

UNIT FOUR: ENDURANCE

Writing Skills	Selections	English Language AP Skills	Inquiry/ Research	Viewing/ Representing/ Production	Listening/ Speaking/ Evaluating	Resources
<p>*Style Analysis: Select a passage from <i>The Grapes of Wrath</i> to analyze. Organize chronologically, analyzing various elements and their effect on tone, theme, character, and mood. Remember to change paragraphs when you encounter shifts in the text. TEKS: 1A-C; 2ACE; 3A-D; 4AB; 5A</p> <p>“Traci’s Lists of Ten” at <http://www.tengrrl.com/tens/012.shtml Website contains suggestions for style analysis.</p> <p>*Literary Philosophies Paper: Explain how the novel reflects the two different literary philosophies discussed in class throughout the year. TEKS: 1A-C; 2ACE; 3A-D; 4AB; 5A</p>	<p><i>The Grapes of Wrath</i> by John Steinbeck TEKS: 6A; 7A; 8AC; 11A-E</p>	<p>Discussion of Style: Find examples of</p> <ol style="list-style-type: none"> 1. alternating a general chapter dealing with names of typical migrants with a parallel chapter involving the Joads 2. using a prophetic almost Biblical-sounding tone accomplished by repeating key words and phrases and by using simple, rolling sentences linked by “and,” 3. frequently using plurals underscoring how many individuals were affected 4. interspersing patches of disembodied dialogue which sound like random voices rising from the ragged masses <p>TEKS: 12A-C; 14A; 15A-E</p>	<p>Brochure on Depression Era: In groups of 4 or 5 prepare a brochure which explores the artists of this time period. You must research first person journals, photographers, artists, poetry, films, songs, and books of the depression period. You must also prepare a Works Cited page using the MLA style to be submitted with your brochure. TEK: 1A-C; 2ACE; 3A-E; 4CEF</p>	<p><i>Bound for Glory</i> View portions of the story of Woody Guthrie who lived in the Dust Bowl, traveled to California, and became the troubadour of the migrant workers. After watching, read Guthrie’s review of the novel. (see resources) TEKS: 19C; 20F</p>	<p>Discussion: “Tom Joad” song sung by Woody Guthrie, Bruce Springsteen, or Rage Against the Machine. Compare all three versions and discuss the social implications of each one based on the time period in which each was performed. 14A-E; 15A-E; 16A-D</p>	<p>http://www.discovery.com/area/history/dustbowl/dustbowl1.1.2.html</p> <p>http://www.ac.wvu.edu/~stephan/Steinbeck/grapes.html Extensive website about the novel</p> <p>http://memory.loc.gov/ammem/afctshhtml/tshome.html voices from the Dust Bowl</p> <p>Springsteen song http://www.mtv.com/mtv/video/clips/s/springsteen_bruce/tomjoad.mov video clip</p> <p>http://www.geocities.com/Nashville/3448/tomjoad.html Guthrie’s review of the novel</p> <p>Guthrie song http://www.rockhall.com/media/sounds/wav/guthwood.wavWoody Guthrie</p>

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<p>*Timed Writings: Select passages from the novel and write a rhetorical analysis TEKS: 1A-C; 2AB; 3ABE; 4G; 6F; 7G; 8B; 10B; 12AC</p> <p>*Found Poetry: Assignment to accompany video of <i>Surviving the Dustbowl</i> entitled “Dusty Images: The White Glove Treatment of Imagery and Point of View” TEKS: 1A-C</p>	<p><i>The Grapes of Wrath</i> by John Steinbeck</p> <p>Song of Solomon (ch.2) http://etext.lib.virginia.edu/toc/modeng/public/KjvCant.htm</p> <p>“Battle Hymn of the Republic” by Julia Ward Howe http://www.nationalcenter.org/BattleHymnoftheRepublic.html TEKS: 8A-D; 6A; 7A; 11A-E</p>	<p>*Teaching Project: Explore religious and biblical references, social philosophy, novel structure, point of view, style, theme, symbols. TEKS: 11A-E; 15A-F; 17A-E</p> <p><u>Close Reading Practice:</u> Applied Practice Multiple-Choice Questions TEKS: 6A,B; 7A,C,E, F,G; 8A-C</p> <p>*Close Readings: Examine excerpts from the novel for style, diction, tone TEKS: 6A,B; 7A,C,E, F,G; 8A-C</p> <p>*Archetypes: Examine passages from the novel and interpret how each portrays a certain archetype. 11A-E</p>		<p><i>American Experience: Surviving the Dustbowl</i> http://www.pbs.org/wgbh/amex/dustbowl/ Film about the Dustbowl. Focus on imagery and perspective. TEKS: 19C; 20DF</p>		<p>http://ocean.st.usm.edu/~wsimkins/steinbecklinks.html steinbeck links</p> <p>Applied Practice: practice questions for the AP exam which are from selections of <i>The Grapes of Wrath</i></p> <p>http://www.calhum.org/programs/grapes_intro.htm California Council for Humanities site on the novel</p> <p>http://www.npr.org/programs/morning/features/patc/grapesofwrath/ NPR’s story from 2002 on the novel</p> <p>http://www.americanwriters.org/classroom/videolessonn/vlp29_steinbeck.asp CSPAN American Writers Website</p>

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<p>*Ecphrastic Poetry: Create a poem inspired by Dorothea Lange’s <i>Migrant Mother</i> that evokes a sense of empathy. Use other photos by Lange or other photographers at the Library of Congress site. TEKS: 1A-C</p> <p>Dramatic Monologue http://school.discovery.com/lessonplans/programs/grapesofwrath/ Write a dramatic monologue of 25-35 lines for a character from the novel. TEKS: 1A-C</p> <p>Poetry: What Have You Lost? Students are to list things they have lost. Choose one and contemplate three things about that item and three questions. Write a poem about the item you have lost TEKS: 1A-C</p>	<p>“The People, Yes” “The Hangman at Home” by Carl Sandburg http://www.bartleby.com/231/0226.html TEKS: 8A-D; 6A; 7A; 11A-E</p>	<p>Timed Writing: 2001 AP Free Response Question #3 Argument about “photography limiting our understanding of the world.” (Available at AP Central website) TEKS: 1A-C; 2A-D; 3A-D; 5AB; 10B</p> <p>Read the poems by Sandburg and identify the theme, language, shift, tone of the two poems. What messages or images do they reiterate from the novel? TEKS: 6F; 12AC</p>		<p>Dorothea Lange <i>Migrant Mother</i> (Locate this and other photos at the websites listed in “Resources.”</p> <p>*Points of Light: Complete research, a poem, short story, a scrapbook, or video of individuals in this community helping solve the problems of others. TEKS: 4CEF; 13ABDE; 21BD</p>		<p>http://memory.loc.gov/amem/fsahtml/fachap03.html Library of Congress site</p> <p>http://www.archives.gov/exhibit_hall/picturing_the_century/portfolios/port_lange.html National Archives site</p>

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<p><u>Argument:</u> Choose a current social problem you find important. Write an essay describing the problem, encouraging the reader to attend to the problem and proposing a solution. Remember to use strong rhetoric—logos, ethos, and pathos to appeal to the reader. TEKS: 1A-C; 2A-D; 3A-D; 5AB</p> <p><u>Comparison:</u> What do Faulkner and Steinbeck say the writer’s task is? Compare/contrast their speeches rhetorically. How do their messages and styles differ? What does each author feel about man’s ability to endure. . . “go on” . . . or “Prevail”? TEKS: 1A-C; 2A-D; 3A-D; 5AB; 6F; 7G; 8B; 10B; 12AC</p>	<p>Nobel Prize Acceptance Speech by William Faulkner http://www.nobel.se/literature/laureates/1949/faulkner-speech.html (This site also includes a recording of Faulkner delivering the speech.) TEKS: 7A-C; 8A-D; 10A-C</p> <p>Nobel Prize Acceptance Speech by John Steinbeck http://www.nobel.se/literature/laureates/1962/steinbeck-speech.html TEKS: 7A-C; 8A-D; 10A-C</p>	<p>2001 AP Test Reading Practice: AP Multiple-Choice Questions TEKS: 6A,B;7A,C,E,F,G; 8A-C</p>				

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<p>*Précis: Choose one of the authors from this unit and find a literary criticism written about one of the selections. Write a précis of the article and document your source using MLA format. <http://faculty.mc3.edu/REDGREENW/precis/presentation.html> TEKS: 1A-C; 2A-D; 3A-E; 13A-E</p>						
<p>Argument: “Be liked and you will never fail.” Agree, Disagree, or Qualify the statement above. Use evidence from your reading, experience, or observation to support your thesis. TEKS: 1A-C; 2A-D; 3A-D; 5AB; 10B</p> <p>Argument: After reading Miller’s essay on the tragic hero, write an essay in which you agree, disagree, or qualify your position using <i>Death of a Salesman</i> as evidence. TEKS: 1A-C; 2A-D; 3A-D; 5AB; 10B</p>	<p><i>Death of a Salesman</i> by Arthur Miller TEKS: 6A; 7A; 8AC; 11A-E</p> <p>“Tragedy and the Common Man” by Arthur Miller http://www.theliterarylink.com/miller1.html TEKS: 10A-C; 11A-F; 12A-C</p>	<p>Symbolism: Discuss the symbolism of diamonds, “the woods,” seeds, automobiles, etc. TEKS: 11A, F</p> <p>*Archetypes/motifs: Look for repeated statements that reveal characters’ views and attitudes which support motifs that Miller examines. TEKS: 11A-F</p>		<p><i>Death of a Salesman</i> starring Dustin Hoffman</p>	<p>Oral Interpretation: Assume the characters in the play and dramatize the scenes. TEKS: 18A-C</p>	<p>http://www.theliterarylink.com/miller1.html</p>

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<p><u>Timed Writing:</u> 1999 AP Free-Response Question #3 quotation from Antigone about pride. TEKS: 1A-C; 2A-D; 3A-D; 5AB; 10B</p> <p>2000 AP Free-Response Question #2 Orwell excerpt about choosing imperfection over “sainthood” TEKS: 1A-C; 2AB; 3ABE; 4G; 6F; 7G; 8B; 10B; 12AC</p>	<p>“Death of a Salesman: A Playwrights’ Forum” compiled by Philip Kolin (Essay is available at Gale Literature Resource Center. It is a collection of appraisals by nearly 20 contemporary playwrights including Edward Albee, Neil Simon, and Lanford Wilson.) TEKS: 10A-C; 12A-C</p>				<p><u>Panel Discussion:</u> Assign portions of the essay compiled by Philip Kolin Each student should be able to summarize the assigned playwright and cite one quotation from that playwright. TEKS: 15A-F</p>	
<p><u>Argument:</u> “Don’t part with your illusions. When they are gone you may still exist, but you have ceased to live.” Agree, Disagree, or Qualify the statement above. Use evidence from the two plays to support your thesis. TEKS: 1A-C; 2A-D; 3A-D; 5AB; 10B</p>	<p><i>The Glass Menagerie</i> by Tennessee Williams TEKS: 6A; 7A; 8AC; 11A-E</p>	<p><u>Symbolism:</u> Consider the menagerie, fire escape, movies. TEKS: 11A, F</p>		<p><i>The Glass Menagerie</i> directed by Paul Newman starring Joanne Woodward</p>	<p><u>Oral Interpretation:</u> Assume the characters in the play and dramatize the scenes. TEKS: 18A-C</p>	

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<p><u>Character Analysis:</u> WC p. 96 assignment analyzes the character of Laura. Write an analysis of Tom or Amanda. TEKS: 1A-C; 2A-D; 3A-D; 5AB; 10BC; 11C</p> <p><u>Writing about Mood:</u> WC p. 148 Write a movie review of <i>The Glass Menagerie</i> analyzing the mood of the play. TEKS: 1A-C; 2A-D; 3A-D; 5AB; 10BC; 11C</p> <p><u>Comparison:</u> Write an essay comparing one of the following aspects of <i>The Glass Menagerie</i> to that of <i>Death of a Salesman</i>:</p> <ol style="list-style-type: none"> 1. Escape through fantasy 2. Importance of family in framing ideas about life 3. Miller and Williams as Moral Symbolists 4. Communication in the play as spoken by Tom, “Blow out your candles” and by Biff, “Never spoke the truth for once in this house.” <p>TEKS: 1A-C; 2A-D; 3A-E; 4A-C; 5A</p>						

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<p>*College Resume: Prepare an academic resume based on your high school experience. Use the template as a structure, realizing that not everyone will have something for every category, and some people will have totally different activities, perhaps not even mentioned on the template. Consider that this resume should be given to anyone completing a recommendation for college. TEKS: 1AB</p>	<p>*Student Group Novels: selected from American novels not read for class this year TEKS: 4A-G; 5AB; 7F; 8A-D; 10C; 11A-F</p> <p style="text-align: center;">OR</p> <p>*Student Group Plays: selected from American plays not read for class this year TEKS: 4A-G; 5AB; 7F; 8A-D; 10C; 11A-F</p>		<p>*Novel Powerpoint Presentations TEKS: 13A-D</p> <p style="text-align: center;">OR</p> <p>*Drama Powerpoint Presentation TEKS: 13A-D</p>	<p>*Drama Presentation TEKS: 15A-F; 16D; 18C; 21BDE</p>		