

English II

Unit Three

Sacrifice and Friendship

UNIT THREE SACRIFICE AND FRIENDSHIP

Selections

Of Mice and Men

From *The Language of Literature* (McDougal Littell):

“Two Friends,” p. 546

“Cranes,” p. 585

“No Witchcraft for Sale,” p. 149

“Nelson Mandela” p. 662

“Fish Cheeks,” p. 184

“The Remembered War: A Korean War Vet Offers a Lesson” p. 590

“Marriage Is a Private Affair,” p. 189

“The Prisoner Who Wore Glasses” p. 653

“Woman,” p. 259

“A Case of Cruelty,” p. 265

“The Taxi,” p. 348

“Lost Sister,” p. 439

“The Grapes of Wrath,” p. 922

“The Man in the Water,” p. 978

“And of Clay we Are Created” p. 983

Writing Skills

Journal writing

Open ended responses

Personal narrative/TAKS essays

Literary analysis/character development

Poetry

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WRITING FOCUS/SKILLS	LITERARY SELECTION	GRAMMAR/ PURPOSEFUL USE OF LANGUAGE	READING/ LITERARY SKILLS	INQUIRY/ RESEARCH	LISTENING/ SPEAKING/ VIEWING/ REPRESENTING	RESOURCES
<p>Journal Writing: Connect to Your Life, p. 922</p> <p>TEKS: 1A-B</p>	<p><u>Photo Essay</u> "The Grapes of Wrath" p. 922</p> <p>TEKS: 6A, 7 A-C, I; 8A-D; 9A-B</p>	<p><u>Adverb clauses that Express Conditions</u> p. 934</p> <p><i>Grammar and Language Workbook,</i> p. 111-114</p> <p><i>Writer's Choice Textbook,</i> p. 551- 552</p> <p>TEKS: 3B-C</p>	<p><u>Author's Purpose:</u> Chart the clues that may point to the author's purpose. P. 922 (Reader's Notebook).</p> <p>Social Criticism <i>Unit 5 Resource Book,</i> p. 46</p> <p><u>Different Perspectives</u> p. 933 #6</p> <p>TEKS: 7A-D, H; 10A-B; 11A-B, E- F; 12B-C</p>		<p><u>Deliver a Monologue</u> p.934 (Activities and Explorations)</p> <p>TEKS: 14A-B; 15A; 16A-D; 17A- F</p>	<p>WC: Lesson 13.6, p. 551-552</p> <p><i>Grammar and Language Workbook,</i> p. 111- 114</p> <p><i>LoL Unit 5 Resource Book</i></p> <p><i>Language of Literature ((LoL)</i></p>

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<p>Journal Writing <u>Prior to reading ch. 1:</u> What kinds of sacrifices must you make to care for someone with special needs? Journal Writing <u>After reading ch. 1</u> What does the mouse tell you about Lennie and his relationship to George? <u>Open-Ended Responses</u> In your own words, describe the relationship between George and Lennie. Do you think George treats Lennie very well? Why do you think George takes care of him? Use textual evidence. TEKS: 1A-C; 2A-D; 3A-D; 4A-B, E-F; 5A-B</p>	<p><i>Of Mice and Men</i>, ch. 1 TEKS: 6A; 7A-I; 8A-D</p>	<p><u>Chapter One Vocab.</u> juncture recumbent emerge morosely drone pantomime contemplate imperiously TEKS: 6A-F</p>	<p><u>Tone</u> Read the first two paragraphs of chapter one. What is the tone of the setting? <u>Characterization</u> Web or chart character traits as each character is introduced. <u>Point of View</u> Rewrite the chapter from the point of view of Lennie. Use his voice when selecting your diction and style. TEKS: 7D, G; 10A-B; 11A-C, F</p>	<p>Research migrant workers. Research the Great Depression. TEKS: 13 A-E</p>	<p>Listen to the audio book. TEKS: 14A-B</p>	<p><i>Of Mice and Men</i> chapter one Character chart <i>Of Mice and Men</i>. Audiobook. Classics on Cassette. Gary Sinise. Highbridge Audio. 1992.</p>

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<p><u>Open Ended Responses</u> Foreshadowing (see reading skills column)</p> <p>Describe the tone of the bunkhouse when Curley enters. Use textual evidence to support your answer.</p> <p>TEKS: 1A-C; 2A-D; 3A-D; 4A-B, E-F; 5A-B</p>	<p><i>Of Mice and Men</i>, ch. 2 TEKS: 6A; 7A-I; 8A-D</p>	<p><u>Chapter Two Vocab.</u> scoff mollified pugnacious ominously derogatory plaintively contorted disengage</p> <p>TEKS: 6A-F</p>	<p><u>Characterization</u> Web or chart character traits as each character is introduced.</p> <p>Foreshadowing Foreshadowing is an important part in this chapter. What do you think is going to happen between Curley and Lennie? What will happen with Candy's dog? Give textual evidence of foreshadowing to support your answer.</p> <p>TEKS: 7D, G; 10A-B; 11A-C, F</p>	<p>Research ranch life during the Great Depression.</p> <p>TEKS: 13 A-E</p>	<p>Create a flier that tries to draw in workers by advertising the ranch. Include a picture of the bunkhouse.</p> <p>Listen to the audio book.</p> <p>TEKS: 14A-B; 21D</p>	<p><i>Of Mice and Men</i> chapter two</p> <p>Character chart</p> <p><i>Of Mice and Men</i>. Audiobook. Classics on Cassette. Gary Sinise. Highbridge Audio. 1992.</p>

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<p><u>Journal Writing</u> Do you feel right about what happened to the dog? Why or why not?</p> <p><u>Open Ended responses</u> symbolism, foreshadowing, and atmosphere questions (see reading skills column)</p> <p>TEKS: 1A-C; 2A-D; 3A-D; 4A-B, E-F; 5A-B</p>	<p><i>Of Mice and Men</i>, ch. 3 TEKS: 6A; 7A-I; 8A-D</p>	<p><u>Chapter Three Vocab.</u> derision receptive deliberately scuttled reverently bemused solemnly</p> <p>TEKS: 6A-F</p>	<p><u>Characterization</u> Web or chart character traits as each character is introduced.</p> <p><u>Symbolism</u> Candy's dog getting shot is an example of symbolism. Describe how this incident is symbolic of Candy's life. Use textual evidence to support your answer.</p> <p><u>Foreshadowing</u> Compare how Candy and his dog are described. What do the similarities who in terms of foreshadowing?</p> <p><u>Atmosphere</u> What is the atmosphere in the bunk just before the shot rang out in the air. Use textual evidence to support your answer.</p> <p>TEKS: 7D, G; 10A-B; 11A-C, F</p>		<p>Listen to the audio book.</p> <p>TEKS: 14A-B</p>	<p><i>Of Mice and Men</i> chapter three</p> <p>Character chart</p> <p><i>Of Mice and Men</i>. Audiobook. Classics on Cassette. Gary Sinise. Highbridge Audio. 1992.</p>

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<p><u>Journal Writing</u> How does the description of Crooks' room show us who he is? What is important to him?</p> <p>Which characters voice a desire to have friends? Give textual support.</p> <p>TEKS: 1A-C; 2A-D; 3A-D; 4A-B, E-F; 5A-B</p>	<p><i>Of Mice and Men</i>, ch. 4 TEKS: 6A; 7A-I; 8A-D</p>	<p><u>Chapter Four Vocab.</u> accumulated aloof dismaying apprehension sullen contemptuous averted appraise crestfallen</p> <p>TEKS: 6A-F</p>	<p><u>Characterization</u> Web or chart character traits as each character is developed.</p> <p>TEKS: 7D, G; 10A-B</p>		<p>Listen to the audio book.</p> <p>TEKS: 14A-B</p>	<p><i>Of Mice and Men</i> chapter four</p> <p>Character chart</p> <p><i>Of Mice and Men.</i> Audiobook. Classics on Cassette. Gary Sinise. Highbridge Audio. 1992.</p>
<p><u>Journal Writing</u> How did Candy react to the death of Curley's wife? What saddened him the most?</p> <p>TEKS: 1A-C; 2A-D; 3A-D; 4A-B, E-F; 5A-B</p>	<p><i>Of Mice and Men</i>, ch. 5 TEKS: 6A; 7A-I; 8A-D</p>	<p><u>Chapter Five Vocab.</u> complacently contorted bewildered discontent</p> <p>TEKS: 6A-F</p>	<p><u>Characterization</u> Web or chart character traits as each character is developed.</p> <p><u>Drawing Inferences</u> Why do you think Curley's wife is never named?</p> <p>TEKS: 7D, G; 10A-B</p>		<p>Listen to the audio book.</p> <p>TEKS: 14A-B</p>	<p><i>Of Mice and Men</i> chapter five</p> <p>Character chart</p> <p><i>Of Mice and Men.</i> Audiobook. Classics on Cassette. Gary Sinise. Highbridge Audio. 1992.</p>

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<p><u>Journal Writing</u> Lennie imagines a conversation with Aunt Clara and a rabbit. What is the significance of this? What does it show us about how Lennie feels about what he has done?</p> <p>TEKS: 1A-C</p>	<p><i>Of Mice and Men</i>, ch. 6 TEKS: 6A; 7A-I; 8A-D</p>	<p><u>Chapter Six</u> <u>Vocab.</u> scudded belligerently monotonous</p> <p>TEKS: 6A-F</p>	<p><u>Characterization</u> Web or chart character traits as each character is developed. <u>Point of View</u> Tell the story of Lennie's death from the point of view of George. Use his voice when selecting your diction and style.</p> <p><u>Tone</u> The pool that is described in the first five paragraphs of chapter 6 is the same pool that is described in chapter one. How is the tone different in chapters one and six?</p> <p><u>Plot</u> Create a plot line for the story. Include exposition, rising action, climax, falling action and denouement.</p> <p>TEKS: 7D, G; 10A-B; 11A-C, F</p>	<p>Research laws and consequences of crimes during this era.</p> <p>TEKS: 13 A-E</p>	<p>Class debate Was it right or wrong for George to kill Lennie?</p> <p>Trial Hold a mock trial for the murder of Lennie or change the ending so that Lennie is captured but not killed, then hold a mock trial for the murder of Curley's wife.</p> <p>Listen to the audio book.</p> <p>TEKS: 14A-B; 15A, C-E; 16A-F; 17A-F; 18A-C</p>	<p><i>Of Mice and Men</i> chapter six</p> <p>Character chart</p> <p><i>Of Mice and Men</i>. Audiobook. Classics on Cassette. Gary Sinise. Highbridge Audio. 1992.</p>

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<p><u>Video Study</u> Compare the expositions of all three movie versions. Which one did you like best? Support your answer with evidence from the movies.</p> <p><u>Compare</u> how the movies portray Curley's wife in each movie. Then compare it to how the book portrayed her. What are the differences?</p> <p>TEKS: 1A-C; 2A-D; 3A-D; 4A-B</p>					<p>Watch the expositions of all three movie versions of <i>Of Mice and Men</i></p> <p>TEKS: 19A-B; 20D, F</p>	<p><i>Of Mice and Men.</i> Dir. Gary Sinise. Perf. Gary Sinise, John Malkovich. Mgm/Ua Studios. 1992.</p> <p><i>Of Mice and Men.</i> Dir. Lewis Milestone. Perf. Burgess Meredith, Lon Chaney, Jr. Image Entertainment. 1939.</p> <p><i>Of Mice and Men.</i> Dir. Reza Badiyi. Perfr. Robert Blake. Anchor Bay Entertain. 1981.</p>

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<p><u>Open Ended responses</u> Why did the two friends refuse to give a password? Use evidence from the story to support your answer.</p> <p><u>Journal</u> Extended interpretations p. 556 #7 During wartime, what acts do you consider to be morally wrong or acceptable?</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Short Story "Two Friends" p. 546 TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>	<p><u>Prepositional Phrases That Add Details</u> p. 558</p> <p><i>Unit Four Resource Book</i>, p. 8</p> <p><u>Prepositional Phrases</u> <i>Grammar and Language Workbook</i>, p. 89-90</p> <p><i>Writer's Choice</i>, p. 473</p> <p>TEKS: 3B-C</p>	<p><u>Predictions</u> Reader's Notebook, p. 546, chart on p. 2 of <i>LoL Reading and Critical Thinking Transparencies</i></p> <p><u>Situational Irony</u> How does the situational irony of the ending add to the story's theme about war? p. 556 <i>Unit Four Resource Book</i>, p. 6</p> <p><u>Reading Comprehension</u> Selection Quiz, <i>Unit Four Resource Book</i>, p. 9</p> <p>TEKS: 10A-B; 11 A, C, E-F</p>	<p>Research the quality of life of people living under siege. P. 557</p> <p>TEKS: 13A-E</p>	<p><u>Performance Piece</u> Create a multimedia presentation featuring contemporary images of war and peace. (Activities and Explorations, p. 557 #2)</p> <p>TEKS: 21A-D</p>	<p><i>LoL Unit Five Resource Book</i>, p. 6, 8, 9</p> <p><i>LoL Reading and Critical Thinking Transparencies</i>, p. 2</p> <p><i>Grammar and Language Workbook</i>, p. 89-90</p> <p><i>Writer's Choice</i>, Lesson 10.6, pp. 473-475</p> <p><i>Language of Literature (LoL)</i></p>

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<p><u>Open Ended Responses</u> How does Brille's relationship with his children compare with his relationship with Hanneltjie? p. 660, #3</p> <p>What is the story's theme about assertiveness and cooperation? p. 660, #4</p> <p>In what ways are Brille and Nelson Mandela alike? Use textual evidence to support your answer.</p> <p><u>Personal Narrative</u> Write about a time in which you stood up for something you believed in.</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p><u>Short Story</u> "The Prisoner Who Wore Glasses" p. 653</p> <p><u>Biography</u> "Nelson Mandela" p. 662</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>	<p><u>Modifiers: Using Correct Comparative Forms</u> TE, p. 658</p> <p><i>Writer's Choice</i>, p. 663-665</p> <p><i>Grammar and Language Workbook</i>, p. 199-200</p> <p>TEKS: 3B-C</p>	<p><u>Drawing Conclusions</u> p. 652 (Reader's Notebook) Record details that help you draw conclusions about South African society.</p> <p><i>Unit Four Resource Book</i>, p. 50</p> <p>Chart in <i>LoL Reading and Critical Thinking Transparencies</i>, p. 4</p> <p>Point of View Unit Four <i>Resource Book</i>, p. 51</p> <p><u>Reading Comprehension</u> <i>Unit Four Resource Book</i>, p. 53</p> <p>TEKS: 10A-B; 11A-C</p>	<p>Research Nelson Mandela.</p> <p>TEKS: 13A-E</p>	<p>Political speech (Activities and Explorations) p. 661, #2 Impromptu Speaking chart in <i>LoL Communications Transparencies and Copymaster</i>, p. 13</p> <p>TEKS: 17A-F; 18A-C</p>	<p>LoL Unit Four <i>Resource Book</i>, p. 50, 51, 53</p> <p>LoL Teacher's Edition, p. 658</p> <p><i>Writer's Choice</i>, p. 663-665</p> <p><i>Grammar and Language Workbook</i>, p. 199-200</p> <p><i>LoL Reading and Critical Thinking Transparencies</i>, p. 4</p> <p><i>LoL Communications Transparencies and Copymaster</i>, p. 13</p> <p><i>Language of Literature (LoL)</i></p>

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<p><u>Journal Writing</u> What is the significance of the cranes in the story?</p> <p><u>Open Ended Responses</u> What is Songsam’s inner conflict? Support your answer with evidence from the text.</p> <p>How are the descriptions of the struggles during the Korean War similar in “Cranes” and “The Remembered War?” human t Hwang Sunwon and Angus Deming</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Short Story “Cranes” p. 585</p> <p>Magazine Article “The Remembered War: A Korean War Vet Offers a History Lesson” p. 590</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>		<p><u>Compare/Contrast</u> Create a comparison chart showing the similarities and differences between the lives of Songsam and Tokchae.</p> <p>TEKS: 10A-B; 11A-C</p>	<p>Research the Korean War.</p> <p>TEKS: 13A-E</p>		<p><i>Language of Literature (LoL)</i></p>

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<p><u>Open Ended Responses:</u> What is Amy's feeling towards her family when the minister and his family come to dinner? Support your answer with evidence from the selection.</p> <p>Sequel Write a sequel to the story- Christmas Eve one year later. TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Short Story "Fish Cheeks" p. 184</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>		<p><u>Inferences</u> Why did the author chose the title "Fish Cheeks?"</p> <p>TEKS: 10A-B; 11A-C</p>	<p>Research traditional Chinese food.</p> <p>TEKS: 13A-E</p>		<p><i>Language of Literature (LoL)</i></p>

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<p><u>Journal Writing</u> Write about a time when someone misjudged or misunderstood you.</p> <p><u>Open Ended Responses</u> Could the misunderstanding been avoided? P. 156, # 5</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Short Story “No Witchcraft for Sale” p. 149</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>	<p><u>Using Adverbs to Clarify Actions</u> p. 158</p> <p><i>LoL Unit One Resource Book</i>, p. 67</p> <p><i>Writer’s Choice</i>, p. 466-467</p> <p>TEKS: 3B-C</p>	<p><u>Drawing Conclusions</u> <i>LoL Unit One Resource Book</i>, p. 64</p> <p>Theme <i>LoL Unit One Resource Book</i>, p. 65</p> <p><u>Reading Comprehension</u> Selection Quiz <i>LoL Unit One Resource Book</i>, p. 68</p> <p>TEKS: 10A-B; 11A-C</p>	<p>Research colonialism in Southern Africa. TE, p. 157</p> <p>TEKS: 13A-E</p>		<p><i>LoL Unit One Resource Book</i>, p. 64, 65, 67, 68</p> <p><i>Writer’s Choice</i>, Lesson 10.5, p. 466-467</p> <p><i>Language of Literature (LoL)</i></p>

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<p><u>Journal Writing:</u> Write an alternative ending in which Nnaemeka follow his father' wishes and marries the tribal woman he does not love.</p> <p><u>Open Ended Responses</u> Theme question under Reading/Literary Skills</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Short Story "Marriage Is a Private Affair" p. 189</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>	<p><u>Researching Word Origins</u> TE, p. 192 p. 356</p> <p>Using Dictionaries <i>Writer's Choice</i>, p. 812-815</p> <p>TEKS: 6D-E</p>	<p><u>Cultural Characteristics</u> <i>LoL Unit One Resource Book</i>, p. 83</p> <p>Cultural Conflict <i>LoL Unit One Resource Book</i>, p. 84</p> <p><u>Reading Comprehension</u> Selection Quiz <i>LoL Unit One Resource Book</i>, p. 86</p> <p>Theme How does the title relate to the story's theme?</p> <p>TEKS: 10A-B; 11A-C</p>			<p><i>LoL Unit One Resource Book</i>, p. 83, 84, 86</p> <p><i>Writer's Choice</i>, Lesson 24.1, p. 812-815</p> <p><i>Language of Literature (LoL)</i></p>

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<p><u>Open Ended Responses</u> Why did the poet title the poem "Taxi?" Use evidence from the poem to support your answer.</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Poetry "The Taxi" p. 348</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>		<p><u>Poetic Images</u> p. 350, #1</p> <p><u>Paraphrase the poem</u> Reader's Notebook, p. 346</p> <p>Figurative Language Identify and explain similes and metaphors found in the poem. <i>LoL Unit Two Resource Book</i>, p. 54</p> <p>TEKS: 10A-B; 11A, D</p>			<p><i>LoL Unit Two Resource Book</i>, p. 54</p> <p><i>Language of Literature (LoL)</i></p>

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<p><u>Poetry</u> Think of new comparisons to extend the poem. <i>LoL Unit Two Resource Book</i>, p. 16</p> <p><u>Open Ended Responses</u> Is the poem about love or independence? Support your answer with evidence from the poem. P. 260, #3</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Poetry "Woman" p. 259</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>		<p><u>Comparisons</u> Chart comparisons p. 255 (Reader's Notebook)</p> <p>Figurative Language Chart similes, metaphors, etc.</p> <p>TEKS: 10A-B; 11A, D</p>		<p>Read your extension poetry to the class or in a small group.</p> <p><u>Art Connection</u> p. 261 Compare the woman and the sky.</p> <p>TEKS: 14A-B; 15A-E; 16A-D; 18C</p>	<p><i>LoL Unit Two Resource Book</i>, p. 16</p> <p><i>Language of Literature (LoL)</i></p>

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<p><u>Open Ended Responses</u> What was the mood of the poem? Support your answer with evidence from the poem.</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Poetry "Lost Sister" p. 439</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>	<p>Active Verbs TE p. 443</p> <p><i>Writer's Choice</i>, p. 454-466</p> <p><i>Grammar and Language Workbook</i>, p. 55-56</p> <p>TEKS: 3B-C</p>	<p><u>Symbolism:</u> What does jade symbolize in the poem? <i>LoL Unit Three Resource Book</i>, p. 25</p> <p>Poetic Elements Recognize poetic elements <i>LoL Unit Three Resource Book</i>, p. 24</p> <p>TEKS: 10A-B; 11A, D, F</p>	<p>Research cultural references (Inquiry and Research #1, p. 443)</p> <p>TEKS: 13A-E</p>		<p><i>LoL Unit Three Resource Book</i>, p. 24, 25</p> <p><i>Writer's Choice</i>, Lesson 10.3, p. 454-466</p> <p><i>Grammar and Language Workbook</i>, p. 55-56</p> <p><i>Language of Literature (LoL)</i></p>

**UNIT THREE
SACRIFICE AND FRIENDSHIP**

WRITING FOCUS/SKILLS	LITERARY SELECTION	GRAMMAR/ PURPOSEFUL USE OF LANGUAGE	READING/ LITERARY SKILLS	INQUIRY/ RESEARCH	LISTENING/ SPEAKING/ VIEWING/ REPRESENTING	RESOURCES
<p><u>Open Ended Responses</u> What is the tone of Rosenblatt's essay? Use evidence from the essay to support your answer.</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Essay "The Man in the Water" p. 978</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>	<p>Context clues p. 982-Vocabulary in Action</p> <p><i>Writer's Choice</i>, p. 819-821</p> <p><i>Grammar and Language Workbook</i>, p. 291-292</p> <p>TEKS: 6A-B, E-F</p>	<p><u>Summarizing</u> Summarize the author's views on nature. <i>LoL Unit Six Resource Book</i>, p. 11</p> <p>Tone Chart Rosenblatt's tone. <i>LoL Unit Six Resource Book</i>, p. 12</p> <p><u>Reading Comprehension</u> Selection Quiz <i>LoL Unit Six Resource Book</i>, p. 14</p> <p>TEKS: 10A-B; 11A-C</p>	<p>Research the Tsunami disaster, and find examples where the disaster brought out the worst and the best in people.</p> <p>TEKS: 13A-E</p>	<p><u>Television report</u> Stage a television report from the scene of the airplane crash p. 982, Activities and Explorations</p> <p>TEKS: 21A-D</p>	<p><i>LoL Unit Six Resource Book</i>, p. 11, 12, 14</p> <p><i>Writer's Choice</i>, Lesson 25.1, p. 819-821</p> <p><i>Grammar and Language Workbook</i>, p. 291-292</p> <p><i>Language of Literature (LoL)</i></p>

**UNIT THREE
SACRIFICE AND FRIENDSHIP**

WRITING FOCUS/SKILLS	LITERARY SELECTION	GRAMMAR/ PURPOSEFUL USE OF LANGUAGE	READING/ LITERARY SKILLS	INQUIRY/ RESEARCH	LISTENING/ SPEAKING/ VIEWING/ REPRESENTING	RESOURCES
<p><u>Open Ended Responses</u> According to the narrator, the name Azucena means "lily." Why do you think the author might have given her this name? Use textual evidence.</p> <p>TEKS: 1A-C; 2A-D; 3 A-D; 10B</p>	<p>Short Story "And of Clay We Are Created" p. 983</p> <p>TEKS: 6A; 7A-I; 8A-D; 9 A-B</p>	<p>Parallel Structures <i>LoL Unit Six Resource Book</i>, p. 19</p> <p>TEKS: 3B</p>	<p><u>Clarifying</u> Write down what you understand about Rolf Carle. <i>LoL Unit Six Resource Book</i>, p. 16</p> <p>Style Analysis Record elements such as tone, imagery, sensory language, etc. <i>LoL Unit Six Resource Book</i>, p. 17</p> <p><u>Reading Comprehension Selection Quiz</u> <i>LoL Unit Six Resource Book</i>, p. 20</p> <p>Literary Analysis TE p. 922 Why did the author repeat the word <i>you</i>?</p> <p>TEKS: 10A-B; 11A-F</p>			<p><i>LoL Unit Six Resource Book</i>, p. 16, 17, 19, 20</p> <p><i>Language of Literature (LoL)</i></p>