Integrating Higher - Order Thinking Skills with the Teaching of Literature in High School

Teacher: Elena Shildkrot Eliseev
Introduction

This portfolio contains two detailed unit planners – one unit planner for teaching a poem "Count that Day Lost" by George Eliot and the other one for teaching a short story "Thank you Ma'am" by Langston Hughes. They both incorporate the seven key components, two methodologies and different activities for teaching HOTS required in case of teaching a literary piece including separate worksheets.
Unit Planner 1

“Count That Day Lost” by George Eliot
COUNT THAT DAY LOST

Answer the following questions:

1. What makes us happy?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What makes us sad?
3. What makes a day successful? Give examples of such days in your life.

4. What do you consider a 'lost' day? Give examples of such days in your life.
Read the poem

Count That Day Lost
by George Eliot

If you sit down at set of sun¹
And count the acts that you have done,
And, counting, find
One self-denying deed², one word
That eased³ the heart of him who heard,
One glance⁴ most kind
That fell like sunshine where it went --
Then you may count that day well spent.

But if, through all the livelong day,
You've cheered⁵ no heart, by yea or nays--
If, through it all
You've nothing done that you can trace⁷
That brought the sunshine to one face--
No act most small
That helped some soul and nothing cost --
Then count that day as worse than lost.
1. Choose a word that does NOT belong. Explain your choices.
   a) eat- drink- sleep- count __________________________
   b) hand- leg- head- soul ____________________________
   c) eye- ear- glance- nose __________________________
   d) moon- sunshine- star- night ______________________
   e) worse- good- better- the best ____________________

2. Complete the sentences with the words below. You may need to change the form of the verb.
   count * deed * glance * sunshine * worse
   a) A friend in need is a friend in __________.
b) A day is __________ than lost if we haven’t helped anyone.

c) A person should __________ his-her deeds at the end of the day.

d) Sometimes a __________ speaks better than words.

e) The moon is the symbol of the night while the __________ is the symbol of the day.

UNDERSTANDING THE POEM

Answer the following questions:

1. How many stanzas are there in the poem? ______

2. What words are repeated in the poem?
   __________________________________________
   __________________________________________

3. According to the poem, what is a day “well spent”?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. According to the poem, what is a day “worse than lost”? 
TEACHING THE HOTS

Let's compare and contrast a car and a skateboard. In pairs, complete the chart below.

<table>
<thead>
<tr>
<th>How are they alike?</th>
<th>How are they different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
To complete the chart above, you used the thinking skill of **COMPARING AND CONTRASTING**. When we compare and contrast, we find similarities and differences and draw conclusions.

When do we use the thinking skill of **Comparing and Contrasting** in our daily lives?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet N5       Name ___________  Date ____________

**ANALYSIS AND INTERPRETATION (HOTS)**

**COMPARING AND CONTRASTING**

1. Compare the two stanzas of the poem
   a) Which stanza describes a day **“well spent”**? Why?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

   b) Which stanza describes a day **“worse than lost”**? Why?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

   c) Compare your understanding of a “bad” day to the writer’s understanding. Use examples from the poem.
A simile is a comparison in which one thing is described as being similar to another. A simile usually includes the word *like* or *as*.

For example:

*She swims like a fish.*
*He is as tall as his brother.*

2. George Eliot uses a simile in the lines below.
   What two things does she compare?

"One glance most kind
That fell like sunshine where it went"

Worksheet N6        Name ___________  Date ____________

BRIDGING TEXT AND CONTEXT

George Eliot, novelist and short-story writer, was the pen name of Mary Ann (or Marian) Evans. She is best known for her novels *Adam Bede*, *The Mill on the Floss*, *Silas Marner* and *Middlemarch*. Her reputation as one of the greatest English novelists continues to this day.

Mary Ann Evans (1819-1880) was born on November 22, 1819, in Arbury Farm in Warwickshire in the Midlands. She studied at good schools. After her father died, she travelled around Europe before settling in London. There, she worked as assistant editor of a magazine.

George Eliot was nearly 40 when her first short stories were published. She used the pen name George Eliot, a man’s name, because writing in those days was considered to be a male profession.
George Eliot's novels are about lives of ordinary people and their day-to-day problems of survival.

Answer the following questions:

1. Why do you think female writers were not taken seriously at the time of Mary Anne Evans?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Does the fact that the poet was a woman make any difference to how you understand the poem? Explain.

____________________________________________________________________
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POST-READING ACTIVITY

In pairs, make a presentation in Power Point describing your day well-spent. The presentation has to include at least 10 sentences and pictures attached to them. Use new vocabulary.
A friend in need is a friend in __________.

A day is __________ than lost if we haven't helped anyone.

A person should __________ his/her deeds at the end of the day.

Sometimes a ___________ speaks better than words.
The moon is the symbol of the night while the _________ is the symbol of the day.

How much did your car _________ you?

B. Answer any THREE questions: (6 x 3 = 18 points)

• How many stanzas are there in the poem? ______

• According to the poem, what is a day “well spent”?

___________________________________________________________________
___________________________________________________________________

• According to the poem, what is a day “worse than lost”?

___________________________________________________________________
___________________________________________________________________

• What words are repeated in the poem?

___________________________________________________________________
___________________________________________________________________

Part 2: HOTS

Answer any TWO questions: (15 x 2 = 30 POINTS)

Compare the two stanzas of the poem

• Which stanza describes a day “well spent”? Why?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Part 3: BRIDGING TEXT AND CONTEXT

George Eliot, novelist and short-story writer, was the pen name of Mary Ann (or Marian) Evans. She is best known for her novels *Adam Bede*, *The Mill on the Floss*, *Silas Marner* and *Middlemarch*. Her reputation as one of the greatest English novelists continues to this day.

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George Eliot was nearly 40 when her first short stories were published. She used the pen name George Eliot, a man’s name, because writing in those days was considered to be a male profession.

George Eliot’s novels are about lives of ordinary people and their day-to-day problems of survival.

Answer **ONE** question: (24 POINTS)
• In your own words, explain why did Mary Ann Evans decide to take a male pen name?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

• Do you think the poem would have been different if the poet had written it as a woman? Give examples from the text.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Part 4: LITERARY TERMS (10 POINTS)

Find the ‘simile’ in the poem and explain why it is a ‘simile’.

_______________________________________________________________________
_______________________________________________________________________
Worksheet N8        Name ___________  Date ____________

REFLECTION

Answer the following questions:

1. Did you enjoy reading the poem? Why or why not?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. How can the thinking skill of *Comparing and Contrasting* help you in your daily lives?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. How did you like the way we learned about HOTS?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
4. What was the most interesting in-class activity? Why?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
5. Did you enjoy learning the HOTS? Why or why not?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
6. Why do you think we use *simile*? How does it change our perception of life?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

State of Israel
Ministry of Education
English Inspectorate

**Unit Planner #1**

| Teacher’s Name: Elena Shildkrot Eliseev Hana Brun | Date: 03.01.2011 |
| Name of School: Gymnasia Krayot/Carmel Ariel School | Piece #: 1 |
| Name of Literary Text: Count That Day Lost/George Eliot – 4 points | Type: (poem) |
| **Targeted Higher-Order Thinking Skills (HOTS) for Analysis and Interpretation** | **Methodology used for Teaching HOTS (Inductive or Deductive)** |
| 1. Comparing and Contrasting | Deductive #1 |

**Relevant Literary Terms to be Taught**

Simile

**Targeted Benchmarks in the Domain of Appreciation of Literature and Culture**
Recognize the use of literary techniques in a variety of genres

Interpret literary texts

Are aware of the author’s background and the cultural, historical and/or social themes in literary texts or other cultural products

Are aware of how cultural practices are reflected in various literary and cultural products

Note:

- The process of learning the literary texts is the same for both the Learning Log and the Bagrut exam. The difference between the two groups is the assessment of this process.
- Every unit needs to include the seven Key Components.
- It is recommended to teach one HOTS for a poem, two HOTS for a short story, and three HOTS for the play or novel.
- The presentation of the HOTS can be sequenced differently depending on the methodology chosen.
- Teachers have the choice of where to present Bridging Text and Context.
- Teachers are required to:
  a. give a grade for two Key Components:
     - summative assessment
     - an additional Key Component
  b. write short, meaningful comments on the student’s reflection
<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Date</th>
<th>Key Component</th>
<th>Activity/ies</th>
<th>List of attached worksheets (when used)</th>
</tr>
</thead>
</table>
| 1        |      | Pre-reading Activity | What makes us happy? Sad?  
What makes a day successful? Give examples  
What do you consider a 'lost' day? | Worksheet N1  
Whiteboard |
| 2-3      |      | Reading the poem  
Basic understanding | Vocabulary practice (High-frequency/Low-frequency), LOTS questions, hearing, seeing the poem.  
The students answer the questions using LOTS. | Worksheet N2  
Worksheet N3 |
| 4        |      | Teaching the HOTS | Teach students HOTS explicitly – using Comparing and Contrasting HOTS:  
1) explain orally and write down on the board.  
2) have students compare and contrast a car and a skateboard (in writing, in pairs, students complete the chart). Provide possible answers on the board.  
3) have students apply the HOTS to their daily lives (in writing). | Worksheet N4 |
| 5        |      | Analysis and Interpretation | Have students apply all targeted HOTS to the text  
Teach Comparing and Contrasting and apply it to the text  
Additional analysis and interpretation tasks (simile) – practice using a 'simile' by performing an exercise in writing. | Worksheet N5 |
| 6        |      | Bridging Text and Context | Short author's biography and discussion of the poem.  
Students complete the exercises based on the background information and link it to the poem. | Worksheet N6 |
| 7        |      | Post-reading activity | Students make a presentation in PPT describing your day well-spent in a computer room during the lesson | PPT and Worksheet N7 |
| 8-9      |      | Summative Assessment | In-class exam (material closed)  
Part 1: LOTS questions (36 points)  
Part 2: HOTS questions (30 points)  
Part 3: Bridging Text and Context task (24 points)  
Part 4: Literary terms task (10 points) | Test page |
| 10       |      | Reflection | Reflect on the Unit in class  
Checklist | Worksheet N8 Checklist |
# Key Components Checklist for the Log and the Exam

Use this checklist to be sure you have included all of the seven Key Components in each piece of literature you teach.

<table>
<thead>
<tr>
<th>Key Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-Reading</td>
<td></td>
</tr>
<tr>
<td>2. Basic Understanding (LOTS)</td>
<td></td>
</tr>
<tr>
<td>3. Analysis and Interpretation:</td>
<td></td>
</tr>
<tr>
<td>◆ teach students HOTS explicitly (including definition of HOTS and appropriate vocabulary)</td>
<td></td>
</tr>
<tr>
<td>◆ have students apply the targeted HOTS to the text</td>
<td></td>
</tr>
<tr>
<td>◆ have students apply the targeted HOTS to their lives and other areas of learning</td>
<td></td>
</tr>
<tr>
<td>◆ additional analysis and interpretation tasks (e.g. literary terms, etc.)</td>
<td></td>
</tr>
<tr>
<td>4. Bridging Text and Context</td>
<td></td>
</tr>
<tr>
<td>5. Post-Reading Activity</td>
<td></td>
</tr>
<tr>
<td>6. Reflection</td>
<td></td>
</tr>
<tr>
<td>7. Summative Assessment (to be graded)</td>
<td></td>
</tr>
</tbody>
</table>
Unit Planner 2

“Thank You, M’am” by Langston Hughes
THANK YOU, M'AM

PRE-READING ACTIVITY

1. Imagine a situation when you see that someone is being robbed.

   What would you do?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Imagine your best friend saw you stealing something. How would you explain your deed to him/her?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Thank You, Ma’am

by Langston Hughes

PART 1

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o’clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy’s weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, “Pick up my pocketbook, boy, and give it here.” She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, “Now ain’t you ashamed of yourself?”

Firmly gripped by his shirt front, the boy said, “Yes’m.”

The woman said, “What did you want to do it for?”

The boy said, “I didn’t aim to.”

She said, “You a lie!”

By that time two or three people passed, stopped, turned to look, and some stood watching.

“If I turn you loose, will you run?” asked the woman.

“Yes’m,” said the boy.

“Then I won’t turn you loose,” said the woman. She did not release him.

“I’m very sorry, lady, I’m sorry,” whispered the boy.

“Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain’t you got nobody home to tell you to wash your face?”

“No’m,” said the boy.

“Then it will get washed this evening,” said the large woman starting up the street, dragging the frightened boy behind her.
He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, “You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?”

“No’m,” said the being dragged boy. “I just want you to turn me loose.”

“Was I bothering you when I turned that corner?” asked the woman.

“No’m.”

“But you put yourself in contact with me,” said the woman. “If you think that that contact is not going to last awhile, you got another though coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones.”

Sweat popped out on the boy’s face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.
### BASIC UNDERSTANDING (LOTS) – PART 1

#### VOCABULARY PRACTICE

A. Look at the definitions of these words. You will see them in bold in your text.

<table>
<thead>
<tr>
<th>N</th>
<th>WORD</th>
<th>DEFINITION/TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Snatch</td>
<td>לחטוף</td>
</tr>
<tr>
<td>2</td>
<td>Sidewalk</td>
<td>מדרכה</td>
</tr>
<tr>
<td>3</td>
<td>Sitter</td>
<td>ישבן</td>
</tr>
<tr>
<td>4</td>
<td>Pocketbook</td>
<td>תיק</td>
</tr>
<tr>
<td>5</td>
<td>Stoop</td>
<td>להתקופף</td>
</tr>
<tr>
<td>6</td>
<td>Willow-wild</td>
<td>צנום/Offsets ואמישי</td>
</tr>
<tr>
<td>7</td>
<td>Struggle</td>
<td>להילחם ב...</td>
</tr>
<tr>
<td>8</td>
<td>A half nelson</td>
<td>סון של אחיזה (ברחביוק)</td>
</tr>
<tr>
<td>9</td>
<td>Drag</td>
<td>לגרור/לנסות</td>
</tr>
<tr>
<td>10</td>
<td>Roomers</td>
<td>דירה</td>
</tr>
</tbody>
</table>

B. Choose the word that doesn't belong:

1. Pavement *** road *** sidewalk *** car
2. Book *** pocketbook *** practice book *** notebook
3. Friends *** roomers *** roommates *** neighbors
4. Soldier *** fighter *** struggle *** hero
5. Read *** write *** listen *** snatch.
C. Complete the sentences using the words from the table:
You may need to change the form of the verb.

| snatch *** pocketbook *** roomers *** struggle *** drag |

1. Where is my ___________? I don't remember where I put it.
2. The box was so heavy that we had to ____________ it along the floor.
3. A boy tried to ____________ her handbag and run away.
4. He shouted and ____________ but he couldn't get free.
5. The house was full of ____________ because it was already late.

D. Match the word to its translation:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Willow-wild - _____</td>
<td>a.lehkonof</td>
</tr>
<tr>
<td>2. A half nelson - _____</td>
<td>b. lethuf</td>
</tr>
<tr>
<td>3. Sitter - _____</td>
<td>c. zonum/boha gomish</td>
</tr>
<tr>
<td>4. Stoop - _____</td>
<td>d. song shel atzihat (beriyakov)</td>
</tr>
<tr>
<td>5. Snatch - _____</td>
<td>e. yesen</td>
</tr>
</tbody>
</table>
UNDERSTANDING THE STORY

Answer the following questions:

1. At what time does the story take place?

   

2. What was Roger trying to do in the beginning of the story?

   

3. How old is the boy?

   

4. What is the boy wearing?

   

5. Why does the boy lie?
Read Part 2 of the story *Thank You, Ma’am* by Langston Hughes

**PART 2**

She said, “What is your name?”

“Roger,” answered the boy.

“Then, Roger, you go to that sink and wash your face,” said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm,” she said. “Here’s a clean towel.”

“You gonna take me to jail?” asked the boy, bending over the sink.

“Not with that face, I would not take you nowhere,” said the woman. “Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe you ain’t been to your supper either, late as it be. Have you?”

“There’s nobody home at my house,” said the boy.

“Then we’ll eat,” said the woman, “I believe you’re hungry—or been hungry—to try to snatch my pocketbook.”

“I wanted a pair of blue suede shoes,” said the boy.

“Well, you didn’t have to snatch my pocketbook to get some suede shoes,” said Mrs. Luella Bates Washington Jones. “You could of asked me.”

“M’am?”

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could *make a dash for it* down the hall. He could run, run, run, run, run!

The woman was sitting on the *day-bed*. After a while she said, “I were young once and I wanted things I could not get.”

There was another long pause. The boy’s mouth opened. Then he *frowned*, but not knowing he frowned.

The woman said, “Um-hum! You thought I was going to say but, didn’t you? You thought I was going to say, but I didn’t snatch people’s pocketbooks. Well, I wasn’t going to say that.” Pause. Silence. “I have done things, too, which I would not tell you, son—neither tell God, if he didn’t already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable.”
In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner other eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

“Do you need somebody to go to the store,” asked the boy, “maybe to get some milk or something?”

“Don’t believe I do,” said the woman, “unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here.”

“That will be fine,” said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

“Eat some more, son,” she said.

When they were finished eating she got up and said, “Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else’s—because shoes got by devilish ways will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in.”

She led him down the hall to the front door and opened it. “Goodnight! Behave yourself, boy!” she said, looking out into the street.

The boy wanted to say something else other than, “Thank you, ma’am” to Mrs. Luella Bates Washington Jones, but although his lips moved, he couldn’t even say that as he turned at the foot of the barren stoop and looked back at the large woman in the door. Then she shut the door.
VOCABULARY PRACTICE
1. Look at the definitions of these words. You will see them in bold in your text.

<table>
<thead>
<tr>
<th>N</th>
<th>WORD</th>
<th>DEFINITION/TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Made a dash for it</td>
<td>لب врах marrying</td>
</tr>
<tr>
<td>2</td>
<td>A day-bed</td>
<td>ספה (ספה בסלון שמופיעה ללילה בלילה)</td>
</tr>
<tr>
<td>3</td>
<td>Frown</td>
<td>לקמט את המצח</td>
</tr>
<tr>
<td>4</td>
<td>An icebox</td>
<td>מקרר</td>
</tr>
<tr>
<td>5</td>
<td>Lima beans</td>
<td>שעועית לבנה</td>
</tr>
<tr>
<td>6</td>
<td>Latch</td>
<td>לפתוח</td>
</tr>
<tr>
<td>7</td>
<td>Barren stoop</td>
<td>מדרגות בכיסא לבניין</td>
</tr>
<tr>
<td>8</td>
<td>Frail</td>
<td>חלש</td>
</tr>
<tr>
<td>9</td>
<td>A rear</td>
<td>חלק האחורית</td>
</tr>
<tr>
<td>10</td>
<td>Ashamed</td>
<td>מתבייש</td>
</tr>
</tbody>
</table>

B. Choose the word that doesn't belong:
1. Strong *** powerful *** mighty *** frail
2. Oven *** icebox *** toaster *** gas plate
3. Ashamed *** happy *** joyful *** glad
4. Coffee *** lima beans *** tea *** juice
5. The day-bed *** day *** night *** afternoon.
C. Complete the sentences using the words from the table:
   You may need to change the form of the verb.

| ashamed *** frown *** the rear *** icebox *** day-bed |

1. Smoking is only permitted at ____________ of the bus.

2. Yesterday we bought a new ____________, it looks great in our room.

3. How could you be so rude? I'm ____________ of you!

4. He was trying so hard to understand her that he even ____________.

5. Where is my Cola? - I put it into the ____________.

D. Match the word to its translation:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Made a dash for it -</td>
<td>a. לופתוח</td>
</tr>
<tr>
<td>2. Barren stoop -</td>
<td>b. חולק האחוריו</td>
</tr>
<tr>
<td>3. Frail -</td>
<td>c. לברוח מקר</td>
</tr>
<tr>
<td>4. The rear -</td>
<td>d. מדרגות בכיסא לבניין</td>
</tr>
<tr>
<td>5. Latch -</td>
<td>e. חלש</td>
</tr>
</tbody>
</table>
UNDERSTANDING THE STORY

Answer the following questions:

1. What was Roger thinking about when he finished washing his face?
________________________________________________________________________
________________________________________________________________________.

2. Why does Roger stand far away from Mrs. Jones's purse?
________________________________________________________________________
________________________________________________________________________.

3. Did Mrs. Jones ask Roger anything about where he lived? Why?
________________________________________________________________________
________________________________________________________________________.

4. What does Mrs. Jones tell Roger about her past?
________________________________________________________________________
________________________________________________________________________.

5. What does Mrs. Jones give Roger? Why?
________________________________________________________________________
________________________________________________________________________.
TEACHING THE HOTS

MAKING CONNECTIONS

When we MAKE CONNECTIONS between events, ideas and past and present situations, we can understand things better or discover something new.

A. Read the following situation.

Mary has a very difficult test tomorrow. It's in math and she doesn't understand the topic at all. She is sitting over her textbook and exercises but she sees that it's simply helpless. It's time to go to bed and Mary doesn't know what to do about the test. Mary's mom enters the room to kiss her before she goes to sleep.

Next morning Mary is very sick….since the very morning…Her mom tells her to stay at home and get better.

Of course, Mary's mother makes connection between the events. What connection does she make?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
B. How does the thinking skill of Making Connections help you understand the reasons for the following?

1. Someone's fear of cars and traffic

_________________________________________________________________________
_________________________________________________________________________

2. Jane sings very well but she doesn't like to sing when somebody is listening. The teacher asks her to take part at the school concert but she doesn’t agree.

_________________________________________________________________________
_________________________________________________________________________

3. Dana and her sister went shopping. Their mother has a birthday next week. They decided to tell her that they are going to the Zoo.

_________________________________________________________________________
_________________________________________________________________________

4. Give your own examples. When do we use the thinking skill of Making Connections in our everyday life?

a. _______________________________________________________________________
_________________________________________________________________________

b. _______________________________________________________________________
_________________________________________________________________________
ANALYSIS AND INTERPRETATION (HOTS)

MAKING CONNECTIONS

A. What do we know about the characters of the story?

**CHARACTER** refers to a person in a literary text

Complete the table about the main characters - Roger and Mrs. Jones

<table>
<thead>
<tr>
<th>SIMILAR</th>
<th>DIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Answer the following questions:

1. Do you think Roger has ever tried to steal something before? Why?

_________________________________________________________________________
_________________________________________________________________________

2. Do you think Roger has a big and loving family?

_________________________________________________________________________
_________________________________________________________________________

3. Why did Roger try to lie to Mrs. Jones when she asked why he wanted to
   steal her purse?

_________________________________________________________________________
_________________________________________________________________________

C. Answer the questions. Use the thinking skill of Making Connections to help you.

1. What is the connection between the title of the story and Roger’s behavior?

_________________________________________________________________________
_________________________________________________________________________

2. How does Mrs. Jones know that Roger won’t steal her purse when she is in
   the kitchen?

_________________________________________________________________________
_________________________________________________________________________

3. What is the connection between Mrs. Jones and Roger’s past? What do they
   have in common?

_________________________________________________________________________
_________________________________________________________________________
TEACHING THE HOTS

UNCOVERING MOTIVES

MOTIVE (noun) -

1. Something that causes a person to act in a certain way, do a certain thing, etc.

   e.g. The police couldn't discover a motive for the murder.

2. The goal or object of a person's actions:

   E.g. Her main motive was revenge.

UNCOVERING MOTIVES means discovering the reasons for a person's/character's behavior.

A. Answer the following questions:

1. What are your motives for studying English?
   
   ____________________________________________________________
   ____________________________________________________________

   2. What are your motives for helping other people?
   
   ____________________________________________________________
   ____________________________________________________________
B. You have just learned the thinking skill of UNCOVERING MOTIVES.

Use this thinking skill to explain the situations below. Give three possible motives for each situation.

- You are driving too fast....
  1. __________________________________________________________________
  2. __________________________________________________________________
  3. __________________________________________________________________

- Your mother is cooking a special dinner....
  1. __________________________________________________________________
  2. __________________________________________________________________
  3. __________________________________________________________________

- Your friend suddenly doesn't come to school....
  1. __________________________________________________________________
  2. __________________________________________________________________
  3. __________________________________________________________________

C. What other examples can you think of in your everyday life when Uncovering Motives can help you?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________.
ANALYSIS AND INTERPRETATION (HOTS)

UNCOVERING MOTIVES

Think back over the story. Use the thinking skill of Uncovering Motives to answer the questions below.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________.

2. Mrs. Jones is the **heroine** - the central female character of the story.
   What do you think Roger learned from the way Mrs. Jones treated him?
   Name TWO things.
   • __________________________________________________________
   • __________________________________________________________

3. Why do you think Mrs. Jones didn't call the police? Support your answer.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________.
4. If you were Mrs. Jones, would you take Roger home? Explain why or why not.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
A. Read the background information.

Langston Hughes (1902-1967)

Langston Hughes was born on February 1, 1902, in Joplin, Missouri. His parents divorced when he was a child, and his father moved to Mexico. He was raised by his grandmother until he was thirteen, when he moved to Lincoln, Illinois, to live with his mother and her husband, eventually settling in Cleveland, Ohio. It was in Lincoln that Hughes began writing poetry. After his graduation from high school, Hughes spent a year in Mexico and a year at Columbia University. During these years, he held odd jobs as an assistant cook, launderer, and a busboy, and traveled to Africa and Europe working as a seaman. In November 1924, D.C. Hughes first book of Poetry, The Weary Blues, was published. In 1926, he finished his college education at Lincoln University in Pennsylvania. Hughes' life and work were influential in the shaping of what came to be known as the Harlem Renaissance of the 1920s. He is known for his insightful, colorful portrayals of black life in America from the twenties through the sixties. He wrote novels, short stories and plays, as well as poetry, and is also known for his engagement with the world of jazz. His main theme was the experience of African-Americans in American society. Hughes wanted to tell their stories that reflected dignity and generosity, humor and suffering, struggling to survive and make ends meet while facing racism and poverty.
Answer the following questions:

1. Why do you think Langston Hughes mainly wrote about Harlem life?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. How do you think Hughes’s childhood and adult life influenced his writing?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
POST-READING ACTIVITY

Complete ONE of the following tasks.

1. Retell the first scene of the story from Roger’s perspective
2. Write Roger’s letter to Mrs. Jones the day after the story takes place.
SUMMATIVE ASSESSMENT

Part 1: LOTS (36 points)

A. Complete the sentences using the words below.
   You may need to change the form of the verb.

     (3 * 6 = 18 points)

<table>
<thead>
<tr>
<th>day-bed     ***</th>
<th>ashamed ***</th>
<th>pocketbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>roomers ***</td>
<td>struggle ***</td>
<td>icebox</td>
</tr>
</tbody>
</table>

1. Where is my ____________? I don't remember where I put it.
2. How could you be so rude? I'm ____________ of you!
3. He shouted and ____________ but he couldn't get free.
4. Where is my Cola? – I put it into the ____________.
5. The house was full of ____________ because it was already late.
6. Yesterday we bought a new ____________, it looks great in our room.
B. Answer any **THREE** questions: 

(6 * 3 = 18 points)

- How do Mrs. Jones and Roger meet?
  ___________________________________________________
  ___________________________________________________
  ___________________________________________________

- What does Mrs. Jones tell Roger about her past?
  ___________________________________________________
  ___________________________________________________
  ___________________________________________________

- What does Mrs. Jones ask Roger to do at the end of the story?
  ___________________________________________________
  ___________________________________________________
  ___________________________________________________

- How does the story end?
  ___________________________________________________
  ___________________________________________________
  ___________________________________________________
  ___________________________________________________.
Part 2: HOTS (30 points)

A. Answer any **TWO** questions.

B. Say which thinking skill you used to answer the question and explain why you chose it. (15 * 2 = 30 points)

- What is the connection between Mrs. Jones and Roger’s past? What do they have in common?


- If you were Mrs. Jones, would you take Roger home? Explain why or why not.
Langston Hughes (1902-1967)

Langston Hughes was born on February 1, 1902, in Joplin, Missouri. His parents divorced when he was a child, and his father moved to Mexico. He was raised by his grandmother until he was thirteen, when he moved to Lincoln, Illinois, to live with his mother and her husband, eventually settling in Cleveland, Ohio. It was in Lincoln that Hughes began writing poetry.

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Answer any ONE question: Write 60-80 words. (24 points)

How do you think Hughes's childhood and adult life influenced his writing?
Why do you think Langston Hughes mainly wrote about Harlem life?

Part 4: LITERARY TERMS  (10 points)
Who are the main characters of the story *Thank you, M'am*? What do we know about them?
REFLECTION

Answer the following questions:

1. Did you enjoy reading the story? Why or why not?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. How can the thinking skill of Making Connections help you in your daily lives?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. How do you think the thinking skill of Uncovering Motives adds to your understanding of the story? Explain.

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
4. How did you like the way we learned about HOTS?

5. Did you enjoy learning the HOTS? Why or why not?

6. What was the most interesting in-class activity? Why?

7. What did you learn from reading the story?
# Unit Planner

<table>
<thead>
<tr>
<th>Teacher’s Name: Elena Shildkrot Eliseev Hana Brun</th>
<th>Date: 25.04.2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Schools: Gymnasia Krayot/ Carmel Ariel School</td>
<td>Piece #: 2</td>
</tr>
<tr>
<td>Name of Literary Text: Thank You M’am/ Langston Hughes- 4 points</td>
<td>Type: (short story)</td>
</tr>
<tr>
<td>Targeted Higher-Order Thinking Skills (HOTS) for Analysis and Interpretation</td>
<td>Methodology used for Teaching HOTS (Inductive or Deductive)</td>
</tr>
<tr>
<td>1. Making Connections</td>
<td>Deductive #2</td>
</tr>
<tr>
<td>2. Uncovering Motives</td>
<td></td>
</tr>
</tbody>
</table>

## Relevant Literary Terms to be Taught

- Character
- Heroine

## Targeted Benchmarks in the Domain of Appreciation of Literature and Culture

- Recognize the use of literary techniques in a variety of genres
- **Interpret literary texts**
- Are aware of the author’s background and the cultural, historical and/or social themes in literary texts or other cultural products
- Are aware of how cultural practices are reflected in various literary and cultural products

### Note:
- The process of learning the literary texts is the same for both the Learning Log and the Bagrut exam. The difference between the two groups is the assessment of this process.
- Every unit needs to include the seven Key Components.
- It is recommended to teach one HOTS for a poem, two HOTS for a short story, and three HOTS for the play or novel.
- The presentation of the HOTS can be sequenced differently depending on the methodology chosen.
- Teachers have the choice of where to present Bridging Text and Context.
- Teachers are required to:
  - give a grade for two Key Components:
    - summative assessment
    - an additional Key Component
  - write short, meaningful comments on the student’s reflection.
<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Date</th>
<th>Key Component</th>
<th>Activity/ies</th>
<th>List of attached worksheets (when used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Pre-reading Activity</td>
<td>1. Imagine a situation when you see that someone is being robbed. What would you do? 2. Imagine your best friend saw you stealing something. How would you explain your deed to him/her?</td>
<td>Worksheet N1 Whiteboard</td>
</tr>
<tr>
<td>2-5</td>
<td></td>
<td>Reading the short story – PART 1</td>
<td>Hearing, seeing the text, Vocabulary practice (High/ Low frequency): A. Look at the definitions of these words. You will see them in bold in your text. B. Choose the word that doesn't belong. C. Complete the sentences using the words from the table. D. Match the word to its translation. LOTS questions: The students answer the questions using LOTS.</td>
<td>Worksheet N2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading the short story – PART 2</td>
<td>Hearing, seeing the text, Vocabulary practice: A. Look at the definitions of these words. You will see them in bold in your text. B. Choose the word that doesn't belong. C. Complete the sentences using the words from the table. D. Match the word to its translation. LOTS questions: The students answer the questions using LOTS</td>
<td>Worksheet N3</td>
</tr>
<tr>
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<td>Worksheet N4</td>
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<td></td>
<td>Worksheet N5</td>
</tr>
<tr>
<td>6-7</td>
<td></td>
<td>Teaching the HOTS</td>
<td>Teaching students HOTS explicitly: Using Making Connections HOTS: 1. Explain orally and write down on the board. 2. Discuss with the students how the thinking skill of Making Connections can be helpful in the given situations. 3. The students think of other examples of Making Connections in their everyday lives.</td>
<td>Worksheet N6</td>
</tr>
</tbody>
</table>
### Using Uncovering Motives HOTS:
1. Explain the definition of the thinking skill of Uncovering Motives orally and in writing.
2. Discuss with the students how the thinking skill of Uncovering Motives can be helpful in the given situations.
3. Make the students apply the thinking skill of Uncovering Motives to their own lives.

### 8-9 Analysis and Interpretation
- **Have students apply all targeted HOTS to the text:**
  - Students use the thinking skill of Making Connections to answer the questions after the text.
  - Students use the thinking skill of Uncovering Motives to answer the questions after the text.
  - Additional analysis and interpretation tasks - practice using new literary terms (heroine/character) by performing exercises in writing.

### 10 Bridging Text and Context
- **Short author's biography and discussion of the poem.**
  - Students complete the exercises based on the background information by linking it to the poem.

### 11 Post-reading activity
- Students complete **ONE** of the following tasks:
  1. Retell the first scene of the story from Roger’s perspective
  2. Write Roger’s letter to Mrs. Jones the day after the story takes place.

### 12-13 Summative Assessment
- **In-class exam (material closed):**
  - Part 1: LOTS questions (36 points)
  - Part 2: HOTS questions (30 points)
  - Part 3: Bridging Text and Context task (24 points)
  - Part 4: Literary Terms task (10 points)

### 14 Reflection
- Students reflect on the Unit in class in writing.
- Checklist

### Additional resources:
- **Worksheet N8**
- **Worksheet N7**
- **Worksheet N9**
- **Worksheet N10**
- **Worksheet N11**
- **Worksheet N12**
- **Checklist**
Key Components Checklist for the Log and the Exam

Use this checklist to be sure you have included all of the seven Key Components in each piece of literature you teach.

<table>
<thead>
<tr>
<th>Key Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Pre-Reading</td>
<td></td>
</tr>
<tr>
<td>9. Basic Understanding (LOTS)</td>
<td></td>
</tr>
<tr>
<td>10. Analysis and Interpretation:</td>
<td></td>
</tr>
<tr>
<td>❖ teach students HOTS explicitly (including definition of HOTS and appropriate vocabulary)</td>
<td></td>
</tr>
<tr>
<td>❖ have students apply the targeted HOTS to the text</td>
<td></td>
</tr>
<tr>
<td>❖ have students apply the targeted HOTS to their lives and other areas of learning</td>
<td></td>
</tr>
<tr>
<td>❖ additional analysis and interpretation tasks (e.g. literary terms, etc.)</td>
<td></td>
</tr>
<tr>
<td>11. Bridging Text and Context</td>
<td></td>
</tr>
<tr>
<td>12. Post-Reading Activity</td>
<td></td>
</tr>
<tr>
<td>13. Reflection</td>
<td></td>
</tr>
<tr>
<td>14. Summative Assessment (to be graded)</td>
<td></td>
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</tbody>
</table>