The 1940s: A Decade of Change
Language Arts Enrichment Activities for Advanced and Gifted Learners Overview

The College of William and Mary's Center for Gifted Education is one of the nation's foremost leaders in the development of curriculum materials and instructional and assessment approaches for gifted learners. The lessons included in this packet are condensed versions of those lessons. In these abridged lessons, teachers will find the following components:

Lesson Title: Please note this is the lesson title exactly as it is referred to in the accompanying teacher's edition.

Grade Level: The grade level has been assigned by the College of William and Mary.

Teacher's Edition Title and Lesson Number: Several teachers’ editions were referenced in creating the lessons. Use the title listed (i.e. Journeys and Destinations, Patterns of Change, etc.) and lesson number, to locate the full lesson in the teacher's edition.

Lesson Goals:

✓ GOAL 1-to develop analytical and interpretive skills in literature
✓ GOAL 2-to develop persuasive writing skills
✓ GOAL 3-to develop linguistic competency
✓ GOAL 4-to develop listening/oral communication skills
✓ GOAL 5-to develop reasoning skills in the language arts
✓ GOAL 6-to understand the concept of change in the language arts

Assignment Overview: The major activities of the lesson are summarized here so that teachers may see at a glance what each lesson will entail.

Suggested Materials: This section includes the title of the text as well as the author. When possible, a direct link to the text has been provided.

Discussion Questions: When necessary discussion questions are categorized by text (if more than one text is used for the lesson), as well as by question type (literary response/interpretation, reasoning, and questions pertaining to change).

Response Journal: Encourage the students to keep a Response Journal for responding to the questions in each lesson.

Extensions/Homework: Here you will find a preview of all extension activities, which are optional activities offered to provide further enrichment or to accommodate expanded schedules. Cross curricular connections are also noted here.
The texts for these lessons include high-quality poems, short stories, and essays. A great deal of the language arts lessons focus on the concept of change. As students progress through these units, they learn that change is everywhere, change is linked to time, change may be positive or negative, change may be perceived as orderly or random, change may happen naturally or change may be caused by people. As students read they will identify examples of how change affects the story.

To enhance the learning experience of students, the concept of change and accompanying generalizations should extend into the students' other curricula. The more connections they are able to draw, the deeper they will be able to examine and understand the concept of change. The following generalizations are introduced in Lesson 2:

<table>
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Throughout each lesson, two models are frequently used to encourage close interaction with the text: The **Literature Web Model** and **Vocabulary Web Model**.

The **Literature Web Model** encourages students to consider five aspects of the selection they are reading: keywords, feelings, ideas, images or symbols, and the structure. This web helps students organize their initial responses and provides them with a platform for discussing the piece in small or large groups. Whenever possible, students should be allowed to underline and make marginal notes as they read and reread. After marking the text, students then organize their notes into the web.

**Suggested Discussion Questions for Literature Web:**

- **Key Words**- What words or phrases from the story are important? Why do you think the author chose these words? What are some words that the author seems to emphasize?
- **Feelings**- What feeling do you get when you read the story? Why do you think you had those particular feelings? What feelings do you think the characters have? What feelings do you think the author had or is trying to show?
- **Ideas**- What idea is the story mostly about? What other ideas does the folk tale show? What is the author saying about Change?
- **Images/Symbols**- What are some pictures or images that came to mind when you read the story? How does the author use description and imagery?
- **Structure**- What are some characteristics of the way the story is written? How is dialogue used? How does its structure contribute to the meaning of the story?
After students have completed their webs individually, they should compare their webs in small groups. This initial discussion will enable them to consider the ideas of others and to understand that individuals interpret literature differently. These small groups may compile a composite web that includes the ideas of all members. Following the small group work, teachers have several options for using the webs. For instance, they may ask each group to report to the class, they may ask groups to post their composite web, or they may develop a new web with the class based on the small group work. The discussion that is generated through the use of the Literature Web is one which the teacher should facilitate through the use of open ended questions. Students should be encouraged to provide evidence from the text to support any response. A black line master of the Literature Web is found in Appendix E in the designated teacher's edition.

Similarly, the purpose of the **Vocabulary Web Model** is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep processing of challenging and interesting words. Vocabulary Web components include: word, origin, part of speech, word families, synonyms, antonyms, sentence from the text using word, student example using word, stems, and dictionary definition. A black line master of the Literature Web is found in Appendix E in the designated teacher's edition.

Students may complete the Vocabulary Web individually or in small groups. Please allow students to access a dictionary as needed. Once students become familiar with this activity, they may use a streamlined version to accommodate new words they meet in their independent reading.

A vocabulary section should be kept in a separate place in students' notebooks for this purpose. They only need to list the word, definition, and sentence in which the word was encountered, plus any additional information they find particularly interesting. They may then develop webs for the few selected words.

We hope you are able to implement these lessons in your classroom to enrich and differentiate your curriculum. The original, unabridged lessons can be found in the designated teacher's editions published by the College of William and Mary. If you have any questions regarding the content or procedures involved within this adapted curriculum, please feel free to contact the Advanced Studies and Gifted Learners Department.

*Teacher's editions and student guides for each unit are available for check out from the Advanced Studies and Gifted Learners Department. Contact Irene Benfatti's secretary, Kathleen Romano, for details (ext. 70102).*
Lesson Title: Introduction and Preassessment (page 1 of 2)

Grades 7-9: The 1940s: A Decade of Change-Lesson 1

- GOAL 1-to develop analytical and interpretive skills in literature
- GOAL 3-to develop linguistic competency
- GOAL 5-to develop reasoning skills in the language arts
- GOAL 6-to understand the concept of change in the language arts

Assignment Overview:

- Read and discuss *The Lottery*.
- Complete a Vocabulary Web to explore the meaning of new words in depth, including word, origin, part of speech, word families, synonyms, antonyms, sentence from the text using word, student example using word, stems, and dictionary definition for teacher selected vocabulary (*Suggested words to use: paraphernalia, perfunctory, reprimand, interminably*).

Suggested Materials:

- *The Lottery* by Shirley Jackson
  

Discussion Questions:

Literary Response/Interpretation:

- What is ironic about the different village functions that Mr. Summers conducts?
- Why doesn’t the box have a permanent storage place? What might this tell you about the community?
- Why does the subject of a new black box “fade off without anything’s being done” each year?
- Why does Mrs. Hutchinson say, “Wouldn’t have you leave m’dishes in the sink, now, would you?” Why couldn’t the dishes have waited? What does this tell you about this society’s ideas of being proper and well organized?
- What does Old Man Warner mean by the words, “…they’ll be wanting to go back and live in the caves”?
- Mr. Summers says, “…Now we’ve got to be hurrying a little more to get it done in time.” In time for what?
- Why do the villagers continue the lottery ritual? What is its purpose?
Lesson Title: Introduction and Preassessment (page 2 of 2)

Reasoning:

- What suggestions does the author give early in the story about the true nature of the lottery? What evidence in the story allows you to draw inferences about what will happen?
- What do you think is the author’s purpose in writing the story?
- How does the concept of community apply to the story? How does the story reflect the idea of mob violence?

Change:

- Why is it that many aspects of the lottery ritual have been forgotten and the original black box lost, yet the villagers remember the stones? In what ways has the lottery and changed and in what ways has it not changed?
- Who in the story is most resistant to the idea of quitting the lottery? Why do you think that individual is so reluctant to change?

Extensions/Homework:

- Have each student imagine that he/she is a character in the story or one of the unnamed villagers. Have the students write a letter to the editor of the village newspaper arguing for or against the continuation of the lottery.
- Have students read other short stories by Shirley Jackson especially from the 1940s. Ask students to choose one story to compare and contrast with The Lottery.
- When it appeared in the New Yorker in 1948, Jackson’s The Lottery provoked such a reaction that the magazine received more letters than it had on any other previous occasion. Ask students to investigate reader reactions to this story at the time of publication. Have students make generalizations about the types of reactions readers had. Discuss whether or not students believe current readers would tend to have the same reactions, and if not, how and why these reactions would have changed.
Lesson Title: The Concept of Change (page 1 of 3)

Grades 7-9: The 1940s: A Decade of Change-Lesson 2

✓ GOAL 2-to develop persuasive writing skills
✓ GOAL 3-to develop linguistic competency
✓ GOAL 6-to understand the concept of change in the language arts

(The content of this lesson provides the framework for future lessons and activities.)

Assignment Overview:

• Facilitate the brainstorming of multiple examples of change on chart paper.
• Complete a change model chart including change linked to time, change is everywhere, change may be positive or negative, change may be perceived as orderly or random, change may happen naturally or may be caused by people, and change does not affect everything. (see chart below).
• Share group ideas with class adding new ideas to their original lists.
• Encourage groups to categorize their examples of change using the following criteria:

<table>
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Suggested Materials:

• Chart paper, markers

Discussion Questions for Change Model

Brainstorming ideas about change and recording all responses:

• What do you think about when you hear the word change? What kinds of things change? What is it about them that changes?

Categorizing ideas and titling each group:

• How could you put your change ideas into groups? How are some of the changes alike?
• What could you call each group? Why?
• Could some of your changes belong to more than one group? Why?
• What are some different ways that you could categorize your changes?
Lesson Title: The Concept of Change (page 2 of 3)

- What do your ideas tell you about changes in general? What are some of the characteristics of change?

**Brainstorming a list of things that do not change:**

- What are some things that are always the same, or that always happen the same way?
- Look at the list of things that change. While those things are changing, can you think of anything else that stays the same?
- What can you say about the ideas of things that do not change? How could you put them into groups?
- What would you call each group? Why?
- Think about these ideas and whether they show change: routines or habits, rules and regulations, table manners, laws, customs of cultures. Explain your answers.
  If they do show change, then where would they fit into your categories of changes? If they do not, then where would they fit into your categories of things that do not change?

**Making generalizations about change:**

- A generalization is something that is always or almost always true. Can you say something that is always or almost always true about change?
- Look at the categories of changes that we found and see if they help you make generalizations about change. How are your examples alike?

**Discussion Questions:**

<table>
<thead>
<tr>
<th>Change is linked to time. <strong>How is change linked to time? Are all changes linked to time in the same way? How do some of your examples relate to time?</strong></th>
<th>Change may be positive or negative. <strong>What is progress? Does change always represent progress? How could a change be both positive and negative?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Change may be perceived as orderly or random. <strong>Can we predict change? Select examples of change and describe which aspects of these changes can be predicted and which are unpredictable?</strong></td>
<td>Change may happen naturally or may be caused by people. <strong>What causes change? What influence do people have over changes in nature? What influences does nature have over the changes people intend to make?</strong></td>
</tr>
<tr>
<td>Change is everywhere. <strong>Does change apply to all areas of our world? What are some specific changes that are universal and some that apply only to a particular area at a given time?</strong></td>
<td>Change does not affect everything. <strong>Consider the following: non-living things, traditions, religious rituals, and universal truths. How does not apply or not apply to these categories?</strong></td>
</tr>
</tbody>
</table>
Lesson Title: The Concept of Change (page 3 of 3)

Extensions/Homework:

- One of the most dramatic changes in human history has been the harnessing of nuclear energy. Have students work in small groups to investigate the development of this energy source and some of the different ways it has been used, both for war and peace. Have groups work together to generate examples of positive and negative changes. Pose the following questions to students:
  - Was it hard to categorize your examples as positive or negative?
  - Could some changes be positive from one person’s point of view and negative from another person’s point of view? Explain.
  - In your opinion, has the development of nuclear energy been a positive or negative change overall? Give reasons to support our opinion.
Lesson Title: The 1940s: An Introduction (page 1 of 2)

Grades 7-9: The 1940s: A Decade of Change-Lesson 3

✓ GOAL 2-to develop persuasive writing skills
✓ GOAL 4-to develop listening/oral communication skills
✓ GOAL 5-to develop reasoning skills in the language arts
✓ GOAL 6-to understand the concept of change in the language arts

Assignment Overview:

- Use an Information Web to brainstorm facts about the 1940s including social issues, major events, notable figures, literature and the arts.
- Write a Response Journal entry.
- View, analyze, and discuss speeches by Franklin D. Roosevelt.
- Select and read two picture books relating to the 1940s.

Suggested Materials:

- Chart paper, markers
- Transcripts of speeches by Franklin D. Roosevelt
  http://www.usmm.org/fdr.html
- Audio versions of speeches by Franklin D. Roosevelt
  http://www.youtube.com/results?search_query=Franklin+D+Roosevelt+speeches&safe=active

Writing to Respond:

Have students respond to the following questions in their Response Journal:

- Why are the skills in public speaking important for someone who will serve a leadership role in society?
- After students have viewed speeches, have them write about the following changes they observed in the video clips such as changes in the context of the speeches, in the speaker’s appearance, in the settings and the audiences, and in the general tone of the speeches.
Lesson Title: The 1940s: An Introduction (page 2 of 2)

Discussion Questions:

- What is the general purpose of the speech? How do you know?
- What was the speaker's thesis or primary point?
- What are arguments made by the speaker? Were the arguments sound? Were they persuasive? Why or why not?
- Who was his intended audience? How did he consider their needs?
- Comment on aspects of Roosevelt’s vocal delivery. What was effective or ineffective about the way he presented his speech? What are some lessons someone who was planning a speech might learn from his delivery?

Extensions/Homework:

- Have students use their notes from the classroom discussion to write a five-paragraph essay about how the changes in Roosevelt’s speeches reflected the changes happening in the world during his time.
- Have students view some videotaped speeches of Winston Churchill from the same period as the Roosevelt speeches. What do they have in common? How are they different?
Lesson Title: War Poems of Carl Sandburg (page 1 of 3)

Grades 7-9: The 1940s: A Decade of Change-Lesson 5

✓ GOAL 1-to develop analytical and interpretive skills in literature
✓ GOAL 3-to develop linguistic competency
✓ GOAL 5-to develop reasoning skills in the language arts
✓ GOAL 6-to understand the concept of change in the language arts

Assignment Overview:

- Read and discuss *Statistics* and *Grass*.
- Complete the Literature Web for each poem including key words, feelings, ideas, images/symbols, and structure.
- Write a Response Journal entry.

Suggested Materials:

- *Statistics* by Carl Sandburg
- *Grass* by Carl Sandburg

Literature Web Questions for Both Poems:

- **Key Words**-What words or phrases do you especially notice? Why are they significant to you? What are some words that the author seems to emphasize? Why do you think the author chose these words?
- **Feelings**-What feelings do you get when you read the poem? What words contribute to those feelings? What feeling do you think the poet was trying to express?
- **Ideas**-What is the main idea or theme of this poem? What other ideas was the poet trying to share? What was the poet saying about change? About war?
- **Images/Symbols**-What are the central images of the poem? What deeper meaning do they have? Why does Sandburg use Napoleon as the central figure of the poem? What does Napoleon symbolize?
- **Structure**-What type of writing is the piece? What poetic structures and devices are used? Find words and phrases that are repeated. How does the repetition contribute to the meaning of the poem?
Lesson Title: War Poems of Carl Sandburg (page 2 of 3)

Discussion Questions for Statistics:

Literary Response/Interpretation:

- Why do you think Sandburg uses the words “sarcophagus” and “mausoleum” instead of “coffin” and “tomb?” Are these words effective? Why or why not?
- How does Sandburg use historical contrast to make his point?
- What differences exist between 20th century wars and earlier wars, according to the poem?
- To what statistics does the title refer? What story do the statistics tell?
- What is meant by the words, “It is some dreamer who knows not / The world I marched in / From Calais to Moscow”?

Reasoning:

- What do you think was Sandburg’s purpose in writing the poem?
- From whose point of view was the poem written? Why?

Change:

- How does the poem reflect the concept of change?

Discussion Questions for Grass:

Literary Response/Interpretation:

- How does grass function as a powerful central image in the poem? What meaning does it convey?
- Who is the speaker of the poem? Why does the poet use this voice? Is it effective? Why or why not?
- Who are the passengers? Give reasons to support your response.

Reasoning:

- How is the concept of remembering evident in the poem? How is the concept of forgetting evident in the poem?
- What do you think is the author’s attitude about the war? Why?
Lesson Title: War Poems of Carl Sandburg (page 3 of 3)

Change:

- What things in this poem change? What things stay the same?
- What generalizations about change are supported in this poem?

Writing to Respond:

Have students respond to the following question in their Response Journal:

- These two poems were actually written by Sandburg in response to World War I, more than twenty years before the events of World War II. How do the poems show the durability of the concept of war?

Extensions/Homework:

- Have students create new titles for both of the poems read in this lesson. They should give reasons to support their ideas.
- Have students read other poems by Carl Sandburg.
Lesson Title: “One Friday Morning” (page 1 of 2)

Grades 7-9: The 1940s: A Decade of Change-Lesson 11

✓ GOAL 1-to develop analytical and interpretive skills in literature
✓ GOAL 3-to develop linguistic competency
✓ GOAL 5-to develop reasoning skills in the language arts
✓ GOAL 6-to understand the concept of change in the language arts

Assignment Overview:

- Read and discuss *One Friday Morning*.
- Complete the Literature Web for the poem including key words, feelings, ideas, images/symbols, and structure.
- Write a Response Journal entry.
- Complete a Vocabulary Web to explore the meaning of new words in depth, including word, origin, part of speech, word families, synonyms, antonyms, sentence from the text using word, student example using word, stems, and dictionary definition for teacher selected vocabulary (*Suggested words to use:* feted, discriminated, arbitrary, abolitionists).

Suggested Materials:

- *One Friday Morning* by Langston Hughes
  [One Friday Morning.doc]

Discussion Questions:

**Literary Response/Interpretation:**

- Is Miss Dietrich a good art teacher? What details from the story support your response?
- What dream is being held in the triangle in Nancy Lee’s painting?
- Do you think that Nancy Lee would prefer never to have known that she almost received the Artist Club Scholarship? Why? Do you think it was better for her to know or not to know? Why?
- Discuss the irony in the story. Why does the speech that Nancy Lee planned take on an ironic meaning?
- How would you react upon having a scholarship withdrawn for the reasons like those the Artist Club committee gives? Why would you react this way?

**Reasoning:**

- What issues are addressed in the story? What point of view does Hughes express about these issues?
Lesson Title: “One Friday Morning” (page 2 of 2)

Change:

- How does this story relate to the generalizations about change?

Writing to Respond:

Have students respond to the following questions in their Response Journal:

- **What would be your response to Nancy Lee’s question, “Who were our flag-makers?”**
- **How would you respond to Miss O’Shay’s statement that some people “do not know the meaning of those stars, but it’s up to us to make them know”?**

Extensions/Homework:

- Invite students to explore the poetry of Langston Hughes. Tell them to select a poem with a theme similar to that of *One Friday Morning*. Have them read the poem aloud to the class and explain the similarities of the themes of the poem and the story.
Lesson Title: Postassessment of Literary Interpretation and Persuasive Writing
(page 1 of 2)

Grades 7-9: The 1940s: A Decade of Change-Lesson 24

✓ GOAL 1-to develop analytical and interpretive skills in literature
✓ GOAL 2-to develop persuasive writing skills
✓ GOAL 5-to develop reasoning skills in the language arts
✓ GOAL 6-to understand the concept of change in the language arts

Assignment Overview:

• Read and discuss A Rose for Emily.

Suggested Materials:

• A Rose for Emily by William Faulkner
  http://xroads.virginia.edu/~drbr/wf_rose.html

Discussion Questions:

Literary Response/Interpretation:

• What does the title of the story mean?
• What are your impressions of Miss Emily? What details in the story contribute to your impressions?
• Why is Miss Emily “a tradition, a duty, and a care”? How does the idea of tradition relate to the story?
• Why is Miss Emily so unwilling to accept the deaths of the men in her life?
• How do you interpret the description of the old men as “confusing time with its mathematical progression, as the old do…”?

Reasoning:

• What do you think is the author’s purpose in writing the story?
• What inferences can you make about what happened to Horace? What evidence from the story supports your inferences?
• What would have been the consequences for Miss Emily if the town had not continued to remit her taxes, as Colonel Sartoris decreed? Does she understand the implications of the visit of the deputies of the Board Aldermen? How do you know?
Lesson Title: Postassessment of Literary Interpretation and Persuasive Writing
(page 2 of 2)

Change:

- How does the attitude of the people in the town change toward Miss Emily change as the story progresses?
- What does the story say about changing traditions in the American South? What do the deaths of characters in the story symbolize?

Extensions/Homework:

- Write a letter to Miss Emily persuading her to change her ways. Include specific situations and examples from the text which you think would benefit her transformation.