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Whole Language Based Strategies for Teaching Reading in the Content Areas

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WHOLE LANGUAGE BASED STRATEGIES

FOR TEACHING READING IN THE CONTENT AREAS

A Project Report

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by

Ingrid Annemarie Spencer

August, 1995

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The purpose of this project was to develop a thematic unit for use in a sixth grade classroom. The unit provides a whole language, integrated curriculum concentrating on ancient Greece. Fifteen lessons were developed for use with a social studies text to teach reading strategies to a class of sixth graders. The project includes a review of selected literature related to the topics of whole language instruction, thematic units, integration, and an explanation of how to utilize the project in a sixth grade classroom. A summary with conclusions and recommendations was included.

ACKNOWLEDGEMENTS

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CHAPTER 1

Background of the Project

Teaching reading in the content areas using whole language based strategies is one way to integrate all of the language arts with other areas of the curriculum. Most content area teachers require considerable text reading, written responses to questions, following directions, summarizing, analysing, knowledge of related vocabulary and other skills. Even in mathematics, where usually little reading is required, reading directions or solving word problems is a difficult task for some readers. Using literature related to subject areas to supplement text reading while integrating language arts areas - reading, writing, speaking, listening - can make the learning more enjoyable and improve learning in all of the areas. Language arts can be an important medium for integrating the subject areas and at the same time improving reading skills.

Statement of the Problem

The problem investigated in this study is the difficulty or lack

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of success many students experience as they read texts in the various content areas. Reading requires the ability to identify words, manipulate them in the working memory while integrating the concepts with prior stored knowledge, and constructing meaning based on their interpretation. To accomplish all of this, particularly in the content areas, requires extensive background development with related concept vocabulary as well as the ability to put old information with new in order to construct meaning (Robeck & Wallace, 1990).

Traditional methods of teaching in content areas often focus on the teacher as a dispenser of information rather than as a facilitator of learning. Students often are expected to read pages of information without being given the tools they need to be successful. Additionally, texts in content areas tend to be written in an expository style, making the reading more difficult and less enjoyable.

Content texts often utilize a much heavier vocabulary load than students usually meet in narrative text and are written at levels which exceed the grade level in readability they were

developed for. These texts often have an increased concept load over material students are used to reading. It is "work" reading.

Finally, the focus of the reading in content areas is often on remembering information rather than on comprehending so students are asked to write, re-read, memorize or outline as a means to retain for a test. Emphasis seems to be on a product, the information, rather than on a process, learning how.

One way which many of the concerns with content area reading and learning can be addressed is to implement some whole language based activities and techniques in the content areas which integrate language arts areas with content material. Developing strategies, methodology, and materials based on such a philosophy is the focus of this project.

The Purpose of the Project

The purpose of this project is to develop a series of lessons, developed around a single thematic unit on Greece whose focus is to maximize interest and learning through the integration of reading, writing, speaking and listening - the language arts - with the materials to be learned. The unit is designed to be used as a

guide to supplement traditional text materials in this area through the integration process. The thematic unit is geared toward specific learning objectives from the Yakima School District. Fifteen lessons comprise the unit incorporating social studies, art, mathematics, and language arts.

The Significance of the Project

The significance of this study is in providing a ready-made unit consisting of lessons specific to Greece, containing activities and strategies teachers can use with students to facilitate language competence with content areas. Past experiences are stored in schemas as language. Much of what is understood while reading is influenced by these schemata and influence the comprehension of what students read because comprehension depends on the reader's knowledge, beliefs, schemata, and language ability (Samuels, 1992). Reading comprehension research suggests that students do not have cognitive or cultural schemata for understanding content area text because of differences in background knowledge, concept development, or vocabulary (Samuels, 1992).

E. L. Thorndike (cited in Robeck and Wallace, 1990) states:

"Reading is thinking". This indicates that reading extends beyond word recognition. Thinking is essential in obtaining meaning from written material. Piaget (cited in Robeck and Wallace, 1990) emphasizes that cognitive development is a process of construction which results from the learner's interactions with the external world. As individuals respond to environmental demands, they incorporate into their internal actions those facets which can be assimilated and fit into existing cognitive structures. Schema describes how knowledge is organized and maintained.

Our technologically sophisticated society today values workers who can solve problems. Students need background in technical or special vocabulary to comprehend texts. Using a whole language approach to integrating reading in the content areas is an effective way to develop competence in students with a range of previous language and content area experiences (Samuels, 1992).

Limitations of the Project

This unit contains a limited sample of strategies, materials and activities for middle school students and could be expanded in

the future. Other districts may have different guidelines and the objectives or lessons would need to be modified to fit their needs. Fifteen lessons are part of this unit and incorporate the learning objectives from the Yakima School District in central Washington. The activities and strategies are based on research only and include a collection of related materials. The lessons have not been used in an actual classroom setting.

Definition of Terms

For purposes of this study, terms are defined as follows:

1. Whole language - a meaningful, functional use of language based on literature and learned in a natural way by being immersed in a language-rich environment (Goodman, 1992).

2. Thematic unit - an area of instruction based on a central idea or theme, which integrates language arts and other content areas (Routman, 1991).

3. Integration - consolidating all subject areas: language arts, social studies, science, mathematics, art around a theme (Routman, 1991).

4. Content areas - language arts, social studies, science, mathematics, art (Hadaway, 1994).

5. Immersion - surrounding a student with oral and written language through literature, printed and nonprinted materials and experiences (Cushenberry, 1989).

6. Brainstorming - eliciting and recording of students' ideas in order to discover background knowledge and interests (Vivian,1990).

7. Metacognition - awareness of one's own thought processes, ability to monitor one's thought processes while reading, focusing on important aspects of text (good readers monitor, revise, observe, test understanding of material being read), (Robeck & Wallace, 1990).

8. Student learning objectives - written operational statements which describe the desired outcome of an educational program, a concise statement about a specific learning behavior expected of a student (Routman, 1991).

9. Webbing - a way of showing in a diagram form the many aspects of a given topic. The focus of concern is in the center of the web with ideas radiating out from it. Categories are connected to the center focus by way of lines. Webs are like visual brainstorming maps that help generate ideas and link them to a theme (Routman, 1991).

10. Language experience approach - children create the language, own stories, based on real experiences. The teacher records and reads back the sentences dictated by the child (Weaver, 1994).

The remainder of this project is as follows:

Chapter 2, review of the selected literature that relates to reading, whole language, thematic units, and integrated curriculum; Chapter 3 a description of the procedures used to develop the project; Chapter 4, lessons used in the thematic unit; and Chapter 5 summary, conclusion, and recommendations.

CHAPTER 2

Review of the Literature

Introduction

The purpose of this study was to develop a unit and activities for using whole language based strategies to teach reading in the content areas. The unit was based on a single theme integrating reading, writing, speaking and listening activities. Theme units provide an opportunity for students to explore a topic in depth. They can be used as motivational tool and provide learning opportunities for students with a wide range of abilities. The review of literature was devided into three main sections: whole language, philosophy, theory and approaches; thematic units in content areas; and integrating the language arts with various subject areas through the use of thematic units.

Whole Language

Whole language teaching is based on a philosophy of education that integrates language and thinking with rich content in authentic experiences for children (Goodman, cited in Stice, Bertrand &

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Bertrand, 1995). Rich content requires a multitude of books and other resources, as well as ideas and information. Authentic experiences are what people do with reading and writing in the real world. When children really read, they must read about something. Teachings provide opportunities for them to experience a wide variety of high-quality materials and resources. When teachers ensure that the curriculum supports children's interests and intentions, it begins to naturally integrate itself (Stice, Bertrand & Bertrand, 1995, p. 404).

Goodman pioneered whole language in the United States by adapting many of the principles developed by language theorists of New Zealand, Australia, Canada and Great Britain. His psycho-linguistic model of the reading process was based on the study of development of oral reading.

With whole language, the four cueing systems of language - phonology, morphology, syntax, and semantics - are integrated in the learning process. Language skills are developed in meaningful context, not taught in isolation. Students are immersed in a language-rich environment using meaningful, functional language

from literature and other sources. Language development becomes the basis of learning. The goal for whole language teaching is for students to become "skilled language users", rather than to just learn "language skills". Proficient readers use semantics, syntax, and grapho-phonics. They view reading as an interactive, meaning-getting process, and grapho-phonics is one of the necessary cueing systems they utilize. Routman (1991) states that phonics is subordinate to semantics and syntax, but any one area cannot exist in isolation from the others if comprehension is to be maximized.

In 1976, Goodman (cited in Fountas and Hannigan, 1989) describes the whole language philosophy to reading and writing as a "top-down" approach. Students begin with a whole text and experience its fullest meaning. Specific skills are taught in a contextual way (Fountas & Hannigan, 1989). Teachers using the whole language philosophy abide by a less structured sequence to teach word attack skills as opposed to the phonics and/or basal approach and provide lessons based on student need (Cushenberry, 1989). In the whole language approach, the focus of literacy instruction is on the acquisition of oral and written language as an

integrated process and one of constructing meaning, rather than developing a sequential set of skills (Samuels & Farstrup, 1992).

Goodman (1992), an early author of many of the whole language philosophy tenets, suggested that whole language has evolved into a philosophy that helps build a community of learners, who advocate that learning is the act of constructing schema as they acquire information and try to make sense of the world around them. Based on his 1965 study of childrens' reading, Goodman concluded that children could read words in meaningful context they were unable to read in isolation on word lists. From this he has suggested that reading is a process of meaning construction rather than just interpretation of the author's words and ideas. There he concluded, optimum learning occurs when learners are engaged in functional and meaningful experiences. People who advocate the whole language philosophy view reading as a process of creating meaning through transaction with meaningful text.

Learning under whole language becomes a series of complex transactions between learner and world, between a reader and text and through text with an author.

Whole language classrooms emphasize the importance of literature. The child's communicative attempts are reinforced when placed in a language-rich environment (Fountas & Hannigan, 1989; Reutzel & Hollingsworth, 1988). The goal is the empowerment of learners and teachers (Altwerger, Edelsky & Flores, 1987). Cazden (1992) emphasizes that the message of the whole language movement is: "Children learn what they live, what they hear and try to speak, in a context of meaningful, functional use with people who care about them and have confidence that they will learn" (p. 11).

Whole language teachers use good literature as the basic material to be read (Tonjes & Zintz, 1992). Advocates of the whole language philosophy claim that we learn to read by reading, not by taking the text all apart and examining the bits or drilling on decoding.

Whole language based programs are developed with a belief that children should learn to read and write in the same natural way they learned their oral language because such language is naturally learned from exposure and use rather than from instruction. The word "natural" is a key word among whole language advocates.

They believe that learning to read is very much like acquiring one's native language. Just as children learn to speak naturally by being immersed in a language-rich environment, so they should also learn to read in the same natural manner, immersed in a language-rich environment. Accordingly, the language a child encounters in print should be as "whole" as the language that is encountered in the natural environment, rather than fragmented into words, syllables, or individual sounds often seen in common materials used to teach reading (Vellutino, 1991).

Whole language is based on the philosophy of how children learn their mother tongue and it is believed that written language can be learned in the same way (Cazden, 1992). Holdaway (cited in Weaver, 1994) compares this natural learning process to learning to ride a bike, through active participation:

1. observation of demonstration

2. guided participation

3. unsupervised role playing practice

4. performance: sharing and celebration of accomplishment.

This natural learning process begins with the child observing

other children or adults. When the child feels ready, he/she is guided in this learning process with assistance, or "training wheels" for support. After a while, the child can practice alone and eventually become the "skilled" performer.

According to Samuels and Farstrup (1992), whole language is considered to be a child-centered philosophy of reading. Children are empowered to take ownership of their own learning. Teachers learn with and from their pupils, collaborate with them to solve problems and seek answers. The whole language philosophy is based on a holistic program that supports language development. Reading, writing, speaking, listening are integrated. Whole language is an instructional philosophy that promotes the idea that most pupils are inherently eager to learn and read if they are placed in a relaxed, nonthreatening atmosphere where they can engage in risk-taking (Cushenberry, 1980).

Classrooms reflecing the whole language philosophy provide areas for reading, writing, discussing, teaching. Ceilings, walls, floors, and windows display children's compositions, dictations, and art work, all as a natural outgrowth of their reading and writing

involvement. Instruction occurs in various learning centers focusing on a single topic or theme. Children become actively involved in sharing their knowledge about a topic and reading becomes a process of prediction and confirmation. Classroom peers are used as mentors and children are intrinsically motivated (Reutzel & Hollingsworth, 1988). The integration of reading, writing, spelling, and handwriting instruction is often achieved by focusing on a single topic or thematic unit. Students work on a common interest or goal and evaluaton methods take the form of teacher observations, interviews, discussions, recordings, selected samples of work.

A partner writers program (where older students help younger students) emphasizes the connection between reading and writing. Special writing folders are used for shared writing sessions and guidelines and questioning strategies are given. As an example, a group of fifth graders composes personal letters and first graders draw illustrations. Partners reread the story, share responses and write a joint summary (Richards, 1994). Literature groups can be formed. They discuss the title, author, plot, characters. A readers club can be started. To connect reading and writing, journals,

reading logs or literature response logs are kept. A dialogue, reactions, predictions are part of the logs. Partner reading and writing with other grades are motivational activities to use (Richards, 1994).

An element of the whole language philosophy is the language experience approach. The sequence involves having a vivid experience and the child wanting to write something about this experience. The teacher records the childrens' remarks about the experience with their own language. The teacher creates charts, sentence strips, word cards and story collections. Focus is on meaning and the child's experience. Children create their own stories which are recorded by the teacher and read back by the child. Writing what the child dictates helps to give the child ownership over the writing and makes the text easier to remember when re-reading. Gradually children learn to write and illustrate their own stories; they learn important concepts about the functions of language, story structure and conventions of print.

Although teachers use strategies to help students cope with a quantity of concepts, they also should provide students with a

variety of materials that facilitate comprehension of the concepts and create a desire to read in the content areas. Social studies textbooks, for instance, are considered to be uninteresting, disjointed, and lacking in meaning. Thus, literature is recommended as part of the social studies program since this material helps students to personalize history, gain values and improve critical thinking skills (Sanacore, 1993). Readers interact with the text, identify with characters, society, and a situation. Using literacy-based instruction increases motivation because students can relate concepts to events in stories they have read. Children develop more complex understanding as new concepts are assimilated into the current knowledge structure (Casteel & Isom, 1994).

Thus, it may be observed that the whole language philosophy is based on research not only in cognitive psychology and learning theory, but also in psycholinguistics and sociolinguistics, anthropology, philosophy and education. It is a set of beliefs that guides instructional decision making and practices (Weaver, 1994). Through the work of Ken and Yetta Goodman, Frank Smith, Dorothy Watson, Carolyn Burke, Jerry Harste, the whole language theory

became widely known (Weaver, 1994).

With whole language, reading is seen as an interactive, meaning-getting process using all the cueing systems of language. Skills are taught in context, using good literature as the basic material to be read. Strategies like the language experience approach and using literature to personalize text in the content areas are used in whole language classrooms. Whole language classrooms use a natural approach to learning, immersing students in a language-rich environment with the children taking ownership of their learning.

Thematic Units in Content Areas

Thematic units which integrate language arts, social studies, science, mathematics and the arts are planned around a theme and may last several weeks (Samuels & Farstrup, 1992; Routman, 1991). In an integrated curriculum, teachers and/or students pick a topic and web what they might do in mathematics, science, art, instead of using a textbook as the only source of information. Children see the content areas as tools to be used in learning and topics are important and interesting (Monson & Monson, 1994).

The topics provide opportunities to experience text in a variety of settings for a diverse student population. Harste (cited in Monson and Monson, 1994) states that teachers look at topics that might be of importance and interest to the students and rotate these topics through the disciplines as tools to gain new perspectives on a topic of interest.

Whole language classrooms are often characterized by in-depth exploration of a topic or theme, which naturally involves various reading and writing experiences, as well as literature, research, oral and dramatic language arts, and other arts. Thematic units bring literacy and literature together through integration of the various subject areas (Weaver, 1994).

Writing and literature are used as tools for learning across the curriculum and the content of other subjects can be integrated for a holistic approach (Vivian, 1980). If we want students to connect with real life situations, we might begin by integrating appropriate literature into content studies.

Some teachers believe that the best place to start with meaningful thematic units is in the content areas. Students may

brainstorm a topic from science or social studies, for instance. Often teachers participate with their students and use brainstorming and predicting techniques to build background. This brainstorming technique can involve a strategy lesson to build background knowledge, improve comprehension and insure success and enjoyment. Webs are often used in this brainstorming technique to provide an instructional scaffolding for prediction, discussion, and language extension activities. Students may research, take notes and write a rough draft from their research.

Bringing literature into areas such as social studies can be a way to accommodate for diversity. Students with a variety of background and abilities are given opportunities to experience text in the company of others. Paired reading, Kaleidoscope reading (students share with group what they have read), taped text, guided reading, literature circles and large group discussions are strategies to use. The readers are sharing the reading act with other readers, thereby providing opportunities for all participants to learn more about reading, about learning, about one another, and about their worlds. As new material is related to students'

background knowledge and readers interpret the interaction between objects, actions, and events, comprehension occurs and students synthesize new information with their own prior knowledge to generate integrated ideas (Robeck & Wallace, 1990).

In conclusion it can be said that thematic units provide a way to integrate language arts and other content areas. Topics become important, meaningful, and interesting. Textbooks are important in content classrooms as long as they are not used as the sole source of information. They also save time when planning lessons. Tradebooks, magazines, newspapers, brochures or junk mail are often a good source for supplementary materials. If we use the narrative as the primary reading source and the text as a resource in the content areas, we can accommodate students with a variety of backgrounds and abilities. When literature is introduced in the content classroom, it connects students with the lives of others and provides a meaningful context (Smith & Johnson, 1994).

Integration and Thematic Units

Integration in the whole language philosophy refers to the integration of speaking, listening, reading, writing, as well as the

integration across and throughout the curriculum (Routman, 1991). The use of literature provides one of the best sources of materials for the integration of the language arts with content related information. With integration, the relationship among disciplines or subject areas is meangingful and natural.

Integration, or integrated language arts, is implicit in whole language teaching. It is an approach to learning and a way of thinking that respects the interrelationship of the language processes as integral to meaningful teaching in any area (Routman, 1991). Integrating literature books in other areas of the curriculum provide unique opportunities for language growth and learning is based on cooperation (Richards, 1994).

A way to integrate is through the use of thematic units. These are designed around a single major idea or concept but bring in as many other related areas of study as are appropriate. For example, to integrate language arts in mathematics and science, activities like classifying, predicting, measuring, graphing, estimating and problem solving can be included. Craft ideas and game boards can be developed for art activities. To incorporate civics, service projects,

letters to politicians, Thanksgiving baskets, other benefit activities and citizenship journals can be included.

Targovnik (1993) advocates the whole language philosophy for reading, though she is not willing to give up textbooks to teach certain concepts. Oftentimes, content area teachers have little training or background in reading and are not aware of the importance of integrating the language arts in other areas of the curriculum. In 1980, O'Rourke (cited in Combs, 1987), analyzed the attitudes of junior and senior high school teachers and found that teachers who had taken a reading course had more positive attitudes towards reading instruction. This implies that attitudes are affected by the person's perception of how applicable reading training is in their own area of specialization (Combs, 1987).

Therefore, in order to provide meaningful experiences for students, integrating the content areas through literature and thematic units are natural approaches to do this. Content area teachers should have an opportunity to become familiar with this process and use texts as resources and not the only source of information.

<u>Summary and evidence for this project</u>

Whole language is a philosophy of integrated language arts. Reading is viewed as a process of creating meaning through the reader's transaction with meaningful text. Whole language teachers use good literature as the basic material to be read. Skills are taught in context and comprehension skills are emphasized. Whole language advocates believe that children can learn to read naturally by being immersed in a language-rich environment (Vellutino, 1991). When using literature for instruction, students can relate concepts to events from a book they have read and develop more complex understanding by relating background knowledge to new learning (Robeck & Wallace, 1990).

The language experience approach is often used in whole language classrooms. The teacher of the language experience approach needs to be highly skilled in bringing all children into full participation in all activities, knowledgable about the structure of language, and in the difficulty of the elements of decoding-encoding sequence (Robeck & Wallace, 1990).

Good readers use appropriate strategies in reading and

teachers often need to model these strategies. Such strategies include the use of metacognition, using headings, structural organizers, and summarizing. Teaching reading strategies in social studies appears to be a positive way to improve organizational skills, comprehension, and content knowledge (Franklin & Roach, 1992).

Implications for this project

As Sanacore (1993) and Samuels and Farstrup (1992) pointed out, using and teaching good strategies in reading is important to help students cope with a quantity of concepts. They also state that textbooks are often boring, difficult to understand and should not be used as the sole source of information but should be supplemented with other materials. In order to motivate students and to provide meaningful context, integrating literature into content areas, using tradebooks, magazines, brochures and newspapers provide ways to do that (Targovnik, 1993; Smith & Johnson, 1994; Vivian, 1990; Robeck & Wallace, 1990; Routman, 1991; Richards, 1994; Samuels & Farstrup, 1992).

The purpose of this study was to provide a thematic unit and activities to be used in different areas of the curriculum to supplement textbooks. It can be used as a guide to maximize interest in a content area and to incorporate the language arts with the materials to be learned.

CHAPTER 3

Introduction

This Chapter includes a description of how a thematic unit on Greece was developed which utilizes whole language based strategies for teaching reading in the content areas. Fifteeen lessons and activities were developed for use in a sixth grade classroom in the Yakima School District area. The district's learning objectives, as well as a social studies text and other materials were used as resources to develop the lessons.

Procedures for the project

From the literature review, materials and activities were collected and assembled in a unit to be readily available for use in the classroom. The literature review focused on whole language based strategies to integrate reading in content areas and strategies, materials, ideas, and activities to use in a classroom to supplement the textbooks. Steps, goals, objectives and implementation were included. Themes for a unit may be chosen from the district adopted curriculum, high interest concepts chosen by students, or areas of high interest to the teacher.

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The thematic topic for this project came from a Social Studies text of a sixth grade Yakima School District class. Ancient Greece was one of the topics in this text. The text, as well as student learning objectives were used in the topic identification. The topic of Greece was part of the curriculum, of high interest to the teacher and an abundant source of literature was available. The activities enable the students to receive an integrated approach with the content areas.

A web was used by the author to clarify ideas and perceive possibilities. It became a reference for lesson ideas. For this web, brainstorming was used to generate ideas. Ideas were then placed into categories to provide a way to group similar things together. From the headings, goals, objectives, and activities were organized and planned. Subsequently, these ideas were recorded.

The author based the goals on the district's learning objectives. These objectives were stated in each lesson. Skills, concepts, and objectives were integrated in the content areas. After the goals were set and objectives determined, materials were gathered.

The Central Washington University library, Yakima Public Library, Yakima School District Library, Educational Service District 105, and a teachers' supply store were used as sources for gathering materials and information. A bibliography of books for immersion in literature was compiled. Books for varying reading levels to provide for individual differences, as well as books suitable for oral reading by the teacher were included in the bibliography.

After preparing the bibliography, alternate sources, such as professionally prepared teaching materials were collected. From these materials, appropriate activities could be developed. Learning activities that support the goals and objectives of the unit were planned. Most activities were based on whole language principles. Activities, such as journal writing, silent reading, listening, speaking, oral reading by the teacher, were integrated. Music and art lessons, as well as mathematics activities were part of the theme. This unit has not been implemented in a classroom by the author because of lack of availability of a classroom.

Instruments and Activities

This project contains a three week unit on whole language strategies to teach reading in the content areas. A central theme is integrated in other curriculum areas. Everything in the room is child-centered: made and written by students. A diverse array of reading materials that appeals to all age and interest levels of students is available. Tradebooks, magazines, newspapers, labels, recipes, and junk mail are used to immerse students in print.

Students are read to daily and they have a period of silent reading to let them practice reading and to find resources and connect with authentic literature. Daily writing through journals, letters, reports, stories and poetry are activities to integrate the language arts. Songs, chants, poetry and art projects are incorporated in each unit of study. Science and social studies activities can be integrated through thematic units. When beginning a new unit of study, brainstorming techniques are used to relate background knowledge to new learning. Community resources and the natural environment are used for realistic resources. Mixed ability grouping, sharing, retelling and questioning strategies can be

used. To improve skills in the content areas, students need to learn to classify, compare/contrast, chart, describe cause/effect, follow directions, generalize, make problem-solving diagrams, sequence, summarize, design maps. Reading and writing can be brought together around issues of civics in the elementary and middle school grades by going out into the community, becoming involved in service projects, recycling, voting procedures, keeping a citizenship journal.

Conclusion

Our goal is to help students become fluent readers, with greater emphasis on comprehension. Teachers need to collaborate with their pupils to solve problems and seek answers, teach strategies, vocabulary, assemble resources to meet the needs of their students and provide meaningful experiences (Samuels & Farstrup, 1992). Through the use of integrated activities we can make new learning for students more meaningful, interesting and challenging.

CHAPTER 4

The Project

The purpose of this project was to develop a thematic unit based on the whole language philosophy and concentrated around the topical area of Greece for use in a sixth grade classroom. It was chosen to correlate with the objectives of the language arts, reading, and social studies curriculum in the Yakima School District in Yakima, Washington.

The unit contains fifteen lessons including activities, strategies and materials to facilitate instruction. A web at the beginning of the unit listing the reading, writing, speaking and listening activities, as well as some integrated activities give an overview over the content of the lessons. Evaluation for these activities is done as part of a portfolio assessment procedure, a collection of students' work samples. Only the final product, a country report/flipbook is a graded assignment.

The lessons are arranged according to certain topics and are intended to be used as a guide to supplement text or to gain
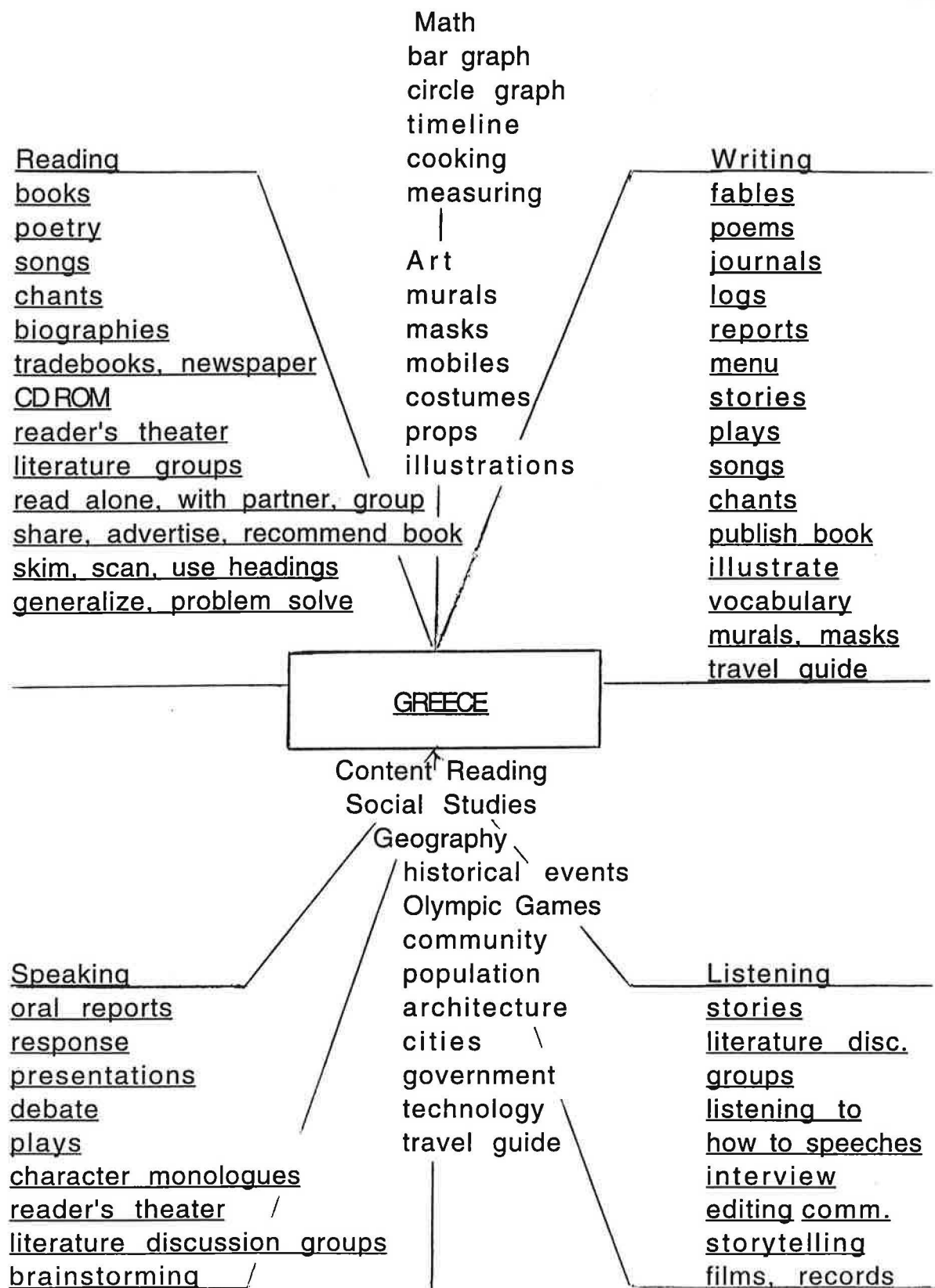
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information in a meaningful way. It is not necessary to use all of these activities or to use them in this sequence. The teacher is free to pick and choose as the need arises or students' interest demands.

The unit's objectives are part of the Yakima School District's list of student learning objectives and are described in each lesson. A reference section at the end of this unit lists appropriate children's literature, tradebooks, poetry, songs, chants, and visual materials. Language activities include students' reading and being read to, readers' theater, literature groups, finding spelling words, sharing and researching. Writing activities include journals, writing logs, reports, poems, stories, plays, songs, chants. Listening activities involve oral response and presentations, debate, listening to stories, literature discussion groups, storytelling, and interviews. Speaking activities involve oral response and presentations, debate, performing in a play, creating character monologues, brainstorming, interviewing, and singing.

The Appendix contains directions for a country report and for constructing and binding books, information for literature groups, description of plot, essay questions, character sketch, writing,

revising and editing, poetry samples, and evaluation criteria.

The students are directed to keep a reading log, or response journal. This log/journal includes title, author, illustrator, type of book, and pages read. The purpose of the log is to record information, to make predictions, to ask questions, to summarize, and to describe what was learned, i.e. today's lesson. Students are also instructed to be prepared to conference on the book of their choice within the theme once a week, to make a list of twenty spelling words from their reading material and be able to report orally on their selections and share, recommend, or advertise the book of their choice in order to check understanding, determine possible difficulties and to incorporate all the language arts.

Math
bar graph
circle graph
timeline
cooking
measuring

Art
murals
masks
mobiles
costumes
props
illustrations

Reading
books
poetry
songs
chants
biographies
tradebooks, newspaper
CD ROM
reader's theater
literature groups
read alone, with partner, group
share, advertise, recommend book
skim, scan, use headings
generalize, problem solve

Writing
fables
poems
journals
logs
reports
menu
stories
plays
songs
chants
publish book
illustrate
vocabulary
murals, masks
travel guide

GREECE

Content Reading
Social Studies
Geography
historical events
Olympic Games
community
population
architecture
cities
government
technology
travel guide

Speaking
oral reports
response
presentations
debate
plays
character monologues
reader's theater
literature discussion groups
brainstorming

Listening
stories
literature disc.
groups
listening to
how to speeches
interview
editing comm.
storytelling
films, records

Lesson Overview

History and Government
Lesson 1:   Introduction, film, web, organization, bulletin board, city-states, timeline, historical events, Greek root words

Lesson 2:   Greek city-states, Athens

Lesson 3:   civic life: the art of persuasion, collage

Lesson 4:   Greek leaders, biographical sketch, map activity

Lesson 5:   Trojan war, Greek leaders: Pericles, character web, write myth

Lesson 6:   Trojan war, roll story, video

Lesson 7:   compare democracies, symbols, alphabet

Life in Ancient Greece:
Lesson 8: Greek Society
   Arachne the Spinner, construct a loom, make a Greek vase

Arts and Sciences:
Lesson 9: Read Gifts from the Greeks: Alpha to Omega by Boyer and Lubell; Pythagoras: philosopher and mathematician

Lesson 10:   gods, goddesses, Greek architecture

Literature:
Lesson 11:   myths and legends, analyse characters, illustrate

Lesson 12:   myths, write new ending, make a mask

Lesson 13:   research myths, write a song, chant, create a labyrinth

Lesson 14:   read myths, write poetry, family tree, explain myths

Lesson 15:   Olympic games, food fair

Lesson 1

Objectives:

1. Students will trace changes in the development of economic systems through research and bulletin board activity.

2. Students will interpret graphic/visual aids, i.e. symbols, pictographs, bar graphs, timelines, tables, charts, by creating a timeline.

3. Students will increase vocabulary by learning meanings of base words and affixes of Greek and Latin origin and by using words from context in content areas.

Materials:

Film: <u>A Rocky Peninsula, a Seafaring Nation</u>

Film: <u>Seeing Greece: Ancient and Modern</u>

Introduction:

The teacher builds schema or background knowledge by brainstorming and listing on butcher paper what the students know and what they want to find out about the topic. This can also be done in a web format. A film provides visual information on the topic. The teacher models and focuses on reading strategies, gives

examples of what a good reader/writer does, and teaches skills as needed. These strategies include metacognition, use of headings, structural organization and summarizing.

The students are instructed to keep a reading log, or response journal. This log/journal includes title, author, illustrator, type of book, and pages read. The purpose of the log is to record information, to make predictions, to ask questions, to summarize, and to describe what was learned, i.e. today's lesson.

Students are instructed to be prepared to conference on the book of their choice within the theme once a week, to make a list of twenty spelling words from their reading material, be able to report orally on their selections and share, recommend, or advertise the book of their choice.

Activities:

1. Enlarge the attached Agora bulletin board pattern to make a background of a Greek market square (agora). Discuss the importance of the agora in Greek cities, the business transacted in the market place, and the open air shops located there. As students learn more about the ancient Greeks, have them add figures of

citizens, conversation bubbles of what the characters are saying or selling.

2. Create a time line beginning with 2000 B.C. and ending with 300 B.C. When students study a significant event in Greek history, they write the date and event on a paper strip and place it on the time line, when they find important events during their research, they add these to the time line.

3. Use the attached list to describe Greek root words and their meanings.

4. Explain research project and distribute handouts: "Fascinating Facts Flipbook" (see Appendix). The students will research and collect information about Greece and assemble a booklet according to the sample and instructions provided. This booklet will be due at the end of the unit.

ANCIENT GREECE
AGORA BULLETIN BOARD PATTERN
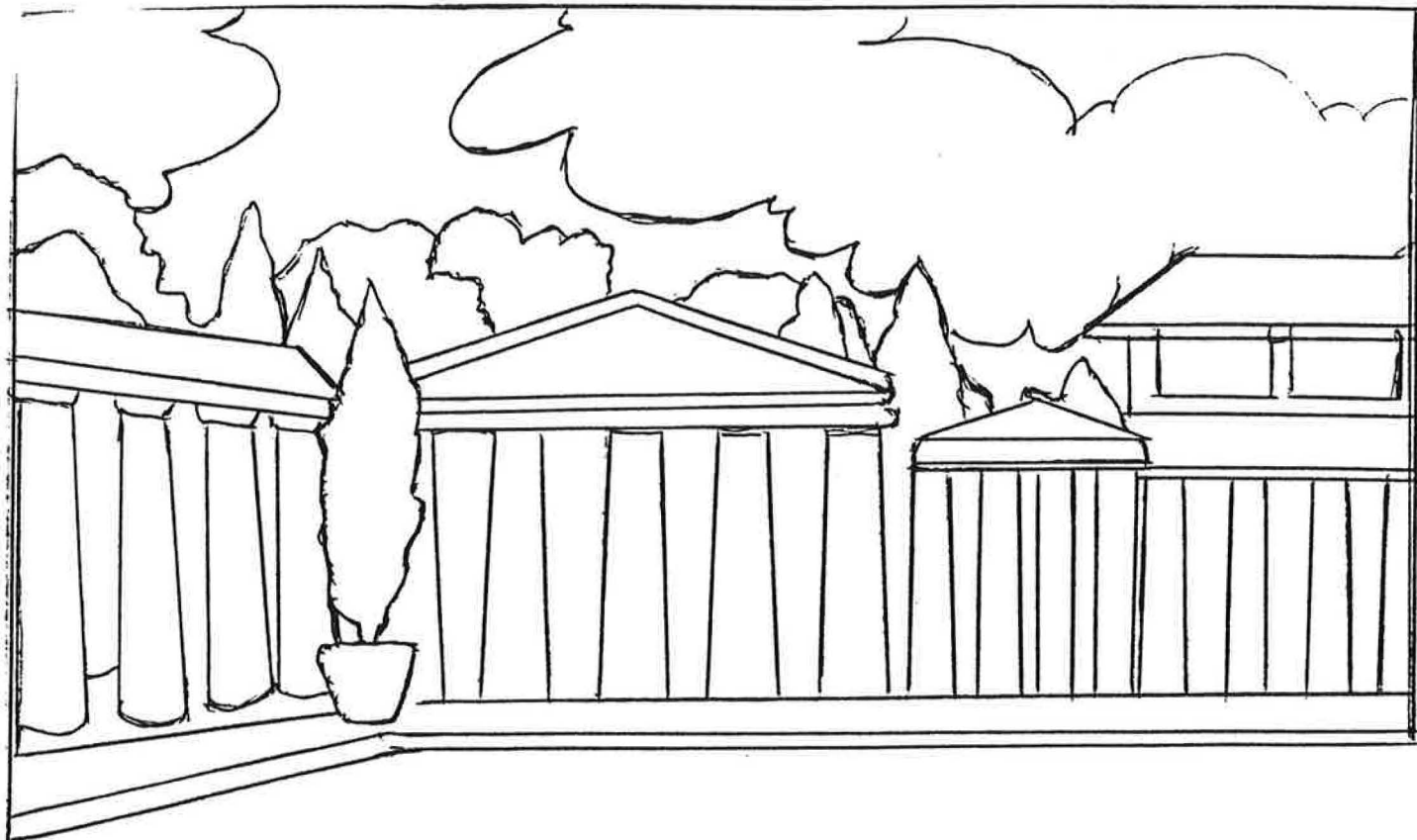
Salt Dough Recipe:
    1 part flour
    1 part salt
    water
Mix all dry ingredients. Add enough water to make mixture moldable.
Do not heat.
This recipe can be used for relief maps. For higher elevations it
should be constructed in layers, allowing each layer to dry between
layers.

Source:
    Quick, L. (1992). Theme Series. Ancient Greece. Literature-
Based Activities for Thematic Teaching. Cypress, CA: Creative
Teaching Press, Inc.

GREEK INTO ENGLISH

Aristocracy, geography, and anthropology are examples of English words that have come from the ancient Greeks. By studying the roots, or parts of a word, you can often figure out its meaning. For example, demos (people) + cracy (rule) = democracy (rule by the people). Below are some common Greek roots, guess their meanings, then look up their definitions.

Word	Student Definition	Dictionary Definition

anthropos - human being
aristos - best
auto - self
bios - life
cracy - rule

demos - people
ge(o) - earth
graphy - writing
homo - same
logy - study/science of

monos- one
philos - loving
phobia - fear
sophia - wisdom

Lesson 2

Objectives:

1.   The students will compare and contrast life in Sparta with life in Athens after viewing a film.

2.   The students will write a paragraph with a topic sentence and four detail sentences.

3.   The students will choose the verb that correctly identifies present, past, or future tense.

Materials: Book: A Fair Wind for Troy by Doris Gates

The Oresteia, Three Plays by Aeschylus

Film: Seeing Greece: ancient and modern.

Activities:

1.   View film and discuss, read about Greek city-states.

2.   Read A Fair Wind for Troy and discuss.   After reading The Oresteia, which tells of the death of Agamemnon after the Trojan War and how his son Orestes avenged him, write a different ending for one of the plays and dramatize parts of it.

3.   Vocabulary game: Write the vocabulary words on butcher paper.   Display on wall.   Direct students to write a poem or creative

story about ancient Greece using as many of the vocabulary words as they can. Highlight each vocabulary word used. Or:

4. List vocabulary words on overhead. Instruct students to look for the words as they read the text. Have them copy the sentences in which vocabulary words appear. Tell them to rewrite each sentence, substituting a synonym for the vocabulary word.

5. Organize a talk-show.

Organize a talk-show:

Divide the class into Spartans and Athenians. Have groups research their roles before appearing on an ancient Greek talk-show where the questions under discussion will be city-state superiority - who should dominate Greece? Remind students that they must use convincing arguments to defend their own position and discredit the views of their opponents. Students can make up lists of challenging questions to ask the other team. The teacher-moderator asks the following questions:

- what makes your city-state superior?

- what is life like in your city-state for men? women? slaves? immigrants?

- what practices of your city-state should be adopted by the rest of Greece?

- how important are education and the arts in your city-state?

3. Define the terms simile, metaphor, and hyperbole. Have students use these figures of speech to describe Athenians and Spartans. For example, Athenians are like magpies, they spend their days in wasteful chatter (simile). The Spartans are robots. They have no mind of their own (metaphor). We Athenians are the finest artists in the entire world (hyperbole). Have students incorporate these descriptions into colorful signs which can be waved to express enthusiasm during the talk-show.

Lesson 3

Objectives:

1. The students will identify persuasive techniques used in printed material by listening to a political speech or watching a commercial.

2. The students will make predictions while reading a selection.

3. The students will make an oral presentation related to reading material.

Materials:

Book: Greek Myths by Geraldine McCaughrean

Film: Life in Ancient Greece: Role of the Citizen

Greeks had a passion for the art of speaking and writing persuasively. In the limited democracy under Pericles, it was the duty of Athenian citizens to speak out on important issues.

1. Political speeches and TV commercials are examples of persuasive messages. Have students watch a commercial at home, then complete the following: name of product, name some of the product's competitors, describe ways the commercial gets and keeps

the viewer's attention, describe ways the commercial tries to convince viewers that they need the product. Brainstorm important issues, form an opinion and give a speech to convince others.

2. Myths and folk tales present certain universal themes: the value of the past, the transforming power of love, the triumph of skill over brute force. In our time universal themes such as these still appear in novels, short stories, poems, movies, and songs.

Prepare an oral report in a group on ways in which one of the themes in this unit is still active in today's culture. Identify one theme that the group finds interesting, then brainstorm to identify specific examples of that theme in action today. For example, if your theme is the power of love, you may cite songs, novels, movies, or current events that show the theme's continuing vitality. Research the theme, report the results of your research to the class.

3. Work as a group to create a collage and display called "Fabulous Beasts throughout the Ages". Brainstorm, make lists of possible ideas. You may want to consider researching fine art, popular magazines, book illustrations. Include in your display a description of each fabulous beast.

Propaganda Techniques:

People are influenced by other individuals or groups.

Television, radio, newspaper, magazines and books influence people.

Sometimes the information is inaccurate or misleading.

Experts use these methods to spread opinions and beliefs.

Some common propagada techniques are:

1. Bandwagon - everyone is doing it!

2. Card Stacking - presents good/unique, or worst factors.

3. Glittering generalities - something is described favorably.

4. Name calling - negative words are used to describe someone or something.

5. Plain folks - emphasizes attachment to majority.

6. Testimonial - uses well-known person to portray product or idea as good.

7. Transfer - carries prestige of something respected over to something else in order to make it respected as well.

8. Appeals to emotion - uses information to arouse feelings.

9. Cliche - uses timeworn ideas

10. Improper comparison - compares unlike things.

Lesson 4

Objectives:

1. The students will interpret information on political maps through the use of the legend or map key by locating

information on maps.

2. The students will use latitude and longitude to find specific geographic locations of cities on a map.

3. The students will compare and contrast given selections by researching and writing historical fiction.

Materials:

Film: <u>Geography: Latitude, Longitude, and Time Zones</u>

Map with grid; grid.

Activities:

1. Map sizing is a way to demonstrate how students can enlarge or reduce maps or other pictures. Reproduce for each student the map and grid. Explain that they will be reproducing and enlarging a smaller map. Have them choose vertical and horizontal coordinates and reproduce and enlarge the configuration in that box on the large grid. As they reproduce the map they should see a larger

map taking shape.

2. On the attached outline of a map of Greece, locate the following: Athens, Sparta, Crete, Rhodes, Mediterranean, Aegean, Corinth and various ancient civilizations. Describe the landforms of Greece, where the most cities are located and why, trace the route from Marathon to Athens.

3. Ask students to research a historical figure of ancient Greece and do one or more of the following:

a) Complete a biographical sketch on that person and present it to the class. For instance: My name is Pericles. I am the greatest statesman of Athens. I built the magnificent buildings on the Acropolis. In 429 B.C. I died of the plague.

Other historical figures include: Plato, Socrates, Philip of Macedonia, Solon, Euclid, Pythagoras, Homer, Aristophanes, Euripides, Aeschylus, Aristotle, Anaxogoras, Sophocles, Herodotus, Hippocrates, Democritus, Thucydides, Empedocles, Demosthenes.

b) Write a short story about an incident in the person's life (historical fiction). Write from the point of view of a friend, enemy, sibling, parent, or teacher.

c)   Make a detailed map showing the areas where the leader lived, travelled, fought, etc.
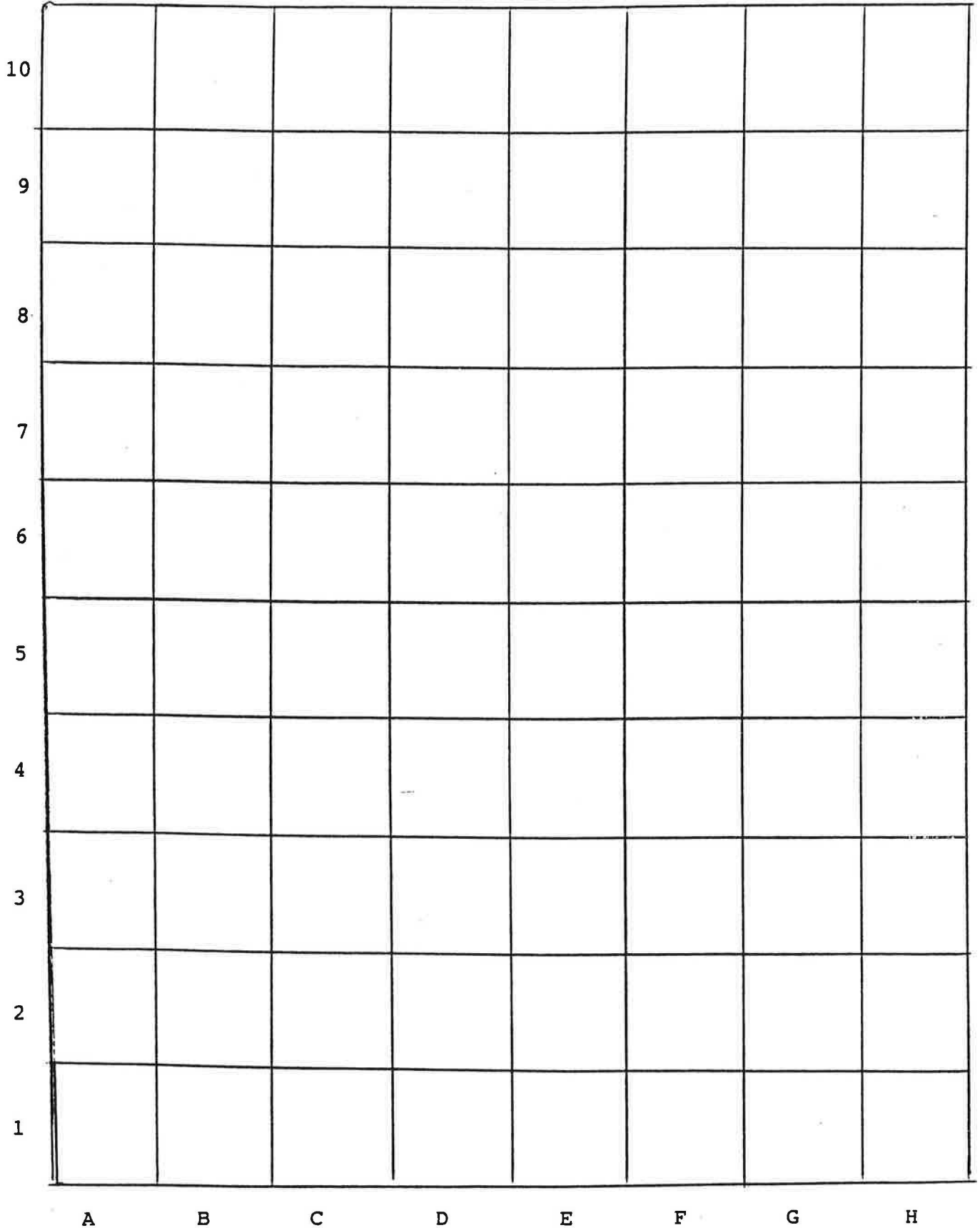
d)   Design a poster advertising the person's major achievements.

e)   Give a speech describing the person's life, answer questions, use costumes and props to add realism to the presentation.

Source:
    Sterling, Mary E. (1992). Thematic Unit. Ancient Egypt.
Huntington Beach, CA: Teacher Created Materials, Inc.

GRID FOR MAP GRAPHING

10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
	A	B	C	D	E	F	G	H

LEMNOS

•Troy

Delphi

•Marathon

Corinth

Olympia

Athens

Aegean Sea

Sparta

CRETE

RHODES

Lesson 5

Objectives:

　　1.　The students will make an oral presentation related to reading material by performing a play.

　　2.　The students will use the writing process in response to print by writing a myth.

　　3.　The students will identify and evaluate the author's purpose, point of view, mood, tone, after reading a story.

Materials:

　　Book:　Folktale Plays Round the World by Paul Nolan

　　　　　 A Fair Wind for Troy by Doris Gates

Activities:

　　1.　Have students perform the play:　"The Skill of Pericles" from Folk Tale Plays Round the World.

　　2.　Give pairs or small groups of students one of the following suggestions and have them write a myth of 50 words or less:

1) a hurricane,　2) a tornado,　3) volcanic eruptions like Mount St.Helens, 4) an eclipse of the sun,　5) an earthquake,　6) a tidalwave.

3. Read story: <u>A fair wind for Troy</u>. Discuss the various characters and characteristics, compare with other heroes, make a character web.

4. Research and rehearse a myth or tale for storytelling.

5. Work on research project and vocabulary.

Character Web:

A character web analyzes the traits of the main characters in a story. Students should choose characters' traits from the story. The character's name goes in the center circle. The second layer contains the character's traits. The third layer gives examples of events from the story to support the trait. Students can compare characters by doing several webs from the story. They can also complete a web about themselves and compare it to one of the book's characters (Teacher Created Materials, 1992).
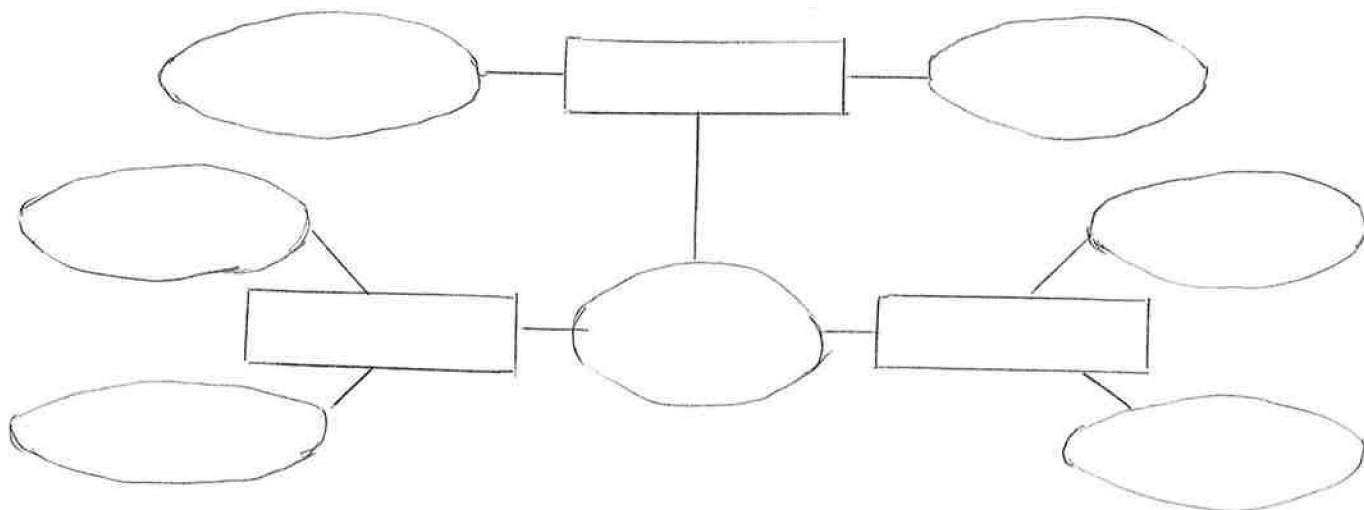
Lesson 6

Objectives:

1. The students will write a story with a clear plot sequence, which uses descriptive detail and figurative comparisons (metaphors, similes, personification).

2. The students will make generalizations about a given selection (i.e. the Trojan War and wars in general).

3. The students will recognize spelling list words when misspelled.

Materials:

Book: Greek Myths by Geraldine McCaughrean

A Fair Wind for Troy by Doris Gates

Film: Odyssey: The Central Themes and Iliad

Activities:

The Trojan War was fought between Greece and Troy. Greeks were fighting for the return of Helen, the beautiful wife of a Greek king. Helen had been kidnapped and carried off to Troy. The Iliad tells of battles in the war, the Odyssey describes the journey of a Greek warrior named Odysseus on his way home from the war.

Read "The Wooden Horse" and "Odysseus" from <u>Greek myths</u>.

The War Unrolls:

1. Make a roll story about the Trojan War or Odysseus' journey home. On a roll of adding machine paper, or computer paper, draw important scenes from the story in sequence. The roll can be placed in a box cut out to look like a television set and pulled through slots cut in the sides. Write the narration for the roll story and tape-record it.

An Epic Movie:

2. Make a class video in which students re-enact scenes from the Trojan War or from Odysseus' journey.

3. Discuss possible vocabulary words, i.e. city-state, aristocracy, democracy, citizen, philosopher, etc.

4. Work on research project.

Lesson 7

Objectives:

1. The students will differentiate between a feudal government and a national government.

2. The students will describe an economic, social, or political system of an ancient civilization and identify its impact on present times by comparing Greek/American symbols.

3. The students will use context clues to predict the meaning of a passage which contains unknown words when writing coded letters.

Materials:

Book: Greek Myths by Geraldine McCaughrean

Film: Theseus and the Minotaur and Village Life

Activities:

1. Ask students to compare and contrast the "true" but limited democracy of 5th century Athens with the representative democracy of twentieth century America. They can compare how leaders are chosen, leader, land area, citizens' rights, etc. Draw a Venn diagram.

2. In ancient Greece, the Acropolis and other expensive buildings symbolized wealth and power. Symbols let others know who we are and what we believe in. There are many symbols important to Americans (i.e. statue of liberty). Select a symbol and research its meaning, then draw the symbol and write a paragraph explaining its derivation.

Brainstorm ideas for symbols to represent the class. Invite students to submit sketches and incorporate them into a class banner.

3. The Greek alphabet is an adaptation of the 22-letter alphabet of the Phoenicians. Sometime before 800 B.C., the Greeks borrowed the Phoenician symbols, modified their shapes, added some letters, and dropped others to create the 24-letter alphabet still used today.

Duplicate the letters of the Greek alphabet and ask students to invent a code. Have them write coded letters and let classmates decode them.

The Greek Alphabet

The Greek alphabet is an adaptation of the 22-letter alphabet of the Phoenicians. The Greeks modified the shapes, added some letters, and dropped others to create the 24-letter alphabet still used today.

Ask students to invent a code using the Greek alphabet. Have them write coded letters to classmates and let them decode them (Creative Teaching Press, 1992).

A α alpha	I ι iota	P ϒ rho
B β beta	K κ kappa	Σ σ sigma
Γ ϒ gamma	Λ λ lambda	T τ tau
Δ δ delta	M μ mu	Y υ upsilon
E ε epsilon	N γ nu	Φ φ phi
Z ζ zeta	Ξ ξ xi	X χ chi
H η eta	O o omicron	Ψ ψ psi
Θ θ theta	Π π pi	Ω ω omega

Lesson 8

Objectives:

    1. The students will use context clues to predict the meaning of a passage which contains unknown words after reading a story or myth.

    2. The students will interpret graphic/visual aids (i.e. symbols, pictographs) by making a Greek vase.

Materials:

    Book: Greek Myths by Geraldine McCaughrean

            A Fair Wind for Troy by Doris Gates

   Odyssey of Homer by R. Fitzgerald

Activities:

    1. Weaving was a necessary skill for Greek women. Read "Arachne the Spinner" from Greek myths, or the story of Penelope in Homer's Odyssey and discuss. Introduce the art of weaving. Students can construct a loom using any of the following materials. Constructing a loom:

    Weaving was a necessary skill for Greek women. Penelope in Homer's Odyssey unraveled her weaving every night so that she

wouldn't have to marry when the weaving was done. After listening to the story, choose one of the following ways to practice the art of weaving.

Styrofoam tray   box lid   board/nails

hanging sticks   paper
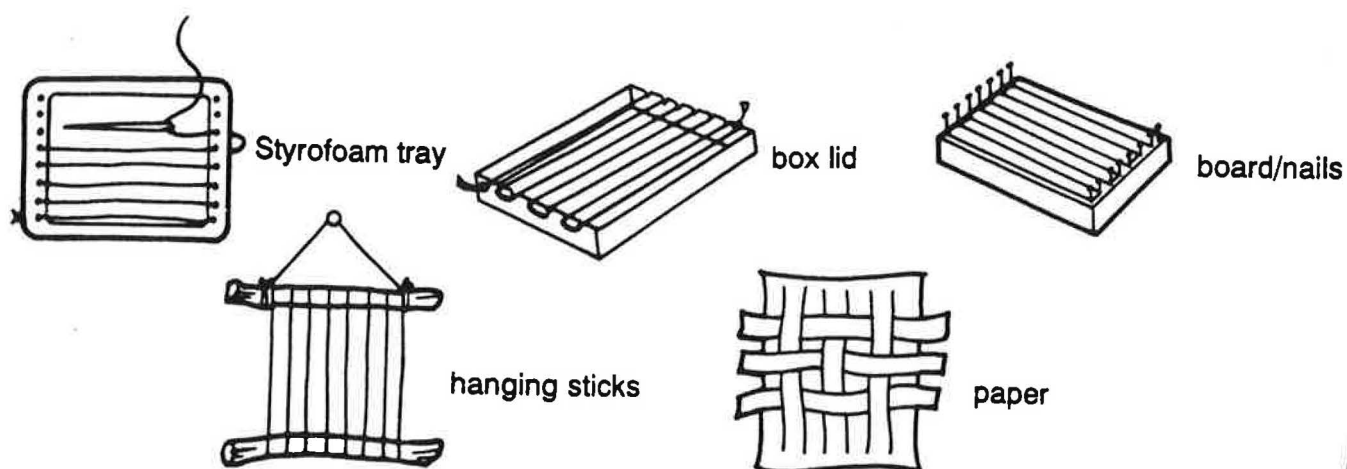
2. Make a Greek vase. Soak a bottle to remove the label. Spread newspaper over the work space. Using an up-and-down motion, paint the bottle with water-based latex paint (terra-cotta color). Let the paint dry. Sketch a Greek design or scenes on scrap paper. Lightly pencil in the designs on the painted bottle. Use a small brush to paint over the pencil marks with black tempera paint.

Lesson 9

Objectives:

1. The students will make generalizations about a given selection.

2. The students will increase vocabulary by using words from context areas (i.e. art, describing a character).

3. The students will answer conclusion/thematic questions about literature by discussing the philosopher Pythagoras.

Materials:

Book: A Fair Wind for Troy by Doris Gates

Gifts from the Greeks: Alpha to Omega by Boyer & Lubell

Activities:

1. Read Gifts from the Greeks, discuss philosopher-scientists and their theories about the origin and structure of the universe.

2. Draw life-size figures to represent characters in the story.

3. Math activity:

Pythagoras was a philosopher and mathematician of the 6th century B.C. He made discoveries in music, mathematics, and astronomy, is famous today for a geometric theorem that describes

the relationship between the sides of a right triangle. Duplicate the patterns on the following page so that students can construct regular geometric solids. They may decorate the patterns, carefully cut, score, and fold them sharply along the dotted line until all the shapes fold inward. Then they can glue or tape the flaps to complete. When finished, students write directions for constructing them. They share their directions with a small group for evaluation, then do a final draft.

4. Work on research project.

SHAPES

In a regular solid
all edges, faces
and angles are
the same.
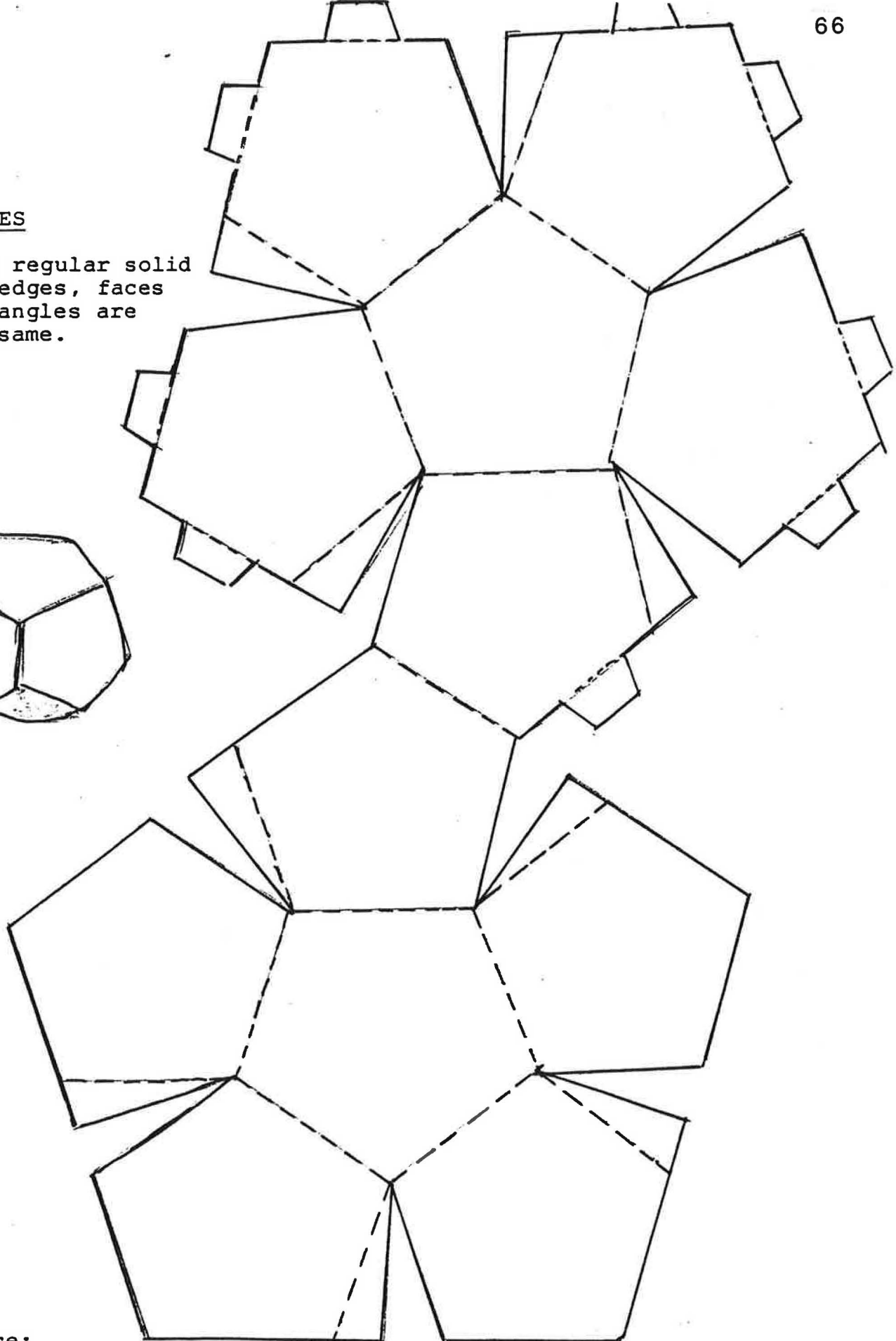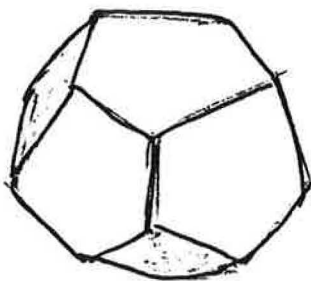
Source:
    Quick, L. (1992). Theme Series. Ancient Greece. Literature-
Based Activities for Thematic Teaching. Cypress, CA: Creative
Teaching Press, Inc.

Lesson 10

Objectives:

1. The students will argue both sides of an issue, i.e. newspaper editorial, opinion expressed in literature article, school/community controversy when researching a god/goddess.

2. The students will locate information on Greece and architecture using library reference materials, including an atlas and an almanac.

3. The students will differentiate between denotation and connotation or words derived from previous reading experiences.

Materials:

Film: <u>Athens and its Heritage</u>

Book: <u>The Greek Gods</u> by B. Evslin

Activities:

1. Select a Greek god or goddess and research the deity's life and special powers in encyclopedias and tradebooks. A research outline is attached. Which Greek god or goddess would you like to be and why? What attributes do you possess that would be considered "godlike" by the ancient Greeks? Make an oral presentation to class.
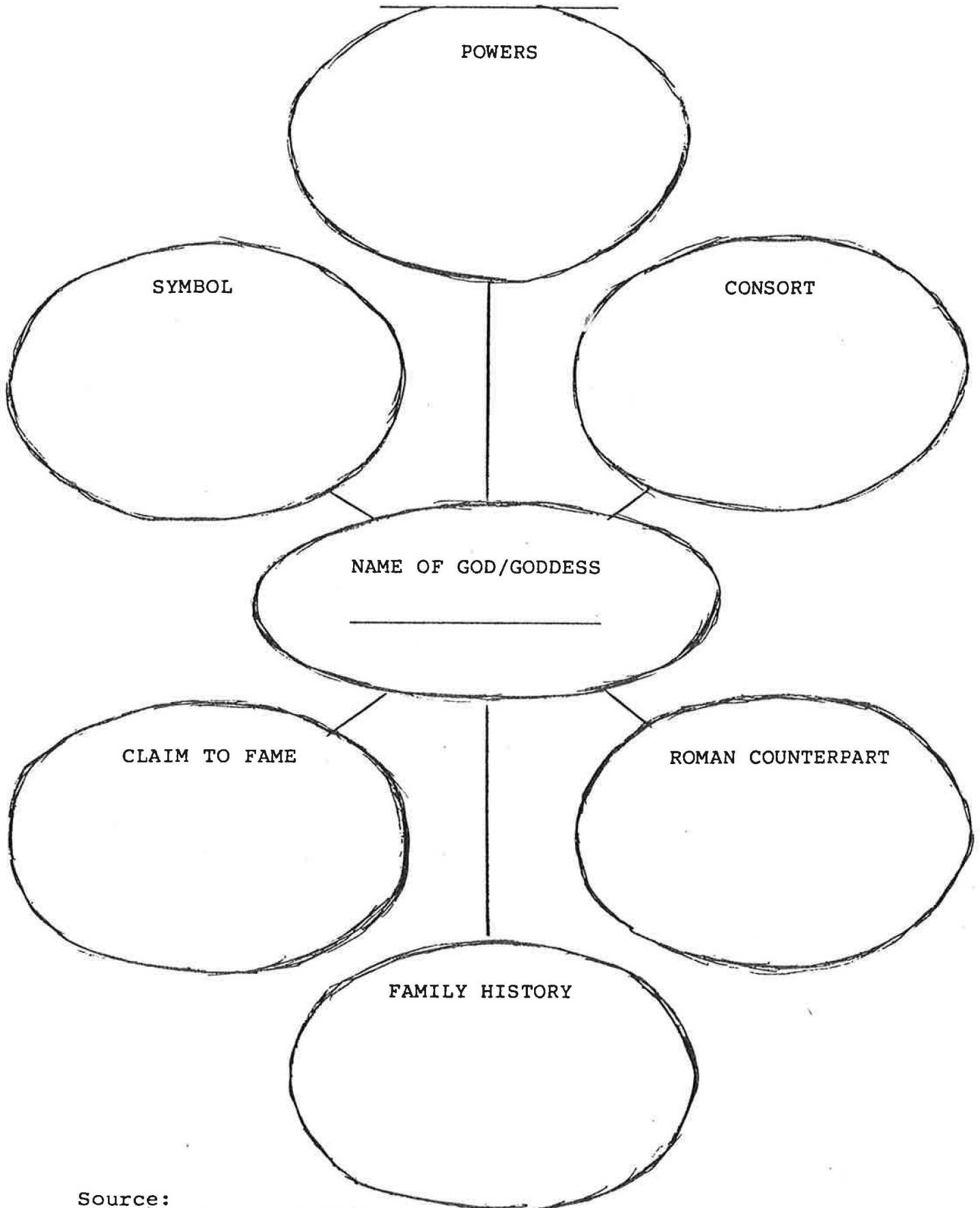
2. Perhaps the most visible legacy of the ancient Greeks is their architecture. Their public buildings are admired for their graceful columns, harmonious proportions, and sense of structural balance.

Many cities here, including Washington, D.C., for example, depict Greek inspired architecture in the Supreme Court and other buildings. Search through brochures, reference and trade books for buildings that have the following architectural features:

- Doric columns   - Corinthian columns
- Ionic columns   - an optical illusion
- post and lintel construction

Ask students why the Greek style of architecture is so popular for public buildings. Find examples of Greek style buildings in the community. On a class map, students mark the location of the buildings they identify. They write the name of each building and its Greek-inspired feature on an index card and attach it with a piece of string to the correct location on the map. For example: Washington, D.C., Supreme Court Building, Corinthian columns.

69

GODS AND GODDESSES

POWERS

SYMBOL

CONSORT

NAME OF GOD/GODDESS

_____

CLAIM TO FAME

ROMAN COUNTERPART

FAMILY HISTORY

Source:
    Quick, L. (1992). Theme Series. Ancient Greece. Literature-
Based Activities for Thematic Teaching. Cypress, CA: Creative
Teaching Press, Inc.

Lesson 11

Objectives:

    1. The students will make predictions while reading a selection and paraphrase a given passage.

    2. The students will look for examples of figurative language in text and apply/use it in self-created poems/writing.

    3. The students will make generalizations about a given selection.

Materials:

    Film: <u>Great Myths of Greece</u>

    Book: <u>Demeter and Persephone</u> by Penelope Proddow

              <u>Aesop's Fables</u> by Norah Montgomerie

Activities:

    List and discuss genre: myths, legends, fiction, nonfiction, poetry, biographies, etc. Compare myths and legends and how they are related to fairy tales.

    1. <u>Song to Demeter</u> retells the myth of Demeter and her daughter Persephone, a fanciful explanation of the changing seasons. Read <u>Demeter and Persephone</u> by Proddow, discuss, predict, compare,

and analyse the characters. Draw a picture illustrating the four seasons.

2. Define personification (giving human qualities to an animal or object), and point out that personification is often used in fables. Have students list examples of personification in the fables they read. Ask them to choose an animal that could personify them, list five adjectives that describe their personalities. Draw a picture and write a paragraph explaining why the animal was chosen.

3. Read several fables with students and discuss the literary technique of personification. Have students transform the characters in a fable from animals with human characteristics to humans with animal characteristics. For example, in the story "The tortoise and the hare", the tortoise might be transformed into a self-disciplined, hard-working student who becomes the hero of a track meet because he practices regularly. The popular, self-confident athletic star (the hare) never practices and loses the race.

Lesson 12

Objectives:

1. The students will use the writing process in response to print when creating a story pyramid.

2. The students will insert commas to separate a series of three or more items in a sentence when writing a story.

3. The students will make an oral presentation related to reading material.

Materials:

Book: <u>A Fair Wind for Troy</u> by Doris Gates

<u>Greek Myths</u> by Geraldine McCaughrean

Film: <u>Masks, magic and folklore</u>

Activities:

1. Read "Daedalus and Icarus" from <u>Greek myths</u> and discuss. Read Chapter 4 in <u>A Fair Wind for Troy</u> and discuss. Create a character web and story pyramid (see P. 56 and Appendix P. 128).

2. Plan the capture and escape of Helen and make up your own ending.

3. In ancient Greece, actors wore long, striking theatrical masks which represented not only the characters they were playing, but also emotions like love, joy, and anger. Create a mask, look for a play to perform, present to class.

3-D Theatrical Masks:

a. Hold an 8 1/2" x 11" piece of construction paper up against the face, extending two inches below the chin line. Lightly mark in pencil the location of the eyes, mouth, tip of nose, and chin.

b. Cut out the eyes and mouth and make a wedge cut for the nose. Near the center at the bottom of the paper, cut two parallel lines, one inch apart, up to the chin mark. Round off the lower corners of the paper.

c. Decorate the mask with markers, crayons, scraps of paper, and other materials. Add ears, hair, jewelry, etc.

d. To complete the mask, overlap the cuts, forming the chin. Secure with glue. Then glue the flap on top of the overlap.

4. Work on research project.

Lesson 13

Objectives:

1. The students will locate information on Greece and mythology using library reference materials, including an atlas and an almanac.

2. The students will locate on a map the geographic locations of ancient civilizations of the Middle East, Africa, Europe, Far East.

3. The students will use the writing process in response to print through journal writing.

Materials:

Film: Theseus and the Minotaur

Theseus and the Labyrinth

According to Greek legend, a young prince of Athens, called Theseus, went to Crete and killed a monster, half-man, half-bull, to whom Athenian children were sent as a sacrifice every year. The monster, the Minotaur, was kept in a maze called the Labyrinth. The huge palace at Knossos has many long, winding corridors: it may have been modeled after the Labyrinth.

Activities:

1. Encourage students to research or discuss modern-day myths about the Loch Ness monster, the Bermuda Triangle, Bigfoot, UFOs, etc.

2. Write a parody song or chant about a monster and illustrate, play a record or musical instrument.

3. Create a labyrinth on paper to trace or as a 3-D art project.

4. Students write in their journals vocabulary words, reactions to life in ancient Greece.

Lesson 14

Objectives:

1. The students will paraphrase a given passage when comparing book and film version of a story.

2. The students will compare and contrast given selections when researching myths and their possible scientific explanations.

3. The students will locate information using library reference materials to find information on gods.

Materials:

Book: <u>Greek Myths</u> by Geraldine McCaughrean

Film: <u>Theseus and the Minotaur</u>

Activities:

1. Read "Theseus and the Minotaur" from <u>Greek myths</u>. Compare the book version with the film.

Poetry: write a cinquain:

Line 1 - the subject - must be a noun

Line 2 - 2 adjectives that describe the subject

Line 3 - 3 action verbs that end in "ing" and describe the subject

Line 4 - a phrase or sentence that describes the subject

Line 5 - a synonym for the subject

2. Many ancient myths are believed to have been attempts to explain nature long before there were scientific explanations. For example, a story of a fire god may have been told to explain why a volcano erupted. A story of an animal may have been told to explain the particular formation of a constellation of stars.

As a group, identify several Greek myths and determine whether any scientific explanations have been put forth to explain each myth. You may even want to propose your own scientific explanations. Report your findings to the class, making each group member responsible for one part of the report.

3. Make a list of most important gods, create a family tree and make a family tree for your own family.

4. Work on research project.

Lesson 15

Objectives:

1. The students will trace changes in the development of economic systems beginning with ancient civilizations to Middle Ages.

2. The students will describe an economic, social, or political system of an ancient civilization and identify its impact on present times by comparing original and modern Olympic games and comparing Greek and American foods and resources.

Activities:

1. Students will share/present to class their research project. The Olympic games, first recorded in 776 B.C., were the oldest of the Panhellenic games. The games were held in honor of Zeus and were so important that all wars ceased for the duration. Athletes competed in events like footracing, boxing, chariot racing, the discus, javelin throw.

2. Have students compare the ancient Olympic games with the modern games. Have them list cities and countries where the modern games have been held. Use the following chart to compare

ancient and modern day events.

Discuss the first Marathon race when a Greek soldier ran 24 miles from the battle of Marathon to Athens to bring news of the Greek victory in 490 B.C. Trace the route on a map, compare to modern games races.

Groups of students can develop their own Olympic events. They should write out the rules, devise an international symbol, describe the equipment needed. Hold an Olympic games day and play the games developed.

3. Discuss with students the foods of the ancient Greeks that are still available and used in cooking today. The diet of ancient Greeks included bread, olives, cheese, fish, rarely meat, fresh vegetables, and a dessert of figs, grapes or honey cake. Plan a food and culture festival in the future to coincide with the Olympic games.

Ancient vs. Modern Games

	Ancient Greece	Modern Equivalent
Event		
Objective/Goal		
Event		
Objective/Goal		
Event		
Objective/Goal		
Event		
Objective/Goal		

References

Books:

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81

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CD ROM:

<u>Aesop's fables</u>

<u>Tortoise and the hare</u>

Records:

<u>Island hopping</u> by Silver Burdette Co.

Filmstrips:

<u>A rocky peninsula, a seafaring nation</u> by Coronet

<u>Athens and its heritage</u> by Coronet

<u>Geography: latitude, longitude, and time zones</u> by Coronet

<u>Great myths of Greece</u> by Encyclopedia Britannica

<u>Life in ancient Greece: role of the citizen</u> by Coronet

<u>Seeing Greece: ancient and modern</u> by Coronet

<u>The Aegean age</u> by Coronet

<u>Theseus and the Minotaur</u> by Troll Book Club

<u>Village life</u> by Coronet

Videotapes - ESD 105 Media Center, Yakima

Aesop's fables - #VS 3334 & VS 6713

Antigone - #VS 1460

Aristotle - #VS 8021

Cupid and Psyche - #VS 6154

Ethnic dance around the world - #VS 8401

Folk tales - #VS 8368

Greece - #VS 8718

Greece and Rome: 1200 BC-AD 200 - #VS 3528

Greek beginning - #VS 4191

Greek epic - #VS 6207

Greek myths - #VS 7898

Hercules' return from Olympus - #VS 5577

Jason and the Argonauts - #VS 6496

Legends from many lands - #VS 8223

Masks, magic and folklore - #VS 5558

Mythology of Greece series - #VS 7737 Theseus
                              #VS 7738 Prometheus
                              #VS 7739 Phaethon
                              #VS 5577 Hercules
                              #VS 5581 Jason

Odyssey: the central themes - #VS 3084

Odyssey: the return of Odysseus - #VS 3083

Odyssey: the structure of the epic - #VS 3082

Oedipus at Colonus - #VS 1459

Oedipus the king - #VS 1458

Other voices: other songs (Greeks) - #VS 5946

Pegasus - #VS 3577

Perseus - #VS 7736

Plays to see, plays to do - #VS 5556

Pygmalion - #VS 7405

Sophocles: the Theban plays series

Stories and fables - #VS 6165

The Iliad - #VS 7165

Theseus and the labyrinth - #VS 7737

Tortoise and the hare - #VS 6467, VS 6088

CHAPTER 5

Summary, Conclusions, Recommendations

Summary

The purpose of this project was to develop a thematic unit to integrate with the curriculum and to provide for whole language instruction in a sixth grade classroom. Fifteen lessons, utilizing reading, writing, speaking, and listening activities, as well as integrating other curriculum areas were developed around a theme on ancient Greece.

The content of the project included an introduction with definitions, a review of selected literature, a description of the procedures for constructing a thematic unit, as well as the fifteen lessons and activities, including the goals and objectives for each. Various reference materials and instructions for a research project were included at the end of the unit.

Related research shows that optimum learning occurs when learners are engaged in functional and meaningful experiences. It builds on the constructivist views of Piaget where the learner constructs meaning and tries to make sense of the world.

Like Piaget, whole language teachers believe that children have an expectation that the world is a sensible place and that they are always working hard at trying to make sense of it. Whole language teachers also build on the social learning theories of Vygotsky, who recognized that learning is social and that there are areas where children are capable of learning if someone like a teacher is present to mediate learning (Goodman, 1992).

Integration is an approach to learning and a way of thinking that respects the interrelationship of the language processes as integral to meaningful teaching in any area. It means consolidating the content areas through a theme or topic to show meaningful relationships for better understanding. Thematic units are based on a theme or central idea which integrate language arts and other areas of the curriculum.

Conclusions

As a result of this project the author experienced first hand that:

- constructing a thematic unit takes considerable teacher preparation time.

- it is best to tie a theme to the district's goals and objectives, in

order to save time within a busy schedule.

- administrative and peer support is necessary for a successful whole language classroom.

- theme teaching and whole language instruction seem to motivate students more than when using traditional methods.

- children are more actively involved in the learning process.

- clear and concise rules, guidelines and expectations are essential for theme teaching.

- teaching with a thematic unit seems to be an efficient and appropriate way to meet district goals in specific content areas.

- prereading activities that develop background knowledge related to the topic improves comprehension of young readers. Content area reading strategies can be effectively taught concurrently with content lessons.

Recommendations

The author recommends that other sixth grade teachers in the Yakima School District use the thematic unit. The author also suggests that teachers from other districts compare their goals and objectives and incorporate these to meet these goals.

Guidelines outlined in Chapter 3 of this project could be used by teachers wishing to construct their own thematic units. It is suggested that there be open communication with the building principal about classroom activities such as theme teaching, so that the principal can be part of the ongoing education process.

The author recommends that a study be done comparing the effectiveness of whole language as opposed to traditional textbook methods of instruction.

Teachers of academic subjects should consider themselves teachers of reading. Each content area includes reading challenges. Providing directions for students as they read is good teaching. Children need to learn content area reading strategies, using content materials, as they study content subjects.

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APPENDIX

1. Directions for country report/flipbook

2. Constructing a book

3. Shape books

4. Book binding

5. Literature groups

6. Plot

7. Answering an essay question

8. Writing a character sketch

9. Writing a story

10. Revising and editing checklist

11. The writing process

12. Writing about poetry

13. Poetry samples

14. Story pyramid

15. Evaluation criteria

FASCINATING FACTS FLIPBOOK

Using reference books, you are to find the following information for your booklet:

Page 1:   Name of country
        Flag - draw and color
        Your name, date, grade, and teacher's name printed on the reverse side

Page 2:   Facts in brief
        Area in square miles
        Capital city
        Population
        Official language

Page 3:   Climate
        Write a paragraph on the climate describing the average January and July temperatures, precipitation, and the typical summer and winter (or wet and dry, if applicable) weather

Page 4:   Outline map - include the capital city

Page 5:   Topography
        Write a paragraph describing the physical and natural features of the country. Include the continent on which it is located, surrounding countries and bodies of water, mountain ranges, the tallest mountain and its height, two major rivers, and two additional major landforms.

Page 6:   Resources
        Write a paragraph in whcih the three major minerals, three major crops, and three major manufactured products are described.

Page 7: Famous people
        Describe four famous people and tell who they are, what they did, and their birth and death dates.

Page 8: Transportation   100
        Write a paragraph describing transportation conditions and
        methods. Include number of miles of roads and railroads,
        number of major airports and cars, and the methods by which
        the average citizen travels

Page 9: Government
        Write a paragraph describing the government. Include the type
        of government, the name of the leader, his/her title, and the
        names of the governing bodies.

Page 10: Education
        Write a paragraph describing education. Include three types of
        schools, the number of universities, the ages of compulsory
        education, and the literacy rate

Page 11: Significant events (timeline)
        Create a timeline with five events before 1969 and five
        after 1969

Page 12: Bibliography
        List the names of the sources/books you used

DIRECTIONS
1. Take notes from the reference books using radial outlines. These
will be checked periodically.

2. For each page, make a rough draft. Edit it, and make sure it is
corrected for final writing.

3. Type, or write in the booklet in blue or black ink. Use a piece of
lined paper underneath as a guide for neatness.

4. For each page, use the page title that is given on the previous
pages. You may print these titles in different colors or color-band
them.

5. Information for each section may be no longer than the sheet of
paper it is to be written on. Choose the most important information,
do not write on the back of pages unless directed to do so.

ASSEMBLING A FLIPBOOK

Materials needed:
paper cutter
stapler
6 sheets of paper

Assemble paper as shown...

<----8 1/2 "---->

```
                    A
       14"          

       Top          
           Sheet    
                    B
       1/2"
       1/2"
       1/2"
       1/2"
       1/2"
```

Top view

<---- 14" ---->   1/2",1/2",1/2",1/2",1/2"

Side view
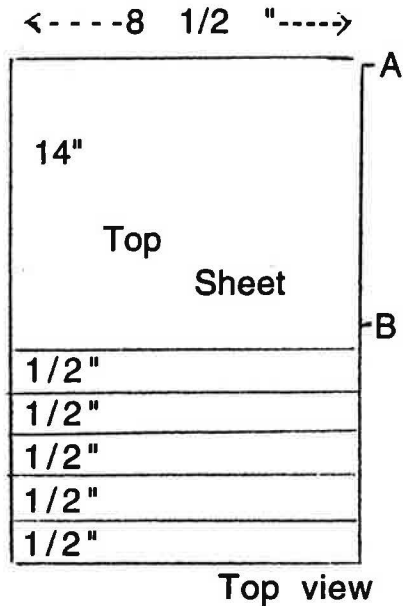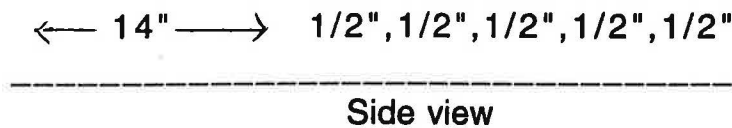
Fold paper so that edge A is 1/2" away from edge B. You should now have eleven 1/2" sections of paper showing and your top sheet will be 6 1/2" by 8 1/2".

```
          6"        C

staples ---->  ─   ─   ─

       Top
       Sheet
                   A ─→
                   B ─→

cut line _____
```
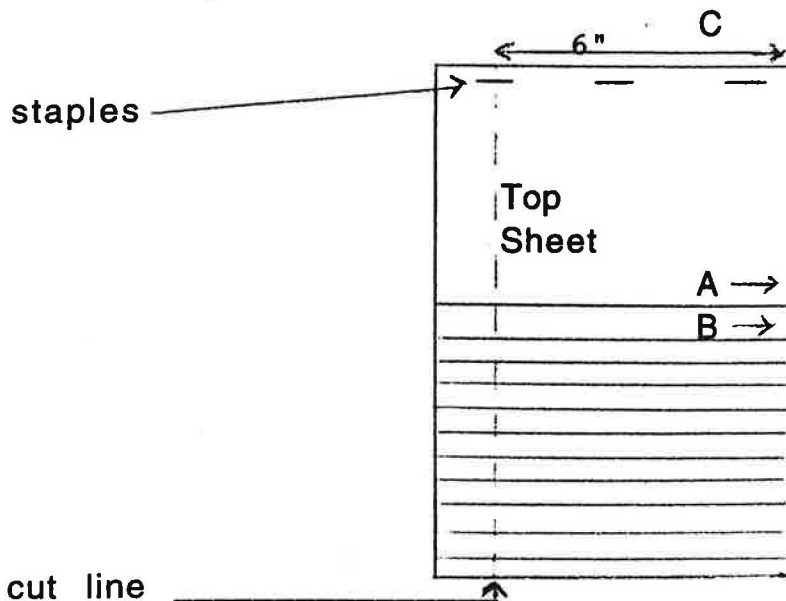
Along edge C, staple at 1" and 5" in from right side, and 1" in from left side (stapling before cutting prevents paper from slipping and gives even edges; narrow flip strips can be saved and used for other writing projects). Staple folded sheets to manila paper or tag board.

GREECE
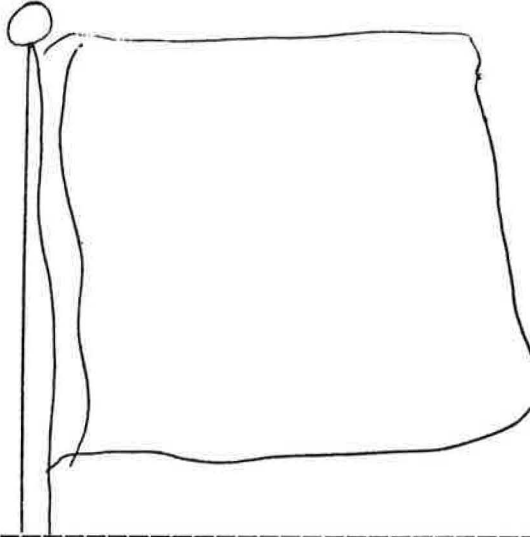
Facts in brief

Geography - Climate

Outline map

Geography - Topography

Resources

Famous people

Transportation

Government

Education

Timeline

Bibliography

BIBLIOGRAPHY

	Source #1	Source #2	Source #3
Title			
Publisher			
Date			
Volume #			
Page #			
Author			
Place of publication			

	Source #4	Source #5	Source #6
Title			
Publisher			
Date			
Volume #			
Page #			
Author			
Place of publication			

BIBLIOGRAPHY FORMAT

1. -- for a book --

Arthur, Johanna. <u>Ballads from the British Isles.</u> New York: Portman
    Press, 146-150, 167, 1970.

2. -- for an article in a magazine --

Ruiz, Fidel. "Robin Hood Revisited". <u>Folklore Review</u>, 10: 42-48,
    Dec., 1985.

3. -- for an encyclopedia --

<u>World Book Encyclopedia</u>. Chicago: World Book, Inc., 5: 79-84, 1990.

4. -- for a booklet --

Asch, Jan and Frank, and Leland, Sue. <u>Flags of the United Nations</u>
    <u>Sticker Book</u>. New York: Scholastic Inc., 4, 6, 9, 1990.

5. -- for a World Almanac --

<u>The World Almanac and Book of Facts</u>. New York: Scripps Howard
    Company, 561-562, 1986.

TIMELINE
EVENTS BEFORE 1969

1. DATE: _____

EVENT: _____

_____

_____

2. DATE: _____

EVENT: _____

_____

_____

3. DATE: _____

EVENT: _____

_____

_____

4. DATE: _____

EVENT: _____

_____

_____

5. DATE: _____

EVENT: _____

_____

EVENTS 1970-present

1. DATE: _____

EVENT: _____

_____

_____

2. DATE: _____

EVENT: _____

_____

_____

3. DATE: _____

EVENT: _____

_____

_____

4. DATE: _____

EVENT: _____

_____

_____

5. DATE: _____

EVENT: _____

_____

Education:

Literacy rate: _____

Ages of compulsory education: ____

Number of universities: _____

Types of schools: _____

_____

_____

_____

_____

_____

#_____

Name: _____

Transportation
number of miles of road:____
miles of railroad:_____
number of airports:_____
travel method for average
citizen: _____

_____

_____

_____

COUNTRY

Area in square miles: _____

Monetary unit: _____

Capital: _____

Population: _____

Official languages: _____

Major religions: _____

Government
Title of leader: _____
Current leader: _____
Name of governing body: ___

Resources

Crops: _____

_____

_____

Minerals: _____

_____

_____

_____

_____

Manufactured products: _____

_____

_____

_____

Major mountain ranges:

tallest mountain:_____
height:_____
name:_____

Major rivers:

_____

_____

_____

_____

Continent:
surrounding countries/
bodies of water: _____

_____

```
COUNTRY
```

Climate: _____

temperature:
    Jan.:_____
    July: _____
precipitation:
    Jan.: _____
    July: _____
weather:
    Winter: _____
    Summer: _____

Major landforms: _____

_____

_____

_____

_____

_____

GRADING SHEET FOR
COUNTRY FLIPBOOK

COMPUTER #_____

NAME_____

COUNTRY_____

TOTAL _____/100 PTS.

	O PAGES										ALL PAGES
Typed or in ink	0	1	2	3	4	5					
Neat and legible (easy to read, few cross-outs)	0	1	2	3	4	5					
Flag page (in color, country's name)	0	1	2	3	4	5	6	7	8	9	10
Facts in brief (all facts there and current)	0	1	2	3	4	5	6	7	8	9	10
Outline map (including capital)	0	1	2	3	4	5	6	7	8	9	10
Famous people (names, important contributions, dates)	0	1	2	3	4	5	6	7	8	9	10
Timeline (five before 1969, five after)	0	1	2	3	4	5	6	7	8	9	10
Paragraphs (caps, punctuation, indent, topic sentence, supporting details)	0	1	2	3	4	5	6	7	8	9	10
Spelling (2+ per page) (less than 1/page)	0	1	2	3	4	5					
Organization (follows order in directions)	0	1	2	3	4	5	6	7	8	9	10
Bibliography form	0	1	2	3	4	5					
Bibliography - 6 sources	0	1	2	3	4	5	6	7	8	9	10

BOOKMAKING

Bookmaking is for written work that is in its final form . Publishing children's written work adds a formality and places a high value on written work. Children love to share their books, which are often saved for years.

Hints: Some teachers prefer having the child complete his/her story before making the book. This way you can estimate how many pages will be needed.

Other teachers like the idea of students making their books first, as this places a value on their work and they enjoy the challenge of filling the pages.

To write in the books, you can use lined paper, although blank (unlined) paper is often used. To keep handwriting straight, heavily lined paper can be placed beneath each book page as the child writes. Several "line guides" can be made (ink or small tipped felt pen lines on file folder paper works well) with different widths lines for various students. Paper clips can be used to hold the line guides in place until the child has completed the book page.

Make sure some pages, or parts of pages, are left for illustrations!

Parts of a Book

- Title Page / Publication Place and Date

- Dedication/Introduction

- Body (story)

- "About the Author"

- Reader's Remarks

- Miscellaneous
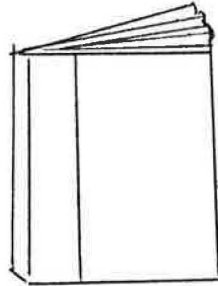
Children love making their books just like real books. What parts are always found in published library books?

A publication place and date may read:

Name of school _____

date _____

year _____

An introduction may include why this book was made, or a dedication may be written.

Having children write their own auto-biographical "About the Author" pieces is a good practice in writing from another's perspective.

Did you end up with too many pages? Don't worry! Use them for "Reader's Remarks" and these compliments can remain with the book.

Shape Books

Materials: 2-6 sheets construction paper
   (optional: you can use one sheet construction paper and put
   lined paper inside book)
   scissors
   yarn

Directions:

1. Fold 2-6 sheets of construction paper in half.

2. Cut in a shape of your choice, leaving all or most of the folded
    edge in tact.

3. Cut 3 fairly large notches equidistant from each other on the
    folded edge.

4. Cut 2-3 strands of yarn about 2 ft.long (different yarn colors
    are fun!)

5. Put yarn strands together. Fold yarn strands in half.

6. Binding your shape book:

    Using your fingers, go in the middle notch of your book with the
    folded end of the yarn (don't pull all the yarn through!)
    Come out the top notch. Go in the bottom notch. Come out the
    middle notch. Now tie your two yarn ends around the long string
    of yarn that is running along the spine of your book. Tie into a
    knot or bow and trim the ends.
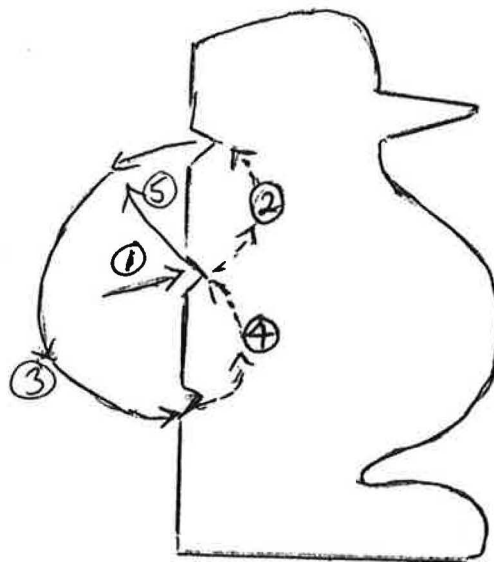
Shape Books

Shape books are easy to make for young children and to use for short stories. They do not involve any needles, yet are a lead-up to later book binding. Older children enjoy shape books too, because you can get quite creative with them.

Ideas: (but you'll think of many more!)
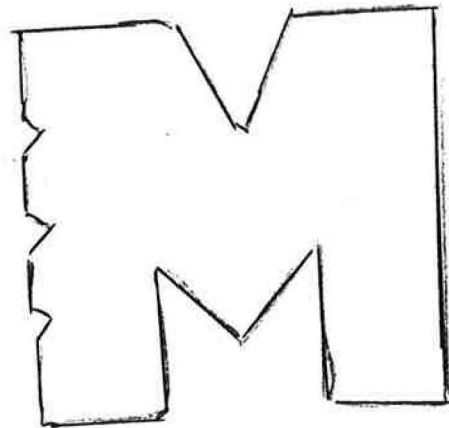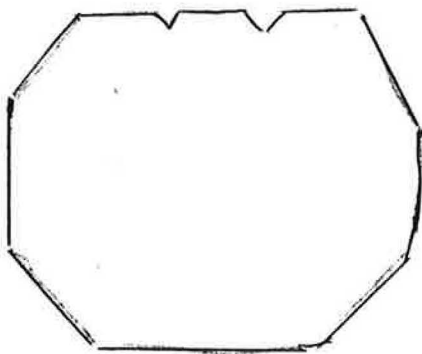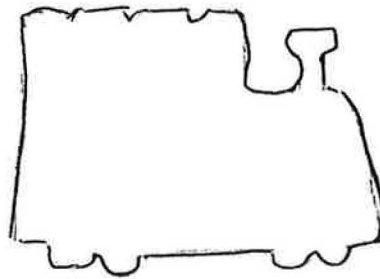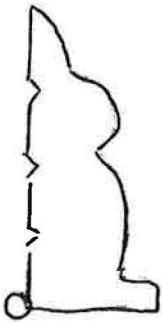
Shape books can be used for:

stories	math booklets	language experience
gifts	reading booklets	drawing books
poems	writing booklets	etc. etc.
booklets for science or social studies themes		

Zig Zag Books

Materials:
decorated cover design (or fabric)
2 cardboard or tagboard rectangles for covers
  (cut 1" larger than paper to go inside book, which is
  1/2" larger on all sides)
paper cutter - to cut cardboard and pages
paper to go inside book
glue - rubber cement or Elmer's glue
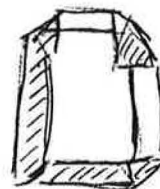scissors
optional: ruler, pencil

Directions:

1. Using paper cutter or ruler and scissors, cut cover design

    1" larger than cardboard shape. Glue cardboard onto center of

    cover design

2. Fold and glue the 4 corners in at right angles to the cardboard

    pulling them tightly at corners
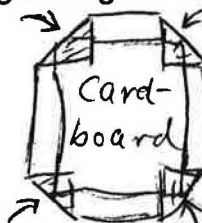
3. Fold all sides in and glue (hold with your hands or a clothespin
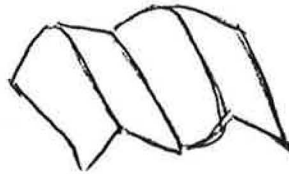
    until glue holds)

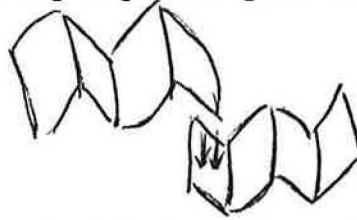4. To make Zig Zag (accordian) pages:

    Take a long piece of paper and fold in half
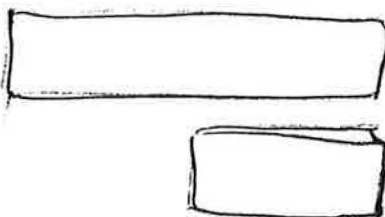
5. Then fold each half in half again -- towards the fold -- to make zig zag

6. Fold more sheets of long paper into zig zags and glue them together by overlapping end pages
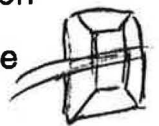
7. OR: Glue individual sheets (along sides) to form accordian pattern (glue the front of one page along the edge of the front of another, etc.)

8. Centering book covers, glue end pages of zig zag onto book covers carefully

Option: Before glueing back cover onto pages, glue a piece of ribbon onto back cover. Then glue onto end zig zag page. This will tie the book together, a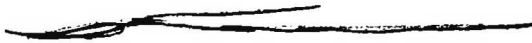s it will wrap around and tie in front of the book. Great for: poetry collection of class poems or letters to special person; stories: tall-tales (hold up and down), etc.

Three-Hole Binding

Materials: Paper pages of books, folded in half.
Crochet thread (or string, or yarn)
Metal darning needle
Scissors
Optional: pencil, ruler

Directions:

1. Cut a length of thread about 18" long and thread into darning needle (do not double) ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

2. Imagine three holes, equidistant, along the folded edge (spine) of your book pages. You may want to measure and mark these spots evenly

   spine of book ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

3. Starting from the <u>inside</u> of your book (this will leave the final knot on the inside), go in the middle hole with your needle and thread. Do not pull the thread all the way through - leave a tail about 5" long. Now go in one of the remaining holes, coming back out that middle hole. Now go in the last hole.

    Notice: this book-binding pattern looks like a figure 8
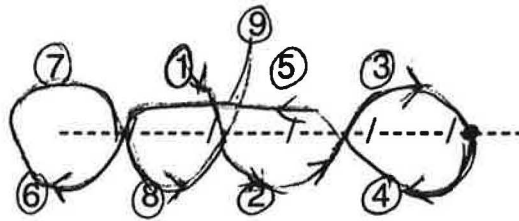
    spine   of   book
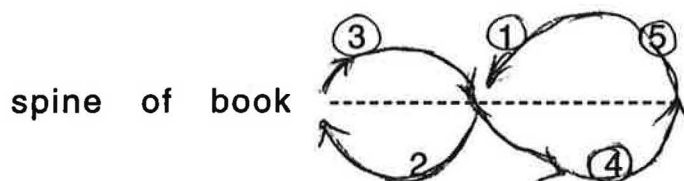
4. You should have two ends of your thread inside your book. Tie them together in a very tiny, neat knot. To hide the knot, try to tie it near one of the paper holes.
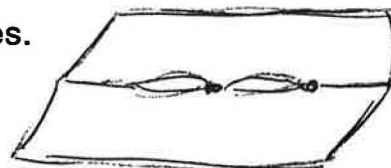
Five-Hole Binding

Five-hole binding is exactly the same as three-hole binding, except five holes are marked, equidistant from one another, and the "figure 8"   patterns are stitched as shown below:

Again, you begin in the center hole and end there with a knot. Notice stitch 5 misses the center hole. The final knot ties around the thread that follows the spine.

Five-hole binding is just a bit more stable than three-hole binding, which is good for thicker books.

1. SELECT A BOOK TO READ AND DISCUSS

2. READ A SECTION, THEN DISCUSS

    - DECIDE HOW MUCH TO READ FOR NEXT DAY

3. WRITE OUT TWO QUESTIONS FOR DISCUSSING

    - WHAT DO YOU THINK, YOUR OPINIONS

4. DETERMINE THE NEXT READING ASSIGNMENT

5. MAKE PREDICTIONS AT CLOSE OF DISCUSSION

    - PUT ON BUTCHER PAPER: DID IT TURN OUT THE WAY WE

      PREDICTED?

6. MAKE CONNECTIONS BETWEEN OTHER STORIES, CHARACTERS,

    SETTING, PLOT, PROBLEM, RESOLUTION

7. MARK PARTS THAT PUZZLE YOU, ARE MOST EXCITING

8. DEVELOP QUESTIONS TO ASK THE AUTHOR

9. IDENTIFY CHANGES IN CHARACTERS

10. IDENTIFY LAYERS OF MEANING

11. THIS REMINDS ME OF .....

12. DO ONE FOLLOW-UP ACTIVITY, I.E. STORY QUILT, POSTER, MAKE

    UP A NEW TITLE, CYCLE OF LIFE, ETC., DIFFERENT ENDING

PLOT

The plot of a story is the sequence of events or actions that occurs within the course of that story. The plot usually hinges on a conflict, or struggle, that the story's main character must face.

In the beginning of the story we learn about the characters, setting, and the situation in which the main character finds himself.

Conflict: As the story progresses, we find out about the conflict that the main character faces.

Climax: At the point of highest interest, or the climax of the story, we form a good idea of how the story will end. After the climax we see how the conflict is settled. We learn what takes place as a result of settling the conflict.

ANSWERING AN ESSAY QUESTION

1. Read the essay question, notice key words, request for details.

2. Make a chart to jot down ideas in note form.

3. Restate question as your thesis statement (your central idea).

4. Begin each paragraph with a topic sentence and supporting details (examples, quotations, incidents from the selection).

5. Write a concluding paragraph. Use different words to express your thesis statement, add other thoughts, reactions.

WRITING A CHARACTER SKETCH

A character in literature has outstanding traits, or quality, or characteristics.

1. Who is the character (name, age, job, role, looks, speech, actions, habits, what motivates him, does he change).

2. Begin with thesis statement in which you identify the character, the work in which he appears, outstanding traits.

3. In each paragraph start with topic sentence and details about character's traits.

4. In the concluding paragraph restate your thesis in different words, make general comments, how you were affected.

WRITING A STORY

Important elements in a short story include <u>plot, character, and setting</u>.

The <u>plot</u> is a sequence of events, or what happens in the story. At the center of a plot is a problem, or conflict, that the main character faces. The story builds toward its point of highest interest, the climax. The character solves the problem and learns something about himself.

Most stories have one or two major <u>characters</u>. They should have believable personality traits and clear motivations for their actions.

The <u>setting</u> is the time and place in which a story happens. Details of setting can give a story mood, or atmosphere.

REVISING AND EDITING CHECKLIST

I. ORGANIZATION

a. Have you turned the assignment question into a thesis statement (central idea)?

b. Does each following paragraph have a topic sentence and supporting details?

c. Does the final paragraph restate the thesis statement and perhaps add additional insights and comments?

II. CONTENT

a. Does the essay as a whole answer the question asked in the assignment?

b. Is each idea satisfactorily developed with supporting details from the selection itself?

III. GRAMMAR, USAGE, MECHANICS

a. Have you used complete sentences?

b. Have you used correct punctuation, capitalization, and spelling?

IV. WORD CHOICE, STYLE

a. Have you used appropriate words?

b. Have you avoided wordiness?

c. Have you varied sentence length?

The Writing Process is recursive, rather than linear. Writing

involves continuous movement between and among the various

stages in the process, e.g. when revising a paragraph, the writer may

return to the prewriting stage for new ideas and/or directions.
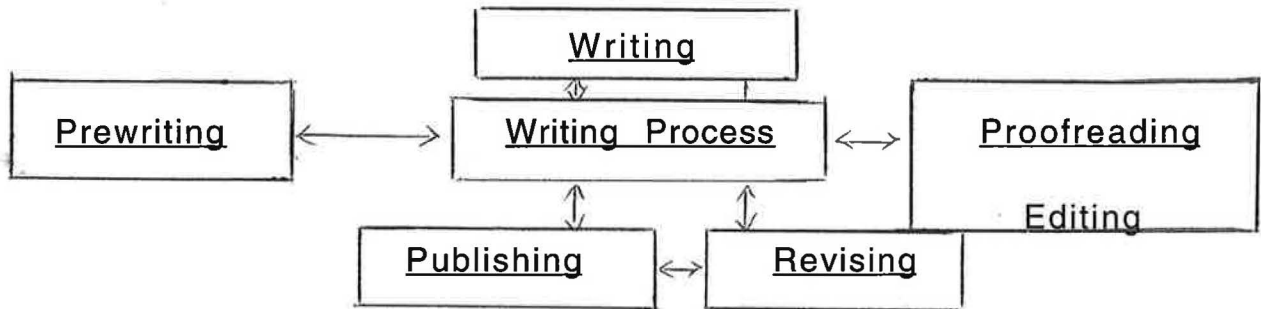
The writing process will include the following:

Prewriting Activities:

Generate ideas
- brainstorm
- use semantic webs and maps
- read, discuss, ask, view, listen

Organize information
- identify the audience
- identify subject, topic, main idea
- apply various strategies to generate and organize information,
    such as discussing, reading, viewing, completing semantic webs
    and maps, charts, lists, etc.
- recognize personal feelings about the subject, topic, main idea
- determine the purpose of writing
- write a thesis statement

The thesis statement (topic sentence) introduces the subject,
interests the reader, suggests what details will follow and provides
the writer's point of view.

WRITING ABOUT POETRY

The total effect of a poem is made up of its meaning, its sound, its images, and its figures of speech.

Many sound devices include:

<u>Alliteration</u>: the repeating of consonant sounds, usually at the beginning of words.

<u>Rhythm</u>: the pattern created by arranging stressed and unstressed syllables

<u>Rhyme</u>: the repeating at regular intervals of similar or identical sounds.

<u>Images</u>, or mental pictures created with words appeal to the senses: sight, hearing, taste, smell, touch.

<u>Figures of speech</u>:

<u>Simile</u>: comparison between two otherwise unlike things, using the words "like", or "as".

<u>Metaphor</u>: an implied comparison between two things, not using the words "like", or "as".

<u>Personification</u>: the poet gives human qualities to an animal, object, or idea.

When you are asked to write about poetry, think about its meaning, or the central idea. Ask yourself about the sound or rhythm, alliteration, rhyme, imagery (which senses), figures of speech.

1. Begin with a thesis statement, restate major points, meaning.
2. In each paragraph focus on one technique and give examples.
3. In the concluding paragraph, restate thesis in different words.

POETRY PATTERNS FOR WRITING

BUGS

I like bugs
Black bugs,
Green bugs,
Bad bugs,
Mean bugs,
Any kind of bug.
A bug in the grass.
A bug on the sidewalk.
A bug in a glass.
I like bugs.
Round bugs,
Shiny bugs,
Fat bugs,
Buggy bugs,
Lady bugs,
I like bugs.

MICE

I think mice
Are rather nice.
Their tails are long,
Their faces small,
They haven't any chins,
At all.
Their ears are pink,
Their teeth are white,
They run about the house,
At night.
They nibble things,
They shouldn't touch,
And no one seems,
To like them much.
But I think mice
Are rather nice.

I'M LISTENING FOR SPRING

I'm listening.
For Spring to come,
For birds to sing,
For bees to hum,
For breezes to blow,
For brooks to flow.
And then I'll know,
It's Spring!

JUMP OR JINGLE

Frogs jump, caterpillars
        hump,
Worms wiggle, bugs jiggle
Rabbits hop, horses clop.
Snakes slide, seagulls glide.
Mice creep, deer leap.
Puppies bounce, kittens
        pounce.
Lions stalk,
        But I Walk!

RULES

Do not jump on ancient uncles.
Do not yell at average mice.
Do not wear a broom to breakfast.
Do not ask a snake's advice.
Do not bathe in chocolate pudding.
Do not talk to bearded bears.
Do not smoke cigars on sofas.
Do not dance on velvet chairs.
Do not take a whale to visit,
Russell's mother's cousin's yacht...
And whatever else you <u>do</u> do
It is better you do not.

SONG OF THE BUGS

Some bugs pinch,
And some bugs creep,
Some bugs buzz themselves
        to sleep.
Buzz, buzz, buzz, buzz
This is the song of the bugs.
Some bugs fly,
When the moon is high.
Some bugs make a light in
        the sky.
Flicker, flicker, firefly.
This is the song of the bugs.

Write a poem on butcher paper:

The important thing about ....

is that ....

It is ....

and ....

and ....

But the important thing about ....

is that ....

Chants:

Beat, beat, beat upon the Tom Tom

beat, beat, beat upon the drum

   (repeat)

shuffle to the left, shuffle to the left

beat, beat ....

Miss Mary Mack ....

Story Pyramid:

This technique is used to look at the main character, story setting, and plot development.

Line 1 - one word - main character

Line 2 - two words - describe the main character

Line 3 - three words - setting

Line 4 - four words - state the problem

Line 5 - five words - an event

Line 6 - six words - an event

Line 7 - seven words - an event

Line 8 - eight words - solution

EVALUATION CRITERIA

ANECDOTAL RECORDS

A continuous log or diary of student progress in written form. As a detailed record of specific observations anecdotal records provide useful data for analysis and interpretation.

CHECKLISTS

Checklists serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation.

INTERVIEWS AND CONFERENCES

Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test, and to acquire student perceptions about progress, etc.

MEDIA

Teachers may tape record tests to evaluate student listening skills and knowledge. Students may use tape recordings to respond in a testing situation. Student performance may be videotaped for evaluation purposes

OBSERVATIONS

Observing student behavior in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student or a select number of students undertaking an activity over a given time frame. Observation can include student responses to questions, use of time and materials, and participation in discussions and group activities.

SAMPLES OF STUDENT WORK

Samples of student work are collected and qualitative differences in student work over time are assessed using written work, reports, maps, tests, etc.