This course is the first semester of 12th Grade English (English 12A), the required grade English Language Arts course, which is formed on research-based, standards-aligned lessons and activities. The focus of the course provides students with a platform from which they can develop their skills as critical thinkers, readers, and writers. The course guides students in the close reading and critical analysis of a wide range of highly engaging genres – including multimedia, nonfiction, poetry, and classic literary works. The interactive writing lessons provide thorough coverage of all Writing standards and Speaking and Listening standards and help students master the skills needed to become an expert communicator. Writing types include narrative, summary, informative, literary analysis, and research.

Texts  * Expository Reading and Writing Course: Semester Two (2nd ed.)

- 1984
  1984 George Orwell/*Sparknotes:
  http://www.sparknotes.com/lit/1984/
  1984 by George Orwell – Audiobook:
  https://www.youtube.com/watch?v=Vt7QJB02BVU&t=31178s
  A Short History of 1984 Film Adaptations:
  https://www.youtube.com/watch?v=9NyuTQXVn04
  1984 George Orwell – Film:
  https://www.youtube.com/watch?v=fCZBnUt6rZ0&t=727s
  George Orwell's 1984 - Teleplay - BBC TV:
  https://www.youtube.com/watch?v=ba4J6umbbp0
  1984 – Teleplay - Studio One:
  https://www.youtube.com/watch?v=2LzGFpGmBeE
  1984 by George Orwell, Part 1: Crash Course Literature 401:
  https://www.youtube.com/watch?v=H9ipRaLa4Jw
  George Orwell's 1984, Part 2: Crash Course Literature #402:
  https://www.youtube.com/watch?v=JBYqV2xK918&t=127s

Grade Distribution:
- Weekly Assignments = 70% (Writing = 70%, comprehension questions, vocabulary, and grammar 30%)
- Weekly Assessments = 10%
- Mid-Term and Final Projects = 20%
- Your teacher will use the following standard grading rubric for completeness and accuracy:
  A = 90 – 100%
  B = 80 – 89%
  C = 70 – 79%
  D = 60 – 69%
  F < 60%

Work Expectations
In order to successfully complete this course, students are expected to be working a total of 10 hours per week, or 2 hours per day.

Standards
Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards:

To view the Career and College Readiness Standards for Language, Speaking and Listening, as well as grade-specific content standards, go to http://www.cde.ca.gov/re/cc/.
Assignments for WEEK #1: Module 7 “Bring a Text You Like to Class”

| Due: ___ / ___ / ___ | Rec’d: ___ / ___ / ___ | Evaluation: ___________ | Comments: ______________ |

**Before you go home:** Get the novel “1984” from your teacher. You will **read and complete several essays about the book by the completion of this course.**

**Survey the Text:**
1. Count the number of chapters in the book.
2. Read a few of the chapter titles. What do the titles have in common?
3. Look at any maps or photographs.
4. Look at the length of the book.

**Visit “1984” Sparknotes site:**

**Visit “1984” Audiobook:**

**Visit “1984” Crash Course Series:**
[https://www.youtube.com/watch?v=JBYqV2sK918&t=127s](https://www.youtube.com/watch?v=JBYqV2sK918&t=127s)

**Visit “1984” television play:**
*George Orwell's 1984 - Teleplay - BBC TV:*
[https://www.youtube.com/watch?v=ba4J6umbbp0](https://www.youtube.com/watch?v=ba4J6umbbp0)

*1984 – Teleplay - Studio One:*
[https://www.youtube.com/watch?v=2LzGFpGmBeE](https://www.youtube.com/watch?v=2LzGFpGmBeE)

**Day 1: Activities 1: Reading Habits Survey**

1. **Activity 1:** Reading habits Survey:
   You come to school knowing a lot more about reading than you might think. Complete the survey. It will help you and your teacher understand the kinds of reading you do outside of school:

   **Which of these do you read?** Put an F, O, or N next to each of the following types of text to indicate how often you read each one. (F=Frequently; O=Occasionally; N=Never)
   - Online Newspapers
   - Internet Websites
   - Internet Social Networking
   - Blogs
   - Twitter
   - Reddit
   - Reference Books (dictionaries, encyclopedias)
   - Poems
   - Song Lyrics
   - Autobiographies/Biographies
   - Comics
   - Facebook
   - YouTube
   - Print Magazines
   - Online Magazines
   - Books
   - Short Stories
   - Fan Fiction
   - Essays
   - Drama/Plays
   - History
   - Philosophy
   - Science
   - Non-fiction Books (on topics that interest you)
   - Graphic Novels
   - Manga
   - E-mail or Instant Messages
   - Chat rooms
Look back over the list of texts you read outside of school, and tally the different kinds of texts you read: How many do you read frequently? _____ Occasionally? _____ Never? _____

On a scale of 1-10, circle the number below that best represents how confident you feel as a reader. The number 1 = “I’m not a confident reader” and the number 10 = “I’m a very confident reader.” I would rate myself:

1 2 3 4 5 6 7 8 9 10

• From the texts listed above (in #1), which types of reading do you enjoy the most?

• Which types of reading are most difficult for you?

Fill in the blank below with an adjective that describes you as a reader:

• I would describe myself as a ____________________ reader. Explain your response in a sentence.

• The best book I have ever read was __________________________.

• Why did you like that book so much? __________________________

• What was the last book you read on your own (not for school), and when did you read it?

Decide whether you agree or disagree with the following statement: Reading is something you either can or cannot do well. (In other words, do you think some people are naturally good at it while others are not? Or do you think everybody has the potential to read well if given opportunities to learn how?) Explain your response.

• Agree  Disagree

Write down three strategies you use (three things you do to help yourself) when trying to understand a challenging or complicated text at school, at work, or at home.

A. __________________________

B. __________________________

C. __________________________

Which of the following three statements best describes you as a reader in school? Check one.

___ With enough effort, I can understand anything I try to read, and I am confident about my reading abilities at school.

___ Even when texts are difficult, I always try to read them, but sometimes I give up if reading for school is too hard. I understand a lot of what I read, and my reading abilities are adequate.
Reading at school is hard for me. I rarely feel like I understand what the writer is saying, and even when I feel like I understand it, sometimes I worry that I’m not getting it.

Check the statement below that most closely matches your belief about the importance of reading:

___ Reading is crucial to being successful as an adult in my community.
___ People need to read well in order to be successful in college.
___ Most jobs require good reading skills.
___ Reading is more important now than it ever has been.
___ Reading is less important now than it ever has been.

I expect the reading I do for school to be (circle all that apply):

Interesting       Difficult       Useful       Boring

Put a check next to all the activities you do while you read assignments for school:

___ I have my cell phone on while I read.
___ I eat/drink while I read.
___ I lie in bed while I read.
___ I listen to music while I read.
___ I have the TV on while I read.
___ I sit in a comfortable chair while I read.
___ I sit at a desk or table while I read.
___ I sit on the floor while I read.
___ I read in a room with other family members or friends present.
___ I sometimes use pens, pencils, and/or highlighters while I read.
___ I sometimes take notes on a separate piece of paper while I read.
___ Other

**Day 2: Activity 2: Exploring Key Concepts**

1. Activity 2: Exploring Key Concepts – Anticipation Chart:

Using the space below, think about five kinds of texts you read on a regular basis that you could bring in to share with your teacher, comment on what the characteristics or features of each text type are, and list some descriptors for the audience you imagine each type of text was written:

**Exploring Key Concepts Anticipation Chart**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>What is the text about?</td>
<td></td>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 3: Activity 3: Choose the Text and Make Notes:

1. In this activity, you will have a chance to compile some notes about the basic characteristics of your text. As you do, consider which of your responses help explain why you read this text with confidence.

   On a separate piece of paper, choose any six (6) of these questions to answer about the text you brought to class to share. Choose the questions that will have the most interesting answers because they will reveal the most about the text itself and your relationship to it (what makes you an expert reader of this kind of text):

   - Why did you choose this particular reading to bring to class?
   - What do you like about this text?
   - What do you know about the author?
   - Have you read anything else by this author?
   - What do you think the author’s purpose was for writing this text? (Does the writer aim to persuade, scold, instruct, amuse, explain, describe, or perhaps change readers’ minds about something?)
   - Why did you first read this?
   - When was this text written?
   - What are the main topics or ideas in the text?
   - What else have you read that contributes to your understanding of this text?
   - Will this text ever be considered outdated? Why or why not?
   - Do you think the subject of this reading falls outside your teacher’s experience or knowledge of the world? Who would be unfamiliar with this kind of text? How might unfamiliarity with the topic affect a reader’s ability to comprehend it?
   - Look at the language this writer uses and predict which words or phrases your teacher might not know. Are there any words or expressions you yourself are unsure of? Make a list of some of the most challenging words or phrases.
   - What background knowledge, information, or life experience do you think readers would need in order to understand this text well?

Day 4: Activity 7: Write a Brief Analytical Summary of Your Text:

1. Write a concise analytical summary of the text you brought in. The summary should convey what you believe to be the text’s main idea and explain the author’s purpose, as you understand it. Your summary should also include a reference to some element of the text that you believe indicates something about the author’s worldview or value system. Underline at least two keywords in your text and find three synonyms for those keywords and write them down. Be prepared to describe any connotations or associations that you circled as most relevant. *See the examples below:

   1. In John Smith’s article “Save the Reindeer” (2012), he condemns the policies that a Canadian National Park is using to expand itself because they are contributing to a decimation of the reindeer population. He hopes to persuade environmentalists to put pressure on the park to change its policies before the devastation is irreversible. He seems to believe that if there is a choice between making humans happy or keeping ecosystems intact, the ecosystems should win.

   2. In the preface to Stephanie Meyers’s Twilight (2005), the author flashes forward to the climax of the book, when the main character is threatened by a vampire who’s been hunting her. Meyers is foreshadowing key themes in the book; not only death, but the paradox of some vampires who really are friendly, and the question of whether or not it’s possible for the undead to actually be noble. Her reflection about dying “in the place of someone I love” indicates she values love above all else, and that is certainly a theme in this book.
### Day 5: Activity 8: Finding a Scholarly Article Related to the Topic of Your Text:

1. Your task is to find a scholarly article that relates to the text you brought into class. For example, if the text you brought to class are the lyrics to a Black Eyed Peas song, a related academic article could be a researched analysis of the group’s appeal to tweens or an academic essay on hip-hop as a tool for teen rebellion or an essay about how teachers are using hip-hop to teach language and history in American high schools. Here’s another example: Perhaps you’ve been analyzing an article from a skateboarding magazine. You might find published research on skateboarding injuries, or you might find an analysis of skate culture’s influence on the rise of extreme sports in the 1990s. Scholarly articles often have features like an abstract, a list of works cited, and some indication of the author’s credentials, among other things. By the time you are done examining the article you found, you should know much more about this type of text.

If you are looking for scholarly texts, using a regular Internet search engine like Google might get you literally millions of unhelpful results. When hunting for academic articles, here are some of the keys for effective searching: consider a variety of search terms that might help you find likely material; use search tools and terms that limit your results to just scholarly texts.

**To get started, come up with at least five different search terms that could help you find a scholarly article related to your topic.** *(A student who brought in Cosmopolitan Magazine might come up with search terms like “fashion,” style,” “designer,” “trends,” “beauty”; a student who brought in an article about architecture might come up with search terms like “architecture,” “modernism,” “green design,” and the name of her favorite architect)*

Use the advanced search functions in an online database to limit your results to scholarly articles from peer-reviewed journals. Your teacher or librarian can show you how to do this. If your school does not have access to an online database like EBSCO or Proquest, you may search DOAJ.org for articles in open-access, peer-reviewed journals. As you hunt, make sure you are looking at full-text articles and not just the abstracts. When you find a full-text article that looks interesting (and isn’t too long—maybe three to five pages), print it, bring it to class, and use it to answer the following questions in essay form:

- In scanning the text, what do you expect the main topics and ideas will be?
- What question do you believe the text will try to answer?
- What clues make you say so?

**Example:** *The title talks about vampires’ and humans’ “co-habitation.” I suppose this means it is going to be about vampires and humans living together or getting along. It was published in an economics journal, which confuses me, but in the list of keywords are “predator-prey system” and “mathematical modeling”; maybe they are using mathematical formulas used in ecosystems with predators and prey to imagine how humans and vampires would interact or maybe kill each other off. That prediction seems reasonable because there are charts and graphs about changes in human and vampire population. The abstract says the article “presents a serious analysis of a ridiculous subject.” I can’t tell if this is a joke paper or not. The “references” section, which looks like a works cited page, includes sources like Karl Marx and the U.N., but it also lists books like Twilight and The Devils and Evil Spirits of Babylonia.*

- What is the structure of this text?
- Is it written in sections? Are there headings and subheadings?
- How is it organized? What does this tell you?

**Example:** *The paper has an abstract, an introduction, a body, a conclusion, and a references section, along*
with lots of formulas and captioned graphs. The body is divided into three sections, and each includes the names of authors who wrote about vampires. For example, the first section is called “The Stoker Model.” I think the authors of this paper are going to use math to imagine whether humans and vampires could get along in different scenarios, depending on if humans are trying to coexist with Dracula vampires or Twilight vampires or Buffy vampires.

ASSIGNMENTS FOR WEEK #2: Module 8 “Juvenile Justice”

Due: ___/___/___ Rec’d: ___/___/___ Evaluation: ___________ Comments: ____________________________________________

Day 1: Activities 1-3: Pre-reading

1. Activity 1: Getting Ready to Read:
   - Quickwrite - Write to the following prompt:
     • If you committed a serious crime, do you think it would be fair for you to be punished the same way an adult who committed the same crime would be?

2. Activity 2: Exploring Key Concepts:
   - Answer the following questions:
     • Who is a juvenile? Find (2) synonyms for the term “juvenile”.
     • What are the differences between an adult and a juvenile? Brainstorm a list of (5) qualities that characterize a juvenile, but not an adult.

3. Activity 3: Exploring Key Definitions:
   - Definitions of some legal terms for killing someone are provided below. Study them, and then, on a separate sheet of paper, write a short essay explaining the differences in your own words:
     • Homicide is the killing of one person by another, either intentionally or unintentionally. Homicide includes accidents and murder.
     • Murder is killing someone with malice of forethought. It could be done while committing another crime. Murder is always illegal.
     • First-degree murder is killing a person with malice of forethought; the killing was planned. It was done deliberately.
     • Second-degree murder is a killing done during a crime deemed dangerous to a human life. The crime was most likely not committed with the intention of killing.
     • Voluntary manslaughter is killing someone intentionally but without malice of forethought. For example, if the killing was a crime of passion (killing a spouse or lover because of jealousy), the intention was to kill. However, there was no malice of forethought because it was not planned.

Matching Activity

(Read the following scenarios and fill in the boxes:)

<table>
<thead>
<tr>
<th>Actual situation</th>
<th>Crime or conviction</th>
<th>Punishment or sentencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A troubled 17-year-old girl has slowly poisoned her parents each night at dinner. After three months, she came home to find them dead on the kitchen floor. The coroner’s report indicated that cyanide poisoning caused their deaths.</td>
<td>Crime or conviction</td>
<td>Punishment or sentencing</td>
</tr>
<tr>
<td>Three 16-year-olds were hanging out at the park drinking whiskey. One boy started shoving his friend. Soon the shoving escalated into punching. One boy</td>
<td>Crime or conviction</td>
<td>Punishment or sentencing</td>
</tr>
</tbody>
</table>
Day 2: Activities 4 - 10: Reading Informational Texts: “Kids Are Kids – Until They Commit Crimes”/“Startling Finds on Teenage Brains”

1. Activity 4: Surveying the Text:
   Think about the following and take notes:
   • What do the titles “Kids Are Kids—Until They Commit Crimes” and “Startling Finds on Teenage Brains” tell you about the topics of these articles?
   • “Kids Are Kids” was published in the Sacramento Bee in 2001. “Startling Finds on Teenage Brain” was published in the same paper also in 2001. What can you predict about the articles? How do you think the articles will be the same? How do you think they will be different?

2. Activity 5: Making Predictions and Asking Questions:
   Read the first three paragraphs of “Startling Finds on Teenage Brains,” and then answer the following questions:
   • Now that you’ve read the first three paragraphs of “Startling Finds,” what do you think it is going to be about?
   • What do you think is the purpose of this text?
   • Who do you think is the intended audience for this piece? How do you know this?
   • Now read the first six paragraphs of “Kids Are Kids” and consider the following question:
   • What is Lundstrom’s opinion on the topic of juvenile crime?

3. Activity 6: Understanding Key Vocabulary:
   Complete the semantic map for the term “Juvenile Crime”. Brainstorm a list of words that relate to the “Juvenile Crime” categories, and insert them into the graphic below:

   [Semantic map diagram]

   Kinds of Crime
   Punishment
   Causes
4. **Activity 7: Vocabulary Self-Assessment Chart:**
The words in the self-assessment chart are from the texts you will read. Indicate how well you know the word, and define it if you can.

**Fill in missing definitions when you read them in your text and discuss them with your teacher:**

**Vocabulary Self-Assessment Chart**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Know it well</th>
<th>Have heard of it</th>
<th>Don’t know it</th>
</tr>
</thead>
</table>

**Vocabulary from Thompson, “Startling Finds on Teenage Brains”**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Know it well</th>
<th>Have heard of it</th>
<th>Don’t know it</th>
</tr>
</thead>
<tbody>
<tr>
<td>verdicts</td>
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<tr>
<td>cognitive</td>
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<td>development</td>
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<td>impulsive</td>
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<td>erratic</td>
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<td>purged</td>
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<td>inhibit</td>
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<td>diminished</td>
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<tr>
<td>accountability</td>
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<tr>
<td>Homicidal</td>
<td></td>
<td></td>
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</tbody>
</table>

**Vocabulary from Lundstrom’s “Kids Are Kids”**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Know it well</th>
<th>Have heard of it</th>
<th>Don’t know it</th>
</tr>
</thead>
<tbody>
<tr>
<td>inconsistency</td>
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<tr>
<td>quandary</td>
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<tr>
<td>heinous</td>
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<tr>
<td>coddling</td>
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<tr>
<td>perpetuated</td>
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</tbody>
</table>
Quickwrite (5 minutes): Now that you have discussed these words, what do you predict the articles you are going to read will be about? Use some of the words on your chart in your prediction:

5. Activity 8: Reading for Understanding:
The first reading of an essay is intended to help you understand the text and confirm your predictions. This step is sometimes called reading “with the grain” or “playing the believing game.”

As you read, answer about the following questions on a separate sheet of paper:
• Which of your predictions turned out to be true?
• What surprised you?
• If your predictions turned out to be wrong, what in the text misled you?
• What, if anything, is still confusing to you?

As you read “Startling Findings on Teenage Brains” and “Kids Are Kids,” you will find that the two articles discuss four recent cases in which teenagers were tried for murder. Fill out the following graphic organizer based on those cases:

<table>
<thead>
<tr>
<th>Recent Cases of Juvenile Crime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defendant</strong></td>
</tr>
<tr>
<td>-----------------</td>
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</tbody>
</table>

6. Activity 9: Considering the Structure of the Text:
Create a descriptive outline of “Startling Finds on Teenage Brains” by describing the content and purpose of each section. The first section has been done as an example:

Content and Purpose (paragraphs 1 – 3): Nathaniel Brazill, a fourteen-year-old, was tried as an adult and found guilty of second-degree murder in the killing of his teacher. But research on the brain has shown that young teens are not adults in terms of development. The purpose is to raise the question of whether teenagers should be tried as adults.

Content and Purpose (paragraph 4):
Content and Purpose (paragraphs 5 - 7):

Content and Purpose (paragraphs 8 - 9):

Content and Purpose (paragraphs 10 - 11):

Now that you have completed the descriptive outline, on a separate sheet of paper, answer the following questions:

- What does each section say? What is its content?
- How does each section affect the reader? What is the writer trying to accomplish?
- Which section is the most developed?
- Which section is the least developed?
- On the basis of your descriptive outline of the text, what do you think is the main argument? Is that argument explicit or implicit?

7. Activity 10: Noticing Language—Focused Questions:
   The following questions are based on the articles by Thompson, “Startling Finds,” and Lundstrom, “Kids Are Kids.”

   Answer the following questions on a separate sheet of paper:
   1. Do you think a jury should take the age of a criminal defendant into consideration? Use the terms “jurors” and “juveniles” in your answer.
   2. Should juveniles be treated the same way as adults if they commit the same crimes? Use the phrase “tried as adults” in your answer.
   3. Do you agree that teenagers often act on impulse? Use the word “impulsive” in your answer.
   4. How is technology helping us understand the teenage brain?
   5. What factors do you think juries should take into account when they sentence juveniles?
   6. Do you agree with Lundstrom that it is inconsistent to deny privileges like voting and drinking to teenagers but then to sentence them as adults? Why?
   7. Do you think juveniles should be sentenced to life in prison if they commit especially bad crimes? Use the word “heinous” in your answer.
   8. Do you agree with Lundstrom that the media perpetuates the stereotype of violent youths? Use the term “perpetuate” in your answer.

1. **Activity 11: Preparing to Read:**
   
   Using strategies you have employed with previous reading selections, quickly survey these two new texts, “On Punishment and Teen Killers” and “Juveniles Don’t Deserve Life”.

   Make predictions (three for each article) about the content of the texts:

   **“On Punishment and Teen Killers”**
   - Prediction #1
   - Prediction #2
   - Prediction #3

   **“Juveniles Don’t Deserve Life”**
   - Prediction #1
   - Prediction #2
   - Prediction #3

2. **Activity 12: Reading for Understanding:**
   
   After reading the two texts independently (“On Punishment and Teen Killers”, Pgs. 91 – 92 & “Juveniles Don’t Deserve Life”, Pgs. 93 – 94), answer the following questions:

   • Which of your predictions turned out to be true?

   • What surprised you?

   • If your prediction was inaccurate, what in the text misled you?

   • What, if anything, is confusing to you?

3. **Activity 13: Annotating and Questioning the Text:**
   
   Annotating a text enables readers to explore more deeply how a text works to inform or persuade its readers. Reread “On Punishment and Teen Killers” and “Juveniles Don’t Deserve Life Sentences,” and make notations.

   Label what each author is saying below:

   • **The introduction:** “On Punishment and Teen Killers”

   “Juveniles Don’t Deserve Life Sentences”
• The issue or problem the author is writing about: “On Punishment and Teen Killers”

“Juveniles Don’t Deserve Life Sentences”

• The author’s main arguments: “On Punishment and Teen Killers”

“Juveniles Don’t Deserve Life Sentences”

• The author’s examples: “On Punishment and Teen Killers”

“Juveniles Don’t Deserve Life Sentences”

• The author’s conclusion: “On Punishment and Teen Killers”

“Juveniles Don’t Deserve Life Sentences”

Add your personal reactions to what the author is saying. You can question, express surprise, disagree, elaborate, and note any moments of confusion.

Discuss your findings with your teacher.

4. Activity 14: Analyzing Stylistic Choices:
The choices writers make when they choose words create certain effects for their readers.

Think about these words from Jenkins’s “On Punishment and Teen Killers.” Put a plus (+) next to the words and phrases that have a positive connotation and a minus (−) next to the words and phrases that have a negative connotation. Look up the listed words and write a brief definition or synonym next to it:

<table>
<thead>
<tr>
<th>Word/Your Definition</th>
<th>Positive (+)/Negative (−) Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culpability/</td>
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<tr>
<td>Lovingly/</td>
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<tr>
<td>Violence-loving culture/</td>
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<td>Alarming/</td>
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<td>Intelligent/</td>
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<td>Bragging/</td>
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<td>Traumatic/</td>
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Justice/
Enlightened/
Victim/
Repeat violent offenders/
Propaganda/
Nobility/
Misleading/

Now discuss with your teacher the effect that the writer’s choice of language has on you as a reader. Is she completely fair and objective, or is she trying to appeal to your emotions?

5. Activity 15: Postreading: Summarizing and Responding
Use Garinger’s article “Juveniles Don’t Deserve Life Sentences” with your annotations to help you write the summary and response:

- On a separate sheet of paper, write a summary of the article (one paragraph). A summary is a shorter version of the text that contains all of the essential information—and nothing extra. Identify the title, the author, the source, and the date of publication in your summary, and write the entire summary in your own words; do not use quotations from the original source.
- On a separate sheet of paper, write a response to the article (one paragraph). A response is your personal reaction to the text. For example, what personal experiences have you had that cause you to agree and/or disagree with the author? Why? Does the author make a particularly strong or weak argument? Explain.

Day 4: Activities 17 - 19: Thinking Critically & Reflecting on the Reading Process:

1. Activity 17: Thinking Critically:
Respond to either the questions about Gail Garinger’s article “Juveniles Don’t Deserve Life Sentences” OR Jennifer Jenkins’ “On Punishment and Teen Killers”:

On a separate sheet of paper, answer the following questions about the traditional rhetorical appeals that Garinger makes in “Juveniles Don’t Deserve Life Sentences”:

• Questions about Logic (Logos):
  1. What are Garinger’s major claims and assertions? Do you agree with her claims?
  2. What evidence does she use to support her claims? How relevant and valid do you think the evidence is? How sound is the reasoning? Is there any claim that appears to be weak or unsupported? Which one, and why do you think so?
  3. Can you think of counterarguments that Garinger does not consider?
  4. Do you think Garinger has left something out on purpose? Why?

• Questions about the Writer (Ethos)
  5. What can you infer about Garinger from the text? Does she have the appropriate background to speak with authority on the subject? Is she knowledgeable?
  6. What does Garinger’s style and language tell you about her? Can you trust her?

• Questions about Emotions (Pathos)
  7. Does “Juveniles Don’t Deserve Life Sentences” affect you emotionally? What parts?
  8. Do you think Garinger is trying to manipulate your emotions? In what ways? At what point?

OR

On a separate sheet of paper, answer the following questions about the traditional rhetorical appeals that Jenkins makes in “On Punishment and Teen Killers”:

• Questions about Logic (Logos)
  1. What are the writer’s major claims and assertions? Do you agree with her claims?
  2. What evidence does she use to support her claims? How relevant and valid do you think the evidence is? How sound is the reasoning? Is there any claim that appears to be weak or unsupported? Which one, and why do you think so?
3. Can you think of counterarguments that Jenkins does not consider?
4. Do you think Jenkins has left something out on purpose? Why?

- **Questions about the Writer (Ethos)**
  5. What can you infer about the Jenkins from the text? Does she have the appropriate background to speak with authority on the subject? Is she knowledgeable?
  6. What does the writer’s style and language tell you about her? Can you trust her?

- **Questions about Emotions (Pathos)**
  7. Does “On Punishment and Teen Killers” affect you emotionally? If so, what parts?
  8. Do you think Jenkins is trying to manipulate your emotions? In what ways? At what points?

2. **Activity 18: Thinking Critically:**
   Using your annotated copy of “Greg Ousley is Sorry for Killing His Parents,” write three (3) questions that you would like to discuss with your teacher or other young adults. These questions should be about significant issues that the article raises and should not have a right or wrong answer. Consider the example below:
   Example: Can our knowledge about the development of the teenage brain help us understand why Greg Ousley killed his parents and why he behaved the way he did afterwards?

   1. _______________________________________________________________
   2. _______________________________________________________________
   3. _______________________________________________________________

3. **Activity 19: Reflecting on Your Reading Process:**
   You have now read four texts that are part of the conversation that has taken place over the last decade about how juveniles who commit serious crimes, including murder, should be treated in the justice system.

   **Using what you know and what you have learned from the texts and your notes, answer the following questions below:**

   - What have you learned from joining this conversation?
     _______________________________________________________________

   - What do you want to learn next?
     _______________________________________________________________

   - What reading strategies did you use to read the four texts? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
     _______________________________________________________________

   - In what ways has your ability to read and discuss texts like this one improved?
     _______________________________________________________________

**Day 5: Activities 20, 22, 23, 24, 25, & 26 - Writing Rhetorically**
1. **Activity 21: On-Demand Writing Assignment:**
   On June 25, 2012, the Supreme Court ruled that juveniles who committed murder could not be sentenced to life in prison because it violated the Eighth Amendment’s ban on cruel and unusual punishment. Justice Elena Kagan, writing for the majority, stated that “Mandatory life without parole for a juvenile precludes consideration of his chronological age and its hallmark features—among them, immaturity, impetuosity, and failure to appreciate risks and consequences. It prevents taking into account the family and home environment that surrounds him—and from which he cannot usually extricate himself—no matter how brutal or dysfunctional.” However, four justices strongly disagreed, arguing that mandatory sentences reflected the will of American society that heinous crimes committed by juveniles should always be punished with a sentence to life in prison. Justice Alito noted that otherwise, “Even a 17 ½-year-old who sets off a bomb in a crowded mall or guns down a dozen students and teachers is a ‘child’ and must be given a chance to persuade a judge to
permit his release into society...”

Write an essay analyzing the issues raised by these arguments. Be sure to indicate which side you most strongly agree with. Support your position, providing reasons and examples from your own experience and observations, discussions you have participated in, and texts you have read for this module. Your essay should be as clearly focused, well organized, and carefully written as you can make it. Consider the questions below to help you plan what you want say before you begin to draft your essay:

• Do you agree with the majority of Supreme Court justices who argued to abolish mandatory life in prison for juveniles who commit murder or with the minority who argued to retain it?
• Which author or authors that we have read support your position? What evidence do they provide?
• Which author or authors support those who disagree with you? What evidence do they provide?
• Sketch out a plan for the arguments and evidence you will use in your essay.

Write a working thesis. After you have finished your essay, reread your thesis statement, and revise it if necessary.

Using the guidelines for developing effective thesis statements, evaluate Thompson’s thesis statement. Then evaluate the thesis statements taken from student essays below. Label them “very effective,” “OK,” or “not effective,” and briefly explain each of your decisions:

Guidelines for Developing Thesis Statements:
• A thesis reflects the writer’s position on a question that has more than one side. After reading the thesis, the reader should be able to explain what the issue is and what side of the argument the writer is on.
• Develop a thesis statement that makes the topic and your opinion or position on the topic clear to your reader.
• Choose one side of the issue if your topic requires it, but you may qualify your position.
• If the topic asks “to what extent” you agree or disagree with a statement, be sure to explain how strongly you agree or disagree. You may include a “because” statement, but you do not need to list all the reasons for your position.
• Neither a factual statement nor a question make an effective thesis because they do not reflect the writer’s position on the issue.

Thompson’s Thesis:

In terms of cognitive development, as research on the human brain has shown, Brazil—and any other young teen—is far from adulthood.

Effective  Not effective Explain:___________________________________

Student Thesis Statements:
1. Juvenile offenders are young people under the age of 18 who commit crimes.
   __Effective  __Not effective Explain:___________________________________

2. Sentencing juveniles to mandatory life in prison is necessary because it keeps them from committing more crimes. Also, it’s what the families of victims want, and it holds the teen murderers accountable for what they did.
   __Effective  __Not effective Explain:___________________________________

3. Juveniles must be held accountable for their crimes, but they must be treated differently than adults.
   __Effective  __Not effective Explain:___________________________________

4. Sentencing juveniles to life in prison is both good and bad.
   __Effective  __Not effective Explain:___________________________________

5. Children’s crimes should not be brushed off, but it is not right to throw children who don’t even understand the enormity of the crime that they have committed into the slammer for life. With a growing number of young adults being tried and sentenced as adults for violent crimes, the question arises, “Why did they commit these crimes?”
   __Effective  __Not effective Explain:___________________________________

Now copy the thesis from the first draft of your essay. How would you judge its effectiveness based on the criteria above. If you do not think it is a very effective thesis, revise it so it is improved.
My thesis:

My revised thesis:

3. Activity 23: Using the Words of Others:
One of the most important features of academic writing is the use of the words and ideas from written sources to support the writer’s own points. Presented here are five ways to incorporate words and ideas from sources:

1. Direct quotation.
According to Paul Thompson, brain researchers have discovered to their surprise that “a massive loss of brain tissue occurs in the teen years.”

2. Paraphrase.
In “Startling Finds on Teenage Brains,” Thompson notes that young people actually lose a large amount of brain tissue during their teen years.

In “Startling Finds on Teenage Brains,” Thompson summarizes recent research that shows teenagers actually lose a large amount of brain tissue, a finding that may explain their impulsive and violent behavior. Such changes in the brain do not mean that teens are not responsible for their violent behavior, but Thompson believes they should not be treated as adults in the criminal justice system.

4. Source within another text.
Garinger cites the Supreme Court ruling in 2005 which asserted that juvenile offenders “are less mature, more vulnerable to peer pressure, cannot escape from dangerous environments, and their characters are still in formation.”

5. Explaining the significance.
Concurring with Thompson, Garinger observes that brain research shows that “the regions of the adolescent brain responsible for controlling thoughts, action and emotions are not fully developed.” It is clear that they should have a chance as adults to make the case that they have matured and become law-abiding citizens who deserve to be released from prison.

An important strategy for developing your ideas is to incorporate material from the articles you have read into your essay and explain to your readers how it contributes to your argument.

Read the first draft of your essay, and think about the following questions:

1. Where can I strengthen my argument by referring to one of the texts? Should I quote directly from the text, paraphrase a short piece of the text, or summarize the entire text?
2. Where can I improve my writing by taking a passage I quoted and paraphrasing it or shortening the length of the quotation to a few key words?
3. In each case where I have referred to a text, have I explained how it contributes to my argument?
4. Have I accurately identified the source of the material that I have quoted, paraphrased, or summarized? Be careful where an author has quoted another source (a source within a source) to identify the original source. Mark the places in your essay where you can improve your use of sources.

4. Activity 24: Revising Rhetorically:
Write answers to the following questions to help you think about your audience, your purpose, your image as a writer, and your arguments, including the evidence that supports them:

1. Who will read your essay? What do your readers probably think or believe about sentencing juveniles as adults? How much background information will they need?

2. What is your purpose in writing? What questions are you trying to answer? What are you trying to accomplish?
3. What sort of image, or ethos, as Aristotle would say, do you want to project to your readers? How will you achieve it? What words or type of language might you want to use to help construct your ethos?

4. Are there any emotional appeals (pathos) you want to use?

5. If readers disagree with your thesis or the validity of your support, what would they say? How would you answer them?

Use what you have discovered in analyzing how effectively you used the words of others and how well you addressed your audience, purpose, and image. Revise your essay to clarify and strengthen each area.

5. Activity 25: Editing the Draft:
You now need to work with the grammar and mechanics of your draft to make sure your use of language is effective and conforms to the guidelines of standard written English:

Individual Work
Edit your draft based on the information you have received from your instructor or a tutor. Use the editing checklist provided by your teacher. The suggestions below will also help you edit your own work.

Editing Guidelines for Individual Work
• If possible, set your essay aside for 24 hours before rereading to find errors.
• If possible, read your essay aloud so you can hear your errors.
• Focus on individual words and sentences rather than overall meaning. Take a separate sheet of paper, and cover everything except the line you are reading. Then touch your pencil to each word as you read.
• With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make. For example, you might decide that subject-verb agreement, punctuation of quotations, and sentence fragments are patterns that you need to check in your writing.
• Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.
• Use the dictionary to check spelling and confirm that you’ve chosen the right word for the context.

Editing Focus
Select three patterns of error that you tend to make when you write. List them, and then one at a time, look for them in your essay and make corrections:
1.
2.
3.

6. Activity 26: Reflecting on your Writing Process:
When you have completed your own essay, respond to the following questions:

1. What was most difficult about this assignment?

2. What was easiest?

3. What did you learn about arguing by completing this assignment?

4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you
feel are very good.

---

5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.

---

6. What did you learn from this assignment about your own writing process—about preparing to write, writing the first draft, revising, and editing?

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ASSIGNMENTS FOR WEEK #3: Module 9 “Language, Gender, and Culture”

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: __________________________

<table>
<thead>
<tr>
<th>Day 1: Activities 1 - 7: Reading Rhetorically: Prereading</th>
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<tbody>
<tr>
<td>1. Activity 1: Getting Ready to Read:</td>
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<tr>
<td>Choose two of the five quickwrite topics below, and, on a separate sheet of paper, write your responses in your Language, Gender, Identity, and Culture Reflection Journal:</td>
</tr>
<tr>
<td>Quickwrite 1: Some people assert that just one or two generations ago men and women seemed to have more rigid codes for how to behave: for example, men could be loud and assertive while women were expected to dress modestly and to use a “feminine” voice. Do you think these codes or “rules” for male and female behavior still hold true today? What experiences and observations can you point to as support for your position?</td>
</tr>
<tr>
<td>Quickwrite 2: Families have their own rules for how male and female members should talk and behave. Think back to the advice you have heard in your family or to the rules you have noticed family members following. Describe your family’s implicit (unspoken) or explicit (articulated) rules about polite talk and behavior.</td>
</tr>
<tr>
<td>Quickwrite 3: How do children and young adults learn what is “appropriate” behavior, either in general or for them as boys and girls or young men and women? What happens when a young person acts in some way his or her family or friends consider “not normal”? How is he or she treated? Refer to your own experiences and observations to support your points.</td>
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<tr>
<td>Quickwrite 4: Characterize some of the differences you have observed between how American men and women generally walk. What aspects of walking behavior or style make a person’s walk seem “feminine” versus “masculine”? (Consider speed, size of steps, carriage of the shoulders and hips, gaze [focus of the eyes], etc.) Describe an example of any individuals you’ve known whose walk could be characterized as typically “masculine” or “feminine.”</td>
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<tr>
<td>Quickwrite 5: Based on your own observations, how do American women typically speak in their conversations? Consider volume and pitch of voice, choice of words, body posture (open or closed), proximity or closeness to other speakers, gaze/eye contact, use of hand gestures while speaking, etc. Now consider and describe the way American men typically speak.</td>
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Reflection: Reread the quickwrite you wrote for Activity 1, and then answer both of the following questions. (You can write these additional reflections right underneath your quickwrite for Activity 1):

- Though you may not know any examples as extreme as the one described by Butler, have you seen or heard of similar instances in which gender norms have been enforced through violence or bullying?
• How does this story deepen your understanding of the relationship between identity, gender, and culture?

3. Activity 3: Create a Concept Map:
   Concept Map: Consider groups of ideas that both join and separate the terms culture and identity.

Think about the meanings of these terms and related terms—norms, gender, performance, name, hobbies, sex, stigmas, silencing, and coercion—and create a concept map with these and related words and phrases that help you to understand these terms both as individual words and in relationship to one another. Here is an example:

For instance, “norms” occupies a space between culture and identity, as every culture has norms for the kinds of identities available to participants in that culture. Likewise, “gender” occupies the space off of “Identity” and Performance” because culture specifies (or at least tries to control) the range of acceptable gender performances that can become part of one’s identity.
4. Activity 4: Quickwrite:
   Please respond to the prompt below:
   • What have you learned from this discussion about the relationships between language, gender, identity, and cultural norms?

5. Activity 5: Connecting Texts and Their Authors:
   For each of the four following texts in this module (Brooks, Tannen, Young, and Lorde), on a separate sheet of paper, complete the following:
   • Examine the titles, and make a prediction about the content of each piece;

   • Note the types of texts and genres (New York Times Op-Ed piece versus book excerpt), and make any relevant predictions about the content or rhetorical stance of each piece;

   • Examine the brief author biographies provided below, and then imagine how each author’s identity and gender—as described in those biographies—might influence the text’s language, content, or purpose.

   **Judith Butler**—This YouTube video clip is from an interview uploaded to YouTube in 2007.

   Judith Butler is a Professor in the Departments of Rhetoric and Comparative Literature at the University of California, Berkeley. She received her PhD in Philosophy from Yale University. She is the author of many books, including *Gender Trouble: Feminism and the Subversion of Identity* and *Bodies That Matter: On the Discursive Limits of “Sex.”* She is also active in gender and sexual politics and human rights, anti-war politics, and Jewish Voice for Peace. She is presently the recipient of the Andrew Mellon Award for Distinguished Academic Achievement in the Humanities.


**Deborah Tannen**—“His Politeness Is Her Powerlessness” is excerpted from You Just Don’t Understand: Women and Men in Conversation (1990; 2001).

Deborah Tannen earned a PhD in Linguistics from the University of California, Berkeley. She is Professor of Linguistics at Georgetown University and author of many books and articles about how the language of everyday conversation affects relationships. She is best known as author of *You Just Don’t Understand: Women and Men in Conversation*, which was on the New York Times bestseller list for nearly four years. This book brought gender differences in communication style to the forefront of public awareness. Deborah Tannen is a frequent guest on television and radio, and she has written for many major newspapers and magazines, including the New York Times, Newsweek, Time, USA Today, Washington Post, and People.

**Vershawn Ashanti Young**—“Prelude: The Barbershop” is the introductory section to the book *Your Average Nigga: Performing Race, Literacy, and Masculinity* (2007).

Vershawn Ashanti Young earned a PhD from the Department of African American Studies and English at the University of Illinois, Chicago. He is an expert on the contemporary African American experience, and he is particularly interested in issues dealing with African American language, literature, gender (masculinity), and performance/performativity. He is the author or editor of several books, including *Your Average Nigga: Performing Race, Literacy, and Masculinity* (2007) and two recent collected volumes, the first in African American literary and performance studies, *From Bourgeois to Boojie: Black Middle-Class Performances* (2011), and the second in sociolinguistics and literacy, *Code-Meshing as World English: Pedagogy, Policy, Performance* (2011).

**Audre Lorde**—“The Transformation of Silence into Language and Action” is a speech from her collection titled *The Cancer Journals* (1980).

Audre Lorde (1934-1992) earned a BA from Hunter College and an MA from Columbia University in Library Science. The author of numerous collections of poetry and prose, Lorde was deeply concerned with issues of class, race, age, gender, and health, particularly as they related to the experiences of women in the 1960’s. A librarian, writer, poet, teacher, feminist, and lesbian, Lorde won numerous awards, including a National Endowment for the Arts grant and the American Library Association Gay Caucus Book of the Year Award in 1981 for *The Cancer Journals*. She died of liver cancer in 1992.

6. **Activity 6: Making Predictions About Authors’ Purposes and Arguments (Tannen, Lorde, Brooks, and Young):**

Now that you have surveyed the texts and considered the titles of the pieces as well as the dates of their publication and you know a bit about each author based on the brief bios provided above, you can begin to make some predictions about the authors’ purposes and arguments.

**Please respond to the following two (2) questions:**

- What do Tannen’s and Lorde’s chapter titles tell you about the texts’ topics and purposes?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
• What questions do the titles of Brooks’s and Young’s pieces raise for you?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Read only the first two paragraphs of each of the four longer texts (Tannen, Brooks, Young an Lorde). Then, answer the following questions:

• What predictions can you make about each text based on the opening paragraphs?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

• What questions do those paragraphs raise for you that you hope the reading will answer?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

• Based on only the first two paragraphs of each text, what can you infer about the audiences and purposes each author seems to have imagined for his or her text? Explain.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

7. Activity 7: Synonym Chart for Butler, Tannen, and Brooks: Using the vocabulary and synonym table below, review the list of key vocabulary words for each author, checking off any words and/or their synonyms you know (meaning you would recognize and understand these words if you saw them in another context).

Then, come up with an additional five synonyms in the far right column for any of the key vocabulary words that you find particularly intriguing or useful. You can find synonyms using a number of resources: ask your teacher, use your cell phone to find definitions, use electronic or print dictionaries, or search on a classroom computer for acceptable synonyms. The first word has been completed as an example for you:

<table>
<thead>
<tr>
<th>Author</th>
<th>Vocabulary Word or Phrase</th>
<th>Synonym or Similar Phrases</th>
<th>Other synonyms or similar phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Butler</td>
<td>negate</td>
<td>deny</td>
<td>cancel out</td>
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<td></td>
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<td>annihilate</td>
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<td>blackball</td>
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<td>kill</td>
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<td>oppose</td>
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<td>expunge</td>
<td>wipe out</td>
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<td>eradicate</td>
<td>eliminate</td>
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<td></td>
<td>comply</td>
<td>obey</td>
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<td></td>
<td>gender norms</td>
<td>sex-linked behaviors</td>
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<tr>
<td>Deborah Tannen</td>
<td>linguistic strategy</td>
<td>language-based approach or plan</td>
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<tr>
<td>inherent</td>
<td>innate, intrinsic</td>
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<td>ambiguity</td>
<td>Uncertainty</td>
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<td></td>
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<tr>
<td>to do someone’s bidding</td>
<td>to do what someone requests</td>
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<td>prerogative</td>
<td>privilege, right</td>
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<td>rapport</td>
<td>connection, bond</td>
<td></td>
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<tr>
<td>protocol</td>
<td>procedure</td>
<td></td>
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</tr>
<tr>
<td>underhanded</td>
<td>sneaky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Brooks</td>
<td>rambunctious</td>
<td>very active, noisy</td>
<td></td>
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<tr>
<td>plummet</td>
<td>drop</td>
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<tr>
<td>lewd</td>
<td>vulgar</td>
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<tr>
<td>eminent</td>
<td>well-known</td>
<td></td>
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<tr>
<td>social engineering</td>
<td>using social policies based on social science to deal with social problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>homogeneous</td>
<td>all the same</td>
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Day 2: Activities 8 – 12: Reading

1. Activity 8: Reading Brooks for Understanding: Annotating Points of Interest and Questions:
   Read David Brooks’s article “Honor Code”, annotating any particular points of interest or noting any places that need clarification.

   Then, answer the following questions below:

   • Looking back at the predictions you made based on the first two paragraphs you analyzed in Activity 6, which of your predictions turned out to be true?

   • What surprised you?

   • If your prediction was inaccurate, what words or phrases in the text misled you?

   • What, if anything about this piece, do you find confusing?

   • Write a single sentence in your own words that states Brooks’s argument.

2. Activity 9: Mapping the Organizational Structure of Brooks’s Article:
   Create an idea map of Brooks's article, putting the main idea into the vertical box with supporting ideas, evidence, and examples connected to the horizontal boxes:

3. Activity 10: Annotating Tannen’s Article
   Read Deborah Tannen’s article, “His Politeness is Her Powerlessness”, annotating any particular points of interest or noting any places that need clarification; then, respond to the following questions:

   • Looking back to the predictions you made based on the first two paragraphs you analyzed in Activity 6, which of your predictions turned out to be true?
4. Activity 11: Labeling Components of Argument:
Re-read Tannen’s argument, then label these possible elements below as you reread that section of the article:

- Most compelling arguments (the points that either surprised you the most or made the most sense to you)
- Most compelling examples (the ones you find most consistent with or most different from your own experiences as well as those you might want to use in your own writing)
- Author’s explanations of the importance of those examples.

Note your reactions to what the author is saying:
- Personal connections that support or refute the author’s points
- Reflections on the quality of the evidence or examples (taking note, for example, how the author is using ethos, pathos, and/or logos)
- Questions about the author’s ideas or assumptions
- Challenges to the author’s inferences or conclusions

5. Activity 12: Reflecting on How Writers Use Logos, Ethos, and Pathos to Shape Our Thinking:
Deborah Tannen and David Brooks both write about how others interpret and respond to individual people’s behavior. Did one article change your thinking about how people respond to each other’s behavior more than the other?

On a separate sheet of paper, answer the questions regarding the authors’ use those appeal devices:

Questions about Logic (Logos):
1. What is Tannen claiming, specifically about male and female behavior?
2. What is Brooks arguing? Is his argument limited to boys?
3. What evidence does Tannen offer to support her claims?
4. At what point does Brooks begin using evidence? How does he use that evidence?
5. How relevant and valid do you think the evidence is for both authors? How sound is the reasoning?
6. What function does the Hal story serve in Brooks’s argument?
7. What counterarguments has each author addressed?
8. Why does Tannen focus her discussion on women?
9. Why does Brooks focus his discussion on boys?
10. How have each author’s ideas developed over the course of the text?

**Questions about the Writer (Ethos)**

11. What can you infer about Tannen from her article?
12. Why does she refer both to her own research and the research of other authors?
13. What can you infer about Brooks from his article?
14. Why does he use a character from Shakespeare to make his point?
15. Based on what you read in her chapter, does Tannen have the appropriate background to speak with authority on this subject?
16. Based on what you read in his article, does Brooks have the appropriate background to speak with authority about educational policy?
17. What does each author do to appear knowledgeable?
18. Based on the biographies you read at the beginning of this module, does each author have appropriate background to write with authority about these issues?
19. What does Tannen’s style and language tell the reader about her?
20. What does Brooks’s style and language tell the reader about him?
21. Do the authors seem trustworthy? Why or why not?
22. Do the authors seem deceptive? Why or why not?
23. Do the authors appear to be treating the issue seriously? Does Brooks or Tannen seem to be more serious?

**Questions about Emotions (Pathos)**

24. Does one of the two pieces affect you emotionally more than the other? Which one? Which parts of the piece affect you? In what ways?
25. Do you think Tannen is trying to manipulate the reader’s emotions? In what ways? At what points?
26. Do you think Brooks is trying to manipulate the readers’ emotions? In what ways? At what points?
27. Do your emotions conflict with your logical interpretation of the arguments?
28. How does Brooks use humor or irony? How does that affect your acceptance of his ideas?
29. Does Tannen use humor or irony? How does that affect your acceptance of her ideas?

---

**Day 3: Activities 13 – 22: Reading**

1. **Activity 13: Synonym Chart for Young and Lorde:**
   
   Using the key vocabulary and synonym table below, review the list of vocabulary words for each author, checking off any words and/or their synonyms you know (meaning you would recognize and understand these words if you saw them in another context). Then, list an additional fifteen synonyms in the far right column for any of the key vocabulary words that you find particularly intriguing or useful. You can find synonyms using a number of resources: ask your teacher, use your cell phone to find definitions, use electronic or print dictionaries, or search on a classroom computer for acceptable synonyms (see the first example):

   **Synonym Chart for Young and Lorde**

<table>
<thead>
<tr>
<th>Author</th>
<th>Vocabulary Word or Phrase</th>
<th>Synonym or similar phrase</th>
<th>Another synonym or similar phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vershawn Ashanti Young</td>
<td>Prelude</td>
<td>introduction</td>
<td>start</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>preface</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>preliminary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>opening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>explanation</td>
</tr>
<tr>
<td>Vicarious</td>
<td>experienced through another person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demeanor</td>
<td>manner, conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambivalence</td>
<td>conflict or uncertainty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cachet</td>
<td>status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innuendo</td>
<td>implication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patronize</td>
<td>be condescending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anomaly</td>
<td>irregularity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Audre Lorde**  
Elucidate: explain

<table>
<thead>
<tr>
<th>Omission</th>
<th>leave out, exclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Censure</td>
<td>criticism</td>
</tr>
<tr>
<td>mortality</td>
<td>humanity</td>
</tr>
<tr>
<td>tyranny</td>
<td>oppression</td>
</tr>
<tr>
<td>scrutinize</td>
<td>examine carefully</td>
</tr>
<tr>
<td>pertinence</td>
<td>relevance</td>
</tr>
</tbody>
</table>

2. **Activity 14: Annotating Young’s Text:**  
Read Young’s “Prelude: The Barbershop,” annotating as you read.
On a separate sheet of paper, make notes marking points you find especially moving or important, sections you need to revisit to resolve confusions, questions that arose for you, and sections you disagree with or want to discuss further. Once you have finished your reading and annotation, discuss your reactions, questions, and confusions with your teacher:

3. **Activity 15: Creating a Conversation Among Authors:**
   Composing using another writer’s voice and perspective helps us attend to the unique way each writer puts words, sentences, and paragraphs together as it encourages us to develop greater awareness of how each writer uses language stylistically to convey his or her ideas and persuade others. On a separate sheet of paper, choose two or three authors whose text you have read in this module so far, and imagine a conversation that these authors might have together about the relationships between language, gender, identity, and/or culture.

   You can write this piece in one of three ways: as a conversation between the authors, as if you are the host a radio or TV talk show interviewing these writers as your guests, or as a journalist meeting these authors in a coffee shop or restaurant for an interview. Given what you know about their concerns based on your reading of their texts, try to stay true to their authorial voices and stylistic choices as you write, imagining what they might really want to talk about together.

4. **Activity 16: Revisiting Predictions for Lorde:**
   Read Audre Lorde’s speech, “The Transformation of Silence into Language and Action.”

   Consider the text and then answer the following questions:

   • Looking back to the predictions you made based on the first two paragraphs you analyzed in Activity 6, which of your predictions turned out to be true?

   • What surprised you?

   • If your prediction was inaccurate, what words or phrases in the text misled you?

   • What, if anything about this piece, do you find confusing?

   • Write a single sentence in your own words that states Lorde’s argument

5. **Activity 17: Making a Descriptive Outline for Lorde:**
   Reread Audre Lorde’s speech, “The Transformation of Silence into Language and Action.” As you examine it more closely, notate the text, on a separate sheet of paper, in the following ways to help you understand how Lorde organized her speech.

   **The following guidelines for annotation will help you to create a descriptive outline of Lorde’s text.**

   • Determine where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?

   • Where you think the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How does the author use language, punctuation, and other features of text structure to indicate that the text has reached the conclusion?

   • At the end of each section, specify what the section says (content) and, then, what it does (rhetorical purpose).

   • At the end of the text, describe the overall content and purpose of the text.

6. **Activity 18: Imitating an Author’s Style and Creating a Visual:**
   Revisit your vocabulary and synonym charts from Activities 7 and 13, choose 10-12 words that you find compelling (this may include the synonyms provided or those you added in the third column) to use in a paragraph that you write together imitating the style of your favorite writer in this module.
Once you have completed co-authoring your paragraph in one author’s style, create a complementary visual—a symbol, scene, image, or comic strip that highlights an important dimension of your paragraph’s meaning. Be prepared to share your paragraph with your teacher.

7. Activity 19: Rhetorical Effects of Sentence Length and Complexity:
Sentence length and complexity help shape every author’s style. While some writers craft long, circuitous sentences, others employ short ones. Both styles can pack a punch. David Brooks, Vershawn Ashanti Young, and Audre Lorde make different stylistic choices about the effects of sentence length and repetition. In “Honor Code,” for example, Brooks uses many short sentences.

Look back at his article, and write out five short sentences that typify his style below:
1. ____________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________
5. ____________________________________________________________________________________

What are the effects on readers of using this kind of sentence structure? In contrast, Vershawn Ashanti Young sometimes uses long, complex sentences, while Audre Lorde sometimes uses a deliberate variety of long and short sentences. Choose one of the two passages below to explore in more detail, analyzing the author’s stylistic choices as indicated in the directions that follow:

Vershawn Ashanti Young, “Prelude: The Barbershop”
In contrast to Brooks’s use of short phrases, Vershawn Ashanti Young sometimes uses a thoughtful combination of short and long sentences that include repetition of certain words and phrases. The following excerpt from the second to last paragraph of his “Prelude” is a good illustration of varied sentence length as well as strategic repetition of words and phrases.

As you reread this excerpt, circle those words and phrases that appear more than once [like “it might seem” or “the problem that” or “I’m not” or “ghetto” or “mainstream”]:

“It might seem like a good thing that I was kicked out. It might seem as if this exile expedited the leave I was seeking. But the problem that this bit of personal history presents, the problem that my monograph theorizes, the problem that my trip to the barbershop illustrates is this: because I ain’t no homeboy—though I long to be and would do anything short of killing to gain that identity—I’m not ghetto enough for the ghetto. Because I’m not a white boy, I’m not white enough for white folks. And because I wasn’t born in the middle class, I’m not completely accepted by the mainstream. And sometimes, if you can believe it, I’m not ghetto enough for the mainstream or middle class enough for the ghetto or black enough for white folks! The psychoemotional pain that this liminal existence creates, the pain of negotiating multiple cultural and racial worlds, is far too great for many. I’ve been doing it for a long time and have been able to cope only by transforming my personal problem into an intellectual one. In some ways I’m chippin away at the burden. But far too many are not able to do this. And why should they have to?”

Count the number of words in each sentence in this paragraph, and compare sentence lengths. What are the effects of altering sentence length to this degree?

Now, on a separate sheet of paper, imitate Young’s prose style by writing a 10-sentence paragraph in the spirit of his voice, maintaining his sentence length and structure, but writing about yourself and your own experiences with language, gender, culture, race, masculinity, femininity, or identity.

OR (Complete the exercise following the Lourde excerpt):

Audre Lorde, “The Transformation of Silence into Language and Action” In contrast to Brooks’s use of short phrases, Audre Lorde sometimes uses a combination of short and long sentences that include repetition of certain words and phrases. The following excerpt, the sixth paragraph from “The Transformation of Silence into Language and Action,” is a good illustration of varied sentence length as well as strategic repetition.
Reread this excerpt, and circle words and phrases that appear more than once [like “what” or “because I am” or “you”]).

“What are the words you do not yet have? What do you need to say? What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence? Perhaps for some of you here today, I am the face of one of your fears. Because I am a woman, because I am Black, because I am lesbian, because I am myself—a Black woman warrior poet doing my work—come to ask you, are you doing yours?

Now, count the number of words in each sentence in this paragraph and compare sentence lengths. Consider the following: what are the effects of altering sentence length to this degree?

Finally, on a separate sheet of paper, imitate Lorde’s prose style by writing a five-sentence paragraph in the spirit of her voice, maintaining her sentence length and structure, but writing about yourself and your own experiences with language, gender, culture, race, masculinity, femininity, identity, or silence. (Note: There is more than one possible answer):

8. Activity 21: Quickwrite to Rank Texts in Language, Gender, and Culture:
Quickwrite: Please complete the following: If you had to rank the four texts in this module (Brooks, Tannen, Young, and Lorde) from easiest (1) to hardest (4), how would you rank them and why? How did the ease or difficulty of each reading affect your willingness to consider the authors’ arguments? What did you do during your reading to make sure you understood the difficult texts? Be sure to include your evaluation of all four texts:

1. Author:________________________________ Article:____________________________________
Explanation for ranking:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. Author:________________________________ Article:____________________________________
Explanation for ranking:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. Author:________________________________ Article:____________________________________
Explanation for ranking:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. Author:________________________________ Article:____________________________________
Explanation for ranking:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

AND/OR

9. Activity 22: Chart to Rank Texts in Language, Gender, and Culture:
Charting text difficulty: Below is a chart to help you consider some of the features that contribute to how easy
or hard a text is to read: (a) difficulty of vocabulary, (b) sentence length and complexity, (c) method of delivery, (d) topic difficulty, and (e) complexity of argument each author sets forth. This table may help you sort out your thinking about how to rank these authors’ texts.

Use a scale of 1-5, 1 being easy and 5 being difficult, to give a numeric value to each author’s text. Then total each author’s scores and review your findings.

### Ranking Text Difficulty Chart

<table>
<thead>
<tr>
<th></th>
<th>Judith Butler (Video Clip/ Transcript)</th>
<th>Brooks “Honor Code”</th>
<th>Tannen “His Politeness is Her Powerlessness”</th>
<th>Young “Prelude: The Barbershop”</th>
<th>Lorde “The Transformation of Silence into Language and Action”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty of Vocabulary (Diction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Length and Complexity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Method of Delivery: Written or Spoken</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Difficulty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complexity of Argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Text-based Features</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score Totals for Each Author</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Day 4: Activities 23 – 26: Connecting Reading to Writing:

1. **Activity 23: Rhetorically Analyzing the Writing Task:**
   
   Read the writing assignment carefully. In particular, take notes in response to the following questions about the assignment:

   - What genre is the prompt asking you to generate? Is it a letter, an essay, a report, an email, or something else?
Writing Assignment:
Among other issues, each of the articles in this module considers how we might respond to the ways that social environments and norms constrain us. About a boy finding that school culture does not value his preferred ways of behaving, David Brooks imagines,

In Kindergarten, he’d wonder why he just couldn’t be good. By junior high, he’d lose interest in trying and his grades would plummet. Then he’d rebel. If the official school culture was über-nurturing, he’d be über-crude. If it valued cooperation and sensitivity, he’d devote his mental energies to violent video games and aggressive music.

In his book’s prologue, “Prelude: The Barbershop,” Vershawn Ashanti Young describes his ambivalence about trying (and failing) to fit in as a “homeboy” and discusses the academic and economic success he eventually chose to pursue. Because of his choices, he reflects, “I didn’t have to fight to get out of the ghetto. I was kicked out.” And finally, Audre Lorde suggests that people may try at all costs to accommodate socially imposed constraints, writing, “What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence?” Lorde, however, also suggests an alternative to either suffering silently to fit in or rebelling—she encourages listeners and readers to speak out and use language and action to change the social conditions of our lives.

After you have considered Lorde’s question above and the alternative she subsequently proposes, write a speech, a letter (to an individual or organization privately or openly—that is, addressed to an individual but public), or a public service announcement that proposes meaningful change in your community related to the issues raised in these readings. Decide on an audience to address—your classmates; parents; younger (or older) students; coaches; administrators; teachers; church, city, or community officials—and compose an argument both describing a particular “tyrann[y]” or challenge and proposing changes that may improve the lives of those who endure it. Like Butler, Tannen, Brooks, Young, and Lorde, you may use your own or others’ personal experiences (including those of the five authors in this module), hypothetical situations, and reflections to make your case:

2. Activity 24: Comparing Two Authors’ Evidence and Adding Your Own:
Some would argue that cultural cohesion requires everyone to conform to norms of language, gender, and culture, and the authors in this module give examples that suggest there is sometimes a heavy price to pay for failing to do so. (Recall, for example, Butler’s description of a teenage boy who walked with a “swish,” Tannen’s examples of women judged as impolite for using directness versus indirectness in conversation, or Brooks’s example of young boys who are classified early on as “uncommunicative testosterone-driven cretins” because they cannot sit quietly in school.) But some of the authors in this module also suggest that there is an equally heavy price to pay for complying with norms pertaining to language, gender, identity, and culture; complying in some cases, they suggest, is akin to giving in to the pressures of social coercion.
Compare two authors’ examples (of themselves or others) in which individuals dare to defy social norms in specific social settings, and briefly relate the consequences those individuals face. Then, based on your own experiences and/or observations, describe one concrete example of a time when it seemed advisable to comply with language, gender, or cultural norms, and then offer another example describing a time when you or someone you know found it necessary to speak out or take action against such norms:

3. Activity 25: Creating a Double-Entry Journal:
Complete the double-entry journal or a t-chart, in which you label the left column “example” and the right column “significance.” Begin this stage of the writing process by revisiting your earlier annotations of the articles, quoting or summarizing the examples that seem most relevant to the issue you want to address in your piece. Write three of your examples in the left column of your table. Remember to note the author and page number of any example you take from one of your readings. As you collect examples, make a few notes on a separate sheet of paper about how you want to use each example, what it means to you, or how it relates to the argument you want to make in your own writing:

<table>
<thead>
<tr>
<th>Example</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Lorde describes her daughter’s explanation that whatever we keep inside will fight to escape (Pg. 18).</td>
<td>Example: I could use this to discuss my own experience of feeling like I needed to speak out.</td>
</tr>
</tbody>
</table>

4. Activity 26: Reviewing Notes and Generating Ideas:
Review your written responses to the previous two activities and your notes in response to earlier prompts in this module. As you do so, reconsider the kind of text you plan to create (a speech, letter, or public service announcement), and think again about the audience you will address (your classmates; parents; younger or older students; coaches; administrators; teachers; church, city, or community officials). Next, based on the writing you’ve done so far, make a list or outline, or if you prefer, create a visual (cluster or web), to organize the main points you plan to address in your final piece of writing (a speech, a letter, or a public service announcement that proposes meaningful change in your community). The points you choose may be ones you’ve already discussed, or new ones may spring to mind as a result of all the thinking you’ve done throughout this module. Finally, write down a position statement that captures your overarching idea—the proposal you will make for meaningful change—and share it with your teacher:
Day 5: Activities 27 – 35 Writing Rhetorically – Entering the Conversation:

1. **Activity 27: Writing Rhetorically – Considering Structure: Organizing and Ordering Ideas:**
   Keep in mind the kind of text you plan to generate, and consider how your organizational structure can best fit the genre you’ve chosen—a speech, letter, or PSA. All of these forms will benefit from having a beginning, middle, and end.

   Below are some ideas about what each of these parts might include. After scanning the following ideas, create a brief “introduction”, “middle”, and “conclusion” to start off or organize your work:

   1. **Introduction:** (Your introduction provides an opportunity to identify a specific problem or issue your proposal will address and establish your perspective on the problem. You may want to describe any relevant direct experience you have with the issue as a way of establishing ethos.)

   2. **Middle:** (This section presents arguments or ideas in favor of your proposal. It may cite and respond to ideas from the readings or from your own experiences.)

   3. **Conclusion:** (The conclusion should make a strong final point and then advocate a course of action.)

2. **Activity 28: Bringing Ideas Together to Create a Draft:**
   Now that you have spent some time prewriting—considering your purpose and stance, collecting evidence, and brainstorming—bring those ideas together in a first draft.

   As you create a first draft, keep in mind that writers take risks, explore ideas, and think on paper, knowing that you will have an opportunity later to revise and edit. While you will want to keep your audience in mind throughout the writing process because thinking about audience is a guide to effective writing, the first draft is generally “writer-based” and discovery-oriented in that it serves to help the writer—you in this case—to think through the issues and take a position. The first draft is often where you actually discover what you really think about the issue or topic:

3. **Activity 29: Getting Feedback About Using the Words of Others:**
   Revisit the evidence you collected in Activity 25 and used in the draft you composed for Activity 28.

   With your teacher, discuss the extent to which you made appropriate choices for incorporating summary, paraphrase, and quotations and consider whether there are any ways you could improve these aspects of your draft.

4. **Activity 30: Using a Graphic Organizer to Analyze Voices:**
   When we incorporate the experiences and voices of others and weave them together with our own in the context of writing a paper, it’s important to reread the paper in order to smooth out the transitions between our own words and the words of people we summarize, quote, or paraphrase.

   Reread your draft now thinking about how the various voices you’ve included “speak” to one another on paper. Will the relationships between these voices be clear to readers? What might you do to clarify the exchange between voices in your proposal? One way to see connections is to create a visual to help you “see and hear” the balance of voices in your speech, letter, or PSA.

   The graphic organizer below offers a visual to help you understand which voices are dominant. For some voices to be more dominant than others is fine; the point of this activity is to give you additional information to help balance the multiple voices conversing through your writing:
Graphic Organizer for Negotiating Voices

<table>
<thead>
<tr>
<th>Example/Point 1</th>
<th>Example/Point 2</th>
<th>Example/Point 3</th>
<th>Example/Point 4</th>
<th>Example/Point 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Activity 31: Revising and Editing: Writing a Rhetorical Précis for Your Own Piece:**

Write a rhetorical précis (please see Activity 20 for directions) for your own essay. Once you have both finished, examine what you have written with your teacher and answer the following questions:

- Did your teacher identify the same overall claim that you identified?

- Did your teacher describe the development of your argument in the same way you did?

- Did your teacher identify the same purpose and audience that you did?

For each of these questions, discuss with your teacher any differences between your understandings of your text, and explore what revisions you could make to help your teacher see your argument as you do.

6. **Activity 32: Making Stylistic Decisions:**

It’s helpful to think about the word choices and sentence structure you have used before turning in your proposal. Read the draft with the following questions in mind and mark areas you think might benefit from some further attention. Consider the stylistic choices you analyzed earlier in this module in the writings of Brooks, Tannen, Young, and Lorde.

Examine these same features in your own writing by asking the following questions: (Be prepared to discuss your findings with your teacher)

- Are sentences varied in length—some short, some longer?
- Are any sentences so long that they are confusing?
- Look at the beginnings of your sentences. Do they start in a variety of ways (rather than beginning repeatedly with the same words)?
- Are words well chosen? Are there any you are unsure about?
- Are any words too formal—or informal—for the kind of text you are writing (speech, letter or PSA)? Again, consider your audience and the type of language they will expect.
- Is the level of language you use consistent with the genre you’ve chosen? Put another way, if your text will be spoken aloud (speech or PSA) as opposed to read and studied (letter), is your text’s complexity level appropriate? (Note: Spoken language tends to be less dense and more repetitive than written language; writing tends to be more streamlined and precise than speech. This is in part because listeners/viewers often have only one chance to understand the message, whereas readers can review a text as many times as they like. That said, speech can be formal or informal just as writing can be formal or informal. Both occur along a wide-
ranging spectrum.)

- Have you avoided excessive repetition of words or phrases but perhaps been able to use repetitions strategically for emphasis (as the authors you read have done)?
- Is punctuation appropriate?

7. **Activity 33: Using an Editing Checklist for Peer Feedback and Self Evaluation:**

Use an editing checklist to review your drafts. You may also want to make use of the Writing Evaluation Rubric included in this module:

### Writing Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Superior</th>
<th>Strong</th>
<th>Approaching success</th>
<th>Struggling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>The piece makes an insightful point about language, gender, and/or culture, well supported with a variety of relevant evidence.</td>
<td>The piece provides a coherent discussion about language, gender, and/or culture, well supported with relevant examples.</td>
<td>The piece comments on a variety of aspects of language, gender, and/or culture in a diffuse manner, supported with some examples.</td>
<td>The author struggles to discuss language, gender, and/or culture effectively and/or does not support the points made.</td>
</tr>
<tr>
<td>Attention to Audience</td>
<td>The author’s choices—particularly framing of discussion, evidence, diction, and style—match the intended purpose and audience well.</td>
<td>The author’s choices—particularly framing of discussion, evidence, diction, and style—stray toward conventional academic style.</td>
<td>The author’s choices—particularly framing of discussion, evidence, diction, and style—lean too heavily in the direction of academic argument to suit the intended target audience and purpose.</td>
<td>The author’s choices do not suit the audience and purpose, perhaps similarly deviating from academic style.</td>
</tr>
<tr>
<td>Voice</td>
<td>The piece resonates with an appropriate and individual voice, a sense of the presence of an individual speaker on the page. The piece displays the use of multiple strategies that help achieve voice, such as characteristic rhythm, coherent diction, consistent point of view, repetition.</td>
<td>The piece shows a strong individual voice, a sense of the presence of an individual speaker on the page. That voice may be not entirely consistent or not entirely appropriate to the purpose or effect of the piece. The piece displays the use of strategies that help achieve voice, such as characteristic rhythm, coherent diction, consistent point of view, repetition.</td>
<td>The piece includes enough distinctive language use to show some sense of voice, but the overall effect may be somewhat flat, perhaps overly academic or too irregular to establish a strong individual voice.</td>
<td>The piece displays little sense of voice, perhaps overly academic or inconsistent.</td>
</tr>
<tr>
<td>Sentence</td>
<td>Appropriate sentence variety</td>
<td>Significant sentence variety</td>
<td>Only a little sentence variety or Choppiness and/or egregious</td>
<td></td>
</tr>
</tbody>
</table>
Fluency

and the absence of all but the most minor or stylistic deviations from conventional usage and punctuation characterize the writing.

and the presence of some deviations from conventional usage and punctuation characterize the writing.

effective errors to weaken its effectiveness characterize the writing.

deviations from conventional usage and punctuation mar the writing.

8. **Activity 34: Choosing Which Feedback to Incorporate into Your Draft:**
When you receive the paper you wrote with feedback from your teacher and/or peers, listen to and/or look carefully at their remarks and comments. Try to understand how and why readers responded the way they did, and think about how comments and questions can help you make your text more reader-friendly and accessible. How could you get the lowest score possible on the text difficulty ranking you used earlier to analyze the other authors in this module? Put another way, how can you make your text more accessible and fun to read? This doesn’t mean you should use only simple words and write only short sentences; rather, as you revise, consider what you liked about the texts you analyzed previously and see if you can incorporate some of the stylistic elements Brooks, Tannen, Young, and Lorde used into your own writing. What changes could make more people want to read the letter you’ve written or listen more attentively to your speech or PSA?

**As you make a plan for revision, think about these questions and consider those below as well:**

- What are my reader’s main concerns with my draft?
- If there were multiple readers, do they agree on what I should do to improve the proposal?
- What global changes should I consider (position statement, examples to support my position, overall organization)?
  - What could I add to improve the reading/listening experience for my audience?
  - What could I delete to improve the reading/listening experience for my audience?
  - What sentence-level and stylistic issues can I correct?
  - What kinds of grammatical errors should I correct?

9. **Activity 35: Writing about Your Writing:**
**Quickwrite—**Now that you have completed your essay, on a separate sheet of paper, take a few minutes to reflect on your writing process by answering the following questions:

- How did your decisions about genre, purpose, and audience affect the content of your writing?

- How did your decisions about genre, purpose, and audience affect the style of your writing?

- How did your decisions about genre, purpose, and audience affect the process of your writing?

- How did “writing about your writing” influence the way you developed your text?

- In what ways has this assignment helped you to become a better writer?

- What can you take away from this assignment to make your next paper more successful?
### ASSIGNMENTS FOR WEEK #4: Module 10: “1984”, Part 1

<table>
<thead>
<tr>
<th>Due: <em><strong>/</strong></em>/___</th>
<th>Rec’d: <em><strong>/</strong></em>/___</th>
<th>Evaluation: ___________</th>
<th>Comment: ____________________</th>
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#### Day 1: Activities 1 – 9: Reading Rhetorically: Prereading (Section One):

1. **Activity 1: A Getting Ready to Read: Define “Orwellian”**
   - **Introduction:** Sometimes an author’s ideas are so unique and powerful that his or her name becomes synonymous with the ideas. One example is Niccolò Machiavelli, whose book *The Prince* advises a new ruler that the end always justifies the means in acquiring and maintaining power. Thus, the term “Machiavellian” describes a plan that is clever, effective, but also deceitful and unethical. Ivan Pavlov, a Russian scientist, rang a bell every time he fed his dogs and demonstrated that over time the dogs associated the bell with food and began to salivate when they heard it. Now conditioned responses like this, such as when high school students respond in certain ways to the bells and buzzers that designate class periods, are called “Pavlovian.” In his analysis of dreams, Sigmund Freud found that the imagery of dreams was full of sexual symbols. Now the practice of finding such symbols in dreams, stories, and everyday objects is called “Freudian.”

   The word “Orwellian” is probably almost as commonly used as the terms mentioned above. However, the meanings and associations of “Orwellian” are as complex as the world of the novel. It is sometimes difficult to pin down exactly what someone means by the word. It might refer to a totalitarian government, a government that tries to control all the actions and beliefs of its citizens. It might refer to the use of surveillance technology, such as hidden cameras and microphones, as part of that effort to control. It could refer to the particular ways of speaking and thinking that Big Brother and the ruling party in the novel prescribe in “Newspeak.” It might even refer to the rewriting of history to fit the political needs of the present. Of course, it could be a combination of two or more of the above. As we read 1984, we will return to the question of the meaning of “Orwellian” several times.

   Orwell wrote this novel in 1948. He turned the last two digits around to come up with 1984. The novel is a work of science fiction about an imagined future, but it draws on what was for Orwell the recent past, the history of World War II, in which the fascist government of Adolf Hitler’s Nazi Germany fought the communist government of Josef Stalin’s Soviet Union. Although fascism and communism are considered to be opposite political systems, both countries had authoritarian governments with powerful dictators, secret police, and violent suppression of political opponents. In imagining the country of Oceania and its ruler Big Brother, Orwell gives the government the power to watch and control every aspect of a citizen’s life through ever-present two-way “telescreens” that both display propaganda and observe the viewer.

   The year 1984 has come and gone. Are the questions and possibilities of 1984, the novel, still relevant? Let’s look at some recent articles. Christina DesMarais, writing in *PC World* says in “This Smartphone Tracking Tech Will Give You the Creeps: New GPS Tech Can Track Your Every Move”:

   Privacy fans, take note: A new technology, called Indoor Positioning System, could push your worry meter to the max. IPS allows pinpoint tracking of any Wi-Fi-enabled device, such as a smartphone or tablet, within a building. This means that an IPS service could easily track you—right down to, say, the table you’re occupying in a mall’s food court—as long as your mobile devices’ Wi-Fi is turned on. And, if you’re a typical device user, your Wi-Fi is always on, right?

   Does it bother you if a subscriber to a location service can tell exactly where you are at all times without your knowledge by following your device? Tom Henderson, writing in *ITworld*, became so concerned about how much Google knew about his online behavior that he tried to completely eliminate Google from his online services. In “How I Divorced Google: Leave Google, and Save Your Privacy in 7 Days (Or At Least Get a Start on It),” he writes,

   When I sit at home, Google (unless I consciously prevent it) knows where I sit, on what machine, and what time of day I’m there. Data is collected not only from the search engine site, but sites that I visit that have Google maps, and so forth. The penetration of Google’s ability to sniff a single individual’s location and preferences is unprecedented. Google knows more about me than my mother.

   Of course, if Henderson’s mother subscribed to the Indoor Positioning System described above, she would
know where he is too. Is this what people would call “Orwellian” surveillance? In these examples, the purpose of the surveillance or what the observers will do with the information are not clear. It is not the government that is observing the citizens. However, the government certainly has access to information of this type if it wants to. Of course, sometimes it does. In fact, the FBI created its own Internet surveillance system called “Carnivore,” which it later abandoned in favor of commercial products. The Associated Press reports,

The FBI has effectively abandoned its custom-built Internet surveillance technology, once known as Carnivore, designed to read e-mails and other online communications among suspected criminals, terrorists and spies, according to bureau oversight reports submitted to Congress.

Instead, the FBI said it has switched to unspecified commercial software to eavesdrop on computer traffic during such investigations and has increasingly asked Internet providers to conduct wiretaps on targeted customers on the government’s behalf, reimbursing companies for their costs.

Jeff Tyson, in “How Carnivore Worked,” observed that for many, it was “eerily reminiscent of George Orwell’s book 1984.” Apparently, there have been misuses of this technology. Peter J. Georgiton, writing in an Ohio State Law Review article, “The FBI’s Carnivore: How Federal Agents May Be Viewing Your Personal E-Mail and Why There Is Nothing You Can Do about It,” says,

Instances of misconduct by the FBI demonstrate that unsupervised use of Carnivore could easily lead to abuse. In the end, judicial supervision of the FBI’s use of Carnivore will be necessary to prevent the Orwellian situation of 1984—where everyone’s thoughts and writings are being probed by an overbearing, omnipotent, and intrusive federal government.

Two of the sources above connect the government’s attempts to read the emails and other online communications of “criminals, terrorists, and spies” to the “Orwellian” world of 1984. At this point you should have some idea of what people mean when they use the word “Orwellian.”

Quickwrite: In the space below, write your own definition of what the word “Orwellian” means to you. Does the word apply to our society today? Why or why not?

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2. Activity 2: Getting Ready to Read:
Read the following scenario:

You and many of your friends are big fans of a pop group called “The Sleazy Dirtbags.” The group has catchy beats and melodies, but the lyrics of the songs are hard to understand. Nobody really cares. They just like the music and talk about it a lot on Facebook and in text messages. However, a news station hires an audio analyst to transcribe the lyrics and finds what they say are hidden messages calling for a violent revolution against the government and the assassination of political figures. The songs become a big political issue and numerous politicians publicly denounce the group. Some fans of the group try to defend the songs by saying that the lyrics have been misinterpreted, but other groups embrace the message and hold anti-government demonstrations. The lead singer leaves the country and goes into hiding. Other groups hold anti-Dirtbag demonstrations. A psychologist says on a news program that the songs might have subliminal messages that could inspire young people to violence. Under pressure from politicians, the FBI announces that it will collect
email records, text messages, and Facebook conversations about the songs from all of the band’s fans to look for a pattern of conspiracy or possible plans for violence. They promise that every message about the group anywhere on the Internet will be thoroughly investigated. Suddenly Dirtbag fans are public enemy number 1, and you are one of them.

**Now, answer the following questions below:**

- Do you think that this could happen in the United States? Why or why not?

- If this happened, what would you do? Would you change your communication habits? Would you be more concerned about privacy?

- If you got a call from the FBI or if agents knocked on your door, what would you say? What would you do? How would you feel? Would you be scared? Would it change your life?

- Would you call this situation “Orwellian”? Why or why not?

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**Discuss your answers with a friend or your teacher. If your friend or teacher’s answers are different from yours, make notes about the differences.**

### 3. Activity 3: Exploring Key Concepts:

The following political concepts often come up in discussions of 1984:

**Authoritarian**—The government is the authority. The individual obeys. This is the opposite of a libertarian philosophy, in which the government leaves the individual alone as much as possible.

**Totalitarian**—In totalitarian rule, the government tries to control every aspect of the lives of its citizens, including their thoughts and beliefs, by any means possible.

**Oligarchical Collectivism**—Aristotle defines three types of government, each with a good form in which the ruler or rulers have the good of the state in mind and a bad form in which the rulers govern by self-interest.

<table>
<thead>
<tr>
<th>Type</th>
<th>Good Form</th>
<th>Bad Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Ruler</td>
<td>Monarchy: rule by one wise person</td>
<td>Tyranny: rule by one bad person</td>
</tr>
<tr>
<td>Small Group Rule</td>
<td>Aristocracy: rule by a few wise people</td>
<td>Oligarchy: rule by a few bad people</td>
</tr>
<tr>
<td>Mass Rule</td>
<td>Polity or &quot;constitutional government&quot;: rule by the people for the good of the whole</td>
<td>Democracy: rule by the people for individual self-interest</td>
</tr>
</tbody>
</table>

Aristotle uses these terms a bit differently from how they are used in the U.S. today. “Collectivism” emphasizes the good of the whole over the individual.

**Utopia**—A perfect, happy society in which all of humanities problems have been solved.

**Anti-Utopia or Dystopia**—A nightmare society in which life is as difficult and unhappy as it could be; often the result of trying to create a utopia.

**Consider the political concepts above. How do they apply to various countries in the world today? How do they apply to the U.S.? Write down your ideas below:**
4. Activity 4: Surveying the Text:

Look at your copy of 1984 and answer the following questions:

• What, if anything, is on the cover? ________________________________

• What does the cover art mean? ________________________________

• Are there any comments from reviewers or critics on the back or the front? Are there pictures anywhere on the cover? ________________________________

• Is there a summary of the novel on the flyleaf (if present)? ________________________________

• Is there a short biography of the author or other explanatory materials? ________________________________

• Is there a Foreword or an Afterword? Who wrote them? Do you think you should read them? If so, when? ________________________________

• How is the book divided? Are there chapter titles? Sections? ________________________________

5. Activity 5: Reading the First Page:

In the absence of section and chapter titles, the best way to preview the book is to read the first two paragraphs of the novel. What details do you notice that seem odd? What predictions can you make about the world of the novel from these details? Write your predictions and the reasons for them:

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6. Activity 6: Flipping Through the Book:

Flipping through the pages of a book can reveal some important elements about the contents. Flip through the book looking for text or illustrations or other features that stand out. What do these elements mean? How do you think they fit into the story?

Write down some of the details you notice:

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7. Activity 7: Making Predictions and Asking Questions:

Based on your interpretation of the details on the first page and those you noticed from flipping through the book, write a paragraph describing the world of the book, the viewpoint character, Winston Smith, and your thoughts about what you think will happen to him:

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________________________________________________________________________________________

________________________________________________________________________________________
8. **Activity 8: Fun with Doublethink:**

Big Brother, the government of Oceania, attempts to control the ideas of the population by introducing an invented language, “Newspeak.” Newspeak is a simplified version of “Oldspeak” or English. The grammar and rules of Newspeak are described in an appendix to the novel, but a few words are introduced early in the book.

- **Ingsoc**—“English Socialism,” the national ideology of Oceania.
- **doublethink**—The ability to believe two contradictory ideas at once. “War is peace” and “Freedom is slavery” are two examples. Doublethink is necessary for life in Oceania.
- **thoughtcrime**—Thinking thoughts that are against the party or that question party policies or actions.

Thinking “Down with Big Brother” is an example. The Thought Police monitor everyone to detect possible thoughtcrime.

Do you ever find yourself believing two contradictory notions at the same time? In 1984, this is called “Doublethink.” It could be something as common as “He/she loves me; he/she loves me not.” Is it possible to believe both of those statements at once? Or if your grandmother or other loved one is very sick, is it possible to believe both that she will get well, but also that she will not? Is it possible to believe strongly in a principle such as “Honesty is the best policy” and then do the opposite for other reasons?

**Think about examples of doublethink in our daily lives. Write down the best examples in the space below:**

9. **Activity 9: Fun with Thoughtcrime:**

Do you ever find yourself thinking thoughts that are against the organization or activity you are participating in? In 1984, thinking thoughts against Big Brother is called “thoughtcrime.” Think of an organization you belong to or are familiar with. (It could even be your school.) Every organization has rules, beliefs, principles, and standards. If your thoughts at times go against the basic beliefs of the organization, even while you are outwardly participating normally, in 1984 terms that could be considered “thoughtcrime.” Of course, this happens to all of us at times. What organization do you have in mind? What would be examples of thoughtcrime for that organization?

**Write down some examples in the space below:**
First, read the questions below just to get an idea of some of the items you will be looking for. Then read Section One, keeping these questions in mind along with the predictions you made in Activities 5, 6 and 7.

As you are reading, notate a passage or passages that may be relevant to these questions or your predictions. (You can also use sticky notes) Don’t worry if you don’t find something for every question. You will be able to go back later.

Chapter I
1. What is a “telescreen”? How is it different from the televisions we know? Is it possible to make a television that could see and hear everything in the room? Could such a device be used for discovering criminals and terrorists? Could it be used for political control? Would it be a good idea to install such a device in every household?
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2. What are the four government ministries that control the world of Big Brother? In our own society, we have departments in the federal government such as the Department of Defense and the Department of Education. Are these the same as the ministries in Oceania? How are they different?
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3. Why does Winston want to keep a diary? Why, even though it is not illegal because there are no laws, could he be punished by death or 25 years in a labor camp for possessing it?
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Chapter II
5. Why are parents in Oceania often afraid of their children?
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6. What does O’Brien say to Winston in his dream? What do you think it might mean?
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Chapter III
7. What does Winston dream about? What does it tell us about him?
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8. How can the exercise instructor see that Winston is not touching his toes?

Chapter IV
9. What is Winston’s job in the Ministry of Truth? Is he good at it? How does he feel about it?

Chapter V
10. What is the purpose of Newspeak? Who will eventually speak it?

11. Who are the Thought Police?

12. Why does Winston think that his colleague, Symes, will be “vaporized”?

Chapter VI
13. What kind of marriage does Winston have? Why does he live alone?

Chapter VII
14. Who are the “proles”? Why does Winston write, “If there is hope, it lies in the proles”?

15. Winston quotes from a textbook about the “capitalists” in frock coats and top hats who ran London before the revolution. Is there any truth to this description? Is there any way for Winston to check on its accuracy?

16. What is the Chestnut Tree Café? Who are Jones, Aaronson, and Rutherford? What happens to them?

17. Winston writes, “I understand HOW. I do not understand WHY.” What does he mean by this?

Chapter VIII
18. Why does Winston return to the junk shop where he bought the diary? What does he buy there?
19. Why is Winston scared of the girl from the fiction department?

2. Activity 11: Revisiting Predictions:
   Look at the paragraph and other notes you’ve written regarding your predictions about the world of the novel. Which ones were confirmed? Which ones were wrong? Which ones are still undecided? Write a second paragraph updating your first one:

3. Activity 12: Sharing Answers:
   Discuss the questions from the above list with your teacher. In answering them, refer to specific page numbers and passages in your copy of the novel. Write down the answers to the other questions that others came up with if they are different from your own.

4. Activity 13: Discussion:
   The novel begins with Winston arriving at his apartment and beginning to write in his diary. Then it shifts to events that happened earlier in the morning and describes the “Two-minute Hate.” Throughout the novel, Orwell shifts back and forth in time, sometimes describing dreams or memories.

   Consider this concept and answer the following questions:
   • What is the effect of this time shifting on the reader?
   • Does it help keep us engaged, or does it confuse us?
   • Why does Orwell do it?

5. Activity 14: Noticing Language:
   Reading a novel means encountering many unknown words and many words of which you have only a vague understanding. The situation and the surrounding text will provide some contextual clues about the meanings of unknown words. Knowledge of Latin and Greek roots can also help. It is possible for a reader to read and understand a novel without knowing all the words. However, reading novels can significantly increase your vocabulary. There are eight chapters in Section One of 1984. After you have read Section One, for each chapter, choose one or more words that are either unknown to you or that you are uncertain about.
Choose words that seem to be important or interesting because of their context or frequency or even because they sound interesting. Keep choosing until you have 10 words, which means you will have more than one for at least two chapters. For each word you choose, on a separate sheet of paper, complete the following tasks:

- Copy the sentence in which you found your word.
- Underline or highlight the word.
- Name its part of speech in the sentence.
- Write down some ideas about what it might mean and why you think so. Don’t be afraid to be wrong. You are just making educated guesses.
- With your teacher, share the words and sentences you chose.
- Look up your words in a good dictionary or online. How close were you to the dictionary meaning?
- Write your own sentences using the words correctly.

6. **Activity 15: Analyzing Stylistic Choices:**
   
   In Chapter VIII, Winston visits a district that is inhabited by proles. The proles are generally friendly, but they speak informally and use a lot of slang. Winston visits a pub because he wants to ask an old man about the past, especially about what the party says about capitalists. When Winston first sees him, he is arguing with the barman. He says “I arst you civil enough, didn’t I? You telling me you ain’t got a pint mug in the ‘ole bleeding boozzer?” What does he mean by that in standard English? Why doesn’t the barman understand?

Select two or three sentences spoken by the old man in the pub. Copy them on a separate sheet of paper and translate them into standard English. Then discuss what effect Orwell was trying to create by representing the old man’s speech in slang and dialect. Are the old man’s words as effective in standard English?
Activity 16: Summarizing and Responding:
The first part of a novel should do at least three things:
• Establish the setting of the action, making the world of the story real to us in details and principles.
• Establish the characters (especially the viewpoint character) in terms of personality, role or job, and strengths and weaknesses.
• Set the action in motion by giving the characters things to do and problems to solve.
• It may also hint at some of the themes or big ideas that the novel will explore and develop.

Review your notes, sticky notes, word lists, and answers to questions to solidify your understanding of Section One of the novel. Write a paragraph summarizing Section One in terms of the setting, the characters, the intentions of the characters, and any ideas you have about the themes of the novel:

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Activity 17: Thinking Critically: Panel Discussions:
Review the discussion questions below. Select two (2) questions and, on a separate sheet of paper, execute your answers in essay form. Find examples from your own time and current environment with which to compare and contrast the events of 1984:

1. Language and Thought: Winston’s friend Symes says that the purpose of Newspeak is to narrow the range of thought and make thoughtcrime impossible. He says, “The Revolution will be complete when the language is perfect.” Do you think that it is possible to create an artificial language that will control what people think? If we eliminate the words for bad ideas, will that eliminate the ideas? Is this why we prohibit certain words from radio and television? (For this series of questions, you may want to preview the appendix, “The Principles of Newspeak.”)

2. The Power of Naming: Winston lives at “Victory Mansions,” drinks “Victory Gin,” and smokes “Victory Cigarettes.” When he can find them, he probably uses “Victory” razor blades too. Why is everything called “Victory”? Does it make people feel more positive about the future? What are some examples of this kind of naming in our own society?

3. The Power of Propaganda: The telescreen gives messages of glorious victories and great abundance of goods even as rocket bombs continue to strike and the chocolate ration is cut. Winston doesn’t really believe any of it. Do you think most people in Oceania believe what they see and hear on the telescreen? How long can people believe a never-ending stream of falsehoods and propaganda? What kinds of safeguards are in place to prevent this from happening in our own society?

4. Rewriting the Past: Winston’s job at the Ministry of Truth is to rewrite news stories so that they don’t contradict the current party line or discuss “unpersons” who have been eliminated. He is constantly changing the record of the past. In our own society, libraries used to keep bound copies of newspapers and magazines going back more than 100 years. Now because of storage requirements, most of those materials have been converted to microfiche or digitized. Does this increase the possibility that the record of the past will be changed or lost? Is it possible that some of you might end up with a job like Winton’s? Is it important to know what the past was really like? Why or why not?
5. **Individual or Dangerous Loner?:** In the second paragraph of Chapter VIII, Winston has decided to go to a neighborhood inhabited by proles instead of going to the Community Center. He thinks, In principle a Party member had no spare time, and was never alone except in bed. It was assumed that when he was not working, eating, or sleeping he would be taking part in some kind of communal recreations; to do anything that suggested a taste for solitude, even to go for a walk by yourself, was always slightly dangerous. There was a word for it in Newspeak: ownlife, it was called, meaning individualism and eccentricity. In our own society, some people prefer to be always doing things with other people and do not want to be alone. Is there anything wrong with expecting everyone to take part in community activities? Do people have a right to be alone? Why or why not?

### Day 4: Activity 18 – 19: Prereading and Reading (“The Principles of Newspeak”):

**1. Activity 18: Prereading: Making Predictions and Asking Questions:**

You already know something about Newspeak from reading Section One. What do you expect to find in an appendix called “The Principles of Newspeak”?

**Write your prediction(s) and questions you have about the appendix below:**

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**2. Activity 19: Reading: Reading for Understanding:**

**Read the questions below. Then read the appendix looking for relevant information that will help you answer the questions:**

1. According to the appendix, what was the purpose of Newspeak?

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2. What are the three different levels of vocabulary in Newspeak?

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3. What are the two outstanding characteristics of Newspeak grammar?

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4. A great many of the B-vocabulary words were “euphemisms.” What are “euphemisms”? Why would a government want to use them?

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5. How does Newspeak deal with the matter of sex?

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6. According to the appendix, totalitarian governments like to use abbreviations. Why is this the case?
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7. Why would it be nearly impossible to translate a document like the “Declaration of Independence” into Newspeak?
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1. Activity 20: Reading: Noticing Language:
   Consult the appendix for answers to the following questions:

   1. How would you say “Big Brother is really, really bad” in Newspeak?

   2. What does “goodthink” mean? Is it a verb or a noun? Is Winston Smith a “goodthinker”?

   3. What does “Oldthinkers unbellyfeel Insoc” mean in standard English? Why is it hard to translate?

   4. What does “duckspeak” mean? Is it good or bad?

2. Activity 21: Reading: Analyzing Stylistic Choices:
   Thomas Pynchon, author of The Crying of Lot 49 and Gravity’s Rainbow, wrote a forward to the centennial edition of 1984. Of the appendix, he says,

   By the time they have left the Ministry of Love, Winston and Julia have entered permanently the condition of doublethink, the anterooms of annihilation, no longer in love but able to hate and love Big Brother at the same time. It is as dark an ending as can be imagined.

   But strangely, it is not quite the end. We turn the page to find appended what seems to be some kind of critical essay, “The Principles of Newspeak.” We remember that on page 4 we were given the option, by way of a footnote, to turn to the back of the book and read it. Some readers read it and some don’t—we might see it nowadays as an early example of hypertext.

   Pynchon then notes that the Book of the Month Club tried to get Orwell to remove the appendix and the chapters from the Goldstein book, but Orwell refused, saying, “A book is built up as a balanced structure and one cannot simply remove large chunks here and there unless one is ready to recast the whole thing.” Three weeks later, the BOMC relented. Pynchon continues,

   Why end a novel as passionate, violent and dark as this one with what appears to be a scholarly appendix?

   The answer may lie in simple grammar. From the first sentence, “The Principles of Newspeak” is written consistently in the past tense, as if to suggest some later piece of history, post-1984, in which Newspeak has become literally a thing of the past—as if in some way the anonymous author of the piece is by now free to discuss, critically and objectively, the political system of which Newspeak was, in its time, the essence. Moreover, it is our own pre-Newspeak language that is being used to write the essay. Newspeak was supposed to have become general by 2050, and yet it appears that it did not last that long, let alone triumph, that the ancient humanistic ways of thinking inherent in standard English have persisted, survived, and ultimately prevailed, and that perhaps the social and moral order it speaks for has even, somehow, been restored. (xxiv)
Discuss, in writing, the following questions about the appendix:

• What do you think of Pynchon’s argument about the appendix?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

• Does the fact that the appendix is written in the past tense and says that the “blind, enthusiastic acceptance” of Ingsoc is “difficult to imagine today” mean that Big Brother fell from power at some point?

_____________________________________________________________________________________
_____________________________________________________________________________________

• Does this introduce a note of hope in an otherwise dark novel?

_____________________________________________________________________________________
_____________________________________________________________________________________

• Does it potentially change the meaning of the novel? Write your thoughts about these questions in your notebook.

_____________________________________________________________________________________
_____________________________________________________________________________________

3. Activity 22: Postreading: Thinking Critically:
Consider the following discussion questions in terms of your own society and in terms of the construction of the novel. On a separate sheet of paper, respond to the following questions in essay form:

1. Newspeak was in part a long-term project to simplify and regularize the English language. Is such a project necessarily bad? Isn’t English too complicated and irregular, especially the spelling? Wouldn’t a simpler language be easier for people to learn and use? Would a project like Newspeak be a good idea today? Why or why not?
2. Some editors at the Book of the Month club tried to get Orwell to leave out the appendix, but he refused. What function does the appendix have in the book? Why would editors want him to take it out? Were they right? Do you think Orwell was right to refuse? If Orwell wanted to show that Big Brother would not last forever, should he have written the novel in another way? Why or why not?
ASSIGNMENTS FOR WEEK # 5: Module 10: “1984”, Part 2

Due: ___/___/___  Rec’d: ___/___/___  Evaluation:  _________________  Comments:  _________________

Day 1: Activities 23 - 25: Prereading and Reading (Section Two).

1. Activity 23: Prereading: Making Predictions and Asking Questions:
After reading Section One and “The Principles of Newspeak,” what do you think is going to happen to Winston?

Write two or three sentences in as a record of your predictions at the present time:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. Activity 24: Reading: Noticing Language:
There are 10 chapters in Section Two of 1984. As you read the section, for each chapter, note one or more words that are either unknown to you or that you are uncertain about.

Choose words that seem to be important or interesting because of their context or frequency, or even because they sound interesting. Keep choosing until you have 12 words, which means you will have more than one for at least two chapters. For each word you choose, on a separate sheet of paper, do the following:

• Copy the sentence in which you found it in your notebook.
• Underline or highlight the word.
• Describe what part of speech it is as used in the sentence.
• Write down some ideas about what it might mean, and why you think so. Don’t be afraid to be wrong. You are just making an educated guess.
• Share the words and sentences you chose with your teacher. Ask your teacher to help you define your words more accurately.
• Look up your words in a good dictionary or online. How close were you and the group to the dictionary meaning?
• Write your own sentences using the words.

3. Activity 25: Reading for Understanding:
Skim the list of questions below before you begin to read.

As you read, make notes, or write on sticky notes to indicate places where you have found information relevant to assist you in responding to the following questions:

Chapter I
1. Why does Winston have conflicting emotions when he sees the dark-haired girl from the fiction department fall down?
________________________________________________________________________________________
________________________________________________________________________________________

2. Why is Winston stunned when he reads what the girl wrote on the note she gave him?
________________________________________________________________________________________

3. Why is it so difficult for Winston to meet the girl?
________________________________________________________________________________________
4. In the relationship between Winston and Julia, who seems to be in charge? Why?

| ____________________________________________________________________________ |
| ____________________________________________________________________________ |

**Chapter II**

5. Why does Winston trust Julia?

| ____________________________________________________________________________ |

6. Why is Julia attracted to Winston?

| ____________________________________________________________________________ |

7. Who is Julia? What are her strengths? What are her weaknesses?

| ____________________________________________________________________________ |
| ____________________________________________________________________________ |

**Chapter III**

8. Why can’t Winston and Julia get married?

| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |

9. What kind of job does Julia have?

| ____________________________________________________________________________ |
| ____________________________________________________________________________ |

**Chapter IV**

10. Julia brings coffee, tea, and sugar to the room above the junkshop. But she also has make-up and perfume. Why is Winston so surprised to see her wearing make-up?

| ____________________________________________________________________________ |

**Chapter V**

11. What happens to Syme?

| ____________________________________________________________________________ |

12. Julia thinks that the rocket bombs that hit London everyday are fired by the government of Oceania itself to keep the people frightened. Does that seem possible?

| ____________________________________________________________________________ |

13. When Winston explains that the past is being erased, Julia doesn’t care. Is she right?

| ____________________________________________________________________________ |

**Chapter VI**

14. Why is the meeting with O’Brien important?

| ____________________________________________________________________________ |
Chapter VII
15. What happened to Winston’s mother? What kind of boy was he?

16. Winston suggests that they should break up before they are found out. Julia says no. Why?

17. When they are talking about torture, confession, and betrayal, Julia says “They can make you say anything—anything—but they can’t make you believe it. They can’t get inside you.” Do you think that is true?

Chapter VIII
18. Why is it surprising that O’Brien makes reference to Symes?

19. Why do Winston and Julia go together to O’Brien’s house?

20. How is the life of an Inner Party member different from the life of an Outer Party member?

21. O’Brien asks Winston and Julia to agree to do some horrible things. Why do they agree to everything except being separated?

Chapter IX
22. Why did Winston have to work ninety hours in five days?

23. What is in Winston’s briefcase?
Day 2: Activity 26: Reading: (Section Two): Considering the Structure of the Text:
1. Activity 26: Considering the Structure of the Text:
When Winston finally gets to read the book by Emmanuel Goldstein, he reads part of Chapter 1 and then reads Chapter III. Later, when he is with Julia, he starts reading Chapter 1 aloud to her. We read along with him.

On a separate sheet of paper, compose an essay explaining why Orwell presents the book in this way instead of paraphrasing it or treating it as another appendix:

Day 3: Activity 27: Reading: (Section Two): Annotating and Questioning the Text:
1. Activity 27: Annotating and Questioning the Text:
In Section One, Chapter VII, Winston is thinking about his job, which is to rewrite newspapers and other historical documents to correspond with what Big Brother is doing in the present. He writes in his diary, “I understand HOW: I do not understand WHY.” Now, in Section Two, Chapter IX, he has a copy of the forbidden book, Emmanuel Goldstein’s Theory and Practice of Oligarchical Collectivism. He can only keep it for a few days, but he imagines reading and re-reading it many times. He is very excited about it, and he thinks that it will reveal why his society is organized the way it is and explain the purpose behind Big Brother’s actions. However, he only gets to read Chapter 3 and part of Chapter 1. Julia falls asleep while he is reading Chapter 1 to her.

As you read Goldstein’s book along with Winston, look for answers to the following questions:

1. How is Goldstein’s book organized?

2. According to Goldstein,
   a. Why is the war never-ending?

   b. What is the primary purpose of modern warfare?

   c. Why isn’t there much scientific or technical progress?

   d. What are the two great aims of the Party?

   e. What are the three groups that humans have been divided into since before history?

   f. Do the three huge countries in the world have different political systems?
g. What are the four ways a ruling group can fall from power?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

h. What is the biggest danger to Big Brother?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

i. What is “crimestop”?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

j. Why is doublethink so important to Insoc?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. Does the part of the book that Winston reads answer his question about why?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. Do Goldstein’s ideas make sense? Do you agree with them? Do they apply only to Winston’s society, or are they applicable to our own? Why or why not?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. If Oceania is an oligarchy, then it doesn’t have a dictator. Who or what is Big Brother?

________________________________________________________________________________________
________________________________________________________________________________________
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Day 4: Activity 28: Analyzing Stylistic Choices:

1. Activity 28: Analyzing Stylistic Choices:
When Winston says near the end of Section Two, Chapter II, “I hate purity, I hate goodness. I don’t want any virtue to exist anywhere. I want everyone to be corrupt to the bones,” what kind of virtue is he talking about? Is it what we normally think of as purity and virtue, or is it what Big Brother calls virtue? What is the difference?

Write your answers to the three (3) questions below:

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Julia says that it is probably safe to meet in the clearing one more time, in about a month, but on about the second page of Chapter III, the narrator says, “As it happened they never went back to the clearing in the wood.” Although Winston’s thoughts often move from the present to the past and back again, it is unusual for the narrator to take a perspective that is clearly from a future time when the story is over. It requires speculation, but why do you think that Orwell chose to do this at this point? What is the effect?

Write your answers to the two (2) questions below:

Day 5: Activities 29 – 30: Postreading (Section Two): Summarizing and Responding:

1. Activity 29: Summarizing and Responding:
   At the end of Chapter X, Winston and Julia are captured by the Thought Police.

   Below, describe what happens. Where was the telescreen? Who did Mr. Charrington turn out to be? What does this mean? Did the Thought Police know everything that Winston was doing from the very beginning? How do you know?

2. Activity 30: Thinking Critically:
   O’Brien later uses what Winston and Julia agree to against them in his torture/interrogation to show that they
have no principles and like Big Brother are willing to use any means to achieve their ends. This scene is key to the moral and ethical issues raised by the novel. Is it right to do wrong if the purpose is good? Is it right to do wrong for love? Think of these questions as you write a skit scenario based on the meeting between Winston, Julia, and O’Brian:

**Skit Scenario:**
When Winston and Julia first meet O’Brien, he asks them to agree to do anything they are told to do, including committing murder, performing sabotage that could cause the deaths of hundreds of innocent people, and throwing acid in a child’s face. They agree to everything except separating and never seeing each other again, which is somewhat illogical because they have already agreed to commit suicide if asked. It seems that if Big Brother will do anything to stay in power, the Brotherhood will do anything to defeat Big Brother. If you were in Winston and Julia’s situation, would you agree to these actions?

On a separate sheet of paper, write an alternative version of this scene in which Winston and Julia take a stronger moral stance and resist some of the things to which O’Brien asks them to agree. What would happen if they resisted?

In writing this skit, think about the tone of the novel at this point. Is it ironic or satirical? Does it have any element of humor? Or is it completely tragic? What kind of tone do you want to create in your skit?
ASSIGNMENTS FOR WEEK #6: Module 10 “1984”, Part 3

Due: ___/___/___   Rec’d: ___/___/___   Evaluation: ___________  Comments: __________________________________________

<table>
<thead>
<tr>
<th>Day 1: Activities 31 - 33: Prereading and Reading: (Section Three):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activity 31: Prereading (Section Three): Making Predictions and Asking Questions:</td>
</tr>
<tr>
<td>Re-read the predictions you made for Sections One and Two. How accurate were they?</td>
</tr>
<tr>
<td><strong>Now, write a few sentences in your notebook predicting what will happen to Winston and Julia now that they have been captured by the Thought Police:</strong></td>
</tr>
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<td>__________________________________________________________________________________________</td>
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<table>
<thead>
<tr>
<th>2. Activity 32: Reading (Section Three): Reading for Understanding:</th>
</tr>
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<tbody>
<tr>
<td>Skim the list of questions below before you begin to read.</td>
</tr>
<tr>
<td><strong>As you read, make notes or write on sticky notes to indicate places where you have found information relevant to answer the questions:</strong></td>
</tr>
</tbody>
</table>

**Chapter I**
1. As Winston waits in the jail cell in the Ministry of Love, he meets the poet Ampleforth and his neighbor Parsons. What are they in for?
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |

2. What is Room 101?
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |

3. O’Brien comes in the cell with a guard. What does Winston say? How does O’Brien reply? What does this mean?
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |

**Chapter II**
4. Why does O’Brien say that the photograph of Jones, Aaronson, and Rutherford, which he just showed to Winston, didn’t exist and that he doesn’t remember it?
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |
   __________________________________________________________________________________________ |
5. For the Party, does the past have a real existence?

6. Why does O’Brien want Winston to say that there are five fingers when he is only holding up four? Why isn’t he satisfied when Winston finally says five? What lesson is O’Brien trying to teach Winston?

7. Winston wonders why they are torturing him if they are just going to kill him anyway. What is O’Brien’s answer?

8. O’Brien says that the rule of the Party is forever. However, the appendix appears to be written in a future time when there is no Party. Is this a contradiction in the book?

9. What, according to O’Brien, is the purpose of the Party?

10. Why is O’Brien spending so much time on Winston?

Chapter III
11. Winston’s torture and interrogation have several stages. What techniques are used in each stage?

12. According to O’Brien, who actually wrote The Theory and Practice of Oligarchical Collectivism? What does this mean, if true?
13. O’Brien teaches that there is no world outside of the human mind, so that the Party can control reality in the same way that he can make Winston see five fingers when there are only four. This is “Believing is seeing” rather than “Seeing is believing,” as we would normally say. Is it possible to so thoroughly brainwash someone that he or she will see things that are not there?

14. O’Brien says that Winston should imagine a future in which a boot is stamping on a human face forever. Winston tries to argue that such a vision would fail. Who do you think is right?

Chapter IV
15. Winston thinks he is making progress. He is learning to practice crimestop. What is he learning? What is he hoping for?

16. Winston has a setback. In a daydream, he cries out. What does he say? What happens to him?

Chapter V
17. What is waiting for Winston in Room 101? What does it make him do?

Chapter VI
18. Winston meets Julia. What happens?

19. What finally causes Winston to think he loves Big Brother?

3. Activity 33: Reading (Section Three): Analyzing Stylistic Choices:
   1. In Section One, Chapter VIII, Winston learns a nursery rhyme from Mr. Charrington, the junk dealer who later turns out to be a member of the Thought Police. He learns the first two lines, plus the concluding couplet:

   Oranges and lemons, say the bells of St. Clement’s,
You owe me five farthings, say the bells of St. Martin’s.

Here comes a candle to light you to bed,
And here comes a chopper to chop off your head.

In Section Two, Chapter IV, Julia surprises him by reciting the rhyme plus one more line:

When will you pay me? Say the bells of Old Bailey.

Winston says it is like two halves of a countersign, such as a spy would use. Julia also knows the lines about the candle and the chopper. In Section Two, Chapter VIII, Winston recites the first line of the rhyme to O’Brien and asks him if he knows more of it. O’Brien recites the three lines Winston knows plus one more:

When I grow rich, say the bells of Shoreditch.

By the end, we know that O’Brien has been watching Winston for seven years and knows everything about him, so it is not surprising that O’Brien knows the rhyme.

On a separate sheet of paper, write a short essay, respond to the following questions: What does this rhyme mean in the context of the novel? Why does Orwell distribute it throughout the novel like pieces of a puzzle?

2. In Section Two, Chapter IV, Winston hears a washerwoman sing a popular song produced by a sub-section of the Music Department of the Ministry of Truth using a machine called a “versificator.” Later, in Section Two, Chapter X, just before he is arrested, he hears her sing it again. The text gives us two verses, in the dialect of the proles, which drops initial “h” sounds and turns long “a” sounds into something that sounds like “eye”:

It was only an ‘opeless fancy;
It passed like an April dye,
But a look an’ a word an’ the dreams they stirred
They ‘ave stolen my ‘eart away!”
They sry that time ‘eals all things,
They sry you can always forget;
But the smiles an’ the tears across the years
They twist my ‘eartstrings yet!

Winston thinks of this song as “rubbish” but finds it strangely moving anyway.

On a separate sheet of paper, write a short essay, respond to the following questions: What does this song mean in the context of the novel? Why write it in dialect? How can something written by a machine take on such a human quality? Why does Orwell include it twice?

Day 2: Activities 34 - 36: Postreading: (Section Three): Summarizing and Responding and Thinking Critically:
1. Activity 34: Postreading (Section Three): Summarizing and Responding:
First, fill out the grid below (The first issue has been completed for you). Then, on a separate sheet of paper, write a paragraph, summarizing the debate between O’Brien and Winston that takes place in the torture sessions. What are the issues? What are O’Brien’s arguments? What are Winston’s responses? In a second paragraph, respond to the debate. What would you do or say in Winston’s situation? Does O’Brien really win the debate? If so, would he win without torture?

<table>
<thead>
<tr>
<th>Issue</th>
<th>O’Brien’s Position</th>
<th>Winston’s Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Past Events</td>
<td>The past has no objective existence.</td>
<td>Memories and written records refer to an actual past.</td>
</tr>
</tbody>
</table>
2. **Activity 35: Postreading (Section Three): Thinking Critically:**

   - At the end of the novel, Winston is sitting in the Chestnut Tree Café drinking gin, just like Jones, Aaronson, and Rutherford before him. He thinks that if he can love Big Brother, he will finally be shot and put out of his misery. The last two sentences of the novel say, “But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother” (308).

   1. In what way is this a victory? What do you think happens to Winston after this moment? Is he shot? Or does something else happen? At the beginning of Section Three, after Winston has been in jail watching prisoners come and go for a while, O’Brien comes in with a guard. Winston, thinking that O’Brien has also been arrested, blurts out, “They’ve got you too!” O’Brien responds, “They got me a long time ago” (245). Do you think that O’Brien has been through the same process of interrogation and torture that he will put Winston through? Is it possible that Winston, instead of being shot, will be recruited into the Inner Party? What do you think?

   **Answer these questions and explain your reasoning below:**

   - 
   - 
   - 
   - 
   - 
   - 
   - 
   - 
   - 


2. On a separate sheet of paper, compose a short essay, explaining what you think happens after the last scene in the novel:

3. Activity 36: Postreading: (Section Three): Reflecting on Your Reading Process:
   Consider and then answer the following questions below:

   • What have you learned from reading and discussing 1984? Did it meet your expectations? What surprised you about the novel?

   • What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?

   • In what ways has your ability to read and discuss complex novels like this one improved? Will this experience change the way you read?

   • Some argue that 1984 was written to warn against the dangers of the Soviet Union, but because the Soviet Union fell apart in 1991, this book is now irrelevant. Do you agree? Should high school students still read 1984?

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Day 3: Activities 37 - 40: “1984” Supplementary Article 1—“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”:

1. Activity 37: Prereading: Supplementary Article 1—“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”: Making Predictions and Asking Questions:
   The news article is included to make a connection between 1984 and our own society: Read the title, the summary, the date, the author, the place of publication, and the first sentence, then answer the following questions:

   • What is the article about?

   • How does this connect with 1984?
• Do you think this article might actually refer to 1984?

• Would you say that this development might be called “Orwellian”? Explain way.

2. **Activity 38: Reading: Supplementary Article 1—“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”: Annotating and Questioning the Text**

   **Read the article —“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”, then answer the following questions:**

   • What facts are reported in this text that might be useful in supporting an argument about surveillance cameras?

   • Do you agree with the police Chief when he says that this is “not a case of Big Brother watching” because the link to the cameras will only be activated when police already know an incident is happening in a certain area? How is this different from Big Brother? How will the police know that something is happening? Won’t they review the tape and see everything that happened anyway?

3. **Activity 39: Reading: Supplementary Article 1—“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”: Analyzing Stylistic Choices**

   In a news story like this one, the reporter interviews sources and records their responses either in a notebook or with a tape recorder. Then he or she summarizes, paraphrases, or quotes what the sources said.

   **In this article, there are 15 paragraphs. How many paragraphs have actual quotes? How do you think the reporter decided what to quote and what to paraphrase? Why not just print exactly what the police chief said? Would that make a more accurate story? Write your answers below:**
4. **Activity 40: Postreading: Supplementary Article 1—“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”: Summarizing and Responding:**

   Write a one-paragraph summary of the content of this article in the space below:

   __________________________________________
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Day 4: Activities 41 - 46: “1984” Supplementary Article 2—“That’s No Phone. That’s My Tracker.”:

Prereading:

1. **Activity 41**: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”: Getting Ready to Read:

   Write answers to the following questions in the space below:

   1. What kind of cellphone do you have? _______________________________________

   Some people have to have the latest smartphone with all the latest features. Others use simpler phones because they are cheaper, easier to use, and/or familiar to them. What do you use your phone for? For each category, estimate the percentage of use. The total should add up to 100%:

<table>
<thead>
<tr>
<th>Cell Phone Use</th>
<th>Percent Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone calls</td>
<td></td>
</tr>
<tr>
<td>Text messages</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Web surfing</td>
<td></td>
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<tr>
<td>Playing games</td>
<td></td>
</tr>
<tr>
<td>Listening to music</td>
<td></td>
</tr>
<tr>
<td>Watching videos</td>
<td></td>
</tr>
<tr>
<td>Taking pictures or videos</td>
<td></td>
</tr>
<tr>
<td>Telling time</td>
<td></td>
</tr>
<tr>
<td>Keeping track of appointments</td>
<td></td>
</tr>
<tr>
<td>Finding out where you are and where you are going (GPS)</td>
<td></td>
</tr>
<tr>
<td>Using Facebook or other social media</td>
<td></td>
</tr>
<tr>
<td>Running apps</td>
<td></td>
</tr>
<tr>
<td>Other things</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
</tr>
</tbody>
</table>

2. After analyzing how you use your phone, do you still think it should be called a “phone”? Why or why not?

   __________________________________________________________________________________________

3. Has your phone ever been stolen? Is your phone password protected? What would happen if someone with bad intentions had access to the data on your phone?

   __________________________________________________________________________________________
   __________________________________________________________________________________________

4. Do you ever take precautions to keep from being tracked? Why or why not?

   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________

2. **Activity 42**: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”: Exploring Key Concepts:

   In paragraph 15 of the article, the authors quote Matt Blaze, a professor of computer and information science at the University of Pennsylvania, who uses the word “Panopticon.” The word means “all seeing,” pan...
meaning “all” and opticon meaning “seeing.” The word was used in the late eighteenth century by English utilitarian philosopher Jeremy Bentham to describe his circular design for a prison in which one guard could observe all of the prisoners at once without being seen himself.

If our smartphones are observing everything we do without our knowing, are we all in the Panopticon? When you read the article and encounter this word, see if you agree with Blaze that this is an appropriate word to use. Write your responses below:

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3. Activity 43: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”: Making Predictions and Asking Questions:
   Taking the title and the first sentence into account, do you think that the authors want us to stop calling our smartphones “phones”? What arguments do you think they will make? No matter how good the arguments are, do you think having a campaign to change what people call these devices would work?

Write your answers below:
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4. Activity 44: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”: Reading for Understanding:
   Keeping your predictions in mind, read “That’s No Phone. That’s My Tracker.”

5. Activity 45: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”: Noticing Language:
   The following phrases establish part of the tone of the article. Look at them as separate items and in context. What do they mean? How do they make you feel? How do they influence your attitude toward the argument? Finally, what is the overall emotional effect of these phrases on the reader? Do they make you want to agree with the authors?

Write your answers below: (The first terms have been completed for you):

<table>
<thead>
<tr>
<th>Phrase</th>
<th>What does the phrase mean?</th>
<th>How does it make you feel?</th>
<th>How does it influence your attitude toward the argument?</th>
</tr>
</thead>
<tbody>
<tr>
<td>frictionless sharing (¶ 4)</td>
<td>Sharing without knowing</td>
<td>Uncomfortable</td>
<td>Reinforces it</td>
</tr>
<tr>
<td>frictionless surveillance (¶ 4)</td>
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<td>invasive services (¶ 5)</td>
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<td>we are naïve (¶ 11)</td>
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<td>They see everything (¶ 11)</td>
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<td>cellphones, known as burners (¶ 12)</td>
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<td>malware can keep it on (¶ 13)</td>
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6. **Activity 46: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”**: Analyzing Stylistic Choices: This article begins and ends with the question of what we should call smartphones and argues that “trackers” would be more accurate. Is that the real rhetorical purpose of the article? Do they really want us to rename our phones? If not, why did they frame the argument in this way? Write your answers below:

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### Day 5: Activities 47 - 49: “1984” Supplementary Article 2—“That’s No Phone. That’s My Tracker.”:

#### Postreading:

1. **Activity 47: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”:** Summarizing and Responding:
   
   Write a “rhetorical précis” of the article following the prompts below:

   **Sentence 1:** Name of author, genre, and title of work, date in parentheses; a rhetorically accurate verb; and a THAT clause containing the major assertion or thesis statement in the work.

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   ____________________________________________________________
   ____________________________________________________________
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   **Sentence 2:** An explanation of how the author develops and supports the thesis, usually in chronological order.

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   **Sentence 3:** A statement of the author’s apparent purpose, followed by an “in order to” phrase.

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   **Sentence 4:** A description of the intended audience and/or the relationship the author establishes with the audience.

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2. **Activity 48: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”:** Thinking Critically:
   
   **Write your answers to the questions below:**

   1. Paragraph 6 discusses the various names that have been suggested for smartphones—tracker, robot, minicomputer—and says,

      This is not a semantic game. Names matter, quite a bit. In politics and advertising, framing is regarded as essential because what you call something influences what you think about it. That’s why there are battles over the tags “Obamacare” and “death panels.”

      Is it true that the name of something influences the way you think about it? Does it influence the way you use it? What effect do you think changing the name of the device will actually have?
2. Paragraph 8 asks, “What’s the harm?” and then says,

The United States Court of Appeals for the District of Columbia Circuit, ruling about the use of tracking devices by the police, noted that GPS data can reveal whether a person “is a weekly church goer, a heavy drinker, a regular at the gym, an unfaithful husband, an outpatient receiving medical treatment, an associate of particular individuals or political groups—and not just one such fact about a person, but all such facts.”

Does this quotation answer the question? Does it show that there is actual harm in cellphone tracking? Why or why not?

3. Activity 49: Supplementary Article 2—“That’s No Phone. That’s My Tracker.”: Reflecting on Your Reading Process:
Did reading these two articles change your interpretation of 1984? Did it put the novel in a new context? Do the two articles go together in any way?

Write your answers below:

ASSIGNMENTS FOR WEEK #7: Module 10 “1984”, Part 4

Due: ___/___/___ Rec’d: ___/___/___ Evaluation: ___________ Comments: _________________________________

Before Going Home: Review the 1984 Writing Tasks with your teacher.
Day 1: Activities 50 – 53: Connecting Reading to Writing: Discovering What You Think:

1. Activity 50: Considering the Writing Task:
   Read and discuss the four (4) 1984 writing tasks with your teacher. As you think about what each task asks you to do, review your notes and assignments, looking for possible connections to the topic. Then, select the Writing Task you wish to complete.

Writing Task 1: The Party and Power
Core question: Can a society based on hate survive?

Winston Smith writes in his diary, “I understand HOW: I do not understand WHY.” O’Brien tries to answer his question.

The Party seeks power entirely for its own sake. We are not interested in the good of others; we are interested solely in power. Not wealth or luxury or long life or happiness: only power, pure power. . . (272)

The first thing you must realize is that power is collective. The individual only has power in so far as he ceases to be an individual. You know the Party slogan: “Freedom is Slavery”. Has it ever occurred to you that it is reversible? Slavery is freedom. Alone—free—the human being is always defeated. It must be so, because every human being is doomed to die, which is the greatest of all failures. But if he can make complete, utter submission, if he can escape from his identity, if he can merge himself in the Party so that he IS the Party, then he is all-powerful and immortal. The second thing for you to realize is that power is power over human beings. Over the body—but, above all, over the mind. (273)

O’Brien also argues that the Party has control over external reality because nothing exists outside the mind, although he admits that for certain purposes this is not true. Those instances can be taken care of by doublethink. He asks Winston how one man asserts power over another. Winston answers, “By making him suffer.” O’Brien agrees.

Exactly. By making him suffer. Obedience is not enough. Unless he is suffering, how can you be sure that he is obeying your will and not his own? Power is in inflicting pain and humiliation. Power is in tearing human minds to pieces and putting them together again in new shapes of your own choosing. Do you begin to see, then, what kind of world we are creating? It is the exact opposite of the stupid hedonistic Utopias that the old reformers imagined. A world of fear and treachery and torment, a world of trampling and being trampled upon, a world which will grow not less but MORE merciless as it refines itself. Progress in our world will be progress towards more pain. The old civilizations claimed that they were founded on love or justice. Ours is founded upon hatred. In our world there will be no emotions except fear, rage, triumph, and self-abasement. Everything else we shall destroy—everything. Already we are breaking down the habits of thought, which have survived from before the Revolution. We have cut the links between child and parent, and between man and man, and between man and woman. No one dares trust a wife or a child or a friend any longer. But in the future there will be no wives and no friends. Children will be taken from their mothers at birth, as one takes eggs from a hen. The sex instinct will be eradicated. Procreation will be an annual formality like the renewal of a ration card. We shall abolish the orgasm. Our neurologists are at work upon it now. There will be no loyalty, except loyalty towards the Party. There will be no love, except the love of Big Brother. There will be no laughter, except the laugh of triumph over a defeated enemy. There will be no art, no literature, no science. When we are omnipotent we shall have no more need of science. There will be no distinction between beauty and ugliness. There will be no curiosity, no enjoyment of the process of life. All competing pleasures will be destroyed. But always—do not forget this, Winston—always there will be the intoxication of power, constantly increasing and constantly growing subtler. Always, at every moment, there will be the thrill of victory, the sensation of trampling on an enemy who is helpless. If you want a picture of the future, imagine a boot stamping on a human face—forever. (276-77)
Winston responds that it would be impossible to found a civilization on fear and hatred and cruelty and that such a society could never endure because “It would have no vitality. It would disintegrate. It would commit suicide.”

Winston is at a disadvantage in this debate because if he argues too well, O’Brien will turn the dial and give him a big dose of excruciating pain. You, however, are free to argue in any way you want.

Who is right, Winston or O’Brien? In a well-organized essay, discuss whether or not a society based on hate and suffering such as O’Brien describes could exist for very long. Would the intoxication of power and the thrill of victory be enough motivation for people to continue living without friendship or love? Could you live in such a society? Why or why not? In supporting your arguments, use evidence from the novel, other texts, and your own experience.

Writing Task 2: The Fall of Big Brother
Core question: What might cause the fall of Big Brother?

At the end of the novel 1984 is an appendix called “The Principles of Newspeak.” What is most interesting about this appendix is the tense in which it is written. It begins,

Newspeak was the official language of Oceania and had been devised to meet the ideological needs of Ingsoc, or English Socialism. In the year 1984 there was not as yet anyone who used Newspeak as his sole means of communication, either in speech or writing. (309)

The first sentence contains a past tense (was) and a past perfect passive construction (had been devised) that clearly indicate that Newspeak was devised at a particular point in the past, was the official language for a while, but no longer is. Is it only Newspeak that has faded from use? Here is a selection from later in the article:

Consider, for example, such a typical sentence from a Times leading article as OLDTHINKERS UNBELLYFEEL INGSOC. The shortest rendering that one could make of this in Oldspeak would be: “Those whose ideas were formed before the Revolution cannot have a full emotional understanding of the principles of English Socialism.” But this is not an adequate translation. . . . only a person thoroughly grounded in Ingsoc could appreciate the full force of the word BELLYFEEL, which implied a blind, enthusiastic acceptance difficult to imagine today; or of the word OLDTHINK, which was inextricably mixed up with the idea of wickedness and decadence. (315)

It is clear that the author is writing at a point in time after Big Brother has fallen, and that the “blind, enthusiastic acceptance” demanded by Big Brother is in the writer’s time “difficult to imagine.” O’Brien tells Winston that “Big Brother is forever.” Clearly O’Brien was wrong. At some point, the reign of Big Brother collapsed. What caused the downfall of Big Brother?

Perhaps we can find a clue about the answer to this question in The Principles and Practices of Oligarchical Collectivism by Emmanuel Goldstein. In Chapter One, “Ignorance is Strength,” the author writes,

There are only four ways in which a ruling group can fall from power. Either it is conquered from without, or it governs so inefficiently that the masses are stirred to revolt, or it allows a strong and discontented Middle group to come into being, or it loses its own self-confidence and willingness to govern. These causes do not operate singly, and as a rule all four of them are present in some degree. A ruling class, which could guard against all of them would remain in power permanently. (212)

In a well-organized essay, answer the following question:

We know from the evidence in the appendix that Big Brother eventually fell from power. Assuming that Goldstein (or O’Brien and the group of Inner Party members who O’Brien claims wrote this book) is
right, which of the four causes is most likely to have been the primary cause of the downfall of Big Brother? Support your argument with evidence from the novel.

Writing Task 3: The Party and Objective Reality
Core question: Can Big Brother decide what is real and what is not?

In Section One, Chapter VII, as Winston writes in his diary he thinks

The Party told you to reject the evidence of your eyes and ears. It was their final, most essential command. His heart sank as he thought of the enormous power arrayed against him, the ease with which any Party intellectual would overwhelm him in debate, the subtle arguments which he would not be able to understand, much less answer. And yet he was in the right! They were wrong and he was right. The obvious, the silly, and the true had got to be defended. Truisms are true, hold on to that! The solid world exists, its laws do not change. Stones are hard, water is wet, objects unsupported fall towards the earth’s center. With the feeling that he was speaking to O’Brien, and also that he was setting forth an important axiom, he wrote:

*Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.* (83)

In Section Three, Chapter II, O’Brien is torturing Winston. He asks Winston if he remembers writing “Freedom is the freedom to say that two plus two make four.” After Winston acknowledges that he wrote that, O’Brien holds up four fingers and asks, “How many fingers?” Winston says “four.” O’Brien then asks, “And if the party says that it is not four but five—then how many?” Winston answers “four” and gets a strong jolt of pain (257). This continues until Winston finally answers “Five! Five! Five!” O’Brien, however, is still not satisfied. He says, “No, Winston, that is no use. You are lying. You still think there are four. How many fingers, please?” Eventually, Winston agrees that he sees five fingers, and for an instant, actually sees five. Later, O’Brien says,

We control matter because we control the mind. Reality is inside the skull. You will learn by degrees, Winston. There is nothing that we could not do. Invisibility, levitation—anything. I could float off this floor like a soap bubble if I wish to. I do not wish to, because the Party does not wish it. You must get rid of those nineteenth-century ideas about the laws of Nature. We make the laws of Nature. (274)

In Big Brother’s Oceania, reality is whatever the Party says it is. It is not enough for Winston to say what Big Brother wants or do what the Party wants. He must actually believe it and see it. Of course, history and news are easy to control if the government has absolute control of the media. After all, it was Winston’s job to rewrite past news to conform to the Party’s current whims. Big Brother, however, claims to be above even the laws of mathematics and physics.

In a well-organized essay, discuss the relationship between media control and perception of reality. In writing your essay, it may be useful to consider the following questions. First, is it possible for even a very powerful government to control the minds of its citizens so thoroughly that they no longer believe in the law of gravity or other scientific facts? What tools does Big Brother use to do this, and how effective are they? Would these tools work in our own society? Second, what would happen to a society without history or scientific knowledge? Would any kind of progress be possible? Finally, is there any evidence that this is happening in our own society? In supporting your arguments, use evidence from the novel, other texts, and your own experience.

Writing Task 4: Surveillance and Big Brother
Core question: Is our technology taking us closer to the world of Big Brother?

Surveillance technology has advanced far beyond anything Orwell imagined, and the terms “Orwellian” and “Big Brother is watching” are often used in conjunction with remote control cameras and Internet tracking technology. For example, “Long Beach Police to Use 400 Cameras Citywide to Fight Crime,” a recent article in the Los Angeles Times, Richard Winton reports that the City of Long Beach, California, has connected a
network of surveillance cameras throughout the city. Police Chief Jim McDonnell says,

We are using every technology advantage to improve safety in this city. Long Beach officers will now know even before they arrive what potential threats they face. It will help us to respond to crimes better and prevent other crimes.

The chief also said it won’t be a case of “big brother is watching,” because the camera feed will only be activated when the police have a report that a crime is in progress.

“That’s No Phone. That’s My Tracker,” an article in The New York Times by Peter Maass and Megha Rajagopalan, focuses on surveillance technology that we voluntarily carry with us at all times, our cell phones. The authors suggest that we should really call them “trackers.” They say,

Most doubts about the principal function of these devices were erased when it was recently disclosed that cellphone carriers responded 1.3 million times last year to law enforcement requests for call data. That’s not even a complete count, because T-Mobile, one of the largest carriers, refused to reveal its numbers. It appears that millions of cellphone users have been swept up in government surveillance of their calls and where they made them from. Many police agencies don’t obtain search warrants when requesting location data from carriers.

1984 provides a cautionary tale about the potential of surveillance technology to allow an authoritarian government to control the population. At present, this technology is being used for relatively benign purposes such as crime fighting and advertising, but clearly the totalitarian oligarchy of 1984 would be overjoyed to deploy it. The government, or another entity, could easily see every Web site you have visited, read every message you ever sent, and listen to every phone call. Could this technology lead eventually to totalitarian control of our thoughts and actions as in 1984? What factors are in place to prevent this? Has 1984 itself given us enough warning to make us aware of the dangers so that we will not allow this to happen? How scared should we be?

In a well-organized essay, discuss how close our current society is to the potential of Big Brother and 1984. In order to do this, you will need to describe the surveillance technology used by Big Brother, including its capabilities and limitations, and compare it to the capabilities of current technology. You will also need to discuss who uses the technology and the purposes for which it is used. Finally, if Big Brother really might be watching us, what can we do to stop it?

Note: You may decide that in order to support your arguments effectively you need to do some further research beyond the novel and the two additional articles.

2. Activity 50: Taking a Stance:
   After selecting your Writing Task, discuss the core question of the writing prompt with your teacher. Then, take on the persona of either a character in the novel or another person you know. What would that person say or argue about the core question? For example:
   • What would O’Brien say?
   
   • What would Winston say?
   
   • What would Julia say?
   
   • What would Parsons say?
• What would your teacher say?

• What would the football coach say?

• What would your favorite movie character say?

• What would ___________ say?

• Then, at the end of the discussion, “What do YOU say?”

Below, write down your answer to the last question, and explain how your actual position differs from the positions taken by the character you played and the other characters in the group:

3. Activity 52: Gathering Evidence to Support Your Claims:
The following questions will help you concentrate on gathering evidence to support your claims. Answer the questions in the space provided:

• What is your position on the issue of your writing prompt? Can you state it in one sentence?

• Why do you think this? What evidence do you have for this position? Go through your notes, annotations and other materials for 1984. What can you use to support your argument? Do you need to go beyond the novel itself? Do you need to do some research?

• What would people who disagree with you say? What evidence supports their position? How can you argue against them?

• Is the issue too complex to be stated as a black and white, right or wrong, yes or no position? Are there degrees of probability or certainty? For example, no one can know for certain that our society is turning into
Big Brother. Is the possibility strong enough that we should take some action to prevent it? How will you handle a nuanced argument like this?

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4. Activity 53: Getting Ready to Write:
   On a separate sheet of paper, complete exercise 1 or 2 below:

   1. Rhetorical Quickwrite
   Who is your audience for this writing? What is your plan? What do you want to tell them? What are your most important points? What are you passionate about on this issue? How will you convey these ideas and this passion? How do you want your writing to affect the reader? Write a quick paragraph in response to these questions.

   2. Scratch Outline
   With the novel and all of your notes and annotations arranged around you, make a scratch outline of your writing plan. What is your main idea? What comes first? How will you support it? What comes next? After that? How will you conclude?

**Day 2: Activities 54 - 57: Writing Rhetorically – Entering the Conversation:**

   1. Activity 54: Composing a Draft:
      With your audience and purpose in mind, but focusing mainly on getting your ideas on paper, begin writing a first draft of your paper on 1984 on a separate sheet of paper.

   2. Activity 55: Considering Structure:
      As you pause midway in your writing, think about what you have done so far and where you are going.
      If you made a scratch outline before you started writing, you may find that your plan is working, but it is also possible that the writing is taking you in a different direction. You may find that as you write, the arguments connect in a different way than you imagined or that you have thought of completely new arguments while you are writing.
      As you make adjustments in your organizational structure, keep the audience in mind. Will your reader be able to follow along with your reasoning?

   3. Activity 56: Using the Words of Others (and Avoiding Plagiarism):
      As you use the material from your notes, ask yourself the following questions:
      • Do you have page numbers for quotations and paraphrases?
      • Do you have a good balance between quotations and paraphrases? Did you quote only when you have a good reason to, i.e., the language itself is important?
      • Have you “framed” quotations, especially block quotations, by introducing them first and then responding to them afterwards? For example:

         O’Brien claims that the Party controls reality. He says,

         We control matter because we control the mind. Reality is inside the skull. You will learn by degrees, Winston. There is nothing that we could not do. Invisibility, levitation—anything. I could float off this floor like a soap bubble if I wish to. (274)

      However, the party does not really have god-like powers. It just creates illusions.

   4. Activity 57: Negotiating Voices:
      In the example in Activity 56, the block quote is in O’Brien’s voice, and the surrounding material is in the essay writer’s voice. When there are multiple sources, however, sometimes the different voices get confused.
      Ask yourself the following questions:
      • Is it clear who says and believes what?
      • Is my own voice consistent in tone? What kind of ethos have I created? Who do I sound like?
**Day 3: Activities 58 - 59: Revising and Editing:**

1. **Activity 58: Revising Rhetorically:**
   
   Now it is time to think more about the reader and begin moving toward a reader-based draft that is ready to submit to your instructor for feedback. Think about the following questions:
   - Have I provided the reader with what he or she needs to understand my ideas?
   - Do I have enough support for each point?
   - Do my arguments work together?
   - Do I have transitions between different parts of my arguments?
   - Does my conclusion follow from the rest of the paper? Is it more than just a restatement of the introduction?
   - Have I accomplished my rhetorical purpose? Have I engaged the reader’s interest? Have I changed the reader’s mind? Have I allowed the reader to see the book more clearly?

   After thinking about these questions, create a list of needed revisions for your paper. Write it in the space below:

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2. **Activity 59: Considering Stylistic Choices:**
   
   Consider the language and sentence structure you used before you turn the draft in to your instructor. Read your draft with the following questions in mind, and mark areas where you think you might have a question or a problem. Get advice from your teacher:
   - Are any sentences too long or confusing?
   - Are there any long quotations that could be paraphrased?
   - Are there any words you are unsure about?
   - Are any words too informal for an academic paper?

**Day 4: Activities 60 - 61: Editing the Draft:**

1. **Activity 60: Editing the Draft:**
   
   **Proofread your paper to make sure there are no grammatical errors or usage problems. Try the following strategies:**

   - Think about problems your teacher has identified in past papers. Try to see if you have made the same mistakes again.
   - Read your paper from the end to the beginning, sentence by sentence. This breaks the flow of the reading and enables you to be more aware of the construction of an individual sentence. This is an especially good way to catch sentence fragments. (Reading it aloud in this way may be even more effective than reading it silently.)

2. **Activity 61: Responding to Feedback:**
   
   When you receive the paper back from your instructor, look carefully at the marks and comments. Try to understand what the feedback means and why the reader responded the way he or she did. The biggest mistake that many writers make is just to delete sentences that have problems. That will not make the essay more effective.

   **As you make a plan for revision, think about and respond to the following questions:**
Day 5: Activity 62: Reflecting on Your Writing Process:

1. Activity 62: Reflecting on Your Writing Process:
   After you have turned in your revised draft of your 1984 paper, answer the following questions below:

   • What have you learned about your writing process?
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   __________________________________________________________
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   • What were some of the most important decisions you made as you wrote this text?
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   • In what ways have you become a better writer?
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   __________________________________________________________
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   • How will the experience of writing this paper change the way you work on your next paper?
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   __________________________________________________________
   __________________________________________________________
1. **Activity 1: Prereading:**
   **Getting Ready to Read—Quickwrites:**
   You will not have to share these quickwrites unless you want to. Some of this material may be private or embarrassing. However, you will have the opportunity to share what you wrote about if you wish, with your teacher.

   **These quickwrites will help you start thinking about the topic of bullying. Please respond to the questions below:**

   **Quickwrite 1 (10 minutes):** Have you ever been bullied? What happened? How did you deal with it? What were the consequences?

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   **Quickwrite 2 (10 minutes):** Have you ever bullied anyone or been an onlooker when bullying was happening? What did you do? Why did you do it? What did the person who was bullied do in response? What happened afterwards?

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2. **Activity 2: Exploring Key Concepts:**
   On a sheet of scratch paper, brainstorm words that come to mind that relate to the word “bullying.” Then, sort these words using the chart below. Which words would a researcher use when writing about the problem of bullying? These are *formal* words. Which words do you and your friends use to talk about bullies and bullying? These are *informal*:

<table>
<thead>
<tr>
<th><strong>Formal</strong> vocabulary related to bullying and bullies</th>
<th><strong>Informal</strong> vocabulary related to bullying and bullies</th>
</tr>
</thead>
<tbody>
<tr>
<td>dominate</td>
<td>browbeat</td>
</tr>
</tbody>
</table>

   As you read the articles in this module, notice the words that the writers use. Which list do they belong on? Why have they chosen words from one list or the other? Continue to add to the list as you find new words.

3. **Activity 3: Text—Agatston et al., “Students’ Perspectives on Cyber Bullying”: Surveying the Text:**
   **Respond to the questions below to help you survey Agatston et. al., “Students’ Perspectives on Cyber Bullying.”:**

   1. Note the title and headings for the article “Students’ Perspectives on Cyber Bullying.” What are the major issues about bullying that this article seems to address?
2. Read the first sentence of each paragraph in the article. Now what do you think the article will be about?

3. Who are the authors? Do the authors seem qualified to write about bullying? Why or why not? Where and when was this article published?

4. Read the abstract. What is its purpose?

5. What is the purpose for the headings in the article?

6. What is the section labeled References? How do the references work?

Locate a recent article or other piece of writing about bullying published on the Internet, such as a blog. Be careful to evaluate the resource before you select it.

To help you accomplish this, respond briefly to the questions below:

• Is it from a reliable source? If the Web site is associated with an educational organization, the U.S. government, or a reputable newspaper or magazine, the chances are it is reputable. For example, one of the articles in your packet came from the Web site of the national Parent-Teacher Association (PTA); that is a reputable source, and you can probably trust the information in the article. A blog written by an individual that you know nothing about or a site that offers “shocking bullying stories” is less trustworthy. Write the name of your source below:

• Will the article help your group write its anti-bullying guide? For example, a site that provides quotes about bullying without giving reference information will not be helpful since you will not be able to use any quoted material without references.

• Survey the text. If it is a useful and credible source, print it and bring it to class. Remember to write down all the information about your source, including title, author, publisher, date, and Web site if applicable. If the article you located does not seem reliable or will not be useful for your writing group when you write your anti-bullying guide, continue searching until you find a relevant article from a reliable source.

4. **Activity 4: Making Predictions and Asking Questions—Quickwrite:**

   **Quickwrite (five minutes):**

   My definition of bullying:

   Questions about bullying that I hope to answer by reading the articles assigned for this module:

   1.
5. **Activity 5: Understanding Key Vocabulary:**
Good readers know that when they learn the definition of a word, they can often understand the meanings of other forms of the word. For example, if they learn what a verb means, they can figure out what a noun or an adjective based on that verb means. In this module, many words reappear throughout a reading or in more than one reading; however, they often appear in different forms. This activity is designed to introduce a small number of key words in both a verb and a noun form. You can learn two new words for the price of one!

**Using a dictionary, fill in the blanks:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Definition</th>
<th>Noun</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>harass</td>
<td>deliberately annoy or threaten over time</td>
<td>harassment</td>
<td>annoyance or threats over time</td>
</tr>
<tr>
<td></td>
<td>understand someone's feelings and problems</td>
<td>empathy</td>
<td></td>
</tr>
<tr>
<td>perpetrate</td>
<td></td>
<td>perpetrator</td>
<td>someone who causes a situation, especially a bad situation, to continue over time</td>
</tr>
<tr>
<td>exclude</td>
<td>keep someone or something out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>retaliate</td>
<td>the act of harming someone to get even</td>
<td></td>
<td></td>
</tr>
<tr>
<td>retaliate</td>
<td>the act of harming someone to get even</td>
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<tr>
<td>Verb</td>
<td>Definition</td>
<td>Noun</td>
<td>Definition</td>
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<td>monitor</td>
<td>monitor</td>
<td>monitor</td>
<td></td>
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<tr>
<td></td>
<td>implementation</td>
<td></td>
<td>the process of making something happen</td>
</tr>
<tr>
<td>mediate</td>
<td>help others come to an agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coerce</td>
<td>the process of forcing someone to</td>
<td></td>
<td>the process of forcing someone to do something</td>
</tr>
<tr>
<td></td>
<td>do something by threatening the</td>
<td></td>
<td>by threatening the person</td>
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<tr>
<td>target</td>
<td>target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provoke</td>
<td>deliberately make someone angry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>victim</td>
<td></td>
<td>A person who has been harmed or taken advantage</td>
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<td></td>
<td></td>
<td></td>
<td>of</td>
</tr>
</tbody>
</table>
**Day 2: Activities 6 – 10: Reading:**

**Texts—**
- Banks, “Bullying in Schools”
- Olweus, “A Profile of Bullying at School”
- Agatston et al., “Students’ Perspectives on Cyber Bullying”
- Kowalski, “How to Handle a Bully”
- Kan-Rice, “School Bullies Are Often Also Victims”

1. **Activity 6: Reading for Understanding:**
   This first reading of each article “with the grain” is important for you to understand the problem and various solutions offered.

   Because you will be using information from these texts when you write your assignments, taking notes or annotating will be essential so you can find information, useful insights, memorable quotations, and other material quickly. To help you achieve this, respond to the questions below:

   1. Survey and then read Banks, “Bullying in Schools.” Note which of your predictions about the text are confirmed.

      ______________________________________________________
      ______________________________________________________
      ______________________________________________________

   2. Write on a sheet of paper the bibliographical information for the text:
      - Author (last name, first name)
      - Title of article (in quotation marks)
      - Publication (underlined)
      - Name of publisher, place published. Date published
      - Page number(s)
      - Date downloaded from internet; URL (if text is located on the internet)

   2. In the two-sided chart, there are two columns. One side indicates, “What the text says” and the other side “What I think.” Take note of concepts or opinions that catch your attention.

   List those in the “What the text says” column, then write your response to that quote in the “What I think” columns as you read. Be sure to use quotation marks if you quote exact words from the article (An example has been completed for you):

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What I Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullies need to feel powerful &amp; in control; victims appear weak; bullies may grow into adult criminals; victims may suffer depression &amp; low self-esteem as Adults (Banks, Ron. “Bullying in Schools”)</td>
<td>Sometimes victims aren’t really weak; they just need somebody, just one person to stand up for them</td>
</tr>
</tbody>
</table>
3. **Activity 7: Considering the Structure of the Text—Interpreting a Diagram:**
   Look at the diagram of The Bullying Circle (Figure 1) in Olweus, “A Profile of Bullying at School.”

   **Use it to answer the questions below:**

   1. What does the title and subtitle tell you about the diagram?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   2. What does The Bullying Circle represent? Who is at the center? Who is on the outside? What do the labels for each of the circles tell you?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   3. Look back at the section of the article labeled “Victims and the Bullying Circle.” What part of that section is further explained by the diagram? Why did Olweus include a diagram in the article?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. **Activity 8: Considering the Structure of the Text—Using Headings and Other Text Features:**

   Headings in articles can:
   • Divide large portions of text into manageable sections
   • Give a brief summary of the content for a section of text
   • Introduce key words
   • Outline the structure of an article

   In your text, look at the headings in the three articles you have read: Agatston et al., “Students’ Perspectives on Cyber Bullying,” Banks, “Bullying in Schools,” and Olweus, “A Profile of Bullying at School.”

   **Make brief notes about the function of the headings in each article below, Then discuss with your teacher**
the purpose of the headings:

Agatston et al., “Students’ Perspectives on Cyber Bullying”:

Banks, “Bullying in Schools”: Olweus, “A Profile of Bullying at School”:

Now look at the article or chapter of a book that you found independently. What are its text features? Why did the writer choose those particular features?:

5. Activity 9: Mapping the Organizational Structure:
Map the organizational structure of Kowalski, “How to Handle a Bully” and Kan-Rice, “School Bullies Are Often Also Victims,” by taking the following steps:

Write down the last sentence of the introduction:

Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?

Write the first sentence of the conclusion:

Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?

Write the sentence when a new idea starts or where a shift in the text occurs. Label what that chunk does (what function it serves):

Discuss with your teacher why you made your choice as you did.

Then, provide headings or titles for these sections that serve different functions or offer different information than the others. Turn to article 5 (Kowalski) and article 7 (Kan-Rice), and as you return to the sections you chunked, create headings since the authors did not do so. How would you help readers move through these articles?

Article 5, Kowalski, “How to Handle a Bully”:

Article 7, Kan-Rice:
6. **Activity 10: Noticing Language:**
   Identify the subjects and main verb phrases of the sentences in the “Discussion” section of Agatston et. al., “Students’ Perspectives on Cyber Bullying” by noting them below:

   ____________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   ____________________________________________________________

   When do the writers use passive verbs? Why do you think they don’t use personal pronouns (I, we, my, our, mine, ours) to talk about their research and conclusions?:

   ____________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   _____________________________________________________________________________________________
   ____________________________________________________________

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**Day 3: Activities 11 - 17: Texts—Kowalski, “How to Handle a Bully”, Arne Duncan’s June 14, 2011 Policy Letter, and others selected by the teacher: Postreading:**

1. **Activity 11: Summarizing and Responding:**
   In order to build a deeper understanding of one article, you will be given a set of tasks. Select the article from this module on which you wish to concentrate. Then, on a separate sheet of paper, complete the following tasks:
   - **A.** Summarize the selected article in one to three sentences.
   - **B.** Select one quotation from the article that is central to its meaning. Explain the quotation and its importance to the article.
   - **C.** Analyze the main idea of the article. Look at the article, and explore the implications of what is being said. In other words, ask “So what?” Why does the author or expert include information or evidence? Why is it significant? Also consider what has not been said. Did the author leave out some needed information or not consider another perspective? What does it prove or disprove? What are the potential positive and/or negative consequences? Discuss the above questions with your teacher, and then write one to three sentences of analysis.

2. **Activity 12: Gathering Evidence to Support Your Claims:**
   Part of your task in creating an anti-bullying guide is to inform new students about the bullying policy that your school or school district already has, as well as let them know about the resources that exist to help them if they are victims of bullying or if they observe bullying happening to someone else. In your writing group, decide each person’s responsibility for finding out what exists currently in response to bullying. You will do online research and conduct live interviews (people), as well. Consider what you need to find out and create specific questions to ask school personnel, teachers, and students. Plan ahead and schedule a time to talk; people are busy and may not be able to talk to you immediately.

   On a separate sheet of paper, respond to the following tasks:
   - Go online, and locate the official school or school district bullying policy. Read it carefully, and summarize the most important points.
   - Go online, and find out what other resources exist. For example, what activities are being conducted? What is offered for students? For parents? How do you report bullying? What are individual schools doing?
   - Talk to school personnel. Make an appointment to meet with the principal, vice-principal, or school counselor. Prepare a list of questions to ask that will help your group create the anti-bullying policy. Take careful notes of
their answers. Include the name and position of the person you are interviewing.

• Talk to teachers. What is their responsibility with respect to bullying? Do they teach about bullying? How do they think students should respond to bullying? Be sure to take notes on who they are and what they say.

• Talk to students. For example, do they think bullying is a serious problem at your school? How do they think your school can be made a safer place? What responsibility do students have when they see bullying happening?

• Take careful notes.

Meet with your teacher and share what you have discovered. Discuss how you will use this information and your insights as you create your anti-bullying guide.

3. Activity 13: Thinking Critically:

Survey, read, and annotate Arne Duncan’s June 14, 2011 Policy Letter, and review Kowalski, “How to Handle a Bully” article and your notes about it.

Then, answer the following questions below:

Questions about Logic (Logos)

1. Look at your notes for Kowalski, “How to Handle a Bully” Which claims are particularly well supported? What kinds of support are provided? Which is most convincing? How does Duncan support his argument?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

2. Can you think of counterarguments that the authors don’t consider?

___________________________________________________________________________________________

___________________________________________________________________________________________

Questions about the Writer (Ethos)

3. Who is Arne Duncan? What is the occasion for this letter? Why does he have credibility in writing about guarantees under the Equal Access Law?

___________________________________________________________________________________________

___________________________________________________________________________________________

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___________________________________________________________________________________________

4. How does Kowalski, “How to Handle a Bully,” appeal to ethos?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Questions about Emotions (Pathos)
5. Look at Kowalski’s article and Duncan’s letter. Do these pieces affect you emotionally? Which parts?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
6. Do your emotions conflict with your logical interpretation of the arguments when you read Kowalski?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
7. Do you think your own experience (or lack of experience) with bullying makes a difference in your view of the pathos of this article?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
8. Now look at the article or book chapter that you found independently. What appeals to ethos, pathos, and logos does it make?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4. Activity 14: Reflecting on Your Reading Process:
Consider what you already knew and what you have learned about bullying by reading the articles in your text. Now, respond to the following questions below:

1. What have I learned from joining this conversation about bullying? What do I want to learn next?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. What reading strategies did I use or learn in this module? Which strategies will help me read other texts? How will these strategies apply in other classes?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. In what ways has my ability to read and discuss texts like this one improved?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
4. What have I learned about working with my teacher and others to plan and carry out tasks?

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**Day 4: Connecting Reading to Writing: Discovering What You Think**

1. **Activity 15: Considering the Writing Task—How to Handle Bullying: A Guide for New Students:**

   Bullying is a serious problem in schools, and cyber bullying has extended the reach of bullies into cyberspace. You have learned about definitions of bullying as well as considered various views of the causes and possible responses to bullying that can be made by schools, teachers, and students. You have also analyzed your own school’s bullying policy and talked to school personnel and students about the problem.

   **For this project, you will write a guide for new students at your school so that they understand what bullying is and how best to respond to it, either as a target or an observer. Your purpose is to persuade new students that bullying is unacceptable and that they need to take action to ensure that their school is a safe place.**

   You should base your advice on the research you have conducted and include a reference list of your sources. Your guide should be accessible and engaging for your audience of new students and should be revised and edited so that it is publishable. The body of your guide should be 4-5 pages long. Make it visually appealing and readable by using headings, bullet points, graphs, and illustrations as appropriate.

   **You may choose to structure your guide in the following way:**

   I. Cover
   II. Introduction to the problem
   III. Definition of bullying—based on research and student viewpoints
   IV. Your school’s bullying policy—what new students need to know
   V. Examples that illustrate the nature of bullying in schools including yours
   VI. Advice for how to respond if you are bullied or you observe someone else being bullied
   VII. Conclusion
   VIII. Works cited

   Once you have completed your guide, you will make a presentation to share your findings with others. This presentation should include either a video or a PowerPoint. If your group decides to make a video, it should be at least two minutes long and use sound, pictures, and movement. The video you watched as part of Activity 13 can be a model, but the purpose for your video is to persuade new students that bullying is unacceptable and that they need to take action to ensure that their school is a safe place. If you create a PowerPoint, you should have at least 15 slides. They should convey the main points of your guide in a visually engaging way, but you should provide the details to your audience as you make your presentation. Your presentation will be an important part of your grade for this project.

2. **Activity 16: Planning for Multi-tasked Writing:**

   The advice you give new students will need to be informed by the research you have done, and you will need to synthesize it into a document that will be accessible and engaging for your audience. Your message and your language will need to be precise, and your format will need to convey your ethos as experts on the topic. Your guide will become a public document for all to see, so it will need to go through several drafts, be carefully revised, and meticulously edited. This will take time and careful planning.

   **Discuss the following questions with your teacher, and as you discuss the questions, write your answers below and fill out the planning sheet:**

   1. What is a guide? How is it different from an academic essay? What do I want my anti-bullying guide to accomplish?
2. What do new students need to know about bullying? What do I wish I had known as new students? What have I learned from the reading and research that I want to share with these new students?

3. What are the parts of an anti-bullying guide? (See Considering the Writing Task.)

4. How much time will you need to complete this project? You will make time to meet with interviewees. When and where? Will I be able to communicate with some interviewees electronically? How?

5. When will I edit the guide for grammatical and mechanical errors and typos?

6. When is the official first draft due? How will I revise the guide in the light of feedback from my teacher and other interested parties? When is the final draft due?

7. When and how will I create a video or PowerPoint to accompany my guide? When is it due?

8. When will I deliver my oral presentation? Will I need props or equipment? When is the due date?

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation into school/district policy</td>
<td></td>
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<tr>
<td>Interviews of school personnel, teachers and students</td>
<td></td>
</tr>
<tr>
<td>Drafts of sections of guide</td>
<td></td>
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<tr>
<td>Revision of guide</td>
<td></td>
</tr>
<tr>
<td>Final draft of guide</td>
<td></td>
</tr>
<tr>
<td>Video/PowerPoint</td>
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</tbody>
</table>
3. Activity 17: Taking a Stance—Trying on Words, Perspectives, and Ideas:
One way to practice looking at the situation from multiple perspectives is to engage in an activity in which you adopt different personas. There will be solid agreement that bullying must be stopped. Your primary audience will be new students, but others will read and decide if your guide is worth sharing with them.

Consider and respond to the following questions:

• What might your teacher say about your guide? Is his/her perspective about how to create a safe environment at your school different from yours?

• What might parents, the school principal, or the vice principal say about your guide?

• What argument might some of the authors you have read or some of the people you have talked to make?

• How can you best convince others that your anti-bullying guide is worth giving to new students? How can it help improve the environment at your school?

Day 5: Activities 18 – 24: Writing Rhetorically - Entering the Conversation:

1. Activity 18: Writing Preliminary Drafts:
Revisit the articles, your notes, and your research. Consider the following questions:

• How well have you fulfilled the purpose for the particular section?
• Do you need to add more evidence from the readings and interviews and cite the sources for that evidence?
• Does your need to provide more explanation of what the evidence demonstrates (in other words, analysis)?
• Is the section the right length? Have you included too much information or information that doesn’t belong in this section?
• Will new students understand the content of the section and be convinced by the argument? If not, what changes do you need to make?

Start revisions on the sections of your guide, and the process should be repeated until you are satisfied with the parts, keeping in mind the deadline for turning in the first draft to the teacher.

2. Activity 19: Considering Structure:
Before the official draft is turned in, merge the parts and create a single document. After the document has been merged, you need to review your work one more time to ensure that the ideas flow logically and the style is uniform:

The writing task includes a structure for the assignment:
I. Cover
II. Introduction to the problem
III. Definition of bullying—based on research and student viewpoints
IV. Your school’s bullying policy—what new students need to know
V. Examples that illustrate the nature of bullying in schools including yours
VI. Advice for how to respond if you are bullied or you observe someone else being bullied
VII. Conclusion
VIII. Works cited

Now that you have read the merged guide, revisit the structure and make sure it is the most effective way to present your material. Consider the following points:
• Are there parts that need to be expanded or made more concise?
• Are the parts in the order that makes the most logical sense?
• Are there parts that need to be added?
• Does the guide use headings, subheading, bullets, and other text features to make it visually appealing?
• Are there any other changes that will improve your guide for your intended audience and others who will be reading it?

After you have considered these questions in your writing group, prepare final revisions of your guide. Also, consider the presentation of your guide. Does it look professional? Could it be sent to parents of students? If not, start making those revisions.

3. Activity 20: Using the Words of Others (and Avoiding Plagiarism): 
Your anti-bullying guide needs to be informed by your research on bullying, so it is important to use the articles and notes you took when you were reading or interviewing people at your school to make sure you have all the information you need. You will need to cite your sources in your guide and provide a Works Cited page at the end of your guide that will list all your sources. When you do use material from your sources, you have four options: direct quotation, paraphrase, summary, and synthesis. These are illustrated below. Every source you use should be a form of evidence for the case you are making in your guide. Examples of each use of the words of others can help you as you write your guide.

Direct Quotation
If you feel that an author has said something particularly well, then it’s best to quote the author. When you quote an author, you need to let your reader know who the author is (if it’s the first time you’re quoting him or her) and provide some context for the quotation. In the direct quotation noted below, the author is identified and the next phrase provides the context for the quote, explaining what the quote means or refers to. Note that the quotation becomes part of the sentence, so your punctuation should help the reader move smoothly through the writing. In this case, a colon before the quotation is correct because a complete sentence comes before the quotation; a comma would be correct if the words before the quotation did not form a complete sentence.

Sample Direct Quotation
Barbara Coloroso, in her book The Bully, the Bullied, and the Bystander, explains that there are four serious characteristics of bullying: “the imbalance of power, the intent to harm, the threat of further aggression, and the creation of an atmosphere of terror that should raise red flags and signal a need for intervention” (22).

Paraphrase
If the material you want to present as evidence for your guide is longer than a brief quotation, you will want to paraphrase it in your own words. This is easy on your reader; remember your audience will be students, not scholars. Again, you should provide a context. In the example noted below, all the words are the student’s, but the meaning is from Coloroso’s book. (The original passage is in quotes, shown above.) Because these are someone else’s ideas, you must provide citation information in parentheses after paraphrasing just as you did after quoting.

Sample Paraphrase
In her book The Bully, the Bullied, and the Bystander, Barbara Coloroso acknowledges that some incidents of bullying may seem unimportant, but if there are serious issues of unequal power, of trying to hurt others, of threatening to continue the harm, and of making the environment extremely unfriendly, then the situation is alarming and something should be done to alleviate it (22).

Summary
When you have done a lot of research, you may find that the arguments become repetitive and that you do not need all the details and specifics that exist in the original work. Then you can summarize what you have read. When you summarize, you present the highlights of the work without the details. Summaries include only high-level, important information.

Sample Summary
In her book The Bully, the Bullied, and the Bystander, Barbara Coloroso defines bullying (including racist
and sexist bullying), examines the characteristics of bullies, victims, and bystanders; provides statistics about the seriousness of the problem of bullying in our schools; and suggests several solutions for consideration by parents, teachers, and school administrators.

**Synthesis**

As you prepare your guide, you will find that some of your material is covered by more than one author, or you may want to weave several authors’ ideas into your own paragraph to support your topic. In this case, you can synthesize several articles in your own writing.

**Sample Synthesis**

Many authors of articles on bullying offer several solutions for schools concerned about the problem. Called “interventions,” some solutions offer a simple change, such as an anonymous “complaint box” (*Curriculum Review*). Other interventions can be a series of characteristics that parents and teachers should look for in students to see whether the students are victims of bullies or are bullies themselves (Banks, Coloroso, Kan-Rice, Kuther, Lemonick, Olweus, Nansel et al., Smith et al.). Still other interventions are guides for ways in which to significantly reduce bullying in schools (Banks, Coloroso, Kowalski, Kuther, Migliore, Newquist, Olweus, Nansel et al.).

Note that when an article has more than one author, you can cite just the first author and put “et al.” after his or her name to signify the rest of the authors. The reader can refer to your Works Cited page to find the rest of the authors (see next paragraph).

You might believe that documentation is necessary only for direct quotations, but that is not true. MLA style requires in-text documentation for every direct quotation, paraphrase, summary, or synthesis, which means the author and the page number must be provided in the text.

**Works Cited**

You need to learn to take notes with full citation information because at the end of your guide you need to present a list of the sources you used—the Works Cited page. Then anyone who wants further information or wants to see the print material directly will be able to find it from the information you provide.

Dates and publishing information tell us more than just where to get the source if we want to read it ourselves; this information also helps us know how much we can believe the source. You must follow the format for the Works Cited page exactly because readers will be relying on you to enable them to find the book or article that you have referenced.

For print material, at a minimum you need the author(s), title, city of publication, publisher, date, and page number. The two most common documentation styles used in the humanities are the Modern Language Association (MLA) format, used mainly by English departments, and the American Psychological Association (APA) format, used by the social sciences. You will be using the MLA style for this project.

The bibliographic information for the articles in the bullying packet in MLA format is provided at the beginning of this module.

**Sample Work Cited: Book**


**Sample Work Cited: Article**


Note that all the authors are listed with the last name first. For more than one author, the rest of the authors are listed as you would say their names: first name first.

**Sample Works Cited: Web Page**

Many of these articles were found on the Web, and you may have found additional articles online. The MLA no longer requires the use of URLs in MLA citations since they change so often.

Documentation, citation forms, and formatting are all very important in college in all subjects. If you are confused or want more information, a good resource online is the Purdue Online Writing Lab (OWL) <http://owl.english.purdue.edu>. This site is helpful for all kinds of writing, especially academic writing. There is a whole section on documenting sources that you can access and use.

**Quote, Paraphrase, Respond**

Choose three passages from any of the articles you have in your packet that you might be able to use in your guide. You may want to choose passages that you strongly agree or disagree with. Note that when you punctuate a quote, if the parentheses with the citation information are in the middle of a sentence, put any necessary punctuation marks, such as a comma or semicolon, after the parentheses. If the quotation is at the end of the sentence, put the period after the citation parentheses. Think of the citation information as part of the sentence. (Refer to the examples above as needed.)

**First**, write each passage down with the correct punctuation and citation for a direct quote. Provide needed context so your reader will understand what it means and why it matters.

**Second**, paraphrase the material in your own words with the correct citation. Provide a context.

**Third**, respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again with the correct citation.

4. **Activity 21: Using Model Language**

In this activity, it is your job to examine the definition of bullying, implied or overt, in your school or school district’s bullying policy. Refer to your school or school district’s bullying policy and the appropriate articles to complete the sentences below.

**You can introduce and contrast the differing positions:**

- In the bullying policy of Martin Luther King High School, bullying is defined as...
- The definition of bullying can be viewed from several different perspectives. For example, teachers at Martin Luther King High School agree that bullying is... However, an expert on bullying, Dan Olweus, suggests that...
- Experts disagree on what to do about bullying. Some advocate for..., while others believe...

**You can introduce ideas from particular writers from any of the texts or from the people you interviewed:**

- In his firm letter to the U.S. schools, Education Secretary Arne Duncan states that...
- According to the principal of Martin Luther King High School, …

**You can signal contrary views by adding transitional phrases:**

- However, the data presented by Agatston et al. show…
- On the other hand, the experience of students at Martin Luther King High School demonstrates that…

**Finally, add your own “voice” or perspective to the discussion:**

- Although some argue for ________, others argue for ________. In my view…
- Though researchers disagree, clearly…
- As a student at Martin Luther King High School, I believe that bullying…
A rhetorical analysis of a rough draft requires the writer to assess writing based on the purpose of the writing, the message of the argument, the needs of the audience, and the ethos the writer adopts.

Here are some questions that support a rhetorical assessment of a draft:

1. How well does our guide address the needs of our audience of new students and others (parents, teachers, principals) who will read it?

2. What types of evidence and appeals does this audience value most highly? How have we used these kinds of evidence and appeals? Do we need to make any changes?

3. How have we established our authority to address this issue? What credibility do we have with this audience?

4. Do we need to make any changes to ensure that our guide communicates successfully to new students as well as parents and others who may read it?

6. Activity 23: Editing the Draft:
Edit your draft on the basis of the information you have received from your instructor or peer editor. Use the editing checklist provided to you.

The following editing guidelines will also help you to edit your own work:

1. If possible, set the guide aside for 24 hours before rereading it to find errors.
2. Decide how you want to go about editing. You may want to divide into pairs and read sections out loud to each other, or you may want to work as a group and take turns reading out loud while everyone else asks questions and points out errors (always remembering to maintain a constructive and respectful attitude).
3. After reading aloud, divide up the sections, and focus on individual words and sentences rather than on the overall meaning. Take a sheet of paper, and cover everything except the line you are reading. Then touch your pencil to each word as you read.
4. Look for only one type of error at a time—one pattern of errors. Then go back and look for a second type and, if necessary, a third.
5. Use a dictionary to check spelling and confirm that you have chosen the right word for the context. Remember that spell check won’t catch certain kinds of spelling errors.
6. Check the form of documentation within the body of the guide and on the Works Cited page. Make sure all the information is correct, including spacing, periods, capitalization, and order of the items. It helps to read down: check all the author titles first, then all the titles, then all the publication information. Errors will show up that might not appear if you read line by line.

7. Activity 24: Reflecting on Your Writing Process:
You have just engaged in writing a public document collaboratively. Undoubtedly, you have learned and grown as a writer during this process. You and your group have also faced challenges and some aspects of the collaborative writing process have probably been more positive than others.

On a separate sheet of paper, write an essay in which you reflect on what you learned about the process of writing a published work. Be sure to demonstrate what you have learned during the Expository Reading and Writing course about how to develop and organize an academic essay. You are writing an argument, so provide specific evidence from your antibullying guide as well as a description of your process, your successes and the way you resolved any problems. Use the questions below to help you discover what you want to say.

Notate your responses to the questions below:

1. What were the best parts of working on this project? What were the problems? How did you overcome them?
2. What were some of the most important decisions you made about writing your anti-bullying guide?

________________________________________________________________________________________

________________________________________________________________________________________

3. In what ways have you become a better writer? What would you do differently next time?

________________________________________________________________________________________

________________________________________________________________________________________

4. What are you most of proud about this project?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

ATTACHMENTS

Summary Graphic Organizer – All Modules

____________________________________, ______________________________, in his/her

(author's credentials) (author's first and last name)

____________________________________, argues that ______________________________

(type of text)

____________________________________. He/she supports this claim by first


________________________________________________________________________________________

then _______________________________________________________________,

then _______________________________________________________________,

and finally ____________________________________________________________.

_________________________’s purpose is to ______________________________

(author's last name) (what the author does in the text)

in order to ____________________________________________________________

(what the author wants the audience to do after reading the text)

He/she adopts a(n) __________________ tone for _____________________________.

(intended audience)
<table>
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<tr>
<th>Text Information</th>
<th>What is the text’s big issue?</th>
<th>What claim does the text make?</th>
<th>What are the examples/quotes from the text?</th>
<th>What do you think about the text’s claim?</th>
<th>What are your examples?</th>
<th>How does the text connect to other texts?</th>
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### GRADE SHEET – ERWC A

**Student Name ________________________________________**

**Week 1: Module 1 “What’s Next?” Thinking…**
- Quick Write _______, _______
- Sentences ________, ________
- Questions ________, ________
- Vocabulary ________, ________
- Paragraph Writing _______, ________

**Week 2: Module 1 “What’s Next?” Thinking…**
- Summary (day 1) ________, ________
- Questions ________, ________
- Essay or Letter _______, ________

**Week 3: Module 2 “The Rhetoric of the Op-Ed Page”**
- Quick Write _______, ________
- Vocabulary ________, ________
- Questions ________, ________
- Summary ________, ________
- Essay _______, ________

**Week 4: Module 3: “Racial Profiling”**
- Quick Write _______, ________
- Questions ________, ________
- Vocabulary ________, ________
- Summary _______, ________
- Essay _______, ________

**Week 5: Module 4: “The Value of Life”**
- Vocabulary _______, ________
- Summary _______, ________
- Chart _______, ________
- Quiz _______, ________
- Questions _______, ________
- Essay _______, ________

**Week 6: Module 5: “Good Food/ Bad Food”**
- Vocabulary ________, ________
- Summary _______, ________
- Questions _______, ________
- Essay _______, ________

**Week 7: Module 6: “Into the Wild” (Book Module)**
- Vocabulary _______, ________
- Summary _______, ________
- Questions _______, ________
- Essay _______, ________

**Week 8: Module 6: “Into the Wild” Part 2**
- Activities _______, ________
- Questions _______, ________
- Other Assigned Work _______, ________
- Essay _______, ________

**FINAL GRADE ___________________**

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