 (ATE, page 568; UR 7, page 144; TG)
_________ Selection Test 4.7.30 (UR 7, page 146; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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READER’S JOURNAL (PE, page 562; UR 7, page 138)

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Lesson Plan

“The Jilting of Granny Weatherall,” page 562

Teacher’s Name ____________________________ Class __________________ Date __________________

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**Teaching Options**

**Individual Learning Strategies**

- Motivation: Cultural Attitudes Toward the Elderly (ATE, page 563)
- Reading Proficiency: Previewing the Story (ATE, page 563)
- English Language Learning: Discussing Point of View (ATE, page 563)
- Special Needs: Previewing Theme (ATE, page 563)
- Enrichment: Discussing Being Jilted (ATE, page 563)

**Additional Questions and Activities**

- Impressions and Habits (ATE, page 564)
- Comparing Characters (ATE, page 565)
- Maxims (ATE, page 566)
- Comparing Death Scenes (ATE, page 569)

**Literary Note**

- Viewpoints (ATE, page 564)
- Symbolic Image (ATE, page 566)

**Cross-Curricular Activities**

- Images of Death (ATE, page 566)

**Literary Technique**

- Synaesthesia (ATE, page 567)

**Flexible Grouping Suggestions**

- Motivation: Cultural Attitudes Toward the Elderly (ATE, page 563)
- Literary Note: Viewpoints (ATE, page 564)
- Additional Questions and Activities: Maxims (ATE, page 566)
- Cross-Curricular Activities: Images of Death (ATE, page 566)
- Investigate, Inquire, and Imagine (PE, page 570; UR 7, page 140)
- Understanding Literature: Irony and Stream-of-Consciousness Writing (PE, page 570; VLR I, page 62; UR 7, page 141)

**Homework Suggestions**

- Respond to the Selection (PE, page 569; UR 7, page 139)
- Writer’s Journal: Will, Dialogue, or Letter (PE, page 571; UR 7, page 141)
- Language, Grammar, and Style: Precise Nouns (PE, page 571; UR 7, page 142)

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**Strategies for Developing Readers**

**Tackle Stream-of-Consciousness Style**

- Use the strategies suggested in Reading Proficiency: Previewing the Story (ATE, page 563), English Language Learning: Discussing Point of View (ATE, page 563), and Special Needs: Previewing Theme (ATE, page 563) to help students grasp all aspects of the story.

**Tackle Shifting Viewpoints**

- Use the suggestions in Literary Note: Viewpoints (ATE, page 564) to get students to think about and use shifting viewpoints.

**Additional Strategies for English Language Learning**

- Have ELL students review Words for Everyday Use before reading the selection.
- Have ELL students experiment with stream-of-consciousness writing in their journals—first in their native languages, then in English.

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Lesson Plan

“A Clean, Well-Lighted Place,” page 572

Teacher’s Name __________________ Class __________________ Date ____________

Reading Level: Easy

Difficulty Consideration: Spanish words

Ease Factors: Author’s style; selection length; topic

Synopsis:
Two waiters discuss a regular who likes to sit alone at night.

Goals/Objectives:
• to appreciate Hemingway’s spare prose style
• to describe the literary accomplishments of Ernest Hemingway
• to define internal monologue, characterization, and dialogue and explain how they are used in the story
• to identify what the old waiter reveals about himself in the story
• to write a radio advertisement
• to devise an itinerary to research Hemingway

Before Reading
_________ Reader’s Journal (PE, page 572; UR 7, page 150)
_________ Literary Tools: Internal Monologue, Characterization, and Dialogue (PE, page 572)
_________ About the Author: Ernest Hemingway (PE, page 572)
_________ About the Selection (PE, page 572)
_________ Fine Art: Vincent van Gogh (PE, page 573; VLR II, page 49)
_________ Vocabulary: Words Borrowed from Spanish (VR, page 102)
_________ Reading Strategy (RSR, page 229)

During Reading
_________ Dramatic Recording (AL, 10:30)
_________ Guided Reading Questions (PE, page 573; UR 7, page 150)
_________ Reading Strategy (RSR, page 229)
_________ Fix-Up Idea (RSR, page 229)

After Reading
_________ Reading Strategy (RSR, page 229)
_________ Standardized Test Practice (RSR, page 230)
_________ Respond to the Selection (PE, page 576; UR 7, page 151)
_________ Investigate, Inquire, and Imagine (PE, page 576; UR 7, page 151)
_________ Understanding Literature: Internal Monologue, Characterization, and Dialogue (PE, page 576; VLR I, page 63; UR 7, page 152)
_________ Writer’s Journal: Journal Entry, Monologue, or Dialogue (PE, page 577; UR 7, page 153)
_________ Speaking and Listening: Active Listening (PE, page 577)
_________ Media Literacy: Radio Advertisement (PE, page 577; UR 7, page 154)
_________ Study and Research: Researching on the Internet (PE, page 577; UR 7, page 154)
_________ Selection Check Test 4.7.31 (ATE, page 575; UR 7, page 156; TG)
_________ Selection Test 4.7.32 (UR 7, page 157; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“A Clean, Well-Lighted Place,” page 572

Teacher’s Name ____________________________ Class __________________ Date __________________

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<tr>
<td>Reading Proficiency: Use Dramatic Recording (ATE, page 573; AL, 10:30)</td>
<td>If there are any ELL students for whom Spanish is a native language, ask them to review Spanish words with the rest of the class, pronouncing and explaining what each word means.</td>
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<td>Special Needs: Loneliness (ATE, page 573)</td>
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<td>Enrichment: Character Sketch (ATE, page 573)</td>
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<td>Hemingway Resource Center (ATE, page 572)</td>
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<td>Comparing Attitudes Toward Age (ATE, page 574)</td>
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<td>Focus on the Final Sentence of the Story (ATE, page 574)</td>
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<td>Investigate, Inquire, and Imagine (PE, page 576; UR 7, page 151)</td>
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<tr>
<td>Understanding Literature: Internal Monologue, Characterization, and Dialogue (PE, page 576; VLR I, page 63; UR 7, page 152)</td>
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<td>Motivation: Writing in a Café (ATE, page 573)</td>
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<td>Respond to the Selection (PE, page 576; UR 7, page 151)</td>
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<td>Writer’s Journal: Journal Entry, Monologue, or Dialogue (PE, page 577; UR 7, page 153)</td>
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<tr>
<td>Speaking and Listening: Active Listening (PE, page 577)</td>
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<tr>
<td>Media Literacy: Radio Advertisement (PE, page 577; UR 7, page 154)</td>
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“Newsreel LXVIII” from *The Big Money*, page 578

Teacher’s Name __________________________ Class __________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Collage format; historical context

**Ease Factor:** Selection length

**Synopsis:** Dos Passos uses a newsreel structure to focus on issues related to the Great Depression of the 1930s.

**Goals/Objectives:**
- to experience reading an unconventional work of nonfiction
- to describe John Dos Passos’s literary accomplishments and explain the historical significance of his writings
- to apply appropriate reading skills to a nontraditional style of text
- to define *collage*, analyze the use of this technique in the selection, and apply it to writing
- to recognize and correct errors in the use of apostrophes
- to research literary criticism on the Internet

**Before Reading**
- Reader’s Journal (PE, page 578; UR 7, page 161)
- Literary Tools: Collage (PE, page 578)
- About the Author: John Dos Passos (PE, page 578)
- About the Selection (PE, page 578)
- Fine Art: Kurt Schwitters (PE, page 579; VLR II, page 52; Art Note, PE and ATE, page 579)
- Vocabulary from the Selection (ATE, page 579)
- Vocabulary: Vocabulary Collage (VR, page 104)
- Reading Strategy (RSR, page 233)

**During Reading**
- Graphic Organizer (PE, page 578; VLR I, page 64; UR 7, page 161)
- Dramatic Recording (AL, 8:15)
- Guided Reading Questions (PE, page 580; UR 7, page 161)
- Reading Strategy (RSR, page 233)
- Fix-Up Idea (RSR, page 233)

**After Reading**
- Reading Strategy (RSR, page 233)
- Standardized Test Practice (RSR, page 234)
- Respond to the Selection (PE, page 583; UR 7, page 162)
- Investigate, Inquire, and Imagine (PE, page 583; UR 7, page 163)
- Understanding Literature: Collage (PE, page 583; UR 7, page 164)
- Writer’s Journal: Headlines, Verse, or Letter to the Editor (PE, page 584; UR 7, page 164)
- Language, Grammar, and Style: Apostrophes (PE, page 584; UR 7, page 164)
- Media Literacy: Collage (PE, page 584; UR 7, page 165)
- Study and Research: Researching on the Internet (PE, page 584; UR 7, page 166)
- Selection Check Test 4.7.33 (ATE, page 582; UR 7, page 167; TG)
- Selection Test 4.7.34 (UR 7, page 169; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Newsreel LXVIII” from *The Big Money*, page 578

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td><strong>Tackle Collage Format</strong></td>
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<tr>
<td>________ Motivation: “The Wreck of the Old 97” (ATE, page 579)</td>
<td>Use the suggestions in Reading Proficiency: Previewing Nontraditional Style (ATE, page 579) to help students grasp the collage format of this excerpt.</td>
</tr>
<tr>
<td>________ Reading Proficiency: Previewing Nontraditional Style (ATE, page 579)</td>
<td>Guide students in their reading and understanding of the excerpt by reading it aloud to the class and inviting students to participate in reading aloud. Stop often to discuss and explain.</td>
</tr>
<tr>
<td>________ English Language Learning: Vocabulary (ATE, page 579)</td>
<td>Assist students in completing Literary Tools: Collage (PE, page 578) and Understanding Literature: Collage (PE, page 583; UR 7, page 164).</td>
</tr>
<tr>
<td>________ Special Needs: Context and Focus on Guided Reading Questions (ATE, page 579)</td>
<td><strong>Tackle Historical Context</strong></td>
</tr>
<tr>
<td>________ Enrichment: Ironic Photography (ATE, page 579)</td>
<td>Review About the Author: John Dos Passos and About the Selection (PE, page 578) before students read.</td>
</tr>
</tbody>
</table>

| Art Note | Use suggestions from Special Needs: Context and Focus on Guided Reading Questions (ATE, page 579) and Motivation: “The Wreck of the Old 97” (ATE, page 579) to help students understand the historical context. |
|__________ Kurt Schwitters (PE and ATE, page 579; VLR II, page 52) |

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<th><strong>Additional Strategies for English Language Learners</strong></th>
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<td>________ Examining Headlines (ATE, page 580)</td>
<td>Give ELL students time to thoroughly review the footnotes and Words for Everyday Use before they read the selection.</td>
</tr>
<tr>
<td>________ Examining Author’s Attitude and Purpose (ATE, page 581)</td>
<td>Assist students in completing all activities surrounding this selection, and have students complete Media Literacy: Collage (PE, page 584) and Vocabulary: Vocabulary Collage (VR, page 104) to give them experience in creating collages.</td>
</tr>
</tbody>
</table>

| Cross-Curricular Activity | |
|--------------------------| |
| ________ “The Wreck of the Old 97” (ATE, page 580) |
| ________ The New Deal (ATE, page 581) |

| Flexible Grouping Suggestions | |
|-------------------------------| |
| ________ Enrichment: Ironic Photography (ATE, page 579) |
| ________ Investigate, Inquire, and Imagine (PE, page 583; UR 7, page 163) |
| ________ Understanding Literature: Collage (PE, page 583; UR 7, page 164) |

| Homework Suggestions | |
|----------------------| |
| ________ Vocabulary: Vocabulary Collage (VR, page 104) |
| ________ Respond to the Selection (PE, page 583; UR 7, page 162) |
| ________ Writer’s Journal: Headlines, Verse, or Letter to the Editor (PE, page 584; UR 7, page 164) |
| ________ Language, Grammar, and Style: Apostrophes (PE, page 584; UR 7, page 164) |
| ________ Media Literacy: Collage (PE, page 584; UR 7, page 165) |
Lesson Plan

Nobel Prize Acceptance Speech and “Darl” from

As I Lay Dying, page 585

Teacher’s Name ___________________________ Class ___________________________ Date ________________

Reading Level: Moderate, Moderate

Difficulty Considerations: Vocabulary; multiple points of view

Ease Factor: Selection length

Synopsis: In his acceptance speech, Faulkner talks of the role of literature in the modern age. In the second selection, a family reacts to a woman’s death.

Goals/Objectives:
• to appreciate a speech exploring the role of literature in the modern era
• to describe Faulkner’s literary accomplishments and explain the historical context of this speech
• to recognize the aim of a speech or writing
• to experience an example of Faulkner’s narrative style
• to define aim and alliteration and identify them in the selection
• to identify adjectives and use colorful modifiers

Before Reading

Reader’s Journal (PE, page 585; UR 7, page 174)
Literary Tools: Aim and Alliteration (PE, page 585)
About the Author: William Faulkner (PE, page 585)
About the Selections (PE, page 585)
Vocabulary from the Selection: Nobel Prize Acceptance Speech (ATE, page 585)
Vocabulary: Test Your Knowledge (VR, page 105)
Reading Strategy (RSR, page 237)

During Reading

Guided Reading Questions (PE, page 587; UR 7, page 174)
Reading Strategy (RSR, page 237)
Fix-Up Idea (RSR, page 237)

After Reading

Reading Strategy (RSR, page 237)
Standardized Test Practice (RSR, page 238)
Respond to the Selection: Nobel Prize Acceptance Speech (PE, page 587; UR 7, page 174)
Investigate, Inquire, and Imagine (PE, page 591; UR 7, page 175)
Understanding Literature: Aim and Alliteration (PE, page 591; VLR I, page 65; UR 7, page 176)
Writer’s Journal: Paragraph, Letter, or Character Sketch (PE, page 592; UR 7, page 176)
Language, Grammar, and Style: Colorful Adjectives (PE, page 592; UR 7, page 177)
Speaking and Listening & Collaborative Learning: Acceptance Speech (PE, page 592)
Media Literacy: Movie Review (PE, page 592)
Study and Research: Researching on the Internet (PE, page 592; UR 7, page 177)
Selection Check Test 4.7.35 (ATE, page 587; UR 7, page 179; TG)
Selection Test 4.7.36 (UR 7, page 180; TG)
Internet activities at http://www.emcp.com
Free reading time

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Lesson Plan

Nobel Prize Acceptance Speech and “Darl” from
As I Lay Dying, page 585

Teacher’s Name ________________________  Class __________________  Date __________________

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<td><strong>Tackle Vocabulary</strong></td>
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<tr>
<td>__________ Motivation: Evaluating Art (ATE, page 586)</td>
<td>Use the strategies suggested in Reading Proficiency: Intonation, Volume, and Pace (ATE, page 586), English Language Learning: Vocabulary (ATE, page 586), and Special Needs: Focus on Recall Questions (ATE, page 586) to help students with Faulkner’s use of difficult vocabulary and long sentences.</td>
</tr>
<tr>
<td>__________ Reading Proficiency: Intonation, Volume, and Pace (ATE, page 586)</td>
<td>Have students review and use the Words for Everyday Use and footnotes prior to reading.</td>
</tr>
<tr>
<td>__________ English Language Learning: Vocabulary (ATE, page 586)</td>
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<tr>
<td>__________ Special Needs: Focus on Recall Questions (ATE, page 586)</td>
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<td>__________ Enrichment: Freedom of Speech (ATE, page 586)</td>
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<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td><strong>Tackle Multiple Points of View</strong></td>
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<tr>
<td>__________ What is Cash Building? (ATE, page 588)</td>
<td>Review points made in About the Author: William Faulkner and About the Selections (PE, page 585) as students read to help them understand Faulkner’s use of multiple points of view in “Darl.”</td>
</tr>
<tr>
<td>__________ Imagery (ATE, page 588)</td>
<td>Share the information given under Literary Technique: Point of View (ATE, page 589).</td>
</tr>
<tr>
<td>__________ Point of View (ATE, page 588)</td>
<td>Have students experiment with writing from multiple points of view.</td>
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<tr>
<td>__________ Dialect (ATE, page 589)</td>
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<tr>
<td><strong>Internet Resources</strong></td>
<td><strong>Additional Strategies for English Language Learning</strong></td>
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<tr>
<td>__________ Faulkner on the Web (ATE, page 590)</td>
<td>Use the strategies suggested in Reading Proficiency: Intonation, Volume, and Pace (ATE, page 586), English Language Learning: Vocabulary (ATE, page 586), and Special Needs: Focus on Recall Questions (ATE, page 586) to assist students having difficulty with Faulkner’s use of difficult vocabulary and long sentences.</td>
</tr>
<tr>
<td><strong>Literary Note</strong></td>
<td>Have students review and use Words for Everyday Use and footnotes prior to reading.</td>
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<tr>
<td>__________ Dialogue and Stream-of-Consciousness Writing (ATE, page 590)</td>
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<td><strong>Flexible Grouping Suggestions</strong></td>
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<td>__________ Reading Proficiency: Intonation, Volume, and Pace (ATE, page 586)</td>
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<td>__________ Enrichment: Freedom of Speech (ATE, page 586)</td>
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<td>__________ Investigate, Inquire, and Imagine (PE, page 591; UR 7, page 175)</td>
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<td>__________ Understanding Literature: Aim and Alliteration (PE, page 591; VLR I, page 65; UR 7, page 176)</td>
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<td>__________ Speaking and Listening &amp; Collaborative Learning: Acceptance Speech (PE, page 592)</td>
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<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>__________ Vocabulary: Test Your Knowledge (VR, page 105)</td>
<td></td>
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<tr>
<td>__________ Writer’s Journal: Paragraph, Letter, or Character Sketch (PE, page 592; UR 7, page 176)</td>
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<tr>
<td>__________ Language, Grammar, and Style: Colorful Adjectives (PE, page 592; UR 7, page 177)</td>
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<tr>
<td>__________ Media Literacy: Movie Review (PE, page 592)</td>
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</tr>
</tbody>
</table>

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UNIT 7  THE AMERICAN TRADITION  LESSON PLANS  147
Lesson Plan

Unit Seven
The Modern Era (1900-1945)
Closing the Unit, page 593–609

Teacher’s Name ___________________________ Class __________________ Date __________________

Selections for Additional Reading

The Modern Era, pages 593–600

- “Richard Cory” and “Petit, the Poet” from Spoon River Anthology by Edwin Arlington Robinson (PE, page 593)
- Dramatic Recording: “Petit, the Poet” (AL, 1:15)
- “In a Station of the Metro” by Ezra Pound (PE, page 593)
- Dramatic Recording: “In a Station of the Metro” (AL, 0:15)
- “The Flower–Fed Buffaloes” by Vachel Lindsay (PE, page 593)
- Dramatic Recording: “The Flower–Fed Buffaloes” (AL, 0:47)
- “Euclid Alone Has Looked on Beauty Bare” by Edna St. Vincent Millay (PE, page 593)
- “The Death of the Hired Man” by Robert Frost (PE, page 594)
- “An Old Man’s Winter Night” by Robert Frost (PE, page 595)
- “Disillusionment of Ten O’Clock” by Wallace Stevens (PE, page 596)
- Dramatic Recording: “Disillusionment of Ten O’Clock” (AL, 0:42)
- “Wind and Silver” and “A Lover” by Amy Lowell (PE, page 596)
- Dramatic Recording: “Wind and Silver” (AL, 0:20)
- “anyone lived in a pretty how town” by E. E. Cummings (PE, page 596)
- Dramatic Recording: “anyone lived in a pretty how town” (AL, 2:21)
- “Sophistication” from Winesburg, Ohio by Sherwood Anderson (PE, page 596)
- from The Grapes of Wrath by John Steinbeck (PE, page 599)
- Dramatic Recording: from The Grapes of Wrath (AL, 9:01)

Informative Writing

Guided Writing: Writing an Annotated Bibliography

Assignment: Students learn to write an annotated bibliography (PE, pages 601–607).

Before Writing

- Writing an Annotated Bibliography (PE, page 601)
- Professional Model (PE, page 601)
- Previewing Models and Rubric for Assignment (VLR I, page 157; WR, page 147)
- Prewriting (PE, page 602; WR, page 129)
- Student Model—Graphic Organizer (PE, page 604; WR, page 132)
- Graphic Organizer (VLR I, page 155; WR, page 131)

During Writing

- Drafting (PE, page 605)
- Self- and Peer Evaluation (PE, page 605; WR, page 139)
- Language, Grammar, and Style: Documenting Online and Conventional Sources (PE, page 604; WR, page 134)
- Revising and Proofreading (PE, page 606)
- Student Model—Revised (PE, page 607; WR, page 143)

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Lesson Plan

Unit Seven
The Modern Era (1900-1945)
Closing the Unit, page 593–609

After Writing

—— Publishing and Presenting (PE, page 607)
—— Reflecting (PE, page 607)

Individual Learning Strategies

—— Motivation: Examining Bibliographies (ATE, page 602)
—— Reading Proficiency: Seeking Knowledge as an Active Reader (ATE, page 602)
—— English Language Learning: Concept of the Annotated Bibliography (ATE, page 602)
—— Special Needs: Simplify Assignment (ATE, page 602)
—— Enrichment: Extending the Bibliography (ATE, page 602)

Flexible Grouping Suggestions

—— Peer Evaluation (PE, page 605; WR, page 141)
—— Revising and Proofreading (PE, page 606)
—— Publishing and Presenting (PE, page 607)

Homework Suggestions

—— Graphic Organizer (VLR I, page 155; WR, page 131)
—— Language, Grammar, and Style: Documenting Online and Conventional Sources (PE, page 604; WR, page 134)
—— Self-Evaluation (PE, page 605; WR, page 139)
—— Rubric for Informative Writing: Annotated Bibliography (WR, page 147; VLR I, page 157)

Unit Seven Review

Review and Assessment

—— Words for Everyday Use (PE, page 608; UR 7, page 187)
—— Vocabulary Development (ATE, page 608)
—— Literary Tools (PE, page 608; UR 7, page 187)
—— Unit 7 Review/Study Guide (UR 7, page 184)
—— Unit 7 Test (UR 7, page 190; TG)

Reflecting on Your Reading

—— Genre Studies: Imagist Poetry; Nonfiction (PE, page 609)
—— Thematic Studies: Alienation; Viewing the Past (PE, page 609)
—— Historical/Biographical Studies: Socioeconomics (PE, page 609)
Unit Eight
The Harlem Renaissance (1920–1936)
Opening the Unit, pages 610–618

Unit 8 Goals/Objectives:
• to experience reading some works of the Harlem Renaissance
• to identify major poets and authors of the Harlem Renaissance
• to explain the characteristics of the politically charged works of the Harlem Renaissance
• to define and identify literary terms such as theme, rhyme, meter, simile, metaphor, tone, and point of view
• to proofread for errors in capitalization and use of semicolons and dashes
• to use context clues and reference works appropriately
• to write a lyric poem
• to use effective language

Lessons I Plan to Teach
_________ “We Wear the Mask,” page 619
_________ “Yet Do I Marvel” and “Any Human to Another,” page 624
_________ “The Tropics in New York,” page 632
_________ “Storm Ending,” page 636
_________ “The Negro Speaks of Rivers” and “I, too, sing America,” page 640
_________ “A Black Man Talks of Reaping,” page 648
_________ “The Richer, the Poorer,” page 652
_________ “How It Feels to Be Colored Me,” page 658
_________ Insights: from “The Resurrection of Zora Neale Hurston and Her Work,” page 663
_________ Selections for Additional Reading: The Harlem Renaissance, page 666
_________ Guided Writing—Imaginative Writing: Writing a Lyric Poem, page 672
_________ Unit Eight Review, page 680

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 610–611). Then look over the ideas for Getting Started in the Classroom on the next page.
Lesson Plan

Unit Eight
The Harlem Renaissance (1920–1936)
Opening the Unit, pages 610–618

Getting Started in the Classroom

______ Opening Pages: Discuss how the artwork by Aaron Douglas (PE, page 610) and the quote from Langston Hughes (PE, page 611) relate to each other and to the theme of this unit. You may want to use the Art Notes (PE and ATE, page 612) and the artwork lesson (VLR II, page 55).

______ The Harlem Renaissance (PE, page 612)

______ Cross-Curricular Connections: Duke Ellington and Bessie Smith (ATE, page 613)

______ Biographical Note: James Van Der Zee (ATE, page 613)

______ Quotables: Langston Hughes (ATE, page 613)

______ Thematic Currents: Exploring Themes (ATE, page 614)

______ Literary Note: Paul Laurence Dunbar (ATE, page 614)

______ Quotables: W. E. B. DuBois (ATE, page 615)

______ Internet Resources: African American Review; Poetry and Prose of the Harlem Renaissance (ATE, page 615)

______ Literary Currents: Exploring Concepts and Techniques (ATE, page 615)

______ Biographical Note: Marcus Garvey (ATE, page 616)

______ Cross-Curricular Connections: Hughes and Blues (ATE, page 616)

______ Echoes (PE, page 618)
“We Wear the Mask,” page 619

Teacher's Name ___________________________ Class ___________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Syntax

Ease Factor: Selection length

Synopsis: A speaker talks about the need to hide behind a facade.

Goals/Objectives:
• to identify Paul Laurence Dunbar as an important poet, novelist, and short story writer of the late 1800s and early 1900s
• to define speaker and rhyme scheme using examples from the selection
• to identify substantives
• to rewrite a dialect poem into standard English

Before Reading

Reader's Journal (PE, page 619; UR 8, page 5)
Literary Tools: Speaker and Rhyme Scheme (PE, page 619)
About the Author: Paul Laurence Dunbar (PE, page 619)
About the Selection (PE, page 619)
Fine Art: Lois Mailou Jones (PE, page 620; Art Note, PE, page 619 and ATE, page 620)
Vocabulary: Analogies (VR, page 107)
Reading Strategy (RSR, page 241)

During Reading

Dramatic Recording (AL, 0:59)
Guided Reading Questions (PE, page 621; UR 8, page 5)
Reading Strategy (RSR, page 241)
Fix-Up Idea (RSR, page 241)

After Reading

Reading Strategy (RSR, page 241)
Standardized Test Practice (RSR, page 242)
Respond to the Selection (PE, page 622; UR 8, page 5)
Investigate, Inquire, and Imagine (PE, page 622; UR 8, page 6)
Understanding Literature: Speaker and Rhyme Scheme (PE, page 622; UR 8, page 7)
Writer's Journal: Journal Entry, Paragraph, or Letter (PE, page 623; UR 8, page 7)
Language, Grammar, and Style: Working with Namers (PE, page 623; UR 8, page 8)
Speaking and Listening: Role-Play (PE, page 623)
Media Literacy: Using the Internet (PE, page 623; UR 8, page 9)
Selection Check Test 4.8.3 (ATE, page 623; UR 8, page 10; TG)
Selection Test 4.8.4 (UR 8, page 12; TG)
Internet activities at http://www.emcp.com
Free reading time

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Lesson Plan

“We Wear the Mask,” page 619

Teacher’s Name ___________________________ Class ___________________ Date __________________

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<thead>
<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Syntax</strong></td>
</tr>
<tr>
<td>_______ Motivation: African Mask Tradition (ATE, page 620)</td>
<td>Use suggestions in Reading Proficiency: Reading Aloud (ATE, page 620) to assist students with challenging syntax and formal language.</td>
</tr>
<tr>
<td>_______ Reading Proficiency: Reading Aloud (ATE, page 620)</td>
<td>Assist students with Guided Reading Questions and Investigate, Inquire, and Imagine questions (PE, page 622) to help them extract meaning from the poem.</td>
</tr>
<tr>
<td>_______ English Language Learning: Vocabulary (ATE, page 620)</td>
<td>Additional Strategies for English Language Learners</td>
</tr>
<tr>
<td>_______ Special Needs: Focus on Guided Reading Questions (ATE, page 620)</td>
<td>Review vocabulary from English Language Learning (ATE, page 620) before students read.</td>
</tr>
<tr>
<td>_______ Enrichment: Book Review (ATE, page 620)</td>
<td>Have ELL readers form small groups with English-proficient students. Group members should take turns reading the poem aloud and discussing what they believe Dunbar is trying to convey. Group members should then explain what the poem means to them.</td>
</tr>
</tbody>
</table>

| Art Note | Encourage ELL students to share poetry written in their native languages. |
| _______ Lois Mailou Jones (ATE, page 620) | |

| Flexible Grouping Suggestions | |
| _______ Motivation: African Mask Tradition (ATE, page 620) | |
| _______ Investigate, Inquire, and Imagine (PE, page 622; UR 8, page 6) | |
| _______ Understanding Literature: Speaker and Rhyme Scheme (PE, page 622; UR 8, page 7) | |
| _______ Speaking and Listening: Role-Play (PE, page 623) | |

| Homework Suggestions | |
| _______ Vocabulary: Analogies (VR, page 107) | |
| _______ Enrichment: Book Review (ATE, page 620) | |
| _______ Respond to the Selection (PE, page 622; UR 8, page 5) | |
| _______ Writer’s Journal: Journal Entry, Paragraph, or Letter (PE, page 623; UR 8, page 7) | |
| _______ Language, Grammar, and Style: Working with Namers (PE, page 623; UR 8, page 8) | |

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Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

“Yet Do I Marvel” and “Any Human to Another,” page 624

Teacher’s Name __________________________________Class __________________Date __________________

Reading Level: Moderate, Moderate

Difficulty Consideration: Personified emotions

Ease Factors: Selection length; vocabulary

Synopsis: In the first poem, the speaker talks about his struggle against injustice and prejudice. The second poem addresses the sorrow that afflicts all humans and the need to share and alleviate one another’s pain.

Goals/Objectives:
• to read a sonnet and lyric poem about the unexplained struggles of life
• to become familiar with the life and work of Countee Cullen
• to use context clues to learn unfamiliar words
• to understand literary terms such as sonnet, allusion, simile, and theme

Before Reading

Reader’s Journal: “Yet Do I Marvel” (PE, page 624; UR 8, page 15)
Reader’s Journal: “Any Human to Another” (PE, page 625; UR 8, page 23)
Literary Tools: “Yet Do I Marvel”: Sonnet and Allusion (PE, page 624)
Literary Tools: “Any Human to Another”: Simile and Theme (PE, page 625)
About the Author: Countee Cullen (PE, page 624)
About the Selections (PE, page 625)
Vocabulary from the Selection: “Yet Do I Marvel” (ATE, page 626)
Vocabulary from the Selection: “Any Human to Another” (ATE, page 628)
Vocabulary: Allusions (VR, page 109)
Reading Strategy (RSR, page 245)

During Reading

Graphic Organizer: “Yet Do I Marvel” (PE, page 624; VLR I, page 66; UR 8, page 15)
Graphic Organizer: “Any Human to Another” (PE, page 625; VLR I, page 67; UR 8, page 23)
Dramatic Recording: “Yet Do I Marvel” (AL, 1:00)
Guided Reading Questions: “Yet Do I Marvel” (PE, page 626; UR 8, page 15)
Guided Reading Questions: “Any Human to Another” (PE, page 629; UR 8, page 23)
Reading Strategy (RSR, page 245)
Fix-Up Idea (RSR, page 245)

After Reading

Reading Strategy (RSR, page 245)
Standardized Test Practice (RSR, page 246)
Respond to the Selection: “Yet Do I Marvel” (PE, page 627; UR 8, page 16)
Respond to the Selection: “Any Human to Another” (PE, page 630; UR 8, page 24)
Investigate, Inquire, and Imagine: “Yet Do I Marvel” (PE, page 627; UR 8, page 16)
Investigate, Inquire, and Imagine: “Any Human to Another” (PE, page 630; UR 8, page 24)
Understanding Literature: “Yet Do I Marvel”: Sonnet and Allusion (PE, page 627; UR 8, page 17)
Understanding Literature: “Any Human to Another”: Simile and Theme (PE, page 630; UR 8, page 25)
Writer’s Journal: Journal Entry, Letter, or Blues Lyrics (PE, page 631; UR 8, page 25)
Speaking and Listening & Media Literacy: Oral Interpretation (PE, page 631)
Selection Check Test 4.8.5 (ATE, page 626; UR 8, page 18; TG)
Selection Check Test 4.8.7 (ATE, page 631; UR 8, page 27; TG)
Selection Test 4.8.6 (UR 8, page 19; TG)
Selection Test 4.8.8 (UR 8, page 28; TG)
Internet activities at http://www.emcp.com
Free reading time

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Lesson Plan

“Yet Do I Marvel” and “Any Human to Another,” page 624

Teacher’s Name __________________________________ Class __________________ Date __________________

<table>
<thead>
<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Personified Emotions</strong></td>
</tr>
<tr>
<td>Motivation: Rewrite as Persuasive Speech (ATE, page 624)</td>
<td>Review the definition of personification (Literary Technique: Personification, ATE, page 629); then ask students to identify all examples of personification in the poem.</td>
</tr>
<tr>
<td>Reading Proficiency: Human Struggles and Hardships (ATE, page 624)</td>
<td>Have students experiment with using personification in their own writing.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 624)</td>
<td></td>
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<tr>
<td>Special Needs: Use Dramatic Recording (ATE, page 624; AL, 1:00)</td>
<td></td>
</tr>
<tr>
<td>Enrichment: Myths and Explaining the World (ATE, page 625)</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th><strong>Literary Technique</strong></th>
<th><strong>Additional Strategies for English Language Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration and Assonance (ATE, page 628)</td>
<td>Review additional vocabulary listed in English Language Learning with ELL students before they read (ATE, page 624).</td>
</tr>
<tr>
<td>Personification and Allusion (ATE, page 629)</td>
<td>Use the strategy suggested in Reading Proficiency: Human Struggles and Hardships (ATE, page 624) to help students understand “Yet Do I Marvel.” Students should also read the poem several times on their own.</td>
</tr>
</tbody>
</table>

| **Flexible Grouping Suggestions** | **Assist students in completing Investigate, Inquire, and Imagine questions: “Yet Do I Marvel” (PE, page 627).** |
| Enrichment: Myths and Explaining the World (ATE, page 625) | In small groups, ELL students and English proficient students should read “Any Human to Another” aloud several times. Each student in the group should then restate each stanza. |
| Investigate, Inquire, and Imagine: “Yet Do I Marvel” (PE, page 627; UR 8, page 16) | |
| Investigate, Inquire, and Imagine: “Any Human to Another” (PE, page 630; UR 8, page 24) | |
| Speaking and Listening & Media Literacy: Oral Interpretation (PE, page 631) | |

| **Homework Suggestions** | |
| Motivation: Rewrite as Persuasive Speech (ATE, page 624) | |
| Respond to the Selection: “Yet Do I Marvel” (PE, page 627; UR 8, page 16) | |
| Respond to the Selection: “Any Human to Another” (PE, page 630; UR 8, page 24) | |
| Writer’s Journal: Journal Entry, Letter, or Blues Lyrics (PE, page 631; UR 8, page 25) | |
“The Tropics in New York,” page 632

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Figurative language

Ease Factor: Selection length

Synopsis: The speaker is reminded of his former life in the tropics and expresses longing for the old familiar ways.

Goals/Objectives:
• to empathize with a speaker who misses home
• to become familiar with the life and work of Claude McKay
• to identify colorful modifiers
• to understand literary terms such as tone, meter and rhyme
• to rewrite sentences using the active voice

Before Reading
_________ Reader’s Journal (PE, page 632; UR 8, page 32)
_________ Literary Tools: Tone, Meter, and Rhyme (PE, page 632)
_________ About the Author: Claude McKay (PE, page 632)
_________ About the Selection (PE, page 632)
_________ Vocabulary: Commonly Confused Pairs (VR, page 111)
_________ Reading Strategy (RSR, page 249)

During Reading
_________ Dramatic Recording (AL, 0:52)
_________ Guided Reading Questions (PE, page 633; UR 8, page 32)
_________ Reading Strategy (RSR, page 249)
_________ Fix-Up Idea (RSR, page 249)

After Reading
_________ Reading Strategy (RSR, page 249)
_________ Standardized Test Practice (RSR, page 250)
_________ Respond to the Selection (PE, page 634; UR 8, page 32)
_________ Investigate, Inquire, and Imagine (PE, page 634; UR 8, page 33)
_________ Understanding Literature: Tone, Meter, and Rhyme (PE, page 634; UR 8, page 33)
_________ Writer’s Journal: Postcard, Paragraph, or Lyric Poem (PE, page 635; UR 8, page 34)
_________ Language, Grammar, and Style: Using the Active Voice (PE, page 635; UR 8, page 35)
_________ Language, Grammar, and Style: Using Colorful Modifiers (PE, page 635; UR 8, page 35)
_________ Collaborative Learning: Memory and the Senses (PE, page 635)
_________ Selection Check Test 4.8.9 (ATE, page 633; UR 8, page 36; TG)
_________ Selection Test 4.8.10 (UR 8, page 37; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“The Tropics in New York,” page 632

Teacher’s Name __________________________ Class __________ Date __________

Teaching Options

Individual Learning Strategies

- Motivation: West Indian Recipes (ATE, page 632)
- Reading Proficiency: Two Meanings of Hunger (ATE, page 632)
- English Language Learning: Nostalgia (ATE, page 632)
- Special Needs: Jamaica and Tropical Fruit (ATE, page 632)
- Enrichment: West Indies (ATE, page 632)

Flexible Grouping Suggestions

- Enrichment: West Indies (ATE, page 632)
- Investigate, Inquire, and Imagine (PE, page 634; UR 8, page 33)
- Understanding Literature: Tone, Meter, and Rhyme (PE, page 634; UR 8, page 33)
- Collaborative Learning: Memory and the Senses (PE, page 635)

Homework Suggestions

- Vocabulary: Commonly Confused Pairs (VR, page 111)
- Respond to the Selection (PE, page 634; UR 8, page 32)
- Writer’s Journal: Postcard, Paragraph, or Lyric Poem (PE, page 635; UR 8, page 34)
- Language, Grammar, and Style: Using the Active Voice (PE, page 635; UR 8, page 35)

Strategies for Developing Readers

Tackle Figurative Language

- Present the information given under Reading Proficiency: Two Meanings of Hunger (ATE, page 632).

Additional Strategies for English Language Learners

- Use the suggestions offered in English Language Learning: Nostalgia (ATE, page 632).
“Storm Ending,” page 636

Teacher’s Name ___________________________ Class ______________________ Date ____________

Reading Level: Easy

Difficulty Consideration: Figurative language

Ease Factors: Selection length; vocabulary; topic

Synopsis: The poem is a figurative description of a storm.

Goals/Objectives:
• to experience reading a poem rich in figures of speech
• to define personification, metaphor, and simile and identify them in the selection
• to write a dialogue based on the selection
• to use semicolons and dashes correctly
• to research artists of the Harlem Renaissance

Before Reading
_________ Reader’s Journal (PE, page 636; UR 8, page 40)
_________ Literary Tools: Personification, Metaphor, and Simile (PE, page 636)
_________ About the Author: Jean Toomer (PE, page 636)
_________ About the Selection (PE, page 636)
_________ Vocabulary: Semantic Families: Weather Language (VR, page 113)
_________ Reading Strategy (RSR, page 253)

During Reading
_________ Graphic Organizer (PE, page 636; VLR I, page 68; UR 8, page 40)
_________ Dramatic Recording (AL, 0:38)
_________ Guided Reading Questions (PE, page 637; UR 8, page 40)
_________ Reading Strategy (RSR, page 253)
_________ Fix-Up Idea (RSR, page 253)

After Reading
_________ Reading Strategy (RSR, page 253)
_________ Standardized Test Practice (RSR, page 254)
_________ Respond to the Selection (PE, page 638; UR 8, page 41)
_________ Investigate, Inquire, and Imagine (PE, page 638; UR 8, page 41)
_________ Understanding Literature: Personification, Metaphor, and Simile (PE, page 638; UR 8, page 42)
_________ Writer’s Journal: Paragraph, Dialogue, or Two New Lines to the Poem (PE, page 638; UR 8, page 42)
_________ Language, Grammar, and Style: Semicolons and Dashes (PE, page 639; UR 8, page 43)
_________ Media Literacy: Weather Report (PE, page 639)
_________ Study and Research: Researching Artists of the Harlem Renaissance (PE, page 639; UR 8, page 43)
_________ Fine Art: William H. Johnson (PE, page 637; Art Note, PE and ATE, page 639; UR 8, page 44)
_________ Selection Check Test 4.8.11 (ATE, page 637; UR 8, page 44)
_________ Selection Test 4.8.12 (UR 8, page 46; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Storm Ending,” page 636

Teacher’s Name __________________________________ Class __________________ Date __________________

M T W TH F

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Researching Storms (ATE, page 636)
- Reading Proficiency: Reading Aloud (ATE, page 636)
- English Language Learning: Discussing Storms (ATE, page 636)
- Special Needs: Completing Literary Tools (ATE, page 637)
- Enrichment: Metaphors and Similes (ATE, page 637)

**Art Note**

- William H. Johnson (PE and ATE, page 639)

**Flexible Grouping Suggestions**

- Motivation: Researching Storms (ATE, page 636)
- Investigate, Inquire, and Imagine (PE, page 638; UR 8, page 41)
- Understanding Literature: Personification, Metaphor, and Simile (PE, page 638; UR 8, page 42)

**Homework Suggestions**

- Vocabulary: Semantic Families: Weather Words (VR, page 113)
- Respond to the Selection (PE, page 638; UR 8, page 41)
- Writer’s Journal: Paragraph, Dialogue, or Two New Lines to the Poem (PE, page 638; UR 8, page 42)
- Language, Grammar, and Style: Semicolons and Dashes (PE, page 639; UR 8, page 43)
- Study and Research: Researching Artists of the Harlem Renaissance (PE, page 639; UR 8, page 43)

**Strategies for Developing Readers**

**Tackle Figurative Language**

- Assist students in completing Literary Tools: Metaphor and Simile (PE, page 636) and Understanding Literature: Metaphor and Simile (PE, page 638).
- Use suggestions offered in Enrichment: Metaphors and Similes (ATE, page 637).

**Additional Strategies for English Language Learners**

- Play the Dramatic Recording (AL, 0:38).
- Use suggestions offered in English Language Learning: Discussing Storms (ATE, page 636). Students should also be encouraged to write about their own storm experiences. Students may choose to use words from their native languages in their writing and, if they do, they should provide footnotes.
“The Negro Speaks of Rivers” and “I, too, sing America,” page 640

Teacher’s Name ___________________________ Class __________________ Date ________________

Reading Level: Moderate, Easy

Difficulty Considerations: Names of rivers; historical context

Ease Factors: Simple language; selection length

Synopsis: The first poem expresses the collective history and experience of African Americans. In the second poem, the speaker believes that change is coming for America.

Goals/Objectives:
• to experience reading lyric poetry
• to read and understand the work of poet Langston Hughes
• to define literary terms such as refrain, simile, effect, tone, and point of view
• to write a character sketch and a free verse poem
• to achieve parallelism in writing
• to use reference works and conduct research

Before Reading
_________ Reader’s Journal: “The Negro Speaks of Rivers” (PE, page 640; UR 8, page 49)
_________ Reader’s Journal: “I, too, sing America” (PE, page 641; UR 8, page 56)
_________ Literary Tools: “I, too, sing America”: Tone and Point of View (PE, page 641)
_________ About the Author: Langston Hughes (PE, page 640)
_________ About the Selections (PE, page 641)
_________ Vocabulary: Semantic Families: Discrimination (VR, page 114)
_________ Reading Strategy (RSR, page 257)

During Reading
_________ Graphic Organizer: “I, too, sing America” (PE, page 641; VLR I, page 70; UR 8, page 56)
_________ Dramatic Recording: “The Negro Speaks of Rivers” (AL 1:01)
_________ Guided Reading Questions: “The Negro Speaks of Rivers” (PE, page 643; UR 8, page 49)
_________ Guided Reading Questions: “I, too, sing America” (PE, page 645; UR 8, page 56)
_________ Reading Strategy (RSR, page 257)
_________ Fix-Up Idea (RSR, page 257)

Washington State Standards

Click this box for details

Reading Strategies Resource, Page 257
Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice: Compare and Contrast

WASHINGTON STATE STANDARDS

Click this box for details
Lesson Plan

“The Negro Speaks of Rivers” and “I, too, sing America,” page 640

Teacher’s Name ___________________________ Class __________________ Date __________________

After Reading

- Reading Strategy (RSR, page 257)
- Standardized Test Practice (RSR, page 258)
- Respond to the Selection: “The Negro Speaks of Rivers” (PE, page 644; UR 8, page 49)
- Respond to the Selection: “I, too, sing America” (PE, page 645; UR 8, page 57)
- Investigate, Inquire, and Imagine: “The Negro Speaks of Rivers” (PE, page 644; UR 8, page 50)
- Investigate, Inquire, and Imagine: “I, too, sing America” (PE, page 646; UR 8, page 57)
- Understanding Literature: “I, too, sing America”: Tone and Point of View (PE, page 646; UR 8, page 58)
- Writer’s Journal: Free Verse Poem, Poem, or Character Sketch (PE, page 646; UR 8, page 58)
- Language, Grammar, and Style: Achieving Parallelism (PE, page 647; UR 8, page 59)
- Study and Research: Using Reference Works (PE, page 647; UR 8, page 59)
- Collaborative Learning: Writing a Blues Poem (PE, page 647; UR 8, page 60)
- Collaborative Learning & Study and Research: Researching African Civilizations (PE, page 647; UR 8, page 60)
- Selection Check Test 4.8.13 (ATE, page 642; UR 8, page 52; TG)
- Selection Check Test 4.8.15 (ATE, page 645; UR 8, page 61; TG)
- Selection Test 4.8.14 (UR 8, page 53; TG)
- Selection Test 4.8.16 (UR 8, page 62; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“The Negro Speaks of Rivers” and “I, too, sing America,” page 640

Teacher’s Name ___________________________ Class __________________ Date __________________

### Teaching Options

#### Individual Learning Strategies
- Motivation: Jim Crow Laws (ATE, page 640)
- Reading Proficiency: Names of Rivers (ATE, page 640)
- English Language Learning: Names of Rivers (ATE, page 640)
- Special Needs: Imagery and Symbolism of Rivers (ATE, page 640)
- Enrichment: Rivers (ATE, page 641)

#### Cross-Curricular Activities
- Formation of Rivers (ATE, page 642)

#### Literary Technique
- Symbol (ATE, page 645)

#### Flexible Grouping Suggestions
- Motivation: Jim Crow Laws (ATE, page 640)
- Cross-Curricular Activities: Formation of Rivers (ATE, page 642)
- Investigate, Inquire, and Imagine: “The Negro Speaks of Rivers” (PE, page 644; UR 8, page 50)
- Investigate, Inquire, and Imagine: “I, too, sing America” (PE, page 646; UR 8, page 57)
- Understanding Literature for “The Negro Speaks of Rivers”: Refrain, Effect, and Simile (PE, page 644; VLR I, page 69; UR 8, page 51)
- Understanding Literature for “I, too, sing America”: Tone and Point of View (PE, page 646; UR 8, page 58)
- Collaborative Learning: Writing a Blues Poem (PE, page 647; UR 8, page 60)
- Collaborative Learning & Study and Research: Researching African Civilizations (PE, page 647; UR 8, page 60)

#### Homework Suggestions
- Vocabulary: Semantic Families: Discrimination (VR, page 114)
- Respond to the Selection: “The Negro Speaks of Rivers” (PE, page 644; UR 8, page 49)
- Respond to the Selection: “I, too, sing America” (PE, page 645; UR 8, page 57)

### Strategies for Developing Readers

#### Tackle Names of Rivers
- Use the strategies suggested in Reading Proficiency: Names of Rivers (ATE, page 640) and Enrichment: Rivers (ATE, page 640) to give students a fuller understanding of the rivers referred to in “A Negro Speaks of Rivers.”

#### Tackle Historical Context
- Review the Unit 8 Introduction, “The Harlem Renaissance” (1920–1936) (PE, pages 612–617) to help students understand the period of history in which poets like Hughes flourished.
- Review About the Author: Langston Hughes (PE, page 640) and About the Selections (PE, page 641).
- Use the strategies suggested in Motivation: Jim Crow Laws (ATE, page 640) to help students understand the historical context behind “I, too, sing America.”

#### Additional Strategies for English Language Learners
- Use suggestions in English Language Learning: Names of Rivers (ATE, page 640).
- Play the Dramatic Recording (AL, 1:01).
- Encourage ELL students to share their knowledge about periods and events in the past or present histories of their native countries in which specific groups were or are oppressed.
"A Black Man Talks of Reaping," page 648

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Meaning of final stanza

Ease Factor: Selection length

Synopsis: The speaker bitterly reflects on how racism in America prevents black people from reaping the benefits of their hard work.

Goals/Objectives:
• to empathize with a speaker who has worked hard and experienced injustice
• to become familiar with the life and work of Arna Bontemps
• to understand literary terms such as speaker and rhyme
• to use correct capitalization

Before Reading
_________ Reader’s Journal (PE, page 648; UR 8, page 65)
_________ Literary Tools: Speaker and Rhyme (PE, page 648)
_________ About the Author: Arna Bontemps (PE, page 648)
_________ About the Selection (PE, page 648)
_________ Fine Art: William H. Johnson (PE, page 649; VLR II, page 58)
_________ Vocabulary: Semantic Families: Crops (VR, page 115)
_________ Reading Strategy (RSR, page 261)

During Reading
_________ Dramatic Recording (AL, 0:54)
_________ Guided Reading Questions (PE, page 649; UR 8, page 65)
_________ Reading Strategy (RSR, page 261)
_________ Fix-Up Idea (RSR, page 261)

After Reading
_________ Reading Strategy (RSR, page 261)
_________ Standardized Test Practice (RSR, page 262)
_________ Respond to the Selection (PE, page 650; UR 8, page 65)
_________ Investigate, Inquire, and Imagine (PE, page 650; UR 8, page 66)
_________ Understanding Literature: Speaker and Rhyme (PE, page 650; VLR I, page 71; UR 8, page 67)
_________ Writer’s Journal: Journal Entry, Letter, or Paragraph (PE, page 651; UR 8, page 67)
_________ Language, Grammar, and Style: Capitalization (PE, page 651; UR 8, page 68)
_________ Study and Research: Researching Tenant Farming (PE, page 651; UR 8, page 69)
_________ Speaking and Listening: Dialogue (PE, page 651)
_________ Selection Check Test 4.8.17 (ATE, page 649; UR 8, page 70; TG)
_________ Selection Test 4.8.18 (UR 8, page 71; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“A Black Man Talks of Reaping,” page 648

Teacher’s Name ___________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Watching *Sounder* (ATE, page 648)
- Reading Proficiency: Use Dramatic Recording (ATE, page 649; AL, 0:54)
- English Language Learning: Vocabulary (ATE, page 649)
- Special Needs: Focusing on the Last Stanza (ATE, page 649)
- Enrichment: Other Works by Bontemps (ATE, page 649)

**Flexible Grouping Suggestions**

- Investigate, Inquire, and Imagine (PE, page 650; UR 8, page 66)
- Understanding Literature: Speaker and Rhyme (PE, page 650; VLR I, page 71; UR 8, page 67)
- Speaking and Listening: Dialogue (PE, page 651)

**Homework Suggestions**

- Vocabulary: Semantic Families: Crops (VR, page 115)
- Respond to the Selection (PE, page 650; UR 8, page 65)
- Writer’s Journal: Journal Entry, Letter, or Paragraph (PE, page 651; UR 8, page 67)
- Language, Grammar, and Style: Capitalization (PE, page 651; UR 8, page 68)

**Strategies for Developing Readers**

**Tackle Meaning of Final Stanza**

Use suggestions offered in Special Needs: Focusing on the Last Stanza (ATE, page 649) to directly address and assist the understanding of the last stanza and, therefore, the overall message of the poem.

Use Motivation: Watching *Sounder* (ATE, page 648) to further students’ understanding of the poem by showing them the experience of an African-American boy growing up on a tenant farm in the rural South.

**Additional Strategies for English Language Learners**

- Play the Dramatic Recording (AL, 0:54).
- Present the information given under English Language Learning: Learning Vocabulary (ATE, page 648).
- Encourage ELL students to share knowledge of present or past conditions of farmers in their native countries.
Lesson Plan

“The Richer, the Poorer,” page 652

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Shifts in time

Ease Factor: Selection length

Synopsis: Two sisters who have led their lives very differently, come together in their old age.

Goals/Objectives:
• to appreciate a short story from the Harlem Renaissance
• to describe West’s literary accomplishments and explain the historical significance of her writing
• to define theme and motivation and recognize the use of these techniques
• to understand the use of parallelism
• to participate in a debate about spending or not spending money

Before Reading
—— Reader’s Journal (PE, page 652; UR 8, page 74)
—— Literary Tools: Theme and Motivation (PE, page 652)
—— About the Author: Dorothy West (PE, page 652)
—— About the Selection (PE, page 652)
—— Vocabulary from the Selection (ATE, page 653)
—— Vocabulary: Test Your Knowledge (VR, page 116)
—— Reading Strategy (RSR, page 265)

During Reading
—— Dramatic Recording (AL, 10:28)
—— Guided Reading Questions (PE, page 653; UR 8, page 74)
—— Reading Strategy (RSR, page 265)
—— Fix-Up Idea (RSR, page 265)

After Reading
—— Reading Strategy (RSR, page 265)
—— Standardized Test Practice (RSR, page 266)
—— Respond to the Selection (PE, page 656; UR 8, page 75)
—— Investigate, Inquire, and Imagine (PE, page 656; UR 8, page 75)
—— Understanding Literature: Theme and Motivation (PE, page 656; VLR I, page 72; UR 8, page 76)
—— Writer’s Journal: Letter, Postcard, or Journal Entry (PE, page 657; UR 8, page 77)
—— Language, Grammar, and Style: Tone (PE, page 657; UR 8, page 77)
—— Speaking and Listening & Collaborative Learning: Debate (PE, page 657)
—— Collaborative Learning: Writing Creatively (PE, page 657; UR 8, page 78)
—— Selection Check Test 4.8.19 (ATE, page 654; UR 8, page 79; TG)
—— Selection Test 4.8.20 (UR 8, page 80; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time

READING STRATEGIES RESOURCE, PAGE 265

Reading Strategy: Make Predictions
Fix-Up Idea: Respond to Character

Standardized Test Practice:
Compare and Contrast Test Practice

WASHINGTON STATE STANDARDS

click this box for details
“The Richer, the Poorer,” page 652

Teacher’s Name ____________________________________________ Class ______________________ Date ____________________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Charting Expenditures (ATE, page 652)
- Reading Proficiency: Lottie’s Character (ATE, page 652)
- English Language Learning: Vocabulary (ATE, page 652)
- Special Needs: Description of Sisters (ATE, page 653)
- Enrichment: Description of Lottie (ATE, page 653)

**Biographical Note**

- Dorothy West’s Date of Birth (ATE, page 652)

**Literary Technique**

- Point of View (ATE, page 653)
- Character (ATE, page 655)

**Additional Questions and Activities**

- Role-Play (ATE, page 655)

**Flexible Grouping Suggestions**

- Enrichment: Description (ATE, page 653)
- Investigate, Inquire, and Imagine (PE, page 656; UR 8, page 75)
- Speaking and Listening & Collaborative Learning: Debate (PE, page 657)
- Collaborative Learning: Writing Creatively (PE, page 657; UR 8, page 78)

**Homework Suggestions**

- Motivation: Charting Expenditures (ATE, page 652)
- Vocabulary: Test Your Knowledge (VR, page 116)
- Respond to the Selection (PE, page 656; UR 8, page 75)
- Writer’s Journal: Letter, Postcard, or Journal Entry (PE, page 657; UR 8, page 77)
- Language, Grammar, and Style: Tone (PE, page 657; UR 8, page 77)

**Strategies for Developing Readers**

**Tackle Shifts in Time**

- Use strategies suggested in Reading Proficiency: Lottie’s Character (ATE, page 652).
- Assist students in completing the Guided Reading Questions (ATE, page 652) and Investigate, Inquire, and Imagine questions (PE, page 656).

**Additional Strategies for English Language Learners**

- Review additional vocabulary in English Language Learning (ATE, page 652).
- Encourage ELL students to share their answers to Investigate, Inquire, and Imagine (PE, page 656) and Understanding Literature: Theme and Motivation (PE, page 656).
Lesson Plan

“How It Feels to Be Colored Me,” page 658

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Synopsis: Hurston expresses her feelings about being an African American.

Goals/Objectives:
• to appreciate a nonfiction selection about race
• to describe Hurston’s literary accomplishments and explain the historical significance of her writing
• to define archetype, symbol, and theme and recognize the use of these techniques
• to understand the use of connotation and denotation
• to label the parts of a dictionary entry
• to evaluate Internet sites about Hurston’s work

Insights: from “The Resurrection of Zora Neale Hurston and Her Work,” page 663

Before Reading
_________ Reader’s Journal (PE, page 658; UR 8, page 84)
_________ Literary Tools: Archetype, Symbol, and Theme (PE, page 658)
_________ About the Author: Zora Neale Hurston (PE, page 658)
_________ About the Selection (PE, page 658)
_________ Vocabulary from the Selection (ATE, page 658)
_________ Vocabulary: Test Your Knowledge (VR, page 118)
_________ Reading Strategy (RSR, page 269)

During Reading
_________ Dramatic Recording (AL, 10:52)
_________ Guided Reading Questions (PE, page 659; UR 8, page 85)
_________ Reading Strategy (RSR, page 269)
_________ Fix-Up Idea (RSR, page 269)

After Reading
_________ Reading Strategy (RSR, page 269)
_________ Standardized Test Practice (RSR, page 270)
_________ Respond to the Selection (PE, page 664; UR 8, page 86)
_________ Investigate, Inquire, and Imagine (PE, page 664; UR 8, page 87)
_________ Understanding Literature: Archetype, Symbol, and Theme (PE, page 664; UR 8, page 88)
_________ Writer’s Journal: Anecdote, Journal Entry, or Paragraph (PE, page 665; UR 8, page 88)
_________ Vocabulary: Connotation and Denotation (PE, page 665; UR 8, page 89)
_________ Media Literacy: Evaluating Internet Sites (PE, page 665)
_________ Study and Research: The Parts of a Dictionary Definition (PE, page 665; UR 8, page 90)
_________ Insights: from “The Resurrection of Zora Neale Hurston and Her Work” (PE, page 663)
_________ Selection Check Test 4.8.21 (ATE, page 661; UR 8, page 91; TG)
_________ Selection Test 4.8.22 (UR 8, page 93; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“How It Feels to Be Colored Me,” page 658

Teacher's Name ____________________________ Class ____________________________ Date __________________

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<td>Use the suggestions offered in Reading Proficiency: Journal of Unfamiliar Words (ATE, page 659) and English Language Learning: Vocabulary and Footnotes from the Selection (ATE, page 659).</td>
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<td>Play the Dramatic Recording (AL, 10:52).</td>
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<td>Special Needs: Previewing Theme (ATE, page 659)</td>
<td>Have ELL students review all footnotes before reading the selection. Students should then review Words for Everyday Use, reading the definition and contextual sentence for each and then reading the word as it is used in the selection.</td>
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<td>Enrichment: Self-Esteem (ATE, page 659)</td>
<td>In small groups, ELL students and English-proficient students should participate in reading the selection aloud.</td>
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Selections for Additional Reading

The Modern Era, pages 593–600

- from *The Souls of Black Folk* by W. E. B. Du Bois (PE, page 666)
- from *Their Eyes Were Watching God* by Zora Neale Hurston (PE, page 671)
- Dramatic Recording: from *Their Eyes Were Watching God* (AL, 4:53)

Imaginative Writing: Writing a Lyric Poem

**Assignment:** Students learn to write a lyric poem (PE, pages 672–679).

**Before Writing**

- Lyric Poetry (PE, page 672)
- Professional Model (PE, page 672)
- Previewing Models and Rubric for Assignment (VLR I, page 160; WR, page 164)
- Prewriting (PE, page 673; WR, page 149)
- Student Model—Graphic Organizer (PE, page 674; WR, page 152)
- Graphic Organizer (VLR I, page 159; WR, page 151)

**During Writing**

- Drafting (PE, page 675)
- Self- and Peer Evaluation (PE, page 677; WR, page 158)
- Language, Grammar, and Style: Effective Language (PE, page 675; WR, page 155)
- Revising and Proofreading (PE, page 679)
- Student Model—Revised (PE, page 678; WR, page 162)

**After Writing**

- Publishing and Presenting (PE, page 679)

**Individual Learning Strategies**

- Motivation: *The Language of Life* (ATE, page 673)
- Reading Proficiency; Reading Aloud (ATE, page 673)
- English Language Learning: Writing in Your Native Language and Translating to English (ATE, page 673)
- Special Needs: Completing a Cluster Chart (ATE, page 673)
- Enrichment: Performance Piece (ATE, page 673)

**Bibliographic Note**

- Sources on Teaching Poetry (ATE, page 674)

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Unit Eight
The Harlem Renaissance (1920–1936)
Closing the Unit, page 666–681

Flexible Grouping Suggestions

- Motivation: The Language of Life (ATE, page 673)
- Special Needs: Completing a Cluster Chart (ATE, page 673)
- Enrichment: Performance Piece (ATE, page 673)
- Peer Evaluation (PE, page 677; WR, page 160)
- Revising and Proofreading (PE, page 679)
- Publishing and Presenting (PE, page 679)

Homework Suggestions

- Graphic Organizer (VLR I, page 159; WR, page 151)
- Language, Grammar, and Style: Effective Language (PE, page 675; WR, page 155)
- Self-Evaluation (PE, page 677; WR, page 158)
- Rubric for Imaginative Writing: Lyric Poem (VLR I, page 160; WR, page 164)

Unit Eight Review

Review and Assessment

- Words for Everyday Use (PE, page 680; UR 8, page 100)
- Vocabulary Development (PE, page 680)
- Literary Tools (PE, page 680; UR 8, page 100)
- Unit 8 Review/Study Guide (UR 8, page 97)
- Unit 8 Test (UR 8, page 103; TG)

Reflecting on Your Reading

- Genre Studies: Essay; Lyric Poetry (PE, page 680)
- Thematic Studies: Identity; Artistic Expression (PE, page 681)
- Historical/Biographical Studies: Socioeconomics; Oppression (PE, page 681)
Unit Nine
Modern Drama (1900–1945)
Opening the Unit, pages 682–685

Teacher’s Name __________________________ Class __________________ Date ____________

Dates I Plan to Teach This Unit _____________________________________________

Unit 9 Goals/Objectives:
• to interpret and appreciate an Expressionist drama
• to describe Tennessee Williams’s literary accomplishments and explain the historical significance of *The Glass Menagerie*
• to identify stage directions, expressionism, character, irony, conflict, symbol, cliché, setting, dialogue, and theme and recognize the use of these techniques in the selection
• to write a composition that compares and contrasts play settings
• to stage a scene from *The Glass Menagerie*

Lessons I Plan to Teach

_________ *The Glass Menagerie*, Act 1, Scene 1, page 686
_________ *The Glass Menagerie*, Act 1, Scene 2, page 695
_________ *The Glass Menagerie*, Act 1, Scene 3, page 700
_________ *The Glass Menagerie*, Act 1, Scene 4, page 705
_________ *The Glass Menagerie*, Act 1, Scene 5, page 708
_________ *The Glass Menagerie*, Act 1, Scene 6, page 714
_________ *The Glass Menagerie*, Act 2, Scene 7, page 721
_________ *The Glass Menagerie*, Act 2, Scene 8, page 730
_________ Guided Writing—Critique: Evaluating a Play or Film, page 745
_________ Unit Nine Review, page 754

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 682–683). Then look over the ideas for Getting Started in the Classroom on the next page.
Opening the Unit, pages 682–685

Getting Started in the Classroom

Opening Pages: Discuss how the artwork by Edward Hopper (PE, page 610) and the quote from Langston Hughes (PE, page 611) relate to each other and to the theme of this unit.

Modern Drama (PE, page 684)

Cross-Curricular Activities: Expressionist Art (ATE, page 684)

Additional Questions and Activities: Time Line (ATE, page 684)

Biographical Note: Eugene O’Neill (ATE, page 684)

Echoes (PE, page 685)

Introduction Check Test 4.9.1 (ATE, page 685; UR 9, page 1; TG)

Introduction Test 4.9.2 (UR 9, page 2; TG)
Lesson Plan

The Glass Menagerie, Act 1, Scene 1, page 686

Teacher’s Name ___________________________ Class __________ Date __________

Reading Level: Moderate

Difficulty Considerations: Challenging vocabulary; dramatic format

Ease Factor: Selection length

Synopsis: The fragility of a socially isolated woman is symbolized by her collection of glass figurines.

Before Reading

_______ Reader’s Journal (PE, page 687; UR 9, page 4)
_______ Literary Tools: Stage Directions and Expressionism (PE, page 687)
_______ About the Author: Tennessee Williams (ATE, page 686)
_______ About the Selection (PE, page 686)
_______ Vocabulary from the Selection (ATE, page 689)
_______ Additional Vocabulary (ATE, page 689)
_______ Vocabulary for Act 1: Roots and Affixes (VR, page 120)
_______ Reading Strategy (RSR, page 273)

During Reading

_______ Guided Reading Questions (PE, page 689; UR 9, page 4)
_______ Reading Strategy (RSR, page 273)
_______ Fix-Up Idea (RSR, page 273)

After Reading

_______ Reading Strategy (RSR, page 273)
_______ Standardized Test Practice (RSR, page 274)
_______ Respond to the Selection (PE, page 693; UR 9, page 5)
_______ Investigate, Inquire, and Imagine (PE, page 694; UR 9, page 6)
_______ Understanding Literature: Stage Directions and Expressionism (PE, page 694; VLR I, page 74; UR 9, page 7)
_______ Selection Check Test 4.9.3 (ATE, page 693; UR 9, page 8; TG)
_______ Selection Test 4.9.4 (UR 9, page 10; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

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READING STRATEGIES RESOURCE, PAGE 273

Reading Strategy: Visualize
Fix-Up Idea: Read Short Sections
Standardized Test Practice:
Analyze Literary Techniques
The Glass Menagerie, Act 1, Scene 1, page 686

Teacher's Name ___________________________ Class ___________________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Designing a Set (ATE, page 687)
- Reading Proficiency: Vocabulary (ATE, page 687)
- English Language Learning: Vocabulary (ATE, page 687)
- Special Needs: Focus on Guided Reading Questions (ATE, page 687)
- Enrichment: Cultural and Social Background (ATE, page 687)

**Literary Technique**
- Metaphor (ATE, page 690)

**Literary Note**
- Symbol (ATE, page 690)

**Cross-Curricular Activities**
- Personality Types (ATE, page 691)

**Flexible Grouping Suggestions**
- Motivation: Designing a Set (ATE, page 687)
- Enrichment: Cultural and Social Background (ATE, page 687)
- Cross-Curricular Activities: Personality Types (ATE, page 691)
- Investigate, Inquire, and Imagine (PE, page 694; UR 9, page 6)

**Homework Suggestions**
- Respond to the Selection (PE, page 693; UR 9, page 5)
- Understanding Literature: Stage Directions and Expressionism (PE, page 694; VLR I, page 74; UR 9, page 7)

**Strategies for Developing Readers**

**Tackle Challenging Vocabulary**
- Review Words for Everyday Use and Additional Vocabulary from the Selection before students read. Then, use the suggestions offered in Reading Proficiency: Vocabulary (ATE, page 687).

**Tackle Dramatic Format**
- Review Drama (PE, page 41) and Elements of Drama (PE, page 42).

**Additional Strategies for English Language Learners**
- Encourage ELL students to participate in reading the stage directions and dialogue aloud.
Lesson Plan

The Glass Menagerie, Act 1, Scene 2, page 695

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: References to outdated items

Ease Factor: Selection length

Before Reading

_________ Reader’s Journal (PE, page 695; UR 9, page 12)
_________ Literary Tools: Irony and Character (PE, page 695)
_________ Fine Art: Walker Evans (PE, page 695; VLR II, page 61)
_________ Vocabulary from the Selection (PE, page 695)
_________ Vocabulary for Act 1: Roots and Affixes (VR, page 120)
_________ Review act 1, scene 1.
_________ Reading Strategy (RSR, page 273)

During Reading

_________ Guided Reading Questions (PE, page 696; UR 9, page 12)
_________ Reading Strategy (RSR, page 273)
_________ Fix-Up Idea (RSR, page 273)

After Reading

_________ Reading Strategy (RSR, page 273)
_________ Standardized Test Practice (RSR, page 274)
_________ Respond to the Selection (PE, page 698; UR 9, page 13)
_________ Investigate, Inquire, and Imagine (PE, page 699; UR 9, page 13)
_________ Understanding Literature: Irony and Character (PE, page 699; VLR I, page 75; UR 9, page 14)
_________ Selection Check Test 4.9.5 (ATE, page 698; UR 9, page 16; TG)
_________ Selection Test 4.9.6 (UR 9, page 17; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

The Glass Menagerie, Act 1, Scene 2, page 695

Teacher’s Name ____________________________ Class __________________ Date ___________

Teaching Options

Flexible Grouping Suggestions

______ Investigate, Inquire, and Imagine (PE, page 699; UR 9, page 13)

Homework Suggestions

______ Vocabulary for Act 1: Roots and Affixes (VR, page 120)
______ Respond to the Selection (PE, page 698; UR 9, page 13)
______ Understanding Literature: Irony and Character (PE, page 699; VLR I, page 75; UR 9, page 14)

Strategies for Developing Readers

Tackle References to Outdated Items

______ Have students participate in reading scene 2 aloud. As references to outdated items occur, refer students to the footnotes and explain any references they do not understand.

Additional Strategies for English Language Learners

______ Have students write down difficult words as they read. Assist students by reviewing the definitions and studying the contexts in which the words are used.
______ Encourage ELL students to participate in reading aloud.
Lesson Plan

The Glass Menagerie, Act 1, Scene 3, page 700

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Before Reading

_________ Reader’s Journal (PE, page 700; UR 9, page 19)
_________ Literary Tools: Symbol and Conflict (PE, page 700)
_________ Vocabulary from the Selection (ATE, page 700)
_________ Vocabulary for Act 1: Roots and Affixes (VR, page 120)
_________ Review act 1, scene 2.
_________ Reading Strategy (RSR, page 273)

During Reading

_________ Guided Reading Questions (PE, page 700; UR 9, page 19)
_________ Reading Strategy (RSR, page 273)
_________ Fix-Up Idea (RSR, page 273)

After Reading

_________ Reading Strategy (RSR, page 273)
_________ Standardized Test Practice (RSR, page 274)
_________ Respond to the Selection (PE, page 703; UR 9, page 20)
_________ Investigate, Inquire, and Imagine (PE, page 704; UR 9, page 20)
_________ Understanding Literature: Symbol and Conflict (PE, page 704; VLR I, page 76; UR 9, page 21)
_________ Selection Check Test 4.9.7 (ATE, page 703; UR 9, page 22; TG)
_________ Selection Test 4.9.8 (UR 9, page 24; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 273

Reading Strategy: Visualize
Fix-Up Idea: Read Shorter Sections
Standardized Test Practice: Analyze Literary Techniques

WASHINGTON STATE STANDARDS

click this box for details
Lesson Plan

The Glass Menagerie, Act 1, Scene 3, page 700

Teacher’s Name ____________________________ Class __________________ Date ____________________

Teaching Options

Flexible Grouping Suggestions

Investigate, Inquire, and Imagine (PE, page 704; UR 9, page 20)

Homework Suggestions

Vocabulary for Act 1: Roots and Affixes (VR, page 120)

Respond to the Selection (PE, page 703; UR 9, page 20)

Understanding Literature: Symbol and Conflict (PE, page 704; VLR I, page 76; UR 9, page 21)

Strategies for Developing Readers

Tackle Vocabulary

Preview the footnotes. Have students use the Words for Everyday Use in contextual sentences.

Additional Strategies for English Language Learners

Have students note any difficult vocabulary as they read. Assist students by reviewing definitions and looking at the contexts surrounding the words.

Encourage ELL students to participate in reading aloud.
Lesson Plan

The Glass Menagerie, Act 1, Scene 4, page 705

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Dramatic format

Ease Factor: Selection length

Before Reading

- Reader’s Journal (PE, page 705; UR 9, page 26)
- Literary Tools: Symbol and Character (PE, page 705)
- Vocabulary from the Selection (ATE, page 705)
- Vocabulary for Act 1: Roots and Affixes (VR, page 120)
- Review act 1, scene 3.
- Reading Strategy (RSR, page 273)

During Reading

- Guided Reading Questions (PE, page 706; UR 9, page 26)
- Reading Strategy (RSR, page 273)
- Fix-Up Idea (RSR, page 273)

After Reading

- Reading Strategy (RSR, page 273)
- Standardized Test Practice (RSR, page 274)
- Respond to the Selection (PE, page 706; UR 9, page 26)
- Investigate, Inquire, and Imagine (PE, page 707; UR 9, page 27)
- Understanding Literature: Symbol and Character (PE, page 707; VLR I, page 77; UR 9, page 28)
- Selection Check Test 4.9.9 (ATE, page 706; UR 9, page 29; TG)
- Selection Test 4.9.10 (UR 9, page 30; TG)
- Internet activities at http://www.emcp.com
- Free reading time

WASHINGTON STATE STANDARDS

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READING STRATEGIES RESOURCE, PAGE 273

Reading Strategy: Visualize

Fix-Up Idea: Read Short Sections

Standardized Test Practice:
Analyze Literary Techniques
The Glass Menagerie, Act 1, Scene 4, page 705

Teacher’s Name ___________________________ Class __________ Date __________

Teaching Options

Flexible Grouping Suggestions

_________ Investigate, Inquire, and Imagine (PE, page 707; UR 9, page 27)

Homework Suggestions

_________ Vocabulary for Act 1: Roots and Affixes (VR, page 120)
_________ Respond to the Selection (PE, page 706; UR 9, page 26)
_________ Understanding Literature: Symbol and Character (PE, page 707; VLR I, page 77; UR 9, page 28)

Strategies for Developing Readers

Tackle Dramatic Format

_________ Ask students whether reading the play aloud, performing it, and watching others perform is helping them to become more comfortable with the dramatic format.
_________ Show students a video of the first few scenes from The Glass Menagerie.

Additional Strategies for English Language Learners

_________ Have students note any difficult vocabulary as they read. Assist students with the vocabulary by reviewing definitions and looking at the context of each word.
_________ Encourage ELL students to participate in reading aloud.
## Lesson Plan

**The Glass Menagerie, Act 1, Scene 5, page 708**

Teacher's Name __________________________ Class __________________ Date __________________

### Reading Level:
Moderate

### Difficulty Consideration:
Dramatic format

### Ease Factor:
Selection length

#### Before Reading
- Reader's Journal (PE, page 708; UR 9, page 31)
- Literary Tools: Setting and Cliché (PE, page 708)
- Vocabulary from the Selection (ATE, page 708)
- Vocabulary for Act 1: Roots and Affixes (VR, page 120)
- Review act 1, scene 4.
- Reading Strategy (RSR, page 273)

#### During Reading
- Guided Reading Questions (PE, page 709; UR 9, page 31)
- Reading Strategy (RSR, page 273)
- Fix-Up Idea (RSR, page 273)

#### After Reading
- Reading Strategy (RSR, page 273)
- Standardized Test Practice (RSR, page 274)
- Respond to the Selection (PE, page 713; UR 9, page 32)
- Investigate, Inquire, and Imagine (PE, page 713; UR 9, page 32)
- Understanding Literature: Setting and Cliché (PE, page 713; VLR I, page 78; UR 9, page 33)
- Selection Check Test 4.9.11 (ATE, page 712; UR 9, page 34; TG)
- Selection Test 4.9.12 (UR 9, page 36; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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### Reading Strategies Resource, Page 273

- **Reading Strategy:** Visualize
- **Fix-Up Idea:** Read Short Sections
- **Standardized Test Practice:** Analyze Literary Techniques

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### Washington State Standards

[click this box for details]
Lesson Plan

The Glass Menagerie, Act 1, Scene 5, page 708

Teacher's Name __________________________ Class __________________ Date __________________

<table>
<thead>
<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td><strong>Tackle Dramatic Format</strong></td>
</tr>
<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 713; UR 9, page 32)</td>
<td>Have pairs or groups of three choose a scene from the first act in the play and practice performing it for the rest of the class. Students should create a very basic setting (such as a drawing on the blackboard, drawings on a few large pieces of cardboard, or projecting the Walker Evans photograph from page 695 onto a wall) and any necessary props, paying careful attention to accurately performing any stage directions.</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>______ Vocabulary for Act 1: Roots and Affixes (VR, page 120)</td>
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<tr>
<td>______ Respond to the Selection (PE, page 713; UR 9, page 32)</td>
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<tr>
<td>______ Understanding Literature: Setting and Cliché (PE, page 713; VLR I, page 78; UR 9, page 33)</td>
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</tr>
<tr>
<td><strong>Additional Strategies for English Language Learners</strong></td>
<td></td>
</tr>
<tr>
<td>______ Have students note difficult vocabulary as they read. Assist students by reviewing definitions and looking at the context of each word.</td>
<td></td>
</tr>
<tr>
<td>______ Encourage ELL students to participate in reading aloud.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

The Glass Menagerie, Act 1, Scene 6, page 714

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Before Reading

_________ Reader’s Journal (PE, page 714; UR 9, page 38)
_________ Literary Tools: Dialogue and Symbol (PE, page 714)
_________ Vocabulary from the Selection (ATE, page 714)
_________ Vocabulary for Act 1: Roots and Affixes (VR, page 120)
_________ Review act 1, scene 5.
_________ Reading Strategy (RSR, page 273)

During Reading

_________ Guided Reading Questions (PE, page 715; UR 9, page 38)
_________ Reading Strategy (RSR, page 273)
_________ Fix-Up Idea (RSR, page 273)

After Reading

_________ Reading Strategy (RSR, page 273)
_________ Standardized Test Practice (RSR, page 274)
_________Respond to the Selection (PE, page 719; UR 9, page 39)
_________ Investigate, Inquire, and Imagine (PE, page 720; UR 9, page 39)
_________ Understanding Literature: Dialogue and Symbol (PE, page 720; VLR I, page 79; UR 9, page 40)
_________ Selection Check Test 4.9.13 (ATE, page 719; UR 9, page 41; TG)
_________ Selection Test (UR 9, page 43; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 273

Reading Strategy: Visualize
Fix-Up Idea: Read Short Sections

Standardized Test Practice:
Analyze Literary Techniques

WASHINGTON STATE STANDARDS

click this box for details

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

UR—Unit Resource  VLR—Visual Literacy Resource  VR—Vocabulary Resource  WR—Writing Resource  AL—Audio Library
The Glass Menagerie, Act 1, Scene 6, page 714

Lesson Plan

Flexible Grouping Suggestions
_______ Investigate, Inquire, and Imagine (PE, page 720; UR 9, page 39)

Homework Suggestions
_______ Vocabulary for Act 1: Roots and Affixes (VR, page 120)
_______ Respond to the Selection (PE, page 719; UR 9, page 39)
_______ Understanding Literature: Dialogue and Symbol (PE, page 720; VLR I, page 79; UR 9, page 40)

Strategies for Developing Readers

Tackle Vocabulary
_______ Have students use the Words for Everyday Use in contextual sentences.

Additional Strategies for English Language Learners
_______ Have students note difficult vocabulary as they read. Assist students by reviewing definitions and looking at the context of each word.
_______ Have students identify synonyms and antonyms for each Word for Everyday Use.
_______ Encourage ELL students to participate in reading aloud.
Lesson Plan

The Glass Menagerie, Act 2, Scene 7, page 721

Teacher’s Name ________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Before Reading

_________ Reader’s Journal (PE, page 721; UR 9, page 47)
_________ Literary Tools: Character (PE, page 721)
_________ Vocabulary from the Selection (ATE, page 721)
_________ Vocabulary for Act 2: Using Unfamiliar Words (VR, page 122)
_________ Review act 1, scene 6.
_________ Reading Strategy (RSR, page 277)

During Reading

_________ Guided Reading Questions (PE, page 721; UR 9, page 47)
_________ Reading Strategy (RSR, page 277)
_________ Fix-Up Idea (RSR, page 277)

After Reading

_________ Reading Strategy (RSR, page 277)
_________ Standardized Test Practice (RSR, page 278)
_________ Respond to the Selection (PE, page 729; UR 9, page 49)
_________ Investigate, Inquire, and Imagine (PE, page 729; UR 9, page 49)
_________ Understanding Literature: Character (PE, page 729; VLR I, page 80; UR 9, page 50)
_________ Selection Check Test 4.9.15 (ATE, page 728; UR 9, page 51; TG)
_________ Selection Test 4.9.16 (UR 9, page 53; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

WASHINGTON STATE STANDARDS

click this box for details
The Glass Menagerie, Act 2, Scene 7, page 721

Teacher's Name _________________________________ Class __________________ Date __________________

Teaching Options

Flexible Grouping Suggestions

_________ Investigate, Inquire, and Imagine (PE, page 729; UR 9, page 49)

Homework Suggestions

_________ Vocabulary for Act 2: Using Unfamiliar Words (VR, page 122)
_________ Respond to the Selection (PE, page 729; UR 9, page 49)
_________ Understanding Literature: Character — Graphic Organizer (PE, page 729; VLR I, page 80; UR 9, page 50)

Strategies for Developing Readers

Tackle Vocabulary

_________ Have students use the Words for Everyday Use in contextual sentences.

Additional Strategies for English Language Learners

_________ Have students note difficult vocabulary as they read. Assist students by reviewing definitions and looking at the contexts of the words.
_________ Have students identify synonyms and antonyms for each Word for Everyday Use.
_________ Encourage ELL students to participate in reading aloud.
Lesson Plan

The Glass Menagerie, Act 2, Scene 8, page 730

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Dramatic format

Ease Factor: Selection length

Before Reading

_______ Reader’s Journal (PE, page 730; UR 9, page 55)
_______ Literary Tools: Theme and Symbol (PE, page 730)
_______ Vocabulary from the Selection (PE, page 730)
_______ Vocabulary for Act 2: Using Unfamiliar Words (VR, page 122)
_______ Review act 2, scene 7.
_______ Reading Strategy (RSR, page 277)

During Reading

_______ Guided Reading Questions (PE, page 730; UR 9, page 55)
_______ Reading Strategy (RSR, page 277)
_______ Fix-Up Idea (RSR, page 277)

After Reading

_______ Reading Strategy (RSR, page 277)
_______ Standardized Test Practice (RSR, page 278)
_______ Respond to the Selection (PE, page 742; UR 9, page 58)
_______ Investigate, Inquire, and Imagine (PE, page 743; UR 9, page 58)
_______ Understanding Literature: Theme and Symbol (PE, page 743; VLR I, page 81; UR 9, page 59)
_______ Writer’s Journal: Journal Entry, Character Sketch, or Soliloquy (PE, page 744; UR 9, page 61)
_______ Study and Research: Researching Setting (PE, page 744; UR 9, page 62)
_______ Collaborative Learning & Speaking and Listening: Acting (PE, page 744)
_______ Media Literacy: Film Review (PE, page 744)
_______ Selection Check Test 4.9.17 (ATE, page 742; UR 9, page 63; TG)
_______ Selection Test 4.9.18 (UR 9, page 65; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

Reading Strategies Resource, Page 277

Reading Strategy: Write Things Down
Fix-Up Idea: Refocus
Standardized Test Practice: Compare and Contrast Characters

Washington State Standards

click this box for details
The Glass Menagerie, Act 2, Scene 8, page 730

Teacher's Name ____________________________ Class ____________________________ Date __________

Teaching Options

Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 743; UR 9, page 58)
- Collaborative Learning & Speaking and Listening: Acting (PE, page 744)

Homework Suggestions

- Vocabulary for Act 2: Using Unfamiliar Words (VR, page 122)
- Respond to the Selection (PE, page 742; UR 9, page 58)
- Understanding Literature: Theme and Symbol (PE, page 743; VLR I, page 81; UR 9, page 59)
- Writer’s Journal: Journal Entry, Character Sketch, or Soliloquy (PE, page 744; UR 9, page 61)
- Study and Research: Researching Setting (PE, page 744; UR 9, page 62)
- Media Literacy: Film Review (PE, page 744)

Strategies for Developing Readers

Tackle Dramatic Format

- Have students write one scene for a play. The scene should describe the setting and provide stage directions. Students can create their own characters or place characters from The Glass Menagerie in their scenes.

Additional Strategies for English Language Learners

- Have students note difficult vocabulary as they read. Assist students by reviewing definitions and looking at the context of each word.
- Have students identify synonyms and antonyms for each Word for Everyday Use.
Unit Nine
Modern Drama (1900–1945)
Closing the Unit, page 745–755

Critique: Evaluating a Play or Film
Assignment: Students learn to evaluate a play or film and write a review (PE, pages 745–753).

Before Writing
_________ Evaluating a Play or Film (PE, page 745)
_________ Student Model (PE, page 745)
_________ Previewing Models and Rubric for Assignment
(VLR I, page 164; WR, page 179)
_________ Prewriting (PE, page 748; WR, page 166)
_________ Student Model—Graphic Organizer (PE, page 750; WR 9, page 168)
_________ Graphic Organizer (VLR I, page 162; WR, page 167)

During Writing
_________ Drafting (PE, page 751)
_________ Self- and Peer Evaluation (PE, page 752; WR, page 172)
_________ Revising and Proofreading (PE, page 752)
_________ Student Model (WR, page 176)

After Writing
_________ Publishing and Presenting (PE, page 752)
_________ Reflecting (PE, page 753)

Individual Learning Strategies
_________ Motivation: Discussing Reviews (ATE, page 746)
_________ Reading Proficiency: Speculating on Subheads (ATE, page 746)
_________ English Language Learning: Viewing a Film Production (ATE, page 746)
_________ Special Needs: Hypothetical Situation (ATE, page 746)
_________ Enrichment: Analyzing Reviews (ATE, page 746)

Internet Resources
_________ Literary Cinema (ATE, page 745)

Flexible Grouping Suggestions
_________ Enrichment: Analyzing Reviews (ATE, page 746)
_________ Peer Evaluation (PE, page 752; WR, page 174)
_________ Revising and Proofreading (PE, page 752)
_________ Publishing and Presenting (PE, page 752)
Unit Nine
Modern Drama (1900–1945)
Closing the Unit, page 745–755

Teacher's Name ________________________ Class ________________________ Date ____________________

Homework Suggestions

_________ Graphic Organizer (VLR I, page 162; WR, page 167)
_________ Self-Evaluation (PE, page 752; WR, page 172)
_________ Rubric for Persuasive Writing: Evaluating a Play or Film (VLR I, page 164; WR, page 179)

Unit Nine Review

Review and Assessment

_________ Words for Everyday Use (PE, page 754; UR 9, page 70)
_________ Vocabulary Development (ATE, page 754)
_________ Literary Tools (PE, page 754; UR 9, page 71)
_________ Unit 9 Review/Study Guide (UR 9, page 69)
_________ Unit 9 Test (UR 9, page 73; TG)

Reflecting on Your Reading

_________ Genre Studies: Expressionist Drama (PE, page 755)
_________ Thematic Studies: Nostalgia (PE, page 755)
_________ Historical/Biographical Studies: Modern Drama (PE, page 755)
# Unit Ten
## Postwar Literature (1945–1960)
### Opening the Unit, pages 756–764

**Teacher’s Name __________________________ Class __________________________ Date __________________**

**Dates I Plan to Teach This Unit __________________________**

**Unit 10 Goals/Objectives:**
- to experience reading works from the postwar period
- to identify major poets and authors of the postwar period
- to understand the political and social issues of the postwar period and their influence on the literature of the era
- to define and identify literary terms such as *slant rhyme*, *internal rhyme*, *parallelism*, *elegy*, *Southern Gothic*, *archetype*, and *antihero*
- to practice language and grammar skills such as identifying concrete and abstract nouns; using correct subject-verb agreement; identifying auxiliary verbs; and adding colorful modifiers
- to write a problem-solution essay
- to use transitions effectively

**Lessons I Plan to Teach**
- “Commander Lowell,” page 765
- “The Death of the Ball Turret Gunner,” page 771
- “To Black Women,” page 775
- “Elegy for Jane,” page 780
- “The Life You Save May Be Your Own,” page 784
- “A Worn Path,” page 796
- Insights: “Is Phoenix Jackson’s Grandson Really Dead?,” page 804
- “The Magic Barrel,” page 808
  - from *Black Boy*, page 824
- “A Noiseless Flash” from *Hiroshima*, page 830
- Selections for Additional Reading: Postwar Literature, page 844
- Guided Writing—Persuasive Writing: Problem-Solution Essay, page 850
- Unit Ten Review, page 858

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 756–757). Then look over the ideas for Getting Started in the Classroom on the next page.
Unit Ten
Postwar Literature (1945–1960)
Opening the Unit, pages 756–764

Teacher’s Name ___________________________ Class __________________ Date __________________

Getting Started in the Classroom

Opening Pages: Discuss how the artwork by Jackson Pollock (PE, page 756) and the quote from Ralph Ellison (PE, page 757) relate to each other and to the theme of this unit. You may want to use the Art Notes (PE and ATE, page 758) and the artwork lesson (VLR II, page 64).

Historical Note: Cold War (ATE, page 758)

Biographical Notes: Richard Milhous Nixon (ATE, page 758)

Biographical Note: Arthur Miller (ATE, page 759)

Cross-Curricular Activities: Twentieth-Century Technology (ATE, page 759)

Additional Questions and Activities: Rock and Roll Time Line (ATE, page 760)

Quotables: Martin Luther King, Jr.

Biographical Note: The Reverend Martin Luther King, Jr. (ATE, page 761)

Literary Note: Century of “Isms” (ATE, page 762)

Biographical Note: Saul Bellow (ATE, page 762)

Literary Note: Fugitive School (ATE, page 762)

Literary Note: Black Mountain School (ATE, page 762)

Teaching Note: Abstract Expressionism (ATE, page 763)

Cross-Curricular Activities: Abstract Expressionism (ATE, page 763)

Additional Questions and Activities: Beat Poetry (ATE, page 763)

Literary Note: Existentialism (ATE, page 763)

Echoes (PE, page 764)

Introduction Check Test 4.10.1 (ATE, page 761; UR 10, page 1; TG)

Introduction Test 4.10.2 (UR 10, page 3; TG)
**Lesson Plan**

“Commander Lowell,” page 765

Teacher’s Name ___________________ Class ___________________ Date ___________________

**Reading Level:** Moderate

**Difficulty Consideration:** Footnotes

**Ease Factor:** Selection length

**Synopsis:** The poem is a portrait of the poet’s father, a naval commander.

**Goals/Objectives:**
- to appreciate a narrative poem
- to describe Robert Lowell’s literary accomplishments
- to define *slant rhyme* and *characterization* and recognize the use of these techniques in the selection
- to identify concrete and abstract nouns
- to conduct an interview
- to write a résumé

**Before Reading**
- Reader’s Journal (PE, page 765; UR 10, page 6)
- Literary Tools: Slant Rhyme and Characterization (PE, page 765)
- About the Author: Robert Lowell (PE, page 765)
- About the Selection (PE, page 765)
- Vocabulary from the Selection (ATE, page 766)
- Vocabulary: Common Spelling Words (VR, page 124)
- Reading Strategy (RSR, page 281)

**During Reading**
- Guided Reading Questions (PE, page 766; UR 10, page 6)
- Reading Strategy (RSR, page 281)
- Fix-Up Idea (RSR, page 281)

**After Reading**
- Reading Strategy (RSR, page 281)
- Standardized Test Practice (RSR, page 282)
- Respond to the Selection (PE, page 769; UR 10, page 7)
- Investigate, Inquire, and Imagine (PE, page 769; UR 10, page 7)
- Understanding Literature: Slant Rhyme and Characterization (PE, page 769; VLR I, page 82; UR 10, page 8)
- Writer’s Journal: Journal Entry, Obituary, or Letter (PE, page 770; UR 10, page 8)
- Language, Grammar, and Style: Concrete and Abstract Nouns (PE, page 770; UR 10, page 9)
- Speaking and Listening: Interview (PE, page 770)
- Applied English: Résumé (PE, page 770; UR 10, page 9)
- Selection Check Test 4.10.3 (ATE, page 768; UR 10, page 10; TG)
- Selection Test 4.10.4 (UR 10, page 12; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
"Commander Lowell," page 765

Teacher's Name ____________________________ Class ____________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: "Anchors Aweigh" (ATE, page 765)

Reading Proficiency: Read Along with Recording (ATE, page 765)

English Language Learning: Noting Unfamiliar Words (ATE, page 765)

Special Needs: Focus on Guided Reading Questions (ATE, page 765)

Enrichment: Other Poetry by Lowell (ATE, page 765)

Flexible Grouping Suggestions

Enrichment: Other Poetry by Lowell (ATE, page 765)

Investigate, Inquire, and Imagine (PE, page 769; UR 10, page 7)

Understanding Literature: Slant Rhyme and Characterization (PE, page 769; VLR I, page 82; UR 10, page 8)

Speaking and Listening: Interview (PE, page 770)

Homework Suggestions

Vocabulary: Common Spelling Words (VR, page 124)

Respond to the Selection (PE, page 769; UR 10, page 7)

Writer's Journal: Journal Entry, Obituary, or Letter (PE, page 770; UR 10, page 8)

Language, Grammar, and Style: Concrete and Abstract Nouns (PE, page 770; UR 10, page 9)

Applied English: Résumé (PE, page 770; UR 10, page 9)

Tackle Footnotes

Assist students with difficult footnotes by going through each one with them before they read the poem. Students may also want to find out more about some of the footnotes, such as footnotes 4 and 5, to gain a fuller understanding.

Additional Strategies for English Language Learners

Use the strategies suggested in English Language Learning: Noting Unfamiliar Words (ATE, page 765).

Students should read the poem to themselves several times. Once they've done this, the teacher can read the poem aloud to the class, stopping whenever students have questions. The teacher should also assist students in completing Investigate, Inquire, and Imagine questions (PE, page 769).
Lesson Plan

“The Death of the Ball Turret Gunner,” page 771

Teacher’s Name ________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Unfamiliar subject

Ease Factors: Author’s style; selection length

Synopsis: A ball turret gunner is likened to a fetus in a womb.

Goals/Objectives:
• to appreciate a lyric poem about World War II
• to describe Jarrell’s literary accomplishments and explain the historical significance of his writing
• to define aim and tone and recognize the use of these techniques
• to identify auxiliary verbs
• to participate in a debate about war
• to write a citation for bravery

Before Reading
_________ Reader’s Journal (PE, page 771; UR 10, page 16)
_________ Literary Tools: Aim and Tone (PE, page 771)
_________ About the Author: Randall Jarrell (PE, page 771)
_________ About the Selection (PE, page 771)
_________ Vocabulary: Semantic Families: Dead as a Doornail (VR, page 126)
_________ Reading Strategy (RSR, page 285)

During Reading
_________ Dramatic Recording (AL, 0:41)
_________ Guided Reading Questions (PE, page 772; UR 10, page 16)
_________ Reading Strategy (RSR, page 285)
_________ Fix-Up Idea (RSR, page 285)

After Reading
_________ Reading Strategy (RSR, page 285)
_________ Standardized Test Practice (RSR, page 286)
_________ Respond to the Selection (PE, page 773; UR 10, page 16)
_________ Investigate, Inquire, and Imagine (PE, page 773; UR 10, page 17)
_________ Understanding Literature: Aim and Tone (PE, page 773; UR 10, page 18)
_________ Writer’s Journal: Telegram, Journal Entry, or Paragraph (PE, page 774)
_________ Language, Grammar, and Style: Auxiliary Verbs (PE, page 774; UR 10, page 19)
_________ Collaborative Learning & Speaking and Listening: Debate (PE, page 774)
_________ Applied English: Citation for Bravery (PE, page 774; UR 10, page 19)
_________ Selection Check Test 4.10.5 (ATE, page 772; UR 10, page 20; TG)
_________ Selection Test 4.10.6 (UR 10, page 22; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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click this box for details

READING STRATEGIES RESOURCE, PAGE 285

Reading Strategy: Visualize
Fix-Up Idea: Refocus on Purpose
Standardized Test Practice: Make Comparisons

UNIT 10 THE AMERICAN TRADITION

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Lesson Plan

“The Death of the Ball Turret Gunner,” page 771

Teacher’s Name ___________________________ Class _________________________ Date __________

Teaching Options

Individual Learning Strategies

- Motivation: WWII Movies (ATE, page 771)
- Reading Proficiency: Using Appropriate Expression (ATE, page 771)
- English Language Learning: Historical Context (ATE, page 771)
- Special Needs: Pictures of WWII Aircraft (ATE, page 771)
- Enrichment: Other Works by Jarrell (ATE, page 771)

Literary Technique

- Image (ATE, page 772)
- Extended Metaphor (ATE, page 772)

Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 773; UR 10, page 17)
- Understanding Literature: Aim and Tone (PE, page 773; UR 10, page 18)
- Collaborative Learning & Speaking and Listening: Debate (PE, page 774)

Homework Suggestions

- Vocabulary: Semantic Families: Dead as a Doornail (VR, page 126)
- Reading Proficiency: Using Appropriate Expression (ATE, page 771)
- Writer’s Journal: Telegram, Journal Entry, or Paragraph (PE, page 774; UR 10, page 18)
- Language, Grammar, and Style: Auxiliary Verbs (PE, page 774; UR 10, page 19)
- Applied English: Citation for Bravery (PE, page 774; UR 10, page 19)

Strategies for Developing Readers

Tackle Unfamiliar Subject

- Use the suggestions offered in Special Needs: Pictures of WWII Aircraft (ATE, page 771).

Additional Strategies for English Language Learners

- Use the suggestions offered in English Language Learning: Historical Context (ATE, page 771).
- Play the Dramatic Recording (AL, 0:41).
- Encourage ELL students to bring in and share antiwar poems written by poets from their native countries.
“To Black Women,” page 775

Teacher’s Name ________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Vocabulary; symbolism

Ease Factors: Author’s style; selection length

Synopsis: A speaker addresses the struggles and potentials of African-American women.

Goals/Objectives:
• to enjoy a lyric poem about struggle
• to describe Brooks’s literary accomplishments and explain the historical significance of her writing
• to define internal rhyme and parallelism and recognize the use of these techniques
• to understand the use of base words and prefixes
• to give an oral interpretation of a poem by an African-American woman
• to compile a bibliography of Brooks’s works

Before Reading
_________ Reader’s Journal (PE, page 775; UR 10, page 24)
_________ Literary Tools: Internal Rhyme and Parallelism (PE, page 775)
_________ About the Author: Gwendolyn Brooks (PE, page 775)
_________ About the Selection (ATE, page 775)
_________ Vocabulary from the Selection (ATE, page 776)
_________ Vocabulary: Plurals (VR, page 127)
_________ Reading Strategy (RSR, page 289)

During Reading
_________ Graphic Organizer (PE, page 775; VLR I, page 83; UR 10, page 24)
_________ Guided Reading Questions (PE, page 777; UR 10, page 24)
_________ Reading Strategy (RSR, page 289)
_________ Fix-Up Idea (RSR, page 289)

After Reading
_________ Reading Strategy (RSR, page 289)
_________ Standardized Test Practice (RSR, page 290)
_________ Respond to the Selection (PE, page 777; UR 10, page 25)
_________ Investigate, Inquire, and Imagine (PE, page 778; UR 10, page 25)
_________ Understanding Literature: Internal Rhyme and Parallelism (PE, page 778; UR 10, page 26)
_________ Writer’s Journal: Journal Entry, Letter, or Lyric Poem (PE, page 779; UR 10, page 26)
_________ Vocabulary: Base Words and Prefixes (PE, page 779; UR 10, page 27)
_________ Collaborative Learning: A Celebration of African-American Women Poets (PE, page 779)
_________ Media Literacy: Bibliography (PE, page 779; VLR I, page 84; UR 10, page 28)
_________ Selection Check Test 4.10.7 (ATE, page 776; UR 10, page 29; TG)
_________ Selection Test 4.10.8 (UR 10, page 31; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
**Lesson Plan**

“To Black Women,” page 775

Teacher’s Name ____________________________ Class __________________ Date ________________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Civil Rights Time Line (ATE, page 775)
- Reading Proficiency: Reading Aloud (ATE, page 775)
- English Language Learning: Vocabulary (ATE, page 775)
- Special Needs: Reviewing the Bill of Rights (ATE, page 776)
- Enrichment: Civil Rights (ATE, page 776)

**Literary Technique**
- Alliteration (ATE, page 777)

**Flexible Grouping Suggestions**
- Motivation: Civil Rights Time Line (ATE, page 775)
- Reading Proficiency: Reading Aloud (ATE, page 775)
- Enrichment: Civil Rights (ATE, page 776)
- Investigate, Inquire, and Imagine (PE, page 778; UR 10, page 26)
- Understanding Literature: Internal Rhyme and Parallelism (PE, page 778; UR 10, page 26)

**Homework Suggestions**
- Writer’s Journal: Journal Entry, Letter, or Lyric Poem (PE, page 779; UR 10, page 26)
- Vocabulary: Base Words and Prefixes (PE, page 779; UR 10, page 27)
- Media Literacy: Bibliography (PE, page 779; VLR I, page 84; UR 10, page 28)

**Strategies for Developing Readers**

**Tackle Vocabulary**
- Have students read the poem through once to themselves, noting any difficult vocabulary. Students should define the words, and reread the poem.

**Tackle Symbolism**
- Review the definition of symbol (PE, page 1156), and assist students with Investigate, Inquire, and Imagine questions 4a and 4b.

**Additional Strategies for English Language Learners**
- Use the suggestions offered in English Language Learning: Vocabulary (ATE, page 775) to help students understand historical context.
- Review About the Selection (PE, page 775) before students read.
- Ask ELL students to share their knowledge of and/or experience with present or past civil rights struggles in their native countries.

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Lesson Plan

“Elegy for Jane,” page 780

Teacher’s Name ____________________________ Class ____________________________ Date ____________

Reading Level: Moderate

Difficulty Consideration: Unfamiliar subject

Ease Factor: Selection length

Synopsis: The speaker laments the death of a friend.

Goals/Objectives:
• to appreciate an elegy
• to describe Roethke’s literary accomplishments and explain the historical significance of his writing
• to define elegy and metaphor and recognize the use of these techniques
• to add modifiers to embellish sentences
• to create a Roethke nature guide
• to orally interpret elegies by other poets

Before Reading
_________ Reader’s Journal (PE, page 780; UR 10, page 33)
_________ Literary Tools: Elegy and Metaphor (PE, page 780)
_________ About the Author: Theodore Roethke (PE, page 780)
_________ About the Selection (PE, page 780)
_________ Vocabulary from the Selection (ATE, page 781)
_________ Vocabulary: Commonly Confused Pairs (VR, page 129)
_________ Reading Strategy (RSR, page 293)

During Reading
_________ Graphic Organizer (PE, page 780; VLR I, page 85; UR 10, page 33)
_________ Dramatic Recording (AL, 1:23)
_________ Guided Reading Questions (PE, page 781; UR 10, page 33)
_________ Reading Strategy (RSR, page 293)
_________ Fix-Up Idea (RSR, page 293)

After Reading
_________ Reading Strategy (RSR, page 293)
_________ Standardized Test Practice (RSR, page 294)
_________ Respond to the Selection (PE, page 782; UR 10, page 34)
_________ Investigate, Inquire, and Imagine (PE, page 782; UR 10, page 34)
_________ Understanding Literature: Elegy and Metaphor (PE, page 782; UR 10, page 35)
_________ Writer’s Journal: Sympathy Note, Obituary, or Elegy (PE, page 783; UR 10, page 36)
_________ Language, Grammar, and Style: Adding Modifiers (PE, page 783; UR 10, page 36)
_________ Study and Research & Applied English: Roethke Nature Guide (PE, page 783; UR 10, page 37)
_________ Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 783)
_________ Selection Check Test 4.10.9 (ATE, page 781; UR 10, page 38; TG)
_________ Selection Test 4.10.10 (UR 10, page 40; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Elegy for Jane,” page 780

Teacher’s Name ___________________________ Class __________________ Date __________________

Lesson Plan

Teaching Options

Individual Learning Strategies

_________ Motivation: Description (ATE, page 780)
_________ Reading Proficiency: Use Dramatic Recording (ATE, page 780; AL, 1:23)
_________ English Language Learning: Elegy (ATE, page 780)
_________ Special Needs: Noting Nature Images (ATE, page 780)
_________ Enrichment: Discussing a Relationship (ATE, page 780)

Literary Techniques

_________ Personification and Euphemism (ATE, page 781)

Flexible Grouping Suggestions

_________ Enrichment: Discussing a Relationship (ATE, page 780)
_________ Investigate, Inquire, and Imagine (PE, page 782; UR 10, page 34)
_________ Understanding Literature: Elegy and Metaphor (PE, page 782; UR 10, page 35)
_________ Study and Research & Applied English: Roethke Nature Guide (PE, page 783; UR 10, page 37)
_________ Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 783)

Homework Suggestions

_________ Vocabulary: Commonly Confused Pairs (VR, page 129)
_________ Motivation: Description (ATE, page 780)
_________ Respond to the Selection (PE, page 782; UR 10, page 34)
_________ Writer’s Journal: Sympathy Note, Obituary, or Elegy (PE, page 783; UR 10, page 36)
_________ Language, Grammar, and Style: Adding Modifiers (PE, page 783; UR 10, page 36)

Strategies for Developing Readers

Tackle Unfamiliar Subject

_________ Review Literary Tools: Elegy (PE, page 780) before students read the poem.
_________ After they read, assist students in completing Understanding Literature: Elegy (PE, page 782; UR 10, page 35).
_________ Use the writing suggestion offered in Motivation: Description (ATE, page 780) to get students thinking of and writing about the absence of a loved one. If students have lost someone very close to them, they may want to write an elegy instead.

Additional Strategies for English Language Learners

_________ Follow the suggestions offered in English Language Learning: Elegy (ATE, page 780).
_________ Play the Dramatic Recording (AL, 1:23).
_________ Encourage ELL students to share attitudes toward and customs surrounding death in their native cultures.
Lesson Plan

“The Life You Save May Be Your Own,” page 784

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Dialect

Ease Factor: Style

Synopsis: A woman convinces a stranger to marry her mentally handicapped daughter in exchange for her car and some money.

Goals/Objectives:
• to experience a short story in the Southern Gothic tradition
• to describe O’Connor’s literary accomplishments and explain the historical significance of her writing
• to define symbol and Southern Gothic and recognize the use of these techniques in the selection
• to make subjects and verbs agree
• to use nonverbal communication
• to write a newspaper advertisement

Before Reading
_________ Reader’s Journal (PE, page 784; UR 10, page 43)
_________ Literary Tools: Symbol and Southern Gothic (PE, page 784)
_________ About the Author: Flannery O’Connor (PE, page 784)
_________ About the Selection (ATE, page 784)
_________ Fine Art: Jerry Bywaters (PE, page 785; VLR II, page 67; Art Note, PE and ATE, page 785; UR 10, page 43)
_________ Vocabulary from the Selection (ATE, page 785)
_________ Vocabulary: Synonyms and Antonyms (VR, page 131)
_________ Reading Strategy (RSR, page 297)

During Reading
_________ Graphic Organizer (PE, page 784; VLR I, page 86; UR 10, page 43)
_________ Dramatic Recording (AL, 32:36)
_________ Guided Reading Questions (PE, page 785; UR 10, page 44)
_________ Reading Strategy (RSR, page 297)
_________ Fix-Up Idea (RSR, page 297)

After Reading
_________ Reading Strategy (RSR, page 297)
_________ Standardized Test Practice (RSR, page 298)
_________ Respond to the Selection (PE, page 794; UR 10, page 46)
_________ Investigate, Inquire, and Imagine (PE, page 794; UR 10, page 46)
_________ Understanding Literature: Symbol and Southern Gothic (PE, page 794; UR 10, page 47)
_________ Writer’s Journal: Missing Person’s Report, Letter, or Paragraph (PE, page 795; UR 10, page 47)
_________ Language, Grammar, and Style: Subject/Verb Agreement (PE, page 795; UR 10, page 48)
_________ Speaking and Listening & Collaborative Learning: Nonverbal Communication (PE, page 795)
_________ Media Literacy: Newspaper Advertisement (PE, page 795; UR 10, page 49)
_________ Selection Check Test 4.10.11 (ATE, page 790; UR 10, page 50; TG)
_________ Selection Test 4.10.12 (UR 10, page 52; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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**Lesson Plan**

“The Life You Save May Be Your Own,” page 784

Teacher’s Name __________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Elements of Southern Gothic (ATE, page 784)
- Reading Proficiency: Previewing Dialect (ATE, page 784)
- English Language Learning: Previewing Dialect (ATE, page 785)
- Special Needs: Focus on Guided Reading Questions (ATE, page 785)
- Enrichment: Comparing and Contrasting Characters (ATE, page 785)

**Literary Note**

- O’Connor’s Characters (ATE, page 785)
- O’Connor Correspondence (ATE, page 787)

**Art Note**

- Jerry Bywaters (PE and ATE, page 785; UR 10, page 43)

**Literary Techniques**

- Simile (ATE, page 786)
- Characterization and Point of View (ATE, page 789)
- Parody (ATE, page 791)
- Theme (ATE, page 792)

**Additional Questions and Activities**

- Mr. Shiftlet’s Working Life (ATE, page 788)
- Mr. Shiftlet (ATE, page 792)
- O’Connor’s Characters’ Lives (ATE, page 793)

**Flexible Grouping Suggestions**

- Motivation: Elements of Southern Gothic (ATE, page 784)
- Enrichment: Comparing and Contrasting Characters (ATE, page 785)
- Investigate, Inquire, and Imagine (PE, page 794; UR 10, page 46)
- Understanding Literature: Symbol and Southern Gothic (PE, page 794; UR 10, page 47)
- Speaking and Listening & Collaborative Learning: Nonverbal Communication (PE, page 795)

**Homework Suggestions**

- Vocabulary: Synonyms and Antonyms (VR, page 131)

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**Strategies for Developing Readers**

**Tackle Dialect**

- Use the suggestions offered in Reading Proficiency: Previewing Dialect (ATE, page 784) and English Language Learning: Previewing Dialect (ATE, page 785).

**Additional Strategies for English Language Learning**

- Play the Dramatic Recording (AL, 32:36).
- Encourage ELL students to share traditional cultural views from their native countries on spirituality and the concept of good versus evil.

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A Worn Path,” page 796

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Dialect; chronology

Ease Factor: Selection length

Synopsis: The main character makes an archetypal journey in which she demonstrates determination, generosity, and resourcefulness.

Goals/Objectives:
• to experience a short story with an archetypal motif
• to describe Eudora Welty’s literary accomplishments and explain the historical significance of her writing
• to define archetype and character and recognize the use of these techniques
• to use the dictionary to look up definitions
• to participate in a role-play
• to research Welty on the Internet in order to design a newsletter about her

Insights: “Is Phoenix Jackson’s Grandson Really Dead?,” page 804

Before Reading
_________ Reader’s Journal (PE, page 796; UR 10, page 56)
_________ Literary Tools: Archetype and Character (PE, page 796)
_________ About the Author: Eudora Welty (PE, page 796)
_________ About the Selection (PE, page 796)
_________ Vocabulary from the Selection (ATE, page 797)
_________ Vocabulary: Connotation and Denotation (VR, page 133)
_________ Reading Strategy (RSR, page 301)

During Reading
_________ Dramatic Recording (AL, 23:42)
_________ Guided Reading Questions (PE, page 797; UR 10, page 56)
_________ Reading Strategy (RSR, page 301)
_________ Fix-Up Idea (RSR, page 301)

After Reading
_________ Reading Strategy (RSR, page 301)
_________ Standardized Test Practice (RSR, page 302)
_________ Respond to the Selection (PE, page 803; UR 10, page 58)
_________ Investigate, Inquire, and Imagine (PE, page 806; UR 10, page 58)
_________ Understanding Literature: Archetype and Character (PE, page 806; VLR I, page 87; UR 10, page 59)
_________ Writer’s Journal: Thank-You Note, Letter, or Journal Entry (PE, page 807; UR 10, page 60)
_________ Vocabulary: Using Dictionaries (PE, page 807; UR 10, page 61)
_________ Speaking and Listening: Role-Play (PE, page 807)
_________ Study and Research & Media Literacy: Researching on the Internet (PE, page 807; UR 10, page 62)
_________ Insights: “Is Phoenix Jackson’s Grandson Really Dead?” (PE, page 804)
_________ Selection Check Test 4.10.13 (ATE, page 803; UR 10, page 63; TG)
_________ Selection Test 4.10.14 (UR 10, page 65; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“A Worn Path,” page 796

Teacher’s Name ________________________________________ Class __________________ Date __________________

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<td>——— Setting (ATE, pages 797 and 801)</td>
<td>——— Use the suggestions offered in Reading Proficiency: Noting Phoenix’s Obstacles (ATE, page 796) and Special Needs: Providing a Summary (ATE, page 796) to assist students with following chronology.</td>
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<td>——— Phoenix and Nature (ATE, page 798)</td>
<td>——— Ask ELL students to conduct research about authors in their native countries who write largely about one specific region of the country. Students may share literature by one or more authors.</td>
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# Lesson Plan

## “The Magic Barrel,” page 808

Teacher’s Name ____________________________ Class __________________ Date __________________

### Reading Level:
Moderate

### Difficulty Considerations:
Vocabulary and footnotes

### Ease Factor:
Vivid images

### Synopsis:
A man searches for love with the help of a Yiddish matchmaker.

### Goals/Objectives:
- To experience a short story about American Jewish culture
- To describe Malamud's literary accomplishments
- To define motivation and antihero and recognize the use of these techniques
- To write sentences in standard English
- To research Jewish traditions
- To write thesis statements

#### Before Reading
- Reader's Journal (PE, page 808; UR 10, page 69)
- Literary Tools: Motivation and Antihero (PE, page 808)
- About the Author: Bernard Malamud (PE, page 808)
- About the Selection (PE, page 808)
- Fine Art: Marc Chagall (PE, page 809; VLR II, page 70; Art Note, PE, page 810; UR 10, page 69)
- Vocabulary: Borrowed Words (VR, page 134)
- Reading Strategy (RSR, page 305)

#### During Reading
- Graphic Organizer (PE, page 808; VLR I, page 88; UR 10, page 69)
- Guided Reading Questions (PE, page 810; UR 10, page 70)
- Reading Strategy (RSR, page 305)
- Fix-Up Idea (RSR, page 305)

#### After Reading
- Reading Strategy (RSR, page 305)
- Standardized Test Practice (RSR, page 306)
- Respond to the Selection (PE, page 822; UR 10, page 71)
- Investigate, Inquire, and Imagine (PE, page 822; UR 10, page 72)
- Understanding Literature: Motivation and Antihero (PE, page 822; UR 10, page 73)
- Writer’s Journal: Personal Ads, Letter, or Paragraph (PE, page 823; UR 10, page 73)
- Language, Grammar, and Style: Dialect (PE, page 823; UR 10, page 74)
- Study and Research: Jewish Traditions (PE, page 823; UR 10, page 75)
- Media Literacy: Writing Thesis Statements (PE, page 823; UR 10, page 76)
- Selection Check Test 4.10.15 (ATE, page 820; TG)
- Selection Test 4.10.16 (UR 10, page 79; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**WASHINGTON STATE STANDARDS**

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### Reading Strategies Resource, Page 305

**Reading Strategy:** Write Things Down

**Fix-Up Idea:** Refocus on Plot

**Standardized Test Practice:**
Analyze Literary Elements

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Lesson Plan

“The Magic Barrel,” page 808

Teacher’s Name ________________________ Class ________________________ Date ____________________

Teaching Options

Individual Learning Strategies

Motivation: Ordination Process (ATE, page 809)
Reading Proficiency: Freytag's Pyramid (ATE, page 809)
English Language Learning: Talking about Marriage (ATE, page 809)
Special Needs: Explaining Matchmaking (ATE, page 809)
Enrichment: Dowry (ATE, page 809)

Literary Note

Antihero (ATE, page 809)

Literary Techniques

Exposition and Inciting Incident (ATE, page 810)
Background Information (ATE, page 810)
Figurative Language and Characterization (ATE, page 815)
Minor Character and Complication (ATE, page 816)
Crisis (ATE, page 819)
Climax (ATE, page 820)
Resolution and Dénouement (ATE, page 821)

Additional Questions and Activities

Leo and Marriage (ATE, page 812)
Leo and Ruth (ATE, page 813)
Reducing Stress (ATE, page 813)
Leo’s Occupation (ATE, page 817)
Analyzing Characters (ATE, page 818)
Love as a Goal or By-Product of Life (ATE, page 818)

Cross-Curricular Activities

Hospitality (ATE, page 814)
Truth in Advertising Debate (ATE, page 817)
Déjà Vu (ATE, page 819)

Flexible Grouping Suggestions

Motivation: Ordination Process (ATE, page 809)
Enrichment: Dowry (ATE, page 809)
Additional Questions and Activities: Reducing Stress (ATE, page 813)
Cross-Curricular Activities: Truth in Advertising Debate (ATE, page 817)

Homework Suggestions

Vocabulary: Borrowed Words (VR, page 134)
Respond to the Selection (PE, page 822; UR 10, page 71)
Writer's Journal: Personal Ads, Letter, or Paragraph (PE, page 823; UR 10, page 73)
Language, Grammar, and Style: Dialect (PE, page 823; UR 10, page 74)

Strategies for Developing Readers

Tackle Vocabulary and Footnotes

Have students review Words for Everyday Use and footnotes before reading. Students should write contextual sentences, identifying synonyms and/or antonyms, or work on sentence completion exercises to become comfortable with the vocabulary before reading.

Additional Strategies for English Language Learners

Use suggestions offered in English Language Learning: Talking about Marriage (ATE, page 808).
Encourage all ELL students to share their knowledge about and life experiences relating to topics such as arranged marriage, religion, and hospitality. Jewish students may have valuable insights directly relating to the story.

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from *Black Boy*, page 824

Teacher’s Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Selection length

**Synopsis:** Wright tells how, as a young boy, he became fascinated by fiction.

**Goals/Objectives:**
- to appreciate an autobiography written by an African American
- to describe Wright’s literary accomplishments and explain the historical significance of his writing
- to define *aim* and *autobiography* and recognize the use of these techniques
- to identify substantives
- to write bibliography cards
- to summarize videos about Wright and the Southern experience

**Before Reading**

- Reader’s Journal (PE, page 824; UR 10, page 83)
- Literary Tools: Aim and Autobiography (PE, page 824)
- About the Author: Richard Wright (PE, page 824)
- About the Selection (PE, page 824)
- Fine Art: David C. Driskell (PE, page 825; VLR II, page 73; Art Note, PE and ATE, page 825)
- Vocabulary from the Selection (ATE, page 825)
- Vocabulary: Test Your Knowledge (VR, page 136)
- Reading Strategy (RSR, page 309)

**During Reading**

- Dramatic Recording (AL, 5:36)
- Guided Reading Questions (PE, page 825; UR 10, page 83)
- Reading Strategy (RSR, page 309)
- Fix-Up Idea (RSR, page 309)

**After Reading**

- Reading Strategy (RSR, page 309)
- Standardized Test Practice (RSR, page 310)
- Respond to the Selection (PE, page 827; UR 10, page 84)
- Investigate, Inquire, and Imagine (PE, page 828; UR 10, page 85)
- Understanding Literature: Aim and Autobiography (PE, page 828; VLR I, page 89; UR 10, page 86)
- Writer’s Journal: Journal Entry, Letter, or Paragraph (PE, page 829; UR 10, page 86)
- Language, Grammar, and Style: Working with Namers (PE, page 829; UR 10, page 87)
- Study and Research: Bibliography Cards (PE, page 829; UR 10, page 88)
- Media Literacy: Exploring Film Resources (PE, page 829)
- Selection Check Test 4.10.17 (ATE, page 826; UR 10, page 89; TG)
- Selection Test 4.10.18 (UR 10, page 91; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**Reading Strategies Resource, Page 309**

**Reading Strategy:** Tackle Difficult Vocabulary

**Fix-Up Idea:** Refocus on Purpose

**Standardized Test Practice:** Use Context Clues

**Washington State Standards**

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### Individual Learning Strategies
- **Motivation:** Influential Books (ATE, page 824)
- **Reading Proficiency:** Context and Unfamiliar Words (ATE, page 824)
- **English Language Learning:** Traditional Stories (ATE, page 824)
- **Special Needs:** Missing the Ending (ATE, page 824)
- **Enrichment:** Censorship (ATE, page 824)

### Biographical Note
- **Richard Wright** (ATE, page 825)

### Additional Questions and Activities
- **Fear and Attraction** (ATE, page 825)
- **Description of Wright** (ATE, page 826)
- **Reading List** (ATE, page 827)

### Art Note
- **David C. Driskell** (PE and ATE, page 825; VLR II, page 73)

### Literary Technique
- **Dialogue** (ATE, page 826)
- **Characterization** (ATE, page 826)
- **Dialogue** (ATE, page 827)

### Flexible Grouping Suggestions
- **Motivation:** Influential Books (ATE, page 824)
- **Enrichment:** Censorship (ATE, page 824)
- **Investigate, Inquire, and Imagine** (PE, page 828; UR 10, page 85)
- **Understanding Literature:** Aim and Autobiography (PE, page 828; VLR I, page 89; UR 10, page 86)

### Homework Suggestions
- **Vocabulary:** Test Your Knowledge (VR, page 136)
- **Respond to the Selection** (PE, page 827; UR 10, page 84)
- **Writer’s Journal:** Journal Entry, Letter, or Paragraph (PE, page 829; UR 10, page 86)
- **Language, Grammar, and Style:** Working with Namers (PE, page 829; UR 10, page 87)
- **Study and Research:** Bibliography Cards (PE, page 829; UR 10, page 88)

### Strategies for Developing Readers

#### Tackle Vocabulary
- Use the strategies suggested in Reading Proficiency: Context and Unfamiliar Words to help students tackle vocabulary from this selection.

#### Additional Strategies for English Language Learners
- Use the suggestion offered in English Language Learning: Traditional Stories (ATE, page 824).
- Play the Dramatic Recording (AL, 5:36).
“A Noiseless Flash,” page 830

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Chronology

Ease Factor: Vivid Images

Synopsis: This excerpt tells the story of six individuals who survived the atomic bombing of Hiroshima.

Goals/Objectives:
- to appreciate an excerpt from a nonfiction novel
- to describe Hersey’s literary accomplishments and explain the historical significance of his writing
- to define effect and irony and recognize the use of these techniques
- to identify appositives
- to write a newspaper article about the nuclear bombing of Hiroshima
- to debate nuclear warfare

Before Reading
—— Reader’s Journal (PE, page 830; UR 10, page 94)
—— Literary Tools: Effect and Irony (PE, page 830)
—— About the Author: John Hersey (PE, page 830)
—— About the Selection (PE, page 830)
—— Vocabulary from the Selection (ATE, page 831)
—— Vocabulary: Roots and Affixes (VR, page 137)
—— Reading Strategy (RSR, page 313)

During Reading
—— Graphic Organizer (PE, page 830; VLR I, page 90; UR 10, page 94)
—— Guided Reading Questions (PE, page 831; UR 10, page 94)
—— Reading Strategy (RSR, page 313)
—— Fix-Up Idea (RSR, page 313)

After Reading
—— Reading Strategy (RSR, page 313)
—— Standardized Test Practice (RSR, page 314)
—— Respond to the Selection (PE, page 841; UR 10, page 98)
—— Investigate, Inquire, and Imagine (PE, page 842; UR 10, page 98)
—— Understanding Literature: Effect and Irony (PE, page 842; UR 10, page 99)
—— Writer’s Journal: Journal Entry, Letter, or Paragraph (PE, page 843; UR 10, page 100)
—— Language, Grammar, and Style: Appositive Phrases (PE, page 843; UR 10, page 100)
—— Media Literacy & Study and Research: Newspaper Article (PE, page 843; UR 10, page 101)
—— Study and Research & Speaking and Listening: Debate (PE, page 843)
—— Selection Check Test 4.10.19 (ATE, page 839; UR 10, page 102; TG)
—— Selection Test 4.10.20 (UR 10, page 104; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time
Lesson Plan

“A Noiseless Flash,” page 830

Teacher's Name __________________________ Class _______________________ Date ____________

Teaching Options

Individual Learning Strategies

Motivation: Hiroshima Bombing (ATE, page 831)
Reading Proficiency: Charting Survivors (ATE, page 831)
English Language Learning: Vocabulary and Footnotes (ATE, page 831)
Special Needs: Historical Context (ATE, page 831)
Enrichment: Researching WWII (ATE, page 831)

Historical Note

Hiroshima (ATE, page 831)

Literary Technique

Mood (ATE, page 831)
Characterization (ATE, page 832)
Irony (ATE, page 833)
Verbal Irony (ATE, page 834)
Aim (ATE, page 841)

Additional Questions and Activities

Predictions (ATE, page 832)
Japanese Words (ATE, page 833)
Dugouts (ATE, page 834)
Japanese Honor Code (ATE, page 840)

Cross-Curricular Activities

Religion (ATE, page 838)

Flexible Grouping Suggestions

Enrichment: Researching WWII (ATE, page 831)
Investigate, Inquire, and Imagine (PE, page 842; UR 10, page 98)
Understanding Literature: Effect and Irony (PE, page 842; UR 10, page 99)
Study and Research & Speaking and Listening: Debate (PE, page 843)

Strategies for Developing Readers

Tackle Chronology

Have various students participate in reading the selection aloud. Use the blackboard to make notes that will help students follow the events that happen in the excerpt.

Focus on the Guided Reading Questions. You may want to have students write the answers to the questions as the selection is read aloud.

Additional Strategies for English Language Learners

Encourage ELL students to participate in a discussion about the consequences of war—in the present day and throughout history—and how it has shaped the history of the world. Some students may have experienced the consequences of war firsthand and may choose to share their experiences with their classmates.

Students of Japanese descent may contribute insights directly related to the selection and also provide valuable information about the author's use of Japanese words.
Lesson Plan

Unit Ten
Postwar Literature (1945–1960)
Closing the Unit, page 844–859

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Selections for Additional Reading

Postwar Literature, pages 844–849
_________ from Invisible Man by Ralph Ellison (PE, page 844)

Guided Writing

Persuasive Writing: Problem-Solution Essay

Assignment: Students learn to write a problem-solution essay (PE, pages 850–857).

Before Writing

_________ Problem-Solution Essay (PE, page 850)
_________ Student Model (PE, page 850)
_________ Previewing Models and Rubric for Assignment (VLR I, page 168; WR, page 197)
_________ Prewriting (PE, page 852; WR, page 181)
_________ Student Model—Graphic Organizer (PE, page 853; WR, page 184)
_________ Graphic Organizer (VLR I, page 165; WR, page 183)

During Writing

_________ Drafting (PE, page 854)
_________ Reflecting (PE, page 855)
_________ Self- and Peer Evaluation (PE, page 855; WR, page 190)
_________ Language, Grammar, and Style: Transitions (PE, page 854; WR, page 186)
_________ Revising and Proofreading (PE, page 857)
_________ Student Model—Revised (WR, page 194)

After Writing

_________ Publishing and Presenting (PE, page 857)
_________ Motivation: Discussing Pros and Cons of Internet Blocking Software (ATE, page 851)
_________ Reading Proficiency: Summarize the Assignment (ATE, page 851)
_________ English Language Learning: Vocabulary Development (ATE, page 851)
_________ Special Needs: Graphic Organizer and Thesis (ATE, page 851)
_________ Enrichment: Writing a Rebuttal (ATE, page 851)

Flexible Grouping Suggestions

_________ Special Needs: Graphic Organizer and Thesis (ATE, page 851)
_________ Peer Evaluation (PE, page 855; WR, page 192)
_________ Revising and Proofreading (PE, page 857)
_________ Publishing and Presenting (PE, page 857)

Homework Suggestions

_________ Graphic Organizer (VLR I, page 165; WR, page 183)
_________ Language, Grammar, and Style: Transitions (PE, page 854; WR, page 186)
_________ Self-Evaluation (PE, page 855; WR, page 190)
_________ Rubric for Persuasive Writing: Problem-Solution Essay (VLR I, page 168; WR, page 197)

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GUIDED WRITING

Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.

Print Resources

Transparency

Audio Library

Test Generator CD-ROM

Internet

ATE—Annotated Teacher’s Edition
PE—Pupil’s Edition
RSR—Reading Strategies Resource
SR—Spanish Resource
TG—Test Generator
UR—Unit Resource
VLR—Visual Literacy Resource
VR—Vocabulary Resource
WR—Writing Resource
AL—Audio Library
Unit Ten
Postwar Literature (1945–1960)
Closing the Unit, page 844–859

Review and Assessment

- Words for Everyday Use (PE, page 858; UR 10, page 110)
- Vocabulary Development (ATE, page 858)
- Literary Tools (PE, page 858; UR 10, page 110)
- Unit 10 Review/Study Guide (UR 10, page 108)
- Unit 10 Test (UR 10, page 112)

Reflecting on Your Reading

- Genre Studies: Poetry; Short Story (PE, page 859)
- Thematic Studies: Relationships; Love; Annihilation (PE, page 859)
- Historical/Biographical Studies: World War II and Its Aftermath (PE, page 859)
Unit Eleven
Early Contemporary Literature (1960–1980)
Opening the Unit, pages 860–868

Unit 11 Goals/Objectives:
• to experience reading works from the early contemporary period
• to identify major poets and authors of the early contemporary period
• to understand the political and social issues of the early contemporary period and their influence on the literature of the era
• to define and identify literary terms such as confessional poetry, epigraph, repetition, alliteration, allusion, diction, allegory, and anaphora
• to practice language and grammar skills such as correcting run-ons; identifying linking verbs; editing sentences; and using commas and semicolons correctly
• to write a research paper
• to use effective documentation

Lessons I Plan to Teach
_________ “Constantly risking absurdity,” page 869
_________ “The Starry Night,” page 874
_________ “Those Winter Sundays,” page 879
_________ “Morning Song,” page 883
_________ “The Secret,” page 887
_________ “House Guest,” page 891
_________ “The Slump,” page 896
_________ “Journey,” page 902
_________ Inaugural Address, page 908
_________ “On the Mall,” page 915
_________ Selections for Additional Reading: Early Contemporary Literature, page 923
_________ Guided Writing—Informative Writing: Writing a Research Paper, page 928
_________ Unit Eleven Review, page 938

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 860–861). Then look over the ideas for Getting Started in the Classroom on the next page.
Unit Eleven
Early Contemporary Literature (1960–1980)
Opening the Unit, pages 860–868

Getting Started in the Classroom

 Opening Pages: Discuss how the artwork by Andy Warhol (PE, page 860) and the quote from Richard Rodriguez (PE, page 861) relate to each other and to the theme of this unit. You may want to use the Art Notes (PE and ATE, page 862) and the artwork lesson (VLR II, page 76).

 Early Contemporary Literature (PE, page 862)

 Historical Notes: Cuba and the Bay of Pigs Invasion (ATE, page 862)

 Historical Note: Civil Rights (ATE, page 862)

 Biographical Note: Lyndon Baines Johnson (ATE, page 863)

 Additional Questions and Activities: Woodstock (ATE, page 863)

 Cross-Curricular Activities: Researching Major Events (ATE, page 863)

 Additional Questions and Activities: Wilderness Society (ATE, page 864)

 Biographical Note: Gloria Steinem (ATE, page 864)

 Biographical Note: Gerald Ford (ATE, page 865)

 Literary Note: Notable Works of the 1960s (ATE, page 865)

 Literary Note: Confessional Genre (ATE, page 865)

 Additional Questions and Activities: Writing about Confessional Poetry (ATE, page 865)

 Biographical Note: Robert Bly (ATE, page 865)

 Biographical Note: Norman Mailer (ATE, page 866)

 Biographical Note: John Irving (ATE, page 866)

 Biographical Note: Toni Morrison (ATE, page 867)

 Quotables: Toni Morrison (ATE, page 867)

 Internet Resources: Diversity and Women Writers (ATE, page 867)

 Literary Note: Regionalism (ATE, page 867)

 Echoes (PE, page 868)

 Additional Questions and Activities: Discussing Echoes (ATE, page 868)

 Introduction Check Test 4.11.1 (ATE, page 868; UR 11, page 1; TG)

 Introduction Test 4.11.2 (UR 11, page 3; TG)
“Constantly risking absurdity,” page 869

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Lack of punctuation; alternative spellings and unusual phrases

Ease Factor: Selection length

Synopsis: Speaker uses the metaphor of a tightrope acrobat to describe the poet’s profession.

Goals/Objectives:
• to appreciate a poem about being a poet
• to define Lawrence Ferlinghetti’s literary accomplishments and explain the historical significance of his writing
• to define free verse, simile, and metaphor and recognize the use of these techniques in the selection
• to correct sentence run-ons
• to conduct an interview
• to research the Beat generation

Before Reading
_________ Reader’s Journal (PE, page 869; UR 11, page 7)
_________ Literary Tools: Free Verse, Simile, and Metaphor (PE, page 869)
_________ About the Author: Lawrence Ferlinghetti (PE, page 869)
_________ About the Selection (PE, page 869)
_________ Fine Art: Louis Schanker (PE, page 870; UR 11, page 7; Art Note, PE and ATE, page 869)
_________ Vocabulary from the Selection (ATE, page 870)
_________ Vocabulary: Coined Words (VR, page 139)
_________ Reading Strategy (RSR, page 317)

During Reading
_________ Graphic Organizer (PE, page 869; VLR I, page 91; UR 11, page 7)
_________ Dramatic Recording (AL, 1:37)
_________ Guided Reading Questions (PE, page 871; UR 11, page 8)
_________ Reading Strategy (RSR, page 317)
_________ Fix-Up Idea (RSR, page 317)

After Reading
_________ Reading Strategy (RSR, page 317)
_________ Standardized Test Practice (RSR, page 318)
_________ Respond to the Selection (PE, page 871; UR 11, page 8)
_________ Investigate, Inquire, and Imagine (PE, page 872; UR 11, page 8)
_________ Understanding Literature: Free Verse, Simile, and Metaphor (PE, page 872; UR 11, page 9)
_________ Writer’s Journal: Help Wanted Ad, Paragraph, or Poem or Short Essay (PE, page 873; UR 11, page 10)
_________ Language, Grammar, and Style: Correcting Run-Ons (PE, page 873; UR 11, page 10)
_________ Speaking and Listening & Collaborative Learning: Interview (PE, page 873)
_________ Study and Research & Speaking and Listening: Researching the Beat Generation (PE, page 873; UR 11, page 11)
_________ Selection Check Test 4.11.3 (ATE, page 871; UR 11, page 12; TG)
_________ Selection Test 4.11.4 (UR 11, page 13; TG)
_________ Internet activities at http://www.emcp.com

Free reading time

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WASHINGTON STATE STANDARDS

click this box for details
“Constantly risking absurdity,” page 869

Teacher's Name ________________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_________ Motivation: City Lights Bookstore (ATE, page 869)
_________ Reading Proficiency: Reading Aloud (ATE, page 869)
_________ English Language Learning: Alternative Spellings and Unusual Phrases (ATE, page 870)
_________ Special Needs: Metaphor of a Tightrope Walker (ATE, page 870)
_________ Enrichment: Rejection of Traditional Forms (ATE, page 870)

Art Note

_________ Louis Schanker (PE and ATE, page 869)

Flexible Grouping Suggestions

_________ Investigate, Inquire, and Imagine (PE, page 872; UR 11, page 8)
_________ Understanding Literature: Free Verse, Simile, and Metaphor (PE, page 872; UR 11, page 9)
_________ Speaking and Listening & Collaborative Learning: Interview (PE, page 873)

Homework Suggestions

_________ Vocabulary: Coined Words (VR, page 139)
_________ Respond to the Selection (PE, page 871; UR 11, page 8)
_________ Writer’s Journal: Help Wanted Ad, Paragraph, or Poem or Short Essay (PE, page 873; UR 11, page 10)
_________ Language, Grammar, and Style: Correcting Run-Ons (PE, page 873; UR 11, page 10)
_________ Study and Research & Speaking and Listening: Researching the Beat Generation (PE, page 873; UR 11, page 11)

Strategies for Developing Readers

Tackle Lack of Punctuation

_________ Use the suggestions offered in Reading Proficiency: Reading Aloud (ATE, page 869).

Tackle Alternative Spellings and Unusual Phrases

_________ Use the suggestions offered in English Language Learning: Alternative Spellings and Unusual Phrases (ATE, page 870).

Additional Strategies for English Language Learners

_________ Play the Dramatic Recording (AL, 1:37).
_________ Use the suggestions offered in Special Needs: Metaphor of a Tightrope Walker (ATE, page 870) to make sure that students grasp the metaphor that dominates the poem.
Lesson Plan

“The Starry Night,” page 874

Teacher’s Name __________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Figurative language; references to mythical elements

Ease Factors: Selection length; vocabulary

Synopsis: In this poem inspired by a van Gogh painting, the speaker expresses her despair with life.

Goals/Objectives:
• to understand an intense moment of personal revelation in a confessional poem
• to describe Anne Sexton’s literary accomplishments
• to define *confessional poetry* and *epigraph* and recognize the use of these techniques in the selection
• to identify linking verbs
• to write a business letter
• to describe paintings by Vincent van Gogh
• to research themes in Sexton’s poetry

Before Reading
_________ Reader’s Journal (PE, page 874; UR 11, page 15)
_________ Literary Tools: Confessional Poetry and Epigraph (PE, page 874)
_________ About the Author: Anne Sexton (PE, page 874)
_________ About the Selection (PE, page 874)
_________ Fine Art: Vincent van Gogh (PE, page 875; VLR II, page 79)
_________ Vocabulary: Semantic Families: Celestial Words (VR, page 140)
_________ Reading Strategy (RSR, page 321)

During Reading
_________ Graphic Organizer (PE, page 874; VLR I, page 92; UR 11, page 15)
_________ Dramatic Recording (AL, 1:21)
_________ Guided Reading Questions (PE, page 876; UR 11, page 15)
_________ Reading Strategy (RSR, page 321)
_________ Fix-Up Idea (RSR, page 321)

After Reading
_________ Reading Strategy (RSR, page 321)
_________ Standardized Test Practice (RSR, page 322)
_________ Respond to the Selection (PE, page 876; UR 11, page 16)
_________ Investigate, Inquire, and Imagine (PE, page 877; UR 11, page 16)
_________ Understanding Literature: Confessional Poetry and Epigraph (PE, page 877; UR 11, page 17)
_________ Writer’s Journal: Paragraph, Letter, or Poem or Paragraph (PE, page 878; UR 11, page 17)
_________ Language, Grammar, and Style: Linking Verbs (PE, page 878; UR 11, page 18)
_________ Applied English: Business Letter (PE, page 878; UR 11, page 18)
_________ Speaking and Listening: Visual Literacy (PE, page 878)
_________ Study and Research & Media Literacy: Researching Themes (PE, page 878; UR 11, page 19)
_________ Selection Check Test 4.11.15 (ATE, page 876; UR 11, page 20; TG)
_________ Selection Test 4.11.6 (UR 11, page 21; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 321

Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Visualize
Standardized Test Practice: Identify an Author’s Purpose

WASHINGTON STATE STANDARDS

click this box for details
“The Starry Night,” page 874

Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
— Motivation: Impressionist and Expressionist Art (ATE, page 874)
— Reading Proficiency: Use the Dramatic Recording (ATE, page 874; AL, 1:21)
— English Language Learning: Working with Verbs (ATE, page 874)
— Special Needs: Looking at van Gogh’s *The Starry Night* (ATE, page 875)
— Enrichment: Confessional Poets (ATE, page 875)

Quotables
— Vincent van Gogh (ATE, page 875)

Internet Resources
— Vincent van Gogh Gallery (ATE, page 875)

Literary Technique
— Allusion (ATE, page 876)

Flexible Grouping Suggestions
— Investigate, Inquire, and Imagine (PE, page 877; UR 11, page 16)
— Understanding Literature: Confessional Poetry and Epigraph (PE, page 877; UR 11, page 17)
— Speaking and Listening: Visual Literacy (PE, page 878)

Homework Suggestions
— Vocabulary: Semantic Families: Celestial Words (VR, page 140)
— Respond to the Selection (PE, page 876; UR 11, page 16)
— Writer’s Journal: Paragraph, Letter, or Poem or Paragraph (PE, page 878; UR 11, page 17)
— Language, Grammar, and Style: Linking Verbs (PE, page 878; UR 11, page 18)

Strategies for Developing Readers

Tackle Figurative Language
— Review figurative language (PE, page 1143) with students. Assist students in identifying its use in the poem.
— Assist students in answering the Guided Reading Questions.

Tackle References to Mythical Elements
— Assist students in completing Literary Tools: Epigraph (PE, page 874).

Additional Strategies for English Language Learners
— Use suggestions offered in English Language Learning: Working with Verbs (ATE, page 874).
— Play the Dramatic Recording (AL, 1:21).
— Encourage ELL students to examine Vincent van Gogh’s *The Starry Night* and discuss its relation to Sexton’s poem.
— Visual learners may benefit from creating their own visual representations of the poem.
— Encourage ELL students to research artists from their native cultures and share their findings with their classmates.
“Those Winter Sundays,” page 879

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Poetic language

Ease Factors: Selection length; topic

Synopsis: The speaker presents a recurring event from childhood and draws a generalization about the nature of love.

Goals/Objectives:
• to empathize with the feelings of the speaker
• to define Robert Hayden’s literary accomplishments and explain the historical significance of his writing
• to define repetition and alliteration and recognize the use of these techniques in the selection
• to add modifiers
• to write an essay about Robert Hayden’s literary legacy after doing research on the Internet
• to present an oral interpretation
• to do critical thinking

Before Reading
_________ Reader’s Journal (PE, page 879; UR 11, page 24)
_________ Literary Tools: Repetition and Alliteration (PE, page 879)
_________ About the Author: Robert Hayden (PE, page 879)
_________ About the Selection (PE, page 879)
_________ Fine Art: Romare Bearden (PE, page 880; VLR II, page 82; Art Note, PE, page 879; UR 11, page 24)
_________ Vocabulary from the Selection (ATE, page 880)
_________ Vocabulary: Semantic Families: Time Words (VR, page 142)
_________ Reading Strategy (RSR, page 325)

During Reading
_________ Graphic Organizer (PE, page 879; VLR I, page 93; UR 11, page 24)
_________ Dramatic Recording (AL, 0:49)
_________ Guided Reading Questions (PE, page 880; UR 11, page 25)
_________ Reading Strategy (RSR, page 325)
_________ Fix-Up Idea (RSR, page 325)

After Reading
_________ Reading Strategy (RSR, page 325)
_________ Standardized Test Practice (RSR, page 326)
_________ Respond to the Selection (PE, page 881; UR 11, page 25)
_________ Investigate, Inquire, and Imagine (PE, page 881; UR 11, page 25)
_________ Understanding Literature: Repetition and Alliteration (PE, page 881; UR 11, page 26)
_________ Language, Grammar, and Style: Adding Modifiers (PE, page 882; UR 11, page 27)
_________ Speaking and Listening: Oral Interpretation (PE, page 882)
_________ Critical Thinking: Generalizing (PE, page 882)
_________ Selection Check Test 4.11.7 (ATE, page 880; UR 11, page 29; TG)
_________ Selection Test 4.11.8 (UR 11, page 31; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

“Those Winter Sundays,” page 879

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Images of Love (ATE, page 879)
- Reading Proficiency: Defining Poetic Language in Your Own Words (ATE, page 879)
- English Language Learning: Vocabulary (ATE, page 880)
- Special Needs: Listening and Paraphrasing (ATE, page 880)
- Enrichment: Urban Life in the 1920s (ATE, page 880)

Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 881; UR 11, page 25)
- Understanding Literature: Repetition and Alliteration (PE, page 881; UR 11, page 26)
- Speaking and Listening: Oral Interpretation (PE, page 882)

Homework Suggestions

- Vocabulary: Semantic Families: Time Words (VR, page 142)
- Respond to the Selection (PE, page 881; UR 11, page 25)
- Language, Grammar, and Style: Adding Modifiers (PE, page 882; UR 11, page 27)
- Critical Thinking: Generalizing (PE, page 882)

Strategies for Developing Readers

Tackle Poetic Language

- Use the strategy outlined in Reading Proficiency: Defining Poetic Language in Your Own Words (ATE, page 879) to help students tackle the poetic language.

Additional Strategies for English Language Learners

- Play the Dramatic Recording (AL, 0:49).
- Ask ELL students to write a poem about their Sundays, either about Sundays in America or Sundays in their native countries. They may want to write in their native languages and translate their poems into English afterwards.
Lesson Plan

“Morning Song,” page 883

Teacher’s Name __________________________________Class __________________Date __________________

<table>
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<tr>
<th>M</th>
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</table>

Reading Level: Moderate

Difficulty Considerations: Unconventional pairings of nouns and modifiers; tone shifts

Ease Factor: Selection length

Synopsis: The speaker discusses her feelings about being a new mother.

Goals/Objectives:
• to appreciate an early contemporary lyric poem
• to describe Plath’s literary accomplishments
• to define run-on line and simile and recognize the use of these techniques in the selection
• to edit sentences
• to participate in a small group discussion
• to research Sylvia Plath sites on the Internet
• to make a poetry booklet about daughters

Before Reading

_________ Reader’s Journal (PE, page 883; UR 11, page 34)
_________ Literary Tools: Run-On Line and Simile (PE, page 883)
_________ About the Author: Sylvia Plath (PE, page 883)
_________ About the Selection (PE, page 883)
_________ Fine Art: Alice Neel (PE, page 884; VLR II, page 85; Art Note, PE and ATE, page 884; UR 11, page 35)
_________ Vocabulary from the Selection (ATE, page 884)
_________ Vocabulary: Semantic Families: Family Words (VR, page 144)
_________ Reading Strategy (RSR, page 329)

During Reading

_________ Graphic Organizer (PE, page 883; VLR I, page 94; UR 11, page 34)
_________ Dramatic Recording (AL, 1:25)
_________ Guided Reading Questions (PE, page 884; UR 11, page 34)
_________ Reading Strategy (RSR, page 329)
_________ Fix-Up Idea (RSR, page 329)

After Reading

_________ Reading Strategy (RSR, page 329)
_________ Standardized Test Practice (RSR, page 330)
_________ Respond to the Selection (PE, page 885; UR 11, page 35)
_________ Investigate, Inquire, and Imagine (PE, page 885; UR 11, page 35)
_________ Understanding Literature: Run-On Line and Simile (PE, page 885; UR 11, page 36)
_________ Writer’s Journal: Letter, Journal Entry, or Paragraph (PE, page 886; UR 11, page 37)
_________ Language, Grammar, and Style: Editing Sentences (PE, page 886; UR 11, page 37)
_________ Collaborative Learning & Speaking and Listening: Discussion (PE, page 886)
_________ Media Literacy: Poetry Booklet (PE, page 886; UR 11, page 38)
_________ Selection Check Test 4.11.9 (ATE, page 884; UR 11, page 39; TG)
_________ Selection Test 4.11.10 (UR 11, page 40; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

— Print Resources — Transparency — Audio Library — Test Generator CD-ROM — Internet


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WASHINGTON STATE STANDARDS

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READING STRATEGIES RESOURCE, PAGE 329

Reading Strategy: Write Things Down
Fix-Up Idea: Read Aloud/Think Aloud

Standardized Test Practice:
Compare and Contrast

WASHINGTON STATE STANDARDS

click this box for details
“Morning Song,” page 883

Teacher's Name ____________________________ Class __________________ Date ____________

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<td>Reading Proficiency: Listening to the Recording (ATE, page 883; AL, 1:25)</td>
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<td>English Language Learning: Noting Difficult Phrases (ATE, page 883)</td>
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<tr>
<td>Special Needs: Previewing Theme and Tone (ATE, page 884)</td>
</tr>
<tr>
<td>Enrichment: Interview (ATE, page 884)</td>
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</table>

| Art Note |
| Alice Neel (PE and ATE, page 884; UR 11, page 35) |

| Flexible Grouping Suggestions |
| Motivation: Mother and Child in Art (ATE, page 883) |
| Investigate, Inquire, and Imagine (PE, page 885; UR 11, page 35) |
| Understanding Literature: Run-On Line and Simile (PE, page 885; UR 11, page 36) |
| Collaborative Learning & Speaking and Listening: Discussion (PE, page 886) |

| Homework Suggestions |
| Enrichment: Interview (ATE, page 884) |
| Vocabulary: Semantic Families: Family Words (VR, page 144) |
| Respond to the Selection (PE, page 885; UR 11, page 35) |
| Writer's Journal: Letter, Journal Entry, or Paragraph (PE, page 886; UR 11, page 37) |
| Language, Grammar, and Style: Editing Sentences (PE, page 886; UR 11, page 37) |

| Strategies for Developing Readers |
| **Tackle Unconventional Pairings of Nouns and Modifiers** |
| Use the suggestions outlined in English Language Learning: Noting Difficult Phrases to give students a strategy for reading the poem and noting difficult language. |
| After reading, address the notes about difficult language that students have made and discuss Plath's use of the language. |
| Have students experiment with their own unconventional pairings of nouns and modifiers that can be shared and listed on the blackboard. |

| Tackle Tone Shifts |
| Review Tone (PE, page 1157) before students read. Then use the suggestion offered in Special Needs: Previewing Theme and Tone (ATE, page 884) to alert students to the shift in tone that takes place in the poem. |

| Additional Strategies for English Language Learners |
| Play the Dramatic Recording (AL, 1:25). |
| Encourage ELL students to conduct research to find artistic depictions similar to the Mother and Child painted by artists in their native cultures. |
Lesson Plan

“The Secret,” page 887

Teacher’s Name __________________________ Class __________________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Line breaks

Ease Factors: Selection length; vocabulary; topic

Synopsis: The speaker loves the fact that two girls found the secret of life in a line of her poetry.

Goals/Objectives:
• to appreciate a lyric poem about innocence and wonder
• to describe Denise Levertov’s literary accomplishments
• to define speaker and free verse and recognize the use of these techniques in the selection
• to use the comparative of adjectives and adverbs
• to make a booklet of Levertov’s poems
• to identify interjections and explain their purpose in the poem

Before Reading
_________ Reader’s Journal (PE, page 887; UR 11, page 42)
_________ Literary Tools: Speaker and Free Verse (PE, page 887)
_________ About the Author: Denise Levertov (PE, page 887)
_________ About the Selection (PE, page 887)
_________ Vocabulary: Homophones (VR, page 146)
_________ Reading Strategy (RSR, page 333)

During Reading
_________ Graphic Organizer (PE, page 887; VLR I, page 95; UR 11, page 42)
_________ Dramatic Recording (AL, 1:03)
_________ Guided Reading Questions (PE, page 888; UR 11, page 42)
_________ Reading Strategy (RSR, page 333)
_________ Fix-Up Idea (RSR, page 333)

After Reading
_________ Reading Strategy (RSR, page 333)
_________ Standardized Test Practice (RSR, page 334)
_________ Respond to the Selection (PE, page 889; UR 11, page 43)
_________ Investigate, Inquire, and Imagine (PE, page 889; UR 11, page 43)
_________ Understanding Literature: Speaker and Free Verse (PE, page 889; UR 11, page 44)
_________ Writer’s Journal: Paragraph, Journal Entry, or Letter (PE, page 890; UR 11, page 44)
_________ Language, Grammar, and Style: Comparison of Adjectives and Adverbs (PE, page 890; UR 11, page 45)
_________ Media Literacy: Booklet of Poems (PE, page 890)
_________ Critical Thinking: Interjections (PE, page 890)
_________ Selection Check Test 4.11.11 (ATE, page 888; UR 11, page 46; TG)
_________ Selection Test 4.11.12 (UR 11, page 47; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“The Secret,” page 887

Teacher’s Name ___________________________ Class ______________________ Date __________________

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<td>Motivation: Children’s Secrets of Life (ATE, page 887)</td>
<td>Use the suggestion offered in Reading Proficiency: Reading the Poem Sentence by Sentence (ATE, page 887) to aid students in reading and comprehending the poem despite difficult line breaks.</td>
</tr>
<tr>
<td>Reading Proficiency: Reading the Poem Sentence by Sentence (ATE, page 887)</td>
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<tr>
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<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td><strong>Additional Strategies for English Language Learning</strong></td>
</tr>
<tr>
<td>Motivation: Children’s Secrets of Life (ATE, page 887)</td>
<td>Play the Dramatic Recording (AL, 1:03).</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 889; UR 11, page 43)</td>
<td>Encourage ELL students to participate in a discussion, as suggested in Special Needs (ATE, page 888), about what the secret of life is.</td>
</tr>
<tr>
<td>Understanding Literature: Speaker and Free Verse (PE, page 889; UR 11, page 44)</td>
<td></td>
</tr>
<tr>
<td><strong>Homework Suggestions</strong></td>
<td></td>
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<tr>
<td>Enrichment: Dialogue (ATE, page 888)</td>
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<tr>
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<tr>
<td>Respond to the Selection (PE, page 889; UR 11, page 43)</td>
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<tr>
<td>Writer’s Journal: Paragraph, Journal Entry, or Letter (PE, page 890; UR 11, page 44)</td>
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<tr>
<td>Language, Grammar, and Style: Comparison of Adjectives and Adverbs (PE, page 890; UR 11, page 45)</td>
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</tbody>
</table>
Lesson Plan

“House Guest,” page 891

Teacher’s Name ___________________ Class ___________________ Date ___________________

Reading Level: Moderate

Difficulty Consideration: Footnotes

Ease Factor: Selection length

Synopsis: Speaker is uncomfortable around an unhappy visitor.

Goals/Objectives:
• to appreciate the self-revelation in a poem that is ostensibly a character portrait
• to identify and explain allusions in a poem
• to define *allusion* and *tone* and recognize the use of these techniques in the selection
• to punctuate appropriately using commas and semicolons
• to write a reference
• to identify examples of nonverbal communication

Before Reading

_________ Reader’s Journal (PE, page 891; UR 11, page 50)
_________ Literary Tools: Allusion and Tone (PE, page 891)
_________ About the Author: Elizabeth Bishop (PE, page 891)
_________ About the Selection (PE, page 891)
_________ Fine Art: Ben Shahn (PE, page 892; VLR II, page 88; Art Note, PE and ATE, page 892)
_________ Vocabulary from the Selection (ATE, page 891)
_________ Vocabulary: Commonly Misspelled Words (VR, page 148)
_________ Reading Strategy (RSR, page 337)

During Reading

_________ Dramatic Recording (AL, 2:38)
_________ Guided Reading Questions (PE, page 892; UR 11, page 50)
_________ Reading Strategy (RSR, page 337)
_________ Fix-Up Idea (RSR, page 337)

After Reading

_________ Reading Strategy (RSR, page 337)
_________ Standardized Test Practice (RSR, page 338)
_________ Respond to the Selection (PE, page 894; UR 11, page 51)
_________ Investigate, Inquire, and Imagine (PE, page 894; UR 11, page 51)
_________ Understanding Literature: Tone and Allusion (PE, page 894; UR 11, page 52)
_________ Writer’s Journal: Want Ad, Advice Column, or Journal Entry (PE, page 895; UR 11, page 53)
_________ Language, Grammar, and Style: Commas and Semicolons (PE, page 895; UR 11, page 53)
_________ Applied English: Reference (PE, page 895; UR 11, page 54)
_________ Speaking and Listening: Nonverbal Communication (PE, page 895)
_________ Selection Check Test 4.11.13 (ATE, page 893; UR 11, page 55; TG)
_________ Selection Test 4.11.14 (UR 11, page 56; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 337

Reading Strategy: Write Things Down
Fix-Up Idea: Focus on Footnotes

Standardized Test Practice:
Analyze Literary Elements

WASHINGTON STATE STANDARDS

click this box for details
“House Guest,” page 891

Teacher’s Name ______________________ Class ______________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Point of View Rewrite (ATE, page 891)
- Reading Proficiency: Use the Dramatic Recording (ATE, page 892; AL, 2:38)
- English Language Learning: Vocabulary (ATE, page 892)
- Special Needs: Noting Sensory Images (ATE, page 892)
- Enrichment: Personal History (ATE, page 892)

**Art Note**
- Ben Shahn (PE and ATE, page 892)

**Literary Techniques**
- Sentence Variety (ATE, page 892)
- Characterization (ATE, page 893)

**Flexible Grouping Suggestions**
- Investigate, Inquire, and Imagine (PE, page 894; UR 11, page 51)
- Understanding Literature: Tone and Allusion (PE, page 894; UR 11, page 52)
- Speaking and Listening: Nonverbal Communication (PE, page 895)

**Homework Suggestions**
- Vocabulary: Commonly Misspelled Words (VR, page 148)
- Special Needs: Noting Sensory Images (ATE, page 892)
- Enrichment: Personal History (ATE, page 892)
- Writer’s Journal: Want Ad, Advice Column, or Journal Entry (PE, page 895; UR 11, page 53)
- Language, Grammar, and Style: Commas and Semicolons (PE, page 895; UR 11, page 53)
- Applied English: Reference (PE, page 895; UR 11, page 54)

**Strategies for Developing Readers**

**Tackle Footnotes**
- Review all six footnotes with students by going through each line in the poem that includes a footnote and confirming the meaning of each footnoted word or phrase. Once students are comfortable with the footnotes, read the poem aloud.

**Additional Strategies for English Language Learners**
- Play the Dramatic Recording (AL, 2:38).
- Share with students the additional vocabulary listed in English Language Learning (ATE, page 892).
- Review the footnotes before students read.
- Encourage ELL students to complete Enrichment: Personal History (ATE, page 892).

---

**Footnotes**

Review all six footnotes with students by going through each line in the poem that includes a footnote and confirming the meaning of each footnoted word or phrase. Once students are comfortable with the footnotes, read the poem aloud.

**Additional Strategies for English Language Learners**
- Play the Dramatic Recording (AL, 2:38).
- Share with students the additional vocabulary listed in English Language Learning (ATE, page 892).
- Review the footnotes before students read.
- Encourage ELL students to complete Enrichment: Personal History (ATE, page 892).
Lesson Plan

“The Slump,” page 896

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Baseball terms; stream-of-consciousness style

Ease Factor: Selection length

Synopsis: A nameless baseball player reflects on the extended slump that he is experiencing.

Goals/Objectives:
- to appreciate an early contemporary short story
- to describe Updike’s literary accomplishments
- to define metaphor and diction and recognize the use of these techniques in the selection
- to identify common and proper nouns
- to create a pro and con chart
- to conduct an interview about a profession

Before Reading
- Reader’s Journal (PE, page 896; UR 11, page 59)
- Literary Tools: Metaphor and Diction (PE, page 896)
- About the Author: John Updike (PE, page 896)
- About the Selection (PE, page 896)
- Vocabulary from the Selection (ATE, page 897)
- Vocabulary: Semantic Families: Sports and Other Job-Related Lingo (VR, page 149)
- Reading Strategy (RSR, page 341)

During Reading
- Graphic Organizer (PE, page 896; VLR I, page 96; UR 11, page 59)
- Dramatic Recording (AL, 7:07)
- Guided Reading Questions (PE, page 898; UR 11, page 59)
- Reading Strategy (RSR, page 341)
- Fix-Up Idea (RSR, page 341)

After Reading
- Reading Strategy (RSR, page 341)
- Standardized Test Practice (RSR, page 342)
- Respond to the Selection (PE, page 900; UR 11, page 60)
- Investigate, Inquire, and Imagine (PE, page 900; UR 11, page 61)
- Understanding Literature: Metaphor and Diction (PE, page 900; UR 11, page 62)
- Write’s Journal: Column, Letter, or Song or Poem (PE, page 901; UR 11, page 62)
- Language, Grammar, and Style: Common and Proper Nouns (PE, page 901; UR 11, page 63)
- Critical Thinking: Pro and Con Chart (PE, page 901; UR 11, page 63)
- Speaking and Listening: Interview (PE, page 901)
- Selection Check Test 4.11.15 (ATE, page 899; UR 11, page 64; TG)
- Selection Test 4.11.16 (UR 11, page 65; TG)
- Internet activities at http://www.emcp.com
- Free reading time

Reading Strategy Resource, Page 341

Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Unlock Specialized Vocabulary

Standardized Test Practice:
Compare and Contrast

Washington State Standards

Click this box for details
“The Slump,” page 896

Teacher's Name ___________________________  Class ___________________________  Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Baseball Salaries (ATE, page 896)
- Reading Proficiency: Listing Baseball Terms (ATE, page 896)
- English Language Learning: Previewing Baseball Terms (ATE, page 896)
- Special Needs: A Slump (ATE, page 896)
- Enrichment: Describing Baseball (ATE, page 896)

**Quotables**
- John Updike (ATE, page 897)

**Additional Questions and Activities**
- Baseball Glossary (ATE, page 897)
- Story Baseball Game (ATE, page 897)

**Literary Techniques**
- Style (ATE, page 898)
- Simile (ATE, page 898)

**Flexible Grouping Suggestions**
- Enrichment: Describing Baseball (ATE, page 896)
- Additional Questions and Activities: Baseball Glossary (ATE, page 897)
- Additional Questions and Activities: Story Baseball Game (ATE, page 897)
- Investigate, Inquire, and Imagine (PE, page 900; UR 11, page 61)
- Understanding Literature: Metaphor and Diction (PE, page 900; UR 11, page 62)

**Additional Strategies for English Language Learning**
- Play the Dramatic Recording (AL, 7:07).
- Encourage ELL students to share their knowledge about sports in their native countries. Which sports are the most popular? Is baseball played or watched in their native countries? Do people in their countries watch American sports? Who are their favorite athletes?
- Encourage ELL students to contribute examples of jargon or lingo in their native languages.

**Homework Suggestions**
- Vocabulary: Semantic Families: Sports and Other Job-Related Lingo (VR, page 149)
- Writer’s Journal: Column, Letter, or Song or Poem (PE, page 901; UR 11, page 62)
- Language, Grammar, and Style: Common and Proper Nouns (PE, page 901; UR 11, page 63)
- Critical Thinking: Pro and Con Chart (PE, page 901; UR 11, page 63)

**Strategies for Developing Readers**

**Tackle Baseball Terms**
- Use the strategies suggested in Reading Proficiency: Listing Baseball Terms, English Language Learning: Previewing Baseball Terms, and Special Needs: A Slump (ATE, page 896) to help students tackle baseball terminology.

**Tackle Stream-of-Consciousness Style**
- Use the suggestions offered in Special Needs: A Slump (ATE, page 896) to prepare students for the focus of the story.
- Encourage various students to participate in reading the story aloud.
- Assist students with the Guided Reading Questions.

**Homework Suggestions**
- Vocabulary: Semantic Families: Sports and Other Job-Related Lingo (VR, page 149)
- Writer’s Journal: Column, Letter, or Song or Poem (PE, page 901; UR 11, page 62)
- Language, Grammar, and Style: Common and Proper Nouns (PE, page 901; UR 11, page 63)
- Critical Thinking: Pro and Con Chart (PE, page 901; UR 11, page 63)
“Journey,” page 902

Teacher’s Name __________________________________Class __________________Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Allegorical meaning

**Ease Factor:** Selection length

**Synopsis:** This essay is about the paths we take in life and the choices we make on our way to individuality.

**Goals/Objectives:**
- to appreciate an early contemporary short story
- to describe Oates’s literary accomplishments
- to define point of view and allegory and recognize the use of these techniques in the selection
- to change the story’s second-person point of view to third-person
- to conduct a talk-show interview
- to design a brochure

**Before Reading**
- Reader’s Journal (PE, page 902; UR 11, page 68)
- Literary Tools: Point of View and Allegory (PE, page 902)
- About the Author: Joyce Carol Oates (PE, page 902)
- About the Selection (PE, page 902)
- Vocabulary from the Selection (ATE, page 903)
- Vocabulary: Synonyms (VR, page 151)
- Reading Strategy (RSR, page 345)

**During Reading**
- Graphic Organizer (PE, page 902; VLR I, page 97; UR 11, page 68)
- Dramatic Recording (AL, 7:03)
- Guided Reading Questions (PE, page 904; UR 11, page 68)
- Reading Strategy (RSR, page 345)
- Fix-Up Idea (RSR, page 345)

**After Reading**
- Reading Strategy (RSR, page 345)
- Standardized Test Practice (RSR, page 346)
- Respond to the Selection (PE, page 906; UR 11, page 69)
- Investigate, Inquire, and Imagine (PE, page 906; UR 11, page 69)
- Understanding Literature: Point of View and Allegory (PE, page 906; UR 11, page 70)
- Writer’s Journal: Tour Guide, Advice Column, or Paragraph (PE, page 907; UR 11, page 71)
- Language, Grammar, and Style: Rewrite to Third-Person Point of View (PE, page 907; UR 11, page 71)
- Study and Research & Media Literacy: Talk-Show Interview (PE, page 907)
- Applied English: Journey Brochure (PE, page 907)
- Selection Check Test 4.11.17 (ATE, page 905; UR 11, page 72; TG)
- Selection Test 4.11.18 (UR 11, page 74; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**Reading Strategies Resource, Page 345**
- **Reading Strategy:** Write Things Down
- **Fix-Up Idea:** Visualize
- **Standardized Test Practice:** Analyze Literary Elements

**Washington State Standards**
- click this box for details
“Journey,” page 902

Teacher's Name ___________________________ Class __________________ Date ___________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Mapping a Life (ATE, page 902)
- Reading Proficiency: Outline (ATE, page 902)
- English Language Learning: Allegorical Symbols (ATE, page 902)
- Special Needs: Allegory Chart (ATE, page 903)
- Enrichment: Allegories (ATE, page 903)

**Additional Questions and Activities**

- Metaphors for Life (ATE, page 903)
- Place Names (ATE, page 904)
- Maps (ATE, page 903)

**Cross-Curricular Activities**

- Mood (ATE, page 904)

**Literary Technique**

- Enrichment: Allegories (ATE, page 903)
- Cross-Curricular Activities: Maps (ATE, page 903)
- Investigate, Inquire, and Imagine (PE, page 906; UR 11, page 69)
- Understanding Literature: Point of View and Allegory (PE, page 906; UR 11, page 70)
- Study and Research & Media Literacy: Talk-Show Interview (PE, page 907)
- Applied English: Journey Brochure (PE, page 907)

**Flexible Grouping Suggestions**

- Enrichment: Allegories (ATE, page 903)
- Cross-Curricular Activities: Maps (ATE, page 903)
- Investigate, Inquire, and Imagine (PE, page 906; UR 11, page 69)
- Understanding Literature: Point of View and Allegory (PE, page 906; UR 11, page 70)
- Study and Research & Media Literacy: Talk-Show Interview (PE, page 907)
- Applied English: Journey Brochure (PE, page 907)

**Homework Suggestions**

- Vocabulary: Synonyms (VR, page 151)
- Respond to the Selection (PE, page 906; UR 11, page 69)
- Writer's Journal: Tour Guide, Advice Column, or Paragraph (PE, page 907; UR 11, page 71)
- Language, Grammar, and Style: Rewrite to Third-Person Point of View (PE, page 907; UR 11, page 71)
- Applied English: Journey Brochure (PE, page 907)

**Strategies for Developing Readers**

**Tackle Allegorical Meaning**

- Use strategies suggested in Reading Proficiency: Outline, English Language Learning: Allegorical Symbols, Special Needs: Allegory Chart, and Enrichment: Allegories (ATE, pages 902–903) to tackle the allegorical meaning.

**Additional Strategies for English Language Learners**

- Play the Dramatic Recording (AL, 7:03).
- Use the suggestions offered in English Language Learning: Allegorical Symbols (ATE, page 902).
- Encourage students to participate in a discussion about allegorical and literal journeys.
Lesson Plan

Inaugural Address, page 908

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Historical context; vocabulary

Ease Factor: Selection length

Synopsis: Kennedy's inaugural address speaks of a turning point for the country and sets the goals for his presidency.

Goals/Objectives:
• to appreciate a famous work of American political oratory
• to understand the political situation to which Kennedy’s Inaugural Address was a response
• to define the terms anaphora and parallelism and recognize the use of these techniques in the selection
• to rewrite sentences to achieve parallelism
• to create a historical diorama
• to write a press release for a speech by Kennedy
• to analyze Kennedy's oratorical skills

Before Reading
_________ Reader’s Journal (PE, page 908; UR 11, page 78)
_________ Literary Tools: Anaphora and Parallelism (PE, page 908)
_________ About the Author: John F. Kennedy (PE, page 908)
_________ About the Selection (PE, page 908)
_________ Vocabulary from the Selection (ATE, page 909)
_________ Vocabulary: Antonyms (VR, page 153)
_________ Reading Strategy (RSR, page 349)

During Reading
_________ Graphic Organizer (PE, page 908; VLR I, page 98; UR 11, page 78)
_________ Guided Reading Questions (PE, page 910; UR 11, page 78)
_________ Reading Strategy (RSR, page 349)
_________ Fix-Up Idea (RSR, page 349)

After Reading
_________ Reading Strategy (RSR, page 349)
_________ Standardized Test Practice (RSR, page 350)
_________ Respond to the Selection (PE, page 912; UR 11, page 79)
_________ Investigate, Inquire, and Imagine (PE, page 913; UR 11, page 79)
_________ Understanding Literature: Anaphora and Parallelism (PE, page 913; UR 11, page 80)
_________ Writer’s Journal: Outline, Paragraph, or Letter (PE, page 913; UR 11, page 80)
_________ Language, Grammar, and Style: Achieving Parallelism (PE, page 914; UR 11, page 81)
_________ Study and Research & Collaborative Learning: Diorama (PE, page 914; UR 11, page 82)
_________ Media Literacy & Applied English: Press Release (PE, page 914; UR 11, page 83)
_________ Speaking and Listening & Media Literacy: Analyzing Public Speaking (PE, page 914)
_________ Selection Check Test 4.11.19 (ATE, page 910; UR 11, page 84; TG)
_________ Selection Test 4.11.20 (UR 11, page 86; TG)
_________ Internet activities at http://www.emcp.com

READING STRATEGIES RESOURCE, PAGE 349

Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice: Identify Main Ideas

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## Lesson Plan

### Inaugural Address, page 908

**Teacher's Name ________________________ Class __________________________ Date __________________**

### Teaching Options

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>__________ Motivation: Overview of Kennedy's Presidency (ATE, page 908)</td>
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<tr>
<td>__________ Reading Proficiency: Noting Main Ideas (ATE, page 908)</td>
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<td>__________ English Language Learning: Vocabulary (ATE, page 908)</td>
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<tr>
<td>__________ Special Needs: Recording of the Speech (ATE, page 909)</td>
</tr>
<tr>
<td>__________ Enrichment: Researching Kennedy (ATE, page 909)</td>
</tr>
</tbody>
</table>

### Literary Technique

| Antithesis (ATE, page 909)                                                                       |

### Flexible Grouping Suggestions

| Investigate, Inquire, and Imagine (PE, page 913; UR 11, page 79)                              |
| Understanding Literature: Anaphora and Parallelism (PE, page 913; UR 11, page 80)              |
| Study and Research & Collaborative Learning: Diorama (PE, page 914; UR 11, page 82)             |

### Homework Suggestions

| Vocabulary: Antonyms (VR, page 153)                                                             |
| Respond to the Selection (PE, page 912; UR 11, page 79)                                        |
| Writer's Journal: Outline, Paragraph, or Letter (PE, page 913; UR 11, page 80)                  |
| Language, Grammar, and Style: Achieving Parallelism (PE, page 914; UR 11, page 81)              |
| Study and Research & Collaborative Learning: Diorama (PE, page 914; UR 11, page 82)             |

### Strategies for Developing Readers

#### Tackle Historical Context

| Review About the Author: John F. Kennedy (PE, page 908) and About the Selection (PE, page 908) |
| Use the suggestions offered in Motivation: Overview of Kennedy's Presidency (ATE, page 908) to provide students with a historical overview. |

#### Tackle Vocabulary

| Review Words for Everyday Use. Ask students to identify synonyms and antonyms for each. Finally, have students use each word in their own contextual sentence. |

#### Additional Strategies for English Language Learners

| Share additional vocabulary from English Language Learning (ATE, page 908). |
| Encourage ELL students to conduct research to find a famous speech by a government leader, religious leader, or social activist from their native countries. Have students share the speech with their classmates. |
Lesson Plan

“On the Mall,” page 915

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factors: Selection length; topic

Synopsis: The essay examines the obsessive consumerism of American society.

Goals/Objectives:
- to experience an essay of American social commentary
- to recognize Joan Didion’s contributions to American prose
- to define irony, expository writing, and exposition, and identify the use of these techniques in the selection
- to design a shopping mall
- to participate in a class debate
- to research the 1960s

Before Reading
- Reader’s Journal (PE, page 915; UR 11, page 90)
- Literary Tools: Irony, Expository Writing, and Exposition (PE, page 915)
- About the Author: Joan Didion (PE, page 915)
- About the Selection (PE, page 915)
- Vocabulary from the Selection (ATE, page 916)
- Vocabulary: Foreign Words and Phrases in English (VR, page 155)
- Reading Strategy (RSR, page 353)

During Reading
- Guided Reading Questions (PE, page 917; UR 11, page 90)
- Reading Strategy (RSR, page 353)
- Fix-Up Idea (RSR, page 353)

After Reading
- Reading Strategy (RSR, page 353)
- Standardized Test Practice (RSR, page 354)
- Respond to the Selection (PE, page 920; UR 11, page 91)
- Investigate, Inquire, and Imagine (PE, page 921; UR 11, page 92)
- Understanding Literature: Irony, Expository Writing, and Exposition (PE, page 921; VLR I, page 99; UR 11, page 93)
- Writer’s Journal: Short Story, Classification System, or Radio Spot (PE, page 922; UR 11, page 94)
- Collaborative Learning: Designing a Shopping Mall (PE, page 922)
- Speaking and Listening: Holding a Class Debate (PE, page 922)
- Study and Research: Researching the 1960s (PE, page 922; UR 11, page 94)
- Selection Check Test 4.11.21 (ATE, page 919; UR 11, page 95; TG)
- Selection Test 4.11.22 (UR 11, page 97; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“On the Mall,” page 915

Teacher’s Name ___________________________  Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_________ Motivation: Discussing Shopping Malls (ATE, page 915)
_________ Reading Proficiency: Noting Main Ideas (ATE, page 915)
_________ English Language Learning: Focus on Words for Everyday Use and Footnotes (ATE, page 915)
_________ Special Needs: Definitions of “A,” “B,” and “C” (ATE, page 915)
_________ Enrichment: Postmodernism (ATE, page 916)

Additional Questions and Activities

_________ Wealth and Status (ATE, page 916)

Cross-Curricular Activities

_________ Postwar Period (ATE, page 917)

Cross-Curricular Connections

_________ Shopping Centers (ATE, page 918)

Literary Note

_________ Word Origins (ATE, page 920)

Flexible Grouping Suggestions

_________ Investigate, Inquire, and Imagine (PE, page 921; UR 11, page 92)
_________ Understanding Literature: Irony, Expository Writing, and Exposition (PE, page 921; VLR I, page 99; UR 11, page 93)
_________ Collaborative Learning: Designing a Shopping Mall (PE, page 922)
_________ Speaking and Listening: Holding a Class Debate (PE, page 922)

Homework Suggestions

_________ Vocabulary: Foreign Words and Phrases in English (VR, page 155)
_________ Writer’s Journal: Short Story, Classification System, or Radio Spot (PE, page 922; UR 11, page 94)
_________ Study and Research: Researching the 1960s (PE, page 922; UR 11, page 94)

Strategies for Developing Readers

Tackle Vocabulary

_________ Review Words for Everyday Use. Ask students to identify synonyms and antonyms for each. Finally, have students use each word in their own contextual sentence.

Additional Strategies for English Language Learners

_________ Encourage ELL students to share their experiences of shopping at a mall or shopping center in their native countries. Have them compare and contrast shopping centers in America with those in their native countries.
Unit Eleven
Early Contemporary Literature (1960–1980)
Closing the Unit, page 923–939

Selections for Additional Reading

<table>
<thead>
<tr>
<th>Early Contemporary Literature, pages 923–927</th>
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<td>“Frederick Douglass” by Robert Hayden (PE, page 923)</td>
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<tr>
<td>Dramatic Recording: “Frederick Douglass” (AL, 1:09)</td>
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<tr>
<td>“For the Last Wolverine” by James Dickey (PE, page 923)</td>
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<tr>
<td>from Tell Me How Long the Train’s Been Gone by James Baldwin (PE, page 924)</td>
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</tr>
<tr>
<td>Dramatic Recording: from Tell Me How Long the Train’s Been Gone (AL, 21:28)</td>
<td></td>
</tr>
</tbody>
</table>

Informative Writing: Writing a Research Paper

Assignment: Students learn how to write a research paper (PE, pages 928–937).

Before Writing

| Writing a Research Paper (PE, page 928) |  |
| Student Model (PE, page 928) |  |
| Previewing Models and a Rubric for Assignment (VLR I, page 171; WR, page 213) |  |
| Prewriting (PE, page 930; WR, page 199) |  |
| Student Model—Graphic Organizer (PE, page 932; WR, page 203) |  |
| Graphic Organizer (VLR I, page 170; WR, page 202) |  |

During Writing

| Drafting (PE, page 933) |  |
| Self- and Peer Evaluation (PE, page 933; WR, page 206) |  |
| Language, Grammar, and Style: Effective Documentation (PE, page 932; WR, page 204) |  |
| Revising and Proofreading (PE, page 934) |  |
| Student Model—Final Product (PE, page 935; WR, page 210) |  |

After Writing

| Publishing and Presenting (PE, page 934) |  |
| Reflecting (PE, page 934) |  |

Individual Learning Strategies

| Motivation: Research Ideas (ATE, page 929) |  |
| Reading Proficiency: Anticipating the Lesson (ATE, page 929) |  |
| English Language Learning: One Step at a Time (ATE, page 929) |  |
| Special Needs: Provide List of Topics or Summary of Research Paper Writing Process (ATE, page 929) |  |
| Enrichment: Multimedia Presentation (ATE, page 929) |  |

Flexible Grouping Suggestions

| Peer Evaluation (PE, page 933; WR, page 208) |  |
| Revising and Proofreading (PE, page 934) |  |
| Publishing and Presenting (PE, page 934) |  |
Unit Eleven
Early Contemporary Literature (1960–1980)
Closing the Unit, page 923–939

Homework Suggestions
- ______ Graphic Organizer (VLR I, page 170; WR, page 202)
- ______ Language, Grammar, and Style: Effective Documentation (PE, page 932; WR, page 204)
- ______ Self-Evaluation (PE, page 933; WR, page 206)

Review and Assessment
- ______ Words for Everyday Use (PE, page 938; UR 11, page 103)
- ______ Vocabulary Development (ATE, page 938)
- ______ Literary Tools (PE, page 938; UR 11, page 104)
- ______ Unit 11 Review/Study Guide (UR 11, page 101)
- ______ Unit 11 Test (UR 11, page 106; TG)

Reflecting on Your Reading
- ______ Genre Studies: Short Story; Confessional Poetry (PE, page 938)
- ______ Thematic Studies: Regret; The Role of the Poet (PE, page 939)
- ______ Historical/Biographical Studies: Anti-Cultural Poetry; The Role of the United States; Postmodernism (PE, page 939)
Unit Twelve
Contemporary Literature (1980–Present)
Opening the Unit, pages 940–948

Teacher’s Name __________________________ Class __________ Date __________

Dates I Plan to Teach This Unit ________________________________

Unit 12 Goals/Objectives:
• to experience reading works from contemporary literature
• to identify major poets and authors of the contemporary period
• to understand the political and social issues of the contemporary period and their influence on the present-day literature
• to define and identify literary terms such as allusion, anecdote, cliché, irony of situation, realism, and parallelism
• to practice language and grammar skills such as common and proper nouns; agreement of pronouns and antecedents; colorful nouns, verbs, and modifiers; commas; and context clues
• to create a multimedia presentation
• to use effective visuals

Lessons I Plan to Teach
_________ “Hunger in New York City,” page 949
_________ “Wingfoot Lake,” page 953
_________ “Huy Nguyen: Brothers, Drowning Cries,” page 958
_________ “Celestial Music,” page 964
_________ “Reassurance,” page 969
_________ “Daughter of Invention” from How the García Girls Lost Their Accents, page 980
_________ “Ambush,” page 992
_________ “Seeing” from Dakota, page 998
_________ “Why I Am Optimistic about America,” page 1004
_________ Selections for Additional Reading: Contemporary Literature, page 1013
_________ Guided Writing—Informative Writing: Creating a Multimedia Presentation, page 1014
_________ Unit Twelve Review, page 1020

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 940–941). Then look over the ideas for Getting Started in the Classroom on the next page.
Unit Twelve
Contemporary Literature (1980–Present)
Opening the Unit, pages 940–948

Getting Started in the Classroom

Opening Pages: Discuss how the artwork by Judy Pfaff (PE, page 940) and the quote from John Updike (PE, page 941) relate to each other and to the theme of this unit. You may want to use the Art Notes (PE and ATE, page 942).

Contemporary Literature (PE, page 942)
Biographical Note: Ronald Reagan (ATE, page 942)
Additional Questions and Activities: Presidents (ATE, page 942)
Quotables: Ronald Reagan (ATE, page 942)
Cross-Curricular Activities: Historical Research (ATE, page 943)
Biographical Note: Tom Wolfe (ATE, 943)
Biographical Note: Bill Clinton (ATE, page 944)
Internet Resources: Current Events (ATE, page 945)
Additional Questions and Activities: Sociological Profile of Baby Boomers (ATE, page 945)
Cross-Curricular Activities: Arts and Humanities: Generation X (ATE, page 945)
Art Note: The Culture Wars (ATE, page 946)
Internet Resources: Laurie Anderson (ATE, page 946)
Additional Questions and Activities: Poetry Slam (ATE, page 946)
Literary Note: National Endowment for the Arts (ATE, page 946)
Internet Resources: Multiculturalism (ATE, page 947)
Biographical Note: Louise Erdrich (ATE, page 947)
Biographical Note: Amiri Baraka (ATE, page 947)
Echoes (PE, page 948)
Biographical Note: Maxine Hong Kingston (ATE, page 948)
Biographical Note: Ann Beattie (ATE, page 948)
Biographical Note: Phillip Levine (ATE, page 948)
Internet Resources: The Electronic Poetry Center or Internet Poetry Archive (ATE, page 948)
Lesson Plan

“Hunger in New York City,” page 949

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Different meanings of the word hunger

Ease Factor: Selection length

Synopsis: The speaker explores different types of hunger experienced by a Native American far from his native land.

Goals/Objectives:
• to experience a Native American lyric poem
• to describe Ortiz’s literary accomplishments
• to define repetition and parallelism and recognize the use of these techniques in the selection
• to identify common and proper nouns
• to practice nonverbal communication
• to research hunger and homelessness

Before Reading
_________ Reader’s Journal (PE, page 949; UR 12, page 7)
_________ Literary Tools: Repetition and Parallelism (PE, page 949)
_________ About the Author: Simon Ortiz (PE, page 949)
_________ About the Selection (PE, page 949)
_________ Vocabulary from the Selection (ATE, page 950)
_________ Vocabulary: Technology and Language (VR, page 157)
_________ Reading Strategy (RSR, page 357)

During Reading
_________ Graphic Organizer (PE, page 949; VLR I, page 100; UR 12, page 7)
_________ Guided Reading Questions (PE, page 950; UR 12, page 7)
_________ Reading Strategy (RSR, page 357)
_________ Fix-Up Idea (RSR, page 357)

After Reading
_________ Reading Strategy (RSR, page 357)
_________ Standardized Test Practice (RSR, page 358)
_________ Respond to the Selection (PE, page 951; UR 12, page 8)
_________ Investigate, Inquire, and Imagine (PE, page 951; UR 12, page 9)
_________ Understanding Literature: Repetition and Parallelism (PE, page 951; UR 12, page 10)
_________ Writer’s Journal: Postcard, Dialogue, or Poem (PE, page 952; UR 12, page 10)
_________ Language, Grammar, and Style: Common and Proper Nouns (PE, page 952; UR 12, page 11)
_________ Speaking and Listening: Nonverbal Communication (PE, page 952)
_________ Study and Research & Collaborative Learning: Hunger and Homelessness (PE, page 952; UR 12, page 12)
_________ Selection Check Test 4.12.3 (ATE, page 952; UR 12, page 13; TG)
_________ Selection Test 4.12.4 (UR 12, page 14; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Hunger in New York City,” page 949

Teacher’s Name ___________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Brainstorming a List of Hungers (ATE, page 949)
- Reading Proficiency: Reading Sentence by Sentence (ATE, page 949)
- English Language Learning: Meanings of Hunger (ATE, page 949)
- Special Needs: Focus on Guided Reading Questions (ATE, page 949)
- Enrichment: Native American Research (ATE, page 950)

**Literary Techniques**
- Personification (ATE, page 950)
- Point of View (ATE, page 950)
- Tone (ATE, page 950)
- Hymn (ATE, page 950)

**Flexible Grouping Suggestions**
- Motivation: Brainstorming a List of Hungers (ATE, page 949)
- Enrichment: Native American Research (ATE, page 950)
- Investigate, Inquire, and Imagine (PE, page 951; UR 12, page 9)
- Understanding Literature: Repetition and Parallelism (PE, page 951; UR 12, page 10)
- Speaking and Listening: Nonverbal Communication (PE, page 952)
- Study and Research & Collaborative Learning: Hunger and Homelessness (PE, page 952; UR 12, page 12)

**Homework Suggestions**
- Vocabulary: Technology and Language (VR, page 157)
- Respond to the Selection (PE, page 951; UR 12, page 8)
- Writer’s Journal: Postcard, Dialogue, or Poem (PE, page 952; UR 12, page 10)
- Language, Grammar, and Style: Common and Proper Nouns (PE, page 952; UR 12, page 11)

**Strategies for Developing Readers**

**Tackle Different Meanings of the Word Hunger**
- Use the ideas offered in Motivation: Brainstorming a List of Hungers (ATE, page 949) and English Language Learning: Meanings of Hunger (ATE, page 949) to get students thinking about the different ways in which people experience hunger.

**Additional Strategies for English Language Learners**
- Encourage ELL students to participate in reading the poem aloud.
Lesson Plan

“Wingfoot Lake,” page 953

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Historical context

Ease Factor: Selection length

Synopsis: The poem discusses personal loss and a reaction to segregation and the fight for civil rights.

Goals/Objectives:
• to appreciate a narrative poem
• to describe Dove’s literary accomplishments and explain the historical significance of her writing
• to define allusion and characterization and recognize the use of these techniques in the selection
• to make pronouns agree with their antecedents
• to create a time line for Thomas and Beulah
• to research the Civil Rights movement

Before Reading
_________ Reader’s Journal (PE, page 953; UR 12, page 17)
_________ Literary Tools: Allusion and Characterization (PE, page 953)
_________ About the Author: (PE, page 953)
_________ About the Selection (PE, page 953)
_________ Fine Art: Faith Ringgold (PE, page 954; VLR II, page 91; Art Note, PE and ATE, page 953; UR 12, page 17)
_________ Vocabulary from the Selection (PE, page 954)
_________ Vocabulary: Semantic Families: Activism (VR, page 159)
_________ Reading Strategy (RSR, page 361)

During Reading
_________ Dramatic Recording (AL, 2:17)
_________ Guided Reading Questions (PE, page 954; UR 12, page 17)
_________ Reading Strategy (RSR, page 361)
_________ Fix-Up Idea (RSR, page 361)

After Reading
_________ Reading Strategy (RSR, page 361)
_________ Standardized Test Practice (RSR, page 362)
_________ Respond to the Selection (PE, page 956; UR 12, page 18)
_________ Investigate, Inquire, and Imagine (PE, page 956; UR 12, page 18)
_________ Understanding Literature: Allusion and Characterization (PE, page 956; UR 12, page 19)
_________ Writer’s Journal: Greeting Card, Proclamation, or Journal Entry (PE, page 957; UR 12, page 19)
_________ Language, Grammar, and Style: Agreement of Pronouns and Antecedents (PE, page 957; UR 12, page 20)
_________ Collaborative Learning: Time Line (PE, page 957)
_________ Study and Research: Civil Rights Movement (PE, page 957; UR 12, page 21)
_________ Selection Check Test 4.12.5 (ATE, page 955; UR 12, page 22; TG)
_________ Selection Test 4.12.6 (UR 12, page 23; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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READING STRATEGIES RESOURCE, PAGE 361

Reading Strategy: Write Things Down
Fix-Up Idea: Refocus on History
Standardized Test Practice:
  Analyze Literary Elements
**“Wingfoot Lake,” page 953**

Teacher’s Name __________________________________ Class __________________ Date __________________

### Individual Learning Strategies

- **Motivation:** Civil Rights Movement (ATE, page 953)
- **Reading Proficiency:** Reading Sentence by Sentence (ATE, page 953)
- **English Language Learning:** Historical Context (ATE, page 953)
- **Special Needs:** Focus on Guided Reading Questions (ATE, page 954)
- **Enrichment:** Character Sketch (ATE, page 954)

### Art Note
- Faith Ringgold (PE and ATE, page 953; UR 12, page 17)

### Literary Note
- Notes on Other Works by Dove (ATE, page 954)

### Literary Technique
- **Metaphor** (ATE, page 954)
- **Run-On Line** (ATE, page 955)

### Flexible Grouping Suggestions
- **Investigate, Inquire, and Imagine** (PE, page 956; UR 12, page 18)
- **Understanding Literature:** Allusion and Characterization (PE, page 956; UR 12, page 19)
- **Collaborative Learning:** Time Line (PE, page 957)

### Homework Suggestions
- **Vocabulary:** Semantic Families: Activism (VR, page 159)
- **Enrichment:** Character Sketch (ATE, page 954)
- **Respond to the Selection** (PE, page 956; UR 12, page 18)
- **Writer’s Journal:** Greeting Card, Proclamation, or Journal Entry (PE, page 957; UR 12, page 19)
- **Language, Grammar, and Style:** Agreement of Pronouns and Antecedents (PE, page 957; UR 12, page 20)
- **Study and Research:** Civil Rights Movement (PE, page 957; UR 12, page 21)

### Strategies for Developing Readers

#### Tackle Historical Context

- Use the suggestions offered in Motivation: Civil Rights Movement (ATE, page 953) and English Language Learning: Historical Context (ATE, page 953) to provide students with a contextual background for the poem.
- Encourage students to conduct their own research into the Civil Rights Movement. Have them complete Study and Research: Civil Rights Movement (PE, page 957).

#### Additional Strategies for English Language Learners

- Use the suggestions offered in Reading Proficiency: Reading Sentence by Sentence (ATE, page 953) as an approach to make reading and understanding the poem easier.
- Play the Dramatic Recording (AL, 2:17).
- Encourage ELL students to participate in the discussion about the American Civil Rights Movement. Do students have knowledge they would like to share about large, organized activist movements in their native countries? What impressions do students have of the American Civil Rights Movement?
Lesson Plan

“Huy Nguyen: Brothers, Drowning Cries,” page 958

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Context; footnotes

Ease Factor: Selection length

Synopsis: The poem compares a Vietnamese immigrant’s experience as a refugee with life as a student in the United States.

Goals/Objectives
• to experience a narrative poem about a refugee’s life
• to describe Mura’s literary accomplishments
• to define irony, irony of situation, and image and recognize the use of these techniques
• to use colorful nouns, verbs, and modifiers
• to participate in a letter-writing campaign
• to research refugee stories

Before Reading
_________ Reader’s Journal (PE, page 958; UR 12, page 26)
_________ Literary Tools: Irony, Irony of Situation, and Image (PE, page 958)
_________ About the Author: David Mura (ATE, page 958)
_________ About the Selection (PE, page 958)
_________ Vocabulary from the Selection (ATE, page 959)
_________ Vocabulary: Japanese Words in English (VR, page 160)
_________ Reading Strategy (RSR, page 365)

During Reading
_________ Dramatic Recording (AL, 4:01)
_________ Guided Reading Questions (PE, page 960; UR 12, page 26)
_________ Reading Strategy (RSR, page 365)
_________ Fix-Up Idea (RSR, page 365)

After Reading
_________ Reading Strategy (RSR, page 365)
_________ Standardized Test Practice (RSR, page 366)
_________ Respond to the Selection (PE, page 962; UR 12, page 27)
_________ Investigate, Inquire, and Imagine (PE, page 962; UR 12, page 28)
_________ Understanding Literature: Irony, Irony of Situation, and Image (PE, page 962; VLR I, page 101; UR 12, page 28)
_________ Writer’s Journal: Note, Letter, or Short Essay (PE, page 963; UR 12, page 29)
_________ Language, Grammar, and Style: Using Colorful Nouns, Verbs, and Modifiers (PE, page 963; UR 12, page 30)
_________ Applied English & Media Literacy: Letter-Writing Campaign (PE, page 963)
_________ Media Literacy & Speaking and Listening: Refugee Stories (PE, page 963; UR 12, page 30)
_________ Selection Check Test 4.12.7 (ATE, page 960; UR 12, page 31; TG)
_________ Selection Test 4.12.8 (UR 12, page 33; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Huy Nguyen: Brothers, Drowning Cries,” page 958

Teacher's Name ___________________________ Class __________________ Date __________________

**Teaching Options**

### Individual Learning Strategies
- Motivation: Lasting Moments (ATE, page 959)
- Reading Proficiency: Previewing Sections of the Poem (ATE, page 959)
- English Language Learning: Discussing the Refugee Experience (ATE, page 959)
- Special Needs: Historical Context (ATE, page 959)
- Enrichment: Mura's Poems (ATE, page 959)

### Art Note
- Ann Phong (PE and ATE, page 958)

### Literary Technique
- Allusion (ATE, page 960)
- Free Verse (ATE, page 961)

### Flexible Grouping Suggestions
- Investigate, Inquire, and Imagine (PE, page 962; UR 12, page 28)
- Understanding Literature: Irony, Irony of Situation, and Image (PE, page 962; VLR I, page 101; UR 12, page 28)

### Homework Suggestions
- Vocabulary: Japanese Words in English (VR, page 160)
- Respond to the Selection (PE, page 962; UR 12, page 27)
- Writer's Journal: Note, Letter, or Short Essay (PE, page 963; UR 12, page 29)
- Media Literacy & Speaking and Listening: Refugee Stories (PE, page 963; UR 12, page 30)

**Strategies for Developing Readers**

### Tackle Context
- Use suggestions offered in Special Needs: Historical Context (ATE, page 959) to assist students in understanding context.

### Tackle Footnotes
- Review the footnotes before students read the poem.

### Additional Strategies for English Language Learning
- Play the Dramatic Recording (AL, 4:01).
- Encourage ELL students to discuss their thoughts about Mura's comments on the "diversity of America" and the "shallowness of the mass media" from About the Author: David Mura (PE, page 958).
- Vietnamese students may offer valuable insights about this poem, and they should be encouraged to participate in a group discussion, if they are comfortable doing so.
Lesson Plan

“Celestial Music,” page 964

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Complex ideas and sentence structure

Ease Factor: Selection length

Synopsis: The speaker attempts to understand the beauty and significance of ordinary things.

Goals/Objectives:
• to experience a contemporary narrative poem
• to describe Glück’s literary accomplishments
• to define free verse and objective correlative and recognize the use of these techniques
• to use commas correctly
• to participate in a dialogue
• to write a business letter

Before Reading
_________ Reader’s Journal (PE, page 964; UR 12, page 37)
_________ Literary Tools: Free Verse and Objective Correlative (PE, page 964)
_________ About the Author: Louise Glück (ATE, page 964)
_________ About the Selection (PE, page 964)
_________ Vocabulary from the Selection (ATE, page 965)
_________ Vocabulary: Test Your Knowledge (VR, page 161)
_________ Reading Strategy (RSR, page 369)

During Reading
_________ Graphic Organizer (PE, page 964; VLR I, page 102; UR 12, page 37)
_________ Dramatic Recording (AL, 2:28)
_________ Guided Reading Questions (PE, page 965; UR 12, page 37)
_________ Reading Strategy (RSR, page 369)
_________ Fix-Up Idea (RSR, page 369)

After Reading
_________ Reading Strategy (RSR, page 369)
_________ Standardized Test Practice (RSR, page 370)
_________ Respond to the Selection (PE, page 966; UR 12, page 38)
_________ Investigate, Inquire, and Imagine (PE, page 967; UR 12, page 38)
_________ Understanding Literature: Free Verse and Objective Correlative (PE, page 967; UR 12, page 39)
_________ Writer’s Journal: Journal Entry, Character Sketch, or Free Verse Poem (PE, page 968; UR 12, page 39)
_________ Language, Grammar, and Style: Commas (PE, page 968; UR 12, page 40)
_________ Speaking and Listening & Collaborative Learning: Dialogue (PE, page 968)
_________ Applied English & Critical Thinking: Letter to the Poet (PE, page 968; UR 12, page 40)
_________ Selection Check Test 4.12.9 (ATE, page 966; UR 12, page 41; TG)
_________ Selection Test (UR 12, page 43; TG)
_________ Internet activities at http://www.emcp.com

Free reading time
“Celestial Music,” page 964

Teacher's Name ____________________________________________ Class ____________________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Sharing with Family and Friends (ATE, page 964)
Reading Proficiency: Pronunciation (ATE, page 964)
English Language Learning: Previewing Vocabulary (ATE, page 964)
Special Needs: Different Outlooks (ATE, page 965)
Enrichment: Finding Examples of Opposing Vitality (ATE, page 965)

Additional Questions and Activities

Speaker's Attitude Toward God (ATE, page 965)

Literary Technique

Simile (ATE, page 965)

Flexible Grouping Suggestions

Investigate, Inquire, and Imagine (PE, page 967; UR 12, page 38)
Understanding Literature: Free Verse and Objective Correlative (PE, page 967; UR 12, page 39)
Speaking and Listening & Collaborative Learning: Dialogue (PE, page 968)

Homework Suggestions

Vocabulary: Test Your Knowledge (VR, page 161)
Respond to the Selection (PE, page 966; UR 12, page 38)
Writer's Journal: Journal Entry, Character Sketch, or Free Verse Poem (PE, page 968; UR 12, page 39)
Language, Grammar, and Style: Commas (PE, page 968; UR 12, page 40)
Applied English & Critical Thinking: Letter to the Poet (PE, page 968; UR 12, page 40)

Strategies for Developing Readers

Tackle Complex Ideas and Sentence Structures

Have students participate in reading the poem aloud.
Assist students in answering Guided Reading Questions and Respond to the Selection.
Discuss the poem after reading, and assist students in completing Investigate, Inquire, and Imagine questions.

Additional Strategies for English Language Learners

Play the Dramatic Recording (AL, 2:28).
Share additional vocabulary from English Language Learning: Previewing Vocabulary (ATE, page 964).
Use suggestions offered in Special Needs: Different Outlooks (ATE, page 965).
“Reassurance,” page 969

Reading Level: Moderate

Difficulty Consideration: 1860s vernacular

Ease Factor: Selection length

Synopsis: Two letters offer reassurance to the mother of a dead soldier.

Goals/Objectives:
• to appreciate an example of epistolary fiction
• to describe Gurganus’s literary accomplishments
• to define stream-of-consciousness writing and repetition and recognize the use of these techniques in the selection
• to use context clues to estimate word meaning
• to role-play dialogue between two characters from the selection
• to research Civil War medicine
• to verify a human interest story about Walt Whitman

Before Reading
_________ Reader’s Journal (PE, page 969; UR 12, page 47)
_________ Literary Tools: Stream-of-Consciousness Writing and Repetition (PE, page 969)
_________ About the Author: Allan Gurganus (PE, page 969)
_________ About the Selection (ATE, page 969)
_________ Vocabulary from the Selection (ATE, page 969)
_________ Vocabulary: Test Your Knowledge (VR, page 163)
_________ Reading Strategy (RSR, page 373)

During Reading
_________ Graphic Organizer (PE, page 969; VLR I, page 103; UR 12, page 47)
_________ Guided Reading Questions (PE, page 971; UR 12, page 47)
_________ Reading Strategy (RSR, page 373)
_________ Fix-Up Idea (RSR, page 373)

After Reading
_________ Reading Strategy (RSR, page 373)
_________ Standardized Test Practice (RSR, page 374)
_________ Respond to the Selection (PE, page 977; UR 12, page 49)
_________ Investigate, Inquire, and Imagine (PE, page 978; UR 12, page 50)
_________ Understanding Literature: Stream-of-Consciousness Writing and Repetition (PE, page 978; UR 12, page 51)
_________ Writer’s Journal: Obituary, Letter, or Dialogue (PE, page 979; UR 12, page 51)
_________ Vocabulary: Using Context Clues (PE, page 979; UR 12, page 52)
_________ Speaking and Listening & Collaborative Learning: Dialogue (PE, page 979)
_________ Study and Research: Civil War Medicine (PE, page 979; UR 12, page 53)
_________ Media Literacy: Human Interest Story (PE, page 979)
_________ Selection Check Test 4.12.11 (ATE, page 977; UR 12, page 54; TG)
_________ Selection Test 4.12.12 (UR 12, page 56; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Reassurance,” page 969

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Foreshadowing (ATE, page 970)
- Reading Proficiency: Reading Aloud (ATE, page 970)
- English Language Learning: Previewing 1860s Vernacular (ATE, page 970)
- Special Needs: Frank’s “Letter” (ATE, page 970)
- Enrichment: Research Civil War Battles (ATE, page 970)

Biographical Note

- Gurganus on Writing (ATE, page 971)

Literary Techniques

- Point of View (ATE, page 972)
- Epistolary Fiction (ATE, page 972)
- Metaphor (ATE, page 975)

Additional Questions and Activities

- Walt Whitman (ATE, page 972)
- Comprehension Questions (ATE, page 974)
- Frank’s Meaning (ATE, page 976)

Flexible Grouping Suggestions

- Enrichment: Research Civil War Battles (ATE, page 970)
- Investigate, Inquire, and Imagine (PE, page 978; UR 12, page 50)
- Understanding Literature: Stream-of-Consciousness Writing and Repetition (PE, page 978; UR 12, page 51)
- Speaking and Listening & Collaborative Learning: Dialogue (PE, page 979)

Homework Suggestions

- Vocabulary: Test Your Knowledge (VR, page 163)
- Respond to the Selection (PE, page 977; UR 12, page 49)
- Writer’s Journal: Obituary, Letter, or Dialogue (PE, page 979; UR 12, page 51)
- Vocabulary: Using Context Clues (PE, page 979; UR 12, page 52)
- Media Literacy: Human Interest Story (PE, page 979)

Strategies for Developing Readers

Tackle 1860s Vernacular

- Use the suggested approach offered in English Language Learning: Previewing 1860s Vernacular (ATE, page 970) to help students gain meaning from the selection, even if they find the use of 1860s vernacular difficult.

Additional Strategies for English Language Learners

- Review About the Selection (PE, page 969) with students before they read the selection.
- Help students preview the Words for Everyday Use and the footnotes.
- Have ELL students and English-proficient students form small groups of four or less. Students should take turns reading the selection aloud, answering Guided Reading Questions and completing Investigate, Inquire, and Imagine questions (PE, page 978).
Lesson Plan

“Daughter of Invention,” page 980

Teacher’s Name ________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Spanish terms; political context

**Ease Factor:** Vivid images

**Synopsis:** A mother and daughter find their place in the new world of American culture, asserting their independence from the old world of Dominican tradition.

**Goals/Objectives:**
- to experience a story with Hispanic characters
- to describe Alvarez’s literary accomplishments
- to define conflict and cliché and recognize the use of these techniques in the selection
- to combine sentences
- to explore the historical context for the story
- to make a list of clichés
- to write a speech

**Before Reading**

- Reader’s Journal (PE, page 980; UR 12, page 60)
- Literary Tools: Conflict and Cliché (PE, page 980)
- About the Author: Julia Alvarez (PE, page 980)
- About the Selection (PE, page 980)
- Vocabulary from the Selection (ATE, page 982)
- Vocabulary: Synonyms and Antonyms (VR, page 165)
- Reading Strategy (RSR, page 377)

**During Reading**

- Graphic Organizer (PE, page 980; VLR I, page 104; UR 12, page 60)
- Dramatic Recording (AL, 35:25)
- Guided Reading Questions (PE, page 981; UR 12, page 60)
- Reading Strategy (RSR, page 377)
- Fix-Up Idea (RSR, page 377)

**After Reading**

- Reading Strategy (RSR, page 377)
- Standardized Test Practice (RSR, page 378)
- Respond to the Selection (PE, page 990; UR 12, page 62)
- Investigate, Inquire, and Imagine (PE, page 990; UR 12, page 63)
- Understanding Literature: Conflict and Cliché (PE, page 990; UR 12, page 64)
- Writer’s Journal: E-Mail Message, Journal Entry, or Note (PE, page 991; UR 12, page 64)
- Language, Grammar, and Style: Combining Sentences (PE, page 991; UR 12, page 65)
- Study and Research: Exploring Context (PE, page 991; UR 12, page 65)
- Collaborative Learning: Clichés (PE, page 991; UR 12, page 66)
- Applied English: Writing a Speech (PE, page 991)
- Selection Check Test 4.12.13 (ATE, page 989; UR 12, page 66; TG)
- Selection Test 4.12.14 (UR 12, page 69; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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Lesson Plan

“Daughter of Invention,” page 980

Teacher's Name _________________________ Class __________________________ Date ____________________

Teaching Options

Individual Learning Strategies

—— Motivation: Inventions (ATE, page 981)
—— Reading Proficiency: Spanish Terms (ATE, page 981)
—— English Language Learning: Sharing Experiences (ATE, page 981)
—— Special Needs: Dominican Republic (ATE, page 981)
—— Enrichment: Sightseeing Plan (ATE, page 981)

Additional Questions and Activities

—— Predicting (ATE, page 981)
—— Unusual Inventions (ATE, page 983)
—— Laura's Misquote (ATE, page 986)
—— The Role of Women (ATE, page 987)

Literary Techniques

—— Allusion (ATE, page 981)
—— Foreshadowing (ATE, page 983)
—— Conflict (ATE, page 984)
—— Novel (ATE, page 989)

Cross-Curricular Activities

—— Bilingual Poll (ATE, page 982)
—— Dominican History (ATE, page 987)

Historical Note

—— Trujillo's Regime (ATE, page 985)
—— Trujillo's Nickname (ATE, page 988)

Bibliographic Note

—— In the Time of Butterflies (ATE, page 988)

Flexible Grouping Suggestions

—— Motivation: Inventions (ATE, page 980)
—— Enrichment: Sightseeing Plan (ATE, page 981)
—— Investigate, Inquire, and Imagine (PE, page 990; UR 12, page 63)
—— Understanding Literature: Conflict and Cliché (PE, page 990; UR 12, page 64)
—— Collaborative Learning: Clichés (PE, page 991; UR 12, page 66)

Homework Suggestions

—— Vocabulary: Synonyms and Antonyms (VR, page 165)
—— Respond to the Selection (PE, page 990; UR 12, page 62)
—— Writer's Journal: E-Mail Message, Journal Entry, or Note (PE, page 991; UR 12, page 64)
—— Language, Grammar, and Style: Combining Sentences (PE, page 991; UR 12, page 65)
—— Study and Research: Exploring Context (PE, page 991; UR 12, page 65)
—— Applied English: Writing a Speech (PE, page 991)

Strategies for Developing Readers

Tackle Spanish Terms

—— Use the ideas suggested in Reading Proficiency: Spanish Terms (ATE, page 981) to help students tackle the use of Spanish terms. ELL students who speak Spanish will be able to provide valuable assistance in this area.

Tackle Political Context

—— Follow the approach outlined in Special Needs: Dominican Republic (ATE, page 981).

Additional Strategies for English Language Learners

—— Use the ideas suggested in English Language Learning: Sharing Experiences (ATE, page 981).
—— Encourage ELL students to share their responses to Reader's Journal (ATE, page 980).
—— ELL students who speak Spanish can assist the rest of the class with the use of Spanish words in the selection.
—— Encourage ELL students to participate in a discussion about cultural differences between their native countries and America. For example, as in the story, are the roles of women different? If ELL students were to write about their experiences of moving to America, which aspects of their experiences would they concentrate on?
“Ambush,” page 992

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Flashbacks

Ease Factor: Selection length

Synopsis: A narrator relives a moment during the Vietnam War when he killed another man with a grenade.

Goals/Objectives:
• to appreciate a contemporary short story about the Vietnam War
• to describe O’Brien’s literary accomplishments
• to define crisis and realism and recognize the use of these techniques in the selection
• to identify subordinate clauses
• to participate in a debate about the Vietnam War
• to develop a multimedia show about war

Before Reading

_________ Reader’s Journal (PE, page 992; UR 12, page 73)
_________ Literary Tools: Crisis and Realism (PE, page 992)
_________ About the Author: Tim O’Brien (PE, page 992)
_________ About the Selection (PE, page 992)
_________ Vocabulary from the Selection (ATE, page 992)
_________ Vocabulary: Doublespeak (VR, page 167)
_________ Reading Strategy (RSR, page 381)

During Reading

_________ Graphic Organizer (PE, page 992; VLR I, page 105; UR 12, page 73)
_________ Guided Reading Questions (PE, page 993; UR 12, page 73)
_________ Reading Strategy (RSR, page 381)
_________ Fix-Up Idea (RSR, page 381)

After Reading

_________ Reading Strategy (RSR, page 381)
_________ Standardized Test Practice (RSR, page 382)
_________ Respond to the Selection (PE, page 995; UR 12, page 74)
_________ Investigate, Inquire, and Imagine (PE, page 996; UR 12, page 74)
_________ Understanding Literature: Crisis and Realism (PE, page 996; UR 12, page 75)
_________ Writer’s Journal: Journal Entry, Report, or Letter (PE, page 997; UR 12, page 75)
_________ Language, Grammar, and Style: Subordinate Clauses (PE, page 997; UR 12, page 76)
_________ Speaking and Listening: Debate (PE, page 997)
_________ Collaborative Learning: Multimedia Show (PE, page 997)
_________ Selection Check Test 4.12.15 (ATE, page 994; UR 12, page 77; TG)
_________ Selection Test 4.12.16 (UR 12, page 79; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Ambush,” page 992

Teacher’s Name ________________________ Class ________________________ Date __________________

### Teaching Options

#### Individual Learning Strategies
- Motivation: Viewing and Discussing a Movie (ATE, page 993)
- Reading Proficiency: Plot Pyramid (ATE, page 993)
- English Language Learning: Words for Everyday Use (ATE, page 993)
- Special Needs: Focus on Guided Reading Questions (ATE, page 993)
- Enrichment: Researching the Vietnam War (ATE, page 993)

#### Literary Technique
- Tone (ATE, page 993)
- Psychological Fiction (ATE, page 995)

#### Literary Note
- Realistic Fiction (ATE, page 993)

#### Flexible Grouping Suggestions
- Enrichment: Researching the Vietnam War (ATE, page 993)
- Investigate, Inquire, and Imagine (PE, page 996; UR 12, page 74)
- Understanding Literature: Crisis and Realism (PE, page 996; UR 12, page 75)
- Speaking and Listening: Debate (PE, page 997)
- Collaborative Learning: Multimedia Show (PE, page 997)

#### Homework Suggestions
- Vocabulary: Doublespeak (VR, page 167)
- Respond to the Selection (PE, page 995; UR 12, page 74)
- Writer’s Journal: Journal Entry, Report, or Letter (PE, page 997; UR 12, page 75)
- Language, Grammar, and Style: Subordinate Clauses (PE, page 997; UR 12, page 76)

### Strategies for Developing Readers

#### Tackle Flashbacks
- Use the suggestion offered in Reading Proficiency: Plot Pyramid (ATE, page 993) to help students follow the story’s plot.
- Assist students in answering the Guided Reading Questions and in completing Investigate, Inquire, and Imagine questions (PE, page 996).

#### Additional Strategies for English Language Learners
- Have ELL students use Words for Everyday Use in contextual sentences and identify synonyms and antonyms for each word.
- Join ELL and English-proficient students in small groups to read the story aloud, to answer the Guided Reading Questions, and to complete Investigate, Inquire, and Imagine questions.
“Seeing,” page 998

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Unfamiliar plant and animal names

**Ease Factor:** Selection length

**Synopsis:** A narrator provides a visual account of the desolate, yet sublime, landscape of the Great Plains.

**Goals/Objectives:**
- to appreciate a contemporary nonfiction selection about the Dakotas
- to describe Norris’s literary accomplishments
- to define *anecdote* and *description* and recognize the use of these techniques in the selection
- to expand sentences
- to design a tourist brochure about North or South Dakota
- to complete an Internet Research Log

**Before Reading**
- Reader’s Journal (PE, page 998; UR 12, page 83)
- Literary Tools: Anecdote and Description (PE, page 998)
- About the Author: Kathleen Norris (PE, page 998)
- About the Selection (PE, page 998)
- Vocabulary from the Selection (ATE, page 999)
- Vocabulary: Describing Environment (VR, page 168)
- Reading Strategy (RSR, page 385)

**During Reading**
- Dramatic Recording (AL, 5:59)
- Guided Reading Questions (PE, page 999; UR 12, page 83)
- Reading Strategy (RSR, page 385)
- Fix-Up Idea (RSR, page 385)

**After Reading**
- Reading Strategy (RSR, page 385)
- Standardized Test Practice (RSR, page 386)
- Respond to the Selection (PE, page 1001; UR 12, page 84)
- Investigate, Inquire, and Imagine (PE, page 1002; UR 12, page 85)
- Understanding Literature: Anecdote and Description (PE, page 1002; UR 12, page 86)
- Writer’s Journal: Postcard, Anecdote, or Letter (PE, page 1003; UR 12, page 86)
- Language, Grammar, and Style: Expanding Sentences (PE, page 1003; UR 12, page 87)
- Study and Research & Applied English: Brochure (PE, page 1003)
- Media Literacy: Internet Research Log (PE, page 1003; UR 12, page 87)
- Selection Check Test 4.12.17 (ATE, page 1000; UR 12, page 88; TG)
- Selection Test 4.12.18 (UR 12, page 90; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**READING STRATEGIES RESOURCE, PAGE 385**

- **Reading Strategy:** Visualize
- **Fix-Up Idea:** Write Things Down
- **Standardized Test Practice:** Identify Cause and Effect

**WASHINGTON STATE STANDARDS**
click this box for details
**“Seeing,” page 998**

**Teacher’s Name ____________________________ Class ____________________________ Date __________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Impressions of the Dakotas (ATE, page 999)
- Reading Proficiency: Reading Aloud (ATE, page 999)
- English Language Learning: References to Unfamiliar Plants and Animals (ATE, page 999)
- Special Needs: Comparison (ATE, page 999)
- Enrichment: Native American Music and Gregorian Chant (ATE, page 999)

**Historical Perspective**
- Icons (ATE, page 1001)

**Flexible Grouping Suggestions**
- Reading Proficiency: Reading Aloud (ATE, page 999)
- Investigate, Inquire, and Imagine (PE, page 1002; UR 12, page 85)
- Understanding Literature: Anecdote and Description (PE, page 1002; UR 12, page 86)
- Study and Research & Applied English: Brochure (PE, page 1003)
- Media Literacy: Internet Research Log (PE, page 1003; UR 12, page 87)

**Homework Suggestions**
- Vocabulary: Describing Environment (VR, page 168)
- Respond to the Selection (PE, page 1001; UR 12, page 84)
- Writer’s Journal: Postcard, Anecdote, or Letter (PE, page 1003; UR 12, page 86)
- Language, Grammar, and Style: Expanding Sentences (PE, page 1003; UR 12, page 87)

**Strategies for Developing Readers**

**Tackle Unfamiliar Plant and Animal Names**
- Follow the approach suggested in English Language Learning: References to Unfamiliar Plants and Animals (ATE, page 999).

**Additional Strategies for English Language Learners**
- Play the Dramatic Recording (AL, 5:59).
- Follow the approach suggested in English Language Learning: References to Unfamiliar Plants and Animals (ATE, page 999).
- Encourage ELL students to share their responses to the Reader’s Journal question. They might also want to share their first impressions of the United States, how those impressions have changed, where in the United States they have traveled, and how the landscape of the United States differs from that of their native countries.
“Why I Am Optimistic about America,” page 1004

Teacher’s Name __________________________________Class __________________Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Synopsis: Author explains the roots of his American brand of optimism and describes how the United States has made advances in many areas.

Goals/Objectives:
• to appreciate a contemporary essay
• to describe Boorstin’s literary accomplishments and explain the historical significance of his writing
• to define thesis and coherence and recognize the use of these techniques
• to correct run-on sentences
• to create a pro and con chart
• to research standard of living and causes for the Civil War

Before Reading
   Reader’s Journal (PE, page 1004; UR 12, page 94)
   Literary Tools: Thesis and Coherence (PE, page 1004)
   About the Author: Daniel J. Boorstin (PE, page 1004)
   About the Selection (PE, page 1004)
   Vocabulary from the Selection (ATE, page 1005)
   Vocabulary: Isms (VR, page 170)
   Reading Strategy (RSR, page 389)

During Reading
   Graphic Organizer (PE, page 1004; VLR I, page 107; UR 12, page 94)
   Guided Reading Questions (PE, page 1006; UR 12, page 94)
   Reading Strategy (RSR, page 389)
   Fix-Up Idea (RSR, page 389)

After Reading
   Reading Strategy (RSR, page 389)
   Standardized Test Practice (RSR, page 390)
   Respond to the Selection (PE, page 1011; UR 12, page 95)
   Investigate, Inquire, and Imagine (PE, page 1011; UR 12, page 96)
   Understanding Literature: Thesis and Coherence (PE, page 1011; UR 12, page 97)
   Writer’s Journal: Editorial, Letter, or Paragraph (PE, page 1012; UR 12, page 97)
   Language, Grammar, and Style: Correcting Run-Ons (PE, page 1012; UR 12, page 97)
   Critical Thinking: Pro and Con Chart (PE, page 1012; VLR I, page 108; UR 12, page 98)
   Study and Research & Speaking and Listening: Standard of Living (PE, page 1012)
   Study and Research: Reasons for the Civil War (PE, page 1012; UR 12, page 99)
   Selection Check Test 4.12.19 (ATE, page 1010; UR 12, page 100; TG)
   Selection Test 4.12.20 (UR 12, page 102; TG)
   Internet activities at http://www.emcp.com
   Free reading time
**“Why I Am Optimistic about America,” page 1004**

**Teacher's Name ___________________________ Class _____________________ Date __________________**

### Teaching Options

**Individual Learning Strategies**
- Motivation: Dictionary (ATE, page 1004)
- Reading Proficiency: Outlining the Selection (ATE, page 1004)
- English Language Learning: Sharing Immigrant Stories (ATE, page 1004)
- Special Needs: Paraphrasing Main Ideas (ATE, page 1004)
- Enrichment: Memorizing a Speech (ATE, page 1005)

**Additional Questions and Activities**
- Town Nicknames (ATE, page 1006)
- Boosterisms (ATE, page 1006)
- Researching Conflicts (ATE, page 1007)

### Literary Technique
- Anecdote (ATE, page 1006)

### Cross-Curricular Activities
- Magna Carta (ATE, page 1008)

### Flexible Grouping Suggestions
- Motivation: Dictionary (ATE, page 1004)
- Investigate, Inquire, and Imagine (PE, page 1011; UR 12, page 96)
- Understanding Literature: Thesis and Coherence (PE, page 1011; UR 12, page 97)
- Study and Research & Speaking and Listening: Standard of Living (PE, page 1012)

### Homework Suggestions
- Vocabulary: *Isms* (VR, page 170)
- Respond to the Selection (PE, page 1011; UR 12, page 95)
- Writer's Journal: Editorial, Letter, or Paragraph (PE, page 1012; UR 12, page 97)
- Language, Grammar, and Style: Correcting Run-Ons (PE, page 1012; UR 12, page 97)
- Critical Thinking: Pro and Con Chart (PE, page 1012; VLR I, page 108; UR 12, page 98)

### Strategies for Developing Readers

#### Tackle Vocabulary
- Have students review and use the Words for Everyday Use before they read. As they read, have them note other difficult words or phrases that they would like to address after reading.

#### Additional Strategies for English Language Learners
- Use the suggestions in English Language Learning: Sharing Immigrant Stories (ATE, page 1004).
- Encourage ELL students to contribute their opinions and insights about the ideas Boorstin expresses in his essay.
Lesson Plan

Unit Twelve
Contemporary Literature (1980–Present)
Closing the Unit, page 1013–1021

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Selections for Additional Reading

Contemporary Literature, page 1013

_________ “What Is Supposed to Happen” by Naomi Shihab Nye (PE, page 1013)

_________ from Beloved by Toni Morrison (PE, page 1013)

Guided Writing

Informative Writing: Creating a Multimedia Presentation

Assignment: Students learn how to create a multimedia presentation (PE, pages 1014–1019).

Before Writing

_________ Creating a Multimedia Presentation (PE, page 1014)

_________ Professional Model (PE, page 1014)

_________ Previewing Models and Rubric for Assignment (VLR I, page 174; WR, page 226)

_________ Prewriting (PE, page 1015; WR, page 215)

_________ Student Model—Graphic Organizer (PE, page 1017; WR, page 218)

_________ Graphic Organizer (VLR I, page 173; WR, page 217)

During Writing

_________ Drafting (PE, page 1018)

_________ Self- and Peer Evaluation (PE, page 1018; WR, page 221)

_________ Language, Grammar, and Style: Effective Use of Visuals (PE, page 1017; WR, page 219)

_________ Revising and Proofreading (PE, page 1018)

_________ Student Model—Revision (PE, page 1019; WR, page 223)

After Writing

_________ Publishing and Presenting (PE, page 1019)

_________ Reflecting (PE, page 1019)

_________ Motivation: Online Magazines (ATE, page 1014)

_________ Reading Proficiency: SEARCH Approach (ATE, page 1014)

_________ English Language Learning: Base Words, Prefixes, and Suffixes (ATE, page 1014)

_________ Special Needs: Simpler Multimedia Format (ATE, page 1015)

_________ Enrichment: Posting to the Web (ATE, page 1015)

Flexible Grouping Suggestions

_________ Motivation: Online Magazines (ATE, page 1014)

_________ Reading Proficiency: SEARCH Approach (ATE, page 1014)

_________ Special Needs: Simpler Multimedia Format (ATE, page 1015)

_________ Peer Evaluation (PE, page 1018; WR, page 222)

_________ Revising and Proofreading (PE, page 1018)

_________ Publishing and Presenting (PE, page 1019)

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GUIDED WRITING

Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.

Print Resources Transparency Audio Library Test Generator CD-ROM Internet


UNIT 12 THE AMERICAN TRADITION LESSON PLANS 257
Lesson Plan

Unit Twelve
Contemporary Literature (1980–Present)
Closing the Unit, page 1013–1021

Teacher's Name ____________________________ Class __________________ Date ____________

Homework Suggestions

_______ Graphic Organizer (VLR I, page 173; WR, page 217)
_______ Language, Grammar, and Style: Effective Use of Visuals (PE, page 1017; WR, page 219)
_______ Self-Evaluation (PE, page 1018; WR, page 221)
_______ Rubric for Informative Writing: Multimedia Presentation (VLR I, page 174; WR, page 226)

Unit Twelve Review

Review and Assessment

_______ Words for Everyday Use (PE, page 1020; UR 12, page 108)
_______ Vocabulary Development (ATE, page 1020)
_______ Literary Tools (PE, page 1020; UR 12, page 108)
_______ Unit 12 Review/Study Guide (UR 12, page 106)
_______ Unit 12 Test (UR 12, page 111; TG)

Reflecting on Your Reading

_______ Genre Studies: Narrative Poetry; Historical Fiction (PE, page 1021)
_______ Thematic Studies: Ethnicity; Senses (PE, page 1021)
_______ Historical/Biographical Studies: Minorities; Sociological Profile (PE, page 1021)

Review Activities

_______ Unit 12 Review (UR 12, page 106)
_______ Words for Everyday Use (PE, page 1020; UR 12, page 108)
_______ Literary Tools (PE, page 1020; UR 12, page 109)
_______ Vocabulary Development (ATE, page 1020)
_______ Unit 12 Test (UR 12, page 111; TG)

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_______ Genre Studies: Narrative Poetry; Historical Fiction (PE, page 1021)
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