

Unit 12.2: Joining the Conversation

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 real problems of society don’t have solutions. What they have are ways of being understood and worked on” (Richard Miller). Students hear and express multiple perspectives; they are encouraged to withhold judgment until after they have engaged in discourse with others who have a range of views.

1. Compare fiction film clips that present the same event or plotline from two different cultural perspectives or time periods.
2. Analyze the methods an author uses in a literary work to contribute to the discourse on a topic of importance to society.
3. Rewrite a short text, altering the tone or voice to change the effect of the discourse.
4. In a group, research the discourse on a global issue confronting young adults. Present your findings to the class, incorporating information from at least three sources and exploring various options for addressing this issue.
5. Write a poem in two voices that presents two distinct perspectives.

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Recommended Tasks

- Complete a series of quick-writes about how artists create meaning in visual texts.
- Participate in a jigsaw study using articles about the dangers of online discussion.
- Rewrite a passage of dialogue as text messages, an email exchange, or an online discussion and then analyze the effect on the tone or meaning of the dialogue.
- Have students work in groups to analyze and annotate how tone and voice are conveyed in a text.
- Participate in a carousel brainstorm, listing world issues that confront graduating seniors.

The Writing Process

Unit 2 focuses on effective ways of engaging in inquiry and discourse with others prior to drafting. Students are encouraged to find more authentic alternatives to artificial formats such as the five-paragraph essay. They examine writings which blend methods of development and convey a strong, clear voice to achieve a purpose. They learn to appreciate that most of society's conversations revolve around topics where ambiguity, rather than clarity, is the order of the day. They synthesize sources skillfully and credit sources responsibly to show depth of thought about the complex issues that face their world.

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 2. Students will

- avoid incorrect use of commonly confused and misused words.
- recognize correct parallel structure and use it as a rhetorical device in their writing and speaking.
- use subordination and coordination to lend sentence variety to their writing.
- analyze and imitate the sentence style of professional writers.



Students have opportunities to engage in inquiry together and experiment with ways to join public discourse. They synthesize others' ideas with their own and consider whether others' perspectives and knowledge reshape their own thinking.

Unit 12.2 Course Terms

Annotation

Argument

Assertion

Audience

Citation

Civil discourse

Close reading

Connotation

Credible source

Credibility

Deduction

Denotation

Documentation

Entering the conversation

Induction

Fiction film

Global conversation

Moving image

Narrative devices

- Plot

- Characterization

- Point of view

- Setting

- Conflict

- Mood

- Tone

- Epiphany (moment of insight)

- Denouement

- Theme

Online dialogue

Patterns of development

- Cause and effect

- Comparison and contrast

- Definition

- Division and classification

- Exemplification

- Narrative

- Problem and solution

Personal voice

Perspective

Portfolio

Rhetoric

Research

Research paper

Six Traits of Writing

- Ideas

- Organization

- Voice

- Syntax or Sentence Fluency

- Diction or Word Choice

- Conventions

Source

- Primary source

- Secondary source

Speaker

Style

Synthesis of sources

Tone

Visual text

Works cited

Writing process

- Inquiry

- Pre-writing

- Drafting

- Revision or deep revision

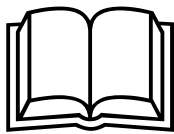
- Editing or surface revision

- Presentation or publishing

Unit 12.2: Texts

Joining the Conversation

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.



The texts in Unit 2 represent a variety of perspectives from contemporary world authors. Students have an opportunity to compare attitudes from different cultural perspectives or across time periods.

Texts

Angela's Ashes
Bread Givers
Cat's Eye
Chronicle of a Death Foretold
Dubliners
Interpreter of Maladies
Kite Runner
A Long Way Gone
Monkey Bridge
The Namesake
One Day in the Life of Ivan Denisovich
The Things They Carried

Poems in Two Voices

"The Clod and the Pebble"
 "Father and Son" (song)
 "Father and Son"
 "In the Moonlight"
 "Is My Team Plowing"
 "When in Rome"

Frank McCourt
 Anya Yeziarska
 Margaret Atwood
 Gabriel Garcia Marquez
 James Joyce
 Jhumpa Lahiri
 Khaled Hosseini
 Ishmael Beah
 Lan Cao
 Jhumpa Lahiri
 Alexander Solzhenitsyn
 Tim O'Brien

William Blake
 Cat Stevens
 Delmore Schwartz
 Thomas Hardy
 A. E. Housman
 Mari Evans

Unit 12.2: Texts

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Fiction Film Clips

In preparation for the first common task, teachers should pair film clips that approach the same subject or event from differing perspectives. These are only a few ideas for such pairs. Teachers should be careful to choose subject matter that is appropriate for seniors, and while they should choose clips that provoke thought, teachers should avoid objectionable content.

Bend It Like Beckham and *The Kite Runner*
Bridge on the River Kwai and *Pearl Harbor*
The Day the Earth Stood Still and *Independence Day*
Dead Poets Society and *The Class*
Hamlet, Branagh version, 1996, and Laurence Olivier, 1948
Ladri di Biciclette and *Roma, Città Aperta*
 (*The Bicycle Thief* and *Open City*, Italian with subtitles)
Little Women (Hepburn, 1933) and *Mean Girls*
Not One Less and *To Sir with Love*
 (*Yi ge dou bu neng shao*, Chinese with subtitles)
Up the Down Staircase and *Not One Less*

Note: *Flags of Our Fathers* and *Letters from Iwo Jima* have been submitted to the E & S Committee for a waiver, but they will only be able to be used if a waiver is granted.

Teacher Resources

<i>Deeper Reading</i>	Kelly Gallagher
<i>Image Grammar</i>	Harry R. Noden
<i>Reading in the Dark</i>	John Golden
<i>Reading in the Reel World</i>	John Golden
<i>Teaching Adolescent Writers</i>	Kelly Gallagher
<i>Writing at the Threshold</i>	Larry Weinstein
http://www.hulu.com	(Free films online that should be used judiciously)
http://www.snagfilms.com/	(Free films online that should be used judiciously)
http://www.youtube.com/movies	(Free films online that should be used judiciously)



While no common tasks in this unit require the speaking process, texts and research allow many opportunities for lively discussions about how cultural perspectives vary. Students also study how the medium chosen for communication affects the discourse.

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.
- explore how the medium chosen for communication affects the messages conveyed.
- know and use course terms for Unit 2.