Overview of the Writing Portfolio/Framework for Studying British Literature

Suggested Pacing: Two hours-Day One (This unit is an introduction, but the content should be addressed throughout the summer session.)

**This is much more than you need for a semester class.  It is your responsibility to select materials that address the essential questions and enduring understandings...pay close attention to the Virginia Beach Objectives.  If you need help, contact Fran Sharer at** [**fsharer@vbschools.com**](mailto:fsharer@vbschools.com)

Overarching Questions

1. How do good writers go about the task of writing?
2. Why use a portfolio?
3. What part does reflection play in a writer’s growth?

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| **Overview:** This unit will serve as both a review and an introduction. The students will review and practice the writing process and the communications skills using a handbook*.* Further, they will put those skills to work as they develop expository and technical writings, compose college essays, and complete business correspondence. The portfolio will showcase the best pieces of each student’s work (grades 9-12) and will demonstrate the student’s growth as a writer throughout high school.  **Essential Questions**: The following questions should be introduced in this unit and revisited throughout the year.  Enduring Understandings should be evident at the close of the year, specifically through the writing portfolio.   * Why is writing essential? * How can a Works in Progress folder and portfolio help a student improve his/her writing skills? * How does a writer decide which mode (description, narration, exposition, persuasion, creative) is most appropriate for an assignment? * How do good writers go about the task of writing? * How will I use revision and editing to sharpen the language and effect of my writing? * How does reflection help a student improve his/her writing? | | |
| **Know** | **Understand** | **Do** |
| * + - * WIP organization * three domains of writing: composing, written expression, usage/mechanics * revision techniques * pre-writing strategies * strategies to reflect upon writing | The student will understand that:   * writing is a process. * revision results in good writing. * revision should be guided by models and feedback from others. * a writer understands the best mode of discourse for any assignment (argumentation, narration, description, exposition). * a writer is aware of and selects words to elicit the intended response from the reader. * reflection promotes growth. | * Select and use appropriate vocabulary while considering purpose, audience, and format. * Select and use vocabulary that is age appropriate. * Use peer review, teacher input, and a hand book to revise writing. * Construct a resume that is appropriate for college or work. |

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| **OBJECTIVES THAT ARE EVALUATED** |

* 1. **The student will use the writing process: prewriting, writing, revising, editing, and publishing.**

E 12.12.1 Generate, gather, and organize ideas for writing. (SOL 12.7a)

E 12.12.2 Consider audience and purpose when planning for writing.(SOL 12.7b)

E 12.12.3 Present ideas in a logical sequence.

E 12.12.4 Demonstrate command of appropriate and correct use of sentence variety.

E 12.12.5 Elaborate ideas clearly and accurately. (SOL 12.7d)

E 12.12.6 Use reflective strategies to revise writing.

E 12.12.7 Revise writing for depth of information and technique of presentation. (SOL 12.7e)

E 12.12.8 Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. (SOL 12.7f)

E 12.12.9 Proofread final copy and prepare document for publication or submission. (SOL 12.7g)

E 12.12.10 Use available technology.

E 12.12.11 Maintain a writing portfolio.

**12.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.**

E 12.14.1 Demonstrate the ability to evaluate, edit, and revise all writing tasks.

E 12.14.2 Use a handbook as a reference tool.

E 12.14.3 Exhibit proficiency in the use of standard English in writing.

E 12.14.4 Use available technology*.*

* 1. **The student will prepare for the transition to career or schools of higher learning.**

E 12.15.1 Update a résumé and a cover letter.

E 12.15.2 Use criteria to evaluate the performance of tasks.

E 12.15.3 Demonstrate mastery in completing business forms.

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| **Materials** |

WIP folder

Pre-test writing assessment

Portfolio

Resume

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| **Stage 2: Assessment Evidence** |

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| **Mandatory**   * Have the students present their resumes and college/personal essays for evaluation by the end of this unit. Students who do not plan to go to college should present their resume and letter of interest or personal essay. See the [Activities Section](#_College_Essay_Topics) for a sample list of college essay topics. |

* Have the students, working in groups of three to five, share their personal or college admissions essays, focusing on a specific passage that best exemplifies their growth as a writer. Then, have the students write a reflection on this passage and how it shows their growth as a writer. After this activity, ask the students to keep these essays in their **Works in Progress** folders.

**NOTE TO THE TEACHER:** Selected students will read a piece from their portfolios with peers, parents, and teachers as their audience at Portfolio Night each spring.

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| **STAGE 3: The Learning Plan for Instruction** |

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| PORTFOLIO EXPECTATIONS |

All English students are expected to keep a portfolio with examples of their work. In order to do this, it is important for the teacher to provide the following:

A. A Works in Progress folder, which should be established during this unit.

B. Opportunities for reflection

C. A process that is in place for the entire year.

The grammar check sheet should become a part of the portfolio. ([See Activities Section](#_Grammar_Check_Sheet).) After each grammar mini-lesson, students should revisit the check sheet and note progress. This activity should continue throughout the year.

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| **CHOICES FOR INTRODUCING THE UNIT** |

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| **Mandatory**   * Have the students locate and bring to class newspaper articles, magazine articles, or electronic source articles on writing the college admissions essay or letter of interest to a trade school. Have the students highlight in each article the three most important tips given. |

* Have the students work in groups of three to five to peruse college or trade school applications. Have each group list the composition topics or essay topics found on these applications. After this activity, have the groups share their findings with the class, creating a class list of composition/essay topics found on college and trade school applications.   
  See the [Activities Section](#_College_Essay_Topics) for a sample list of college essay topics.
* Have the students work in groups of three to five to create a Bubble Map of the tips found in the articles on writing the college admissions essay or completing the letter to a trade school. ([See Activities Section](#_Bubble_Map).)

NOTE TO THE TEACHER: The Bubble Map is designed for the process of describing attributes. This map is used to identify character traits, cultural traits, properties and/or attributes.

* Have the students write an introductory essay on a topic such as “If you could have dinner with a famous person, who would this be and why? What would you talk about?” Have the students organize their thoughts using the 3-2-1 strategy. Ask them to do the following:

3 – List three qualities that they admire in this person.

2 – List two specific topics they wish to discuss with this person.

1. Write one question they would most like to ask this person.

After this activity, have the students write the personal or college admission essay and place it in their **Works in Progress** folders.

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| **CHOICES FOR TEACHING THE UNIT** |

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| **Mandatory**   * Have the students review their handbook and write a letter to a teacher or employer requesting a letter of recommendation or a reference for college admission. Have the students place these in their **Works in Progress** folders. |

* Have the students, working in pairs, read their partner’s introductory essay and their answers to the key questions. Then, have the partners discuss the following characteristics of an effective essay which are evident in their introductory essays:
  + clear, continued focus
  + specific and clear evidence or proof to support claims and generalizations
  + coherent, organized presentation of ideas with a concise introduction, conclusion, and clear transitions
  + personable style of writing that is simple and direct
  + clear and specific explanations of people, places, and events
  + mastery of the conventions of standard written English
* Have the students participate in mini-lessons on strong, colorful words, using anecdotes, repetition, and using an alternative style. Have the students use their handbook to check their work. Then, have the students revise their introductory essays or letters, incorporating the topics covered in each mini-lesson.
* Have the students participate in mini-lessons on “Planning and Organizing Your Essay,” “Shaping the Opening Paragraph,” “Developing Your Main Points,” and “Writing the Closing.” Then, have the students revise their essays, incorporating the topics covered in each mini-lesson.
* Have the students choose two of the college admissions essay topics on the class list and write an essay on each topic. Have the students participate in peer revision of these essays based on the mini-lessons. After these activities, ask the students to place the two college admissions essays in their **Works in Progress** folders.
* Have the students work in groups of three to five to analyze the strong points of well-written sample college essays and fill in the Activity Sheet. ([See Activities Section](#_College_Admissions_Essay).)
* Have the students choose one of the two college admissions essays or personal essays in their portfolios. Have the students participate in peer revision of this essay, incorporating the information presented in the mini-lessons and analyzing the strong points of a well-written essay. Then have them fill in the Activity Sheet. ([See Activities Section](#_(Sample)_College_Admissions).)
* Have the students read and review their handbook. Have each student write a reflection letter, explaining the strengths/weaknesses of the essay, the plans for improvement in the revision process, and the goals of the revision. Have the students place their college/personal essays and the reflection letters in their portfolios.
* Have the students update their résumés and cover letters after reviewing their handbook. Have the students place these in their **Works in Progress** folders.
* Have the students review their handbook and write an email to their peer revision partners, identifying the strengths and weaknesses of the first draft of the college admissions essay or personal essay and suggesting strategies for improvement. Have the students place a copy of these in their **Works in Progress** folders.
* Have the students select one piece of writing and complete the Grammar Check Sheet. ([See Activities Section](#_Grammar_Check_Sheet).) NOTE TO THE TEACHER: Students should return to this check sheet periodically.

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| **CHOICES FOR CONCLUDING THE UNIT** |

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| **Mandatory**   * Have the students arrange the entries in the **Works in Progress** folders according to the date written. Have the students write a reflection letter to the teacher, focusing on how and why their writing has changed, citing specific examples/passages from essays in their portfolios which best illustrate these changes. * Have the students work with a revision partner to revise their cover letters, résumés, and letters requesting a recommendation or reference for college admission. Then, have the students prepare the final draft of these and place them in their Works in Progress folders. |

**ACTIVITIES SECTION**

**Portfolio**

### Bubble Map

Strong personal voice

College Admissions Essay

### College Admissions Essay

**Group Activity**

**Worksheet**

**DIRECTIONS:** Read the college admission essay assigned to your group. Discuss the following aspects of the composition. When you have reached a group consensus about each item, record your answers.

1. What makes the beginning of this essay effective? How does it “hook” the reader (catch the reader’s attention?

**LIST AT LEAST THREE EXAMPLES OF:**

SPECIFIC WORDS OR PHRASES—

A.

B.

C.

SENTENCE BEGINNINGS OR STRUCTURES—

A.

B.

C.

OTHER EFFECTIVE DEVICES USED (QUOTATION, SHOCKING STATEMENT, ETC.)—

A.

B.

C.

1. What type of person is the writer? (persona) Give five specific examples from the essay to prove this.

A.

B.

C.

D.

E.

1. What are the strong composition points of this essay? Give examples of the following:
   1. SPECIFIC WORD CHOICE—
   2. DETAILS—
   3. FIGURATIVE LANGUAGE—
   4. COMPLEX SENTENCE PATTERNS—
   5. INTERESTING SENTENCE BEGINNINGS—
   6. ORGANIZATION PATTERN—
2. How does this essay affect the reader? (tone, impression) Give three examples to prove this.

A.

B.

C.

### College Essay Topics

1. Explain why you have chosen College/University and why we should select you.
2. What single accomplishment of yours do you consider to be your most significant and why?
3. How would you choose to be remembered by your college classmates?
4. Discuss some issue or problem of local, national, or international concern and its importance to you. Offer a possible solution.
5. Write a personal statement that gives the admissions committee a sense of who you are as an individual.
6. Describe a significant experience or interest that has special meaning to you.
7. How have you grown and developed?
8. Why have you chosen your particular career, profession, or course of study?
9. If you could interview a prominent person (past or present) in the arts, politics, religion, or science, for example, who would you choose and why?
10. Identify a person who has had a significant influence on you and explain the influence.
11. Write a speech for delivery before a particular group or an editorial for a publication.
12. Write about a book that has a special significance.
13. Discuss your goals for the future.
14. Write about a particular time in your life that has special significance.
15. Select a particular object that has a special meaning for you and explain its importance.
16. Describe an experience you have had in dealing with people of different race, background or culture.
17. Evaluate a significant experience or achievement that has special meaning to you.
18. There are limitations to what grades, scores, and recommendations can tell us about any candidate. Please use the space provided to let us know something about you that we might not learn from the rest of your application.
19. Please relate your interest in studying at Georgetown University to your future goals. How do these thoughts relate to your choice of a major?
20. Discuss some creative work that could serve as a key to the way you see the world and the way you see yourself in the world. The creative work may be a scientific theory, a novel, film, poem, song, or any other art form. (University of Chicago)
21. If you could travel through time and interview a prominent figure in the arts, politics, religion, or science, for example, who would you choose and why?
22. You have just completed your 300-page autobiography. Please submit page 217. (University of Pennsylvania)

**English 12**

### (Sample) College Admissions Essay Rubric

**Student’s Name**

**Block**

**Topic:** Write a college admissions essay based on one of the essay topics that often appear on college applications. Remember that your essay must reflect your persona, and that your admission to college may depend on the quality of this essay.

**Focus Areas:**

* “Hook” (creatively catching the reader’s attention) introduction
* Word choice (specific nouns, concrete verbs, descriptive adjectives)
* Details that “show,” not “tell” (examples, spoken words, figurative language)
* Organization (paragraphing or logical pattern)
* Persona (your personality comes through)
* Meeting or exceeding the requirements set forth in the topic

**Scoring:**

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| --- | --- | --- | --- | --- | --- |
|  | **“Hook”** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Word Choice** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Details that “show”** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Organization** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Persona** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Meets requirements set forth in the essay topic** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |

**Grade:**

**Comments:**

### English 12

**(Sample) College Admissions Essay Rubric**

**Student’s Name**

**Block**

**Assignment:** Write a college admissions essay based on one of the essay topics that often appear on college applications. The paper will be graded on the following focus areas:

**focus areas:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Hook** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Word Choice** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Details that “show,” not tell** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Figurative language** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Examples** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | **Varied sentence beginnings** | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | Varied sentence patterns | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  | | | | |
|  | Proper punctuation with introductory words, phrases and clauses | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
|  |  |  |  |  |  |
|  |  | | | | |
|  | **Evidence of organizational pattern** | | | | |
|  | **Yes** | | **No** | |  |

**Comments:**

*Elements of Literature (EOL) Handbook*, pp. 1183-1128

### Grammar Check Sheet (My Personal Checklist)

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| **Areas** | **Areas of Strength** | **Need Help** |
| **spelling** |  |  |
| **capitalization** |  |  |
| **punctuation (end marks)** |  |  |
| **commas** |  |  |
| **semicolons** |  |  |
| **colons** |  |  |
| **word usage** |  |  |
| **fragments** |  |  |
| **run-ons** |  |  |
| **subject/verb agreement** |  |  |
| **pronoun/clear antecedents** |  |  |
| **misplaced modifiers** |  |  |
| **other** |  |  |

Establishing a Framework for the Study of British Literature

Suggested Pacing: One full day after Portfolio unit

(and the content should be addressed throughout the summer)

**Overview:** This unit provides the students with a brief overview of British history, literary periods, and beliefs. As students preview the social, historical, and literary elements, they will begin to see how the British and their language have influenced the lives and literature of many peoples worldwide. As the year progresses, research should continue as students trace language changes and political and social influences of Great Britain on other nations. This unit underscores the philosophy that British history, literature, and language have influenced many parts of the world.

It is recommended that teachers identify a concept(s) that may be examined from various perspectives throughout the year. Having a concept that is revisited throughout the entire year will assist students in understanding how one concept/idea is evident throughout all units of study. For this mini-unit, the teacher may introduce the concept through the essential question, how does the study of [insert concept, such as human struggle, colonialism, women’s rights, freedom, individuality, identity, change] relate to the world in which I live? Refer to *Suggestions for Teaching the Uni*t for further suggestions for teaching literature through a concept-based focus.

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| **Mandatory**  **Overarching Understandings and Questions to Examine throughout the Year**   |  |  | | --- | --- | | A piece of literature’s meaning is enhanced by placing it in time and in location (geographically). | How do culture, history, legal/political systems and language influence literature? How does literature influence language? | | Cultural and political events, such as invasions from various cultural groups, have influenced changes in the English language from Old to Middle to Modern English. | How does the study of [INSERT CONCEPT] relate to the world in which I live? | | Connections exist between the beliefs, history, and themes of older literature and current British and World Literature. | How have British authors and literature influenced other writers/literature throughout the ages? |   **In order to understand, the student will**   * Identify and discuss prevalent issues and themes within British and world literature.   **In order to understand, the students should know**   * the various influences, beliefs and contributions of the British people helped shape their thinking, writing, and literature. * characteristics of the major literary periods from British literature. |

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| **OBJECTIVES THAT ARE EVALUATED** |

**12.6 The student will explain the processes by which language changes.**

E 12.6.1 Describe the history of the English language.

E 12.6.2 Identify the major periods of the English language.

E 12.6.3 Identify and use English words that have been influenced or brought into the language by borrowing from foreign languages and/or technical advances.

* 1. **The student will read and analyze the development of British literature and literature of other cultures.**

E 12.8.1 Recognize major literary forms and their elements. (SOL 12.3a)

E 12.8.2 Recognize the characteristics of major chronological eras. (SOL 12.3b)

**12.12 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**

E 12.12.1 Generate, gather, and organize ideas for writing. (SOL 12.7a)

E 12.12.2 Consider audience and purpose when planning for writing.(SOL 12.7b)

E 12.12.3 Present ideas in a logical sequence.

E 12.12.4 Demonstrate command of appropriate and correct use of sentence variety.

E 12.12.5 Elaborate ideas clearly and accurately. (SOL 12.7d)

E 12.12.6 Use reflective strategies to revise writing.

E 12.12.7 Revise writing for depth of information and technique of presentation.   
(SOL 12.7e)

E 12.12.8 Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. (SOL 12.7f)

E 12.12.9 Proofread final copy and prepare document for publication or submission. (SOL 12.7g)

E 12.12.10 Use available technology.

**12.16 The student will write documented research papers. (SOL 12.8)**

E 12.16.7 Evaluate the accuracy and usefulness of information. (SOL 12.8b)

E 12.16.8 Synthesize information to support the thesis. (SOL 12.8c)

E 12.16.9 Present information in a logical manner. (SOL 12.8d)

E 12.16.10 Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 12.8e)

E 12.16.11 Edit copies for correct use of language, spelling, punctuation, and capitalization. (SOL 12.8f)

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| **Materials** |

NOTE: It is recommended that the teacher use the Holt Reader for a brief but complete look at the time periods.

**Read and answer questions.**

The British Legacy, *EOL*, pp. 6-17, *Holt Reader*, pp. 3-9

The Middle Ages, *EOL* , p.116, *Holt Reader*, pp. 45-52

The Renaissance, *EOL*, p. 529, *Holt Reader*, pp. 81-91

The Restoration and the Eighteenth Century, *EOL*, p. 651, *Holt Reader*, pp. 117-124

The Romantic Period, *EOL*, p. 839, *Holt Reader*, pp. 161-167

The Victorian Period, *EOL*, p. 983, *Holt Reader*, pp. 197-205

The Modern World—1900 to the Present, *EOL*, p. 1018, *Holt Reader*, pp. 237-246

**Select three to four selections to read and answer questions.**

“Life in 999: A Grim Struggle,” p. 40/Anglo Saxon

“Give Us This Day Our Daily Bread,” p. 305/The Middle Ages

from *A Vindication of The Rights of Women*, p. 638/The Renaissance

from *The Education of Women*, p. 647/The Restoration

“On the Bottom,” p. 1053/The Modern World

“I Believe in a British Empire,” p. 1135/The Modern World

“The Noble Mansion of Free India,” p. 1137/The Modern World

from “Universal Declaration of Human Rights,” p. 1319/The Modern World

from “The Question of South Africa,” p. 1321/The Modern World

from “Towards a True Refuge,” p. 1325/The Modern World

Primary sources: Select one.

* *The Magna Carta*: <http://www.britannica.com/eb/article-9050003/Magna-Carta>
* *Declaration of Independence*

Trace these documents and similar government/legal documents in India, Canada, Australia and other Commonwealth nations.

* *Constitution of the United States*
* *The Bill of Rights*
* *The Thirteenth Amendment*
* *History of the English Language*: <http://www.m-w.com/help/fag/history.htm>

Supplementary Materials

Foster, Thomas C *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*, Harper Collins: New York. 2003.

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| **Mandatory by End of Summer Session**   |  | | --- | | **STAGE II: Assessment Evidence** |   Students must engage in a seminar or pre-planned discussion focusing on one or more essential questions or an adapted version of the essential questions (i.e., How does the study of **individuality** relate to the study British literature and to contemporary teenagers?) Based on the background research of British history and literary time periods, students should begin to connect the year-long study to a contemporary context. It is suggested that students return to this discussion and their evidentiary support throughout the year to provide more detailed support based on the literature read throughout the year. A final written reflection should be included in the year-end writing portfolio.   |  | | --- | | **Suggestions for Additional Assessment Evidence** |  * Have students respond to questions related to the prevalent issues and themes discussed in this module via blog, discussion boards, or SharePoint. * Present individual or group projects related to the background study of British history, literary periods, and language development. |

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| **STAGE III: The Learning Plan for Instruction** |

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| **PORTFOLIO EXPECTATIONS** |

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| **Mandatory**  **Writing Emphasis:** Research Using Primary Sources/Exposition  All English students are expected to keep all their written work in a Works in Progress folder (WIP). The contents of the WIP folder will be used by the student to select the pieces for the portfolio.  A A Works in Progress folder (WIP) with an annotated table of contents   1. Opportunities for reflection 2. Items in the WIP folder should be reviewed for possible inclusion in the portfolio. 3. A process for collection that is in place for the entire year. 4. The scored writing pretest, the state rubric, and the plan for improvement are the first items in the WIP. |

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| **CHOICES FOR INTRODUCING THE UNIT** |

NOTE TO THE TEACHER: Various graphic organizers for language change, influence of the *Magna Carta*, and so forth appear in the [Activities Section](#_Developments_and_Changes). These should be utilized by the students.

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| **Mandatory**   * Introduce students to a year-long concept (i.e., change) through a media blitz. Have the students use a stockpile of newspapers, magazines, online sources, and background knowledge of history, literature, etc., to create a collage that visually represents the concept. Then, have the students share their collages. Next, have small groups of students draft a concept definition for the term. (Note: this may be done on a blog so that all students are able to view and respond to each proposed definition/work.) After reviewing all of the definitions, have the whole class work to create a unified definition that may be posted and revised throughout the year. In addition to refining the definition, students will be able to construct concept maps that link the term to their learning and the literature examined during each unit. |

* Have the students participate in a “Walk About” which covers the seven time periods found on the “Overview of British Literature” graphic organizer. ([See Activities Section](#_Overview_of_British).) Information on the British Legacy and the pages for the seven time periods are listed on p. 3. Once the students have been assigned to one of seven small groups, have the students respond to each time period by listing as many historical facts about the time period or literary selections from that time period as they know. As they are doing this they should compare the responses made by the students on the “Walk About” chart to the facts they are finding. (An alternative would be to have the students respond to the major literary genres of each time period, listing what they know about these genres or titles of literature selections they may know of or have read.)
* Have the students listen to musical selections or view artwork representing several of the time periods found on the “Overview of British Literature” graphic organizer. Then, have the students respond to each selection in a personal response journal.
* Have the students respond to quotations from authors representing the seven time periods on the “Overview of British Literature” graphic organizer, making inferences about literature, language, and social issues of each time period. (See the quotations on the first page of each introduction to the time periods in *EOL*.)

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| **CHOICES FOR TEACHING THE UNIT** |

**Select One**

* What is Cultural Anthropology? Cultural anthropologists study humans through a descriptive lens called the ethnographic method, based on participant observation, in tandem with face-to-face interviews, normally conducted in the native tongue. Ethnographers compare what they see and hear themselves with the observations and findings of studies conducted in other societies. Originally, anthropologists pieced together a complete way of life for a culture, viewed as a whole. Today, the more likely focus is on a narrower aspect of cultural life, such as economics, politics, religion, or art. Cultural anthropologists seek to understand the internal logic of another society. Have the students, working in small groups, assume the role of a team of cultural anthropologists who are chosen to research the foundations of the British political system, the major eras from British literature, or the development of the English language. Topic selections should be used to provide an overview of the content to be introduced in this unit.
* You may select to trace the influence of any of the invasions, the influence of Christianity, the Anglo-Saxon heroic ideal, the significance of the *Magna Carta*, the impact of *Colonialism*, or the language changes from their beginnings to current times. Students are to create a Power Point (or other technology-based platform, such as WebBlender) that traces one of these components from its beginning to the current time. ([See Activities Section](#_The_Basics_of).)
* Have the students examine four pieces of literature that represent a variety of time periods to be studied and that connect to the year-long concept selected by the teacher. In addition to reviewing the background information on the history and literary period, students will make connections between the concept and the text, themselves, and the world. Students should track information related to this brief literature study to be used in the planned discussion.

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| **Background Research** | **Text** |
| The Anglo Saxons, p. 6  The Middle Ages, p.116 | from *A History of the English Church and People* |
| The Renaissance, p. 529  The Restoration and the Eighteenth Century, p. 651 | “Blow, Blow Thou Winter Wind”  “Tilbery Speech” |
| The Romantic Period, p. 839  The Victorian Period, p. 983 | “The Mark of the Beast” |
| The Modern World—1900 to the Present, p. 1018 | “Digging” Heaney, p. 1247 |

* Have the students work in groups of three to five to review one of the seven time periods on the “Overview of British Literature” graphic organizer. ([See Activities Section](#_Overview_of_British).) Each group will read, review, and summarize important historical events, documents, and language developments of this time period. Students should indicate changes from one age to the next. Topics for these groups include:
* The Anglo Saxons, p. 6
* The Middle Ages, p.116
* The Renaissance, p. 529
* The Restoration and the Eighteenth Century, p. 651
* The Romantic Period, p. 839
* The Victorian Period, p. 983
* The Modern World—1900 to the Present, p. 1018

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| **Mandatory**   * Have the students work in groups of three to five to prepare a PowerPoint presentation of their findings for each of the seven time periods found on the “Overview of British Literature” graphic organizer. ([See Activities Section](#_Overview_of_British).) This presentation must include the changes to the English language as they happened historically. |

* Have the students work in groups of three to five to create a graphic organizer that reflects one of the seven time periods of British literature. Have the students use a computer software program such as “Inspiration.” ([See Activities Section](file:///\\ADCFSADM01\SABShared\OIS\ENGSHARE\Summer%20School%20High%20School\12%20Summer%20School\Inspiration#_Using_).) Then, have the students share the graphic organizer with the class, focusing on the historical, literary, and language highlights of that time period.

**Select one to read:**

* Have the students read, “Life in 999: A Grim Struggle,” p. 40. Ask students to compare/contrast life in Anglo Saxon times to today. Then, ask them to work in groups to create a reality show for television that will demonstrate to the American public how people lived in 999. (Anglo-Saxon times)
* Have the students read “Give Us This Day Our Daily Bread,” p. 305, *EOL* and discuss the contradictions of the time (paragraph two). In diads, have the students compare England of the sixteenth century to America today. Then, have the whole class discuss the findings.
* Have the students choose to read either from *A Vindication of the Rights of Women*, p. 639, *EOL* or from *The Education of Women*, p. 647, *EOL* and in an essay discuss the rhetorical devices that the writers use. (NOTE TO THE TEACHER: Students should review rhetorical devices on p. 635.
* Have the students return to the primary documents researched earlier to decide which document is most closely related to the philosophy of these two writers. Then, have the students write a speech demonstrating their understanding of the stance of one of the two writers.
* Have the students read “On the Bottom” from *Survival at Auschwitz*, p. 1053, *EOL*, a memoir of a Holocaust survivor. Have the students respond to Literary Criticism, p. 1057. Once they have completed their essays, ask them to review the political, ethical, and social influences that allowed such an event to happen.
* Have the students begin the two charts that trace the influences of the *Magna Carta* and the development of the English Language. ([See Activities Section](#_Developments_and_Changes).)

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| **CHOICES FOR CONCLUDING THE UNIT** |

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| **Mandatory**   * Have the students select a political or social issue that appears in at least two of the seven time periods in British literature. Then, have the students read an article on the same issue as it applies to today’s society. ([See Activities Section](#_Overview_of_British).) Have the students develop a Multi-Flow Map or a tree map that depicts this issue’s relevance to at least three time periods. ([See Activities Section](#_Multi-Flow_Map).) Then, have the students write an essay using inductive or deductive reasoning to explain how and why this issue impacted each of the three time periods and to support their position on this issue. Have the students place the essay in their Works in Progress folders. |

* Have the students summarize their understanding of the women’s rights movement today. Then, have the students research online and compare/contrast the history of Women’s Rights Movements in the United States and England.
* Have the students write an essay in which they predict how the English language and literature would have changed if a major event in each time period (Anglo-Saxon to Twentieth Century) had been different. (For example, what would have changed if William the Conqueror had lost to King Harold at the Battle of Hastings? What would be different if World War I had never been fought?) Have the students place this essay in their WIP folder.

**ACTIVITIES SECTION**

**British Literature**

**The History of the English Language**

If English has become the dominate language in the world, why? Students should know the background of the language and why it is the language of business, science, and so forth.

Chronology of the English Language

* 599-1100…Old English
* 1100-1450…Middle English
* 1450-1700…Early Modern English
* 1700-present…(Late) Modern English

Today Modern English is the dominant international language in communications, science, business, aviation, entertainment, radio, and diplomacy. The influence of the British Empire is the primary reason for the initial spread of the language far beyond the British Isles. Since World War II, the growing economic and cultural influence of the United States has accelerated the adoption of English. A working knowledge of English is required in certain fields, professions, and occupations. As a result, over a billion people speak English as least at a basic level. English is one of six official languages of the United Nations.

It is recommended that students study and research the English Language in one of the following three methods:

* One language changing over time…Old to Middle to Modern is seen as “the same language.”
* One language evolving into another over time…Old English with the Germanic influence changing over time becoming Modern English
* The language as a cluster of related forms of speech shifting historically and geographically eventually becoming another, larger cluster of related forms speech, writing, and print called “English.”

Research can take the form of the history of the language, classification and related languages, geographical distribution, English as a global language, dialects and regional varieties, grammar, vocabulary, the number of words in English, word origins, the writing system, formal written English, and basic and simplified versions of English. Using what they know about the language and the global economy of our lives today, they can research the future of the language.

History of English websites of value:

* <http://www.danshort.com/ie/timeline.htm>
* <http://www.anglik.net/englishlanguagehistory.htm> (addresses Global English)
* <http://www.soon.org.uk/page18.htm>

### Overview of British Literature by Era

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| --- | --- | --- | --- | --- | --- | --- |
| **The Anglo-Saxons**  **449-660** | *The Middle Ages* **1066-1485** | **The Renaissance**  **1485-1660** | **The Restoration and the Eighteenth Century**  **1660-1798** | **The Romantic Period**  **1798-1832** | **The Victorian Period**  **1832-1901** | **The Twentieth Century**  **1902-** |
| Epic  * *Beowulf*  Narrative Poetry  * “The Seafarer”  Riddles Distinguishing Traits | BalladsNarrative Poetry  * Geoffrey Chaucer  Romance Narrative  * Sir Thomas Malory   Distinguishing Traits | Sonnet  * Sir Thomas Wyatt * Edmund Spenser * William Shakespeare * John Donne * John Milton   ***NARRATIVE POETRY***   * Edmund Spenser   ***LYRIC***   * Elizabeth I * Christopher Marlowe * Sir Walter Raleigh * Robert Herrick * Andrew Marvell * John Donne * Ben Jonson * Sir John Suckling * Richard Lovelace * Sir Francis Bacon   ***MEDITATION***   * John Donne   ***ESSAY***   * Sir Francie Bacon * King James Bible   ***EPIC***   * John Milton   ***ALLEGORY***   * John Bunyan   ***DRAMA***   * William Shakespeare   Distinguishing Traits | Satire  * Jonathan Swift * Alexander Pope  Diary  * Samuel Pepys   **FICTIONAL NARRATIVE**   * Daniel Defoe  Nonfiction  * Samuel Johnson * James Boswell  Elegy  * Thomas Gray  Lyric  * Thomas Gray   Distinguishing Traits | Lyric  * Robert Burns * William Blake * William Wordsworth * Samuel Taylor Coleridge * Lord Byron * John Keats   **ODE**   * William Wordsworth * Percy Bysshe Shelley * John Keats   **SONNET**   * William Wordsworth * Percy Bysshe Shelley * John Keats   **NARRATIVE POETRY**   * Samuel Taylor Coleridge * Lord Byron * John Keats   **LETTER**   * Charles Lamb * Samuel Taylor Coleridge * Lord Byron * John Keats   Distinguishing Traits | Lyric  * Alfred, Lord Tennyson * Gerald Manley Hopkins * Matthew Arnold * Thomas Hardy * A.E. Housman   **NARRATIVE POETRY**   * Alfred, Lord Tennyson  Elegy  * Alfred, Lord Tennyson  Sonnet  * Elizabeth Barrett Browning   Dramatic Monologue   * Robert Browning  Short Story  * Rudyard Kipling   Distinguishing Traits | Lyric  * Siegfried Sassoon * Wilfred Owen * Rupert Brooke * Philip Larkin * T. S. Eliot * Ted Hughes * William Butler Yeatts * D.H. Lawrence * Dylan Thomas * Margaret Atwood * Stevie Smith * W.H. Auden * Seamus Heaney * Derek Walcott  Short Story  * Graham Greene * James Joyce * D. H. Lawrence * Elizabeth Bowen * Katherine Mansfield * Frank O’Connor * Doris Lessing * Nadine Gordimer   **COLONIAL LITERATURE**   * Anita Desai * V.S. Naipaul * Chinua Achebe * Wole Soyinka  Nonfiction  * D.H. Lawrence * Katherine Mansfield * Virginia Woolf * George Orwell   Distinguishing Traits |

### Overview of British Literature

### Influence From Other Countries and On Other Countries

Students should note changes from era to era

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| **The Anglo-Saxons**  **449-660** | *The Middle Ages* **1066-1485** | **The Renaissance**  **1485-1660** | **The Restoration and the Eighteenth Century**  **1660-1798** | **The Romantic Period**  **1798-1832** | **The Victorian Period**  **1832-1901** | **The Twentieth Century**  **1902-** |
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### History of the English Language

**(Description of and Changes to)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Background/Historic Family of Language** | **Old English (500-1100 AD)** | **Middle English 1100-1500** | **Modern English 1500-1800** | **Twenty-first Century English** |
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**Virtual Note Card**

Directions: Cut and paste useful information from the Internet. Hyperlink the URL to the Web Page and summarize the information at the bottom.

Author:

Editor:

Title of Article:

Title of Web

URL of Web Site: Please Hyperlink to site.

Online Database: (For example Proquest or SIRS)

Date of Publication:

Date of Access:

Publisher/Place of Publication:

Pages: If applicable.

Works Cited Entry: Refer to *Holt Handbook*

Summary:

Notes:

Vadersen’s Virtual Note Card Directions

**Creating Virtual Note Cards**

Step One: Open Virtual Note Card from Class Portal (Teachers’ Web Site)

Step Two: Minimize VNC

Step Three: Go to Internet or search engine and do a search on your topic. Find a Web Site with creditable information on your topic. Browse the site to decide if it has worthy information.

Step Four: Highlight/Select chosen text that you would like to use for your research paper.

* Right click
* Copy
* Maximize Virtual Note Card
* Place curser in designated area
* Right Click
* Paste

At this point, your information should have miraculously appeared on your note card.

Step Five: Minimize your VNC and repeat the process. Return to your site and find new information for your note card. Copy and paste again.

When you go to a new site, create a new VNC.

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**Saving Virtual Note Cards**

**Step One:** File

Save As

Select “Current Student Work Space”

Select your Virtual WIP Folder

Save the VNC as Source 1

When you begin your second virtual note card, save it in your group folder as Source 2.

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**Hyperlink URL in the Virtual Note Card**

Step One: Cut and Paste URL to VNC

2: Select/Highlight the URL and right click

Choose Hyperlink

On next window, the address should appear in the bottom box.

Choose Save

The URL should be blue in done correctly. To revisit your site at a later date, simply click on the blue URL.

**Multi-Flow Map**

The Multi-Flow Map is a tool for seeking causes of events and the effects. The map expands when showing historical causes and for predicting future events and outcomes. In its least complex form, it expands to future events and outcomes, in its most complex form, it expands to show the interrelationships of feedback effects in a dynamic system.

**OPTION 1:**

**OPTION 2:**

→

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### Tree Map

The Tree Map enables students to complete both inductive and deductive classification. Students learn to create general concepts, (main) ideas, or category headings at the top of the tree, with supporting ideas and specific details in the branches below.

**OPTION 1:**

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**OPTION 2:**

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### The Basics of Microsoft PowerPoint

**To create a slide show:**

1. Boot up into PowerPoint (Start, Programs, Microsoft PowerPoint).
2. Select *Template*, then *OK*.
3. You are at the “**New Slide**” screen where you will choose a layout for your first slide. Select the first choice (Title slide), then click *OK*.
4. PowerPoint is very user friendly in that it basically tells you what to do next. You see on your title slide it says to “Click to add title.” Using your left mouse button, click in this area and type the title of your slide show.
5. Next you will click to add the subtitle.
6. Once you have typed the title and subtitle, you should save the slide show by clicking on **File, Save As.** Click in the box at the top that says “Save in” and change to the 3½ floppy A drive. Click in the box near the bottom of the screen that says “File Name” and type in the name you want the slide show to saved under. Click *OK*.
7. Click on *New Slide*. This will take you into the Slide Layout screen where you will choose a slide layout for your second slide.
8. Create the second slide, and so forth until you complete all of your slides.
9. It is a good idea to save after every slide. To do this simply click **File, Save,** or do a **Crtl S.**

**To add transition to your slides:**

1. Go back to your first slide (use scroll bars at the right of your screen), then click on *Slide Show* in the menu bar, then *Slide Transition*.
2. Choose an effect.
3. Choose whether you want this transition to apply to all your slides or just this slide.

**To add sound to your slide transitions:**

1. Go back to your first slide (use scroll bars at the right of your screen), then click on *Slide Show* in the menu bar, then *Slide Transition.*
2. Click on the arrow next to Sound, then choose one of the sounds available there.
3. Click on *Apply.*

**To add animation to your slides:**

1. Go back to your first slide.
2. Click on *Slide Show* in the menu bar, then *Custom Animation*.
3. In the *Timing* tab, you will see each of the items to which you can apply animation (title, subtitle, graphics, charts, etc.)
4. Select the item to which you wish to add animation and click the “animate” button.
5. Click on the *Effects* tab.
6. Choose an Entry Animation and Sound. Preview it if you like.
7. Continue this process with any other items on the slide you wish to animate.

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| **REMEMBER…the purpose of your slide show is to convey information.**  **The MOST IMPORTANT items on each slide are the words.**  **Adding too many bells and whistles will detract from your presentation and annoy your audience.** |

Be familiar with the 5 icons at the bottom left corner of your screen (just above the Drawing tool bar):

**Slide View**—shows you the layout of your slide show, one slide at a time

**Outline View**—shows you the layout of your slide show in outline format

**Slide Sorter View**—shows you 6 slides at a time so you can delete or change the order of your slides

**Notes Page View**—shows you each slide with a space under it to make notes

**Slide Show**—plays your slide show

**To print slide show:**

1. Click on *File, Print.*
2. Next to *Print what,* select *Handouts, 6 slides per page*.
3. Place a checkmark in *Pure Black and White* and *Frame Slides*.
4. Click *Print.*

**Overview of British Literature Periods**

**PowerPoint Presentations**

As an introduction to the literary periods in British literature, students will work in small groups to research one period and to prepare a PowerPoint presentation for the class. Each group will become the experts on this literary period. Using *Elements of Literature, Sixth Course (EOL),* review the information on the following pages; this will form the basis for the presentation.

NOTE TO THE TEACHER: Power Notes Online is a good source for these presentations.

Choose **one** of the following literary periods for the group to research and present:

* The Anglo Saxons, p. 6, *EOL*
* The Middle Ages, p. 116, *EOL*
* The Renaissance, p. 529, *EOL*
* The Restoration and the Eighteenth Century, p. 651, *EOL*
* The Romantic Period, p. 839, *EOL*
* The Victorian Period, p. 983, *EOL*
* The Modern World—1900 to the Present, p. 1018, *EOL*

Take notes on the following aspects of the literary period:

* Major beliefs
* Major genres
* Historical background
* Major authors
* Literary terminology that is appropriate
* Contributions of different cultures
* Language developments

Prepare a PowerPoint presentation on your group’s literary period. Follow the directions on the handout for such presentations. Each group should prepare no more than six to eight slides.

Please remember that the purpose of this PowerPoint presentation is to inform the class of the importance of each literary period in British literature. While you plan the slides, please use sounds that are appropriate, not distracting, to enhance them. Also, use animation and visuals that are appropriate, not distracting, to the topic and to the audience. In other words, make this presentation as professional as possible.

Computer lab room and dates

Presentation date

### Using “Inspiration”

While you are in the lab today, you will be asked to create a graphic organizer that reflects one of the seven time periods of British literature.

**Getting Started:**

1. Open the “Inspiration” program (Start, programs, “Inspiration,” “Inspiration 6.0”).
2. You will see a circle in the middle of your blank document. To change the circle to a symbol, make sure it is selected and then go to the tool bar on the right side of your screen and click on whatever you desire.
3. To view other menus, click on the middle triangle, and it will give you a list of topics. To scroll randomly, click on the < or > arrows.
4. To type in or under the symbol, double click twice on that symbol. A cursor should appear.
5. How do I draw arrows from my symbol?
   * Click on link (tool bar at the top of the screen).
   * Click on the first symbol, then the second symbol. Your arrow should appear.

**The English Language**

### Developments and Changes from Old English to Global English

Global English

Business/Technology

Modern English

Middle English

Old English

Characteristics

Characteristics or Changes

Characteristics or Changes

Trace this development

Business

Technology

### Magna Carta

### 1215

### Influences on other governments’ constitutional and common law

United States

Influence of Magna Carta

Document

United States

Canada

Australia

India

Other countries