

TITLE OF LESSON

English 2 Unit 2 Lesson 2 – What Makes Us Believe?
How does society create and establish truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 2.3, 2.8, 3.11-12, W1.0-2, 1.4-7, 2.0, 2.4a-d, W/O1.0-5, L/S1.0-1, 2.0, 2.4a-d

MATERIALS

Photograph from Japanese Internment (copies for everyone or an overhead transparency)
Overhead projector, if necessary
“Manzanar,” Michiko Mizumoto – Reading
“Relocation of Japanese Americans,” War Relocation Authority – Reading
“Owens Valley to House Japs,” The San Francisco News – Reading
“Their Best Way to Show Loyalty,” The San Francisco News – Reading
Venn Diagram – Student Page
Poetry Tools sheet – Student Page

LESSON OBJECTIVES

- To compare two types of communication which examine the same subject
 - To evaluate which components of each type of communication influence our beliefs
 - To complete a Poetry Tools sheet for each type of communication discussed in class
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EXPLANATION OF LESSON

Students will continue to consider how different media affects their feelings and influences their beliefs about war. They will read a news article and an editorial response to the issue of Internment Camps for Japanese Americans during World War II, and compare and contrast the two using a **Venn Diagram**. They are beginning to discern between the types of journalistic writing, which will aid them as they begin to write their own newspaper. You will need a copy of the **Venn Diagram** for each group, as well as copies of the readings, “Relocation of Japanese Americans,” “Owens Valley to House Japs,” and “Manzanar.” Students will also be using the **Poetry Tools** sheets to analyze these readings, and to evaluate the readings in an essay. You will need two copies of the **Poetry Tools** sheet for each student. In addition, you will need an internment camp photograph to use as a journal prompt. You can obtain many photographs from the National Archives and Records Administration website at <http://www.nara.gov/education/cc/relocate.html>. Scroll down to the list of documents, and then to the section that says “All of the following documents are photographs.” You may want to print a photo and make a copy for each student, or you can create an overhead for the whole class to see at once. The most effective photographs are the ones of people. I like “Children Pledge Allegiance to the Flag in San Francisco, California.”

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Silent Sustained Reading** – Begin the day with 20 minutes of Sustained Silent Reading. At the end of 20 minutes, call time. Ask students to put away their novels and remind them that they should bring these with them to class every day, even if they think there may be no silent reading because if they finish an assignment early and there is time in class, they should read!
- 2) Homework Check – Collect Essay 1: War. Grade it tonight. Hand back all graded assignments and ask students to place them in the appropriate section of their binders. Have students keep the **Poetry Tools** sheets they completed for homework, as they will be using them for a class activity today.
- 3) **Daily Log** – Have students copy down their Daily Log entry below.

- 4) **Journal 1** – Distribute copies of the internment photograph to each student (or place the main copy on the overhead). While they look at the photograph, read them the excerpt from the report by the War Relocation Authority, “Relocation of Japanese Americans.” Explain to them that people of Japanese descent, even those who had been born in the United States, were relocated to internment camps during World War II because of fears that they posed a threat to national security. The poem they read last night, “Manzanar,” was about one of those camps. Ask students to write a journal response to the photo, answering the question, “What story does the photograph tell you about internment of Japanese Americans?”

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	1 - What story does the picture tell?		<ol style="list-style-type: none"> Compare/Contrast using Venn Diagram. Poetry Tools Sheets 	“Manzanar,” “Relocation of Japanese Americans,” “Owens Valley to House Japs” “Their Best Way to Show Loyalty”	<ol style="list-style-type: none"> Write Essay 6 answering the question, “Which form of communication is the most convincing?” Continue reading novels. Study your vocabulary words.

ACTIVITIES – INDIVIDUAL AND GROUP

- Vocabulary Strategies** – Distribute copies of “Owens Valley to House Japs” (a news article) and “Their Best Way to Show Loyalty” (an editorial) to each group. Write the words saboteurs and fifth columnists on the board. Ask if anyone knows what those words mean. Take as many answers as you can. Then ask students how they knew what the words meant. Next to the words list strategies students had for defining those words. Knowing that they have something to read today, some students may have skimmed the readings to find the words and tried to figure them out in context. That’s great! Add that to your list. Tell them those words will come up in their reading today and it will be their job to figure out what they mean without using a dictionary.
- Predict** – Ask students to predict what they think is meant by “saboteurs” and “fifth columnists,” based on the titles for the readings they have sitting in front of them. It is likely that they will be unfamiliar with these words. Take as many answers as you can, but try to let students hash out the meaning. Then ask them to think about how they tried to figure out the meaning. Tell them that those are strategies that many readers use to access the meaning of a text. Following are some more ideas (add to students lists only when they have run out of ideas): They could try substituting the unknown word with a word that makes sense. They might skip the unknown word, and read to the end of the sentence or paragraph, then return to the word after getting clues this way. They might write the words they don’t know in the margins, and then return to them after reading the whole article. They could try linking the unknown words to words they know (saboteur sounds like sabotage—do they know that word?). They could look for the word in another part of the article, and see if more clues are there. Be sure that students are writing the list of strategies on their own sheet of paper. Remind them that if you are writing, they should be writing too. Tell students they will be adding to their list of reading strategies as the year goes on. For right now, they should keep it out to help them with today’s readings.

Point out that adult readers use all of these strategies when coming to an unknown word. In fact, many adult readers would need to use such strategies for “fifth columnist,” which is a phrase that is not in use any longer. They may want to mention this term to some adults they know, and see how many are familiar with the term.

- Group Read Around** – Instruct each group to read the texts using a **Group Read Around**. When they have finished reading, ask students to look at you. When all eyes are on you, ask them to amend their guesses about the definitions of “saboteurs” and “fifth columnists.” What do they think the terms mean now? How did they figure it out? Write down their definitions on the board, and add to them if necessary.

4. Vocabulary – Have the students take out a piece of paper and title it “Unit Two Vocabulary List.” They should write down the words “saboteurs” and “fifth columnists,” and the definitions that they decided upon. This will be a list that they keep in their binder, and one that you collect periodically. They will need it for the purpose of review whenever they have a vocabulary quiz.
5. Group **Venn Diagram** – Distribute copies of the **Venn Diagram** to each group and have them label one circle *news article* (referring to “Owens Valley to House Japs”) and the other *editorial* (referring to “Their Best Way to Show Loyalty”). Remind them of the purpose of the **Venn Diagram**: to list the ways two things are alike and the ways they are different. Have them fill out the **Venn Diagram**, guiding them to pay attention both to obvious issues - such as word choice and subject matter - and to subtle details such as author’s point of view, implications of blame, and purpose for the writing. Remind them to consider their criteria for objective writing, and to include (on their diagram) evaluations of whether the texts are subjective or objective, according to these criteria. They may also have their Poetry Tools sheet from homework out during the exercise. Suggest that they use these to consider the ways the authors in the newspaper texts use literary devices. Are the same devices used for each the news article and the editorial? Give them five minutes to list as many things as they can think of with their group members. Remind them that although they are working with group members to generate ideas, they should all be writing their answers on individual diagrams.
6. Class **Venn Diagram** – At the end of five minutes, call time. Have a student draw the **Venn Diagram** on the board and have a student from each group come to the board to write one item in each section. Each group should contribute something new, rather than repeating an item listed by a previous group. They should have noticed similarities in terminology, such as “fifth columnists” and “aliens,” and similarities in point of view (neither piece offers information on how the dislocated people felt). Anything written on the board that students do not have on their individual sheets should be added. If anyone is unsure of an answer given, they should ask for clarification. Your job will be to ask students why they choose the ideas they are listing so that the class can be clear. There may be some disagreements. That’s all right as long as students can back up their answers with good, solid reasoning.
7. Classifying Objective and Subjective – Remind the students of the categories of communication they made yesterday. Did they categorize the forms “newspaper articles” and “newspaper editorials?” If so, were they examples or non-examples of “objective?” Where would they place these two pieces of writing—as examples or non-examples? Why? (They should remember their criteria!) What is the intent of each piece of writing? Are they intended to inform us of something, persuade us to believe something, or both? If they did not have them on their lists, ask them to add them now.
8. Questions to Ponder – Write down the quote that opened “Poem from Sierra Madre”: “Nature is on the side of the fighting masses.” Tell students that, in that poem, the forces of nature—the rain, the forest, the mountain, the boulders—aided the forces of rebellion. Likewise, the mountain in the poem “Manzanar” speaks for those who are exiled. The poets use imagery from nature to communicate the idea that natural forces support the people who are exiled and downtrodden by “unnatural” forces such as oppressive laws and governments. What do the news article and the editorial aim to make us believe? What devices do the authors of the news article and the editorial use to make us believe? Tell them to think about this question as they complete the next activity.
9. **Poetry Tools** – Distribute two **Poetry Tools** sheets to each person. Have students title one sheet “News Article” and one sheet “Editorial.” Then have each group work to fill out the **Poetry Tools** sheets for the news article and the editorial. Although they may assist each other, each student must fill out a sheet for each text.
10. Essay 2: Communication – When students have finished filling out the Poetry Tools sheet, review the different forms of communication examined in class today: photography, poetry, news articles, and editorials. Which one of these forms of communication is most effective in making you believe an idea? Which form of communication is most convincing? Using the **Poetry Tools** sheets for “Manzanar,” “Owens Valley to House Japs,” and “Their Best Way to Show Loyalty,” students must write an essay answering this question. Remind them to support their answers with reasons, and support their reasons with examples listed on their **Poetry Tools** sheets. They may begin this assignment in class, if there is time. The assignment should be completed for homework tonight. The essay should be handed in tomorrow, along with the **Poetry Tools** sheets for every text.

HOMEWORK

- 1) Essay 2: Communication – Answer the question, “Which form of communication about the internment of Japanese-Americans is most convincing?” Use ideas from the **Poetry Tools** sheets to support the thesis statement.
 - 2) Continue reading your novel. You should be done by Lesson 6.
 - 3) Study your vocabulary.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

None