

Individual Liberty

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Throughout this unit on individual liberty students will take an inquiry stance toward the societies in the texts studied. In the final years of high school, students must prepare to take on the new role of adult and active member in society. My aim is to get students to assess their own degree of freedom, moving progressively through the unit from their personal home/school/work lives to the broader consideration of society as a whole. As they reach voting age it is beneficial for young adults to become critical. Students will come to be both critical of information they hear and read, (What is the source of this? What motives might the author have? What biases are there?) and critical of themselves (their motives, desires, biases, etc.).

This time of transition into adulthood needs to include these types of inquiries. Often young adults don't think to question information. Jim Burke, calling for incorporating "reading" websites into the high school curriculum, states that the skills of determining a site's validity and authenticity are "especially important for many high school readers, who still believe what they read, subscribing to the idea that if it is written, it is true" (21). While this isn't a unit on persuasive writing per se, the concept of individual liberty and identity goes hand in hand with the degree to which individuals are critical consumers of information.

Erik Erikson identified adolescence as the stage of "identity versus identity confusion" in which the major personality achievement is the "formation of a coherent set of values... and an organized self-concept." (Berk, 2001) Students of this age need to be helped to consider some of the broader concerns of citizenship, since this is a time when they are forming their own self-concept. Ours is a democratic society, based on each citizen having a voice in how our country is

governed. As they reach voting age, can students know their own voice? Can they make informed decisions on matters of concern to them? Can they see beyond their own interests to broader issues of importance to society as a whole? And, on a personal level, do they, like the society in Brave New World, pursue effortless leisure activities afforded by technology? Do they see themselves led away from critical thinking by this pursuit? Through examining parallels between the society in Brave New World and our own world students will come to consider these issues.

This unit will engender some degree of “media literacy” (Rushkoff, 2000, quoted in Burke), so students will take a critical viewpoint into the wider world to help guide their decisions and assess their own values. Rushkoff states, “media literacy is dangerous – not to the individuals who gain it, but to the people and institutions who depend on our *not* having it.” (24) By looking at the world through such a lens students can consider their degree of individual liberty more objectively. In a recent article in the *Journal of Adolescent and Adult Literacy*, Bronwyn Williams states, “knowledge is power, and anyone who has more knowledge about the values and assumptions that shape [texts] can use that [text] more thoughtfully and carefully and with more attention paid to whether it is being used toward ends that will benefit society as a whole.” (547)

The idea of looking critically at the information students consume as well as turning the same critical eye to the societies in The Giver and Brave New World is central to our examination of individual liberty in this unit. We will use the societies in the novels to discuss issues of personal freedom and how liberty is constrained within society. Through reflection, students will construct their own ideas of where on the continuum of societal interest to self interest they each lie. The use of a constructivist approach will “emphasize the students’

engagement with the issues and the resolutions they come up with for considering moral dilemmas.” (Smagorinsky, 306)

We’ll begin the unit by having students complete an opinionnaire. The opinionnaire is designed to get students thinking about some aspects of our unit topic. The items on the opinionnaire are written to generate disagreement among the students, which will foster a productive discussion, begun in a small group setting and brought out to the class as a whole. Next I’ll have students listen to the song *Red Barchetta* by Rush. The song is about driving fast and breaking rules (on a very basic level) which I think students will identify with. We’ll open up a discussion of what degree of personal freedom the students have, how the narrator in the song lyric was constrained in his personal freedoms, and the societal overtones in the song. We’ll discuss students’ own individual liberty, to what degree it is constrained, and why. To be able to foster a discussion like this in my classroom I realize I must afford students some agency in my class – its setup, rules, rubrics, etc. This will have been established; as I envision a student-centered instructional style wherein students will have a degree of (not total) control over what goes on. To the degree that they contribute to classroom discussions, students will bring their own valuable knowledge to the class, and all within the class can benefit and learn from each other. I won’t be the sole source of information. The issues examined in this unit should appeal to students’ developing self-concepts and will lead to exploration of their individual places in society.

From this introductory framework we’ll move into the two novels to be studied. I can teach two novels within this unit because one is a short YA novel that they likely will have read before. *The Giver*, by Lois Lowry, is a relatively easy text to read for high school seniors, but it contains a futuristic society in which peoples’ individual liberties are limited (though they are

unaware). These deeper issues within the novel may not have been addressed in their prior exposure to it, and even if they were, a second reading of a text often brings new insights to the reader. This (likely) second reading combined with their advanced maturity since the prior reading will serve to illuminate The Giver further. Students will keep reading logs through their reading of The Giver and will respond to thought provoking questions in conjunction with their reading. The use of a structured journal will help further enrich their experience with the novel.

The second novel we will examine is Brave New World, by Aldous Huxley. The setting is again a futuristic society wherein the peoples' individual liberties are much constrained. Like in The Giver, the majority of the members of society are unaware of their situation. This text is where I foresee parental balking. Because of the sexual content in the novel, I propose teaching it in a twelfth grade class. The students by then are aware of sexual relations. I'll stress the depiction of sex in the novel as mindless and unattached, with none of the emotional 'strings' that are attached when we engage in intimate relations. I'll point out too that in choosing this of all aspects of humanity, Huxley makes a stark contrast to natural human characteristics. As a whole, this work provides a provoking view of society from which students can assess their own ethics. At the finish of studying Brave New World students will create a multimedia project wherein they create an artistic interpretation of their construct of individual liberty. This provides students with an opportunity to further explore the issues entailed with individual liberty as they create their project.

As a process piece during the unit, students will write a personal narrative about a time that their own individual liberty was constrained. This personal narrative will show students that the concept of individual liberty applies to each of them and will require them to take the perspective of the "other" who limited their freedom in the instance. For the culminating

assessment for the unit, students will be asked to: (1) Read either George Orwell's novel 1984 or Animal Farm and submit an essay addressing the issues of individual liberty therein, or (2) to research a current issue (ex: the Patriot Act) or historical instance involving personal freedom and submit a research project. By studying a text we haven't covered in class, students will benefit by creating their own knowledge as they synthesize what we've talked about, what they've produced, and what they have thought throughout the unit.

References

- Berk, L. (2001). *Infants, Children and Adolescents*. Extract from the book at <http://www.abacon.com/berk/ica/sum15.html> (publisher website). Allyn and Bacon.
- Burke, J. (2001). *Illuminating Texts: How to Teach Students to Read the World*. Portsmouth, NH: Heinemann.
- Smagorinsky, P. (2002). *Teaching English Through Principled Practice Project*. NJ: Pearson Education, Inc.
- Williams, B. (2003). What they see is what we get: Television and middle school writers. *Journal of Adolescent and Adult Literacy*, 46(7), 546-554.

Texts

Novels:

Brave New World, Aldous Huxley

The Giver, Lois Lowry

Short Story:

“Eveline”, James Joyce

Poem:

“The Unknown Citizen”, W.H. Auden

Song:

“Red Barchetta”, Rush

Goals and Assessments

Reading Log Journal: Students will keep a varied journal throughout the unit. It will primarily be a reading log with the familiar two-column style, but occasionally I will have a more structured journal assignment wherein I will provide an aspect of the reading I want them to specifically address in their journals. The students will be assigned to journal a minimum of three times each week, with the journals assessed once every two weeks on a pass or fail basis. “The purpose of these journals is to encourage students to attend carefully to the language of the literature and to read reflectively, pausing to think about passages before moving along.”

(Smagorinsky, 125)

While reading the two novels, keep a reading log wherein you will record your thoughts, reactions, and questions about the literature. These logs are designed to help you be attentive to the novels. Your entries should reflect your thoughts arising from reading, class discussions, and/or personal connections to the texts.

To keep your reading log organized, follow these specifications:

- ◆ *Divide each page with a vertical line down the center*
- ◆ *On the left side of the page, record significant passages from the literature you read*
 - ◆ *The passages you choose should reflect what we discuss in class or what you would like to discuss. The journal is designed to be a dialogue between the class and your individual reading*
- ◆ *On the right side, across from each passage, do any -or all- of the following:*
- ◆ *Ask questions that you have regarding the passage.*
- ◆ *Your personal response to the passage. Do you relate?*
 - ◆ *How would you react if you were in this situation?*

- ◆ *What are some possible interpretations of this passage?*
- ◆ *The journals will be collected at the end of every second week. There should be a minimum of three entries each week.*
- ◆ *Journals are a place for you to think as you write and for your thoughts to grow. Therefore, conventional grammar and spelling are not important and will not be assessed. I do, however, need to be able to read and make some sense of your journals.*
- ◆ *On occasion I will ask you to respond to a specific prompt or question in your reading – at these times the journal will not be in the two column format described, but will be a direct response to the topic provided.*
- ◆ *I am required to share thoughts or suggestions of violence, suicide, substance abuse, family abuse, and other harmful behavior with the school counselor.*

Rubric for the Reading Log

A passing grade will be awarded to reading logs that:

- ◆ *Are turned in on time*
- ◆ *Have at least three entries per week*
- ◆ *Address class discussion or personal questions*
- ◆ *Contain at least three passages per entry*

A failing grade will be awarded to reading logs that:

- ◆ *Are not turned in on time*
- ◆ *Do not have three entries per week*
- ◆ *Contain entries which do not address class discussion or questions*
- ◆ *Do not contain at least three passages per entry*

Personal Narrative: Students will compose a personal narrative in which they reflect on a time when their personal freedom was constrained. Part of the assessment will be for the students to speculate within their paper as to why the constraint was placed on them. A possible topic for students to write about would be when they were not allowed to do something they wanted either as punishment or because of their parents' misgivings about the situation. Within their personal narrative students should describe the limitations placed on them, discuss how they felt about the situation, and, to the best of their ability, attempt to take on the perspective of the imposer of the limitations. This assignment will aid students' thinking about individual liberty on a personal level before moving on in the unit to the larger concerns of societal and governmental involvement in individual liberty.

This is the first formal writing assessment of the unit. I plan on doing some highlighting of general composition guidelines prior to this assignment, but I want to use this writing to gauge where my class is in general and what aspects (if not all) of composition I most need to emphasize for the next writing. This way, too, I can offer individual instruction to students who most need it before the final assessment, which is either a research project, which includes a written component if not written entirely, or a literary analysis paper.

From your preliminary writing in class yesterday, draft a final personal narrative paper on individual liberty as you have experienced it. The paper should be approximately three typed pages. Remember to address the constraints on your liberty in the situation, how you felt and dealt with it, and to take on the perspective of the imposer of the limits. Along with your final draft, you will submit your preliminary draft from class along with a brief (max 1 pg)

*explanation of what your classmate suggested when you shared in pairs and how you adjusted your final paper based on his or her comments. The due date is Wednesday. **If you wish to make an illustration to go with your personal narrative, extra credit (up to 8 additional points) will be given.***

Rubric for Personal Narrative Paper

An “A” paper will:

- ◆ *Be submitted on time*
- ◆ *Address the three aspects outlined in the assignment unless you discuss with me (if, for example, the source of your constraint was not a person)*
- ◆ *Have a clear thesis evident in the introductory paragraph*
- ◆ *Have minimal errors in grammar, punctuation, spelling ****Proofread your final draft*****
- ◆ *Include the rough draft from the in-class freewrite as well as a reflection on your classmate’s suggestions*

A “B” paper will:

- ◆ *Be submitted on time*
- ◆ *Address the three aspects outlined in the assignment unless you discuss with me (if, for example, the source of your constraint was not a person)*
- ◆ *Have a clear thesis evident in the introductory paragraph*
- ◆ *Have minimal errors in grammar, punctuation, spelling ****Proofread your final draft*****
- ◆ *Lack either the rough draft from the in-class freewrite or a reflection on your classmate’s suggestions*

A “C” paper will:

- ◆ *Be submitted on time*

- ◆ *Lack consideration of one or more of the aspects outlined in the assignment*
- ◆ *Have a clear thesis evident in the introductory paragraph*
- ◆ *Have minimal errors in grammar, punctuation, spelling ****Proofread your final draft*****
- ◆ *Lack either the rough draft from the in-class freewrite or a reflection on your classmate's suggestions*

A "D" paper will:

- ◆ *Be submitted on time*
- ◆ *Lack consideration of one or more of the aspects outlined in the assignment*
- ◆ *Lack a clear focal event*
- ◆ *Have minimal errors in grammar, punctuation, spelling ****Proofread your final draft*****
- ◆ *Lack either the rough draft from the in-class freewrite or a reflection on your classmate's suggestions*

An "F" paper will:

Be seriously deficient in the majority of the criteria above

Multimedia Project: A multimedia project will be required within this unit, wherein students will represent their concept of individual liberty. This is an opportunity for students to be assessed on other ways of knowing, benefiting those who may not be the strongest analytical writers. Artistic representations of their knowing must be accompanied by a written or oral explanation of the work's significance in order to help me evaluate it (Smagorinsky, 130).

You have read two novels (and other works) involving the theme of individual liberty. To show what you have learned through your engagement with the literature, class discussions, and

your journals, create an interpretive text in any form of your choice: collages, paintings, poetry, music, drama, sculpture, performance art, or other textual form. You may also wish to combine forms to produce your text. Your text should include the following:

- ◆ *It should in some way depict your understanding/concept of individual liberty.*
- ◆ *It should make some reference to at least one of the texts studied during the unit.*
- ◆ *You may produce this text individually or in groups of up to four students.*
- ◆ *You will be given two class periods to work on your text. All additional work must be completed outside class time.*
- ◆ *You must prepare a 5-minute presentation of your text in which you explain to the class its significance and what it reflects about your understanding of individual liberty and the literature you've incorporated.*

Rubric for Multimedia Project

An "A" project will exhibit the following:

- ◆ *Submitted on time*
- ◆ *Is original and creative (artistic (in)ability will not be assessed)*
- ◆ *Incorporates at least 1 literary work from our unit*
- ◆ *Presentation is well thought-out, delivered smoothly, and explains the relevance of the work to the members' learning about individual liberty*
- ◆ *All members of the group take equal share in the work and presentation*

A "B" project is:

- ◆ *Submitted on time*
- ◆ *Original and creative*
- ◆ *Incorporates at least 1 literary work from our unit*

- ◆ *Presentation is well thought-out, delivered smoothly, and explains the relevance of the work to the members' learning about individual liberty*

- ◆ *Some members of the group bear considerably more work than others*

A "C" project is:

- ◆ *Submitted on time*

- ◆ *Shows less creativity and/or originality*

- ◆ *Incorporates at least 1 literary work from our unit*

- ◆ *Presentation is well thought-out, delivered smoothly, and explains the relevance of the work to the members' learning about individual liberty*

- ◆ *Some members of the group bear considerably more work than others*

A "D" project is:

- ◆ *Submitted on time*

- ◆ *Shows little creativity and/or originality*

- ◆ *Fails to incorporate at least 1 literary work from our unit*

- ◆ *Presentation is disorganized, and fails to explain the relevance of the work to the members' learning about individual liberty*

- ◆ *Some members of the group bear considerably more work than others*

A failing project is:

- ◆ *Not turned in on time*

- ◆ *Not creative or is plagiarized*

- ◆ *Fails to incorporate at least 1 literary work from our unit*

- ◆ *Presentation is disorganized, and fails to explain the relevance of the work to the members' learning about individual liberty*

- ◆ *Unequal in work/effort distribution among members*

Final project: For the culminating assessment students will produce either a **Literary Analysis** or a **Research Project** wherein they will have a final opportunity to generate further learning on our topic of individual liberty. The literary analysis will involve reading an additional text and exhibiting their grasp of the concepts discussed throughout the unit. It will be suggested that students should already have read the additional novel (or can use a different text if approved by the teacher that addresses the topic), since there will be little time between finishing Brave New World and when the project will be due. The research project will involve researching a current issue (ex: the Patriot Act) or historical instance involving personal freedom and submitting a research project. They will be expected to apply their thoughts and knowledge from the unit's study to their research. This is an option for the students to be able to choose to explore a real issue in lieu of reading another novel. The research will be as difficult as reading a novel, but if the topic is of interest to the students they may prefer the research work. In addition, the research project will involve using the critical skills from the unit to "read" the sources of the information they gather.

Literary Analysis: *For your final assessment for this unit, you can choose to produce a literary analysis. The other option is a research project (discussed below). For this literary analysis, you may choose to read either George Orwell's Animal Farm or 1984. Both are novels dealing with issues of individual liberty and government control. You will need to reflect on what you've learned throughout this unit in our readings, discussions, and in your journals and multimedia projects in conjunction with this new text. You will be given 3 class periods in which to work on*

your paper, the rest of work must be done outside of class time. In your essay make sure that you:

- ◆ *Provide a thesis for the paper, explaining the issue of individual liberty as it pertains to the Orwell text*
- ◆ *Describe how the issue of individual liberty in this text parallels or contrasts with at least two other texts studied in the unit*
- ◆ *Address the role of society and government in the novel in constraining individual liberty*
- ◆ *Draw a conclusion about your learning with respect to the issue of individual liberty*
- ◆ *Follow rules of textbook grammar, punctuation, spelling and usage throughout the essay*
- ◆ *Submit in addition at least one rough draft that has been submitted for peer evaluation*

Rubric for Literary Analysis

A paper deserving an “A” will:

- ◆ *Be submitted on time*
- ◆ *Provide a general thesis for the paper addressing the concept of individual liberty as it pertains to the text*
- ◆ *Parallel or contrast the Orwell text with at least 2 other texts studied in the unit with reference to the concept of individual liberty*
- ◆ *Thoughtfully consider “what is a good citizen?” and cite the texts for support*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit’s study*
- ◆ *Generally follow the rules of textbook grammar, punctuation, spelling, and usage throughout*
- ◆ *Give evidence of at least one rough draft submitted for peer evaluation*
- ◆ *Be at least 4 typed pages, double spaced, 12pt font*

A paper deserving a “B” will:

- ◆ *Be submitted on time*
- ◆ *Provide a general thesis for the paper addressing the concept of individual liberty as it pertains to the text*
- ◆ *Parallel or contrast the Orwell text with at least 2 other texts studied in the unit with reference to the concept of individual liberty*
- ◆ *Thoughtfully consider “what is a good citizen?” and cite the texts for support*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit’s study*
- ◆ *Generally follow textbook form of grammar, etc.*
- ◆ *Give evidence of at least one rough draft submitted for peer evaluation*
- ◆ *Be at least 4 typed pages, double spaced, 12pt font*

A paper deserving a “C” will:

- ◆ *Be submitted on time*
- ◆ *Provide a general thesis for the paper addressing the concept of individual liberty as it pertains to the text*
- ◆ *Parallel or contrast the Orwell text with fewer than 2 other texts studied in the unit with reference to the concept of individual liberty*
- ◆ *Have a cursory consideration of “what is a good citizen?”*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit’s study*
- ◆ *Have some variation from textbook form of grammar, etc.*
- ◆ *Give evidence of at least one rough draft submitted for peer evaluation*

- ◆ *Not reach 4 typed pages, double spaced, 12pt font*

A paper deserving a “D” will:

- ◆ *Be submitted on time*
- ◆ *Lack a general thesis for the paper addressing the concept of individual liberty as it pertains to the text*
- ◆ *Parallel or contrast the Orwell text with fewer than 2 other texts studied in the unit with reference to the concept of individual liberty*
- ◆ *Lack consideration of “what is a good citizen?”*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit’s study*
- ◆ *Have deficiencies in textbook form of grammar, etc.*
- ◆ *Give evidence of at least one rough draft submitted for peer evaluation*
- ◆ *Not reach 4 typed pages, double spaced, 12pt font*

A paper deserving an “F” will:

- ◆ *Be deficient in the majority of the criteria outlined above*

Research Project: *For your final assessment for this unit, you can choose to produce a research report wherein you research a current or historical issue (ex: the Patriot Act) involving concerns of individual liberty and governmental jurisdiction. You will need to reflect on what you’ve learned throughout this unit in our readings, discussions, and in your journals and multimedia projects in conjunction with your research. You will be given 3 class periods in which to work on your paper, the rest of work must be done outside of class time. Your report should meet the following requirements:*

- ◆ *It may be in any form of your choice: writing, film, interview recordings, computer graphics, and so on, or in any combination of these forms.*
- ◆ *The report should explore your understanding of the concept of individual liberty in conjunction with the research you do*
 - ◆ *What degree of personal freedom are we afforded?*
 - ◆ *What societal constraints are imposed on our liberty?*
 - ◆ *What is a “good citizen”?*
- ◆ *If written, the report should be a minimum of 4 typed pages*
- ◆ *If produced in some other medium or combination of media, your report should comprise at least a 10 minute presentation*
- ◆ *Your presentation should follow a clear organizational pattern that follows from your report’s thesis*
- ◆ *The information you provide must come from a minimum of 4 sources*
 - ◆ *These sources may be secondary – books, websites, etc. which someone else authors and from which you take information*
 - ◆ *Remember to be critical of the sources of your information – consult me if you have any question as to a source’s validity.*
 - ◆ *The sources may be primary – sources you personally investigate, such as interviews you conduct, your own texts produced earlier in the unit, etc.*

Rubric for Research Project

A project meriting an “A” will:

- ◆ *Be submitted on time*

- ◆ *Provide a general thesis for the paper addressing the concept of individual liberty as it pertains to your research*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit's study*
- ◆ *Thoughtfully consider the issues of personal freedom with regard to governmental responsibilities to the society at large*
- ◆ *Generally follow the rules of textbook grammar, punctuation, spelling, and usage throughout*
- ◆ *Include a presentation (if not a written paper) of 8-10 minutes which is well thought out and presented in an informational manner*
- ◆ *Be at least 4 typed pages, double spaced, 12pt font*
- ◆ *Include a reference page citing your sources*

A project meriting a "B" will:

- ◆ *Be submitted on time*
- ◆ *Provide a general thesis for the paper addressing the concept of individual liberty as it pertains to your research*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit's study*
- ◆ *Thoughtfully consider the issues of personal freedom with regard to governmental responsibilities to the society at large*
- ◆ *Generally follow the rules of textbook grammar, punctuation, spelling, and usage throughout*
- ◆ *Include a presentation (if not a written paper) of 8-10 minutes which is well thought out and presented in an informational manner*
- ◆ *Be at least 4 typed pages, double spaced, 12pt font*

- ◆ *Include a reference page citing your sources*

A project meriting a “C” will:

- ◆ *Be submitted on time*
- ◆ *Provide a general thesis for the paper addressing the concept of individual liberty as it pertains to your research*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit’s study*
- ◆ *Cursorily or fail to consider the issues of personal freedom with regard to governmental responsibilities to the society at large*
- ◆ *Have some errors with the rules of textbook grammar, punctuation, spelling, and usage throughout*
- ◆ *Include a presentation (if not a written paper) of less than 8 minutes which is well thought out and presented in an informational manner*
- ◆ *Be fewer than 4 typed pages, double spaced, 12pt font*
- ◆ *Include a reference page citing your sources*

A project meriting a “D” will:

- ◆ *Be submitted on time*
- ◆ *Lack a general thesis for the paper addressing the concept of individual liberty as it pertains to your research*
- ◆ *Draw a conclusion about your concept of individual liberty and address how it formed through the unit’s study*
- ◆ *Cursorily or fail to consider the issues of personal freedom with regard to governmental responsibilities to the society at large*

- ◆ *Have multiple errors with the rules of textbook grammar, punctuation, spelling, and usage*
- ◆ *Include a presentation (if not a written paper) of less than 8 minutes which is not well organized and fails to inform the class of your research*
- ◆ *Be fewer than 4 typed pages, double spaced, 12pt font*
- ◆ *Include a reference page citing your sources*

A project meriting an “F” will:

- ◆ *Be seriously deficient in the majority of the criteria listed above*

References

Bogdanich, J. and Butler, E. (2002). Conceptual Unit on “Passing to the American Dream”.

Smagorinsky, P. (2002). Teaching English Through Principled Practice. NJ: Pearson Education, Inc.

Teresa McDaniel
Unit Plan – Individual Liberty

Day 1 (Monday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: prefixes and roots (mis-, ex-, cred).

10 m: Pass out hard copy of questionnaire (**Appendix A**) and ask students to respond individually along the scale agree or disagree to the items.

20 m: Have students get into groups of 4 by counting off around the room and grouping by number. Since the students haven't yet worked in small groups in this class, spend a couple of minutes at the onset modeling how to turn desks for grouping and explaining that each group member's attention should be focused within their group and on whomever is speaking within the group. Pass out instructions to each group and review instructions before groups set to work.

Each student in your group should share their responses to the questionnaire. One student needs to serve as a scribe for notes of the group's discussion. For items that were widely agreed upon, discuss and record why you answered as you did. Was everyone's thinking alike, or was the agreement resulting from differing reasons? For items with little agreement among the group, discuss and record how you each arrived at your rating. Did anyone have first-hand experience that swayed his or her thinking? Once shared, did any group members rethink their original responses?

As students work, circulate among the groups to answer questions, help maintain focus among students, and listen to discussion.

15m: Begin a whole-class discussion from the small groups' findings. Record bulleted versions of the points made among the class. Discussion will be wrapped up tomorrow.

2 m: Return classroom to original arrangement; prepare to depart.

Day 2 (Tuesday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: prefixes and roots (sub-, culp, ped).

25 m: Return to previous day's discussion from questionnaire. Once a thorough list of students' responses has been compiled, introduce concept of individual liberty (heretofore IL) into discussion and have students speculate on a definition for IL. Discussion should include idea that IL is a concept that can vary along a continuum (from person to person and even within a person, depending on the situation). Consider different constraints on IL from students' personal experiences.

5m: Provide overview of the IL unit to the class. Inform them of the novels that they will be reading: Brave New World by Aldous Huxley and The Giver by Lois Lowry. Explain the merits to rereading a text, as many will have already read The Giver. Merits to mention: better understanding, more insight, ability to attend to what may have been missed in the prior reading, and the fact that this time they'll be reading with the theme of IL guiding their reading.

5m: Have students record class's compiled list from class discussion along with any impressions they have at this point on the topic of IL. Stress that this, along with texts they'll produce throughout this unit on IL can help them in the formation of their final assessment. They will be expected to exhibit how they have learned about the topic through their studies.

10m: Review reading log journal format (students have kept this type journal in prior unit) of two columns with students responding to the literature. Hand out hard copy of journal assessment and rubric. Stress that the requirement is 3 entries per week with a minimum of 3 passages for each entry, and that journals are pass or fail. This week begins their journal assignment and the journals will be collected a week from Friday.

Pass out copies of The Giver. Students may use any remaining time to begin reading. By tomorrow they need to have read chapters 1-4 (33 pages).

2m: Prepare to leave.

Day 3 (Wednesday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: prefixes and roots (heter-, mort).

10m: Reading quiz. Write on board or overhead:

From your reading last night (up through chapter 4 of The Giver), write one thing that happened in the beginning, the middle, and the end of what you read. Please use complete sentences.

15m: Play song, *Red Barchetta* by Rush. Pass out copies of lyrics (**Appendix B**) to students and replay song as they read along.

20m: Class discussion. Students should refer to their notes from the class discussion on IL, the lyrics to the song, and their knowledge of The Giver, along with what they can predict about the other novel, Brave New World. General guideline type questions follow, though discussion will not be scripted and I hope to arrive at these topics without steering the discussion.

What are the settings for the texts? Why might this be telling with reference to our theme of IL? How does the song tie in with our focus on IL? What is the tone of the song? Have you felt similarly when going against constraints placed on your IL? What direction do you think society is headed with regard to IL?

2m: Assign The Giver through chapter 8 (30 pgs) for tomorrow. Prepare to leave.

Day 4 (Thursday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: roots and suffixes (biblio, gen, -mancy).

5m: Review yesterday's discussion, continue if students desire. If discussion continues into this period, partner reading of the reflective writing will be done on Friday.

20m: Hand out instructions for in-class writing assignment. Students write individually.

Think of a time when your individual liberty was limited. Discuss how you felt, what brought on the limitations, and how you dealt with your constraints. If the limiting agent on your freedom was a person, address (to the best of your ability) their motives.

This writing is designed to be preliminary. Therefore, the traditional rules of grammar, etc. will not be assessed at this point. Please use this opportunity to use your writing as a means to explore your thoughts on the topic, as well as differing approaches you may wish to take in the paper.

15m: Have students share their writing with a partner.

Share what you've written thus far with one other student. As you listen to what your classmate has written, think about how effectively they have addressed the issue of IL from a personal standpoint. Offer feedback: Did you have any questions that weren't addressed in the writing? Was there a point they raise that you would like to hear more about? You might also offer feedback on the perspective of the 'other' in their situation.

5m: Assign students to read through chapter 12 tonight (31 pgs). Have them copy the following prompt for their reading logs. This is the first departure from the traditional two-column response journals thus far, so reiterate that this will be one of their three entries for this week.

The people in The Giver are controlled in much of their day to day existence. Address how this parallels or contrasts with your daily life. Please address why the controls have been placed on the people in the book as well as on you. This will be shared among your classmates.

2m: Return room to order, prepare to leave.

Day 5 (Friday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: review roots and affixes thus far.

10m: Students form small groups (max 4) to discuss their journal entry from last night.

In groups, share your responses to the question for last night's journal. Are the members of the group similarly constrained? Are some more limited than others? Are the limits on IL in the book done for the good of everyone? Why or why not? What is the purpose of the constraints in the book? In your own lives?

10 m: Hand out and explain rubric for personal narrative assignment.

25 m: Model writing a draft of a personal narrative with the overhead projector. Think aloud as I formulate ideas of what I want to write about, narrow my focus to one event when my individual liberty was limited, and list all I can remember about that event. From this point, ask for students to help me sketch out how my paper should begin and what details I need to include. Have students read the criteria for the paper from their assignment sheet so I can be sure to include all aspects required. Thinking aloud through my writing process will help students see one way to go about organizing their ideas and will reinforce some skills necessary for success on the assignment. Some points I'll stress are: making sure to include all the aspects required,

checking for clarity while writing, reading back through periodically, and consciously honing down my focus for the paper and making it clear in the opening paragraph.

2m: Prepare to leave. For Monday, they should read through chapter 16 (32 pgs).

Day 6 (Monday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: prefixes and roots (pan-, auto, man)

15 m: Give class time to ask questions about their personal narrative papers and ask students if Friday's modeling was helpful.

30m: Students can work further on their personal narrative papers, can seek further feedback from classmates, or may work on an illustration for extra credit to accompany their personal narratives. They may also ask me for advice or individual help with their papers. If they prefer, they may read further in The Giver.

2 m: Assign chapters 17-20 for tonight's reading (21 pgs), prepare to leave

Day 7 (Tuesday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: roots and suffixes (log, -phobia, -ism)

10 m: Reading quiz: *Why did Jonas become upset when he came upon his friends playing?*

5 m: Read and hand out copies of "Eveline", by James Joyce. Give students an overview of fishbowl discussion.

In a "fishbowl" discussion, two students at a time are chosen to come to the center of the class – in the fishbowl. The teacher will ask a question, which the students in the center have to respond to in order to get out of the fishbowl. If any students on the outside wish to respond either to the question or to one of the responses, they may dive in when a space comes available. If no one dives in voluntarily, the teacher will throw in students to fill the two spaces and pose another question. You may bring your copy of "Eveline" into the fishbowl if you want.

30 m: Fishbowl discussion.

Fishbowl questions: "Eveline"

What sense do you get of Eveline's existence?

Why did she not get on the boat?

Was Eveline's IL constrained? By what?

How did Eveline feel about her father?

How do you think Frank (fiance) felt?

What attracted Eveline to Frank?

Put yourself in Eveline's position – what would you have done?

How is she like or unlike Jonas in The Giver?

2 m: Remind students that the final draft of their personal narrative is due tomorrow. No reading homework, but students may wish to begin reviewing their prefixes, suffixes and roots covered thus far, as we'll be playing "Root it Out" on Friday.

Day 8 (Wednesday)

3 minutes: Attendance, housekeeping – collect personal narratives.

5 m: Tool sharpening: roots and suffixes (greg, -ous)

15 m: Freewrite: Pass out the following pairs of words to the class, along with the freewrite instructions.

Fair/Equal Release/Liberate Unfair/Biased Shield/Protect
Responsibility/Efficiency Free/Release Duty/Burden

You each have a pair of words. You'll be given one minute to ponder them, after which just write everything that occurs to you for five minutes. Think of it as dumping the contents of your mind onto the page. Don't "edit out" anything, even if it seems irrelevant. The object is to keep your pen or pencil moving the entire time. You'll be told when the time is up.

30 m: Jigsaw discussion:

- ◆ **10 m:** Group students together that had the same word pairs. Have them share what they wrote within the groups, whether their impression of the word pair was generally positive or negative, and if reading The Giver influenced their thinking.
- ◆ **10 m:** Regroup students so no one in a group has the same word pair. Have them share their word pair and the findings of the original group about the connotations and connections made in the freewrites.
- ◆ **10 m:** Share small group findings among whole class.

2 m: Assign final three chapters of The Giver for tonight. Have students copy the following prompt for their journal entry for tonight:

How do you feel Jonas handled his issues of IL? Give at least three passages in the text to support your argument. Be prepared to share your response with the class.

Since the personal narrative took part of this week, students will only be required to make two journal entries this week, tonight's being one of them. Journals will be collected on Friday and should contain five entries for this week and last.

Day 9 (Thursday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: prefixes and roots (mono-, ab-/a-/abs-, equa)

10 m: Have students complete likert scale (**Appendix C**) on some issues of IL in The Giver. This post-reading activity will foster our final discussion on this text before moving into Brave New World.

10 m: Split class into groups of no more than four. In the groups they should discuss their answers to the above.

25 m: Whole class discussion of the novel. The primary focus should revolve around the balance between protecting someone vs. encroaching on his or her IL. Some discussion questions if needed: *Who decides what's good for anyone else? What if an individual chooses to act in a manner that may harm him- or herself? What if one's actions may harm others? If people's desires are at odds, who decides? What about when laws conflict with what an individual feels they ought to do (i.e. euthanasia)?* To this point students have written a personal narrative, read one novel, listened to and discussed a song, and have talked (and hopefully thought) extensively about the concept of IL.

2 m: Remind students that journals will be collected tomorrow and that they are either pass or fail, and that tomorrow we play “Root it Out”, so they should study the roots and affixes covered thus far.

Day 10 (Friday)

5 minutes: Attendance, housekeeping – collect journals and The Giver books from students

8 m: Overview of how to play “Root it Out” (**Appendices D, E, F**)

40 m: Play “Root it Out”. The winning team will get a quiz score of 100, second place team gets a quiz score of 97, third, fourth, and fifth places get 95s. This way, no one is penalized and all can have fun playing the game.

2 m: Return room to order, prepare to depart. Enjoy the weekend, we start Brave New World on Monday!

Day 11 (Monday)

3 minutes: Attendance, housekeeping – return journals and personal narrative papers

10 m: Discuss personal narratives. Reiterate that this piece will be helpful to students when they do their multimedia project, as it involves reflecting on their learning about IL.

5 m: Explain “Probable Passage”: Pre-reading activity for chapter 1 of Brave New World. This adaptation of the probable passage strategy is modeled on the method described by Kyleene Beers in When Kids Can’t Read: What Teachers Can Do. It is designed so the students will come to the text already attempting to predict and so that they will be exposed to some of the vocabulary.

Form small groups of your choosing (max 4). Each group will complete the form provided for the list of terms given. You have to decide if your group thinks that each word pertains to the setting of the story, if it is a character, or if it has to do with the conflict or resolution. Discuss with your group members and try to place each word in a category. Once you have each word placed, formulate a ‘gist statement’ using the terms to sketch out how your group thinks they fit for the story.

5 m: Model probable passage with terms from The Giver. Stress that I’m trying to enact how it would be if we hadn’t read the book already.

20 m: Students get into groups and are given sheets and terms (**Appendices G and H**) for probable passage. Work in groups to complete the sheets.

5 m: Have each group read out their gist statement. Pass out copies of Brave New World.

7 m: Return room to order, prepare to depart. Assign chapter one of Brave New World for tonight’s homework. Encourage students to use their journals to explore their thoughts and ask questions with this text. Journal assessment remains the same with three entries required weekly.

Day 12 (Tuesday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: roots and suffixes (ortho, -aceous)

15 m (or as needed): Whole class discussion of how the terms from probable passage actually fit into the categories. Encourage students to ask questions, as this is a dense text and all will benefit from clarification of what we read. *Students will only be assigned approximately 15 pages a night to read, so it’s not an overwhelming amount to expect. I expect them to do the*

nightly reading and will give occasional quizzes. We will devote class time to discussion of the text.

15 m: Cover multimedia project with students. This will be due two weeks from yesterday and they will have two class periods to work on their projects (Thursday and Friday of next week). Give students the goals and rubric for the multimedia project. Students should be choosing partners or groups and formulating an idea of what they want to do with the project. They will need to tell me what they are intending by next Monday.

10 m: Read aloud “The Unknown Citizen” by W.H. Auden. Give copy of poem to each student.

7 m: Tonight students will read chapter two of Brave New World. Have them copy this journal prompt for tonight:

Briefly compare the tone of the poem “The Unknown Citizen” with our discussions thus far of The Giver and Brave New World.

They may begin their journal response or their reading homework in the time remaining.

Day 13 (Wednesday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: roots and suffixes (dict, -mania)

5 m: Open floor for any questions from the reading from last night. Ask for class members to clarify as they can. Tomorrow will be the last day with this time set aside for questions. After reading three chapters the students should be somewhat acclimated to the society in Brave New World.

10 m: In groups students share their journal entry from last night.

Gather in groups of no more than 5 students. In your groups, share each member’s journal response to “The Unknown Citizen”. Explain to your group members how you came to your decision. Cite the poem for reference of the connections you made.

15 m: Same groups, new direction. Have students put away the materials they have out. Pass out copies of newspaper articles on the same topic but from different papers with differing spins on the story.

You’ve been given a story from _____ (name of paper). Your group should read it through at least twice, then write a summary to share with the class. Please include in your summary if the story contains any wording that gives the reader a ‘value judgment’ feel. Does the article seem positive about the story?

10 m: Each group shares their summary and findings with the class. Are they surprised that different news sources can slant the same story so differently? How does this affect our IL? How is this like or unlike The Giver and Brave New World?

7 m: For tonight read chapter three in Brave New World. Tonight’s reading is the first in the novel containing some sexual content. There’s talk of children’s “erotic play” and “orgy-porgy”. Preface tonight’s reading with a discussion of Huxley’s use of intimacy in stark contrast to how our experience of it is. The people in the novel are emotionally unattached and do not “feel” as we do about others. They are repulsed by the thought of family and children, which is the foundation of most of our interpersonal relationships.

Day 14 (Thursday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: review roots and affixes thus far

5 m: Open forum for any questions about last night's reading.

10 m: Individual quick write:

What makes information trustworthy? Why do we trust some sources but not others?

**Consider the newspaper stories from yesterday, as well as the many other sources of information we encounter daily (TV, radio, internet, people, books, etc.)*

15 m: Group students in small groups to discuss the questions. Each group should compile a list of criteria for trustworthy vs. unreliable sources.

15 m: Compile whole-class list on board or overhead. Distribute copies of questions to ask yourself (Burke) ([Appendix I](#)) when trying to decide on validity. Students should keep this for their information gathering for the research project final assessment.

2 m: H/W: read chapter four for tomorrow.

Day 15 (Friday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: prefixes and roots (bene-, hippo)

5 m: Reading quiz:

What is the speculated cause of Bernard's oddity?

40 m: Computer Lab: Have addresses of websites for students to go to, some valid, some questionable. Point out a couple of earmarks of validity. Have students brainstorm four questions they could ask themselves to determine a site's validity.

Other than the criteria I just showed you, think up three questions to check the validity of a website. Share your questions with one or two other classmates.

Hand out Appendix B (**Appendix J**) from Burke, *Evaluating a Website*, for students to have

2 m: Return to room for dismissal. H/W: read chapter 5

Day 16 (Monday)

8 minutes: Attendance, housekeeping – students need to tell me their groups for the multimedia project as well as what direction they are intending to take.

5 m: Tool sharpening: roots and suffixes (phon/phono, -ine)

25 m: Small groups:

Hemholtz Watson works for the College of Emotional Engineering, a sub-department of the Bureaux of Propoganda. You are writers there as well. Write six hypnopaedic messages for today's society. Specify who (if not all) of the population each message targets, what it enforces, and why.

10 m: Each group chooses their favorite to share with the class.

2 m: H/W: chapter 6. Remind students to keep their journals – they will be collected at the end of this week.

Day 17 (Tuesday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: roots and suffixes (arch, -itis)

5 m: Open mind portrait: explain to students what it is, how to do it. Assign students to groups of three or four, and assign either Bernard or Hemholtz to each group. Pass out directions and sheets with the profile outline on them.

Your group will be creating an open-mind portrait of either Bernard or Hemholtz. Refer to the novel for what to include for your “portrait”, seeking insights into your character’s feelings, thoughts, and personality for the interior and aspects of the society for the exterior. What’s included should be represented by drawings, not words. At the bottom of your sheet write one statement from the text to “sum up” your character.

30 m: Groups work on their portraits. This activity will make the students think of the opposition these two characters feel in the society where they have no IL. They are the only characters in the novel who would not have the same pictures inside the head as outside, as they are the only ones who are dissatisfied. Circulate among the groups as they work, checking progress and looking for interesting insights. Ask each group why I didn’t assign Lenina as a portrait topic – get them to come to see that her portrait would be the same on the inside as the outside.

10 m: Each group shares and explains their portrait. Encourage questions from the class for each group, point out different aspects groups chose for the same characters. Have each group explain why they chose the statement they did for the bottom of the sheet.

2 m: H/W: chapter 7, review roots and affixes – we’re playing Root it Out tomorrow since Thursday and Friday will be devoted to working on the Multimedia projects.

Day 18 (Wednesday)

3 minutes: Attendance, housekeeping

10 m: Reading quiz:

Describe the woman Lenina and Bernard meet and Lenina’s reaction to her.

40 m: Root it Out: Students get “Crutch Sheet” (**Appendices K and L**) and form into groups of the teacher’s choosing. Play rounds 1-3.

2 m: H/W: chapter 8, students should come prepared to work on multimedia project tomorrow.

Day 19 (Thursday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: prefixes and roots (bi-, graph)

45 m: Work on projects. Remind students to review all the materials from the unit so far for help with the project, re-issue copies of The Giver to those who want it.

2 m: H/W chapter 9 and 10, journals due tomorrow. Hand out assigned journal for tonight:

The society in Brave New World use technology for inane recreation (i.e. feelies, obstacle golf, centrifugal bumble-puppy, soma). These are all encouraged as escapes from individual responsibility. Our society, too, engages in this to a degree (i.e. video games, TV, computer games, etc.). Do you think these diversions carry us away from exercising or pursuing our IL? Why or why not?

Day 20 (Friday)

3 minutes: Attendance, housekeeping – collect journals

10 m: Review presentation component of the multimedia project. Groups notify teacher of any technology they'll need in the classroom for their presentation. Assign which groups will present Monday and Tuesday.

40 m: Work on projects.

2 m: H/W: chapters 11 and 12, prepare for presentations Monday.

Day 21 (Monday)

3 minutes: Attendance, housekeeping – return journals

5 m: Tool sharpening: roots and suffixes (chrom, -clasm)

35 m: Group presentations of multimedia project. For planning purposes, approximate 9 groups per class, average presentation length 5 min. 5 present today, 4 tomorrow. After each group presents, class and teacher can ask questions or comment. Group members fill out evaluation sheet individually:

Please evaluate your group's effort on this project by answering these three questions:

- ◆ *What did you do for the project?*
- ◆ *What grade would you give each of your group members' effort on this?*
- ◆ *Do you feel your presentation was effective?*

10 m: Hand out and review final project goals. Choice of literary analysis or research project. Suggest lit analysis only if they have read 1984 or Animal Farm previously or, if they have another text they think ties with our concept of IL, they can propose that for approval. We'll be finishing reading Brave New World this Friday, and the projects are due next Thursday so that leaves little time to read a novel and do the project. Other option is a research report. Three periods will be given to work on their projects.

2 m: H/W: chapters 13 and 14.

Day 22 (Tuesday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: prefixes and roots (caco-, locut/loqu)

30 m: Group presentations, questions and comments. After they present, have students fill out evaluation sheet.

15 m: Model how to choose a topic for research project and how to brainstorm what I already know about the topic (both IL – refer to all prior work from unit – and the current event) and formulate questions to serve as starting points for direction and research.

2 m: H/W: chapters 15 and 16.

Day 23 (Wednesday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: prefixes and roots (macro-, dent/dont)

10 m: Model how to cite references for research project. Review handouts from days 14 and 15 on information and websites.

35 m: Students form small groups of the teacher's choosing for creating a tableau. Hand out tableau instructions:

A tableau is a still scene. It's like a snapshot. Your group should choose a scene from last night's reading and decide how to position yourselves to present the scene as a tableau for the class. Check your scene selection with me, as no two groups can stage the same scene. You will have 20 minutes to prepare then each group will stage their tableau. Please submit a written explanation of your tableau with all group members' names.

2 m: H/W: chapter 17, decide on final project.

Day 24 (Thursday)

20 minutes: Attendance, housekeeping – students advise me of final assessment choice and topic. As they speak with me individually, the rest of the class will be divided in half to respond to the following statement either supporting it or disagreeing with it:

“The optimum population is modeled on the iceberg – eight-ninths below the water line, one-ninth above.” Mustapha Mond, p. 223

**Jot down arguments for your stance as the group thinks.*

15 m: Fishbowl (?) type debate. One student from each side comes to the center of the room and makes an argument. The opposing student has to answer that argument. As students speak, they are replaced in the center by another from their side until all have spoken.

10 m: Teach peer editing. Students who choose the literary analysis final assessment are required to have at least one other student edit their paper. Some preliminary peer editing was done earlier on the personal narratives, but that was a less formal paper and peers edited without instructions on how to do so. Pass out peer editing instructions to all:

To edit a classmate's paper:

- ◆ *Read the entire paper carefully before responding to anything (even spelling or punctuation). Focus on what the paper is saying. Reread the paper entirely, checking for coherence. Does the paper flow, or is it choppy feeling? Is it logically arranged (is all the material about one aspect of IL together) or should paragraphs possibly be rearranged? Is each point made thoroughly, or do you need more information?*
- ◆ *Read the introduction and the conclusion once more. Does the introduction address what the paper talks about? Is the topic clear in the first paragraph? Does the conclusion effectively tie together the points made in the paper?*
- ◆ *Note throughout the paper any errors in spelling, punctuation, or grammar usage that you find.*
- ◆ *Write a statement for the author addressing what you found in the first two steps. Suggest changes to improve the paper, and note where the paper needs more (or less!) information or any problems with overall clarity.*
- ◆ *Sign your name to your comments.*

8 m: Students may begin on tonight's reading. The final chapter is the longest of the book.
H/W: chapter 18.

Day 25 (Friday)

3 minutes: Attendance, housekeeping

5 m: Tool sharpening: roots and suffixes (grat, -cide)

10 m: Individual written response:

List the pros and cons of being an Alpha Plus in the novel. Would you be happy?

15 m: Students share their responses in small groups, make a group chart of the pros and cons noted, and plot the group members on an IL continuum based on their individual responses.

20 m: Whole class discussion of the responses, degrees of individual liberty we each want.

2 m: Prepare to depart. Monday, Tuesday, and Wednesday are devoted to working on final projects, so come prepared.

Day 26 (Monday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: prefixes and roots (con-, photo)

5 m: Adjust journal requirement for this week.

Instead of Friday, journals will be collected next Monday. There should be three entries as usual for last week, and this week's entries should be one reflecting on your process of completing your final IL project, and two commenting on Thursday's and Friday's presentations.

40 m: Work on projects.

2 m: Return room to order, leave.

Day 27 (Tuesday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: affixes (mal-, -thropy)

45 m: Work on projects.

2 m: Return room to order, leave.

Day 28 (Wednesday)

3 minutes: Attendance, housekeeping.

5 m: Tool sharpening: prefixes and roots (hyper-, gyn)

45 m: Work on projects. Projects due tomorrow.

2 m: Return room to order, leave.

Day 29 (Thursday)

3 minutes: Attendance, housekeeping.

40 m: Student presentations of final assessment.

12 m: Students who presented complete project assessment:

Please answer the following to help me better teach this unit in the future.

- ◆ *Did you enjoy learning about the topic of IL?*
- ◆ *Do you think the topic is relevant to your life and interests?*
- ◆ *What did you think of the two novels written?*
- ◆ *Was there anything you felt I didn't cover thoroughly?*
- ◆ *Please offer any suggestions for improving this unit.*

Thank You

Day 30 (Friday)

3 minutes: Attendance, housekeeping.

40 m: Student presentations of final assessment.

12 m: Students who presented complete project assessment:

Please answer the following to help me better teach this unit in the future.

- ◆ *Did you enjoy learning about the topic of IL?*
- ◆ *Do you think the topic is relevant to your life and interests?*
- ◆ *What did you think of the two novels written?*
- ◆ *Was there anything you felt I didn't cover thoroughly?*
- ◆ *Please offer any suggestions for improving this unit.*

Thank You

APPENDIX A

Each of the following statements expresses an opinion. Rate each on a scale of 1 (strongly agree) to 5 (strongly disagree). Be prepared to discuss your reasons for answering as you do.

- _____ 1. *We are free to do what we want.*
- _____ 2. *Every citizen has equal rights under the law.*
- _____ 3. *Commercials are persuasive.*
- _____ 4. *A good citizen is someone who abides by all laws.*
- _____ 5. *The government has little influence on our day-to-day living.*
- _____ 6. *Life would be perfect if everyone were totally equal.*
- _____ 7. *Newspapers are not biased. They just report the facts.*
- _____ 8. *My parents are the only ones who limit my freedom.*
- _____ 9. *Laws are made to protect everyone.*
- _____ 10. *We should not have to carry bad memories; it would be better if all bad things were forgotten.*

APPENDIX B

Red Barchetta by Rush

*My uncle has a country place, that no one knows about
He says it used to be a farm, before the motor law
And on Sundays I elude the 'eyes' and hop the turbine freight
To far outside the wire, where my white-haired uncle waits.*

*Jump to the ground
As the turbo slows to cross the borderline
Run like the wind
As excitement shivers up and down my spine
Down in his barn
My uncle preserved for me, an old machine---
For fifty-odd years
To keep it as new has been his dearest dream*

*I strip away the old debris, that hides a shining car
A brilliant red barchetta, from a better, vanished time
I fire up the willing engine, responding with a roar
Tires spitting gravel, I commit my weekly crime...*

*Wind in my hair ---
Shifting and drifting ---
Mechanical music ---
Adrenaline surge ---*

*Well-weathered leather
Hot metal and oil
The scented country air
Sunlight on chrome
The blur of the landscape
Every nerve aware*

*Suddenly, ahead of me, across the mountainside
A gleaming alloy air-car shoots towards me, two lanes wide
I spin around with shrieking tires, to run the deadly race
Go screaming through the valley as another joins the chase*

*Drive like the wind
Straining the limits of machine and man
Laughing out loud
With fear and hope, I've got a desperate plan*

At the one-lane bridge

*I leave the giants stranded
At the riverside
Race back to the farm
To dream with my uncle
At the fireside...*
Words by Neil Peart, music by Geddy Lee and Alex Lifeson

APPENDIX C

For the following statements, mark along the line where you feel is appropriate to show your agreement or disagreement with the statement.

1. *Jonas would have been better off if he hadn't been chosen as the Receiver*

Strongly agree _____ agree _____ disagree _____ strongly disagree _____

2. *The people in the community in the book are happy, and we would be happier if we had some of our worries taken away*

Strongly agree _____ agree _____ disagree _____ strongly disagree _____

3. *Not seeing color was beneficial for the people, since then they viewed everyone as the same*

Strongly agree _____ agree _____ disagree _____ strongly disagree _____

4. *The elders acted in the people's best interests*

Strongly agree _____ agree _____ disagree _____ strongly disagree _____

5. *Children should not be exposed to issues of death or war*

Strongly agree _____ agree _____ disagree _____ strongly disagree _____

6. *The elders overstepped their authority*

Strongly agree _____ agree _____ disagree _____ strongly disagree _____

7. *Our society should be more like that in The Giver*

Strongly agree _____ agree _____ disagree _____ strongly disagree _____

8. Give an age when you feel it would be appropriate to introduce the types of issues in #5

APPENDIX D

Gather in your groups as assigned (there are five groups of five or six students selected by the teacher). All students get a copy of the 'Crutch Sheet', which contains some roots and affixes for reference as you play. You may note that none of the ones we have covered thus far are on the sheet. You're responsible for knowing those.

How to play

Round 1: Each team sends a representative to the front for the starter word. When the word is given, the first team rep to slap the desk can give the definition (no help from the teams). If they are incorrect, they sit down and another starter word is given for the remaining representatives to try and define. This continues until someone correctly defines a starter word or only one rep is left. When the starter word is correctly defined or only one rep remains, that rep's team gets to attempt to define five words worth ten points each. They may collaborate and use the 'Crutch Sheet' to arrive at the definition for each word. The five words are called out one at a time, and the team has two minutes to define it. All the other teams should attempt to define the words as well, because if the primary team gets it wrong the other teams have 20 seconds to write the definition and their team number on a piece of paper and deliver it to the teacher. The primary team gets ten points for each correct definition. The other teams get ten points for each correct definition, but will be penalized for an incorrect definition by taking away ten points. The primary team is not penalized for incorrect answers. The teacher's ruling on definitions is final.

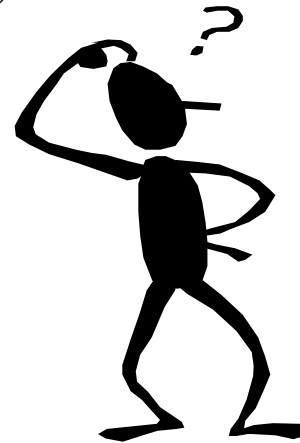
Round 2: A new representative for each team (once a student has served as a rep, they cannot serve as rep again) goes to front for the starter word. Play proceeds as in Round 1, except the

point values are 20 points each for the five words, as the words in Round 2 are more challenging.

Round 3: Yet another student from each group for starter word, and point values go to 30 points.

APPENDIX E

Crutch Sheet (day 10)



Prefixes	
Post-	After
M iso-	Hate
Con-	Together with

Roots	
Opt	See
Lith	Rock or stone
Duc, duct	Lead
Rhino	Nose
Phyll	Plants
Terra	Earth or soil, ground

Suffixes

-phile, -phila, -philous	Lover of
-cracy	Government of
-scopy	Study of

APPENDIX F

TEACHER SHEET

Root it Out

Competition words (day 10)

Round 1

Starter words

- ◆ Competent – capable
- ◆ Squander – waste
- ◆ Vile – hateful
- ◆ Credible – believable, honest
- ◆ Frigid – cold, unemotional

Competition Words

- ◆ Logophile – word lover
- ◆ Panoptic – all-seeing
- ◆ Abduct – carry away
- ◆ Autophobia – fear of oneself
- ◆ Gregarious – inclined to gather with others

Round 2

Starter words

- ◆ Culpable – blameworthy
- ◆ Manacle – hand cuff
- ◆ Blemish – defacement
- ◆ Timid – fearful
- ◆ Liberal – free

Competition Words

- ◆ Bibliophile – book lover
- ◆ Aggregate – gathered together
- ◆ Autocrat – ruler exercising self-derived power
- ◆ Post Mortem – exam after death
- ◆ Subterranean – underground

Round 3

Starter words

- ◆ Torment – inflict pain upon

- ◆ Truism – factual statement
- ◆ Illuminate – light
- ◆ Regenerate – grow back, rebirth
- ◆ Cognition – thinking

Competition Words

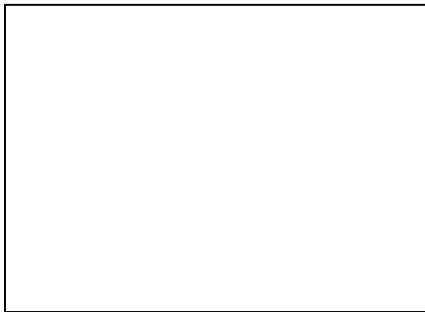
- ◆ Phyllomancy – fortune telling with leaves
- ◆ Misopedia – hatred of children
- ◆ Lithogenesis – study of the generation of rocks
- ◆ Abscond – steal off and hide
- ◆ Rhinoscopy – study of nasal passages

APPENDIX G

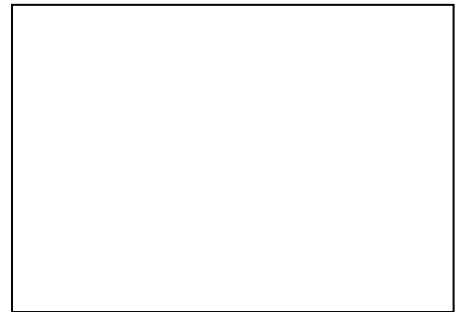
Probable Passage

Brave New World by Aldous Huxley

Characters



Setting



Conflict



Resolution



Gist statement:

APPENDIX H

TERMS FOR PROBABLE PASSAGE

Bovanskification

World-State

The Director

Conditioning

Stability

Vivaporous

Gammas

Freedom

A.F. (after Ford) 632

APPENDIX I

Questions to ask to evaluate information

- ◆ Does this infotext reveal the truth about its subject or conceal it?
- ◆ Is the information current and accurate?
- ◆ What are the sources of the information?
- ◆ Do the means of conveying the information – words, images, illustrations, multimedia – help clarify and support the data?
- ◆ Does the author clearly identify the sources of the data?
- ◆ Are these sources valid, reliable, current, and appropriate?
- ◆ Am I able to make informed – that is, appropriate, useful, even wise – decisions based on the information provided in this text?
- ◆ Is the information in this text complete? Original?
- ◆ How is this information being used?
- ◆ Who was the original audience for this information?
- ◆ What means does the author use to establish the validity, the credibility, the accuracy, and the reliability of the information and its sources?
- ◆ Why am I reading this information?
- ◆ Does the author make a good-faith effort at full disclosure by acknowledging biases or other factors that might undermine or color his or her reporting?

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APPENDIX J

Internet site evaluation form

Name: _____

Site Address: _____

Visiting this site for: _____ assignment

Thinking about the site

- a. Has it won any awards?
Yes No It doesn't say
- b. If the site has won awards, is there a link where you can go to learn if the award is important?
- c. If the site has won an award, was it an important one to win? (May need to check links to decide)
- d. Who is responsible for the content of this site?
- e. When was the site last updated?
- f. When was the information on the site written?
- g. Does the information seem current or out of date?
- h. Is this site easy to navigate?

Thinking about the author of this site

- a. Who is the author of what you are reading at this site?
- b. What information can you find out about the author of this site?
- c. Does that information show you that the author has the authority or knowledge to write about the topic at this site?
- d. Does the site have links to other sites that give you information about the author?

Thinking about the audience for the site

- a. Does the author seem to have a specific audience in mind for this site?
- b. Does the site have advertisements?
- c. If the site has ads, do they give you insight into who the audience is supposed to be?
- d. Does the site offer an “About Us” section or an introduction that helps you understand who the audience is supposed to be?

Thinking about the information found at sites

- a. Has the information been published anywhere other than just on the Web?
- b. Is the information clear and easy to understand?
- c. If the information is about a controversial topic, is more than one side of the topic presented or does the site offer links to sites that would offer the opposing view?
- d. Does this site have links to other sites that give you additional information on the topic?
- e. Can you tell when the information at this site is a fact versus an opinion?
- f. Does the information have a clearly defined author?
- g. Are there charts or graphs that summarize or explain certain points?
- h. Is all the quoted information clearly identified and properly cited?

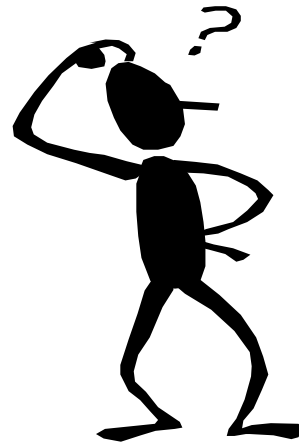
Overall, this site:

- a. Would help me on my assignment.
- b. Links me to other sites that are helpful.
- c. Looks helpful but the information is too technical or too hard to understand.
- d. Is more an advertisement than information I can use.
- e. Seems to be just one person’s opinion without any backing for who that person is or why I should believe their opinion.

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APPENDIX K

Crutch Sheet (day 18)



<i>Prefixes</i>	
Caco-	Bad
Mal-	Bad
Circum-	Around
Con-, com-, col-, cor	With, together
Macro-	big

<i>Roots</i>	
Photo	Light
Cephal	Head
Locut, loqu	Speak, talk
Grat	Pleasant, thank, favor
Aqu	Water
Dent, dont	Teeth
Cereb	Brain

<i>Suffixes</i>	
-cide	Killing of
-ify	Make
-phobia	Fear of
-oid	Resembling

APPENDIX L

TEACHER SHEET

Root it Out

Competition words (day 18)

Round 1

Starter words

- ◆ intact – kept, left whole
- ◆ recur – happen again
- ◆ biped – 2 footed animal
- ◆ endeavor – try
- ◆ pious – dutiful, reverent

Competition Words

- ◆ genocide – deliberate extermination of a racial or cultural group
- ◆ subaqueous – underwater
- ◆ hippoid – horse-like
- ◆ cacophony – bad noise
- ◆ photophobia – fear of light

Round 2

Starter words

- ◆ concur – agree
- ◆ fabricate – make up
- ◆ pauper – poor person
- ◆ revenue – money earned
- ◆ cajole – persuade with flattery

Competition Words

- ◆ cacography – bad handwriting
- ◆ malediction – curse
- ◆ acephalic – lacking a head
- ◆ graphospasm – writer’s cramp
- ◆ macrodont – large-toothed animal

Round 3

Starter words

- ◆ oblige – put under obligation
- ◆ oscillate – swing back and forth
- ◆ admonish – warn, scold
- ◆ immortality – eternal life, long-lasting fame
- ◆ ocular – of the eye

Competition Words

- ◆ exoculate – to deprive of eyes
- ◆ vivify – enliven, make vivid
- ◆ circumlocution – roundabout way of speaking
- ◆ excerebrose – having no brains
- ◆ contiguous – touching or meeting, association