

The Challenge of Change

Personal Change/Search for Identity

WRITING FOCUS/SKILLS	LITERARY SELECTION	GRAMMAR/ PURPOSEFUL USE OF LANGUAGE	READING/ LITERARY SKILLS	INQUIRY/ RESEARCH	LISTENING/ SPEAKING/ VIEWING/ REPRESENTING	RESOURCES
Journals Reading Response logs Comparison/contrast TAKS Open Ended questions	Short Stories Choose from the following selections for Personal Change	Capitalization Punctuation Vocabulary Prefixes, roots, suffixes	Close Reading Critical thinking		Use of audio tape during reading	Language of Literature LOL Strategies of reading p. 7 Unit Resource Books Audio Library Tapes
Journal Writing Possible topics: 1)Popularity 2)Peer Pressure 3)Sorority/fraternity life 4) Hazing Reading Response Log (chart found in this guide) TAKS Prompt: What is Millicent's motivation for not joining the sorority? TEKS 1A-C, 2A, 3A-D 6A-G, 7A-I, 10A-C	"Initiation" TEKS 6A-D 7A -I, 8A-C 11A-F,12		Internal conflict Sequence of Events Chronological order Flashback Context Clues Inference Characterization: dynamic & static TEKS 7A-I, 11A-F	Origin of sororities and fraternities Laws governing sororities & fraternities TEKS 4A-C	Audio tape TEKS 15C-E	LOL p.397 Unit 3 Resource p10-15 Audio Library Tape CD #9 Track 3

<p>Journal Writing Possible topics: 1)Parent vs child decisions 2)Good/bad decisions</p> <p>TAKS Prompt: How are the main characters in "Initiation" and "Opportunity" similar?</p> <p>Reading Response log chart TEKS 1A-C, 2A, 3A-D 6A-G, 7A-I, 10A-C</p>	<p>"Opportunity" TEKS 6A-D 7A -I, 8A-C 11A-F,12</p>		<p>Setting Point of view Prediction Characterization: dynamic & static TEKS 7A, 7D, 7E, 11A-C</p>		<p>Audio Tape TEKS 15C-E</p>	<p>LOL p. 420</p> <p>Audio Library Tape CD # 10</p>
<p>Journal Writing 1) Inheritance- expectations 2) Does money change people?</p> <p>TAKS Prompt: What do we learn about Gillian through indirect characterization?</p> <p>TAKS Prompt: What similarity is seen in the characters of the short stories?</p>	<p>"One Thousand Dollars" TEKS 6A-D 7A -I, 8A-C 11A-F,12</p>	<p>Vocabulary Of 1900's</p>	<p>Plot Sequencing Cause and Effect Dialogue Indirect characterization Dynamic and static characters TEKS 7A,-I, 11A-F</p>	<p>Vocabulary of the 1900's TEKS 6A,B,D,F 13A</p>	<p>Audio Tape TEKS 15C-E</p>	<p>LOL p. 386</p> <p>Unit 3 Resource p.4-9</p> <p>Audio Library Tape CD # Track 2</p>

<p>Identity Poem Students write a poem about the changes they have undergone since childhood Prewriting: Charting changes in clothing, toys, beliefs, friends, family, entertainment, etc Poem As a child... (found in this guide) TEKS 1A-C, 2A-E, 3A-D, 6A-G ,7A, 10A-C</p> <p>Compare the theme of personal change as demonstrated in several pieces such as short stories, books, & movies. Include a reflective paragraph on your own personal change TEKS 1A-C, 2A-E 3A-D</p>	<p>Extended reading list – (refer to list in this guide) Select one title for entire class or use literary circles for these young adult literature books (YALS) TEKS 7A,B,I 8A-B, 10A-B, 11 A-F</p>		<p>Figurative language Metaphor, simile, alliteration TEKS 7A, 7D, 7E,11A-C</p>		<p>Personal identity project presented to the class TEKS 15A</p>	
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**The Challenge of Change
Social/World Changes**

WRITING FOCUS/SKILLS	LITERARY SELECTION	GRAMMAR/ PURPOSEFUL USE OF LANGUAGE	READING/ LITERARY SKILLS	INQUIRY/ RESEARCH	LISTENING SPEAKING/ VIEWING	RESOURCE
<p>Journals</p> <p>Reading Response Logs chart</p> <p>TAKS open ended questions</p> <p>Comparison/contrast</p> <p>Personal narrative</p>	<p>Choose from the following selections for changes in the society and the world</p>	<p>Parts of speech</p> <p>Using clauses Sentence fragments and run-ons</p> <p>End marks and commas</p>	<p>Close reading Critical thinking</p>			<p><u>Language of Literature</u></p> <p><u>Tomorrowland:</u> Stories about the future by Michael Cart</p>
<p>Journals: Topics</p> <p>1)Television viewing 2)Changes in the following: technology, entertainment, laws, education, family</p> <p>TAKS 1) What sensory details illustrate the setting for the story?</p> <p>2) What sensory details suggest that something</p>	<p>“The Pedestrian” TEKS 6A-D 7A –I, 8A-C 11A-F,12</p>		<p>Descriptive writing Mood Sensory detail Inference Prediction TEKS 7A-I,11A-F</p>	<p>TV of the past</p> <p>Technology of the past TEKS 4A-C</p>	<p>Audio Tape 15C-E</p>	<p>LOL p 95</p> <p>Unit I Resource Book p. 31-34</p> <p>Audio Library CD #3 Track 3</p>

<p>may be wrong?</p> <p>Response Reading Log: emphasis on predicting/re-write the ending TEKS1A-C 2A-F</p>						
<p>Journals What would you miss if the sun were blocked out for years?</p> <p>Reading Response logs Emphasis on sensory details</p> <p>Character Sketch: Write a character sketch of Mr. Noakes using quotes from the story.</p> <p>Compare the setting at the cottage with the setting elsewhere in the story. TEKS 1A-C, 2A-F, 3A-D, 6A-G</p>	<p>“Searching for Summer”</p> <p>“The Sun”</p> <p>TEKS 6A-D, 7A-I, 8A-E, 11A-F</p>		<p>Characterization Indirect, direct Dynamic & static Character Motives Setting TEKS A-I, 11A-F</p>	<p>Nuclear Fallout Fall out shelters Origin of the Sun TEKS 4A-C</p>	<p>Audio Tape TEKS 15C-E</p>	<p>LOL p.30 p. 38</p> <p>Unit 1 Resource Book p 12</p> <p>Audio Library CD #1 Track 5</p>

<p>Journals 1) Total equalization of schools/education 2) To be or not to be "geeks" 3) Equalizing your class 4) Equalization - Have we gone too far?</p> <p>Reading Response logs- emphasis on predicting, extending/changing the ending</p> <p>Newspaper article - Half the students write from the viewpoint of Diana Moon Glampers other half write from the viewpoint of an underground revolution. 1A-C, 2A-F, 3A-D, 6A-G 10A-C</p>	<p>"Harrison Bergeron"</p> <p>TEKS 6A-D, 7A-I, 8A-E, 11A-F</p>		<p>Inferences Conflict Idioms and slang Simile Surprise endings Theme Context clues TEKS 7A-I, 11A-F</p>	<p>How does our society help people who have handicaps or disabilities? TEKS 4A-C What laws have been made concerning the handicapped? TEKS 4A-C</p>	<p>Audio Tape TEKS 15C-E Video clip Harrison Bergeron TEKS 20A-F</p> <p>Share/present new endings TEKS 18A-C</p> <p>Share/present articles TEKS 18A-C</p>	<p>LOL p. 20</p> <p>Unit 1 Resource Book p. 5 -9</p> <p>Audio Library CD# 1 Track 3</p>
<p>Journals 1) End of the world 2) Future technology</p>	<p>"There Will Come Soft Rains"</p>		<p>Point of view Personification Inferences Cause and effect</p>	<p>What do scientists predict about the end of the</p>	<p>Audio Tape TEKS 15C-E</p>	<p>LOL p. 86</p> <p>Unit 1 Resource p.28-30</p>

<p>TAKS Crossover How are the main characters similar in the stories? How is the setting similar?</p> <p>TEKS 1A-C, 2A-F</p> <p>Comparison paper: Compare the stories, movie, and book in terms of setting, characters, theme and plot.</p> <p>TEKS 3A-D, 6A-G, 10A-C</p>	<p>"The Last Book of the Universe"</p> <p>Extended reading/ outside reading book Refer to the list in this guide Suggested: <u>The Last Book of the Universe</u></p> <p><u>The House of Scorpions</u> TEKS 6A-D, 7A-I, 8A-E, 11A-F</p>		<p>Inferences/ predicting Internal/external conflict Theme TEKS 7A-I, 11A-F</p>	<p>babies</p> <p>How does the brain learn?</p> <p>TEKS 4A-C</p>	<p>Planet of the Apes TEKS 20A-F</p>	
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The Challenge of Change Back To the Future

WRITING FOCUS/SKILLS	LITERARY SELECTION	GRAMMAR PURPOSEFUL USE OF LANGUAGE	READING LITERARY SKILLS	INQUIRY/ RESEARCH	LISTENING SPEAKING VIEWING REPRESENTIN G	RESOURCES
<p>Journals 1) Time Travel - where to go? Should we go? 2) Should we clone dinosaurs?</p> <p>Create a sequence chain using some event in your life - split and go two different directions after a choice is made</p> <p>Write a " Found poem" about the Tyrannosaurus Rex</p> <p>Compare the theme in "The Sound of Thunder" with the theme in one of the videos</p>	<p>"The Sound of Thunder"</p>		<p>Prediction Visualization Inferences Surprise ending Foreshadowing Alliteration Sensory detail TEKS 7-I, 11A-F</p>	<p>Dinosaurs Butterfly effect Nature of Time TEKA 4A-C</p>	<p>Audio Tape TEKS 15C-E Sound of Thunder video Frequency or Back To the Future TEKS 20A-F</p> <p>In groups combine the individual found poems to create another found poem. Present these to the class TEKS 18A-C</p>	<p>LOL p. 72 Unit 1 Resource book p. 23 - 26 Audio Library CD #3 Track # 1</p>

<p>Personal narrative - Go back in time to change an event. How does this change the future - good & bad results?</p> <p>Write and present a newscast describing the events of the story</p> <p>Write an advertisement for a time travel company TEKS 1A-C, 2A-F, 3A-D, 6A-G, 10A-C</p>					<p>Present newscast TEKS 18A-C</p>	

**The Challenge of Change
Hopes & Desires vs Destiny Fate**

Writing Focus/Skills	Literary Selection	Grammar/Purposeful use of language	Reading/Literary Skills	Inquiry/ Research	Listening/ Speaking/ Viewing/ Representing	Resources
<p>Journals 1) Personal experience with getting into trouble 2) Beliefs in magic/magic tricks</p> <p>Complete a response log chart on the scene that introduces Mr. Dark and the witch.</p> <p>TAKS How is mood set in this video?</p> <p>TAKS How is indirect/direct characterization used in the video?</p> <p>Personal narrative If I Had Three Wishes... TEKS A1-C, 2A-F, 3A-D, 6A-G</p>	<p><u>Something Wicked This Way Comes</u></p>		<p>Video study with emphasis on identification and usage of literary elements (found in this guide) allegory, setting, characterization, development of plot, suspense, cause & effect, flashback, foreshadowing, conflict, symbolism, themes TEKS A-I 1A-F</p>	<p>Ray Bradbury – author study</p> <p>Use of magical spells/tricks – How do they work?</p> <p>TEKS 4C, 4D, 4G,</p>	<p>View video TEKS 20A-F</p>	<p>Video <u>Something Wicked This Way Comes</u></p>

<p>Write a character sketch about one of the characters. Include a prediction as to how his/her internal conflicts arose. TEKS 1A-C</p>						
<p>Journals 1) Personal “dark” time in lives 2) Thoughts on ghosts & witches 3) Belief in life after death 4) Advantage & disadvantages of knowing our future 5) Who has the most influence on your desires & actions? 6) How do you deal with trouble & stress? TEKS 1A-C</p> <p>Complete a response log chart as you read Act 1 Scene1. Compare your ideas with the witch scene from SWTWC. TEKS 1A-C, 2A-E, 3A-D</p>	<p><u>Macbeth</u> TEKS 8A,C,D 11A-F</p>		<p>Dramatic elements Characterization Internal/external Conflict Cause and Effect Tragic Hero/tragic flaw Soliloquy/aside Foreshadowing Blank Verse Comic relief Figurative language Dramatic Irony TEKS 7A-I, 11A-F</p>	<p>William Shakespeare England during Shakespeare’s time Reign of Henry VIII & Queen Elizabeth The Globe Theater TEKS 4A-C</p>	<p>Compare different video versions of the same scene Discuss the best/worst elements of each lighting camera angles, costumes, music, delivery of lines TEKS 20 A-F</p> <p>Memorize & present Act I Scene I of Macbeth. TEKS 18A-C</p> <p>Discuss the qualities that show a person’s courage and bravery.</p>	<p><u>Macbeth_parallel text</u> Various video versions of <u>Macbeth</u></p>

<p>Assume the role of a movie director for Act 1 Scene V & Act 1 Scene VII. Describe how you would produce this scene. What actions & special effect would you add? Or direct a movie version of the killing of Duncan.</p> <p>Assume that Lady Macbeth lives today. Write a dialogue between her and her doctor as she describes her sleepwalking scene.</p> <p>TAKS What mood or tone is created by the witches in Act 1?</p> <p>TAKS Who is more evil, Macbeth or Lady Macbeth? Why?</p> <p>TAKS What is Macbeth's internal conflict concerning the killing of Duncan?</p>					<p>Discuss the different qualities Expected of men & women of Shakespeare's time compare to today TEKS 17A-F Discuss the strengths and weaknesses of Macbeth.</p> <p>Discuss the quote "We're all heroes if you catch us at the right time" Even Bernie LaPlante TEKS 17A-F</p> <p>Have student act out a scene from Macbeth or create a visual presentation of one of the scenes. TEKS 18C</p>	
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<p>TAKS How does Duncan misjudge people?</p> <p>TAKS In what ways do the witches' prophecies come true?</p> <p>Write a character sketch about one of the characters in Macbeth</p> <p>Summarize Macbeth's soliloquy Tomorrow, tomorrow and tomorrow... Compare your belief about the purpose of life with his.</p> <p>Write an essay that compares how Shakespeare develops the mood in two of the following scenes. Act I, Scene 1 or 6, Act II Scene 1,3, or 4, Act V Scene 5</p> <p>Write an essay that illustrates the elements of the tragic hero in <u>Macbeth</u>. TEKS 1A-C, 2A-F, A-D,</p>						
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<p>6A-G, 10A-C</p> <p>Write a diary about events of the story written from the viewpoint of one of the characters from K.M.G</p> <p>Write a character sketch about a Macbeth character from the viewpoint a character from K.M.G.</p> <p>Have a character from K.M.G write a letter to Macbeth or Lady Macbeth concerning his/her actions</p> <p>Compare/Contrast <u>Macbeth</u> to <u>Killing Mr. Griffin</u> in terms of character, plot and theme. TEKS 1A-C, 2A-F, 3A-D</p>	<p>Extended/ Outside reading <u>Killing Mr. Griffin</u> TEKS 7A-I, 8A-D, 11A-F</p>		<p>Point of View Voice TEKS 7A-I</p>			