

Unit #5: Small Yet Powerful Stories

10th Grade Language Arts/Mr. Coia

Name: _____ Period: _____

Tues 3/6

- Dixit game day-writing short summaries

Thurs 3/8

- **Notebook Check #5**
- Writing Portfolio directions
- Work time

HW: Writing Portfolio and parent conference due next class. All work must be typed.

Mon 3/12

- **Writing Portfolio due**
- Portfolio sharing to class
- Read, mark ["Traveling Through the Dark"](#) by William Stafford
- Focus on word choice
- Discussion questions in triads
- **[Absent Students:** Read and mark poem. Type your responses to any four questions. Include the questions along with a thorough discussion for each. Due Wed, 3/14]
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Wed 3/14

- SOTW #17: Affect/Effect
- *Photos that Require an Explanation* activity
- Write a brief description on two of the photos. Include two hyphenated adjectives
- [Introduction to Six-Word Memoirs](#)
- Six-word memoirs—reading and writing
[Absent Students: Read six-word memoir article. Mark throughout. Read examples and mark the five best. Write 25-30 of your own. Due Fri, 3/16]

HW: You should have 25-30 written

Fri 3/16

- Six-word memoirs—reading and writing
- Print FIVE of your best ones in color and cut, ready for display
- **[Absent Students:** Choose your top five six-word memoirs and print in color for display using varied fonts. Cut into strips for display. Due Tues, 3/20]

Tues 3/20

- SOTW #18: Who/Whom
- Read/mark ["The Lottery"](#) by Shirley Jackson
- Discussion questions in triads
- Connection to today?
- **[Absent Students:** Read and mark story. Type your responses to any four questions. Include the questions along with a thorough discussion for each. Due Thurs, 3/22]

Thurs 3/22

- Continue discussion on "The Lottery"
- Read and discuss [background and reception](#) of the story.
- [Short film](#) and [Film adaptation](#)—authentic or cheesy?
- **[Absent Students:** Read and mark background story. Watch short film, and type a 200-word response to what this film misses as a whole (not just missing characters, etc.) Due Mon 3/26]

Mon 3/26

- Read and mark ["The Scarlet Ibis"](#)
- Literary elements: setting, symbol, character, irony, point of view and theme
- Finding online analysis- [here](#) or another
- Connect to "Traveling" or "The Lottery"
- **[Absent Students:** Read and mark story. Type your responses to setting, symbol, character, irony, point of view and theme. Pick two important passages and analyze why they are important to the overall story or character. Due Wed, 3/28]

Wed 3/28

- Short film: [The Butterfly Circus](#) (23 mins)
- How does this film address concepts discussed this year? Examples of irony?
- Discussion on film's themes
- Connection to other stories this unit?
- **[Absent Students:** Watch short movie. Type a 200-word response to your thoughts of the questions above. **Due Fri, 3/30]**

Spring Break There is no homework over the break. Use this time to read a book for fun.
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Mon 4/9

- Begin *All Quiet on the Western Front*

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Notebook Check #5

You'll need the following for our notebook check **Thurs 3/8**. Remember, 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 #5 (on top)
- Unit guide #4
- "The Metamorphosis" reading
- Technology marked articles (unit 1, p. 11-16)
- Sayings 2.0 Activity (unit 1, p. 5)
- Four-Square activity, completed (unit 1, p. 22)
- "Writing an Introductory Paragraph" handout
- "How Do I Format My Paper?" handout (unit 1, p. 9-10)
- 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.

Traveling through the Dark

BY WILLIAM E. STAFFORD

Traveling through the dark I found a deer
dead on the edge of the Wilson River road.
It is usually best to roll them into the canyon:
that road is narrow; to swerve might make more dead.

By glow of the tail-light I stumbled back of the car
and stood by the heap, a doe, a recent killing;
she had stiffened already, almost cold.
I dragged her off; she was large in the belly.

My fingers touching her side brought me the reason—
her side was warm; her fawn lay there waiting,
alive, still, never to be born.
Beside that mountain road I hesitated.

The car aimed ahead its lowered parking lights;
under the hood purred the steady engine.
I stood in the glare of the warm exhaust turning red;
around our group I could hear the wilderness listen.

I thought hard for us all—my only swerving—,
then pushed her over the edge into the river.

William Stafford, "Traveling through the Dark" from *The Way It Is: New and Selected Poems*. Copyright © 1998 by William Stafford. Reprinted by permission of Graywolf Press, St. Paul, Minnesota, www.graywolfpress.org.

Questions to discuss with “Traveling Through the Dark” by William Stafford

1. Explain the title of the poem. Who is “traveling through the dark”? What does “dark signify? Why is it important that the events of the poem occur at night?
2. How does the speaker feel about finding the deer? How do you know? Why does he hesitate before pushing it off?
3. How does the action develop stanza by stanza? At what point does the physical action cease? What type of action replaces it? How do the last two lines complete both types?
4. Stanza 4 is a break in the narrative. What is the significance of including that stanza? What is its effect?
5. What is the meaning of the last two lines?
6. Look for examples of figurative language. What is the effect of the personification in line 13 and the animism in line 14? Consider the imagery of line 14, “the warm exhaust turning red.” Why would the poet describe it that way?
7. Explain the meanings of the word “swerve” in lines 4 and 17. Does the speaker swerve? What is the effect of the way the speaker describes the fawn in line 11—“alive...never to be born”?
8. In line 16, the speaker shifts from first person singular to first person plural. Who is “our group”? He says, “I thought hard for all of us.” What does he think about? Who is “all of us”? List all of the possibilities that “us” may signify.

Questions to discuss with "The Lottery" by Shirley Jackson

1. How do the commonplace details of life and the folksy language contribute to the impact of the story? Why had Jackson chosen common people for her characters? Could she have chosen characters from other levels of sophistication with the same effect? What is the irony of the trite dialogue and casual tone of this story?
2. What seems to have been the original purpose of the lottery? What do people believe about it?
3. Is it important that the original paraphernalia for the lottery had been lost? What do you suppose the original ceremony was like? Why have some of the villages given up this practice? Why hasn't this one?
4. What is the significance of Tessie's final scream, "It isn't fair, it isn't right"? What aspect of the lottery does she explicitly challenge; what aspect goes unquestioned?
5. How many hints of the seriousness of the occasion can you find in the early parts of the story? (for this question, underline in your story places where foreshadowing occurs). From which characters do you get the best indication of what is to follow?
6. Some critics insist that the story has an added symbolic or allegorical dimension. Do you agree? If so, what is Shirley Jackson trying to tell us about ourselves?
7. Is the lottery a collective act of murder? Is it morally justified? Is tradition sufficient justification for such actions? How would you respond to cultures that are different from ours that perform "strange" rituals?

Six-Word Memoirs

Student Examples:

**THE WORLD ESCAPES ME,
UNTIL LATER.**

Father left, now I have another.

**Cheerleaders are the devil's little
demons.**

Dad is coming home today; again.

Working now, raining out, book awaits.

I'm writing a six word memoir.

Voices find me in my sleep.

I am superwoman: I fly high!

Born, but now I am forgotten.

Writing Portfolio Self-Evaluation for 2017-18

10th Honors World Literature

25 points—Writing Category

Name: _____ Date: _____ Period: _____

NO HANDWRITING ON THE FINAL ASSIGNMENT

In order to see a pattern in your writing, you will record **six graded papers** that represent your writing throughout the year. Include a variety of samples that reflect your work as a writer. Choose those with ample comments. This is a worksheet to use as a rough draft. TYPE your work using the template on mrcoia.com.

	Paper Title	Assignment	Date Completed	Grade (include class grade, AP grade, and 6 trait grades)	Teacher/Student Comments and corrections (both positive and critical)
	"Teenagers and the Walking Dead"	<i>The Walden Experiment</i> essay	9/2017 (only month/year needed; assemble in chronological order)	44/50 (88%) (points possible / points earned) x 100	<ul style="list-style-type: none">• Needs more details• Commas go inside quotations• Follow paper format• Thesis statement is weak• Proofread for careless errors• Excellent title that connects to the paper• Their/they're circled
1					
2					
3					
4					
5					
6					

Name: _____ Date: _____ Period: _____

Writing Self-Evaluation. Give your responses in complete sentences. They should be reflective responses of substance, not merely one or two sentences. TYPE. (Use template on mrcoia.com)

Best writing sample this year: _____

What made it so good? (about 100 words)

Weakest writing sample this year : _____

What made it so weak? (about 100 words)

Aside from grades, the paper I'm most proud of is (other than one mentioned above): _____

What made it so good? (about 100 words)

Common grammar errors throughout my papers: (about 100 words)

Evaluate your improvement as a writer this year. What areas did you grow stronger? (about 100 words)

Evaluate areas of your writing that still need work: (about 100 words)

If I were to grade my writing performance as a whole, I'd earn this grade, and here's why: *(about 100 words)*

Parents: Please sit down with your student for a **10-15 minute parent-student conference** on writing. Your child should have this typed evaluation and all the graded papers in front of you for this meeting. Please take time to review student writing, the grades, as well as my student comments. This will give you a good picture of your student's writing throughout our year in Honors World Literature.

Comment on improvement you see in your child's work. (Please just write your comments here. No typing needed)

Parent Signature

Parent Name, printed

Date

Assembly:

- Writing Log (top) TYPED
- Writing Self-evaluation TYPED
- Writing Self-evaluation handwritten rough draft (with parent comments)
- Six graded writing pieces, ***in order on the writing log***
- Paper clip together (use a large one that fits this giant pack)