

## CP English 10

### Cluster 2: Expressing Views in Nonfiction (5 weeks)

\*Page numbers refer to *The Language of Literature* textbook unless otherwise noted.

\*Glossary of “Word to Know” begins on page 1270.

\*Underlined assignments can be found in the spiral-bound workbook.

#### Week 8

#### Essays

*Students think of essays as dreaded writing assignments, and indeed essays have become a major part of formal education in the United States. But for writers, essays are an opportunity to share their ideas with others. In fact, the unofficial definition of an essay is “a short scholarly piece of writing written from the author’s personal point of view”. Nowhere in that definition does the word “assignment” or “grade” appear. And for good reason. True writers don’t write essays for a grade. They write essays because, as renowned essayist Aldous Huxley puts it, “the essay is a literary device for saying almost everything about almost anything.” Writers may want to persuade, to entertain, or to criticize, to name just a few purposes, and the essay is a favorite vehicle for doing so. This week you will read two essays about borders. While their topics align, what is more important is the message and opinion that each writer seeks to share. What can you discover about the impact of the border culture on shaping identity? Do the authors have a similar opinion, or not?*

Objectives:

- Determine the theme in nonfiction and analyze its development over the course of the text
- Use the strategy of compare and contrast to draw conclusions about the role of language and perception in shaping cultural identity
- Interpret the metaphorical and descriptive choices of the authors and analyze their role in the text
- Explain the tone of each essay by examining the author’s language choices

- pp. 104-5 Read “Learning the Language of Literature: Nonfiction”
- p. 170 Read “Build Background,” preview “Words to Know,” etc.
- pp. 171-3 Read “Through the One-Way Mirror”
- As you read, do first side of [Active Reading SkillBuilder](#) “Comparison and Contrast”
- p. 173 Do “Thinking Through the Literature” Questions 1-4
- pp. 174-7 Read “The Border: A Glare of Truth”
- As you read, do other side of [Active Reading SkillBuilder](#) “Comparison and Contrast”
- Write answers for “Think Through the Literature” Questions 1, 3, 4 & 5
- Do [Literary Analysis Skillbuilder](#) “Theme in Nonfiction”
- Do [Do Words to Know SkillBuilder](#)
- Do [Grammar SkillBuilder: Abstract and Concrete Nouns](#)
- Do Find 4 key metaphors or descriptions in each text that are key to the author getting her ideas across. Write them down, along with the page number on which each is found.

- Write      Tone is the attitude a writer takes toward his or her subject. Write a paragraph that explains the difference in tones between “Through the One-way Mirror” and “The Border: A Glare of Truth.” Include at least two examples from each text (see exercise directly above) that support your explanation.

**Week 9**  
**Sharing Experiences**

*The selection you are about to read this week may read almost like a short story, yet there is one key difference: it's true. Granted, we are always at the mercy of the author's perceptions and how he chooses to shape experiences for the reader, but this week's selection falls in the category of personal essay. You may be thinking, this does not resemble any of the personal essays I've written in school such as "What I Did for Summer Vacation." But it is a professional writer's version of the very task you've been working on since first grade. The author, Nicholas Gage, has a background as an investigative reporter, so his expertise as a writer comes in the form of news stories and reports (other types of nonfiction). While his essay "The Teacher Who Changed My Life" has many of the characteristics of good fiction, at the heart of it is a kernel of truth: a tribute to an adult who profoundly shaped the writer's life.*

Objectives:

- Distinguish fact from nonfact in nonfiction
- Analyze the effect of audience on the content, style, and purpose of an essay
- Respond to the author's craft including technique, details, and structure.
- Write a personal narrative that develops a real experience using techniques such as pacing, description, and reflection.

- p. 484      Do a 10-minute Quickwrite on the topic “Connect to Your Life: Life Changers”
- p. 484      Read “Build Background” and preview “Words to Know”
- pp. 485-90 Read “The Teacher Who Changed My Life”
- Do          As you read, complete Active Reading SkillBuilder “Distinguishing Fact from Nonfact”
- p. 491      Write answers to “Thinking Through the Literature” Questions 1-5  
The answer to question #3 must be a constructed response using the ACE IT! format.
- Do          Literary Analysis SkillBuilder “Audience”
- p. 492      Do “Vocabulary In Action” Exercise
- Do          Grammar SkillBuilder “Participles”
- Write      Great people often have deep effects upon the people whose lives they touch, whether briefly or for most of their lifetime. Depending on the person and the situation, those effects can be very different.

Think about how an experience you have had that has been profoundly impacted by another person.

Write a narrative, showing how a particular person has been a catalyst for change in your life, whether in a very small or very large way. Your

narrative should focus on a specific event or time period that allows the reader to see/experience this individual's impact. It should not be merely a description or overview of that person.

Remember, a good narrative:

- *Establishes a clear point of view*
- *Focuses closely on one character or characters*
- *Uses strong sensory details to make the character(s) and event come alive*
- *Uses precise language*
- *May use dialogue and description to capture the character(s) and event*
- *Concludes effectively*

## **Weeks 10 – 12**

### **River Rights**

*For the next three weeks, you will engage with a module designed to guide you through analyzing and evaluating a scientific issue. It may overlap with your studies of Biology/Life Sciences, which would be an added bonus! The main goal is to gain experience in analyzing how a writer presents an argument and, in particular, how the argument is developed for the audience. You will also be writing two argumentative essays—one timed and one as a culminating activity to the module. It is hoped that you enjoy this foray into different types of reading, discussions and writing tasks than you are normally accustomed to in your English classes.*

Objectives:

- Practice close reading in order to analyze in detail how an author's ideas or claims are developed by particular sentences, paragraphs, or rhetorical strategies
- Distinguish fact from opinion
- Explain the impact of different impact groups on a public policy
- Recognize, learn and then use domain-specific words and phrases in the correct context
- Support argumentative claims with textual evidence

See separate **Module Packet**