THE EMC MASTERPIECE SERIES
LITERATURE AND THE LANGUAGE ARTS
EXPERIENCING LITERATURE
Grade 9—Unit 1 Sample

Lesson Plans with
Oklahoma PASS Standards

KEY:
Reading/Literature standards: RL
Writing/Grammar/Usage and Mechanics: WGUM
Oral Language/Listening and Speaking: OLLS
Visual Literacy: VL

Examples:
RL2.1b = Reading/Literature > Standard 2: Comprehension > 1. Literal Understanding > b. Draw upon own background to provide connections to text.

OLL1.5 = Oral Language/Listening and Speaking > Standard 1: Listening > 5. Use feedback to evaluate own effectiveness and set goals for future presentations.
Unit One: The Folk Tradition

Opening the Unit

Unit Introduction

Goals/Objectives:
- to appreciate examples of literature from the folk tradition (RL3.1a)
- to name and describe different types of oral literature, including myths, fairy tales, parables, fables, tall tales, folk songs, legends, spirituals, epics, and proverbs (RL3.1b)
- to define and explain examples of aim, allusion, character, dialect, foreshadowing, irony, irony of situation, moral, motif, personification, repetition, suspension of disbelief, and symbol (RL3.2c, d, f)
- to write an oral history (WGUM2.1)
- to demonstrate an ability to use sentence variety in writing (WGUM1.5)

Lessons I Plan to Teach

- “Echo and Narcissus,” page 6
- “The Story of Daedalus and Icarus” from the Metamorphoses, page 11
- “The White Snake,” page 17
- “The Prodigal Son” from the King James Bible, page 24
- “Goha and the Pot,” page 29
- “The Fox and the Crow,” page 33
- “The Silver Pool” from The Tangle-Coated Horse, page 37
- “John Henry” from Mules and Men, page 45
- Related Reading: “‘White House’ mystery may be solved,” from The Washington Post, page 48
- “Steal Away” and “Go Down, Moses,” page 52
- Language Arts in Action, page 60
- Guided Writing—Expressive/Informative Writing: Recording an Oral History, page 62
- Unit One Review, page 72
- For Your Reading List, page 73

Getting Started in the Classroom

- Fine Art: Grandma Moses (PE, page 2; VLR II, page 1)
- Elements of the Folk Tradition (PE, page 4)
- Fine Art: Persian Artist (PE, page 5; VLR II, page 4)
- Additional Questions and Activities: Storytelling (ATE, page 4)
- Genre Check Test 4.1.1 (ATE, page 5; UR 1, page 1; TG)
- Genre Test 4.1.2 (UR 1, page 2; TG)
“Echo and Narcissus,” page 6

Teacher’s Name ___________________________ Class __________________ Date _________

Reading Level: Moderate
Difficulty Considerations: Vocabulary; unrealistic events
Ease Factor: Selection length
Synopsis: The selection recounts the myth of Narcissus, who was punished for his excessive self-absorption, and of Echo, a nymph who, for love of him, wasted away into an echo.

Goals/Objectives:
• to enjoy a Greek myth
• to empathize with characters in a myth that deals with actions and consequences
• to describe how myths explain natural phenomena
• to define suspension of disbelief

Reading Strategies Resource, page 1
Reading Strategy: Write Things Down (RL2.1e)
Fix-Up Idea: Reread (RL2.1c)
Standardized Test Practice: Identify Cause and Effect (RL2.1d)

Before Reading
_______ Daily Oral Language (VLR I, page 13; UR 1, page 5) (WGUM3.1, 3.2, 3.3)
_______ Reader’s Journal (PE, page 6; UR 1, page 6) (RL2.1b)
_______ Literary Tools: Suspension of Disbelief and Myth (PE, page 6) (RL3.1b, RL3.2b)
_______ Reader’s Resource: History and Psychology Connections (PE, page 6) (RL3.4a)
_______ About the Author: Walker Brents (PE, page 6) (RL3.4b)
_______ Fine Art: Caravaggio (PE, page 9; VLR II, page 7; Art Note, PE and ATE, page 9; UR 1, page 7) (VL1.2)
_______ Vocabulary from the Selection (ATE, page 7) (RL1.2, 1.3, 1.4)
_______ Vocabulary: Keeping a Word Study Notebook (VR, page 1) (RL1.3)
_______ Reading Strategy (RSR, page 1)

During Reading
_______ Dramatic Recording (AL, 6:50) (OLLS1.1)
_______ Graphic Organizer (PE, page 6; VLR I page 13; UR 1, page 5) (RL2.1e)
_______ Guided Reading Questions (PE, page 7; UR 1, page 6) (RL2.1e)
_______ Reading Strategy (RSR, page 1) (RL2.1e)
_______ Fix-Up Idea (RSR, page 1) (RL2.1e)

After Reading
_______ Reading Strategy (RSR, page 1) (RL2.1e)
_______ Standardized Test Practice (RSR, page 2) (RL2.1)
_______ Respond to the Selection (PE, page 9; UR 1, page 7) (RL2.2b)
_______ Investigate, Inquire, and Imagine (PE, page 10; UR 1, page 7) (RL2.2c, 3.4b)
_______ Understanding Literature: Suspension of Disbelief and Myth (PE, page 10; UR 1, page 9) (RL3.1b, RL3.2b)
_______ Vocabulary: Verbals (UR 1, page 9) (RL1.1)
_______ Selection Check Test 4.1.3 (ATE, page 8; UR 1, page 11; TG) (RL1.2, 2.1e)
_______ Selection Test 4.1.4 (UR 1, page 13; TG) (RL1.2, 2.1e)
Internet activities at http://www.emcp.com (RL4.1, 2)
Free reading time (RL3.1)
“The Story of Dædalus and Icarus,” page 11

Teacher’s Name ___________________________ Class ______________ Date _____________

Reading Level: Moderate
Difficulty Considerations: Vocabulary; unrealistic events; poetic sentence structure
Ease Factor: Selection length
Synopsis: Ovid recounts the myth of Dædalus and his son Icarus. According to this cautionary tale, the two were escaping from Crete on wax wings when Icarus, despite his father’s warnings, flew too close to the sun and and crashed to his death. The story also tells how the partridge came to be.

Goals/Objectives:
• to respond to characters who dream of being able to fly
• to identify Ovid as a Latin poet who retold many myths
• to define moral and explain how this myth teaches a moral
• to locate references to myth in modern popular culture

Reading Strategies Resource, page 5
Reading Strategy: Make Predictions (RL2.2b)
Fix-Up Idea: Read Aloud (RL2.1c)
Standardized Test Practice: Make Inferences (RL2.2b)

Before Reading
——— Daily Oral Language (VLR I, page 14; UR 1, page 16) (WGUM3.1, 3.2, 3.3)
——— Reader’s Journal (PE, page 11; UR 1, page 16) (RL2.1b)
——— Literary Tools: Moral and Foreshadowing (PE, page 11) (RL3.2c, f)
——— Reader’s Resource: History and Science Connections (PE, page 11) (RL3.4)
——— About the Author: Ovid (PE, page 11) (RL3.4b)
——— Fine Art: Pieter Brueghel (PE, page 12; VLR II, page 10) (VL1.2)
——— Vocabulary from the Selection (ATE, page 12) (RL1.2, 1.3, 1.4)
——— Vocabulary: Using Context Clues (VR, page 3) (RL1.2)
——— Reading Strategy (RSR, page 5) (RL2.2b)

During Reading
——— Dramatic Recording (AL, 5:52) (OLLS1.1)
——— Graphic Organizer (PE, page 11; VLR I, page 14; UR 1, page 16) (RL2.1e)
——— Guided Reading Questions (PE, page 12; UR 1, page 17) (RL2.1e)
——— Reading Strategy (RSR, page 5) (RL2.2b)
——— Fix-Up Idea (RSR, page 5) (RL2.1c)

After Reading
——— Reading Strategy (RSR, page 5) (RL2.2b)
——— Standardized Test Practice (RSR, page 6) (RL2.1)
——— Respond to the Selection (PE, page 15; UR 1, page 17) (RL2.2b)
——— Investigate, Inquire, and Imagine (PE, page 15; UR 1, page 18) (RL2.2c, 3.4b)
——— Understanding Literature: Moral and Foreshadowing (PE, page 15; UR 1, page 19) (RL3.2c, f)
——— Writer’s Journal: Description, Character Sketch, and Myth (PE, page 16; UR 1, page 19)
       (WGUM2.1d, 5, 7)
——— Vocabulary: Restatement (UR 1, page 20) (RL1.2)
Language, Grammar, and Style: Functions of the Sentence (PE, page 16; UR 1, page 21) (WGUM3.3)
Media Literacy: Media References to Greek and Roman Mythology (PE, page 16) (VL1.2)
Collaborative Learning: Retelling Myths (PE, page 16) (OLLS2,3)
Selection Check Test 4.1.5 (ATE, page 14; UR 1, page 22; TG) (RL1.2, 2,1e)
Selection Test 4.1.6 (UR 1, page 24; TG) (RL1.2, 2,1e)
Internet activities at http://www.emcp.com (RL4,1,2)
Free reading time (RL3.1)
“The White Snake,” page 17

Teacher’s Name ____________________________ Class ______________ Date ____________

Reading Level: Moderate
Difficulty Considerations: Vocabulary; unrealistic events
Ease Factors: Fairy tale conventions; selection length
Synopsis: A young man who understands the language of animals saves a series of helpless animals and in return is helped when he attempts to win the hand of a princess.

Goals/Objectives:
• to enjoy a fairy tale
• to describe the occurrence of common motifs in fairy tales from many countries and cultures
• to explain the concept of a fairy tale
• to use precise and vivid nouns, verbs, and modifiers in writing

Reading Strategies Resource, page 17
Reading Strategy: Write Things Down (RL2.1e)
Fix-Up Idea: Use Guided Reading Questions (RL2.1c)
Standardized Test Practice: Identify Cause and Effect (RL2.1d)

Before Reading
_________ Daily Oral Language (VLR I, page 15; UR 1, page 27) (WGUM3.1, 3.2, 3.3)
_________ Reader’s Journal (PE, page 17; UR 1, page 28) (RL2.1b)
_________ Literary Tools: Fairy Tale, Character, and Motif (PE, page 17) (RL3.1b, 3.2b, d, e,f)
_________ Reader’s Resource: Culture Connection (PE, page 17) (RL3.4a-b)
_________ About the Authors: Jacob and Wilhelm Grimm (PE, page 17) (RL3.4b)
_________ Fine Art: Kate Elizabeth Bunce (PE, page 18; VLR II, page 13; Art Note, PE and ATE, page 19; UR 1, page 29) (VL1.2)
_________ Vocabulary from the Selection (ATE, page 18) (RL.1.2, 1.3, 1.4)
_________ Vocabulary: Lexical Phrases (VR, page 5) (RL1.2)
_________ Reading Strategy (RSR, page 9) (RL2.1e)

During Reading
_________ Dramatic Recording (AL, 9:26) (OLLS1.1)
_________ Graphic Organizer (PE, page 17; VLR I, page 15; UR 1, page 27) (RL2.1e)
_________ Guided Reading Questions (PE, page 19; UR 1, page 28) (RL2.1e)
_________ Reading Strategy (RSR, page 9) (RL2.1e)
_________ Fix-Up Idea (RSR, page 9) (RL2.1e)

After Reading
_________ Reading Strategy (RSR, page 9) (RL2.1e)
_________ Standardized Test Practice (RSR, page 10) (RL2.1d)
_________ Respond to the Selection (PE, page 21; UR 1, page 29) (RL2.2b)
_________ Investigate, Inquire, and Imagine (PE, page 22; UR 1, page 29) (RL2.2c, 3.4b)
_________ Understanding Literature: Fairy Tale, Character, and Motif (PE, page 22; UR 1, page 31) (RL3.1b, 3.2b, d, e,f)
_________ Writer’s Journal: Poem, Summary, and Retelling (PE, page 23; UR 1, page 31) (WGUM2.1, 2.7, 2.9)
Language, Grammar, and Style: Complete Subjects and Predicates in Sentences (PE, page 23; UR 1, page 34) (WGUM3.3)
Study and Research: The Medieval Period in Europe (PE, page 23; UR 1, page 34) (RL4.1-4.2)
Collaborative Learning: Fairy Tales Across Cultures, Times, and Media (PE, page 23) (RL3.1b, 3.4c)
Vocabulary: Synonyms (UR 1, page 33) (RL1.5)
Selection Check Test 4.1.7 (ATE, page 20; UR 1, page 35; TG) (RL1.2, 2.1e)
Selection Test 4.1.8 (UR 1, page 37; TG) (RL1.2, 2.1e)
Internet activities at http://www.emcp.com (RL4.1, 2)
Free reading time (RL3.1)
“The Prodigal Son,” page 24

Teacher’s Name ___________________________ Class ______________ Date _____________

M T W TH F

**Reading Level:** Moderate  
**Difficulty Considerations:** Syntax; vocabulary  
**Ease Factors:** Short sentences; selection length  
**Synopsis:** In this biblical parable, a father rejoices at the return of a lost son.

**Goals/Objectives:**  
• to empathize with the main character  
• to identify the King James Bible and give an example of its influence on Western literature and language  
• to describe the nature and purpose of a parable  
• to explain the concept of a literary symbol  
• to express and justify an opinion orally  
• to write a modern adaptation of a parable

**Reading Strategies Resource, page 13**  
**Reading Strategy:** Tackle Difficult Vocabulary *(RL1.3)*  
**Fix-Up Idea:** Choose a New Strategy *(RL2.1c)*  
**Standardized Test Practice:** Use Context Clues *(RL1.2)*

**Before Reading**  
—— Daily Oral Language (VLR I, page 16; UR 1, page 40) *(WGUM3.1, 3.2, 3.3)*  
—— Reader’s Journal (PE, page 24; UR 1, page 40) *(RL2.1b)*  
—— Literary Tools: Parable and Symbol (PE, page 24) *(RL3.1b, 3.2c)*  
—— Reader’s Resource: Cultural Connection (PE, page 24) *(RL3.4b)*  
—— About the Author: King James Bible (PE, page 24) *(RL3.4b)*  
—— Fine Art: Rembrandt van Rijn (PE, page 25; VLR II, page 16; Art Note, PE and ATE, page 25; UR 1, page 41) *(VL1.2)*  
—— Vocabulary from the Selection (ATE, page 24) *(RL1.2, 1.3, 1.4)*  
—— Vocabulary: Active and Passive Vocabularies (VR, page 7) *(RL1.3)*  
—— Reading Strategy (RSR, page 13) *(RL1.3)*

**During Reading**  
—— Dramatic Recording (AL, 5:12) *(OLLS1.1)*  
—— Graphic Organizer (PE, page 24; VLR I, page 16; UR 1, page 40) *(RL2.1e)*  
—— Guided Reading Questions (PE, page 25; UR 1, page 41) *(RL2.1e)*  
—— Reading Strategy (RSR, page 13) *(RL1.3)*  
—— Fix-Up Idea (RSR, page 13) *(RL2.1c)*

**After Reading**  
—— Reading Strategy (RSR, page 13) *(RL1.3)*  
—— Standardized Test Practice (RSR, page 14) *(RL1.2)*  
—— Respond to the Selection (PE, page 27; UR 1, page 41) *(RL2.2b)*  
—— Investigate, Inquire, and Imagine (PE, page 27; UR 1, page 42) *(RL2.2c, 3.4b)*  
—— Understanding Literature: Parable and Symbol (PE, page 27; UR 1, page 43) *(RL3.1b, 3.2c)*  
—— Writer’s Journal: Journal Entry, Comparison-Contrast Essay, and Parable (PE, page 28; UR 1, page 43) *(WGUM2.8)*
Language, Grammar, and Style: Identifying and Correcting Sentences (PE, page 28; UR 1, page 46) *(WGUM3.3)*

Speaking and Listening: Debate (PE, page 28) *(OLLS1.3, 1.4, 2.2)*

Collaborative Learning: Writing an Adaptation (PE, page 28) *(WGUM2.7)*

Vocabulary: Archaic Language (UR 1, page 44) *(RL1.4)*

Selection Check Test 4.1.9 (ATE, page 26; UR 1, page 47; TG) *(RL1.2, 2.1e)*

Selection Test 4.1.10 (UR 1, page 49; TG) *(RL1.2, 2.1e)*

Internet activities at http://www.emcp.com *(RL4.1, 2)*

Free reading time *(RL3.1)*
“Goha and the Pot,” page 29

Teacher’s Name __________________________ Class ______________ Date _____________

Reading Level: Easy
Difficulty Consideration: Cultural context
Ease Factors: Subject matter, style
Synopsis: In this folk tale from North Africa, the trickster Goha teaches a lesson to a greedy neighbor.

Goals/Objectives:
• to enjoy a humorous folktale from Africa
• to discuss trickster tales and name some trickster heroes from the folklore of cultures around the world
• to describe the technique of personification and explain how it is used in many folktales
• to explain the functions of different types of sentences and provide examples of each
• to recognize false arguments and propaganda used in advertising

Reading Strategies Resource, page 17
Reading Strategy: Find a Purpose for Reading (RL2.1e)
Fix-Up Idea: Take a Break (RL2.1c)
Standardized Test Practice: Identify Main Ideas (RL2.1)

Before Reading
______ Daily Oral Language (VLR 1, page 17; UR 1, page 52) (WGUM 3.1, 3.2, 3.3)
______ Reader’s Journal (PE, page 29; UR 1, page 52) (RL2.1b)
______ Literary Tools: Folk Tale, Aim, and Personification (PE, page 29) (RL3.1b, 3.2b-c)
______ Reader’s Resource: Geography and History Connections (PE, page 29) (RL3.4a)
______ About the Author: Mahmoud Ibrahim Mostafa (PE, page 29) (RL3.4b)
______ Vocabulary: Synonyms (VR, page 13) (RL1.5)
______ Reading Strategy (RSR, page 17) (RL2.1e)

During Reading
______ Dramatic Recording (AL, 3:34) (OLLS 1.1)
______ Guided Reading Questions (PE, page 30; UR 1, page 52) (RL2.1e)
______ Reading Strategy (RSR, page 17) (RL2.1e)
______ Fix-Up Idea (RSR, page 17) (RL2.1c)

After Reading
______ Reading Strategy (RSR, page 17) (RL2.1e)
______ Standardized Test Practice (RSR, page 18) (RL2.1)
______ Respond to the Selection (PE, page 30; UR 1, page 52) (RL2.2b)
______ Investigate, Inquire, and Imagine (PE, page 31; UR 1, page 53) (RL2.2c, 3.4b)
______ Understanding Literature: Folk Tale, Aim, and Personification (PE, page 31; UR 1, page 54)
(3.1b, 3.2b-c)
______ Writer’s Journal: Birth Announcement, Advice Column, and Journal Entry (PE, page 32; UR 1,
page 54) (WGUM 2.8)
______ Vocabulary: Cooking (UR 1, page 55) (RL1.2)
______ Language, Grammar, and Style: Finding the Verb of a Sentence (PE, page 32; UR 1, page 56)
(WGUM 3.1c)
______ Media Literacy: Television Advertising (PE, page 32) (VLI 1.1, 1.2, 2.1)
______ Selection Check Test 4.1.11 (ATE, page 30; UR 1, page 57; TG) (RL1.2, 2.1e)
Selection Test 4.1.12 (UR 1, page 58; TG) (*RL1.2, 2.1e*)
Internet activities at http://www.emcp.com (*RL4.1, 2*)
Free reading time (*RL3.1*)
“The Fox and the Crow,” page 33

Teacher’s Name __________________________ Class ___________ Date ____________

Reading Level: Easy
Difficulty Consideration: Unrealistic events
Ease Factor: Selection length
Synopsis: A fox tricks a crow by appealing to its vanity.

Goals/Objectives:
• to identify and enjoy a fable
• to explain the cultural significance of the fox as a stock character in fables and popular fiction
• to identify, define, and illustrate with examples the term character
• to write a children’s fable and an advice letter

Reading Strategies Resource, page 21
Reading Strategy: Connect to Prior Knowledge (RL2.1b)
Fix-Up Idea: Use Guided Reading Questions (RL2.1c)
Standardized Test Practice: Identify Character Development (RL2.1)

Before Reading
_________ Daily Oral Language (VLR I, page 18; UR 1, page 60) (WGUM3.1, 3.2, 3.3)
_________ Reader’s Journal (PE, page 33; UR 1, page 60) (RL2.1b)
_________ Literary Tools: Fable and Character (PE, page 33) (RL3.1b, 3.2e)
_________ Reader’s Resource: Culture Connection (PE, page 33) (R2.1.4)
_________ About the Author: Æsop (PE, page 33) (RL3.4b)
_________ Vocabulary: Using the Dictionary (VR, page 14) (RL1.4)
_________ Reading Strategy (RSR, page 21) (RL2.1b)

During Reading
_________ Dramatic Recording (AL, 1:07) (OLLS1.1)
_________ Graphic Organizer (PE, page 33; VLR I, page 18; UR 1, page 60) (RL2.1e)
_________ Guided Reading Question (PE, page 34; UR 1, page 61) (RL2.1e)
_________ Reading Strategy (RSR, page 21) (RL2.1b)
_________ Fix-Up Idea (RSR, page 21) (RL2.1c)

After Reading
_________ Reading Strategy (RSR, page 21) (RL2.1b)
_________ Standardized Test Practice (RSR, page 22) (RL2.1)
_________ Respond to the Selection (PE, page 35; UR 1, page 61) (RL2.2b)
_________ Investigate, Inquire, and Imagine (PE, page 35; UR 1, page 61) (RL2.2c, 3.4b)
_________ Understanding Literature: Fable and Character (PE, page 35; UR 1, page 62) (RL3.1b, 3.2e)
_________ Writer’s Journal: Advice Column, Fable, and Summary (PE, page 36; UR 1, page 63) (WGUM2.8)
_________ Vocabulary: Superlatives (UR 1, page 64) (RL1.3)
_________ Language, Grammar, and Style: Finding the Simple Subject (PE, page 36; UR 1, page 65) (WGUM3.1)
_________ Collaborative Learning: Fable Contest (PE, page 36) (WGUM2.7)
_________ Critical Thinking: Comparing and Contrasting Fables (PE, page 36) (RL3.4c)
_________ Selection Check Test 4.1.13 (ATE, page 34; UR 1, page 66; TG) (RL1.2, 2.1e)
_________ Selection Test 4.1.14 (UR 1, page 67; TG) (RL1.2, 2.1e)
_________ Internet activities at http://www.emcp.com (RL4.1, 2)
Free reading time (RL3.1)
“The Silver Pool,” page 37

Teacher’s Name _________________________ Class _____________ Date ___________ M T W TH F

Reading Level: Challenging
Difficulty Considerations: Style and syntax; vocabulary; subject matter
Ease Factor: Use of dialogue
Synopsis: This selection retells part of the saga of Fionn MacCumhail, a hero of Celtic legend. In the selection, Fionn comes to live and work with the King’s Poet, snares the Salmon of Knowledge, finds that his sword is blessed, and becomes determined to avenge his father’s death and claim his heritage.

Goals/Objectives:
• to enjoy a Celtic legend
• to explain how legends convey historical events and how the oral transmission of legends often leads to exaggerations of facts
• to describe irony of situation and give an example
• to compare and contrast legends and fairy tales
• to identify parts of speech in writing

Reading Strategies Resource, page 25
Reading Strategy: Make Predictions (RL2.2b)
Fix-Up Idea: Read Short Sections (RL2.1c)
Standardized Test Practice: Compare and Contrast Characters (RL2.1)

Before Reading
_________ Daily Oral Language (VLR I, page 19; UR 1, page 69) (WGUM3.1, 3.2, 3.3)
_________ Reader’s Journal (PE, page 37; UR 1, page 69) (RL2.1b)
_________ Literary Tools: Legend, Irony, and Irony of Situation (PE, page 37) (RL3.1b, 3.2f)
_________ Reader’s Resource: History Connection (PE, page 37) (RL3.4a)
_________ About the Author: Ella Young (PE, page 37) (RL3.4b)
_________ Vocabulary from the Selection (ATE, page 38) (RL1.2, 1.3, 1.4)
_________ Vocabulary: Vocabulary Cards and Kennings (VR, page 16) (RL1.3)
_________ Reading Strategy (RSR, page 25) (RL2.2b)

During Reading
_________ Dramatic Recording (AL, 13:54) (OLLS1.1)
_________ Graphic Organizer (PE, page 37; VLR I, page 19; UR 1, page 69) (RL2.1e)
_________ Guided Reading Questions (PE, page 38; UR 1, page 70) (RL2.1e)
_________ Reading Strategy (RSR, page 25) (RL2.2b)
_________ Fix-Up Idea (RSR, page 25) (RL2.1c)

After Reading
_________ Reading Strategy (RSR, page 25) (RL2.2b)
_________ Standardized Test Practice (RSR, page 26) (RL2.1)
_________ Respond to the Selection (PE, page 42; UR 1, page 71) (RL2.2b)
_________ Investigate, Inquire, and Imagine (PE, page 43; UR 1, page 71) (RL2.2c, 3.4b)
_________ Understanding Literature: Legend, Irony, and Irony of Situation (PE, page 43; UR 1, page 73) (RL3.1b, 3.2f)
_________ Writer’s Journal: Prophecy, Poem, and Field Guide Entry (PE, page 44; UR 1, page 74) (WGUM2.8)
_________ Language, Grammar, and Style: Using the Parts of Speech in Writing (PE, page 44; UR 1, page 74) (WGUM3.1)
Media Literacy: Creating a News Segment (PE, page 44) *(VL.3.1)*

Critical Thinking: Comparing Legends and Fairy Tales (PE, page 44) *(RL.3.4c)*

Selection Check Test 4.1.15 (ATE, page 42; UR 1, page 76; TG) *(RL1.2, 2.1e)*

Selection Test 4.1.16 (UR 1, page 78; TG) *(RL1.2, 2.1e)*

Internet activities at http://www.emcp.com *(RL4.1, 2)*

Free reading time *(RL.3.1)*
“John Henry,” page 45

Teacher’s Name ___________________________ Class _______________ Date ____________

Reading Level: Easy
Difficulty Consideration: Use of dialect; historical context
Ease Factors: Vocabulary; selection length
Synopsis: These lyrics from the African-American folk song tell the story of railroad legend John Henry.

Goals/Objectives:
• to enjoy the lyrics of a folk song
• to explain how this folk song reflects the sentiments of workers facing replacement by machines in the Industrial Revolution
• to identify, define, and illustrate with examples the literary terms dialect and repetition
• to compare and contrast two different versions of the same song
• to analyze the impact of the use of dialect in a piece of literature

Related Reading: “White House mystery may be solved,” page 48

Reading Strategies Resource, page 29
Reading Strategy: Use Text Organization (RL2.1d)
Fix-Up Idea: Visualize (RL2.1c)
Standardized Test Practice: Identify Character Development (RL2.1)

Before Reading
_______ Daily Oral Language (VLR I, page 20; UR 1, page 81) (WGUM3.1, 3.2, 3.3)
_______ Reader’s Journal (PE, page 45; UR 1, page 81) (RL2.1b)
_______ Literary Tools: Folk Song and Dialect (PE, page 45) (RL1.3, 3.1b)
_______ Reader’s Resource: History Connection (PE, page 45) (RL3.4a)
_______ About the Author: Zora Neale Hurston (PE, page 45) (RL3.4b)
_______ Fine Art: Palmer Hayden (PE, page 47; Art Note, PE and ATE, page 47; UR 1, page 82) (VL1.2)
_______ Vocabulary: Prefixes (VR, page 18) (RL1.1)
_______ Reading Strategy (RSR, page 29) (RL2.1d)

During Reading
_______ Dramatic Recording (AL, 3:14) (OLLS1.1)
_______ Graphic Organizer (PE, page 45; VLR I, page 20; UR 1, page 81) (RL2.1e)
_______ Guided Reading Questions (PE, page 46; UR 1, page 82) (RL2.1e)
_______ Reading Strategy (RSR, page 29) (RL2.1d)
_______ Fix-Up Idea (RSR, page 29) (RL2.1c)

After Reading
_______ Reading Strategy (RSR, page 29) (RL2.1d)
_______ Standardized Test Practice (RSR, page 30) (RL2.1)
_______ Respond to the Selection (PE, page 50; UR 1, page 82) (RL2.2b)
_______ Investigate, Inquire, and Imagine (PE, page 50; UR 1, page 83) (RL2.2c, 3.4b)
_______ Understanding Literature: Folk Song and Dialect (PE, page 50; UR 1, page 84) (RL1.3, 3.1b)
_______ Writer’s Journal: Diary Entry, Elegy, and Song Lyrics (PE, page 51; UR 1, page 84) (WGUM2.8)
Vocabulary: Antonyms (UR 1, page 85) \((RL1.5)\)

Language, Grammar, and Style: Varieties of English (PE, page 51; UR 1, page 86) \((RL1.3)\)

Collaborative Learning: Comparing Two Versions of “John Henry” (PE, page 51; UR 1, page 86) \((RL3.4c)\)

Study and Research: Researching American Railroads (PE, page 51, UR 1, page 87) \((RL4.1-2)\)

Related Reading: “White House mystery may be solved” (PE, page 48) \((RL2.3b)\)

Related Reading Questions (ATE, page 49) \((RL2.3b)\)

Selection Check Test 4.1.17 (ATE, page 48; UR 1, page 88; TG) \((RL1.2, 2.1e)\)

Selection Test 4.1.18 (UR 1, page 89; TG) \((RL1.2, 2.1e)\)

Internet activities at http://www.emcp.com \((RL4.1, 2)\)

Free reading time \((RL3.1)\)
“Steal Away” and “Go Down, Moses,” page 52

Teacher’s Name _____________________________Class _____________Date ___________

Reading Level: Easy.
Difficulty Considerations: Biblical allusions; double meaning
Ease Factor: Style; vocabulary; selection length
Synopsis: “Steal Away” is a spiritual praising the glory of going to God. “Go Down, Moses” celebrates Moses’ leadership of his people out of slavery.

Goals/Objectives:
• to interpret and appreciate a spiritual
• to discuss the role music plays in human life and share personal responses to music
• to define allusion and recognize an example of allusion in literature
• to research and give a presentation on the role of African Americans in the development of American music

Reading Strategies Resource, page 52
Reading Strategy: Connect to Prior Knowledge (RL2.1b)
Fix-Up Idea: Read Aloud (RL2.1c)
Standardized Test Practice: Make Inferences (RL2.1)

Before Reading
_________ Daily Oral Language (VLR I, page 21; UR 1, page 91) (WGUM3.1, 3.2, 3.3)
_________ Reader’s Journal (PE, page 52; UR 1, page 91) (RL2.1b)
_________ Literary Tools: Repetition and Allusion (PE, page 52) (RL3.2f, 3.3c-d)
_________ Reader’s Resource: Music Connection (PE, page 52) (RL3.4b)
_________ Fine Art: Eastman Johnson (PE, page 54; VLR II, page 19; Art Note, PE and ATE, page 55; UR 1, page 92) (VL1.2)
_________ Fine Art: William H. Johnson (PE, page 56; VLR II, page 22) (VL1.2)
_________ Vocabulary: Semantic Families: Music (VR, page 23) (RL1.3)
_________ Reading Strategy (RSR, page 34) (RL2.1b)

During Reading
_________ Dramatic Recording: “Steal Away” (AL, 2:23) (OLLS1.1)
_________ Dramatic Recording: “Go Down, Moses” (AL, 3:13) (OLLS1.1)
_________ Graphic Organizer (PE, page 52; VLR I, page 21; UR 1, page 91) (RL2.1e)
_________ Reading Strategy (RSR, page 34) (RL2.1b)
_________ Fix-Up Idea (RSR, page 34) (RL2.1c)

After Reading
_________ Reading Strategy (RSR, page 34) (RL2.1b)
_________ Standardized Test Practice (RSR, page 35) (RL2.1)
_________ Respond to the Selection (PE, pages 55 and 59; UR 1, pages 92 and 97) (RL2.2b)
_________ Investigate, Inquire, and Imagine (PE, pages 55 and 58; UR 1, pages 92 and 97) (RL2.2c, 3.4b)
_________ Understanding Literature: Repetition and Allusion (PE, page 58; UR 1, page 98) (RL3.2f, 3.3c-d)
_________ Writer’s Journal: Personal Essay, Interview Questions, and Lyrics (PE, page 59; UR 1, page 99) (WGUM2.8)
_________ Vocabulary: Musical Genres (UR 1, page 100) (RL1.3)
_________ Language, Grammar, and Style: Compound Simple Subjects and Compound Verbs (PE, page 59; UR 1, page 101) (WGUM3.1c)
Study and Research: Researching Harriet Tubman and Moses (PE, page 59) (RL4.1-4.2)
Collaborative Learning: African-American Music Festival (PE, page 59) (OLLS1.4)
Selection Check Test 4.1.19 (ATE, page 54; UR 1, page 94; TG) (RL1.2, 2.1e)
Selection Test 4.1.20 (UR 1, page 95; TG) (RL1.2, 2.1e)
Selection Check Test 4.1.21 (ATE, page 57; UR 1, page 102; TG) (RL1.2, 2.1e)
Selection Test 4.1.22 (UR 1, page 103; TG) (RL1.2, 2.1e)
Internet activities at http://www.emcp.com (RL4.1, 2)
Free reading time (RL3.1)
Unit One: The Folk Tradition
Closing the Unit, pages 60-73

Teacher's Name ____________________________ Class __________________ Date __________

M T W TH F

Guided Writing, page 62

Expressive/Informative Writing: Recording an Oral History

Assignment: Students record an oral history of someone they know. \( \text{WGUM1.1, 1.5, 1.6, 2.1, 2.8} \)

Before Writing

- Recording an Oral History (PE, page 62)
- Professional Model (PE, page 62)
- Examining the Model (PE, page 63)
- Prewriting (PE, page 63; WR, page 19)
- Student Model—Graphic Organizer (PE, page 65; WR, page 20)
- Graphic Organizer (VLR I, page 122; WR, page 21)
- Student Model—Draft (PE, page 67; WR, page 22; VLR I, page 123)
- Rubric for Expressive/Informative Writing: Recording an Oral History (VLR I, page 125; WR, page 35)

During Writing

- Reflecting (PE, 66)
- Drafting (PE, page 66)
- Language, Grammar, and Style: Sentence Variety (PE, page 67; WR, page 2)

After Writing

- Self- and Peer Evaluation (PE, page 68; WR, page 27)
- Revising and Proofreading (PE, page 69)
- Student Model—Revised (PE, page 69; WR, page 31)
- Publishing and Presenting (PE, page 71)
Unit One Review, page 72

The Folk Tradition

Review Activities

- Study Guide (UR 1, page 105)
- Words for Everyday Use (PE, page 72) \((RL1.3)\)
- Literary Tools (PE, page 72) \((RL2.3)\)
- Vocabulary Development (ATE, page 72) \((RL1.3)\)
- Unit 1 Test (UR 1, page 115; TG)

Reflecting on Your Reading

- Genre Studies (PE, page 72; UR 1, page 111) \((RL3.1b)\)
- Thematic Studies (PE, page 73; UR 1, page 112) \((RL3.4c)\)

For Your Reading List, page 73

- Mythology: Timeless Tales of Gods and Heroes by Edith Hamilton \((RL3.1)\)
- Comparing and Contrasting (PE, page 73; UR 1, page 114) \((RL3.4c)\)