




7-21-2016

Literacy and Citizenship: Helping Students Learn the Importance of Being an Informed and Educated Citizen

Luke H. Schlegel
Ursinus College, luschlegel@ursinus.edu

Follow this and additional works at: https://digitalcommons.ursinus.edu/english_sum

 Part of the [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [English Language and Literature Commons](#), and the [Secondary Education and Teaching Commons](#)
Click here to let us know how access to this document benefits you.

Recommended Citation

Schlegel, Luke H., "Literacy and Citizenship: Helping Students Learn the Importance of Being an Informed and Educated Citizen" (2016). *English Summer Fellows*. 6.
https://digitalcommons.ursinus.edu/english_sum/6

This Paper is brought to you for free and open access by the Student Research at Digital Commons @ Ursinus College. It has been accepted for inclusion in English Summer Fellows by an authorized administrator of Digital Commons @ Ursinus College. For more information, please contact aprock@ursinus.edu.

Luke Schlegel

Literacy and Citizenship: Helping Students Learn the Importance of Being an Informed and Educated Citizen.

English and Education

Mentor: Rebecca Jaroff

My project utilizes the concept of Understanding by Design, as outlined by education experts Jay McTighe and Grant Wiggins, to craft a 12-week curriculum for high school junior and senior English students. McTighe and Wiggins use backwards planning to create long-term learning goals for students. Rather than superficially trying to cover a wide range of material in class, which results in short-term acquisition of knowledge mostly forgotten in the long run, McTighe and Wiggins focus on “big ideas,” that generate conceptual understanding. Ultimately, students will be able to transfer this knowledge to settings outside of the classroom. To help them arrive at the understandings specific to my project, the class will be driven by these essential questions: “How do I know if I am a critical reader?,” “How do we know what to believe?,” “What does it mean to be a good citizen? Is there only one way?,” “What is ‘equality’ and to what extent does it exist in America?,” “What are my responsibilities to people outside my family and those close to me?,” and “Does our modern society mirror the fictional societies in *1984* and *Fahrenheit 451*?” The class will discuss these questions throughout the course as we look at excerpts from texts and speeches made by Frederick Douglass, Thomas Jefferson, the women at Seneca Falls, Lyndon B. Johnson, Malcolm X, and more. I hope to act as a coach for the students by facilitating meaningful discussions and activities that foster civic engagement and increased awareness of responsible citizenship in a democracy.

Summer Fellows, 2016
Luke Schlegel

Literacy and Citizenship: Helping Students Learn the Importance of Being an Informed and Educated Citizen

INTRODUCTION

Subject (Course): English
Intended Grade level(s): 11th-12th
Curriculum topic: Literacy and Citizenship

Introduction:

I knew that I wanted to create something meaningful and useful for educators when I began creating a curriculum for high school English students. I did not want to only use the usual texts that most English classes read. Not because those texts aren't important or worthwhile, but because students should not have to wait until college or never even get the opportunity to read authors such as Frederick Douglass and Malcolm X. Both of these authors help demonstrate to my students something that I want them to understand: how important it is to educate and inform yourself. Many people throw around the phrase: "educate and inform oneself," but what it really entails is being a skeptical reader who questions the author's purpose and their use of logic and evidence. One of our main purposes as educators is to help prepare students for the real world, and this course is geared as a step in that direction. I have heard of the old "civics" classes that many high schools used to have, and with the general election coming up, I thought that a class similar to this could be extremely beneficial for high school students. Looking back, I know that I did not retain much information from my government class in high school, or very many classes for that matter, and I had no interest whatsoever in looking up information on my own about anything besides sports. In this modern age full of technology, shared Facebook articles or tweets are not enough for our young generation to learn about life when they are out of school and how to be a responsible citizen.

In order to update how civics courses may have been used in the past, this course will use the Understanding by Design format created by education experts Jay McTighe and Grant Wiggins. This format focuses on essential questions that help lead students to understandings they can apply to life outside the classroom. These questions are meant to be universal and cannot be answered with a simple "yes" or "no." McTighe and Wiggins state, "Instruction is often focused on superficial coverage of lots of content as specified by national, state, or provincial standards, or as contained in distended textbooks with an emphasis on short-term content acquisition for simple recall rather than long-term understanding." Instead of simply telling students things they will most likely forget shortly after the course, I hope to act as a coach for the students by facilitating meaningful discussions and activities that foster civic engagement and increased awareness of responsible citizenship in a democracy. I really want my students to take ownership of their learning. I also want them to be confronted with difficult discussions that reasonable people disagree on before they leave high school or enter the real world. This course will force students to think critically about issues and topics they may not have been exposed to before. If my students ask "Why I am doing this?" or "so what?," I will try to talk to them about their overall experience in school so far to try to see if they think they are gaining useful learning for when they are not in school. Some will say yes and some will say no, but I will do my best to explain that I really want them to take valuable understandings with them when they leave the classroom. Students will arrive at the understandings in this course that they will be able to transfer and use in their life outside the classroom as they educate and inform themselves and others about issues and topics that affect all of us. A student will exhibit this

transfer of understanding by looking up various viewpoints about a topic, doing their own research on the topic, and then crafting an argument on their own that is logical and persuasive.

The first essential question we will explore as a class is: “How do I know I know if I am a critical reader?” Many people seem to believe that reading is a simple skill and once it is learned, you are a good reader. Students in this course will recognize that there are different levels of literacy and that to read critically takes time and practice. Students will understand that a critical reader asks questions and thinks about what they are reading as they go. The second essential question is: “How do we know what to believe?” Through classroom discussion, students will start to recognize that many of them believe what someone tells them, whether it be from classes in school, their family, or religion, without questioning what is being said. I am not asking students to suddenly question everything, but students will understand that they ought to display judgment in certain situations about what they should believe and what they should research on their own. We will discuss in class what kinds of sources they should be looking at for their research—sources that are not only on social media sites. Our third essential question is: “What does it mean to be a good citizen? Is there only one way?” Many people in this society uphold this patriotic notion that they think makes them American. However, being a good citizen goes beyond patriotism. Students will understand that while there are different kinds of good citizens, necessary components include being responsible, informed, and also helping their surrounding community. The fourth essential question is: “What is “equality” and to what extent does it exist in America?” This is another tricky question that some people might get defensive about. I want students to recognize that there are various feelings out there about this question, but I do want them to engage with our texts that show how America oppressed almost every group of people that were not white, Christian males at some point in our history. Students will understand that equality occurs when laws and rules do not discriminate against people based on how they identify themselves. Students will understand that many groups of people have been oppressed throughout our history based on the color of their skin, their gender, their sexual orientation, and more, and that some of these groups are still feeling the ripple effects. Our fifth essential question is: “What are my responsibilities to people outside my family and those close to me?” A misconception that some people have is that they should not have to care about anyone else besides those close to them. While this is true to a certain extent, we live in a society full of people who cannot help themselves, such as the sick, the poor, the disabled, and many more. Students will understand that some people cannot survive or prosper on their own, and they will feel some responsibility to help those people. Our final essential question relates specifically to the two novels we read and is: “Does our modern society mirror the fictional societies in *1984* and *Fahrenheit 451*?” The misconception related to this question is that many people would simply say no if they read the novels. While there are many differences, mostly related to a democratic versus a totalitarian government, there are some similarities. Students will understand that our advanced technologies do give the government and certain companies more personal information about us than we know, and we also spend large amounts of time looking at a screen each day.

The transfer goals for this curriculum relate strongly to our understanding goals and are a result of all the meaningful classroom discussions and the readings that the students tackle in this course. Transfer goals are worded as “Students will be able to independently use their learning to:” and for this curriculum our first transfer goal is: “Make a personal argument in any setting that uses appropriate and valid evidence to support one’s point.” Almost any high school course ought to have this as a goal because this applies to most professions as well as daily life for many people. Students will be able to craft informed arguments in any situation, and if they do not have any sources researched, they will know how to look for valid sources to help them. Our second transfer goal is: “Recognize when there is limited access for some groups of people and know how to communicate this to others.” Limited access relates to inequalities, such as in wealth distribution, and this is a tricky topic to discuss with some people. However, students will be prepared with evidence to

support the point they are trying to make. Trying to get other people to recognize the inequality is reasonable—the other person does not have to believe them, but the student can try. The third transfer goal is: “Participate actively in their education and inform themselves on various topics and issues.” Similar to the first transfer goal, students will know how to find valid sources on almost any topic to support their understanding. Students will also educate themselves on topics that they might not have researched before because they know the topic has importance for many other people. The final transfer goal is: “Engage in political processes as an informed citizen.” Students will gain a better understanding of their role in a democracy and how important voting is in this country. They will also be aware of different ways they can positively engage in their local community.

I also have smaller acquisition goals in this course that will help students arrive at their understandings and transfer goals. These acquisition goals are separated into knowledge and skill goals. A lot of the knowledge goals involve students learning basic background information about the authors and summaries of the texts we read. Other knowledge goals include: “The various techniques used in the South to prevent blacks and poor whites from voting until the passing of the voting rights act,” “The astounding difficulty of literacy tests used in the South,” “Some basic background about the origins of education in this country,” “The setting, plot, and similarities between the societies in *1984*, *Fahrenheit 451*, and our own,” “That universities were originally only attended by white males,” “About inequalities that still exist today,” “Thomas Jefferson’s original ideas for how education would work in this country,” “About the website Politifact and the significance of sites similar to this one,” “A variety of ways they can get involved in their communities,” “How strongly our society is influenced by Judeo-Christian values,” “Know the history of the Pledge of Allegiance.” Our skill goals include: “Seeing various perspectives on different topics and issues,” “Recognizing valid sources,” “Answering close reading questions and making inferences about the text,” “Orally presenting an argument,” “Reading texts critically. Recognizing inequalities,” “Using evidence from the text when making a claim in a classroom discussion as well as properly citing the evidence in their assessments,” “Crafting an argument whether it is for oral or written purposes,” “Working well in groups with their peers,” “Looking up information on their own to further educate themselves on a topic or issue.”

**This curriculum is 12 weeks in length and is geared towards high school juniors and seniors for an English class.

Resources

• Background research:

- Boorstin, Daniel J. *An American Primer*. Chicago and London: U of Chicago, 1966. Print. (lots of readings from here.)
- Burke, Jim. *The English Teacher’s Companion*. Portsmouth, NH: Heinemann, 2013.
- Kaestle, Carl F. *Pillars of the Republic: Common Schools and American Society, 1780-1860*. Ed. Eric Foner. New York: Hill and Wang, 1983. Print.
- Sizer, Theodore R. *Horace’s Compromise: The Dilemma of the American High School*. Boston: Houghton Mifflin, 1985. Print.
- Wiggins, Grant and Jay McTighe. *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*. Alexandria, VA Association for Supervision and Curriculum Development, 2011.
- Wiggins, Grant and Jay McTighe. *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development, 2011.

- **Teaching Resources:**

- <http://www.umich.edu/~lawrace/disenfranchise1.htm> (techniques to keep black voters disenfranchised.)
- http://www.pbs.org/wnet/jimcrow/voting_literacy.html (Literacy Test.)
- <https://www.youtube.com/watch?v=MxEauRq1WxQ> (Lyndon B. Johnson Address on Voting Rights.)
- <https://www.youtube.com/watch?v=RJUkOLGLgwg> (Video of “We Shall Overcome.”)
- <http://www.politifact.com/> (Students will use this website to look at fact checking of important people.)
- <http://www.civiced.org/> (Website with the 60 seconds podcasts related to civics.)
- Bradbury, Ray. *Fahrenheit 451*. New York: Simon and Schuster, 1967. Print.
- Douglass, Frederick. Excerpt from “The Meaning of July Fourth for the Negro.”
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*. Ed. Benjamin Quarles. Cambridge, MA: Belknap, 1960. Print.
- Jefferson, Thomas. *Notes on the State of Virginia*. Pictures from primary document. (From the Library Company of Philadelphia.)
- Orwell, George, and Erich Fromm. *1984: A Novel*. New York, NY: Signet Classics, 1977. Print.
- X, Malcolm, and Alex Haley. *The Autobiography of Malcolm X*. New York: Ballantine, 1992. Print.
- <https://owl.english.purdue.edu/owl/resource/747/01/> (for MLA purposes)
- <http://writingcenter.unc.edu/handouts/thesis-statements/> (for Thesis purposes)
- <http://classroom.synonym.com/keys-writing-good-persuasive-essay-2142.html> (elements for writing a good persuasive essay)
- <https://cybertext.wordpress.com/2012/11/22/a-light-hearted-look-at-how-punctuation-can-change-meaning/> (to be used in class.)
-

STAGE 1: IDENTIFY DESIRED RESULTS

Common Core Standards and/or Pennsylvania Academic Standards

- **1.3.11-12 Reading Literature:**
 - **A. Theme:** Determine and analyze the relationship between two or more themes or central ideas of a text.
 - **B. Textual Analysis:** Cite strong and thorough textual evidence to support analysis of what the text says.
 - **C. Literary Elements:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
 - **K. Range of Reading:** Read and comprehend literary fiction on grade level, reading independently and efficiently.
- **1.4.11-12 Writing:**
 - **G. Opinion/ Argumentative:** Write arguments to support claims in an analysis of substantive topics.
 - **H. Focus:** Write with a sharp distinct, focus, identifying topic, task, and audience. Introduce the precise claim.

- **I. Content:** Distinguish the claims from alternate or opposing claims; develop claim(s) fairly and thoroughly, supplying the most relevant evidence for each.
- **J. Organization:** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **L. Conventions of Language:** Demonstrate a grade-appropriate command of the Standard English grammar uses.
- **1.5.11-12 Speaking and Listening:**
 - **A. Collaborative Discussion:** Initiate and effectively participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - **C. Evaluating Information:** Integrate multiple sources of information presented in diverse formats and media.
 - **D. Purpose, Audience, and Task:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective.
 - **G. Conventions of Standard English:** Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.

Transfer goals	
Students will be able to independently use their learning to...	
<ul style="list-style-type: none"> ● Make a personal argument in any setting that uses appropriate and valid evidence to support one's point. ● Recognize when there is limited access for some groups of people and know how to communicate this to others. ● Participate actively in their education and inform themselves on various topics and issues. ● Engage in political processes as an informed citizen. 	
Meaning goals	
ESSENTIAL QUESTIONS Students will keep considering... <ul style="list-style-type: none"> ● How do I know if I am a critical reader? ● How do we know what to believe? ● What does it mean to be a good citizen? Is there only one way? ● What is 'equality' and to what extent does it exist in America? ● What are my responsibilities to people outside my family and those close to me? ● Does our modern society mirror the fictional societies in <i>1984</i> and <i>Fahrenheit 451</i>? 	UNDERSTANDINGS: Students will understand that... <ul style="list-style-type: none"> ● A critical reader is someone who recognizes reading as an intellectual activity and a process that requires lots of thought and questions. (Related Misconception: Reading is a simple skill that comes naturally once you learn the basics for how to read.) ● One has to be able to display judgment about whether they believe something as a fact versus when they should do some extra research on a topic or issue. (Related Misconception: Many people only listen to one news outlet without doing their own research, or they take what they are told at home/school/church and believe things as a fact without questioning the information.)

	<ul style="list-style-type: none"> • There are many different ways to be a good citizen, so there is not one type necessarily, but components of any good citizen include understanding how government works and recognizing responsibility in helping the community and nation. (Related Misconception: There is only one type of good citizen—one who is patriotic and upholds American values.) • Equality is a tricky term, but true equality occurs when laws or rules or not created based on someone’s race, sexual orientation, or something similar. There are lots of historical inequalities in America between groups of people that we still feel the ripple effects of today. (Related Misconception: Many people like to think that we are all equal and they purposefully avoid recognizing inequalities.) • In our democracy, civic responsibility entails recognizing issues and participating in the community to help those around us. The disabled, the elderly, the poor, and other similar groups cannot survive or prosper on their own. (Related Misconception: We should only care about ourselves and those close to us because no one else really matters.) • Yes and no: Our advanced technologies allow the government, companies like Amazon, and others to know more about us than many are aware. The internet offers easy access to conspiracy theories and false history. However, our democracy has stark contrasts to their societies. (Related Misconception: For people who read these books, many would argue that we are nothing like the societies in the books. Thankfully, we are not under a totalitarian government, but there are still some subtle similarities.)
Acquisition goals	

Students will know...

- That various groups of people have been oppressed throughout our history.
- Background information/ summary of the Declaration of Independence and Declaration of Sentiments.
- General information about Frederick Douglass, his strong influence in the abolitionist movement, and how he learned to read and write.
- General information about Malcolm X and how he taught himself to be more literate while in prison.
- Various ways they can perform civic responsibilities.
- The importance of voting and how groups of people fought and died for the right to vote.
- Some background history about Lyndon B. Johnson and the importance of his *Address on Voting Rights* speech.
- The various techniques used in the South to prevent blacks and poor whites from voting until the passing of the voting rights act.
- The astounding difficulty of literacy tests used in the South.
- Some basic background about the origins of education in this country.
- The setting, plot, and similarities between the societies in *1984*, *Fahrenheit 451*, and our own.
- That universities were originally only attended by white males.
- About inequalities that still exist today.
- Thomas Jefferson's original ideas for how education would work in this country.
- About the website Politifact and the significance of sites similar to this one.
- A variety of ways they can get involved in their communities.
- How strongly our society is influenced by Judeo-Christian values.

Students will be skilled at:

- Seeing various perspectives on different topics and issues.
- Recognizing valid sources.
- Answering close reading questions and making inferences about the text.
- Orally presenting an argument.
- Reading texts critically.
- Recognizing inequalities.
- Using evidence from the text when making a claim in a classroom discussion as well as properly citing the evidence in their assessments.
- Crafting an argument whether it is for oral or written purposes.
- Working well in groups with their peers.
- Looking up information on their own to further educate themselves on a topic or issue.

<ul style="list-style-type: none">○ The history of the Pledge of Allegiance.	
--	--

End of Stage 1 template

STAGE 2: EVIDENCE

Performance Task 1: “Debate on 1984” (100 Points)

For this task, students will be evenly split into two groups. One half of the class will be told that they are to prepare for defending the Party and the society they rule over in *1984*, while the other half will argue why our democracy today is better. Students defending the Party will also argue how our modern society already mirrors the society in *1984*, while students on the other side will argue how our modern democracy does not mirror the Party’s society. Students will pick out of a hat what side they will be on. No matter what their beliefs are on the issue, students will have to prepare for whichever team they chose. Once they have chosen a team, they will have a class period to split into groups of four with members from their team and they will start to prepare an argument. Students will then go home and they will have a couple of nights to prepare on their own. Each student will have to turn in their notes (in a clean and easy-to-read format) after the debate. Students are encouraged to write down lots of quotes, prepare a response to the predicted counterargument that the other side will make, and look up sources on the internet to support their argument. They will also write about the connection to modern democracy or the lack of connection. When the debate starts, half of each team will be randomly chosen to take part in the debate. After the first day of the debate, on the following day the other half of each team will take over. When the debate is over, I will ask everyone to vote on a paper ballot and hand in their selection with a sentence or two justifying their pick. I will make clear that they are allowed to vote for their own team, but only if they honestly think their team made a stronger argument than the other team.

Students will show they really understand by evidence of their ability to...

- use relevant and useful evidence from the text and other valid sources to help craft a strong and well-developed argument.
- recognize and articulate the parallels and the differences between the society in *1984* and our modern society.
- express their own opinions with informed and educated insight.

The Debate



DIRECTIONS:

The time has come for us to have a debate! Throughout this semester we have had great class discussions, and now we will put our speaking skills to the test. You have just been selected to either the pro-Party team or the anti-Party team. In *1984*, we see different opinions about whether the Party is a good or bad for the people who live in society. You will get to argue why the society in *1984* benefits or harms the people who live in it. The pro-Party team will also argue how our modern society already mirrors the society in *1984*, while the anti-Party team will argue that our society does not mirror the society in the novel. No matter your beliefs on this issue, you will do your best to craft a strong argument for whichever team you are on. Make sure to ask me questions as we go on. Please follow the steps below.

One more thing: You should know this already, but I expect you all to be supportive and positive teammates. Ridiculing or being openly negative towards other teammates will not be tolerated. You are being graded on your team attitude.

MAIN QUESTION TO ANSWER: WHICH SOCIETY IS BETTER FOR SOCIETY MEMBERS AND WHY?

STEPS:

1) Today you will meet with your team and split into groups of 3 or 4. You will discuss with your group members what your plan of action will be. The next step contains a list of suggestions to help you prepare.

2) After today, you will be asked to write down or type your **OWN** notes for homework over the next two days. *You should have at least one-two pages of notes that are clearly formatted and easy to read.* **These will be turned in to me and are a big part of your grade, as you will be able to see on the rubric.

In your notes, I would suggest:

- Gather evidence that supports your argument for whether you are Pro-Party or Anti-Party.
- Think about what the other team's argument will be. Write down what you think they will say. How do you plan on responding to their argument?
- Making sure your own voice can be heard. Your own opinions and own insight should be clear in the claims you make. Talk about **WHY** the society benefits or harms people. Do not copy off of other people.

-Looking up a modern source online that supports your argument and making sure to cite the source. Print out the page if you can and attach it to your notes.

-If you are pro-Party team: Include an argument about how our modern society already mirrors the society in 1984. Have lots of examples ready!

If you are anti-Party team: Include an argument about how our modern society is not controlled like the society in 1984 and does not mirror the Party's society. What are some subtle differences that have a large impact?

-IMPORTANT: Please remember that there are different kinds of people in this story. We have the Inner Party members, other Party members like Winston, the Proles, and more. Keep in mind that society affects each group of people differently, so your claims might have to be made for each group separately.

3) This Thursday, we will start our debate. Please make sure to bring your notes with you and have them ready to turn in. Be ready to participate!

DEBATE FORMAT:

**You will meet with your team before the debate starts on Wednesday afternoon's class as well as 5 minutes before the debate begins on Thursday. Please make sure you are all on the same page and that someone will be ready to give a one-two minute opening statement that explains your main argument to the class.

1) One member of each team will give a one-two minute opening statement to the class that presents a summary of the main arguments being made.

2) Two-Three members of each team (different people than first person) will then be given five minutes to elaborate on their main points and provide any supportive quotes or evidence.

3) Any member on the panel will then be given the opportunity to provide a specific counterargument to the one that someone on the other team makes.

**ONLY ONE PERSON MAY SPEAK AT A TIME. I will be moderating the debate and you must raise your hand to speak.

**We will proceed in this manner until the end of the class period. People on the outside can provide support and advice to those on the panel, but they cannot participate until tomorrow.

**For the next class period, the people on the outside during the first day will take over the second day and pick up the debate where we left off.

4) Day Two: I will give a summary of what has been spoken about thus far, and will provide some suggestions for what else should be spoken about. New members will have five minutes to collaborate before we start. We will then continue the debate from where we left off.

5) One-Two members from each team will be given 2 minutes at the end of the debate to summarize their team's main points and argue why their team won the debate.

5) About 5 minutes before class ends, we will have a vote for which team wins. You will write down your pick on a ballot and give a one-two sentence explanation for your vote.

Evaluative Criteria:

Criteria:	Participation in the Debate	Self-Preparation Notes	Display of Understanding	Team Attitude
	25%	25%	40%	10%
4 (A)	Student participates frequently in the debate with insightful and helpful comments. Shows great preparation.	Student shows lots of hard work and preparation with easy-to-read and clearly formatted notes. Notes are relevant and useful for debate.	Students displays their transfer of understanding by using relevant and useful evidence to help craft their well-developed argument. Student has original voice in argument.	Student shows positivity and supports team-members no matter what. Lots of interaction with fellow team-members. Displays no negativity.
3 (B)	Student participates fairly frequently and makes some insightful comments. Shows solid preparation.	Student has solid notes and shows hard work in preparation. Notes are not as comprehensive as a 4, and can only help so much in the debate.	Student displays their transfer of understanding by crafting a well-developed argument with relevant evidence.	Student interacts a good amount and is mostly positive. Shows some negativity with fellow team-members.
2 (C)	Student participates but does not contribute much to the development of the discussion. Student only participates once or twice.	Student has adequate notes. Notes are a little incomplete and will not be very useful in the debate.	Student shows some transfer of understanding with an okay argument and fairly relevant, but not very useful evidence.	Student shows little interaction with other team-members. Does not support other team-members in a positive manners.
1 (D,F)	Student does not participate. Student participates but makes irrelevant comments.	Student shows lack of preparation with sloppy and useless notes. Student does not turn in notes or copies.	Student shows little to no transfer of understanding by having a weak argument with either no evidence or irrelevant evidence.	Student does not interact with other team-members. Student is negative and unsupportive of fellow team-members.

Performance Task 2: “Final Reflective Essay on the Essential Questions” (100 Points)

For the final assessment of the class, the students will demonstrate understanding for all of the essential questions. The students will be assigned an essay prompt that asks them to write a 3-5 page paper in MLA format about how all the essential questions are linked together. I want the students to be able to show that they understand the connections between all of the questions and the implications for how they can transfer their understandings to the real world. For example, understanding when you are a critical reader (EQ 1) helps you recognize inequalities in the world (EQ 4) or judge whether a source is valid or not (EQ 2). The answer from a student would be much more in depth than this because they would explain why a critical reader is able to do this and the importance of being able to do this. Students will have to explain how they plan on using their understandings outside of the classroom in the real world. They will also be asked to use at least three texts that we have read in class to use as sources to help them explain their answer. To help guide the students with clarity and little ambiguity about the assignment, I tried to be as clear as possible in the prompt.

Students will show they really understand by evidence of their ability to...

- see the connections between the essential questions and articulate how these are relevant to their own life.
- use at least three texts from the class as supporting evidence for their answer to the prompt.
- show that they paid attention and participated in our class discussions.
- explain their understanding in depth with their own original voice.

English 203
Mr. Schlegel
Prove Your Understanding

CONNECTIONS BETWEEN UNDERSTANDINGS



DIRECTIONS:

Throughout the semester, we have consistently looked at and discussed our essential questions as a class. You now have the opportunity to demonstrate that you have come to understandings for these questions. Rather than discussing each question individually, as we usually do in class, you will write an essay where you show the links/connections between all of these questions to the texts we have read and to your life outside the classroom. I want you to demonstrate that you understand how these questions are tied together and how you can transfer your understandings to life outside the classroom. Use texts from the class as examples to help support your argument.

Please talk to me if you have any questions.

MAIN QUESTIONS TO FOCUS ON:

- 1) What are the links between our essential questions? How does understanding one question lead to understanding another?
- 2) How can you apply your understandings to these questions to life outside the classroom?

****USE YOUR ESSENTIAL QUESTIONS TRACKER SHEET to help you. There should be quotes and summaries of the texts we read on your sheet that help you answer each question.**

STEPS:

- 1) Each paragraph should address the connection between two of the questions. How are they related? What is the importance of their connection?
- 2) You can mix and match the questions. How does knowing when you are a critical reader help you understand the parallels and differences between our society and the ones in *1984* and *Fahrenheit 451*?
How does understanding whether you should believe what you are told help you understand whether all citizens are equal in America?
- 3) Use authors of texts we have read to help show the connections between questions. Frederick Douglass, Malcolm X, Lyndon B. Johnson, they are all great examples.
- 4) After describing the connection between two of the questions, talk about what YOU can do in real life with the understandings you have from the connection.

Here are a couple of samples that would have to be fleshed out a lot in your paper:

****Frederick Douglass knew he was a critical reader (EQ 1) when he started to read newspapers and figured out that abolitionists were good people trying to end slavery. As Douglass enhanced his**

critical reading skills, he realized more and more that slave owners lied to slaves every day. He knew that he should not believe everything he was told and that he should question the validity of the source (EQ 2).

***Important: Please try not to do too much or get stressed. Each body paragraph should talk about the connection between 2-3 of the questions and your understanding, use a text from the class as an example, and then talk about what you can do using this knowledge in our modern society.

REQUIREMENTS:

- 1) MLA format (12 point-font, Times New Roman, double-spaced, 1 inch margins, title not underlined, header in left corner, last name and page number in upper right corner of each page).
- 2) THESIS driven paper. I should be able to identify your thesis within the first paragraph. Use the paper that we went over in class to help you craft a strong sentence.
- 3) 3-5 pages total length.
- 4) All the essential questions are addressed at least once.
- 5) You use *at least* 3 texts that we have read in class as supporting evidence for your understanding. (e.g. Frederick Douglass, Malcolm X, Thomas Jefferson, Lyndon B. Johnson, Women at Seneca Falls, etc.)

As a reminder, here are our essential questions:

- 1) How do I know if I am a critical reader?
- 2) Should you believe everything you are told?
- 3) What makes a good citizen? And are there different types?
- 4) Are citizens all equal in America?
- 5) Do I have a responsibility to people outside my family and those close to me?
- 6) Does our modern society mirror the fictional societies in *1984* and *Fahrenheit 451*?

Evaluative Criteria:

Grade:	4 (A)	3 (B)	2 (C)	1 (D)	0 (F)
	<p>Student is able to articulate the connections between the essential questions at a high level. Student addresses all questions. Student uses at least three sources from class in a useful and effective way. Student talks about how they can apply their understandings to life outside the classroom in clear and thoughtful way.</p>	<p>Student addresses all questions and discusses connections with fairly high understanding. Student uses solid evidence from three or more sources, but still lacks a fuller understanding like 4 (A). There is a sign of more memorized knowledge, rather than an understanding they can write about with ease and apply to settings outside the classroom.</p>	<p>Student attempts to show connections between all of the questions and shows that they paid attention during class discussions and read the material, but they still lack depth in understanding. Uses 2-3 sources, but not very well. Answer reflects more memorized knowledge, rather than understanding.</p>	<p>Student references the questions and tries to show connection, but shows little to no understanding. Does not use class texts as sources or uses them incorrectly. Possibly has related misconception as their understanding. Does not know how they can transfer their understanding to life outside the classroom.</p>	<p>Student does not attempt to show connections between questions. Student does not answer the question or shows no sign of remembering discussions we had in class. Complete lack of understanding.</p>

Other Forms of Assessment to be Collected:

- Students will hand in eight (three for *Fahrenheit 451* and five for *1984*) of their close-reading homework assignments throughout both *1984* and *Fahrenheit 451*. (10 points each)
- In-class quizzes on some of the reading to make sure the students read. (10 points each)
- The 2-3 minute podcasts will be graded as a small group project. (40 points for each person)
- Personal presentations about a book or topic that interests them. (30 points)
- Participation in the course. Use in-class writing. Then people have something to say. (100 Points)
- Essential Questions Tracker Sheets (50 Points)
- Chart comparing the Declaration of Independence and the Declaration of Sentiments. (10 Points)

End of Stage 2.

Stage 3: THE LEARNING PLAN

Week One: Positive Classroom Environment and Disenfranchisement

Day 1: Classroom Understandings and Ice Breaker Introductions

1) Give an introduction to the students about yourself and then have a discussion with the students about the importance of classroom environment and the purpose of essential questions.

Ask the students:

-Why do you think classroom environment is important?

-Do you think rules work well in classrooms?

-What are some basic things we can expect from one another?

Lead the discussion towards creating basic understandings for the classroom. Make clear that instead of rules, these are basic expectations that we will have for one another. If these expectations are not met, then there are potential consequences.

-Ask the students what some basic expectations are that they have for their fellow students and the teacher?

Lead the discussion towards these basic understandings:

a) Respect is nonnegotiable.

b) Achievement is valued.

c) Cooperation is integral.

d) Competition is fair.

-Do you students have any more to add?

2) Discuss the purpose of essential questions with the students and explain the importance of the essential questions tracker sheet. Hand out sheet (attached at bottom).

3) We will then do a fun activity called speed dating.

-There will be two rows of students facing each other. We will do rounds of one minute where each student asks the other student a question. This forces the students to interact with people they might not usually interact with.

4) On the way out, have the students fill out a quick bio sheet to use as a way to get to know them. Make sure they can tell you are interested in them.

Day 2: Literacy Test and Techniques to keep Blacks from Voting

1) To start the class, I will have the students quickly give a short introduction about another student to the class. This helps promote the idea that classroom environment is important and is good for me getting to know them.

2) Hand out a short portion of a literacy test from the early 1900s that is meant to keep blacks oppressed and unable to vote (attached below).

-Tell the students that if they pass this exam, they will be exempt from the final.

-Students will then take 10 minutes to try to answer the questions.

-Once they are done, we will go over the answers together. Students will probably be outraged at the difficulty of the questions.

-Ask the students about their scores. Assuming no one got a perfect score, I will tell them that in order to have passed the exam, they had to get every answer correct.

3) Ask the students if they know what this exam is and where it is from?

- If no student gets it right, then tell them shortly what a literacy exam was and it's purpose. This one was a 1965 Alabama Literacy Exam. Explain what the 15th amendment in 1870 was and how most blacks were still not able to vote in southern states up until 1965.

-Ask the students what they think of this technique? Ask them why it was important to some people to not allow blacks to vote?

Anticipated response: Technique is unfair and terrible. Blacks were mistreated all the time in America.

-Ask the students why voting is so important?

Anticipated response: Being able to vote means you get a say.

-Tell students that we will be talking about voting a lot more as time goes on.

4) Hand out the sheet with other techniques on them to keep blacks from voting (attached below.)

- Tell the students to read this for homework and to pick one of the techniques (other than the literacy test) that they would be comfortable explaining to the class. Ask them to look up their technique on the internet and see if they can find any other interesting information (such as stories, how it was implemented in certain states) that they could share with the class.

Day 3: Students Explain Techniques and then Introduction to Lyndon B. Johnson

1) Ask the students what technique they picked as the one they could explain to the class.

-Split the students into groups according to what technique they chose. Have them discuss what they think about the technique and then share any extra information they found.

-Tell the students to pick one person in their group to explain to the class in one minute what the technique was and how it worked. In the presentation, they should also talk about any extra information they found in their search.

2) After all the short presentations are done, ask the students what their thoughts are on all these techniques? Ask them if they had ever heard of any of these before?

-Anticipated response: Baffled at how hard some states tried to keep blacks from voting.

3) Ask students if they know what the term is to keep certain groups of people from voting?

-If no one says it, then tell them that the term is disenfranchised.

-Ask the students if anyone can explain this term. What does it mean to be enfranchised?

- Ask the students for some other examples of disenfranchisement in our history?

-Anticipated response: Women.

-Ask class what year women got the right to vote?

-Ask if they know of any modern examples of disenfranchisement?

-Anticipated response: Probably not. Maybe someone has heard of some blacks struggling to vote.

-Then explain to students that someone can feel disenfranchised if they think their vote does not matter or they have to go through a difficult process to be allowed to vote.

-Tell the students that tonight for homework they will be looking up modern examples.

4) Ask the students if any of them have heard of Lyndon B. Johnson?

-Some of the students most likely have.

-Give some background information about him in regards to the topic we will be discussing: his address on voting rights (information found in the American Primer book).

5) At the end of the class, hand out the Lyndon B. Johnson speech and ask the students to read this for homework. They are required to highlight at least three quotes from the reading and write down why they find this important. They should be prepared to share one of these with the class.

Also ask the students to look up modern examples of disenfranchisement and tell them to be prepared to share these with the class.

Day 4: Lyndon B. Johnson "Address on Voting Rights" and Modern Disenfranchisement

1) Ask the students to take out the Lyndon B. Johnson reading with their highlighted quotes and notes.

2) Split the students into groups of 3 or 4 and have them discuss the quotes they chose. Have them pick one person from the group to share a quote they found especially powerful to the class. They also have to share their explanation.

-Make sure to ask follow up questions to the students to have them elaborate. Try to create connections between quotes.

3) Once every group has shared, use the sheet with quotes at the bottom if students have not used these. Ask the students to share their thoughts on these quotes.

-Especially focus on the quote that specifically talks about men and their role as the provider for their family. Get students to recognize that women were still seen as inferior.

4) Take time at the end of class to stress to students the importance of this address and what LBJ did to make sure this bill passed. This address happened when tensions were high and something needed to be done.

5) Remind the students that they should have examples of modern disenfranchisement ready for tomorrow. They should have specific sources cited from the internet ready to share with the class. Help them if they seem confused.

Day 5: Yesterday Continued

1) Start the class by showing the students the clip of LBJ's address:

<https://www.youtube.com/watch?v=MxEauRq1WxQ>

2) Ask them if this is how they envisioned him as a speaker?

3) Split the students into pairs and have them talk to each other about the examples they found for modern disenfranchisement. Tell them to have one student ready to share their example to the class.

4) Have students share what they found with the class. Have the laptop connected to the projector and ready to look up a source as a class.

-Make sure to stress to students that disenfranchisement still happens in many areas.

-Have a discussion about why modern techniques are harmful.

-When you are not able to vote or you feel that your vote does not count, then what do you think you would feel about the government?

5) Hand out Frederick Douglass's "Fourth of July" speech and tell the students to read this for homework. Tell them to highlight at least three quotes again and write down their importance. Have them also write down at least three comparisons between this speech and LBJ's address.

Week Two: Civics.

Day 1: Frederick Douglass "Fourth of July"

1) Ask the students to take out the speech and their notes.

2) Ask the students if any of them know some information about Frederick Douglass?

-Give them some background information including how he grew up a slave and then escaped. He became a well-known abolitionist who was a big reason for progress towards ending slavery.

3) Start to read the speech out loud to the class. Tell the students to stop you if any of them highlighted a quote from the section you just read. Have the student explain why they chose that quote.

-Try to start some back and forth discussion with the students about what Douglass is talking about.

-Talk about why he wrote this speech? Make sure the students understand the importance of what he was saying and how his education level was much higher than most blacks during this time. He gave this speech in 1852 when slavery was still active in the South.

-Ask the students if they think anyone in the USA still has similar thoughts to what Douglass says in this speech and why?

4) After going through a solid chunk of the speech, ask some students to share what they wrote down for comparisons between this speech and LBJ's address.

-Have various students share and try to make sure they see that students can recognize that despite slavery being abolished in 1865, blacks were still greatly oppressed in 1965.

5) Transition and give the students some background information about the Declaration of Independence. Use this website for the background:

http://americanhistory.about.com/od/declarationofindependence/a/declaration_sg_2.htm

-Tell the students that you want them to read this for homework and use these questions to guide their reading:

-What was the purpose for this document being written?

-What are some things that the King of Great Britain refused Americans?

-What are the principles that Jefferson outlines in this document (e.g. “all men are created equal.”)?

-What does it mean to derive “their just powers from the consent of the governed”?

-What were the potential advantages and disadvantages for the 13 colonies at the time this document was written?

6) Also remind the students that you want them filling out the Essential Questions Tracker sheet and to use the texts we read in class as aids.

Day 2: Declaration of Independence

1) Have the students take out their copy of the declaration and the answers to the questions.

2) Split the students into groups and have them talk over the focus questions together.

3) After about 10 minutes, have a discussion with the students about each question.

4) Make sure to lead the discussion towards talking about each of these principles:

-All men are created equal.

-They are endowed with “unalienable” rights.

-These rights include “life, liberty, and the pursuit of happiness.”

-It was to “secure” these rights that governments were instituted among men.

-That such governments “derive” their powers—their “just” powers—from the consent of the governed.

-When government becomes destructive of these ends men may “alter or abolish” it.

-That they have a right to “institute” new governments designed to “effect their safety and happiness.”

Each of these principles can be spoken about at length in class. I can ask the students lots of questions that apply to modern times and throughout history, such as “Is everyone really equal? What are examples in history where people were clearly on unequal terms?” “What does the pursuit of happiness mean to you?”

**Make sure to discuss the groups of people who were not present to sign the declaration of independence. Only white, Christian males were there.

5) Ask the students to take out their EQ tracker sheet and walk around the room to make sure that students are taking notes. While walking around the room, have the students talk to a partner right next to them about things they have written down and what their thoughts are on the question.

6) Hand out the Declaration of Sentiments and tell the students to look up background information on their own about this. Tell them to make a chart where they mark down the similarities and differences between this declaration and the Declaration of Independence.

Day 3: Declaration of Sentiments Comparison to Declaration of Independence

1) Ask some students to share background information with the class that they found out about this declaration. Hopefully students found out about the Seneca Falls Convention in 1848 run by women.

-Make sure to cover all the background information before jumping in.

2) Ask the students questions that get them to recognize the importance behind this convention.

-Was it usual for women to do something like this?

-What were typical roles in society for women during this time?

-How do the women at the convention challenge this standard?
-In 1848, what do you think the reception was like by the public?
-Are women actually equal to men today? (Try to spark some debate.)
*Make sure to talk about how some men and newspapers responded. Also mention that Frederick Douglass was in attendance at the convention.

3) For homework, have the students make any changes they want to their charts about the similarities and differences between the declarations, and also have them answer these questions:
-Comparing the original Declaration with this one, do you think Stanton and Mott were wise to use the first as their model? Why or why not? Do you think they should have created an entire new document?
-Why is the first fact listed in the sentiments about the right to vote? Is this the most important?
-What is the difference between a declaration of independence and a declaration of sentiments?
-What do you think the reaction was by the public audience to this convention?
-What do they specifically change in the Declaration of Sentiments in terms of wording?

Day 4: Discussion Continued from Yesterday

1) Have the students take out their charts and their answers to the questions about the reading.
2) Split the students into groups of three or four and have them discuss the questions and the charts they created.
3) After about 10-15 minutes, bring the discussion back to the whole class.
-Ask the students to share some of their responses to the questions. Go group by group and ask them what they spoke about.
-Ask numerous students to share some of the things they wrote down in their charts.
4) Have the students turn in their charts.
5) For homework, tell the students to listen to a podcast online about something that interests them and to be prepared to share what they listened to with the class.

Day 5: Civics Podcast Introduction

1) Tell the students that they are going to be creating their own podcasts!
-Ask for some students to share about the podcast they listened to for homework.
2) Ask the students if they know what podcasts are and what some of their favorite podcasts are?
3) Ask what they think the purpose of podcasts are? Do they work well or no?
4) Connect the laptop to the projector and go to the website: <http://www.civiced.org/>
5) Browse through the website for a bit and then go the 60 second podcasts tab.
-Watch some of the podcasts with the students.
-Discuss the effectiveness of these podcasts.
6) Explain to the students that you are going to split them into pairs or groups of 3 to create their own podcasts. Someone in the group will use their phone to create a voice memo.
-The podcast should be between 2-3 minutes long.
-The students will do background research together on a topic or answer a question that interests them and then we will listen to the podcasts together in class.
-Topics will be chosen today. The topic will be approved by the teacher. Topics should relate to the class in some way.
E.g. "What does it mean to be a good citizen,?" Background information on the song "We shall Overcome," "Should our school mandate that students do community service?"
7) Split the students into groups. Tell the students that they should have a topic chosen before the end of class and it has to be approved by the teacher.
If they are answering a question, they have to make sure to look at both sides of an issue, but then they have to pick one to try to persuade the class why their answer is better.

If they are giving background information on a specific topic, they have to explain to the class why this information is important and relevant.

8) For homework, tell the students to get in touch with their fellow group members and to do some background research on their own. They should all come to the next class with notes and sources to talk about.

Week Three: Civics Podcasts and *Fahrenheit 451*

Day 1: Civics Podcast Continued

1) Split the student into their groups.

-Tell them to take 10 minutes going over their notes and sources.

-After 10 minutes, tell them to start preparing a script for their podcast.

-With 10 minutes left in class, tell the students that they should create their voice memo. Each student should say something in the podcast.

2) For homework, tell the students they should communicate with their fellow group-members to make sure they are prepared to share their podcast tomorrow. If they did not finish their memo in class or they are not happy with the final product, they should figure out a way to complete the assignment.

Day 2: Listen to Civics Podcasts

1) Give the student 5 minutes to make sure they are prepared to share their podcast.

2) After each presentation, have the class ask the group questions.

-Try to be efficient moving through the presentations.

Day 3: Begin "*Fahrenheit 451*"

1) Ask the students what benefits they get from living in a democracy?

-Anticipated Response: We are free, elect our own officials, free education.

-Ask the students if they think they take these rights for granted?

-Why are we in school? What do we want you to learn? What do we want you to be able to do once you leave school?

2) Ask the students what they think it would be like if we did not live in a democracy?

-Ask if students know any examples throughout history or contemporary societies that are not democracies?

-Benefits or negatives in these societies?

3) Introduce the novel *Fahrenheit 451* to the class with some general information about Ray Bradbury and ask the students to take a lot of notes on their EQ tracker sheet when reading the novel.

4) Hand out the novel and also the close reading questions packet (explain to the students that they should answer the questions on a separate sheet of paper and they should be prepared to turn in 3 separate sections. The notes should be easy-to-read, thoughtful, and complete.

5) For homework, ask the students to read pg. 19-31 and to answer the questions in the close reading questions packet.

Day 4: "*Fahrenheit 451*" Part One

1) Ask the students to take out their novels and the close reading questions.

-Remind the students that they should turn in three of their close reading question sections throughout the novel.

2) Split the students into small groups of 3 or 4 and have them talk about the questions together.

- 3) After 10 minutes have passed, bring the class back together and go through the questions.
-Ask different questions as well and follow-ups. Try to get the students to think beyond a memorization standpoint.
- 4) Near the end of class, ask the students to read pg. 32-49 for homework and to answer all of the close reading questions associated with the reading. Remind the students to also fill out the EQ tracker sheet as they read.

Day 5: "Fahrenheit 451" Part Two and EQ Tracker Sheet

- 1) Ask the students to take out their close reading questions answers and their EQ sheets.
- 2) Split the students into groups and tell them to prepare answers to a certain number of questions depending on the amount of groups and questions.
- 3) After 5 minutes, have each group share their answers with the class.
-Give students from other groups the opportunity to add on to the answer or refute what someone said.
- 4) Focus the classroom discussion on Clarisse and how she is different from other people in society. Also focus the discussion on the older woman and why she is important- she symbolizes the past when this new form of government did not control everything.
-Throughout the discussion, ask students if they have anything to add to their EQ sheets and why they want to make an addition.
- 5) For homework, tell the students to read pg. 50-70. Have them answer the questions and tell the students to focus on the dialogue between Beatty and Montag. Tell the students to be prepared to offer an argument that defends Beatty's stance (even if they do not actually agree with him) and to also prepare an argument defending Montag.

Week Four: Fahrenheit 451

Day 1: Beatty

- 1) Ask the students to take out their notes and their books.
- 2) Split the students into groups and tell half of the groups to prepare to defend Beatty's argument while the other half defends Montag. Tell the students to highlight lots of quotes from the reading and to be prepared to use these in our classroom discussion.
- 3) After 10 minutes, have the Beatty team go on one half of the room and the Montag team on the other. Explain to them that this is an informal debate.
- 4) Have various students share their thoughts.
-Make sure to ask for textual evidence.
-Try to focus the discussion around what Beatty says makes people happy. Try to talk with the students about what makes them happy.
- 5) For homework, ask the students to read pg. 71-85 and to answer the questions associated with them.

Day 2: Faber

- 1) Ask the students to take out their notes and their books.
- 2) Go through the questions together as a class.
-Get a lot of students to participate and to offer textual evidence for their answer.
- 3) When you arrive at question 38 in the packet, split the students into small groups. Assign each group one of the three things that Faber tells Montag he is missing.
-Have each group explain to the class what they focused on.
- 4) After each group has gone, ask the students what they think of older people in our society.
-Do they take the time to ask their grandparents/parents what life was like when they were kids?

- Why is it important/valuable to know what the past was like?
- What was life like before technology took over?
- 5) Ask the students to read pg. 86-100 for homework and to come with answers to the close reading questions.

Day 3: *The Ladies*

- 1) Start the class by looking at the quote “I don’t want to change sides and just be *told* what to do. There’s no reason to change if I do that” (91).
 - Ask the students how this relates to our EQ 2. Why is this such an important quote? What is Montag learning and starting to do?
- 2) Go through the first series of questions for this section with the students and then split them into small groups and ask them to talk for a few minutes about Mrs. Bowles, Mrs. Phelps, and Mildred.
 - Why are these ladies important to the plot?
 - Why are they so scared about what Montag says?
 - What do they tell us about this society?
- 3) Bring the class back together and talk with the students about the ladies.
 - Ask the students if they can think of modern examples of people like this.
 - How about the students who do not like to be in a class where everything is not a “yes” or “no” answer. Students are scared to be uncomfortable and want to be told what to know.
 - Ask how this discussion relates to some of our EQ questions.
- 4) For homework, ask the students to make a chart that compares our modern society to the one in *Fahrenheit 451*. Tell them to have a list of similarities and differences.

Day 4: *Similar Societies?*

- 1) Ask the students to take their charts and books out.
- 2) Split the students into small groups of 3 or 4 and ask them to share what their lists contain with one another. Tell the students they should talk about things that are more insightful, not something like “Their firemen burn houses. Our firemen put out fires.”
 - Go around the room to hear what they students are sharing.
- 3) Bring the class back together and have one student from each group share some of what they talked about.
 - See where the discussion is going, but try to extend the discussion about how technology is similar. Get the students to realize how much time we all spend looking at a screen each day.
 - Tell the students that a study came out showing that we spend half of our lives looking at a screen.
 - Ask the students to share their thoughts and how long they spend looking at their phones, laptops, and TVs.
- 4) At the end of class, ask the students to read pg. 101-120 and to answer the close reading questions for homework.

Day 5: *Montag Takes Action*

- 1) Ask the students to take out their notes and their books.
- 2) Go through the questions together as a class.
 - Have students read some of the important sections out loud to the class.
 - Focus on the interaction between Beatty and Montag, as well as the scene with the kids in the car.
 - Ask the students if kids are similar at all today? How important is nurturing?
 - Ask the students if they agree with Montag that Beatty wanted to die? Why would he want that?
- 3) For homework, ask the students to read pg. 121-135 and to answer the close reading questions.

Week Five: *Fahrenheit 451* Ending and Notes on the State of Virginia

Day 1: *“Fahrenheit 451” and Modern Society*

- 1) Ask the students to take out their notes and books.
- 2) Split them into small groups and have them go through the questions together.
 - Walk around the classroom and interact with the students.
- 3) Bring the class back together and focus the discussion on everyone watching the Mechanical Hound chase Montag.
 - How does our modern society relate to this?
 - What are some examples of us watching similar things on TV?
 - Is that disturbing that we watch things like this?
- 4) Ask the students to take out their EQ trackers sheets and to think if they have anything to add.
- 5) For homework, ask the students to finish the book and to answer all the close reading questions. Remind them that they should all have turned in three sections of answers.

Day 2: *“Fahrenheit 451” Final Discussion*

- 1) Talk with the students about the last questions and the end of the book for about 10 minutes.
 - Especially focus the discussion of Granger’s grandfather and then when Granger tells the men that they are not important. See if the students agree with Granger?
- 2) Transition and tell the students that we are going to do an activity.
 - Split the students into groups of 3 or 4.
 - Tell the students that they are going to create a script between Montag, Mildred, and Clarisse. Tell the students to imagine that once Montag returns to the city, he happens to run into these two at the same time.
What would they discuss? Skip any small talk. What would Montag tell them he has learned? How would Mildred and Clarisse respond?
- 3) Tell the students to all write down the script together, and then to finish the script on their own for homework.

Day 3: *Notes on the State of Virginia*

- 1) Ask the students if they have ever read Shakespeare or other challenging texts?
- 2) Ask them if there is value in reading old texts? Why should we read these if they are so hard to understand?
 - Hopefully there will be some tension in the class about whether there really is value.
 - Help students see that we can learn from old texts. Humans have always been similar in what we instinctively want and how we act.
- 3) Hand out the excerpt from the Notes on the State of Virginia (pictures attached below).
 - Have the students read some the text silently to themselves for a couple of minutes.
 - Ask the students if they are struggling to understand?
- 4) Begin to read the text out loud. Then ask a student to start reading. Let the student read for a short time, and then switch to another student. After each student reads, make sure that everyone understands what Jefferson was saying.
 - Explain to the class that you want everyone in the class to get the opportunity to try to read a little out loud. Challenge them to tackle their fears and tell them that it is okay to make mistakes.
- 5) At the end of class, tell the students that we will continue with this exercise tomorrow.
 - For homework, tell the students to look up Jefferson’s thoughts on education online.

Day 4: *Notes on the State of Virginia*

- 1) Ask the students what they found out about Jefferson’s thoughts on education?
 - Ask them what they think about his plans? Who did his plans favor?

2) Continue to read the text out loud with the class until completion.

3) Make sure the students know what Jefferson's plan was:

Jefferson's plan involved having each student, boys and girls, go to school for at least three years free of charge, and then the boys who can pay for more can go on to the next school. However, even if someone cannot pay for more schooling, the teacher will select a few of the best poor students from the class. After a couple of years, only one of the poor students would continue his education. This student, or as Jefferson calls "genius," (means more than it does today. Extreme *talent*) will then get to go to the University for free at public expense. He wants to ensure that the government never elects a tyrannical ruler. If they do, then the educated will know how to stop the ruler.

We do not just let the geniuses rule. This is where Jefferson differs from the British (Adam Smith). The people need to govern. We hold Jeffersonian ideals in such high regards. He privileges males and the geniuses, but the people still have the power to pick the geniuses.

4) For homework, have the students write down their thoughts on these questions:

-How does our school system work in the USA?

-Do you think our system is equal for everyone?

-Do you think education should be compulsory? Why?

-If you could make changes to our school system, what would you do?

Day 5: Modern Education Discussion

1) Ask the students to take out the notes they wrote down for the questions.

2) Split the students into groups of 3 or 4. Have them spend about 10 minutes discussing the questions amongst themselves.

3) Bring the class back together. For each question, ask each group to share their thoughts and what they talked about.

-Try to spark some tension in the class. Play devil's advocate if necessary.

-Especially for the question about whether our school system is equal, get students to think about how modern society views certain schools. Are there not good schools and bad schools?

What about private versus public schools?

5) For homework, hand out the Frederick Douglass excerpt from his narrative. Ask the students to read chapters 4 and 5.

Tell them to focus on these questions while reading:

- Describe Mr. Gore. What was his job and what were his views about slaves?

- What does Douglass say about slavery and the law?

- What conditions did Douglass and other slaves endure on the plantation?

- What does Douglass find as a big surprise when he meets the Aulds?

Week Six: Frederick Douglass and Malcolm X

Day 1: Frederick Douglass Reading Part One

1) Ask the students to take out their reading questions.

2) Go through the questions together. Generate back and forth discussion by asking follow-up questions.

3) Ask the students if they have ever read another slave narrative? Did they know that slaves were subject to these kinds of living conditions? Did they know about overseers?

-Ask the students if they have ever really thought about slavery beyond the history class level.

-Ask students to imagine living in those conditions themselves.

4) Ask the students to take a few minutes to find a specific quote from the reading that they would like to talk about.

-Have multiple students share their quote and why those chose this quote.

5) Tell the students that we will have a short quiz tomorrow to make sure that everyone is doing the reading. They are to read chapter six and seven. The quiz will mostly be information from the text, but will also have some questions that relate to our class discussions.

Day 2: Frederick Douglass Reading Part Two

1) Give the quiz to the students. (Quiz details depend on previous class discussions)

2) After collecting the quiz from the students, go through the questions together as a class.

3) Have a discussion with the students based around these questions:

-How does this part of the reading relate to any of our essential questions?

-Why does Douglass equate learning how to read with him being able to escape slavery?

-Why is Mr. Auld so adamant about not allowing Douglass to learn how to read?

4) For homework, tell the students to do some research on Frederick Douglass. Tell them to come to class tomorrow with a couple of sources cited they could share with the class. Tell them you want them to be prepared to share new information we have not discussed thus far in class.

Day 3: Frederick Douglass

1) Ask the students to share some of what they found out about Frederick Douglass.

-Listen to multiple students and ask follow up questions.

2) Ask the students to take out their EQ tracker sheet.

-Ask if they have added anything new?

-Ask what questions Frederick Douglass helps to address and why?

3) Transition and talk to the students about the newspaper the Liberator.

Background information found here: <http://www.theliberatorfiles.com/friendships-forged-in-fire-frederick-douglass/>

-Remind the student show much Douglass loved newspapers and what they were able to do for him.

4) Ask the students if any of them read newspapers? If so, why? If not, then why not?

-Ask where people get their information from now a days? (The internet, social media)

-Ask if they think the internet is a good source? Why?

-Talk with the students about bias, especially media bias. How does this affect American citizens?

Does this prevent critical reading?

-Tell the students we will discuss this topic more next week.

5) For homework, ask the students to look up information about Malcolm X on the internet. Ask them to focus on what he did as a civil rights activist.

Day 4: Malcolm X Introduction

1) Ask the students to share some of what they found out about Malcolm X with the class.

-Make sure to keep the discussion focused on his actions as a civil rights activist. How did he differ from Martin Luther King?

2) Show this video to the students: <https://www.youtube.com/watch?v=ENHP89mLWOY>

-Periodically throughout this clip, stop the video to make sure the students understand what Malcolm X is talking about. He is explaining how black people's history was/is destroyed by slavery.

3) Near the end of class, hand out the excerpt that the class will read from Malcolm X's autobiography. Have the students read pg. 184-189 for tomorrow's class. Have them focus on these questions:

-How does Malcolm X feel about inaction?

-Why did he never get a reply for the letter he wrote?

-How does Malcolm X improve his literacy? Who does this remind you?

-Why does he say he has never been so "free" in his life?

-What does he mean when he says “history has been ‘whitened’” (189). Do you agree?

Day 5: *Malcolm X Part One*

1) Ask the students to take out the excerpt and their notes.

2) Split the students into pairs and have them go through the focus questions together.

-Go around the room to hear what the students are saying.

3) Bring the class back together and go through the questions together.

-See if the students find Malcolm X similar to Frederick Douglass.

-Ask how Malcolm’s drive to learn how to read relates to our course as a whole. Talk about our essential question: “How do I know if I am a critical reader?”

-Talk about our history being “whitened” carefully. This may be a new concept for some students.

Try to get them to understand that Africans were stolen from their homes and used as property. Their history was torn from them. We do not learn about African history in school.

4) For homework, tell the students to finish the excerpt and to be prepared for a quiz on the reading on Monday. Similar to our quiz for the Frederick Douglass reading, this will mostly be information from the reading, but also based on our discussions.

5) Explain to the students that 4 classes from now (hopefully Thursday and Friday) we will all give 3-4 minute presentations about a topic/book/game/sport/song/etc. that interests us. Ask the students to think about something that they have always been interested in or something that has recently interested them.

-For example, I will be presenting about the Harry Potter series. Other examples include a favorite author, playing basketball or another sport, a specific movie you loved, a play you were in, climate change. Anything you are passionate about.

**Follow these steps:

-Minute One: Talk about how you were initially interested in your topic.

-Minute Two: Talk about how your interest has grown.

-Minute Three: Talk about how this topic relates to one of our essential questions!

For example: My Dad taught me how to play basketball when I was young. We would play together all the time. I started playing on the school team every day and playing more and more. This relates to our essential question about “What makes a good citizen? Is there only one type?” because playing on a team requires commitment and communication. Similar to being a good citizen, when I am on the team I have a responsibility and I have to know how I can help the team.

-Make sure you practice your presentation multiple times! This should be between 3-4 minutes long.

Week Seven: Informing Oneself and Personal Presentations

Day 1: *Malcolm X Part Two*

1) Give the quiz on the reading. (Quiz details depend on class discussions)

2) Go over the questions from the quiz together as a class.

3) Read through some of the text together as a class.

-Make sure to focus on these quotes:

-“I never will forget how shocked I was when I began reading about slavery’s total horror... The world’s most monstrous crime, the sin and blood of the white man’s hands, are almost impossible to believe” (191).

-“Book after book showed me how the white man had brought upon the world’s black, brown, red, and yellow peoples every variety of the sufferings of exploitation” (192).

-“Over 115 million African blacks—close to 1930’s population of the United States—were murdered or enslaved during the slave trade” (193).

-“finally, my impression was that most Occidental philosophy had largely been borrowed from the Oriental thinkers” (194).

-“I have often reflected upon the new vistas that reading had opened to me. I knew right there in prison that reading had changed forever the course of my life. As I see it today, the ability to read awoke inside me some long dormant craving to be mentally alive” (195).

-“How is the black man going to ‘civil rights’ before first he wins his *human* rights” (195).

-“History has been so whitened by the white man that even the black professors have known little more than the most ignorant black man about the talents and rich civilizations and cultures of the black man of millenniums ago” (197).

“It’s a crime, the lie that has been told to generations of black men and white men both. Little innocent black children, born of parents who believed that their race had no history. Little black children seeing, before they could talk, that their parents considered themselves inferior” (197).

-Talk especially about the quotes at the end. Focus on what he says reading (high literacy) has been able to do for him, what he means by *human* rights, and why he thinks it is a crime what has happened with blacks.

4) For homework, have the students look up different sources for the same news story. Explain that you want them to find a story and see how two different news outlets described the story. Tell them to cite their sources and to write down notes about the similarities and differences between the stories.

Day 2: Same News Story, Different Sources

1) Have the students split into groups of 3 or 4.

2) Tell the students to share their story with their group. Have them give a quick summary and then the similarities/differences between the sources.

3) After about 10-15 minutes, bring the class back together and ask one student from each group to share with the class.

4) After each group has presented, start a discussion focused around these questions:

-Will this activity make you think differently about where you get your news from?

-Does the fact that stories are presented differently harm or benefit our society?

-How do you know who to believe?

-EQ: “Should you believe everything you are told?”

5) For homework, tell the students to read a section of the newspaper they have never read before.

Day 3: Politifact Day

1) Hand out the laptops to all of the students.

2) Have them go to the website: <http://www.politifact.com/>

3) Tell them to go to the Truthometer tab and to take some notes about things that surprise them.

4) After about 10 minutes, bring the class back together. Start a discussion about the importance of truth in our society.

-Ask the students how often they tell the truth? If they lie, when do they do so?

-Ask them if they were surprised about how often our political leaders lie? Don’t we trust our leaders?

-Is it ever suitable to lie? What about if you have a position of power?

-Why do we let politicians get away with blatant lies?

-Ask how this discussion relates to our activity yesterday?

-Ask the students how the discussion about truth relates to our essential questions?

Is there anything they can add to their EQ tracker sheet?

5) Tell the students they should be ready for their presentations tomorrow!

Day 4: Student Presentations on Personal Interests Part One

- 1) Go first and give your own short, three-four minute presentation about the *Harry Potter* series. Talk about how your Dad used to read the books to you, and then you reread them multiple times when you got older. Talk about some of the themes of the book that you strongly relate to, such as love, friendship, and overcoming fear. Explain how you think this topic relates to our essential question: "What makes a good citizen? Is there only one type?" because despite the society being different than our modern society, there are good citizens and bad ones in the story. There is more than one type as well. Snape was a good citizen, even though he had to pretend otherwise the entire series.
- 2) Have the students present one by one. Allow one question to be asked after each presentation. Try to remain efficient.
- 3) Tell the students that we will continue presentations tomorrow.

Day 5: Student Presentations on Personal Interests Part Two

- 1) Proceed similar to yesterday.
- 2) At the end of class, ask students to read pg. 1-15 of the novel, *1984* and to answer the close reading questions in the packet, similar to what was did with *Fahrenheit 451*. Tell the students they will be turning in 5 of their close reading question sections to be graded.

Week Eight: 1984**Day 1: Day One "1984"**

- 1) Give students some background about George Orwell and *1984*. Can be found here: <http://www.sparknotes.com/lit/1984/context.html>
- 2) Ask the students to take out their books and their close reading questions.
- 5) Ask the students to read pg. 16-40 for homework and to answer the close reading questions for this section. Remind the students to fill out their EQ sheet as they go.

Day 2: "1984" Part Two

- 1) Go through the close reading questions in groups and then take a look at the EQ sheet to see if the students can make any updates.
- 2) For homework, ask the students to read pg. 41-65 and to answer the close reading questions.

Day 3: "1984" Part Three

- 1) Have the students split into pairs to go through the close reading questions.
-Bring it back together as a class to go through them all.
- 2) Ask the students to read pg. 66-88 for homework and to answer the close reading questions.

Day 4: "1984" Part Four

- 1) Go through the close reading questions together as a class.
-Focus the discussion on O'Brien and Julia.
- 2) Ask the students to update their EQ sheet to the best of their abilities for homework.

Day 5: EQ Day!

- 1) Split the students into groups of three and have them share what they wrote down on their EQ sheet.
-Try to start a discussion that has some tension about whether our society really relates to theirs or not.
-Ask if this text applies to any of the other EQ questions?

-How does this text relate to *Fahrenheit 451*?

2) Ask the students to read pg. 89-118 for homework and to answer all the close reading questions.

Week Nine: 1984

Day 1: "1984" Part Five

1) For this week, a lot of the classroom discussions will depend on what was discussed last week. Make sure to talk more about the analytical questions in the close reading questions packet rather than the short acquisition questions.

-Go through the questions together as a class.

2) Ask the students to read pg. 119-135 for homework and to answer all the close reading questions.

Day 2: "1984" Part Six

1) Talk a lot about Winston and Julia's relationship.

2) For homework, ask the students to read pg. 136-155 and to answer all the close reading questions.

Day 3: "1984" Part Seven

1) Go through the questions in small groups and then together as a large class.

2) For homework, and the students to read pg. 156-183 and to answer all the close reading questions.

Day 4: "1984" Part Eight

1) Go through all of the questions together and make sure to focus on whether they think O'Brien has a plan for Winston and Julia?

-Do they think Winston and Julia will get away with what they are doing?

2) Tell the students there is an ACTIVITY tomorrow for pg. 184-216. Tell certain people to read a small section of the reading.

Day 5: "The Book" Activity

1) Ask each group to get together.

-Have them create a summary together for the part they read.

-After 15 minutes or so, give each group 1-2 minutes to share their summaries with the class.

2) Have a larger class discussion about this part of the reading and if they think Winston will find this useful.

3) Ask the students to read pg. 217-255 (a lot, but explain that they will not have much reading next week) for homework and to answer all the close reading questions.

Week Ten: 1984

Day 1: "1984" Part Nine

1) Go through all of the close reading questions as a class.

- Make sure to spend time talking about the kind of torture the Party uses.

-Why do they not just kill Winston? Is this sadistic?

2) Ask the students to read pg. 256-270 for homework and to answer all the close reading questions.

Day 2: "1984" Part Ten

1) Talk with the students about whether they think Winston is fighting well against the torture?

2) Ask the students to read pg. 271-286 for homework and to answer the close reading questions.

Day 3: "1984" Part Eleven

- 1) Focus the discussion around what they did to Winston with the rats.
 - Ask the students to think if there's anything that would make them do what Winston did? Is anyone comfortable sharing?
 - Ask the students if they think what the Party did to Winston is realistic? Would it change someone that much?
- 2) For homework, ask the students to finish the book and the close reading questions. Remind them that they have to turn in 5 total close reading questions sections. That is a solid chunk of their grade, as is participation.

Day 4: "1984" Last Part!

- 1) Have an engaging discussion with the students about the end of the book.
 - What do they think about Winston and Julia meeting again?
 - Do they think the Party could ever be defeated?
- 2) ACTIVITY TOMORROW. (With pledge of allegiance! Similar to the two minutes hate!)

Day 5: Pledge of Allegiance vs. Two Minutes Hate

- 1) Show the students a clip of the pledge of the allegiance on YouTube. Ask the students why they do this every morning in school?
 - See if any student knows the history?
- 2) Hand out the laptops and have the students work in pairs to do some background research on the Pledge of the Allegiance.
- 3) Have students share what they found.
 - Ask the students how this is similar to the 2 minutes hate in the book?
 - Does that scare any students that they have some similarities?

Week Eleven: The Debate**Day 1: 1984 Clips**

- 1) Have the link https://www.youtube.com/watch?v=ajWC_J-jgLc ready to show the students. This is the movie *1984* made in 1956.
- 2) Show the students some of the beginning, middle, and end.
- 3) Stop the movie periodically to ask the students what they think about the clips. Ask them if they think the clips represent the book accurately?
- 4) For homework, tell the students to work on their essential questions tracker sheet and make sure they have everything up to date.

Day 2: Debate Introduction and Discussion

- 1) Tell the students that we will be having a debate this Thursday and Friday in class.
- 2) Hand out the debate instructions (see above in stage 2).
- 3) Go through the directions and tips with the students and have some students read the paper out loud.
- 4) Have students pick out of a hat to see what team they are on. Have each team go to one half of the room. Split the teams into groups of three or four and have them begin brainstorming.
- 5) Walk around the room and interact with the students. Try to help them with suggestions.

Day 3: Team Meetings and Preparation

- 1) Have the students split into their groups to prepare for the debate.

- 2) Walk around the classroom and offer suggestions to students. Try to talk to most students to hear how their preparation is going and what they plan on talking about.
- 3) Inform the class that they will have 5 minutes at the start of class tomorrow to make sure everyone is on the same page, and then we will start the debate.

Day 4: Debate Day 1!

- 1) Follow the debate format outlined in stage 1.

Day 5: Debate Day 2!

- 1) Follow the debate format outlined in stage 2.
- 2) Hand out the final essay prompt to the class. Tell them to start thinking of ideas over the weekend and to write down what texts they want to use, what essential questions they will match up, and any potential outside sources they might use.

Week Twelve: The Essay

Day 1: MLA Format Discussion.

- 1: Check in with the students to make sure they have started to think about the essay prompt. Have some students share their preliminary thoughts and what texts they plan to use. Take any questions the students might have.
- 2: Ask the students whether they think grammar is really that important in life outside the classroom?
 - a. For each student that answers, ask them to clarify why they answer how they do.
 - b. On the overhead projector, go to this link: <https://cybertext.wordpress.com/2012/11/22/a-light-hearted-look-at-how-punctuation-can-change-meaning/>
 - c. Look at examples 2,3, and 4 with the students. Ask the students how the meaning changes when the comma is either inserted properly or taken away.
 - d. Once the students seem to understand why proper grammar is important because it can completely change the meaning, ask why all forms of communication are important in a paper, not just the grammar? Ask them why they think there is a proper format they are supposed to follow?
 - e. See what the students say but do not provide much personal insight. Lead discussion towards understanding that communicating properly prevents any miscommunication.
- 3: Hand out the attachment: MLA style paper. (See attached below.)
- 4: Ask the students if they think there are other formats to write papers in? They will most likely say yes. Ask why there are multiple formats?
- 5: Ask the students to take a few minutes to make observations about what they notice about the FORMAT of the paper, not the content.
- 6: After a few minutes, start to take answers from students.

Anticipated responses:

 - a. The name and page number are in the upper right hand corner.
 - b. The title is not underlined.
 - c. The order of the heading in the upper left hand corner. First the student's name, then the teacher's name, then the class (English 203), and then the date the paper is due.
 - d. That each new paragraph begins with an indent.
- 7: After all the proper observations have been articulated to the class, ask if anyone knows how to properly cite a quote into the paper.
 - a. Take a few different guesses and do not answer who is correct. After a short discussion goes on debating which is correct, clarify to the students which format is correct.

8: At the end of class in the last few minutes, hand out notecards and ask the students to write down why they think communication is important and how MLA format helps achieve that purpose. Use these as exit slips!

9) Tell the students that you want to see a solid outline for the paper by Wednesday's class. The outline should include a thesis statement, the texts they plan to use, what essential questions they plan to talk about in the same paragraph, and a plan for how they plan to talk about using these understandings in their own lives.

Explain to the students that along with the outline, they should also begin typing the actual paper.

Day 2: Thesis Statement Practice.

What makes a strong thesis statement?

1: Ask the students if they know what a thesis statement is? What does thesis mean and what is the origin of the word?

2: Ask them if they think it is important and why?

3: Hand out the handout: Strong Thesis Statements (See attached at bottom.)

4: Ask the students if this relates to the discussion we had about the importance of MLA format?

Remind the students that a thesis statement makes an argument that must be defended against other arguments.

a. Hear some student responses, and depending on what they say, ask follow up questions if they are heading in the direction of a possible understanding.

b. The hope is that students will relate the discussion back to our discussion about whether they should believe everything they are told.

c. Ask the students if they think making an argument will help them in life, not just the classroom?

d. Try to help lead students to see that their own opinions matter a great deal and that if they develop their own opinions they can stand out and they will know more about themselves.

5: Place the handout on the overhead projector and ask the students to give you their attention.

6: Ask if anyone would like to read the first bullet point and continue in this fashion.

a. After each bullet has been read, ask the class if anyone would like to explain what the bullet means. Take the time to clarify each bullet point in easy to understand terms.

7: Ask the students to take a couple minutes and look at the thesis statement examples. Ask them whether they think these are good thesis statements or not.

8: After a couple of minutes, ask about the first example. After a student responds, ask the student why it is or is not a good thesis statement. Push the students to refer back to the criteria for a good thesis statement on the handout. Ask if any students disagree with the response. Go through the criteria points with the students for each example and discuss whether they fit or not.

9: Split the students into pairs and have them work on crafting thesis statements for their respective papers.

10: Wrap up the thesis statement exercise by summarizing the key points of what was talked about.

11: For homework have the students bring in an outline of their essay to class tomorrow. Tell them that they should also have some of the paper done already.

Day 3: In-Class Essay Work.

1) Have all the students take out their outlines.

2) Split them into pairs and have them share their outlines with their partner. Have the partner offer constructive criticism and ideas. Tell them to focus on each other's thesis statements and to make sure they know what they will be doing with their text examples.

3) Have the students switch partners a few times to get various perspectives.

4) For the last 15 minutes, have the students work alone and go around the room checking in with different students.

5) For homework, tell the students that you want them to have at least the intro paragraph and first two body paragraphs ready for tomorrow's class. Explain that you will collect these tomorrow to offer some comments and suggestions.

Day 4: *In-Class Essay Work.*

- 1) Have the students take out their papers.
- 2) Split the students into groups of three and have them switch papers. Tell the student doing the peer reviewing to write at the bottom of the paper or on the back whether they like the thesis, if they think the support in the body paragraphs is strong enough, and whether they think the student's explanation for how they will transfer their understandings is believable and convincing.
- 3) Have the students switch one more time. Have them complete the same exercise.
- 4) Collect the papers from the students and tell them that you will have comments ready for them tomorrow.
- 5) Tell the students that they should come prepared to class tomorrow ready to talk about what they are writing about in their papers.

Day 5: *Students Share Some of Their Essay with Class.*

- 1) Have snacks and beverages ready for the students and set up the class in a circle.
- 2) Explain to the students that you want to hear them talk about how they plan on transferring their understandings to life outside the classroom.
- 3) Lead the discussion with follow-up questions and try to get students to comment on one another's essays with suggestions.
- 4) End the class with a big thank you and a short talk about how you hope the class has helped them learn and that you hope they continue to educate themselves and participate in society.

Mr. Schlegel

Practice Exam for First Day.

If you pass this exam, you will be exempt from the final.

Text courtesy Kids Voting USA.

1. Which of the following is a right guaranteed by the Bill of Rights?

Public Education

Employment

Trial by Jury

Voting

2. The federal census of population is taken every five years.

True False

3. If a person is indicted for a crime, name two rights which he has.

4. A U.S. senator elected at the general election in November takes office the following year on what date? _____

5. A President elected at the general election in November takes office the following year on what date? _____

6. Which definition applies to the word "amendment?"

Proposed change, as in a Constitution

Make of peace between nationals at war

A part of the government

7. A person appointed to the U.S. Supreme Court is appointed for a term of _____.

8. When the Constitution was approved by the original colonies, how many states had to ratify it in order for it to be in effect? _____

9. Does enumeration affect the income tax levied on citizens in various states?

10. A person opposed to swearing in an oath may say, instead: I (solemnly)

11. To serve as President of the United States, a person must have attained:

25 years of age

35 years of age

40 years of age

45 years of age

12. What words are required by law to be on all coins and paper currency of the U.S.?

13. The Supreme Court is the chief lawmaking body of the state.

True False

14. If a law passed by a state is contrary to provisions of the U.S. Constitution, which law prevails? _____

15. If a vacancy occurs in the U.S. Senate, the state must hold an election, but meanwhile the place may be filled by a temporary appointment made by _____.

16. A U.S. senator is elected for a term of _____ years.

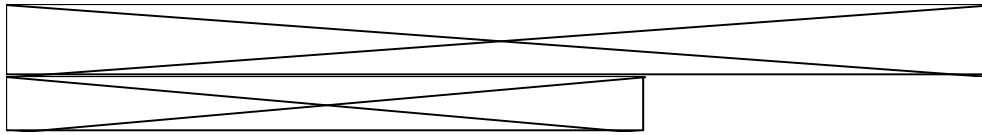
17. Appropriation of money for the armed services can be only for a period limited to _____ years.

18. The chief executive and the administrative offices make up the _____ branch of government.

19. Who passes laws dealing with piracy?

20. The number of representatives which a state is entitled to have in the House of Representatives is based on _____

http://www.pbs.org/wnet/jimcrow/voting_literacy.html



Techniques of Direct Disenfranchisement, 1880-1965

"Direct" disenfranchisement refers to actions that explicitly prevent people from voting or having their votes counted, as opposed to "indirect" techniques, which attempt to prevent people's votes from having an impact on political outcomes (e.g., gerrymandering, ballot box stuffing, stripping elected officials of their powers).

The 15th Amendment prohibited explicit disenfranchisement on the basis of race or prior enslavement. So Southern states devised an array of alternative techniques designed to disenfranchise blacks and, to a lesser extent, poor whites. There were three broad, overlapping phases of the disenfranchisement process. From 1868-1888, the principal techniques of disenfranchisement were illegal, based on violence and massive fraud in the vote counting process. Starting in 1877, when Georgia passed the cumulative poll tax, states implemented statutory methods of disenfranchisement. From 1888-1908, states entrenched these legal techniques in their constitutions. Here we explore the principal means of direct disenfranchisement, and the attempts to use Federal law to prevent disenfranchisement, through 1965, when the Voting Rights Act was passed. For the most part, until the advent of the Civil Rights Movement in the 20th c., the Supreme Court acquiesced in the methods used to disenfranchise blacks by gutting the Federal laws enacted to protect blacks. Whenever it resisted, the Southern states followed the motto "if at first you don't succeed. . . ."

Violence

Violence was a principal means of direct disenfranchisement in the South before Redemption. In 1873, a band of whites murdered over 100 blacks who were assembled to defend Republican officeholders against attack in Colfax, Louisiana. Federal prosecutors indicted 3 of them under the Enforcement Act of 1870, which prohibited individuals from conspiring "to injure, oppress, threaten, or intimidate any citizen with intent to prevent or hinder his free exercise and enjoyment of any right or privilege granted or secured to him by the constitution or laws of the United States." The Supreme Court dismissed the indictments in [U.S. v. Cruikshank](#), 92 U.S. 542 (1875), faulting them for failure to identify a right guaranteed by the federal government that had been violated in the slaughter: (1) Conceding that the right to assemble for the purpose of petitioning *Congress* or vote in *federal* elections was derived from the federal government, the Court argued that the right to participate in *state* politics was derived from the states, so individuals could look only to the states for protection of this right. (2) Conceding an exception, that the U.S. Constitution grants individuals the right against racial discrimination in the exercise of their rights to participate in state politics, the Court faulted the indictment for failure to charge a racial motivation for interference in the victims' right to vote (even though the racial motive was obvious). (3) In any event, the Court ruled that this federal right against racial discrimination was enforceable against the states only, not against individuals. (4) Other rights violated in the slaughter, such as the rights to life and against false imprisonment, were not derived from the federal government, so individuals had to resort to the states for protection of these rights. Cruikshank "rendered national prosecution of crimes against blacks virtually impossible, and gave a green light to acts of terror where local officials either could not or would not enforce the law." (Eric Foner, *Reconstruction*, 1989, 531).

Fraud

Electoral fraud by ballot box stuffing, throwing out non-Democratic votes, or counting them for the Democrats even when cast for the opposition, was the norm in the Southern states before legal means of disenfranchisement were entrenched. Between 1880 and 1901, Congress seated 26 Republican or Populist congressional candidates who had been "defeated" through electoral fraud. (Kousser, *Shaping of Southern Politics*, 263). In a key test of federal power to prohibit fraud in state elections, prosecutors brought indictments, under the Enforcement Act of 1870, against two inspectors of elections in Kentucky, for their refusal to receive and count the vote of a black elector in a city election. The Supreme Court dismissed the indictments in [U.S. v. Reese](#), 92 U.S. 214 (1875). It eviscerated the Enforcement Act by throwing out its provisions for punishing election officials for depriving citizens of their voting rights, on the ground that they exceeded Congress' power to regulate elections. (The provisions stated that officials shall be punished for failure to count the votes of eligible electors, when the 15th Amendment granted Congress only the power to punish officials for depriving electors of the right to vote *on account of race*.) Although electoral fraud remained

common in the South, it brought its practitioners under the glare of unfavorable publicity. This motivated a turn to legal means of disenfranchisement.

Poll Taxes

Georgia initiated the poll tax in 1871, and made it cumulative in 1877 (requiring citizens to pay all back taxes before being permitted to vote). Every former confederate state followed its lead by 1904. Although these taxes of \$1-\$2 per year may seem small, it was beyond the reach of many poor black and white sharecroppers, who rarely dealt in cash. The Georgia poll tax probably reduced overall turnout by 16-28%, and black turnout in half (Kousser, *The Shaping of Southern Politics*, 67-8). The purpose of the tax was plainly to disenfranchise, not to collect revenue, since no state brought prosecutions against any individual for failure to pay the tax. In 1937, a white man brought suit against Georgia's poll tax, alleging violations of the 14th Amendment and the 19th Amendment (prohibiting discrimination in the right to vote on account of sex). (Women not registered to vote were exempt from the poll tax). The Supreme Court rejected his arguments in [Breedlove v. Suttles](#), 302 U.S. 277 (1937), disingenuously claiming that it was unrelated to any attempt to disenfranchise. It held that the poll tax was a legitimate device for raising revenue, and that the 19th Amendment regulated voting, not taxation. Although the 24th Amendment prohibited the poll tax in Federal elections, even that wasn't enough to prevent a last-ditch attempt to burden the right to vote with a tax. In [Harman v. Forssenius](#), 380 U.S. 528 (1965), the Court struck down a Virginia law requiring federal electors to file burdensome paperwork if they did not pay a poll tax. It took the Voting Rights Act of 1965 to prohibit the poll tax in state elections. The Supreme Court independently declared poll taxes an unconstitutional violation of the equal protection clause of the 14th Amendment in [Harper v. Virginia State Bd. of Elections](#), 383 U.S. 663 (1966).

Literacy Tests

The first implicit literacy test was South Carolina's notorious "eight-box" ballot, adopted in 1882. Voters had to put ballots for separate offices in separate boxes. A ballot for the governor's race put in the box for the senate seat would be thrown out. The order of the boxes was continuously shuffled, so that literate people could not assist illiterate voters by arranging their ballots in the proper order. The adoption of the secret ballot constituted another implicit literacy test, since it prohibited anyone from assisting an illiterate voter in casting his vote. In 1890, Southern states began to adopt explicit literacy tests to disenfranchise voters. This had a large differential racial impact, since 40-60% of blacks were illiterate, compared to 8-18% of whites. Poor, illiterate whites opposed the tests, realizing that they too would be disenfranchised. To placate them, Southern states adopted an "understanding clause" or a "grandfather clause," which entitled voters who could not pass the literacy test to vote, provided they could demonstrate their understanding of the meaning of a passage in the constitution to the satisfaction of the registrar, or were or were descended from someone eligible to vote in 1867, the year before blacks attained the franchise. Discriminatory administration ensured that blacks would not be eligible to vote through the understanding clause. However, illiterate whites also felt the impact of the literacy tests, since some of the understanding and grandfather clauses expired after a few years, and some whites were reluctant to expose their illiteracy by publicly resorting to them. The Supreme Court struck down Oklahoma's grandfather clause in [Guinn v. U.S.](#), 238 U.S. 347 (1915), as an obvious ruse to evade the 15th Amendment. Oklahoma responded to Guinn by passing a law requiring all those who had not voted in the 1914 election (when the grandfather clause was still in effect) to register to vote within 11 days, or forever forfeit the franchise. The Supreme Court invalidated this arrangement in [Lane v. Wilson](#), 307 U.S. 268 (1939). None of this touched the literacy tests, only the white exemption from it. Not until 1949 in *Davis v. Schnell*, 81 F. Supp. 872, did a Federal court strike down discriminatory administration of a literacy test. In [Lassiter v. Northampton Cty. Bd. of Ed.](#), 360 U.S. 45 (1959), the Court upheld the Constitutionality of literacy tests, notwithstanding their differential racial impact, provided states were willing to have their impact fall on illiterate whites as well. Congress abolished literacy tests in the South with the Voting Rights Act of 1965, and nationwide in 1970.

Restrictive and Arbitrary Registraton Practices

Southern states made registration difficult, by requiring frequent re-registration, long terms of residence in a district, registration at inconvenient times (e.g., planting season), provision of information unavailable to many blacks (e.g. street addresses, when black neighborhoods lacked street names and numbers), and so forth. When blacks managed to qualify for the vote even under these measures, registrars would use their discretion to deny them the vote anyway. Alabama's constitution of 1901 was explicitly designed to disenfranchise blacks by such restrictive and fraudulent means. Despite this, Jackson Giles, a black janitor, qualified for the vote under Alabama's constitution. He brought suit against Alabama on behalf of himself and 75,000 similarly qualified blacks who had been arbitrarily denied the right to

register. The Supreme Court rejected his claim in [Giles v. Harris](#), 189 U.S. 475 (1903). In the most disingenuous reasoning since [Plessy v. Ferguson](#), 163 U.S. 537 (1896) (rejecting a challenge to state-mandated racial segregation of railroad cars, on the ground that blacks' claims that segregation was intended to relegate them to inferior status was a figment of their imaginations), Justice Oliver Wendell Holmes put Giles in a catch-22: if the Alabama constitution did indeed violate the 15th Amendment guarantee against racial discrimination in voting, then it is void and Giles cannot be legally registered to vote under it. But if it did not, then Giles' rights were not violated. But, in the face of Giles' evidence of fraud, the Court cannot assume that the constitution is valid and thereby order his registration in accordance with its provisions. Holmes also held that Federal courts had no jurisdiction over state electoral practices, and no power to enforce their judgements against states. Undaunted, Giles filed suit for damages against the registrars in state court, and also petitioned the court to order the registrars to register him. The state court dismissed his complaints and the Alabama Supreme Court affirmed, offering another catch-22: if Alabama's voting laws violated the 14th and 15th Amendments as Giles alleged, then the registrars had no valid laws under which they could register him. But if the laws were valid, then the registrars enjoyed immunity from damages for the ways they interpreted them. The Supreme Court affirmed this decision in [Giles v. Teasley](#), 193 U.S. 146 (1904).

The White Primary

Disenfranchisement brought about one-party rule in the Southern states. This meant that the Democratic nominee for any office was assured of victory in the general election, shifting the real electoral contest to the party primary. This fact provided yet another opportunity to disenfranchise blacks. Texas passed a law forbidding blacks from participating in Democratic primary elections. The Supreme Court struck down this law as a plain violation of the 14th and 15th Amendments in [Nixon v. Herndon](#), 273 U.S. 536 (1927). So Texas passed another law providing for each party's state executive committee to determine who could vote in its primaries. Accordingly, the Texas Democratic Party Executive Committee resolved to permit only white Democrats to participate in its primary. The idea was that, as a private association, the party executive committee was not subject to the 14th and 15th Amendments, which applied only to the states. The Supreme Court rejected this reasoning in [Nixon v. Condon](#), 286 U.S. 73 (1932), holding that the Texas Democratic Party Executive Committee got its power to determine party membership from the state of Texas, and so acted as state officials. The State Democratic Convention promptly met and passed a resolution limiting party membership to whites. This was enough to satisfy the Supreme Court that only private parties, not the state, were involved in determining primary electors (despite the fact that the state required and regulated primaries). It therefore upheld the exclusion of blacks from the Texas Democratic primary in [Grovey v. Townsend](#), 295 U.S. 45 (1935). However, in [U.S. v. Classic](#), 313 U.S. 299, a case involving electoral fraud in a primary election, the Supreme Court acknowledged that primary elections were such an integral part of the selection of government officeholders that federal laws guaranteeing the right to vote applied to them. The conflict between Grovey and Classic was resolved in [Smith v. Allwright](#), 321 U.S. 649 (1944), which found that primary elections were so pervasively regulated by the state that, in doing their part to run primaries, political parties were state actors and thus subject to the 14th and 15th Amendments. Texas Democrats evaded this ruling by arrangement with the all-white Jaybird Democratic Association (a leadership caucus within the party), which held elections unregulated by the state. The winner of the Jaybird Party election would enter the Democratic party primary, and the Democratic party would put up no opposition, thus ensuring victory to the Jaybird Party candidate. The Supreme Court saw through this ruse in [Terry v. Adams](#), 345 U.S. 461 (1953), finally putting an end to the white primary after 9 years of acquiescence and 26 years of litigation.

The history of black disenfranchisement demonstrates that it was a product not simply of the actions of Southern states and individuals, but of a failure to uphold and exercise federal power. Congress failed to fully exercise its powers under the 14th amendment (for example, it never reduced Southern states' congressional representation in proportion to its illegal disenfranchisement, as it was authorized to do). The Supreme Court actively undermined federal executive powers to protect black voting rights, refused to acknowledge racial discrimination even when it was obvious, and acquiesced in blatant constitutional violations by resorting to specious reasoning. Although it slowly came around in some cases, historian Eric Foner's judgment, that reconstruction is "America's unfinished revolution" remains true to this day. Click on the right arrow below to survey contemporary techniques of disenfranchisement.

<http://www.umich.edu/~lawrace/disenfranchise1.htm>

English 203
Mr. Schlegel
Fahrenheit 451

CLOSE READING QUESTIONS PACKET

- 1) Pg. 19 Why does the book start with the phrase “IT WAS A PLEASURE TO BURN”?
- 2) Pg. 21-22 How is Clarisse described to us?
- 3) Pg. 23 Montag: “You think too many things” Why is Montag uneasy around Clarisse?
- 4) Pg. 24 How is Clarisse’s family different than other families?
- 5) Pg. 26 Is Montag happy? Why or why not?
- 6) Pg. 28 What happens to Montag’s wife?
- 7) Does Montag seem to love his wife?
- 8) Why does Montag say “I don’t know anything any more” on pg. 31?
- 9) Pg. 32 Why does Mildred deny taking all of her pills?
- 10) Pg. 33 Why do they have so many Televisions on their walls and why does Mildred want a fourth?
- 11) Pg. 34-35 What happens with the dandelion? Why does Clarisse want Montag to accept her apology?
- 12) Pg. 36 Why does Clarisse think Montag is different from other firemen?
- 13) Pg. 36-39 What is the Mechanical Hound? Why does Montag think the Hound is after him?
- 14) Pg. 40 Why doesn’t Montag have children?
- 15) Pg. 40-41 Why does the school say Clarisse is antisocial?
- 16) Pg. What are some examples of what Clarisse’s Uncle tells her about how things were in the past?
- 17) Pg. 42 How are people not talking about anything if they are physically talking?
- 18) Pg. 44 What does Montag realize about all firemen?
- 19) Pg. 45 Who was the first Fireman according to their history book?
- 20) Pg. 46 Look up online where “Play the man, Master Ridely...” is from.
- 21) Pg. 46 What does Montag say the usual firemen trip to burn books is like?
- 22) Pg. 46-49 Explain why you think this older woman is important?
- 23) Pg. 52 Where did Montag and Mildred meet, and when?
- 24) Pg. 53 Why does Montag cry?
- 25) Pg. 55 What happened to Clarisse?
- 26) Pg. 58 What does Mildred think about the old woman from the fire?
- 27) Pg. 59 Why does Montag tell Mildred that they have to be bothered about something?
- 28) Quote at least three important things that Beatty says to Montag when he is at the house.
- 29) Pg. 67 What does Beatty say makes people happy? Do you agree at all?
- 30) Pg. 70 Does Mildred think she is happy?
- 31) Pg. 71 What does Montag tell Mildred about the books?
- 32) Pg. 74 Why did Montag like Clarisse?
- 33) Pg. 75 What does Montag say to Mildred to try to get her to understand why they should read books?
- 34) Pg. 76 Who is Faber? What does he say at the bottom of pg. 76 and why is this important?
- 35) Pg. 82 What does Faber say happened to Jesus?
- 36) Pg. 82 Why does Faber consider himself to be a coward?
- 37) Pg. 83 Why are books important according to Faber?
- 38) Pg. 83-85 What are the three things that Faber tells Montag he is missing? Describe each one.
- 39) Pg. 86 Where does Faber tell Montag he can find what he is looking for?
- 40) Pg. 86-87 What plan do Montag and Faber come up with? How does Montag get Faber to help him?
- 41) Pg. 89-90 What device did Faber make himself?
- 42) Montag: “I don’t want to change sides and just be *told* what to do. There’s no reason to change if I do that”
- (91). Why is this quote important?

- 43) Pg. 93-96 What do you think of Mrs. Bowles and Mrs. Phelps? Why are they significant?
- 44) Pg. 98 How do the ladies react when they hear the poetry?
- 45) Pg. 102-105 What does Beatty do to Montag when he returns to the Firehouse?
- 46) Pg. 108 What does Beatty say is lovely about a fire?
- 47) Pg. 110 Who turned in the alarm on Montag?
- 48) Pg. 111 What does Montag do to Beatty and why does he do this?
- 49) Pg. 114 "*Beatty wanted to die*" Explain why Montag thinks this.
- 50) Pg. 118-120 What do the kids in the Beatle car do to Montag? Explain what their actions say about this society.
- 51) What does Montag do to the Black's house? Why does he specifically choose the Black's?
- 52) "God, isn't it funny? It seems so remote because we have our own troubles" (122). Can you relate to this at all in your own personal lives?
- 53) Pg. 122 Where does Faber recommend that Montag run to and what should he follow?
- 54) Pg. 123 What does it say about the people in this society that they want to watch the Mechanical Hound chase Montag on television?
- 55) Pg.125 What does Montag tell Faber to do once he leaves the house?
- 56) Pg. 127 What does the television network tell everyone to do during the chase?
- 57) Pg. 129 Why do the Hound and the police not continue their chase after Montag?
- 58) Pg. 129-130 Why does Montag realize he can never burn things again?
- 59) Pg. 130 Why does Montag become sad thinking about Millie?
- 60) Pg. 131 What does Montag envision doing in the farm house?
- 61) Pg. 132 What animal does Montag mistake to be the Hound?
- 62) Pg. 133 "Once, long ago, Clarisse had walked here, where he was walking now." Why do you think Montag is so certain of this?
- 63) Pg. 134 What is different about the fire that the men are sitting in front of to the ones that Montag is used to?
- 64) Pg. 134 Why is the silence important?
- 65) Pg. 136 What does the television network do once they realize Montag is gone?
- 66) Pg. 138 What does Granger tell Montag his purpose could be?
- 67) Granger tells Montag: "We are model citizens" (139) How so?
- 68) Granger: "But you can't *make* people listen" (140). Then what can they do to help?
- 69) Pg. 141 Why do they trust Montag?
- 70) Pg. 141 What does Montag expect to see in these men? What does he actually see?
- 71) Pg. 142 What does Granger tell Montag about his Grandfather? Why was he important?
- 71) Pg. 143 What does Granger's grandfather tell him everyone must do in their lives?
- 72) Pg. 145 What does Montag envision Millie doing as the bomb is hitting her hotel?
- 73) Pg. 145 Where did Montag and Millie meet? Why is it important that he remembers this?
- 74) Pg. 148 Explain the importance of the Phoenix.
- 75) Pg. 149 Why does Granger tell the other men that they are not important? Do you agree with him?
- 76) Pg. 150 On the last page, look up where the quote comes from that Montag thinks of? What is the importance of this quote?

English 203
Mr. Schlegel
1984

CLOSE READING QUESTIONS

- 1) Pg. 1-5 What do we know about Winston Smith?
- 2) Pg. 2 What does “BIG BROTHER IS WATCHING YOU” make you think of? Does this sound like a good or bad thing?
- 3) Pg. 4 What are the three slogans of the party? Make sure you can justify why you agree or disagree with these.
- 4) Pg. 4 What happens in the Ministry of Love?
- 5) Pg. 7 What is the significance of the diary Winston writes in?
- 6) Pg. 10 Why does Winston not like young girls?
- 7) Pg. 11 Who is O’Brien? What does Winston think of him?
- 8) Pg. 11 Who is Emmanuel Goldstein and what is he the leader of?
- 9) Pg. 14 What happens during the Two Minutes Hate? Why do you think this works?
- 10) Pg. 19 What is *Thoughtcrime* and how does Winston commit this act?
- 11) Pg. 22 Why does the Party depend on people like Mr. Parsons?
- 12) Pg. 24-25 Based on how the Parson children act, what can you infer about the society they live in? How does the Party function?
- 13) Pg. 25 “We shall meet in the place where there is no darkness?” Does the sound like a good or bad place? Why?
- 14) Pg. 27 Winston says that the eyes of Big Brother are always watching him. What are some things in modern society that mirror the idea of always being watched.
- 15) Pg. 28 “*Thoughtcrime does not entail death: thoughtcrime IS death*” Explain what this means.
- 16) Pg. 30 Why was the death of Winston’s mother tragic in a way that cannot be so anymore? How does Winston compare the past to the present?
- 17) Pg. 31 What is the point of the Telescreen people making Winston stretch? How does this reflect the party’s motives?
- 18) Pg. 34 Party slogan: “Who controls the past, controls the future: who controls the present controls the past” Explain what this all means. Is this good or bad for their society?
- 19) Pg. 35 What is doublethink?
- 20) Pg. 37 Why does the Party make everyone call one another “comrade”? Why not Mr. or Mrs.?
- 21) Pg. 40-45 What is Winston’s job and what specifically does he do for the Party?
- 22) Pg. 45 What does the Party do when they want to get rid of someone?
- 23) Pg. 47 “It struck him as curious that you could create dead men but not living ones.” How does this relate to the Party slogan?
- 24) Pg. 48-49 What is Syme’s job? Why does he like it so much (Pg. 51!) What does Winston think of him?
- 25) Pg. 52 What is the aim of Newspeak? Does this happen at all in our society?
- 26) Pg. 57 Why is Parson’s proud of his children?
- 27) Pg. 59 “Was he, then, *alone* in the possession of a memory?” Why does this scare Winston?
- 28) Pg. 60 What is the Party’s uniform? Why do you think the Party has it’s members where these?
- 29) Pg. 62 What is *facecrime*? How does this relate to *thoughtcrime*?
- 30) Pg. 65 What does the Party think of sex between a man and a woman? What does the Party say is the purpose of marriage?
- 31) Pg. 66 What are Winston’s thoughts about Katherine?
- 32) Pg. 67 What are the two names Katherine has for sexual intercourse?

- 33) Pg. 68 Why would the Party try to get rid of desire? How would that make you feel today?
- 34) Pg. 69 Why does Winston believe that "*If there is hope it lies in the Proles.*"
- 35) Pg. 70-71 What is the Party's stance on the proles? How do they keep them oppressed?
- 36) Pg. 72 How are the Proles different from Winston?
- 37) Pg. 75-77 Explain the significance of the picture with Jones, Rutherford, and Aaronson. What does Winston discover?
- 38) Pg. 80 "*I understand HOW: I do not understand WHY*" Why does Winston need to understand why?
- 39) Pg. 81 *Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.*" This might sound silly in our world today, but explain how this works.
- 40) Pg. 82 What is *onwlife* and what does the Party think of it?
- 41) Pg. 85 Explain why the lottery is important to the proles. Why does the Party have the lottery?
- 42) Pg. 87-88 What happens in the interaction between the barman and the old man?
- 43) Pg. 89-92 What does Winston try to get the old man to tell him? What does the old man finally say to Winston?
- 44) Pg. 93-98 What shop does Winston go in to? What is the significance of this shop? Why is it dangerous for Winston to be in there?
- 45) Pg. 100 Who does Winston see following him?
- 46) Pg. 103 What does Winston think is the routine of confession that people have to go through in the Ministry of Love?
- 47) Pg. 107-108 What does Winston think is on the note that the girl gives to him? What does it actually say? Why would she give him the note in this way?
- 48) Pg. 109 What happens at the Community Center? Why does the Party make people go to this?
- 49) Pg. 110 Why does Winston not send her a letter?
- 50) Pg. 115-116 How are the people in the trucks described?
- 51) Pg. 116 What is your impression of the girl? Do you trust her to help Winston?
- 52) Pg. 119-125 Explain important parts of the interaction between Julia and Winston. What does she call him? Does she seem like someone whom Winston should trust? What makes her different than other Party members?
- 53) Pg. 125 Why does Winston like that Julia has slept with other Party members? Why does he view their coming together as a victory against the Party?
- 54) Pg. How do Winston and Julia stay connected?
- 55) Pg. 131 How does Julia view life? How is this different from Winston's view? Do you think she is happy?
- 56) Pg. 133 According to Julia, why does the Party want to prevent people from having sex?
- 57) Pg. 134-135 What could Winston have done to Katherine that he didn't do? What does Julia think of this? What do you think he should have done?
- 58) Pg. 136 What does Julia say to Winston when he says that they are all dead?
- 59) Pg. 137 What does Mr. Charrington say about privacy? Do you think Winston's plan is smart?
- 60) Pg. 139 Why does Winston get upset when Julia tells him they can't meet?
- 61) Pg. 140 Where does Julia get the food she brings to Winston?
- 62) Pg. 142 What does Julia put on her face to surprise Winston? Is this a form of revolt against the Party?
- 63) Pg. 144 What animal does Winston fear?
- 64) Pg. 147 What happens to Syme? Are you surprised?
- 65) Pg. 149 What happens during Hate Week?
- 66) Pg. 153 When does Julia question the teachings of the Party? How is this different than Winston's approach?
- 67) Pg. Why does it bother Winston that she does not seem to care about the truth?

- 68) Pg. 156 Julia: "I'm not interested in the next generation, dear. I'm interested in *us*." This addresses the society versus the individual. Do you agree with her more or Winston and why?
- 69) Pg. How does O'Brien get Winston to meet with him?
- 70) Pg. 160-165 What was Winston like as a child? How did he treat his mother and his sister? What does he think of his actions now?
- 71) Pg. 164 How was his mother different from other people?
- 72) Pg. 165 "The proles are human beings, we are not human." Explain what Winston means by this.
- 73) Pg. 166 According to Winston, how can someone beat the party?
- 74) Pg. 168-172 Explain the interaction between Winston, Julia, and O'Brien. What does O'Brien make them agree to? What is the one thing Julian and Winston do not agree to?
- 75) Pg. 175 What do we learn about the Brotherhood? How about the *Book*?
- 76) Pg. 176 What does Winston toast to? Why does he choose this?
- 77) Pg. 178 Where do you think "In the place where there is no darkness" is?
- 78) Pg. 181 How do the people react when they hear that the Party is at war with someone new? How does Winston recognize the lie when many do not?
- 79) Between pages 184-216 Winston is reading the *Book*. In class, I will split the students into groups and have them explain certain parts of the reading to the class so everyone can work together.
- 80) Pg. 217 "He understood *how*; he did not understand *why*" (217). How does this relate to what we are trying to do in this class with our essential questions and understandings?
- 81) Pg. 217 "There was truth and there was untruth, and if you clung to the truth even against the whole world, you were not mad." Do you agree with this statement? Is this logical?
- 82) Pg. 219 Why does Winston find the lady outside beautiful? What does this say about Winston?
- 83) Pg. 220 What does Winston think is Goldstein's final message?
- 84) Pg. What happens to Winston and Julia after Winston stops reading? Whose voice does Winston hear?
- 85) Pg. 224 What happens to Mr. Charrington? What group is he a part of?
- 86) Pg. 226 What differences are there between the Part prisoners and regular criminals? Do you think this is similar in our society?
- 87) Pg. 229 What does Winston think of that gives him hope?
- 88) Pg. 230 What do they do in the prison to their prisoners to keep them oppressed and weak?
- 89) Pg. 233 Why does Parsons get put in prison?
- 90) Pg. 235 What is wrong with the man who comes into the cell? What happens to the man who tries to help him?
- 91) Pg. 236 What do you think is in room 101?
- 92) Pg. 238 What happens with O'Brien?
- 93) Pg. 240-244 How do they interrogate Winston? Why do you think the party uses this method?
- 94) Pg. 244 What do you think O'Brien will do to Winston? He says that he has been watching him for seven years and he plans to save him and make him perfect? What does he mean by this?
- 95) Pg. 245-246 What does O'Brien tell Winston is wrong with him? Do you think this is true?
- 96) Pg. According to O'Brien, how does the party control everything?
- 97) Pg. 252 "The old feeling, that at the bottom it did not matter whether O'Brien was a friend or an enemy, had come back. O'Brien was a person who could be talked to. Perhaps one did not want to be loved as much as understood." Explain the difference between love and understanding. Or are they the same?
- 98) Pg. 253 O'Brien says that the Party "cures people" and "makes them sane," do you agree?
- 99) Pg. 256 What does Winston realize about O'Brien?
- 100) Pg. Can you think of any examples throughout history or modern times that reflects the Party?
- 101) Pg. 258 What does Winston see when O'Brien holds up his hand? How does this happen?
- 102) Pg. 260 What are the three stages of integration?

- 103) Pg. 263 Why does the Party cling to power? What does the say about humans?
- 104) Pg. According to O'Brien, how does the Party help make people "all-powerful and immortal"? Create an argument for how this is true and also how it is false.
- 105) Pg. 266 How does one exert power over another person?
- 106) Pg. 267 What is the Party's society founded on? What characteristics make up the Party?
- 107) Pg. "Life will defeat you." Winston is drawing on humanity to defeat the Party. Do you think this could work?
- 108) Pg. 269 Winston: "It is impossible to find a society on fear and hatred and cruelty. It would never endure." Explain why you agree or disagree with Winston. What was our society founded on?
- 109) Pg. 271 What does Winston see when he looks in the mirror?
- 110) Pg. 273 What is the one thing that Winston has not done through all his suffering?
- 111) Pg. 274 What will the Party do to Winston at the end?
- 112) Pg. 276 What new things does Winston start to do in his cell?
- 113) Pg. 277 What does Winston write on the tablet? What has happened to him?
- 114) Pg. 278 What exercises does Winston do to stop himself in *crimestop*? Why does he do this?
- 115) Pg. 279 Where does the Party shoot people?
- 116) Pg. 280 What does Winston say when he wakes up that makes him fearful of what will happen to him? Why is it bad that he said this?
- 117) Pg. 281 "To die hating them, that was freedom." I thought it was to die loving them? Who is right, Winston or O'Brien?
- 118) Pg. 282 In what area has Winston failed to make progress? What does O'Brien tell Winston he must do as the last step?
- 119) Pg. 283-286 What does O'Brien do to crack Winston? What does Winston do that he said he would never do?
- 120) What is Winston like in the final chapter? What has the Party done to him?
- 121) Pg. 290 "What happens to you here is *forever*." How does the Party accomplish this?
- 122) Pg. 292 Julia: "You think there's no way of saving yourself, and you're quite ready to save yourself that way. You *want* it to happen to the other person. You don't give a damn what they suffer. All you care about is yourself." Do you think this is how most humans would act? Can you think of the one thing that might make you do what Julia and Winston did?
- 123) What is the significance of Winston spending so much time at the Chestnut Tree Café?
- 124) Pg. 294 What does Winston do now as a job?
- 125) Pg. 295-296 What memory does Winston have? Why does he call this a false memory?
- 126) Pg. 298 "He had won the victory over himself. He loved Big Brother." Did Winston win or lose?

ESSENTIAL QUESTIONS TRACKER

You will use these sheets throughout the entire semester to write down quotes, summaries, online sources, and anything else that you find useful to help you answer the essential questions. We will use these sheets often, so please make sure to fill them out and bring them to class each day.

Essential Questions:	<i>How do I know if I am a critical reader?</i>	<i>How do we know what to believe?</i>
In the boxes to the right, please write down quotes with page numbers, short summaries, sources, anything that helps you answer the question.		

Essential Questions:	<i>What does it mean to be a good citizen? Is there only one way?</i>	<i>What is 'equality' and to what extent does it exist in America?</i>
In the boxes to the right, please write down quotes with page numbers, short summaries, sources, anything that helps you answer the question.		

Essential Questions:	<i>What are my responsibilities to people outside my family and those close to me?</i>	<i>Does our modern society mirror the fictional societies in 1984 and Fahrenheit 451?</i>
In the boxes to the right, please write down quotes with page numbers, short summaries, sources, anything that helps you answer the question.		

English 203
Mr. Schlegel
MLA Formatting Sheet



Please take notes directly on the image!
And please remind me to show you how to write quotes into a paper.

English 203
Mr. Schlegel
Strong Thesis Statements

A strong thesis:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper. YOUR THESIS SHOULD CONNECT TO EVERYTHING THROUGHOUT YOUR PAPER.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel. WHAT CLAIM ARE YOU TRYING TO MAKE?
- makes a claim that others might dispute. TENSION!
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

Which ones are good thesis statements?

- 1) *The North and South fought the Civil War for many reasons, some of which were the same and some different.*
- 2) *While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.*
- 3) *In Huckleberry Finn, Mark Twain develops a contrast between life on the river and life on the shore.*
- 4) *Mark Twain's Huckleberry Finn is a great American novel.*

LYDON B JOHNSON ADDRESS ON VOTING RIGHTS QUOTES

-“Our mission is at once the oldest and the most basic of this country: to right wrong, to do justice, to serve man” (920).

-“The issue of equal rights for Negro Americans is such an issue. And should we defeat every enemy, and should we double our wealth and conquer the stars and still be unequal in this issue, then we will have failed as a people and as a nation” (920).

-“There is no Negro problem. There is no Southern problem. There is no Northern problem. There is only an American problem. And we are met here tonight as Americans, not as Democrats or Republicans, we are met here as Americans to solve that problem” (920).

-“It really rests on his right to be treated as a man equal in opportunity to all others. It says that he shall share in freedom, he shall choose his leaders, educate his children, provide for his family according to his ability and his merits as a human being” (921). This is just MEN, not WOMEN. Get students to understand the cultural.

-“Our father believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country in large measure is the history of expansion of that right to all of our people” (921).

-“There is no moral issue. It is wrong to deny any of your fellow Americans the right to vote in this country. There is no issue of states rights or national rights. There is only the struggle for human rights” (923).

-“Their cause must be our cause too. Because it is not just the Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice. And we shall overcome” (923).

-“For Negroes are not the only victims. How many white children have gone uneducated, how many white families have lived in stark poverty, how many white lives have been scarred by fear because we wasted our energy and our substance to maintain the barriers of hatred and terror” (924).

-“These are our enemies—poverty, ignorance, disease. They are enemies, not our fellow man, not our neighbor, and these enemies too, poverty and disease, we shall overcome” (924).

-“The real hero of this struggle is the American Negro. His actions and protests, his courage to risk safety and even to risk his life, have awakened the conscious of this nation... He has called upon us to make good the promise of America” (925).

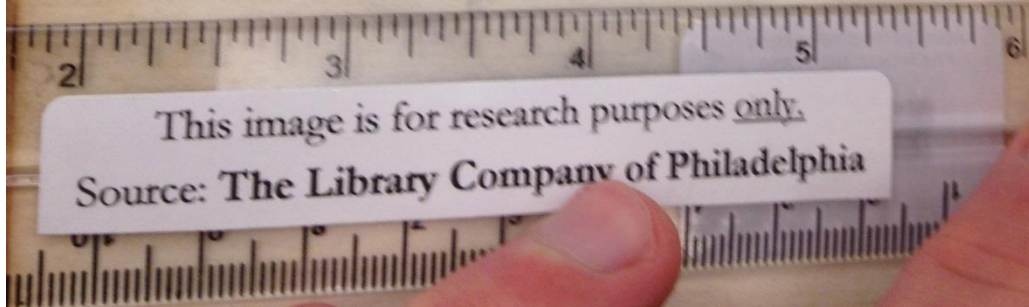
-Pg. 927 Great paragraph about what he wants to do and be remembered for as President.

-“We can all guess, from our own lives, how difficult they often find their own pursuit of happiness. How many problems each little family has. They look most of all to themselves for their futures. But I think that they also look to each of us.

We can also talk about what happened immediately following the passing of this bill as the book talks about.

cunning will discover, and wickedly improve. Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories. And to render even them safe their minds must be improved to a certain degree. This indeed is not all that is necessary, though it be essentially necessary. An amendment of our constitution must here come in aid of the public education. The influence over government must be shared among all the people. If every individual which composes their mass participates of the ultimate authority, the government will be safe; because the corrupting the whole mass will exceed any private resources of wealth: and public ones cannot be provided but by levies on the people. In this case every man would have to pay his own price. The government of Great Britain has been corrupted because but one man in ten has a right to vote for members of parliament. The sellers of the government therefore get nine-tenths of their price clear. It has been thought that corruption is restrained by confining the right of suffrage to a few of the wealthier people: but

Q U E R Y
The colleges and public buildings, &c.
The college of William & Mary, the only public library of its kind, was founded in the year 1693, and gave Mary, who was a peeress of land, and a peeress of Maryland, which had a certain tobacco exportation of 25 Car. 2. it, by temporary importation, and since these resources it communicates annually sufficient for

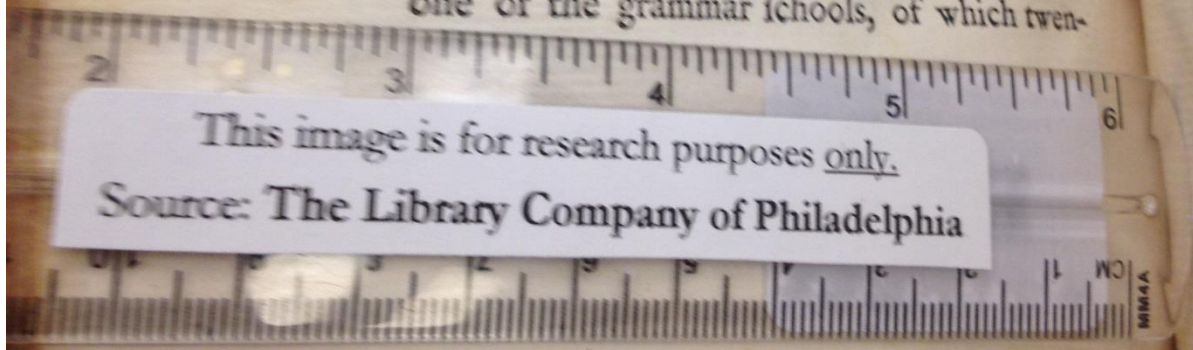


This image is for research purposes only.
Source: The Library Company of Philadelphia

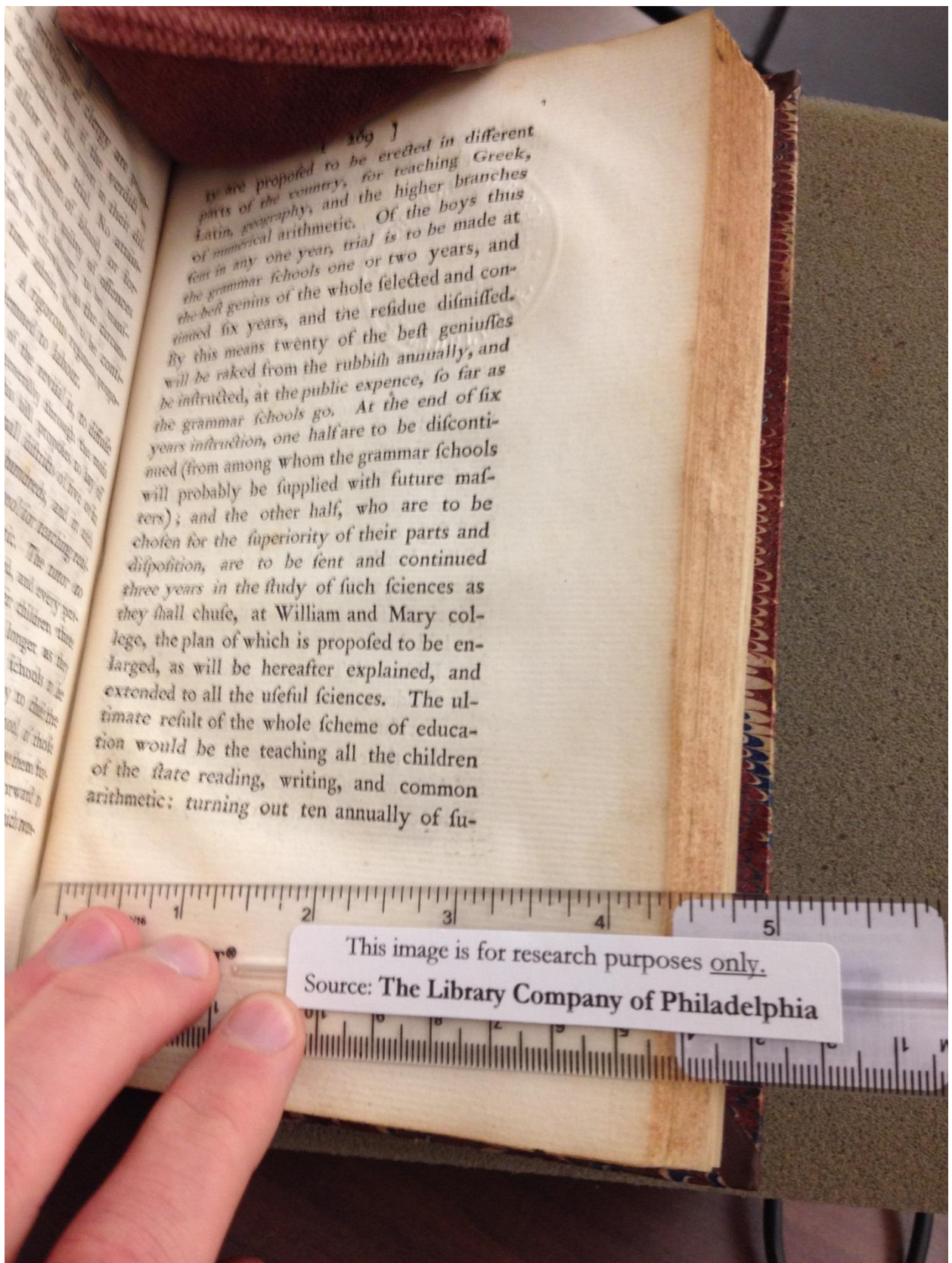
... may... No attain-
der to cause... corruption of blood, or for-
feiture of dowry... Slaves guilty of offences
punishable in others by labour, to be trans-
ported to Africa, or elsewhere, as the circum-
stances of the time admit, there to be conti-
nued in slavery. A rigorous regimen propo-
sed for those condemned to labour.

Another object of the revival is, to diffuse
knowledge more generally through the mass
of the people. This bill proposes to lay off
every county into small districts of five or six
miles square, called hundreds, and in each
of them to establish a school for teaching read-
ing, writing, and arithmetic. The tutor to
be supported by the hundred, and every per-
son in it entitled to send their children three
years gratis, and as much longer as they
please, paying for it. These schools to be
under a visitor, who is annually to chuse the
boy, of best genius in the school, of those
whose parents are too poor to give them fur-
ther education, and to send him forward to
one of the grammar schools, of which twen-

... six years, at
by this means twenty
will be raked from the
be intruded, at the pub-
the grammar schools
your individual one to
used (from among who
will probably be sup-
ters); and the other
chosen for the super-
disposition, are to
three years in the
they shall chuse,
lege, the plan of
larged, as will
extended to all
imate result
tion would b
of the state
arithmetic: t



This image is for research purposes only.
Source: The Library Company of Philadelphia

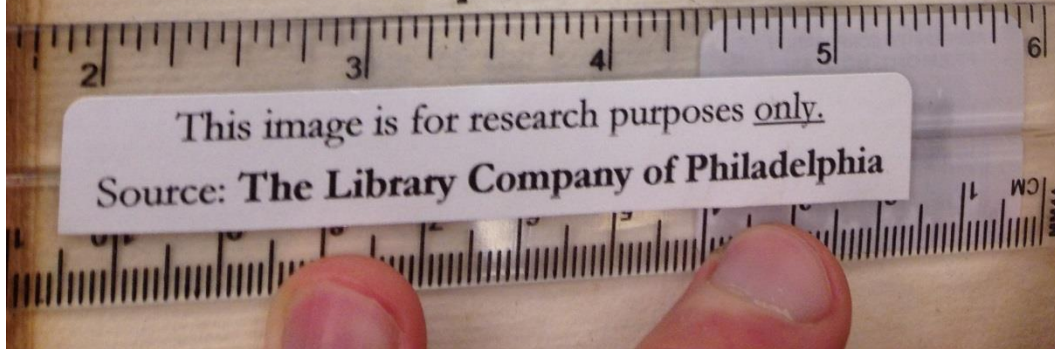


169]
... are proposed to be erected in different
parts of the country, for teaching Greek,
Latin, geography, and the higher branches
of numerical arithmetic. Of the boys thus
sent in any one year, trial is to be made at
the grammar schools one or two years, and
the best genius of the whole selected and con-
tinued six years, and the residue dismissed.
By this means twenty of the best geniusses
will be raked from the rubbish annually, and
be instructed, at the public expence, so far as
the grammar schools go. At the end of six
years instruction, one half are to be disconti-
nued (from among whom the grammar schools
will probably be supplied with future mas-
ters); and the other half, who are to be
chosen for the superiority of their parts and
disposition, are to be sent and continued
three years in the study of such sciences as
they shall chuse, at William and Mary col-
lege, the plan of which is proposed to be en-
larged, as will be hereafter explained, and
extended to all the useful sciences. The ul-
timate result of the whole scheme of educa-
tion would be the teaching all the children
of the state reading, writing, and common
arithmetic: turning out ten annually of su-

This image is for research purposes only.
Source: The Library Company of Philadelphia

perior genius, well taught in Greek, Latin, geography and the higher branches of arithmetic: turning out ten others annually, of still superior parts, who, to those branches of learning, shall have added such of the sciences as their genius shall have led them to: the furnishing to the wealthier part of the people convenient schools, at which their children may be educated, at their own expence.—The general objects of this law are to provide an education adapted to the years, to the capacity, and the condition of every one, and directed to their freedom and happiness. Specific details were not proper for the law. These must be the business of the visitors entrusted with its execution. The first stage of this education being the schools of the hundreds, wherein the great mass of the people will receive their instruction, the principal foundations of future order will be laid here. Instead therefore of putting the Bible and Testament into the hands of the children, at an age when their judgments are not sufficiently matured for religious enquiries, their memories may here be stored with the most useful facts from Græcian, Roman, European and American history. The first

ments of civility
 their minds
 judgments advance
 them how to work
 happiness, by
 depend on the condit
 a good confiden
 freedom in
 the v
 degrees of
 schools,
 to be
 The learning
 into d
 m
 but i
 t
 There is a
 eight to fift
 age, when the mind
 yet firm enough for
 religious
 If applied to
 premature
 deed at first, in
 subjects, the flatteri



This image is for research purposes only.
 Source: The Library Company of Philadelphia

elements of morality too may be instilled into their minds; such as, when further developed as their judgments advance in strength, may teach them how to work out their own greatest happiness, by shewing them that it does not depend on the condition of life in which chance has placed them, but is always the result of a good conscience, good health, occupation, and freedom in all just pursuits. —Those whom either the wealth of their parents or the adoption of the state shall destine to higher degrees of learning, will go on to the grammar schools, which constitute the next stage, there to be instructed in the languages. The learning Greek and Latin, I am told, is going into disuse in Europe. I know not what their manners and occupations may call for: but it would be very ill-judged in us to follow their example in this instance. There is a certain period of life, say from eight to fifteen or sixteen years of age, when the mind, like the body, is not yet firm enough for laborious and close operations. If applied to such, it falls an early victim to premature exertion; exhibiting indeed at first, in these young and tender subjects, the flattering appearance of their be-

This image is for research purposes only.
Source: The Library Company of Philadelphia