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ABSTRACT This guide focuses on communication skills within 17 courses: American literature 1 and 2, English literature 1 and 2, world literature 1 and 2, advanced composition, advanced literature, advanced literature and composition 1 and 2, film study, science fiction, modern writers, comic spirit, Afro-American literature, career English, and college prep English. Each course outline contains a description, general goals, content, activities, and materials. Also included is an outline for the overall goals of communication skills curriculum in the subject areas of listening, reading, writing, speaking, language, critical thinking, literary interpretation and appreciation, and media. (JM)

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TEACHER'S GUIDE FOR

COMMUNICATION SKILLS

GRADES 11 AND 12

SECONDARY SCHOOLS

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ST. LOUIS PUBLIC SCHOOLS

ST. LOUIS, MISSOURI

1975

TEACHER'S GUIDE FOR COMMUNICATION SKILLS -- SECONDARY SCHOOLS

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St. Louis Public High Schools

GOALS

COMMUNICATION SKILLS CURRICULUM

LISTENING:

- The student listens courteously.
- The student listens to increase his ability to concentrate, to interpret, and to evaluate.
- The student listens to learn efficiently and to think constructively.

READING:

- The student reads for knowledge, for enjoyment, for vicarious experience.
- The student reads to form personal values.
- The student masters the basic reading skills essential to his comprehension of printed materials.

WRITING:

- The student writes clear, correct, effective English.
- The student writes creatively.

SPEAKING:

- The student speaks clearly, thoughtfully, effectively.
- The student communicates his experiences; he develops skills in oral communication.
- The student learns standard English and uses it when appropriate.

LANGUAGE:

- The student expands his vocabulary continually.
- The student uses words precisely.
- The student understands that words convey symbolic meanings and emotional connotations.
- The student recognizes that communication is non-verbal as well as verbal.
- The student understands the relationship between speaking and writing.

CRITICAL THINKING:

- The student learns and uses both logical and creative thought processes.
- The student develops a positive self image and worthwhile personal values.
- The student functions as both a group member and an independent entity.
- The student respects the rights of others to their opinions.

LITERARY INTERPRETATION AND APPRECIATION:

- The student interprets and comprehends both literal and symbolic meanings.
- The student discriminates between the meretricious and the true and sincere in literature.
- The student appreciates the meaning, significance, and style of literary works.
- The student recognizes various literary forms.
- The student appreciates the literary heritage and the relation of literature to the other arts.

MEDIA:

- The student understands the impact of media on the individual and society.
- The student makes judgments about media by evaluating presentations.
- The student differentiates among statements of fact, fiction, and opinions.
- The student develops audiovisual literacy.
- The student uses visual media as tools of communication.
- The student uses audiovisual media as supplements to and not substitutes for the printed word.
- The student evaluates what he sees and hears with an understanding of human nature and its fallibility.
- The student distinguishes fact from opinion and is aware of subtle propaganda techniques.
- The student draws from and reinforces, learns from other disciplines.
- The student develops an appreciation for the literary heritage through the best that contemporary media offer as they make curriculum content relevant.

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COURSES GROUPED BY TYPES

COMPOSITION

Advanced Composition

107

MEDIA

Film Study

141

LITERATURE, SURVEY COURSES
(Two-Semesters)

American Literature 1
American Literature 2

5
13

Advanced Composition and Literature 1
Advanced Composition and Literature 2

119
135

English Literature 1
English Literature 2

31
61

Advanced Composition
Advanced Literature

107
113

World Literature 1
World Literature 2

79
99

World Literature 1
World Literature 2

79
99

Afro-American Literature

247

LITERATURE THEMATIC COURSES
(One Semester)

Science Fiction
Modern Writers
Comic Spirit
Afro-American Literature

169
217
235
247

PRACTICAL PREPARATORY COURSES, LANGUAGE ORIENTED

Career English
College Prep English

263
277



COURSE DESCRIPTION

Study literary movements and major authors in American literature from its beginnings to the present time. Read works of authors from various socio-economic groups. Note how their contributions to American literature reflect the changing aspects of American society as well as its enduring values. This course is for any 11th or 12th graders, college bound or career oriented.

GENERAL GOALS

The student becomes acquainted with the influential writers of each period.

The student develops an awareness of major literary movements.

The student gains insight into the development of the various genre of literature on the American scene.

The student recognizes that American literature reflects the social and economic trends of the era during which it was written.

The student becomes aware of the diversity and multiplicity of views expressed by various ethnic and socio-economic groups.

The student investigates themes in American literature which have been present from its beginnings to modern times.

The student becomes conscious of the recurrence in American literature of a quest for sustaining and enduring values.

The student develops the ability to read literature critically.

The student writes as an outgrowth of his study of American literature.

MaterialsTitleUse

AMERICAN LITERATURE, Ginn and Company	Students
AMERICAN LITERATURE, TEACHER'S HANDBOOK AND KEY. Ginn and Company.	Teacher
I, TOO, SING AMERICA: BLACK VOICES IN AMERICAN LITERATURE. Hayden Book Company.	Students, Teacher
ONE FLEW OVER THE CUCKOO'S NEST. American Book Company.	Students
ONE FLEW OVER THE CUCKOO'S NEST/KESSEY: TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
NATIVE SON. Harper and Row Publishers, Inc.	Students
NATIVE SON NOTES. Harper and Row Publishers, Inc.	Teacher
A SEPARATE PEACE. American Book Company.	Students
A SEPARATE PEACE/KNOWLES: TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
EIGHT AMERICAN ETHNIC PLAYS. Charles Scribner's Sons.	Students, Teacher
LISTEN TO LITERATURE: RECORD ALBUM TO ACCOMPANY AMERICAN LITERATURE (2 records). Ginn and Company.	Department

GOALS AND CONTENT

I. The student investigates major themes which each succeeding group of American writers has modified according to his own experience.

A. He sees that every man acquires a "sense of place," a feeling of identification with his home.

1. He learns that American literature began with attempts by settlers to record what they found in this new land, how they managed to live, and what their hopes were for the future.

2. He learns that writers of the 19th century recorded the natural wonders they saw throughout the country.

3. He becomes acquainted with the familiar theme of the young man or woman's journey from a small town to the big city, and he sees the profound influences, both for good and evil, that the city exerted upon those who fell within its boundaries.

4. He sees that the American "sense of place" also includes the city.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: "The Sense of Place"

AMERICAN LITERATURE: from A DISCOVERY OF THE SOUTH p. 5

AMERICAN LITERATURE: from ROUGH RIDING

AMERICAN LITERATURE: from OF THE WEST

AMERICAN LITERATURE: from A WALK IN THE CITY "City of Hope" "Lenox Avenue"

CONTENT

ACTIVITIES AND MATERIALS

Investigates major themes which
group of American writers has
ing to his own experience.

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feeling of identification

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AMERICAN LITERATURE: "The Sense of Place," p. 1

AMERICAN LITERATURE: from A DISCOURSE OF THE PLANTATION
OF THE SOUTHERN COLONY IN VIRGINIA,
p. 5

AMERICAN LITERATURE: from ROUGHING IT, p. 15

AMERICAN LITERATURE: from OF TIME AND THE RIVER, p. 22

AMERICAN LITERATURE: from A WALKER IN THE CITY, p. 27
"City of Harlem," p. 33
"Lenox Avenue Mural," p. 38

GOALS AND CONTENT

- B. The student recognizes that individualism was, from the beginning, a central fact and resource of American life.
1. He learns that one of the first effects of life in early America was the need for self-reliance.
 2. He studies literature which has reflected the importance of individual thought and action and the relationship of the state.
- C. The student understands that the American dream cannot be defined precisely because it has taken a variety of forms, the quality and nature of the vision depending entirely upon the convictions and imagination of the dreamer.

ACTIVITIES AND

AMERICAN LITERATURE: "The Indiv
"Of Indiv
Countries

AMERICAN LITERATURE: "Letter t
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"The Haur
"The Brid
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I, TOO, SING AMERICA: from LET

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"The Decl
p. 86
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I, TOO, SING AMERICA: "I, Too,

FPL THE BLACK AMERIC

AMERICAN LITERATURE: "Inaugura
"Message
"Christma

CONTENT

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 variety of forms, the quality and
 the vision depending entirely
 on the convictions and imagination
 of the dreamer.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: "The Individual," p. 47
 "Of Individualism, In Democratic
 Countries," p. 50

AMERICAN LITERATURE: "Letter to the Town of Providence,
 January, 1655, on the limits of
 Freedom," p. 53
 "The Haunted Mind," p. 56
 "The Bride Comes to Yellow Sky," p. 68
 "Yardbird's Skull," p. 78

I, TOO, SING AMERICA: from LETTERS TO A BLACK BOY, p. 277

AMERICAN LITERATURE: "The American Dream," p. 80
 "The Mayflower Compact," p. 84
 "The Declaration of Independence,"
 p. 86
 "I Hear America Singing," p. 96

I, TOO, SING AMERICA: "I, Too, Sing America," p. 103

FPL THE BLACK AMERICAN DREAM

AMERICAN LITERATURE: "Inaugural Address," p. 101
 "Message to the Grass Roots," p. 105
 "Christmas Sermon on Peace," p. 115

GOALS AND CONTENT

II. The student moves into an historical survey of American literature, focusing on growth, continuity, and recurring themes.

A. He sees that there was little imaginative writing in the 17th and 18th centuries.

1. He reads examples of the early diaries, journals, sermons, religious poems, and political treatises.

2. He studies the Puritan ethic and becomes aware of the importance of Puritan attitudes to America's literary, intellectual, social, and political heritage.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: from THE PLANTATION from A HISTORY OF AMERICAN LITERATURE, p.

I, TOO, SING AMERICA: "On Being America," from LIFE OF FREDERICK DOUGLASS "An Antebellum

AMERICAN LITERATURE: "The Puritan

AMERICAN LITERATURE: "Speech of a Meditative Man," p. "Six," p. "Preface to Touching the Sinners," "Angry God," from PER

CONTENT

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intellectual, social, and
heritage.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: from THE HISTORY OF THE PLYMOUTH
PLANTATION, p. 125
from A HISTORY OF THE DIVIDING
LINE, p. 134

I, TOO, SING AMERICA: "On Being Brought from Africa to
America," p. 13
from LIFE AND TIMES OF FREDRICK
DOUGLASS, p. 18
"An Ante-Bellum Sermon," p. 88

AMERICAN LITERATURE: "The Puritans," p. 138

AMERICAN LITERATURE: "Speech to the General Court," p. 143
Meditation, "Huswifery," p. 150
"Six," p. 151
"Preface to God's Determinations
Touching His Elect," p. 153
"Sinners in the Hands of an
Angry God," p. 156
from PERSONAL NARRATIVE, p. 158

GOALS AND CONTENT

ACTIVITIES AND

B. He sees that later colonial writers were concerned with political matters and investigated themes which have continued to be present in American life and thought.

1. He reads selections which reflect their idealism, their concern with ideas and values, and their shrewd practicality.
2. He sees their willingness to fight for material gain as well as for a principle.

C. The student gains insight into the surge of nationalistic feeling in the 1800's which formed the basis for the development of an authentic American literature.

1. He studies selections based on concern with the beauty of nature and reflecting the writer's faith in the transcendent meaning of that beauty.

AMERICAN LITERATURE: from TH
"Hamatr

RECORD LISTEN TO LITERATURE-H

I, TOO, SING AMERICA: "On Fre

AMERICAN LITERATURE: "The Wa
"The Sa
"On the

AMERICAN LITERATURE: "Speech
p. 184

RECORD LISTEN TO LITERATURE-S
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RECORD LISTEN TO LITERATURE-T

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AMERICAN LITERATURE: "Thanat
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 meaning of that beauty.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: from THE CRISIS, p. 188
 "Hamatreya," p. 11

RECORD LISTEN TO LITERATURE-HAMATREYA

I, TOO, SING AMERICA: "On Freedom," p. 13

AMERICAN LITERATURE: "The Way to Wealth," p. 170
 "The Sale of the Hessions," p. 177
 "On the Subject of Salaries," p. 179

AMERICAN LITERATURE: "Speech to the Virginia Convention,"
 p. 184

RECORD LISTEN TO LITERATURE-SPEECH TO THE VIRGINIA
 CONVENTION

AMERICAN LITERATURE: "The Battle of the Kegs," p. 193
 RECORD LISTEN TO LITERATURE-THE BATTLE OF THE KEGS

AMERICAN LITERATURE: "A National Culture," p. 201

AMERICAN LITERATURE: "Thanatopsis," p. 205
 "To the Fringed Gentian," p. 209
 "The Tide Rises, The Tide Falls,"
 p. 278
 "The Sound of the Sea," p. 279
 "The Fire of Driftwood," p. 280

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>2. He reads folk tales and legends written in the local color traditions.</p> <p>3. He evaluates the American philosophy of responsible individualism.</p> <p>4. He traces the early development of the American short story.</p>	<p>AMERICAN LITERATURE: "Rip Van "Self-Re from WAL What I L from WAL</p> <p>AMERICAN LITERATURE: "The Pit "A Desce p. 296</p> <p>SFS 770-713 THAT STRONG MR. PO SFS 770-568 E.A.POE F 171-152 E.A.POE</p> <p>I, TOO, SING AMERICA: "The Ing</p>
<p>5. He investigates the continuing concern with the Puritan ethic and the dark side of human nature.</p> <p>6. He compares and contrasts literature reflecting points of view and concerns during the Civil War.</p>	<p>AMERICAN LITERATURE: "Young G "Bartleb</p> <p>AMERICAN LITERATURE: "Gettysb RECORD LISTEN TO LITERATURE</p> <p>I, TOO, SING AMERICA: from UP "The Atl p. 61 "Of Mr. Others," "Booker</p>

CONTENT

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in the local color traditions.

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the dark side of human nature.

describes and contrasts literature
from different points of view and con-
cerning the Civil War.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: "Rip Van Winkle," p. 211
"Self-Reliance," p. 225
from WALDEN, "Where I Lived and
What I Lived For," p. 250
from WALDEN, "Conclusion," p. 263

AMERICAN LITERATURE: "The Pit and the Pendulum," p. 284
"A Descent into the Maelstrom,"
p. 296

SFS 770-713 THAT STRONG MR. POE
SFS 770-568 E.A. POE
F 171-152 E.A. POE

I, TOO, SING AMERICA: "The Ingrate," p. 93

AMERICAN LITERATURE: "Ybung Goodman Brown," p. 316
"Bartleby the Schrivener," p. 327

AMERICAN LITERATURE: "Gettysburg Address," p. 357
RECORD LISTEN TO LITERATURE

I, TOO, SING AMERICA: from UP FROM SLAVERY, p. 57
"The Atlanta Exposition Address,"
p. 61
"Of Mr. Booker T. Washington and
Others," p. 65
"Booker T. and W.E.B.," p. 76

AMERICAN LITERATURE 1

GOALS AND CONTENT

- IV. The student reads and discusses or writes a report on at least one of the three novels suggested for the course, showing the relevance of this literary form to the other selections read in class.
- V. The student reads and discusses or writes a report on at least one of the dramas suggested. He may also participate in reader's theater or dramatic interpretation of excerpts from the play.

20

ACTIVITIES AND MA

ACTIVITIES: In the teacher's materials, AMERICAN LITERATURE suggestions, assignments, uses of illustrative vocabulary work, and other follow-ups should be correlated to the reading to the needs of the individual student.

ONE FLEW OVER THE CUCKOO'S NEST
ONE FLEW OVER THE CUCKOO'S NEST/
PACKAGE

NATIVE SON (Cliff's NOTES ON NAT
A SEPARATE PEACE
A SEPARATE PEACE/KNOWLES TEACHER

EIGHT AMERICAN ETHNIC PLAYS: I R
A R
THE

12

21

CONTENT

ACTIVITIES AND MATERIALS

ACTIVITIES: In the teacher's manual which accompanies AMERICAN LITERATURE suggestions are given for writing assignments, uses of illustrations, tests, quizzes, vocabulary work, and other follow-up activities. These should be correlated to the reading assignments according to the needs of the individual teacher.

and discusses or writes a
t one of the three novels
course, showing the
literary form to the other
n class.

ONE FLEW OVER THE CUCKOO'S NEST
ONE FLEW OVER THE CUCKOO'S NEST/KESSEY, TEACHER/STUDENT
PACKAGE

NATIVE SON (Cliff's NOTES ON NATIVE SON)
A SEPARATE PEACE
A SEPARATE PEACE/KNOWLES TEACHER/STUDENT PACKAGE

and discusses or writes a
t one of the dramas suggested.
cipate in reader's theater
pretation of excerpts from

EIGHT AMERICAN ETHNIC PLAYS: I REMEMBER MAMA, p. 83
A RAISIN IN THE SUN, p. 221
THE OXCART, p. 303

COURSE DESCRIPTION

American Literature 2 is designed for the college-bound and the career-oriented student. It is a survey course beginning with the literature written around the time of the Civil War and continuing through works of the present day. A number of major authors are studied, along with significant literary trends. Particular emphasis is given to the new developments in the major genre. The contributions of various ethnic groups to the American literary and cultural scene are noted. Attention is also paid to those values and concerns in American literature which have appeared throughout its history.

GENERAL GOALS

The student becomes acquainted with the influential writers of each period.

The student develops an awareness of major literary movements.

The student gains insight into the development of the various genre of literature on the American scene.

The student recognizes that American literature reflects the social and economic trends of the era during which it was written.

The student becomes aware of the diversity and multiplicity of views expressed by writers from various ethnic and socio-economic groups.

The student investigates themes in American literature which have been present from its beginning to modern times.

The student becomes conscious of the recurrence in American literature of a quest for sustaining and enduring values.

The student develops the ability to read literature critically.

The student writes as an outgrowth of his study of American literature.

MaterialsTitleUse

AMERICAN LITERATURE. Ginn and Company.

Students

AMERICAN LITERATURE, TEACHERS' HANDBOOK AND KEY. Ginn and Company.

Teacher

I, TOO, SING AMERICA: BLACK VOICES IN AMERICAN LITERATURE. Hayden Book Co., Inc.

Students

A NATION OF NATIONS: ETHNIC LITERATURE IN AMERICA. The Free Press.

Students

EIGHT AMERICAN ETHNIC PLAYS. Charles Scribner's Sons.

Students

TENDER IS THE NIGHT. American Book Company.

Students

TENDER IS THE NIGHT/FITZGERALD, TEACHER-STUDENT PACKAGE. American Book Company.

Teacher

ALL THE KING'S MEN. Bantam Books, Inc.

Students

THE THIRD LIFE OF GRANGE COPELAND. Harcourt Brace Jovanovich, Inc.

Students

LISTEN TO LITERATURE: RÉCORD ALBUM TO ACCOMPANY AMERICAN LITERATURE. Ginn and Company.

Department

GOALS AND CONTENT

- I. The student reads prose works by major authors of the latter part of the nineteenth century.
- A. He reads colorful portrayals of the American West and stories about some of its distinctive characters.
- B. He shares the experiences of a master story teller.
- C. He looks at Americans from the perspective of a cosmopolitan American author.
- D. He analyzes the realism of a well-known short story.
- E. He reads a story which investigates the deep schism in mankind produced by race.

ACTIVITIES AND MATERIALS

NOTE: In this course, many of the works are repeated under several different titles. This repetition is designed to show how the same work can serve to illustrate various goals and objectives. To suggest that works be reread.

AMERICAN LITERATURE: "Tennessee"

WRITING ACTIVITY: AMERICAN LITERATURE HANDBOOK AND

AMERICAN LITERATURE: from OLD TIME SHERIDAN p. 400

WRITING ACTIVITY: AMERICAN LITERATURE

SFS 769-543 WORLD OF MARK TWAIN

AMERICAN LITERATURE: "A Bundle of Letters"

"The Open Road"

WRITING ACTIVITY: AMERICAN LITERATURE HANDBOOK AND

AMERICAN LITERATURE: "Of the Open Road"

WRITING ACTIVITY: AMERICAN LITERATURE

CONTENT

ACTIVITIES AND MATERIALS

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lorful portrayals of the
t and stories about some
inctive characters.

he experiences of a master

Americans from the perspective
olitan American author.

the realism of a well-known

story which investigates the
in mankind produced by race.

NOTE: In this course, many of the reading suggestions are repeated under several different goals. This repetition is designed to show that one selection may serve to illustrate various goals and is not intended to suggest that works be reread.

AMERICAN LITERATURE: "Tennessee's Partner," p. 390

WRITING ACTIVITY: AMERICAN LITERATURE, TEACHERS'
HANDBOOK AND KEY, Nos. 3 and 5, p. 271

AMERICAN LITERATURE: from OLD TIME ON THE MISSISSIPPI,
p. 400

WRITING ACTIVITY: AMERICAN LITERATURE, No. 14, p. 424

SFS 769-543 WORLD OF MARK TWAIN

AMERICAN LITERATURE: "A Bundle of Letters," p. 427

"The Open Boat," p. 454

WRITING ACTIVITY: AMERICAN LITERATURE, TEACHERS'
— HANDBOOK AND KEY, No. 3, p. 303

AMERICAN LITERATURE: "Of the Coming of John," p. 476

WRITING ACTIVITY: AMERICAN LITERATURE, No. 8, p. 486

AMERICAN LITERATURE 2

GOALS AND CONTENT	ACTIVITIES AND
<p>II. The student studies the short story of the twentieth century.</p> <p>A. He understands each story's theme and its similarities to and differences from the short story of earlier eras.</p> <p>1. He realizes that an investigation of man's relationship to nature is still significant to American literature.</p> <p>2. He sees that the quest for the American dream continues.</p>	<p>SFS 760-403 LATE 19th AND EARLY 20th CENTURY DEVELOPMENT (of)</p> <p>F 262-137 LITERATURE IN AMERICAN HISTORY</p> <p>SFS 760-404 MODERN DEVELOPMENT</p> <p>SFS 760-405 INTERPRETATION OF SHORT STORY</p> <p>AMERICAN LITERATURE: "Big Two Hearted" p. 573</p> <p>ACTIVITY: Answer questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 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953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000</p>

D CONTENT

ACTIVITIES AND MATERIALS

studies the short story of the
story.

stands each story's theme
similarities to and differences
short story of earlier eras.

realizes that an investigation
man's relationship to nature is
significant to American liter-

realizes that the quest for the
American dream continues.

SFS 760-403 LATE 19th AND EARLY 20th CENTURY
DEVELOPMENT (of the short story)

F 262-137 LITERATURE IN AMERICA-THE SHORT STORY
SFS 760-404 MODERN DEVELOPMENT
SFS 760-405 INTERPRETATION AND EVALUATION OF THE
SHORT STORY

AMERICAN LITERATURE: "Big Two-Hearted River: Part II,"
p. 573

ACTIVITY: Answer questions 1, 3, and 5 in AMERICAN
Literature, p. 580

F 361-163 HEMINGWAY, PART 1
F 361-164 HEMINGWAY, PART 2

SFS 769-456 ERNEST HEMINGWAY, THE MAN: A BIOGRAPHICAL
INTERPRETATION WITH CARLOS BAKER

SFS 769-457 ERNEST HEMINGWAY, THE WRITER: "BIG TWO-
HEARTED RIVER" (two parts)

SFS 770-712 HEMINGWAY

AMERICAN LITERATURE: "The Bear," p. 558

AMERICAN LITERATURE: "Winter Dreams," p. 541

CONTENT

ACTIVITIES AND MATERIALS

SFS 770-711 GATSBY--THE AMERICAN MYTH

ACTIVITY: Much attention has been given recently to F. Scott Fitzgerald, particularly to THE GREAT GATSBY. Students familiar with the story should be encouraged to examine thematic relationships with "Winter Dreams."

WRITING ACTIVITY: AMERICAN LITERATURE, No. 11, p. 556

AMERICAN LITERATURE: "Silent Snow, Secret Snow," p. 519

ACTIVITY: Answer question 8 from AMERICAN LITERATURE, p. 531

AMERICAN LITERATURE: "The Catbird Seat," p. 533

WRITING ACTIVITY: Write a short, short story showing conflict and triumph in a human relationship through the use of Thurber's humorous techniques.

AMERICAN LITERATURE: "The Chrysanthemums," p. 588

ACTIVITY: Answer questions 5 and 6 from AMERICAN LITERATURE, p. 595

AMERICAN LITERATURE: "Flying Home," p. 604

WRITING ACTIVITY: AMERICAN LITERATURE, Nos. 8 and 11, p. 617

comes aware of a more
logical approach to the
val of character.

lines the search for identity
Black man.

AMERICAN LITERATURE 2

GOALS AND CONTENT	ACTIVITIES AND M
<p>5. He sees man's concern for the future of civilization.</p> <p>6. He discovers the profound search for moral values present in modern writing.</p> <p>7. He explores the subject of man's alienation from his fellow man in twentieth-century literature.</p> <p>B. He becomes aware of the fundamental views of life represented by each author, either through the story itself or through supplementary reading and/or teacher assistance.</p>	<p>I, TOO, SING AMERICA: "Who's P AMERICAN LITERATURE: "The Porta AMERICAN LITERATURE: "The Bear "Flying H I, TOO, SING AMERICA: "Brother AMERICAN LITERATURE: "Silent S "The Catb "Big Two- p. 573 "The Chry "The Port "Flying H I, TOO, SING AMERICA: "A Summe I, TOO, SING AMERICA: "On the "Dear Dr</p>

CONTENT

ACTIVITIES AND MATERIALS

man's concern for the
civilization.

ers the profound search
values present in modern

es the subject of man's
n from his fellow man in
-century literature.

f the fundamental views
d by each author, either
itself or through
ing and/or teacher

I, TOO, SING AMERICA: "Who's Passing for Who?" p. 105

AMERICAN LITERATURE: "The Portable Phonograph," p. 597

AMERICAN LITERATURE: "The Bear," p. 558
"Flying Home," p. 604

I, TOO, SING AMERICA: "Brother Carlyle," p. 209

AMERICAN LITERATURE: "Silent Snow, Secret Snow," p. 519
"The Catbird Seat," p. 533
"Big Two-Hearted River: Part II,"
p. 573
"The Chrysanthemums," p. 588
"The Portable Phonograph," p. 597
"Flying Home," p. 604

I, TOO, SING AMERICA: "A Summer Tragedy," p. 139

I, TOO, SING AMERICA: "On the Road," p. 150
"Dear Dr. Butts," p. 282

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>C. He sees how the short story has changed in form and style from earlier writing of this genre.</p> <ol style="list-style-type: none"> 1. He becomes aware that plot is less emphasized than in the earlier short story. 2. He sees that this has led to a greater concentration of character. 3. He notices that most writers use vocabulary and syntax that are basically simple, akin to ordinary speech. 4. He learns that some marked innovations in style have occurred. 	<p>I, TOO, SING AMERICA: "A Fly in the Ointment"</p> <p>"The Pock"</p> <p>NOTE: Goals C 1 and C 2 can be met and simultaneously through a comparison of "Snow, Secret Snow," p. 519, "Pick of the Litter," p. 583, and "The Chrysanthemums" in AMERICAN LITERATURE.</p> <p>I, TOO, SING AMERICA: "We're the Best Here," p. 519</p> <p>ACTIVITY: Compare twentieth century contemporary writers to nineteenth century Nathaniel Hawthorne, Herman Melville, and Edgar Allan Poe.</p> <p>ACTIVITY: Analyze and contrast Ernest Hemingway and William Faulkner and the impact of each on subsequent American literature.</p>

CONTENT

The short story has changed style from earlier writing

is aware that plot is less developed than in the earlier short

that this has led to a greater definition of character.

is that most writers use style and syntax that are simple, akin to ordinary

that some marked innovations in style have occurred.

ACTIVITIES AND MATERIALS

I, TOO, SING AMERICA: "A Fly in the Buttermilk," p. 234

"The Pocketbook Game," p. 254

NOTE: Goals C 1 and C 2 can be illustrated effectively and simultaneously through a consideration of "Silent Snow, Secret Snow," p. 519, "Picture for Her Dresser," p. 583, and "The Chrysanthemums," p. 588, all from AMERICAN LITERATURE.

I, TOO, SING AMERICA: "We're the only Colored People Here," p. 251

ACTIVITY: Compare twentieth century stories by contemporary writers to nineteenth century works by Nathaniel Hawthorne, Herman Melville, and Bret Harte.

ACTIVITY: Analyze and contrast the writing styles of Ernest Hemingway and William Faulkner and consider the impact of each on subsequent American writing.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>5. He realizes that the modern short story sometimes ends without a definite resolution.</p>	<p>AMERICAN LITERATURE: "Big Two" p. 573 "The Christ" I, TOO, SING AMERICA: "The Alms"</p>
<p>III. The student studies American poetry from the Civil War period to modern times.</p> <p>A. He sees sharp changes in subject matter and style through the two most prominent poets of the latter part of the nineteenth century.</p> <p>1. He realizes that Whitman's popularization of free verse and emphasis on the commonplace revolutionized American poetry.</p> <p>2. He becomes aware that Emily Dickinson was a precursor to the twentieth-century poet in the synthesized nature of her work and in her unique perceptions.</p>	<p>AMERICAN LITERATURE: "One's Self" "There We" p. 367 "Out of Rocking" "A Noise" WRITING ACTIVITY: AMERICAN LITERATURE F 372-115 WALT WHITMAN-POETRY AMERICAN LITERATURE: "This is" p. 381 "The Murderer" "I taste" p. 383 "Success" p. 385 "Because of Death,"</p>

CONTENT

izes that the modern short
sometimes ends without a
resolution.

lies American poetry from
period to modern times.

pp changes in subject matter
through the two most prominent
latter part of the nine-
ry.

izes that Whitman's popular-
of free verse and emphasis
commonplace revolutionized
a poetry.

es aware that Emily Dickinson
precursor to the twentieth-century
the synthesized nature of her
in her unique perceptions.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: "Big Two-Hearted River: Part II."
p. 573
"The Chrysanthemums," P. 588

I, TOO, SING AMERICA: "The Almost White Boy," p. 256

AMERICAN LITERATURE: "One's Self I Sing," p. 366
"There Was a Child Went Forth,"
p. 367
"Out of the Cradle Endlessly
Rocking," p. 370
"A Noiseless Patient Spider," p. 378

WRITING ACTIVITY: AMERICAN LITERATURE, No. 7, p. 369

F 372-115 WALT WHITMAN-POET FOR A NEW AGE

AMERICAN LITERATURE: "This is my letter to the World,"
p. 381
"The Murmur of a Bee," p. 382
"I taste a liquor never brewed,"
p. 383
"Success is counted sweetest,"
p. 385
"Because I could not stop for
Death," p. 387

GOALS AND CONTENT	ACTIVITIES AND MA
<p>B. He sees that many poets of the twentieth century have adopted further changes in subject matter, style, form, and language.</p> <ol style="list-style-type: none"> 1. He becomes aware that the modern poet's subject matter includes all aspects of life. 2. He learns that free verse has become widely used. 	<p>WRITING ACTIVITY: Write a theme of "Success is counted sweetest"</p> <p>AMERICAN LITERATURE: "Chicago," "Grass,"</p> <p>SFS 769-530 STREETS, PRAIRIES CARL SANDBURG</p> <p>AMERICAN LITERATURE: "Spring I, TOO, SING AMERICA: "Harlem," from "The p. 201</p> <p>AMERICAN LITERATURE: "Fiddler</p> <p>SFS 772-433 SPOON RIVER ANTHO</p> <p>AMERICAN LITERATURE: "Patterns "Localiti "Hurt Hav "Three Br</p> <p>I, TOO, SING AMERICA: "Nikki-B</p> <p>R 566-102 ANTHOLOGY OF NEGR</p>

CONTENT

Many poets of the twentieth century adopted further changes in meter, style, form, and language.

Be aware that the modern subject matter includes all aspects of life.

Notice that free verse has become more widely used.

ACTIVITIES AND MATERIALS

WRITING ACTIVITY: Write a theme extending the message of "Success is counted sweetest" to a personal experience.

AMERICAN LITERATURE: "Chicago," p. 631
"Grass," p. 636

SFS 769-530 STREETS, PRAIRIES AND VALLEYS: THE LIFE OF CARL SANDBURG

AMERICAN LITERATURE: "Spring and All, 1," p. 652
I, TOO, SING AMERICA: "Harlem," p. 200
from "The Children of the Poor," p. 201

AMERICAN LITERATURE: "Fiddler Jones," p. 624

SFS 772-433 SPOON RIVER ANTHOLOGY

AMERICAN LITERATURE: "Patterns," p. 628
"Localities," p. 637
"Hurt Hawks," p. 650
"Three Brown Girls Singing," p. 656

I, TOO, SING AMERICA: "Nikki-Roosa," p. 208

R 566-102 ANTHOLOGY OF NEGRO POETS

GOALS AND CONTENT	ACTIVITIES AND
<p>3. He sees that the language of poetry is frequently close to that of ordinary speech.</p> <p>4. He sees that some forms are distinctively new and innovative.</p> <p>C. He becomes aware of how these changes in poetry are reflective of modern and emerging trends in American life.</p> <p>1. He realizes that previously taboo subjects are now open to discussion and exploration.</p>	<p>AMERICAN LITERATURE: "Cliff "Grass, "Fire a "To Sat</p> <p>I, TOO, SING AMERICA: "Motto, "We Rea</p> <p>SFS 771-722 BLACK POEMS, BL R 566-103 ANTHOLOGY OF NEA 200 YEARS</p> <p>AMERICAN LITERATURE: "Status "maggie may," p "l (a," "Two Ja</p> <p>I, TOO, SING AMERICA: "The Al</p> <p>AMERICAN LITERATURE: "Patter "The Si "Siegfr</p> <p>ACTIVITY: Each student brings current publication. The class has an interchange of poems within Goals 1, 2, or both.</p>

ND CONTENT

ACTIVITIES AND MATERIALS

ees that the language of poetry
requently close to that of ordinary
ch.

AMERICAN LITERATURE: "Cliff Klingenhagen," p. 620
"Grass," p. 636
"Fire and Ice," p. 644
"To Satch," p. 677

I, TOO, SING AMERICA: "Motto," p. 206
"We Real Cool," p. 206

SFS 771-722 BLACK POEMS, BLACK IMAGES
R 566-103 ANTHOLOGY OF NEGRO POETS IN THE U.S.A. --
200 YEARS

ees that some forms are distinc-
ly new and innovative.

AMERICAN LITERATURE: "Status Symbol," p. 648
"maggie and milly and molly and
may," p. 658
"1 (a," p. 660
"Two Jazz Poems," p. 664

E, TOO, SING AMERICA: "The Alarm Clock," p. 249

es aware of how these changes in
re reflective of modern and
trends in American life.

AMERICAN LITERATURE: "Patterns," p. 628
"The Silent Slain," p. 654
"Siegfried," p. 679

realizes that previously taboo
ects are now open to discussion
exploration.

ACTIVITY: Each student brings to class a poem from a
current publication. The class divides into groups and
an interchange of poems within each groups illustrates
Goals 1, 2, or both.

GOALS AND CONTENT

2. He sees how the greater freedom of language, form, and style reflect a new openness in American life.

D. He realizes that some modern poets have adhered to a basically traditional form in meter, rhythm, and rhyme scheme.

E. He investigates some dominant themes in modern American poetry.

1. He views the alienation of man in the modern world.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: "Chicago"
"I", p. 1
"Thirteen
Blackbird"

I, TOO, SING AMERICA: "The Negro"
"Impasse"

AMERICAN LITERATURE: "Richard
"Pity Me"
Day," p. 1
"Stopping
Evening,"
"Dead Boy"
"Year-End"

AMERICAN LITERATURE: "Richard
"Desert"
"Siegfried"

I, TOO, SING AMERICA: "Yet Do
"Incident"
"Freedom"
"Preface"
Note," p. 1
"A Poem"

CONTENT

how the greater freedom of
form, and style reflect
freedom in American life.

that some modern poets have
basically traditional form
rhythm, and rhyme scheme.

states some dominant themes in
American poetry.

the alienation of man in the
world.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: "Chicago," p. 631
"!", p. 659
"Thirteen Ways of Looking at a
Blackbird," p. 674

I, TOO, SING AMERICA: "The Negro," p. 216
"Impasse," p. 216

AMERICAN LITERATURE: "Richard Cory," p. 619
"Pity Me Not Because the Light of
Day," p. 638
"Stopping by Woods on a Snowy
Evening," p. 645
"Dead Boy," p. 667
"Year-End," p. 686

AMERICAN LITERATURE: "Richard Cory," p. 619
"Desert Places," p. 646
"Siegfried," p. 679

I, TOO, SING AMERICA: "Yet Do I Marvel," p. 109
"Incident," p. 109
"Freedom Rider! Washout," p. 268
"Preface to a Twenty Volume Suicide
Note," p. 280
"A Poem for Black Hearts," p. 280

AMERICAN LITERATURE 2

GOALS AND CONTENT

2. He looks at the modern poet's investigation of social issues.

3. He reads various poetic explorations of the subject of death.

4. He realizes that optimism and a love of life and beauty are present in the works of many American poets.

ACTIVITIES AND

AMERICAN LITERATURE: "Patter"
"Status"
"The Si"
"the Ca"
"Market"
"Middle"

I, TOO, SING AMERICA: "If We"
"America"
"THE CH"
to Litt

ACTIVITY: Consider the present selections through a short oral presentation on a specific social issue of today. Read one of the poems.

AMERICAN LITERATURE: "Dead B"
"Ground"
"The Wa"
"To Sat

AMERICAN LITERATURE: "A Song"
"The pe"
"Bircher"
"maggie"
may," p

CONTENT

ACTIVITIES AND MATERIALS

ks at the modern poet's
igation of social issues.

AMERICAN LITERATURE: "Patterns," p. 628
"Status Symbol," p. 648
"The Silent Slain," p. 654
"the Cambridge ladies," p. 663
"Market," p. 689
"Middle Passage," p. 694

I, TOO, SING AMERICA: "If We Must Die," p. 694
"America," p. 114
"THE CHICAGO DEFENDER Sends a Man
to Little Rock," p. 242

ACTIVITY: Consider the present-day relevance of these
selections through a short oral presentation relating
a specific social issue of today to that presented in
one of the poems.

is various poetic explorations
subject of death.

AMERICAN LITERATURE: "Dead Boy," p. 667
"Groundhog," p. 669
"The Waking," p. 671
"To Satch," p. 677

lizes that optimism and a love
e and beauty are present in the
of many American poets.

AMERICAN LITERATURE: "A Song of Praise," p. 626
"The people will live on," p. 633
"Birches," p. 642
"maggie and milly and molly and
may," p. 658

GOALS AND CONTENT

ACTIVITIES AND

F. He understands that modern American poetry continues to explore some of the themes which have been present from the beginnings.

1. He realizes that there is a continuing fascination with nature.

2. He sees that the position of the individual in society continues to be an important subject.

AMERICAN LITERATURE: "Birch

R. 566-166 ROBERT FROST

AMERICAN LITERATURE: "Hurt
"The G
"On the

I, TOO, SING AMERICA: "The C

F 272-162 POETRY BY AMERI

ACTIVITY: Compare and contrast nature of twentieth-century po Longfellow, and Dickinson.

AMERICAN LITERATURE: "Mr. F
"Status
"Siegfr
"Silenc

ACTIVITY: Answer questions 1, LITERATURE, p. 622, on "Mr. F

CONTENT

that modern American
 es to explore some of
 ich have been present
 anings.

es that there is a continuing
 on with nature.

at the position of the
 in society continues to be
 nt subject.

ACTIVITIES AND MATERIALS

AMERICAN LITERATURE: "Birches," p. 642

R. 566-166 ROBERT FROST

AMERICAN LITERATURE: "Hurt Hawks," p. 650
 "The Groundhog," p. 669
 "On the Coast of Maine," p. 691

I, TOO, SING AMERICA: "The Creation," p. 111

F 272-162 POETRY BY AMERICANS: JAMES WELDON JOHNSON

ACTIVITY: Compare and contrast the attitudes towards
 nature of twentieth-century poets to those of Bryant,
 Longfellow, and Dickinson.

AMERICAN LITERATURE: "Mr. Flood's Party," p. 621
 "Status Symbol," p. 648
 "Siegfried," p. 679
 "Silence," p. 683

ACTIVITY: Answer questions 1, 2, 3, 4, in AMERICAN
 LITERATURE, p. 622, on "Mr. Flood's Party."

AMERICAN LITERATURE 2

GOALS AND CONTENT	ACTIVITIES AND
<p>3. He understands that the search for the American dream continues.</p>	<p>AMERICAN LITERATURE: "Anne Ru "The peo "The Exp</p> <p>I, TOO, SING AMERICA: "I, Too.</p> <p>WRITING ACTIVITY: AMERICAN LI HANDBOOK AND KEY, p. 439.</p> <p>Especially recommended SFS on modern writing in general: SFS THE CITY AND TH</p>
<p>IV. The student reads selections from modern American drama.</p> <p>A. He analyzes the character of the protagonist in a one-act play written in traditional form.</p> <p>B. He examines technical innovation in a well-known American play and understands the timeless message of this drama.</p>	<p>AMERICAN LITERATURE: "ile," p</p> <p>AMERICAN LITERATURE: "Our Tow</p> <p>WRITING ACTIVITY: AMERICAN LI</p> <p>F 359-111 HUMANITIES: OUR F 359-112 HUMANITIES: OUR</p>

CONTENT	ACTIVITIES AND MATERIALS
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understands that the search for
American dream continues.

AMERICAN LITERATURE: "Anne Rutledge," p. 625
"The people will live on," p. 633
"The Explorer," p. 682

I, TOO, SING AMERICA: "I, Too." p. 103

WRITING ACTIVITY: AMERICAN LITERATURE, TEACHERS'
HANDBOOK AND KEY, p. 439

Especially recommended SFS on the impact of the city on
modern writing in general:

SFS THE CITY AND THE MODERN WRITER

reads selections from modern

the character of the
in a one-act play written
in final form.

AMERICAN LITERATURE: "Ile," p. 701

technical innovation in a
American play and understands
the message of this drama.

AMERICAN LITERATURE: "Our Town," p. 714

WRITING ACTIVITY: AMERICAN LITERATURE: No. 5, p. 753

F 359-111

HUMANITIES: OUR TOWN AND OUR UNIVERSE

F 359-112

HUMANITIES: OUR TOWN AND OURSELVES

GOALS AND CONTENT
<p>C. He reads other selected plays and understands their wider implications as well as their ethnic origins.</p>
<p>V. The student studies the twentieth century essay.</p>
<p>A. He explores several issues which are of particular concern to modern man.</p>
<p>B. He looks at an analysis of what "This New Man," the American, is.</p>
<p>VI. The student learns about America's immigrant backgrounds.</p>
<p>A. He reads a commentary by John F. Kennedy about the arrival of immigrants.</p>
<p>B. He looks at an analysis of some of the reasons for European emigration.</p>

ACTIVITIES AND MATERIALS
<p>EIGHT AMERICAN ETHNIC PLAYS: D T D</p>
<p>ACTIVITY: Act out sections from those studied. Even simple costuming will show effectiveness of the effort.</p>
<p>AMERICAN LITERATURE: "Walden," "Wild and p. 762 "The Creation of Man"</p>
<p>AMERICAN LITERATURE: "What This New Man?"</p>
<p>WRITING ACTIVITY: AMERICAN LITERATURE p. 795</p>
<p>NOTE: All selections listed are from: A NATION OF NATIONS, ETHNIC AMERICANS</p>
<p>"A Nation of Nations"</p>
<p>"Peasant Emigration"</p>

CONTENT

her selected plays and under-
r wider implications we well
hnic origins.

udies the twentieth century

several issues which are
ar concern to modern man.

an analysis of what "This
he American, is.

urns about America's
rounds.

commentary by John F.
ut the arrival of immigrants.

an analysis of some of the
European emigration.

ACTIVITIES AND MATERIALS

EIGHT AMERICAN ETHNIC PLAY: **DINO**, p. 135
THE TENTH MAN, p. 163
DAY OF ABSENCE, p. 275

ACTIVITY: Act out sections from one or more of the plays
studied. Even simple costuming and scenery add to the
effectiveness of the effort.

AMERICAN LITERATURE: "Walden," p. 756
"Wild and Park Lands: John Muir,"
p. 762
"The Creative Dilemma," p. 774

AMERICAN LITERATURE: "What Then Is the American, This
New Man?" p. 779

WRITING ACTIVITY: AMERICAN LITERATURE, Nos. 10 or 13,
p. 795

NOTE: All selections listed under Goal VI are taken
from: A NATION OF NATIONS, ETHNIC LITERATURE IN AMERICA.

"A Nation of Nations," p. 3

"Peasant Origins," p. 6

AMERICAN LITERATURE 2

GOALS AND CONTENT	ACTIVITIES AND
<p>C. He explores the stereotyped ideas of what an American is.</p>	<p>"Is There An Am "In Search of a p. 26</p>
<p>D. He reads selections by Indian writers and considers their thoughts.</p>	<p>"What the India "The Soul of th "Now that the B</p>
	<p>SFS 768-458 AMERICAN INDIAN SFS 768-459 AMERICAN INDIAN</p>
<p>E. He develops an appreciation of the difficulties, frustrations, and rewards of integration of diverse peoples into American life.</p>	<p>A NATION OF NATIONS: ETHNIC LI "Evenin' Air Bl "Immigrants," p "Puerto Rican P "Christ in Conc from CHINATOWN from THE SUBWAY "The Fractional "Danny O'Neill "The Three Swim "Grocer," p. 201 "Theme for Engli "Debate with th "Black Power," "The Return to from THE AMERICA "Speech to the C "Incident," p. 3 "The Alarm Clock from BEYOND THE "City of Harlem "Pericles on 31</p>

CONTENT

the stereotyped ideas of
American's.

lections by Indian writers
s their thoughts.

an appreciation of the
, frustrations, and rewards
on of diverse peoples into
e.

ACTIVITIES AND MATERIALS

"Is There An American Stock?" p. 16
"In Search of a Majority: An Address,"
p. 26

"What the Indian Means to America," p. 59
"The Soul of the Indian," p. 278
"Now that the Buffalo's Gone," p. 329

SFS 768-458 AMERICAN INDIANS, Part 1
SFS 768-459 AMERICAN INDIANS, Part 2

A NATION OF NATIONS: ETHNIC LITERATURE IN AMERICA

"Evenin' Air Blues," p. 40
"Immigrants," p. 83
"Puerto Rican Paradise," p. 116
"Christ in Concrete," p. 122
from CHINATOWN FAMILY, p. 152
from THE SUBWAY TO THE SYNAGOGUE, p. 167
"The Fractional Man," p. 181
"Danny O'Neill Was Here," p. 190
"The Three Swimmers and the Educated
Grocer," p. 201
"Theme for English B," p. 213
"Debate with the Rabbi," p. 277
"Black Power," p. 306
"The Return to the Source," p. 331
from THE AMERICAN IRISH, p. 345
"Speech to the Court," p. 361
"Incident," p. 363
"The Alarm Clock," p. 379
from BEYOND THE MELTING POT, p. 428
"City of Harlem," p. 452
"Pericles on 31st Street," p. 477

GOALS AND CONTENT	ACTIVITIES AND
<p>VII. The student reads one novel from the twentieth century and analyzes it from the standpoint of character, theme, style, and its relevancy to other American literature of this time.</p>	<p>ACTIVITIES: 1. Interview two person who came to America man recent immigrant, and give an class of their experiences and</p> <p>2. Interview a member of a ml give an oral presentation to t individual's thoughts about Am his particular background.</p> <p>F 372-107 IMMIGRANT: THE TENDER IS THE NIGHT</p> <p>TENDER IS THE NIGHT/FITZGERALD</p> <p>ALL THE KING'S MEN</p> <p>F 272-128 POLITICS, POWER (Restricted availability; orde Head, Communication Skills)</p> <p>THE THIRD LIFE OF GRANGE COPEL</p>

CONTENT

ACTIVITIES AND MATERIALS

ACTIVITIES: 1. Interview two individuals, one older person who came to America many years ago and one recent immigrant, and give an oral presentation to the class of their experiences and impressions.

2. Interview a member of a minority ethnic group and give an oral presentation to the class of this individual's thoughts about America as it relates to his particular background.

F 372-107 IMMIGRANT: THE LONG LONG JOURNEY

TENDER IS THE NIGHT

TENDER IS THE NIGHT/FITZGERALD, TEACHER-STUDENT PACKAGE

ALL THE KING'S MEN

F 272-128 POLITICS, POWER, AND THE PUBLIC GOOD
(Restricted availability; order through The Department
Head, Communication Skills)

THE THIRD LIFE OF GRANGE COPELAND

ads one novel from the
ury and analyzes it
point of character,
and its relevancy to
literature of this time.

COURSE DESCRIPTION

Study the superhuman deeds of Anglo-Saxon superhero Beowulf. Travel on a pilgrimage with Chaucer's Canterbury pilgrims. Participate in the age-old battle of the sexes through Shakespeare's TAMING OF THE SHREW. Read the carefree love poems of the Cavalier poets. Discover the satire in Swift's proposal to "roast, bake, or stew" small children to cut down on the population. Moving to the present, view Black-White relations in South Africa in the Twentieth Century novel CRY, THE BELOVED COUNTRY. All this and more in English Literature I, intended for any student in Grades 12 or 11, but especially useful to the college-bound senior.

GOALS

The student becomes familiar with selected literary works by English writers.

He recognizes that the writings of an era reflect ideas, customs, events of that era.

He develops his knowledge of literary forms, styles and techniques.

He analyzes the relationships of literary form to content.

He learns a little about the history of the English language.

Materials

Title

Use

ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. Scott, Foresman and Company.	Students
TEACHER'S RESOURCE BOOK TO ACCOMPANY ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. Scott, Foresman and Company.	Teacher
CRY, THE BELOVED COUNTRY. Charles Scribner's Sons.	Students
CRY, THE BELOVED COUNTRY, MONARCH REVIEW NOTES. Monarch Press.	Teacher

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>UNIT ONE: THE ANGLO-SAXON AGE</p> <p>I. The student recognizes the epic qualities of BEOWULF.</p> <p>A. He defines <u>epic</u> and applies his definition to BEOWULF.</p> <p>B. He reads and reacts to literary criticism of BEOWULF. His reaction may be oral and/or written.</p> <p>C. He reads a modern version of BEOWULF and may react to it.</p> <p>II. The student views the reflection of Anglo-Saxon life in the poetry of the era.</p>	<p>NOTE: All selections and page guide are references to ENGLAND OF THE SHREW EDITION unless otherwise noted.</p> <p>"Background," p. 55</p> <p>F 364-123 MYSTERY OF STONE F 364-124 MYSTERY OF STONE</p> <p>BEOWULF, pp. 4-34 "The Poetry of BEOWULF," pp. 40 "The Epic," p. 11</p> <p>"BEOWULF and Its Critics," pp.</p> <p>ACTIVITY: #6 on page 39</p> <p>BEOWULF, p. 42</p> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Attempt a retelling of the form. 2. Create a superhero of your own with his superhuman powers and traits and its rationale, his associated superhuman activities. 3. Also see "Writing Activities" <p>"The Ruin," pp. 43-44 "The Wife's Complaint," p. 45 "The Wanderer," pp. 46-47 "The Wanderer," p. 48</p>

CONTENT

ACTIVITIES AND MATERIALS

MAXON AGE

NOTE: All selections and page numbers given in this guide are references to ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION unless otherwise noted.

"Background," p. 55

F 364-123

MYSTERY OF STONEHENGE, PART I

F 364-124

MYSTERY OF STONEHENGE, PART II

izes the epic qualities

BEOWULF, pp. 4-34

"The Poetry of BEOWULF," pp. 40-41

"The Epic," p. 11

c and applies his definition

"BEOWULF and Its Critics," pp. 36-38

reacts to literary criticism
his reaction may be oral and/

ACTIVITY: #6 on page 39

ern version of BEOWULF and
t.

BEOWULF, p. 42

ACTIVITIES:

1. Attempt a retelling of the original BEOWULF in verse form.
2. Create a superhero of your own. Include his name, his superhuman powers and their origin, his costume and its rationale, his associates, and one or two of his superhuman activities.
3. Also see "Writing Activities 1-9," on p. 39

the reflection of Anglo-
poetry of the era.

"The Ruin," pp. 43-44

"The Wife's Complaint," p. 45

"The Wanderer," pp. 46-47

"The Wanderer," p. 48

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>A. He defines <u>lyric</u> and applies his definition to poems.</p> <p>B. He attempts to solve Anglo-Saxon riddles.</p>	<p>"Anglo-Saxon Lyrics," p. 44</p> <p>"Anglo Saxon Riddles," p. 49</p> <p>ACTIVITY: Write a riddle about yourself and read it aloud and have the class and teacher guess. Include, as did the Anglo-Saxon riddles, words that could both lead and mislead the guesser.</p>
<p>III. The student compares Anglo-Saxon prose with Anglo-Saxon poetry.</p> <p>A. He defines <u>analogy</u> and applies his definition to the selection.</p> <p>B. He compares a poetic version with a prose version of a similar subject.</p>	<p>"The Conversion of King Edwin," p. 44</p> <p>"Dark Age Glosses on the Venerable Bede," p. 49</p> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Compare the above poem with "Persuasion," p. 343 2. See "Writing" on p. 54
<p>IV. The student pursues individual projects.</p> <p>A. He may compare Old Irish poetry with Anglo-Saxon poetry.</p> <p>B. He may study the craftsmanship of the early Anglo-Saxons.</p> <p>C. He may trace the changing English language through the Anglo-Saxon age.</p>	<p>"Old Irish Poetry," p. 56</p> <p>"The Treasure of Sutton Hoo," p. 56</p> <p>"The Changing English Language," p. 56</p>

CONTENT

ACTIVITIES AND MATERIALS

lyric and applies his
to poems.

"Anglo-Saxon Lyrics," p. 44

to solve Anglo-Saxon

"Anglo Saxon Riddles," p. 49

compares Anglo-Saxon prose
and poetry.

ACTIVITY: Write a riddle about a modern object. Read it aloud and have the class and teacher try to guess it. Include, as did the Anglo-Saxons, concrete clues which could both lead and mislead the class. (See #1, p. 49)

analogy and applies his
to the selection.

"The Conversion of King Edwin," pp. 51-53

a poetic version with
of a similar subject.

"Dark Age Glosses on the Venerable Bede," p. 54

ACTIVITIES:

1. Compare the above poem with Wordsworth's sonnet "Persuasion," p. 343
2. See "Writing" on p. 54

assigns individual projects.

"Old Irish Poetry," p. 56

compare Old Irish poetry with
poetry.

"The Treasure of Sutton Hoo," pp. 57-58

study the craftsmanship of the
Anglo-Saxons.

"The Changing English Language," pp. 59-61

study the changing English lan-
guage through the Anglo-Saxon age.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>UNIT TWO: MEDIEVAL ENGLAND</p> <p>I. The student recognizes CANTERBURY TALES as a vivid picture of Medieval life and times.</p> <p>A. He explains how Chaucer's background enabled him to portray travelers of such varied backgrounds.</p> <p>B. He defines the framework story.</p> <p>C. He identifies physical details and character traits of each pilgrim.</p> <p>D. He recognizes the satire in Chaucer's characterizations.</p>	<p>"Background," pp. 121-122</p> <p>"The Prologue," pp. 64-77</p> <p>FS 649-107 MEDIEVAL WORLD F 150-119 MEDIEVAL WORLD F 150-118 MEANING OF FEUDALISM F 256-111 MEDIEVAL MANOR F 369-106 MEDIEVAL ENGLAND</p> <p>"Geofrey Chaucer," p. 127</p> <p>"Chaucer's Popularity," p. 66</p> <p>ACTIVITY: Write in an approximate language, a description of a character to read their descriptions to, to recognize themselves or their descriptions. Please remind students writing about living, feeling, and keep their satire mild. The teacher reads the descriptions in draft form aloud.)</p> <p>"Chaucer the Satirist," p. 76</p> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Discuss--which character(s) with irony? Why did he use with others? 2. See discussion questions on 3. Students may choose from w

CONTENT	ACTIVITIES AND MATERIALS
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ENGLAND

recognizes CANTERBURY
and picture of Medieval

how Chaucer's back-
ground led him to portray
such varied backgrounds.

the framework story.

describes physical details and
traits of each pilgrim.

analyzes the satire in Chaucer's
satirizations.

"Background," pp. 121-122

"The Prologue," pp. 64-77

FS 649-107	MEDIEVAL WORLD
F 150-119	MEDIEVAL WORLD
F 150-118	MEANING OF FEUDALISM
F 256-111	MEDIEVAL MANOR
F 369-106	MEDIEVAL ENGLAND: THE PEASANTS' REVOLT

"Geoffrey Chaucer," p. 127

"Chaucer's Popularity," p. 66

ACTIVITY: Write in an approximation of Chaucer's language, a description of a classmate. (Ask students to read their descriptions to the class. Students try to recognize themselves or their classmates from these descriptions. Please remind students that they are writing about living, feeling persons and urge them to keep their satire mild. The teacher may want to review the descriptions in draft form prior to the reading aloud.)

"Chaucer the Satirist," p. 76

ACTIVITIES:

1. Discuss--which character(s) did Chaucer not treat with irony? Why did he use irony with some and not with others?
2. See discussion questions on p. 77.
3. Students may choose from writing activities on p. 78.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>II. The student selects for analysis one or both of the pilgrims' tales he reads.</p> <p>A. He recognizes the moral of "The Pardoner's Tale."</p> <ol style="list-style-type: none"> 1. He defines <u>avarice</u>. 2. He applies the moral to the tale. <p>B. He will identify irony in "The Pardoner's Tale."</p> <p>C. He describes the character of the Wife of Bath, drawing his information from her own words.</p> <p>D. He identifies the theme of her tale.</p>	<p>"The Pardoner's Tale," pp. 78-80</p> <p>F 358-103 CHAUCER'S ENGLAND PRESENTATION OF THE</p> <p>See "Discussion," question 4, on</p> <p>ACTIVITIES: Discussion question Writing assignments may be chosen on p. 86</p> <p>"The Wife of Bath's Prologue," p.</p> <p>SUGGESTED FILM: F 371-101 MIDDLE AGES: A WA LETTERS (includes</p> <p>ACTIVITY: Write a newspaper interview Bath, presenting her as a modern Liberation. Prepare questions and her answers.</p> <p>"The Wife of Bath's Tale," pp. 9</p> <p>ACTIVITIES: 1. Discussion questions 1-5 on 2. Prepare an oral dialogue between or more of her husbands, found in "Readers' Theater," section</p>

CONTENT

ACTIVITIES AND MATERIALS

ects for analysis one or
grims' tales he reads.

es the moral of "The
Tale."

hes avarice.

es the moral to the tale.

ntify irony in "The Pardoner's

the character of the Wife
wing his information from
s.

s the theme of her tale.

"The Pardoner's Tale," pp. 78-86

F 358-103

CHAUCER'S ENGLAND: WITH A SPECIAL
PRESENTATION OF THE PARDONER'S TALE

See "Discussion," question 4, on p. 86

ACTIVITIES: Discussion questions 1-6 on p. 86

Writing assignments may be chosen from numbers 1-3
on p. 86

"The Wife of Bath's Prologue," pp. 87-93

SUGGESTED FILM:

F 371-101

MIDDLE AGES: A WANDERER'S GUIDE TO LIFE &
LETTERS (includes "The Wife of Bath")

ACTIVITY: Write a newspaper interview with the Wife of
Bath, presenting her as a modern advocate of Women's
Liberation. Prepare questions and, of course, record
her answers.

"The Wife of Bath's Tale," pp. 93-97

ACTIVITIES:

1. Discussion questions 1-5 on p. 98
2. Prepare an oral dialogue between Dame Alice and one
or more of her husbands, following the suggestions
in "Readers' Theater," section on p. 98.

GOALS AND CONTENT	ACTIVITIES AND MA
<p>III. The student identifies major types of medieval poetry.</p> <p>A. He recognizes major themes in medieval lyrics.</p> <ol style="list-style-type: none"> 1. He identifies poems of love and beauty. 2. He identifies poems that satirize women. <p>B. He recognizes the ballad stanza.</p> <ol style="list-style-type: none"> 1. He reads aloud poems in the Scottish dialect. 2. He analyzes the characteristics of the ballad. 	<ol style="list-style-type: none"> 3. Students may choose assignment suggestions on p. 98. 4. Students may choose roles and characters from the "Prologue." Such a performance might be... 5. Students interested in further report on "How Original Was..." and/or on "Chaucer and His T..." <p>"Lyrics," pp. 99-105</p> <p>ACTIVITIES: Compare "The Land of Cockayne" w "The Big Rock Candy Mountain"</p> <p>See "Discussion," questions 1-5</p> <p>"The Ballad Stanza," p. 106 "Popular Ballads," pp. 106-110</p> <p>See "Reader's Theatre" on p. 111</p> <p>See "Discussion," questions 1-7,</p>

CONTENT

ACTIVITIES AND MATERIALS

ifies major types of

major themes in medieval

ifies poems of love and beauty.

ifies poems that satirize

the ballad stanza.

loud poems in the Scottish

es the characteristics of

d.

3. Students may choose assignment 1 or 2 from writing suggestions on p. 98.
4. Students may choose roles and play the parts of characters from the "Prologue" or from the two tales. Such a performance might be videotaped.
5. Students interested in further research may read and report on "How Original Was Chaucer?" pp. 123-124, and/or on "Chaucer and His Translators," p. 124

"Lyrics," pp. 99-105

ACTIVITIES:

Compare "The Land of Cockayne" with a recording of "The Big Rock Candy Mountain"

See "Discussion," questions 1-5 on p. 105

"The Ballad Stanza," p. 106

"Popular Ballads," pp. 106-110 °

See "Reader's Theatre" on p. 111 for hints on oral reading.

See "Discussion," questions 1-7, p. 111

ENGLISH LITERATURE 1

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>IV. The student pursues individual projects.</p> <p>A. He may write a modern ballad dealing with a current event.</p> <p>B. He may research the ballad form.</p> <p>C. He may trace the changes in the English language through the Medieval age.</p> <p>V. The student recognizes the chivalric elements in medieval prose.</p> <p>A. He analyzes the use of chivalry in Malory's "Slander and Strife."</p> <p>B. He compares Malory's prose with that of T. H. White.</p>	<p>See "Writing" on p. 111</p> <p>"The Popular Ballads," p. 125</p> <p>"The Changing English Language</p> <p>"Slander and Strife," pp. 112-</p> <p>"from THE ONCE AND FUTURE KING "Sir Thomas Malory," p. 127</p> <p>ACTIVITIES: Compare the heroic times with that of knighthood. the form of a discussion or a specific incidents from the work of your thesis.</p>
<p>UNIT THREE: THE ELIZABETHAN AGE:</p> <p>I. The student compares several types of Elizabethan poetry.</p>	<p>Read: "Background," p. 227</p> <p>SFS 768-424 DAILY LIFE IN ELIZABETHAN</p> <p>F 371-115 ELIZABETH: THE</p> <p>FPL THE ENGLAND OF</p>

CONTENT

ACTIVITIES AND MATERIALS

issues individual projects.

Write a modern ballad dealing
with a recent event.

Compare the ballad form.

Trace the changes in the
language through the Medieval

Recognizes the chivalric
level prose.

Identify the use of chivalry in
"Slander and Strife."

Compare Malory's prose with that
of Chaucer.

ELIZABETHAN AGE

Compare several types of
writing.

See "Writing" on p. 111

"The Popular Ballads," p. 125

"The Changing English Language," pp. 126-127

"Slander and Strife," pp. 112-117

"from THE ONCE AND FUTURE KING," pp. 118-120

"Sir Thomas Malory," p. 127

ACTIVITIES: Compare the heroic ideal of Anglo-Saxon times with that of knighthood. This comparison may take the form of a discussion or a paper. Be sure to cite specific incidents from the works you use to back up your thesis.

Read: "Background," p. 227

SFS 768-424

DAILY LIFE IN ELIZABETHAN ENGLAND

F 371-115

ELIZABETH: THE QUEEN WHO SHAPED AN AGE

FPL

THE ENGLAND OF ELIZABETH

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>A. He analyzes selected works of the courtly poets.</p> <p>B. He recognizes characteristics of Elizabethan pastoral poetry.</p> <ol style="list-style-type: none"> 1. He defines <u>pastoral</u>. 2. He compares two pastoral poems. 3. He reads a parody of "The Passionate Shepherd to His Love" in "The Bait." <p>C. He analyzes Elizabethan songs of love.</p> <ol style="list-style-type: none"> 1. He defines <u>paradox</u> and applies his definition to "Love is a Sickness." 2. He defines <u>lament</u> and applies his definition to "Dirge for Cymbeline." <p>D. The student recognizes the allegorical nature of "The Faerie Queen."</p> <ol style="list-style-type: none"> 1. He defines <u>allegory</u> and applies his definition to the selection. 2. He recognizes the Spenserian stanza. 	<p>"Elizabeth and the Courtly Poet"</p> <p>"The Passionate Shepherd to His Love"</p> <p>"The Nymph's Reply to the Shepherd"</p> <p>ACTIVITY: Write a modern-day version of a proposal and/or the reply. (Students write the proposals. Mix proposals with young women to write the replies.)</p> <p>mimeograph the best for class use</p> <p>"The Bait," p. 237</p> <p>"Songs and Lyrics," pp. 143-145</p> <p>"The Faerie Queen," pp. 138-142</p> <p>"Allegory," p. 142</p> <p>"The Spenserian Stanza," p. 140</p>

CONTENT

Selected works of the

characteristics of
pastoral poetry.

is pastoral.

es two pastoral poems.

a parody of "The Passionate
to His Love" in "The Bait."

Elizabethan songs of love.

is paradox and applies his
n to "Love is a Sickness."

is lament and applies his
n to "Dirge for Cymbeline."

recognizes the allegorical
e Faerie Queen."

is allegory and applies his
n to the selection.

izes the Spenserian stanza.

ACTIVITIES AND MATERIALS

"Elizabeth and the Courtly Poets," pp. 130-131

"The Passionate Shepherd to His Love," p. 143

"The Nymph's Reply to the Shepherd," p. 143

ACTIVITY: Write a modern-day version of the shepherd's proposal and/or the reply. (Idea--have the young men write the proposals. Mix proposals up and give to the young women to write the replies. Read aloud or mimeograph the best for class use.)

"The Bait," p. 237

"Songs and Lyrics," pp. 143-145

"The Faerie Queen," pp. 138-142

"Allegory," p. 142

"The Spenserian Stanza," p. 140

GOALS AND CONTENT

ACTIVITIES AND

E. He recognizes the major forms of sonnets.

1. He recognizes the Italian or Petrarchan sonnet form.
2. He defines iambic pentameter.
3. He identifies and marks the rhyme schemes of various sonnet forms.
4. He identifies the Shakespearean or English sonnet form.

II. The student reads and reacts to a Shakespearean play.

A. The student does some research on the Elizabethan theatre.

ACTIVITY:

1. Attempt a verse in Spenser.
2. Write a brief allegory, using names of modern characters and incidents.

"Sir Philip Sidney," pp. 134-137

"Edmund Spenser," p. 137

"Shakespeare's Sonnets," pp. 140-141

ACTIVITY:

Attempt a sonnet in either Italian or English form.

THE TAMING OF THE SHREW, pp. 142-143

F 260-133 SHAKESPEARE'S T
 FPL UNDERSTANDING S
 FPL HEART OF ENGLAND
 (Filmstrips are often available)

ACTIVITY: Panel reports with visual aids on research on history of the theatre. All lend themselves to further study of Elizabethan theatre.

CONTENT

ACTIVITIES AND MATERIALS

the major forms of sonnets.

izes the Italian/or
n sonnet form.

s iambic pentameter.

fies and marks the rhyme
f various sonnet forms.

fies the Shakespearean or
onnet form.

and reacts to a
y.

oes some research on the
heatre.

ACTIVITY:

1. Attempt a verse in Spenserian stanza.
2. Write a brief allegory, using allegorical equivalents of modern characters and incidents.

"Sir Philip Sidney," pp. 134-136

"Edmund Spenser," p. 137

"Shakespeare's Sonnets," pp. 146-149

ACTIVITY:

Attempt a sonnet in either Italian or English form.

THE TAMING OF THE SHREW, pp. 150-213

F 260-133

SHAKESPEARE'S THEATRE

FPL

UNDERSTANDING SHAKESPEARE: HIS STAGECRAFT

FPL

HEART OF ENGLAND (SHAKESPEARE COUNTRY)

(Filmstrips are often available through school libraries.)

ACTIVITY: Panel reports with visual aids, scale drawings, research on history of the theatre (morality plays, etc.), all lend themselves to furthering understanding of the Elizabethan theatre.

GOALS AND CONTENT	ACTIVITIES AND MA
<p>B. The student does some reading on the life of William Shakespeare.</p> <p>C. The student reads aloud from THE TAMING OF THE SHREW.</p> <ol style="list-style-type: none"> 1. He reads each scene and prepares a synopsis of it. 2. He follows the two romantic plots as they interweave. <ol style="list-style-type: none"> a. Kate-Petruchio, an action plot. b. Bianca-Lucenzio, an intrigue plot. 3. He classifies the play as a comedy or a tragedy. <ol style="list-style-type: none"> a. He defines <u>comedy</u>. b. He defines <u>tragedy</u>. c. He analyzes the play, following the definitions. d. He categorizes the play. 	<p>FPL & F355-148 WILLIAM SHAPESPEA FPL SHAKESPEARE: SOUL (Filmstrips are often available</p> <p>ACTIVITY: Reports, as well as fi saving way to share and dispense</p> <p>THE TAMING OF THE SHREW, pp. 150</p> <p>F 373-117 MAN AND WOMAN</p> <p>TEACHER'S RESOURCE BOOK TO ACCOM TAMING OF THE SHREW EDITION - NO the student write a one-line syn action,</p> <p>See "Discussion," question 2, p</p>

CONTENT

ACTIVITIES AND MATERIALS

Does some reading on the
William Shakespeare.

FPL & F355-148 WILLIAM SHAPESPEARE
FPL SHAKESPEARE: SOUL OF AN AGE
(Filmstrips are often available through school libraries.)

reads aloud from THE TAMING OF

ACTIVITY: Reports, as well as films, will prove a time-
saving way to share and dispense information.

THE TAMING OF THE SHREW, pp. 150-213

each scene and prepares a
of it.

F 373-117 MAN AND WOMAN

TEACHER'S RESOURCE BOOK TO ACCOMPANY ENGLAND IN LITERATURE:
TAMING OF THE SHREW EDITION - NOTE: It is suggested that
the student write a one-line synopsis of each scene's
action.

ws the two romantic plots as
erweave.

See "Discussion," question 2, p. 215

-Petruccio, an action plot.

ca-Lucenzio, an intrigue plot.

ifies the play as a comedy or
y.

efines comedy.

efines tragedy.

analyzes the play, following the
nitions.

ategorizes the play.

GOALS AND CONTENT

4. He discusses the action of the play.
 5. He discusses the theme of the play.
 - a. He discusses it in terms of the setting.
 - b. He discusses it in terms of today's society.
- D. The student pursues independent projects for an in-depth look at the play.
1. He does some reading on the use of names in Shakespeare's works.
 2. He prepares a scene for class presentation.
 3. He does a research on the use of puns and proverbs in the play.
 4. He does research on an idea he has previously submitted to the teacher for approval.

ACTIVITIES AND M

See "Discussion," questions 1-

ACTIVITY:

1. Compare Kate with the Wife question #8, p. 215
2. How would a woman of today react to Kate's speech in Act 5, Write a dialogue between G might do research reading of magazine articles or her bo

"What's in a Name?" p. 216

See 4 under "Readers' Theater," taping a performance for showing
See 8 under "Writing," p. 215

See "Writing," p. 215, "Readers' THEACHER'S RESOURCE BOOK for ide

CONTENT

ACTIVITIES AND MATERIALS

describes the action of the

See "Discussion," questions 1-11, p. 215

describes the theme of the

discusses it in terms of
setting.

ACTIVITY:

1. Compare Kate with the Wife of Bath. See "Discussion," question #8, p. 215
2. How would a woman of today--even a feminist--respond to Kate's speech in Act 5, Scene 2, lines 136-179? Write a dialogue between Germaine Greer, and Kate. (You might do research reading on Greer's opinions in magazine articles or her books.)

pursues independent projects
depth look at the play.

does some reading on the use of
in Shakespeare's works.

"What's in a Name?" p. 216

prepares a scene for class pre-
sentation.

See 4 under "Readers' Theater," p. 215. Consider video-
taping a performance for showing to other classes.
See 8 under "Writing," p. 215

conducts a research on the use of puns
and metaphors in the play.

See "Writing," p. 215, "Readers' Theater," p. 215, and
TEACHER'S RESOURCE BOOK for ideas.

conducts research on an idea he has
previously submitted to the teacher
for approval.

GOALS AND CONTENT	ACTIVITIES AND M
<p>III. The student identifies various types of Elizabethan prose.</p>	<p>"The essay," p. 219 "Of Parents and Children," pp. "Of Studies," p. 220</p>
<p>A. He identifies characteristics of the essay.</p>	<p>ACTIVITY: Write an essay of no the formal manner of Bacon. Su</p>
<p>1. He recognizes elements of the formal essay.</p>	<p>Of Honesty Of Friendship Of Ambition Of Pride Of Success</p>
<p>2. He lists characteristics of the informal essay.</p>	<p>"from THE UNFORTUNATE TRAVELLER</p>
<p>B. He reads a selected passage from an early English novel.</p>	<p>"The Creation of the World," pp "Translations of the Bible," p.</p>
<p>C. He compares translations of THE BIBLE.</p>	<p>ACTIVITIES: 1. Compare a passage from "Gene BIBLE with the same passage as THE NEW ENGLISH BIBLE. N richness of language.</p>

CONTENT

ACTIVITIES AND MATERIALS

Identifies various types of
essays.

Lists characteristics of the
essay.

Identifies elements of the formal
essay.

Lists characteristics of the
formal essay.

Selects a passage from an
English novel.

Compares translations of THE BIBLE.

"The essay," p. 219
"Of Parents and Children," pp. 218-219
"Of Studies," p. 220

ACTIVITY: Write an essay of no more than 500 words in
the formal manner of Bacon. Suggested topics:

Of Honesty
Of Friendship
Of Ambition
Of Pride
Of Success

"from THE UNFORTUNATE TRAVELLER," pp. 221-111

"The Creation of the World," pp. 223-225
"Translations of the Bible," p. 226

ACTIVITIES:

1. Compare a passage from "Genesis" in THE KING JAMES BIBLE with the same passage in a modern edition, such as THE NEW ENGLISH BIBLE. Note the difference in the richness of language.

ENGLISH LITERATURE 1

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>IV. The student may pursue independent study in the field of language.</p>	<p>2. Bring a copy of James Weldon "Creation" to class and compare of "Genesis" in THE KING JAMES films of Johnson's poem are</p>
<p>UNIT FOUR: THE SEVENTEENTH CENTURY</p>	<p>F 272-162 POETRY BY AMERICANS (includes "The Changing English Language," "Background," pp. 269-270</p>
<p>I. The student recognizes the distinctive style of the metaphysical poets.</p> <p>A. He will recognize the paradox as a major element of metaphysical poetry.</p> <ol style="list-style-type: none">1. He defines <u>paradox</u>.2. He identifies the paradox in the poetry. <p>B. He recognizes the conceit as a major element.</p>	<p>3. Utilize this version of the PARADISE LOST later in the "The Metaphysical Poets," pp. 271-272</p>
<p>72</p>	<p>7</p>

CONTENT

ACTIVITIES AND MATERIALS

pursue independent study in
language.

SEVENTEENTH CENTURY

recognize the distinctive
metaphysical poets.

recognize the paradox as a major
metaphysical poetry.

recognize paradox.

identify the paradox in the

recognize the conceit as a major ele-

2. Bring a copy of James Weldon Johnson's "The Creation" to class and compare it to the version of "Genesis" in THE KING JAMES BIBLE. Records and films of Johnson's poem are available.

F 272-162 POETRY BY AMERICANS: JAMES WELDON JOHNSON
(includes "The Creation")

3. Utilize this version of the creation when reading PARADISE LOST later in the semester.

"The Changing English Language," pp. 229-230

"Background," pp. 269-270

"The Metaphysical Poets," pp. 236-244

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>1. He defines <u>conceit</u>.</p> <p>2. He identifies conceit in the poetry.</p> <p>C. He identifies the metaphorical content "Meditation 17."</p> <p>1. He identifies the two major metaphors.</p> <p>2. He discusses the meaning and effectiveness of the two major metaphors.</p>	<p>"Meditation 17," p. 241</p> <p>F 172-117 & FPL NO MAN IS AN I SL 871-800 NO MAN IS AN I SL 871-801 NO MAN IS AN I</p>
<p>II. The student identifies the style and content of Cavalier Poetry.</p> <p>A. He recognizes the classic form of Cavalier poetry.</p> <p>B. He recognizes the subject matter glorified in Cavalier poetry.</p> <p>1. He identifies themes of carefree love.</p> <p>2. He identifies themes of carefree life.</p>	<p>"Songs and Lyrics," pp. 245-247</p> <p>"The Constant Lover," p. 245 "What Care I?" p. 246 "To the Virgins to Make Much of"</p>
<p>III. The student recognizes the epic qualities of PARADISE LOST.</p>	<p>PARADISE LOST pp. 249-255</p>

CONTENT

ACTIVITIES AND MATERIALS

es conceit.

ifies conceit in the poetry.

the metaphorical content
17."

ifies the two major metaphors.

ses the meaning and effective-
the two major metaphors.

ifies the style and content
ry.

the classic form of Cava-

the subject matter glorified
poetry.

ifies themes of carefree love.

ifies themes of carefree life.

gnizes the epic qualities of

"Meditation 17," p. 241

F 172-117 & FPL	NO MAN IS AN ISLAND
SL 871-800	NO MAN IS AN ISLAND
SL 871-801	NO MAN IS AN ISLAND

"Songs and Lyrics," pp. 245-247

"The Constant Lover," p. 245

"What Care I?" p. 246

"To the Virgins to Make Much of Time," p. 247

PARADISE LOST pp. 249-255

GOALS AND CONTENT	ACTIVITIES AND
<p>A. He identifies the narrative form.</p> <p>B. He identifies the setting as the Universe.</p> <p>C. He identifies the lines in which Milton states the theme as the fall of man.</p> <p>D. He identifies the poem's structure as beginning <u>in medias res</u>.</p> <p>E. He compares Milton's version with a modern version of the fall of man.</p>	<p>NOTE: An explanation of Milton clarify the setting for the stu</p> <p>"Note," p. 249</p> <p>"The Fortunate Fall," p. 255</p> <p>ACTIVITY:</p> <ol style="list-style-type: none"> 1. Do a dramatic reading of the p. 255. 2. Compare Milton's version of the story told in THE KING
<p>IV: The student recognizes the ode form.</p> <p>A. He defines the <u>ode</u>.</p> <p>B. He applies his definition to a 17th Century Ode.</p> <p>C. He defines <u>onomatopoeia</u>.</p> <p>D. He discovers onomatopoetic words in the selection.</p>	<p>"The Ode," p. 257</p> <p>"A Song for St. Cecelia's Day,"</p> <p>"Discussion," question 3, p. 25</p>

TENT

ACTIVITIES AND MATERIALS

the narrative form.

the setting as the

the lines in which Milton
me as the fall of man.

the poem's structure as
medias res.

Milton's version with a
of the fall of man.

izes the ode form.

ode.

definition to a 17th

matopoeia.

onomatopoetic words in

NOTE: An explanation of Milton's cosmography would clarify the setting for the student.

"Note," p. 249

"The Fortunate Fall," p. 255

ACTIVITY:

1. Do a dramatic reading of the temptation scene; see p. 255.
2. Compare Milton's version of the fall of man with the story told in THE KING JAMES BIBLE, pp. 223-225.

"The Ode," p. 257

"A Song for St. Cecelia's Day," pp. 256-257

"Discussion," question 3, p. 257

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>V. The student views 17th-Century London through its prose.</p> <p>A. He studies the character of a diary's author through his own words.</p> <ol style="list-style-type: none"> 1. He discusses the political events noted. 2. He discusses Pepys' relationship with his wife. <p>B. He attempts accurate recording of daily events in a diary.</p> <p>VI. The student pursues individual projects.</p> <p>A. He may study metaphysical poets and their critics.</p> <p>B. He may trace the changing English language through the 17th Century.</p>	<p>THE DIARY OF SAMUEL PEPYS, pp. 1-100</p> <p>ACTIVITY: Keep a diary for a week like Pepys'. Honestly describe your thoughts and people.</p> <p>"Metaphysical Wit," p. 271</p> <p>"The Changing English Language," pp. 329-333</p> <p>Read: "Background," pp. 331-333</p>
<p>UNIT FIVE: THE EIGHTEENTH CENTURY</p> <p>I. The student perceives the Age of Reason as it is reflected in the writings of the 18th Century.</p>	

CONTENT

ACTIVITIES AND MATERIALS

17th-Century London through

the character of a diary's
in his own words.

describes the political events

describes Pepys' relationship with

accurate recording of daily
diary.

describes individual projects.

metaphysical poets and

the changing English
through the 17th Century.

EIGHTEENTH CENTURY

describes the Age of Reason as it
appears in the writings of the 18th

THE DIARY OF SAMUEL PEPYS, pp. 258-268

ACTIVITY: Keep a diary for a week, modeling it after
Pepys'. Honestly describe your feelings toward events
and people.

"Metaphysical Wit," p. 271

"The Changing English Language," p. 272

Read: "Background," pp. 331-332

GOALS AND CONTENT

ACTIVITIES AND M

- A. He examines satire as a dominant type of writing.
1. He defines satire.
 2. He applies his definition to the selections.
 3. He explains the use of "Modest" in Swift's title.
 4. He reads satire published in early periodicals.
- B. He examines the effect of verisimilitude in Defoe's writing.
1. He defines verisimilitude.
 2. He applies his definition to the selection.
 3. He attempts writing in the style of verisimilitude.
- C. He identifies "The Rape of the Lock" as a mock epic.

"A Modest Proposal," pp. 278-28

ACTIVITY: Read sections of "A
Have another student pantomime
selections read.

"Joseph Addison," pp. 287-290

ACTIVITY: Write a periodical e
follies in today's society--eve
works could be collected and mi
TATLER or they might be printed

"from JOURNAL OF THE PLAGUE YEA

See "Writing," on p. 286

"Alexander Pope," pp. 291-298

TENT

ACTIVITIES AND MATERIALS

ture as a dominant
g.

satire.

his definition to the

s the use of "Modest" in
tle.

"A Modest Proposal," pp. 278-282

ACTIVITY: Read sections of "A Modest Proposal" aloud.
Have another student pantomime his reactions to the
selections read.

ature published in early
s.

"Joseph Addison," pp. 287-290

ACTIVITY: Write a periodical essay satirizing one of the
follies in today's society--even in your school. (Students'
works could be collected and mimeographed into a modern
TATLER or they might be printed in the school's newspaper.)

the effect of verisimilitude
ting.

"from JOURNAL OF THE PLAGUE YEAR," pp. 283-286

verisimilitude.

his definition to the

s writing in the style of
tude.

See "Writing," on p. 286

"The Rape of the Lock" as

"Alexander Pope," pp. 291-298

GOALS AND CONTENT

1. He notes the devices of the mock epic.
2. He discusses how Pope adapted epic devices to the mock epic:
 - a. Invocation of the muse.
 - b. Statement of theme
 - c. Statement of the epic question
 - d. Elevated language
 - e. Intervention of supernatural beings
 - f. A hero who seems "larger than life."
 - g. Boastful speeches by great warriors
 - h. Descriptions of armor
 - i. Detailed history of heroes' weapons
 - j. Great battles
 - k. Personal combats
- D. He discusses satire in the selection.
 1. He defines irony.
 2. He defines sarcasm.
 3. He defines burlesque.
 4. He defines parody.
 5. He cites examples of the above in the selection.

ACTIVITIES AND M

See "Writing," 3, p. 296

"Satire," p. 293

CONTENT

ACTIVITIES AND MATERIALS

es the devices of the mock epic.

usses how Pope adapted epic
s to the mock epic:

ocation of the muse
tement of theme
tement of the epic question
vated language
ervention of supernatural beings
ero who seems "larger than life."
stful speeches by great warriors
criptions of armor
ailed history of heroes' weapons
at battles
sonal combats

es satire in the selection.

ines irony.

ines sarcasm.

ines burlesque.

ines parody.

es examples of the above in the
ion.

See "Writing," 3, p. 296

"Satire," p. 293

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>E. He identifies the heroic couplet.</p> <ol style="list-style-type: none"> 1. He discusses the maxims from two viewpoints. <ol style="list-style-type: none"> a. He discusses the maxims as advice to writers or critics. b. He discusses the maxims as general advice for living. 2. He identifies the epigram. <ol style="list-style-type: none"> a. He defines <u>epigram</u>. b. He explains the humor or cleverness in the selection. 	<p>"Quotable Pope," p. 296</p> <p>ACTIVITY: Write a composition</p> <p>"Epigram," p. 297</p> <p>ACTIVITY: Attempt an epigram using a famous person as the subject matter</p>
<p>F. He compares two allied prose authors of the Age of Reason.</p> <ol style="list-style-type: none"> 1. He describes Johnson's personality through his dictionary definitions. 2. He compares Johnson's view of London as presented in "London" with Swift's view as presented in "A Modest Proposal." 	<p>"Samuel Johnson," pp. 298-303</p> <p>"James Boswell," pp. 304-308</p> <p>ACTIVITY: Prepare personalized current words in Johnson's manner</p> <p>"from 'London'," p. 303</p> <p>"A Modest Proposal," pp. 278-288</p>

CONTENT

ACTIVITIES AND MATERIALS

the heroic couplet.

esses the maxims from two
ts.

discusses the maxims as advice
writers or critics.

discusses the maxims as general
ce for living.

ifies the epigram.

efines epigram.

explains the humor or clever-
in the selection.

two allied prose authors of
ason.

ibes Johnson's personality
his dictionary definitions.

res Johnson's view of London
nted in "London" with Swift's
resented in "A Modest Proposal."

"Quotable Pope," p. 296

ACTIVITY: Write a composition based on a Pope maxim.

"Epigram," p. 297

ACTIVITY: Attempt an epigram using current events or
famous people as the subject matter.

"Samuel Johnson," pp. 298-303

"James Boswell," pp. 304-308

ACTIVITY: Prepare personalized definitions of some
current words in Johnson's manner.

"from 'London'," p. 303

"A Modest Proposal," pp. 278-282

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>3. He discusses the objectivity of Boswell's biography of Johnson.</p> <p>II. The student perceives the differences between 18th Century thought and Pre-Romantic thought.</p> <p>A. He compares the classical elegy with Gray's "Elegy..."</p> <ol style="list-style-type: none"> 1. He defines <u>elegy</u>. 2. He compares the personal lament with Gray's general lament. 3. He identifies the tone of the poem. <p>B. He compares the classical ode with Gray's ode.</p> <ol style="list-style-type: none"> 1. He defines <u>ode</u>. 2. He compares Gray's adaptation of the ode with Pope's adaptation of the epic. <p>C. The student recognizes Robert Burns as a poet of the people.</p> <ol style="list-style-type: none"> 1. He reads aloud Burns' dialect poems. 	<p>See "Discussion," question 1, p. 316</p> <p>"Elegy Written in a Country Churchyard"</p> <p>ACTIVITY: Write a brief parody of "Elegy." See "Writing," p. 316, for ideas.</p> <p>ACTIVITY: Discuss how Gray's use of imagery set the mood of his poem.</p> <p>"Ode on the Death of a Favorite of Gold Fishes," p. 316</p> <p>Robert Burns," pp. 317-320</p> <p>F 162-114 SCOTLAND: BACKGROUND</p>

CONTENT

ACTIVITIES AND MATERIALS

discusses the objectivity of
Johnson's biography of Johnson.

See "Discussion," question 1, p. 313

receives the differences between
Enlightenment thought and Pre-Romantic thought.

"Elegy Written in a Country Churchyard," pp. 314-315

compares the classical elegy with Gray's

lines elegy.

ACTIVITY: Write a brief parody of Gray's "Elegy..."
See "Writing," p. 316, for ideas.

compares the personal lament with
general lament.

ACTIVITY: Discuss how Gray's use of onomatopoeia helps
set the mood of his poem.

identifies the tone of the poem.

compares the classical ode with

"Ode on the Death of a Favorite Cat, Drowned in a Tub
of Gold Fishes," p. 316

lines ode.

compares Gray's adaptation of the
epic with Pope's adaptation of the epic.

Robert Burns," pp. 317-320

recognizes Robert Burns as a
Scottish people.

F 162-114 SCOTLAND: BACKGROUND OF LITERATURE

reads aloud Burns' dialect poems.

GOALS AND CONTENT	ACTIVITIES AND
<p>2. He identifies major themes in Burns' poems.</p> <p>a. He finds examples of love poems.</p> <p>b. He finds examples of poems celebrating the common man.</p> <p>D. He compares Blake's "Songs of Innocence" with his "Songs of Experience."</p> <p>1. He compares matched poems.</p> <p>a. "Introduction"</p> <p>b. "The Lamb"</p> <p>c. "The Tyger"</p> <p>2. He accounts for placement of certain specific poems in "Songs of Innocence" or "Songs of Experience."</p> <p>3. He compares "Songs of Innocence" with "Songs of Experience," focusing on one specific area.</p> <p>a. Tone</p> <p>b. Major symbols</p> <p>c. Verse forms and rhythm</p> <p>4. He reads modern tributes to Blake.</p>	<p>ACTIVITIES:</p> <p>1. Discuss how Burns' life affects his poetry. See Burns' biography.</p> <p>2. Act out a scene from one of "To a Louse" or pantomime and reads the poem.</p> <p>"William Blake," pp. 321-328</p> <p>FPL A GRAIN OF SAND</p> <p>See "Discussion," questions 1</p> <p>See "Discussion," question 9,</p> <p>"Memo," p. 330</p> <p>"Lullaby for William Blake," p.</p>

TENT

ACTIVITIES AND MATERIALS

ies major themes in Burns'

ds examples of love poems.

ds examples of poems cele-
g the common man.

ake's "Songs of Innocence"
s of Experience."

s matched poems.

duction"

amb"

tyger"

s for placement of certain
oems in "Songs of Innocence"
of Experience."

s "Songs of Innocence" with
Experience," focusing on
ic area.

symbols

forms and rhythm

modern tributes to Blake.

ACTIVITIES:

1. Discuss how Burns' life as a poor farmer enriched his poetry. See Burns' biography, p. 338
2. Act out a scene from one of Burns' poems such as "To a Louse" or pantomime the scene as someone reads the poem.

"William Blake," pp. 321-328

FPE A GRAIN OF SAND (about Blake's Poem)

See "Discussion," questions 1 & 2, on p. 329, for ideas.

See "Discussion," question 9, on p. 329

"Memo," p. 330

"Lullaby for William Blake," p. 330

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>III. The student pursues individual projects.</p> <p>A. He may further study biography.</p> <p>B. He may analyze Blake's meanings of innocence and experience.</p> <p>C. He may trace the changing English language through the 18th Century.</p> <p>UNIT SIX: THE NOVEL (This unit may be taught at any time during Semester I)</p> <p>I. The student analyzes a novel.</p> <p>A. He identifies the two major themes in Book I.</p> <ol style="list-style-type: none"> 1. He contrasts the new society with the tribal society. 2. He contrasts the effects of love and hate within society. <p>B. He traces the problems stated in Book II.</p> <ol style="list-style-type: none"> 1. He compares the first two pages of Book II with the first pages of Book I. 2. He identifies "the problem." 	<p>"Boswell as Biographer," pp. 33</p> <p>"What Did Blake Mean by Innocence" pp. 335-336</p> <p>"The Changing English Language,"</p> <p>CRY THE BELOVED COUNTRY</p> <p>R 566-143 LOST IN THE STAR</p> <p>P. 35 and various other pages</p> <p>p. 40 and other pages in Book I</p> <p>DISCUSSION: Why did Paton begin similarly? What effect was he trying to achieve? At what point does the story become more dramatic?</p> <p>p. 134</p>

CONTENT	ACTIVITIES AND MATERIALS
pursues individual projects.	
Further study biography.	"Boswell as Biographer," pp. 332-335
Analyze Blake's meanings of innocence and experience.	"What Did Blake Mean by Innocence and Experience?" pp. 335-336
Trace the changing English language of the 18th Century.	"The Changing English Language," pp. 336-337
L (This unit may be taught at any level I)	
Analyzes a novel.	CRY THE BELOVED COUNTRY,
Identifies the two major themes in	R 566-143 LOST IN THE STARS
Contrasts the new society with the old society.	P. 35 and various other pages in Book I
Contrasts the effects of love and war within society.	p. 40 and other pages in Book I
Identifies the problems stated in Book II.	
Compares the first two pages of Book II with the first pages of Book I.	DISCUSSION: Why did Paton begin the two books so similarly? What effect was he seeking? Was he success- ful? At what point does the similarity end?
Identifies "the problem."	p. 134

GOALS AND CONTENT	ACTIVITIES AND
<p>C. He examines the resolution of the conflict in Book III:</p>	
<p>1. He traces the relationship of Jarvis and Kumalo.</p>	
<p>2. He justifies the ending in terms of the book's theme and purpose.</p>	
<p>D. He identifies symbols used in the book.</p>	<p>See the "Glossary" for defini</p>
<p>E. He defines the term <u>omniscient author</u>.</p>	
<p>F. He identifies the author's point of view as omniscient.</p>	
<p>II. The student reacts to the novel.</p>	
<p>A. He writes his reactions to the novel.</p>	<p>WRITING SUGGESTIONS: Alan Pa states, "It is my own belief can resist the power of fear He obviously tries to prove t characters. Write an essay c characters which prove his st</p>
	<p>Authors often use specific nar Look up the story of Absalom "II Samuel: xviii." Reading a reason for Paton's use of t explaining the similarities o</p>

CONTENT

ACTIVITIES AND MATERIALS

the resolution of the
Book III.

is the relationship of
and Kumalo.

ifies the ending in terms
ook's theme and purpose.

s symbols used in the

he term omniscient author.

s the author's point of
scient.

ts to the novel.

s reactions to the novel.

See the "Glossary" for definitions of symbols.

WRITING SUGGESTIONS: Alan Paton, in his introduction, states, "It is my own belief that the only power that can resist the power of fear is the power of love." He obviously tries to prove this statement through his characters. Write an essay citing actions of his characters which prove his statement.

Authors often use specific names for specific purposes. Look up the story of Absalom in the OLD TESTAMENT, "II Samuel: xviii." Reading this source, can you find a reason for Paton's use of the name? Write an essay explaining the similarities of names.

GOALS AND CONTENT

ACTIVITIES AND

B. He discusses his reactions to the novel.

Do some research reading on Africa. (Periodical articles, GUIDE...) Write a comparison of the present or report orally on current conditions.

Class discussions may center on the novel, the structure of the use of words, the symbolism of the protagonist--his strong generation gap as present in questions brought up by the teacher be a discussion--opener.

FS 670-131 SOUTH AFRICA:

TEACHER'S REFERENCE:

"CRY THE BELOVED COUNTRY and Man's Inhumanity to Man," EN pp. 609-616.

CONTENT

ACTIVITIES AND MATERIALS

Do some research reading on current conditions in South Africa. (Periodical articles may be found in READER'S GUIDE...) Write a comparison of conditions in 1946 and the present or report orally to the class, telling of current conditions.

his reactions to the

Class discussions may center around the universality of the novel, the structure of the novel, Paton's poetic use of words, the symbolism of the novel, characterization of the protagonist--his strong and weak points, the generation gap as present in the novel, and other questions brought up by the class. The film below might be a discussion--opener.

FS 670-131 SOUTH AFRICA: PRICE OF INEQUALITY

TEACHER'S REFERENCE:

"CRY THE BELOVED COUNTRY and STRANGE FRUIT: Exploring Man's Inhumanity to Man," ENGLISH JOURNAL, December, 1962, pp. 609-616.

Materials Available from Audiovisual ServicesFilms

- F 358-103 CHAUCER'S ENGLAND
- F 371-115 ELIZABETH: THE QUEEN WHO SHAPED AN AGE
- F 162-108 ENGLAND: BACKGROUND OF LITERATURE
- F 360-126 INDUSTRIAL REVOLUTION IN ENGLAND
- F 259-120 MAGNA CARTA, PART I
- F 259-121 MAGNA CARTA, PART II
- F 373-117 MAN AND WOMAN (TAMING OF THE SHREW)
- F 372-105 A MATTER OF CONSCIENCE (SIR THOMAS MORE)
- F 150-118 MEANING OF FEUDALISM
- F 369-106 MEDIEVAL ENGLAND: THE PEASANTS' REVOLT
- F 256-111 MEDIEVAL MANOR
- F 150-119 MEDIEVAL WORLD
- F 371-101 MIDDLE AGES: A WANDERER'S GUIDE TO LIFE AND LETTERS
- F 364-123 MYSTERY OF STONEHENGE, PART I
- F 364-124 MYSTERY OF STONEHENGE, PART II
- F 173-117 NO MAN IS AN ISLAND
- F 362-104 NOVEL: EARLY VICTORIAN ENGLAND AND CHARLES DICKENS

Materials Available from Audiovisual Services

Films

- F 362-111 NOVEL: WHAT IT IS, WHAT IT'S ABOUT, WHAT IT DOES
- F 372-100 PURITAN REVOLUTION
- F 371-104 ROMANTICISM: REVOLT OF THE SPIRIT
- F 162-114 SCOTLAND: BACKGROUND OF LITERATURE
- F 260-133 SHAKESPEARE'S THEATRE
- F 355-108 WILLIAM SHAKESPEARE

Materials Available from Audiovisual Services.Sound Filmstrips

SFS 768-424 DAILY LIFE IN ELIZABETHAN ENGLAND

Filmstrips

FS 660-157 ART OF ENGLAND

FS 363-102 CHARTRES CATHEDRAL

FS 659-113 GOTHIC ARCHITECTURE

FS 649-107 MIDDLE AGES

FS 670-131 SOUTH AFRICA: PRICE OF INEQUALITY

Slides

SL 871-800 NO MAN IS AN ISLAND, PART I

SL 871-801 NO MAN IS AN ISLAND, PART II

Record

R 566-143 LOST IN THE STARS

Films Available from the St. Louis Public Library

THE BRITISH ISLES

CHANGING WORLD OF CHARLES DICKENS

ENGLAND: BACKGROUND OF LITERATURE

A GRAIN OF SAND (WILLIAM BLAKE)

HALL OF KINGS: WESTMINSTER ABBEY, PART II

HEART IS THE HIGHLAND

HEART OF ENGLAND (SHAKESPEARE'S COUNTRY)

LONDON LANDMARKS

LONDON'S COUNTRY

NO MAN IS AN ISLAND

RIME OF THE ANCIENT MARINER

SHAKESPEARE: SOUL OF AN AGE

THE TRAGEDY OF JOHN MILTON

UNDERSTANDING SHAKESPEARE: HIS STAGECRAFT

WILLIAM SHAKESPEARE

COURSE DESCRIPTION

Same as course 05042, continued. Read important works by important writers of the eighteenth, nineteenth, and twentieth centuries. Delve into works by modern English writers. Devote special in-depth study to Shakespeare's OTHELLO and to Maugham's OF HUMAN BONDAGE.

GOALS

The student becomes familiar with selected literary works by English writers.

He recognizes that the writings of an era reflect, ideas, customs, events of that era.

He develops his knowledge of literary forms, styles, and techniques.

He analyzes the relationships of literary form to content.

He learns a little about the history of the English language.

Materials

Title

Use

ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. Scott, Foresman and Company.

Students

TEACHER'S RESOURCE-BOOK TO ACCOMPANY ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. Scott, Foresman and Company.

Teacher

OF HUMAN BONDAGE. Washington Square Press.

Students, Teacher

OTHELLO (E-Z LEARNER STUDY TEXT). Coshad, Inc.

Students, Teacher

GOALS AND CONTENT

ACTIVITIES AND

TO THE TEACHER: English Literature 2 begins with "The Eighteenth Century", and thus overlaps the last section of English Literature 1. The teacher may wish to review this unit briefly or may wish to begin second-semester course work with "The Romantics," Unit Two.

UNIT ONE: THE EIGHTEENTH CENTURY

I. The student objectively lists the new-found priorities of the Augustan writers. He views the impact of science and reason on this period and recognizes this era as clearly departing from the excesses and fanciful flights of the Elizabethan Age.

A. The student reads from the works of Jonathan Swift.

1. He gives examples of the nature and function of irony and explains its relationship to satire.

2. He distinguishes between situational and verbal irony.

NOTE: With respect to artists classification difficult, the own judgment. It is cumbersome a writer in accordance with the convinced that the artist does or category to which he is "a

ACTIVITY: Prepare oral report fall of the Tories, the growth "middle class," or the ramifications of the Period.

"A Modest Proposal," pp. 278-

ACTIVITY: Prepare an oral report as a "children's book" and as status of England in Swift's

ACTIVITY: Discuss the eye in Laurel and Hardy as a springboard depth.

See "Writing," p. 282

CONTENT

English Literature 2 begins with "The Restoration" and thus overlaps the English Literature 1. The teacher may wish to cover this unit briefly or may wish to assign course work with "The Restoration" as a separate unit.

SEVENTEENTH CENTURY

Objectively lists the new-found science and reason on this side of the Atlantic. He views the Restoration as clearly a period of the excesses and fanciful Elizabethan Age.

He reads from the works of Swift.

He gives examples of the nature and function of irony and explains its relationship to satire.

He distinguishes between situational and verbal irony.

ACTIVITIES AND MATERIALS

NOTE: With respect to artists whose work makes classification difficult, the teacher should use his own judgment. It is cumbersome at best to try to handle a writer in accordance with textual guidelines when one is convinced that the artist does not belong in the section or category to which he is "assigned."

ACTIVITY: Prepare oral reports sketching the rise and fall of the Tories, the growth of the elusively-termed "middle class," or the ramifications of the Restoration Period.

"A Modest Proposal," pp. 278-280

ACTIVITY: Prepare an oral report on GULLIVER'S TRAVELS as a "children's book" and as a satire on the political status of England in Swift's day.

ACTIVITY: Discuss the eye in satire and its uses. Use Laurel and Hardy as a springboard to studies in greater depth.

See "Writing," p. 282

GOALS AND CONTENT

- B. The student reads an excerpt from Daniel Defoe's JOURNAL OF THE PLAGUE YEAR and notes how careful handling of detail enforces verisimilitude.
- C. The student reads from the works of Joseph Addison.
- D. The student reads selections from the writings of Alexander Pope.
1. He defines mock epic.
 2. He explains the popularity of the mock epic during the Augustan Age.
- E. The student reads selections from the writings of Samuel Johnson.
- F. The student reads selections from the works of James Boswell.

ACTIVITIES AND

ACTIVITY: Students can add to satire by becoming familiar with a top-flight satiric periodic

"from JOURNAL OF THE PLAGUE YEAR

"Ned Softly the Poet," p. 287

ACTIVITY: Prepare written or emergence of Addison and Steele SPECTATOR.

See "Writing," p. 290

"The Rape of the Lock," pp. 2

ACTIVITY: A class discussion quotations from Pope might pr

from THE DICTIONARY, pp. 298-

from THE LIFE OF SAMUEL JOHNS

See "Writing," p. 302

CONTENT

ACTIVITIES AND MATERIALS

reads an excerpt from Daniel
 DEFENSE OF THE PLAGUE YEAR and
 careful handling of detail
 dissimilitude.

reads from the works of
 Pope.

reads selections from the
 works of Alexander Pope.

reads mock epic.

reads selections from the
 works of the Augustan Age.

reads selections from the
 works of Samuel Johnson.

reads selections from the
 works of James Boswell.

ACTIVITY: Students can add to their understanding of
 satire by becoming familiar with THE NATIONAL LAMPOON,
 a top-flight satiric periodical.

"from JOURNAL OF THE PLAGUE YEAR," pp. 283-286

"Ned Softly the Poet," p. 287

ACTIVITY: Prepare written or oral reports on the
 emergence of Addison and Steele's THE TATLER and THE
 SPECTATOR.

See "Writing," p. 290

"The Rape of the Lock," pp. 291-296

ACTIVITY: A class discussion centering around memorable
 quotations from Pope might prove interesting.

from THE DICTIONARY, pp. 298-299

from THE LIFE OF SAMUEL JOHNSON, LL.D., pp. 304-308

See "Writing," p. 302

GOALS AND CONTENT	ACTIVITIES AND
<p>II. The student reads from Burns and Blake, noting their Romantic themes and their great differences.</p> <p>A. The student reads from the works of Robert Burns.</p> <p>B. The student studies selected works of William Blake.</p>	<p>ACTIVITY: An out-of-class re involve a comparison between JOHNSON, LL.D. and Lytton St biography.</p> <p>"From THE LIFE OF SAMUEL JOH of the Sexes (April 1778)," is almost certain to generat</p> <p>See "Writing," p. 313</p> <p>"A Red, Red Rose," p. 317 "To a Mouse," p. 317 "To a Louse," p. 318</p> <p>See "Writing," especially su</p> <p>from SONGS OF INNOCENCE "The Lamb," p. 321 "The Chimney Sweeper," p. 32 "Holy Thursday," p. 323</p> <p>from SONGS OF EXPERIENCE "The Tyger," p. 324 "The Chimney Sweeper," 325 "London," p. 326 "The Clod and the Pebble," p "Proverbs of Hell," p. 328</p> <p>ACTIVITIES: Select one of t either support or deny the p</p>

D CONTENT

ACTIVITIES AND MATERIALS

reads from Burns and Blake, noting
c themes and their great differences.

nt reads from the works of Robert

nt studies selected works of
lake.

ACTIVITY: An out-of-class research project could involve a comparison between Boswell's LIFE OF SAMUEL JOHNSON, LL.D. and Lytton Strachey's later efforts at biography.

"From THE LIFE OF SAMUEL JOHNSON, LL.D., On Equality of the Sexes (April 1778)," pp. 307-308. (This excerpt is almost certain to generate good discussion.)

See "Writing," p. 313

"A Red, Red Rose," p. 317

"To a Mouse," p. 317

"To a Louse," p. 318

See "Writing," especially suggestions 2 and 4, p. 320

from SONGS OF INNOCENCE

"The Lamb," p. 321

"The Chimney Sweeper," p. 322

"Holy Thursday," p. 323

from SONGS OF EXPERIENCE

"The Tyger," p. 324

"The Chimney Sweeper," 325

"London," p. 326

"The Clod and the Pebble," p. 326

"Proverbs of Hell," p. 328

ACTIVITIES: Select one of the "Proverbs of Hell" and either support or deny the position it presents.

GOALS AND CONTENT

ACTIVITIES AND

UNIT TWO: THE ROMANTICS

- I. Although literary Romanticism is an elusive term to define, the student sees the movement not only as a reaction against Neoclassicism but also as a positive force that emphasized independence and the soul.
- A. The student studies selected writings of William Wordsworth.
1. He analyzes Wordsworth's views of man and of nature.

Prepare an oral report on Blake about religion as these are re

"Of Literary Interest: Blake--artist?" p. 321

Students with interest in art of some of Blake's etchings an analysis, and/or critique of e

ACTIVITY: Prepare oral report Locke, the French Revolution, Romantic Era.

"The World Is Too Much With Us
"London 1802," p. 342
"The Prelude," p. 350
"Composed Upon Westminster Bri
p. 342
"Lines Composed a Few Miles Ab
pp. 348-349

ACTIVITY: Students interested showing their classmates how R in art and music.

See "Writing," p. 343

CONTENT

ACTIVITIES AND MATERIALS

TICS

ry Romanticism is an elusive
the student sees the move-
s a reaction against Neo-
also as a positive force that
pendence and the soul.

studies selected writings of
dsworth.

yzes Wordsworth's views of man
nature.

Prepare an oral report on Blake's attitudes and feelings about religion as these are revealed in his writings.

"Of Literary Interest: Blake--the first multimedia artist?" p. 321

Students with interest in art might search out reproductions of some of Blake's etchings and prepare a presentation, analysis, and/or critique of some of them for the class.

ACTIVITY: Prepare oral reports on the influence of Rousseau, Locke, the French Revolution, and Napoleon upon the Romantic Era.

"The World Is Too Much With Us," p. 342

"London 1802," p. 342

"The Prelude," p. 350

"Composed Upon Westminster Bridge, September 3, 1802," p. 342

"Lines Composed a Few Miles Above Tintern Abbey," pp. 348-349

ACTIVITY: Students interested in the arts might enjoy showing their classmates how Romanticism was reflected in art and music.

See "Writing," p. 343

GOALS AND CONTENT	ACTIVITIES AND
<p>B. The student studies selections from the works of Samuel Taylor Coleridge.</p> <p>II. The student reads works of Byron, Shelley and Keats as example of Romantic poetry.</p> <p>A. The student reads selected works of George Gordon, Lord Byron.</p> <ol style="list-style-type: none"> 1. He learns about the tradition of the picaresque hero. 2. He identifies and defines the stanza pattern called <u>ottava rima</u>. 	<p>ACTIVITY: In connection with Wordsworth, students might see as a literary theme. Question: "one capable of 'sinning'? or 'innocence?'" could be considered. Works on the theme, such as <i>HUCKLEBERRY FINN</i>, yield much. For the very sophisticated reader, Henry James would form the basis of "loss of innocence."</p> <p>"Kubla Khan," p. 352</p> <p>ACTIVITY: The class discusses "Kubla Khan."</p> <p>NOTE: A good recording of <i>THE MARINER</i> should be played so as to give its auditory impact and sense.</p> <p>"So We'll Go No More A-Roving," p. 352 "Who Walks In Beauty," p. 352 from "Don Juan, Canto I," p. 352</p> <p>NOTE: Folk singer Joan Baez, including Lord Byron's "So We'll Go No More A-Roving"</p> <p>ACTIVITY: A student might read the life of Byron. <i>BYRON</i>, by many biographies of the poet</p>

CONTENT

ACTIVITIES AND MATERIALS

studies selections from the
Samuel Taylor Coleridge.

reads works of Byron, Shelley and
the of Romantic poetry.

reads selected works of
Don, Lord Byron.

learns about the tradition of the
epic hero.

identifies and defines the stanza
form called ottava rima.

ACTIVITY: In connection with their reading of Wordsworth, students might study the "loss of innocence" as a literary theme. Questions such as "At what age is one capable of 'sinning'?" or "How does one first lose innocence?" could be considered. More contemporary works on the theme, such as CATCHER IN THE RYE or HUCKLEBERRY FINN, yield much material for discussion. For the very sophisticated reader, some of the works of Henry James would form the basis of a good paper on the "loss of innocence."

"Kubla Khan," p. 352

ACTIVITY: The class discusses the completeness of "Kubla Khan."

NOTE: A good recording of THE RIME OF THE ANCIENT MARINER should be played so that students can experience its auditory impact and sense its tone and atmosphere.

"So We'll Go No More A-Roving," p. 355

"Who Walks In Beauty," p. 355

from "Don Juan, Canto I," p. 357

NOTE: Folk singer Joan Baez has recorded many ballads, including Lord Byron's "So We'll Go No More A-Roving."

ACTIVITY: A student might report in outline form on the life of Byron. BYRON, by Andre Maurois, is one of many biographies of the poet.

GOALS AND CONTENT	ACTIVITIES AND
<p>B. The student reads selected words by Percy Bysshe Shelley.</p> <ol style="list-style-type: none"> 1. He analyzes themes in poems which reinforce the Romantics' disdain for authoritarian rule. 2. He notes the imagery of Shelley's poems. <p>C. The student reads selected works of John Keats.</p> <ol style="list-style-type: none"> 1. He demonstrates understanding of imagery and of how it operates in poetry. 	<p>"England in 1819," p. 363 "Ozymandias," p. 363 "Song to the Men of England,"</p> <p>NOTE: Mary Wollstonecraft She Students would find the story interesting. Some students m reading the novel and in anal atmosphere, and tone.</p> <p>"On First Looking into Chapma "Ode on a Grecian Urn," p. 37</p> <p>ACTIVITY: Open, frank discuss reading literature could be g "... Homer."</p> <p>"To Autumn," p. 369</p> <p>ACTIVITY: The student might which engages several of the</p> <p>NOTE: In any study of imager own poetry, the student shoul excellent example, for few po in their work than has John K</p>

CONTENT

ACTIVITIES AND MATERIALS

reads selected words by Percy Shelley.

analyzes themes in poems which reveal the Romantics' disdain for utilitarian rule.

examines the imagery of Shelley's

reads selected works of

demonstrates understanding of imagery and of how it operates in

"England in 1819," p. 363
 "Ozymandias," p. 363
 "Song to the Men of England," p. 363

NOTE: Mary Wollstonecraft Shelley wrote FRANKENSTEIN. Students would find the story behind its inception interesting. Some students might be interested in reading the novel and in analyzing it for theme, atmosphere, and tone.

"On First Looking into Chapman's Homer," p. 368
 "Ode on a Grecian Urn," p. 370

ACTIVITY: Open, frank discussion on the validity of reading literature could be generated from Keat's "...Homer."

"To Autumn," p. 369

ACTIVITY: The student might be asked to write a poem which engages several of the reader's senses.

NOTE: In any study of imagery or attempt at writing his own poetry, the student should find Keat's imagery an excellent example, for few poets have used richer imagery in their work than has John Keats.

GOALS AND CONTENT	ACTIVITIES AND
<p>2. He analyzes theme and form in "La Belle Dame Sans Merci."</p> <p>3. He writes a paper of comparison and contrast, discussing Keat's "The Eve of St. Agnes" and Shakespeare's ROMEO AND JULIET. (Optional)</p>	<p>/ p. 371</p> <p>ACTIVITY: A creative male ch brief, perhaps humorous, spee mythology and literature.</p> <p>See "Writing," p. 378 "The Eve of St. Agnes," pp. 3</p> <p>NOTE: If the student has nev he might do so as a special p this objective.</p> <p>ACTIVITY: Write a sequel to either poetry or prose.</p>
<p>III. The students reads works by Romantic era essayists.</p> <p>A. The student lists several differences between the formal and the informal or familiar essay.</p> <p>B. The student reads an essay by Charles Lamb.</p>	<p>ACTIVITY: Write either a form (Length of the essay is left</p> <p>"Dream Children," p. 379</p>
<p>UNIT THREE: THE VICTORIAN AGE</p> <p>I. The student recognizes the qualities of spiritual turmoil and chaos as manifest in much Victorian prose and poetry.</p> <p>A. The student reads selected works of Alfred Lord Tennyson.</p>	<p>NOTE: Assignments suggested BOOK are excellent.</p> <p>"Ulysses," p. 388 "Break, Break, Break," p. 389 "Crossing the Bar," p. 389 from "In Memoriam," p. 389</p>

CONTENT	ACTIVITIES AND MATERIALS
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yzes theme and form in "La Belle
ns Merci."

p. 371

ACTIVITY: A creative male chauvinist could deliver a brief, perhaps humorous, speech on the siren in mythology and literature.

es a paper of comparison and
t, discussing Keat's "The Eve
Agnes" and Shakespeare's
ND JULIET. (Optional)

See "Writing," p. 378
"The Eve of St. Agnes," pp. 373-378

NOTE: If the student has never read ROMEO AND JULIET, he might do so as a special project in connection with this objective.

ACTIVITY: Write a sequel to "The Eve of St. Agnes," in either poetry or prose.

ads works by Romantic era

lists several differences
formal and the informal or
ay.

ACTIVITY: Write either a formal or an informal essay.
(Length of the essay is left to the teacher's judgment.)

reads an essay by Charles Lamb.

"Dream Children," p. 379

RIAN AGE

ognizes the qualities of
il and chaos as manifest in
prose and poetry.

NOTE: Assignments suggested in the TEACHER'S RESOURCE BOOK are excellent.

reads selected works of
Tennyson.

"Ulysses," p. 388
"Break, Break, Break," p. 389
"Crossing the Bar," p. 389
from "In Memoriam," p. 389

GOALS AND CONTENT	ACTIVITIES AND
<p>B. He reads several works of Robert Browning and learns to identify and analyze a dramatic monologue.</p> <p>C. The student reads several poems by Matthew Arnold.</p>	<p>"Porphyria's Lover," p. 393 "My Last Duchess," p. 394</p> <p>ACTIVITY: Taking for his sub history, the student compose</p> <p>"Dover Beach," p. 397 "Self-Dependence," p. 397</p> <p>TEACHER'S RESOURCE BOOK... See</p>
<p>II. The student reads selections from other Victorian poets:</p> <p>A. He reads a poem by Oscar Wilde.</p> <p>B. He reads poetry by Thomas Hardy.</p> <p>C. He reads poetry by Gerard Manley Hopkins.</p> <p>1. He recognizes the profoundly religious nature of the work of Hopkins.</p> <p>2. He recognizes and defines <u>sprung rhythm</u>.</p>	<p>"Symphony in Yellow," p. 401</p> <p>NOTE: Students may enjoy Wil among the wittiest in any per</p> <p>"The Darkling Thrush," p. 405 "Editaph on a Pessimist," p. "Nature's Questioning," p. 40</p> <p>"Pied Beauty," p. 407 "God's Grandeur," p. 407 "Thou Art Indeed Just, Lord,"</p>

CONTENT

ACTIVITIES AND MATERIALS

Several works of Robert Browning
to identify and analyze a
monologue.

"Porphyria's Lover," p. 393
"My Last Duchess," p. 394

reads several poems by Matthew

ACTIVITY: Taking for his subject a prominent person in
history, the student composes a dramatic monologue.

"Dover Beach," p. 397
"Self-Dependence," p. 397

reads selections from other
s:

TEACHER'S RESOURCE BOOK...See "Writing," p. 117

poem by Oscar Wilde.

"Symphony in Yellow," p. 401

NOTE: Students may enjoy Wilde's writings, for they are
among the wittiest in any period of English literature.

poetry by Thomas Hardy.

"The Darkling Thrush," p. 405
"Editaph on a Pessimist," p. 405
"Nature's Questioning," p. 404

poetry by Gerard Manley Hopkins.

"Pied Beauty," p. 407
"God's Grandeur," p. 407
"Thou Art Indeed Just, Lord," p. 407

recognizes the profoundly religious
of the work of Hopkins.

recognizes and defines sprung

GOALS AND CONTENT	ACTIVITIES AND
<p>D. The student demonstrates his ability to read poetry which utilizes not only twisted syntax and elipsis but also startling imagery and unusual word choices.</p> <p>E. The student learns that not all Victorian voices were pessimistic but that some found a positive joy in living.</p> <p>F. The student reads from the works of A. E. Housman.</p>	<p>See TEACHER'S RESOURCE BOOK, " p. 125 and "Writing Suggestion</p> <p>"To an Athlete Dying Young," p</p> <p>ACTIVITY: Students should be testimonies or speeches by or Some possibilities include: Lo at Yankee Stadium; any of the Agannis, Ernie Davis, Roberto</p> <p>TEACHER'S RESOURCE BOOK, "Assi</p>
<p>III. The student reads samples of great Victorian prose.</p> <p>A. The student reads from the works of Charles Dickens.</p> <p>B. He reads a major work by Lewis Carroll.</p>	<p>HORATIO SPARKINS, p. 413</p> <p>TEACHER'S RESOURCE BOOK, "Assi and "Concluding Discussion," p provoking questions.</p> <p>ALICE IN WONDERLAND, pp. 440-4</p>

CONTENT

ACTIVITIES AND MATERIALS

demonstrates his ability to
which utilizes "not only
and elipsis but also
ery and unusual word

learns that not all Victorian
pessimistic but that some
ive joy in living.

reads from the works of

samples of great Victorian

reads from the works of

s.

or work by Lewis Carroll.

See TEACHER'S RESOURCE BOOK, "Extending Interests,"
p. 125 and "Writing Suggestions," p. 125

"To an Athlete Dying Young," p. 409

ACTIVITY: Students should be encouraged to bring to class
testimonies or speeches by or about athletes who died young.
Some possibilities include: Lou Gehrig's farewell speech
at Yankee Stadium; any of the many tributes to Harry
Agannis, Ernie Davis, Roberto Clementi, or Brian Picolo.

TEACHER'S RESOURCE BOOK, "Assignment Suggestions," p. 126

HORATIO SPARKINS, p. 413

TEACHER'S RESOURCE BOOK, "Assignment Suggestions," p. 127,
and "Concluding Discussion," p. 127, offer some thought-
provoking questions.

ALICE IN WONDERLAND, pp. 440-483

GOALS AND CONTENT	ACTIVITIES AND
<p>1. He analyzes the elements of fantasy.</p> <p>2. He enjoys Carroll's uses of nonsense words.</p>	<p>"Jabberwocky," p. 485</p> <p>F ALICE IN WONDERLAND white, 16 mm., This film was Productions, Inc. Gary Cooper, a</p>
<p>UNIT FOUR: THE TWENTIETH CENTURY</p> <p>I. The student reads modern short stories and reviews their uses of the major elements of literature and of the conventions of the short story.</p> <p>A. The student reads a short story by Joseph Conrad and analyzes his use of point-of-view.</p> <p>B. He reads two short stories by D. H. Lawrence, paying special attention to their themes.</p> <p>C. He reads two short stories by Katherine Mansfield, noting their structure, setting, and characterization.</p>	<p>NOTE: The teacher may wish to complete analyses of each story to outstanding qualities of a</p> <p>YOUTH, pp. 493-507</p> <p>ACTIVITY: A good general discussion of many writers' uses of the sea motif.</p> <p>"Tickets, Please," pp. 508-511 "Two Blue Birds," pp. 514-521</p> <p>ACTIVITY: Conduct a general discussion: "Is Lawrence a sexist writer? In his literature, place undue emphasis on the role of man?"</p> <p>"A Cup of Tea," pp. 522-526 "Millie," pp. 527-529</p> <p>TEACHER'S RESOURCE BOOK...,</p>

CONTENT

yzes the elements of fantasy.

yzes Carroll's uses of nonsense

TIETH CENTURY

s modern short stories and
es of the major elements of
f the conventions of the

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d and analyzes his use of
w.

short stories by D. H.
ying special attention to

o short stories by Katherine
noting their structure,
d characterization.

ACTIVITIES AND MATERIALS

"Jabberwocky," p. 485

F ALICE IN WONDERLAND (79 min., black-and-
white, 16 mm., Wholesome Film Center, Inc.)
This film was produced by Paramount
Productions, Ltd. and features W. C. Fields,
Gary Cooper, and Gary Grant.

NOTE: The teacher may wish students either to engage in
complete analyses of each story or to attend particularly
to outstanding qualities of any given story.

YOUTH, pp. 493-507

ACTIVITY: A good general discussion could center around
many writers' uses of the sea as a functional literary
motif.

"Tickets, Please," pp. 508-514

"Two Blue Birds," pp. 514-521

ACTIVITY: Conduct a general discussion on the questions
"Is Lawrence a sexist writer?" and "Does he, in his
literature, place undue emphasize on the sexual dimension
of man?"

"A Cup of Tea," pp. 522-526

"Millie," pp. 527-529

TEACHER'S RESOURCE BOOK..., "Writing Suggestions," p. 154

GOALS AND CONTENT

- D. He reads two short stories by James Joyce, analyzing their structure, setting, tone, and uses of language.
- E. He reads a short story by Saki (H. H. Munro), noting humor.
- F. He reads a short story by Elizabeth Bowen, analyzing her characterizations.
- G. He reads a short story by Angus Wilson, probing the story for its levels of meaning.
- H. He reads a short story by Dylan Thomas, analyzing its tone, setting, characterizations.
- I. He reads a short story by Frank O'Connor, noting O'Connor's use of point-of-view, tone, humor, and characterization.

ACTIVITIES AND

"Eveline," p. 530
 "Araby," p. 533

See "Writing," p. 522

NOTE: The works of Virginia Woolf, with the exception, far too sophisticated for this level. Two selections are included in the basic reading.

"Tobermory," p. 544

"A Queer Heart," pp. 554-556

TEACHER'S RESOURCE BOOK... "Writing" and "Extending Interests,"

"A Little Companion," p. 559-

"A Visit to Grandpa's," pp. 561-

"My Oedipus Complex," pp. 569-

CONTENT

ACTIVITIES AND MATERIALS

short stories by James
izing their structure,
e, and uses of language.

"Eveline," p. 530
"Araby," p. 533

See "Writing," p. 522

NOTE: The works of Virginia Woolf are, almost without exception, far too sophisticated for high school seniors. Two selections are included in the text but are not included in the basic readings for the course.

short story by Saki (H. H.
ng humor.

"Tobermory," p. 544

short story by Elizabeth
zing her characterizations.

"A Queer Heart," pp. 554-556

TEACHER'S RESOURCE BOOK... "Writing," p. 558
and "Extending Interests," p. 161

short story by Angus Wilson,
story for its levels of

"A Little Companion," p. 559-564

short story by Dylan Thomas,
tone, setting, character-

"A Visit to Grandpa's," pp. 565-568

short story by Frank O'Connor,
or's use of point-of-view,
and characterization.

"My Oedipus Complex," pp. 569-574

GOALS AND CONTENT	ACTIVITIES AND
<p>J. He reads a short story by Alan Sillitoe, analyzing uses of point-of-view, meaning, setting, characterization.</p>	<p>"On Saturday Afternoon," pp. See "Writing," p. 580, suggest</p>
<p>K. He reads a short story by Graham Greene, focusing on meaning, characterization, structure.</p>	<p>"The Destructors," pp. 581-5 TEACHER'S RESOURCE BOOK...See p. 166, for thought-provo</p>
<p>L. He reads a story by E. M. Forster, analyzing meaning.</p>	<p>"The Machine Stops," pp. 600</p>
<p>II. The student studies twentieth-century poetry and notes the uses poets make of the elements of prosody and the special qualities of poetic language.</p>	
<p>A. The student reads selected poems by William Butler Yeats, noting Yeat's keen interest in the themes of aging and of nature.</p>	<p>"The Lake Isle of Innisfree," "The Song of Wandering Aengus" "The Old Men Admiring Themselves" "The Scholars," p. 619 "Sailing to Byzantium," p. 6</p>
	<p>ACTIVITY: Students might re many recent studies on the a the works of Simon de Beauvo</p>
	<p>THE GREENING OF AMERICA coul discussion. Among possible even as a formal debate exer Henry David Thoreau's views Twentieth Century.</p>

CONTENT	ACTIVITIES AND MATERIALS
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short story by Alan Sillitoe,
uses of point-of-view, mean-
ing, characterization.

"On Saturday Afternoon," pp. 577-580
See "Writing," p. 580, suggestion 1

short story by Graham
focusing on meaning, character-
structure.

"The Destructors," pp. 581-587

TEACHER'S RESOURCE BOOK...See "Concluding Discussion,"
p. 166, for thought-provoking questions.

story by E. M. Forster,
meaning.

"The Machine Stops," pp. 600-615

studies twentieth-century poetry
uses poets make of the elements
the special qualities of

reads selected poems by
W. B. Yeats, noting Yeats's
interest in the themes of aging
and death.

"The Lake Isle of Innisfree," p. 618

"The Song of Wandering Aengus," p. 619

"The Old Men Admiring Themselves in the Water," p. 619

"The Scholars," p. 619

"Sailing to Byzantium," p. 623

ACTIVITY: Students might read and report on any of the
many recent studies on the aged and aging, for example,
the works of Simon de Beauvoir and William Reich.

THE GREENING OF AMERICA could be a useful springboard to
discussion. Among possible discussion topics, perhaps
even as a formal debate exercise, the relevancy of
Henry David Thoreau's views to the world of the
Twentieth Century.

GOALS AND CONTENT

B. The student reads poems by T. S. Eliot, analyzing his uses of allusion, meaning, imagery, symbolism, language.

C. The student reads selections from poets of World War I.

1. He reads several poems by Siegfried Sassoon.

2. He reads a poem by Wilfred Owen.

3. He reads poems by Rupert Brooke.

D. He studies works of poets called the "Enduring Romantics."

1. He reads a poem by Walter de la Mare.

2. He reads poems by Robert Graves.

ACTIVITIES AND

"Portrait of a Lady," pp. 625
See "Of Critical Interest," p.

"Sweeney among the Nightengals"
See "Of Critical Interest," p.

"The Hollow Men," pp. 630-631
See "Of Critical Interest," p.

"Journey of the Magi," pp. 63
See "Discussion," p. 633

TEACHER'S RESOURCE BOOK... See

"Suicide in the Trenches," p.
"Dreams," p. 634

"The Next War," p. 634

"The Soldier," p. 635
"The Hill," p. 635

"The Listeners," p. 636

"The Legs," p. 636
"The Visitation," p. 637
"Turn of the Moon," p. 637

CONTENT

ACTIVITIES AND MATERIALS

reads poems by T. S. Eliot,
his uses of allusion, meaning;
symbolism, language.

"Portrait of a Lady," pp. 625-627
See "Of Critical Interest," p. 627

"Sweeney among the Nightengales," p. 628
See "Of Critical Interest," pp. 628-629

"The Hollow Men," pp. 630-631
See "Of Critical Interest," p. 631

"Journey of the Magi," pp. 632-633
See "Discussion," p. 633

reads selections from poets
Part I.

TEACHER'S RESOURCE BOOK... See "Extending Interests," p. 177

reads several poems by Siegfried

"Suicide in the Trenches," p. 634
"Dreams," p. 634

reads a poem by Wilfred Owen.

"The Next War," p. 634

reads poems by Rupert Brooke.

"The Soldier," p. 635
"The Hill," p. 635

works of poets called the
Romantics."

reads a poem by Walter de la Mare.

"The Listeners," p. 636

reads poems by Robert Graves.

"The Legs," p. 636
"The Visitation," p. 637
"Turn of the Moon," p. 637

GOALS AND CONTENT	ACTIVITIES AND
<p>III. The student studies examples of poetry from the twentieth century, "The Age of Anxiety," noting especially the meaning, tone, symbolism of the poets.</p> <p>A. He reads several works from W. H. Auden.</p> <p>B. He reads a poem by Stephen Spender.</p> <p>C. He reads several selections from the poetry of Dylan Thomas.</p> <p>D. He reads a poem by C. Day Lewis.</p> <p>IV. The student studies examples of poetry from the twentieth century which represent "The Search for Values."</p> <p>A. He reads a poem by Philip Larkin.</p> <p>B. He reads poems by Ted Hughes.</p> <p>C. He reads poems by Alastair Reid.</p>	<p>"The Unknown Citizen," pp. 64</p> <p>"Musee des Beaux Arts," p. 64</p> <p>"In Memory of W. B. Yeats," p.</p> <p>"The Landscape Near an Aerodrome," pp. 64-65</p> <p>"Fern Hill," pp. 652-653</p> <p>"Do Not Go Gentle," p. 654</p> <p>"The Unexploded Bomb," p. 657</p> <p>"Whatever Happened?" p. 663</p> <p>"Hawk Roosting," p. 664</p> <p>"The Jaguar," p. 664</p> <p>"Second Glance at a Jaguar," pp. 664-665</p> <p>"The O-Filler," pp. 666-667</p> <p>"Curiosity," p. 667</p>

CONTENT	ACTIVITIES AND MATERIALS
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udies examples of poetry
 leth century, "The Age
 oting especially the
 symbolism of the poets.

veral works from W. H.

poem by Stephen Spender.

veral selections from the
 Dylan Thomas.

poem by C. Day Lewis.

udies examples of poetry
 leth century which represent
 Values."

poem by Philip Larkin.

oems by Ted Hughes.

oems by Alastair Reid.

"The Unknown Citizen," pp. 640-641

"Musée des Beaux Arts," p. 642

"In Memory of W. B. Yeats," pp. 644-645

"The Landscape Near an Aerodrome," p. 647

"Fern Hill," pp. 652-653

"Do Not Go Gentle," p. 654

"The Unexploded Bomb," p. 657

"Whatever Happened?" p. 663

"Hawk Roosting," p. 664

"The Jaguar," p. 664

"Second Glance at a Jaguar," p. 665

"The O-Filler," pp. 666-667

"Curiosity," p. 667

GOALS AND CONTENT	ACTIVITIES AND
<p>UNIT FIVE: DRAMA - NOVEL</p> <p>I. The student studies dramatic works from various eras and of various types.</p> <p>A. He studies, in-depth, Shakespeare's tragedy OTHELLO.</p> <p>B. He reads George Bernard Shaw's ANDROCLES AND THE.</p> <p>C. He reads Harold Pinter's THE BLACK AND WHITE.</p> <p>II. The student reads a twentieth-century novel by Somerset Maugham, OF HUMAN BONDAGE, noting its uses of conventions of the novel and its compelling theme.</p>	<p>AC 860 OTHELLO (Audio-Cassette)</p> <p>AC 28444 OTHELLO AND JULIUS</p> <p>OTHELLO (E-Z LEARNER STUDY TEXT)</p> <p>ENGLAND IN LITERATURE...</p> <p>pp. 674^o-698</p> <p>See "Discussion," p. 699</p> <p>pp. 706-707</p> <p>See "Discussion," p. 707</p> <p>OF HUMAN BONDAGE</p> <p>NOTE: The teacher may introduce the novel at any point in the survey or be free to break into the survey at several natural stopping points for a concentrated study of these specific</p>

CONTENT

ACTIVITIES AND MATERIALS

NOVEL

ies dramatic works from
of various types.

in depth, Shakespeare's
ELLO.

George Bernard Shaw's
AND THE.

rold Pinter's THE BLACK

is a twentieth-century
et Maugham, OF HUMAN
its uses of conven-
vel and its compelling

AC 860 OTHELLO (Audio-Cassette-see Librarian.)
AC 28444 OTHELLO AND JULIUS CAESAR

OTHELLO (E-Z LEARNER STUDY TEXT)

ENGLAND IN LITERATURE...

pp. 674-698

See "Discussion," p. 699

pp. 706-707

See "Discussion," p. 707

OF HUMAN BONDAGE

NOTE: The teacher may introduce study of the drama and the novel at any point in the course. It might be helpful to break into the survey of English literature at several natural stopping points and to take up a concentrated study of these special literary forms.

COURSE DESCRIPTION

World Literature is for you who are in Grades 12 and 11, particularly the college-capable, interested in knowing of the literary heritage of major non-English-speaking cultures. The course will focus on the literature of Eastern and Mid-Eastern cultures, centering on the Chinese, Japanese, Hindustani, Hebraic, and Babylonian, and of Russia. You will study writings of major authors, some renowned works or excerpts from them which reflect their concerns in literature over a span from ancient to modern times.

GOALS

The student becomes familiar with the literature of the East and Mid East and of Russia.

He recognizes the universality of themes in the literature he studies.

He notes the artistic merits and qualities of the non-western literature he reads.

<u>Materials</u>	<u>Use</u>
<u>Title</u> LITERATURE OF THE EASTERN WORLD. Scott, Foresman and Company.	Students
RUSSIAN AND EASTERN EUROPEAN LITERATURE. Scott, Foresman and Company.	Students
MAN IN LITERATURE. COMPARATIVE WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.	Students
TEACHER'S RESOURCE BOOK to accompany MAN IN LITERATURE, COMPARATIVE WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.	Teacher
THE CAPTAIN'S DAUGHTER. E. P. Dutton and Company, Inc.	Students
THE DEATH OF IVAN ILYCH AND OTHER STORIES. New American Library.	Students

GOALS AND CONTENT

ACTIVITIES AND

UNIT I: THE LITERATURE OF THE EASTERN WORLD

I. The student studies Chinese poetry. He reads selections written from five hundred years before Christ through the eleventh century.

A. He realizes how ancient are the roots of Chinese poetry.

B. He examines explorations of the simple, personal themes of romantic, familial, and platonic love.

C. He reads different viewpoints expressed by and about women.

Note: Unless otherwise indicated, the area of Eastern literature are LITERATURE OF THE EASTERN WORLD.

Repetition of selections is suggested. It may serve to illustrate various points and suggest repeated readings.

"Woman," p. 17
 "To His Wife," p. 20
 "Regret," p. 21

"To His Wife," p. 20
 "Plucking the Rushes," p. 22
 "A Bitter Love," p. 23
 "A Song of Ch'ang-kan," pp. 24-25
 "Parting at a Wine-Shop in Nanjing," p. 26
 "Golden Bells," "Remembering My Brothers on a Mountain," "Remembering My Retired Friend Wie," p. 27

"Woman," p. 17
 "Woman," p. 18
 "South of the Great Sea," p. 19
 "A Bitter Life," p. 23
 "A Sigh from a Staircase of J..."

CONTENT

ACTIVITIES AND MATERIALS

LITERATURE OF THE EASTERN WORLD

Note: Unless otherwise indicated, selections in the area of Eastern literature are taken from the text, LITERATURE OF THE EASTERN WORLD.

Repetition of selections is intended to show that they may serve to illustrate various goals and does not suggest repeated readings.

...ies Chinese poetry. He
...written from five hundred
...ist through the eleventh

...how ancient are the roots
...poetry.

...explorations of the
...sonal themes of romantic,
...and platonic love.

...fferent viewpoints
...and about women.

"Woman," p. 17
"To His Wife," p. 20
"Regret," p. 21

"To His Wife," p. 20
"Plucking the Rushes," p. 22
"A Bitter Love," p. 23
"A Song of Ch'ang-kan," pp. 24-25
"Parting at a Wine-Shop in Nan-king," p. 25
"Golden Bells," "Remembering Golden Bells," p. 33
"Remembering My Brothers on a Moonlight Night," p. 26
"To My Retired Friend Wie," p. 28

"Woman," p. 17
"Woman," p. 18
"South of the Great Sea," p. 19
"A Bitter Life," p. 23
"A Sigh from a Staircase of Jade," p. 23

WORLD LITERATURE I

GOALS AND CONTENT	ACTIVITIES AND
<p>D. He sees not only the appearance of the subject of war but also questionings about its necessity.</p> <p>E. He realizes that satire was employed by the Chinese poet.</p> <p>F. He sees a theme familiar to the reader of modern poetry--the yearning for a more simple and problem-free existence--explored by a poet of the eighth-ninth centuries.</p> <p>G. He looks at an intensive examination by one poet into man's values; he studies in this poet's search for these values the role of nature and of solitude.</p> <p>II. The student reads selected modern short stories by Chinese writers.</p> <p>A. He analyzes the use of symbols.</p>	<p>"To His Wife," p. 20 "Regret," p. 21 "Night in the Watch-Tower," p. "A Song of War-Chariots," p. "Hearing That His Friend Was p. 37</p> <p>ACTIVITY: Consider the relevant poetry read in conjunction with concerns and issues in today's</p> <p>"The Philosophers," p. 36 "The Red Cockatoo," p. 36 "On the Birth of His Son," p.</p> <p>"Ch-ch'en Village," pp. 34-35</p> <p>"Twenty-Four poems by Han-Shan</p> <p>"The Last Train," p. 65 "The Sorrows of the Lake of E</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>only the appearance of of war but also question- ts necessity.</p>	<p>"To His Wife," p. 20 "Regret," p. 21 "Night in the Watch-Tower," p. 29 "A Song of War-Chariots," p. 31 "Hearing That His Friend Was Coming Back from the War," p. 37</p> <p>ACTIVITY: Consider the relevancy of the themes in the poetry read in conjunction with Goal I, B, C, and D, to concerns and issues in today's world.</p>
<p>that satire was employed se poet.</p> <p>eme familiar to the reader etry--the yearning for a and problem-free existence-- a poet of the eighth-ninth</p>	<p>"The Philosophers," p. 36 "The Red Cockatoo," p. 36 "On the Birth of His Son," p. 38</p> <p>"Ch-ch'en Village," pp. 34-35</p>
<p>an intensive examination by o man's values; he studies 's search for these values nature and of solitude.</p> <p>s selected modern short se writers.</p> <p>the use of symbols.</p>	<p>"Twenty-Four poems by Han-Shan," pp. 42-49</p> <p>"The Last Train," p. 65 "The Sorrows of the Lake of Egrets," p. 103</p>

GOALS AND CONTENT	ACTIVITIES AND
<p>B. He becomes aware of the importance of ceremony, ritual, and long-standing customs in Chinese life.</p> <p>C. He sees a questioning of standard beliefs, superstitions and social practices.</p> <p>D. He realizes the strong emphasis assigned to an individual's position in society.</p> <p>E. He learns about economic hardships and man's various reactions to them.</p> <p>F. He looks at a sophisticated treatment of man's relationship to his fellow man.</p>	<p>"Spring Silkworms," p. 90 "The Widow," p. 77</p> <p>"Stories illustrating Goal B serve to implement this goal.</p> <p>"The Last Train," p. 65 "The Widow," p. 77</p> <p>"The Sorrows of the Lake of E "Spring Silkworms," p. 90</p> <p>"The Last Train," p. 65</p>
<p>III. The student reads an older Chinese folk tale. He understands its oral roots and sees other striking differences between it and the modern short story.</p>	<p>"The Lady Who Was a Beggar,"</p>
<p>IV. The student studies an excerpt from the Babylonian epic of Gilgamesh.</p>	<p>THE ADVENTURES OF GILGAMESH,</p>
<p>A. He learns the basic characteristics of an epic.</p>	<p>ACTIVITIES: Compare the hero ancient heroes the students m</p>

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ACTIVITIES AND MATERIALS

of the importance
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in Chinese life.

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older Chinese folk
its oral roots and
ifferences between
ort story.

an excerpt from the
ilgamesh.

ic characteristics

"Spring Silkworms," p. 90
"The Widow," p. 77

"Stories illustrating Goal B immediately above also
serve to implement this goal.

"The Last Train," p. 65
"The Widow," p. 77

"The Sorrows of the Lake of Egrets," p. 103
"Spring Silkworms," p. 90

"The Last Train," p. 65

"The Lady Who Was a Beggar," p. 50

THE ADVENTURES OF GILGAMESH, p. 111

ACTIVITIES: Compare the hero of this epic to other
ancient heroes the students may be familiar with.

CONTENT	ACTIVITIES AND MATERIALS
aware of the significance to his people.	Consider what constitutes a hero in the world of the 1970's.
e changes in the character	
s excerpts from the King the BIBLE.	
the character of a great o by looking at his d his weaknesses.	"The Story of Samson," from "Judges 13-16," p. 125
ome understanding of the ew's feelings and thoughts	"Psalms," pp. 132-135
amous piece of advice m should conduct his life s its present-day validity.	"Ecclesiastes 3," p. 136
s works by modern Hebrew	
insight into the Auschwitz	from <u>THE</u> CLOCK OVERHEAD, p. 147
th a poet the feelings total loss of communi- s.	"Nothingness," p. 138
ous explorations of the eath and decline.	"Preliminary Challenge," p. 139 "Summer is Dying," p. 144 "Birds Have Thoughts," p. 143 "On My Return," p. 145

GOALS AND CONTENT	ACTIVITIES AND
<p>D. He compares the sentiments of a modern poem to the Beatitudes of Christ.</p>	<p>"Blessing," p. 141</p>
<p>E. He sees the skill of a poet who takes an ancient Jewish ceremony and not only emulates its form through his poem but also uses it to express his own particular themes.</p>	<p>"The Dance of the Torches," p.</p>
<p>F. He analyzes one poet's exploration of the nature of poetry.</p>	<p>"Ars Po," p. 146</p>
<p>G. He examines the conflicts arising among different generations in a modern Israeli family over the question of Jewish tradition.</p>	<p>"The Name," p. 158</p> <p>ACTIVITY: Discuss how the th relate to American life also.</p>
<p>H. He explores the consequence of deception on a sensitive human being.</p>	<p>"The Blind Girl," p. 174</p>
<p>VII. The student reads some selections from Hindustani literature. He realizes that this literature encompasses many languages, only several of which are represented in the text.</p>	
<p>A. He sees the rigid caste system and the servant/master relationship portrayed.</p>	<p>"The Gold Watch," p. 181 "My Lord, the Baby," p. 218</p>
<p>B. He investigates the various effects of economic deprivation on people.</p>	<p>"The Bamboo Trick," p. 207 "The Gold Watch," p. 181</p>

CONTENT

ACTIVITIES AND MATERIALS

the sentiments of a modern
Beatitudes of Christ.

skill of a poet who takes
Jewish ceremony and not
its form through his
uses it to express his
far themes.

one poet's exploration of
of poetry.

the conflicts arising among
generations in a modern Israeli
the question of Jewish

the consequence of deception
on human being.

some selections from
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encompasses many languages,
which are represented in

rigid caste system and the
relationship portrayed.

describes the various effects of
deprivation on people.

"Blessing," p. 141

"The Dance of the Torches," p. 171

"Ars Po," p. 146

"The Name," p. 158

ACTIVITY: Discuss how the themes of this story may
relate to American life also.

"The Blind Girl," p. 174

"The Gold Watch," p. 181

"My Lord, the Baby," p. 218

"The Bamboo Trick," p. 207

"The Gold Watch," p. 181

GOALS AND CONTENT	ACTIVITIES AND
<p>C. He looks at a glorification of love and at the Hindu conception of a woman portrayed in two well-known works.</p> <p>D. He sees intensive analyses of human beings' motivations, of their understanding and failing to understand other men.</p> <p>E. He becomes aware of how political issues can enter literature.</p>	<p>"Savitri's Love" from the MAH an excerpt from "Black Marigo</p> <p>All of the short stories in t including the "Confidence Men mentioned, will illustrate th</p> <p>"The Gold Watch," p. 181</p>
<p>VIII. The student studies works from the world of Islam. The two languages represented are Arabic and Persian.</p> <p>A. He understands the importance of the Koran to <u>Moslem</u> life.</p> <p>B. He reads excerpts from the KORAN and compares the themes to those of the Judaeo-Christian religions.</p> <p>C. He considers the question of conforming to the madness of society in a one-act drama.</p>	<p>"The Overthrowing," "The Clea the KORAN, pp. 236-238</p> <p>"The River of Madness," p. 24</p> <p>ACTIVITY: Act out this drama and should be easy to do in c</p>

CONTENT

at a glorification of
 the Hindu conception
 portrayed in two well-
 known works.

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 motivations, of their under-
 standing and failing to understand,

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 es the themes to those
 Geo-Christian religions.

s the question of con-
 the madness of society
 t drama.

ACTIVITIES AND MATERIALS

"Savitri's Love" from the MAHABHARATA, p. 189
 an excerpt from "Black Marigolds," p. 194

All of the short stories in the Hindustani section,
 including the "Confidence Men," not previously
 mentioned, will illustrate this goal.

"The Gold Watch," p. 181

"The Overthrowing," "The Cleaving," "The Unity," from
 the KORAN, pp. 236-238

"The River of Madness," p. 245

ACTIVITY: Act out this drama. It has few characters
 and should be easy to do in class.

GOALS AND CONTENT	ACTIVITIES AND
<p>D. He studies the deep mysticism seen in a number of Islamic poets from many centuries past through modern times.</p> <ol style="list-style-type: none"> 1. He sees this mysticism display itself in a yearning for union with God. 2. He finds in the mysticism of the thirteenth century poet Rumi an effort to understand the nature of evil. 3. He discovers in the mysticism of the fourteenth century poet Hafiz a strong strain of optimism. <p>E. He becomes aware of a disenchantment with the limits of human life and a certain fatalism expressed by other Islamic poets.</p> <p>F. He sees poetic commentary on the subject of people directly and indirectly involved in war.</p>	<p>"Odes 1 and 5" from THE DIVAN "The Progress of Man," p. 268 "Remembered Music," p. 265 "Song of Man," p. 255</p> <p>"The Evil in Ourselves," p. 2 "The Soul of Goodness in Thing</p> <p>"Ode V," p. 242</p> <p>Stanzas from THE MEDITATIONS, from THE RUBAIYAT OF OMAR KH</p> <p>"O Brother," p. 263 "To My Wife," p. 269</p>
<p>IX. The student studies Japanese poetry</p> <ol style="list-style-type: none"> A. He understands the structure of the tanka and the antiquity of the form. 	

CONTENT

ACTIVITIES AND MATERIALS

the deep mysticism seen in
Islamic poets from many
centuries through modern times.

How this mysticism display
a yearning for union with

the mysticism of the
13th century poet Rumi and
how to understand the nature

of the mysticism of the
15th century poet Hafiz
and a strain of optimism.

aware of a disenchantment
of human life and a
pessimism expressed by other
poets.

poetic commentary on the sub-
ject directly and indirectly
of war.

includes Japanese poetry.

discusses the structure of the
poem and the antiquity of the form.

"Odes 1 and 5" from THE DIVAN, pp. 241, 242

"The Progress of Man," p. 268

"Remembered Music," p. 265

"Song of Man," p. 255

"The Evil in Ourselves," p. 266

"The Soul of Goodness in Things Evil," p. 267

"Ode V," p. 242

Stanzas from THE MEDITATIONS, pp. 239-240
from THE RUBAIYAT OF OMAR KHAYYAM, p. 257

"O Brother," p. 263

"To My Wife," p. 269

WORLD LITERATURE I

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>B. He notices the personal and lyrical nature of the tankas he reads.</p> <p>C. He realizes the relative rarity of the long poem (<u>naga uta</u>) in Japanese literature.</p> <p>D. He notices the wistful tone of the two examples of <u>naga uta</u> given.</p> <p>E. He understands the form of the haiku.</p> <p>F. He sees the evocative and lyrical nature of the form through the haiku he reads.</p> <p>X. The student compares the old and the modern Nō play according to setting, characterization, and development of theme.</p>	<p>Examples of tankas by a number of authors.</p> <p>"CIV," p. 275 "CV," p. 277</p> <p>Selections of haiku poetry, including:</p> <p>"The Damask Drum," p. 284 "The Damask Drum," p. 290</p> <p>ACTIVITY: Act out parts of a play. The drum should help the student understand the theme of the plays.</p>
<p>XI. The student studies the modern Japanese short story.</p> <p>A. He looks at an investigation of the role of the artist in society.</p> <p>B. He analyzes the use of symbols.</p>	<p>"Hell Screen," p. 307</p> <p>"Hell Screen," p. 307 "The Charcoal Bus," p. 347 "Seibei's Gourds," p. 363</p>

ND CONTENT

es the personal and lyrical
of the tankas he reads.

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poem (naga uta) in Japanese
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compares the old and the
y according to setting,
ion, and development of

udies the modern Japanese

at an investigation of the
the artist in society

es the use of symbols.

ACTIVITIES AND MATERIALS

Examples of tankas by a number of poets, pp. 271-274

"CIV," p. 275

"CV," p. 277

Selections of haiku poetry, pp. 280-282

"The Damask Drum," p. 284

"The Damask Drum," p. 290

ACTIVITY: Act out parts of these dramas. The use of a drum should help the students understanding and enjoyment of the plays.

"Hell Screen," p. 307

"Hell Screen," p. 307

"The Charcoal Bus," p. 347

"Seibei's Gourds," p. 363

GOALS AND CONTENT	ACTIVITIES AND
<p>C. He becomes aware of the authors' sensitive and analytical approaches to human behavior and motivation.</p> <p>D. He sees a writer's skillful manipulation of point of view.</p> <p>E. He looks at war from the viewpoint of a dying soldier.</p>	<p>"Seibel's Gourds," p. 363 "The Thief," p. 367 "One Soldier," p. 376</p> <p>"The Thief," p. 367</p> <p>"One Soldier," p. 376</p>
<p>XII. The student contrasts the themes and forms of earlier "tales" with those of the modern short story.</p>	<p>"The Bamboo Cutter and the Moon "Hoichi the Earless," p. 340</p>
<p>XIII. The student considers in a brief drama the issue of madness vs. sanity and their relative compensations.</p>	<p>"The Madman on the Roof," p.</p> <p>ACTIVITY: Compare this work of madness vs. sanity, e.g., NEST, SILENT SNOW, SECRET SNOW</p>
<p>XIV. The student reads selections from the hardbound MAN IN LITERATURE text which relate culturally or thematically to the literature of the Eastern world.</p>	<p>ACTIVITY: In conjunction with studied in this course, it may be the students to have a speaker or other individual represent the class.</p>
<p>XV. The student engages in writing activities relating to the literature being read.</p>	<p>WRITING ACTIVITIES: As a creative writer he composes his own haiku or</p>

CONTENT

aware of the authors' and analytical approaches to behavior and motivation.

critic's skillful manipulation of the text from the viewpoint of a modernist.

contrasts the themes and forms of "The Thief" with those of the modernist.

considers in a brief drama the relationship between madness vs. sanity and their social implications.

finds selections from the "The Thief" text which are similar or thematically to those of the Eastern world.

pages in writing activities using the literature being read.

ACTIVITIES AND MATERIALS

"Seibel's Gourds," p. 363

"The Thief," p. 367

"One Soldier," p. 376

"The Thief," p. 367

"One Soldier," p. 376

"The Bamboo Cutter and the Moon Child," p. 328

"Hoichi the Earless," p. 340

"The Madman on the Roof," p. 354

ACTIVITY: Compare this work to other literary analyses of madness vs. sanity, e.g., ONE FLEW OVER THE CUCKOO'S NEST, SILENT SNOW, SECRET SNOW.

ACTIVITY: In conjunction with any of the cultures studied in this course, it might be enlightening to the students to have a speaker--a university student or other individual representing that culture--visit the class.

WRITING ACTIVITIES: As a creative writing experience, he composes his own haiku or a brief drama.

WORLD LITERATURE I

GOAL AND CONTENT

ACTIVITIES AND

He compares and contrasts a Hebrew, Hindustani, or Japanese American short story in area theme, and mood.

He investigates one of the in depth; he analyzes its fo and explains how they contri

He compares and contrasts va outlook on life in one of th of the American.

He writes a documented resea certain facets of one of the Literature.

He reviews a literary select of the authors studied in th

He writes essay examinations has read.

D CONTENT

ACTIVITIES AND MATERIALS

He compares and contrasts a short story from Chinese, Hebrew, Hindustani, or Japanese literature to an American short story in areas such as subject matter, theme, and mood.

He investigates one of the longer or more complex poems in depth; he analyzes its form and figurative language and explains how they contribute to its meaning.

He compares and contrasts various aspects of man's outlook on life in one of the Eastern cultures to that of the American.

He writes a documented research paper investigating certain facets of one of the cultures covered in Eastern literature.

He reviews a literary selection not in the text by one of the authors studied in the course.

He writes essay examinations based on the literature he has read.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>UNIT 2: RUSSIAN AND EASTERN EUROPEAN LITERATURE</p> <p>I. The student realizes the deep attachment to their country characteristic of many Russian writers.</p> <p>A. He sees it expressed in poetry of the nineteenth and twentieth-centuries.</p> <p>B. He analyzes it through the personality and explicit statements made by the chief character in a nineteenth century work.</p> <p>C. He views it in a story stemming from World War II.</p> <p>D. He sees this strong attachment to homeland present in a contemporary Soviet writer.</p> <p>II. The student considers some of the political and social issues which arose in Russia in the nineteenth century and continued into the twentieth.</p>	<p>Note: Unless otherwise indicated, the area of Russian literature and culture is RUSSIAN AND EASTERN EUROPEAN.</p> <p>Repetition of selections is suggested to illustrate various points and suggest repeated readings.</p> <p>"My Country," p. 148 "The Hawk," p. 58</p> <p>"A Desperate Character," p. 2</p> <p>"The Fate of a Man," p. 167</p> <p>"Matryona's Home," p. 199</p> <p>ACTIVITY: Read the excerpts and discuss the memoirs which also strongly reflect the land.</p>

CONTENT

ACTIVITIES AND MATERIALS

WESTERN EUROPEAN LITERATURE

...es the deep attachment
...characteristic of many

...ressed in poetry of the
...twentieth-centuries.

...through the personality
...statements made by the
...r in a nineteenth century

...a story stemming from

...strong attachment to
...nt in a contemporary

...ers some of the political
...which arose in Russia in
...tury and continued into

Note: Unless otherwise indicated, selections in the area of Russian literature are taken from the text, RUSSIAN AND EASTERN EUROPEAN LITERATURE.

Repetition of selections is intended to show that they may serve to illustrate various goals and does not suggest repeated readings.

"My Country," p. 148

"The Hawk," p. 58

"A Desperate Character," p. 246

"The Fate of a Man," p. 167

"Matryona's Home," p. 199

ACTIVITY: Read the excerpts from Stalin's daughter's memoirs which also strongly reflect the love of homeland.

WORLD LITERATURE I

GOALS AND CONTENT	ACTIVITIES AND
<p>A. He sees the emergence of the "little man" as hero.</p> <p>B. He becomes aware of an increasing disenchantment with the bureaucratic system and with social injustice.</p> <p>C. He investigates the nature and role of the old nobility.</p>	<p>"The Overcoat," p. 115</p> <p>"The Overcoat," p. 115 "An Incident," p. 33 "A Desperate Character," p. 24</p> <p>"A Desperate Character," p. 24</p>
<p>III. The student analyzes the nature of man and his motivations as presented by several of Russia's best-known authors.</p> <p>A. He considers the means by which courage and pride manifest themselves.</p> <p>B. He looks at the reactions to imprisonment of a romantic hero.</p> <p>C. He explores the qualities of greed and materialism.</p> <p>D. He investigates the many-faceted personality of a character and the forces which shaped that personality.</p>	<p>"The Shot," p. 153</p> <p>MAN IN LITERATURE, "A Prisoner"</p> <p>"A Christmas Tree and a Wedding" "Matryona's Home," p. 199</p> <p>ACTIVITY: Compare the manner qualities in these stories to Judgments of Shemyaka," p. 42</p> <p>"A Desperate Character," p. 24</p>

CONTENT

ACTIVITIES AND MATERIALS

emergence of the "little man"

"The Overcoat," p. 115

aware of an increasing dis-
with the bureaucratic system
cial injustice.

"The Overcoat," p. 115

"An Incident," p. 33

"A Desperate Character," p. 246

ates the nature and role of
ility.

"A Desperate Character," p. 246

lyzes the nature of man and
as presented by several of
nown authors.

s the means by which courage
anifest themselves.

"The Shot," p. 153

the reactions to imprison-
romantic hero.

MAN IN LITERATURE, "A Prisoner in the Caucasus," p. 178

the qualities of greed and

"A Christmas Tree and a Wedding," p. 107

"Matryona's Home," p. 199

ates the many-faceted
of a character and the
sh shaped that personality.

ACTIVITY: Compare the manner of treatment of these
qualities in these stories to an earlier tale, "The
Judgments of Shemyaka," p. 42

"A Desperate Character," p. 246

GOALS AND CONTENT

ACTIVITIES AND

IV. The student realizes the contributions of the Jewish writer to the literature of Russia.

- A. He analyzes snobbery through a humorous recounting of a boyhood incident.
- B. He explores a Jewish narrator's despair and faith; he witnesses a surprise ending.

V. The student views how the experiences of war have influenced Russian literature.

- A. He analyzes the works of two poets concerning different wars.

- B. He considers the bitterness toward the enemy in a story springing from World War II.

VI. The student reads a classic Russian drama.

- A. He examines the structure of the play.

"In the Basement," p. 50

"Tevye Wins a Fortune," p. 16

ACTIVITY: Do research on the today and give an oral present

"I'm Goya," p. 14

"I Am Goya," p. 115

ACTIVITY: Compare the difference to illustrate the task confront addition, look at the same poem Cyrillic to familiarize student the Russian alphabet.

"The Fate of a Man," p. 167

THE SEA GULL, p. 60

CONTENT

ACTIVITIES AND MATERIALS

alizes the contributions of
ter to the literature of

s snobbery through a humorous
of a boyhood incident.

s a Jewish narrator's despair
he witnesses a surprise ending.

ews how the experiences of war
d Russian literature.

s the works of two poets con-
fferent wars.

rs the bitterness toward the
story springing from World

ads a classic Russian drama.

s the structure of the play.

"In the Basement," p. 50

"Tevye Wins a Fortune," p. 16

ACTIVITY: Do research on the state of the Jews in Russia today and give an oral presentation to the class.

"I'm Goya," p. 14

"I Am Goya," p. 115

ACTIVITY: Compare the differences in the two translations to illustrate the task confronting the translator. In addition, look at the same poem printed on page 12 in the Cyrillic to familiarize students with the appearance of the Russian alphabet.

"The Fate of a Man," p. 167

THE SEA GULL, p. 60

GOALS AND CONTENT	ACTIVITIES AND
<p>B. He becomes aware of the significance of Chekhov's contributions to the development of drama extending beyond Russian literature.</p> <p>C. He sees in the play an investigation of the nature of art.</p> <p>D. He understands the use of the symbol.</p> <p>E. He considers the consequences of one-sided loves and the complications of human life.</p> <p>VII. The student examines some of the many paradoxes present in Russian life and literature.</p> <p>A. He sees a yearning for the ideal vs. the disillusionments of reality.</p> <p>B. He looks at ascetic tendencies vs. the extravagances of riotous living.</p> <p>C. He realizes that a deep sense of spirituality has been present along with superstition and the purely outward practices of religion.</p>	<p>ACTIVITY: Act out parts of T (its emphasis on romantic love, to students.)</p> <p>"The Young Man Who Flew Past,"</p> <p>ACTIVITY: Discuss whether the in his final act.</p> <p>"A Desperate Character," p. 24</p> <p>"Where Love Is, God Is," p. 23</p> <p>"Matryona's Home," p. 199</p>

CONTENT

ACTIVITIES AND MATERIALS

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ascetic tendencies vs.
ances of riotous living.

that a deep sense of
has been present along
ition and the purely out-
es of religion.

ACTIVITY: Act out parts of THE SEA GULL. (This play, with its emphasis on romantic love, should particularly appeal to students.)

"The Young Man Who Flew Past," p. 46

ACTIVITY: Discuss whether the young man was justified in his final act.

"A Desperate Character," p. 246

"Where Love Is, God Is," p. 235
"Matryona's Home," p. 199

GOALS AND CONTENT	ACTIVITIES AND
<p>VIII. The student becomes aware of the economic hardships and of the social customs and mores retained from the past in a Russian village during the 1950's.</p>	<p>"Matryona's Home," p. 199</p>
<p>IX. The student studies poems by several modern Russian writers.</p> <p>A. He looks at one poet's view of the art of poetry and analyzes the imagery of the poem.</p> <p>B. He sees a glorification of the people of Moscow in a poem written in traditional verse form.</p> <p>C. He studies the use of the symbol and figures of speech in poetry written in free verse.</p> <p>D. He notices the conversational quality of some poems.</p> <p>E. He reads a monologue on the absence of roles in life.</p> <p>F. He sees the author assume various roles in a poem about Jewish persecution.</p>	<p>"Poetry," p. 149</p> <p>"On Early Trains," p. 150</p> <p>"First Frost," p. 268 "Foggy Street," p. 269 "Parabolic Ballad," p. 271</p> <p>"Lies," p. 273 "Talk," p. 274 "Encounter," p. 275</p> <p>"Monologue of a Broadway Actor"</p> <p>"Babi Yar," p. 278</p>
	<p>ACTIVITY: A committee does research on Russia today and presents its panel discussion.</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>comes aware of the economic of the social customs and from the past in a Russian the 1950's.</p>	<p>"Matryona's Home," p. 199</p>
<p>udies poems by several modern</p>	
<p>one poet's view of the art and analyzes the imagery of</p>	<p>"Poetry," p. 149</p>
<p>lorification of the people in a poem written in verse form.</p>	<p>"On Early Trains," p. 150</p>
<p>the use of the symbol and speech in poetry written</p>	<p>"First Frost," p. 268 "Foggy Street," p. 269 "Parabolic Ballad," p. 271</p>
<p>the conversational quality</p>	<p>"Lies," p. 273 "Talk," p. 274 "Encounter," p. 275</p>
<p>monologue on the absence of</p>	<p>"Monologue of a Broadway Actress," p. 276</p>
<p>author assume various roles about Jewish persecution.</p>	<p>"Babi Yar," p. 278</p> <p>ACTIVITY: A committee does research on censorship in Russia today and presents its findings to the class in panel discussion.</p>

WORLD LITERATURE I

GOALS AND CONTENT	ACTIVITIES AND
<p>X. The student studies a novel from Russian literature. He considers its theme, structure, and relationship to the other Russian literature which he has studied.</p> <p>XI. The student reads and examines whatever stories from the nations of Eastern Europe the teacher chooses.</p> <p>XII. The student reads works selected by the teacher or suggested by the class from the MAN IN LITERATURE text which relate culturally or thematically to the material being studies.</p> <p>XIII. The student engages in writing activities relating to the literature being read.</p>	<p>THE CAPTAIN'S DAUGHTER THE DEATH OF IVAN ILYCH</p> <p>WRITING ACTIVITIES: He reviews either from the nineteenth or twentieth century.</p> <p>It would be particularly helpful for the student to read and review a selection of Russian literature of the nineteenth century to see the significance to Russian and world literature. The student should be clear in the texts. Other students should increase their knowledge of Russian literature and review one of Tolstoi's works.</p> <p>He compares and contrasts a selection of a short story written in approximately the same time and the standpoint of subject matter.</p> <p>He writes a research paper (or report) in which he compares the social conditions described in the selections with the conditions in Russia today.</p>

CONTENT

ACTIVITIES AND MATERIALS

studies a novel from Russian literature. He considers its theme, its relationship to the other literature which he has studied.

He reads and examines whatever literature from the nations of Eastern Europe he chooses.

He reads works selected by the teacher suggested by the class from the LITERATURE text which relate thematically to the material being read.

He engages in writing activities related to the literature being read.

THE CAPTAIN'S DAUGHTER
THE DEATH OF IVAN ILYCH

WRITING ACTIVITIES: He reviews another Russian novel, either from the nineteenth or twentieth centuries,

It would be particularly helpful for the more ambitious student to read and review a novel by Dostoevski, whose significance to Russian and world literature is not made clear in the texts. Other students who are anxious to increase their knowledge of a gigantic figure might read and review one of Tolstoi's longer novels.

He compares and contrasts a Russian and an American short story written in approximately the same era from the standpoint of subject matter, theme, and style.

He writes a research paper (not necessarily lengthy) in which he compares the social and economic conditions described in the selections he has read to these conditions in Russia today.

WORLD LITERATURE I

GOALS AND CONTENT	ACTIVITIES AND
172	<p>He chooses a poem from the text and considers its similarity to an American poem, particularly from a different viewpoint.</p> <p>He writes essay examinations on poems read.</p> 173

CONTENT

ACTIVITIES AND MATERIALS

He chooses a poem from the texts or another Russian poem and considers its similarities and differences to an American poem, particularly from a thematic viewpoint.

He writes essay examinations on the literature he has read.

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173

COURSE DESCRIPTION

In World Literature 2 focus on the literature of Black African writers representing various nation-states and on writings of Europeans representing selected countries. Study intensively twentieth-century writers whose interests are many and diverse but whose objectives are often surprisingly similar. Using poetry, the essay, folk tales, the drama, short stories, and the novel, Black African writers display their rich cultural heritage, fierce love for their homelands, and their promise for the future. Reading in these same literary forms, survey European literature, selected principally from the seventeenth, eighteenth, and nineteenth centuries. Become familiar with writers of France, Germany, and Scandinavia. For students in Grades 12 and 11.

GOALS

The student reads literary works by African, French, German, and Scandinavian writers.

He recognizes the universality of the themes in the literature he has read.

He notes the artistic merits and qualities of the literature he has read.

MaterialsTitleUse

BLACK AFRICAN VOICES. Scott, Foresman and Company.

Students

TEUTONIC LITERATURE. Scott, Foresman and Company.

Students

TRANSLATIONS FROM THE FRENCH. Scott, Foresman and Company.

Students

MAN IN LITERATURE. COMPARATIVE WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.

Students

TEACHER'S RESOURCE BOOK to accompany MAN IN LITERATURE. COMPARATIVE WORLD STUDIES IN
WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.

Teacher

TELL FREEDOM. Alfred Knopf, Inc.

Students

THE STRANGER. Random House, Inc.

Students

SIDHARTHA. Published jointly by New Directions Publishing Corporation and Bantam Books, Inc.

Students

GOALS AND CONTENT	ACTIVITIES AND
<p>UNIT 1: BLACK AFRICAN LITERATURE</p> <p>I. The student will read non-fiction accounts of the Black African who has become, in part, Westernized. The student will recognize the conflicting forces which such exposure brings about.</p> <p>II. Cultural differences not only between White and Black Africans, but between American and African Blacks will be viewed at close-hand range.</p> <p>III. The student will read several proverbs which reflect the wisdom and perspective of African people.</p> <p>IV. The student will recognize the persistent struggle of Black African countries to gain freedom and autonomy.</p> <p>V. The belief in superstition, ritual, and tribal customs remains a way of life for most Africans. The student will read several poems and short stories which support this fact.</p>	<p>Note: Unless otherwise indicated, the area of African literature are BLACK AFRICAN VOICES.</p> <p>"The Blacks," p. 20</p> <p>"The Blacks," p. 20</p> <p>"Proverbs," p. 52</p> <p>"Defiance Against Force," p. 1</p> <p>"Ritual Murder," p. 146</p> <p>"The Law of the Grazing Fields"</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>NON LITERATURE</p> <p>1 read non-fiction accounts of an man who has become, in part, the student will recognize the forces which such exposure brings</p> <p>ences not only between White mans, but between American and will be viewed at close-hand</p> <p>1 read several proverbs which dom and perspective of African</p> <p>1 recognize the persistent lack African countries to gain onomy.</p> <p>uperstition, ritual, and remains a way of life for The student will read and short stories which act.</p>	<p>Note: Unless otherwise indicated, selections in the area of African literature are taken from the text, BLACK AFRICAN VOICES.</p> <p>"The Blacks," p. 20</p> <p>"The Blacks," p. 20</p> <p>"Proverbs," p. 52</p> <p>"Defiance Against Force," p. 111</p> <p>"Ritual Murder," p. 146</p> <p>"The Law of the Grazing Fields," p. 155</p>

GOALS AND CONTENT	ACTIVITIES AND
<p>VI. The student will read a first-hand account of living conditions--abject poverty being the order of the day for the Black miners of South Africa.</p>	<p>"Aboard An African Train," p.</p>
<p>VII. The student will read an allegory-fable and be able to explain political parallels present.</p>	<p>"The Gentlemen of the Jungle," "The Wages of Good," p. 100</p>
<p>VIII. The student will learn the African concept of family or clan.</p>	<p>"The Feud," p. 112 from THE AFRICAN CHILD, p. 19</p>
<p>IX. The student, through his readings, will learn not only what apartheid is, but also the ramifications of such a policy.</p>	<p>"The Dignity of Begging," p.</p>
<p>X. The student will read an African picaresque tale.</p>	<p>The selection listed under Go this goal.</p>
<p>XI. The student of Black African literature will recognize the literary movement of the 1930's called Negritude. This movement will be seen as an outgrowth of increasing Black awareness regarding African culture. The mixed reception of Negritude received by Blacks in no way takes away from its influence.</p>	<p>"Africa," p. 107 "Your Presence," p. 110 "Listen Comrades," p. 108</p>

CONTENT

ll read a first-hand account
itions--abject poverty being
he day for the Black miners
a.

ll read an allegory-fable and
lain political parallels present.

ll learn the African concept
lan.

hrough his readings, will
what apartheid is, but also
ons of such a policy.

ll read an African picaresque

Black African literature
the literary movement of
led Negritude. This move-
een as an outgrowth of
ck awareness regarding
e. The mixed reception
ceived by Blacks in no
from its influence.

ACTIVITIES AND MATERIALS

"Aboard An African Train," p. 176

"The Gentlemen of the Jungle," p. 190

"The Wages of Good," p. 100

"The Feud," p. 112

from THE AFRICAN CHILD, p. 194

"The Dignity of Begging," p. 254

The selection listed under Goal IX will also illustrate
this goal.

"Africa," p. 107

"Your Presence," p. 110

"Listen Comrades," p. 108

GOALS AND CONTENT

ACTIVITIES AND

UNIT 2: TEUTONIC LITERATURE IN ENGLISH TRANSLATION

- I. The student will acquire a basic knowledge of the evolution of modern German.
 - A. The student will learn of the relationship of both Proto-Germanic and Indo-Germanic to modern German.
 - B. The student will learn the significance of the Germanic Sound Shift.
 - C. The student will be able to define the term dialect and learn how it operates.
- II. The student will familiarize himself with the Dadaist movement, and learn why the irrational, the destructive, and the nihilistic were stressed at certain points in Teutonic poetry and prose.
- III. The student will read several poems and stories dealing with the many dimensions of war. He will recognize the existence of pacifist literature.
- IV. The student will read several Gothic stories and recognize the popularity of this genre in Teutonic literature.

"German and Related Languages

"Baobab," p. 21

"General, That Tank," p. 53

"The Tunnel," p. 71

CONTENT

ACTIVITIES AND MATERIALS

LITERATURE IN ENGLISH TRANSLATION

1. All acquire a basic knowledge of modern German.

2. All will learn of the relationship between Proto-Germanic and Indo-European and modern German.

3. All will learn the significance of the Proto-Germanic Sound Shift.

4. All will be able to define the Geminative Law and learn how it operates.

5. All will familiarize himself with the development of the Gothic language, and learn why the Gothic is so destructive, and the Gothic is stressed at certain points in poetry and prose.

6. All will read several poems and learn to appreciate them with the many dimensions of the Gothic literature. All will recognize the existence of Gothic literature.

7. All will read several Gothic poems and learn to appreciate them with the many dimensions of the Gothic literature. All will recognize the popularity of Gothic literature in Teutonic literature.

"German and Related Languages," pp. 10-17

"Baobab," p. 21

"General, That Tank," p. 53

"The Tunnel," p. 71

GOALS AND CONTENT	ACTIVITIES AND
<p>V. The ever-present conflict between the artist's priorities and those of the mass audience will be made apparent to the student. He will be able to recognize parody and understand how it functions.</p>	<p>"Tristan," p. 174 "The Master Builder," p. 300</p>
<p>VI. The student will read from selections that depict a depression-torn Germany. He will see the extent of suffering, both physical and mental, that such a condition promotes.</p>	<p>"The Invisible Collection,"</p>
<p>VII. The student will explore several representations of family life. He will recognize that a sense of duty often motivates people to settle for dreary lives and that early independence and freedom to make one's own decisions are desirable in most cultures.</p>	<p>"Life Sentence," p. 286</p>
<p>VIII. The student will study the earliest psychological or socially directed "problem play," and become aware of the growing sophistication that was brought about by the introduction of natural dialogue.</p>	<p>THE MASTER BUILDER, p. 300</p>

CONTENT

ACTIVITIES AND MATERIALS

nt conflict between the
ities and those of the
will be made apparent to
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d understand how it

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depression-torn Germany.
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"Tristan," p. 174
"The Master Builder," p. 300

"The Invisible Collection," p. 265

"Life Sentence," p. 286

THE MASTER BUILDER, p. 300

GOALS AND CONTENT

ACTIVITIES AND

UNIT 3: TRANSLATIONS FROM THE FRENCH

- I. The student of French literature will recognize that translations have, nearly always, inherent inadequacies which cannot be avoided. He will understand that translation is an art, not a science.
- II. The student should be able to define what is meant by adaptation. He will also be able to point out the essential demands that are made of the adapter.
- III. The student will study a twentieth-century concept of tragic drama.
- IV. The student will read excerpts from resistance literature, both poetry and and prose, which express different philosophical attitudes toward life.
- V. The student will recognize that literary chauvinism can and does exist in any country.
- VI. The student will read of the struggles and discrimination experienced by a Frenchwoman during her early education.

"Speaking of Translation," p.

The same selection as in Goal

ANTIGONE, p. 17

"The Waltz of the Twenty-Year
"Ballad of One Who Sang at th
from ANTI-MEMOIRS, p. 255

from MEMOIRS OF A DUTIFUL DAU

The same selection as in Goal

For the highly motivated, Si
SECOND SEX is a monumental ac
and literary merit. Its leng
study but excerpts will prove

CONTENT

ACTIVITIES AND MATERIALS

FROM THE FRENCH

French literature will
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He will understand that
an art, not a science.

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study a twentieth-
of tragic drama.

read excerpts from
ature, both poetry and
h express different
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recognize that literary
and does exist in any

read of the struggles
ion experienced by a
ing her early education.

"Speaking of Translation," p. 9

The same selection as in Goal I

ANTIGONE, p. 17

"The Waltz of the Twenty-Year Olds," p. 71
"Ballad of One Who Sang at the Stake," p. 73
from ANTI-MEMOIRS, p. 255

from MEMOIRS OF A DUTIFUL DAUGHTER, p. 104

The same selection as in Goal V.

For the highly motivated, Simone de Beauvoir's THE
SECOND SEX is a monumental achievement of scholarship
and literary merit. Its length precludes comprehensive
study but excerpts will prove valuable.

GOALS AND CONTENT	ACTIVITIES AND
VII. The student will read at least one example of existential literature. He will arrive at some workable definition of the term.	"Between Yes and No," p. 131
VIII. The student will read an essay which delineates a Frenchman's point of view regarding big city life.	"The Rains of New York," p. 1
IX. The student will read several maxims and be able to distinguish them from aphorisms and epigrams.	from "The Maxims," p. 256
X. The student will be able to recognize the legitimate uses of irony. He will read one short story that illustrates a truth through irony.	"The Prisoners," p. 288
XI. The student will read at least one science fiction short story and discuss its tone. He will learn how tone influences the interpretation of a work.	"The Earth Dwellers," p. 304
XII. The student will read a play that explores the institution of marriage from many points of view, all designed to amuse as well as enlighten.	"The Forced Marriage," p. 324
XIII. The student will be able to distinguish between English or German ballads and French ballads.	"Three Ballads," p. 355

CONTENT

ACTIVITIES AND MATERIALS

1 read at least one example of literature. He will arrive at the definition of the term.

"Between Yes and No," p. 131

1 read an essay which presents a craftsman's point of view on city life.

"The Rains of New York," p. 138

1 read several maxims and distinguish them from aphorisms

from "The Maxims," p. 256.

1 be able to recognize the use of irony. He will read a story that illustrates a truth

"The Prisoners," p. 288

1 read at least one science story and discuss its tone. How tone influences the inter-work.

"The Earth Dwellers," p. 304

1 read a play that explores the theme of marriage from many points of view designed to amuse as well as

"The Forced Marriage," p. 324

1 be able to distinguish between English and German ballads and

"Three Ballads," p. 355

COURSE DESCRIPTION

Seniors, this course offers you opportunities to acquire advanced writing skills and to practice them intensively. In so doing, prepare for college writing experiences. Practical applications centering on the development of single paragraphs and on the development of complete essays will enable you to understand the nature of effective writing and to write effectively. For college-capable students, Grade 12.

GOALS

The student develops his writing skills with regard to the paragraph.

The student develops his writing skills with regard to the essay.

The student develops skills he needs for research.

MaterialsTitleUse

WRITING WITH A PURPOSE. Houghton Mifflin Company.

Students

TEACHING WITH A PURPOSE (Instructor's Guide and Resource Book for WRITING WITH A PURPOSE, 5th Edition). Houghton Mifflin Company.

Teacher

BETTER PARAGRAPHS, Third Edition. Chandler Publishing Company.

Students, Teacher

THE LIVELY ART OF WRITING. New American Library.

Students, Teacher

GOALS AND CONTENT	ACTIVITIES AND
<p>I. The student writes effective sentences.</p> <p>A. The student learns to write an effective topic sentence which contains a general, dominant idea and a significant, controlling idea relevant to it.</p> <p>B. The student learns to write an effective clincher sentence.</p> <p>C. The student writes a variety of kinds of effective sentences.</p> <p>D. The student develops a sense of appropriate sentence structure.</p>	<p>WRITING WITH A PURPOSE, Ch. 5</p> <p>WRITING WITH A PURPOSE, Ch. 5</p> <p>WRITING WITH A PURPOSE, Ch. 6</p> <p>WRITING WITH A PURPOSE, pp. 3</p>
<p>II. The student writes effective paragraphs.</p> <p>A. The student develops paragraphs by means of facts only, details only, examples only, incidents only, reasons only. He learns how to use a combination of these methods where needed.</p> <p>B. The student writes paragraphs of exposition, description, narration, and persuasion.</p> <p>C. The student develops paragraphs which have unity and coherence.</p> <p>D. The student develops paragraphs using the active voice.</p>	 <p>WRITING WITH A PURPOSE, Ch. 1</p> <p>WRITING WITH A PURPOSE, Ch. 5</p> <p>THE LIVELY ART OF WRITING, Ch. 5</p> <p>THE LIVELY ART OF WRITING, Ch. 5</p>

CONTENT

ACTIVITIES AND MATERIALS

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and a significant, control-
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learns to write an effective
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writes a variety of kinds of
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develops a sense of appropri-
structure.

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ly, reasons only. He learns
combination of these methods

writes paragraphs of exposition,
narration, and persuasion.

develops paragraphs which have
herence.

develops paragraphs using the

WRITING WITH A PURPOSE, Ch. 5

WRITING WITH A PURPOSE, Ch. 5

WRITING WITH A PURPOSE, Ch. 6

WRITING WITH A PURPOSE, pp. 354-366

WRITING WITH A PURPOSE, Ch. 13 (for persuasion).

WRITING WITH A PURPOSE, Ch. 5
THE LIVELY ART OF WRITING, Ch. 6

THE LIVELY ART OF WRITING, Ch. 8

GOALS AND CONTENT

ACTIVITIES AND

- III. The student learns the structure and purposes of the essay and applies his knowledge to the essays he writes.
- A. The student learns the functions of the parts of an essay:
1. the introduction
 2. the thesis statement
 3. the body
 4. the conclusion
- B. The student learns that, even though a combination of the forms of discourse may be employed in the development of an essay, an essay has but one central purpose--to explain, to describe, to narrate, or to persuade.
- C. The student writes essays that have organization, unity, coherence, originality, logical transitions (both within arguments being developed and from one argument to another) and a personal, individual style.
- D. The student learns that elements of structure applicable to a single paragraph are applicable as well to paragraphs of an essay.

WRITING WITH A PURPOSE, Chs.
THE LIVELY ART OF WRITING, Ch

WRITING WITH A PURPOSE, Chs.
THE LIVELY ART OF WRITING, Ch

CONTENT

ACTIVITIES AND MATERIALS

learns the structure and
the essay and applies his
the essays he writes.

WRITING WITH A PURPOSE, Chs. 1, 4 and 5

THE LIVELY ART OF WRITING, Chs. 1-4

learns the functions of
of an essay:

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nclusion

learns that, even though
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loyed in the development of
an essay has but one central
o explain, to describe, to
r to persuade.

writes essays that have
on, unity, coherence,
y, logical transitions (both
ments being developed and
rgument to another) and a
individual style.

learns that elements of
applicable to a single
are applicable as well to
of an essay.

WRITING WITH A PURPOSE, Chs. 1, 3-5, and 8

THE LIVELY ART OF WRITING, Chs. 5, 7, 9, and 11-13

ADVANCED LITERATURE

GOALS AND CONTENT	ACTIVITIES AND
IV. The student learns the procedures necessary for research.	WRITING WITH A PURPOSE, Chs. 1
	THE LIVELY ART OF WRITING, Ch.
A. The student learns about primary and secondary sources relevant to research.	WRITING WITH A PURPOSE, Chs. 1
	THE LIVELY ART OF WRITING, Ch.
B. The student learns that primary and secondary sources are intended to back up, to support, to provide evidence only for his own judgments; he learns that the topic argument of each paragraph that supports the thesis statement must be original, even though it may have been deduced from primary or secondary sources.	THE LIVELY ART OF WRITING, Ch.

CONTENT	ACTIVITIES AND MATERIALS
<p>learns the procedures necessary</p>	<p>WRITING WITH A PURPOSE, Chs. 11 and 12</p>
	<p>THE LIVELY ART OF WRITING, Ch. 14</p>
<p>learns about primary and secondary sources relevant to</p>	<p>WRITING WITH A PURPOSE, Chs. 11-12 THE LIVELY ART OF WRITING, Ch. 14, pp. 165-176</p>
<p>learns that primary and sources are intended to back up, to provide evidence for his own judgments; he learns the topic argument of each para- graph supports the thesis statement original, even though it may have been derived from primary or secondary</p>	<p>THE LIVELY ART OF WRITING, Ch. 14, pp. 166-167</p>

ADVANCED COMPOSITION

05060

NOTE:

Students do not always realize that the best reason for writing is to express worthwhile ideas--either to state their own original thoughts or to explore, explicate, or criticize the ideas of others. Learning to write well means learning to express those ideas through language without damaging the thought. In the course, students should attend carefully to grammar and language structure as ways to achieve clarity of thought and to logic and clarity of thought as the primary precursors of the uses of grammar and language structure.

Methods of teaching composition differ greatly. One possible way the teacher may begin the course is to assign to all students a basic composition exercise. After correcting the papers, the teacher might select from the students' papers common errors and make these the basis of a lesson, using the board, an overhead projector, or a dittoed worksheet as ways to involve the class. (When working with students' errors in writing, it is usually wise to select some examples from the work of each student and to avoid selecting a great many errors from the writing of an individual.) This approach attacks directly the problems students have in their own writing. It will serve as a gauge of students' abilities, guiding the teacher to areas that need more intensive study and providing students with immediate feedback on their errors.

FILMS:

No wealth of films is available on the topic of Advanced Composition. Some few films may be obtained from Audiovisual Services or from the St. Louis Public Library. Below are listed two films which may prove useful in certain areas of study for Advanced Composition:

F 161-102

COMPREHENSIVE SKILLS (on paragraphs)

FPL

HOW TO USE THE READER'S GUIDE TO PERIODICAL LITERATURE

ADVANCED LITERATURE

05080

COURSE DESCRIPTION

This advanced course offers you who are serious students of literature opportunities to examine critically the topics, themes, and elements with which good literature concerns itself. Learn to recognize, evaluate, and appreciate the qualities of good literature through a close study of poetry, drama, the short story, and the novel. For college-capable students in Grades 11 or 12.

GOALS

The student studies some of the major aspects of literature in order to learn how a writer does what he does.

The student learns to evaluate literature in order to determine how well a writer does what he does.

The student studies one or more approaches to literary criticism in order to accustom himself to the multiple approaches to the content of literature available to critics.

The student studies types of literature in terms of the aspects of literature, the evaluation of literature, and the content of literature.

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ADVANCED LITERATURE

05080

Materials

Title

BETTER READING TWO: LITERATURE, 4th Edition. Scott, Foresman and Company.
BLACK WRITERS OF AMERICA: A COMPREHENSIVE ANTHOLOGY. The Macmillan Company.

Use

Students, Teacher
Students, Teacher

ADVANCED LITERATURE

GOALS AND CONTENT	ACTIVITIES AND
<p>I. The student studies some of the major aspects of literature in order to learn <u>how</u> a writer does what he does.</p>	
<p>A. The student distinguishes between fact and opinion.</p>	<p>BETTER READING II: LITERATURE</p>
<p>B. The student studies action.</p>	<p>BETTER READING II: LITERATURE</p>
<p>C. The student studies character.</p>	<p>BETTER READING II: LITERATURE</p>
<p>D. The student studies setting.</p>	<p>BETTER READING II: LITERATURE</p>
<p>E. The student studies language.</p>	<p>BETTER READING II: LITERATURE</p>
<p>F. The student studies tone, point of view, and atmosphere.</p>	<p>BETTER READING II: LITERATURE</p>
<p>G. The student studies meanings in literature.</p>	<p>BETTER READING II: LITERATURE</p>
<p>II. The student learns to evaluate literature in order to determine <u>how well</u> a writer does what he does.</p>	
<p>A. The student studies artistry in details.</p>	<p>BETTER READING II: LITERATURE</p>
<p>B. The student studies internal consistency.</p>	<p>BETTER READING II: LITERATURE</p>

CONTENT

ACTIVITIES AND MATERIALS

studies some of the major aspects
in order to learn how a writer
operates.

distinguishes between fact and

studies action.

studies character.

studies setting.

studies language.

studies tone, point of view,
and theme.

studies meanings in literature.

studies means to evaluate literature in
order to learn how well a writer does

studies artistry in details.

studies internal consistency.

BETTER READING II: LITERATURE, pp. 2-30

BETTER READING II: LITERATURE, pp. 30-45

BETTER READING II: LITERATURE, pp. 45-57

BETTER READING II: LITERATURE, pp. 57-72

BETTER READING II: LITERATURE, pp. 73-87

BETTER READING II: LITERATURE, pp. 87-109

BETTER READING II: LITERATURE, pp. 109-135

BETTER READING II: LITERATURE, pp. 140-145

BETTER READING II: LITERATURE, pp. 145-171

ADVANCED LITERATURE .

GOALS AND CONTENT	ACTIVITIES AND
<p>III. The student studies one or more approaches to literary criticism in order to accustom himself to the multiple approaches to the content of literature available to critics.</p>	
<p>A. The student studies escape in literature.</p> <p>B. The student studies biography in literature.</p> <p>C. The student studies psychology in literature.</p> <p>D. The student studies myth in literature.</p> <p>E. The student studies society in literature.</p> <p>F. The student studies morality in literature.</p> <p>G. The student studies philosophy in literature.</p>	<p>BETTER READING II: LITERATURE</p>
<p>IV. The student studies types of literature in terms of the aspects of literature, the evaluation of literature, and the content of literature.</p> <p>A. The student studies prose fiction.</p>	<p>BETTER READING II: LITERATURE</p> <p>BLACK WRITERS OF AMERICA, PART I Slavery and Racism: 1800-1860</p>

CONTENT	ACTIVITIES AND MATERIALS
studies one or more approaches to criticism in order to accustom himself to multiple approaches to the content available to critics.	
studies escape in literature.	BETTER READING II: LITERATURE, pp. 177-182
studies biography in literature.	BETTER READING II: LITERATURE, pp. 182-191
studies psychology in literature.	BETTER READING II: LITERATURE, pp. 191-205
studies myth in literature.	BETTER READING II: LITERATURE, pp. 205-210
studies society in literature.	BETTER READING II: LITERATURE, pp. 210-219
studies morality in literature.	BETTER READING II: LITERATURE, pp. 219-228
studies philosophy in literature.	BETTER READING II: LITERATURE, pp. 228-234
studies types of literature in terms of literature, the literature, and the content	
studies prose fiction.	<p>BETTER READING II: LITERATURE, pp. 338-505</p> <p>BLACK WRITERS OF AMERICA, PART II, "The Struggle Against Slavery and Racism: 1800-1860."</p>

ADVANCED LITERATURE

GOALS AND CONTENT

ACTIVITIES AND

B. The student studies the drama.

C. The student studies poetry.

BLACK WRITERS OF AMERICA, PART
the Civil War: 1861-1865."

BLACK WRITERS OF AMERICA, PART
Reaction: 1865-1915."

BLACK WRITERS OF AMERICA, PART
Radicalism: 1915-1945."

BLACK WRITERS OF AMERICA, PART
Since 1945."

BETTER READING II, LITERATURE

BLACK WRITERS OF AMERICA, PART
Radicalism: 1915-1945."

BLACK WRITERS OF AMERICA, PART
Since 1945."

BETTER READING II, LITERATURE

BLACK WRITERS OF AMERICA, PART

CONTENT

ACTIVITIES AND MATERIALS

BLACK WRITERS OF AMERICA, PART III "The Black Man in the Civil War: 1861-1865."

BLACK WRITERS OF AMERICA, PART IV "Reconstruction and Reaction: 1865-1915."

BLACK WRITERS OF AMERICA, PART V "Renaissance and Radicalism: 1915-1945."

BLACK WRITERS OF AMERICA, PART VI "The Present Generation: Since 1945."

BETTER READING II, LITERATURE, pp. 505-704

BLACK WRITERS OF AMERICA, PART V, "Renaissance and Radicalism: 1915-1945."

BLACK WRITERS OF AMERICA, PART VI, "The Present Generation: Since 1945."

BETTER READING II, LITERATURE, pp. 704-819

BLACK WRITERS OF AMERICA, PART I - PART VI.

studies the drama.

studies poetry.

COURSE DESCRIPTION

This advanced course offers you who are serious students of composition and literature opportunities to examine critically qualities of good literature and to recognize, evaluate, and come to appreciate their intrinsic worth. Study of composition skills combined with study of the qualities of poetry and the short story will provide you with the tools you need to write literary criticism: Open to college-capable students in Grades 11 or 12.

GOALS

The student develops his writing skills with regard to the paragraph and the essay.

He studies and criticizes prose fiction (short story) and poetry.

ADVANCED COMPOSITION AND LITERATURE 1

05101

MaterialsTitleUse

BETTER READING TWO: LITERATURE, 4th Edition. Scott, Foresman and Company.	Students, Teacher
WRITING THEMES ABOUT LITERATURE, 3rd Edition. Prentice-Hall, Inc.	Students, Teacher
SOUND AND SENSE: AN INTRODUCTION TO POETRY, 4th Edition. Harcourt, Brace Jovanovich, Inc.	Students, Teacher
WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition. Harcourt, Brace Jovanovich, Inc.	Students
WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition, TEACHING TESTS. Harcourt, Brace Jovanovich, Inc.	Teacher

GOALS AND CONTENT

ACTIVITIES AND

I. The student develops his writing skills.

A. He learns to develop paragraphs in various ways (by examples, comparison and contrast, definition, combination, etc.), striving to achieve unity and coherence. He uses the forms of discourse.

1. He writes paragraphs of description.
2. He writes paragraphs of exposition.
3. He writes paragraphs of argument and persuasion.
4. He writes paragraphs of narration.

B. He writes themes several paragraphs in length, striving to achieve unity and coherence.

(C. The student learns to write (or reviews how to write) an essay in terms of its basic structure.

1. He examines the introduction and practices writing interesting introductions.
2. He learns the purpose of the thesis statement and writes clear thesis statements.
3. He recognizes the body of an essay and learns to construct and organize the body of his own essays.

WRITING THEMES ABOUT LITERATURE
WARRINER'S ENGLISH GRAMMAR AND
COURSE, pp. 312, 313, 316, 33
pp. 346, 348-9, 353, 361-2, 3

NOTE: This text offers many
related to literature. The s
of these themes to develop hi

CONTENT

ACTIVITIES AND MATERIALS

develops his writing skills.

develops paragraphs in various styles (examples, comparison and contrast, combination, etc.), striving to achieve unity and coherence. He uses the techniques learned in the course.

develops paragraphs of description.
 develops paragraphs of exposition.
 develops paragraphs of argument and persuasion.
 develops paragraphs of narration.

develops several paragraphs in length, striving to achieve unity and coherence.

learns to write (or reviews how to write) an essay in terms of its basic structure.

plans the introduction and practices writing interesting introductions.

understands the purpose of the thesis statement and writes clear thesis statements.

recognizes the body of an essay and knows how to construct and organize the body of his own essays.

WRITING THEMES ABOUT LITERATURE.

WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, pp. 312, 313, 316, 330, 331, 334, 341, 345, 346, 348-9, 353, 361-2, 368-371

NOTE: This text offers many ideas for theme subjects related to literature. The student can utilize some of these themes to develop his writing skills.

GOALS AND CONTENT	ACTIVITIES AND
<p>4. He understands the purposes of the conclusion of an essay and learns to write effective conclusions.</p> <p>D. The student learns to use the basic forms of discourse (description, exposition, argumentation, narration) as these are appropriate in his essays.</p> <p>E. The student reads several related literary works and writes a critical analysis essay. (This objective is to be assigned to those students who, in the teacher's opinion, will benefit from it.)</p> <p>F. The student accustoms himself to a personal style of writing with which he can write comfortably.</p> <p>G. The student produces pieces of writing that express his creativity.</p>	<p>ACTIVITY: The student may write explaining, for example, ideas and incorporating narration, argument in the development of</p> <p>ACTIVITY: The student may write analysis, using three or more for comparison of common qualities, characters, setting, or style groupings in appendix.)</p>
<p>II. The student examines excellent examples of various types of literature (especially poetry and prose fiction) and understands the basic elements of critical thought--opinion and reason. He learns to think critically in terms of the major literary elements.</p>	<p>SOUND AND SENSE</p> <p>NOTE: The student should utilize the beginning of the course to literary elements relative to other literary genre.</p>

CONTENT

ACTIVITIES AND MATERIALS

understands the purposes of the
 function of an essay and learns to
 draw effective conclusions.

learns to use the basic forms
 of the (description, exposition,
 narration, narration) as these are
 used in his essays.

reads several related literary
 and writes a critical analysis essay.
 The student is to be assigned to those
 who, in the teacher's opinion, will
 benefit most from it.)

accustoms himself to a per-
 sistent style of writing with which he can
 write comfortably.

produces pieces of writing
 which show his creativity.

examines excellent examples of
 literary criticism (especially
 of fiction) and understands
 the elements of critical thought--
 analysis. He learns to think
 in terms of the major literary

ACTIVITY: The student may write an expository essay
 explaining, for example, ideals held dear by Americans
 and incorporating narration, description, and/or
 argument in the development of his thesis statement.

ACTIVITY: The student may write an essay of critical
 analysis, using three or more literary works as a basis
 for comparison of common qualities such as theme,
 characters, setting, or style. (See examples of such
 groupings in appendix.)

SOUND AND SENSE

NOTE: The student should utilize SOUND AND SENSE from
 the beginning of the course because it illustrates
 literary elements relative not only to poetry but also
 to other literary genre.

ADVANCED COMPOSITION AND LITERATURE 1

GOALS AND CONTENT	ACTIVITIES AND
<p>A. He reviews action.</p>	<p>BETTER READING TWO: LITERATURE examples from the text.</p>
<p>B. He examines character.</p>	<p>BETTER READING TWO: LITERATURE BETTER READING TWO: LITERATURE WRITING THEMES ABOUT LITERATURE F 372-111 THE SECRET SHA</p>
<p>C. He studies setting.</p>	<p>BETTER READING TWO: LITERATURE</p>
<p>D. He analyzes uses of language.</p> <ol style="list-style-type: none"> 1. He recognizes imagery and reads it well. 2. He understands the relationship of figurative language and meaning. 	<p>BETTER READING TWO: LITERATURE WRITING THEMES ABOUT LITERATURE WRITING THEMES ABOUT LITERATURE BETTER READING TWO: LITERATURE SOUND AND SENSE, pp. 152-156</p>
<p>E. He recognizes tone.</p>	<p>F 372-114 THE VIOLIN</p>
<p>F. He analyzes the uses and effects of point-of-view.</p>	<p>WRITING THEMES ABOUT LITERATURE BETTER READING TWO: LITERATURE F SILENT SNOW, S F 369-111 MY OLD MAN</p>

CONTENT

ACTIVITIES AND MATERIALS

action.

BETTER READING TWO: LITERATURE. The teacher selects examples from the text.

BETTER READING TWO: LITERATURE, p. 30ff.

character.

BETTER READING TWO: LITERATURE, p. 45ff.

WRITING THEMES ABOUT LITERATURE, Chapter 3

F 372-111 THE SECRET SHARER (dual personality)

setting.

BETTER READING TWO: LITERATURE, p. 57ff.

uses of language.

BETTER READING TWO: LITERATURE, p. 73ff.

recognizes imagery and reads it

WRITING THEMES ABOUT LITERATURE, Chapter 11

understands the relationship
between narrative language and mean-

ing tone.

WRITING THEMES ABOUT LITERATURE, Chapter 12
BETTER READING TWO: LITERATURE, p. 88ff.
SOUND AND SENSE, pp. 152-156

F 372-114 THE VIOLIN

analyzes the uses and effects
of point-of-view.

WRITING THEMES ABOUT LITERATURE, Chapter 4
BETTER READING TWO: LITERATURE, p. 23ff.

F SILENT SNOW, SECRET SNOW
F 369-111 MY OLD MAN

ADVANCED COMPOSITION AND LITERATURE 1

GOALS AND CONTENT	ACTIVITIES AND
<p>G. He recognizes the uses and effects of atmosphere.</p> <p>H. He knows that meaning is a major aspect of literature.</p> <p>I. He learns to analyze structure and to see the importance of form.</p>	<p>BETTER READING TWO: LITERATURE</p> <p>BETTER READING TWO: LITERATURE</p> <p>NOTE: If the teacher sees fit content, pp. 177-234, may be</p> <p>WRITING THEMES ABOUT LITERATURE</p> <p>BETTER READING TWO: LITERATURE</p>
<p>III. The student reads and analyzes selected short stories.</p> <p>A. He analyzes each author's uses of the aspects of literature studies.</p> <p>B. He writes short critical papers on any one or combination of these aspects which interest him in a short story of his choice.</p>	<p>BETTER READING TWO: LITERATURE</p> <p>NOTE: The teacher may select and individual study.</p>
<p>IV. The student examines excellent examples of various types of poetry and learns to think critically in terms of the elements of poetry.</p>	<p>BETTER READING TWO: LITERATURE</p> <p>SOUND AND SENSE</p> <p>NOTE: SOUND AND SENSE is taught as they study poetry. The teacher class or individual study for</p>

CONTENT

ACTIVITIES AND MATERIALS

izes the uses and effects
ere.

hat meaning is a major
literature.

to analyze structure and
e importance of form.

ads and analyzes selected

es each author's uses of the
literature studies.

short critical papers on any
bination of these aspects
erest him in a short story
oice.

amines excellent examples of
of poetry and learns to think
terms of the elements of poetry.

BETTER READING TWO: LITERATURE, p. 95ff.

BETTER READING TWO: LITERATURE, p. 109ff.

NOTE: If the teacher sees fit, the section on evaluating
content, pp. 177-234, may be used.

WRITING THEMES ABOUT LITERATURE, Chapter 10

BETTER READING TWO: LITERATURE, pp. 137-176

BETTER READING TWO: LITERATURE, pp. 338-504

NOTE: The teacher may select short stories for class
and individual study.

BETTER READING TWO: LITERATURE, pp. 712-818

SOUND AND SENSE

NOTE: SOUND AND SENSE is the primary guide for students
as they study poetry. The teacher will select poems for
class or individual study from basic texts.

ADVANCED COMPOSITION AND LITERATURE 1

GOALS AND CONTENT	ACTIVITIES AND
<p>A. He recognizes denotation and connotation.</p> <p>B. He recognizes imagery, analyzes its uses, and enjoys its effects.</p> <p>C. He becomes familiar with figurative language:</p> <ol style="list-style-type: none"> 1. Metaphor 2. Personification 3. Metonymy 4. Symbol 5. Allegory : <p>D. He analyzes uses of allusion.</p> <p>E. He enjoys the uses of musical devices in poetry.</p> <p>F. He studies the effects of rhythm and meter in poetry.</p>	<p>SOUND AND SENSE, Chapter 3</p> <p>SOUND AND SENSE, Chapter 4 WRITING THEMES ABOUT LITERATURE</p> <p>SOUND AND SENSE, Chapters 5 and 6</p> <p>SOUND AND SENSE, Chapter 5</p> <p>SOUND AND SENSE, Chapter 6.</p> <p>F 373-100 THE CROCODILE</p> <p>NOTE: Chapter 7 treats paradox, statement, and irony. If time wishes, the teacher might introduce these uses of figurative language.</p> <p>SOUND AND SENSE, Chapter 8</p> <p>SOUND AND SENSE, Chapter 11</p> <p>SOUND AND SENSE, Chapter 12</p> <p>ACTIVITIES: Students should write explanations of mechanics, content, and emotional intensity in poetry.</p> <p>READING TWO: LITERATURE, pp. 819. The teacher will select activities appropriate to individuals and</p>

CONTENT

ACTIVITIES AND MATERIALS

es denotation and connotation.

es imagery, analyzes its uses,
its effects.

familiar with figurative

r
fication

y

y.

uses of allusion.

the uses of musical devices

the effects of rhythm and
poetry.

SOUND AND SENSE, Chapter 3

SOUND AND SENSE, Chapter 4
WRITING THEMES ABOUT LITERATURE, Chapter II

SOUND AND SENSE, Chapters 5 and 6

SOUND AND SENSE, Chapter 5

SOUND AND SENSE, Chapter 6

F 373-100 THE CROCODILE (Satire, Allegory)

NOTE: Chapter 7 treats paradox, overstatement, under-
statement, and irony. If time permits and the class
wishes, the teacher might introduce from one to all of
these uses of figurative language.

SOUND AND SENSE, Chapter 8

SOUND AND SENSE, Chapter 11

SOUND AND SENSE, Chapter 12

ACTIVITIES: Students should pay particular attention to
explanations of mechanics, compactness, figurativeness,
and emotional intensity in poetry as explained in BETTER
READING TWO: LITERATURE, pp. 705ff., especially pp. 712-
819. The teacher will select readings in poetry that are
appropriate to individuals and to the class.

ADVANCED COMPOSITION AND LITERATURE 1

GOALS AND CONTENT	ACTIVITIES AND
	<p>R 576-102 CANTERBURY TALE F 358-103 CHAUCER'S ENGLA</p> <p>F 263-132 POETRY FOR ME</p> <p>F 372-115 WALT WHITMAN-PO</p> <p>F 371-104 ROMANTICISM: TH</p>
<p>V. Writing About Literature:</p> <p>A. The student concentrates on verbalizing and writing his own critiques of literature.</p> <p>B. The student learns to select an appropriate topic and to establish a relevant and significant thesis for an essay of literary criticism.</p> <p>C. The student learns to pattern a sentence outline for his essay of literary criticism that shows how he intends to advance the thesis.</p> <p>D. He develops his essay.</p>	<p>WRITING THEMES ABOUT LITERATURE</p> <p>SOUND AND SENSE, Standards for critiques, Ch. 15, 16</p> <p>WRITING THEMES ABOUT LITERATURE selecting a topic.</p> <p>Class and panel discussion with his ideas.</p>

CONTENT	ACTIVITIES AND MATERIALS
	R 576-102 CANTERBURY TALES F 358-103 CHAUCER'S ENGLAND F 263-132 POETRY FOR ME F 372-115 WALT WHITMAN-POET FOR A NEW AGE F 371-104 ROMANTICISM: THE REVOLT OF THE SPIRIT
Literature: concentrates on verbalizing his own critiques of	WRITING THEMES ABOUT LITERATURE, "Introduction" SOUND AND SENSE, Standards for judgment in preparing critiques, Ch. 15, 16
learns to select an appropriate establish a relevant and thesis for an essay of literary	WRITING THEMES ABOUT LITERATURE, "Introduction"-- selecting a topic.
learns to pattern a sentence his essay of literary that shows how he intends to thesis.	Class and panel discussion will help the student clarify his ideas.
his essay.	218

D

EXAMPLES OF LITERARY WORKS GROUPED FOR COMPARISON
(For Critical Analysis Essay)

Note to

Teachers: This list is intended only to illustrate possible groupings of literary works for the required essay in critical analysis. Although the topics and titles offered here are for the use of those who wish suggestions, students should be encouraged to make up their own combinations - not necessarily from titles in this list.

<u>Author</u>	<u>Title</u>	<u>Basis for Comparison</u>
Ibsen, Hendrik	A DOLL'S HOUSE	
Bronte, Charlotte	JANE EYRE	
Mitchell, Margaret	GONE WITH THE WIND	The independent woman
Thackeray, William M.	VANITY FAIR	
Gaines, Ernest J.	THE AUTOBIOGRAPHY OF MISS JANE PITMAN	
Bronte, Emily	WUTHERING HEIGHTS	
Robinson, E. A.	TRISTRAM (or any other version of the Tristram and Isolt story)	Tragic Love
Shakespeare, William	ROMEO AND JULIET	
Hemingway, Ernest	FAREWELL TO ARMS	
Bentley, E. C.	TRENT'S LAST CASE	
Buchan, John	ADVENTURES OF RICHARD HANNAY: THE THIRTY-NINE STEPS	Detectives' methods
Christie, Agatha	MURDER ON THE ORIENT EXPRESS	
Collins, Wilkie	THE MOONSTONE	
Poe, Edgar Allan	MURDERS IN THE RUE MORGUE	
De La Roche, Mazo	JALNA	
Galsworthy, John	THE FORSYTE SAGA	Family Life
O'Neill, Eugene	AH, WILDERNESS!	
Hansberry, Lorraine	RAISIN IN THE SUN	

ADVANCED COMPOSITION AND LITERATURE 1

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Bronte, Charlotte	JANE EYRE	The Brontes
Bronte, Emily	WUTHERING HEIGHTS	
White, E. B.	WILD DECEMBER	
Stone, Irving	LOVE IS ETERNAL	
Bacheller, Irving	A MAN FOR THE AGES	Lincoln
Bishop, James	THE DAY LINCOLN WAS SHOT	
Drinkwater, John	ABRAHAM LINCOLN	
Sandburg, Carl	THE WAR YEARS	
Fraser, Antonia	MARY QUEEN OF SCOTS	
Anderson, Maxwell	MARY OF SCOTLAND	
Stephens, Eva	VICTORIA AND ALBERT	The life of queens
Strachey, Lytton	QUEEN VICTORIA	
Jenkins, Elizabeth	ELIZABETH THE GREAT	
Hemingway, Ernest	THE OLD MAN AND THE SEA	Man and the sea
Melville, Herman	MOBY DICK	
Nordhoff, Charles B.	PEARL LAGOON	
Conrad, Joseph	THE LAGOON	
Chaucer, Geoffrey	THE PARDONER'S TALE	
Traven, B.	THE TREASURE OF SIERRA MADRE	Lust for gold
London, Jack	TOO MUCH GOLD	
Lee, Harper	TO KILL A MOCKINGBIRD	
Clark, Walter	THE OX-BOW INCIDENT	
Dickens, Charles	BARNABY RUDGE	Mob violence
Miller, Arthur	THE CRUCIBLE	
Hugo, Victor	THE HUNCHBACK OF NOTRE DAME	Physical handicap and personality
Kipling, Rudyard	THE LIGHT THAT FAILED	
Maugham, Somerset	OF HUMAN BONDAGE	
Shakespeare, William	RICHARD III	
Steele, Wilbur	FOOTFALLS	

Shakespeare, William	MACBETH	
Dostoevsky, Fedor	CRIME AND PUNISHMENT	Crime and conscience
Troyat, Henri	THE MOUNTAIN	
Wilder, Thornton	THE BRIDGE OF SAN LUIS REY	
Poe, Edgar Allan	THE TELLTALE HEART	
Boulle, Pierre	FACE OF A HERO	
Arnold, Matthew	SOHRAB AND RUSTUM	
Hawthorne, Nathaniel	THE AMBITIOUS GUEST	Irony
Twain, Mark	PERSONAL RECOLLECTIONS OF JOAN OF ARC	
Shaw, George Bernard	SAINT JOAN	Miracles and visions
Werfel, Franz	THE SONG OF BERNADETTE	
Buck, Pearl	THE GOOD EARTH	
Dickens, Charles	OLIVER TWIST	Poverty
Steinbeck, John	THE GRAPES OF WRATH	
Andreyev, Leonid	SEVEN WHO WERE HANGED	
Dreiser, Theodore	AN AMERICAN TRAGEDY	Conflict between the individual and society
Galsworthy, John	JUSTICE	
Lewis, Sinclair	KINGSBLOOD ROYAL	
Ellison, Ralph	INVISIBLE MAN	
Buck, Pearl	THE GOOD EARTH	
Cather, Willa	MY ANTONIA	
Carroll, Gladys H.	AS THE EARTH TURNS	
Rolvaag, O. E.	GIANTS IN THE EARTH	Hardships of farm life
Stuart, Jesse	THE THREAD THAT RUNS SO TRUE	
Edmonds, Walter	DRUMS ALONG THE MOHAWK	
Garland, Hamlin	SON OF THE MIDDLE BORDER	Hardships of American pioneers
Roberts, Kenneth	NORTHWEST PASSAGE	
Rolvaag, O. E.	GIANTS IN THE EARTH	



Clark, Walter	THE TRACK OF THE CAT	
James, Henry	THE TURN OF THE SCREW	Fear
O'Neill, Eugene	THE EMPEROR JONES	
Bellamy, Edward	LOOKING BACKWARD	Utopias
Butler, Samuel	EREWON	
More, Sir Thomas	UTOPIA	
Huxley, Aldous	BRAVE NEW WORLD	Negative Utopias
Orwell, George	1984	
Bradbury, Ray	FARENHEIT 451	
Bristow, Gwen	JUBILEE TRAIL	Settling of the West
Jennings, John	RIVER OF THE WEST	
Parkman, Francis	OREGON TRAIL	
Twain, Mark	THE GILDED AGE	
Warren, Robert P.	ALL THE KING'S MEN	
Wellman, Paul	WALLS OF JERICHO	Politics
Barrie, James M.	WHAT EVERY WOMAN KNOWS	
Bromfield, Louis	THE GREEN BAY TREE	
Tarkington, Booth	THE GENTLEMAN FROM INDIANA	
O'Connor, Edwin	THE LAST HURRAH	
Boyd, James	MARCHING ON	The Civil War
Crane, Stephen	THE RED BADGE OF COURAGE	
Mitchell, Margaret	GONE WITH THE WIND	
Cantor, MacKinley	LONG REMEMBER	
Catton, Bruce	A STILLNESS AT APPOMATTOX	
London, Jack	THE SEA WOLF	
Nordhoff and Hall	THE RISE OF SILAS LAPHAM	Mutiny on the sea
Wouk, Herman	THE CAINE MUTINY	

Howells, William Dean	THE RISE OF SILAS LAPHAM	American business man
Lewis, Sinclair	BABBITT	
Marquand, John P.	THE LATE GEORGE APLEY	
Camus, Albert	THE PLAGUE	The medical profession
Cronin, A. J.	CITADEL	
Heiser, Victor	AN AMERICAN DOCTOR'S ODYSSEY	
Lewis, Sinclair	ARROWSMITH	
Braithwaite, Edward	TO SIR, WITH LOVE	
Eggleston, Edward	HOOSIER SCHOOLMASTER	
Hilton, James	GOODBYE, MR. CHIPS	The teacher
Kelly, Myra	CHRISTMAS PRESENT FOR A LADY	
Rattigan, Terrence	THE BROWNING VERSION	
Cozzens, James G.	LAST ADAM (Doctor)	Comparison of Profession
Cozzens, James G.	THE JUST AND THE UNJUST (lawyer)	
Cozzens, James G.	GUARD OF HONOR (Military)	
Barrie, James M.	THE LITTLE MINISTER	
Cronin, Archibald J.	THE KEYS OF THE KINGDOM	The missionary
McKee, Ruth	THE LORD'S ANOINTED	
Bowles, Cynthia	AT HOME IN INDIA	
Gunther, John	INSIDE RUSSIA	West meets East
Hérsey, John	A SINGLE PEBBLE	
Forster, E. M.	PASSAGE TO INDIA	
Besier, Theodore	THE BARRETT'S OF WIMPOLE STREET	Elizabeth Barrett
Cornell, Katherine	I WANTED TO BE AN ACTRESSES	Browning
Woolf, Virginia	FLUSH	
Fitzgerald, F. Scott	THE GREAT GATSBY	
Thackeray, William	VANITY	Human vanity
Warren, Robert Penn	ALL THE KING'S MEN	

Steinbeck, John	GRAPES OF WRATH	
Golding, William	LORD OF THE FLIES	Man's inhumanity to man
Porter, Katherine Ann	SHIP OF FOOLS	
Crane, Stephen	RED BADGE OF COURAGE	Self-knowledge
James, Henry	PORTRAIT OF A LADY	
Conrad, Joseph	HEART OF DARKNESS	
Knowles, Patrick	A SEPARATE PEACE	
Hemingway, Ernest	THE OLD MAN AND THE SEA	
Joyce, James	PORTRAIT OF THE ARTIST AS A YOUNG MAN	Conflict of wills
Melville, Herman	BILLY BUDD	
Wolfe, Thomas	LOOK HOMEWARD, ANGEL	
Sheridan, Richard	THE RIVALS	Humor
Sheridan, Richard	SCHOOL FOR SCANDAL	
Wilde, Oscar	THE IMPORTANCE OF BEING ERNEST	
Ross, Leonard	EDUCATION OF HYMAN KAPLAN	
Muller, Herbert	ADLAI STEVENSON: A STUDY IN VALUES	Values
Miller, Arthur	DEATH OF A SALESMAN	
Boulle, Pierre	BRIDGE OVER THE RIVER KWAI	Courage
Frank, Anne	DIARY OF A YOUNG GIRL	
Hersey, John	HIROSHIMA	
Ibsen, Hendrik	AN ENEMY OF THE PEOPLE	
Hansberry, Lorraine	TO BE YOUNG, GIFTED AND BLACK	Individual worth
Griffin, John	BLACK LIKE ME	
Patton, Alan	CRY, THE BELOVED COUNTRY	
Trevino, Elizabeth	I, JUAN DE PAREJA	
Lee, Harper	TO KILL A MOCKINGBIRD	

ADVANCED COMPOSITION AND LITERATURE 1

05101

Turgenev, Ivan	FATHERS AND SONS	Personality problems
Williams, Tennessee	THE GLASS MENAGERIE	
Conrad, Joseph	LORD JIM	
Fitzgerald, F. Scott	THE GREAT GATSBY	
Frank, Pat	ALAS, BABYLON	Atomic war
Shute, Nevil	ON THE BEACH	
Knebel and Baily	SEVEN DAYS IN MAY	
Bradbury, Ray	THE MARTIAN CHRONICLE	Possible futures
Asimov, Isaac	THE FOUNDATION TRILOGY	
Heinlein, Robert A.	STRANGER IN A STRANGE LAND	
Solzhenitsyn, Alexander	AUGUST 1914	World War 1
Remarque, Erich M.	ALL QUIET ON THE WESTERN FRONT	
Hemingway, Ernest	NICK ADAMS STORIES	
Crichton, Michael	THE ANDROMEDA STRAIN	Fantasy
Tolkien, J. R. R.	THE HOBBIT	
Tolkien, J. R. R.	THE LORD OF THE RINGS (trilogy)	
Carroll, Lewis	ALICE'S ADVENTURES IN WONDERLAND AND THROUGH THE LOOKING GLASS	
White, E. B.	THE ONCE AND FUTURE KING	World War 2
Mailer, Norman	THE NAKED AND THE DEAD	
Heller, Joseph	CATCH 22	
Monsarrat, Nicholas	THE CRUEL SEA	
Hersey, John	HIROSHIMA	

COURSE DESCRIPTION

Same as course 05101, continued. In advanced Composition and Literature 2 read in and write about the drama and the novel. For the college-capable student in Grades 11 or 12.

GOALS

The student continues to develop his writing skills with regard to the paragraph and the essay.

He studies prose fiction (novel) and drama.

He prepares a research paper.

MaterialsTitleUse

BETTER READING TWO: LITERATURE, 4th Edition. Scott, Foresman and Company.

Students, Teacher

WRITING THEMES ABOUT LITERATURE, 3rd Edition. Prentice-Hall, Inc.

Students, Teacher

KING LEAR. New American Library.

Students, Teacher

WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition. Harcourt, Brace Jovanovich, Inc.

Students

WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition. TEACHING TESTS. Harcourt, Brace Jovanovich, Inc.

Teacher

GOALS AND CONTENT	ACTIVITIES AND
<p>I. The student continues to write various kinds of paragraphs, themes several paragraphs in length and longer papers and critical essays. He uses the forms of discourse appropriately. He develops a personal style with which he can write comfortably.</p> <p>II. The student examines excellent examples of various types of literature (especially the drama and the novel) and understands the basic elements of critical thought--opinion and reason. He learns to think critically in terms of major literary elements.</p>	<p>WRITING THEMES ABOUT LITERATURE of expository writing skills. completed Advanced Composition profit from a review of the "Goals and Content," I.</p> <p>BETTER READING TWO: LITERATURE LITERATURE, SOUND AND SENSE</p> <p>NOTE: These textbooks will provide major aspects of literature not taken the first semester</p> <p>action character setting language tone</p> <p>See Advanced Composition and "Goals and Content," II</p> <p>SOUND AND SENSE will provide elements of poetic <u>language</u> in:</p> <p>denotation and connotation imagery figurative language allusion musical devices rhythm and meter</p> <p>See Advanced Composition and "Goals and Content," IV</p>

CONTENT

ACTIVITIES AND MATERIALS

continues to write various kinds of themes several paragraphs longer papers and critical essays in the forms of discourse. He develops a personal style and can write comfortably.

finds excellent examples of literature (especially the novel) and understands the elements of critical thought--opinion. He learns to think critically about literary elements.

WRITING THEMES ABOUT LITERATURE will provide a review of expository writing skills. Students who have not completed Advanced Composition and Literature 1 may profit from a review of the skills listed under "Goals and Content," I.

BETTER READING TWO: LITERATURE; WRITING THEMES ABOUT LITERATURE, SOUND AND SENSE

NOTE: These textbooks will provide information on major aspects of literature for the student who has not taken the first semester of the course:

action	point-of-view
character	atmosphere
setting	meaning
language	structure
tone	

See Advanced Composition and Literature 1, "Goals and Content," II

SOUND AND SENSE will provide information about major elements of poetic language for students who need review in:

denotation and connotation
imagery
figurative language
allusion
musical devices
rhythm and meter

See Advanced Composition and Literature 1, "Goals and Content," IV

ADVANCED COMPOSITION AND LITERATURE 2

GOALS AND CONTENT	ACTIVITIES AND
<p>A. The student reads and analyzes a novel-- Conrad's HEART OF DARKNESS.</p> <ol style="list-style-type: none"> 1. He analyzes Conrad's writing for examples of the major aspects of literature studied, noting especially setting character, meaning, and structure. 2. He writes a critical paper examining Conrad's use of any one or combination of aspects of literature in his short novel. 	<p>BETTER READING TWO: LITERATURE pp. 237-299</p> <p>F 372-111 THE SECRET SHA</p> <p>F 362-111 NOVEL: WHAT IT DOES</p> <p>F 362-104 NOVEL: EARLY V DICKENS</p>
<p>B. He studies OEDIPUS THE KING. (Optional)</p> <ol style="list-style-type: none"> 1. He learns about the conventions of the Greek theatre. 2. He analyzes the character of Oedipus and the meaning of the play. 	<p>NOTE: If the teacher thinks that an extensive background in and a he may choose to have student (BETTER READING TWO: LITERATURE)</p> <p>F 359-121 OEDIPUS REX: T</p> <p>F 359-122 OEDIPUS REX: T</p> <p>F 359-123 OEDIPUS REX: M</p> <p>F 359-124 OEDIPUS REX: T</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>reads and analyzes a novel-- HEART OF DARKNESS.</p>	<p>BETTER READING TWO: LITERATURE, HEART OF DARKNESS, pp. 237-299</p>
<p>analyzes Conrad's writing for aspects of the major aspects of literature studied, noting especially character, meaning, and style.</p>	<p>F 372-111 THE SECRET SHARER</p>
<p>writes a critical paper examining the use of any one or combin- ed aspects of literature in his novel.</p>	<p>F 362-111 NOVEL: WHAT IT IS; WHAT IT'S ABOUT; WHAT IT DOES</p>
<p>OEDIPUS THE KING. (Optional)</p>	<p>F 362-104 NOVEL: EARLY VICTORIAN ENGLAND AND CHARLES DICKENS</p> <p>NOTE: If the teacher thinks that the class requires an extensive background in and a deep study of the drama he may choose to have students study OEDIPUS THE KING (BETTER READING TWO: LITERATURE, pp. 511-553).</p>
<p>learns about the conventions of the theatre.</p>	<p>F 359-121 OEDIPUS REX: THE AGE OF SOPHOCLES</p>
<p>analyzes the character of Oedipus and the meaning of the play.</p>	<p>F 359-122 OEDIPUS REX: THE CHARACTER OF OEDIPUS</p> <p>F 359-123 OEDIPUS REX: MAN AND GOD</p> <p>F 359-124 OEDIPUS REX: THE RECOVERY OF OEDIPUS</p>

GOALS AND CONTENT	ACTIVITIES AND	
<p>C. He reads and analyzes Shakespeare's KING LEAR.</p> <p>1. He analyzes Shakespeare's writing for examples of the major aspects of literature studied, noting especially language, character, structure, meaning.</p> <p>2. He writes a critical paper examining any one or combination of the aspects of literature which interest him in KING LEAR.</p>	<p>KING LEAR</p> <p>F 355-108</p> <p>F 260-133</p> <p>F 370-126</p>	<p>WILLIAM SHAKESPEARE'S</p> <p>SHAKESPEARE'S</p> <p>WALTER KERR ON</p>
<p>III. The student speaks and writes about literature, concentrating on personal critiques. (This section should be studied parallel to section II)</p> <p>A. He selects an appropriate topic and establishes a relevant and significant thesis for an essay of literary criticism.</p> <p>B. He prepares a sentence outline for his essay of literary criticism that shows how he intends to advance his thesis.</p> <p>C. He develops his essay.</p>	<p>NOTE: If the teacher wishes to read the drama, she may select play KING LEAR, pp. 511-703, for reading.</p> <p>ACTIVITIES: Class and panel discussion. (Students may read and student clarify his ideas.)</p> <p>WRITING THEMES ABOUT LITERATURE: SOUND AND SENSE, Chapters 15-17 (preparing critiques.)</p> <p>"Thesis," pp. 1-2</p> <p>"Outline," pp. 1-2</p>	

CONTENT

ACTIVITIES AND MATERIALS

analyzes Shakespeare's KING
 analyzes Shakespeare's writing for
 of the major aspects of liter-
 studied, noting especially
 character, structure, meaning.

a critical paper examining
 or combination of the aspects
 ture which interest him in

ks and writes about liter-
 ting on personal critiques.
 ould be studied parallel to

appropriate topic and
 relevant and significant
 essay of literary criticism.

sentence outline for his
 rary criticism that shows
 s to advance his thesis.

is essay.

KING LEAR

F 355-108

WILLIAM SHAKESPEARE

F 260-133

SHAKESPEARE'S THEATRE

F 370-126

WALTER KERR ON THEATRE

NOTE: If the teacher wishes students to read further in
 the drama, she may select plays from BETTER READING TWO:
 LITERATURE, pp. 511-703, for class or for individual
 reading.

ACTIVITIES: Class and panel discussion will help the
 student clarify his ideas.

WRITING THEMES ABOUT LITERATURE, "Introduction," pp. 1-24.
 SOUND AND SENSE, Chapters 15-16 (Standards for judgment in
 preparing critiques.)

"Thesis," pp. 5-9

"Outline," pp. 8-9

GOALS AND CONTENT

ACTIVITIES AND

IV. The student learns the techniques of preparing a research paper. He writes a research paper.

A. He selects a subject and limits it.

B. He prepares a working bibliography on cards.

C. He reads and takes notes on cards.

D. He prepares a final outline.

E. He writes a first draft.

F. He prepares the final draft.

G. He footnotes correctly.

H. He prepares a bibliography.

WRITING THEMES ABOUT LITERATURE
Appendix B, "A Note on
pp. 269-274

Appendix C, "A Perspective
Themes," pp. 275-290

WARRINER'S ENGLISH GRAMMAR AND
COURSE, Revised Edition,
pp. 426-456

NOTE: The research paper might be the student's examination of one of the dramatists who has captured the imagination of the reading for the course. The paper should be literary.

CONTENT

ACTIVITIES AND MATERIALS

urns the techniques of
 search paper. He writes
 r.

a subject and limits it.

a working bibliography

d takes notes on cards.

a final outline.

first draft.

the final draft.

s correctly.

a bibliography.

WRITING THEMES ABOUT LITERATURE

Appendix B, "A Note on Documentation,"
 pp. 269-274

Appendix C, "A Perspective on Research
 Themes," pp. 275-290

WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE
 COURSE, Revised Edition, "The Research Paper,"
 pp. 426-456

NOTE: The research paper might well be based on the
 student's examination of one of the novelists or
 dramatists who has captured his admiration during his
 reading for the course. The subject of the paper
 should be literary.

FILM STUDY

05370

COURSE DESCRIPTION

Lights! Camera! Action! Study the history of American films and techniques of their production. Read about, view, then analyze films, using the techniques you've learned. Maybe you'll even try your hand at filmmaking. For you if you are above Grade 10, especially if you enjoyed Media Survey.

NOTE

Suggested films for each unit should be supplemented with films from the "General List" at the end of the course. The "General List" is briefly annotated to aid teachers in their selection of films appropriate to the unit. The AUDIO-VISUAL CATALOG and the PUBLIC LIBRARY JOINT FILM CATALOG will provide additional titles and information on films.

Materials

Titles

	<u>Use</u>
MOVIES IN AMERICA. Pflaum/Standard.	Students, Teachers
FILM: REAL TO REEL. St. Mary's College Press.	Students, Teacher
TOMS, COONS, MULATTOES, MAMMIES & BUCKS. Bantam Books, Inc.	Students
MOVIE MAKING ILLUSTRATED: THE COMIC FILMBOOK. Hayden Book Co.	Students
MOVIES: CONVERSATIONS WITH PETER BOGDANOVICH. Harcourt Brace Jovanovich, Inc.	Students
FILM IN THE CLASSROOM. Pflaum/Standard.	Teacher
TEACHING IN THE DARK. Pflaum/Standard.	Teacher
MOVIES ON TV, 7th EDITION. Bantam Books, Inc.	Teacher
BEHIND THE CAMERA. Pflaum/Standard.	Teacher
MAKING IT MOVE. Pflaum/Standard.	Teacher
MAKING IT MOVE: INSTRUCTOR'S MANUAL. Pflaum/Standard.	Teacher
FILM MAKING FOR CHILDREN. Pflaum/Standard	Teacher
CREATIVE FILM MAKING. Collier Books	Teacher
A CREATIVE LOOK AT FILM ARTS. Educational Impact, Inc.	Teacher
THE LIVELIEST ART. New American Library.	Teacher
MOTION PICTURE PRODUCTION HANDBOOK. Pflaum/Standard.	Teacher

CONTENT

ACTIVITIES AND MATERIALS

FILM LANGUAGE/EARLY FILM HISTORY

describes characteristics and
of a single shot

learns and identifies
the screen of the basic terms

describes the shot

describes a panning shot
and a tracking shot

describes a long shot,
a medium shot,
and a close up

describes a
panning shot,
a tracking shot,
a hand-held shot,
a point of view (subjective) shot,
and a close up shot

describes the types of lenses

describes a
normal lens,
a wide angle lens,
a telephoto lens,
and a zoom lens

REAL TO REEL, Ch. 1
MOVIES IN AMERICA, pp. 3-20

REAL TO REEL, Ch. 1

ACTIVITY: Several films of different types and from different eras may be shown during this introductory unit. The student should note uses of various shots, angles, and unusual types of lenses. These items will be discussed later. Emphasis here should be away from the film "story" and toward the technique.

SUGGESTED FILMS ON FILM LANGUAGE:

(These basic films may be interspersed throughout the semester.)

FPL
FPL
F 270-156
F 269-186
F 270-157
F 270-184
F 269-185

ART OF THE MOTION PICTURE
LET'S MAKE A FILM
OUR ART CLASS MAKES A FILM
GROWING OF A YOUNG FILMMAKER
HEY, LOOK AT ME!
THE CINEMATOGRAPHER
BASIC FILM TERMS

FILM STUDY

GOALS AND CONTENT

3. He studies the camera angle
 - a. normal angle
 - b. high angle
 - c. low angle
 - d. Dutch angle (tilted)
- B. The Student analyzes the shot limitations of early filmmakers and their solutions to those problems.
 1. He discovers the problem of a fixed camera with no movement possible.
 2. He discovers the men who began the techniques of cutting, intercutting, and cross editing.
 3. He realizes the problem of early lighting.
 4. He discovers why old films always have a speeded-up look: the handcranked camera.

ACTIVITIES AND MATERIALS

MOVIES IN AMERICA, pp. 3-20

ACTIVITIES: Watch a short film. Would this film have looked what it would have been made at all? Would it have been changed?

Watch a silent film. How many different camera effects does the filmmaker use?

Watch a modern story film with a lot of camera effects. Does it follow the story? Is the acting good? What emotion?

Write a scenario which could be acted out on film or television. Act it out to a group and have your class members write versions of what they saw.

CONTENT

ACTIVITIES AND MATERIALS

les the camera angle

al angle

angle

angle

h angle (tilted)

analyzes the shot limitations
mmakers and their solutions
ms.

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with no movement possible.

vers the men who began the
es of cutting, intercutting,
s editing.

zes the problem of early

vers why old films always
peeded-up look: the
ked camera.

MOVIES IN AMERICA, pp. 3-20

ACTIVITIES: Watch a short film; count the cuts. How would this film have looked with no cuts? Could it have been made at all? Would the meaning/effect be changed?

Watch a silent film. How many cuts were used? Did the filmmaker use different camera angles? Special effects?

Watch a modern story film without sound. Can you still follow the story? Is the acting sufficient to convey emotion?

Write a scenario which could convey its message without sound. Act it out on film or on videotape. Present it to a group and have your classmates write down their versions of what they saw.

FILM STUDY

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>II. Directing and Editing</p> <p>A. The student differentiates between the role of the director and that of the editor.</p> <ol style="list-style-type: none">1. He defines the editor's role in making a film.2. He defines the director's role in making a film.3. He describes how the two roles sometimes may overlap.	<p>SUGGESTED FILMS ON FILM HISTORY</p> <p>FPL HISTORY OF THE FPL HOW THE MOVIES FPL HOLLYWOOD: THE FPL HOLLYWOOD: THE FPL MARCH OF THE M FPL THE MOVIES LEA</p> <p>SUGGESTED SLIDE-TAPE ON FILM HISTORY</p> <p>ST A REFLECTION OF</p> <p>REAL TO REEL, Ch. 2, Ch. 8 MOVIES IN AMERICA, pp. 22-36,</p> <p>REAL TO REEL, pp. 31-32</p> <p>SUGGESTED FILMS ON DIRECTING/EDITING</p> <p>F 371-118 FILM: THE ART F 272-158 CONSTRUCTING R F 272-112 FILM ABOUT FIL F 272-148 UNDERSTANDING</p>

CONTENT

ACTIVITIES AND MATERIALS

SUGGESTED FILMS ON FILM HISTORY:

FPL	HISTORY OF THE CINEMA
FPL	HOW THE MOVIES BEGAN
FPL	HOLLYWOOD: THE DREAM FACTORY
FPL	HOLLYWOOD: THE GOLDEN YEARS
FPL	MARCH OF THE MOVIES
FPL	THE MOVIES LEARN TO TALK

SUGGESTED SLIDE-TAPE ON FILM HISTORY:

ST	A REFLECTION OF AMERICAN VALUES, PT. 1 AND 2
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REAL TO REEL, Ch. 2, Ch. 8
MOVIES IN AMERICA, pp. 22-36, Ch. 3

REAL TO REEL, pp. 31-32

SUGGESTED FILMS ON DIRECTING/EDITING:

F 371-118	FILM: THE ART OF THE IMPOSSIBLE
F 272-158	CONSTRUCTING REALITY: A FILM ON FILM
F 272-112	FILM ABOUT FILMMAKING (also FPL)
F 272-148	UNDERSTANDING MOVIES

ting

differentiates between
the director and that of

the editor's role in
film.

the director's role in
film.

describes how the two roles
may overlap.

FILM STUDY

GOALS AND CONTENT

- B. The student reads about the differences in directors' styles and techniques.
1. He differentiates between how the director communicates and what the director communicates.
 2. He compares directorial styles in films on similar topics.
- C. The student investigates the roles of early directors and explains how they influenced both the directing and the editing of films today.
1. He lists the additions to the art of the film of David Mark Griffith, early director. Points to emphasize are:
 - a. Griffith's discovery of the shot as the basic unit of film.
 - b. Griffith's use of special lighting.
 - c. Griffith's use of two-reelers and longer films.
 - d. Griffith's technical excellence in BIRTH OF A NATION compared with the weakness of his story line and the strong prejudices he showed.

ACTIVITIES AND MATERIALS

REAL TO REEL, Ch. 8

ACTIVITY: Read and discuss M. PETER BOGDANOVICH. A panel of terms and activities are presented in the book.

MOVIES IN AMERICA, pp. 22-35

SUGGESTED FILM ON D. W. GRIFFITH

FPL

THE GREAT DIRECTORS

CONTENT

ACTIVITIES AND MATERIALS

reads about the differences
in styles and techniques.

differentiates between how the
director communicates and what
the director communicates.

compares directorial styles in
on similar topics.

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directors and explains how they
both the directing and the
films today.

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the director. Points to emphasize

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as the basic unit of film.

Griffith's use of special light-

Griffith's use of two-reelers
in longer films.

Griffith's technical excellence
in BIRTH OF A NATION compared
with the weakness of his story
line and the strong prejudices
he showed.

REAL TO REEL, Ch. 8

ACTIVITY: Read and discuss MOVIES: CONVERSATIONS WITH
PETER BOGDANOVICH. A panel discussion may be presented;
terms and activities are presented at the end of the
book.

MOVIES IN AMERICA, pp. 22-35

SUGGESTED FILM ON D. W. GRIFFITH:

FPL

THE GREAT DIRECTOR

FILM STUDY

GOALS AND CONTENTS

2. The student studies the roles of prominent post-World War I directors, and lists what each was noted for.
 - a. Thomas A. Ince--the Western
 - b. Cecil B. DeMille--the extravaganza
 - c. Fred W. Murnau--the stylistic film
 - d. Ernest Lubitsch--movie of manners
 - e. Erich Von Stroheim--films of realism
 - f. Victor Seastrom--man vs. environment films
3. He overviews the changing post-World War I film.

UNIT TWO: COMEDY OLD AND NEW/SOUND

I. Comedy Old and New

- A. The student begins his definition of comedy by study of the silent comedians.

ACTIVITIES AND MATERIALS

MOVIES IN AMERICA, pp. 56-75

ACTIVITIES: To save time and might present discussions on style to that of a director

While viewing films of the 20s and listen for credits mentioned for their styles.

MOVIES IN AMERICA, pp. 76-84

MOVIES IN AMERICA, pp. 39-44
pp. 154-155

REAL TO REEL, Ch. 4
MOVIES IN AMERICA, pp. 86-100

CONTENTS

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post-World War I directors, and
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ecil B. DeMille--the extravaganza

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nt films

reviews the changing post-World
film.

OLD AND NEW/SOUND

New

begins his definition of comedy
the silent comedians.

ACTIVITIES AND MATERIALS

MOVIES IN AMERICA, pp. 56-75

ACTIVITIES: To save time and reading, panels of students
might present discussions on each director, comparing his
style to that of a director of today.

While viewing films of the 20's, students should watch
and listen for credits mentioning directors and watch
for their styles.

MOVIES IN AMERICA, pp. 76-84

MOVIES IN AMERICA; pp. 39-47, 146-152, Ch. 4
pp. 154-157

REAL TO REEL, Ch. 4
MOVIES IN AMERICA, pp. 86-106

FILM STUDY

GOALS AND CONTENTS

1. He perceives how characters use the absurd, the impossible, and the fantastic, as well as the ordinary, in comedy.
 2. He categorizes early comedy by use of gags, the chase, tricks, props, and characterizations.
- B. The student views the career of a prominent early comedian, Charlie Chaplin.
1. He discovers Chaplin's use of technique, camera placement, lighting, and pacing to create screen comedy.
 2. He analyzes the themes in Chaplin's films and the reasons they appealed to audiences.
 3. He notes Chaplin's use of pantomime in silent films.
- C. The student differentiates between characteristics of silent comedies and the comedy of the "talkies," including musical comedy.

ACTIVITIES AND MATERIALS

SUGGESTED FILMS FOR OLD COMEDY

FPL	THE CLOWN PRINCE
FPL	GOLDEN AGE OF COMEDY
FPL	FUN FACTORY
FPL	THIRTY YEARS OF COMEDY

MOVIES IN AMERICA, pp. 39-47

MOVIES IN AMERICA, pp. 146-154
154-155

CONTENTS

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ACTIVITIES AND MATERIALS

SUGGESTED FILMS FOR OLD COMEDY:

FPL	THE CLOWN PRINCES
FPL	GOLDEN AGE OF COMEDY
FPL	FUN FACTORY
FPL	THIRTY YEARS OF FUN

MOVIES IN AMERICA, pp. 39-47

MOVIES IN AMERICA, pp. 146-152
154-157

FILM STUDY

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<ol style="list-style-type: none"> 1. He analyzes the comedy of W. C. Fields. 2. He compares Fields' anti-society stance to the Marx brothers' oblivious-to-society stance. 	<p>SUGGESTED FILMS ON W. C. FIELDS</p> <p>Many films are available in these comedians' names. (Films by Costello, Our Gang, Laurel and Hardy are included.)</p>
<p>II. Sound</p> <p>A. The student analyzes the uses of sound in film.</p> <ol style="list-style-type: none"> 1. He differentiates between dialogue and sound effects for achieving a purpose. 2. He recognizes the problems of integrating film and sound. 3. He compares narration which does nothing but describe the visuals to narration which offers a counterpoint to the visuals. 4. The student lists the uses of narration. 5. He studies the uses of music in films, considering how music must fit a film in rhythm, tempo, and style. 6. The student recognizes the use of noise in a sound track and suggests specific sounds for films. 	<p>SUGGESTED FILMS ON MODERN COMEDY</p> <p>FPL SONG OF THE PRINCE FPL CAPTAIN MON (a) FPL VICIOUS CYCLES FPL SERGEANT SWELL FPL BLAZE GLORY (a)</p> <p>REAL TO REEL, Ch. 4</p> <p>SUGGESTED FILM USING MUSIC; F 372-114 THE VIOLIN</p>

CONTENT	ACTIVITIES AND MATERIALS										
<p>es the comedy of W. C. Fields.</p> <p>es Fields' anti-society stance rx brothers' oblivious-to- tance.</p>	<p>SUGGESTED FILMS ON W. C. FIELDS AND THE MARX BROTHERS:</p> <p>Many films are available in the Public Library under these comedians' names. (Films featuring Abbott and Costello, Our Gang, Laurel and Hardy, etc., may also be included.)</p>										
<p>analyzes the uses of sound in</p> <p>entiates between dialogue effects for achieving a</p>	<p>SUGGESTED FILMS ON MODERN COMEDY:</p> <table border="0"> <tr> <td>FPL</td> <td>SONG OF THE PRAIRIE</td> </tr> <tr> <td>FPL</td> <td>CAPTAIN MON (also in animation unit)</td> </tr> <tr> <td>FPL</td> <td>VICIOUS CYCLES (also in animation unit)</td> </tr> <tr> <td>FPL</td> <td>SERGEANT SWELL (also in animation unit)</td> </tr> <tr> <td>FPL</td> <td>BLAZE GLORY (also in Westerns unit)</td> </tr> </table>	FPL	SONG OF THE PRAIRIE	FPL	CAPTAIN MON (also in animation unit)	FPL	VICIOUS CYCLES (also in animation unit)	FPL	SERGEANT SWELL (also in animation unit)	FPL	BLAZE GLORY (also in Westerns unit)
FPL	SONG OF THE PRAIRIE										
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FPL	SERGEANT SWELL (also in animation unit)										
FPL	BLAZE GLORY (also in Westerns unit)										
<p>izes the problems of inte- film and sound.</p> <p>es narration which does ut describe the visuals ion which offers a counter- the visuals.</p>	<p>REAL TO REEL, Ch. 4</p>										
<p>ent lists the uses of</p> <p>es the uses of music in films, ing how music must fit a film a, tempo, and style.</p> <p>ent recognizes the use of a sound track and suggests sounds for films.</p>	<p>SUGGESTED FILM USING MUSIC;</p> <p>F 372-114 THE VIOLIN</p>										

FILM STUDY

GOALS AND CONTENT

- B. The student recognizes the four major types of sound used today in film:
1. He identifies synchronous sound.
 - a. sound that occurs simultaneously with the image
 - b. the least imaginative but very necessary use of sound
 2. He identifies asynchronous, or "wild" sound.
 - a. sound that occurs when the image and the sound track do not occur simultaneously
 - b. broad uses
 3. He identifies silence as a mood setter in several examples.
 4. He identifies the use of music as a mood setter in various examples.

ACTIVITIES AND MATERIALS

TEACHER REFERENCE: THE CELL

CONTENT

ACTIVITIES AND MATERIALS

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sound used today in film:

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ously with the image

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necessary use of sound

identifies asynchronous, or "wild"

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the sound track do not occur
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bad uses

identifies silence as a mood
in several examples.

identifies the use of music as a
letter in various examples.

TEACHER REFERENCE: THE CELLULOID LITERATURE, Ch. 4

FILM STUDY

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>UNIT THREE: THEMES IN FILM/THE GENRE FILM</p> <p>The student identifies the various film genre and lists their characteristics.</p> <p>I. The Western</p> <p>A. The student identifies the characteristics of the Western and the symbols used in this film genre.</p> <p>B. The student identifies realistic themes in Westerns.</p> <ol style="list-style-type: none"> 1. He recognizes the unifying function of the railroad and the telegraph as theme. 2. He cites examples of the farmer/cattle industry feud theme. 3. He sees the conquest of Nature as a major theme. 4. He gives examples of the thematic use of the lawlessness of a new land. 5. He recognizes the theme of self-reliance. 6. He acknowledges the theme of the brutal treatment of minorities. 	<p>REAL TO REEL, Ch. 9 MOVIES IN AMERICA, pp. 80-81 164-1 182-1</p> <p>MOVIES IN AMERICA, pp. 80-81</p> <p>ACTIVITY: Westerns are best Have students watch for and Compare with satirical films</p> <p>F 367-121, FPL THE AMERICAN NOON, FRIENDL FRONT (gangst</p> <p>F 348-100 DRIVEN WESTWA</p> <p>FPL BLAZE GLORY (</p> <p>FPL SONG OF THE P</p>

CONTENT

ACTIVITIES AND MATERIALS

IN FILM/THE GENRE FILM

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REAL TO REEL, Ch. 9
MOVIES IN AMERICA, pp. 80-81, 169-173, 128-141, 164-165, 136-141, 166-168, 182-184

MOVIES IN AMERICA, pp. 80-81

ACTIVITY: Westerns are best found on late night TV. Have students watch for and identify stereotypes, etc. Compare with satirical films in list below:

F 367-121, FPL THE AMERICAN FILM (includes SHANE, HIGH NOON, FRIENDLY PERSUASION, ON THE WATERFRONT (gangster), and NORTH BY NORTHWEST)

F 348-100 DRIVEN WESTWARD ("Brigham Young" clip)

FPL BLAZE GLORY (satire)
FPL SONG OF THE PRAIRIE (satire)

FILM STUDY

GOALS AND CONTENT

ACTIVITIES AND MATERIALS

- C. The student identifies mythological themes in Westerns.
1. He gives examples of the glorification of the gunman.
 2. He gives examples of the dual.
 3. He cites uses of the theme of the superiority of the white cowboy over all minority groups:
 - a. the Mexican stereotype
 - b. the savage Indian
 - c. the forgotten Negro cowboy
- D. The student identifies and give examples of major themes in the Western genre.
1. He gives examples from films in which the wide open spaces provide freedom.

CONTENT

ACTIVITIES AND MATERIALS

identifies mythological
sterns.

examples of the glorification
unman.

examples of the dual.

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mes in the Western genre.

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FILM STUDY

GOALS AND CONTENT

ACTIVITIES AND

2. He cites uses of the theme of the comradeship of men with men:
 - a. development of a sense of democracy
 - b. the portrayal of women
3. He recognizes violence as a cult:
 - a. violence as the quickest means to justice
 - b. violence, in good films, not as an end in itself but as a means by which the hero defends his identity
4. He analyzes the hero of the Western:
 - a. one who asserts personal values
 - b. a man of virtue
 - c. one prepared for suffering
 - d. a man of invulnerable morality.
 - e. one who attains self-knowledge at end

CONTENT

ACTIVITIES AND MATERIALS

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eship of men with men:

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e who attains self-knowledge at
ad

FILM STUDY

GOALS AND CONTENT	ACTIVITIES AND
<p>5. He identifies uses of defiance of the law:</p> <ul style="list-style-type: none"> a. law as a protector of the wealthy b. law in Indian treaties <p>6. He notes differences in the execution of the law.</p> <ul style="list-style-type: none"> a. by law enforcement agencies b. by self-appointed defenders <p>E. The student investigates the style of a major director of westerns.</p>	<p>MOVIES IN AMERICA, pp, 169-17</p>
<p>II. The Gangster Film</p> <ul style="list-style-type: none"> A. The student identifies the symbols of the gangster film and their characteristics. B. The student recognizes the gangster story as an outgrowth of the depression of the 1930's. <ul style="list-style-type: none"> 1. He recognizes the flawed hero, not the gangster-villian. 2. He notes the idea of the failure of society. 	<p>MOVIES IN AMERICA, pp. 128-12</p> <p>ACTIVITY: Again, TV is the the gangster genre. Watching types may be an out-of-class.</p> <p>SUGGESTED FILMS FOR GANGSTER</p> <p>F 272-136 WHETHER TO TE (WATER FRONT)</p>

D CONTENT

ACTIVITIES AND MATERIALS

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 e law:

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 angster-villian.

tes the idea of the failure of
 ty.

MOVIES IN AMERICA, pp. 169-173

MOVIES IN AMERICA, pp. 128-129

ACTIVITY: Again, TV is the best source of examples of
 the gangster genre. Watching for and analyzing stereo-
 types may be an out-of-class activity for students.

SUGGESTED FILMS FOR GANGSTER GENRE:

F 272-136

WHETHER TO TELL THE TRUTH (from ON THE
 WATER FRONT)

FILM STUDY

GOALS AND CONTENT	ACTIVITIES AND												
<p>3. He cites uses of wanton violence as an answer.</p> <p>C. The student recognizes the mythology of the genre.</p> <ol style="list-style-type: none"> 1. He notes the popularity of the gangster "success" story. 2. He examines the rise and fall of the "gangster-hero." <ol style="list-style-type: none"> a. rises through violence b. falls by violence <p>D. The student investigates the style of a major director of gangster films.</p>	<p>MOVIES IN AMERICA, pp. 164-18</p>												
<p>III. The War Film</p> <p>A. The student recognizes symbols in the war film and notes their characteristics.</p> <p>B. The student identifies major themes in war films.</p> <ol style="list-style-type: none"> 1. He gives examples of the "good guys vs. the bad guys" theme. 2. He recognizes the "might makes right" theme. 	<p>MOVIES IN AMERICA, pp. 182-188</p> <p>SUGGESTED FILMS IN WAR GENRE:</p> <table border="0"> <tr> <td>F 362-140</td> <td>OCCURRENCE AT</td> </tr> <tr> <td>F 272-129</td> <td>PRIDE AND PREJUDICE</td> </tr> <tr> <td></td> <td>RIVER KWAI)</td> </tr> <tr> <td>F 272-127</td> <td>MY COUNTRY MY LOVE</td> </tr> <tr> <td></td> <td>SUMMERTREE)</td> </tr> <tr> <td>F 166-117, FPL</td> <td>TOYS (a great</td> </tr> </table>	F 362-140	OCCURRENCE AT	F 272-129	PRIDE AND PREJUDICE		RIVER KWAI)	F 272-127	MY COUNTRY MY LOVE		SUMMERTREE)	F 166-117, FPL	TOYS (a great
F 362-140	OCCURRENCE AT												
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F 272-127	MY COUNTRY MY LOVE												
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F 166-117, FPL	TOYS (a great												

CONTENT

ACTIVITIES AND MATERIALS

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...theme.

MOVIES IN AMERICA, pp. 164-165

MOVIES IN AMERICA, pp. 182-184

SUGGESTED FILMS IN WAR GENRE:

F 362-140	OCCURRENCE AT OWL CREEK BRIDGE (a classic)
F 272-129	PRIDE AND PRINCIPLE (from BRIDGE ON THE RIVER KWAI)
F 272-127	MY COUNTRY RIGHT OR WRONG (from SUMMERTREE)
F 166-117, FPL	TOYS (a great anti-war film)

FILM STUDY

GOALS AND CONTENT	ACTIVITIES AND
<ol style="list-style-type: none">3. He notes comradeship of soldiers as a theme.4. He sees courage vs. cowardice as a war film theme.	
<p>IV. The Social Justice Film</p> <ol style="list-style-type: none">A. The student recognizes the social justice film as an outgrowth of the depression of the 1930's.B. The student investigates the career of a major director of social justice films.	<p>MOVIES IN AMERICA, pp. 136-14</p> <p>MOVIES IN AMERICA, pp. 166-16</p>
<p>V. The Black Film</p> <ol style="list-style-type: none">A. The student views the stereotyped roles of Blacks in white films.<ol style="list-style-type: none">1. He gives examples of the "tom" servant.2. He cites uses of the "coon" clown.3. He notes characters who fit the "tragic mulatto" stereotype.4. He identifies the "manny" role in various films.5. He gives examples of the "brutal Black buck" character.	<p>MOVIES IN AMERICA, pp. 98-99</p> <p>TOMS, COONS, MULATTOES, MAMMIES Students may use this supplement ways. Panel discussions on video to present a wealth of material on this theme - a panel on "Toms," a chronology.</p> <p>ACTIVITY: Ask students to do a panel on Black actor or director and to discuss his major influence on film.</p>

CONTENT

ACTIVITIES AND MATERIALS

...tes comradeship of soldiers as
...me.

...es courage vs. cowardice as a
...film theme.

...rice Film

...t recognizes the social
...lm as an outgrowth of
...sion of the 1930's.

...t investigates the career
...director of social
...lms.

...t views the stereotyped
...lacks in white films.

...es examples of the "tom"
...t.

...es uses of the "coon" clown.

...es characters who fit the
...c mulatto" stereotype.

...ntifies the "mammy" role in
...e films.

...es examples of the "brutal
...buck" character.

MOVIES IN AMERICA, pp. 136-141

MOVIES IN AMERICA, pp. 166-168

MOVIES IN AMERICA, pp. 98-99

TOMS, COONS, MULATTOES, MAMMIES, AND BUCKS...

Students may use this supplemental book in a variety of ways. Panel discussions on various chapters may be given to present a wealth of material to the class, either by theme - a panel on "Toms," a panel on "Coons," etc.-or by chronology.

ACTIVITY: Ask students to do research on an early Black actor or director and to present a brief report on his major influence on film.

FILM STUDY

GOALS AND CONTENT

- B. The student investigates the all-Black film from the 20's to today.
1. He sees that early Black films were "backlash" to film racism such as THE BIRTH OF A NATION.
 2. He studies Black musicals of the 30's and 40's.
 3. He reviews films of 1960-1970 and recognizes trends in Black films:
 - a. the Black hero
 - b. violence in Black films
 - c. realism vs. sensationalism

ACTIVITIES AND

TOMS, COONS...pp. 164-192 dea
pp. 275-346 dea

ACTIVITY: Student discussion and 3 opposite with reference realistic to Black life are c
image is presented of the Bl
Are the characters realistic
sources to consult are specia
JET and other Black-oriented

SUGGESTED FILMS ON BLACK GENRE

F 368-108 NOW IS THE TIME
film clips)
FPL THE GREAT DIRECTOR
A NATION)
F 272-131 SPACES BETWEEN
LOVE - study

CONTENT

investigates the all-Black
the 20's to today.

that early Black films
"backlash" to film racism
THE BIRTH OF A NATION.

Black musicals of the
and 40's.

films of 1960-1970 and
trends in Black films:

Black hero

violence in Black films

realism vs. sensationalism

ACTIVITIES AND MATERIALS

TOMS, COONS...pp. 164-192 deal with musicals
pp. 275-346 deal with current films

ACTIVITY: Student discussions may deal with topics 1,2,
and 3 opposite with reference to specific films. How
realistic to Black life are current Black films? What
image is presented of the Black man in these films?
Are the characters realistic or stereotyped? Good
sources to consult are special issues of EBONY, ESSENCE,
JET and other Black-oriented publications.

SUGGESTED FILMS ON BLACK GENRE:

F 368-108 NOW IS THE TIME (includes some early
film clips)
FPL THE GREAT DIRECTOR (deals with BIRTH OF
A NATION)
F 272-131 SPACES BETWEEN PEOPLE (from TO SIR WITH
LOVE - study the Poitier mystique)

FILM STUDY

GOALS AND CONTENT	ACTIVITIES AND
<p>UNIT FIVE: THE DOCUMENTARY FILM</p> <p>I. The student differentiates the documentary film from the fiction film.</p> <p>A. He learns how Documentary filmmakers RECORD events.</p> <p>B. He knows that fiction filmmakers CREATE events.</p> <p>II. The student concentrates on the career of a noted documentary filmmaker and his major work.</p> <p>III. The student briefly views examples of <u>cinema verite</u>.</p> <p>A. The student analyzes the effects of specific colors.</p> <p>B. The student analyzes the difference in effect created by use of color and black-and-white film.</p>	<p>REAL TO REEL, Ch. 10, pp. 180-183 MOVIES IN AMERICA, pp. 159-161 REAL TO REEL, Ch. 10</p> <p>SUGGESTED DOCUMENTARY FILMS:</p> <p>F 355-105 NIGHT AND FOG F 367-109 MONUMENT TO THE</p> <p>MOVIES IN AMERICA, pp. 159-161 REAL TO REEL, pp. 180-183</p> <p>SUGGESTED FILMS ON ROBERT FLAHERTY</p> <p>F 322-100 NANOOK OF THE NORTH F 322-101 NANOOK OF THE NORTH</p> <p>MOVIES IN AMERICA, PP. 186-187</p> <p>SUGGESTED FILM IN USE OF COLOR/</p> <p>FPL THE STRINGBEAN</p>

CONTENT

ACTIVITIES AND MATERIALS

DOCUMENTARY FILM

Differentiates the documentary from the fiction film.

Knows Documentary filmmakers.

Identifies fiction filmmakers.

Concentrates on the career of a documentary filmmaker and

Provides views examples of

analyzes the effects of color.

analyzes the difference created by use of color and black-and-white film.

REAL TO REEL, Ch. 10, pp. 180-183
 MOVIES IN AMERICA, pp. 159-161, 186-187
 REAL TO REEL, Ch. 10

SUGGESTED DOCUMENTARY FILMS:

F 355-105 NIGHT AND FOG
 F 367-109 MONUMENT TO THE DREAM

MOVIES IN AMERICA, pp. 159-161
 REAL TO REEL, pp. 180-183

SUGGESTED FILMS ON ROBERT FLAHERTY'S WORK:

F 322-100 NANOOK OF THE NORTH, PT. I
 F 322-101 NANOOK OF THE NORTH, PT. II

MOVIES IN AMERICA, pp. 186-187

SUGGESTED FILM IN USE OF COLOR/BLACK-AND-WHITE:

FPL THE STRINGBEAN

FILM STUDY

GOALS AND CONTENT

- IV. The student recognizes ANIMATION as a method of presenting an idea visually.
- A. The student differentiates between stop-action animation of real animation and drawn animation.
1. The student recognizes pixillation and learns the method of doing it.
 2. The student recognizes photo-montage or kinestasis and understands the method of doing it.
- B. The student investigates the career of a major animator of American film.
- C. The student briefly views the history of the movie cartoon as a short subject.

ACTIVITIES AND

REAL TO REEL, Ch. 11
TEACHER REFERENCES: MAKING
CREATIVE
BEHIND T

SUGGESTED FILMS ON PIXILLATIO

FPL	CAPTAIN MON
FPL	VICIOUS CYCLES
FPL	BLAZE GLORY
FPL	SERGEANT SWELL

MOVIES IN AMERICA, pp. 177-1

MOVIES IN AMERICA, pp. 48-49

SUGGESTED FILMS ON KINESTASIS

FPL	AMERICAN TIME
FPL	FRANK FILM (ex
FPL	WORLD OF 68

CONTENT

ACTIVITIES AND MATERIALS

recognizes ANIMATION as a
 presenting an idea visually.

differentiates between
 animation of real
 and drawn animation.

identifies and recognizes pixilla-
 and learns the method of
 it.

identifies and recognizes photo-
 or kinestasis and under-
 the method of doing it.

investigates the career
 animator of American film.

briefly views the history
 of the cartoon as a short

REAL TO REEL, Ch. 11

TEACHER REFERENCES: MAKING IT MOVE
 CREATIVE FILMMAKING, pp. 126-129
 BEHIND THE CAMERA, Ch. 8

SUGGESTED FILMS ON PIXILLATION:

FPL	CAPTAIN MON
FPL	VICIOUS CYCLES
FPL	BLAZE GLORY
FPL	SERGEANT SWELL

MOVIES IN AMERICA, pp. 177-180

MOVIES IN AMERICA, pp. 48-49

SUGGESTED FILMS ON KINESTASIS:

FPL	AMERICAN TIME CAPSULE
FPL	FRANK FILM (excellent)
FPL	WORLD OF 68

MATERIALS AVAILABLE FROM AUDIOVISUAL SERVICES: *

- F 268-130 TEACH ME (from UP THE DOWN STAIRCASE)
 F 170-129 STAINED GLASS (color, rhythm)
 F 166-121 STUDY IN WET (rhythm, composition)
 F 170-122 RIVER, WHERE DO YOU COME FROM (lighting, tracking, juxtaposition)
 F 268-147 A FABLE (a Marceau pantomime)
 F 366-114 NO REASON TO STAY (camera angle, sound)
 F 268-117 JOSHUA
 F 270-121 OMEGA (color, still photography, lens use)
 F 378-118 CRIME AND THE CRIMINAL (from IN COLD BLOOD)
 F 272-137 DEHUMANIZING CITY (from THE TIGER MAKES OUT)
 F 272-138 FINE ART OF AGGRESSION (from THE RECKONING)
 F 272-134 I WHO AM, WHO AM I? (from THE SWIMMER)
 F 272-125 LONELINESS & LOVING (from FIVE EASY PIECES)
 F 272-126 LOVE TO KILL (from BLESS THE BEASTS & CHILDREN)
 F 272-127 MY COUNTRY RIGHT OR WRONG (from SUMMERTREE)
 F 272-130 RIGHT TO LIVE (from ABANDON SHIP)
 F 373-119 POWER AND CORRUPTION (from Polanski's MACBETH)
 F 272-128 POLITICS, POWER, & THE PUBLIC GOOD (from ALL THE KING'S MEN)
 F 272-132 SENSE OF PURPOSE (from DRIVE, HE SAID)
 F 272-131 SPACES BETWEEN PEOPLE (from TO SIR, WITH LOVE)
 F 272-133 TROUBLE WITH THE LAW (from PURSUIT OF HAPPINESS)
 F 272-134 VIOLENCE: JUST FOR FUN (from BARABBAS)
 F 272-135 WHEN PARENTS GROW OLD (from I NEVER SANG FOR MY FATHER)
 F 373-111 * AUTHORITY AND REBELLION (from THE CAINE MUTINY)
 F 373-115 HEROES AND COWARDS (from LORD JIM)
 F 373-117 MAN AND WOMAN (from TAMING OF THE SHREW)

*These films are not, as a rule, listed elsewhere in the course. Select those you wish to use, use the brief notes, and employ them to fit the unit as you are teaching it. Discuss films, using general discussion questions listed in the guide and in the texts.

FILM STUDY

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MATERIALS AVAILABLE FROM THE PUBLIC LIBRARY (FPL): *

BARGES
 THE EMERGING WOMAN (uses old pictures, newsreels)
 ADVENTURES OF*(prizewinning animation)
 AMERICAN TIME CAPSULE (Braverman's photomontage)
 BEGONE DULL CARE (Norman McLaren animation)
 CAROUSEL
 CATCH THE JOY (aerial shots, slow motion)
 CLAUDE (animation)
 THE CRUSADES (an early DeMille film)
 FRACTURED FLICKERS (comedy)
 LITTLE MAN, BIG CITY (animation)
 MILLIE THE MOONSHINER'S DAUGHTER (silent film)
 MOSAIC (McLaren)
 NEIGHBORS (McLaren again)
 ORANGE AND BLUE (animation, color)
 PAS DE DEUX (McLaren)
 PATTERNS (non-narrated)
 PEN POINT PERCUSSION & LOOPS (now McLaren does it)
 POP COP
 THE SIXTIES (a Braverman photomontage)
 SPHERES (McLaren meets Bach)
 THE STRING BEAN (uses both color and b/w)
 TAKE OFF (skiing in slow motion)
 THE SOLITUDE THROUGH WHICH WE GO IS I
 THE TOP
 TOYS (top-notch animation, anti-war message)
 URBANISSIMO (animation)
 VERY NICE, VERY NICE (collage)
 WORLD OF '68 (Braverman 4 minute photomontage)

Many other films on film, film history, comedy, and general interest films are available through the Public Library. Call well in advance to reserve films, which you will have to pick up and deliver.

* These films are not, as a rule, listed elsewhere in the course. Select those you wish to use, use the brief notes, and employ them to fit the unit as you are teaching it. Discuss films, using general discussion questions listed in the guide and in the texts.

FREE AND CHEAP SOURCES OF FILM EXPERIENCES

PUBLIC LIBRARY FILM CATALOG

Lists films available from city & county libraries for 15¢ insurance fee. Catalog. \$1.00. Supplements are free at Film Services.

SOUTHWESTERN BELL FILM CATALOG

Lists FREE films on various subjects for school use. Order films or catalog from Southwestern Bell Film Library or call SW Bell Business Office, 561-9800.

7727 Clayton Road
St. Louis, Missouri 63117

FILM CATALOG UNIVERSITY OF MISSOURI,
COLUMBIA

A catalog of inexpensive (THE GREAT TRAIN ROBBERY for \$3.00) rental films may be ordered from: University of Missouri, Columbia Film Library

505 East Stewart Road
Columbia, Missouri 65201

SUPER 8 OR 8 mm. FILMS

If super 8 or 8 mm. projector is available, check out super 8 & 8 mm. films at branch libraries. Many old serials and comedies are available FREE.

SUPER 8 & 8 mm. FILMS

May be purchased inexpensively from several companies. Order catalogs from:

Blackhawk Films
Davenport, Iowa 52808

Niles Film Products
1019 Michigan St.
South Bend, Indiana 46618

Thunderbird Films
P O Box 4081
Los Angeles, Calif. 90054

Silents for Rent
136 Second Street
Fairwood, New Jersey 07023
(send s.s. envelope)

FILM STUDY

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UMSL FILM SERIES

FREE films open to the public. Get a schedule at information in Student Center.

UNIVERSITY CITY PUBLIC LIBRARY

Runs FREE film series, usually on Friday nights. Schedule available at Library.

ART MUSEUM FILM SERIES

Call the Art Museum for a Schedule. Films are shown twice, often on Friday night. FREE.

PUBLIC LIBRARY WEEKLY FILM SERIES

Held at Compton Branch; call Film Services for schedule or check at branch. FREE.

PUBLIC LIBRARY WEEKLY FILMS AT BRANCHES

Recent films are shown FREE in afternoon and evenings; check at branch.

LOCAL COLLEGES

Inexpensive film series are run during school year at local colleges-- check newspapers or get schedules at Student Center information desks. Usually cost is between \$.50 and \$1.00.

WEEKEND POST-DISPATCH CALENDAR

Check for FREE films open to the public.

ST. LOUIS TODAY'S CALENDAR OF EVENTS

FILM AWARENESS ACTIVITIES & PROJECTS

At random, cut sections from comic strips and label them longshot, medium shot, closeup, extreme close up, or extreme long shot.

Practice framing by cutting out comic panels and trimming them to make better compositions or to change the meaning by reframing. The same thing may be done with magazine advertisement pictures.

Make a framer--cut a 2" x 2" square in stiff paper at least 8½" x 11". Cut a 3" x 3" square in another; a 4" x 4" square in another, etc. Fasten them together, smallest hole to largest hole. Select magazine pictures with interest. Lay the framer over the picture. Lift the pages, noting how the composition of the picture changes as the size enlarges. How can this be used to create completely opposite impressions? Have students find a picture which radically changes as more and more of it is exposed--usually a picture with an important detail in one corner.

Study a sequence of comic book panels. Edit out the unnecessary shots and make suggestions for ones that you think would be better.

Try rearranging the order of panels in a comic book or strip. Keep the sequence sensible but alter its impact (i.e. make a gag funnier). Now, take a sequence from a comic and alter its meaning; turn it into a comedy or satire by inserting cutaways from other comics.

Simulate a film shot by making a series of flip cards, using 3 x 5 cards. See page 133 of MOVIE MAKING ILLUSTRATED.

Plan a movie scene for an action paragraph from a book. Make a storyboard for the action in the scene. Indicate the angle of the proposed shot and type of proposed shot. Be prepared to explain why you would choose a certain shot for a certain effect.

Light a subject, a person, or an object from various angles--front, side, back, below, reflected light--to see what effects are created by the differences. Write your impressions of the moods that each change creates.

FILM STUDY

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Using a short film: a) Set a short film to music, using music that complements or contrasts with the film action. b) Record and play to accompany a film some appropriate background sound.

Change the meaning of comic scenes by "Whiting out" any dialogue and providing your own narrative.

Invite a local filmmaker to your class for a talk.

Invite a film critic to class. Prepare yourself beforehand by reading his recent columns.

Speakers' Bureaus at local colleges often provide free speakers in many areas--contact them for expert advice.

FILMMAKING ACTIVITIES & PROJECT IDEAS

(Many of the ideas below adapt well to videotape equipment. See Pages 165-167 in BEHIND THE CAMERA for tips on adapting film to videotape.)

STILL CAMERA ACTIVITY

Have each student take a sequence of 6 pictures which tell a story. Number the pictures and mount them on stiff paper. Have students exchange pictures and tell the story they see. This is a method of storyboarding, which should be done before students set hands on movie cameras. Now is the time to discuss shots, framing, and angles.

BASIC FILM TERMS

Illustrate as many basic film terms as you can in 1 minute of film. (Have students work 3 to a roll of film; each student gets one minute of film.) This provides hands-on experience and gives the student a chance to use his friends on film, an early desire.

REACTION SHOTS

Supply people with pictures which will evoke emotions. Film their reactions to the pictures--joy, anger, fear, perplexity, etc. Then film several events--a pratfall, a death, a fight, etc. Mix up the reactions and edit them into the events. Try different juxtapositions for effect.

ATMOSPHERE SHOTS

Try to create an atmosphere of fear as someone enters a dark house. Don't use obvious scare tactics like ghosts, clanking chains, or blood. Create fear by camera angle, rapid shots, etc.

SUPERHERO SHOTS

Pick a superhero comic story. Try to duplicate it on film with matching cuts and camera angles.

TV COMMERCIALS

Make a spoof of a television commercial. Try to stay as close as possible to the camera techniques and film cuts of the original.

WESTERNS

Make an 8 mm. spoof of a popular western show.

VIEWPOINT

Film something from the subjective view point and then from another angle. View and discuss the differences in effect.

STILL FILM

Make a short film with no camera motion--panning, tilting, etc. Use a variety of camera angles and cuts to avoid a boring presentation.

IDEAS

Using a mixture of "wild" sound and silence, try to show on film the reactions of a deaf girl at her first party.

Ask local TV stations for old film from commercials or the news. Edit the film and provide a sound track to illustrate various camera angles and special effects. AV owns a silent KSD news clip, DEMOLITION OF PRUITT-IGOE, F 172-111, four minutes long. You might tape record appropriate sound effects and play them as you watch the film.

Experiment with the surprise value of sound in a film.

Make some "screen tests" in your school to determine who is able to project emotions to the movie screen.

Do a kinestasis of pictures of old movie stars.

After watching the film TOYS, do a pixillation of toys and props of your own choosing to tell your own story.

After viewing a Norman McLaren film, draw your own film and set it to music! Bleach old 16 mm film (available from local TV stations or Audiovisual Services at times) with regular chlorine laundry bleach. Leave strips intact for interesting effects, they will usually fade out to light blue. Make your own film by painting on it, drawing on it with india ink or permanent magic markers, even punching holes with a paper punch toward the center of the film. You will have to repeat an image on at least 8 frames to make it appear on the screen for a brief time, so patience is important. Instrumental music, acid rock, VICTORY AT SEA--all make great background music, depending on the type of film. OR animate a film by drawing with india ink in simple shapes--dots and lines--move the dot around the frame rapidly or slowly to fit the music. OR scratch designs on black film leader and project them.

For further film ideas, consult BEHIND THE CAMERA, pp. 173-175, and your students' imaginations.

FILM STUDY

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EQUIPMENT SUGGESTED FOR FILMMAKING (if and when possible):

1 per school	Super 8mm. movie camera with single frame capability, zoom lens
1 per school	Super 8mm. film projector
1 per school	Super 8mm. editor - viewer - splicer
6 per school	Splicer for Super 8mm film (small plastic splicers)

COURSE DESCRIPTION

Pick a world, any world! Students of all levels, investigate science fiction in its many forms. If you are interested in speculations about the universe, medical, scientific, technological changes in man and in his uses of his untapped mind, space travel, possible human societies, and the like, this course will involve you in readings into possible futures.

INTRODUCTION

This course has been planned to make available to students a wide range of books, cassette tapes, slides, films, film strips, and references to fiction and non-fiction sources which are obtainable from library and audiovisual services. Students at all levels will find something of interest to read, view, or do. The course itself is designed in two parts - an overview and an intensive study section. The overview introduces students to prominent science fiction themes and authors. The second section involves the student in a selected author or interest area. This outline suggests projects that will provide direction for student action.

GOALS

The student will become familiar with the mind-stretching creativity of science fiction writers who project into the future in imaginative ways.

The student will learn through extensive reading to recognize characteristics that make science fiction a distinct literary genre.

The student will do intensive study in one or several specific areas of science fiction or in works by one specific author.

Through projects, the student will involve himself in research in his topic or author area; the student will utilize non-fiction in his research.

The student may attempt creative science fiction writing or expression in other media.

NOTE

Films listed without numbers may become available during the 1975-1976 school year. Do not order until numbers are supplied.

MaterialsTitleUse

FIFTY SHORT SCIENCE FICTION TALES. Collier Books.	Students, Teacher
THE PAST THROUGH TOMORROW. Berkley Publishing Corp.	Students, Teacher
THE ILLUSTRATED MAN. Bantam Books, Inc.	Students, Teacher
A CANTICLE FOR LEIBOWITZ. Bantam Books, Inc.	Students
HAVE SPACE SUIT - WILL TRAVEL. Ace Books.	Students
DUNE. Ace Books.	Students
CROSSROADS OF TIME. Ace Books.	Students
FROM THE EARTH TO THE MOON. Airmont.	Students
WAR OF THE WORLDS. Airmont.	Students
SPACE MERCHANTS. Ballantine Press.	Students
MARTIAN CHRONICLES. Bantam Books, Inc.	Students
PROFILES OF THE FUTURE: AN INQUIRY INTO THE LIMITS OF THE POSSIBLE. Bantam Books, Inc.	Students
FUTURE SHOCK. Bantam Books, Inc.	Students
STARSHIP TROOPERS. Berkley Publishing Corp.	Students
STRANGER IN A STRANGE LAND. Berley Publishing Corp.	Students
CAT'S CRADLE. Dell Publishing Co., Inc.	Students
I, ROBOT. Fawcett World Library.	Students

SCIENCE FICTION

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<u>Title</u>	<u>Use</u>
NAKED SUN. Fawcett World Library.	Students
DEEP RANGE. Harcourt Brace Jovanovich, Inc.	Students
BRAVE NEW WORLD. Harper and Row Publishers, Inc.	Students
GREYBEARD. New American Library.	Students
DEMOLISHED MAN. New American Library.	Students
PLANET OF THE APES. American Book Co.	Students
1984. American Book Co.	Students
GREAT TIME MACHINE HOAX. Universal Publishing and Distributing Corp.	Students
QUEST CROSTIME. Ace Books.	Students
JOURNEY TO THE CENTER OF THE EARTH. Airmont.	Students
INVISIBLE MAN. Airmont.	Students
TIME MACHINE. Airmont.	Students
EARTHLIGHT. Ballantine Press.	Students
SOMETHING WICKED THIS WAY COMES. Bantam Books, Inc.	Students
ON THE BEACH. Bantam Books, Inc.	Students
ALAS, BABYLON. Bantam Books, Inc.	Students
ORPHEANS OF THE SKY. Berkley Publishing Corp.	Students

<u>Title</u>	<u>Use</u>
FARMER IN THE SKY. Dell Publishing Co., Inc.	Students
SIRENS OF TITAN. Dell Publishing Co., Inc.	Students
END OF ETERNITY. Fawcett World Library.	Students
REPORT ON PLANET 3 & OTHER SPECULATIONS. New American Library.	Students
2001: A SPACE ODYSSEY. New American Library.	Students
DOOR INTO SUMMER. New American Library.	Students
VINTAGE BRADBURY. Random House, Inc.	Students
SCIENCE FICTION: THE CLASSROOM IN ORBIT. Educational Impact, Inc.	Teacher
GROKING THE FUTURE. Pflaum/Standard.	Teacher
TEACHING TOMORROW: A HAND BOOK OF SCIENCE FICTION FOR TEACHERS. Pflaum/Standard.	Teacher

SCIENCE FICTION

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PART I: GENERAL OVERVIEW

The student will learn through extensive reading to recognize characteristics that make science fiction a distinct literary genre.

The student will listen critically to taped interviews with science fiction authors.

The student will view media presentations in the science fiction field.

The student will listen to taped dramatizations of science fiction novels and short stories.

TEACHER'S NOTE: The short stories from 50 GREAT SCIENCE FICTION TALES have been categorized below into interest areas. Many of the stories may be placed into other categories by the teacher or the student as they are of interest in several fields. The teacher may choose to introduce study of the short stories in Robert Heinlein's THE PAST THROUGH TOMORROW and Ray Bradbury's ILLUSTRATED MAN as units, by themselves, or he may choose to categorize and investigate the short stories in these two collections as the class reads the stories from 50 GREAT SHORT SCIENCE FICTION TALES.

An excellent introduction to the history of science fiction is to be found in SCIENCE FICTION: JULES VERNE TO RAY BRADBURY, a three part slide-sound presentation from The Center for the Humanities. Audio cassette interviews with prominent science fiction authors may be obtained upon request from the school librarian. Introductory classes might include some of the following cassette tapes:

AC 32911 AN INTERVIEW WITH POUL ANDERSON
AC 30121 AN INTERVIEW WITH RAY BRADBURY (FANTASY AND REALITY)
AC 12060 SCIENCE AND FICTION
AC 508 SCIENCE FICTION IN OUR TIME
AC 30428 SCIENCE FICTION: ITS FUTURE
AC 33459 URSULA LEGUIN: WOMAN OF SCIENCE FICTION

STRANGER THAN SCIENCE FICTION, a film available from the St. Louis Public Library, would also serve well in the introductory section.

GOALS AND CONTENT

ACTIVITIES AND MATERIALS

I. MEDICAL/SCIENTIFIC/TECHNOLOGICAL CHANGES IN MAN

A. The student learns to identify and analyze problems originating from man's inability to cope with technological change.

B. He analyzes and recognizes possible technological advances in possible future societies.

C. He participates in class activities, utilizing material from his readings and from magazine sources.

50 SHORT SCIENCE FICTION TALES

- "Barney," p. 253
- "Men Are Different," p. 29
- "Hilda," p. 118
- "The Perfect Woman," p. 238
- "Spectator Sport," p. 155
- "Obviously Suicide," p. 282
- "The Weapon," p. 36
- "A Bad Day for Sales," p. 139.

"The Cricket Ball," p. 161

"Available Data on the Worp Reaction--," p. 174

"The Haunted Space Suit," p. 61

ACTIVITIES: Design a robot, keeping in mind its intended duties. Would you have it do the dishes for you? Provide it with rubber hands. Name it and describe its daily routine. These activities could be described in list form, composition form, or illustrated composition form, depending on the student's ability.

Write an ad for a robot, new or used. What features would you stress? Check new or used car advertising for ideas.

SCIENCE FICTION

GOALS AND CONTENT

ACTIVITIES AND MATERIALS

A CYBORG is part man, part machine. mechanical parts (false teeth, pace now available to man. Do research Discussion topics--When does one stop and become machine? Which parts would have mechanical on the human body?

What if...a machine were invented with absolute accuracy the date of you want to know when you would die

What if...scientists developed a way would make man invisible? (For how long of time, or forever.) Who would take this? Would you?

What if...your body could be frozen be thawed hundreds of years from now to be frozen if you were in good health ill with a now incurable disease? to be awakened?

SFS 770-703 COMPUTERS AND THE WORLD

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CONTENT

ACTIVITIES AND MATERIALS

A CYBORG is part man, part machine. List all the mechanical parts (false teeth, pacemakers, etc.) now available to man. Do research if necessary. Discussion topics--When does one stop being human and become machine? Which parts would you choose to have mechanical on the human body?

What if...a machine were invented which could predict with absolute accuracy the date of your death? Would you want to know when you would die? Why? Why not?

What if...scientists developed a wonder drug which would make man invisible? (For controlled periods of time, or forever.) Who would take advantage of this? Would you?

What if...your body could be frozen now and you could be thawed hundreds of years from now? Would you elect to be frozen if you were in good health? If you were ill with a now incurable disease? When would you wish to be awakened?

SFS 770-703 COMPUTERS AND THE WORLD OF THE FUTURE

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	<p>F "DIMENSIONS OF THE MAN MADE P</p>
	<p>F "DIMENSIONS OF AN ENERGY EXCH</p>
	<p>F 269-169 THE FLIGHT OF F 273-126 SCIENCE SCREEN MARS-THE SEARCH</p> <p>From Library Services Center</p> <p>AC 1436 MARIONETTES, I AC 1479 TUNNEL UNDER T</p>
<p>II. WAR</p> <p>A. The student views future wars and their consequences.</p> <p>B. He reads about alien invasion of Earth.</p> <p>C. He reads about earthmen invading other regions.</p> <p>D. He participates in class activities and discussions.</p>	<p>50 SHORT SCIENCE FICTION TALE</p> <p>"Random Sample "The Mathemati "We Don't Want "The Hunters,"</p> <p>ACTIVITIES: Imagine: Men ca stop rivers with the power of what ways might such power be blems would it create?</p>

CONTENT	ACTIVITIES AND MATERIALS
	F DIMENSIONS OF CHANGE 1, ECOLOGY: THE MAN MADE PLANET
	F DIMENSIONS OF CHANGE 4, FOOD: AN ENERGY EXCHANGE SYSTEM
	F 269-169 THE FLIGHT OF APOLLO 11 F 273-126 SCIENCE SCREEN REPORT: EARTH SCIENCE- MARS-THE SEARCH FOR LIFE BEGINS
	From Library Services Center
	AC 1436 MARIONETTES, INC. AC 1479 TUNNEL UNDER THE WORLD
	50 SHORT SCIENCE FICTION TALES
	"Random Sample," p. 40 "The Mathematicians," p. 79 "We Don't Want Any Trouble," p. 219 "The Hunters," p. 242
	ACTIVITIES: Imagine: Men can move mountains or stop rivers with the power of their minds. In what ways might such power be used? What pro- blems would it create?

ews future wars and their

alien invasion of Earth.

earthmen invading other regions.

es in class activities and dis-

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	<p>Imagine: You are a scientist who has just discovered a way to travel through time. Have you ever thought of the way you would use this power?</p>
<p>III. TRANSPORTATION AND COMMUNICATION</p> <p>A. The student reads stories which deal with travel--both in space and in time--and with communication, including ESP.</p> <p>B. The student identifies future methods and types of transportation.</p>	<p>What if...the atomic bomb and nuclear weapons were eliminated? Would this change the way we live?</p> <p>FPL WAR OF THE PLANETS</p> <p>AC 1405 THE C CHUTE</p> <p>AC 1402 THE DEFENDERS</p> <p>AC 1476 THE LAST MARTIAN</p> <p>AC 1593 CONQUEROR'S ISLAND</p> <p>50 SHORT SCIENCE FICTION, TALKING BOOKS</p> <p>"Project Hush" "The Mist," p "Two Weeks in "The Business" "The Third Lev "The Good Pro "Columbus Was "Emergency La</p>

CONTENT

ACTIVITIES AND MATERIALS

Imagine: You are a scientist of the future and you have come up with the way to end war for all time.

What if...the atomic bomb and other nuclear weapons were eliminated? Would this situation change society?

FPL

WAR OF THE PLANETS

AC 1405

THE C CHUTE

AC 1402

THE DEFENDERS

AC 1476

THE LAST MARTIAN

AC 1593

CONQUEROR'S ISLE

AND COMMUNICATION

nds stories which deal with space and in time--and tion, including ESP.

entifies future methods and portation.

50 SHORT SCIENCE FICTION TALES

"Project Hush," p. 265

"The Mist," p. 49

"Two Weeks in August," p. 203

"The Business, As Usual," p. 199

"The Third Level," p. 83

"The Good Provider," p. 103

"Columbus Was a Dope," p. 108

"Emergency Landing," p. 277

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>C. The student analyzes future methods of communication.</p>	<p>"Tiger by the "Who's Cribbin</p>
<p>D. The student utilizes his reading-acquired information in his writing and other class-related activities.</p>	<p>ACTIVITIES: Write a radio ad commercial trip to the moon or before the class. What supplies you take? What selling points? May also be done as a magazine.</p> <p>You are one of the first moon letter home to a friend or family. What your environment is like on day is like.</p> <p>Imagine that people of the future read others' minds. What problem would you date with a person who could read whose mind you could read? Write a dialogue form about such a situation. Ask someone in the class to read it.</p> <p>Imagine that it is possible to travel through time and space. Where in time would you go?</p>

AND CONTENT

ACTIVITIES AND MATERIALS

analyzes future methods of
on.

"Tiger by the Tail," p. 185
"Who's Cribbing?" p. 147

utilizes his reading-acquired
in his writing and other class-
ivities.

ACTIVITIES: Write a radio ad for the first
commercial trip to the moon and present it on tape
or before the class. What sales approach would
you take? What selling points would you stress?
May also be done as a magazine ad with illustrations.

You are one of the first moon colonists. Write a
letter home to a friend or family member telling
what your environment is like and what your typical
day is like.

Imagine that people of the future can "read" each
others' minds. What problems might you have on a
date with a person who could read your mind or
whose mind you could read? You might write in
dialogue form about such a situation and pair with
someone in the class to read your work aloud.

Imagine that it is possible to travel through time
and space. Where in time would you go?

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	<p>Where in place would you go? past or the future? You might use a descriptive brochure for the these time-space trips.</p>
	<p>Using what you know about St. Louis transit system for the city of St. Louis, illustrate your plan with maps and diagrams.</p>
	<p>Write a story about your preparation for a trip into space to visit the planets.</p> <p>F 367-101 AUTOS, AUTOS EVERYWHERE F DIMENSIONS OF CHANGING FROM THERE TO HERE F DIMENSIONS OF CHANGING ONE WORLD MIND F 271-106 MAN AND MACHINE: SMOKE F 367-115 TRIP FROM CHICAGO F 266-103 AN AMERICAN RENDEZVOUS FPL SURVIVAL IN OUTER SPACE</p>
	<p>From Library Services Center</p> <p>AC 4083 GUN FOR A DINOSAUR AC 1421 THE GREEN HILLS COUNTRY AC 1393 REQUIEM AC 1447 THE ROADS MUST ROLL AC 1388 SAUCER OF LONELINESS AC 1456 TO THE FUTURE</p>

D CONTENT

ACTIVITIES AND MATERIALS

Where in place would you go? Would you go into the past or the future? You might choose to write a descriptive brochure for the agency which sponsors these time-space trips.

Using what you know about St. Louis, plan a mass transit system for the city and the country. Illustrate your plan with maps and drawings.

Write a story about your preparations for a trip into space to visit the planet Mars.

- F 367-101 AUTOS, AUTOS EVERYWHERE
 F DIMENSIONS OF CHANGE 5, MOBILITY:
 FROM THERE TO HERE
 F DIMENSIONS OF CHANGE 6, COMMUNICATIONS:
 ONE WORLD MIND
 F 271-106 MAN AND MACHINE: A ROMANCE GOING UP IN
 SMOKE
 F 367-115 TRIP FROM CHICAGO
 F 266-103 AN AMERICAN RENDEZVOUS
 FPL SURVIVAL IN OUTER SPACE

From Library Services Center

- AC 4083 GUN FOR A DINOSAUR
 AC 1421 THE GREEN HILLS OF EARTH
 AC 1393 REQUIEM
 AC 1447 THE ROADS MUST ROLL
 AC 1388 SAUCER OF LONELINESS
 AC 1456 TO THE FUTURE

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>IV. SOCIETY/THE CITY/GOVERNMENT</p>	
<p>A. The student studies societies of the future through the short story.</p>	<p>50 SHORT SCIENCE FICTION TALES</p>
<p>B. He reads about Utopian societies.</p>	<p>"The Great Judge," (Definition of Utopia here.)</p>
<p>C. He views a society structured absurdly and differently from his own.</p>	<p>"The Figure," p. 92 "Double Take," p. 100 "The Ambassadors," "The Martian and the</p>
<p>D. He sees how another world culture might view Earth society.</p>	<p>"The Fly," p. 194 "Teething Ring," p. 195</p>
<p>E. Using his reading, the student will participate in discussions and activities analytical of future society.</p>	<p>ACTIVITIES: You are running a campaign for 2525. Write your campaign promises relevant to the time you live. This may be presented on tape, or on paper.</p> <p>What if...an individual were to control his life at will. Might such a society be established for this purpose?</p> <p>What if...every citizen could have a mini-computer to vote on k</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>GOVERNMENT</p> <p>...s societies of the future ... story.</p> <p>...topian societies.</p> <p>...ty structured absurdly and ... his own.</p> <p>...her world culture might view</p> <p>...g, the student will partici- ...ons and activities analyti- ...ciety.</p>	<p>50 SHORT SCIENCE FICTION TALES</p> <p>"The Great Judge," p. 272 (Definition of Utopia should be presented here.)</p> <p>"The Figure," p. 92 "Double Take," p. 165 "The Ambassadors," p. 31 "The Martian and the Magician," p. 246</p> <p>"The Fly," p. 194 "Teething Ring," p. 53</p> <p>ACTIVITIES: You are running for public office in 2525. Write your campaign speech, including promises relevant to the times in which you will live. This may be presented to the class in person, on tape, or on paper.</p> <p>What if...an individual were allowed to terminate his life at will. Might suicide parlors be established for this purpose?</p> <p>What if...every citizen could install in his home a mini-computer to vote on key national issues?</p>

SCIENCE FICTION

GOALS AND CONTENT

ACTIVITIES AND MATERIALS

What if...drugs were dispensed at bars, just as drinks are now dispensed at cocktail lounges?

What if...people were forced to live in tall story buildings in the cities? What if...people were paid for their work on a social utility scale? (The more useful, therefore, earn as much as the less useful.)

What if...other means than punishment were used to control criminals--such as controlling their brains?

What if...other means than punishment were used to control criminals--such as controlling their brains?

Advances in technology bring new games. (The invention of the automobile led to about car racing.) Project from what you know, invent another form of entertainment 100 years from now. (Rocket

F 268-102 CITIES IN CRISIS
 F 367-102 CITIES OF THE FUTURE
 F DIMENSIONS OF THE CAVE REEXAMINED
 F DIMENSIONS OF THE FUTURE
 F TRANSACTIONS IN THE FUTURE
 F 169-104 BOOMSVILLE
 FPL FUTURE SHOCK

CONTENT

ACTIVITIES AND MATERIALS

What if...drugs were dispensed in local speed-bars, just as drinks are now dispensed in local cocktail lounges?

What if...people were forced to live in 1,000 story buildings in the cities? Would this change people?

What if...people were paid for their labor on a social utility scale? (The sewage worker might, therefore, earn as much as the surgeon.)

What if...other means than prisons were used to control criminals--such as drugs or electrodes in the brain?

Advances in technology bring about new forms of games. (The invention of the automobile brought about car racing.) Projecting into the future from what you know, invent a new game, sport or other form of entertainment that may be popular 100 years from now. (Rocket Racing?)

F 268-102	CITIES IN CRISIS
F 367-102	CITIES OF THE FUTURE
F	DIMENSIONS OF CHANGE 2, SHELTER: THE CAVE REEXAMINED
F	DIMENSIONS OF CHANGE 3, ENERGY: TRANSACTIONS IN TIME
F 169-104	BOOMSVILLE
FPL	FUTURE SHOCK

SCIENCE FICTION

GOALS AND CONTENT

ACTIVITIES AND MATERIALS

V. MARRIAGE AND THE FAMILY/VARIANT LIFE STYLES

- A. The student experiences elements of unusual family structures.
- B. He views a world in which the child controls the mother.
- C. He reads about a culture where choosing a marriage partner is controlled by computer.
- D. He reads about the last man and woman on Earth.
- E. He participates in class activities, utilizing background information.

AC 1390
AC 567
AC 697
AC 1439
AC 1416

APPOINTMENT IN
THE COUNTRY OF
1984
THE POTTERS OF
UNIVERSE

50 SHORT SCIENCE FICTION TALES

"Talent," p. 256

"Beautiful, Beautiful"

"Not With a Bang,"

ACTIVITIES: Write a letter
Write it as if it will be seen
the 1990's. Try to imagine
like and what kind of advice

CONTENT	ACTIVITIES AND MATERIALS
<p>THE FAMILY/VARIANT LIFE STYLES</p> <p>Experiences elements of unusual circumstances.</p> <p>World in which the child controls the environment.</p> <p>A culture where choosing a partner is controlled by computer.</p> <p>The last man and woman on Earth.</p> <p>Activities in class activities, utilizing role-play and information.</p>	<p>AC 1390 APPOINTMENT IN TOMORROW</p> <p>AC 567 THE COUNTRY OF THE BLIND</p> <p>AC 697 1984</p> <p>AC 1439 THE POTTERS OF FIRSK</p> <p>AC 1416 UNIVERSE</p> <p>50 SHORT SCIENCE FICTION TALES</p> <p>"Talent," p. 256</p> <p>"Beautiful, Beautiful, Beautiful," p. 88</p> <p>"Not With a Bang," p. 125</p> <p>ACTIVITIES: Write a letter to your son or daughter. Write it as if it will be sealed and not opened until the 1990's. Try to imagine what their world will be like and what kind of advice you might give them.</p>

SCIENCE FICTION

GOALS AND CONTENT

ACTIVITIES AND MATERIALS

Suppose: Science has discovered the sex of an unborn child.

I. What would this do to

- A. family size
- B. population size and
- C. values in society
- D. the future of inter-
- E. marriage styles

II. Who should control the

- A. the individual couple
- B. the federal government
- C. private industry-
to those who can

Suppose: Through gene banks physical, mental, and personal characteristics are available for your unborn child. The characteristics of scientists, scholars, athletes, actors, queens, and leaders of history are available to you. Design your child, using different genetic sources. Defend your choices or defend your choices.

Suppose: Young men, suppose they appeared tomorrow. How would they be? Young ladies, suppose all the young ladies appeared tomorrow. How would society be? This, concentrating on the sexes, the disappearance of technological skills and home-continuing skills with reference, see Philip Wylie

CONTENT

ACTIVITIES AND MATERIALS

Suppose: Science has discovered a way to choose the sex of an unborn child. Discuss:

I. What would this do to life as we know it?

- A. family size
- B. population size and makeup
- C. values in society
- D. the future of international relations
- E. marriage styles

II. Who should control this discovery?

- A. the individual couple
- B. the federal government--free to everyone
- C. private industry--offer it as a profit to those who can afford it

Suppose: Through gene banks, you may now select physical, mental, and personality characteristics for your unborn child. The genes of all famous scholars, athletes, actors, statesmen, kings, queens, and leaders of history are now available to you. Design your child, using at least five different genetic sources. Be prepared to explain or defend your choices.

Suppose: Young men, suppose all the women disappeared tomorrow. How would society change? Young ladies, suppose all the men disappeared tomorrow. How would society change? Discuss this, concentrating on the skills which would disappear--technological skills with men, cultural and home-continuing skills with women. For reference, see Philip Wylie's novel THE DISAPPEARANCE.

SCIENCE FICTION

GOALS AND CONTENT

VI. STATES OF THE MIND

- A. The student understands the concept of inner space, a science fiction of the mind.
- B. He sees how "dream" may become reality for the science fiction writer.
- C. He reads about the control of a mind by an alien force.
- D. He reads about conventional methods of escape from an awful reality.
- E. He takes part in writing and listening activities.

ACTIVITIES AND MATERIALS

Write a story in which the men and women are reversed, the future.

From Library Services Center

AC 1428

DWELLERS IN SPACE

AC 1445

HELLO TOMORROW

AC 1441

MARTIAN CHRONICLES

50 SHORT SCIENCE FICTION TALES

"Oscar," p. 44

"Stair Trick," p. 6

"Texas Week," p. 11

"Built Down Logical

"Narapola," p. 178

"Unwelcome Tenant,"

"Altar at Midnight

"An Egg a Month from

ACTIVITIES: A phobia is an
Advances in technology bring
face. What new fears may spr
list?

CONTENT

ACTIVITIES AND MATERIALS

Write a story in which the traditional roles of men and women are reversed. Set your story in the future.

From Library Services Center

AC 1428	DWELLERS IN SILENCE
AC 1445	HELLO TOMORROW
AC 1441	MARTIAN CHRONICLES

50 SHORT SCIENCE FICTION TALES

"Oscar," p. 44

"Stair Trick," p. 67

"Texas Week," p. 113

"Built Down Logically," p. 227

"Narapoia," p. 178

"Unwelcome Tenant," p. 73

"Altar at Midnight," p. 131

"An Egg a Month from All Over," p. 230

ACTIVITIES: A phobia is an irrational fear. Advances in technology bring new fears for men to face. What new fears may space travel add to the list?

SCIENCE FICTION

GOALS AND CONTENT

ACTIVITIES AND MATERIALS

VII. EDUCATION

- A. The student views the educational needs of a society different from his own.
- B. He reads about the origins of speech.
- C. He reads about a future "bookless" education.
- D. He designs an educational system.

Try to represent, by drawing of-consciousness story, the year 2195.

F 270-121 OMEGA
 F 356-114 THE RED BALLON
 F ASTRALIS

From Library Services Center

AC 1434 NIGHTFALL
 AC 1462 REPORT ON THE

50 SHORT SCIENCE FICTION TALES

"Prolog," p. 170

"The Fun They Had,"

ACTIVITIES: Discuss the good children learning at home with instead of in schools as the

It may be possible some day or "math pills" to learn with or illustrate the possible

Discuss some possible classes in schools of the future. Survival in Outer Space, The

ND CONTENT

ACTIVITIES AND MATERIALS

Try to represent, by drawing, collage or a stream-of-consciousness story, the mind of a man from the year 2195.

F 270-121 OMEGA
 F 356-114 THE RED BALLOON
 F ASTRALIS

From Library Services Center

AC 1434 NIGHTFALL
 AC 1462 REPORT ON THE BARNHOUSE EFFECT

50 SHORT SCIENCE FICTION TALES

"Prolog," p. 170

"The Fun They Had," p. 25

ACTIVITIES: Discuss the good and bad effects of children learning at home with teaching machines instead of in schools as they do today.

It may be possible some day to take "French pills" or "math pills" to learn without effort. Discuss or illustrate the possible effects.

Discuss some possible classes that be offered in schools of the future. (Spaceship Mechanics, Survival in Outer Space, The Culture of Mars?)

views the educational needs of a
 erent from his own.

ut the origins of speech.

ut a future "bookless" education.

n educational system.

PART II: GROUP AND INDIVIDUAL PROJECTS

At the close of the overview, each student will choose a topic from the list below for his group and individual research project topic.

1. Technological, biological, and medical advances in future man
2. Man's reaction to disaster, whether man-made or natural
3. Values, mores, and morals of the future
4. Marriage and family life or variant life styles in the future
5. Youth and rebellion in the future
6. Crime and punishment in the future
7. Religion in the future
8. War in the future
9. Governmental forms in the future
10. Ecology and man's reaction to change
11. The concept of utopian societies
12. Class and society in the future
13. Transportation and communication in the future-- including ESP
14. The city of the future
15. Education of the future
16. Leisure, recreation, sports in the future
17. Occupations and industry in the future
18. Material possessions in the future
19. Food and population in the future
20. Equality of the sexes and ethnic groups in the future
21. Sex in the future
22. Fashion in the future
23. Identity of the individual in the future
24. Student suggestions, to be teacher approved

PROJECT PROCEDURES

All students in the class will participate in the project work and will be responsible for handing in all assignments in this section.

1. Each student will choose a topic from the list.
2. Students will decide whether to work individually or with others interested in the same topic.

3. Using the overview material, plus magazine articles, newspaper articles, and other available data, each student or group will compile characteristics of his topic in today's society. Class discussions and/or group discussions will focus on these fields.
4. Students, individually or in interest groups, will check with adults on qualities and characteristics of life in the past as regards their chosen topic. For instance, adults might be interviewed about transportation in their childhood, marriage in past generations, or education in the past. These interviews may be taped or written. The interviewer should include such data as the interviewee's name, age, occupation. He should record any other pertinent information. The questions asked should be carefully prepared and checked before the interview.
5. Using the information he has collected about the present and the past of his interest area, the student will try to project into the future of his field. He may consult THE FUTURIST magazine and other non-fiction material. A reference list is appended to this course.
6. Each student will prepare, in list or in outline form, the survey of his interest area--past, present, and future.
7. Material mentioned in item 6 may be compiled, duplicated, and distributed to each student for reference.
8. Each student will then proceed to his individual project, using background material, his own science fiction overview, and supplementary novels in his field.
9. At the close of the semester, each student will present a written summary of his research for his individual project, including a list of the books he read, the periodical articles and the material he sent away for.
10. So that the entire group may benefit, each student will present an oral report on his project at the semester's end. These reports may be organized into panels on similar topics, and should include any visual material the student or group created in project research.

INDIVIDUAL PROJECTS AND SMALL GROUP PROJECTS

One project or more may be done at the discretion of the student and the teacher. The teacher may select some projects as being worth more grade credit than others.

1. A student may create and name a product of the future. He should tell what it is, what will be its use, which age and/or societal group will use it. Then he should create an advertising campaign for that product. A newspaper ad, a magazine ad, the script for a TV ad, and a radio ad script or taped radio commercial might be included in this project.
2. A group of students may draw up a plan for a new city to be built somewhere in the United States in a future year. It should be populated by about 25,000 persons. Each plan should include:
 - A. location of city
 - B. location of business district
 - C. location of residential areas
 - D. location of parks and recreation areas
 - E. location of and types of mass transit
 - F. location of industrial plants, if any
 - G. location of airports

Students should state the year of development for their city and be prepared to back up their decisions from their readings on the topic.

3. Students may video-tape a news broadcast of the future, including news, weather, sports, and features. All material presented on the program, of course, should be correlated as to time, place, and degree of technology of the society.
4. Students may survey the future thinking of the community on various subjects. The interviews may be taped, recorded, and presented to the class.

5. Students should elect their own education association officers and develop the future curriculum of the schools. What will people need to know in the future? How will they be taught?
6. A student may present an oral report on interesting phases of his topic. He should provide the teacher with a written outline or notes, presenting his sources of information in correct bibliographical form.
7. An artist may interpret the future in his own medium. He should list books from which he obtained ideas and give credit for those ideas in the correct form.
8. A student may write a scenario, short story, poem, or even a song to be performed with accompaniment. He should base his idea on "A 3004 A.D. Love Song," etc. -- on material he has read and should credit the source for his idea. Creative writing may be submitted to sci-fi magazines listed in TEACHING TOMORROW, a teacher's guide to sci-fi.
9. A student could select one of the topics and approach it through a media presentation--slides and music, etc. Again, his sources should be properly documented.
10. A radio play or serial based on the future could be written, scripted, and acted out with appropriate sound effects. Students should check reference materials carefully for procedure. The play could be tape-recorded in the classroom and presented in this form to other classes, over the school public address system or over a radio station (try KSLH).
11. The student may devise a role-playing game or create a board game utilizing his knowledge of his futuristic topic. Have students consult such simulation games as ECOLOGY, BLACKS AND WHITES, MEN AND WOMEN, etc., at the library. Their game could simulate an imagined future situation.
12. A student may collect articles, comics, ads, and stories which pertain to the future from magazines and newspapers. He should annotate them with factual material or quotations from his science fiction readings and organize them into subject areas.

13. The student may create an illustrated time line of the past, the present, and the future on one of the topics, utilizing historical and science-fictional references.
14. A student may collage pictures and found objects pertaining to his topic. He should be prepared to present his work to a group or to the class.
15. A newspaper printed in a future year may be produced, offering a news page, an editorial page, a feature page, and a sports page. Students might insert illustrations from magazines or draw their own. Advertising of the future may be inserted. All material printed, of course, should be documented from science fiction material. Papers may be printed on stencils, and duplicated for the class.
16. Students may contact a radio station regarding a telephone call-in program on the topic of the future. The station could hold an open-line with the students as guests; the students could call in their opinions and tape the show, or an "expert" in the field may be found to respond to questions.
17. Students may wish to write an author for specific information in his area. Many science fiction authors personally answer letters, so this type of activity should be encouraged.
18. A student may write a letter to the editor of his newspaper, sharing his futures research.
19. Students may video-tape a "man-in-the-street" broadcast, interviewing other students about controversial topics of the future.
20. A student may write to various organizations, listed in the appendix, for information about his field of interest. The letter, checked by the teacher for form, would be credited to his specific project.
21. Student-suggested topics may be discussed with the teacher for approval at the beginning of the unit.

SCIENCE FICTION

05480

Materials Available from Library Services Center

Audio Cassettes Listed by Topics

- I. Medical/Scientific/Technological Advances in Man VI. States of Mind
- AC 1436 MARIONETTES, INC. AC 1462 REPORT ON THE BARNHOUSE EFFECT
AC 1479 TUNNEL UNDER THE WORLD AC 1434 NIGHTFALL
- II. War VII. Non-fiction Interviews
- AC 1405 THE C CHUTE AC 32911 INTERVIEW WITH RAY BRADBURY
AC 1593 CONQUEROR'S ISLE AC 12060 SCIENCE AND FICTION
AC 1402 THE DEFENDERS AC 508 SCIENCE FICTION IN OUR TIME
AC 1476 THE LAST MARTIAN AC 32911 AN INTERVIEW WITH POUL ANDERSON
AC 30428 SCIENCE FICTION: ITS FUTURE
AC 33459 URSULA LeGUIN: WOMAN OF SCIENCE FICTION
- III. Transportation and Communication
- AC 1393 REQUIEM
- AC 1421 THE GREEN HILLS OF EARTH
- AC 4083 GUN FOR A DINOSAUR
- AC 1456 TO THE FUTURE
- AC 1388 SAUCER OF LONELINESS
- AC 1447 THE ROADS MUST ROLL
- IV. Society/The City/Government
- AC 1416 UNIVERSE
- AC 697 1984
- AC 1439 THE POTTERS OF FIRSK
- AC 1390 APPOINTMENT IN TOMORROW
- AC 567 THE COUNTRY OF THE BLIND
- V. Marriage and the Family
- AC 1428 DWELLERS IN SILENCE
- AC 1445 HELIO TOMORROW
- AC 1441 MARTIAN CHRONICLES

Novels Listed by Topics

I. Medical/Scientific/Technological Advances in Man IV. Society/The City/Government

FANTASTIC VOYAGE

I, ROBOT

DOOR INTO SUMMER

THE TIME MACHINE

BRAVE NEW WORLD

DEEP RANGE

FARMER IN THE SKY

INVISIBLE MAN

THE END OF ETERNITY

THE NAKED SUN

SPACE MERCHANTS

1984

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FUTURE SHOCK

MARTIAN CHRONICLES

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THE YEAR 1999

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IN-DEPTH ANALYSIS SHEET

PLOT:

1. What themes or symbols are used by the author to develop his plot? Threats on human lives? Overcoming of earth's culture by alien forms? Loss of freedom and dignity? Spiritual or mental captivity? Mutations? Praise of a particular system of values, actions, standards, living conditions? Manipulations?
2. Is the plot contrived or awkward? Is it "soap opera-ish"?
3. Does the plot follow as a natural consequence from a realistic hypothetical base, extrapolated from a tendency in the present?
4. Does the plot go naturally with the characters and setting?

CHARACTERS:

1. Are the characters mechanically produced or stereotyped, or are they fully developed individuals exhibiting genuine emotions and feelings? Are their actions and thoughts consistent with the demands of plot and setting?
2. Is character the focal point or does character tend to be subordinate to the plot and setting or to disappear in favor of marvelous scientific inventions and melodramatic events? Is this lack of characterization justified?
3. Are the characters actual human beings or some other life form? If so, do they have human characteristics? What makes them different?--attitudes? appearance? values? social context? emotions? What are their methods of communication and propagation, their techniques of acquainting themselves with others or taking them over? What significance is there in interaction with other beings?

SETTING:

1. Does the setting provide a functional relationship to the other elements that make up the book?
2. Does it demand the suspension of the reader's judgment against the incredible, such as mechanics, monsters and biological-anthropological throwbacks?
3. Does the setting merely provide a place of escape from problems which appear to be unsolved on earth, or is it a cleverly designed setting that shows imaginative development?

GENERAL CONSIDERATIONS:

1. Does the author sacrifice people and ideas in favor of events and things?
2. Does he appear to offer the reader cheap thrills in place of genuine creative imagination and thought-provoking ideas?
3. What are his assumptions about life and the nature of mankind? Are they valid? Or are they based on traditional and cliched values and attitudes which are convenient for his present purpose?
4. How does the writer build suspense or involvement? How complex does the plot get?
5. What fallacies exist in the writing or premise the author uses? Are things scientifically impossible? Theoretically improbable? Or does the author speculate on the future and its problems by using a future idea of a current trend?
6. Do you detect any use of imagery, allusion, symbolism, trite description or cliches? If so, do these add or detract from the book? How?

REPORT FORM FOR SUPPLEMENTARY TEXTS

Name _____

Period _____ Date _____

Title: _____

Author: _____ Length of Book: _____

Date of Publication: _____ Publisher: _____

BASIC HYPOTHESIS OR ASSUMPTION MADE BY THE AUTHOR:

TIME AND PLACE? LOCATION OF STORY: (Approximate)

MAJOR CHARACTERS AND/OR PERSONALITY TYPES: (Analyze in depth per directions)

PLOT SUMMARY: (Detailed summary of plot including an analysis of conflicts and their solutions)

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Writers of your lifetime--not beyond the last twenty years--share their insights with you in the Modern Writers course. Their fiction and non-fiction include situations influenced by alienation, liberation, racism, technology, environment, and emotional encounters. A piece of your life is a part of your reading and writing in the course. For any student interested in the subject.

GOALS

The student becomes familiar with generally recognized American authors of the last two decades and with some of the modern writers of other countries in the fields of fiction, non-fiction, drama, and poetry.

He examines current issues as reflected in contemporary writings.

He becomes more fully acquainted with literary terms and makes them a part of his own vocabulary.

He reads discriminatingly by questioning sources and methods of information gathering, interpretation, and application of the information in non-fiction.

He reads freely in fiction and non-fiction selected for this course, expanding his reading of authors and issues examined in class.

He gains practice in writing about the material he reads, relating it to his own life.

He takes part in discussions about materials shared by the class and in other oral activities.

MaterialsTitle

<u>Title</u>	<u>Use</u>
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GO ASK ALICE. Avon Books.	Students
A CHOICE OF WEAPONS. Harper and Row Publishers, Inc.	Students
THE BIG SEA. Hill and Wang, Inc.	Students
MALCOLM X SPEAKS. Grove Press.	Students
THE WAY IT SPOZED TO BE. Bantam Book Company.	Students
BODY LANGUAGE. Pacific Books, Publishers.	Students
HOW TO DEVELOP YOUR ESP. Frederick Fell, Inc.	Students

MODERN WRITERS

05490

<u>Materials</u>	<u>Use</u>
<u>Title</u>	
WHY AM I AFRAID TO TELL YOU WHO I AM? Argus Communications.	Students
WOMAN, WOMAN: FEMINISM IN AMERICA. Julian Messner, Inc.	Students
A DAY IN THE LIFE OF IVAN DENISOVICH. Bantam Books, Inc.	Students
BLESS THE BEASTS AND THE CHILDREN. Pocket Books, Inc.	Students
FLOWERS FOR ALGERNON. Bantam Books, Inc.	Students
RING OF BRIGHT WATER. Fawcett Crest Library.	Students
WHEN THE LEGENDS DIE. Bantam Books, Inc.	Students

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND
<p>I. FICTION</p> <p>A. The student understands and appreciates a variety of writing techniques.</p> <ol style="list-style-type: none"> 1. He understands the use of point of view; the omniscient author. 2. He studies examples of flashback techniques. 3. He examines examples of the use of first person. 4. He realizes the effectiveness of figurative speech. 5. He reads stories that offer good examples of characterization. 6. He recognizes an ironic situation. 7. He studies the roles and styles of dialogue. 8. He learns to read fictional works employing stream of consciousness technique. 	<p>FS</p> <p>FS 760-405</p> <p>FS 760-403</p> <p>&</p> <p>FS 760-404</p> <p>LIFE STYLES</p> <p>FORMS OF LITERATURE</p> <p>INTERPRETATION OF SHORT STORY</p> <p>LATE 19th AND 20th CENTURY DEVELOPMENT</p> <p>MODERN DEVELOPMENT</p> <p>"The Blazing Sun"</p> <p>"Roseanne of York"</p> <p>"The Day of the Sun"</p> <p>"Clearing in the Sun"</p> <p>"A Field of Rye"</p> <p>"The Blazing Sun"</p> <p>"The Secret Life"</p> <p>"The Blood of the Sun"</p> <p>"Clearing in the Sun"</p> <p>"The Secret Life"</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>understands and appreciates of writing techniques.</p>	<p>FS FORMS OF LITERATURE: THE SHORT STORY FS 760-405 INTERPRETATION AND EVALUATION OF THE SHORT STORY</p>
<p>understands the use of point of the omniscient author.</p>	<p>FS 760-403 LATE 19th AND EARLY 20th CENTURY DEVELOPMENT.</p>
<p>udies examples of flashback ques.</p>	<p>FS 760-404 MODERN DEVELOPMENT</p>
<p>mines examples of the use st person.</p>	<p>LIFE STYLES "The Blazing Star," p. 3</p>
<p>lizes the effectiveness of tive speech.</p>	<p>"Roseanne of Yesterday," p. 24 "The Day of the Bullet," p. 61</p>
<p>ds stories that offer good es of characterization.</p>	<p>"Clearing in the Sky," p. 43</p>
<p>ognizes an ironic situation.</p>	<p>"A Field of Rice," p. 205</p>
<p>udies the roles and styles of ue.</p>	<p>"The Blazing Star," p. 3 "The Secret Life of Walter Mitty," p. 144</p>
<p>urns to read fictional works ing stream of consciousness ique.</p>	<p>"The Blood of Martyrs," p. 220.</p>
	<p>"Clearing in the Sky," p. 43</p>
	<p>"The Secret Life of Walter Mitty," p. 144</p>

MODERN WRITERS

GOALS AND CONTENT

ACTIVITIES AND

B. The student examines aspects of theme, becoming aware of motivational and psychological developments in people. As a result he has a better understanding of those he meets in his own life.

NOTE: IN LIFE STYLES: A COLL
each story i
Many questio
cussion, but
basis for wr
the end of e
questions an
parisons of
vocabulary f
for creative

LIFE STYLES

At the end o
invited to r
changing the

At the end o
invited to t
form of a pr
following th
FOR ALGERNON

At the end o
asked to att

SL

TWENTIETH CE
AND SELF D

SL

MAN'S SEARCH

CONTENT

ACTIVITIES AND MATERIALS

NOTE: IN LIFE STYLES: A COLLECTION OF SHORT STORIES, each story is followed by questions. Many questions are intended for discussion, but some can be used as the basis for written assignments. At the end of each unit are additional questions and suggestions for comparisons of stories within the unit, vocabulary for study, and suggestions for creative writing experiences.

LIFE STYLES

At the end of Unit I the student is invited to retell one of the stories, changing the point of view.

At the end of Unit III the student is invited to try creative writing in the form of a progress report or diary, following the model offered by FLOWERS FOR ALGERNON, p. 189

At the end of Unit IV the student is asked to attempt a dramatization, p. 244.

SL

TWENTIETH CENTURY FICTION: ALIENATION
AND SELF DISCOVERY
MAN'S SEARCH FOR IDENTITY

SL

nt examines aspects of theme,
aware of motivational and
ical developments in people.
lt he has a better understanding
he meets in his own life.

MODERN WRITERS

GOALS AND CONTENT

1. He reads stories expressing as their theme the difficulty of understanding another person.
2. He examines as a theme the refusal to face one's real feelings and communicate them to others.
3. He analyzes the importance of friendship as a theme.
4. He reads stories expressing experiences in different types of loving relationships.
5. He identifies in his reading themes treating learning to cope with sorrow and overcome fear.

ACTIVITIES AND

IN QUESTION
IN PERSON

"The Men in the
"My Father's

IN PERSON

"The Liar," p.

"The Passing,"

"Yes, Young Da
"The Song of R
"Celebration,"

IN QUESTION

"Seventeen Syll
"Sucker," p.

LIFE STYLE

"The Blazing S
"Roseanne of Y

RING OF BRIGHT WATER

IN PERSON

"Showdown with
"Sometimes a L
"The Rat," p.

GO ASK ALICE

BLESS THE BEASTS AND THE CHILD
A DAY IN THE LIFE OF IVAN DEN

FPL

GO ASK ALICE

CONTENT

is stories expressing as their
the difficulty of understanding
person.

ines as a theme the refusal to
e's real feelings and commun-
them to others.

yzes the importance of friend-
a theme.

is stories expressing exper-
in different types of loving
nships.

tifies in his reading themes
g learning to cope with sorrow
rcome fear.

ACTIVITIES AND MATERIALS

IN QUESTION "The Men in the Orchestra," p. 141
IN PERSON "My Father Sits in the Dark," p. 22

IN PERSON "The Liar," p. 28

"The Passing," p. 47

"Yes, Young Daddy," p. 73
"The Song of Rhodanthe," p. 88
"Celebration," p. 125

IN QUESTION "Seventeen Syllables," p. 116
"Sucker," p. 148

LIFE STYLE "The Blazing Star," p. 3
"Roseanne of Yesterday," p. 24

RING OF BRIGHT WATER

IN PERSON "Showdown with Callie," p. 34
"Sometimes a Lonely Business," p. 147
"The Rat," p. 174

GO ASK ALICE

BLESS THE BEASTS AND THE CHILDREN

A DAY IN THE LIFE OF IVAN DENISOVICH

FPL GO ASK ALICE

346

347

GOALS AND CONTENT

6. He reads of characters establishing value systems for themselves.

7. He reads of man's emotional needs as a theme.

8. He examines codes by which men live and die as a theme.

9. He reads of man's exploitation of his fellow man as a theme.

C. The student expands his reading of authors and issues examined in class by selecting one work of fiction from the available supplementary books for reading and reviewing.

ACTIVITIES AND

IN QUESTION "Say It with B
"Chee's Daught
"What Money Ca

NOTE: While not a wo
A CHOICE OF WE
as an example
values.

FPL THE WEAPONS OF

SL 872-806 HUMAN VALUES I
SL 872-807 HUMAN VALUES I
SL 872-800 MAN AND HIS VA
SL 872-801 MAN AND HIS VA

BLESS THE BEASTS AND THE CHILD

LIFE STYLES "The Secret Li
"Flowers for A
"The Blood of
"Enemy Territo

WHEN THE LEGENDS DIE

LIFE STYLES "The Scapegoat

FLOWERS FOR ALGERNON

CONTENT	ACTIVITIES AND MATERIALS
<p>ds of characters establishing systems for themselves.</p>	<p>IN QUESTION "Say It with Flowers," p. 200 "Chee's Daughter," p. 218 "What Money Can Buy," p. 54</p> <p>NOTE: While not a work of fiction, Gordon Parks' A CHOICE OF WEAPONS can be introduced here as an example of the theme of personal values.</p>
<p>ds of man's emotional needs theme.</p>	<p>FPL THE WEAPONS OF GORDON PARKS</p> <p>SL 872-806 HUMAN VALUES I SL 872-807 HUMAN VALUES II SL 872-800 MAN AND HIS VALUES I SL 872-801 MAN AND HIS VALUES II</p> <p>BLESS THE BEASTS AND THE CHILDREN</p> <p>LIFE STYLES "The Secret Life of Walter Mitty," p. 144 "Flowers for Algernon," p. 152</p> <p>"The Blood of Martyrs," p. 220 "Enemy Territory," p. 195</p>
<p>ds of man's exploitation of fellow man as a theme.</p>	<p>WHEN THE LEGENDS DIE</p> <p>LIFE STYLES "The Scapegoat," p. 249</p>
<p>It expands his reading of authors examined in class by selecting of fiction from the available tary books for reading and review-</p>	<p>FLOWERS FOR ALGERNON</p>

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>II. NON FICTION</p> <p>A. The student considers current issues and problems as reflected in contemporary writings.</p> <p>1. He recognizes alienation as a major personal and social problem and as a major theme in 20th century writing.</p> <p>2. He reads non-fictional materials treating socio-economic issues.</p>	<p>F 164-107 HANGMAN</p> <p>SL 871-800 NO MAN IS AN SL 871-801 NO MAN IS AN</p> <p>NATIVE VOICES "An Editorial "Brownsville "Children," p "Joey: A 'Mech "There Is No</p> <p>IN QUESTION "Barrio Boy," "No Handouts "The Dream of "In T is Sign "Time," p. 174 "Uprooted Chil "Money," p. 46</p> <p>NATIVE VOICES "Not Poor, Jus "Brownsville "Soul Food," p "Notes of a Na "The White Rac "The Explanat "Leter from Bi "Counters in "Buffalo Grass</p> <p>THE WAY IT'S SPOZED TO BE</p> <p>F 272-137 THE DEHUMANIZ</p>



CONTENT

ACTIVITIES AND MATERIALS

considers current issues
as reflected in contempo-
rary writings.

recognizes alienation as a major
cultural and social problem and as
a major theme in 20th century writ-

includes non-fictional materials
dealing with socio-economic issues.

F 164-107

HANGMAN

SL 871-800

NO MAN IS AN ISLAND I

SL 871-801

NO MAN IS AN ISLAND II

NATIVE VOICES

"An Editorial Lost in a News Item," p. 179
"Brownsville Kitchen," p. 21
"Children," p. 181
"Joey: A 'Mechanical Boy,'" p. 190
"There Is No News from Auschwitz," p. 200

IN QUESTION

"Barrio Boy," p. 7
"No Handouts from Anybody," p. 67
"The Dream of the Poor," p. 70
"In T is Sign," p. 161
"Time," p. 174
"Uprooted Children," p. 193
"Money," p. 46

NATIVE VOICES

"Not Poor, Just Broke," p. 1
"Brownsville Kitchen," p. 21
"Soul Food," p. 127
"Notes of a Native Son," p. 130
"The White Race and Its Heroes," p. 141
"The Explanation of the Black Psyche," p. 151
"Letter from Birmingham Jail," p. 160
"Counters in the Game," p. 215
"Buffalo Grass," p. 219

THE WAY IT'S SPOZED TO BE

F 272-137

THE DEHUMANIZING CITY

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND
<p>3. He reads about technology and work.</p> <p>4. He reads non-fictional treatment of the problems of environment.</p>	<p>IN QUESTION "Report from "A Day in the</p> <p>"The Artificial "Letter to So</p> <p>NATIVE VOICES "The Mud Daub "The Death of "Needless Hav "The Haunted "The Case Aga</p> <p>THE BIG SEA</p>
<p>5. He reads contemporary non-fiction that explores male and female roles and how they are changing.</p>	<p>IN QUESTION "And What Am I "Teenagers Tak Dialogue fro "The Single Fa "The Men in th "from 'A Midd</p> <p>SL MAN AND WOMAN FPL THE EMERGING W</p> <p>WOMAN, WOMAN: FEMINISM IN AN</p>
<p>6. He reads articles concerning psychic expansion.</p>	<p>NATIVE VOICES "Devil Dancers "Man and the Destinies,"</p> <p>HOW TO DEVELOP YOUR ESP</p>

CONTENT

ACTIVITIES AND MATERIALS

about technology and work.

IN QUESTION "Report from Engine Co. 82," p. 2
"A Day in the Life of Diane Adler, R.M." p.18

non-fictional treatment of
blems of environment.

"The Artificial Universe," p. 88
"Letter to Society," p. 147

NATIVE VOICES "The Mud Dauber," p. 31
"The Death of a Tree," p. 35
"Needless Havoc," p. 40
"The Haunted Dump," p. 51
"The Case Against Man," p. 60

THE BIG SEA

contemporary non-fiction
explores male and female roles
they are changing.

IN QUESTION "And What Am I Going To Do Next Year?", p.62
"Teenagers Talk about Themselves, A
Dialogue from THE NEW FEMINISM," p. 104
"The Single Father," p. 113
"The Men in the Orchestra," p. 141
"from 'A Middle American Marriage,'" p. 177

SL MAN AND WOMAN: MYTHS AND STEREOTYPES I AND II
FPL THE EMERGING WOMAN

WOMAN, WOMAN: FEMINISM IN AMERICA

articles concerning psychic
n.

NATIVE VOICES "Devil Dancers of Ceylon," p. 83
"Man and the Porpoise: Two Solitary
Destinies," p. 207

HOW TO DEVELOP YOUR ESP

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND
<p>7. He examines the importance of communication in interpersonal relationships as presented in non-fictional writings.</p>	<p>IN PERSON "Self Survey," "Showdown with" "from BODY LANGUAGE" "How Do You Really" "The Effects of" "Family Party"</p> <p>NATIVE VOICES "Kola, the Best"</p> <p>BODY LANGUAGE</p>
<p>8. The student reads contemporary material on identity, a major modern theme.</p>	<p>IN PERSON "A Good Reason" "Self Survey," "To Become a Man"</p> <p>NATIVE VOICES "Mouse Pelts," "Memories of A" "Brownsville"</p> <p>F 171-123 CONFORMITY</p> <p>WHY AM I AFRAID TO TELL YOU WHY</p>
<p>9. He enjoys works of humor.</p> <p>B. He identifies the author's attitude toward his subject.</p> <p>1. He recognizes pride and anger.</p> <p>2. He identifies anger and fear.</p>	<p>NATIVE VOICES "An Affix for" "Graffiti Live" "The One and Only" "A Ride Through"</p> <p>NATIVE VOICES "Not Poor, Just" "Notes of a Native"</p>

ND CONTENT

ACTIVITIES AND MATERIALS

examines the importance of
communication in interpersonal
relationships as presented in
fictional writings.

IN PERSON "Self Survey," p. 33
"Showdown with Callie," p. 34
"from BODY LANGUAGE" p. 40
"How Do You Rate as a Friend," p. 56
"The Effects of Love," p. 68
"Family Party," p. 118

NATIVE VOICES "Kola, the Bear," p. 226

BODY LANGUAGE

student reads contemporary material
identity, a major modern theme.

IN PERSON, "A Good Reason for Being," p. 7
"Self Survey," p. 11.
"To Become a Person," p. 14

NATIVE VOICES "Mouse Pelts," p. 10
"Memories of Another Fair," p. 17
"Brownsville Kitchen," p. 21

F 171-123 CONFORMITY

WHY AM I AFRAID TO TELL YOU WHO I AM?

enjoys works of humor.

NATIVE VOICES "An Affix for Birds," p. 103
"Graffiti Lives," p. 108
"The One and Only W. C. Fields," p. 115
"A Ride Through Spain," p. 76

ifies the author's attitude
his subject.

recognizes pride and anger.

NATIVE VOICES "Not Poor, Just Broke," p. 1

identifies anger and fear.

"Notes of a Native Son," p. 130

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND
<p>3. He recognizes alarm.</p>	<p>"Needless Have E</p>
<p>4. He notes loving pride.</p>	<p>"Kola, the Be</p>
<p>C. He characterizes the author's affected stance toward his reader, using the author's wording as a clue.</p>	
<p>1. He recognizes "the teacher."</p>	<p>"The Mud Daube</p>
<p>2. He notes "the prophet."</p>	<p>"An Editorial</p>
<p>3. He recognizes "the critic."</p>	<p>"Graffiti Live</p>
<p>4. He identifies "the moralist."</p>	<p>"Letter from E</p>
<p>D. He identifies methods of development used in writing: narration, description, exposition, argumentation.</p>	<p>NATIVE VOICES, TEACHER'S GUID</p>
<p>E. The student explores the fears, hopes, and expectations expressed by a writer in the essay form.</p>	
<p>F. The student studies characteristics of style present in the essay.</p>	
<p>1. The student names the sources and methods the author uses to gather information. The student explains why he accepts or rejects this information as accurate and valid.</p>	

D CONTENT

cognizes alarm.

tes loving pride.

terizes the author's affected
ward his reader, using the
wording as a clue.

cognizes "the teacher."

tes "the prophet."

cognizes "the critic."

entifies "the moralist."

fies methods of development
riting: narration, descrip-
osition, argumentation.

nt explores the fears, hopes,
tations expressed by a
the essay form.

nt studies characteristics of
sent in the essay.

tudent names the sources and
is the author uses to gather
nation. The student explains
e accepts or rejects this
nation as accurate and valid.

ACTIVITIES AND MATERIALS

"Needless Havoc," p. 40

"Kola, the Bear," p. 226

"The Mud Dauber," p. 31

"An Editorial Lost in a News Item," p. 179

"Graffiti Lives," p. 108

"Letter from Birmingham Jail," p. 160

NATIVE VOICES, TEACHER'S GUIDE, pp. 6, 8, 9, 10, 11, 12

MODERN WRITERS

GOALS AND CONTENT

2. The student identifies the influences a writer's cultural, national, geographical, and personal background have on his works.
3. The student explains the effect that biographical information about the author has on his opinion of the author's work.
4. The student identifies another piece of an author's writing by recognizing its similarities to that which he has studied.
5. The student points out phrases and words that affect the tone the writer employs.
6. The student identifies a belief that underlies a point of view in an author's essay, such as: "All life is intricately tied together."
7. He realizes that great ideas and their expression begin with the most common of us.
8. The student writes a paper explaining why he does or does not agree with or accept an author's belief that underlies an essay.

ACTIVITIES AND

NATIVE VOICES "The Case Against

"Graffiti Live

CONTENT

ACTIVITIES AND MATERIALS

nt identifies the influences
s cultural, national, geo-
, and personal background have
rks.

nt explains the effect that
cal information about the
s on his opinion of the
work.

nt identifies another piece
hor's writing by recogniz-
imilarities to that which he
ed.

nt points out phrases and
t affect the tone the
ploys.

nt identifies a belief that
a point of view in an
essay, such as: "All life
ally tied together."

es that great ideas and
ression begin with the
on of us.

nt writes a paper explain-
e does or does not agree
ccept an author's belief
rries an essay.

NATIVE VOICES "The Case Against Man," p. 60

"Graffiti Lives," p. 108

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND
<p>9. The student writes a paper explaining in what ways a particular selection changed his view on the subject.</p> <p>G. The student expands his reading of authors and issues examined in class by selecting one non-fictional book from the supplementary texts for reading and reviewing.</p>	<p>MALCOLM X SPEAKS</p>
<p>III. POETRY</p> <p>A. The student examines poetic form.</p> <p>B. He examines themes in modern poetry.</p> <ol style="list-style-type: none"> 1. He understands the pride in their identity which individuals learn to feel and recognizes "identity" as a theme in poetry. 2. He deals with interpersonal relationships and learning to know others as themes in contemporary poetry. 3. He identifies a search for self as a theme. 	<p>FS 771-722 BLACK POEMS, B</p> <p>FS AMERICA: POETR</p> <p>IN PERSON "Young Soul,"</p> <p>IN QUESTION "The Young Gir "The Struggle</p> <p>IN PERSON "The Real Math "It's Raining "Friend," p. 4 "Stronger Less "The Passing," "I Thought of</p> <p>IN QUESTION "A Woman's Com "For Every Tat "About America "Customs and C</p> <p>IN QUESTION "Robert Whitmo "Karma Repair "Lying in a Ha Farm in Pine</p>

CONTENT

ACTIVITIES AND MATERIALS

nt writes a paper explain-
at ways a particular selec-
ged his view on the subject.

xpands his reading of authors
mined in class by selecting
onal book from the supple-
for reading and reviewing.

xamines poetic form.

emes in modern poetry.

tands the pride in their
which individuals learn to
recognizes "identity" as a
poetry.

with interpersonal relation-
learning to know others as
contemporary poetry.

fies a search for self

e.

MALCOLM X SPEAKS

FS 771-722

BLACK POEMS, BLACK IMAGES

FS

AMERICA: POETRY OF A NATION

IN PERSON

"Young Soul," p. 6

IN QUESTION

"The Young Girl's Song," p. 92

"The Struggle Staggers Us," p. 146

IN PERSON

"The Real Math," p. 17

"It's Raining Love," p. 38

"Friend," p. 44

"Stronger Lessons," p. 46

"The Passing," p. 48

"I Thought of You Today," p. 67

IN QUESTION

"A Woman's Complaint," p. 128

"For Every Tatter," p. 168

"About American Indians," p. 170

"Customs and Culture," p. 230

IN QUESTION

"Robert Whitmore," p. 59

"Karma Repair Kit: Items 1-4," p. 209

"Lying in a Hammock at William Duffy's
Farm in Pine Island, Minnesota," p. 231

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND
<p>4. He analyzes dealing with life's joys, sorrows, and fears as themes in poetry.</p>	<p>IN PERSON "Oye Mundo/S "One Morning, "This Is Just "First Song," "Celebration, "I Shall Go a Stones and "The Legendar "The Whipping "Hunger," p. "If There Be "Song," p. 16 "Urban Dream, "Life for My Good," p. 1 "The Man Who "Checklist of</p>
<p>5. He reads poems in which wishes hopes and dreams are theme ideas.</p>	<p>IN PERSON "Dreams," p. "I Got a Tail "who knows if "Faces," p. 2</p>
<p>IV. Drama-the student reads exerpts from con- temporary plays.</p>	<p>SL 873-807 COPING WITH L SL 873-808 COPING WITH L</p>
	<p>IN PERSON "Scene from 4 "From Act I, A</p>
	<p>IN QUESTION "Scene from S "From MERMAID "What Time Is</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>yzes dealing with life's joys, , and fears as themes in poetry.</p>	<p>IN PERSON</p> <p>"Oye Mundo/Sometimes," p. 108 "One Morning," p. 113 "This Is Just To Say," p. 117 "First Song," p. 122 "Celebration," p. 135 "I Shall Go and Touch My Fingers to Stones and a Tree," p. 134 "The Legendary Storm," p. 146 "The Whipping," p. 155 "Hunger," p. 165 "If There Be Sorrow," p. 166 "Song," p. 168 "Urban Dream," p. 183 "Life for My Child Is Simple and Is Good," p. 185 "The Man Who Attracts Bullets," p. 187 "Checklist of Fears," p. 188</p>
<p>s poems in which wishes nd dreams are theme ideas.</p>	<p>IN PERSON</p> <p>"Dreams," p. 197 "I Got a Tailor-Made Coat," p. 206 "who knows if the moon's," p. 221 "Faces," p. 222</p>
<p>nt reads excerpts from con-</p>	<p>SL 873-807 COPING WITH LIFE I SL 873-808 COPING WITH LIFE II</p>
	<p>IN PERSON</p> <p>"Scene from 417," p. 199 "From Act I, A TOUCH OF POET," p. 100</p>
	<p>IN QUESTION</p> <p>"Scene from STREAK O' LEAN," p. 47 "From MERMAID AVENUE IS THE WORLD," p. 131 "What Time Is It?," p. 191</p>

GOALS AND CONTENT	ACTIVITIES AND
<p>V. Writing and Speaking-The student writes and/or delivers orally critical evaluations of selected readings from non-fiction.</p>	<p>ACTIVITIES: The following are activities recommended in the</p> <p>IN PERSON</p> <ul style="list-style-type: none"> essay, p. 16 column, p. 19 written conversation, p. 36 dramatic situation, p. 37 short story, p. 55 dialogue, p. 61 <p>IN QUESTION</p> <ul style="list-style-type: none"> letter, p. 34 dialogue, p. 74 creative writing, p. 101 letters, p. 139 short story, p. 159 <p>NOTE: The writing activities in the books, IN QUESTIONS, include suggestions for other oral activities.</p> <p>NATIVE VOICES, TEACHER'S GUIDANCE, WRITING ABOUT ONESELF, READING ABOUT OTHERS</p> <ul style="list-style-type: none"> A particular interest in joy, etc. Support or reinforcement of the idea that is skin deep

CONTENT

ACTIVITIES AND MATERIALS

ing-The student writes
ally critical evalu-
readings from non-

ACTIVITIES: The following are suggested written activities recommended in the course's basic texts:

IN PERSON

essay, p. 16	greeting card, p. 105
column, p. 19	creative writing, p. 121
written conversation, p. 36	creative writing, p. 135
dramatic situation, p. 37	dialogue, p. 161
short story, p. 55	creative writing, p. 169
dialogue, p. 61	short stories, pp. 179,189,223

IN QUESTION

letter, p. 34	diary, p. 171
dialogue, p. 74	short story, p. 185
creative writing, p. 101	story/play, p. 197
letters, p. 139	play, 238
short story, p. 159	

NOTE: The writing activities in the above two books, IN QUESTION and IN PERSON, also include suggestions for discussion and other oral activities.

NATIVE VOICES, TEACHER'S GUIDE

WRITING ABOUT ONESELF, pp. 6-8

A particular incident that caused sorrow, joy, etc.

Support or refute maxims such as "Beauty is skin deep."

MODERN WRITERS

GOALS AND CONTENT

ACTIVITIES AND

Focus on topics
new neighbors

Self-analysis
shy, frank,

Philosophy-of

WRITING ABOUT OTHER PEOPLE

Revealing a person
through her words
and actions

WRITING ABOUT ONE'S BACKGROUND

Ethnic feasts

Ethnic customs

Favorite family
dead relatives

WRITING ABOUT HUMAN RELATIONS

An incident that
about a (friend)

An incident that
was found to

An incident that
about your

D CONTENT

ACTIVITIES AND MATERIALS

Focus on topic such as "moving to a new neighborhood"

Self-analysis of one's character traits: shy, frank, etc.

Philosophy-of-life essay

WRITING ABOUT OTHER PEOPLE, pp. 8-9

Revealing a person's dominant impression through her/his appearance, speech, and actions

WRITING ABOUT ONE'S BACKGROUND, pp. 9-10

Ethnic feasts and religious services

Ethnic cultural language differences

Favorite family story about a living or dead relative

WRITING ABOUT HUMAN RELATIONSHIPS, pp. 10-11

An incident that changed your feelings about a (friend)

An incident in which a "lost" person was found through the effort of others.

An incident that made you feel differently about yourself with others

GOALS AND CONTENT	ACTIVITIES AND
	<p>WRITING ABOUT OUR ECONOMY</p> <p>Essay that compares reports of ment</p> <p>A study of war or community</p> <p>The future of</p> <p>WRITING ABOUT PREJUDICE</p> <p>Reaction to</p> <p>A personal an</p> <p>A critique of</p> <p>An Essay argu your point</p> <p>WRITING THROUGH CAREER</p> <p>Using detailed aids such as develop imp my my</p> <p>SPEAKING EXERCISES, S</p> <p>Panels</p> <p>Individual ta</p> <p>Response to d</p> <p>Class discuss</p>

ACTIVITIES AND MATERIALS

WRITING ABOUT OUR ECOLOGICAL CRISIS, pp. 12-13

Essay that covers newspaper and magazine reports of mistreatment of our environment

A study of waste disposal -- home, school or community

The future on this planet

WRITING ABOUT PREJUDICE, pp. 13-14

Reaction to essay read

A personal anecdote

A critique of society

An Essay arguing or persuading others to your point

WRITING THROUGH CAREFUL OBSERVATION, pp. 14-15

Using details, careful diction, rhetorical aids such as simile and metaphor,

develop impressions on topics such as:

my favorite lake

my backyard at home

SPEAKING EXERCISES, SUGGESTIONS:

Panels

Individual talks

Response to outside speaker

Class discussion

COURSE DESCRIPTION

Comic Spirit explores the nature of humor, emphasizing satire and irony, which range from the light-hearted to the serious. Study leading humorists and some well-known comedians, caricaturists, and cartoonists. Create comic material of your own relating to the reading you enjoy. Comic Spirit is for you who are interested in what is humorous and why.

GOALS

The student reads humorous writing by well-known authors, mostly American, in the fields of fiction, nonfiction, drama, and poetry.

He examines supplementary material, such as graphics, and radio and TV programs, writes about the material he studies, and attempts evaluative and creative writing.

Materials

<u>Title</u>	<u>Use</u>
CUTLASS AND RAPIER. Scholastic Book Services, Inc.	Students
SATIRE: STUDENT LOG. Scholastic Book Services, Inc.	Students
SATIRE: TEACHING GUIDE. Scholastic Book Services, Inc.	Teacher
THE SATIRIC VOICE. Holt, Rinehart & Winston, Inc.	Students
THE SATIRIC VOICE, TEACHER'S GUIDE. Holt, Rinehart & Winston, Inc.	Teacher
THE COMIC SPIRIT. McDougal, Littell & Company.	Students
THE MOUSE THAT ROARED. Bantam Books, Inc.	Students
IT ALL STARTED WITH COLUMBUS. McGraw Hill Book Company.	Students
MAD SAMPLER, 1973. Warner Paperback Library.	Students
JOKES AND CARTOONS KIT #6699 (28 titles). Scholastic Book Services, Inc.	Class Set
BASEBALL LAUGHS	
CAPTAIN ECOLOGY, POLLUTION FIGHTER	
CARTOONS-OF-THE-MONTH	
CHANNEL CHUCKLES	
CHICKEN-FRIED FUDGE AND OTHER CARTOON DELIGHTS	
CLASSROOM CHUCKLES	
THE DICTIONARY OF BLOOPERS AND BONERS	
EMMY LOU	
FOR LAUGHING OUT LOUD	
GRIN AND BEAR IT	

MaterialsUseTitle

JOKES AND CARTOON KIT, continued, Scholastic Book Services, Inc.

Students

HAIR TODAY--AND GONE TOMORROW

JEST IN PUN

JOKES AND MORE JOKES

LAUGH YOUR HEAD OFF

LAUGHS UNLIMITED

MARMADUKE

MARMADUKE RIDES AGAIN

MORE CLASSROOM CHUCKLES

MORE MARMADUKE

101 ELEPHANT JOKES

PUN-ABRIDGED DICTIONARY

REBEL RIDES AGAIN

SCHOOL IS...BY THE PEOPLE IN ROOM 222

SILLY SIGNS

TRUE CLASSROOM FLUBS AND FLUFFS

YOUR OWN JOKE BOOK

YOUV'E GOTTA BE JOKING

NOTES ON TEXTS USED IN COMIC SPIRIT

The teacher might begin the course with SATIRE-STUDENT LOG. At the same time CUTLASS AND RAPIER should be used, although it is primarily designed as a more involved development of the STUDENT LOG. A very explicit teacher's manual, TEACHING GUIDE FOR SATIRE, is provided to cover both books.

CUTLASS AND RAPIER is an inclusive and challenging collection of various types of satire.

THE SATIRIC VOICE contains additional material on satire. The teacher's guide accompanying this book provides answers to questions posed in the text plus suggestions for compositions.

THE MOUSE THAT ROARED is a short novel of a satiric nature. Supplementary material on this novel is included in the TEACHING GUIDE FOR SATIRE.

THE COMIC SPIRIT contains writings that display a variety of types of humor, ranging from "Tomfoolery" to "Dark Comedy" and concluding with "Essays on the Comic Spirit."

IT ALL STARTED WITH COLUMBUS, spoofs incidents from American History.

THE MAD SAMPLER is a composite of selections from a magazine familiar to students.

JOKES AND CARTOONS KIT includes twenty-eight small books intended primarily for recreational reading.

GOALS AND CONTENT	ACTIVITIES AND
<p>I. Reading and Study</p> <p>A. The student reads humorous writings by well-known authors.</p> <p>B. He becomes aware that an optimistic and humorous attitude toward life sometimes makes privation and suffering bearable and examines the idea that humor carries the thread of truth as man pokes fun at human foibles and laughs at himself.</p> <p>C. He differentiates between farcical and fantastic elements as they appear in literature. He becomes well acquainted with the concepts of sarcasm, satire, irony, exaggeration, nonsense, understatement, allegory, absurdity, insult, pun, mockery, and dark comedy.</p>	<p>Farce: THE MOUSE THAT</p> <p>Fantasy: "The Secret Li THE COMIC SPIRIT</p> <p>Sarcasm: "War Is Kind," "Status Symbol" "The Devil's D p. 166</p> <p>Satire: "The Latest De p. 82 "Thomas Gradgr "Miss Kinderga RAPIER, p. 8</p> <p>Irony: "War Is Kind," "APO 96225," C "I Can't Think CUTLASS & RA</p> <p>Exaggeration: "The Ransom of SPIRIT, p. 9</p>

CONTENT

ACTIVITIES AND MATERIALS

ady

reads humorous writings by authors.

aware that an optimistic and attitude toward life sometimes and suffering bearable is the idea that humor carries of truth as man pokes fun at les and laughs at himself.

ntiates between farcical and elements as they appear in . He becomes well acquainted oncepts of sarcasm, satire, ggeration, nonsense, under-allegory, absurdity, insult, ry, and dark comedy.

- Farce: THE MOUSE THAT ROARED
- Fantasy: "The Secret Life of Walter Mitty," p. 105
THE COMIC SPIRIT
- Sarcasm: "War Is Kind," CUTLASS & RAPIER, p. 107
"Status Symbol" CUTLASS & RAPIER, p. 61
"The Devil's Dictionary," THE COMIC SPIRIT,
p. 166
- Satire: "The Latest Decalogue," CUTLASS & RAPIER,
p. 82
"Thomas Gradgrind," CUTLASS & RAPIER, p. 66
"Miss Kindergarten America," CUTLASS &
RAPIER, p. 84
- Irony: "War Is Kind," CUTLASS & RAPIER, p. 107
"APO 96225," CUTLASS & RAPIER, p. 121
"I Can't Think What He Sees in Her,"
CUTLASS & RAPIER, p. 128
- Exaggeration: "The Ransom of Red Chief," THE COMIC
SPIRIT, p. 93

GOALS AND CONTENT

- D. He examines cartoons, caricatures, films, and radio presentations to supplement his readings in literature.
- E. He is encouraged to watch and evaluate TV programs on the basis of concepts about comedy which he has gained from the course.

ACTIVITIES AND

Nonsense: "Jabberwocky,"

Allegory: "The Dog and t
p. 34 THE M

Suggested for
FARM (Book is
but it may be

Absurdity: Limericks, THE

Insult: Russell Baker,

Pun: IT ALL STARTED

Mockery: Film 371-130:

Dark Comedy: Dorothy Parker
Barthelme, T

F 160-109 MUNRO
F 272-137 THE DEHUMANIZI
F 373-100 THE CROCODILE
F 371-130 BILL COSBY ON
F 271-133 THE CATERPILLA
F FLOWER POPS
FPL THE GOLDEN AGE

CONTENT

ACTIVITIES AND MATERIALS

- Nonsense: "Jabberwocky," THE COMIC SPIRIT, p. 27
- Allegory: "The Dog and the Wolf," CUTLASS & RAPIER,
p. 34 THE MOUSE THAT ROARED
- Suggested for further reading: ANIMAL
FARM (Book is not supplied, for this course,
but it may be used.)
- Absurdity: Limericks, THE COMIC SPIRIT, p. 10
- Insult: Russell Baker, THE COMIC SPIRIT, p. 204
- Pun: IT ALL STARTED WITH COLUMBUS
- Mockery: Film 371-130: BILL COSBY ON PREJUDICE
- Dark Comedy: Dorothy Parker, Oscar Wilde, Donald
Barthelme, THE COMIC SPIRIT, pp. 164-169
- F 160-109 MUNRO
- F 272-137 THE DEHUMANIZING CITY AND HYMIE SCHULZ
- F 373-100 THE CROCODILE
- F 371-130 BILL COSBY ON PREJUDICE
- F 271-133 THE CATERPILLAR
- F FLOWER POPS
- FPL THE GOLDEN AGE OF COMEDY

cartoons, caricatures,
radio presentations to
his readings in liter-

arged to watch and evaluate
on the basis of concepts
y which he has gained from

GOALS AND CONTENT

ACTIVITIES AND

Cassettes: available from Lib
school's librarian)

AC 1844	THE GAG WRITER
AC 1767	FOCUS ON FRED A
AC 1851	KEEPING THEM LA
AC 5854	THE NATURE OF C
AC 12256	THE NATURE OF S
AC 1815	REMINISCENCES C Spotlight)
AC 5150	THE STING OF B Voices)
AC 429	THE WIT OF FRED

Radio Comedy

CHARLIE MCCARTH
THE GREAT GILDE
THE BURNS AND A
THE JACK BENNY
RED SKELTON
AMOS 'N ANDY/LU
MIRACLE ON 34th

II. Writing and Speaking

- A. He writes about the materials, he reads and attempts creative writing based on these forms of humor.
- B. He participates in discussion and makes oral presentations.

III. He develops his appreciation of literature as a pleasurable part of life.

Suggestions for writing assign
STUDENT LOG, and THE SATIRIC V

ACTIVITIES AND MATERIALS

Cassettes: available from Library Services Center (Ask school's librarian)

AC 1844	THE GAG WRITER (Studies in Humor)
AC 1767	FOCUS ON FRED ALLEN (American Humorists)
AC 1851	KEEPING THEM LAUGHING (American Humorists)
AC 5854	THE NATURE OF COMEDY (American Humorists)
AC 12256	THE NATURE OF SATIRE (Studies In Humor)
AC 1815	REMINISCENCES OF VAUDEVILLE (Show Business Spotlight)
AC 5150	THE STING OF BLACK HUMOR (Modern Literary Voices)
AC 429	THE WIT OF FRED ALLEN

Radio Comedy

CHARLIE MCCARTHY SHOW/FIBBER MCGEE & MOLLY
 THE GREAT GILDERSLEEVE/OUR MISS BROOKS
 THE BURNS AND ALLEN SHOW/MY FRIEND IRMA
 THE JACK BENNY PROGRAM/LIFE OF RILEY
 RED SKELTON
 AMOS 'N ANDY/LUM AND ABNER
 MIRACLE ON 34th STREET (Christmas Program)

Suggestions for writing assignments are made in SATIRE-STUDENT LOG, and THE SATIRIC VOICE.

SPECIAL RECOMMENDATIONS FOR CLASS STUDY

THE COMIC SPIRIT:

- "The Secret Life of Walter Mitty," p. 105
"The Ransom of Red Chief," p. 93
Russell Baker on Insult, p. 204
Dorothy Parker, p. 164; Oscar Wilde, p. 165; Donald Barthelme, p. 169

CUTLASS & RAPIER:

- "Griffy; the Cooper," p. 8
"The Pig," p. 9
"The Still Alarm," p. 27
"The Idiot," p. 26
"The Grown-up Problem," p. 22
Hypocrisy as the butt of humor: "Forenoon of an Honest Financial Racketeer," p. 91
Injustice as the butt of humor: "Ballad of the Landlord," p. 99
Audacity: "The Selling of Tono-Bungay," p. 86
(Humor lies in the audacity of the lies told to the public and in the outrage perpetrated.)

Tongue-in-cheek:

- "The Selling of Tono-Bungay," p. 86

Irony:

- "War is Kind," p. 107
"APO 96225," p. 121
"I Can't Think What He Sees in Her," p. 128

Ignorance in our leaders:

- "The Leader," p. 56

SPECIAL RECOMMENDATIONS FOR CLASS STUDY: CONT'D.

CUTLASS & RAPIER:

- Man's foolish fascination with TV: "Illustration," p. 49
- Organized society as the butt of humor: "Sacre do Printemps," p. 45
- Mechanization of society as the butt of humor: "All Watched Over by Machines of Loving Grace," p. 44
- Man's blindness: "The Owl Who Was God," p. 54
"The War Prayer," p. 108
- Graphics which satirize: 62, 72, 73, 79, 80, 90, and others

THE SATIRIC VOICE:

- "The Disposable Man," p. 5
- "An Open Letter to the Mayor of New York," p. 18
- "Letter from a West Texas Constituant," p. 26
- "The Vertical Negro Plan," p. 38
- "Mars Is Ours!" p. 62
- "Who's Passing for Who?" p. 65
- "There Will Come Soft Rains," p. 76
- Parodies:
- "You Are Old, Father William," Robert Southey, p. 44
- "You Are Old, Father William," Lewis Carroll, p. 45
- "The Passionate Shepard to His Love," p. 46
- "Love Under the Republicans," p. 48
- "The American Man: What of Him?" p. 52

SUGGESTIONS FOR OUTSIDE READING FOR STUDENTS

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Armour, Richard.	IT ALL STARTED WITH HIPPOCRATES. IT ALL STARTED WITH MARX. THE CLASSICS RECLASSIFIED.	McGraw-Hill Book Co., 1966. McGraw-Hill Book Co., 1958. McGraw-Hill Book Co., 1960.
Benchley, Robert.	THE BENCHLEY ROUNDUP. LOST AND FOUND.	Harper and Row Publishers, Inc. Dover Publications, Inc., 1970.
Buchwald, Art.	HAVE I EVER LIED TO YOU? THE ESTABLISHMENT IS ALIVE AND WELL IN WASHINGTON.	Crest, Fawcett, World, 1973. Crest, Fawcett, World, 1973.
Clemens, Samuel T.	A CONNECTICUT YANKEE IN KING ARTHUR'S COURT.	Dodd, 1960.
Hyman, Mac.	NO TIME FOR SERGEANTS.	Random House, 1954.
Kerr, Jean.	PLEASE DON'T EAT THE DAISIES. THE SNAKE HAS ALL THE LINES.	Crest Books, Fawcett World Library, 1971. (drama) Crest Books, Fawcett World Library, 1971. (drama)
Kipling, Rudyard.	STALKY AND COMPANY.	Macmillan Publishing Co., 1962.
Leacock, Stephen.	LAUGH WITH LEACOCK; A COLLECTION OF THE BEST WRITINGS OF S. LEACOCK.	Apollo Editions, Inc., 1973.
McKenney, Ruth.	MY SISTER EILEEN.	Harcourt Brace Jovanovich, Inc., 1968
Mersand, Joseph E., ed.	THREE COMEDIES OF AMERICAN FAMILY LIFE by Hart, Moss & Kaufmann, George S.	Washington Square Press
Smith, H. Allen.	THE BEST OF H. ALLEN SMITH. DESERT ISLAND DECAMERON.	Pocket Books, Inc., 1973. Popular Library, Inc., 1973

SUGGESTIONS FOR OUTSIDE READING FOR STUDENTS: CONT'D.

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Thurber, James	THURBER CARNIVAL. THURBER'S DOG	Harper and Row Publishers, Inc., 1945 Simon and Schuster, 1969.
White, E. B.	THE SECOND TREE FROM THE CORNER	Harper and Row Publishers, Inc., 1954.
White & White (Katherine), eds.	SUBTREASURY OF AMERICAN HUMOR.	Putnam's Sons, 1962.
Wodehouse, P. G.	JEEVES. LAUGHING GAS. MOST OF P. G. WODEHOUSE. PSMITH IN THE CITY. PSMITH JOURNALIST. SOMETHING NEW THANK YOU, JEEVES. THE WORLD OF JEEVES, Vol. 1 and 2	Beagle Books, 1972. Beagle Books, 1972. Simon and Schuster, Inc., 1969. Penguin Books, Inc., 1971. Penguin Books, Inc., 1971. Beagle Books, 1972 British Book Center, 1956. Manor Books, Inc., 1973.

COURSE DESCRIPTION

In your study of Afro-American literature you will emphasize the relationship of Black writers and their works to social and historical movements and reflect upon the Black experience. If you enjoyed Black Writers, are of advanced standing, and are seeking an intensive experience with literature, you will find this course interesting and challenging. For the college capable.

GOALS

The student gains a sense of the historical tradition and aesthetic worth of literature written by Black Americans.

The student considers the range of critical attitudes toward these works.

The student compares and contrasts the wide spectrum of views presented in Black literature.

The student reevaluates American literary history in the light of the quality and thought of Black American literature.

The student becomes familiar with Black literature emerging from Africa and the Caribbean as well as from the United States and develops a sense of the psychological unity developing in peoples of African descent throughout the world.

The student discovers themes in Black literature common to the interests of Black people.

The student develops skills in critical reading and analysis of various genre.

The student gains a sense of the literary style and techniques of major Black writers.

Materials

<u>Code</u>	<u>Title</u>	<u>Use</u>
VBE	VOICES FROM THE BLACK EXPERIENCE: AFRICAN AND AFRO-AMERICAN LITERATURE. Ginn and Co. VOICES FROM THE BLACK EXPERIENCE: AFRICAN AND AFRO-AMERICAN LITERATURE: TEACHER'S GUIDE. Ginn and Co.	Students Teacher
TBN	THE BLACK NOVELIST. Charles E. Merrill Publishing Co.	Students, Teacher
MBP	MODERN BLACK POETS: A COLLECTION OF CRITICAL ESSAYS. Prentice-Hall, Inc.	Students, Teacher
BAL	BLACKAMERICAN LITERATURE: 1760 TO THE PRESENT. Glencoe Press. MANCHILD IN THE PROMISED LAND. American Book Company. MANCHILD IN THE PROMISED LAND/BROWN, TEACHER-STUDENT PACKAGE. American Book Company.	Students, Teacher Students Teacher
	GO TELL IT ON THE MOUNTAIN. American Book Company.	Students
	GO TELL IT ON THE MOUNTAIN/BALDWIN, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
	TO BE YOUNG, GIFTED, AND BLACK. American Book Company	Students
	TO BE YOUNG, GIFTED, AND BLACK/HANSBERRY, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
	INVISIBLE MAN. American Book Company.	Students
	INVISIBLE MAN/ELLISON, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
	I KNOW WHY THE CAGED BIRD SINGS. American Book Company.	Students
	I KNOW WHY THE CAGED BIRD SINGS/ANGELOU, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
	TO BE A SLAVE. American Book Company.	Students
	TO BE A SLAVE/LESTER, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher

AFRO-AMERICAN LITERATURE

05610

Materials

Title

WHY WE CAN'T WAIT. American Book Company.

WHY WE CAN'T WAIT KING, TEACHER-STUDENT PACKAGE. American Book Company

GEMINI: AN EXTENDED AUTOBIOGRAPHICAL STATEMENT ON MY FIRST TWENTY-FIVE YEARS OF BEING A BLACK POET. Viking Press.

SOLEDAD BROTHER: THE PRISON LETTERS OF GEORGE JACKSON. Bantam Books, Inc.

THE END OF WHITE WORLD SUPREMACY: FOUR SPEECHES OF MALCOLM X. L. C. Bryant, Inc.

Use

Students

Teacher

Students, Teacher

Students, Teacher

Students, Teacher

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND
<p>I. The student familiarizes himself with the development and continuity of Black literature from the early slave narrative to current works.</p>	<p>AFS AFRO-AMERICAN OVERVIEW</p>
<p>A. The student realizes that the literary history of the Black American is inseparable from the history of the United States.</p>	<p>BAL "Time Lines," p. 261, 477</p>
<p>1. The student understands that Black literature developed from the personal experiences of Black Americans and their reactions to those experiences.</p>	<p>VBE "Sympathy," p. 187 "Preface to a"</p>
<p>2. The student comprehends historic events that affected the writings of Black authors.</p>	<p>BAL "George Moses from NARRATIVE DOUGLASS," "Dialogue Entitled Ser</p>
<p>B. The student understands the style and form of early Black literature in the U. S.</p>	<p>VBE "Our Wretched Ignorance,"</p>
<p></p>	<p>BAL "from WALKER" pp. 69-80 "The Meaning p. 81</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>familiarizes himself with the d continuity of Black m the early slave narrative ks.</p>	<p>AFS AFRO-AMERICAN LITERATURE I-II: AN OVERVIEW</p>
<p>realizes that the literary the Black American is e from the history of the ies.</p>	<p>BAL "Time Lines," pp. 1, 43, 105, 108, 177, 261, 477</p>
<p>udent understands that Black ture developed from the per- periences of Black Americans eir reactions to those ex- ces.</p>	<p>VBE "Sympathy," p. 165 "Preface to a Twenty Volume Suicide Note," p. 187</p>
<p>udent comprehends historic s that affected the writings of authors.</p>	<p>BAL "George Moses Horton," pp. 101-103 "from NARRATIVE IN THE LIFE OF FREDRICK DOUGLASS," p. 45 "Dialogue Entitled the Kind Master and the Dutiful Servant," p. 708</p>
<p>udent comprehends historic s that affected the writings of authors.</p>	<p>VBE "Our Wretchedness in Consequence of Ignorance," p. 155</p> <p>BAL "from WALKER'S APPEAL, in Four Articles," pp. 69-80 "The Meaning of the Fourth for the Negro," p. 81</p>
<p>understands the style and ly Black literature in the</p>	<p>388</p>

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND REFERENCES	
<p>1. The student investigates the oral literary tradition of the African slave.</p>	<p>VBE</p>	<p>"Folksong," p. "Folktale," p.</p>
<p>2. He reads and studies the early slave narrative, folk tale, sermon, and spiritual.</p>	<p>TO BE A SLAVE SFS 270-104</p>	<p>BLACK EXPERIENCE</p>
<p>II. The student sees the relationship and relevance of Black literature to other American literary works.</p>	<p>BAL</p> <p>F 173-120</p> <p>VBE</p> <p>F 365-124</p>	<p>"from THE INT LIFE OF OLAM VASSA, THE A</p> <p>The Slave Nar</p> <p>Spirituals, p</p> <p>Folk Sermon,</p> <p>"from CLOTEL C A NARRATIVE STATES," p.</p> <p>LEGEND OF JOHN</p> <p>Spirituals, p Folktales, pp Folksong, "Job</p> <p>SLAVERY</p>

AND CONTENT	ACTIVITIES AND MATERIALS
<p>student investigates the oral literary tradition of the African people.</p>	<p>VBE "Folksong," p. 28 "Folktale," p. 29</p>
<p>reads and studies the early slave narrative, folk tale, sermon, and ritual.</p>	<p>TO BE A SLAVE SFS 270-104 BLACK EXPERIENCE: NEGRO FOLKLORE</p> <p>BAL "from THE INTERESTING NARRATIVE OF THE LIFE OF OLANDAH EQUIANO, OR GUSTAVUS VASSA, THE AFRICAN," p. 12</p> <p>The Slave Narrative, pp. 45-68</p> <p>Spirituals, pp. 111-115</p> <p>Folk Sermon, pp. 115-135</p> <p>"from CLOTEL OR THE PRESIDENT'S DAUGHTER, A NARRATIVE OF SLAVE LIFE IN THE UNITED STATES," p. 94</p> <p>F 173-120 LEGEND OF JOHN HENRY</p> <p>VBE Spirituals, pp. 26-27 Folktales, pp. 31-36, pp. 43-44 Folksong, "John Henry," p. 42</p> <p>F 365-124 SLAVERY</p>
<p>sees the relationship and Black literature to other literary works.</p>	

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND
<p>A. The student realizes that the development of Black literary tradition corresponds to the social, political, and economic history of the United States.</p>	
<p>1. The student becomes aware of emergence of Black writers during the Harlem Renaissance.</p>	<p>BAL THE NEW NEGRO "from GOD'S TR Claude McKay, Countée Cullen Fenton Johnson Frank Marshall F 272-162 POETRY BY AMER Sterling A. Br Jean Toomer, p Langston Hugh "Soul Gone B from "Montag p. 383 Arna Bontemps, TBN "The Negro Ren the Harlem W MBP "The New Negro p. 18 SFS 769-467 THE HARLEM REN 769-468 THE HARLEM REN PART II</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>It realizes that the development of literary tradition corresponds to social, political, and economic conditions in the United States.</p>	
<p>Student becomes aware of the presence of Black writers in the Harlem Renaissance.</p>	<p>BAL THE NEW NEGRO, p. 180 "from GOD'S TROMBONES," p. 200 Claude McKay, p. 205 Countee Cullen, p. 208 Fenton Johnson, p. 212 Frank Marshall Davis, p. 215</p> <p>F 272-162 POETRY BY AMERICANS: JAMES WELDON JOHNSON Sterling A. Brown, p. 218 Jean Toomer, p. 235 Langston Hughes, p. 255 "Sou'l Gone Home," p. 256 from "Montage of a Dream Deferred," p. 383 Arna Bontemps, p. 387</p> <p>TBN "The Negro Renaissance: Jean Toomer and the Harlem Writers of the 1920's," p.150</p> <p>MBP "The New Negro Poet in the Twenties," p. 18</p> <p>SFS 769-467 THE HARLEM RENAISSANCE AND BEYOND, PART I 769-468 THE HARLEM RENAISSANCE AND BEYOND, PART II</p>

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND	
<p>2. The student becomes aware of the concerns of Black writers in the '30's and '40's.</p>	<p>MBP BAL</p>	<p>"The Black Aes Forties, and "Down By the R Melvin B. Tols "In the Mecca, Robert Hayden,</p>
<p>3. The student becomes aware of the break with literary tradition which has characterized the writers of the New Black Renaissance in the '60's and '70's.</p>	<p>BAL MBP BAV TBN</p>	<p>"Day of Absenc Bob Kaufman, p LeRoi Jones, p "Baraka as Poe Julia Fields, Nikki Giovanni "The Developme Artist," p.</p>
<p>B. The student realizes that techniques, theme, and form in Black literature correspond to the literary and intellectual trends in other American literature.</p>	<p>BAL</p>	<p>Phyllis Wheatl Countee Cullen Claude McKay, from PINKTOES, BLACK POEMS, B</p>
<p>III. The student recognizes the wide spectrum of views presented in Black literature. He compares and contrasts selected points of view.</p>	<p>SFS BAL</p>	<p>AFRO-AMERICANS "from BLACK NO</p>

CONTENT

ACTIVITIES AND MATERIALS

udent becomes aware of the
ns of Black writers in the
and '40's.

MBP "The Black Aesthetic in the Thirties,
Forties, and Fifties," p. 34

BAL "Down By the Riverside," p. 263
Melvin B. Tolson, p. 399

"In the Mecca," p. 413
Robert Hayden, p. 389

udent becomes aware of the break
literary tradition which has
terized the writers of the New
Renaissance in the '60's and

BAL "Day of Absence," p. 491
Bob Kaufman, p. 516
LeRoi Jones, p. 522

MBP "Baraka as Poet," p. 127

BAV Julia Fields, p. 530
Nikki Giovanni, p. 532

TBN "The Development of the Black Revolutionary
Artist," p. 134

realizes that techniques,
form in Black literature
to the literary and intel-
ends in other American

BAL Phyllis Wheatley, pp. 9-12
Countee Cullen, pp. 208-212
Claude McKay, pp. 205-208
from PINKTOES, by Chester Himes, P. 448

SFS 771-722 BLACK POEMS; BLACK IMAGES

cognizes the wide spectrum of
d in Black literature. He
contrasts selected points of

SFS AFRO-AMERICANS SPEAK FOR THEMSELVES
BAL "from BLACK NO MORE," p. 243

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>A. The student understands that Black writers have used their works to further social and political change.</p>	<p>SOLEDAD BROTHER: THE PRISON</p> <p>VBE "Of Mr. Booker T. and Others,"</p> <p>BAL "from UP FROM THE MOUNTAINS,"</p> <p>"from THE SOUL OF A BLACK MAN,"</p> <p>"Letter from SOLEDAD BROTHER: THE PRISON"</p>
<p>1. He identifies and discusses those writers who saw the Black man as achieving total equality and integration into American Society.</p>	<p>WHY WE CAN'T WAIT</p> <p>THE END OF WHITE WORLD SUPREMACY</p> <p>MALCOLM X</p> <p>VBE "Booker T. and 'My Dungeon Shook,'</p> <p>"Dignity of Manhood"</p> <p>BAL THE NEW NEGRO</p> <p>VBE "I Have a Dream"</p>
<p>2. He identifies and discusses those writers who expounded views of Black nationalism and Black power.</p>	<p>SFS 770-489 SEARCH FOR THE LUTHER KING</p> <p>SFS CIVIL DISOBEDIENCE</p> <p>BAL "The White Rascal Boy,"</p> <p>VBE "Lazarus, Come Back,"</p> <p>"The Black Revolution"</p>
<p>395</p>	<p>SFS SEARCH FOR THE LUTHER KING</p> <p>F 269-105 BLACK POWER: THE RISE AND FALL OF THE BLACK PANTHER PARTY</p> <p>3</p>

CONTENT

ACTIVITIES AND MATERIALS

it understands that Black
 ve used their works to
 cial and political change.

entifies and discusses those
 s who saw the Black man as
 ing total equality and in-
 ion into American Society.

ntifies and discusses those
 s who expounded views of
 nationalism and Black power.

SOLEDAD BROTHER: THE PRISON LETTERS OF GEORGE JACKSON

VBE "Of Mr. Booker T. Washington and
 and Others," p. 192
 BAL "from UP FROM SLAVERY," p. 136
 "from THE SOULS OF BLACK FOLK," p.
 "Letter from Birmingham City Jail," p. 456

WHY WE CAN'T WAIT

THE END OF WHITE WORLD SUPREMACY: FOUR SPEECHES OF
 MALCOLM X

VBE "Booker T. and W. E. B.," p. 200
 "My Dungeon Shook," p. 203
 "Dignity of Man," p. 220
 BAL THE NEW NEGRO, p. 179
 VBE "I Have a Dream," p. 217

SFS 770-489 SEARCH FOR THE BLACK IDENTITY: MARTIN
 LUTHER KING I, II

SFS CIVIL DISOBEDIENCE

BAL "The White Race and Its Heroes," p. 477
 VBE "Lazarus, Come Forth," p. 146
 "The Black Revolution," p. 250

SFS SEARCH FOR THE BLACK IDENTITY, MALCOLM X

F 269-105 BLACK POWER: THE SPOKESMAN

395

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CONTENT

ACTIVITIES AND MATERIALS

identifies and discusses those
 s who see the Black man's
 al as separate from White
 y and dependent upon unity
 cks throughout the world.

BAL
 VBE

"The Future As I See It," p. 191
 "The Black Psyche," pp. 5-10

identifies and discusses those
 s who feel that the purpose
 erature is not to bring about
 or political change nor to
 s racial issues but to pre-
 niversal themes.

SFS 769-468

HARLEM RENAISSANCE AND BEYOND, PART 2

t compares the various view-
 attitudes of writers of
 rature.

siders Black literature not
 s an account or commentary
 ck life within a White
 y but also a protest against
 fe.

VBE

"The Ethics of Living Jim Crow," p. 171
 "The Black Psyche," pp. 5-10

udent becomes aware of the
 e of more recent writers--
 ken pride in Black culture
 story.

VBE

"Poem (for dcs 8th graders - 1966-67),"
 p. 247
 "If We Must Die," p. 248

SFS 769-514

BLACK IS BEAUTIFUL

t learns to listen to, grasp,
 late the ideas of those with
 y not agree.

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND	
<p>IV. The student discovers themes in Black literature common to the interests of Black people.</p> <p>A. He recognizes the theme of the quest for self definition and self determination.</p> <p>B. He examines themes of alienation from Africa and rejection by Western Civilization.</p> <p>C. He reads on the theme of Africa and her heritage.</p> <p>D. He examines the themes of childhood, love, marriage, life, and death.</p>	<p>BAL</p> <p>VBE</p> <p>VBE</p> <p>VBE</p>	<p>"Vive Noir!"</p> <p>"We Wear the "I, Too, Sing</p> <p>"The Negro Sp</p> <p>"Nikki Rosa," "Loneliness," "Otto," "Eppi "Some Get Was "When Sue Wea "St. Louis Bl "The Wife of "Anticipation "Law of the G "Prayer to Ma "Thank-You, M "Go Down Deat</p>

CONTENT

ACTIVITIES AND MATERIALS

covers themes in Black
on to the interests of

es the theme of the quest
finition and self deter-

themes of alienation from
rejection by Western Civili-

the theme of Africa and her

the themes of childhood,
age, life, and death.

BAL

"Vive Noir!" p. 435

VBE

"We Wear the Mask," p. 11
"I, Too, Sing America," p. 201

VBE

"The Negro Speaks of Rivers," p. 22

VBE

"Nikki Rosa," p. 189
"Loneliness," p. 104
"Otto," "Eppie," "Rudolph," pp. 60, 61
"Some Get Wasted," p. 69
"When Sue Wears Red," p. 105
"St. Louis Blues," p. 107
"The Wife of His Youth," p. 109
"Anticipation," p. 116
"Law of the Grazing Fields," p. 120
"Prayer to Masks," p. 202
"Thank-You, Mam," p. 36
"Go Down Death," p. 167

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND MATERIALS	
E. He reads expressions of personal moods.	VBE	"Kitchenette" "Sympathy," p. "Dreams," p.
F. He reads on the realities of "the Black experience" and Black people's reactions to that experience.	VBE	"For A Lady I" "Incident," p. "Some Get Was" "Mother to So" "Cross," p. 5 "Haircuts and" "Crowns and G" "The Boy Who
G. He reads on the theme of liberation of Black people.	VBE	"Remembering" "Fredrick Dou" "Lazarus Come" "Sing Me a Ne" "Warning," p.
H. He selects for personal reading several major works by Black authors. He analyzes these works, stressing themes and other major aspects of literature that interest him.		MANCHILD IN THE PROMISED LAND GO TELL IT ON THE MOUNTAIN TO BE YOUNG, GIFTED, AND BLACK INVISIBLE MAN I KNOW WHY THE CAGED BIRD SINGS WHY WE CAN'T WAIT
V. The student gains a sense of the literary styles and techniques of major Black writers.	SFS 773-723	ODYSSEY OF HOMER

CONTENT	ACTIVITIES AND MATERIALS
<p>pressions of personal moods.</p>	<p>VBE "Kitchenette Building," p. 190 "Sympathy," p. 165 "Dreams," p. 187</p>
<p>the realities of "the Black and Black people's reactions experience.</p>	<p>VBE "For A Lady I know," p. 170 "Incident," p. 170 "Some Get Wasted," p. 69 "Mother to Son," p. 59 "Cross," p. 59 "Haircuts and Paris," p. 207 "Crowns and Garlands," p. 153 "The Boy Who Painted Christ Black," p. 208</p>
<p>the theme of liberation of e.</p>	<p>VBE "Remembering Nat Turner," p. 143 "Fredrick Douglass," p. 161, p. 145 "Lazarus Come Forth," p. 146 "Sing Me a New Song," p. 244 "Warning," p. 226</p>
<p>for personal reading several by Black authors. He these works, stressing themes major aspects of literature at him.</p>	<p>MANCHILD IN THE PROMISED LAND GO TELL IT ON THE MOUNTAIN TO BE YOUNG, GIFTED, AND BLACK INVISIBLE MAN I KNOW WHY THE CAGED BIRD SINGS WHY WE CAN'T WAIT</p>
<p>ns a sense of the literary niques of major Black writers.</p>	<p>SFS 773-723 ODYSSEY OF RICHARD WRIGHT</p>

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT		ACTIVITIES AND
<p>A. He studies in depth several novels by Black Americans and discusses and writes about their employment of such elements as setting, plot, theme, tone, mood, and style.</p>	<p>BAL</p>	<p>"from INVISIBLE "from CANE," p "from BEETLE C "from GO TELL "from A DIFFER "from BLACK NO</p> <p>ACTIVITY: These excerpts may p in the selection of a complete list of supplementary books.</p>
<p>B. The student analyzes poems by Black Americans and discusses form, rhythm, language, mood, and imagery.</p>	<p>FPL</p> <p>BAL</p> <p>VBE</p> <p>SFS</p> <p>SFS</p>	<p>PAUL L. DUNBAR</p> <p>Paul Lawrence D Poetry of autho Mari Evans, p.</p> <p>Don L. Lee, p. Sonia Sanchez, Darwin Turner,</p> <p>SCHOLASTIC BLAC POETRY I AND THE POETIC VOIC I, II</p>
<p>C. The student considers the range of critical attitudes toward Black literature.</p> <p>1. The student reads critical essays on Black literature and the Black experience in literature.</p>		<p>ACTIVITY: These essays should novels and poetry read in prep Parts A and B</p>

CONTENT

ACTIVITIES AND MATERIALS

In depth several novels
Americans and discusses and
their employment of such
setting, plot, theme, tone,
style.

- BAL "from INVISIBLE MAN," p. 321
"from CANE," p. 236
"from BEETLE CREEK," p. 310
"from GO TELL IT ON THE MOUNTAIN," p. 349
"from A DIFFERENT DRUMMER," p. 438
"from BLACK NO MORE," p. 244

ACTIVITY: These excerpts may provide incentive or direction
in the selection of a complete novel to be read from the
list of supplementary books.

analyzes poems by Black
and discusses form, rhythm,
mood, and imagery.

- FPL PAUL L. DUNBAR: AMERICA'S FIRST BLACK POET
- BAL Paul Lawrence Dunbar, p. 172
Poetry of authors included, pp. 516-532
Mari Evans, p. 433
- VBE Don L. Lee, p. 246
Sonia Sanchez, p. 247
Darwin Turner, p. 241
- SFS SCHOLASTIC BLACK CULTURE PROGRAM: BLACK
POETRY I AND II
- SFS THE POETIC VOICE OF THE BLACK EXPERIENCE
I, II

considers the range of
attitudes toward Black

student reads critical essays
on literature and the Black
experience in literature.

ACTIVITY: These essays should be correlated with the
novels and poetry read in preparation of Objective V,
Parts A and B

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND
	<p>TBN</p> <p>"The Art of F (Ellison),"</p> <p>"The Politics of Invisible Man"</p> <p>"The Dark Hours" p. 72</p> <p>"How Bigger Was"</p> <p>"The Novels of"</p> <p>"Everybody's"</p>
	<p>MBP</p> <p>"Religion in" p. 57</p> <p>"I Do Not Marry"</p> <p>"A Poet's Ode"</p> <p>"Robert Hayden"</p>
<p>2. The student reads and analyzes and essays and articles by Black Americans. He concentrates on discussions of controlling idea, supporting details, theme, etc.</p>	<p>TBN</p> <p>"The Literary"</p> <p>"The Negro Writer's Compensation"</p> <p>"The Negro Writer" p. 191</p> <p>"Notes on a Negro"</p>
<p>3. The student compares the analyzes critiques presented in these essays to his own. Recognizing his own biases, he evaluates the points-of-view of the essayists.</p> <p>4. He contrasts many views in Black literature through discussions and writing assignments.</p>	<p>MBP</p> <p>"Paul Lawrence Dunbar's Symbol," p.</p>

CONTENT

ACTIVITIES AND MATERIALS

udent reads and analyzes and
and articles by Black
ns. He concentrates on
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ing details, theme, etc.

udent compares the analyzes
es presented in these essays
own. Recognizing his own
he evaluates the points-of-
the essayists.

trasts many views in Black
ure through discussions
ting assignments.

TBN

"The Art of Fiction: An Interview (Ralph
Ellison)," p. 205
"The Politics of Ellison's Booker;
Invisible Man as Symbolic History," p. 88
"The Dark Haunted Tower of Richard Wright,"
p. 72
"How Bigger Was Born," p. 166
"The Novels of James Baldwin," p. 111
"Everybody's Protest Novel," p. 218

MBP

"Religion in the Poetry of Langston Hughes,"
p. 57
"I Do Not Marvel, Countee Cullen," p. 69
"A Poet's Odyssey; Melvin B. Tolson," p. 84
"Robert Hayden's Use of History," p. 96

TBN

"The Literary Ghetto," p. 227
"The Negro Writer--Pitfalls and
Compensations," p. 197
"The Negro Writer--Shadow and Substance,"
p. 191
"Notes on a Native Son," p. 231

MBP

"Paul Lawrence Dunbar; The Rejected
Symbol," p. 33

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>VI. The student becomes familiar with Black literature emerging from Africa and the Caribbean as well as from the United States and senses the unity developing in peoples of African descent throughout the world.</p> <p>A. He evaluates Black authors' writings about the United States, particularly their reactions to the Black American experience.</p> <p>B. He compares and contrasts the life of the Black man in these cultures to the life of the Black man in America.</p> <p>C. He explores the expressions of these writers on the theme of unity of Black people everywhere.</p>	<p>VBE</p> <p>"Africa," p. "To Africa," "Sierra Leone "The Jewels o "Totem," p. 2 "Piano and Dr "Homecoming," "The Renegade</p> <p>"New York," p "African in L "The Blacks," "Ndesse or Bl</p> <p>F 358-102</p> <p>BLACK AND WHI</p> <p>VBE</p> <p>"Coffee for t "The Bench," "The Park," p "Moshesh," p. "Glory to Mos "Martyrs," p. "Song for Ces "The Black Re</p>

CONTENT

ACTIVITIES AND MATERIALS

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 emerging from Africa and the
 well as from the United
 as the unity developing
 African descent throughout

es Black authors' writings about
 States, particularly their
 to the Black American exper-

es and contrasts the life of
 man in these cultures to the
 the Black man in America.

es the expressions of these
 the theme of unity of
 ple everywhere.

VBE

"Africa," p. 87
 "To Africa," p. 88
 "Sierra Leone," p. 90
 "The Jewels of the Shrine," p. 45
 "Totem," p. 22
 "Piano and Drums," p. 93
 "Homecoming," p. 94
 "The Renegade," p. 95

 "New York," p. 97
 "African in Louisiana," p. 99
 "The Blacks," p. 12
 "Ndesse or Blues," p. 23

F 358-102

BLACK AND WHITE IN SOUTH AFRICA

VBE

"Coffee for the Road," p. 235
 "The Bench," p. 213
 "The Park," p. 226
 "Moshesh," p. 131
 "Glory to Moshesh," p. 131
 "Martyrs," p. 180
 "Song for Cesaire," p. 244
 "The Black Revolution," p. 250

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AFRO-AMERICAN

GOALS AND CONTENT	ACTIVITIES AND	
<p>D. He discusses the identification of Black Americans with African dress, language, and education.</p>	<p>VBE BAV</p>	<p>"The Negro Speaks of "Outcast," p. pp. 409-413</p>
<p>E. The student broadens, through his reading, his understanding of the universality of emotions and of their literary expression.</p>	<p>VBE</p>	<p>"Chants pour N "Season," p. "Bindeh's Gift "The Judge's S "The Suitcase, "Spirit of the</p>
<p>F. The student shows awareness of themes common in Black literature that relate to the interests of Black people everywhere.</p>	<p>VBE</p>	<p>"Vanity," p. "Vultures," p. "Spirits Uncha</p>

CONTENT

ACTIVITIES AND MATERIALS

the identification of
 ns with African dress,
 education.

VBE

"The Negro Speaks of Rivers," p. 22

BAV

"Outcast," p. 100

pp. 409-413

broadens, through his
 understanding of the
 of emotions and of
 y expression.

VBE

"Chants pour Naett," p. 103

"Season," p. 103

"Bindeh's Gift," p. 125

"The Judge's Son," p. 62

"The Suitcase," p. 78

"Spirit of the Wind,"

shows awareness of themes
 ck literature that re-
 interests of Black people

VBE

"Vanity," p. 178

"Vultures," p. 186

"Spirits Unchained," p. 249

Audio Cassettes Available through Library Services Center (Your school librarian will order these upon request.)

<u>Cassette No.</u>	<u>Title</u>
AC 5314	A GWENDOLYN BROOKS TREASURY
AC 35229	CONTEMPORARY BLACK WRITERS
AC 8287	JAMES BALDWIN DISCUSSES <u>TELL ME HOW LONG THE TRAIN'S BEEN GONE</u> WITH COLUMNIST ROBERT CROMIE
AC 12603	LANGSTON HUGHES : BLUES POETS
AC 22871	LANGSTON HUGHES : SOCIAL POET
AC 35228	LIFT EVERY VOICE
AC 35266	MAYA ANGELOU
AC 28621	THE SPIRIT OF MALIK
AC 5089	THE STREETS OF HARLEM: BLACK AUTHOR CLAUDE BROWN ANALYZES THE URBAN GHETTO
AC 28968	WHO KILLED MALCOLM X?

COURSE DESCRIPTION

Do you want help in improving the communication skills you will need to get and keep a job? If you are in Grade 10 or above, have a fair command of the mechanics of English, and desire to improve your writing and speaking to meet the demands of your anticipated career, this course is for you. Secure language effectiveness that may help you in the world of work.

GOALS

The student broadens his/her concepts about the world of work through a variety of career-preparatory reading activities.

The student satisfactorily completes various writing assignments related to careers.

The student listens effectively and communicates orally through a variety of activities which will be useful in his or her future work.

The student demonstrates adequate spelling skills.

The student grows in knowledge of words, in vocabulary, and in ability to use words appropriately.

NOTE:

This guide is meant to help you. It is not intended to be a schedule for you nor a synopsis of what your class "must have covered" by the end of the course. Since you who are teachers are closest to your students' points of awareness and to their needs, you will use the guide as a source of information and direction, not of mandates. You will determine your students' needs and select activities that will help them meet those needs. For your convenience, the guide lists topics, materials, and outside resources that will be helpful.

Materials

<u>Code</u>	<u>Title</u>	<u>Use</u>
SC	SPEAKING OF COMMUNICATION. Scott, Foresman and Company.	Students, Teacher
VE	VOCATIONAL ENGLISH, BOOK THREE. Globe Book Company, Inc.	Students
	VOCATIONAL ENGLISH, BOOK THREE, TEACHER'S GUIDE. Globe Book Company, Inc.	Teacher
FYF	FORMS IN YOUR FUTURE. Globe Book Company, Inc.	Students
	FORMS IN YOUR FUTURE, TEACHER'S GUIDE. Globe Book Company, Inc.	Teacher
	HELLO WORLD! A CAREERS EXPLORATION PROGRAM (Series of 9 books). Field Publications.	Students
	PUBLIC SERVICES	
	TRANSPORTATION	
	COMMUNICATION	
	HEALTH SERVICES	
	ENVIRONMENTAL CONTROL	
	BUSINESS SERVICES	
	TECHNICAL SERVICES	
	FOOD AND LODGING SERVICES	
	MARKETING	
EEW	ENGLISH THE EASY WAY, Third Edition. South-Western Publishing Co.	Students
	MANUAL, ENGLISH THE EASY WAY, Third Edition. South-Western Publishing Co.	Teacher
C	CONTACT: A TEXTBOOK IN APPLIED COMMUNICATIONS, Second Edition. Prentice-Hall, Inc.	Teacher
HWFIP	HOW TO WIN FRIENDS AND INFLUENCE PEOPLE. McGraw-Hill Book Company.	Students
	ROGET'S POCKET THESAURUS. Pocket Books, Inc.	Students

CAREER ENGLISH

05610

Materials: Teaching Aids

Title

Use

SCOPE VISUALS 13: GETTING APPLICATIONS RIGHT. Scholastic Book Services, Inc.

Students

OCCUPATIONAL EXPLORATION KIT, SRA. Science Research Associates, Inc.

Students

CAREER ENGLISH

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>I. The student broadens his/her concepts about the world of work through a variety of career-preparatory reading activities.</p> <p>A. The student learns about differing requirements for acquiring and working in various kinds of jobs. He explores, for a number of jobs:</p> <p style="padding-left: 40px;"> qualifications personal irritations duties future advancement pay opportunities personal gratifications side benefits </p> <p>B. The student understands the terminology used in various tests and examinations.</p> <p style="padding-left: 20px;"> 1. The student demonstrates his comprehension skills by interpreting readings about various careers. 2. The student demonstrates his/her functional literacy by correctly carrying out written instructions. </p> <p>C. The student synthesizes readings about psychological principles of dealing with people and applies some of these principles through role-playing in improvised situations.</p>	<p>VE "Gain Reading "Getting the pp. 23-39 SRA OCCUPATIONAL EXPLORATION F 372-117 MAKING IT IN</p> <p>HELLO, WORLD! A CAREERS EXPERIENCE SRA OCCUPATIONAL EXPLORATION F FINDING THE RIGHT F 271-170 GETTING A PRO F 268-135 YOUR JOB: AP</p> <p>SFS 766-448 TESTING, TEST</p> <p>HELLO, WORLD! A CAREERS EXPERIENCE SRA CAREER EXPLORATION KIT</p> <p>C "Detecting Errors 141 SC</p>

ND CONTENT

ACTIVITIES AND MATERIALS

broadens his/her concepts about work through a variety of career-reading activities.

VE "Gain Reading Skill," pp. 1-21
"Getting the Most from Your Newspaper," pp. 23-39

SRA OCCUPATIONAL EXPLORATION KIT
F 372-117 MAKING IT IN THE WORLD OF WORK

ent learns about differing requirements for acquiring and working in various jobs. He explores, for a number

HELLO, WORLD! A CAREERS EXPLORATION PROGRAM (9 Books)
SRA OCCUPATIONAL EXPLORATION KIT
F FINDING THE RIGHT JOB
F 271-170 GETTING A PROMOTION
F 268-135 YOUR JOB: APPLYING FOR IT

ations personal irritations
future advancement
opportunities
gratifications side benefits

ent understands the terminology of various tests and examinations.

SFS 766-448 TESTING, TESTING, TESTING (2 Parts)

tudent demonstrates his comprehension skills by interpreting readings of various careers.

HELLO, WORLD! A CAREERS EXPLORATION PROGRAM (9 Books)
SRA CAREER EXPLORATION KIT

tudent demonstrates his/her functional literacy by correctly carrying out written instructions.

C "Detecting Errors in Reasoning," pp. 130-141

ent synthesizes readings about practical principles of dealing with problems and applies some of these through role-playing in simulated situations.

SC

GOALS AND CONTENT	ACTIVITIES AND MATERIALS	
<p>1. After watching or participating in improvisations of business situations, the student explores the motivations of the characters portrayed.</p>	<p>VE HWFIP</p>	<p>"Don't Get Pe pp. 56-63; 63</p>
<p>2. The student integrates ideas and information gained from his reading about personal interaction principles into his various course (and/or work) activities.</p>	<p>HWFIP</p>	
<p>a. After participating in an improvised business situation, the student identifies nonverbal clues (voice pitch, clothing, gestures, environment, movements) that turn people on or off.</p>	<p>SC SC</p>	<p>pp. 110-117 "Nonverbal Me</p>
<p>b. The student demonstrates responsibility by turning in assignments on time.</p>		
<p>c. The student demonstrates initiative by obtaining charts, graphs, forms, etc., used in a particular job and by explaining to the class how they are used.</p>		
<p>d. The student demonstrates ability to empathize with people by writing his speculations on possible motivations behind certain of their statements.</p>	<p>VE VE HWFIP</p>	<p>"What Causes "Generalizati pp. 1-15; 17- "Listening,"</p>

D CONTENT

ACTIVITIES AND MATERIALS

watching or participating in
 simulations of business situations,
 student explores the motivations
 of the characters portrayed.

VE
 HWFIP

"Don't Get Personal," pp. 202-204
 pp. 56-63; 63-65

student integrates ideas and
 information gained from his reading
 of personal interaction principles
 from his various course (and/or work)
 activities.

HWFIP

After participating in an improvised
 business situation, the student
 identifies nonverbal clues (voice
 pitch, clothing, gestures, environ-
 ment, movements) that turn people
 on or off.

SC
 SC

pp. 110-117
 "Nonverbal Messages," pp. 32-33

The student demonstrates responsi-
 bility by turning in assignments
 on time.

The student demonstrates initiative
 in obtaining charts, graphs, forms,
 etc., used in a particular job and
 in explaining to the class how they
 were used.

The student demonstrates ability to
 empathize with people by writing his
 speculations on possible motivations
 behind certain of their statements.

VE
 VE
 HWFIP

"What Causes It?" pp. 205-207
 "Generalization," pp. 195-198
 pp. 1-15; 17-25; 46-51
 "Listening," pp. 52-57

CAREER ENGLISH

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>D: The student identifies various functions and purposes of social security, employers' compensation, pension, and insurance plans.</p> <p>E. The student learns to use various library research skills and library resources and then uses them to gather information which will be useful in his/her career.</p>	<p>NOTE: Call the Social Security Administration for recent information and materials on social security programs. Phone: (622-4671)</p> <p>SC "Investigative Skills"</p> <p>VE "Using the Library"</p> <p>"Parts of the Library"</p> <p>"Classification of Information"</p> <p>"The Card Catalog"</p> <p>"Reference Books"</p> <p>C "Using the Library"</p>
<p>II. The student satisfactorily completes various writing assignments related to careers.</p> <p>A. The student analyzes various letter forms: business, friendly, and application.</p> <p>B. The student writes business letters, orders, replies, applications, and resume attachments in accepted and acceptable forms.</p> <p>C. The student demonstrates skill in the basic mechanics of writing by correctly transcribing a dictated letter or message.</p> <p>1. The student looks for spelling mistakes in his writing and corrects his errors.</p>	<p>.VE "Usage," pp. 1-10</p> <p>EEW "Usage"</p> <p>F 272-169 ENGLISH ON THE GO</p> <p>C "Job Applications"</p> <p>VE "Business Letters"</p> <p>C "Business Letters"</p> <p>VE "Apostrophes, Commas, and Hyphens"</p> <p>EEW "Spelling, Antonyms, and Synonyms"</p> <p>pp. 167-168</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>identifies various functions of social security, employment, pension, and insurance</p>	<p>NOTE: Call the Social Security Administration for recent information and material on social insurance programs. Phone: 622-4671</p>
<p>learns to use various library skills and library resources and them to gather information which useful in his/her career.</p>	<p>SC "Investigation Process," pp. 130-143 VE "Using the Library," pp. 83-103 "Parts of the Book," p. 86 "Classification," p. 91 "The Card Catalog," p. 94 "Reference Books," p. 101 C "Using the Library," pp. 168-179</p>
<p>disfactorily completes various assignments related to careers.</p>	<p>VE "Usage," pp. 41-70 EEW "Usage" F 272-169 ENGLISH ON THE JOB: WRITING SKILLS</p>
<p>analyzes various letter forms: friendly, and application.</p>	<p>C "Job Application, Letters, etc.," pp.11-37</p>
<p>writes business letters, orders, applications, and resume. attach- cepted and acceptable forms.</p>	<p>VE "Business Letters," pp. 105-127 C "Business Letters," pp. 63-89</p>
<p>demonstrates skill in the basic of writing by correctly trans- dictated letter or message.</p>	<p>VE "Apostrophes," pp. 71-79 EEW "Spelling, Antonyms, Synonyms," pp. 167-168</p>

CAREER ENGLISH

GOALS AND CONTENT	ACTIVITIES AND
<p>2. The student looks for punctuation mistakes in his writing and corrects his errors.</p>	<p>EEW "Punctuation,</p>
<p>3. The student looks for grammatical errors in his writing and corrects his errors.</p>	<p>EEW</p>
<p>D. The student writes out the meanings of commonly used abbreviations.</p>	<p>EEW "Popular Abbr</p>
<p>E. The student successfully completes various business forms (job applications, employee's withholding, checking account, savings account, loan insurance, credit card, mail order and income tax).</p>	<p>VE "Industrial a pp. 215-235 FYF p. 4, 11, 15, "Savings," pp "Loans," p. 6 "Credit," pp</p>
<p>F. The student learns and practices outlining.</p> <p>1. He writes a topic outline.</p> <p>2. He writes a sentence outline.</p>	<p>SCOPE VISUALS 13: GETTING A C "Outlining,"</p>
<p>G. The student writes clear and concise sentences and develops these sentences into unified paragraphs on any career-related topic.</p>	<p>EEW "Writing Sent pp. 157-160</p>

CONTENT	ACTIVITIES AND MATERIALS
Student looks for punctuation marks in his writing and corrects his errors.	EEW "Punctuation," pp. 169-188
Student looks for grammatical errors in his writing and corrects them.	EEW
Student writes out the meanings of selected abbreviations.	EEW "Popular Abbreviations," p. 170; p. 176
Student successfully completes business forms (job application, employee's withholding, bank account, savings account, insurance, credit card, mail (income tax)).	VE "Industrial and Business Forms," pp. 215-235 FYF p. 4, 11, 15, 19, 33-41, 43 "Savings," pp. 55-59 "Loans," p. 65 "Credit," pp. 73-77
Student learns and practices writing a topic outline. Student writes a sentence outline.	SCOPE VISUALS 13: GETTING APPLICATIONS RIGHT C "Outlining," Chapter 14, pp. 193-211
Student writes clear and concise sentences and develops these sentences into paragraphs on any career topic.	EEW "Writing Sentences and Paragraphs," pp. 157-166
421	422

CAREER ENGLISH

GOALS AND CONTENT	ACTIVITIES AND
<p>H. The student writes a satisfactory summary of short readings, business meetings, or seminars.</p>	<p>C pp. 186-188 C "Notetaking,"</p>
<p>I. The student practices writing reports that might be required in several different job situations, complete with a listing of the sources of his information.</p>	<p>C "Short Report "Memo," p. 232 "Formal Report</p>
<p>III. The student listens effectively and communicates orally through a variety of activities which will be useful in his or her future work.</p>	<p>VE "Usage," HIWFIP pp. 25-29 EEW "Usage," F COMMUNICATION F REPORTING AND</p>
<p>A. The student practices the skills necessary to react appropriately to good and bad questions and approaches in improvised interviews.</p>	<p>F 268-135 YOUR JOB: APPE SC "The Interview VE "The Interview C "Employment In "Making Interv</p>
<p>B. The pupil gains experience in speaking and listening within a group.</p>	<p>C "Meetings," et SC "The Small Gro</p>
<p>1. The student demonstrates ability to express clearly and support logically his or her ideas in a class panel or personal discussion.</p>	<p>"Attitudes Tow pp. 24-25</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>at writes a satisfactory summary of readings, business meetings, seminars.</p>	<p>C pp. 186-188 C. "Notetaking," pp. 180, 186, 189, 190, 191</p>
<p>at practices writing reports to be required in several job situations, complete listing of the sources of his information.</p>	<p>C "Short Reports," pp. 230-248 "Memo," p. 232 "Formal Reports," pp. 249-292</p>
<p>at listens effectively and communicates through a variety of activities. All will be useful in his or her own life.</p>	<p>VE "Usage," HTWFIP pp. 25-29 EEW "Usage," F COMMUNICATION BY VOICE AND ACTION F REPORTING AND EXPLAINING ACTIVITY: Student acts out an improvised interview for a particular job. Tape record it and play it back for personal critique.</p>
<p>at practices the skills necessary to react appropriately to good questions and approaches in interviews.</p>	<p>F 268-135 YOUR JOB: APPLYING FOR IT SC "The Interview," pp. 50-65 VE "The Interview," pp. 269-273 C "Employment Interview," pp. 38-48 "Making Interviews," pp. 154-159</p>
<p>at gains experience in speaking and listening within a group. Student demonstrates ability to speak clearly and support logically her ideas in a class panel or group discussion.</p>	<p>C "Meetings," etc. pp. 160-167 SC "The Small Group Experience," pp. 67-91 "Attitudes Toward Communication," pp. 24-25</p>

CAREER ENGLISH

GOALS AND CONTENT		ACTIVITIES AND
2. The student demonstrates his or her ability to use standard English in daily classroom verbal exchange.	C	pp. 2-5
3. The student shows his awareness of the importance of speaking to the topic by doing so.	C SC	"Oral Reporting" "The Group Leader" pp. 82-85
4. The student shows his awareness of the importance of speaking concisely by doing so.	SC	pp. 84-85
5. The student develops listening techniques to aid his concentration.	SC	"Effective Recording"
a. The student shows awareness of certain shock words and phrases that stop his thinking by discussing words that make him angry.		
b. The student courteously reassures an excited speaker that he is listening closely by repeating what he understands to be the speaker's point before giving his own (the student's) thoughts on the topic.		

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CONTENT	ACTIVITIES AND MATERIALS
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Student demonstrates his or her ability to use standard English in classroom verbal exchange.

C pp. 2-5

Student shows his awareness of importance of speaking to the point by doing so.

C "Oral Reporting," pp. 212-229
SC "The Group Leader and Participant," pp. 82-85

Student shows his awareness of importance of speaking concisely by doing so.

SC pp. 84-85

Student develops listening techniques to aid his concentration.

SC "Effective Receiving," pp. 45-49

The student shows awareness of certain shock words and phrases that stop his thinking by dismissing words that make him angry.

The student courteously reassures an excited speaker that he is listening closely by repeating what he understands to be the speaker's point before giving his own (the student's) thoughts on the topic.

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CAREER ENGLISH

GOALS AND CONTENT	ACTIVITIES AND	
<p>C. The student shows knowledge of parliamentary procedure, vocabulary, and practices (chairperson, quorum, secretary, point of clarification, making a motion, seconding a motion, discussing the issue, moving the question, roll call vote, nomination, adjournment).</p>	<p>VE C SC</p>	<p>"Parliamentary" "Serving on the" pp. 142-153 "Parliamentary"</p>
<p>D. The student uses his or her voice effectively in various conversational settings and improvisational activities in class.</p>	<p>F F C SC</p>	<p>ENGLISH ON THE ENGLISH ON THE (Both films pp. 49, 54, 61 "Kinds of Inte</p>
<p>1. The student demonstrates a friendly manner when talking with classmates.</p>	<p>HWFIP SC</p>	<p>pp. 29-35 "Conflict and</p>
<p>2. The student demonstrates positive ways of handling criticisms.</p>	<p>HWFIP</p>	<p>pp. 37-45</p>
<p>3. The student demonstrates positive ways of giving suggestions and criticism.</p>	<p>HWFIP SC</p>	<p>pp. 37-45 "Criticism;" p</p>
<p>4. The student practices correct and appropriate ways to make introductions.</p>	<p>ACTIVITY: C</p>	<p>Make up introductory students. pp. 49-54, 61</p>
<p>E. The student demonstrates basic sales approaches in improvised situations.</p>	<p>HWFIP F 372-117</p>	<p>MAKING IT IN T</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>shows knowledge of procedure, vocabulary, (chairperson, quorum, point of clarification, motion, seconding a motion, the issue, moving the call vote, nomination,</p>	<p>VE "Parliamentary Procedure," pp. 129-147 C "Serving on the...Committee," pp. 142-153 SC "Parliamentary Procedure," pp. 169-188</p>
<p>uses his or her voice in various conversational improvisational activities.</p>	<p>F ENGLISH ON THE JOB: READING SKILLS F ENGLISH ON THE JOB: LISTENING AND SPEAKING (Both films may be shown together) C pp. 49, 54, 61 SC "Kinds of Interviews," pp. 50-65</p>
<p>student demonstrates a friendly manner when talking with classmates.</p>	<p>HWFIP pp. 29-35 SC "Conflict and Communication," pp. 146-152</p>
<p>student demonstrates positive ways of giving criticisms.</p>	<p>HWFIP pp. 37-45</p>
<p>student demonstrates positive ways of giving suggestions and criticism.</p>	<p>HWFIP pp. 37-45 SC "Criticism," pp. 118-120</p>
<p>student practices correct and appropriate ways to make introductions.</p>	<p>ACTIVITY: Make up introductions to be acted out by the students. C pp. 49-54, 61</p>
<p>student demonstrates basic sales techniques in improvised situations.</p>	<p>HWFIP F 372-117 MAKING IT IN THE WORLD OF WORK</p>

CAREER ENGLISH

GOALS AND CONTENT	ACTIVITIES AND
<p>F. The student demonstrates basic skills in handling telephone calls.</p>	<p>C p. 55, 60, 61</p>
<p>1. The student learns to modulate her or his voice when using the telephone.</p>	<p>ACTIVITY: Plan improvised telephone calls stressing pleasant voice, tone, and volume.</p>
<p>2. The student enunciates and speaks clearly and distinctly when using the telephone.</p>	<p>SC pp. 111-113</p>
<p>3. The student projects a pleasant and helpful attitude over the phone.</p>	<p>SC pp. 111-113</p>
<p>IV. The student demonstrates adequate spelling skills.</p>	<p>EEW "Lists of Frequently Used Words" p. 22, 66, 111, 196, 218</p>
<p>A. The student reviews spelling rules.</p>	<p>EEW "Spelling Practice" "Spelling Rules"</p>
<p>1. She/he reviews specific spelling rules such as the use of <u>ie</u> and the doubling of consonants following short vowels.</p>	<p>EEW "<u>ie</u> or <u>ei</u> words"</p>
<p>2. She/he reviews the rules for forming plurals.</p>	<p>EEW "Plural Nouns"</p>
<p>3. She/he reviews the rules for forming the possessive case.</p>	<p>EEW "Nouns and the Possessive Case"</p>

CONTENT	ACTIVITIES AND MATERIALS
demonstrates basic skills telephone calls.	C p. 55, 60, 61
ent learns to modulate her or e when using the telephone.	ACTIVITY: Plan improvised telephone conversations, stressing pleasant voice, tone, inflections and diction.
ent enunciates and speaks and distinctly when using the e.	SC pp. 111-113 SC pp. 111-113
ent projects a pleasant and attitude over the phone.	
nstrates adequate spelling	EEW "Lists of Frequently Misspelled Words," p. 22, 66, 120, 133, 143, 155, 157, 196, 218
reviews spelling rules.	EEW "Spelling Practice," p. 217 "Spelling Rules," Back Cover
reviews specific spelling ch as the use of <u>ie</u> and the of consonants following short	EEW " <u>ie</u> or <u>ei</u> words," p. 156
reviews the rules for forming	EEW "Plural Nouns," pp. 31-34
reviews the rules for forming essive case.	EEW "Nouns and the Possessive Form," pp. 35-39 EEW "Possessive Pronouns," p. 52

CAREER ENGLISH

GOALS AND CONTENT	ACTIVITIES AND REFERENCES
<p>B. The student reviews the correct spelling of commonly misspelled words.</p>	<p>VE pp. 167-169, EWW "Lists of Fre p. 22, 66, 196, 218</p>
<p>V. The student grows in knowledge of words, vocabulary, and in ability to use words appropriately.</p>	<p>VE pp. 149-179 ACTIVITY: See suggested voc</p>
<p>A. The student recalls the meanings of words on a list of homonyms, antonyms, and synonyms.</p>	<p>VE "Homonyms and "Synonyms," p EWW pp. 24-40, 88 196, 200</p>
<p>B. The student demonstrates knowledge of the meaning of commonly used roots, suffixes, and prefixes.</p>	<p>VE pp. 158-166</p>
<p>C. The student demonstrates knowledge of commonly used but difficult words.</p>	
<p>D. The student demonstrates initiative in enlarging his vocabulary by developing a glossary of terms used in his selected career topic.</p>	
<p>E. The student uses the dictionary proficiently.</p>	<p>ACTIVITY: Given selected words from dictionary, note respelling parts of speech. Have student Practice locating several words</p>
<p>F. The student uses context clues to define words.</p>	
<p>G. The student uses a thesaurus to find the precise word for his purpose.</p>	<p>ROGET'S POCKET THESAURUS</p>

CONTENT	ACTIVITIES AND MATERIALS
<p>It reviews the correct spelling of misspelled words.</p>	<p>VE pp. 167-169, 170-172 EWW "Lists of Frequently Misspelled Words," p. 22, 66, 120, 133, 143, 155, 157, 196, 218</p>
<p>Shows in knowledge of words, and in ability to use words</p>	<p>VE pp. 149-179 ACTIVITY: See suggested vocabulary list at end of guide.</p>
<p>It recalls the meanings of list of homonyms, antonyms, and synonyms.</p>	<p>VE "Homonyms and Antonyms," p. 167, 169, 172 "Synonyms," pp. 173-179 EWW pp. 24-40, 88, 120, 134, 143, 156, 168, 196, 200</p>
<p>It demonstrates knowledge of use of commonly used roots, and prefixes.</p>	<p>VE pp. 158-166</p>
<p>It demonstrates knowledge of use of selected but difficult words.</p>	
<p>It demonstrates initiative in expanding his vocabulary by developing use of terms used in his selected topic.</p>	
<p>It uses the dictionary properly.</p>	<p>ACTIVITY: Given selected words to locate in the dictionary, note respellings, diacritical markings; parts of speech. Have student identify entry words. Practice locating several words together with class.</p>
<p>It uses context clues to determine meaning.</p>	
<p>It uses a thesaurus to find the right word for his purpose.</p>	<p>ROGET'S POCKET THESAURUS</p>

RESOURCE AGENCIES AND ORGANIZATIONS

For outside speakers on consumer complaints that deal with employers and business practices, contact these agencies:

BETTER BUSINESS BUREAU OF GREATER ST. LOUIS

915 Olive Street

241-3100

OFFICE OF CONSUMER AFFAIRS

3511 Lindell Boulevard

534-1134

CONSUMER SPECIALIST (FDA)

622-5021

For information dealing with volunteer positions available contact these organizations:

PROJECT ROUNDHOUSE

154 Umrath Hall, Box 1068
Washington University

863-0100, Ext. 3120

VOLUNTARY ACTION CENTER

910 Olive Street

241-7520

For information concerning job rules and services regulated by the government, contact these groups:

SOCIAL SECURITY ADMINISTRATION

210 N. 12th Street

622-4671

UNITED STATES GOVERNMENT FEDERAL INFORMATION CENTER

1420 Market Street

622-4106

GOVERNMENT RESEARCH INSTITUTE

812 Olive Street

241-3063

For information concerning the legal rights of employees, call:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

1015 Locust Street

622-5571

AMERICAN CIVIL LIBERTIES UNION OF EASTERN MISSOURI

8011 Clayton Road

721-1215

For employment information, contact:

NEIGHBORHOOD YOUTH CORPS (Student part-time jobs)

6105 Delmar Boulevard

727-4700

URBAN LEAGUE OF ST. LOUIS

4401 Fair Avenue

389-0040

VOCABULARY WORDS RELATED TO THE WORLD OF WORK

acknowledge	bankruptcy	controversial	frivolous	miscellaneous	revise
adjourn	beneficiary	cordial	guarantee	mortgage	rural
administrator	bi-monthly	corporation	guidance	municipal	salary
admittance	bi-weekly	co-signer	hospitalization	occupational	secretary
advancement	budget	credit	incarcerate	patient	security
affidavit	capital	debit	indicate	patron	semi-monthly
affluent	certificate	debts	inflation	percentage	semi-skilled
agency	claim	deductible	ingenious	personnel	simultaneously
altercation	clique	depreciation	installment	persuasive	surmount
alternative	collateral	depression	interest	potential	synchronize
ambiguous	commend	dexterity	intimidate	prerequisite	tactful
annual	commentator	disposition	jurisdiction	profession	technology
anonymous	commercial	economize	legible	qualifications	truly
apathy	compensation	employee	liability	recession	urban
appointment	compile	enclosed	lien	register	valid
appeal	compulsory	equivocate	management	rehabilitate	velocity
aptitude	compute	exempt	manual	residential	veto
assistant	concentrate	extracurricular	mechanics	resume	vocation
avocation	consumer	flammable	merge	retail	wholesale

COURSE DESCRIPTION

Do you plan to attend college? If so, College Prep English is the course for you. It will help prepare you for college entrance examinations and advanced course work by providing actual practice with tests given in past years. You will have access to information on colleges and financial aids. For students in Grades 11 or 12, before college entrance testing.

GOALS

- The student becomes aware of the many factors involved in choosing a college.
- He learns of the scholarships and grants available to persons of his eligibility.
- He becomes aware of the importance of understanding what he reads as he takes tests or prepares assignments.
- He becomes familiar with various aspects of college entrance tests and practices with examples from tests similar to those he will take.
- He improves his listening skills.
- He learns to speak correctly and effectively by taking part in a variety of speech activities.
- He increases his vocabulary skills through careful and deliberate word study.
- He expresses himself effectively through his writing.
- He becomes proficient in using library resources to obtain information.

<u>Materials</u>	<u>Title</u>	<u>Use</u>
W	ENGLISH GRAMMAR AND COMPOSITION, FIFTH COURSE (WARRINER'S). Harcourt, Brace Jovanovich, Inc.	Students
WTM	ENGLISH GRAMMAR AND COMPOSITION, FIFTH COURSE, TEACHER'S MANUAL (WARRINER'S). Harcourt, Brace Jovanovich, Inc.	Teacher
BCEE	BARRON'S HOW TO PREPARE FOR COLLEGE ENTRANCE EXAMINATIONS, Seventh Edition. Barron's Educational Series, Inc.	Students, Teacher
CB	COLLEGE BOUND: A GUIDE TO COLLEGE AND CAREER PLANNING. Barron's Educational Series, Inc.	Students, Teacher
LCC	LOVEJOY'S COLLEGE GUIDE, 12th Revision. Simon and Schuster, Inc.	Students, Teacher
LSG	LOVEJOY'S SCHOLARSHIP GUIDE, Revised Edition. Simon and Schuster, Inc.	Students, Teacher
BPAC	BARRON'S PROFILES OF AMERICAN COLLEGES. Barron's Educational Series, Inc.	Students, Teacher
HPACT	BARRON'S HOW TO PREPARE FOR THE AMERICAN COLLEGE TESTING PROGRAM. Barron's Educational Series, Inc.	Students, Teacher
HTS	HOW TO STUDY, Collier-Macmillan, Ltd.	Students, Teacher
WRP	WRITING RESEARCH PAPERS: A COMPLETE GUIDE. Scott, Foresman and Company.	Teacher
WTT	ENGLISH GRAMMAR AND COMPOSITION, FIFTH COURSE: TEACHING TESTS (WARRINER'S). Harcourt, Brace Jovanovich, Inc.	Teacher
T	ROGET'S POCKET THESAURUS. Pocket Books, Inc.	Students, Teacher

COLLEGE PREP ENGLISH

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
<p>I. The student becomes aware of the many factors involved in choosing a college.</p>	<p>SFS COLLEGE? IT'S</p>
	<p>ACTIVITY: Invite a counselor one of the colleges to come colleges, admissions policies</p>
<p>A. The student discovers that the location of a college influences his choice.</p>	<p>CB "Two Year Col also pp. 22</p>
	<p>BCEE "College Sele pp. 6-11</p>
	<p>LCG BPAC</p>
<p>B. The student understands the admissions requirements of various colleges.</p>	<p>SFS WHAT TO EXPECT</p>
	<p>BCEE p. 2, pp. 568 CB pp. 106-113, LCG BPAD "Admissions," HPACT "Getting Into</p>
<p>C. He considers the courses offered in his areas of interest.</p>	<p>LCG BPAC "Programs of</p>
	<p>SFS DIFFERENT WAY</p>
<p>D. The student learns to be selective in his choice of a college. He learns what the "rating" of a college means.</p>	<p>CB "What Is Mean p. 27</p>
	<p>LCG BPAC</p>

D CONTENT

ACTIVITIES AND MATERIALS

comes aware of the many factors
choosing a college.

discovers that the location
influences his choice.

understands the admissions
of various colleges.

the courses offered in his
interest.

learns to be selective in his
college. He learns what the
of a college means.

SFS

COLLEGE? IT'S UP TO YOU!

ACTIVITY: Invite a counselor or a representative from
one of the colleges to come in to speak to the class on
colleges, admissions policies and procedures, etc.

CB

"Two Year Colleges," pp. 86-87,
also pp. 22-32

BCEE

"College Selection and Application,"
pp. 6-11

LCG

BPAC

SFS

WHAT TO EXPECT AT COLLEGE

BCEE

p. 2, pp. 568-580

CB

pp. 106-113, 145-154

LCG

BPAD

"Admissions," p. xii

HPACT

"Getting Into College," pp. 1-11

LCG

BPAC

"Programs of Study," p. x

SFS

DIFFERENT WAYS TO GO TO COLLEGE

CB

"What Is Meant by an 'Accredited College'?"
p. 27

LCG

BPAC

GOALS AND CONTENT	ACTIVITIES AND
E. The student considers costs--the tuition and other expenses of colleges.	CB LCG BPAC pp. 12-19, 88- "Costs," pp. 1 "Expenses," pp
F. The student finds out how to obtain information on and applications for the colleges he would like to attend.	CB LCG BPAC "What does the "Applying for
II. The student learns about types of financial aid available and how to apply for them.	LCSG CB pp. 12-19 "Scholarship A
A. The student becomes aware of the scholarships and grants available to persons of his eligibility.	LCG BPAC CB LCSG "Expenses," pp "Scholarship O
B. He becomes familiar with various kinds of loans available to college students.	LCSG CB LCG "Borrowing for
C. The student gains insight into work-study programs available to college students.	SFS BPAC CB LCSB DIFFERENT WAYS "Earning While "Earning While

CONTENT	ACTIVITIES AND MATERIALS	
considers costs--the tuition expenses of colleges.	CB LCG BPAC	pp. 12-19, 88-105 "Costs," pp. 15-19 "Expenses," pp. x-xi
finds out how to obtain on and applications for he would like to attend.	CB LCG BPAC	"What does the College Catalog Reveal," p. 28 "Applying for Admission," pp. 114-143
ns about types of financial and how to apply for them.	LCSG CB LCG	pp. 12-19 "Scholarship Apportunities," pp. 88-89
becomes aware of the scholar-ants available to persons of ity.	LCG BPAC CB LCSG	"Expenses," pp. x-xi "Scholarship Opportunities," pp. 88-99
familiar with various kinds ilable to college students.	LCSG CB LCG	"Borrowing for College Expenses," pp. 100-101
gains insight into work-ns available to college	SFS BPAC CB LCSB	DIFFERENT WAYS TO GO TO COLLEGE "Earning While Learning," p. xi "Earning While You Learn," pp. 102-105

GOALS AND CONTENT	ACTIVITIES AND	
<p>III. The student becomes aware of the importance of understanding what he reads as he takes tests or prepares assignments.</p>	<p>W HPACT</p>	<p>"Reading Comp "Reading Comp</p>
<p>A. He reads and interprets main ideas in passages of various kinds and lengths.</p> <ol style="list-style-type: none"> 1. The student identifies the order of events in passages of various kinds and lengths. 2. The student answers questions about time relationships in passages of various kinds and lengths. 3. The student identifies events in sample passages set in the future. 	<p>CBEE CB HTS CB HTS</p>	<p>"Finding the pp. 167-169 "Reading Skill "Reading Skill</p>
<p>B. The student identifies the details which support the main idea of a selection.</p>	<p>CBEE CB</p>	<p>"Finding Spec the Passage "Reading Skill</p>
<p>C. The student draws inferences from the facts given in the selection.</p>	<p>CBEE</p>	<p>"Finding Impl Inferences</p>
<p>D. The student understands the relationships between words in analogies in order to make judgments or draw conclusions. (He recognizes the many kinds of analogies.)</p>	<p>W CBEE</p>	<p>"Fallacy of t "The Word Rel pp. 160-165</p>

D CONTENT

ACTIVITIES AND MATERIALS

becomes aware of the importance
of what he reads as he takes
care assignments.

and interprets main ideas in
of various kinds and lengths.

student identifies the order of
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the main idea of a selection.

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en in the selection.

nt understands the relation-
between words in analogies in
make judgments or draw con-
(He recognizes the many
analogies.)

W
HPACT

"Reading Comprehension," pp. 670-676
"Reading Comprehension," pp. 115-130

CBEE

"Finding the Central Thought of a Passage,"
pp. 167-169

CB
HTS

"Reading Skills," pp. 172-174

CB
HTS

"Reading Skills," pp. 172-174

CBEE

"Finding Specific Detail Mentioned in
the Passage," pp. 169-171

CB

"Reading Skill," pp. 172-174

CBEE

"Finding Implications and Drawing
Inferences from the Text," pp. 171-173

W
CBEE

"Fallacy of the False Analogy," pp. 703-707
"The Word Relationship Question,"
pp. 160-165

COLLEGE PREP ENGLISH

GOALS AND CONTENT	ACTIVITIES AND
E. The student distinguishes fact from opinion.	HTS "Reading With
IV. The student becomes familiar with various aspects of college entrance examinations.	HTS "Taking Exam HPACT, "College Entr BCEE "College Dire CB "College Entr
A. He practices answering sample questions from the PSAT.	SFS 766-448 TESTING, TEST BCEE "What Is the
B. He practices answering sample questions from the SAT.	BCEE "Practice SAT "The Verbal P Test," pp.
C. He practices answering sample questions from the ACT.	HPACT "English Usag BCEE "Practice ACT "What Is the
D. He practices for achievement tests.	BCEE "Achievement BCEE "What Are Ach
V. The student improves his listening skills.	HTS "Learning Thr
A. He listens with a purpose.	CB "How Lectures "Taking Notes
1. He listens to acquire information.	W "Learn How to pp. 225-230
2. He listens to evaluate information.	

CONTENT

ACTIVITIES AND MATERIALS

distinguishes fact from

HTS "Reading With a Purpose." pp. 53-56

comes familiar with various
lege entrance examinations.

HTS "Taking Examinations," pp. 140-159
HFACT "College Entrance Exams," pp. 13-37
BCEE "College Directory," pp. 568-580
CB "College Entrance Examinations," pp. 155-163

es answering sample questions
SAT.

SFS 766-448 TESTING, TESTING, TESTING (2 Parts)

BCEE "What Is the PSAT/NMSQT?" p. 12

es answering sample questions
T.

BCEE "Practice SAT TESTS" pp. 308-338
"The Verbal Part of the Scholastic Aptitude
Test," pp. 441-450

es answering sample questions
T.

HFACT "English Usage Part of ACT" pp. 48-146
"Practice ACT Tests," pp. 441-450
BCEE "What Is the ACT?" p. 13

es for achievement tests.

BCEE "Achievement Tests; English," pp. 411-423
BCEE "What Are Achievement Tests?" p. 13

roves his listening skills.

HTS "Learning Through Listening," pp. 94-108

with a purpose.

ens to acquire information.

CB "How Lectures Are Prepared," p. 171
"Taking Notes," p. 171

ens to evaluate information.

W "Learn How to Evaluate a Speech,"
pp. 225-230

COLLEGE PREP ENGLISH

GOALS AND CONTENT	ACTIVITIES AND
<p>3. He listens to determine common fallacies in reasoning.</p>	<p>W "Clear Thinkin</p>
<p>4. He listens to get the speaker's main ideas.</p>	<p>CB "Taking Notes</p>
<p>B. The student listens in group discussions.</p> <p>1. The student listens to others in the group to increase his ability to understand, to interpret, to evaluate, and to respond to their ideas.</p> <p>2. He listens to the ideas and arguments of others to help him think constructively.</p> <p>3. In listening to others, he respects their right to their opinions although he may differ with those opinions.</p>	<p>ACTIVITY: Have the students part in a formal or an inform</p>
<p>VI. The student learns to speak correctly and effectively by taking part in a variety of speech activities.</p>	<p>W "The College "Usage," pp. "Public Speak</p>
<p>A. The student improves his pronunciation and enunciation.</p>	<p>W "Enunciation,</p>

D CONTENT	ACTIVITIES AND MATERIALS
<p>stems to determine common cies in reasoning.</p>	<p>W "Clear Thinking," pp. 698-712</p>
<p>stems to get the speaker's ideas.</p>	<p>CB "Taking Notes," p. 171</p>
<p>nt listens in group dis-</p>	<p>ACTIVITY: Have the students choose a topic and take part in a formal or an informal discussion of it.</p>
<p>tudent listens to others in roup to increase his ability derstand, to interpret, to ate, and to respond to their</p>	
<p>stems to the ideas and argu- of others to help him think ructively.</p>	
<p>stening to others, he respects right to their opinions al- h he may differ with those ons.</p>	
<p>earns to speak correctly and y taking part in a variety of ties.</p>	<p>W "The College Interview," pp. 204-212 "Usage," pp. 72-193 "Public Speaking," pp. 213-245</p>
<p>nt improves his pronunciation diation.</p>	<p>W "Enunciation," pp. 234-241</p>

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COLLEGE PREP ENGLISH

GOALS AND CONTENT	ACTIVITIES AND REFERENCES	
<p>B. The student gives oral reports.</p> <p>C. The student participates in group discussions.</p> <p>D. The student gets some experience in making prepared speeches.</p>	<p>CB</p> <p>W</p>	<p>"The Group In- "Group Study,"</p> <p>"Learning to S pp. 213-225</p> <p>ACTIVITY: Construct a "Speech including such criteria as d posture and content, etc.</p>
<p>VII. The student increases his vocabulary skills through careful and deliberate word study.</p> <p>A. The student practices using con- textual clues to derive the mean- ing of words.</p> <p>B. The student reinforces his use of synonyms, antonyms and homonyms.</p> <p>C. The student demonstrates his know- ledge of prefixes, suffixes, and roots.</p>	<p>W BPAC</p> <p>HPACT HTS</p> <p>W</p> <p>W</p> <p>W</p>	<p>"Vocabulary," "Glossary of C xix "Vocabulary," "Building Youn</p> <p>pp. 299-305 pp. 667-669</p> <p>pp. 663-667 p. 291 ROGET'S THESAURUS</p> <p>"Word Analysis</p>

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D CONTENT

ACTIVITIES AND MATERIALS

nt gives oral reports.

nt participates in group
ns.

nt gets some experience
prepared speeches.

increases his vocabulary
h careful and deliberate

nt practices using con-
clues to derive the mean-
rds.

nt reinforces his use of
antonyms and homonyms.

nt demonstrates his know-
prefixes, suffixes, and roots.

CB "The Group Interview," p. 151
"Group Study," p. 170

W "Learning to Speak Well in Public,"
pp. 213-225

ACTIVITY: Construct a "Speech Evaluation Chart"
including such criteria as diction, enunciation,
posture and content, etc.

W "Vocabulary," pp. 296-318

BPAC "Glossary of Collegiate Terms," pp. xvi-
xix

HPACT "Vocabulary," pp. 132-146

HTS "Building Your Vocabulary," pp. 69-77

W pp. 299-305
pp. 667-669

W pp. 663-667
p. 291

ROGET'S THESAURUS

W "Word Analysis," pp. 306-318

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GOALS AND CONTENT	ACTIVITIES AND
VIII. The student expresses himself effectively through his writing.	ROGET'S THESAURUS
A. The student writes clear, concise sentences that are grammatically correct.	HTS W "Preparing Writ pp. 320-544 W "Spelling," pp pp. 320-378 "Parts of Spee "The Parts of "Usage," pp. 7 "Mechanics": "Capitalizat "Punctuation
B. The student learns methods of paragraph development and writes examples of each type.	W "The Paragraph "Facts," p. 38 "Examples," p. "Incident," p. "Comparison or "Reasons," p. "Definition," "Combination o "The Whole Com
C. The student expresses his personal opinions in his essays.	W. "Exercises in F 271-177 EFFECTIVE WRIT
D. The student reviews the forms of letter writing as he writes for information from a college.	W "Letter Writin "The Business "The Letter of

D CONTENT

ACTIVITIES AND MATERIALS

expresses himself effectively
writing.

ROGET'S THESAURUS

HTS "Preparing Written Material," pp. 121-139
W pp. 320-544

ent writes clear, concise
s that are grammatically

W "Spelling," pp. 603-628
pp. 320-378
"Parts of Speech," pp. 1-22
"The Parts of a Sentence," pp. 23-69
"Usage," pp. 72-193
"Mechanics":
"Capitalization," pp. 546-560
"Punctuation," pp. 561-602

ent learns methods of paragraph
ent and writes examples of each

W "The Paragraph," pp. 380-405
"Facts," p. 385
"Examples," p. 385
"Incident," p. 386
"Comparison or Contrasts," p. 387
"Reasons," p. 388
"Definition," p. 389
"Combination of Methods," p. 389
"The Whole Composition," pp. 406-435

ent expresses his personal opinions
essays.

W. "Exercises in Writing Prose," pp. 436-445

F 271-177 EFFECTIVE WRITING: REVISE AND IMPROVE

ent reviews the forms of letter
as he writes for information
college.

W "Letter Writing," pp. 509-544
"The Business Letter," pp. 522-544
"The Letter of Application," p. 539

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COLLEGE PREP ENGLISH

GOALS AND CONTENT	ACTIVITIES AND REFERENCES
<p>E. The student acquires skill in taking class notes from lectures and written information.</p>	<p>FS IMPROVING YOUR WRITING CB "Notetaking," W pp. 486-491 HTS "Taking Notes"</p> <p>ACTIVITY: Have the students read a recorded speech, story, or</p>
<p>F. The student learns the technique of writing a research paper.</p> <ol style="list-style-type: none"> 1. He selects and limits his subject. 2. He prepares a working bibliography on cards. 3. He prepares his thesis statement. 4. He writes his preliminary outline. 5. He reads, takes notes on cards. 6. He prepares his final outline. 7. He writes the first draft. 8. He footnotes correctly and prepares a bibliography in the form given in the textbook. 	<p>WRP W pp. 473-508</p> <p>W "Selecting and pp. 474-477 "Preparing a Working Bibliography"</p> <p>"Stating Your Thesis Statement" "Preparing Preliminary Outline" "Taking Notes" pp. 486-489 "Assembling Notes into a Final Outline," p. 491 "Writing the First Draft" "Footnotes, Bibliography, and Sample Research Paper," pp. 492-500</p> <p>ACTIVITY: Students write a research paper using the correct forms for outlining and bibliography.</p>

CONTENT

ACTIVITIES AND MATERIALS

acquires skill in taking class lectures and written inform-

FS IMPROVING YOUR STUDY SKILLS

CB "Notetaking," p. 171

W pp. 486-491

HTS "Taking Notes," pp. 78-93

ACTIVITY: Have the students practice taking notes from a recorded speech, story, or discussion.

learns the technique of research paper.

WRP

W pp. 473-508

ffects and limits his subject.

W

"Selecting and Limiting a Topic,"

pp. 474-477

prepares a working bibliography cards.

"Preparing a Working Bibliography," p. 478

prepares his thesis statement.

"Stating Your Purpose," p. 484

prepares his preliminary outline.

"Preparing Preliminary Outline," pp. 484-486

prepares, takes notes on cards.

"Taking Notes and Preparing Note Cards,"

pp. 486-489

prepares his final outline.

"Assembling Note Cards, Preparing Final Outline," p. 490

prepares the first draft.

"Writing the First Draft," pp. 491-492

prepares notes correctly and prepares

"Footnotes, Bibliography," pp. 492-500

bibliography in the form given in

"Sample Research Paper," pp. 501-508

textbook.

ACTIVITY: Students write a short research paper, using the correct forms for outlining, footnoting, and bibliography.

COLLEGE PREP ENGLISH

GOALS AND CONTENT

ACTIVITIES AND

IX. The student becomes proficient in using library resources to obtain information.

W.

pp. 249-295
"Classification
"Card Catalogue
"Parts of a Book
"Reader's Guide
"Vertical File
"Reference Book

D CONTENT

ACTIVITIES AND MATERIALS

becomes proficient in using
sources to obtain information.

W.

pp. 249-295

"Classification," pp. 248-251

"Card Catalogue," p. 251

"Parts of a Book," pp. 256-263

"Reader's Guide," pp. 260-263

"Vertical File," pp. 263-264

"Reference Books," pp. 265-295