

Unit 12.1: Searching for Meaning

Enduring Understandings

- Effective reading, writing, speaking, listening, and viewing are essential for literate individuals.
- Effective communicators consider the words and ideas of others as they develop their own ideas.
- Language allows us to make sense of the world and bring about change.
- Literate individuals recognize the ethical use of language and have a responsibility to use language ethically.

Essential Questions

- Why does my voice matter?
- How do I join the conversation?
- How does language reflect an understanding of the world?
- How do texts inform thinking and change understanding?
- How do writers and speakers ensure their voices are heard?

Common Tasks

Students should engage in a variety of tasks that demonstrate and deepen their learning. Teachers should provide specific instruction on strategies during each stage of the writing process for at least one of the common tasks. For other common tasks, teachers may focus instruction on one stage or may implement the tasks as homework, timed writings, presentations, or structured discussions.



The common tasks provide opportunities for students to participate with others in inquiry, to write as a means of grappling with their own thoughts, and to use composition to engage in thoughtful and reflective dialogue.

1. Review the portfolio of your writing from previous years and set goals for revising and editing.
2. Participate in a Shared Inquiry discussion about questions of genuine doubt raised by a text. Then choose a question and explain how the author uses the text to explore possible answers to the question.
3. After reading a collection of poetry, analyze the methods a poet uses to convey meaning in a poem.
4. Create an original work that conveys your perspective on the quest for meaning. Choose from one of the following or another approved by your teacher: a selection of poems, a video, a song, a humorous essay, a play, a short story, or a slide show.
5. Reflect on a question that is important to you and then write a personal narrative or essay.

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Recommended Tasks

- Brainstorm a list of philosophical questions that have no easy answers. Trade papers with a partner, answer one another's questions, and then write a poem built around the questions and answers.
- Work in groups to read short passages and identify the questions raised in a text. Discuss the degree to which the passages answer the question and annotate relevant details.
- Write a reflection on the Shared Inquiry: What did you not have a chance to say? Or what do you wish you had said?
- Write a personal narrative in the voice of a character from the text.
- Read a variety of nonfiction narratives or personal essays. Explore one person's journey of self-discovery and compare it to the experiences of a fictional character.



Students engage in inquiry with others as a way understanding themselves and the world around them. They write in an atmosphere that avoids the isolation of the solitary writer and affords opportunities for feedback at each stage of the writing process.

The Writing Process

Unit 1 focuses on writing as a method of what Nancy Atwell calls “coming to know”—using writing as a way of reaching understanding about ourselves and the world. Now that students have had several years of instruction in different methods of developing an idea, English 12 integrates what they have learned. They write through their confusion first and then revise with an eye to making the style and voice more effective. As Mark Twain said, “The time to begin writing an article is when you have finished it to your satisfaction. By that time you begin to clearly and logically perceive what it is you really want to say.”

Grammar, Usage, and Sentence Composing

Teachers should ensure that students revise during the writing process rather than after their papers have been graded. Students work on individual skills listed in their portfolios throughout the year. In addition, certain skills will be explicitly taught and integrated into writing instruction during Unit 1.

Students will

- correct sentence fragments in order to communicate clear and coherent ideas.
- correct run-on sentences by using appropriate punctuation to separate ideas and add clarity.
- revise their writing for more clarity by correcting dangling modifiers.
- use sentence combining to create more complex sentences and to add variety to sentence structure.
- break the rules selectively to achieve a particular purpose or effect.

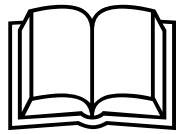
English 12.1 Course Terms

- Annotation
- Argument
- Audience
- Close reading
- Connotation
- Cornell notes
- Denotation
- Discourse
- Dramatic monologue
- Entering the conversation
- Existentialism
- Fiction
- Figurative language
 - Apostrophe
 - Hyperbole
 - Irony
 - Metaphor
 - Metonymy
 - Paradox
 - Personification
 - Simile
 - Symbol
 - Synecdoche
- Logical fallacy
- Nonfiction
- Moving image
- Patterns of development
 - Cause and effect
 - Comparison and contrast
 - Definition
 - Division and classification
 - Exemplification
 - Narrative
 - Problem and solution
- Personal essay
- Personal narrative
- Poetic devices
 - Alliteration
 - Allusion
 - Imagery
 - Meter
 - Onomatopoeia
 - Repetition
 - Rhyme
 - Rhythm
 - Stanza
- Point of view
- Portfolio
- Rhetoric
- Rhetorical devices
 - Alliteration
 - Experience
 - Expert testimony
 - Historical allusion
 - Juxtaposition
 - Parallelism
 - Repetition
 - Rhetorical question
- Shared Inquiry
- Six Traits of Writing
 - Ideas
 - Organization
 - Voice
 - Syntax or Sentence Fluency
 - Diction or Word Choice
 - Conventions
- Speaker
- Style
- Synthesis
- Tone
- Visual rhetoric
- Visual text
- Writing process
 - Inquiry
 - Pre-writing
 - Drafting
 - Revision or deep revision
 - Editing or surface revision
 - Presentation or publishing

Unit 12.1: Texts

Searching for Meaning

While certain titles are recommended for each unit, teachers may use the Unit 1 and 2 texts interchangeably as appropriate. Throughout the year, teachers should combine classic literature with contemporary works and choose a diverse group of writers who represent the richness of the world's cultures and traditions.



Students explore how literature speaks to some of life's greatest questions. They investigate how other people search for meaning and then consider how others' efforts are relevant to their own attempts to make sense of the world.

Texts

Games at Twilight
Hamlet
Heart of Darkness/The Secret Sharer
The Joys of Motherhood
King Lear
Metamorphosis
Native Speaker
Nectar in a Sieve
Obasan
Oedipus
Othello
The Plague
Rosencrantz and Guildenstern Are Dead
Siddhartha
So Long a Letter
The Stranger
Waiting for Godot
Woman in the Dunes

Anita Desai
 William Shakespeare
 Joseph Conrad
 Buchi Emecheta
 William Shakespeare
 Franz Kafka
 Chang Rae Lee
 Kamala Markandaya
 Joy Kagawa
 Sophocles
 William Shakespeare
 Albert Camus
 Tom Stoppard
 Hermann Hesse
 Mariama Ba
 Albert Camus
 Samuel Beckett
 Kobo Abe

Poetry Collections

<http://international.poetryinternationalweb.org/>
<http://www.loc.gov/poetry/180/p180-list.html>
Introduction to Poetry
Norton Anthology of Modern Poetry
Poetry 180: A Turning Back to Poetry
Sound and Sense
www.poetryfoundation.org

Personal Essays

“Daddy’s Loss”
 Excerpt from *An American Childhood*
 “Friends, Good Friends—and Such Good Friends”
 “Longing to Belong”
 “A Parting Thought: My Father Was Blind”
 “Show and Tell: Onstage”

Anne Morgan Gray (*Reading Critically*)
 Annie Dillard (*Reading Critically*)
 Judith Viorst (*Models for Writers*)
 Saira Shah (*Reading Critically*)
 Gene Weingarten (ProQuest)
 Sandra Beasley (ProQuest)

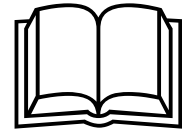
Unit 12.1: Texts

Searching for Meaning

A Volume of Verse

Teachers choose poetry that reflects a range of poetic devices, types of figurative language, and voices. You may wish to consider some of the following poems or others of similar literary merit.

“Alphabets”	Seamus Heaney
“Barbie Doll”	Marge Piercy
“Beauty and Sadness”	Cathy Song
“Digging”	Seamus Heaney
“Do Not Go Gentle into That Good Night”	Dylan Thomas
“A Far Cry from Africa”	Derek Walcott
“Father and Son”	Delmore Schwartz
“Heaven”	Cathy Song
“How Things Work”	Gary Soto
“I Held His Name”	Alberto Rios
“I Shall Paint My Nails Red”	Carole Satyamurti
“Landcrab”	Margaret Atwood
“Lines”	Thomas Hardy
“Metaphors”	Sylvia Plath
“My Mistress’ Eyes”	William Shakespeare
“My Last Duchess”	Robert Browning
“Nani”	Alberto Rios
“Ode on a Grecian Urn”	John Keats
“Porphyria’s Lover”	Robert Browning
“Portrait”	Judith Wright
“The Red Hat”	Rachel Hadas
“Rice Will Grow Again”	Frank A. Cross, Jr.
“Shall I Compare Thee to a Summer’s Day”	William Shakespeare
“Sign for My Father, Who Stressed the Bunt”	David Bottoms
“Sound and Sense”	Alexander Pope
“The Triple Fool”	John Donne
“To a Sad Daughter”	Michael Ondaatje
“The Virgins”	Derek Walcott
“We are Many”	Pablo Neruda
“When You Are Old”	William Butler Yeats
“Women Who Love Angels”	Judith Ortiz Cofer
“The Women on My Mother’s Side”	Julia Alvarez



Choose poems and essays that employ a range of stylistic devices. Poems should have literary merit and reflect the cultures and time periods that have enriched the literary canon. Essays should demonstrate distinctive tone and voice.

Vocabulary and Language Skills

Language study focuses on how word choice creates tone and voice. Students will:

- continue to use Latin and Greek roots to comprehend unfamiliar words.
- identify unfamiliar words in texts and employ strategies to understand meanings in context.
- examine how connotations and denotations of words contribute to tone and voice in a text.
- know and use course terms for Unit 1.