

“Lost Time and Regrets”

**A Thematic Unit with Grammar Integration
Designed for Advanced English Development Learners**

**Submitted as the Education Transfer Plan,
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1.0 Introduction

1.1 Background

My responsibility at Philips Semiconductor is to develop a seminar and a complimentary handbook for engineers whose native language is not English. After examining a large number of Failure Analysis Reports, a number of common grammatical problems was identified. Subsequently, tips were suggested and a self-editing checklist was developed to rectify the problems.

As a teacher of ELD, I have decided that explicit instruction of English grammar is indispensable to the students' language development. However, grammar is often taught as a disparate part of the curriculum and frequently consists of drills and exercises. While students may become experts of conjugation and linguistic rules, they often have a difficulty time incorporating their knowledge of grammar into their academic as well as real-life applications.

1.2 Rationale

The idea to create a thematic unit with integrative grammar activities was engendered by the summer experience at Philips Semiconductor. In some ways, the issue at hand for the engineers is antithetical to that of the high school students. While engineers are required to write regularly in real-life professional applications without explicit familiarity of grammatical elements, students learn the grammar but have few opportunities to apply the knowledge. This project is to design a curriculum that would allow students to practice grammar, not as drills and exercises, but as interesting, purposeful activities.

1.3 Structure of Unit

This unit consists of a selection of fiction, non-fiction, poetry, film and music, each including the theme "Lost Time and Regrets." For each text, pre, during and post activities are constructed to take the student into, through and beyond. Depending on activities, duration of lesson for each text should last between 1-2 weeks. The grammar focus will be on the simple present, present continuous, past tense and modals of necessity and advice (e.g. must, should). Students will be introduced to the grammar first with the use of *Grammar in Action*, Units 1, 2 and 7. Grammar follow-ups are usually constructed as post-reading activities. At the time of writing, the unit/ETP is still a working document. Therefore, activities may not yet be available for all texts.

2.0 Texts

Texts are listed in order of instruction.

1. Poetry: "Dream Deferred" by Langston Hughes
2. Art: "Persistence of Memory" by Salvador Dali
3. Fiction: "Story of an Hour" by Kate Chopin

Supplementary Texts to instruct concept of "irony."

Used as pre-reading activities for "Story of an Hour"

?? Fiction: "Seventeen" by Sandra Cisneros

?? Music: "Ironic" by Alanis Morissette

1. Music: "Wasted Time" by The Eagles
2. Poetry: "The Road Not Taken" by Robert Frost
3. Fiction: "The Fire" by Ray Bradbury
4. Poetry: "To the Virgins, to Make the Most of Time" by Robert Herrick
5. Film: *Dead Poet's Society*
6. Listening: "We Didn't," episode 134, 7/12/99 from NPR, *This American Life*
7. Non Fiction: TBD
8. Poetry: "Choices" by Nikki Giovanni

GRAMMAR FOCUS: Simple Present/Present Continuous (Unit 1 in *Grammar in Action*), Past Tense (Unit 2 in *GIA*) and Modals of Necessity and Advice (e.g must, should) (Unit 7 in *GIA*).

3.0 Student Activities

1. Poetry: “Dream Deferred” by Langston Hughes

?? Pre-activity: Think-pair-share. Students think of one “dream” that s/he has. Pair with a partner and share the information. Teacher will then call on students to explain what his/her partner said.

?? During-activity: Fill out poetry survey. (See appendix.)

?? Post-activity: Students are reminded to think about their own dreams. Write a short reflection: “How would you feel if you never get the opportunity to realize your dream? What would you feel? What would you do?”

Assessment: Paragraph writing rubric

1. Art: “Persistence of Memory”- Salvador Dali

?? Pre-activity: Tell students “Persistence of Memory” is the title of an actual painting. Ask them to draw their own picture with this title.

?? During-activity: Show the transparency of Salvador Dali’s painting. Ask students what they see? What do these things mean? Give them 10-15 minutes to fill out the “photograph/painting” graphic organizer (See appendix.)

?? Post-activity: In small groups, discuss this painting and its meaning and symbolism. One person from each group will be chosen to summarize the discussion.

GUIDING QUESTIONS

1. What feelings/emotions is Dali trying to express?
2. What is Dali’s message?
3. What is Dali saying about “time” in this painting?
4. What does each of the objects in the painting mean? How do they relate to each other? Refer to your graphic organizer.
5. Why is this painting titled “Persistence of Memory”?

Assessment: Group Discussion rubric

1. Fiction: “Story of an Hour” by Kate Chopin

See appendix for activities.

2. Music: “Wasted Time” by The Eagles

?? Pre-activity: Students listen to song and write down words and phrases that they hear. Write down what they think the song is about.

?? During-activity: Students listen to the song and fill in a cloze exercise. (See appendix.)

?? Post-activity: What is the song about? Rewrite the song in paragraph form.

Assessment: Paragraph writing rubric

?? Post-activity: Create a Venn Diagram comparing the woman in the song and Mrs. Wallard in Kate Chopin's story. How does each character perceive time? How do they feel about love? How do they feel about life? Who has regrets? What regrets do they have? How do they feel about their future?

Use the Venn Diagram to write a compare/contrast essay.

Assessment: Compare/Contrast writing rubric

1. Poetry: "The Road not Taken" by Robert Frost

?? Pre-activity: Ask students "What does the word 'road' mean to you?" List ideas on board/butcher paper.

?? Pre-activity: Highlight and teach key vocabulary.

?? During-activity: Students create a visual representation of poem, one picture for each stanza. Select students (5) to present to class.

?? Post-activity and Grammar: Quick Write. Imagine yourself as the young man in Robert Frost's poem. How would you reflect upon your life and the choices you have made 35 years after the initial journey? Do you have regrets? Are you happy that you made the choices you made?" Use past tense only. Students volunteer to read composition in front of class.

Assessment: General writing rubric

?? Post-activity: Write a reflective essay on how this poem relates to choices and decision in your life. In what way are you like the young man? How are you different.

Assessment: General writing rubric

1. Fiction: "The Fire" by Ray Bradbury

?? Pre-activity: In small groups, discuss this question. "What would you do with your life if you know you have only 7 days to live?" Whole class report after small group discussions.

Assessment: Group discussion rubric

?? During-activity: Fill out "Plot the Plot" organizer while reading story. (See appendix.)

?? Post-activity and Grammar: Students will select from a bag of irregular past tense verbs. (Prepare cut-outs beforehand.) In class, students will be asked to recount a fact or give an interpretation of the story using that verb.

1. Poetry: “To the Virgins, to Make the Most of Time” by Robert Herrick

?? Pre-activity: “Novel Ideas Only” Students stand up. The question is posed: “What does it mean to “not waste time”? Once a student answers, s/he can sit down. However, nobody can repeat an answer already given.

?? During-activity: Read aloud with differentiated text. The poem is retyped using four different fonts. (See appendix.) In groups of four, each student reads a part. Selected groups will be asked to “perform” in front of class.

?? During-activity: individually, fill out “poetry survey” chart. (See appendix.)

?? Post-activity and Grammar: Modals of Necessity and Advice.
What is the poet trying to tell his reader? What advice is he giving? What should or must the reader do? Rewrite the poem using modern vernacular language. Use 5 or more different modal verbs (must, have to, can, had better, should, etc.)
Assessment: General writing rubric

1. Film: *Dead Poet’s Society*

?? Pre-activity: Background Knowledge. Show pictures of New England Prep Schools and New England. Ask students:

1. What kind of places are these?
2. What is happening here?
3. What kinds of people attend these schools?
4. Would you like to go to school/live here? Why or why not?
5. Would you be happy here?

?? During-activity and Grammar: Character Analysis. Use a graphic organizer (see appendix) to describe what kind of person each character is. One column is for adjectives. The other is to describe what each character does on a regular basis. Use the simple present tense. Ex. “Neil wants to become an actor.”

?? During-activity/Grammar: Stop the film to ask what each character is doing at key points. Students need to fill out the “Scene Description Chart” (see appendix) using the present

continuous tense. Ex. “Neil is thinking about how to approach this father about his choice to become an actor.”

?? Post-activity: Write an argumentative essay (5 paragraphs) on one of the following topics. Ask students to refer to their graphic organizers.

1. Why did Neil commit suicide? Did he want freedom? Was he a coward? Who made him do it? His father? His school? Mr. Keating? His friends? Himself?
2. What was the most important lesson Mr. Keating was trying to teach his students? Did the students learn this lesson? Choose three characters to illustrate.
3. What does the phrase “Carpe Diem” mean to each character? Choose three characters in the film and discuss.

Assessment: Argumentative essay rubric

Appendix

“Wasted Time” by The Eagles
Cloze Activity

Well, baby, there you _____
with your little head _____ in your hand.
Oh my _____, you can't believe it's _____ again.
Your baby's gone and you're all _____ and it looks like the end.

And you're back out on the _____
and you're tryin' to remember.
How _____ you start it over? You don't _____ if you can.
You don't care _____ for a stranger's touch but you can't _____
your man.

You never thought you'd be alone
this _____ down the line
and I know _____ been on your mind,
you're _____ it's all been wasted time.

The autumn leaves have got you _____
about the first time that you _____
You didn't love the boy too _____,
no no, you just loved the boy too _____.
Farewell.

So you live from day to day
_____ you dream about tomorrow, oh.
And the _____ go by like minutes and the _____ come to stay.
So ya take a little _____ to make them go away.

And I could have done so many _____, baby,
if I could only stop my _____
from wond'rin' what I left behind
and _____ worryin' 'bout this wasted time.

Ooh, another love had come and _____.

Ooh, and the years keep _____.

I remember what you told me _____ you went out on your own:
_____ to keep it together we got to _____ it alone.

So you can get on with your _____ baby,
and I can get on with mine.

And _____ someday we will find
that it wasn't really wasted time.

Poetry Survey

(Adapted from *Studying Poetry* by Brian Moon)

Features	Yes/No	Example if yes
Regular Rhyme Checkmark if the lines rhyme in some kind of pattern.		
Strong Rhythm Checkmark if the poem has a “beat” that is more rhythmical than everyday speech.		
Free Verse Checkmark if the poem has no rhyme and no obvious rhythm.		
Long Checkmark if the poem is twenty lines or more in length.		
Short Checkmark if the poem is fewer than twenty lines long.		
Narrative Checkmark if the poem tells a story of some kind.		
Descriptive Checkmark if the poem concentrates on description rather than storytelling.		
Humorous Checkmark if the poem is amusing and fun to read.		
Serious Checkmark if the poem deals with its subject in a serious way.		
Emotive Checkmark if the poem uses words that encourage an emotional reaction.		
“Literary” Language Checkmark if the poem uses unusual, complex, or “flowery” language.		
Plain Language Checkmark if the poem uses plain, everyday language.		
Pleasant Sounding Checkmark if the poem’s sound is a strong part of its appeal.		
Visually Interesting Checkmark if the poem’s layout on the page is part of its appeal.		

“The Story of an Hour”

Pre-reading

Predict what the story we are about to read is about. You have the following clues.

1. Title: “The Story of an Hour”

2. Key Vocabulary Words:

Please look up the meaning of these words. Write the definition and use it in an original sentence. Indicate figure of speech.

?? abandonment

?? suppression

?? subtle

?? elusive

?? exalted

?? perception

?? illumination

?? elixir

?? importunity

?? hasten

?? forestall

Write a paragraph predicting what the story is about based on the title and the meaning of these key vocabulary words.

‘The Story of an Hour’

During-reading

1. Write 5 ‘On-the-Surface’ and 5 ‘Under-the-Surface’ questions and answer them.

Remember ‘On-the-Surface’ questions are questions whose answers you can find directly from the text. ‘Under-the-Surface’ questions require thinking, educated guessing, conjecturing and interpreting by the reader.

On the Surface Questions	Answers
Under the Surface Questions	Answers

During-reading

2. Guiding Questions

- a) What is the setting of the story?
- b) Who are the main characters of the story?
- c) Go to the Internet and find out as much biographical information about the author as possible. (When and where did she live? What did she write? What were her interests? What interesting information about her family is available?)
- d) What kind of ‘heart trouble’ does Mrs. Mallard have? Is it only physical?
- e) Describe Mrs. Mallard’s room. What does it tell the reader about her life?
- f) Why is Mrs. Mallard compared to a dreaming child?
- g) How old is Mrs. Mallard? Does it surprise you? Why or why not?
- h) Why does Mrs. Mallard die at the end?
- i) What do you think Kate Chopin’s view of marriage is?
- j) Does her husband love Mrs. Mallard? How do you know?

Post-reading

Open Mind Drawing

Draw a picture of Mrs. Mallard’s head. However, instead of using “regular” facial features, fill it in with 10 or more symbols that represent Mrs. Mallard (e.g her thoughts, her emotions, her personality).

Then, write a paragraph explaining the meaning of each symbol and how it relates to the story.

Prepare to present your work to the class.

Grading:

- ?? Are there a sufficient number of symbols to demonstrate student’s understanding of the story?
- ?? Is it artistically creative?
- ?? Does the paragraph fully explain the drawing and how it relates to the story?
- ?? Is presentation clear and professional?

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Assessment: Presentation and/or Poster rubric