Selection Lesson Plan

To My Dear and Loving Husband / Upon the Burning of Our House, July 10th, 1666

Core Objectives
- Understand and appreciate lyric poetry
- Appreciate author’s use of meter
- Clarify meaning of archaic language

Integrating Skills
Grammar
- Auxiliary Verbs

Vocabulary
- Analogies

Preparing to Read
  ___ Connect to Your Life
  ___ Build Background
  ___ Focus Your Reading
    Literary Analysis: Meter
    Active Reading: Clarifying Meaning

Teaching the Literature
  ___ Reading the Selection

Thinking Through the Literature
  ___ Connect to the Literature
  ___ Think Critically
  ___ Extend Interpretations
    Literary Analysis: Meter

Choices and Challenges
Writing Options
  ___ Lyric Poem
  ___ Personal Analogy

Activities and Explorations
  ___ Storyboard Illustrations
  ___ Musical Adaptation

Inquiry and Research
  ___ Puritan Women
  ___ Puritan Homes

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-B.1, I-B.2, I-C.2, I-D.1, I-D.3, II-B.1, II-C.2, III-B.1, III-B.2

TerraNova Objectives
R.02a, R.02d, R.02e, R.04f, R.05a

Name ______________________________________ Date ____________

❑ Unit Two Resource Book: Literary Analysis SkillBuilder, p. 5
❑ Unit Two Resource Book: Active Reading SkillBuilder, p. 4
❑ PE pp. 138–143
❑ Reading and Critical Thinking Transparencies, T15, T26
❑ Literary Analysis Transparencies, T11

The Language of Literature, Grade 11 23
Selection Lesson Plan (continued)

To My Dear and Loving Husband / Upon the Burning of Our House, July 10th, 1666

Teaching Options (from Teacher’s Edition)

Mini Lessons

- Vocabulary Strategy
  - Reading and Understanding Analogies

Grammar

- Auxiliary Verbs

Informal Assessment

- Journal Entry

Assessment

- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Vocabulary Transparencies and Copymasters, C24
- Grammar Transparencies and Copymasters, C67
- Formal Assessment: Selection Test, pp. 31–32

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The Examination of Sarah Good

Core Objectives
- Understand and appreciate a court transcript
- Detect bias in a speaker’s language

Integrating Skills
Grammar
- Overuse of the Verb To Be

Vocabulary
- Idioms

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Focus Your Reading
  Literary Analysis: Transcript
  Active Reading: Detecting Bias
  Active Reading: Distinguishing Fact from Opinion

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Transcript

Choices and Challenges
Writing Options
___ Courtroom Drama
___ Plea for Mercy
___ Explanation of Motives

Activities and Explorations
___ Courtroom Sketches
___ Media Coverage
___ Legal Discussion

Inquiry and Research
___ Salem Witch Trials
___ Salem Memorials

Art Connection
___ Mental Picture

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.2, I-A.3, I-B.1, I-B.2, I-B.3, I-C.2, I-D.1,
I-D.2, I-D.3, I-D.6, II-A.2, II-A.3, II-B.1, II-C.2,
II-A.3, III-A.2, III-B.1

TerraNova Objectives
R.02d, R.04c, R.04f, R.04g, R.05d

❑ PE pp. 144–149
❑ Unit Two Resource Book: Literary Analysis SkillBuilder, p. 8
❑ Unit Two Resource Book: Active Reading SkillBuilder, p. 7
❑ Unit Two Resource Book: Summary, p. 6
❑ Reading and Critical Thinking Transparencies, T22
Selection Lesson Plan (continued)
The Examination of Sarah Good

Teaching Options (from Teacher’s Edition)

*Mini Lessons*
- Vocabulary Strategy
  Using Context to Determine the Meaning of Idioms

*Grammar*
Overuse of the Verb *To Be*

*Informal Assessment*
Understanding Multiple-Meaning Words

Assessment
- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Vocabulary Transparencies and Copymasters, C25
- Grammar Transparencies and Copymasters, C163
- Unit Two Resource Book: Selection Quiz, p. 9
- Formal Assessment: Selection Test, pp. 33–34
Selection Lesson Plan

from Sinners in the Hands of an Angry God

Core Objectives
- Analyze an 18th-century sermon
- Appreciate author’s use of persuasive writing
- Analyze emotional language

Integrating Skills
Grammar
- Subject-Verb Agreement

Vocabulary
- Context Clues
- Connotation

Preparing to Read
- Connect to Your Life
- Build Background
- Vocabulary Preview: Using Context Clues
- Focus Your Reading
  - Literary Analysis: Persuasive Writing
  - Active Reading: Analyzing Emotional Language

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Persuasive Writing

Choices and Challenges
Writing Options
- Letter of Opinion
- Vivid Comparison
- Public Service Announcement

Activities and Explorations
- Live Performance
- Jacket Cover

Inquiry and Research
- Inspirational Speakers
- Artistic Visions
Selection Lesson Plan (continued)

from Sinners in the Hands of an Angry God

Choices and Challenges (continued)

Vocabulary in Action

- Assessment Practice

Author Activity

- A Vision of Terror and Beauty

Teaching Options (from Teacher’s Edition)

Mini Lessons

- Preteaching Vocabulary
- Using Context Clues

Vocabulary Strategy

- Interpreting the Connotative Power of Words

Grammar

- Subject-Verb Agreement

Viewing and Representing

Art Appreciation

- Un quadro di fuochi preziosi [A painting of precious fires] by Enzo Cucchi

Cross Curricular Link

History

- Puritan Intolerance

Informal Assessment

- Choosing the Best Summary

Assessment

- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Vocabulary Transparencies and Copymasters, C26
- Grammar Transparencies and Copymasters, C123
- Unit Two Resource Book: Selection Quiz, p. 14
- Formal Assessment: Selection Test, pp. 35-36
Selection Lesson Plan

The Crucible, Act One

Core Objectives
- Understand and appreciate a drama
- Understand author’s use of stage directions
- Use a graphic organizer to keep track of details in a play

Integrating Skills

Grammar
- Interjections
- Regular and Irregular Verbs
- Principal Parts of Verbs
- Perfect Tenses

Vocabulary
- Using Reference Materials
- Prefixes and Root Words
- Context Clues
- Multiple-Meaning Words
- Word Origins

Preparing to Read

- Comparing Literature
- Build Background
- Vocabulary Preview: Using Reference Materials
- Focus Your Reading
  - Literary Analysis: Stage Directions
  - Active Reading: Using a Graphic Organizer

Teaching the Literature

- Reading the Selection

Thinking Through the Literature

- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Stage Directions

New Mexico Planner

Language Arts Benchmarks
I-C.2, I-D.1, I-D.3, II-B.1, III-B.1

Terra Nova Objectives
R.02a, R.03c, R.03e, R.04f, R.04g, R.05a, R.05d, S.42a, S.42b, V.37a

Preparing to Read

- Unit Two Resource Book: Words to Know SkillBuilder, p. 18, p. 23, p. 28, p. 33
- Unit Two Resource Book: Literary Analysis SkillBuilder, p. 17, p. 22, p. 27, p. 32
- Unit Two Resource Book: Active Reading SkillBuilder, p. 16, p. 21, p. 26, p. 31

Teaching the Literature

- PE pp. 163–190

Thinking Through the Literature

- Reading and Critical Thinking Transparencies, T6, T15, T52
- Literary Analysis Transparencies, T3, T4, T5
Selection Lesson Plan (continued)

The Crucible, Act One

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary
Using Reference Materials

Vocabulary Strategy
Applying Meanings of Prefixes and Root Words

Grammar
Interjections
Regular and Irregular Verbs

Viewing and Representing
Photograph

Cross Curricular Link

History
Barbados

Informal Assessment
Recognizing Facts and Details
Making Inferences and Drawing Conclusions
Alternative Ending

Assessment
Selection Quiz
Selection Test
Test Generator

Homework Assignments

Other Teaching Materials

Unit Two Resource Book: Selection Quiz, p. 19
Formal Assessment: Selection Test, pp. 37–38
Selection Lesson Plan

The Crucible, Act Two

Pages 191–206

Core Objectives
See page 29.

Integrating Skills
Grammar
- Principal Parts of Verbs

Vocabulary
- Using Context Clues
- Applying Prefixes and Root Words

Teaching the Literature

Reading the Selection

Thinking Through the Literature

Connect to the Literature

Think Critically

Extend Interpretations

Literary Analysis: Dialogue

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy

Using Context Clues

Applying Prefixes and Root Words

Grammar

Principal Parts of Verbs

Viewing and Representing

Photograph

Cross Curricular Link

History

McCarthy Hearings

Informal Assessment

Arranging Events in Sequential Order

Perceiving Cause and Effect Relationships

NEW MEXICO PLANNER

Language Arts Benchmarks
I-C.2, I-D.1, I-D.3, I-D.4, II-B.1, III-B.1

TerraNova Objectives
R.03c, R.03e, R.04g, S.42a, S.42b
Selection Lesson Plan (continued)
The Crucible, Act Two

Assessment

❑ Selection Quiz
❑ Selection Test
❑ Test Generator
❑ Unit Two Resource Book: Selection Quiz, p. 24
❑ Formal Assessment: Selection Test, pp. 39–40

Homework Assignments

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Other Teaching Materials

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Selection Lesson Plan

The Crucible, Act Three

Core Objectives
See page 29.

Integrating Skills
Grammar
■ Perfect Tenses

Vocabulary
■ Using Context Clues
■ Understanding Multiple-Meaning Words

Teaching the Literature
__ Reading the Selection

Thinking Through the Literature
__ Connect to the Literature
__ Think Critically
__ Extend Interpretations
__ Literary Analysis: Foil

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy
__ Using Context Clues
__ Understanding Multiple-Meaning Words

Grammar
__ Perfect Tenses

Speaking and Listening
__ Role-Playing

Cross Curricular Links

History
__ Witchcraft Trials

Logic
__ Inductive and Deductive Reasoning

Psychology
__ Hysteria

NEW MEXICO PLANNER

Language Arts Benchmarks
I-C.2, I-D.1, I-D.3, II-B.1, III-B.1

TerraNova Objectives
R.03c, R.04g, R.05c, R.05d

Name __________________________________________ Date ____________________

❑ PE pp. 207–228
❑ Unit Two Resource Book: Summary, p. 25
❑ Reading and Critical Thinking Transparencies, T6, T15, T52
❑ Literary Analysis Transparencies, T3, T4, T5
❑ Grammar Transparencies and Copymasters, C115
## Selection Lesson Plan (continued)

### The Crucible, Act Three

## Teaching Options (from Teacher’s Edition) (continued)

**Informal Assessment**
- Court Reporter
- Predicting Probable Future Actions
- Describing Character

### Assessment
- Selection Quiz
- Selection Test
- Test Generator

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- Unit Two Resource Book: Selection Quiz, p. 29
- Formal Assessment: Selection Test, pp. 41–42
Selection Lesson Plan

The Crucible, Act Four

Core Objectives
See page 29.

Integrating Skills
Vocabulary
■ Using Context Clues
■ Researching Word Origins

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Plot and Conflict

Choices and Challenges
Writing Options
___ Points of Comparison
___ Missing Scene
___ Editorial on Hysteria
___ Capsule Review

Activities and Explorations
___ Historical Fashions
___ Set Design
___ Dramatic Reading
___ Salem Game Show

Inquiry and Research
___ History vs. Drama
___ McCarthyism

Vocabulary in Action
___ Context Clues
___ Assessment Practice

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-A.2, I-B.1, I-B.2, I-B.3, I-C.1, I-C.2, I-D.1, I-D.3, I-D.6, II-A.1, II-B.1, II-C.2, II-C.3, III-B.1

TerraNova Objectives
L.38a, R.03e, R.04g, R.05d

PE pp. 229–245
Unit Two Resource Book: Summary, p. 30
Reading and Critical Thinking Transparencies, T6, T15, T52
Literary Analysis Transparencies, T3, T4, T5
Selection Lesson Plan (continued)

The Crucible, Act Four

Teaching Options (from Teacher’s Edition)

**Mini Lessons**
- Vocabulary Strategy
  - Using Context Clues
  - Researching Word Origins
- Speaking and Listening
  - Staging a Mock Trial
  - Performing the Climactic Scene
- Viewing and Representing
  - Darkness and Light

**Cross Curricular Link**
- Workplace
  - Communicating

**Informal Assessment**
- Making Inferences
- Alternative Ending

**Assessment**
- Selection Quiz
- Selection Test
- Part Test

- Unit Two Resource Book: Selection Quiz, p. 34
- Formal Assessment: Selection Test, pp. 43–44
- Formal Assessment: Unit Two: Part 1 Test, pp. 45–46

**Homework Assignments**

**Other Teaching Materials**

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Writing Workshop Lesson Plan

Critical Review

Pages 248–253

Writing Prompt
Write a review of a piece of literature or a film you feel strongly about. You will establish evaluation criteria and express your opinion of the piece.

Preparing to Read

- Introduction
- Basics in a Box
- Using the Graphic
- Analyzing a Professional Model “Movie Review of The Crucible”

Writing

- Prewriting
  Choosing a Subject
  Planning the Critical Review

- Drafting
  Organizing the Draft

- Peer Review
  Ask Your Peer Reader

- Revising
  Avoiding Circular Reasoning

- Editing and Proofreading
  Eliminating Qualifiers

- Reflecting

Homework Assignments

Other Teaching Materials

NEW MEXICO PLANNER

Language Arts Benchmarks
I-C.2, I-C.3, I-D.3, II-B.1, II-C.3, III-A.1

TerraNova Objectives
R.05d, R.08a, R.08b, R.08c, R.09a, R.09b

The Language of Literature, Grade 11 37
Core Objectives
■ Understand a persuasive speech
■ Appreciate use of allusion
■ Analyze the use of rhetorical questions and persuasion

Integrating Skills
Grammar Vocabulary
■ Perfect Tenses ■ Context Clues

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Using Context Clues
___ Focus Your Reading
  Literary Analysis: Allusion
  Active Reading: Rhetorical Questions and Persuasion

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Allusion

Choices and Challenges
Writing Options
___ Newspaper Report
___ Character Sketch
___ Rebuttal Speech

Activities and Explorations
___ Political Advertisement
___ Liberty Poster
___ Dramatic Reading
___ Independence Discussion

Art Connection

Inquiry and Research
___ Countdown to Revolution

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
R.02a, R.02d, R.04f, R.04g, R.05a, R.05c, R.05d, V.36a, V.37a
Selection Lesson Plan (continued)

Speech in the Virginia Convention

Choices and Challenges (continued)
Vocabulary in Action
___ Classifying Words

Teaching Options (from Teacher’s Edition)

Mini Lessons

___ Preteaching Vocabulary
___ Context Clues

Grammar
___ Perfect Tenses

Viewing and Representing
Art Appreciation
___ Patrick Henry Before the Virginia House of Burgesses by Peter F. Rothermel

Cross Curricular Link
American History
___ Patrick Henry

Informal Assessment
___ Understanding Multiple Word Meanings

Assessment
___ Selection Quiz
___ Selection Test
___ Test Generator

Homework Assignments

Other Teaching Materials

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Selection Lesson Plan

The Declaration of Independence

Pages 270–281

Core Objectives
■ Understand a document of critical importance in U.S. history
■ Recognize examples of parallelism
■ Construct meaning by paraphrasing difficult passages

Integrating Skills
Grammar
■ Capitalization
■ Verbs: Avoiding Shifts

Vocabulary
■ Using Context Clues
■ Using a Thesaurus

Preparing to Read
□ Connect to Your Life
□ Build Background
□ Vocabulary Preview
□ Focus Your Reading
□ Literary Analysis: Parallelism
□ Active Reading: Paraphrasing

Teaching the Literature
□ Reading the Selection

Thinking Through the Literature
□ Connect to the Literature
□ Think Critically
□ Extend Interpretations
□ Literary Analysis: Parallelism

Choices and Challenges
Writing Options
□ Modern Paraphrase
□ Teenager’s Declaration
□ Personal Response

Activities and Explorations
□ Taking Slides
□ First Draft Blues
□ Colonial Cartoon

NEW MEXICO PLANNER

Language Arts Benchmarks

TerraNova Objectives
R.02a, R.02d, R.03c, R.05a, R.05b, R.05c, R.05d, V.35a, V.37a

Name ___________________________ Date ____________
The Declaration of Independence

Choices and Challenges (continued)
Vocabulary in Action
___ Context Clues

Teaching Options (from Teacher’s Edition)

Mini Lessons

___ Preteaching Vocabulary
___ Using Context Clues

Vocabulary Strategy
___ Using a Thesaurus to Determine Synonyms

Grammar
___ Capitalization
___ Verbs: Avoiding Shifts in Tense, Mood, and Voice

Viewing and Representing
Art Appreciation
___ Signing the Declaration of Independence by John Trumbull

Cross Curricular Links

History
___ The Age of Enlightenment
___ Legal Rights of Women in 1776

Informal Assessment
___ Making Inferences and Drawing Conclusions
___ Retelling

Assessment
___ Selection Quiz
___ Selection Test
___ Test Generator

Homework Assignments

Other Teaching Materials

Homework Assignments

Other Teaching Materials

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Selection Lesson Plan

Letter to the Rev. Samson Occom / Letter to John Adams

Pages 282–288

Core Objectives
- Understand and appreciate literary letters
- Appreciate author’s use of figurative language
- Use strategies for reading literary letters

Integrating Skills
Grammar
- Using Correct Verb Forms
Vocabulary
- Using Context Clues

Preparing to Read
- Connect to Your Life
- Build Background
- Vocabulary Preview: Using Context Clues
- Focus Your Reading
  Literary Analysis: Figurative Language
  Active Reading: Literary Letters

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Figurative Language

Choices and Challenges
Writing Options
- Literary Letter

Activities and Explorations
- Talk Show

Vocabulary in Action
- Assessment Practice

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-A.3, I-C.2, I-D.1, I-D.3, II-B.1, III-B.2

TerraNova Objectives
R.02a, R.02d, R.03l, R.04l, R.05a, R.05c, R.05d, V.35a, V.37a

FE pp. 282–288
- Unit Two Resource Book: Words to Know SkillBuilder, p. 64
- Unit Two Resource Book: Literary Analysis SkillBuilder, p. 63
- Unit Two Resource Book: Active Reading SkillBuilder, p. 62
- PE pp. 282–288
- Unit Two Resource Book: Summary, p. 60

Reading and Critical Thinking Transparencies, T7
Selection Lesson Plan (continued)
Letter to the Rev. Samson Occom / Letter to John Adams

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary
- Using Context Clues

Grammar
- Using Correct Verb Forms

Viewing and Representing
Art Appreciation
- The Edenton Ladies Tea Party

Informal Assessment

Assessment
- Selection Quiz
- Selection Test
- Test Generator

Homework Assignments

Other Teaching Materials

- Grammar Transparencies and Copymasters, C117
- Unit Two Resource Book: Selection Quiz, p. 65
- Formal Assessment: Selection Test, pp. 51–52
Selection Lesson Plan

What Is an American?

Core Objectives
- Understand and appreciate an essay
- Understand and appreciate use of theme
- Analyze contrast in an essay

Integrating Skills

Grammar
- Using Verbs: Voice and Mood

Vocabulary
- Using Context Clues

Preparing to Read
- Connect to Your Life
- Build Background
- Vocabulary Preview: Using Context Clues
- Focus Your Reading
  - Literary Analysis: Theme
  - Active Reading: Analyzing Contrast

Teaching the Literature
- Reading the Selection

Thinking Through the Literature
- Connect to the Literature
- Think Critically
- Extend Interpretations
- Literary Analysis: Theme

Choices and Challenges

Writing Options
- Draft of Article
- Local Definition

Vocabulary in Action
- Context Clues
### What Is an American?

#### Teaching Options (from Teacher’s Edition)

**Mini Lessons**
- Preteaching Vocabulary
- Using Context Clues
- Grammar
- Using Verbs: Voice and Mood
- Viewing and Representing
  - Art Appreciation
  - *Van Bergen Overmantel*
    - attributed to John Heaten

**Informal Assessment**
- Perceiving Cause and Effect

**Assessment**
- Selection Quiz
- Selection Test
- Test Generator

#### Homework Assignments

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#### Other Teaching Materials

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Selection Lesson Plan

Lecture to a Missionary

Pages 295–299

Core Objectives
■ Understand and appreciate a speech
■ Appreciate author’s use of tone
■ Draw conclusions about tone

Integrating Skills
Grammar
■ Commonly Confused Verbs

Vocabulary
■ Understanding Figurative Language

Preparing to Read
___ Connect to Your Life
___ Build Background
___ Focus Your Reading

Literary Analysis: Tone
Active Reading: Drawing Conclusions About Tone

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Tone

Choices and Challenges
Writing Options
___ Mediator’s Recommendations
___ Cran’s Response
___ Tolerance Pamphlet

Activities and Explorations
___ Re-created Speech
___ Mural of Seneca History

NEW MEXICO PLANNER
Language Arts Benchmarks
I-A.1, I-A.3, I-C.1, I-C.2, I-D.1, I-D.3, II-A.1, II-B.1, II-C.3, III-B.1

TerraNova Objectives
R.02a, R.02d, R.03a, R.03c, R.04d, R.04f, R.05a

Name ____________________________ Date ________________

The Language of Literature, Grade 11 47
Teaching Options (from Teacher’s Edition)

**Mini Lessons**
- Vocabulary Strategy
  - Understanding Figurative Language
- Grammar
  - Commonly Confused Verbs
- Speaking and Listening
  - Speech

**Assessment**
- Selection Quiz
- Selection Test
- Test Generator

**Homework Assignments**

**Other Teaching Materials**

- Vocabulary Transparencies and Copymasters, C32
- Grammar Transparencies and Copymasters, C122
- Unit Two Resource Book: Selection Quiz, p. 74
- Formal Assessment: Selection Test, p. 55
Selection Lesson Plan

from Stride Toward Freedom /
Necessary to Protect Ourselves

Pages 300–308

Core Objectives

■ Understand and appreciate an excerpt and
  a transcript of an interview
■ Understand the historical context of a literary work
■ Analyze the structure of arguments

Integrating Skills
Grammar
■ Past Perfect Tense
Vocabulary
■ Using Context Clues
■ Connotations and Idioms

Preparing to Read

___ Connect to Your Life
___ Build Background
___ Vocabulary Preview: Using Context Clues
___ Focus Your Reading
  Literary Analysis: Historical Context
  Active Reading: Analyzing the Structure
  of Arguments

Teaching the Literature

___ Reading the Selection

Thinking Through the Literature

___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Historical Context

Choices and Challenges

Writing Options
___ Points of Comparison

Vocabulary in Action
___ Word Knowledge

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.3, I-C.1, I-C.2, I-D.1, I-D.3, II-A.1,
II-A.2, II-A.3, II-B.1, II-C.3, III-A.2, III-B.1

TerraNova Objectives
R.02a, R.02b, R.03b, R.03c, R.05a, R.05c,
V35a, V.37a

UNIT TWO RESOURCE BOOK: WORDS TO KNOW
SkillBuilder, p. 79
UNIT TWO RESOURCE BOOK: LITERARY ANALYSIS
SkillBuilder, p. 78
UNIT TWO RESOURCE BOOK: ACTIVE READING
SkillBuilder, p. 77
PE pp. 300–308
UNIT TWO RESOURCE BOOK: SUMMARY, p. 76
READING AND CRITICAL THINKING TRANSPARENCIES,
T17, T21, T23
LITERARY ANALYSIS TRANSPARENCIES, T16

The Language of Literature, Grade 11 49
Selection Lesson Plan (continued)

from Stride Toward Freedom / Necessary to Protect Ourselves

Teaching Options (from Teacher’s Edition)

Mini Lessons

Preteaching Vocabulary
___ Using Context Clues

Vocabulary Strategy
___ Understanding Connotations and Idioms

Grammar
___ Past Perfect Tense

Speaking and Listening
___ Debate

Informal Assessment
___ Identifying the Main Idea

Assessment
___ Selection Quiz
___ Selection Test
___ Test Generator

Homework Assignments

Other Teaching Materials

❑ Vocabulary Transparencies and Copymasters, C36
❑ Grammar Transparencies and Copymasters, C116
❑ Unit Two Resource Book: Selection Quiz, p. 80
❑ Formal Assessment: Selection Test, pp. 57–58

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Selection Lesson Plan

I Am Joaquin / Yo Soy Joaquín

Core Objectives
■ Understand and appreciate an epic poem
■ Use strategies for reading epic poetry

Integrating Skills
Grammar
■ Problems in Using Verb Tenses

Vocabulary
■ Researching Word Origins

Preparing to Read
___ Comparing Literature
___ Connect to Your Life
___ Build Background
___ Focus Your Reading
   Literary Analysis: Epic Poem
   Active Reading: Strategies for Reading Epic Poetry

Teaching the Literature
___ Reading the Selection

Thinking Through the Literature
___ Connect to the Literature
___ Think Critically
___ Extend Interpretations
___ Literary Analysis: Epic Poem

Choices and Challenges
Writing Options
___ Book Review
___ Points of Comparison

Activities and Explorations
___ Choral Reading
___ Language Study

Author Activity
___ Rodolfo Gonzales

Name ____________________________ Date ______________

NEW MEXICO PLANNER

Language Arts Benchmarks
I-A.2, I-C.2, I-D.1, I-D.3, II-B.1, III-B.1

TerraNova Objectives
R.03c, R.05b, R.05c, R.05d

The Language of Literature, Grade 11  51
Selection Lesson Plan (continued)

I Am Joaquin / Yo Soy Joaquín

Teaching Options (from Teacher’s Edition)

Mini Lessons

Vocabulary Strategy
- Researching Word Origins
- Speaking and Listening
- Poetry Reading Workshop

Grammar
- Problems in Using Verb Tenses

Viewing and Representing
- Art Appreciation
- The Farmworkers of Guadalupe
  by Judith F. Baca

Cross Curricular Link

History
- Cesar Chavez

Informal Assessment
- Defining Character

Assessment
- Selection Test
- Part Test
- Test Generator

Homework Assignments

Other Teaching Materials

❑ Vocabulary Transparencies and Copymasters, C43
❑ Grammar Transparencies and Copymasters, T46, C121
❑ Formal Assessment: Selection Test, pp. 59–60
❑ Formal Assessment: Unit Two, Part 2, pp. 61–62
Writing Prompt
Write a persuasive essay about an issue that concerns you.

Preparing to Read
- Introduction
- Basics in a Box
- Using the Graphic
- Analyzing a Student Model
  “Security Cameras in Schools”

Writing
- Prewriting
  Choosing an Issue
  Planning Your Persuasive Essay
- Drafting
  Organizing the Draft
- Peer Review
  Ask Your Peer Reader
- Revising
  Supporting Personal Opinions with Facts
- Editing and Proofreading
  Pronoun-Antecedent Agreement
- Reflecting

NEW MEXICO PLANNER
Language Arts Benchmarks
- I-C.1, I-C.2, I-C.3, I-D.3, II-A.1, II-B.1,
  II-C.1, II-C.3, III-A.1

TerraNova Objectives
- R.08b, R.08c, R.09a, R.09b
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