INSTRUCTIONS

To earn .25 credits for 9th grade Quarter 2 - English Language Arts, you need to complete:

- Pre-assessment
- Unit 1: Literary Focus - Making Hard Choices – Irony and Ambiguity
- Unit 2: Reading/Writing – Persuasion/Argument - Making Hard Choices in Life
- Unit 3: Vocabulary Development

You must also:
- Pass the final assessment

*NOTE: You must earn 80% or more on each unit and pass the end-of-unit assessment at 60% or higher.

Instructions: General Instructions for All Units

1. Unless otherwise specified, pages listed are from these resources.
   **RESOURCES:** Holt *Elements of Language, Third Course, 2007*; Holt *Elements of Literature - The Holt Reader, Third Course, 2007*; Holt *Elements of Literature – The Holt Adapted Reader Third Course, 2007*

2. Check off each assignment as you finish it. **Keep the assignments** – you must turn them in to receive credit.

3. You will need internet access for some of the work.
   a. If you are working from the module/packet as a PDF, web sites are linked directly to the web page. Move the cursor over the web address and click. If the link does not work, type in or copy and paste the web site into the address bar of your browser.
   b. If you are working from paper, you will need to type the web site into the address bar of your browser.
   c. If you are sure you have typed in or linked correctly and the web site is unavailable, see your instructor for solutions or suggestions.
Pre-assessment

Take the 9th grade quarter 2 pre-assessment test.

**If you score 80% or higher** –

You do not have to complete the packet.

Your credit recovery teacher will verify your score and help arrange for credit.

**If you score 79% or lower** –

Complete the packet.

Turn in all work.

Pass the final assessment at 60% or higher.

GO TO NEXT PAGE
KEY VOCABULARY

As you study this unit, you will be using the following key vocabulary words:

irony
verbal irony
situational irony
dramatic irony
ambiguity
predictions
persuasion
issues
thesis
point of view
opinion statement
tone
logical appeals
emotional appeals

Make sure you know their definitions and how to use them correctly. Go to http://www.gale.cengage.com/free_resources/glossary/index.htm#a, or another site for defining literary terms to look up and record the definitions. Even if there are no specific exercises practicing these terms, you will be responsible for knowing them.
Assignment 1 – Journal 1: Hard Choices

What are some of the hard choices that you are facing or have faced in your life? How have your choices influenced you? How have other people tried to persuade you when you had an important choice to make? How do you make decisions when faced with hard choices?

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Assignment 2 – Journal 2: Treasures

If you could save just one item from a disaster – a fire, a flood, an earthquake – what would it be? In a few sentences, describe your most cherished possession, and explain why you treasure it. Was it a gift? If so, how does that make it especially important to you?

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Assignment 3 – “Gift of the Magi” Reading Guide


B. As you read “The Gift of the Magi,” keep a record of your predictions.

Read the first paragraph and ask yourself, “What will happen next?” Write down your prediction.

Prediction 1:

________________________________________________________________________________________

________________________________________________________________________________________

Stop at least two more times to write down predictions.
Ask yourself, “Is the writer keeping me in suspense? Is he succeeding in surprising me?”

Prediction 2: Pause at line 110 paragraph C. How do you predict Jim will respond to Della’s short hair?

________________________________________________________________________________________

Prediction 3: Pause at line 157. What do you predict the package contains?

________________________________________________________________________________________

Pause at line 174. Situational irony occurs when an event is the opposite of what you expected or of what would be appropriate. How does Jim’s gift to Della create situational irony?

________________________________________________________________________________________

Re-read lines 188-191. Describe the situational irony you find there.

________________________________________________________________________________________

________________________________________________________________________________________
What hard choices did the main characters have to make in this story? What do their choices reveal about their character? About their relationship? What would you do in a similar circumstance?
Assignment 4 – “Gift of the Magi” Skills Practice

The Gift of the Magi

Ironic Map  “The Gift of the Magi” is famous for its situational irony. Fill in the Irony Map below to understand how the story’s events create situational irony. Then, explain what the irony shows us about the characters.

<table>
<thead>
<tr>
<th>Della</th>
<th>Jim</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Della Sells:</td>
<td>What Jim Sells:</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td>What Della Buys:</td>
<td>What Jim Buys:</td>
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<td></td>
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<tr>
<td>Why Della Buys It:</td>
<td>Why Jim Buys Them:</td>
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<tr>
<td>What Della Receives:</td>
<td>What Jim Receives:</td>
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<td></td>
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<tr>
<td>Situational Irony/Why the Gift Is Useless:</td>
<td>Situational Irony/Why the Gift Is Useless:</td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What We Learn About Della:</td>
<td>What We Learn About Jim:</td>
</tr>
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<td></td>
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</tbody>
</table>
Assignment 5 – “Gift of the Magi” Test Practice
Answer the questions for the “The Gift of the Magi” on pages 150-151 in *The Holt Reader*. Use your own paper. Mark the sections and answers clearly for correcting. Keep track of the assignment to hand in with the packet.

Assignment 6 – “The Lady or the Tiger” Reading Guide
A. Read “The Lady or the Tiger” pages 70-74 in *The Holt Adapted Reader*. Make sure you read and understand “Literary Focus” and “Reading Skill” on page 70. You will be asked to use this information and vocabulary as you read and answer questions. This story can also be downloaded from [http://www.gutenberg.org/ebooks/396](http://www.gutenberg.org/ebooks/396) or accessed at [http://www.pinkmonkey.com/dl/library1/digi506.pdf](http://www.pinkmonkey.com/dl/library1/digi506.pdf).

B. While reading, find at least eight words that you find interesting or important that capture the essence of the story. What atmosphere do the words create? What do they tell you about the setting, characters, or plot?

1.

<table>
<thead>
<tr>
<th>Word</th>
<th>Atmosphere</th>
<th>Character, setting, plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: half-civilized</td>
<td>When someone is half-civilized, their actions are unpredictable; one minute they act civil and the next barbaric. This creates an atmosphere of uncertainty.</td>
<td>Describes the character of the king.</td>
</tr>
</tbody>
</table>

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C. Respond to the questions on the next page as you read.
2. The author, Frank Stockton, said: “If you decide which it was—the lady, or the tiger—you find out what kind of a person you are yourself.

What do you think Stockton meant by those words? Which ending do you prefer?

3. What is ambiguous about the ending?

4. Why do you think the author decided not to reveal what happens to the young man?

5. How would you have ended the story if you were the author? Would you have left the audience uncertain of the outcome of events? Why or why not?

6. What hard choices did the characters in this story have to make? What do their choices reveal about them as people? Would you have made different choices if you had been the King? The Princess?
Assignment 7 – “The Lady or the Tiger” Ambiguity Chart
Recreate the “Ambiguity Chart” on page 75 of the *Holt Adapted Reader*. Use your own paper. Mark your work clearly for correction. Keep track of your work to hand in with the packet.

Assignment 8 – Unit 1 Quiz

Name: __________________ Class: __________________ Date: __________

9th Grade Quarter 2 Unit 1 Quiz

Multiple Choice
*Identify the letter of the choice that best completes the statement or answers the question.*

____ 1. Situational irony occurs when —
   a. there is a struggle between characters
   b. there is a contrast between what we expect will happen and what actually occurs
   c. an element of a story seems illogical
   d. the ending of a story is predictable

____ 2. When characters say one thing but mean the opposite, they are using —
   a. verbal irony
   b. metaphors
   c. personification
   d. dialect

____ 3. A story contains dramatic irony when —
   a. the ending is tragic
   b. the characters are highly sensitive
   c. the reader knows more than the characters know
   d. elements of the story seem exaggerated

____ 4. A contradiction occurs when two statements —
   a. have slightly different interpretations
   b. have opposite meanings
   c. are unrelated
   d. come from different sources

____ 5. Tone is the —
   a. reader’s attitude toward a subject
   b. characters’ attitude toward the narrator
   c. reader’s attitude toward the characters
   d. writer’s attitude toward a subject or character

____ 6. Context clues can include all of the following items except —
   a. synonyms
   b. antonyms
   c. homophones
   d. examples

Comprehension
*The questions below refer to the selection “The Gift of the Magi.”*

____ 7. Della is sobbing at the beginning of the story because she —
   a. always misses her family at Christmas
   b. can’t find a job
   c. hates her shabby flat
   d. has no money for the holidays

____ 8. Which of the following terms best describes Jim and Della’s marriage?
   a. fiery
   b. difficult
   c. loving
   d. boring

____ 9. Della’s biggest treasure is her —
   a. watch
   b. hair
   c. jewels
   d. height

____ 10. Della visits Mme. Sofronic because Della wants to —
   a. pawn Jim’s watch
   b. sell her hair
   c. know the future
   d. rent a flat
11. What does Della buy after leaving Mme. Sofronie?
   a. Food for dinner  c. A watch chain  d. A curling iron
   b. A set of combs  c. heartbroken  d. stunned

12. Which word *best* describes Jim’s first reaction to Della after she returns from Mme. Sofronie?
   a. terrified  b. disappointed  c. heartbroken  d. stunned

13. Della cries when she sees the combs because she had —
   a. wanted a watch fob  b. not spent as much on Jim’s gift  c. not expected anything so nice  d. cut off her hair

14. When Jim gets Della’s present, he —
   a. gets angry  b. roars with laughter  c. smiles knowingly  d. storms out of the room

15. After Jim receives his present, Della learns that he —
   a. has sold his watch  b. didn’t buy a present for her  c. has lost his job  d. dislikes her short hair

16. According to the author, the Magi are —
   a. a group of foolish children  b. couples who live in flats  c. people who give selflessly  d. three men who receive gifts

**Literary Focus**
*The questions below refer to the selection “The Gift of the Magi.”*

17. The *situational* irony in this story comes from the fact that the ending is —
   a. unexpected  b. predictable  c. confusing  d. mysterious

18. The surprise ending is that —
   a. Della learns the truth  b. Della decides to have a baby  c. Jim loves Della the way she is  d. Jim has sold his watch

19. The *dramatic* irony in this story comes from the fact that —
   a. we feel sympathy for the characters  b. Jim is witty and urbanc  c. we are aware of the situation before Della is  d. Della has a theatrical personality

20. The story’s irony is based on the fact that life is —
   a. unpredictable  b. difficult  c. unfair  d. complicated

**Vocabulary Development**
*On the line provided, write the letter of the best definition for each underlined Vocabulary word.*

21. Della did not know why Jim’s *scrutiny* made her so uncomfortable.
   a. activity  b. observation  c. gossip  d. recklessness
22. Della’s beautiful hair would make the rarest jewels **depreciate** in value.
a. increase  
b. yield  
c. decline  
d. progress

23. At first, Jim was **discreet** about his secret.
a. judgmental  
b. prudently silent  
c. loyal  
d. good-hearted

**Comprehension**

_The questions below refer to the selection “The Lady, or the Tiger?”_

24. According to the king’s system of justice, each prisoner has to —
a. fight a vicious tiger  
b. confess or be killed  
c. die for his crimes  
d. open one of two doors

25. A person’s guilt or innocence is decided by —
a. the king’s daughter  
b. a military tribunal  
c. a royal court  
d. his or her own choice

26. The king’s daughter is —
a. passive  
b. empathetic  
c. jealous  
d. curious

27. The king’s daughter knows that the lady is —
a. a foreigner  
b. fierce competition  
c. quite ugly  
d. her oldest friend

28. The young man “knew in his soul” that his lover would —
a. beg the king for mercy  
b. tell him which door to pick  
c. turn her back on him  
d. marry someone else

29. The king’s daughter might point to the “tiger’s” door because she —
a. knows her lover will be killed anyway  
b. is flustered and confused under pressure  
c. hopes to please her father and inherit the kingdom  
d. thinks her lover will be better dead than married to another

30. What happens at the end?
a. The lover chooses the tiger.  
b. The king’s daughter saves his life.  
c. It’s up to us to decide.  
d. We find out which door held the tiger.

**Literary Focus**

_The questions below refer to the selection “The Lady, or the Tiger?”_

31. Which of the following examples does **not** contain verbal irony?
a. The narrator comments on the “perfect fairness” of the king’s justice system.  
b. It was the duty and privilege of the person on trial to open one of the doors.  
c. The king refuses to let facts interfere with the principles of justice.  
d. The tiger was the “fiercest and most cruel” that could be found.

32. The narrator only implies that the —
a. king is a semibarbarian  
b. king’s daughter is insecure  
c. young man is honest and forthright  
d. king sees the error of his ways
33. The ending of the story is ambiguous because we don’t know —
   a. what the king’s daughter decides to do  
   b. the identity of the lady behind the door  
   c. whether the king will show mercy  
   d. what the imprisoned man is thinking

Short Answer

**Constructed Response**

_The question below refers to the selection “The Gift of the Magi.”_

34. Why is “The Gift of the Magi” a good example of situational irony? What effect does this type of irony have on the reader? Support your ideas with details from the text.
UNIT 2: Making Choices
Lesson 1 – Reading Persuasion/Argument

Assignment 1 – Pre-reading Material

A. Read the following:

The system of justice demonstrated in The Lady or the Tiger is very different from our U.S. system of justice. In the American justice system, an accused person is entitled to a trial in front of a jury, which is a group of people—usually twelve—who hear the evidence in a case. In general, jurors must be U.S. citizens, local residents, and of legal age to vote. After jurors hear all the evidence and listen to summary statements by the lawyers for the defense and prosecution, the judge states the rules of law that apply to the case. Jurors then deliberate (discuss the case together privately) until they reach an agreement about the guilt or innocence of the accused. If they are unable to reach an agreement (a situation known as a “hung jury”), a new trial might be called. The jury’s verdict is final and cannot be overturned unless it is contrary to law or against the weight of the evidence.

Before Reading:
The following words are important to know when learning about the U.S. jury system and will appear in the reading:

- *jury system*: a system in which court cases are decided by a jury
- *verdict*: decisions or judgments made by a jury
- *cases*: matters for a court of law to decide
- *damages*: money claimed or paid by law to make up for harm done to a person or property
- *evidence*: facts established and accepted in a court of law
- *peers*: persons of the same rank and ability; equals
- *party*: each of the persons or sides in a contract or lawsuit
- *district attorney*: a lawyer who handles cases for the government for a certain district of a state or the country

You will be reading a persuasive essay titled, “A Defense of the Jury System” by Thomas M. Ross, Esq.

As you read the essay, remember that purpose of a persuasive essay is to convince readers to accept the author’s opinions. To achieve this purpose, an author may follow a pattern such as the following:

1. Introduce the topic.
2. Express a point of view.
3. Present evidence to support the point of view.
4. State the conclusion to be drawn from the evidence.
**Assignment 2 – “A Defense of the Jury System”**

A. **Read** pages 76-78, “A Defense of the Jury System” by Thomas M. Ross, Esq. in *The Holt Adapted Reader.*

Name_______________________________________ Date__________

B. **During Reading:**

While reading, create a list of the reasoning the author uses to try to persuade you that the jury system is a good form of justice. Use the Pro and Con table to record your findings.

<table>
<thead>
<tr>
<th>Evidence in Support of the Jury System (Pros)</th>
<th>Evidence Against the Jury System (Cons)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example:</em> Most jurors are honest and fair.</td>
<td><em>Example:</em> Jurors can be prejudiced or emotional.</td>
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C. **After Reading:**

Examine your pros and cons and answer the following questions:

1. Which list is more persuasive? Why?

2. How does the author effectively counter the arguments against the jury system?
Assignment 3 – Check Your Understanding 1

“A Defense of the Jury System”

A. Complete each sentence with a word from the Word Bank.

1. Is it true that most judges and lawyers are ________________ and not representative of the general public?

2. Critics of the jury system say that jurors’ verdicts often make no sense and are ________________.

3. Anyone who ________________ ending the jury system should suggest a better system to replace it.

4. A good juror tries to perform his or her role ________________ and pay careful attention to the evidence.

5. A(n) ________________ argument against the jury system lacks strong supporting evidence.

B. Answer each question about “A Defense of the Jury System” with a complete sentence.

1. What are two main criticisms of the jury system?

2. How does the author say that most jurors actually perform their duties?

3. What do the results of the National Law Journal survey of jurors show?

4. What makes a jury more likely to reflect diverse viewpoints and experiences than a panel of judges?
A Defense of the Jury System  Thomas M. Ross, Esq.

COMPREHENSION  (50 points; 10 points each)
On the line provided, write the letter of the best answer to each of the following items.

_____ 1. The author makes a generalization when he states, —
   A “Much of the criticism of the jury system is unjustified”
   B “it has been said that democracy is the worst form of government—except all the others”
   C “a fast-food company was forced to pay $2.7 million in damages”
   D “One congressman remarked, ‘Most people say this doesn’t make a lot of sense’”

_____ 2. The author’s belief that the jury system is essentially fair could be described as a(an) —
   F emotional appeal
   G analogy
   H logical appeal
   J opinion

_____ 3. A reason —
   A explains why an opinion is held
   B provides factual evidence
   C contains loaded words
   D usually takes the form of a statistic

_____ 4. The tone of this article could best be described as —
   F biased
   G scholarly
   H emotional
   J fair-minded

_____ 5. The author uses an analogy when he compares the jury system to —
   A ill-informed voters
   B unjustified criticism
   C civil lawsuits
   D democracy
Assignment 5 – Reading an Opinion Piece

Name______________________________ Date________________

A. Read pages 247-252 in Holt Language. Fill in the blanks from your reading.

1. Persuasion is the art of ____________________ others to _______________
   ____________________ or to take a certain _____________________.

2. The first job of an editorial is to make the reader _______________ __________
   ________________.

3. The writer’s purpose is to ____________________ his readers of something.

4. The point-of-view reflects the writer’s ____________________, attitudes, and
   ____________________ about the topic of the article or essay.

5. Logical appeals are the ____________________ and ____________________ that
   support the writer’s opinions.

6. Emotional appeals are the ____________________ that play upon the readers’
   _____________________.

Assignment 6 – Response to Article page 249-250
1. Read Pages 249-250 in Holt Elements of Language.
2. Complete the questions as you read.

Name_______________________________________________________ Date__________

A. Respond in enough detail to fully express your thoughts. Feel free to use more paper if needed.

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As you read, write answers to the numbered active-reading questions.

1. What clues does the title give about the article?

2. What language does the writer use in the first paragraph to appeal to your emotions?

3. What reasons does the writer give to show that the topic is an important one?

4. What practical actions is the writer asking people to take?

5. Who is named in this paragraph? Why should the reader care what this person says?

6. To what does the writer compare the threat of an asteroid collision? How does this comparison make you feel?

7. Describe how the writer wants you to feel about the possibility of an asteroid striking the earth.
8. In the second, third, and fourth paragraphs, the author gives reasons for the reader to be concerned about the asteroid threat. Which affect you more strongly: the writer’s reasons or the language the writer uses in describing the danger? Why?

9. The last three paragraphs of the editorial give the writer’s opinion of what should be done about the threat of asteroid collisions. What specific actions does the writer suggest? Does he make a convincing case? Why or why not?
Assignment 7 – Author’s Point of View

A. Use pages 253-255 in Holt Elements of Language to respond to the following:

No More Excuses

What’s your excuse for not voting? Many people complain that their vote won’t make a difference, that all the candidates are the same, or that elected officials are out of touch with their constituents and the real issues. Other people have a different reason for not voting—they can’t get to the polls on election day. Senior citizens, people with disabilities, and people without cars may not have transportation to the polling place, so their votes are sacrificed. Other people are busy at work when the polls are open, and people with small children may not be able to leave home during polling hours. People who are out of town on election day may have forgotten or not had time to arrange for an absentee ballot. Even the weather can be a culprit. After all, not an election day goes by without observations about how rain, snow, or other kinds of nasty weather lowered voter turnout. Anyone can see that it’s time for a change in how we vote. In our busy and varied lives, voting by mail or electronically through e-mail makes more sense than going to the polls.

**STEP 1:**
Read the passage and the title to determine the topic. Is the author’s point of view revealed in a thesis statement or topic sentence? If so, identify the statement or sentence.

**STEP 2:**
Identify words and phrases about the topic that have positive or negative associations.

**STEP 3:**
Do the words and phrases create mostly negative or mostly positive associations? What is the author’s tone?

**STEP 4:**
Determine the author’s point of view by putting together what you have found in Steps 1–3.
Assignment 8 – Analyzing Appeals

Logical and Emotional Appeals

**DIRECTIONS** Use the following chart to identify and analyze one logical and one emotional appeal in the following passage.

**Balloons: Friends or Foes?**

Need a smile? Give a balloon. Get a balloon. Fill a room with balloons. These colorful, floating decorations are bright symbols of joy, hope, and celebration. Few people are aware, however, that balloons can kill. Some environmentalists think balloons are so dangerous they should be banned altogether.

When a latex balloon is about five miles above the earth, it explodes and breaks into many thin strips of rubber. These pieces fall to the ground and scatter. One year, volunteers in an international beach cleanup found more than 35,000 balloon fragments on 5,200 miles of shoreline.

These latex shards can be deadly to wildlife, especially birds and sea creatures, which mistake the brightly colored splinters for food and swallow them. The rubber shards can become stuck in the creatures’ throats and digestive tracts, preventing food from being eaten or absorbed. A wildlife biologist in Minnesota reported examining a duck that had died after swallowing a deflated balloon. The balloon knot had gotten stuck in the duck’s throat, and the duck could not eat. The poor creature finally died.

One easy way to protect wildlife from balloons is to hold on to balloons or tie them down. Children should be discouraged from releasing balloons. Also, we all need to complain about mass balloon releases at sports events, weddings, store openings, and other occasions. The hidden threat behind the happy image of a balloon floating into a blue sky must be revealed.

<table>
<thead>
<tr>
<th>LOGICAL APPEAL</th>
<th>Reason:</th>
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<tr>
<th>EMOTIONAL APPEAL</th>
<th>Anecdote:</th>
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<th></th>
<th>Word choice:</th>
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</table>
Assignment 9 – Writing a Persuasive Paper

A. Read pages 258-265 in *Holt Elements of Language*

B. As you read, keep 2-column notes of the key features of each section. The first section is started (you are expected to finish the section) for you as an example. Feel free to use more space than the chart provides.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an Issue</td>
<td>- An issue is something about which people have opposing opinions or beliefs.</td>
</tr>
<tr>
<td></td>
<td>- Choose something that matters to you</td>
</tr>
<tr>
<td>State your opinion</td>
<td></td>
</tr>
<tr>
<td>Consider your purpose, audience, and tone</td>
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</tr>
<tr>
<td>Support your opinion</td>
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<tr>
<td>Eliminate circular reasoning</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 2: Making Choices
Lesson 3 – Writing a Persuasive/Argument Letter

For this section of unit 2, you will be writing a persuasive letter. If you have MYAccess! available, you may choose to work with the program. Instructions will be given for both circumstances. Make sure you understand your options and instructions for each section before proceeding.

Your letter must be able to support your opinion with facts from research. A proper paper will also present both sides of the issue.

* An Important Issue - HB Unit 5 Level B - This is a MYAccess! prompt. (If you choose this as your topic, you will write with and get revision feedback from this web-based computer program. All revisions and the final draft will be available to you and the Credit Recovery teacher on the web.)

Write a letter to the editor. Tell about a topic that is important to you. State your position and give arguments to convince your readers to take action.

*Non MYAccess! assignment- (If you do not have MYAccess! available or choose not to use it, you will be required to turn in drafts, revisions, final paper and feedback to your Credit Recovery teacher.

Write a persuasive letter.

Assignment 10 – Choosing a Topic

Any topic you choose may be used for either the MYAccess! assignment or the “computer/paper” assignment. Following are some suggested topics to start you thinking:

God to “Traci’s 18th list of Ten: Ten Persuasive prompts: Persuasive-Descriptive
http://www.tengrrl.com/tens/018.shtml

Read the 10 suggested topics from this page. Choose one to as the topic for your persuasive letter. After determining your subject, gather information from both sides of the issue before writing your letter to the editor.

Or

Identify and research a local issue by looking through the newspaper from the past week, focusing on letters to the editor and the local pages. Choose one of the issues that you feel strongly about, then gather background information on the issue (both sides) before writing your letter to the editor.

MY TOPIC
Assignment 11 – Rubric (Guide for Analysis)

A. A rubric is a guide for analyzing a properly written paper. Before beginning your own work, look through the following rubric to get an idea about what is expected in a persuasive/argument letter. (Similar chart available from the MYAccess! Resource Center http://www.myaccess.com/myaccess/materials/Rubrics/Genre_Rubrics/6_pt_Persuasive_Writing.pdf)

Rubric for Persuasive Letters

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader’s questions and provides thorough answers appropriate for that audience.</td>
<td>Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.</td>
<td>Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.</td>
<td>It is not clear who the author is writing for.</td>
</tr>
<tr>
<td>Goal or Thesis Statement</td>
<td>The goal or thesis provides a clear, strong statement of the author’s position on the topic.</td>
<td>The goal or thesis provides a clear statement of the author’s position on the topic.</td>
<td>A goal or thesis is present, but does not make the author’s position clear.</td>
<td>There is no goal or thesis.</td>
</tr>
<tr>
<td>Reasons Supporting Goal or Thesis Statement</td>
<td>Includes 3 or more reasons (facts, statistics, examples, real-life experiences) that support the goal or thesis statement. The writer anticipates the reader’s concerns, biases or arguments, and has provided at least 1 counter-argument</td>
<td>Includes 3 or more reasons (facts, statistics, examples, real-life experiences) that support the goal or thesis statement.</td>
<td>Includes 2 reasons (facts, statistics, examples, real-life experiences) that support the goal or thesis statement.</td>
<td>Includes 1 or fewer reasons (facts, statistics, examples, real-life experiences).</td>
</tr>
<tr>
<td>Facts and Examples</td>
<td>All of the facts and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author’s position.</td>
<td>Most of the facts and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author’s position.</td>
<td>At least one of the facts and examples is relevant and has an explanation that shows how that piece of evidence supports the author’s position.</td>
<td>Facts and examples are not relevant and/or are not explained.</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author’s train of thought.</td>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author’s train of thought.</td>
<td>A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the letter seem a little confusing.</td>
<td>Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the letter seem very confusing.</td>
</tr>
<tr>
<td>Letter Format</td>
<td>Complies with all the requirements for a business letter.</td>
<td>Complies with almost all the requirements for a business letter.</td>
<td>Complies with several of the requirements for a business letter.</td>
<td>Complies with fewer than 75% of the requirements for a business letter.</td>
</tr>
</tbody>
</table>
Assignment 12 – Research

A. Research your topic finding information on both sides of the issue. This might be an internet search, newspaper, etc. Take notes on your research – they will be turned in with your packet. Make sure you keep track of exactly where you find any information. Not giving credit to your sources is plagiarism and will not get credit for this assignment until proper credit is given. If you are unsure of how to credit your sources, visit the following sites on AP citations (the most accepted way of citing sources):

http://www.youtube.com/watch?v=dPtH2KPuQbs
http://citationmachine.net/

Assignment 13 – Purpose and Audience

A. Two important factors in a successful paper are purpose and audience. Read “Purpose and Audience Analysis” below to understand these two terms and to start you thinking about the purpose and audience for your persuasive/argument letter.

B. Answer the questions in “Persuasive Letter Audience Analysis” to solidify your thinking. Keep your topic and research in mind as you answer these questions about the letter you will be writing.

A. Purpose and Audience Analysis

Purpose: the reason for communicating with someone.

Define the purpose by answering questions such as the following:

- What does the author want to accomplish?
- What is the reader supposed to do next?
- What does the author want to happen as a result of your text?

The purpose for communication will fit into one of the following general categories:

- to express ideas
- to inform someone
- to explain something
- to explore a topic
- to persuade someone
**Audience:** the person/people being communicated with.

To learn more about an audience, answer questions such as the following:

- What do you know about audiences’ age, gender, geographical location, education, professional position, and so forth?
- What does the audience already know about the issue or idea?
- What is the audiences’ current point of view on the issue or idea?
- What background does the audience need on the issue or idea?
- What will the audience want to know about the issue or idea and why?
- What information will interest the audience?
- What personal information about the audience might influence their position or feelings on the issue

**B. Persuasive Letter Audience Analysis**

1. State the purpose of your letter. Be sure to identify the specific issue, the position are you taking on the issue, and the related action or specific position you want the audience to take on the issue.

2. Describe what you know about readers’ age, gender, location, education, professional position, and so forth.

3. Identify the current point of view of the readers on the issue.

4. List personal information about the audience that might influence their position or feelings on the issue.
5. Brainstorm the audience’s needs regarding this issue: what does the audience want to know and why?

6. List the details and information that will be necessary to persuade the audience to think or act in a specific way on the topic.
Assignment 14– Pre-writing

A. Fill in the graphic organizer as a rough draft.
B. Optional – If you are still having difficulty with reasons for your stand or your audiences thoughts, do the “Themes Strategy” paper.

**Writing: Drafting Your Persuasive Paper**

**Directions** Complete the graphic organizer below, and use it to help you write your first draft. Use additional paper if necessary.

<table>
<thead>
<tr>
<th><strong>INTRODUCTION</strong></th>
<th></th>
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<tbody>
<tr>
<td>How will you capture your readers' attention?</td>
<td></td>
</tr>
<tr>
<td>What background information will you provide?</td>
<td></td>
</tr>
<tr>
<td>What is your opinion statement?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BODY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your first reason?</td>
<td>What is your second reason?</td>
</tr>
<tr>
<td>What evidence supports this reason?</td>
<td>What evidence supports this reason?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CONCLUSION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you restate your opinion?</td>
<td></td>
</tr>
<tr>
<td>How will you summarize your reasons or include a call to action?</td>
<td></td>
</tr>
</tbody>
</table>
T.H.E.M.E.S. Strategy

**Directions** The graphic organizer below shows six areas you might use to trigger ideas for reasons supporting your position.

- Choose one of the writing prompts below, and take a position on the issue.
- Then, write questions about how your position would affect the six categories below.
- Answer each of your questions. Your answers should give you reasons that support your opinion.

**Prompts**

- Some school districts are conducting school year-round. The year is divided into four segments, with a month’s break between each. Imagine that you are going to address the school board, which is considering this schedule for your school. What is your position? What supporting reasons can you give?

- Breakfast provides energy to help you think well. Yet many students do not eat breakfast before coming to school each day. Could this situation be improved if the school cafeteria offered breakfast as well as lunch? What is your opinion on this issue? What supporting reasons can you give?

**Your Position:**

**How Would Your Position Affect —**

* Time?  
* Health?  
* Education?  
* Money?  
* the Environment?  
* Safety?
UNIT 2: Making Choices
Language Study

Before continuing with your letter, you will do exercises 15-17 which concentrate on sentence combining and commas. As you write your letter, keep what you practice in mind. You will be expected to use these ideas, as well as all good grammar and mechanics, in your paper.

Assignment 15 – Combining Sentences
This assignment is from *Holt Elements of Language*. Use your own paper marking each piece carefully so that it can be corrected. Keep track of these papers as they will be turned in with the packet. Correct your work. Anything you miss should be redone correctly, making sure that no errors remain by the time you are through with this assignment. Then apply your learning to your writing.

A. Read “Creating a compound Sentence” pages 335-336.
B. Do “Exercise 5: Combining Simple Sentences to Create compound Sentences” on page 336.
C. Read from “Creating a Complex Sentence” on the bottom of page 336 through the end of page 337.
D. Do “Exercise 6: Combining Simple Sentences to Create Complex Sentences” on page 338.

Revising a Paragraph by Combining Sentences

**DIRECTIONS** Using all of the sentence-combining techniques you have learned, revise the following short paragraphs. Do not change their meaning.

- Use your judgment to decide which sentences to combine and how to combine them.
- Write clear, varied sentences that read smoothly.

1. Women first played basketball in 1892. They played at Smith College. The game was introduced by Senda Berenson Abbott. She was a physical education teacher. Berenson Abbott thought the men’s game was too physically demanding for women. She devised different rules. For example, players had to stay in assigned areas. Players also had to get rid of the ball after dribbling three times. Today, the rules for women’s basketball are the same as those for men’s. This is with a couple of minor exceptions.
2. Roger traveled to New York City to visit his aunt and uncle. His aunt and uncle were retired. His brother came along. They traveled from their home in San Francisco. For fun, they kept track of the kinds of transportation they used. They rode a bus to the cable car stop. They took the cable car to the travel agency. They took a taxi to the airport and flew to New York. In New York, they rode the subway. Then they walked from the subway to a pier. There they boarded a boat. The boat circled New York harbor. At the end of their visit, Roger was surprised. His brother was surprised, too. They had used six kinds of transportation in less than a week.

Assignment 16 – Combining Sentences – Parallel Structure

A. Read page 339 in *Holt Elements of Language*.
B. Apply the information you just read to Practice A, Worksheet 29

NAME_________________________ DATE___________

PRACTICE A, WORKSHEET 29

Revising Sentences to Create Parallel Structure

**DIRECTIONS** Bring balance to the following sentences by putting the ideas in parallel form.

- Write C if a sentence is correct.
- Add or delete words as necessary.
- Make all changes on the worksheet.

**EXAMPLE**

To be **an** only child may be fun, but not having my brothers is unimaginable.

1. Marco loves singing, acting, and to play the drums.

2. Jeremy eats lunch in the cafeteria, at home, or he goes to a restaurant.
3. During the speech, the governor showed that she has vision, confidence, and is ambitious.

4. The teacher suggested that we hold a concert and make a music videotape.

5. Meeting voters, answering questions, and discussion of community issues are important aspects of political campaigning.

6. Persuading my mother to let me go will be hard, but to talk my father into it will be even harder.

7. Because he has confidence and being naturally graceful, Tyrone will be a good gymnast.

8. The collection in our public library is better than the collections in many college libraries.

9. Olivia took a lot of time doing the research and to write the report.

10. Losing the soccer game was difficult, but knowing that they played hard and improving their teamwork helped them feel better.

11. In her speech, Eva discussed the importance of empathy, forgiveness, and being kind.

12. Leon persuaded the student council to seek funding for a Japanese class and to ask for healthier lunches.
Assignment 17 – Commas after Introductions

A. Read the information about using commas after introductions from http://owl.english.purdue.edu/owl/resource/607/03/. Read the entire page as the information will be used.

B. Do “Commas After Introductory Elements”

### Exercise A

Add commas where necessary in the following sentences.

**Example 1.** Before we go to the park, let’s have a snack.

1. Lying on the ground Roberto admired the clouds in the sky.
2. In the corner of the room Julie found her lost earring.
3. Why I have always appreciated a good joke!
4. Even though Cynthia and Leslie were late they didn’t miss the beginning of the play.
5. Toward the back of the closet Nancy noticed a bright, shiny object.

### Exercise B

Underline the introductory element in each of the following sentences. Then, add commas where necessary.

**Example 1.** During the course of this project, we will see many interesting things.

6. Yes I know that Alexa Canady is a neurosurgeon.
7. At the age of twenty-six she became a neurosurgeon.
8. Why what an incredible accomplishment!
9. In her junior year of college she decided to become a doctor.
10. Oh when did she decide on her specialty?
11. According to a recent interview that incident happened a few years later.
12. Planning her career Dr. Canady was sure she wanted to work with children.
13. Wasn’t the branch of medicine dealing with children called *pediatrics*?
14. Yes she is a pediatric neurosurgeon.
15. After she set her goal Alexa Canady was determined to succeed.
Assignment 18 – Drafts and Revisions

All drafts and revisions will be turned in with the packet. At least three drafts will be required showing changes and attempted improvement. No credit will be given unless credit is given to your sources. See your Credit Recovery teacher for advice if needed.

A. Write your persuasive letter. Read through and revise as much as you can.

*If using MYAccess!, use the feedback, editor, and all of the other tools available to you. Submit as often as you want – the number is not limited. All drafts and scores for each submission will be automatically saved in your electronic portfolio.

B. Get feedback from at least one other student – more if possible - using the “Letter to the Editor Peer Review Questions” found on the next page.

C. Write a final draft.
Letter to the Editor Peer Review Questions

1. Does the letter begin with a salutation and end with a signature block?

2. What article is the letter writer discussing? Is the article named in the first sentence or paragraph?

3. In the first paragraph, what main reason does the letter writer give for responding to the article? What position is the letter writer taking on the issue?

4. What specific points does the letter writer use to support the position taken in the letter?

5. How does the letter conclude? Is the conclusion appropriate for the letter?

6. What advice would you give the author of this letter?

7. What did you like the most about this letter? Why?
Assignment 19- Self-Evaluation

A. Using the rubric on the next page, reflect on your own work. Circle the section in the rubric that best describes your paper. Do this for each category. You do not have to have the same “number” in each category. For example, you may have a 4 (very strong) thesis, but only rate a 2 for your conclusion.

B. Add the numbers together. Record your score and respond to the questions.

1. Score _____/24

2. What did I do best with this assignment?

3. What could I have done better?

4. What did I learn?

5. What will I do differently the next time I do a persuasive letter?
Assignment 20 - Real World Application

Find a place that this letter can be sent that is appropriate to the issue you wrote about. This might be a newspaper or magazine. It might be a senator or other political representative. It may be a school, parent, friend, organization. Send the letter and report to your Credit Recovery teacher. Let the teacher know if it is published or receives a written response.
Assignment 1 - Who vs. Which vs. That

A. Study these quick rules from page 607 in *Holt Elements of Language*. This will be used later in a quiz.
B. Optional - Visit [http://www.youtube.com/watch?v=lZG0PaSXPVU](http://www.youtube.com/watch?v=lZG0PaSXPVU) for a deeper discussion.

WHO – The relative pronoun who refers to people only.
   Example: Here is the man who will install the new carpet.

WHICH – Which refers to things only.
   Example: We decided to replace our old carpet, which we have had for nearly ten years.

THAT – That refers to either people or things most often used when discussed as a group.
   Example: The dealer is a person that stands behind all of her products.
   It is the kind of carpet that will wear well.

Assignment 2 – Who’s vs. Whose

A. Study these quick rules from page 756 in *Holt Elements of Language*. This will be used later in a quiz.
B. Optional – Visit [http://www.youtube.com/watch?v=04YAkWJw3Js](http://www.youtube.com/watch?v=04YAkWJw3Js) for a deeper discussion.

WHO’S – Who’s is a contraction of who is or who has. Use only when who is or who has can be used instead.
   Example: I can’t imagine who’s at the door now. (I can’t imagine who is at the door now.)
   **Who’s** been marking in my book? (Who has been marking in my book?)

WHOSE – Whose is a possessive of who showing that something belongs to someone (belonging to whom).
   Example: Whose bicycle is this?

Assignment 3 – Principal vs. Principle

A. Study these quick rules from page 753 in *Holt Elements of Language*. This will be used later in a quiz.
B. Optional – Visit [http://www.youtube.com/watch?v=ttRaCQck01s](http://www.youtube.com/watch?v=ttRaCQck01s) for a deeper discussion.

PRINCIPAL – Principal indicates the head or main person such as the principal of a school.
   Example: Our new principal addressed the assembly.
   Product design is my principal responsibility.

PRINCIPLE – Principle indicates a rule or conduct or a law.
   Example: His principles do not allow compromise.
   Please explain the principle of gravity.
Assignment 4 – Roots Exercise 1

Exercise 1

Root:
- Foundation of a word that carries the word's core meaning; the part to which prefixes and suffixes are added.
  - Ex-clus-ive
- Words that are related in meaning are often related in spelling as well, despite changes in sound.
  - Define, definite, definitely
- When you learn one root, you learn ten words.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>mar</td>
<td>sea</td>
<td>Marine, marina, mariner, submarine</td>
</tr>
</tbody>
</table>

Example:
The old mariner sat on the pier at the marina watching the sun slip into the cool, blue water at the end of the day.

Directions:
Examine the following words and find the common root.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>mar</td>
<td>Latin-sea</td>
<td>Marine, marina, mariner, submarine</td>
</tr>
<tr>
<td></td>
<td>Latin-remember</td>
<td>Memory, remember, memorial, memo, memoir</td>
</tr>
<tr>
<td></td>
<td>Latin-ship or</td>
<td>Navy, naval, navigate, navigable</td>
</tr>
<tr>
<td></td>
<td>sailor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latin-people</td>
<td>Popular, population, populate</td>
</tr>
<tr>
<td></td>
<td>Greek-to carry</td>
<td>Transport, support, import, report, deport, important</td>
</tr>
<tr>
<td></td>
<td>Latin-break</td>
<td>Erupt, disrupt, rupture, corrupt, abrupt, corruptible</td>
</tr>
<tr>
<td></td>
<td>Latin-write</td>
<td>Scribble, inscribe, scribe, describe, transcribe</td>
</tr>
</tbody>
</table>


Assignment 5 – Roots Exercise 2

Exercise 2

Because roots contain meaning, words with the same root are related in meaning. For each root below, write the word that best fits the definition. Then write a sentence using the word.

Choose from the following words: 
*Marine, marina, mariner, submarine*

1. Beneath the surface of the water
2. The place where small boats are moored

```
mar
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3. Of or relating to the sea
4. A sailor of ships at sea

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<td>4</td>
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</tr>
</tbody>
</table>

Choose from the following words: 
*Remember, memorial, memo, memoir*

1. to bring back to memory
2. In memory of someone or something

```
mem
```

3. a note to help you remember something
4. a written account of life experiences

<table>
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<tr>
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<tbody>
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<td>2</td>
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<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Choose from the following words:
*Popular, population, populate, populace*
1. The total number of people in an area
2. to fill with inhabitants

```
pop
```

3. Well liked by many
4. The common people

<table>
<thead>
<tr>
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<tr>
<td>1</td>
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<td>3</td>
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</tbody>
</table>

Choose from the following words:
*Erupt, disrupt, rupture, corrupt*
1. Force out or release something with violence or suddenness
2. Throw into confusion

```
rupt
```

3. The state of being broken open
4. To ruin in character or quality

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>4</td>
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</tbody>
</table>
Assignment 6 – Roots Exercise 3

Name: ___________________________ Date: __________

Exercise 3

MODEL

Root: foundation of a word that carries the word’s core meaning; the part to which prefixes and suffixes are added.

Scribe: to write
   To write hurriedly without paying attention to neatness: scribble

Sentence: I hurriedly scribbled down the assignment as the bell rang.

DIRECTIONS:

- For each numbered clue, write the appropriate word that uses the root or prefix indicated.
- Then, write a sentence using the each word.

Nav: ship

1. all of a nation’s warships; a nation’s oceanic military:

2. to follow a planned course; to voyage over water:

3. relating to ships or shipping:

Port: to carry

1. to carry from one place to another:

2. to bring or carry from an outside source:

3. of great significance, value, or consequence:
Assignment 7 – Vocabulary Quiz

A. Take the 9-2 Vocabulary Quiz.
B. Correct any that you miss finding the right answer with your resources.
8. When you purchase something on credit, you have to pay both _________ and interest.
   a. principle
   b. principal
   c. principles
   d. principals

9. Which of the following words comes from the Greek meaning: to carry?
   a. describe
   b. import
   c. navigate
   d. rupture

10. Which of the following comes from the Latin meaning to write?
    a. describe
    b. import
    c. navigate
    d. rupture

11. Which of the following comes from the Latin meaning ship or sailor?
    a. describe
    b. import
    c. navigate
    d. rupture

Completion
Complete each sentence or statement.

Read the statements below and choose the correct word. Remember the differences between the words.

12. I could not (peace/piece) together the details of his story well enough to make any sense of it.

13. I am confused; (who’s/whose) supposed to pick up the kids from daycare?

14. Since I am on a diet, I can only have one (piece/peace) of Mary’s homemade chocolates.

15. Many people wonder when (piece/peace) will come to the Middle East.

16. (Who’s/Whose) job was it to empty the garbage?

Matching

Match the root with its definition

   a. the sea
   b. remember
   c. people
   d. to break

17. rupt
18. pop
19. mem
20. mar
STOP!

CHECKLIST - Gather and turn in all of the following for credit. Mark each assignment you have done and/or included. Attach this check-off sheet to the front of your work:

_____ Pre-assessment

Unit 1: Literary Focus – Making hard Choices – Irony and Abiguity
Lesson 1 – Irony and Ambiguity
_____ Assignment 1: Journal 1: Hard Choices
_____ Assignment 2: Journal 2: Treasures
Assignment 3: “Gift of the Magi” Reading Guide
_____ A. Read Pages 349-354
_____ B. Record of Predictions
_____ Assignment 4: “Gift of the Magi” Skills Practice
_____ Assignment 5: “Gift of the Magi” Test Practice
Assignment 6: “The Lady or the Tiger” Reading Guide
_____ A. Read “The Lady or the Tiger”
_____ B. Words that Create Atmosphere
_____ C. Response to Questions
_____ Assignment 7: “The Lady or the Tiger” Ambiguity Chart
_____ Assignment 8: Unit 1 Quiz

Unit 2: Reading/Writing – Persuasion/Argument – Making hard Choices in Life
Lesson 1 – Reading Persuasion/Argument
_____ Assignment 1: Pre-reading Material
_____ Assignment 2: “A Defense of the Jury System”
_____ A. Read “A Defense of the Jury System”
_____ B. During Reading Chart
_____ C. After Reading Exercise
_____ Assignment 3: Check Your Understanding 1
_____ Assignment 4: Check Your Understanding 2
_____ Assignment 5: Reading an Opinion Piece
_____ Assignment 6: Response to Article Page 249-250
_____ Assignment 7: Author’s Point of View
_____ Assignment 8: Analyzing Appeals

Lesson 2 – Writing Persuasion/Argument
Assignment 9: Writing a Persuasive Paper
_____ A. Read Pages 258-265
_____ B. 2 Column Notes

Lesson 3 – Writing a Persuasive/Argument Letter
_____ Assignment 10: Choosing a Topic
_____ Assignment 11: Rubric
_____ Assignment 12: Research
Assignment 13: Purpose and Audience  
_____A. Read Purpose and Audience Analysis  
_____B. Persuasive Letter Audience Analysis  

Assignment 14: Pre-writing  
_____A. Rough Draft Graphic Organizer  
_____B. Optional Themes Strategy Paper  

Assignment 15: Combining Sentences  
_____A. Read Pages 335-336  
_____B. Exercise 5 Page 336  
_____C. Read Pages 336-337  
_____D. Exercise 6 Page 338  
_____E. Practice A, Worksheet 27  

Assignment 16: Parallel Structure  
_____A. Read 339  
_____B. Practice a, Worksheet 29  

Assignment 17: Commas after Introductions  
_____A. Read Information from OWL website  
_____B. Commas Worksheet 22i  

Assignment 18: Drafts and Revisions  
_____A. Writing and Revising (3 drafts minimum)  
_____B. Peer Feedback Form  
_____C. Final Draft  

Assignment 19: Self Evaluation  
_____A. Rubric Analysis  
_____B. Self-reflective Questions  
_______Assignment 20: Real World application  

Unit 3 – Vocabulary  
Lesson 1 – Often Confused Words  
_______Assignment 1: Who vs. Which vs. That  
_______Assignment 2: Who’s vs. Whose  
_______Assignment 3: Principal vs. Principle  

Lesson 2: Roots  
_______Assignment 4: Roots Exercise 1  
_______Assignment 5: Roots Exercise 2  
_______Assignment 6: Roots Exercise 3  

Assignment 7: Vocabulary Quiz  
_____A. Take Quiz  
_____B. Correct Any Errors  

You must also:  

Pass the final assessment  

*NOTE: You must earn 80% or more on each unit and pass the end-of-unit assessment at 60% or higher.