

PERSPECTIVES

OBJECTIVE: Students will learn strategies to view communication from a variety of perspectives to know, comprehend, apply, analyze, synthesize, and evaluate communication.

RESOURCES: “The Meaning of July Fourth for the Negro” by Frederick Douglass, Critical Thinking Frameworks, “Threefold Theory of Social Order,” “English Language Arts 10th Texas Essential Knowledge and Skills,” and the “University Interscholastic Rubric for Ready Writing.”

DAY ONE: *A Variety of Perspectives Gives Us a More Complete View*

In class activities

- Each student will write a one page description of the classroom using at least ten facts.
- Next, students will divide into groups of three or four and read their descriptions aloud to one another. Students will note likenesses and differences. Working together, groups will create a new and improved description together. Students will share their new description with the class.

HOMEWORK ASSIGNMENT: Students will write a description of the school that represents at least five different perspectives. **ASSESSMENT RUBRIC:** Five different perspectives described clearly.

DAY TWO: *The Value of Rudimentary Details*

In class activities

- Students will read Part I of “The Meaning of July Fourth for the Negro” by Frederick Douglass.
- Students will identify the following rudimentary details of the speech:
 1. Title and its significance
 2. Author and his significance
 3. Audience and its significance
 4. Setting – time and place – and its significance
 5. Purpose
 6. Conflict(s) within the speech
 7. Characters involved within the speech
 8. Sequence of events – what happened first, second, third...(timeline)
 9. Diction – writer's choice of words that make this communication unique
 10. Syntax – the structure of the language - sentences, phrases, etc.
 11. Tone – mood, feeling(s) created by the author's diction
 12. Vocabulary – ten challenging words, define each

HOMEWORK ASSIGNMENT: Students will write a summary of Part I of the speech using all of the points above, accounting for each point by underlining and numbering correctly noted, clearly integrated to clearly relate the content. **ASSESSMENT RUBRIC:** Clearly communicated summary with the twelve points incorporated and correctly noted.

DAY THREE: Frameworks for Critical Thinking

In class activities

- Students will read Part II of “The Meaning of July Fourth for the Negro.”
- Students will complete the following critical thinking frameworks:
 1. Cause and Effect
 2. Interrelated Sequence of Events
 3. Compare and Contrast
 4. Problem/Solution
 5. Perspectives

ASSESSMENT RUBRIC: Completion of five frameworks with clear details.

DAY FOUR: Applying the Threefold Theory of Social Order

In class activities

- Students will learn the Threefold Theory of Social Order – *Every society is shaped by three domains – culture, economy, and government – each exerting pressure on the others in an ongoing dynamic.*
- Students will read the final segment, Part III, of the Douglass speech.
- Students will use the framework of the three domains to note specific details about each perspective represented in the critical thinking framework #5, “Perspectives.”

<u>Perspective 1</u>	<u>Perspective 2</u>	<u>Perspective 3</u>	<u>Perspective 4</u>
Culture	Culture	Culture	Culture
Economy	Economy	Economy	Economy
Government	Government	Government	Government

ASSESSMENT RUBRIC: Completion of each perspective with details for each domain as it relates to that perspective.

DAY FIVE: Analysis, Synthesis, and Evaluation

In class activities

- Students will write an in-class analysis and evaluation of the entire speech incorporating the *Threefold Theory of Social Order*.

ASSESSMENT RUBRIC: University Interscholastic League (UIL) Ready Writing Rubric.

DAYS SIX AND SEVEN: Learning from Each Other, Part I

In class activities

- Students will read papers aloud at the podium.
- All students will listen carefully, taking notes on points by each of their classmates.

ASSESSMENT: “Listening Notes” taken for each essay read.

DAY EIGHT: Discussing What We Have Learned by This Process

In class activities

- Students will create three guiding questions for discussion.

- Students will participate in a round table discussion.

ASSESSMENT: Observation of participation.

HOMEWORK ASSIGNMENT: Students will write a formal essay using points from Bloom's Taxonomy to answer the question, "*What strategies do we utilize to acquire a more complete understanding of communication?*" ASSESSMENT: UIL Ready Writing Rubric.

DAYS NINE AND TEN: *Learning from Each Other, Part II*

In class activities

- Students will read papers aloud at the podium.
- All students will listen carefully, taking notes on points by each of their classmates.

ASSESSMENT: "Listening Notes" taken for each essay read.

- Together, students will identify which points of the *English Language Arts 10th Grade Texas Essential Knowledge and Skills* have been performed in this study.

Curriculum created by Terresa M. Fagan

§110.43. English II (One Credit).

(a) Introduction.

(1) Students enrolled in English II continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

(2) For students enrolled in English II whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for English II are described in subsection (b) of this section.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,"

students will accomplish the essential knowledge and skills as well as the student expectations in English II as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;

(B) write in a voice and a style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;

- (C) apply meanings of prefixes, roots, and suffixes in order to comprehend;
- (D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;
- (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;
- (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and
- (G) read and understand analogies.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

- (A) establish a purpose for reading such as to discover, interpret, and enjoy;
- (B) draw upon his/her own background to provide connection with texts;
- (C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;
- (D) construct images such as graphic organizers based on text descriptions and text structures;
- (E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;
- (F) produce summaries of texts by identifying main ideas and their supporting details;
- (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;
- (H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and
- (I) read silently with comprehension for a sustained period of time.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

- (A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on a literary work.

(9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;

(B) use elements of text to defend his/her own responses and interpretations; and

(C) compare reviews of literature, film, and performance with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;

(D) analyze the melodies of literary language, including its use of evocative words and rhythms;

(E) connect literature to historical contexts, current events, and his/her own experiences; and

(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in

poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:

- (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;
- (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and
- (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

- (A) generate relevant, interesting, and researchable questions;
- (B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;
- (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;
- (D) produce reports and research projects in varying forms for audiences; and
- (E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

- (A) focus attention, interpret, respond, and evaluate speaker's message; and
- (B) engage in critical, empathic, appreciative, and reflective listening.

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

- (A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;
- (B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;

(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;

(D) evaluate artistic performances of peers, public presenters, and media presentations; and

(E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(17) Listening/speaking/presentations. The student prepares and presents informative and persuasive messages. The student is expected to:

(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;

(B) choose valid proofs from reliable sources to support claims;

(C) use appropriate appeals to support claims and arguments;

(D) use language and rhetorical strategies skillfully in informative and persuasive messages;

(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and

(F) make informed, accurate, truthful, and ethical presentations.

(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:

- (A) make valid interpretations of a variety of literary texts;
 - (B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and
 - (C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.
- (19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:
- (A) describe how meanings are communicated through elements of design such as shape, line, color, and texture;
 - (B) analyze relationships, ideas, and cultures as represented in various media; and
 - (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
- (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:
- (A) investigate the source of a media presentation or production such as who made it and why it was made;
 - (B) deconstruct media to get the main idea of the message's content;
 - (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;
 - (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;
 - (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and
 - (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.
- (21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:
- (A) examine the effect of media on constructing his/her own perception of reality;
 - (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

Source: The provisions of this §110.43 adopted to be effective September 1, 1998, 22 TexReg 7549.

PERSPECTIVES

MONEY:

Air Travel - \$360

Taxi - \$44 times 2 - 88

Deductions –

Room 495

Materials 43

Fees 12

Mandatory

Meals 190

(4? 6? You do the math.)

Learning Experience – PRICELESS.

PEOPLE:

Sonya – soft, kind voice, helpful, accommodating

James – enthusiastic, but insightful, never underestimate him,

Completes crossword puzzles in record time

Also “***Sweet Baby James***” – gives hugs, whispers in ears, serenades

Watch out, ladies, I think he’s a playa!

Patricia – the one from Cincinnati, the social psychologist

Making poignant comments about

Non-random selection bias in research and reporting

Clever quips here and there, usually followed by infectious

laughter

Stephanie – full of love and laughter, the social coordinator who
THINKS

*Her ship has sailed...I say it's about to arrive! "All men on
deck!"*

Michelle – looks like 19, really 29 – took some of us old chicks for a
ride

In her hot car to remind us of what it's like to be young.

Tony, Joanne, Sue – kindly transported the stranded and I thank you.
Michael – performed a gallant, chivalrous act by taking the stranded
trio

To New Haven for a tour and the best pizza in the world!

Sue taught us to Japanalia/West Hartford shop – what fun!

Human kindness will never go out of style...

SPIRITUAL MOMENTS THAT WILL STAY IN MY HEART:

LaNesha singing "Freedom" reverently quiet while we walked the
burial ground

Abbe reaching out in understanding

Kori sweetly asking, "Terresa, have you found a ride to the store?"

Joseph offering thoughtful explanations about African American male
students,

Offering to sit and talk with me as I sat alone

Offering me quarters to get my washing done.

Human kindness will never go out of style..

EDUCATION:

Joanne – so much knowledge to impart, she sometimes has to stop,
Look to the heavens to pull down just the right words for the
moment

(You know what I am talking about...)

There never was enough time for to give us "all she's got"

Because she's got so much!

Sue, Liz, Connie shaped the structure of our learning through
resources

That took us to other places and times

*Through research, primary documents, excerpts from
books,*

guest speakers, strategies they've used before

*Through a documentary made by the descendents of slave
traders*

*Descendents brave enough to retrace the past and to
discover*

The real TRUTH about slaves in New England, in their family.

*We've been educated through field trips –
Trekks through libraries, trekks through houses, trekks
through gardens, trekks through woods, trekks through
poison ivy - reminding us that sometimes you just have to
prepare for the worst and expect the best.
Thankfully, the best is what we got.*

Lesson plans created with great care

*to teach our students what it means to be moral human
beings,
to teach our students to consider perspectives of the
Truth,
to teach our students to confront apathy about lies,
to teach our students about the power of words,
to teach our students that through education the world
has been and can be changed for the better,
to teach our students and colleagues that,
“We are each unique, yet we are ONE.”*

Curriculum created by Terresa M. Fagan