

World Literature

Freshman/Sophomore

Mr. Almanza

Class Overview

A human's quest is to feel, think and communicate...in any language.

Human experiences, and their feelings about them, are universal. Life's themes transcend borders and countries. In the end, which differences in cultures actually matter? World literature is a good source of clues to learn about "our neighbors on this shrinking planet Earth".

Students will discover the meaning of human experience through the language of literature. Students will explore and learn from the differences among cultures and time. Students will communicate reactions, reflections, and questions. Students will write to practice skills in summarizing, analyzing, comparing and contrasting, describing, classifying and persuading. Students will write to enable themselves to use the writing process for their own purposes, attack a new writing problem confidently, and succeed in communicating with others.



Harrison Bergerson Overview

'Harrison Bergerson' is dystopian fiction, a story based on a society whose attempt to achieve perfection goes horribly wrong. The society in the story focuses on the ideal of equality where intelligence and strength have been destroyed in the process.

“No man has the right to dictate what other men should perceive, create or produce, but all should be encouraged to reveal themselves, their perceptions and emotions, and to build confidence in the creative spirit.” – Ansel Adams

Guiding Question 1: What is narrative point of view and how can using it improve my creative writing skills?

Lessons

___ **Lesson 1: Biography of Kurt Vonnegut, Jr.**

___ **Lesson 2: Types of POV:**

- **First person as one of the characters**
- **A third person limited**
- **A third person omniscient view**
- **A character looking back on this event**
- **an objective narrator**

___ **Lesson 3: Writer's workshop (with Mr. Almanza)**

Readings

___ **01/24-25/2019---Harrison Bergeron (Whole Class)**

Group Work

___ **01/24-25/2019: Book Talk 1:** Prepare for your book talk by completing discussion questions (located in google classroom) on Harrison Bergeron. Write a response for EACH discussion questions in your writer’s notebook.

___ **Warm up (Quick Write/Pair/Share): --- (after every class warm up)**

- *Step 1: Write (read & answer quick write independently)*
- *Step 2: Pair (find a partner & discuss quick write)*
- *Step 3: Share (whole class takeaway)*

___ **02/07-08/2019: Group Project--- Discussion Web:** Reread "Harrison Bergeron" by Kurt Vonnegut, Jr. and use supporting details to complete another Discussion Web Handout that looks

at whether people are equal in the story. Groups form a consensus, present their position to the class, and engage in class discussion

Individual Work

_____ Warm up (Quick Write/Pair/Share): --- (beginning of every class warm up)

_____ **01/21-22/2019-- Socratic Seminar 1: What is just? (Moral dilemma handout)**

_____ **02/04-05/2019-- Socratic Seminar 2: Are people equal? (Moral dilemma handout)**

_____ **01/21-22/2019---Pre-reading questions:**

1. What does it mean to be equal? Does being equal mean that everyone must be the same? Why or why not?
2. Is competition good, bad, or a little of both? Why?

_____ **01/28-29/2019--- Post-Reading Questions:**

3. Why does the government “handicap” people by forcing them to carry heavy weights, hear loud noises in their ears, or wear masks?
4. When Harrison Bergeron is completely free from his handicaps, he defies the laws of gravity and motion. What might Vonnegut be suggesting about the potential of free human beings?
5. Does Harrison Bergeron act heroically by rebelling against the rules of society? Why or why not?
6. Imagine today’s society were like Harrison Bergeron’s. Choose a famous person or a person from your life. How might he or she be “handicapped”?

_____ **01/28-02/2019--Collaboration assignment (with Media Arts)**

_____ **Writers’ Workshop with Mr. Almanza ---- (Narrative Writing)**

Your **Final Assessment** will be based not only on the final product, but also on showing that you **completed all the steps of the writing process**. These steps are:

___ **01/31-2019-02/01/2019**---Pre-write: free write will help you generate ideas.

___ **02/04-05/2019**---Draft: The first version of your essay.

___ **02/07-08/2019**---Revise: Fix the organization, ideas and provide proof

___ **02/11-12/2019**---Edit: Correct spelling, punctuation and grammar

___ **02/14-15/2019**---- Publish: Turn it in for me to grade it

Assessment

___ **02/14-15/2018**--- **Assessment 1: Imaginative writing (Mentor narrative)**: Using 1st draft from *The Ones Who Walk Away From Omelas* create your own third-person omniscient narrative using Kurt Vonnegut, Jr's writing style. (Handout)

Extensions

___ **02/14-15/2018**--**Extension Work: Literary analysis (rubric and instructions are located in google classroom.)**

Readings

Harrison Bergeron by Kurt Vonnegut

Links

Addendum: Detailed Class Policy

Expectations:

- Respect the classroom, others and yourself. Model GRACE and COURTESY.
- Be on time, prepared and in your designated seat at the start of class.
- Raise your hand and wait to be called on before talking.

- Listen attentively to others respectfully.
 - No Candy, Drinks (with the exception of a sealed container) or Gum is allowed.
 - Electronics must be used appropriately and wisely.
- NO CELL PHONES IN CLASS.
-----No Headphones (Ask Teacher)

Rubrics

Socratic Seminar Rubric

	Preparedness	Participation	Synthesis/Takeaway	Self-Evaluation
Description <i>*overarching theme of treating all contributions & classmates with respect & dignity</i>	-Has carefully read & annotated article - Brings article/notes to the Seminar - Higher level questions are prepared & ready to share	-Refers to article & provides evidence to support opinion -Uses complete sentences & content-specific vocabulary -Builds on others' contributions by restating & paraphrasing	- Connects Socratic Seminar topic to class content/ lessons -Shares final thoughts using evidence from the article or a specific response to what a classmate shared	Exit Slip (class take away) -Includes thoughtful goals for next time -Turned in to the teacher before exiting classroom
Points	/5	/5	/10	/10
				Total: /30

Essay Rubric

Criteria	Exceeds Mastery (4/A-Range)	Mastery (3/B-Range)	Approaching Mastery (2/C-Range)	No Credit (1/D-F Range)
Thesis, Claim & Controlling Idea	States a strong, clear & concise controlling idea that focuses & inspires the	The controlling idea is stated, consistent & reinforced throughout	The controlling idea is not fully developed & inconsistent throughout the	Essay lacks a controlling idea, claim or thesis.

	remainder of the essay		essay	
Organization & Structure	The essay has a strong introduction, fully developed body & a conclusion that restates the claim while offering insightful perspective	The essay has a basic introduction, body & conclusion	The essay shows vague connections between the introduction, body & conclusion or the format is weak	Essay is weak or irrelevant & lacks two or more of the introduction, body & conclusion
Supporting Evidence & Reasoning	Properly cited quotes, examples & evidence are used to support the controlling idea, claim or thesis	Quotes, examples & evidence are used to support the controlling idea, claim or thesis, but are not properly cited.	The essay has inadequately cited quotes, examples & evidence to support the controlling idea.	The essay lacks properly cited quotes, examples & evidence to support the controlling idea.
Mechanics	The writer uses sophisticated sentence structure, which includes proper grammar, punctuation & spelling	The writer uses adequate sentence structure, which includes attention to grammar, punctuation & spelling	The writer is inconsistent with sentence structure, grammar, punctuation & spelling	The writer does not use proper sentence structure, grammar, punctuation & spelling

Common Core ELA Standards—Writing Standards

- [CCSS.ELA-LITERACY.W.9-10.3](#)
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Common Core ELA Standards—Language Standards,

- [CCSS.ELA-LITERACY.RL.9-10.2](#)
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. xity band independently and proficiently.

