PAST, PRESENT, AND FUTURE

Mr. Friend's English I Classes: Third Quarter

American history is full of turning points. What happens next?

You've spent years of your life studying history, but how can history help us in the modern world? And if we study the past so much, is there any way we can also study the future?

History can help us learn a lot about who we are. Even though events took place decades before you were born, they can still relate to the ideas inside your head. This quarter, we'll be looking into famous figures from the 19th century, trying to figure out exactly how they made their mark on our country...and their world.

We'll start by wrapping up *Shipwreck* that we started last quarter. Capt. Shackleton pushed his crew through incredible odds to survive, and we're going to see just what it takes to make it in the Antarctic with no easy way home. You'll have to decide if you would be able to handle the same stress, and if you would think it survival was worth all the trouble they went through.

Then we'll read about Dr. Martin Luther King, Jr. and his quest for equality. You know his story, but we're going to see how it all started, then look at how the dream grew into a movement. You'll consider how you would have behaved in that era and whether you could be as strong-willed and determined.

Finally, we'll read *To Kill a Mockingbird*, which shows the struggle of one young girl as she tries to grow up and better understand the world around her—a world that doesn't always work the way she expects. This story features some of the most memorable characters from American literature and a view of life in the South that you'll never forget.

Our quarter will conclude with a research project (see page 2) that will get you to look to the past to see how others have shaped our world. Instead of just living in the present, some people shape the future. What's next?

The Long Walk Home
Whoopi Goldberg stars as Odessa Cotter, a woman who helps change the lives of the people around her.

The Research Project

Getting Organized

This is the biggest project you'll do all year. There's a lot to arrange and plan and keep track of, but as long as you remain focused on our work throughout the quarter, you'll be prepared by the time the presentation comes around.

Due date:
Monday, 19 March 2007

Get ready for the biggest project of the year—and your presentation, too!

This is the project you've been fearing all year. It's involved, it's complicated, and it's worth a ton of points. But best of all, it's completely planned out for you already. All you need to do is keep up with the smaller requirements in class, and you'll be just fine.

Do you want to be famous? Do you know what it takes to *become* famous? What is it that makes certain people's lives memorable for decades, while others fade into the background? With this project, you'll choose a famous individual from the past century to learn about. Your job will be to discover what the person did (that's the easy part) and how the person was able to do it (that takes work).

The requirements for the project are already listed for you in your Primer, but the specific details of how to do your project will be discussed in class this quarter. The big focus is on your individual presentation, when you will convince the entire class that you truly do understand what allowed the person you are studying to be so successful.

Research Projects due March 19

We'll work this quarter on presentation skills, so you can look comfortable and knowledgeable while explaining your thesis. You'll also learn how to turn a good thesis statement into a strong outline, supporting your ideas with relevant information that helps show you're right.

Using the materials from the Language book and rBook (see page 3), you'll see how proper research and organization can create a very convincing argument.

Your chance to shine is on March 19. Keep up with the project as we work on it in class, and you'll be a pro...just like your topic.

PROJECT PIECES	STEP 1: TOPICS	STEP 2: THESIS	STEP 3: PROOF	STEP 4: PRESENT
	Pick a Name Choose an influential historical figure from the list that you will report on for your presentation	**Make a Point** Determine why that person was able to accomplish whatever he/she did to change society	**Show You're Right** Find evidence to support your ideas and prove your case, using periodicals and books as reference	**Show Your Stuff** You have 5–6 minutes to convincingly prove your thesis statement to your classmates using a visual aide

What We're Talking About

You're already an expert at having an opinion; in this quarter, we're going to work on supporting those opinions with solid evidence. We'll work on structuring a good outline based on a strong thesis statement. Then we'll discuss ways to get your ideas to others through a meaningful presentation. There's a lot riding on this nine weeks, so take a look at what's ahead.

Civil-Rights Movement

Our major literature focus for the quarter is on Harper Lee's *To Kill a Mockingbird*, which is discussed in more detail on page four. Ideas from that book will be introduced in our rBooks with Workshop 9—The Front Lines of Justice. There, you'll see several opinions from people who were directly involved in the struggle for equal rights during the 1950s.

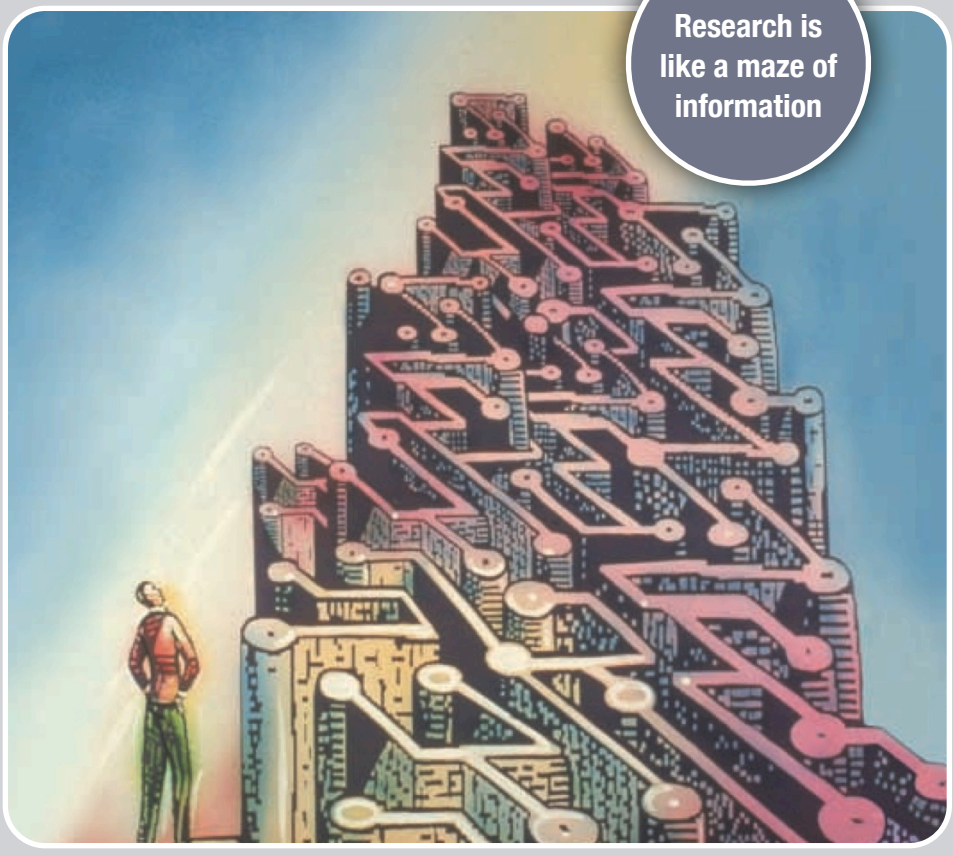
We'll discuss the reasons people got involved in the struggle and what methods were most effective. Then we'll begin reading *To Kill a Mockingbird* to see why some people didn't accept the equal treatment of all people. Along the way, we'll watch *The Long Walk Home* to see what communities look like when they are divided by race. Even though the book and the film are fiction, they paint a vividly realistic picture of what life was like in the mid-1900s.

Money Matters

You're thinking about a car. And a job. And the clothes you want to buy, the movies you want to see, the things you want to do on the weekends. Everything in your life suddenly revolves around money, and you need to know how to keep it all under control. Workshop 5 in the rBook tells stories about kids who manage their own finances—not always successfully.

Being Persuasive

In Chapters 6 & 7 of your Language book, you'll learn how to clearly state your opinion and convince a reader to agree with you (by using strong "appeals"). You'll then see how to find good, reliable information to back up what you're saying...then put it all together to build your own research project.



Topics for Discussion

Supporting Your Opinion

We'll be reading about a wide array of topics this quarter that should get your mind churning with opinions. Civil rights, money management, and environmental care are all coming your way.

When we discuss these topics, you'll need to be sure you can support your opinions with reasons, explaining your beliefs.

To Kill a Mockingbird

This story has lasted forty years as a classic tale of growing up—and growing wiser—in the American South.

Gregory Peck as Atticus Finch

It's not every day that a teacher assigns a novel that is supposed to make students uncomfortable. *To Kill a Mockingbird* shows life in the Deep South through the eyes of a young girl who is learning what it's like to grow up in a community where the adults don't always act like "grown-ups".

Unforgettable Characters

After studying an epic like *The Odyssey* for an entire quarter, you probably only remember one of the characters...the hero. In a novel like *To Kill a Mockingbird*, the entire cast of characters is far more memorable. In a well-written novel, the people you read about are believable, realistic, and interesting. You'll find that it's much easier to keep track of who's who in this story.

In the second half of the story, we start to learn more about how the characters work—what they think of the people and world around them and what their goals in life are. For some characters, this true nature is kept hidden during the early parts of the novel and can seem rather surprising...until you get to know them better.

A Remarkable Trial

The climax of this story occurs during the courtroom trial of Tom Robinson, who is represented by the story's hero, Atticus Finch. By that point in the story, we'll understand how Atticus feels about the situation, what Tom's role in events had been, and even what the outcome of the trial will be. You'll also learn what the narrator's expectation of the outcome is. Everyone in town comes out to see the trial, and many of them show a side of their personalities they often keep hidden.

A Fascinating Narrator

This story is told through the eyes of a young girl named Scout, who is remembering back to when she was eight years old and growing up in the little town of Maycomb, Alabama. We'll follow her through three years of her life, seeing how she handles going to school, meeting new friends, and being a kid around a bunch of adults.

Scout deals with the same problems with being a kid that everyone faces. But we also get to see the effects of the Depression, racial prejudice, the criminal justice system, and life in the South on her opinions and perspectives.

Having the story told through the eyes of a young and innocent character helps make the entire story more memorable, as we can better understand her growing-up process. The other characters definitely help make the story interesting; Scout makes it memorable.

An Interesting Project

As a test-run for your individual presentation for the research project, you'll do a presentation of what makes you who you are. Near the middle of the quarter, you'll bring in a bag full of items that show who you are, even in ways that might not be obvious to others on campus.

It's a great opportunity to learn about your classmates, share a little of yourself, and to see that people aren't always what they seem at first glance. We'll then read more of *Mockingbird* to see how those characters can often surprise us with their true natures.

A Classic Story

Forty years after it was published, and seventy years after the events inside took place, *To Kill a Mockingbird* is still read and enjoyed by countless people across the country. Why? While you read the book, you're thinking about how members of Scout's community work and how they view the world around them. But the book will also get you to consider how *you* think about things. The events from the story are from the past, but the importance and ideas of the directly apply to the present...and are sure to be around well into the future.

Due Dates

Workshop 9 ¶ — Jan 10
Paper Bag Projects — Jan 23
EOL Ch. 6 Essay — Jan 30
Workshop 5 ¶ — Feb 8
EOL Ch. 7 Essay — Feb 16
FCAT Reading & Math — Feb 26–27
The Long Walk Home — Mar 1
Final Essay Due — Mar 5

OHS Calendar

Martin Luther King, Jr. Day — Jan 15
Presidents' Day Break — Feb 19–20
Quarter Exams — TBD (near Mar 7)
Spring Break — Mar 10–18

Note:

All dates are subject to changes when announced in class and on website.

Additional Info

Class Website:

http://misterfriend.net

Extra Help and Essay Revisions:

Mon/Tue after school (2:30–3:00)
Thu/Fri before school (6:45–7:15)

Quarter 3: Past, Present, & Future

RUBRICS

EOL Book Essays (approximately five ¶s each)

All EOL Book Essay prewriting should begin in your handout packets. Use the inside of the last page for peer review and improvement suggestions. Final drafts must be typed using the template available on the class website or on in-class computers, then printed in black ink on regular, unlined, letter-sized paper before the beginning of the class period in which it is due. Essays needing more than one page should be stapled together before they are turned in.

Use the rubrics below to be sure your essays meet all the requirements for the grade you want to earn. Use these guidelines to revise your essay if including it in your portfolio.

Chapter 6: Investigating a Research Question (up to 4 points per column)

	Introduction	Thesis	Clear Reasons	Organization	Conclusion
A	First ¶ grabs interest and clearly states the topic for research	Clear thesis statement included	Evidence presented to support thesis on each point; connections made	Structure of essay clearly matches thesis design	Wrap-up is strong, clear, and reasserts the thesis
C	Interest is lacking; topic is suggested but not clearly defined	Thesis makes a statement but does not suggest a direction	Some evidence provided; connections to thesis not made clear	Points made do not build logically but reflect thesis	Wrap-up summarizes ideas but does not restate the overall point
F	Does not create interest; topic not stated	Thesis statement missing or insufficient/incorrect	Support does not match thesis or contain references	Order of points makes no sense; no match to thesis	Conclusion is weak, ineffective, or short

Persuasive Paper for Chapter 7: Supporting an Opinion (up to 4 points per column)

	Introduction	Reasons	Evidence	Organization	Conclusion
A	First ¶ grabs attention and clearly states an opinion	Three stated reasons logically follow from opinion	Evidence includes emotional & logical appeals	Body ¶s arranged in increasing order of strength	Final ¶ reminds readers of the opinion & relevance
C	Clear opinion statement; attention not grabbed well	Reasons, based on opinion, are weak or circular	Evidence is inconsistent, vague, or repetitive	Body ¶ arrangement logical, but not optimal	Final ¶ echoes opinion; no relevance explained
F	No opinion statement; opening is vague	Reasons are not used or don't follow from opinion	Evidence does not effectively support each reason	Body ¶ arrangement careless or ineffective	Final ¶ simply repeats ¶1; no additional ideas

rBook Writing Assignments (one paragraph each)

All *rBook* Narrative Paragraph rough drafts must be written in your *rBook* for peer review. Final drafts must be typed using the template available on the class website or on in-class computers, then printed in black ink on unlined, letter-sized paper before the beginning of the class period in which it is due.

Use the rubrics below to be sure your paragraphs meet all the requirements for the grade you want to earn.

Persuasive ¶ for Workshop 5: Money Matters (up to 4 points per column)

	Introduction	Reasons	Transitions	Conclusion
A	Opening sentence clearly states author's opinion	Reasons provided are strong, convincing, and relevant	All sentences include transitions from one idea to the next	Final sentence restates author's opinion and provides broad idea
C	Opening sentence states topic of ¶, but author's opinion is unclear	Reasons are relevant but not consistently strong and convincing	Occasional lapses in transition words and phrases	Final sentence clarifies opinion but includes no broad idea
F	Author's opinion isn't mentioned; opening sentence omits topic	Reasons are, irrelevant, ineffective, or missing	No transitions used, or transitions are inappropriate or ineffective	Final sentence repeats intro, states no opinion, or is missing

Personal Narrative ¶ for Workshop 9: The Front Lines of Justice (up to 4 points per column)

	Introduction	Order of Details	Transitions	Conclusion
A	Event is clearly and thoroughly identified; importance is suggested	Details are presented in a logical order that helps explain event.	Each detail is clearly and logically connected to the others.	Final sentence wraps up author's feelings toward event.
C	Event described, but not thoroughly; no importance mentioned	Some details presented insufficiently or out of order.	Connections between details not always clearly stated.	Final sentence wraps up details but omits author's feelings.
F	Event is not introduced before details are presented.	Missing or nonsense details.	Details seem unrelated; no transitions used.	Paragraph ends with detail. No summary provided.

Quarter Wrap-Up (Final Essay) Writing Prompt

Respond to <u>one</u> of the questions below in a five-paragraph essay that states your answer in a clear, concise thesis statement and uses examples taken from the stories studied this quarter to support your views. Each body paragraph must have at least one quote, and you must use a variety of sources for your support. Be sure to use the template on the web or in class to formatting the essay correctly, and use the rubric below to make sure you earn the grade you want. See the grey "Past, Present, and Future" handout for due dates and other information.

How is the future shaped by the past and the present?

How can studying the past and the future help us in the present?

	Introduction/Thesis	Organization	Support	Clarity	Conclusion
A	First ¶ focuses on broad ideas & ends w/ clear thesis	Body ¶s follow directly from thesis statement	Each body ¶ includes quotes; multiple texts used	Formatting, spelling, and grammar generally correct	Final ¶ clearly focuses on major ideas from prompt
C	Focuses on details; thesis unclear (no structure)	Body ¶s arranged logically but don't match thesis	Body ¶s use paraphrases or all quotes from one text	Occasional errors slightly distract from point	Final ¶ addresses prompt but remains detail-driven
F	No thesis present or thesis doesn't answer prompt	Essay ¶s arranged haphazardly; thesis not used	Not every body ¶ includes textual support	Errors in usage or formatting cause confusion	Final ¶ ineffective or missing; question not answered