

NOTE: Please sign up for the computer lab for the following lessons: 3, 4, 9, 13, 19, 22, 23, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39, 41, 42, 43

TITLE OF LESSON

English 2 Unit 2 Lesson 1 – What Medium Tells the Truth?
How does society create and establish truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 2.0, 2.3, 2.8, 3.0, 3.3-12, L/S1.0-1, 1.14, 2.6a-c

MATERIALS

“Poem from Sierra Madre,” Mila D. Aguilar – Reading
Current newspaper article dealing with the topic of war
“Manzanar,” Michiko Mizumoto – Reading
Poetry Tools Sheet – Student Page
Freyer Diagram – Student Page
Instructions for Freyer Diagram – Teacher Page and you can also find it in the *Teaching Strategies* section of our site

LESSON OBJECTIVES

- To create group definitions for the word “objective”
 - To evaluate a poem and a newspaper article to determine whether the writing is objective or subjective
 - To find specific examples in the texts which illustrate subjectivity or objectivity
-

EXPLANATION OF LESSON

Today, students will begin a unit that explores the notion of objectivity in relation to forms of communication. In particular, they will be questioning whether or not an objective truth exists in times of conflict. They will build on the concepts of communication as truth, which they examined in the previous unit. Using the previously discussed forms of media as a springboard, they will create a definition for “objective.” They will then decide which forms of media belong or do not belong in this category, focusing on poetry and newspaper articles as examples. For the lesson, you will need to photocopy the **Freyer Diagram** and the **Poetry Tools Sheet** for each group. Each student will also need a copy of “Poem from Sierra Madre” and a current newspaper article that deals with war or conflict. Prior to class, you will need to select the newspaper article. The newspaper article should include the headline, the author’s byline, and any photograph or visuals that accompany the story. Assign students to groups of four or if you feel comfortable allowing students to choose, you may wish to ask them to choose groups of four. If you let them choose, you may want to do so with the stipulations that they must choose to work with people they have not worked with before and that you reserve the right to change student groups at any time should you see fit.

NOTE: For lesson 5, you will need to order the video: “Twilight: Los Angeles” (Stage on Screen): Co-producers: Hipster Entertainment, Inc. and WNET, 450 West 3rd St. 6th Floor, New York, NY 10001. You may also find it available at <http://www.shop.pbs.org/>, or call 1-800-336-1917. Or check your local library, as they may have copies.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Daily Log** – Have students copy down their Daily Log entry below.
- 2) **Binder Organization** – Ask students to take out their binders. Pass out sheets of colored binder paper. Have students place one sheet of binder paper at the end of each section. Tell them that they should keep all of their

assignments and notes from the last unit. The piece of colored paper will help them to turn quickly to their new assignments and it will help you when you grade their binders to find their new assignments quickly and easily.

- 3) **War Brainstorm** – Have students take out a sheet of paper and write the word *War* on the top. Give them one minute to **brainstorm** as many words as they can think of that they associate with the word *war*. Encourage them to write down feelings they have about war as well as concrete images like guns, tanks, and so on. Tell them they do not need to worry about spelling. The idea is just to get them thinking about their own intellectual and emotional associations with the idea of war. Have them set this brainstorm aside for right now. Tell them they will be working on it later in class.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none"> 1. Group definition using Freyer Diagram 2. Poetry and Newspaper Evaluation 	“Poem from Sierra Madre,” Newspaper article	<ol style="list-style-type: none"> 1) Read “Manzanar” and fill out the Poetry Tools Sheet. 2) Write Essay 5 agreeing/disagreeing with the author of “Manzanar” about war. 3) Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Forms of Communication** – Remind students of the list they created in unit one, when they brainstormed all the different ways that people communicate. Ask them to recall the forms of communication they listed. Hopefully, students will look in their binders for the list, but don’t tell them to. The idea is for them to understand continuity and the importance of saving their work. Have one student write the list on the board, so that it will serve as a visual reminder while they work on their group definitions next. (The list should include as many forms of communication as they can recall. Within the category of “newspapers,” they should think of as many communication types in newspapers as they can: letters to the editor, editorials, photographs, cartoons, and so on.) Tell them that the class will be discussing how these different forms of communication are used to express ideas and emotions during times of conflict or war. Remind them that if one person writes, everyone should be writing. Ask them to take out a sheet of paper and title this **brainstorm**, “Forms of Communication.”
2. **Assign Groups** – Place students in groups (either the pre-selected groups you created or have them move into groups of their choosing.) Tell students these will be their groups for this unit. Be sure you write the groups down. Tell students they should sit in their groups every day when they come into class, unless otherwise instructed by you.
3. **Freyer Diagram** – Hand out the **Freyer Diagram** to each group. Ask each group to select a notetaker. There will be no other formal group roles during this exercise. The notetaker should write the word *objective* in the circle in the middle of the diagram.
4. Tell the groups to begin by filling out the sections marked “examples” and “non-examples,” by using ideas from the class list. After they have divided the forms of communication into examples and non-examples of “objective,” they will fill out the section marked “characteristics.” Explain to them that the question they want to answer for that section is “how do I know if a type of communication is objective?” Give them about five minutes to work on this.
5. **Group Definition** – Now, they will create a definition for “objective” based on their criteria so far. Their characteristics sections will probably list things like “it’s neutral,” “not based on opinion,” or “based on facts.” (Encourage them to think also about how they know something is based on facts rather than opinions. Do they look for statistics to support it? Do they look to see if it tells more than one side to a story?) Tell them to work on a group definition that incorporates their characteristics and uses the examples to illustrate their meaning (e.g. “unprejudiced and factual, based on reality, as with newspapers or documentaries). Tell them they have five minutes to create their definition, and no, they may not look it up in the dictionary!
6. **Present** – At the end of five minutes, call time. Randomly, call on a member of each group to report their definitions and examples to the class. Write their definitions on the board. Write an “O” next to each word on the communication list every time it is listed as an example of objective communication. Is there agreement in the class

about what forms of communication are objective? If there is disagreement—for example, if one group does not select “television news” as objective, but another group did, ask them why they chose not to list it. Do this for each idea on their list that the class does not agree on.

7. **Class Definition** – Now, ask if there is a way to create one class definition from all of the definitions you have written on the board. Take a volunteer to try. Write down their answer. Ask the class if that definition will work for the whole class. If anyone says no, ask them what they would change. Change it directly on the first definition, crossing out words, adding words, and working on punctuation. You are modeling for them revision strategies and reminding them that erasing should not be done. Why? They may end up going back to the original idea; so it is always helpful to see the changes made. Let as many people try as want to until the whole class can agree upon a definition. Have students write the agreed upon definition on a new vocabulary list that they keep in the front of their binders. Then ask for a volunteer to write the definition on a large sheet of butcher paper to refer to for the rest of the unit. Post it some place highly visible in the room. If you have more than one class working on this lesson, you may want to wait until tomorrow to post them. Be sure they write the period on the definition, as your classes may come up with very different definitions. Collect all group definitions.

NOTE: You may have some purists in the class that believe there is no such thing as objectivity since we are all human and come with a set of prejudices/biases. For them, you may want to ask if they can agree that for the purposes of this unit people will work towards objectivity.

8. **Group Reading** – Now hand out “Poem from Sierra Madre” (including the introductory quote and the description of the poet’s background) and a **Poetry Tools Sheet** to each group. Tell them that they may choose how they will read their poems (silently, out loud—each person in the group reads a line, one person reads while the rest of the group follows along, etc.). Have them read them. Ask them to look at you when they have finished reading.
9. **Group Poetry Tools** – When all eyes are on you and you know they have finished reading, have students decide on their *Group Roles* (see *Group Roles* below). If you did not make a chart with these roles on them last quarter, you may want to do so now as it will make assigning them and reminding students of responsibilities that much easier. Tell them that they are to use the poetry tools to determine the poet’s feeling about war. What is her message about war? What images and metaphors does she use to convey this message? How does she use voice, layout, rhythm, mood, and tone to let the reader know her message? They should cite specific examples from the poem to support their ideas on the worksheet. Although they may work together to come up with ideas, everyone should be writing the answers on their own **Poetry Tools** sheet. Give them ten minutes to fill out the sheet. Remind them that every member of the group should be prepared to present, as you will randomly call on students at the end of ten minutes.
10. **Present** – At the end of ten minutes, call time. Randomly, call on a member of each group to present their **Poetry Tools Sheet**. Ask students to flip their **Poetry Tools** sheet over and title it, News Article. Tell them you will be reading a news article, and they should fill in the **Poetry Tools** sheet for the news article you read while you are reading it. Remind them that the tools authors use to write poetry often apply to other types of writing. Their job will be to identify which tools are used in the news article. If they hear any tools that are not on the Poetry Tools sheet, they should also write them down along with examples of how they are used.
11. **News Article Reading** – Now, **read aloud** the news article. While you are reading, students should be jotting down their ideas for the reporter’s message about war. What literary tools does the reporter use to convey this message? How is voice used to convey the message? What words evoke a reaction in you? How does the article make you respond? When you finish reading, ask students to finish filling in their **Poetry Tools** sheet with their group members. Give them five minutes.
12. **Present** – Randomly, call on a member of each group to present their group’s decisions about the literary tools used in the news article. Collect the **Poetry Tools** sheets.
13. **Process Observer** – Call on the Process Observer to report to the class what the strengths and weaknesses of their group work were. Remind students it is important for them to be able to capitalize on the strengths of their group work and work on improving the weaknesses, as they will be working in these groups for the rest of this unit.

14. Discussion – Ask the students whether they feel the poem or the news article conveys the truth about war. Do either of them tell a complete truth? An objective truth? If so, what is the truth? If not, why not? Aside from the text itself, what do we use to determine objectivity? (Here, they may point out the title, the author’s background, the introductory quote, the visuals.) How do these pieces of information influence our reaction to the piece? What specific details help us determine whether a piece of writing is subjective or objective? (Remind them of the criteria they established in the group definitions. How did they use these?) What purpose is served by each type of writing, subjective and objective?
 15. Classify Objective and Subjective – Return to your original lists of words in response to the word “war.” Are there specific words you would use if you were writing an objective piece of writing about war? Write “O” next to the words you would use for an objective piece and “S” next to the words you would use for a subjective piece. Ask students if the words they use in a piece indicate whether or not a piece of writing is subjective or objective.
 16. Homework Review – Tell students that they will be writing Essay 1: War tonight, explaining whether or not they agree or disagree with the opinions about war expressed in the poem, “Manzanar”. It should include at least 5 of the words from their list that they have labeled “subjective.” The purpose of the essay is to provide you and the students with an assessment tool to begin the unit. Moreover, they will write a similar piece at the end of the unit and reflect on whether or not their opinions have changed.
-

HOMEWORK

- 1) Read the poem, “Manzanar” and fill out the **Poetry Tools Sheet**.
 - 2) Essay 5: War – Write a subjective essay explaining whether or not you agree or disagree with the author of Manzanar’s opinion about war.
 - 3) Continue reading novels.
-

GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Illustrator – Your job is to draw the ideas for images that people are giving you. These do not have to be perfect drawings. They simply have to convey the ideas the rest of the group is giving you.

Notetaker – Your job is to write out the words the group is giving you. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to help your group members to present the information in the poetry tools sheet. It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey their ideas, and that the presentation runs smoothly.

Process Observer – Your job is to observe how other members of your group work together. You must write down your thoughts about how your group members work together to generate ideas. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete.

DOCUMENTATION FOR PORTFOLIO

Unit 1	Unit 2
Evaluation Essay #1	None
Evaluation Essay #2	
Project 2	
Evaluation Essay #3	
Project 3 – Planning Your First Image	
Project 4 – Planning Your Second Image	
Novel Evaluation	

Veils
How does society create and establish truth?

2:2:1:What Medium tells the Truth

Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

