

Purpose:

To respect the differences of others and show the students that their choices have consequences, is a reoccurring theme. This theme is going to be studied throughout the year in a variety of genres. Another reoccurring theme throughout the year is to emphasize the importance of taking action and getting involved in the community. The activities in this unit can be interchanged throughout the school year at the teacher's discretion. Only the Holocaust lessons have been outlined in this unit and are meant to be used as a supplement. Many moral issues will take place during this study as well, and the students will develop their own sense of character through class discussion, activities, projects, and readings.

Standards:

- Demonstrate the ability to make connections among a text read independently and his or her prior knowledge, other texts, and the world
- Demonstrate the ability to identify the main idea of a particular text
- Demonstrate the ability to compare and contrast theme in a variety of texts.
- Demonstrate the ability to identify elements such as word choice and sentence structure in a variety of texts.
- Demonstrate the ability to analyze and interpret figurative language.
- Demonstrate the ability to identify the author's purpose in texts in a variety of genres.
- Demonstrate the ability to express and explain ideas orally with fluency and confidence.
- Demonstrate the ability to express and explain ideas orally with fluency and confidence
- Demonstrate the ability to listen to record information as a member of a group.
- Demonstrate the ability to evaluate the ways that the use of language, the medium, and the presentation contribute to the meaning and impact of a message.
- Demonstrate the ability to evaluate the ways that different nonprint sources influence and inform.
- Demonstrate the ability to read a variety of text fluently.
- Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
- Demonstrate the ability to identify the details that support the thesis of a particular text.
- Demonstrate the ability to make predictions about stories.
- Demonstrate the ability to draw conclusions and make inferences.
- Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme.

- Demonstrate the ability to analyze an author’s use of static, dynamic, round, and flat characters; the structural elements of plot; flashback and foreshadowing; and point of view and tone.
- Demonstrate the ability to identify the author’s purpose in texts in a variety of genres.
- Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.
- Demonstrate the ability to edit language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.

Sources Used for Unit:

- *The Language of Literature Grade 8*
- *Introducing the Short Story*
- *Touching Spirit Bear*
- *I Promise I will Tell* (passages and poetry)
- *Sosua, The Dominican Republic*
- *For Every Person There is a Name*
- Selected materials from *Facing History in Ourselves* (book and website)
- Clips from *Freedom Writers*
- Selected songs *Where is the Love* , *The Power of One* , and *Dare You to Move*

Outline:

- Introduction to reoccurring themes
- Short Stories – *The Bear That Wasn’t*, *The “In” group*, *Voices in the Dark*
- Poetry – *How Could We Know*, *Regret*, *From Plasvow to Baghdad*, *Icicles*, *Cry Children*, *Cry*, *My Black Messiah*, *The Reunion- A Miracle*, *What Else Was Lost?*, *Stones Don’t Weep*, and *The Tree of Life*
- Drama – *The Diary of Anne Frank*
- Novel – *Touching Spirit Bear*
- Service Project – Class and individual

Structural Outline for Introduction to Reoccurring Themes:

- In the first few days of school, the students will be introduced to the movie *Freedom Writers* and the Line Game will be played. The Line Game is adapted from the movie. The teacher creates questions they want to know about their students and then the game is followed as in viewed in the clip. <http://www.youtube.com/watch?v=WpYeekQkAdc>
- After the game is played, discuss with students what they have learned from playing the game. For example, what students have in common, how students are different, what did students discover about one another that they did not know before playing the game, and etc.
- The students will then view the clip The “In” Group from the *Facing History in Ourselves* website.
- Students will then be divided into groups to complete an identity chart on the main character and discuss why the main character was excluded.
- A class discussion will follow on how the Line Game and the video clip is related, and a one paragraph writing will be turned in reflecting on what they have learned in class.

Structural Outline for Short Stories:

- After introducing short stories and reviewing the short story elements, divide the class into three groups and assign each group one of the following short stories from *Facing History in Ourselves*:
 - *The Bear That Wasn't*
 - *Johannas*
 - *Voices in the Dark*
- Each group will read their assigned story and answer the following questions:
 - Write a brief three to five sentence summary of the story.
 - Define theme, tone, and point of view. Give an example of each from the story.
 - Apply the theme to how it relates to your life and personal experience.
 - What would you have done if you were in the same situations as the bear, the young Indian girl, or the young Jewish boy on the train?

- Apply the story with the following reoccurring themes:
 - to respect the differences of others
 - to show the students that their choices have consequences
 - to emphasize the importance of taking action and getting involved in the community.

*See appendix ten and eleven for notes on the plot pyramid and characterization.

- Class will conclude with each group presenting their information from their story and discussing the assigned questions as a group.

Structural Outline for Poetry:

- Students will listen to songs and discuss with teacher the songs are considered a form of poetry. Pass out lyrics to the song *Where the Love* (see appendix six) and play music video. <http://www.youtube.com/watch?v=WpYeekQkAdc>
- As a group, answer the following questions: (See appendix one)
- Class will conclude with a discussion.
- The memoir *I Promised I Would Tell* will be introduced to the class and the video created as a project with the stories from the book will be shown to give the background on the poetry that is going to be discussed.
- The following poems will be used to discuss literary elements:
 - *How Could We Know*- metaphor, rhyme, onomatopoeia,
 - *Regret* – metaphor, rhyme
 - *From Plasvow to Baghdad* – theme, tone, imagery, personification, stanzas
 - *Icicles* – personification, onomatopoeia,
 - *Cry Children, Cry* – repetition, rhyme, stanzas
 - *My Black Messiah* – symbolism, rhyme, onomatopoeia, theme
 - *The Reunion- A Miracle* – rhyme scheme
 - *What Else Was Lost?* – alliteration, stanzas

- *Stones Don't Weep* – imagery, personification, symbolism
- *The Tree of Life* – personification, rhyme, stanzas

* Poems will be analyzed by asking the following questions (see appendix nine for notes on terms:

- Who is the speaker?
- To whom is he speaking?
- What is the occasion?
- What does he mean literally?
- What does he mean figuratively?

- With a partner, select one of poems from the list discussed in class and choose a song that represents its theme. Have students explain why they chose the song to represent the poem's theme.

Structural Outline for Drama:

Anne Frank unit – (At our school, the seventh grade does a very extensive unit on the Holocaust. Students come to the eighth grade with a background knowledge of this time period.) Even though suggestions are given, the following activities can be used at various times throughout the reading of the play at the teacher's discretion.

- Before reading the drama, display Samuel Bak's *The Family Tree*. Analyze this painting with students discussing the meaning as well as the feelings it provokes. Divide the class into groups and give each group a picture done by a student. Have each group analyze their picture and share with the class.
http://www.holocaustcenterbn.org/holocaust_student_art.html
- Watch the video *For Every Person There is a Name*. Discuss characterization and complete a bubble map for each person's traits. Use a Venn diagram to compare and contrast the traits of the people in the video with Anne's traits. What are the common threads? Ask students if they feel they possess any of the traits discussed.

- Complete the following writing assignment *The Soundtrack of Your Life* so that each student has the opportunity to tell their own story. (see appendix two)
- On five large pieces of paper, write five different quotations from Anne Frank, Sonia Weitz, and others. Place each paper in various spots in the classroom that would be accessible to students. Without talking, have students read the quotes and write their comments on the paper. Each student must read all of the quotes and comment on at least three of them. Allow students five to ten minutes to make their comments on the paper.
- Lead the class in a discussion on their reactions and thoughts to the quotes.
- Draw the name of a child from the Holocaust from the hat and then look up on the internet at the following website to discover that child's story
<http://www.graceproducts.com/fmnc/main.htm>
- Create a quilt using squares made by students. The squares are made of construction paper that is laminated and then tied together with ribbon. Use the following activity (see appendix three). This activity is usually done after reading the drama.

Structural Outline for Novels:

- While reading the novel *Touching Spirit Bear*, keep a T-chart of the main characters decisions and consequences of the decisions made.
- Define and discuss bullying, stereotyping, prejudice, bystander, and upstander. How do these terms relate to the actions of the main character of the novel? How would making different choices effect the outcome of the novel?
- Apply these terms to the student's everyday life at school. Divide students into groups of three or four. Each group needs to recall an event at school that demonstrates bullying, stereotyping, or prejudice. Each group must identify what kind of event they are describing and what role they played in the event. Were they a bystander or upstander? If the event happened again today, would they do something differently?
- Discuss the ladder of prejudice. How does this ladder apply to the terms, events from the novel, and personal experience? What other examples from the material covered in class apply to the ladder?
- Place students in small groups to create a visual that could be used to explain The Ladder of Prejudice to others. It can be a poster, pamphlet, PowerPoint, cartoon, etc.

- Share each groups work with the class and display around school if possible.

Structural Outline for Service Project:

Class

- One ongoing writing assignment throughout the year is the letters to Mobile Meal recipients. Each student writes and publishes three letters and copies are made in order to compile 1500 letters. Students will then deliver their letters to Mobile Meals and experience delivering food on a Mobile Meal route some time near the end of school. During this process the reoccurring themes are discussed and applied to the letter writing project.
- The concept of the project is introduced through the song *The Power of One*.
 - Give students a copy of the lyrics (see appendix four) and have students follow along as the music video is played for the song *The Power of One*.
<http://music.aol.com/video/the-power-of-one/bomshel/1948705>
 - Discuss what the power of one is and how it applies to the reoccurring themes.
 - Analyze the lyrics and make connections with the people that are referred to in the song (Anne Frank and Rosa Parks).
 - Introduce the Mobile Meal organization and how they are making a difference in the community. Apply to the power of one concept.
 - Explain to students how they will be writing letters to Mobile Meal recipients and brainstorm ideas on what to write and what kind of impact their one letter can have on one recipient.
 - Continue letter writing process until each student has three letters and then make copies of each for 1500 total (or the number of recipients in your area).

Individual

- As the final assessment for the reoccurring themes that have been introduced and discussed through a variety of genres, students will design and complete their own service project. This would be done at the end of the year during the last month of school.

- Replay *The Power of One* music video to refresh students' memory of the message.
- Give students the lyrics to the song *Dare you to Move* (see appendix five) and have them follow along as they watch the music video.
<http://www.youtube.com/watch?v=iOTcr9wKC-o>
- Discuss as a group how the theme of *Dare you to Move* applies to the power of one.
- Challenge students to now become a power of one and create their own service project. Demonstrate the process using the class Mobile Meal project as an example and outline the steps taken in order to plan and carry the delivery of the letters and meals.
- Use the following sheet to guide discussion on requirements, expectations, and grading: (see appendix seven)

“Where is the Love” Black Eyed Peas – Questions

1. What is the main idea of this song?
2. Identify an example of rhyme. Why is rhyme used?
3. Identify an example of alliteration.
4. “...turn the other cheek” is an example of what type of figurative language? What does this mean?
5. Describe the irony in the line “As I’m getting’ older, y’all, people gets colder...”
6. “Wrong information always shown by the media
Negative images is the main criteria

Infecting the young minds faster than bacteria...”

Define personification and explain the example of personification in the above lines.
7. What kind of love is being discussed in this song?
8. What is causing the question “Where is Love” to be asked? Mrs. Stone believes the third verse tells you.
9. What is the effect?
10. The chorus refers to FATHER. Who is FATHER?
11. In the second verse the word BROTHER is used. Why do you think this word was chosen?
12. In the first verse, the song refers to terrorists? Who are the terrorists? Do we have terrorists in our school?
13. The first verse discusses a cycle. Explain the cycle.

14. The first verse also gives a solution. What is the solution to stop this cycle?
15. What is the bad influence discussed in the third verse?
16. In Mrs. Stone's opinion the third verse gives the cause of "the love" being lost. Can you identify this cause? Do you agree?
17. Why are question marks being put everywhere in the video?
18. What is the tone of the video?
19. What is the theme of the song / theme?
20. Explain how this theme can be applied to the novels DRIVER'S ED and TOUCHING SPIRIT BEAR?
21. Why do people sing the chorus instead of the recording artists?
22. Why are people looking up at the end of the video?
23. How does the "Power of One" song/video apply to this song? Could this be a solution?
24. Where is the love? Can it be found?
25. Do you have the "LOVE"?

Soundtrack of Your Life

Appendix Two

Assignment: Now that you have created the imaginary soundtrack to your life, write a reflective letter (addressed to “Dear Listener,”) that explains why you chose the particular songs that you did. For each song you will need to reflect on the experiences, persons, places, etc. that inspired this selection. Obviously you will also need to explain who you are as a person and then offer some type of reflection upon the imaginary album as a whole. Again, for the purposes of this assignment, be sure that this letter is school appropriate. Use the outline below to help you construct this letter. You need to cover each topic listed in the appropriate number of paragraphs; however the questions listed are only there to help you begin thinking about the topic. You do not need to answer each and every question or any of the questions as long as you have sufficiently explained the topic of each section. Remember, in reflective writing longer is usually better!

Topic #1—Explanation of yourself (One paragraph)

This paragraph is basically a brief autobiography:

1. Who are you?
2. Where are you from?
3. Where are you now? Etc. etc.

Topic #2—Explanation of this soundtrack (One paragraph)

This paragraph outlines your rationale or purpose in creating this soundtrack:

4. What is this album you have created?
5. Why are you completing it? (because it is an assignment is NOT an answer!)
6. What do you hope to get out of this project?
7. What do you see yourself doing with this later in life?
8. What goals did you have for creating it?

Topic #3—Explanation of each song on the soundtrack (One paragraph per song)

This section is made up of many smaller paragraphs. Song by song, explain the following:

9. What is the name of the song and the artist?
10. Why is each song important to you?
11. How does each song connect to your life?
12. What does each song reveal about the kind of person you are and what you think is important in you life?

Topic #4—Final remarks and reflection on the soundtrack as a whole (One paragraph)

This paragraph is your conclusion in which you should thank your reader for taking the time to listen to your soundtrack and offer any final reflections upon this project as a whole.

Presentation: Now that the writing portion of this assignment is complete, it is time to present a very small section of your soundtrack to the class. This presentation requires that you read one of your three tracks to the class. Also, make and explain a visual aide by creating a CD cover, concert poster or flyer, or other idea that somehow represents your soundtrack.

The Diary of Anne FRANKI Quilt

Select one item from each box and complete each item on a different sheet of square paper that will be provided. Be sure to do a rough draft first on scrap paper before putting your final on the quilt square. Keep the following guidelines in mind while completing this assignment:

- Written work must be typed or hand written in pen.
- Grammar, punctuation, spelling, etc. does count.
- Take pride in your work. Creativity and neatness will enhance your grade.
- Organize and plan your work so that the **entire square** of paper is used (minimal white space).

Box One -

1. Write a letter to Peter or Anne sharing your thoughts and feelings about things you have in common. Pretend that this letter will be delivered to them. It must be at least two paragraphs.
2. Print a picture of your child from the *Forget me Not* website and write a brief description of the child's history.
3. Select one of the themes from the story and write a poem using the theme as the inspiration for the poem. The poem must be at least four stanzas.
4. Write an acrostic poem using the first and last name of one the characters. Generic words like nice, good, girl, boy, etc. may not be used.
5. Write an article about prejudice. Explain your feelings and share experiences that you may have had. Relate your experiences with what happened to Anne and her family.

Box Two –

1. Draw a portrait of one of the characters in the play. Be sure to label the picture with the character's name at the bottom of the portrait.
2. Select a significant scene from the play and draw a picture of it. Be sure to label the scene with a quote from the play or a phrase you have created.
3. Create a timeline of the major events of play. Use pictures and / or symbols to add character to each item on the timeline.
4. Design a collage of words, images, pictures, symbols, ideas, etc. from the play. Be able to explain why you selected the items for your collage. In order to receive full credit for this item, there should not be any white space.

Bomshel: Power of One Lyrics

One person refused to sit on the back of the bus
She changed the right for all of us
Ohhhh that's the power of one

Her diary found a light in the dark
A young girl's hope touched millions of hearts
Ohhhh that's the power of one

One grain of sand can turn the tide
One single spark can light the night
One simple dream
One gentle word
One act of love from someone
Can start a chain reaction
It all begins in the heart
In the power of one

While the others threw stones He didn't judge
He moved the world with the strength of His love

Ohhhh that's the power of one

One grain of sand can turn the tide
One single spark can light the night
One simple dream
One gentle word
One act of love from someone
Can start a chain reaction
It all begins in the heart
In the power of one
oh

All the little things we do everyday
The smallest step can bring on a change
Ohhhh that's the power of one

'Cause one grain of sand can turn the tide
One single spark can light the night
One simple dream
One gentle word
One act of love from someone
Can start a chain reaction
It all begins in the heart
And the power of one

Switchfoot - "Dare You to Move"

Welcome to the planet
Welcome to existence
Everyone's here
Everyone's here
Everybody's watching you now
Everybody waits for you now
What happens next?
What happens next?

I dare you to move
I dare you to move
I dare you to lift yourself up off the floor
I dare you to move
I dare you to move
Like today never happened
Today never happened before

Welcome to the fallout
Welcome to resistance
The tension is here
The tension is here
Between who you are and who you could be
Between how it is and how it should be

I dare you to move
I dare you to move
I dare you to lift yourself up off the floor
I dare you to move
I dare you to move
Like today never happened
Today never happened

Maybe redemption has stories to tell
Maybe forgiveness is right where you fell
Where can you run to escape from yourself?
Where you gonna go?
Where you gonna go?
Salvation is here

I dare you to move
I dare you to move
I dare you to lift yourself up off the floor
I dare you to move
I dare you to move
Like today never happened
Today never happened
Today never happened
Today never happened before



Lead singer Jon Foreman said in CCM Magazine presents 100 Greatest Songs In Christian Music that *Dare You To Move*, "is an attempt to honestly face the gap between who I am and who I want to be; between the way the world spins and the way it should be. I've heard that we only use a small part of our brain. Maybe our soul is the same way. And maybe we're half asleep most our lives, simply reacting to the stimulus our brain receives. Action, true action, is rare indeed."

Black Eyed Peas – “Where is the Love”

What's wrong with the world mama?

People living like aint got no mamas

I think the whole worlds addicted to the drama

Only attracted to the things that bring you trauma

Overseas yeah we tryin to stop terrorism

But we still got terrorists here livin

In the USA the big CIA the Bloodz and the Crips and the KKK

But if you only have love for your own race

Then you only leave space to discriminate

And to discriminate only generates hate

And if you hatin you're bound to get irate

Yeah madness is what you demonstrate

And that's exactly how anger works and operates

You gotta have love just to set it straight

Take control of your mind and meditate

Let your soul gravitate to the love y'all

People killing people dying

Children hurtin you hear them crying

Can you practice what you preach

Would you turn the other cheek?

Father Father Father help us

Send some guidance from above

Cause people got me got me questioning

Where is the love?(where is the love3)(the love2x)

It just ain't the same all ways have changed

New days are strange is the world the insane?

If love and peace so strong

Why are there pieces of love that don't belong

Nations dropping bombs

Chemical gases filling lungs of little ones

With ongoing suffering

As the youth die young

So ask yourself is the loving really strong?

So I can ask myself really what is going wrong

With this world that we living in

People keep on giving in

Makin wrong decisions

Only visions of them livin and

Not respecting each other

Deny thy brother

The wars' going on but the reasons' undercover

The truth is kept secret

Swept under the rug

If you never know truth

Then you never know love

Where's the love y'all?(I don't know)

Where's the truth y'all?(I don't know)

Where's the love y'all?

People killing people dying

Children hurtin you hear them crying

Can practice what you preach

Would you turn the other cheek?

Father father father help us

Send some guidance from above

Cause people got me got me questioning

Where is the love?(where is the lovex3)(the lovex2)

I feel the weight of the world on my shoulder

As I'm getting older y'all people get colder

Most of us only care about money makin

Selfishness got us followin the wrong direction

Wrong information always shown by the media

Negative images is the main criteria

Infecting their young minds faster than bacteria

Kids wanna act like what the see in the cinema
Whatever happened to the values of humanity
Whatever happened to the fairness and equality
Instead of spreading love, we're spreading animosity
Lack of understanding, leading us away from unity
That's the reason why sometimes I'm feeling under
That's the reason why sometimes I'm feeling down
It's no wonder why sometimes I'm feeling under
I gotta keep my faith alive, until love is found

People killing people dying
Children hurtin you hear them crying
Can you practice what you preach
Would you turn the other cheek?
Father Father Father help us
Send some guidance from above
Cause people got me got me questioning
Where is the love?(fade)

Service Project Reflection & Presentation

Name (s): _____

Date of Proof: _____ signature _____ pictures

Title: _____

(Give your project a title. This title should be interesting enough to capture someone's attention, but also have something to do with the service you completed.)

Description: Write a step by step description of your project. **DO NOT LEAVE OUT ANY DETAIL!** Even the smallest detail counts! (Write the description on notebook paper and attach to this sheet.)

Reflection: In a paragraph, reflect on your experience. The following questions may give you ideas on how to reflect on this experience: (Yes and no answers are not acceptable!)

- Was it difficult to create and plan your project? Explain why or why not.
- Did you like doing something for others? Why or why not?
- How did people react to your service?
- Explain how you felt while completing the service project?
- Did you learn anything from the experience of serving someone other than yourself? Explain.
- How can you continue to do service for others in the future?

Visual Display: (80 points)

Select one of the following and complete the checklist below:

- Poster
- Power Point
- Photo Story

Visual Checklist –

_____ 5 points - Place the title of project in bold lettering.

_____ 5 points - List the name of student (s) involved in the project.

_____ 10 points - Include a one sentence description of the project.

_____ 10 points - Display the picture you took as your proof, but you may also use other

images that go along with your project as well.

_____ *10 points*- Display your reflection or reflections if worked in a group.

_____ *10 points* - Check spelling, grammar, and punctuation.

_____ *15 points* - Be creative by using vivid colors, interesting lettering, and an appealing layout of the required information.

_____ *15 points* - Be NEAT! Plan your visual before you begin working.

Presentation: (20 points)

_____ 5 points – Eye contact is made with the audience.

_____ 5 points – Voice level is easily heard.

_____ 5 points – Rate of speaking is controlled and understood.

_____ 5 points – Confident stance is displayed without fidgeting.

Characterization Notes

A **Character**- is a person or an animal that takes part in the action of a literary work.

Character traits- are the qualities that make up a character's personality.

Major character- is the most important character in the story.

Minor character- is a person of less importance in the story, but who is necessary for the story to develop.

Round characters- are like real people. They are complex, revealing several sides to their personality and growing and changing as the story progresses.

Flat characters- are one- dimensional, often revealing a single personal quality and staying the same throughout the story.

Characterization- is the way a writer presents a character in a story.

In **direct characterization**, the writer tells you what a character is like.

In **indirect characterization**, the writer reveals a character through what he or she looks like, says, and does, and lets you draw conclusions about what the character is like.

A **narrator** is the person who tells a story.

An **antagonist** is a character or force in conflict with the main character, or protagonist.

The **protagonist** is the main character in a literary work.

A **Static Character** is a character who changes little if at all. Things happen to static characters without modifying their interior selves.

A **Dynamic Character** is a character who develops or changes as a result of the actions of the plot.

Realistic Fiction is believable fiction that is set in the present.

Fiction is prose writing that tells about imaginary characters and events.

Nonfiction is prose writing that presents and explains ideas or that tells about real people, places, objects, or events.

Prose- In its broadest sense the term is applied to all forms of written or spoken expression.

Notes on Poetry

Poetry is the art of expressing ones thought in verse.

Questions to ask when analyzing poetry:

1. Who is the speaker?
2. To whom is he speaking?
3. What is the occasion?
4. What does he mean literally?
5. What does he mean figuratively?

Literally means what the poem is actually saying.

Figuratively means what poetic imagery is he using to express his message. What are the hidden meanings?

Figurative language is language that uses comparisons to help you see or feel things in a new way. Figurative language is meant to be interpreted imaginatively, not literally. For example, if we write that the sun is like a golden eye, if we call a famous person an institution, or if we say that the summer night seems to whisper—then we are using figurative language.

Onomatopoeia the use of words that sound like what they mean, such as hush.

Alliteration is the repetition of sounds at the beginning of words or in stressed syllables: “whitely whirs.”

Sound devices are ways of adding music to poetry. The most obvious sound device is rhyme.

Simile- uses like or as to compare apparently unlike things: Reading poems is like eating candy.

Metaphor- compares apparently unlike things by describing one as if it were the other, without using like or as: The poems are candy.

Personification- compares apparently unlike things by describing something non-human as if it were human: The candies whispered to one another.

Haiku poem- is a special type of poetry from Japan. A haiku consists of seventeen syllables arranged in three lines. The first line has five syllables, the second line has seven, and the third line has five. Generally in a haiku, the poet describes a fleeting moment in nature- usually something he has observed and that has moved him. Through the haiku’s simple image or series of images, the poet tries to arouse in the reader the same sensation that he has experienced.

Concrete poem- is poetry in which the shape of the page resembles the subject of the poem. With concrete poetry, poets experiment with the way a poem looks on a page. They arrange the words so as to form a concrete, or actual, shape that is recognizable.

Limerick- is a kind of humorous verse. Limericks follow a pattern. Generally, every limerick has five lines: Three long lines (the first, second, and fifth) that rhyme with each other, and two short lines (the third and fourth) that rhyme. The lines also follow a particular rhythm. Each of the three long lines has three accented, or stressed, syllables; each of the two short lines has two stressed syllables. The purpose of most limericks is to make the reader laugh.

Acrostic- a composition usually verse, arranged in such a way that it spells words, phrases, or sentences when certain letters are selected according to an orderly sequence.

Pun- A play on words based on the similarity of sound between two words with different meanings.

Idioms are words or phrases that have meaning beyond the dictionary meaning of the words in them: Dad is hot under the collar about that remark. Idioms are expressions that have special meanings that are different from the literal meanings of the word.

Authors use **exaggeration** or overstatement to make a point or to increase the effect of a description.

Hyperbole- is the use of exaggeration to make a point: I've been waiting on this corner for a million years- what kept you? Hyperbole is an exaggeration.

Stanzas, groups of lines that form units in a poem, just as paragraphs are the units of a story.

Ballad- is a narrative poem that tells a simple and dramatic story.

Rhythm is the pattern of stressed and unstressed syllables in the lines of a poem.

Rhyme- is the repetition of sounds in words that appear close to one another in a poem.

End Rhyme- rhyme that occurs at the end of the line.

Repetition- the use of a word or group of words more than once in a poem.

Imagery is the use of vivid language to describe people, places, things, and ideas.

Symbol- is any person, place, or thing that has a meaning in itself and that also stands for something else.

Free verse is poetry with irregular rhythms and varied line lengths.

Tone is the writer's attitude toward the subject.

Irony is the general name given to literary techniques that involve surprising, interesting, or amusing contradictions.

Foreshadowing is the use, in a literary work, of clues that suggest events that have yet to occur. Foreshadowing creates suspense by making the reader wonder what will happen next.

Oxymoron a self-contradictory combinations of words

Examples- bittersweet, jumbo shrimp, guest host,

Notes on plot pyramid

Conflict is the struggle between opposing forces or characters.

Plot is the sequence of events in a literary work.

Exposition or introduction, is the part of the work that introduces the characters, setting, and basic situation.

Rising Action are all the events that occur before the climax and introduces the central conflict.

Climax is the highest point of interest or suspense, is the turning point, the point at which events will go one way or the other.

Falling Action are any events that occur after the climax, or end the central conflict.

Resolution any events that occur during the falling action, the solution to the problem, the way the story's problem is resolved.

Literature Notes

Characters' motives are the reasons or causes for the characters' actions. Impulses, emotions, and desires can be strong motives.

When a story ends differently from what you expected, it has a surprise ending.

Theme is the central idea of a story, or the general idea about life that is revealed through a story. Sometimes the theme of a story is stated directly. Sometimes you must draw a conclusion about it- by considering all of the story's elements. Theme is the lesson you learn about life.

Tone is the writer's attitude toward the subject. It may be angry, affectionate, comic, serious, sad, and so on.

Context Clues may restate the meaning of a difficult or unfamiliar word. One way to figure out then meaning of a word is by looking at its context- the words and sentences that surround it.

The **setting** of a story is the time and place of the action. The time includes not only the historical period past, present, or future- but also the year, the season, the time of day, and even the weather. The place may be a specific country, state, region, community, neighborhood, building, institution, or home.

The **atmosphere or mood** of a story is the overall emotional feeling that the details the author uses create. Sometimes you may be able to describe the atmosphere in a single word-sad, frightening, or mysterious, for example. Authors create atmosphere by there descriptions of settings, characters, and events. They choose their words carefully so that you will be affected by their writing in the way they want you to be.

Conflict is a struggle between opposing forces or characters. Often a conflict occurs between two characters or between a character or the forces of nature.

Two Types of Conflict

Internal conflict- the struggle takes place within the protagonist's mind. The character struggles to reach some new understanding or to make an important decision.

-struggle for mastery by two elements within the person.

(man vs. inner self)

External conflict- a character struggles against some outside person or force, such as a storm, a jealous enemy, or a social convention.

- struggle against nature
- (man vs. nature)
- struggle against another person, usually an antagonist (the character directly opposed to the protagonist- a rival, opponent, or enemy of the protagonist)
- (man vs. man)
- struggle against society
- (man vs. society)

The most important conflict in a work is called the central conflict.

A **symbol** is anything that stands for or represents something else. Symbols are usually concrete objects or images that represent abstract ideas. For example, the eagle is often used as a symbol of freedom. Likewise, chains can symbolize slavery and oppression (cruelty). In literature, concrete images are often used to represent, or symbolize, the themes of a literary work.

In its broad sense **symbolism** is the use of one object to represent or suggest another; or, in literature, the serious and extensive use of symbols.

Point of View is the perspective, or vantage point, from which a story is told. The three most common points of view in narrative literature are first person, omniscient third- person, and limited third- person.

In a story from the **first-person point of view**, the narrator is a character in the story. We see the story through his or her eyes.

In a story written from the **omniscient**, or “all knowing,” **third-person point of view**, the narrator is not a character in the story but views the events of the story through the eyes of more than one of the characters.

In a **third-person limited point of view**, the narrator is not a character, but he or she presents the story from the perspective of one of the characters. That character’s thoughts, feelings, and experiences are the focus of attention.

Foreshadowing is the use, in a literary work, of clues that suggest events that have yet to occur. Foreshadowing creates suspense by making the reader wonder what will happen next.

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