

Frank McClarin High School

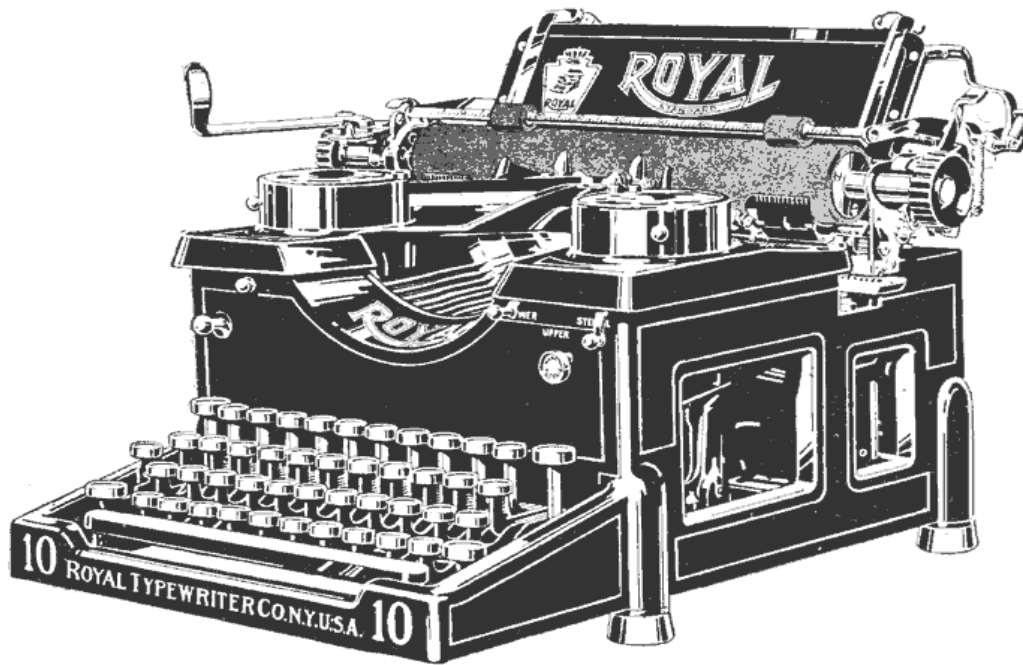
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Mr. Daugherty Contemporary Literature and Composition Course Overview



The purpose of this course is to develop students' ability to read, analyze, and respond to Contemporary Literature. Additionally, students will be instructed in the writing of compositions, production of projects, and enhancement of grammar and vocabulary skills. Instructional modules and individual activities are tailored to address individual student needs and flexible scheduling while addressing Georgia Performance Standards and Elements. Lessons that have been tailored to facilitate independent study, teacher-led, or student group focused activities will be modified regularly to accommodate individual student and particular class needs.

Georgia Performance Standards

Grade Level	Name	Standard	
12 th	ELACLRL1	<p>COMPREHENSION</p> <p>The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events), main ideas, and cultural characteristics in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p>	Elements
12 th	ELACLRL2	<p>THEME</p> <p>The student identifies, analyzes, and applies knowledge of theme in a work of world literature and provides evidence from the text to support understanding.</p>	Elements
12 th	ELACLRL3	<p>LITERARY/HISTORICAL CONTEXT</p> <p>The student deepens understanding of literary works from around the world by relating them to their contemporary context or historical background, as well as to works from other time periods.</p>	Elements
12 th	ELACLRL4	<p>WRITING GENRES</p> <p>The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents.</p>	Elements
12 th	ELACLRL5	<p>VOCABULARY</p> <p>The student understands and acquires new vocabulary and uses it correctly in reading and writing.</p>	Elements

Course Overview and Standards

Unit One – The Self in the Modern World (15 Days)

Assignment One	Vocabulary Crossword ** ELACLRL5
Assignment Two	<i>A Rose For Emily</i> , p. 865 ELACLRL1, ELACLRL2
Assignment Three	<i>The Watch</i> , p. 39 ELACLRL1, ELACLRL2, ELACLRL3
Assignment Four	“Travel Through Time” ** ELACLRL1, ELACLRL2 ELACLRL3, ELACLRL4
Assignment Five	“The Smells of Home” p. 595 ELACLRL1, ELACLRL2
Assignment Six	“People” p. 911 “Constantly Risking Absurdity” p. 917 ELACLRL1, ELACLRL2
Assignment Seven	Personal Views Essay ELACLRL1, ELACLRL4
Assignment Eight	Grammar – Prepositions and Appositives**
Assignment Nine	Unit One Test

Unit Two – Alone in the Modern World/Choices (15 Days)

Assignment One	“Scar Stories”** ELACLRL4
Assignment Two	“The Writer” p. 918 ELACLRL1, ELACLRL2, ELACLRL3,
Assignment Three	Who is Your Hero? (project) ELACLRL4
Assignment Four	<i>The Moment Before the Gun Went Off</i> p. 591 ELACLRL1, ELACLRL2, ELACLRL3
Assignment Five	<i>Little Things Mean A Lot</i> ELACLRL4
Assignment Six	<i>I Stand Here Ironing</i> p. 606 ELACLRL1 ELACLRL2,
Assignment Seven	<i>How I Learned to Read and Write</i> p. 633 ELACLRL1, ELACLRL2, ELACLRL3
Assignment Eight	Unit Two Test

Unit Three – Choices in the Modern World (15 Days)

Assignment One	<i>Silent Dancing</i> p. 626 ELACLRL1
Assignment Two	<i>Poet Power</i> p. 651 ELACLRL1, ELACLRL3
Assignment Three	<i>Telephone Conversation</i> 659 ELACLRL1
Assignment Four	<i>I Hear America Singing</i> p. 651 ELACLRL1 ELACLRL3,
Assignment Five	<i>Dead Man’s Path</i> p. 882 ELACLRL1, ELACLRL3
Assignment Six	read <i>A Lesson Before Dying</i> ELACLRL1, ELACLRL3
Assignment Seven	“A Worksheet Before Dying” ELACLRL1, ELACLRL3
Assignment Eight	“A Brother’s Murder” ELACLRL1 ELACLRL3, ELACLRL4
Assignment Nine	Unit Three Test

Unit Four – Expression in the Modern World/Film Studies (15 Days)

Assignment One	<i>A Brother’s Murder</i> p. 502 ELACLRL1, ELACLRL2
Assignment Two	Meeting of the Minds ELACLRL3ELACLRL4
Assignment Three	<i>Not Just in the Inner City</i> p. 509 ELACLRL1, ELACLRL2 ELACLRL3,
Assignment Four	Film/Movie Review ELACLRL2, ELACLRL2, ELACLRL3ELACLRL4
Assignment Five	Film Compare/Contrast Essay ELACLRL2, ELACLRL3, ELACLRL4
Assignment Six	“Meeting of the Minds” ELACLRL3

Assignment Seven
Assignment Eight

How I Learned to Read and Write p. 633 ELACLRL1, ELACLRL2, ELACLRL3
“Newsflash” ELACLRL2, ELACLRL4

Activities to be Completed

Unit One – The Self in the Modern World

Assignment One Vocabulary Crossword ** (see teacher for handout) ELACLRL5

Assignment Two read *A Rose For Emily*, p. 865 ELACLRL1, ELACLRL2

Assignment Three *The Watch*, p. 39 ELACLRL1, ELACLRL2, ELACLRL3

Define the following vocabulary words:

Torah, municipality, jubilant, Kaftans, feverishly, candelabra, bar mitzvah, Phylacteries, marauder, exhume, inexplicable, usurpers

Answer “Textual Considerations” on page 69

Assignment Four “**Travel Through Time**” ** ELACLRL1, ELACLRL2 ELACLRL3, ELACLRL4

You may choose ONE of these assignments:

1. Develop a time capsule in which you gather facts and accounts of the time period you have chosen. These may be literature, speeches, photographs, products indicative of the time period, newspaper entries, etc. Prepare a written report of the time capsule’s contents. Then create and deliver a ten-to-fifteen minute presentation of your time capsule.
2. Create a journal from the perspective of a fictional person of the period. Discuss your character’s reactions to the events of the time. Consider fads, popular entertainment of the time, politics, the military events of that period, fashion, etc. This option will not require an oral presentation.

You will be given three class periods to complete this project.

Scoring	Points Available	Points Given
Writer Knows the Subject	0-30	
Writer Considers the Audience’s Needs	0-30	
Writing is Clear and Easy-To-Follow	0-30 (0-40 for option #2, which does not require presentation)	

Assignment Five “The Smells of Home” p. 595 ELACLRL1, ELACLRL2

Define the following vocabulary words:

Surreptitiously, sari, tumeric, sinewy, tenure, dal

Complete “Textual Considerations” on pages 595-599

Assignment Six “People” p. 911 “Constantly Risking Absurdity” p. 917 ELACLRL1, ELACLRL2
Complete “Textual Considerations”

Assignment Seven **Personal Views Essay** ELACLRL1, ELACLRL4

See teacher for instructions and pre-writing handout.

Assignment Eight Grammar – Prepositions and Appositives**
See teacher for handout.

Assignment Nine Unit One Test

Unit Two – Alone in the Modern World/Choices

Assignment One “Scar Stories”** ELACLRL4
Your teacher will provide instruction for this assignment.

Evaluation: This assignment will count as a composition grade. The point breakdown will be:

100 Points total
20 Points for Drawing
80 Points for Composition

PLUS an extra 10 bonus points for presenting

Assignment Two “The Writer” p. 918 ELACLRL1, ELACLRL2, ELACLRL3,
Define the following vocabulary words:

Absurdity, entrechats, theatrics, perforce, linden, commotion, gunwale, clamor, affright, and iridescent

Assignment Three **Who is Your Hero?** (project) ELACLRL4

Procedures: Once the students have completed the warm-up questions, the instructor will allow them to share their answers. A discussion on these answers will follow and set up the assignment. In the discussion, the class will brainstorm the characteristics of a true hero, with each student making a list of these characteristics. From their lists, each student will choose the three that are most important and write these down on a separate piece of paper that will serve as their pre-writing.

Next, the student will choose someone who is their own personal hero (celebrity, historical figure, character in a novel, parent, etc.) and compose a persuasive essay that details how this person embodies the three hero traits they have chosen.

With the submission of the essay, the student will give a presentation of their paper (ie, read it aloud) and will include a visual aid. A photograph or symbolic item will be perfectly acceptable.

The student will be given three class periods to complete this work.

Assignment Four*The Moment the Gun Went Off* p. 591 ELACLRL1, ELACLRL2, ELACLRL3

Define the following vocabulary words:

Afrikaner, Apartheid, divestment, crudely, gleefully, sneer, agitator, inquiry, cull, Kudu, appease, jacarandas, aerial, infiltrator, parliamentary

Complete “Textual Considerations” and “Textual Contexts” page 591

Assignment Five

Define the following vocabulary words:

Sift, engulfed, tenancy, rigidity, decreed, curdled, rasp, denunciations, Pantomimes, rouses, contaminated, glib, exasperated, conscientious, Hysteria, coherent, dredging, prestige

Complete “Textual Considerations” page 612

Assignment Six*I Stand Here Ironing* p. 606 ELACLRL1 ELACLRL2

Complete “Textual Considerations” page 612

Assignment Seven*How I Learned to Read and Write* p. 633 ELACLRL1, ELACLRL2, ELACLRL3

Define the following vocabulary words:

Commenced, compliance, depravity, brute, chattel, pious, divest, disposition, Precepts, fury, incompatible, converted, bestow, prudence, console, Emancipation, denunciation, abhor, detest, mused, tedious

Assignment Eight**Little Things Mean A Lot**Students will read *A Lesson Before Dying* by Ernest Gaines.

In small group discussion, students will identify the “little” decisions made by the main characters (Jefferson, Grant Wiggins, Vivian, et al) throughout the novel. Students will then analyze and discuss how each little decision compounded and altered the state of each character by the end of their journey. Students will determine if any or all of the little decisions made by these characters turned out to be “major” decisions.

Students will then “quick-write” for 10 minutes on how the story would have been different if only one of the little decisions had been different and will share their ideas aloud in class as part of a class discussion.

Then, students will reflect upon their own lives, thinking about the little decisions THEY have made. They will write a reflective essay discussing/showing how making different choices might have resulted in a different outcome.

As an alternative to writing about a personal situation, students may perform the same exercise using a character from another piece of literature.

The final product must be a clear, concise essay, at least 2 pages in length.

You will be given three class periods to complete this project.

Scoring	Points Available	Points Given
Writer Knows the Subject	0-30	
Writer Considers the Audience’s Needs	0-30	
Writing is Clear and Easy-To-Follow	0-30 (0-40 for option #2, which does not require presentation)	

Unit Three – Choices in the Modern World

Assignment One	<i>Silent Dancing</i> p. 626, be prepared to discuss ELACLRL1
Assignment Two	<i>Poet Power</i> p. 651 ELACLRL1, ELACLRL3 (class discussion)
Assignment Three	<i>Telephone Conversation</i> 659 ELACLRL1 (class discussion)
Assignment Four	<i>I Hear America Singing</i> p. 651 ELACLRL1 ELACLRL3
Assignment Five	Complete “Textual Considerations” on pgs. 652 and 659 <i>Dead Man’s Path</i> p. 882 ELACLRL1, ELACLRL3
Assignment Six	read <i>A Lesson Before Dying</i> ELACLRL1, ELACLRL3
Assignment Seven	“A Worksheet Before Dying” ELACLRL1, ELACLRL3
Assignment Eight	“ Your are on a Myth-tion ” ELACLRL1 ELACLRL3, ELACLRL4

Your “mythtion” is to complete one of the following exercises to show that you have an understanding of how some themes and stories are universal and timeless. These stories are enduring and are retold in our modern literature just as they were many, many years ago.

1. Select a myth we have read in class or one you have read on your own (subject to approval), and retell the story for modern readers. Write the myth using modern, school-friendly, language and feel free to use modern problems and people, but keep the basic plot and outcome of the original work.
2. Make up your own myth. Build a fictional myth combining true elements with your own imagination.
3. Pretend you are a collector of myths living in the 23rd century and you have found a wonderful myth set in 2008! Write the story.

You will be given two class periods to complete this project and the final product should be a minimum of 2 pages in length.

Assignment Nine	Unit Three Test
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Unit Four – Expression in the Modern World/Film Studies

Assignment One	<i>A Brother’s Murder</i> p. 502 ELACLRL1, ELACLRL2 (be prepared to discuss in class)
Assignment Two	<i>Meeting of the Minds</i> ELACLRL3ELACLRL4

The class will break into groups of three or four students. Each group will imagine they work for a local public broadcasting television station and are covering a story on an author we have studied. Each group will then select an author to be the subject of an interview and begin researching the author, historical period, and his/ her literary works. They will then write an interview script for a skit that will last 10 minutes that will be presented to the class as a pre-recorded video or as a live-action presentation, depending on resources. One student will play the role of the author, while the rest of the group will act as interviewers. Costuming and props are encouraged. The instructor will allow the students one class period to view examples of interviews in order to become better acquainted with the format.

Assignment Three *Not Just in the Inner City* p. 509 ELACLRL1, ELACLRL2 ELACLRL3

Assignment Four Film Movie Review ELACLRL2, ELACLRL2, ELACLRL3ELACLRL4
We will discuss this extensively in class, with the culminating activity being a one-page review of a film of your choice that uses both film and literary terms.

**** (I will award 5 bonus points to any student who quietly tells me the definition of the word "culminating" . . .)****

Assignment Five Film Compare/Contrast Essay ELACLRL2, ELACLRL3, ELACLRL4
This exercise finds us comparing the similarities and differences of two films. We will use our knowledge of film technique and terms, along with literary devices and literary terms, to construct a thoughtful, well-supported essay. Your teacher will provide instruction and pre-writing handouts for this assignment.

Assignment Six *How I Learned to Read and Write* p. 633 ELACLRL1, ELACLRL2, ELACLRL3

Assignment Seven **Final Project "Newsflash!"** ELACLRL2, ELACLRL4

NEWS FLASH!!!

College Park, GA --At approximately 1:05 p.m. on the afternoon of Tuesday, February 19, 2008 a brilliant young English teacher decided he could not take it anymore. Fed up with boring seat work, and exhausting literature exercises, Mr. D decided to take matters into his own hands.

Having finished his lunch some time earlier, he ran down to the copier and ran off copies of this exercise for his students. The class roared with applause as Mr. D read aloud from his sheet, with one witness, Marvin Banks exclaiming, "Word! Mr. D nailed it! This is the most fun I've had in school since we locked Demarcus in the broom closet!" (editor's note, Demarcus was not harmed during his incarceration)

Following a brief period of instruction, Mr. D's students formed groups or worked alone on their projects. Stay tuned for updates on the situation as it develops.

With this assignment, we will take a look at the way information is presented by the media (newspapers, radio, television, the internet, and other information sources). Why do they talk that way? What do I expect when I open a newspaper or turn on the television news? What color will Monica Kauffman's hair be this week?

Assignment: Pretend you work for a local television station. You and a team of coworkers are responsible for researching, writing, and producing a news program. However, the "news" you will be reporting will be about

the characters in the films, books, and short stories we have covered in class. Also, I'll consider other works we have not covered in class, if appropriate.

Alone or with a group, consider a newsworthy event that may have happened in one of the texts. Would something that happened in the story have made the newspaper that day? Would it have been on the six o'clock news? If so, report it like a news professional would. Make it exciting! Make it fun!

Some ideas to get you started:

- **Headline and cover story** – what would the front page of a newspaper say about the characters or events?
- **Obituary of a character** – if they didn't die in the story, how might they die? (see newspapers in classroom for format and style)
- **Sports Writer/Sports Caster** – reports the events in the story like a sports journalist might
- **How would *Vibe* magazine or *The Source* cover it?**
- **How would a weather man report the events?** (get all Flip Spiceland on it!)

All projects must be approved prior to beginning. However, I'm flexible and would love to hear any original ideas. This assignment will replace one of your composition assignments.

THIS ASSIGNMENT MUST BE A MINIMUM OF ONE FULL PAGE IN LENGTH.

THIS PROJECT CAN ALSO BE PERFORMED AS A NEWS SKIT WITH A PARTNER OR ALONE.

OR

Nobel Prize Winners Essay Final Project

Using your textbook, the internet, or other approved sources, write an essay explaining the contributions made by each person listed below.

These five individuals each lived remarkable lives and have contributed greatly to our world. Take the time to research each of them and compose a thoughtful essay on their contributions. Your essay must be **AT LEAST 2 PAGES** in length and follow the rules of grammar and formal writing structure.

The Nobel Prize winners you will report on are:

Alfred Nobel

Nadine Gordimer

Toni Morrison

Wole Soyinka

Elie Wiesel

Congratulations!! You have completed my Contemporary Literature course. Please feel free to come see me anytime. My door is always open!