

The Language of Literature Model Unit

Grade: 10

Topic: The Short Story

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Unit Focus/Concept

In this unit, students will read two science fiction short stories, “Harrison Bergeron” by Kurt Vonnegut, and “By the Waters of Babylon” by Stephen Vincent Benet. Through discussing and analyzing these stories, students will develop their ability to comprehend and analyze a literary work, and they will review some key literary elements, such as plot and theme. Students will write a persuasive composition, using well elaborated supporting reasons to defend the actions of the main character in one of the two stories. They will also practice and apply reading and vocabulary strategies, such as making inferences and using context clues.

Objectives

- ELAR.10.2.b. The student understands literary forms and terms as appropriate to selected texts.
- ELAR.10.2.d. The student analyzes narrative text structure and its features.
- ELAR.10.2.f. The student recognizes and uses literary terms to analyze text.
- ELAR.10.2.g. The student identifies and analyzes a variety of literary devices.
- ELAR.10.2.h. The student compares communication across texts.
- ELAR.10.2.i. The student interprets text through varied response.
- ELAR.10.3.c. The student interprets words and phrases in a variety of contexts to increase comprehension.
- ELAR.10.5.a. The student uses a variety of strategies prior to reading to enhance comprehension.
- ELAR.10.5.b. The student uses a variety of strategies during the reading process to monitor and enhance comprehension.
- ELAR.10.5.c. The student analyzes text structure for its influence on understanding.
- ELAR.10.5.d. The student determines a text’s main or major ideas and the salient supporting details.
- ELAR.10.5.f. The student draws inferences using support from a text. (conclusions, generalizations, predictions)
- ELAR.10.5.g. The student demonstrates skill in comprehension through his/her response to a variety of questioning strategies.
- ELAL.10.1.b. Listen actively in a variety of contexts for a variety of purposes.
- ELAL.10.1.f. Listen to participate effectively in a group.
- ELA.S.10.3.a. Make contributions relevant to the topic in small or large group discussions.
- ELAW.10.2.b. Write persuasive discourse of a variety of types.
- ELAW.10.2.f. Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- ELAW.10.2.g. Write both independently and collaboratively.
- ELAW.10.2.h. Use formal and informal language appropriately.
- ELAW.10.3.a. Produce legible written work (for example, handwritten, word processed, typed).
- ELAW.10.3.b. Employ written conventions appropriately (for example, capitalizing and punctuating when producing a bibliography).
- ELAW.10.3.c. Spell with increasing accuracy.
- ELAW.10.4.a. Produce error-free writing demonstrating control over grammatical elements (for example, subject-verb agreement, pronoun-antecedent agreement, verb forms).
- ELAW.10.5.a. Generate ideas and plans for writing by using prewriting strategies.
- ELAW.10.5.d. Develop drafts.
- ELAW.10.5.e. Revise selected drafts.
- ELAW.10.5.f. Edit drafts for specific purposes.
- ELAW.10.5.h. Proofread own writing and that of peers.
- ELAV.10.3.a. Examine the effect of media on constructing own perception of reality.

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Topic: The Short Story

Resources Needed/Recommended

The Language of Literature, Grade 10, McDougal Littell ©2000:

- Texas Teacher's Edition (TE) and student edition (PE)
- Texas Lesson Plan Book
- Audio Library, Grade 10, Disk 1
- Unit Resource Book, Unit 1
- Formal Assessment Book
- Grammar Transparencies and Copymasters Book
- Reading and Critical Thinking Transparencies and Copymasters Book
- Literary Analysis Transparencies and Copymasters Book
- Writing Transparencies and Copymasters Book
- Literature in Performance Video and Resource Book
- Test Generator
- *The InterActive Reader*

Recommended Professional Bibliography:

Professional Development and Planning Guide, The Language of Literature, McDougal Littell ©2000:

- “Strategies for Day to Day Planning,” p.9
- “Teaching Strategies and Techniques,” pp.11-2
- “Assessment Options,” p.17

The Language of Literature Model Unit

Grade: 10

Topic: “Harrison Bergeron”

Week 1

	<i>Day 1</i>	<i>Day 2</i>
Objectives/ Content Specifications	<p>ELAR.10.5.a. The student uses a variety of strategies prior to reading to enhance comprehension.</p> <p>ELAR.10.2.g. The student identifies and analyzes a variety of literary devices.</p> <p>ELAL.10.1.b. Listen actively in a variety of contexts for a variety of purposes.</p>	<p>ELAR. 10.2.b. The student understands literary forms and terms as appropriate to selected texts.</p> <p>ELAR.10.5.b. The student uses a variety of strategies during the reading process to monitor and enhance comprehension.</p> <p>ELAR.10.5.f. The student draws inferences using support from a text. (conclusions, generalizations, predictions)</p>
Introduction/ Warm-up/ Review Activity	<p>Tell students that for the next two weeks they will study short narrative fiction: the short story. Have students turn to <i>Become an Active Reader</i> in <i>The Language of Literature</i> student edition pp. 6-7; allow for student responses.</p> <p>If you wish, you may use the reading model beginning on p. 8 to model the reading strategies introduced on pp. 6-7.</p>	<p>Introduce the science fiction short story unit by engaging the students’ prior knowledge. Ask them to name science fiction movies or programs that they have watched. Have the class work as a group to identify characteristics common to science fiction movies/programs. Record their responses on the board, overhead, or flip chart. Relate the characteristics of SCIENCE FICTION to the elements of fiction. Make sure students note that SCIENCE FICTION presents the extraordinary as ordinary. For example, it:</p> <ul style="list-style-type: none"> • creates an imaginary but realistic setting, usually in the future; • gives characters (both human and other species) abilities not currently possible, such as the ability to communicate telepathically or to live on Mars; • invents technology far advanced to current capabilities. <p>Ask students what effect they think science fiction writers have on what becomes science fact and have them give examples. (Be sure that students understand the most “far out” science fiction still possesses elements of reality with which all can identify.)</p>
Concept Development	<p>Play the recording of “The Interlopers” using disk 1 from the McDougal Littell Audio Library (Grade 10).</p> <p>Have students follow the Reading Model of “The Interlopers,” pp. 8-13, and as they listen and read, jot down any questions, connections, predictions, etc., they have as the story progresses.</p> <p>Ask students to share their responses and to compare them to the student’s responses in the text. Discuss to be sure that students feel comfortable with the process for active reading before beginning the short story unit.</p>	<p>Tell students the first story they will read is about a society based on absolute equality. On the board, flip chart, or overhead, put this statement: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness...”</p> <p>Ask students to respond either orally or in writing:</p> <ul style="list-style-type: none"> • what the quotation means to them • whether they agree that all are created equal. What does <i>equal</i> mean? • is being absolutely equal desirable or possible? <p>Then ask students to visualize a society or situation where everyone is, in fact, equal. Either individually or in small groups, have students make a list of characteristics that establish equality. Put the results on the board, flip chart, or overhead.</p> <p>Ask students to consider how technology can be used to make people seem “equal”—for example, the use of computers or artificial intelligence to compensate for handicaps or inability.</p>
Student Practice	<p>Review the lessons on fiction and reading strategies for fiction in the textbook, pp. 17-19. Guide students through the information in the text. Note that examples used for elements of the short story are excerpts of the story, “The Interlopers.” Be sure to elicit student responses to YOUR TURN questions.</p>	<p>In the student text, read the information on p. 20, “Build Background” and “Focus Your Reading.” Tell students to use the graphic organizer example on p. 20, <i>Reader’s Notebook</i>, to make a list of at least five inferences from the story as they read. You may reproduce this graphic organizer using the Active Reading Skillbuilder on p. 5 of the <i>Unit One Resource Book</i>, or you may use p.10 of the <i>InterActive Reader</i>. <i>Remind students that an inference is not an opinion drawn out of thin air but is a conclusion based on ideas presented in the text.</i></p> <p>Read the story “Harrison Bergeron,” pp. 21-26 of the student text, or use the <i>InterActive Reader</i>, pp. 2—9. You may have students listen to the recording of “Harrison Bergeron” in the Audio Library, Disk 1.</p>
Assessment		<p>If using the <i>InterActive Reader</i>, informally assess students’ comprehension by checking the notes they make in their books. This may be done by simply walking around the room, observing students as they read, and noting which students seem to be struggling with the task. To assist these students, refer to the Teacher Edition for the <i>InterActive Reader</i>. For a more formal assessment, use the Selection Quiz on p. 9 of the <i>Unit One Resource Book</i>.</p>
Next Steps/ Linkages	<p>Tell students that they will be reading science fiction stories, and ask them to predict what life will be like in the new millennium.</p>	<p>Students may finish reading the selection for homework if necessary.</p>

The Language of Literature Model Unit

Grade: 10

Topic: “Harrison Bergeron”

	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
Objectives/ Content Specifications	<p>ELAR.10.2.i. The student interprets text through varied response.</p> <p>ELAS.10.3.a. Make contributions relevant to the topic in small or large group discussions.</p> <p>ELAL.10.1.f Listen to participate effectively in a group.</p> <p>ELAR.10.5.d. The student determines a text’s main or major ideas and the salient supporting details.</p>	<p>ELAV.10.3.a. Examine the effect of media on constructing own perception of reality.</p>	<p>ELAR.10.3.c. The student interprets words and phrases in a variety of contexts to increase comprehension.</p> <p>ELAW.10.5.a. Generate ideas and plans for writing using prewriting strategies.</p> <p>ELAW.10.5.d. Develop drafts.</p> <p>ELAR.10.2.i. The student interprets text through varied response.</p>
Introduction Warm-up/ Review Activity	<p>Daily Language Skillbuilder—Warm-up: Use <i>Grammar Transparencies & Copymasters</i> #1. Have students write the sentences correctly on their own paper. Provide corrections and answer any questions. Answers may be found on p. 20 of the Teacher’s Edition for <i>The Language of Literature</i>.</p> <p>Ask one student to give a focused summary of the story (no more than 1 minute). (See summary p. 4 of <i>Unit One Resource Book</i>).</p>	<p>Have student complete a Pre-viewing Survey:</p> <ul style="list-style-type: none"> • What specific scene do you look forward to seeing in the video? • What actors would you choose to play the main characters? How would they be costumed? • How do you envision the setting? <p>Then have students share their responses to the question from the day before:</p> <ul style="list-style-type: none"> • If you were making a movie, what would be your opening scene? 	<p>Use the Preteaching Vocabulary lesson on p. 22 of the Teacher’s Edition. Use the model sentences to review the use of context clues to determine the meaning of a new word.</p>
Concept Development	<p>Ask students to work in pairs to compare their homework lists of five inferences and then report to the whole class. Help students differentiate between major ideas and minor details. Discuss. Agree upon five inferences.</p> <p>Based on the inferences, ask students what conclusions they have about the society of “Harrison Bergeron.”</p> <p>Use questions 1-5 <i>Thinking through the Literature</i>, on p. 27 of the student text, to guide class discussion of the story.</p>	<p>Either use the Viewer’s Guide, p. 7 from the <i>Video Resource Book</i> as a handout or put the four questions on the board/overhead for students to consider while watching the video.</p> <p>View the video excerpt of “Harrison Bergeron” from the <i>Literature in Performance Video</i> for <i>The Language of Literature</i>.</p>	<p>Using p. 56 of the student book, discuss the use of context clues in the example sentence from the story “Harrison Bergeron.” Read and discuss with students each type of context clue. Guide students through the five-sentence activity on the page. You may wish to have students work in pairs to complete the activity and then compare their answers with the whole class.</p>
Student Practice	<p>Remind students that the theme of a work, like an inference, is an accumulation of details throughout the story that can be stated in a single sentence.</p> <p>Use the Literary Analysis activity on p. 27 of the student text to review the concept of theme.</p> <p>Distribute the Literary Analysis Skillbuilder, p. 6 from the <i>Unit One Resource Book</i>. Students might work in pairs to find the clues that reveal the theme. You may also use p. 11 from the <i>InterActive Reader</i>.</p> <p>Ask students to use a single sentence to state the theme of “Harrison Bergeron.”</p>	<p>After viewing the video, ask students how their own perceptions on the Pre-viewing Survey compare to the video.</p> <p>You might also wish to integrate the AFTER VIEWING prompts, p. 6, of the <i>Video Resource Book</i> with the student responses to encourage discussion. In small groups or pairs, have students prepare a Venn diagram to compare the text and the performance.</p> <p>You may wish to use the Venn Diagram from the <i>Reading and Critical Thinking</i> Transparency book, p.50.</p>	<p>Reproduce the Words to Know Skillbuilder on p. 7 of the <i>Unit One Resource Book</i>, or use p. 12 in the <i>InterActive Reader</i>. Have students complete the activity individually, including the writing activity at the bottom of the page. Alternatively, you may wish to use one of the writing prompts on p. 28 of the student text.</p> <p>To assist students as they draft and revise, use the transparency on p. 10 of the <i>Writing Transparencies and Copymasters</i> book to suggest strategies students might use to elaborate their ideas. You may also use p. 1151-2 in the student text. Also, refer to pp. 1144-1147 for a review of the writing process. You may wish to have students share their drafts with their peers either in pairs or by having student volunteers read aloud.</p>
Assessment	<p>Return to the earlier responses that students gave to the questions regarding <i>equal</i> and <i>equality</i>. Ask students if they feel the same after reading the story.</p>	<p>Assess the quality of the responses used in the discussion and used to create the Venn Diagram.</p> <p>You may wish to use the selection test on pp. 7-8 of the Formal Assessment Book, or use the Test Generator to create your own test.</p>	<p>If you wish to formally evaluate students’ writing, you may use the rubric on p. 62 of the <i>Unit One Resource Book</i>. Note: if you use this rubric, make sure to emphasize to students at the pre-writing stage that their purpose for writing is to persuade.</p>
Next Steps/ Linkages	<p>Tell students they will view a portion of a 1995 video version of the story. Ask them: If you were making a movie, what would be your opening scene? You may wish to have students write a short description.</p>	<p>Tell students to review the active reading strategies and prepare to apply them to a new story.</p>	<p>Students will complete a draft of their writing and keep it in their writing portfolio. After they read the next selection, students will complete another writing assignment and select one of these two assignments to turn in. Tell students that the next story they read will also be about a young person rebelling against the rules of a strict society.</p>

The Language of Literature Model Unit

Grade: 10

Topic: “By the Waters of Babylon”

	<i>Day 1</i>	<i>Day 2</i>
Objectives/ Content Specifications	ELAR.10.5.a. The student uses a variety of strategies prior to reading to enhance comprehension. ELAR.10.2.d. The student analyzes narrative text structure and its features. ELAR. 10.2.f. The student recognizes and uses literary terms to analyze text. ELAR.10.5.b. The student uses a variety of strategies during the reading process to monitor and enhance comprehension.	ELAW.10.4.a. Produce error-free writing demonstrating control over grammatical elements. ELAR.10.5.b. The student uses a variety of strategies during the reading process to monitor and enhance comprehension. ELAR.10.2.d. The student analyzes narrative text structure and its features.
Introduction/ Warm-up/ Review Activity	Have students prepare the answers to these warm-up questions: <ul style="list-style-type: none"> • What hardships or challenges would you be willing to endure to gain knowledge? • What role does technology have in your gaining knowledge? • Is knowledge the ultimate power? • What are the destructive or negative effects of technology? • What event occurred in August 1945 that altered humanity forever? 	Warm-up: Daily Language SkillBuilder. Use <i>Grammar Transparencies & Copymasters #2</i> on overhead or write the sentences on the board. Have students write the sentences correctly on their own paper. Provide corrections and answer any questions. Answers may be found in the margin of the Teacher’s Edition on p. 42.
Concept Development	Tell students to read “By the Waters of Babylon,” pp. 43-52 in <i>The Language of Literature</i> student text. Start by reading the information on p. 42 with the class. Use the “Focus Your Reading” section to review the elements of plot. You may wish to refer back to p. 17, the chart on plot. Next, read aloud the first paragraph of the story on p. 43-4. Stop after the first paragraph and ask students what period of time it seems to be. Why? Ask students to find the quotation “It is there that the spirits live...it is there that there are the ashes of the Great Burning.” Ask students to explain what they think the “Great Burning” might be.	Begin discussion by asking students to give some responses to the THINK ABOUT questions from yesterday’s warm-up. Assuming that students recognize the “Great Burning” as the dropping of an atomic bomb, explore how much students already know or understand about the half life of radioactive elements and the results of such bombings. Ask students why both “the man and the metal” must be purified after man touches the metal. Connect this ritual to the effects of exposure to radioactive metal contamination. (A society virtually destroyed by an atomic blast will be especially careful to limit who might be exposed, such as a priest, to minimize further death.) Next, tell students that Benet published “By the Waters of Babylon” in 1937 and he died in 1943—two years before the bombing of Hiroshima! Ask them how or if that information changes their perceptions regarding the story.
Student Practice	Students will read the selection in the student text. As an alternative to the student text, you may wish to have students read the selection in the <i>InterActive Reader</i> , pp. 13-26. You may also wish to have struggling readers or LEP students listen to the audio recording of the story in the <i>Audio Library</i> . Have students demonstrate active reading strategies by using sticky notes to write down questions, observations, connections/inferences, clarifications that they have about the story. A few minutes before the period ends, have students put their name on a sheet of paper and put all the sticky notes on that sheet of paper. Exchange sheets with another student and allow about five minutes for the students to try to answer the questions and to discuss the other notes before opening the discussion to the whole class. <i>Be sure that students leave satisfied that all their important questions have been answered either by a peer or by the teacher.</i> Collect all the sheets of sticky notes and quickly review them. (Be sure to respond to any questions that might prevent a student from understanding.)	Give students time to return to the story and finish reading. Duplicate the Active Reading Skillbuilder on p. 17 of the <i>Unit One Resource Book</i> , or use p. 27 of the <i>InterActive Reader</i> , and have students fill in the chart to review what they have read so far. Have them complete the chart as they finish reading the story.
Assessment	Use the sheets of sticky notes to assess how well students are applying active reading strategies. You may wish to return these to students the next day as they complete reading the story. You may also assess students’ reading strategies informally using the <i>InterActive Reader</i> , by checking the notes that students are writing as they read.	As students finish reading the story, give them Literary Analysis Skillbuilder activity, which you may duplicate from p. 18 of the <i>Unit One Resource Book</i> , or use p. 18 in the <i>InterActive Reader</i> . Ask students to complete the chart to assess their understanding of the selection. Use the questions on p.53 of the student text to guide discussion of the selection. Use the Test Generator to create a quiz or use the <i>Unit One Resource Book: Selection Quiz</i> , p. 20.
Next Steps/ Linkages	Ask students to write a short journal or reader’s log entry for homework about how the warm-up questions relate to the selection they are reading.	Have students review the plot using the Active Reading and Literary Analysis Skillbuilders to prepare for the next day’s class. These should be completed for homework if necessary.

The Language of Literature Model Unit

Grade: 10

Topic: “By the Waters of Babylon”

	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
Objectives/ Content Specifications	<p>ELAR.10.2.d. The student analyzes narrative text structure and its features.</p> <p>ELAR.10.5.c. The student analyzes text structure for its influence on understanding.</p> <p>ELAR.10.2.f. The student recognizes and uses literary terms to analyze text.</p> <p>ELAR.10.2.i. The student interprets text through varied response.</p> <p>ELAR. 10.5.g. The student demonstrates skill in comprehension through his/her response to a variety of questioning strategies.</p> <p>ELAS.10.3.a. Make contributions relevant to the topic in small or large group discussions.</p>	<p>ELAR.10.2.h. The student compares communication across texts.</p> <p>ELAW.10.2.b. Write persuasive discourse of a variety of types.</p> <p>ELAW.10.2.f. Organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p> <p>ELAW.10.2.g. Write both independently and collaboratively.</p> <p>ELAW.10.5.d. Develop drafts.</p> <p>ELAW.10.5.e. Revise selected drafts.</p>	<p>ELAW.10.5.e. Revise selected drafts.</p> <p>ELAW.10.5.f. Edit drafts for specific purposes.</p> <p>ELAW.10.2.h. Use formal and informal language appropriately.</p> <p>ELAW.10.3.a. Produce legible written work.</p> <p>ELAW.10.3.b. Employ written conventions appropriately.</p> <p>ELAW.10.3.c. Spell with increasing accuracy.</p> <p>ELAW.10.4.a. Produce error-free writing demonstrating control over grammatical elements.</p> <p>ELAW.10.5.h. Proofread own writing and that of peers.</p>
Introduction Warm-up/ Review Activity	<p>Use the Informal Assessment at the bottom of p. 52 of the Teacher’s Edition of <i>The Language of Literature</i> as a writing warm-up for students’ journals or response logs. Give students 10 minutes or so to write; then ask volunteers to share their responses.</p>	<p>Give students another writing warm-up, continuing their journal entry or response log from the day before. Writing prompt: John defies the rules of his society in several ways during his journey. Write a journal entry from John’s point of view to explain what he did that was forbidden, and why he did it.</p> <p>Give 15 minutes or so for writing; share responses.</p>	<p>Use transparency #41, Pronoun Case, from the <i>Grammar Transparencies and Copymasters</i> book. Students should refer to this and use it to complete the exercise on p. 54 of the student text. Review and discuss the correct answers with the class.</p>
Concept Development	<p>Review and re-teach plot using the following transparencies:</p> <ul style="list-style-type: none"> • PLOT: <i>Literary Analysis Transparencies and Copymasters #1 & 12</i> • SEQUENCING: <i>Reading and Critical Thinking Transparencies and Copymasters #13</i> <p>You may wish to refer to the shaded box with information about plot on p. 53 of the student’s book. You may also wish to remind students of the definition of <i>inference</i> on p. 20.</p>	<p>Ask students to use the ideas they have developed from the writing activities for the two selections. Tell them they will choose one draft to develop into a persuasive composition. Both writing prompts asked students to give reasons why the main characters in the stories, “Harrison Bergeron” and “By the Waters of Babylon,” defied the rules of their society. Their persuasive paper should choose one character and defend the character’s actions by presenting several well-elaborated, logically organized reasons.</p> <p>Review “Persuasive Writing” on p. 1161-2 of the Writing Handbook.</p>	<p>Have students work in pairs to respond to each other’s drafts. Give them highlighters or map pencils in four colors, and ask them to find four or more convincing reasons to justify the actions of the character the writer has chosen to write about. Students should mark each reason in a different color. Additional questions and ideas for peer response may be found on p. 1147 of the student text, and in the Peer Response Guide on p. 53 of the <i>Unit One Resource Book</i>, which you may wish to duplicate for students.</p>
Student Practice	<p>Arrange students in groups of 4 or 5. Have them share their work on the Active Reading and Literary Analysis Skillbuilders. Have each group compile one chart showing the results. Make an overhead transparency of each chart for each group. Have the group leader record the group’s findings on the overhead transparency. Ask each group to present one or both charts to the class. Discuss similarities and differences in the group’s findings. Use this to reinforce plot structure, sequencing, and making inferences, since students will have to make inferences to determine what John learns at each stage of his journey.</p>	<p>Give students time to write and revise their work. Monitor their writing process and provide help as needed. Refer them to the Writing Handbook in the back of their books, starting on p. 1144, for help as needed.</p>	<p>After working in pairs, students should complete their final drafts, adding more supporting ideas or reasons for the character’s actions if necessary, and elaborating upon their reasons where appropriate. Continue to monitor students’ writing process and work with individual students as needed.</p>
Assessment	<p>You may wish to collect students’ Active Reading and/or Literary Analysis SkillBuilders to evaluate.</p>	<p>You may wish to use the Selection Test in the <i>Formal Assessment Book</i>, or customize your own test with the Test Generator.</p>	<p>Use the Rubric for Evaluation on p. 62 of the <i>Unit One Resource Book</i> to evaluate students’ writing.</p>
Next Steps/ Linkages	<p>Ask students to consider what might happen if John became the Chief Priest of the Hill People. Might he lead them on a journey to the Place of the Gods? What might happen if he did?</p>	<p>Students will continue to work on their drafts at home.</p>	

The Language of Literature Model Unit

Grade: 10 Topic: _____

Appendix: Suggested Resources for “Harrison Bergeron”

Attachment/ Activity	Resource	Page Number
“Harrison Bergeron”	Audio Library CD	Disk 1
“Harrison Bergeron”	<i>InterActive Reader</i>	2--9
Active Reading Skillbuilder	Unit One Resource Book	5
Selection Quiz	Unit One Resource Book	9
Daily Language Skillbuilder	Grammar Transparencies and Copymasters	1
Literary Analysis Skillbuilder: Theme	Unit One Resource Book	6
Viewer’s Guide	Literature in Performance Video Resource Book	7
“Harrison Bergeron”	Literature in Performance Videotape	
Venn Diagram	Reading and Critical Thinking Transparencies and Copymasters	50
Words to Know Skillbuilder	Unit One Resource Book	7
Elaboration	Writing Transparencies and Copymasters	10
Selection Test	Formal Assessment Book	7-8
	Test Generator	

The Language of Literature Model Unit

Grade: 10 Topic: _____

Appendix: Suggested Resources for “By the Waters of Babylon”

Attachment/ Activity	Resource	Page Number
“By the Waters of Babylon”	Audio Library CD	Disk 1
“By the Waters of Babylon”	<i>InterActive Reader</i>	13--26
Daily Language Skillbuilder	Grammar Transparencies and Copymasters	2
Active Reading Skillbuilder	Unit One Resource Book	17
Literary Analysis Skillbuilder	Unit One Resource Book	18
Selection Quiz	Unit One Resource Book	20
Plot	Literary Analysis Transparencies and Copymasters	1 & 12
Sequencing	Reading and Critical Thinking Transparencies and Copymasters	13
Pronoun Case	Grammar Transparencies and Copymasters	41
Peer Response Guide	Unit One Resource Book	53
Rubric for Evaluation	Unit One Resource Book	62
Selection Test	Formal Assessment Book	11-12
	Test Generator	