**ELA B10 – Justice and Fairness (sub-theme of Equity and Ethics)**

**“The Wars”**

*In this excerpt, Robert Ross, a 19-year-old Canadian officer during WWI, “faces the horrors of war and makes desperate decisions to protect the soldiers whose lives he holds in his hands.”*

Before Reading

When you see this title, what do you think? What connections can you make to other literature or the world around you?

In your school life, you have often discussed war and how soldiers might feel. Now answer the “Start Up” question from the story handout and share your answer with a group: How would a soldier under attack feel if the soldier was also responsible for a battalion of his or her colleagues?

During Reading

Pause throughout and discuss…

p. 87 – Why was the German officer described in this way?

p.88 – Why hasn’t the German officer shot at Robert?

After Reading

1. What is pathos? How is pathos created by the ending? Why does the reader empathize with Robert?
2. Why does the bird signal the German relenting? Why will the sound of it haunt Robert until the day he dies?
3. You will now focus on the literary technique of “characterization” and create a **“Found Poem”** that shows **Robert’s emotions**. For your poem, choose language, symbols and descriptions to show his emotions. A found poem ONLY uses words and phrases from the piece of literature it is based upon, but those words and phrases can be rearranged into any order and pattern that you wish.

**ELA B10 – Justice and Fairness Poetry Study**

**“First They Came”, “Nazis”, “What Do I Remember Of the Evacuation?”, “Child in a Prison Camp”**

Before Reading

Discuss the idea of an “enemy”. How do average people decide someone is their enemy? How do national leaders decide their enemies? Is the idea of enemy still as prevalent today as it was 50 years ago, on an international level? Why or why not?

After Reading

“First They Came”

1. What is the message of this poem?
2. Read the information about the author. What does this show us about the importance of the poem?

“Nazis”

1. Who is the poem referring to? (there is more than one answer) What can you infer is happening to these people and why?
2. What is the message of this poem?
3. How is the narrator in the poem deciding who is her enemy?

“What Do I Remember Of the Evacuation?”

1. Explain what “atmosphere” in poetry is as compared to “tone”.
2. What is the atmosphere in this poem? What is the tone?
3. What is Kogawa’s message in this poem?
4. Do you think the speaker’s parents succeeded in not bruising her and her brother “with bitterness”? Support your answer with lines from the poem.
5. Examine the poster and historical photos and answer: How do the photos help you understand the poem? Choose one photo and write a compelling caption that would be included with the photo in a newspaper at this time.

“Child in a Prison Camp”

Read this poem and discuss with a partner:

1. How is the atmosphere and tone similar to or different from “What Do I Remember of the Evacuation?”?
2. This poem is referred to as “prose poetry”. Can you figure out why?

**Final Poetry Assignment:**

Choose one of the voices/characters from one of the poems you have just read and write a fictionalized journal entry in the voice of that character. Try to emulate that character. You may discuss what’s actually going on in the poem, or, discuss another period of time/experience that the character has “lived through”. For example, how did the narrator feel when “they came for the Jews”? What was he doing that day? Or pick one of the people the narrator is talking about in “Nazis” – how do they feel? Or what happened when the kids went back inside the classroom after being sent outside? What happened when they were released from the Prison Camp? There are MANY choices here – get creative!

Discussion Page:

Many of these poems also could be put in the “Degrees of Responsibility” section because they cause us to think about ourselves and what we would do if we were in these situations. This begs the question: **What personal responsibility do we accept for the world around us?**

**Think about the following questions and discuss with a partner:**

**What would you do?**

* What if you saw someone being beaten?
* What if you saw an accident....someone slipped and fell and is hurt.
* An elderly person is struggling with a heavy load on her way to her house with another half a kilometer to walk. Do you walk on by?
* What would you do if you saw friends vandalizing the school?
* What would you do if you knew your friend was stealing from the local store?
* Would you help someone less fortunate than yourself?

Have you ever been in a situation where you could help out and didn't? How did it make you feel?

What happens when we have a chance to act and we don't?

**Within the United Nations, Human Rights is a major issue. According to groups like Amnesty International, violation of human rights is on the increase around the world. What should be the consequences for a country violating human rights? Who in Canada is responsible for upholding human rights legislation?**

**ELA B10 – “Going Home to Auschwitz”**

During Reading

While reading this selection, complete what you will now know as a **“Double-Entry Journal”.** To do this, you simply write down short quotes from the original text that you find interesting or you connect to in the left-hand box. Then, in the right-hand box you write your reactions, opinions, disagreements, interpretations, connections to your own life, comments about grammar, or guesses about the meanings of new words. In effect, you are talking back to the author or speaker as you write this. While doing this, try to include at least one quote where you make connections with the literature in each of the following categories: **Text to Self (T-S), Text to Text (T-T) and Text to World (T-W).** Use these abbreviations to show you’ve completed this task. You should have a minimum of five examples and reactions.

**Double-Entry Journal**

|  |  |
| --- | --- |
| **Idea/Quote from Text** | **Reaction/Connection** |
|  |  |

After Reading:

1. In her introduction, Lederman defines Auschwitz as “home”. What does she mean by this? How does her explanation affect the meaning of the title?
2. The ending of this essay uses a device called “closing by return.” With a partner, explain how the essay brings readers back to the introduction, thereby creating closing by return.
3. With a partner, discuss the tone of Lederman’s essay and explain why you believe she uses this tone.

**ELA B10 – “After You, My Dear Alphonse”**

Before Reading:

Look up the definitions of the following words:

Prejudice –

Discrimination –

Stereotyping –

During Reading:

Complete the following **SWBS** character chart. This is a strategy used to identify characters.

|  |  |  |  |
| --- | --- | --- | --- |
| **Somebody** **(character)** | **Wanted** **(what motivates them)** | **But****(conflicts they face)** | **So** **(resolution to the conflict)** |
| **Mrs. Wilson** |  |  |  |
| **Johnny** |  |  |  |
| **Boyd** |  |  |  |

After Reading:

Create another chart to show events/emotions in the story, this time outlining the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Character Involved** | **Assumptions** | **Stereotypes** | **Reality** |
|  |  |  |  |

\*Assumptions usually lead us to see what stereotypes are coming into play.

Now answer minimum four prompts from the Reader Response chart, being sure to use complete sentences and expand on your thoughts.

Name: Date:

**ELA B10 – Complete the following Listening Guide as you listen to the personal narrative titled**

**“Day Work”**

Author:

Who (is this about):

What (is this essay about):

When (did this take place):

Where (did this take place):

How (do you think the speaker feels):

Why (does she feel this way):

Message (of the piece):

Other details you found interesting:

Your reaction to the piece: (What did it make you think of? Any connections to yourself, other texts, the world? How would you feel if you were in her shoes?)

**“Panache” After Reading:**

1. Define “panache.” Why does Silas have the word “panache” printed on Tom’s tombstone?
2. Fill in the following SWBS chart:

|  |  |  |  |
| --- | --- | --- | --- |
| **Somebody** **(character)** | **Wanted** **(what motivates them)** | **But****(conflicts they face)** | **So** **(resolution to the conflict)** |
| **Silas Ermineskin** **(the narrator)****\*2 examples** |  |  |  |
| **Frank Fence-post** |  |  |  |
| **Tom Pony** |  |  |  |
| **Gran** |  |  |  |

1. Give three examples of humour in the story. What is the purpose of humour in a story with this subject and theme?
2. From what point of view is the story told? In what way is this point of view effective?
3. What is this story saying about stereotypes, equity and racism (theme)?

*“The Ballad of Alice Moonchild” and "I Lost My Talk"* **poetry by Aleata Blythe and Rita Joe**

**BEFORE READING:**

The First Nations peoples in Canada have a rich history in terms of language, beliefs, rituals, customs, food, religion, and music.  Unfortunately the last century of their history has been battered with exploitation and mistreatment, resulting in displacement and resentment.  Our present and our future generations must strive to mend the rift created between the First Nations peoples and the rest of multicultural Canada for a better future.

A **K-W-L chart** is a strategy that helps students recall what they KNOW about a topic, what they WONDER or WANT TO KNOW about a topic, and, at the end of the lesson, what they have LEARNED about a topic.

**ASSIGNMENT:** Before reading the poems and information given in the next section, **complete K and W portions of the following K-W-L chart**.

After reading the poems and information in your research, **complete the L portion of the K-W-L chart.** Submit your completed chart and a bibliography of your sources. Research "[Shubenacadie school](file:///C%3A%5C%5CDocuments%20and%20Settings%5C%5Cleia.hey%5C%5CLocal%20Settings%5C%5CTemp%5C%5CTemporary%20Directory%203%20for%20ELA%2010%20B%5B1%5D.zip%5C%5CELA%2010%20B%5C%5CUnit%20One%20-%20Equity%20%20and%20Ethics%5C%5CModule%201%20-%20Justice%20and%20Fairness%5C%5C7.%20The%20Ballad%20of%20Alice%20Moonchild%5C%5Credir.aspx?C=49473858946342e39746611ac0105357&URL=http%3a%2f%2fwww.danielnpaul.com%2fIndianResidentialSchools.html" \t "_blank)" which is mentioned in Rita Joe's poem. Feel free to research other Canadian Residential Schools sites.

|  |  |  |
| --- | --- | --- |
| K: What do you KNOW about Indian Residential Schools in Canada - what were they, why were they established, how were they run, what effect did they have on the First Nations people, do they exist now, etc. | W: What do you WONDER about Indian Residential Schools in Canada - what were they, why were they established, how were they run, what effect did they have on the First Nations people, do they exist now, etc. | L: What did you LEARN about Indian Residential Schools in Canada – what were they, why were they established, how were they run, what effect did they have on the First Nations people, do they exist now,etc. |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

Assignment Part Two:

1. After reading and discussing the poetry, write a short poetry analysis of ONE of the poems. Be sure to answer:

*What is the underlying theme of the poem? What is the general impression or conflict expressed by the writer? How does this poem relate to our course? Is there anything particularly interesting about this poem? What poetic techniques does it contain (you must find at least 2)? Are there any parts of the poem that you would change, being given the chance? Why or why not? What do you like/dislike about the poem?*

1. Then, using resources from the library first and the internet second, your task is to find another poem related to the same theme and present an oral reading to the class. You will take the time to practice and prepare, as you will be evaluated on how you present (ie. pronunciation and enunciation, tempo, volume etc.). With your oral reading, you will also explain to the class how your chosen poem fits with the current theme.

**Justice and Fairness Final Project**

Your task is to choose **one** selection of literature from this section to use as a basis for a dramatization. With a group, prepare a short (1-2 minutes worth) script to *practice* and then present to the class. Scripts can be versions of the actual piece or extensions of them; for example, you may dramatize what’s actually going on in the piece or *extend* to dramatize another (related) period of time/experience that a character has “lived through”. Be prepared to give an introduction to your dramatization before you start.

When writing a script, follow these rules:

1. Include any instructions (ie. entries/exits, position/blocking on stage, emotions/expressions to be shown by the actor) in *italics and parentheses.*
2. Put the speaker’s name in **bold with a colon following before their lines begin.**
3. Write in the present tense – action is happening now.
4. Show, don’t tell!

You will be marked on the following criteria:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RUBRIC | 5 Advanced | 4 Comprehensive | 3 Basic | 2 Incomplete | 1 Fails to Meet Require-ments |
| 1. Script: Content * Well-developed
* Clearly based on an eligible piece of literature
* All group members have roles to play
* Action is shown, not toldx 2 = \_\_\_\_\_\_\_\_ /10
 |  |  |  |  |  |
| 2. Script: Mechanics/Format * Follows writing requirements of script (appropriate use of punctuation, capitals, italics, bold)
* Writing is in the present tense
* Correct spelling
* Smooth writing style
* Writing to an audience

 ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_ / 5 |  |  |   |  |  |
| 3. Presentation/Acting (personal)* Student is well-prepared for the role to be played
* Student remains in character for the entire performance and speaks/acts the way the character would
* Is your character believable?

\_\_\_\_\_\_\_\_\_\_\_\_ / 5 |  |  |  |  |  |

ELA B10 - “Internet is Hero’s Window”

Before Reading:

How important is the internet to you? How often do you look in books, other than the novel that you’re currently reading?

After Reading:

1.Why is the internet a particularly important tool for Hero Nightingale?

2.A) Examine *From the Window* (site: <http://atschool.eduweb.co.uk/hojoy/> ) and evaluate the site using the 7 web tips. How would you rate this site out of 10?

B) Choose one of the articles in Hero’s magazine to summarize. What is it about? Who is it by? Be prepared to share your findings with your classmates.

3. What did you learn from the article about creating e-zines and web sites? Is there more that you’d like to learn? If so, what?

4. Your next task is to go to the following site and choose ONE of the strategies used in writing in the New York Times: Cause and Effect, Compare and Contrast, Problem and Solution. Using the graphic organizer provided, examine one of the articles linked and fill in the organizer. Site: [**http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/**](http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/)

**ELA B10 - “It’s like your favorite blog, but on paper”**

Before Reading:

Do you ever read any blogs online? If so, about what?

On a scale of 1-10 (1 = no, 10 = yes), rate your feelings: Reading a book is more enjoyable than reading a blog. Why did you answer as such?

What are the responsibilities of people posting online – what about you and your blogs??

After Reading:

1. What do you think now: Based on what you read in this article, do you still believe the same to be true – is reading a book more enjoyable than reading a blog?
2. Evaluating: Does this article rely more on facts or opinions to deliver its message? How does this affect your response to the article?
3. Reading for Detail: Why didn’t Myers believe blogs would make good books? What changed his mind?
4. Making inferences: Based on the description in the article, what are three “awesome things” that might appear in the “blook”?
5. Go to the blog “1000 Awesome Things” and choose one you agree with and tell me why. (site: <http://1000awesomethings.com/> )
6. Go to the following site ([http://www.time.com/time/specials/packages/completelist /0,29569,2075431,00.html](http://www.time.com/time/specials/packages/completelist%20/0%2C29569%2C2075431%2C00.html) ) and choose one of the best blogs and read a bit of it. Write a response to what you read: Did you enjoy the blog? Why or why not? What is the blog essentially about? What is something memorable about the blog? What types of people do you believe this blog would attract? If you had to rate the blog out of 10, what would you give it and why?

**ELA B10 – “**What the Defense Plant Worker Said” and “Richard Cory”

Part 1:

For each poem, read and respond: What is this poem about? What is the speaker/character feeling (with examples)? What poetic devices are used? Who is responsible in these situations?

Part 2:

1. Using “What the Defense Plant Worker Said”, write a journal entry **as the character** defending your choice.
2. Compare your own values with those shown in the poem.

# ELA B10 - *The Good Samaritan* and *Who Cares?*

After reading the *Good Samaritan* answer the following:

* What point is being made in this story?
* Why do similar stories occur in many different cultures and religions?
* Why do we often ignore the sufferings of other people?

After reading *Who Cares?* answer the following:

* In what ways is this story similar to the parable of the Good Samaritan?
* How does it differ?
* What is the moral of the story?
* What is the purpose of each of the five paragraphs in this story?

ELA B10

“The Firing Squad”

After reading, 1) make a story map of the plot; 2) answer the following questions.

Make sure you answer in complete sentences and defend your answers with

evidence from the story.

1. Was Captain Adam right in his decision to not follow orders and procedures?
2. Should Captain Adam have been forced to kill Jones himself?
3. Should General Vincent, the man who received the telegram, have been forced to complete the execution of Jones himself?
4. Would the authorities be correct to sentence Adam for his refusal to follow orders?