Unit #1: In the Beginning

10th Grade Literature

Mr. Coia

Name: _____ Date: _____ Period:_____

Since this is the first unit guide, let me explain a few items.

- ✓ Each unit guide will cover anywhere from one-four weeks. You'll have all the information in case you are absent. Share this with your parents immediately. Print off an extra copy to put on the refrigerator.
- ✓ The bulleted points show what we will try to do in class. If we don't get to it, I'll have you move/remove activities.
- ✓ HW=homework. It's due the next class period unless stated otherwise.
- ✓ Items in **bold** show larger items (papers, tests, etc.)
- ✓ Remember, while major tests will always be listed, quizzes can spring up anytime.
- ✓ Write your name on this, and put in your Handouts section now

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Tues 9/1
- Introduction to the course
- Create name card with:
    - o Favorite movie & book
- Four-Square
    - o Name Acrostic
    - o A haiku about school
    - o Pick a quotation and explain it
    - o Describe in as much detail as you can one or two events that were most memorable this summer

HW: Read and initial rules sheet; Parent/student signature; class supplies; spend time on mrcoia.com

Thurs 9/3
- Write #1: "Is our use of technology making us distract? Try to explain answer on both sides of the issue."
- Lesson on marking text
    - o Margin notes
    - o Important Phrases
    - o Strong verbs
    - o Asking questions
- Read and mark technology article #1: "Problem with Technology in Schools,"
- Begin technology article #2: "Schools Seek Balance for Cellphones in Schools"

HW: Read, mark article, give bountiful margin notes, then *summarize* five main points of the article. Write these at the end of the article on the last/back page

Tues 9/8
- Triad discussion on articles
- Write #2: "Write a response to one of the authors. What points were overlooked in the article?"
- Adding to our markings
- Writing strong summary sentences
-
HW: Read and initial rules sheet; Parent/student signature; class supplies; spend time on mrcoia.com

Thurs 9/10
- **Notebook/supply check**
- Signatures due today
- Write #3: "Trapped by TV" comic. How does this add to our two articles?"
- Sayings 2.0 activity
- Watch: *Look Up*
- What new information on the subject do these items offer?
- Socratic Seminar rules

HW: Prepare for Socratic Seminar. You'll need your points and examples prepared in advance; additional quotations on the subject will help; bring in a paper with your position and major points/subpoints

Mon 9/14
- Socratic Seminar
    - o Essential Question: "How Does Our Internet Usage Affect Us?"

Wed 9/16
- Sentence of the Week #1: Subject and Predicate
- Essay format: Intro, thesis, body, conclusions
- Read handout: "Thesis Statements and Beyond"
- In-class writing: "How does our Internet usage affect me?"

HW: Narrative essay work connecting the articles with your experiences. 500-600 words typed. Bring in two copies.

Fri 9/18
- Reviewing introductions
- Peer comments
- Strong v. weak verbs
- Work time on essay

HW: Work on final draft. You MUST have both student comment papers attached to the back of your new essay for credit

Tues 9/22
- **Narrative Paper due**
- Class readings
- SOTW #2: Simple Sentences
- Begin Shakespeare's "Sonnets"
- #18, 29, 64 groups
- Read in small groups, mark, and discuss
- Research online commentary

HW: Open House for parents 1700-1900

Thurs 9/24
- Write #4: Write one sonnet about a topic of your choice
- Class readings on original sonnets
- Turn in composition books for grading
- Student of the Month voting

Mon 9/28
- Shakespeare unit on *Othello* begins
- Sentence of the Week #3

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Assignments for this Unit

Non-Fiction Articles: We'll use a non-fiction article to begin to look at persuasive writing and how it works. For the article, you will actively read by making comments in the margins and questioning the author's arguments.

Formal Essays: You'll have two opportunities to display your understanding in a narrative essay this unit. The length is 500-600 words, and we will use the 6 Traits grading rubric for all essays. They must be typed, and follow the class format.

Write Assignments: We will have short, 5-minute bursts of writing in class to prepare our brain to think or to express thoughts we have. These assignments are quick, and you will receive full credit if you write for the entire time. Use these to prepare understanding or expression of a concept from class.

Notebook and Supply Check
You'll need the following for our notebook check **Thurs 9/10.** Remember, this is the first, and we'll add to this throughout the year to provide you with an orderly notebook. Therefore, you need ALL the pieces to receive credit. No partial credit offered on this.

You need two tabs with the following:

LA Handouts:
- Unit guide #1 (ON TOP)
- Class Rules sheet, initialed

LA Classwork:
Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper in your binder, and your pens, pencils, highlighter, etc.

Standards for This Unit, or, Why We are Learning This!

Reading

10E1b.1: Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
Example: Analyze an advertisement that has been made to look like the informational newspaper or magazine content around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.

10E1b.5: Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
Examples:
1. Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication.
2. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.

10E1c.14 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
Example: Read a book such as Hornblower During the Crisis by C.S. Forester and tell how the author uses the story to convey larger themes about a period of transition in British history.

Writing

10E2a.2: Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.

10E2a.3: Use precise language, action verbs, sensory details, and appropriate modifiers, and the active ("I will always remember my first trip to the city") rather than the passive voice ("My first trip to the city will always be remembered").

10E2a.8: Integrate quotations and citations into written text while maintaining the flow of ideas.

10E2a.13 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; and edit and revise in response to peer reviews of own work.

10E2b.2: Write biographical or autobiographical narratives or short stories that:
a. Describe a sequence of events and communicate the significance of the events to the audience.
b. Locate scenes and incidents in specific places.
c. Describe with exact details the sights, sounds, and smells of a scene and the specific actions, movements, gestures and feelings of the characters. In the case of short stories or autobiographical narratives, use interior monologue to show the character's feelings.
d. Pace the presentation of actions to accommodate changes in time and mood.
Example: After reading an example of an autobiography, use the structure of the autobiography to compose your own autobiography.

Speaking

10E3a.15: Deliver expository presentations that:
a. Provide evidence in support of a thesis and related claims, including information on all relevant perspectives.

Socratic Seminar Introduction
10 Honors World Literature
Mr. Coia

Article: "Is Google Making Us Stupid?"
Essential Question: "How Does Our Internet Usage Affect Us?"

Socratic Seminars -- Grading Rubric
A major goal of this class is to develop the student's skill to analyze a text, and then demonstrate that analysis through speaking and writing. Socratic seminars seek to give the student the opportunity to demonstrate a level of understanding of a text and the ability to apply those ideas through the spoken word.

Rules
1. Students read a text provided by the teacher.
2. The group sits in two circles.
3. No put-downs or arguments.
4. All members must participate to be evaluated.
5. There is no single right or wrong answer to the essential question.

Procedures
1. No raising hands. Speak when appropriate.
2. This is a student-led discussion. The teacher is not a participant in the discussion, but an active observer.
3. The teacher will evaluate the students based on the grading rubric included in this information.
4. Refer to the text / source material whenever possible.

Uses text- Use text during the Socratic Seminar. Refer to it for evidence. Evidence and examples are essential to your grade and are a habit of mind you should have.

Number of Comments- How often did you speak? Did you interrupt people? Don't talk to the teacher, talk to the class. You will lose points if you are talking while others are trying to score points.

Asks or responds to questions- Do you listen to what others are saying? Did you ask a question to the group or did you respond to a question posed to the group?

Answers Essential Question- Refer directly to the EQ. Be very clear that you are answering the EQ.

Socratic Seminar Grading Criteria
Total _____/20 discussion   _____/5 evaluation notes

Name of Speaker (who is the student you are grading?):_____
 Name of Evaluator (that's you!):   _____

Essential Question: "How Does Our Internet Usage Affect Us?"

A. Number of comments

0	1	2	3	4	5

| Doesn't speak | 1 comment | 2 comments | 3 comments | 4 comments | 5 comments |

B. Quality of comments *(earning a 0 -2 on above rubric limits this category to a 0-3)*

0	1	2	3	4	5

| Doesn't speak | repeats other comments | | original ideas | | original, deep comments |

C. Addresses essential question and stays to the text

0	1	2	3	4	5

| Never | | once or twice | Often | | Insightful and thought-provoking |

D. Discussion Etiquette *(listens to others, allows others to speak, avoids dominating and cutting others off)*

0	1	2	3	4	5

| Not engaged/slouching | Listening only | Appears only mildly interested in discussion | | | actively engaged and good part |

How would you describe and explain what you saw from the Speaker's performance in this activity? What impressed you? What needed more work?
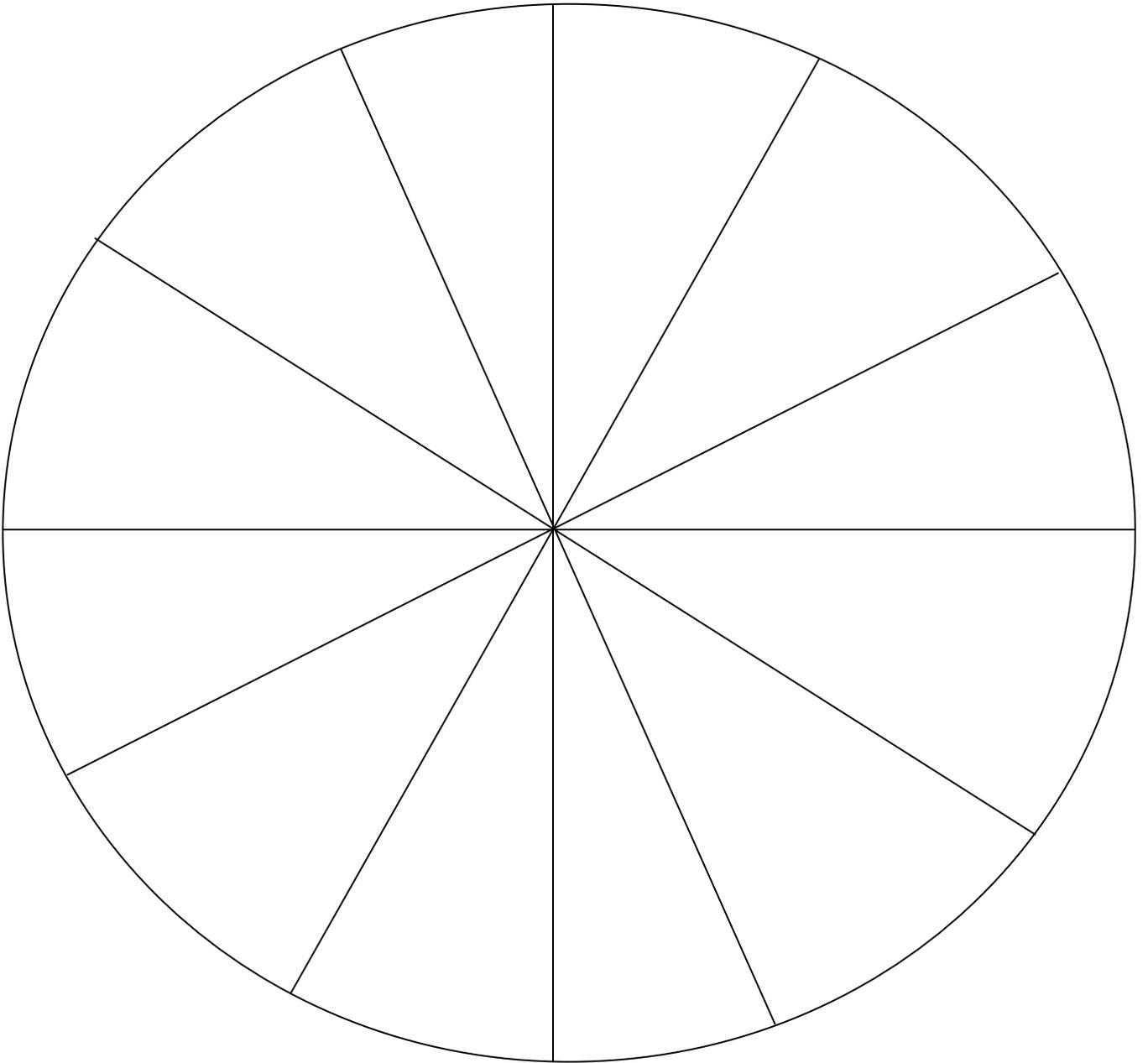
_____

_____

_____

_____

Socratic Seminar Circle   **Evaluator's Name:**_____

Put student names on the outside of each wedge to represent the circle. Tick off each time a person speaks, and jot down important comments. While you will take notes on all students, your focus will be on your partner.

Additional Comments:

How Do I Format My Paper?
A Modified MLA Format for Kubasaki High School

Susan Harrison ← Your name
Mr. Washington ← Teacher name
LA 11 Period A4 ← Class name and period number
25 October 2015 ← Date paper is due in this format

Play-Dough Minds: Plato vs. Popular Teen Culture ← *always have a creative title centered*

In his *Republic*, Plato had a higher opinion of children and a higher purpose for childhood. Contrary to producers, advertisers, and performers, Plato saw boys and girls as "young and tender thing[s]," and believed that this part of life is the "most important part." Childhood, according to Plato, is not important because it presents a lucrative demographic; rather, it is vital because it is the formation of the character of a future man or woman in society.

← Periods and commas always go inside quotation marks

do not → skip an extra line between paragraphs

It is important because Plato implies that who we are when we are forty begins when we are four. This is the time in which character is planted and watered. Plato commented that childhood is "a time when character is being formed and the desired impression is more readily taken." What, then, is the "desired impression" in these times? For advertising conglomerates, it is to sing an annoying jingle, stamp an impressive logo, or a showcase a tanned body for the sole and unscrupulous purpose of selling products. The desired impression occurring on Madison Avenue is fueled by product placement and the bottom line. Plato, however, seems to desire a more virtuous impression for these young minds. [essay not complete]

Formatting Tips:
- Double-spaced, unless otherwise stated. Poems are single-spaced lines, and double-spaced stanzas

- No "floating paragraphs" (blank lines between paragraphs). If your Word automatically adds blank lines, fix it by going to Format→Paragraph→change *Spacing* to 0 in the Before and After.

- 12-point font, standard font (Times New Roman, Arial, Verdana, Calibri, or Helvetica)

- No more than 1-inch margins all around (In Word, go to File→Page Setup→Margins)

- Includes a creative title related to your writing. This is your first introduction to the reader. Make it clever and interesting, and not just the assignment title.
- **Save this sheet and put in your binder. We'll use this for the entire year.**

In-Text Citations

When you use an idea from an author or directly quote an author in your paper, you must acknowledge the author. Usually, the author-page number method is used. **Ex**. (Jones 22).

Examples:

    Direct Quote - She stated, "Students often have difficulty using MLA style" (Jones 2).

    Direct Quote - Jones found "students often have difficulty using MLA style" (2).

    If the *direct quote is more than 4 lines of text*: omit quotes, start the quote on a new line, and indent

    Ex. Jones' (2009) study found the following:

        Students often have difficulty using MLA style, especially when it was their

        first time citing sources. This difficulty could be attributed to the fact that many

        students failed to purchase a style manual or to ask their teacher for help (2).

    Paraphrase - According to Jones (2), MLA style can be hard for students.

    Two or three authors: (Last Name, Last Name, and Last Name p#)

    Four or more authors: (Last Name of First Author et al. p#)

    No author of article, chapter, brochure or short work: ("Title", p#)

    No Author of book, entire website, or long work: (*Title*, p#.)

Works Cited Page

All sources that were cited in the paper appear at the end of your paper. Write the word "Works Cited" on the first line in the center of the page (no quotes). List your sources flush left. Alphabetize your sources (A-Z) by last name. References longer than one line should be formatted with hanging indentation. (*In Microsoft Word: go to paragraph→special indentation→hanging*)

- **Periodical** (journals, magazines, newspapers, newsletters): Last Name, First Name, and First Name Last Name. "Article Title." *Journal Title*. Volume.Issue (Year): pages. Medium. Date of Access (if retrieved online).
- **Website:** Contributor's Name(s) (same format as above). "Title of Resource." *Title of Web Site*. Sponsor, Last Edited Date. Web. Date of Access.
  Note: The contributor can be an author, editor, or organization.
- **Book:** Last Name, First Name. *Book Title*. City of Publication: Publisher, Year. Medium.

For more information on Works Cited formatting, please go to
https://owl.english.purdue.edu/owl/resource/747/01 or refer to *Holt Handbook*

Article #1:

The Problem with Technology in Schools

By Alfonzo Porter January 28, 2013

Instant access to information has revolutionized how students learn today. From an instructional perspective, education technology sounded great, but with its growing prevalence in America's public schools, its true impact is gradually being revealed. And the news is not all good.

Between class periods, the halls of American high schools resemble a traffic jam on the interstate as they glare hypnotically into a screen. Some scroll their fingers up, down and across a tablet, others text faster than professional typists, while still others bop their heads to music.

Yet, this behavior does not always stop at the classroom door — and that has also become another major issue.

Teachers are now forced to perform the "put that away, unplug that, please log off" dance every class period, resulting in a waste of valuable instructional time…For our kids, any further distraction in school should be particularly unwelcomed. Saturated by entertainment media, they are experiencing stimulation that teachers cannot keep pace with.

To remedy this, all technology should be left in lockers and not allowed in the classroom. Failure to comply should be met with confiscation of the device, which would only be returned to the parent. If parents believe that it is acceptable for their child to violate established school policies, then the schools are left with no other option other than to seize them.

For many, technology has become a catalyst for distraction and off task behavior with students, tweeting, or prowling through YouTube when they're supposed to be listening to the teacher or doing classwork promotes a lack of focus.

Quick access to information can lead to a lack of critical thinking about sources and quality of information, as well as an inability to "mine for data." Many students will likely click one or two pages into a Web site, but no further. This means that in addition to creating concentration problems, students

who multitask too much develop a tendency toward skimming rather than in-depth reading and analysis. This, more than anything, will hurt grades and the development of the intellect.

Commonly referred to by educators as the "Wikipedia problem" technology can create an expectation of easy access to information and instantaneous answers. Today students' idea of learning about a topic is to believe what they read in online. Alas, Wikipedia has become the modern day concept of research and is considered acceptable by too many educators.

Teachers reported that students are distracted constantly. Their memory is highly disorganized. Recent assignments suggest a worsening at analytic reasoning. Further, they wonder if we are creating people who are unable to think well and clearly.

Schools across the country are struggling to deal with the growing prevalence of the technology. Most have created policies that are intended to guide the use of gadgets in the classroom; enforcement is proving to be difficult.

Other teachers, however, say that technology is not just a problem but can be a solution.

They agreed that technology could be a useful educational tool. Roughly 75 percent of the teachers surveyed said that the Internet and search engines had a "mostly positive" impact on student research skills. And they said such tools had made students more self-sufficient researchers.

Many education reformers tend to look to technology to solve some of the challenges that face our public schools. From online education to interactive games, the emphasis on exploring technological forms of pedagogy to raise student scores has generated a number of interesting projects and studies.

While everyone agrees that there's no stopping the development of multiple educational and technological formats, including social media and that there would be a number of negatives should that happens, schools will be challenged to endure that students can use new online educational forms and social media and still continue to develop the intellectual skills they need to succeed in and interact with the world.

The issues engendered by the reality of education technology demand that schools leap ahead in developing a "Digital Citizenship" curriculum to appropriately guide students beginning from kindergarten on technology' usage.

Article #2:

Schools seek balance for cellphones in class

Are they a teaching tool or a distraction?

By Linda Matchan BOSTON GLOBE JUNE 16, 2015

After 20 years of teaching, Miriam Morgenstern is calling it quits this month. The Lowell High School history and ESL teacher is starting an educational nonprofit, although that's not the only reason she's leaving the classroom.

Another is her frustration with students and their cellphones. The texting, tweeting, and Snapchatting during class time are "an incredible distraction, and makes it much more difficult to teach," she said. "It's pretty hard to compete with a very funny YouTube video."

It is the most vexing issue of the digital age for teachers and administrators: What to do about students' cellphones? Some maintain that smartphones and other devices in schools are crucial to being competitive in a global market, while others insist that phones and tablets distract students, compromising their learning and focus.
"You'll get kids saying, 'I'll look something up for English, and while I'm here let me quickly check my Instagram or Twitter feed.' And then it's, 'Oh, I never realized this girl said that to me,' and now they're distracted and not really engaged with their lesson plan," said Joni Siani, a Braintree psychologist and author of "Celling Your Soul: No App for Life," about how digital media affect young people.

Educators don't agree on much when it comes to digital devices in classrooms except that they aren't going away. Some 88 percent of American teens ages 13 to 17 have or have access to a mobile phone, and a majority of teens (73 percent) have smartphones, according to a Pew Research Center study released in April. Ninety-two percent of teens report going online daily, with more than half saying they're online several times a day. Twenty-four percent say they do so "almost constantly."

It's a complex issue, especially since the debate over cellphones is part of a broader conversation about a cultural shift underway in classrooms — a move away from the traditional model of teachers imparting information to students, to one where students actively participate in their own learning, using mobile devices to access the Web, educational apps, and other tools.

At Melrose High School, for example, science students use a physics app to collect acceleration data and measure sound intensity, and English students discuss literature on their smartphones. In Burlington, high school Spanish students practice language skills on their iPads by recording their speech and playing it back.

The shift in classrooms is happening slowly and unevenly, depending on district policies, financial means, and teachers' comfort levels with technology. Some schools are leveraging

students' own smartphones — the so-called BYOD (bring your own device) approach. Others with the means to do so, such as the Burlington school system, have taken the "one-to-one" approach and purchased iPads for all students in grades one through 12.

It comes as the era of a one-way lecture — from a teacher who is considered "sage on the stage" — is fading.

"Undoubtedly there are great teachers with lots of experience who are spellbinding lecturers. I'm not in any hurry to push them out the door, but as they move on, the next generation of teachers will be much better served by the 'guide on the side' [model]," said Joe Blatt, faculty director of the Technology, Innovation, and Education Program at Harvard Graduate School of Education.

The lack of consensus about cellphone use in schools is reflected in a hodgepodge of policies around Massachusetts.

Boston Public Schools prohibit their use during school hours. Melrose allows them in class with teachers' permission, and the use of smartphones as teaching tools. Some schools permit phones only during lunchtime or in the hallways. Others decree that phones stay inside lockers; some forbid tweets or texts. At Burlington High School, students can carry silenced mobile devices, but using communication features during class is prohibited.

Still, the trend seems to be in favor of increased tolerance of cellphones.

"About a year and a half ago, I said, 'All right, we can't win this battle, how do we turn it so it wins for us, so we can make it a positive?' " said Cyndy Taymore, superintendent for Melrose Public Schools. "[Students] weren't paying attention, they were checking their e-mail, and God forbid the Patriots were in a playoff game."

But banning cellphones entirely can create unexpected problems. Many parents support phones in schools so they can coordinate pickups and after-school activities with their children. They also want to be able to reach them in case of emergency.

In March, the New York Department of Education lifted its decade-long ban on cellphones in the New York City schools. The ban was unpopular, not least because thousands of students in schools with metal detectors were paying daily fees to vendors to store their phones during school hours. Now administrators will decide for themselves where and how phones will be allowed on each campus.

Through it all, the efficacy of mobile devices in the learning environment remains unclear.

Blatt says: "There is a lot of substantial evidence to show the kind of learning that is possible for kids using these devices — when properly supported and managed by teachers who make the best use of them — can be powerful learning."

On the other hand, a study released in May by the Centre for Economic Performance at the London School of Economics looked at 91 schools in four cities in England, where more than 90 percent of teenagers own a mobile phone. The study found that test scores were 6.41 percent higher at schools where cellphone use is prohibited. The researchers concluded that mobile phones "can have a negative impact on productivity through distraction," particularly among

low-achieving students, who benefitted most from the ban, with achievement gains of 14.23 percent.

"The results suggest that low-achieving students are more likely to be distracted by the presence of mobile phones while high achievers can focus in the classroom regardless of the mobile phone policy," according to the study.

Many in the pro-technology camp say that students are not distracted if their teachers are engaging, a statement that exasperates soon-to-be former teacher Miriam Morgenstern.

She recently brought a Holocaust survivor into class to talk about World War II, and noticed that one of her students was tweeting during the talk. "Should I have told the Holocaust survivor to be a little more engaging?" Morgenstern said.

Linda Matchan can be reached at linda.matchan@globe.com.

SOURCE: https://www.bostonglobe.com/lifestyle/style/2015/06/15/cellphones-school-teaching-tool-distraction/OzHjXyL7VVIXV1AEkeYTiJ/story.html

Name:_____ **Per:**_____ **Date:**_____

Passages about Reading and Thinking

For each, read and jot down a few thoughts of analysis (what does it mean?). What key words and phrases stick out?

In small groups, you will connect one of the passages with one of the poems. How do they relate? What is the application for students today?

Passage 1:

"Read not to contradict and confute, not to believe and take for granted; not to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention …Reading maketh a full man; conference a ready man; and writing an exact man."

      --Francis Bacon from *Of Studies*

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_____

Passage 2:

"I think we ought to read only books that bite and sting us. If the book we are reading doesn't shake us awake like a blow on the skull, why bother reading it in the first place? So that it can make us happy, as you put it? Good God, we'd be just as happy if we had no books at all; books that make us happy we could, at a pinch, also write ourselves. What we need are books that hit us like a most painful misfortune, like the death of someone we love more than we love ourselves, that make us feel as though we had been banished to the woods, far from any human presence, like a suicide. A book must be the axe for the frozen sea within us."

      --Franz Kafka

_____

_____

    _____

Books We'll Read This Year
In case you want your own copy

Some students and parents like to know the books that we'll read throughout the year in order to purchase individual copies for note taking, highlighting, etc. While we have copies for you and **purchasing is not required**, I think that having personal copies helps to understand the book more in-depth.

For those students who wish to do so, here is the list. Most of these are classics that can be purchased at **Amazon** for as cheap as 1 cent! I suggest buying them all at the start of the year, as it takes time to arrive via Media Mail.

- *Othello* by William Shakespeare

- *Candide* by Voltaire (be sure to get the translation by Lowell Bair)

- *All Quiet on the Western Front* by Erich Maria Remarque

- *Night* by Elie Wiesel

If you have any questions, please ask.

Sincerely,
Mr. Coia