

# Communications 11

## Module 3 Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's ***Communications 11*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

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The Communications 11 course consists of three modules, the blackline master CD, *Communications 11 Companion Website*. Communications 11 is available in both print and online versions. Communications 11 components can be purchased individually. All are available from Open School BC.

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## Section 1 Lesson A Activity 1

# Triumph on Everest

For Stacy Allison, one event that dramatically affected her life was when she became the first American woman to reach the top of Mount Everest. In this activity, you will be reading about her experience. She not only follows the structure of a narrative composition to tell her story, but she also employs many strategies of effective storytelling.

### Step A: Meet Stacy Allison

Read, “Triumph on Mount Everest” in *Between the Lines* 12 (page 146). In this memoir, Stacy Allison recounts her experience as the first woman to summit Mount Everest.

#### Reading Tip:

Do you ever read and get to the end of the page, and ask yourself what have you just read? This happens to everyone. Sometimes we daydream or our minds are elsewhere while we are reading. You may be thinking about what to have for dinner or the fact that you need gas for your car, or about the night out with friends you are missing by working on your course. Well, finding a quiet, relaxing place can help. Also, if you are really struggling, try reading out loud. It is much more difficult for your mind to wander if you are saying the words aloud.

### Step B: Look at Structure

Stacy Allison’s memoir follows the structure of a narrative composition.

- In the first paragraph, Stacy uses the strategy of throwing the reader right into the story. The introductory paragraph also expresses the main reason for telling the story—how she was about to reach her ultimate goal—the summit of Everest.
- It is only at the end of the piece, however, that she discovers why she has performed this grueling task.

## Step C: Look at Style

Identify whether each word listed in the table below is an action verb or a “ho-hum” verb.

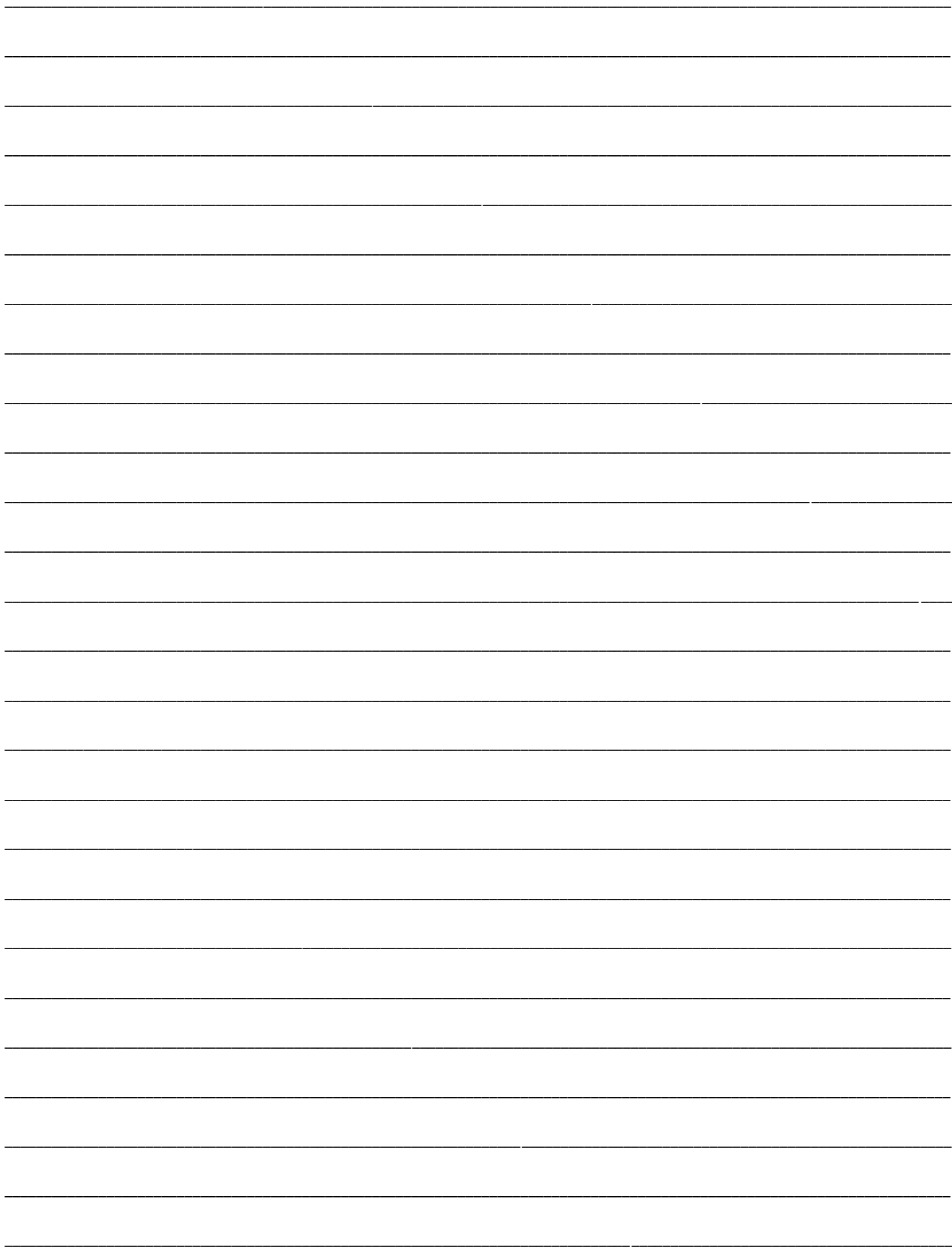
Word	Action Verb	Ho-hum Verb
going		
did		
walked		
popped		
slapping		
greeted		
looked		
had left		
yipping		
hooting		
pumped		
came		
was		
chattering		

## Journal 1.1 Triumph on Everest

Comment on *why* Stacy Allison has performed the grueling task of climbing Everest.

[illegible]

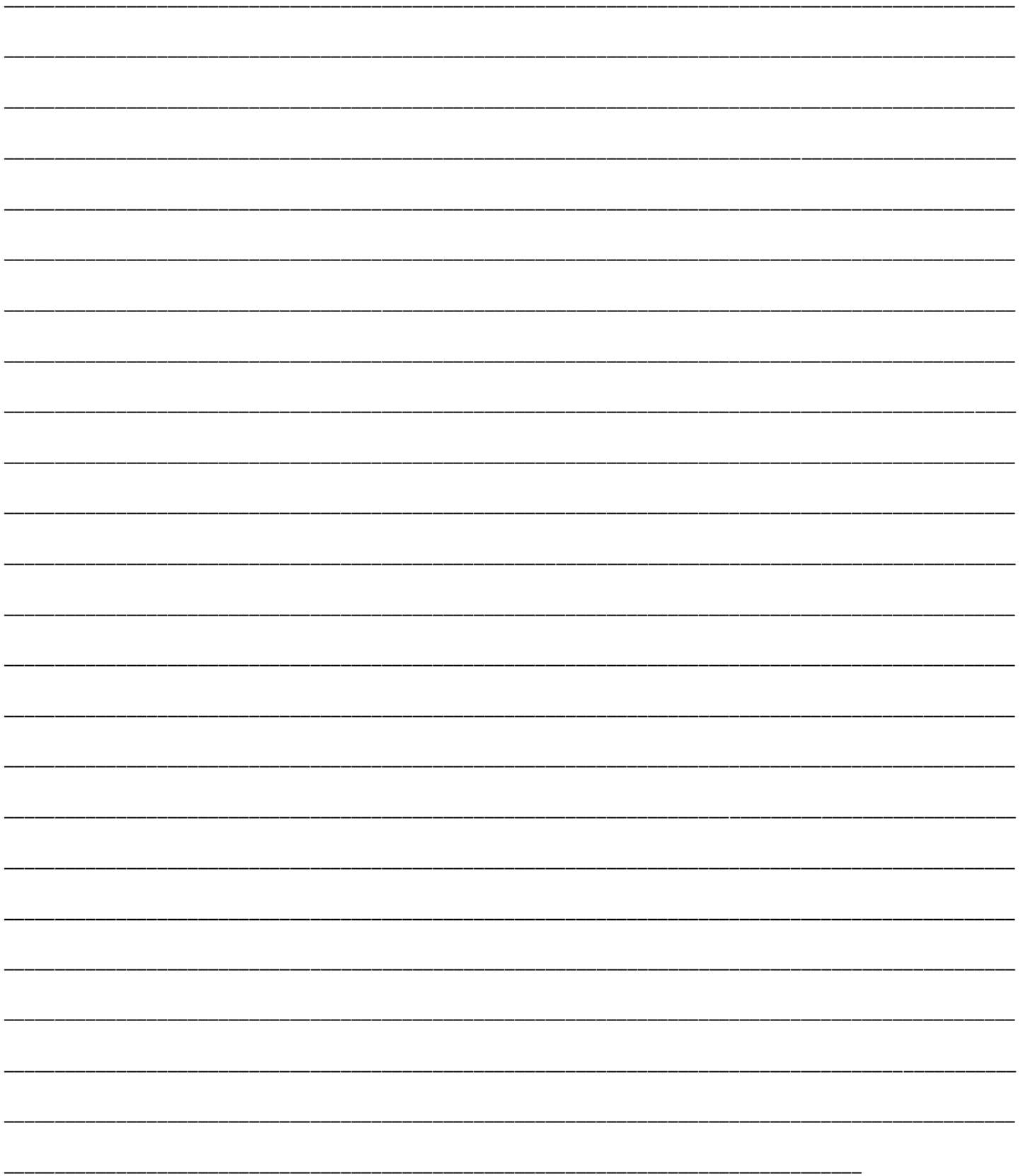




## Journal 1.2: Sharing an Experience

Briefly (around 100 words) describe an event, big or small, that has changed your life or the way you perceive the world. It doesn't have to be as dramatic as Stacy Allison's. Small events sometimes have a great impact on us too. It could be a move, a job, a vacation, a turning point in a relationship, a new relationship, the birth of a child, a run-in with the law, the death of a loved one, a brush with death, etc. Remember, positive events affect us as well as negative ones.

[illegible]



## Activity 1

# Painting with Perception

Complete the following instructions.

### Step A:

Go to your kitchen and find something to eat, maybe a cookie or a carrot. Don't eat it yet! Now, if you were to write about eating this carrot or cookie, you might write, "I am going to eat this cookie." We can add detail: "I am going to eat this *chocolate* cookie." Now we have a visual picture of what is about to happen. But what else can you tell us?

### Step B:

Well, do it. Take a bite.

Now describe what you are doing. Describe your experience "eating" in terms of all the senses (sight, sound, touch, taste, and smell). For example, describe what it smells like, what it sounds like as you chew, what it feels like between your teeth, describe the texture, the taste, and the action of chewing. When writing sensory description, you should include five sentences (one for each of the senses).

Use the following as an example.

Chewing gum

- smells of artificial cherry flavouring
- feels rubbery and hard at first
- pops when I blow a bubble
- is fluorescent pink
- tastes sweet

Already you are communicating more than a picture could because you are describing all your sensory responses.

### Step C:

To communicate these senses even more vividly, you can also add in what you are reminded of as you eat your tasty morsel from the kitchen. Using the gum example, I might describe the gum as feeling rubbery like an old tire, popping like a firecracker, smelling like cotton candy at the fair. By comparing your experience to something else using the word "like," you are creating a simile. When possible, compare your tasty treat to something other than food.

Turn your five points into five similes. They should be sentences like the ones below:

- My gum smells like the cotton candy at the fair.
- My gum feels rubbery like an old tire.
- My gum popped like a firecracker.
- My gum looks as bright as a newly washed fire engine.
- My gum tastes as sweet as a baby's smile.

You will notice that in the first example, it is not just any cotton candy, but the cotton candy at the fair. In the fourth example, it is not just a fire engine, but a newly washed one. The more specific you can be, the more descriptive, and therefore the more powerful your writing will be.

## Activity 2

### Making the Mundane Magical

Let's look at another story. It recounts a simple event, but uses many of strategies for effective storytelling including a lot of sensory description to make it suspenseful.

I could hear the pots and pans banging as they were being pulled from the cupboard. Tom was making spaghetti for dinner. I continued to mark the endless stream of grade twelve papers. The sizzle of garlic again broke my concentration and the aroma soon reached my eager nose. I could almost see the long noodles twirling under the succulent red sauce as I prepared my fork for the journey toward my taste buds. My mouth watered and I squirmed a bit to get comfortable in my chair. The noodles would take a few more minutes to cook. Patience, patience... I comforted myself with the thought of what was to come, the sweet tomato taste, the buttery spaghetti noodles...

"Dinner's ready!" was his invitation to the table. I opened the door to the kitchen and there, on the table, was...pesto pasta—basil, parmesan, on spiral noodles. It was like drinking milk when you were expecting water.

How does the story above use strategies for effective storytelling?

**Instructions:** Below you will find a list of various suspense techniques that can be used in writing. You can find some of these terms defined in the glossary. Choose the suspense techniques that are used for each of the following devices.

- purpose
- foreshadowing
- "I" point of view
- sensory description
- action verbs
- short sentences at climax
- climax near end
- emphasis

1. patience, patience
  - a. foreshadowing
  - b. emphasis
  - c. sensory description
2. There on the table was...pesto pasta—basil, parmesan, on spiral noodles.
  - a. “I” point of view
  - b. action verbs
  - c. climax near end
3. “Dinner’s ready!” His invitation welcomed me. I opened the door. My jaw dropped.
  - a. short sentences at climax
  - b. purpose
  - c. sensory description
4. hear, banging, sizzle, broke, envision, twirling, watered, squirmed, comforted, welcomed
  - a. action verbs
  - b. “I” point of view
  - c. foreshadowing
5. banging, sizzle or garlic aroma reached my eager nose, succulent red sauce, taste buds, mouth watered, sweet tomato taste, buttery spaghetti noodles, basil, parmesan, spiral noodles
  - a. short sentences at climax
  - b. sensory description
  - c. purpose
6. broke my concentration, I could almost envision, my mouth watered
  - a. “I” point of view
  - b. purpose
  - c. emphasis
7. Tom was making spaghetti for dinner.
  - a. climax near end
  - b. “I” point of view
  - c. foreshadowing

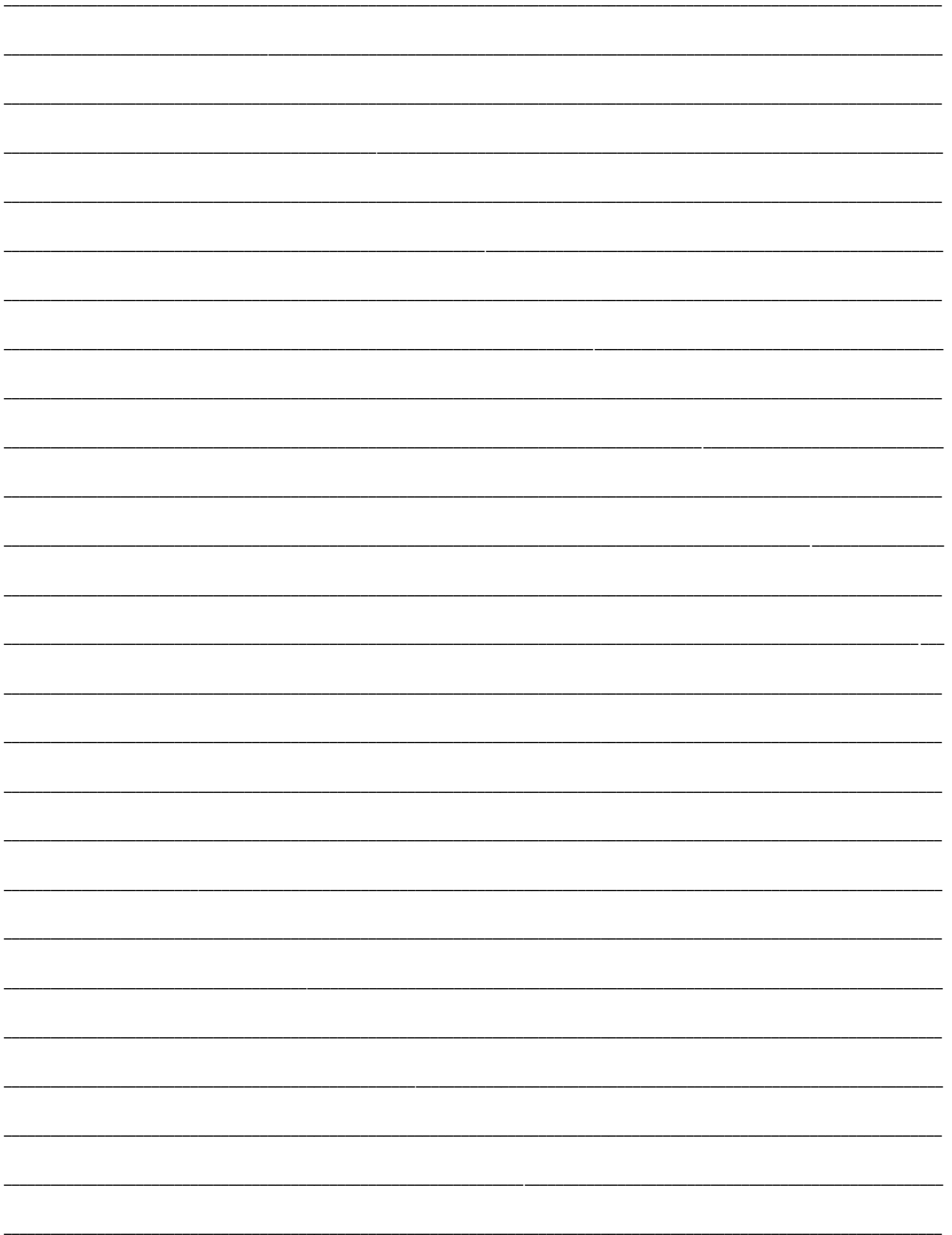
## Journal 1.3: Reflecting on the Eulogy

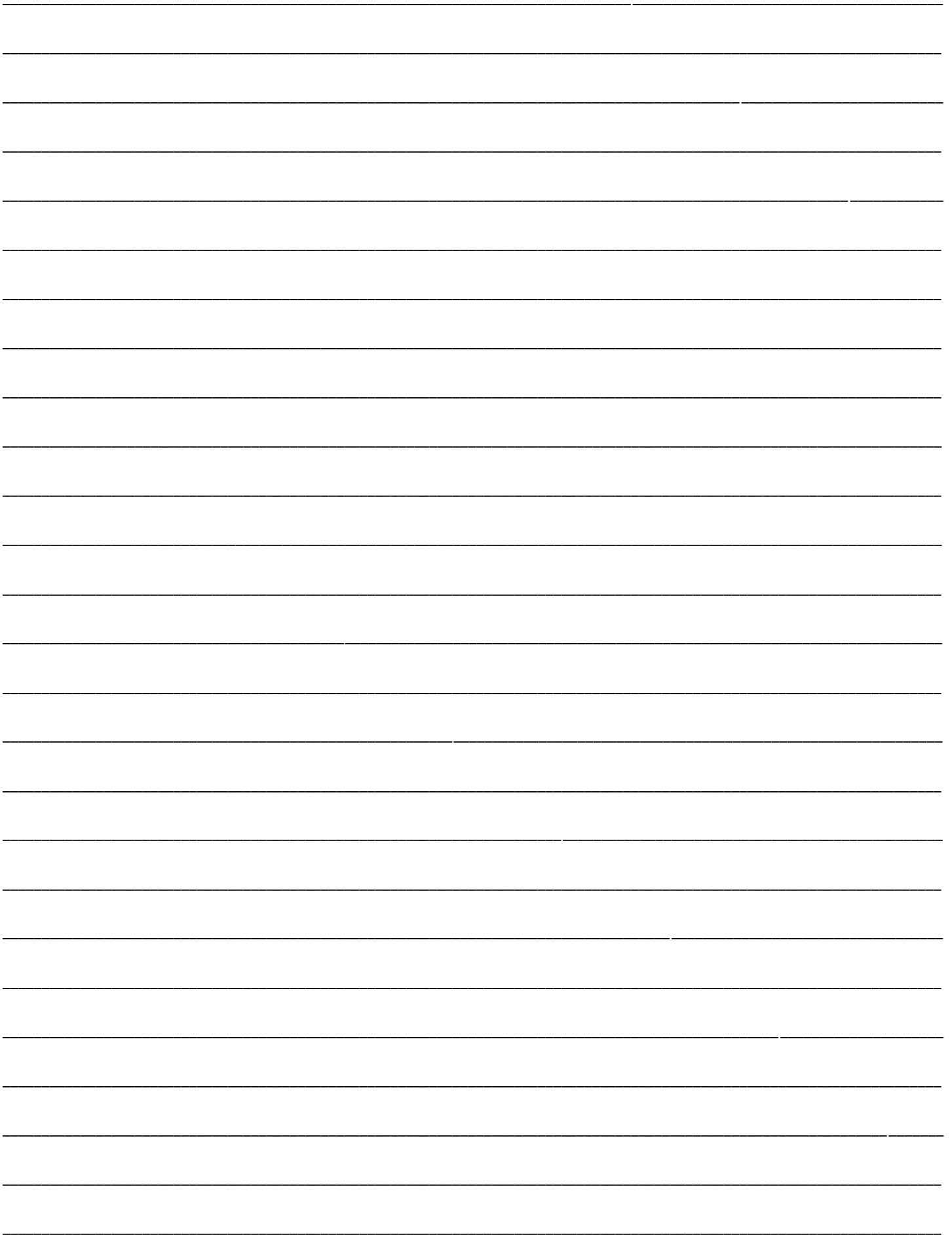
In your journal, respond to the following questions on Justin Trudeau's oration. You may wish to include additional reflections on the eulogy as well.

1. What is the son communicating about his father? (What is the purpose of his eulogy?)
2. The mourners broke into laughter when Justin delivered the line, “And that’s when I understood just how powerful and wonderful my father was.” Why are the mourners laughing?
3. How does Justin Trudeau use his voice and body to communicate his message? Give at least five specific examples. (Refer to strategies listed in a previous lesson.)

[illegible]



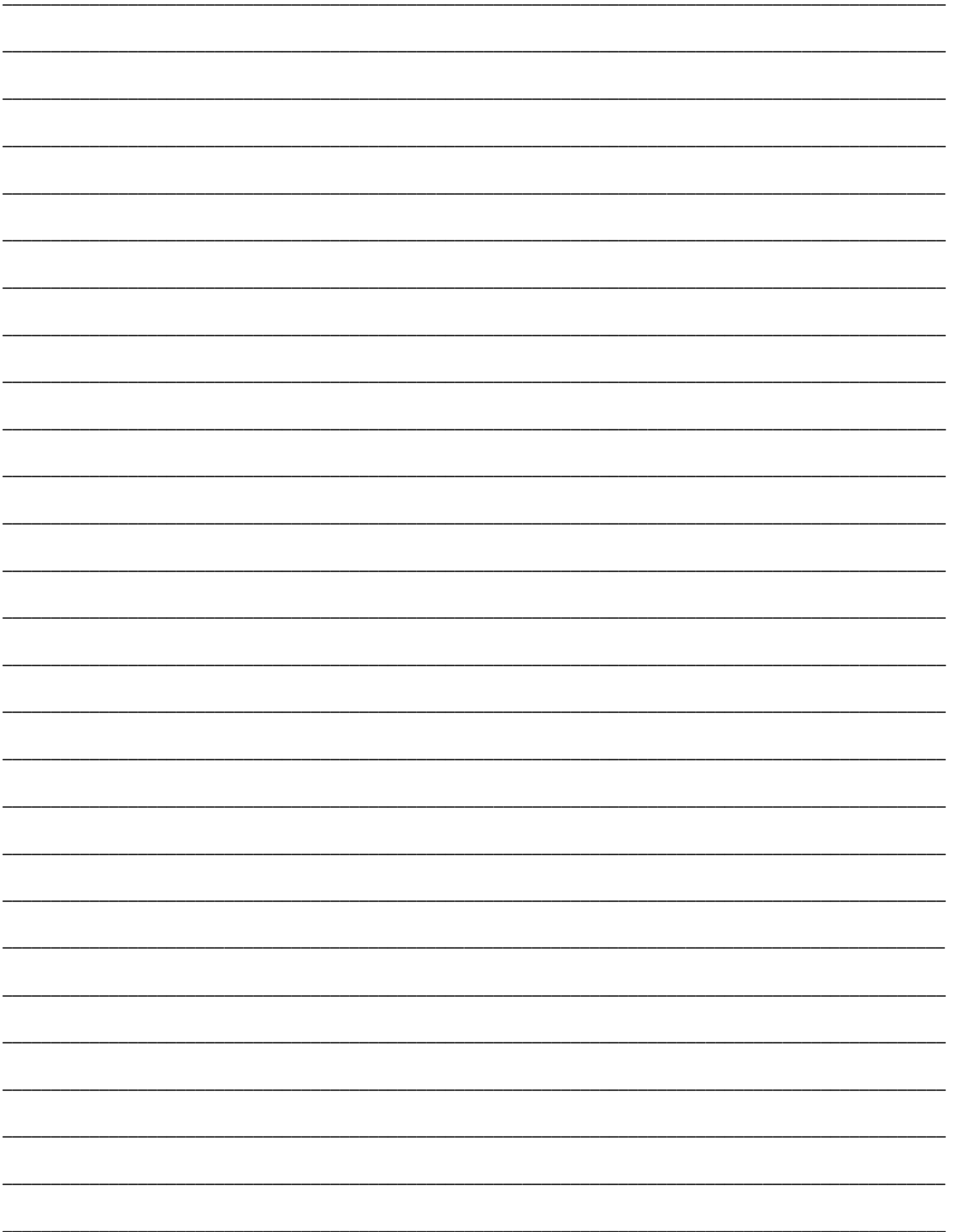




## Describing an Experience

Be sure to proofread your paragraph carefully. Use the proofreading checklist to help.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





# Final Editing and Proofreading Checklist

## A Check content (Have you done what you set out to do? )

- ☐ All ideas are clear and fully developed
- ☐ All ideas support the main idea and relate to each other
- ☐ All ideas are supported with adequate details
- ☐ Unnecessary details are deleted
- ☐ The opening and closing are strong

## B Check language (Is it easy to follow?)

- ☐ Unnecessary words are deleted
- ☐ Transitions are used to move between ideas
- ☐ Sentences are properly constructed
- ☐ Word selections are accurate and specific

## C Check format

- ☐ The form/layout of information is appropriate for the audience or assignment: checklist, paragraph, PowerPoint presentation, composition, speech
- ☐ An appropriate and interesting title
- ☐ A new paragraph is used every time you change to a new idea or speaker
- ☐ Include your name, the date, and the assignment title
- ☐ Use only one side of the page

## D Check grammar, punctuation and spelling

### Grammar:

- ☐ All subjects and verbs agree
- ☐ Verb tense is consistent and correct
- ☐ Parallel structure is maintained

### Punctuation:

- ☐ Apostrophes with all possessive nouns
- ☐ Each sentence begins with a capital and finishes with end punctuation
- ☐ Proper names are capitalized.
- ☐ Quotation marks are used correctly where appropriate

### Spelling:

- ☐ Use spell check to catch obvious spelling errors
- ☐ Manually look up difficult or confusing words in the dictionary

## Composition Scoring Guide

<b>6 ➡</b> <b>Wow!</b>	<p>Your superior paper is developed with originality, energy, and flair.</p> <ul style="list-style-type: none"><li>• Writing is purposeful, focused, and on topic</li><li>• Details and examples are used <b>effectively</b></li><li>• Sentences are <b>controlled</b> and varied in structure</li><li>• Word choice is <b>appropriate</b>, precise, and often sophisticated</li><li>• May contain a <b>couple of writing errors</b></li></ul>
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## Section 1 Assignment: Part 2

# The Narrative Composition

The goal of this assignment is to give you the opportunity to write a narrative composition (at least three paragraphs, 300–500 words) using the strategies for effective storytelling.


**Instructions:** You have a choice between two options:

### Option A:

Write a toast or short speech to be presented at a celebration (like Justin Trudeau’s). For example, you may want give a toast at a good friend or family member’s wedding, graduation, birthday, or retirement party. If you want to have some fun, you can even write your own eulogy (a speech to be delivered at your funeral).

Your composition must include one main story about the person you are celebrating. It can also include brief anecdotes. Remember that any story you tell must reveal something about that person’s character, which you should explain in the introduction and conclusion. Also, remember the importance of leaving the audience with a good feeling or impression.

## Grammar Checkup

	<p>The use of pronouns in any narrative is an effective means to introduce variety in how individuals are addressed. Go to “Pronoun Agreement” in the Sentence Errors section of <i>Writing on the Run!</i> to ensure that you are familiar with how to use pronouns correctly.</p>
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OR

### Option B:

Write a composition about a life-changing event like Stacy Allison’s experience summiting Mt. Everest. Remember, your story doesn’t have to be as dramatic as hers.

Explain the purpose of telling the story in the introduction and again in the conclusion. The story will make up the body of your composition.

### Step A: Producing Ideas Template

Choose a topic and produce your ideas using the Producing Ideas Templates. Select the strategies for effective storytelling that you will include.

### Step B: Process Ideas



Write a first draft of your composition. Pay attention to where you are breaking your paragraphs and the transitions you are using between them. Be sure to save your first draft as it will be submitted as part of the assignment.

### Step C: Polish Ideas

Use the Final Editing and Proofreading Checklist to revise your draft.

### Step D: Final Draft

Incorporate your revisions into a final draft so that your composition is ready for submission. Don't forget to give it a title!

### Step E: Oral Presentation

Produce and practice an audio presentation for your story. Set up an appointment with your teacher to do this presentation. There are a variety of ways you can deliver this presentation:

- Skype
- the telephone
- in person
- some other agreed upon way

Utilize the emphasis techniques discussed earlier.

Evaluation Guidelines	Marks
Producing ideas template Completion	/5
Draft narrative Completion	/3
Final narrative Composition Scoring Guide × 4	/24
Oral presentation (see criteria below)	/16
<b>Total</b>	<b>/48</b>

Criteria	1 Not Yet	2 A Pass	3 Good	4 Wow
Articulate and clear pronunciation				
Tone is appropriate				
Delivery techniques are effective				
Delivery is confident				

## Producing Ideas Template

<b>Topic:</b>	
<b>Audience:</b>	<b>Purpose:</b>
<b>Generate Ideas</b> (brainstorm, cluster, free write):	<b>Organize Ideas</b> (logic, sequence, chronology):

### Outline

**Thesis Statement:** \_\_\_\_\_

**Main idea 1:** \_\_\_\_\_

**Supporting Details:**

**Main idea 2:** \_\_\_\_\_

**Supporting Details:**

**Main idea 3:** \_\_\_\_\_

**Supporting Details:**

**Concluding Sentence:** \_\_\_\_\_

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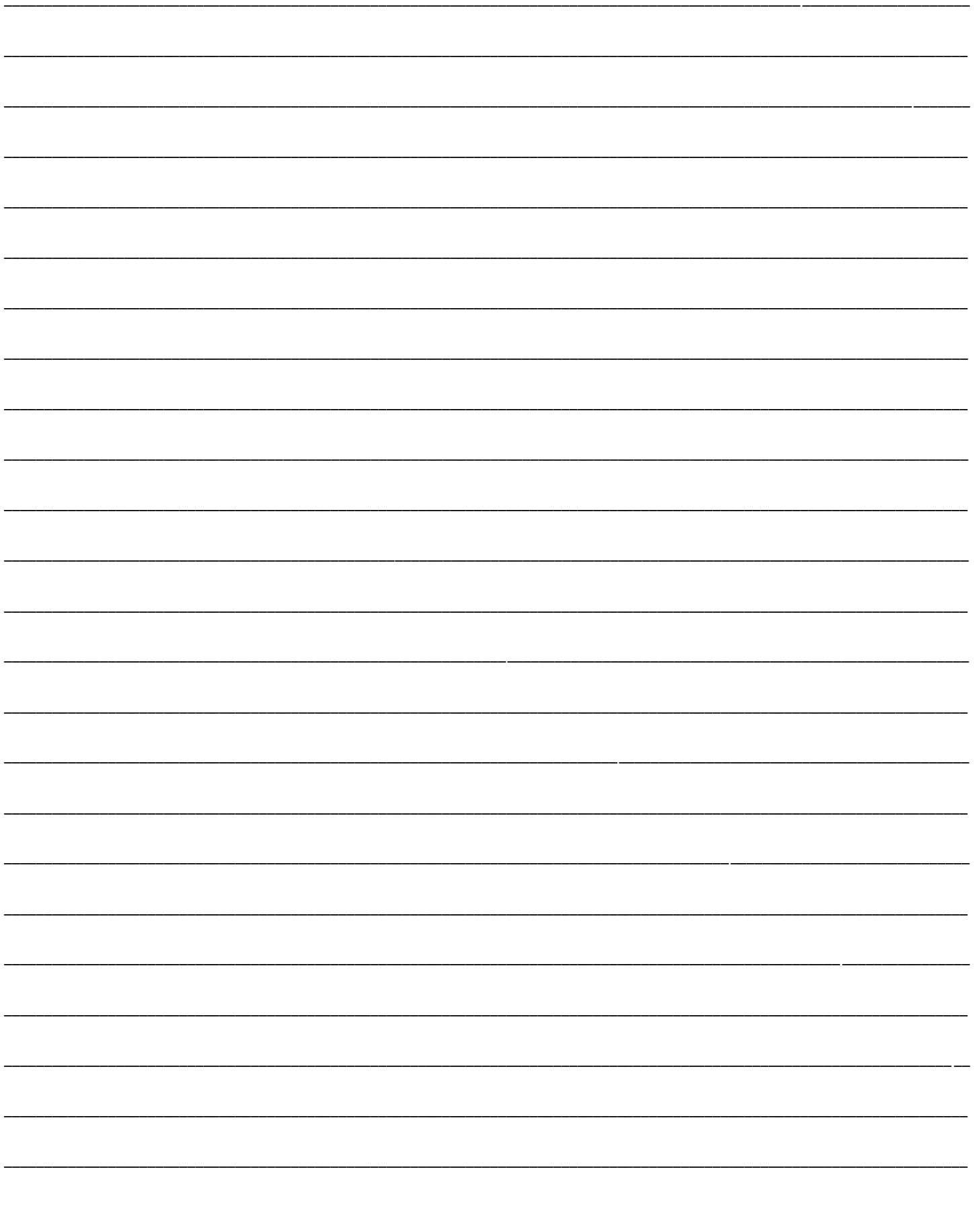
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## Journal Entry 2.1 What makes a story?

1. Why do stories engage us?
2. What makes stories interesting and/or entertaining?

To answer these questions, it helps to think about the parts that make up a story. Movies can provide insight into understanding story structure. Think of the ingredients that go into making a good movie. There is the soundtrack, the setting, the actors chosen to play various characters, and the way in which a director films the movie. All of these ingredients are a key part of a movie and work together to create a good story.

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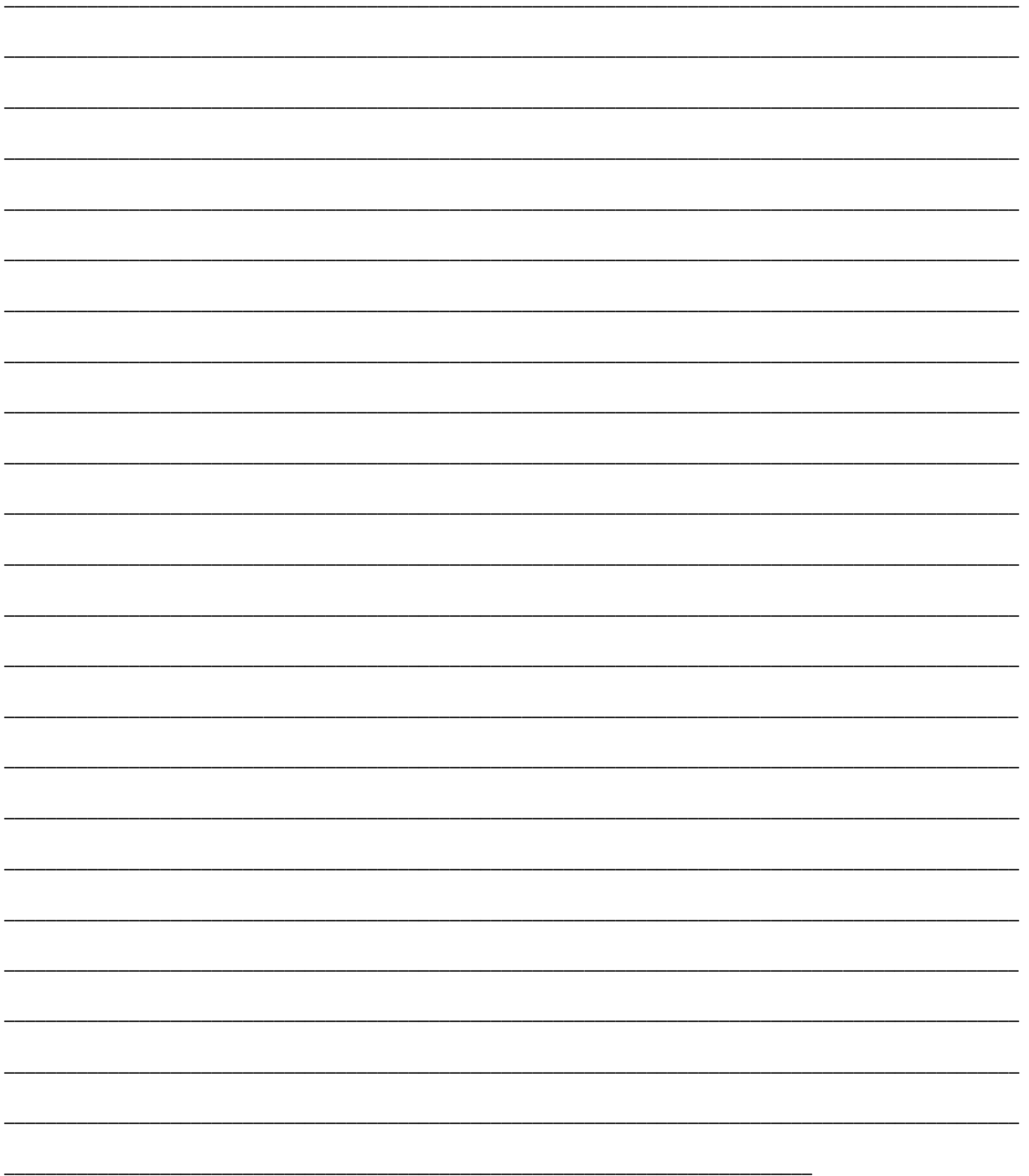
## Journal Entry 2.2 Responding to “Television’s Child”

Where do the stories in your own life come from? Are you a TV child, or do the stories you're told come from elsewhere? Explain.

Your response must be between 125 and 150 words. It should present a clear explanation to the question above.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





## Activity 1

### First Response to “Fox Hunt”

Answer the following questions to guide your “gut” response to “Fox Hunt.”

#### Part 1: Understanding “Fox Hunt”

First, make sure you understand what it is about by answering who, what, when, and where. If you can answer those questions, then you can later analyze the story by asking why.

1. Who is the story about?

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2. What is the story about?

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3. When does the story take place?

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4. Where does the story take place?

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## Part 2: Your Reaction

Now you will answer questions on the subject of your reaction to “Fox Hunt.”

5. Did you enjoy the story? Why or why not?

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6. How did the story affect you?

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7. Is the story plausible? Do you think this might really happen?

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8. What connections can you make between this story and others you have read?

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## Activity 1

### Story Elements in “Deportation at Breakfast”

For each element of fiction, read the description. Then use the information to help you answer the short-answer questions about “Deportation at Breakfast” that follow.

A character is the fictional representation of a person in a play, story, novel or poem. Characters may be complex (round) or simple (flat). **Dynamic characters** experience some sort of important transformation through the course of a story. Dynamic characters may also be called **developing characters**. **Static characters**, on the other hand, remain unchanged throughout the entirety of a story. Characters that are interesting and believable stand a much better chance of being popular with audiences than those that are dull and unrealistic.

When the **protagonist** (main character) is opposed by some person or force in a story, he or she experiences **conflict**. Conflict may exist between characters, or between a character and his or her environment. In both of these cases, we say that the conflict is *external* to the character. When a character is experiencing unresolved mental or emotional issues, he or she is suffering from *internal* conflict. Conflict is one of the driving forces that helps propel a story’s plot forward.

1. What conflict does the main character face in the story?

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2. How would you describe the main character (narrator) of the story?

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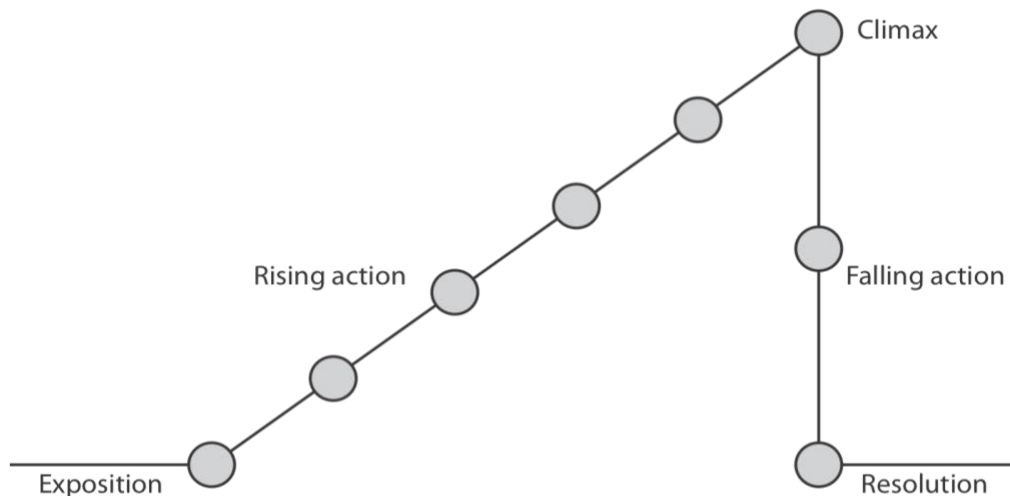
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**Plot** refers to the sequence of events that take place in a story. The following terms are commonly used to describe various aspects of a story's plot:

Elements of Plot	
Exposition	Exposition introduces the characters, setting and conflict.
Rising action	The rising action of a story is where the story problems/conflicts get worse leading to the climax.
Climax	Climax is when the action in a story reaches a peak. It is the most exciting part of the story.
Falling Action	Falling action occurs when a story begins to wind down.
Resolution	A story's ending is also called its resolution. Though the name suggests otherwise, problems present in a story may or may not be solved when the resolution takes place.

Sometimes, the “shape” of a story's plot is represented in the form of a curve. The event at the top of the curve is the story's climax. Its beginning and end points are the exposition and resolution to the story.



3. What happened to Javier?

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4. Did the plot surprise you at any point in the story? If so, how?

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**Setting** is where and when the story takes place. The setting of a work can change throughout a story, and includes not only its locale but also its time period. The setting contributes to mood because where a story takes place often influences how characters and the reader react to event. The word “mood” comes from mod, which means heart, spirit, and courage in Old English. The mood of a work takes into account a feeling or an emotional state. A literary work usually has one predominant mood but it can change throughout a story.

5. What role does the setting (diner) play in this story?

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**Theme** makes a statement about the ideas in a story, and is generally communicated in full sentences. Here are some examples:

- Romantic love is fragile and often doomed to fail.
- Justice is in the eye of the beholder.
- Good and evil coexist in the human heart.

6. As best you can in one sentence, describe the theme of “Deportation at Breakfast.”

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With all of these terms at your fingertips, you possess the necessary building blocks to critically examine works of fiction. Now you’ll examine some of the ways to put this information to use.

## Activity 2

### Understanding a Response

Based on the written response to the short story, “Deportation at Breakfast,” answer the following questions.

1. In which paragraph does the author summarize the story?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
2. In which paragraph does the author give details from the story that lead to her response?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
3. In which paragraphs does the author analyze his own response to the story?
  - a. 1 and 2
  - b. 2 and 3
  - c. 3 and 4
  - d. 4 and 2
4. In which paragraph does the author quote passages from the story?
  - a. 1 and 2
  - b. 2 and 3
  - c. 3 and 4
  - d. 4 and 2



Section 2 Assignment: Part 1

Stories We All Know and Love

You’ve thought a bit about what makes a good story and what appeals to you. So where can you find stories? Who is doing the storytelling? Here is a list of places where we might find stories:

- The newspaper or on the evening news—the major events of the day always tell a story.
- The theatre—Hollywood is constantly telling stories through movies.
- Talking on the phone with a friend—there’s always a good gossip story.
- On television—this could be that TV show you just can’t miss.
- In a tattered notebook—there are lots of stories in a diary.
- The Internet - many people keep a blog.
- Listening to our grandparents or another elder—myths and legends were passed down by word of mouth to entertain and instruct.
- In a book—this is obvious, but think of all the different kinds of stories we find in books.

Create a record of at least ten stories you encounter in a three-day period in your life. Use a two-column story chart like the one below: (Your chart will have ten rows so that you can note ten different stories over your three-day period.)

Source	Description/Evaluation
TV soap opera (my favourite show)	The story is silly and pretty unrealistic, but I like escaping through the ridiculous lives of the characters. It’s a good break from my daily life.

Evaluation Guidelines	Marks
Ten fully evaluated entries, one mark per entry. Be sure to proofread your entries before you submit them.	/10
Total	/10

Section 2 Assignment: Part 2

Television’s Child

Answer the following comprehension questions for the poem, “Television’s Child.” Your answers should be in complete sentences and you must provide evidence from the poem to support your answer, either through a direct quotation or a reference.

1. How did the parents communicate with their son?

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2. Why did the parents leave the child in front of the TV for such long periods?

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3. How does television affect the child’s intellectual and social development?

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4. What happened to the boy after he was “unplugged”?

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5. Why did the mother insist the child be “reconnected” to the television?

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Evaluation Guidelines	Marks
4-Point Short Answer Scoring Guide × 5 Complete sentences and evidence from the poem.	/20
<b>Total</b>	<b>/20</b>

## 4-Point Short Answer Scoring Guide

<b>4 ➡</b> Wow!	<ul style="list-style-type: none"><li>• Analysis and presentation of information is consistent and very logically sequenced</li><li>• Ideas are tightly focused, on topic, and fully developed</li><li>• Word choice is sophisticated and contributes to a clear and convincing answer</li><li>• Exceptional spelling and grammar</li></ul>
<b>3 ➡</b> Strong!	<ul style="list-style-type: none"><li>• Analysis and presentation of information is well-organized and well sequenced</li><li>• Ideas are well focused, on topic, and well developed</li><li>• Word choice is compelling and contributes to a generally persuasive answer</li><li>• Virtually no spelling errors or grammatical errors</li></ul>
<b>2 ➡</b> Almost	<ul style="list-style-type: none"><li>• The presentation or analysis of information in the answer is illogical or insufficient</li><li>• The answer lacks focus, purpose, and development</li><li>• Language use in the answer is weak</li><li>• Occasional spelling errors or grammatical errors may negatively affect understanding</li></ul>
<b>1 ➡</b> Not Yet	<ul style="list-style-type: none"><li>• The answer may be limited in scope</li><li>• The answer does not address the question clearly, lacks focus and purpose</li><li>• Vocabulary is immature or vague; word choice is not appropriate</li><li>• Frequent spelling errors or grammatical errors make the answer virtually incoherent</li></ul>
<b>0 ➡</b> Not at All	<ul style="list-style-type: none"><li>• Answer is too brief to evaluate or not attempted at all</li></ul>

Section 2 Assignment: Part 3

Elements of Fiction

Instructions: Match the definitions in the right column to the elements of the story.

	Column A	Column B
	1. Events that take place in the story	a. Plot  b. Setting  c. Theme  d. Character
	2. A statement about the ideas in a story	
	3. Where and why the story takes place	
	4. Representations of people who inhabit a story	
	5. What happens to characters in the story	

Evaluation Guidelines	Marks
1 mark per question.	/5
Total	/5

Section 2 Assignment: Part 4

# Responding to Literature

## Practising Focused Responses

The best way to become confident in writing responses to literature is simply to practise. Whether you are reading a poem, a short story, or a novel, start by paying attention to how you are responding personally to what you are reading.

Read the short story “Fox Hunt” by Lensey Namioka in *Between the Lines 12* (page 278).

Using the example given in the lesson as a guide, write a focused response to “Fox Hunt” and include the following:

Introduction

- ☐ Introduce the story and briefly describe it.
- ☐ Identify the main idea in your response (this will be your thesis).

Body

- ☐ Include two paragraphs exploring or explaining your response to the story.
- ☐ Support your opinion with reasons and examples.

Conclusion

- ☐ Sum up your response.

Evaluation Guidelines	Marks
Reader Response Scoring Guide × 5 Complete sentences and evidence from the short story.	/20
Total	/20

## Response Scoring Guide

<b>4 ➡</b> <b>Wow!</b>	<b>Your response is detailed and lively.</b> <ul style="list-style-type: none"><li>• The submission is specific and directly responds to the assigned question or task</li><li>• Purposeful and appealing communication</li><li>• Accurate, insightful, and complete response</li><li>• Your response shows that you take pride in your work</li></ul>
<b>3 ➡</b> <b>Good!</b>	<b>Your submission is effective and responsive.</b> <ul style="list-style-type: none"><li>• The submission responds to the assigned question or task</li><li>• Purposeful communication, but may not be entirely focused</li><li>• Mostly accurate and complete response—with some insight</li><li>• Your response shows that you take some pride in your work</li></ul>
<b>2 ➡</b> <b>A Pass!</b>	<b>Your submission is weak and under-developed.</b> <ul style="list-style-type: none"><li>• The submission is unspecific and lacks focus</li><li>• Developing but unclear communication</li><li>• an incomplete response</li><li>• Your response shows only minimal pride in your work</li></ul>
<b>1 ➡</b> <b>Not Yet</b>	<b>Your submission is inaccurate and incomplete.</b> <ul style="list-style-type: none"><li>• The submission does not specify the task</li><li>• Weak communication</li><li>• An incomplete and/or inaccurate response</li><li>• Your response shows little or no pride in your work</li></ul>
<b>0 ➡</b> <b>Not At All</b>	<b>Your submission response is not answered or barely answered.</b>

## Section 3 Lesson A Activity 1

### Desiderata

Turn to the poem “Desiderata” by Max Ehrmann in *Between the Lines 12* (page 270).

You can listen to an audio recording of “Desiderata,” on the *Communicate!* CD.

*Communicate!* CD > Listening > Desiderata

This poem presents a series of statements full of wisdom and advice. The speaker of the poem is someone older who has experienced life. It is an inspirational poem.

If you encounter new vocabulary words, first see if you can understand their meaning from the context the poem provides. If you are still unsure of a word’s meaning, look it up in the dictionary. Remember, every word in a poem is important.

This poem was written to have an emotional impact. The poet has chosen the words carefully to carry this emotional message as he passes on words of advice and wisdom.

Translate each quote from the poem into “everyday” language.

As you complete this exercise, consider the poet’s choice of words. What effect do these words create? What do these words do to the advice the poet gives? Do these words of wisdom and advice have the same impact in the translation/paraphrase? Why or why not?

1. “Go placidly among the noise and haste / and remember what peace there may be in silence.” (lines 1, 2)

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2. “Exercise caution in your business affairs, / for the world is full of trickery. / But let this not blind you to what virtue there is.” (lines 12-14)

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3. “Take kindly the counsel of the years, / gracefully surrendering the things of youth.” (lines 22, 23)



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4. "Beyond a wholesome discipline be gentle with yourself." (line 26)

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## Activity 1

### Section 3 Lesson B Write like Burns!

You've seen some of the deeper meanings or ideas that can be found in the line "O, my luv is like a red, red rose" by Burns. Here are the beginnings of some other statements. Can you finish each and create a rich, vivid description like Robbie Burns?

Complete at least four of the statements below. Think carefully about the comparison you would make. Feel free to make up your own comparison. Notice how many comparisons can be made.

Here's an example: Oh my love is like...a white-hot supernova.

Now you try! Be sure to create complete sentences.

1. Oh my love is like...
2. Oh my hunger is like...
3. Oh my anger is like...
4. Oh my laughter is like...
5. Oh my happiness is like...
6. Oh my \_\_\_\_\_ is like...

Section 3 Assignment: Part 1

Thesaurus Exercise

You’ve looked at two pieces of writing, one using literal language and one using figurative or connotative language. How else can using certain words or changing certain words shape the meaning of what we read or write?

Instructions

- Copy the lyrics from one of your favourite songs—include the name of the artist/band and the album.
- Highlight at least ten different words in the song lyric that you think are important.
- Using a thesaurus, look up each word you’ve highlighted and find a reasonable/suitable synonym for that word. Think of the connotations as well as the literal meaning for the word. For example—the word black could be replaced with night, or darkness, or charcoal, or bleak.
- If you do not have a thesaurus and you have access to the Internet, go to the Communications 12 Course Website to find links to online thesauruses.
- Now rewrite the song lyrics, replacing each highlighted word in the right column with the synonym you’ve chosen.
- Read this new song lyric you’ve created. How did the song change? Is it better? Is it worse? Do you need to change other words? If so, which ones? Why? Should you have used different synonyms? Respond to this question in paragraph form—approximately 125–150 words.

Example

Original Song	Rewritten Song
Mary had a <i>little</i> lamb, Its <i>fleece</i> was white as snow.	Mary had a <i>dwarfish</i> lamb Its <i>fur</i> was white as paper.

Evaluation Guidelines	Marks
Song lyrics with synonyms (1 mark per synonym) Completion	/10
Paragraph Paragraph scoring guide × 2	/16
<b>Total</b>	<b>/26</b>

Be sure to proofread your assignment before submitting it.

Section 3 Assignment: Part 2

What’s in a dream?

You’ve had a chance to look at some common literary devices used in poetry. Literary devices help create effective images. Here’s an opportunity to read a short poem and examine how a poet effectively uses literary devices.

Step A:

Read the poem “Dreams” by Langston Hughes in *Between the Lines 12* (Page 140). This poem expresses the importance of having dreams—for without dreams, life is empty and meaningless.

Before you read this poem, reflect on the different meanings that exist for the word “dream.” While reading this poem, reflect on the kind of dream to which the author is referring.

Step B:

In a two-column chart like the one that follows, list four literary devices Langston Hughes uses in his poem. In the left column, identify each figure of speech. In the right column, quote the line that contains an example of the figure of speech. You may use the same figure of speech more than once. The first one has been done as an example.

Literary Devices	Quote
Personification	“For if dreams die” (line 2)

## Step C: Poem

Write your own poem of at least five lines. Use one of the topics given:

1. Describe the ocean.
2. Describe what you see during a walk in the fall.

You may use any poetic style you wish. Use two literary devices to help create an image for the reader.

Example:

The fall is red and gold  
Of a tree that cannot hold  
Its lovely shade of green.  
What does all this mean?

Autumn is a time of change.  
Autumn strips the world bare  
To be reborn again.

Evaluation Guidelines	Marks
Literary device chart 1 mark for correctly identifying each figure of speech 1 mark for providing a correct quote	/8
Poem 2 marks for each literary devices	/4
poetic expression: 4 marks for sophisticated expression 3 marks for satisfactory expression 2 marks for basic expression 1 mark for limited expression	/4
<b>Total</b>	<b>/16</b>

## Section 4 Lesson A Activity 1

### A Contemporary Poem—Warren Pryor

Now it's your opportunity to read the short, contemporary narrative poem "Warren Pryor" by Alden Nowlan in *Between the Lines 12* (page 76). This poem focuses on the unhappiness and suffering that a person might experience in living up to someone else's expectations. See if you can pick out the poetic elements discussed in this lesson.

You can listen to the audio recording of "Warren Pryor" while following along in your text. Both seeing and hearing the poem can make it easier to understand:

*Communicate!* CD > Poetry > Warren Pryor

Reflect on the poetic elements. Complete this short multiple-choice quiz to test yourself!

1. Warren Pryor's parents knew what was best for their son.
  - a. Warren Pryor was unhappy and suffered in fulfilling his parents' expectations.
  - b. Warren Pryor's selfishness hurt his parents deeply.
  - c. Warren Pryor's selfishness hurt his parents deeply.
2. Is this a narrative poem?
  - a. No
  - b. Yes
3. Does this poem contain a pattern of end rhyme or rhyme scheme?
  - a. No
  - b. Yes
4. How many stanzas are in "Warren Pryor"?
  - a. 3
  - b. 4
  - c. 5

## Section 4 Lesson B Activity 1

### Focusing on the Big Idea—Discovering Theme

Poets develop the theme in a poem through repetition, word choice, and figurative language.

Read “To a Daughter Leaving Home” in *Between the Lines 12* (page 234) and complete the following questions. The speaker, a mother, recalls a powerful moment from her daughter’s childhood where their relationship changed. The poet captures a common, everyday moment and fills it with intense emotion.

It is important to pay attention to the title, which can provide a good context for the poem. Look for literary devices as well, for they can help with unlocking theme.

If you’re not quite sure what the poem is about, see if it fits into one of the “big ideas” from the list. If it does, that should help you begin to understand the theme better.

Select the best answer for each of the following multiple-choice questions.

1. Which sentence best summarizes what is happening in the poem?
  - a. A mother teaches her young daughter how to ride a bike.
  - b. The young daughter is happy to leave home and be on her own.
  - c. A mother watches her daughter’s new freedom with mixed emotions.
2. What passage from the poem best captures the mother’s reaction to seeing her daughter ride her bike?
  - a. “my own mouth rounding / to surprise” (lines 7, 8)
  - b. “I kept waiting / for the fluid / of your crash” (lines 11–13)
  - c. “...you grew / smaller, more breakable” (lines 15, 16)
3. What about the daughter is being expressed in the passage, “pumping, pumping / for your life, screaming / with laughter” (lines 18–20)?
  - a. She is fearful about riding her bike.
  - b. She is thrilled with this new experience.
  - c. She is exhausted from the effort of learning to ride.
4. Which statement best expresses the theme in this poem?
  - a. A new experience can be frightening.
  - b. A child’s independence is an inevitable part of life.
  - c. The relationship between parent and child grows weaker with passing time.



Section 4 Assignment: Part 1

Shaping Free Verse Poetry

You’ve seen a short narrative poem. Now let’s look at another poem and examine its shape.

Step A:

Read the poem “Moved” in *Between the Lines 12* (page 242). The speaker in this poem bemoans how the traditional family farm is a quickly disappearing way of life, and how the younger generation is moving into a more urban life.

When reading poetry, it is always a good idea to read the poem more than once. On the first read, think about what the poem is about, what the poet is saying. On the second read, think about how the poet puts the poem together: What do you notice the poet doing? Is there a pattern or shape to the poem? What about poetic devices?

Step B:

Explain why Leona Gom’s poem fits the definition of a free verse poem. What do you notice in the poem’s shape that allows it to fit the criteria for a free verse poem? Your response should be a well-developed paragraph that has a good topic sentence, complete sentences, and makes specific reference to the definition of free verse poetry.

Evaluation Guidelines	Marks
Paragraph Composition Scoring Guide × 2	/12
Total	/12

## Section 4 Assignment: Part 2

### Putting it All Together

Poets do many things to tell their stories, to capture human emotions, and to express their thoughts on “big ideas.”

#### Step A: Choosing Poems

Choose two poems from the list below, and one poem of at least 14 lines from another source (e.g., Internet, another text, or collection of poetry).

- “If a Tree Falls” (page 48)
- “Cold Missouri Waters” (page 96)
- “Pow Wow” (page 125)
- “Moved” (page 242)
- “Departure” (page 247)
- “Because You Waited” (page 273)
- “Reach Out and Touch” (page 359)
- “Grandfather” (page 374)

#### Step B: Poetic Device Chart

Make a chart like the following example. Using the three poems you’ve chosen, provide a quote (word/line). Feel free to add more categories if you’d like. Include a copy of the poem you’ve chosen from another source, and write where you found it (Internet site or book title). *Note:* Not all of the poems will have all of the various devices in them. It’s not essential to fill in all of the blanks.

Device	Title #1:	Title #2:	Title #3:
Simile			
Metaphor			
Alliteration			
Personification			
Rhyme			

Number of Stanzas			
Type of Poem (free verse or narrative)			
Theme			
1. Quote to Support Theme			
2. Quote to Support Theme			

### Step C: Poem Summary

Select one of the poems from your chart and in a solid paragraph of approximately 125 words, summarize the story being told. A good question to ask yourself as you respond is, “What is this poem about?”

### Step D: Theme Statement

Choose one of the poems from your chart and write a statement that best expresses the poem’s theme.

Evaluation Guidelines	Marks
Poetic device chart Completion—10 marks per poem	/30
Poem summary Composition Scoring Guide	/6
Theme statement Accurate and precise theme statement	/2
<b>Total</b>	<b>/38</b>