

**GPB LIVE-STREAMING PROFESSIONAL LEARNING  
GRADES 9-10  
MARCH 13, 2012**

**ADDENDUM TO RESOURCE PACKET:  
SMARTBOARD MATERIAL**

Common Core Georgia Performance Standards



*Dr. John D. Barge, State School Superintendent*  
*"Making Education Work for All Georgians"*

Poem used to illustrate lesson on figurative language.

PRIDE by Dahlia Ravikovitch(excerpted)

Even rocks break, I tell you,

and not from old age. [...]

They don't move from their place

and so the cracks are hidden.

A kind of pride.

[...]the moss grows,

the seaweeds are tossed about,

the sea pounces in, and returns.

And they, it seems, do not move.

Until a little seal comes

to rub against the rocks,

comes and goes away.

And suddenly the stone is wounded. [...]

Example of DOK Level 1 assessment on figurative language.

**1. When the poet describes the years as “expectant, waiting” she uses what type of figurative language:**

**a) metaphor    b) simile    c) personification**

**2. Is the phrase “Until a little seal comes to rub against the rocks,” literal or figurative?**

**3. Identify 2 descriptive words in the poem:**

\_\_\_\_\_

Additional texts to teach figurative language (prose from extended text).

So proud that Bolingbroke was on his back!

That jade hath eat bread from my royal hand;

This hand hath made him proud with clapping  
him.

Would he not stumble? would he not fall down,

Since pride must have a fall, and break the  
neck

Of that proud man that did usurp his back?

Shakespeare's *Richard III* 5.5.86-91, Richard

Additional texts to teach figurative language (informational text connected to extended text).

[...] on the one hand, differences are necessary to national self-confidence, but on the other, differences, like hornets stirred from a nest, can engender destructive tribal or national pride. Achebe struggles to find a balance between dignity and excessive pride in Things Fall Apart, with pride eventually landing the decisive blow and dignity falling away, bloodied and bowed in the character of Okonkwo. Achebe represents the cultural roots of the Igbos as giving self-confidence to the people, but at the same time he refers to them in universal principles which vitiate their destructive potential.

-Culture in Chinua Achebe's Things Fall Apart, by D. A. Rhodes

**Rigorous, CCGPS-appropriate assessments on the figurative language lesson.**

Consider the three text excerpts on the subject of pride: the poem “Pride,” by Dahlia Ravikovitch, a quote from Shakespeare’s Richard III, and a quote from a literary criticism of Achebe’s Things Fall Apart. Though these texts are qualitatively very different, they each deal with the theme of pride, making assertions about the trait of pride using figurative language. Choose any two of these pieces and analyze the representation being made by the author and how the figurative language enhances that representation. Compare and contrast the two representations.

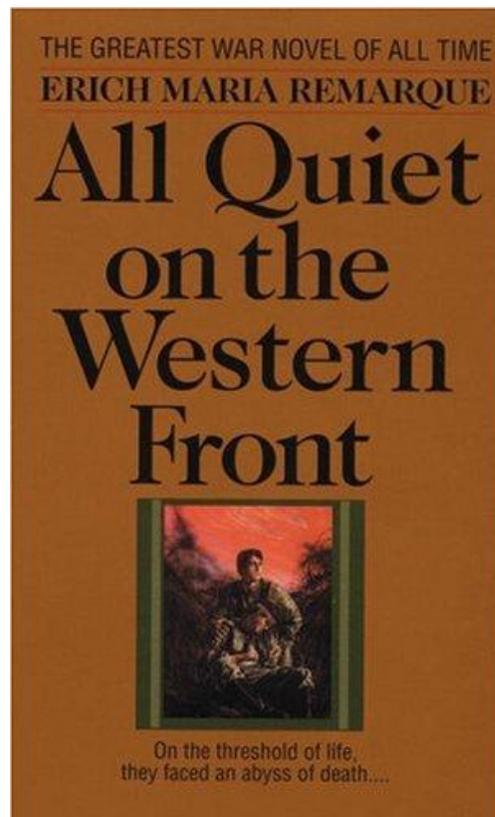
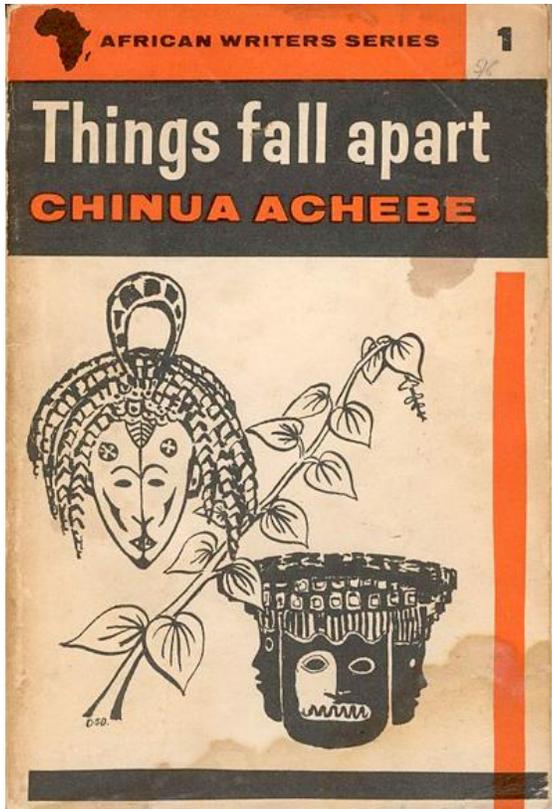
**Sample student response.**

**In the poem “Pride,” by Dahlia Ravikovitch, pride is represented as quiet confidence; it does not seem to be destructive pride, but in the end the pride seems to have been misplaced - the rock was never as strong as it believed itself to be. Using personification, the author tells us that the rock lies in such a way as to hide its cracks, which seem to represent our human imperfections. It withstands years of slow erosion from natural forces, represented by the personified “pouncing” sea, symbolizing the slow pressures of life we all face over the years. It is a small and unexpected thing that finally breaks the rock and shows its cracks. This does seem to be the way things happen in life. The point of Ravikovitch’s poem seems to be that it is a misplaced kind of pride that makes us think that life will not break us.**

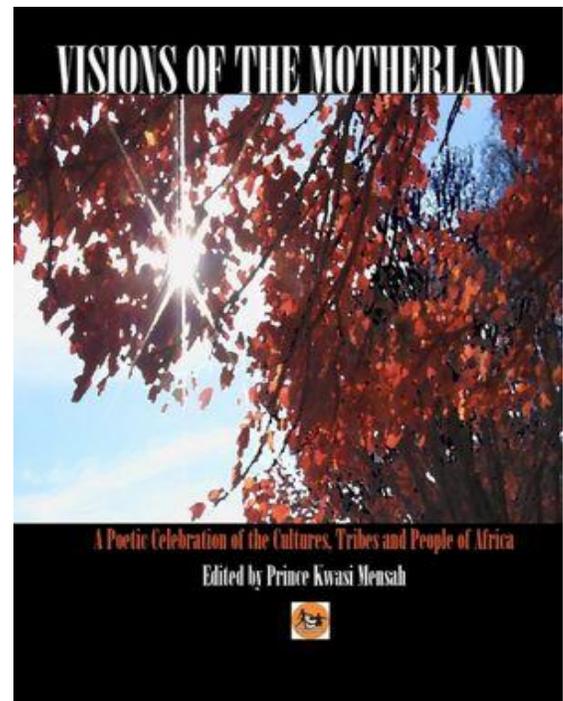
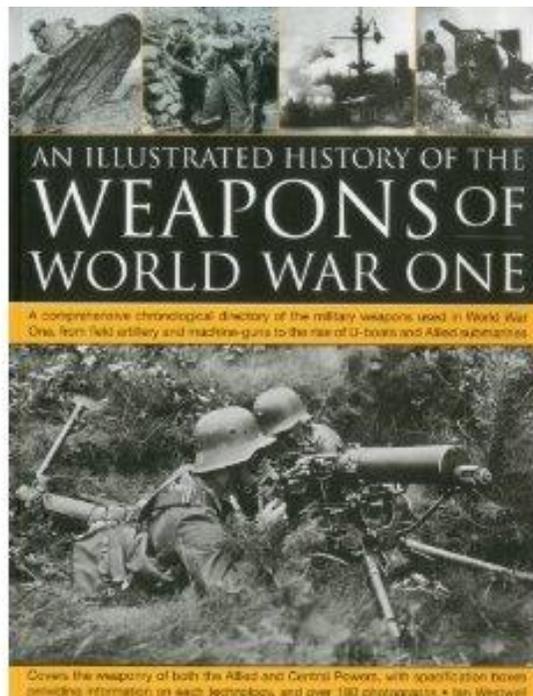
In the literary criticism of Things Fall Apart, the author depicts pride in a more clearly destructive way. In her opinion, pride in Achebe's book is a thing that is clearly and obviously bad, a thing that comes from letting our differences become like "stinging hornets." She also uses the violent imagery of physical confrontation in conveying that excessive pride has destroyed Okonkwo's dignity like a prize fighter bloodying an opponent.

Ravikovitch seems to see pride as a quiet miscalculation, while Rhodes represents Achebe's vision of pride as a violent and purposefully evil force. But while Ravikovitch sees the delusion of pride as a slow death and Rhodes perceives Achebe's portrayal as quick and brutal, both pieces seem to agree that pride will bring you to your knees in the end.

Two grade 10 text choices, literary.



Texts representing informational choices that are thematically connected to the literary choices on the previous page.





Extras

First World War DVD

The Details

- How It Began
- Battlefield Tours
- Battles
- Encyclopedia
- Source Documents
- Special Features
- Timeline
- War in the Air
- Weaponry
- Who's Who

Feature Articles - Life in the Trenches

[Do you have rats?](#) [whiteoakwildlife.com](http://whiteoakwildlife.com)  
20% off All Full Exclusions Free Inspection/Lifetime Warranty

[Trench Shoring Services](#) [www.shoring.com](http://www.shoring.com)  
The Shoring Solution Library of the Internet.

[Military History Masters](#) [MilitaryHistory.Norwich.Edu](http://MilitaryHistory.Norwich.Edu)  
Earn a Masters Degree in Military History Online from Norwich U.

[Landslide Repair](#) [www.soilnaillauncher.com](http://www.soilnaillauncher.com)  
Call Soil Nail Launcher, Inc. Design, Build, Warranty



AdChoices



Life in the trenches during the First World War took many forms, and varied widely from

sector to sector and from front to front.

Undoubtedly, it was entirely unexpected for those eager thousands who signed up for war in August 1914.

A War of Movement?

Timeline

- Introduction
- 1914
- 1915
- 1916
- 1917
- 1918
- 1919

On This Day

- January
- February
- March
- April
- May

Multimedia

Indeed, the Great War - a phrase coined even before it had begun - was expected to be a relatively



Safari and Beach

Combinations of safari/tour/adventure activity and beach, perfect for adventure and relaxation in one package. Various destinations and activities are available. [Click Here](#) for more details



[Volunteer in Africa](#) Award winning volunteering projects in Africa. From one week + [gvusa.com](http://www.gvusa.com)

[Southern Africa Safaris](#) High-quality tailor-made holidays to Southern Africa. [www.mohobling-africa.com](http://www.mohobling-africa.com)

[Pino Gelato Local Gelato](#) A Taste That Italy Has Enjoyed For Thousands Of Years. Come In Today. [www.pino-gelato.com](http://www.pino-gelato.com)



AdChoices

African People & Culture

Introduction | [African Tribes](#) | [Art & Craft](#) | [Music & Dance](#) | [African Weddings](#) | [African Festivals & Events](#) | [African Cooking and Recipes](#) | [People & Culture Books](#) | [People and Culture Posters](#) | [People & Culture Photographs](#) | [African Language Books](#) |

Introduction

The vast continent of Africa is so rich and diverse in it's culture with it not only changing from one country to another but within an individual country many different cultures can be found.

Much of Africa's cultural activity centers on the family and the ethnic group. Art, music, and oral literature serve to reinforce existing religious and social patterns. The Westernized minority, influenced by European culture and Christianity, first rejected African traditional culture, but with the rise of African nationalism, a cultural revival occurred. The governments of most African nations foster national dance and music groups, museums, and to a lesser degree, artists and writers.

Africa was the birthplace of the human species between 8 million and 5 million years ago. Today, the vast majority of its inhabitants are of indigenous origin. People across the continent are remarkably diverse by just about any measure: They speak a vast number of different languages, practice hundreds of distinct religions, live in a variety of types of dwellings, and engage in a wide range of economic activities.

Sample science text (not associated with grade level science curriculum)

Everything is made of chemicals and chemicals that can be sorted into various categories. Some chemicals are acids. Some chemicals are bases. And some chemicals are in between acids and bases and are called neutral.

Acids have a sour taste and can create certain reactions in addition to the color change in the next paragraph. Acids can react with limestone to produce carbon dioxide, or react with various bases to form salts and water.

Bases have a bitter taste and sometimes a soapy or slippery feel. They react with oils and grease, as well as reacting with acids to form salts and water. Acids produce protons ( $H^+$ ) and bases produce hydroxide ions ( $OH^-$ ).

Red cabbage juice has an interesting property; it changes colors depending upon whether it is exposed to an acid or a base (cabbage juice is known as an acid/base indicator). Cabbage juice is naturally neutral. When it is neutral, it is a purplish color. If an acid is poured into it, it will turn reddish. If a base is added, it turns blue or greenish. Vinegar makes your juice turn red, so vinegar is an acid. Baking-soda makes it turn blue or greenish, so baking-soda is a base.

By mixing an acid to a base (for example when you added vinegar to your baking-soda and juice mixture), you made your solution become more an acidic. As you add acid, your solution changes from a base (blue/greenish) to a neutral solution (purple) and finally to an acidic solution (reddish). The opposite is true, when you add a base to an acid solution.

Sample ELA graphic organizer illustrating lack of alignment with science text.

Who	Students
What	Experiment about acids and bases
When	I don't know when they did the experiment
Where	The kitchen
Why	To prove that they change color in cabbage juice
How	By putting acids and bases in cabbage juice and seeing what color they change to



**COMMON CORE GEORGIA PERFORMANCE STANDARDS  
TEXT COMPLEXITY RUBRIC**

TEXT: NIGHT, BY ELIE WEISEL		GENRE: INFORMATIONAL		GRADE: 10
COMPLEXITY MEASURE		LOW (1-3 POINTS)	MODERATE (4-6 PTS)	HIGH (7-10 POINTS)
<b>Qualitative</b> aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.				
<b>Levels of meaning.</b> K-5: Symbolism, abstract thought,/technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content				9 ethics
<b>Structure.</b> K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length			6 chronological	
<b>Language conventionality.</b> K-5: colloquialisms, figurative/ idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary				9 Some colloquial
<b>Background knowledge.</b> Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				10 History within curriculum
<b>Quantitative</b> aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.				
K-1	n/a			1140
2-3	450L - 790L			
4-5	770L - 980L			8
6-8	955L - 1155L			
9-10	1080L - 1305L			
11-12	1215L - 1355L			
<b>Reader and Task Considerations</b> focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.				
<b>Does this text challenge readers?</b> Readers comprehend about 75% of the text, working to make meaning of the remaining 25%				7
<b>Does this text match the interests of the students?</b> (When appropriate)				8
<b>Is this text ideal for the task?</b> For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				10
<b>Mismatches for which qualitative and quantitative measures cannot easily account.</b> For example low Lexile books with adult content				5
<b>Miscellaneous</b> considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.				
<b>Specific Merits</b>				10
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded				
<b>TOTAL SCORE 82 / 100</b>				
<b>80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE</b> 50-79 POINTS: ACCEPTABLE TEXT CHOICE 25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE				
EVALUATOR COMMENTS:				

Example of a DOK Level 1 reading comprehension quiz

1. Moché the Beadle was deported from Sighet because he was:  
a) foreign    b) Jewish    c) a tailor    d) handicapped
2. What emotion best describes the attitude of the Jewish community in Sighet towards the Germans during the first five years of World War II?  
a) indifference    b) terror    c) enthusiasm    d) resentment
3. During which Jewish holiday did the German persecution of the Jews in Sighet begin?  
a) Rosh Hashanah    b) Yom Kippur    c) Hannukah    d) Passover
4. How did Eliezer learn that the Jews were to be deported?  
a) by messenger    b) Jewish Council    c) German soldiers    d) notice
5. Which of the following people did not try to warn Eliezer's family to try to escape?  
a) Moche    b) Hungarian    c) family servant    d) Eliezer's uncle
6. Where are the Jews forced to wait the entire day before deportation?  
a) jail    b) alley way    c) town hall    d) synagogue
7. What event initially caused Madame Schächter to lose her mind?  
a) separated from her family    b) beaten by Germans    c) lost possessions
8. Which concentration camp does Eliezer arrive at first?  
a) Treblinka    b) Buna    c) Buchenwald    d) Auschwitz/Birkenau
9. How old does Eliezer tell Dr. Mengele he is when he arrives at Birkenau?  
a) 12    b) 16    c) 24    e) 18

Example of an appropriately rigorous CCGPS assessment on the same reading material.

**INFORMATIVE/EXPLANATORY: The Symbols of Alienation.** After reading *Night*, *Maus*, and “The Metamorphosis,” compare the symbols used in each text to represent alienation and dehumanization. Analyze the authors’ purposes in writing narratives of alienation and dehumanization. Consider how the genre of each text (memoir, graphic novel, fiction) affected the writers’ construction of symbols. After selecting 9 or more quotes (3 from each text), generate a thesis comparing the authors’ depiction of dehumanization and alienation. Are there any common symbols found across two or three of the texts, or does each author offer a unique perspective?

Excerpt from student response:

What makes graphic novels so much different than other texts is their reliance on images. In Maus I, much of Spiegelman's argument is presented visually. He begins with the visual characterization of his characters. In the novel, three social groups were prominent - the Jews, the Polish, and the Germans. The Jew's were represented as mice, the Germans as cats, and the Polish as pigs. Having an understanding of the history surrounding the holocaust, there is a major significance to his choice of characters. The Jews and Germans were in the midst of a cat and mouse game - the Jews were being hunted by ruthless Germans, just as cats hunt innocent mice. In the novel, the mice have soft features, conveying a level of friendliness and approachability. The cats, on the other hand, are portrayed much less favorable. They appear vicious around the mice, often looking angry and bearing their teeth. This juxtaposition serves to make the point that the "cats" were preying on a completely innocent and happy group of people and is designed to invoke an emotional response from the reader.

Illustration of expanded vocabulary study (words from text, words thematically related to text from other domains, and academic vocabulary.)

## VOCABULARY STUDY

### **NIGHT TEXT:**

DEPORTATION    EXTERMINATION    LIBERATION

\_\_\_\_\_

Domain words: \_\_\_\_\_

### **ACADEMIC VOCABULARY:**

\_\_\_\_\_

Text and prompt choices from Unit.

**ONE EXTENDED TEXT FROM AMERICAN OR WORLD LITERATURE:** Night by Elie Wiesel

**SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:**

Metamorphosis by Franz Kafka, novella

<http://www.gutenberg.org/files/5200/5200-h/5200-h.htm>

Antigone by Sophocles

<http://classics.mit.edu/Sophocles/antigone.html>

“Pride” by Dahlia Ravikovitch, poem

[http://www.poetryinternational.org/piw/cms/cms/cms/module/index.php?obj\\_id=3359](http://www.poetryinternational.org/piw/cms/cms/cms/module/index.php?obj_id=3359)

“Do Not Accept,” “A Jewish Cemetery in Germany,” “Before,” “Forgetting Someone,” “Half The People In the World,” “Memorial Day for the War Dead,” by Yehuda Amichai, poetry

[http://www.poemhunter.com/i/ebooks/pdf/yehuda\\_amichai\\_2004\\_9.pdf](http://www.poemhunter.com/i/ebooks/pdf/yehuda_amichai_2004_9.pdf)

Excerpt from Shakespeare’s The Merchant of Venice, Shylock’s “Hath Not A Jew...” speech (III.i.49–61)

<http://shakespeare.mit.edu/merchant/merchant.3.1.html>

## **SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM U.S. AND WORLD HISTORY:**

Maus I and Maus II by Art Spiegelman

“Universal Declaration of Human Rights”

[http://www.un.org/events/humanrights/2007/hrphotos/declaration%20 eng.pdf](http://www.un.org/events/humanrights/2007/hrphotos/declaration%20eng.pdf)

Elie Wiesel's Nobel Prize acceptance speech:  
<http://www.pbs.org/eliewiesel/nobel/index.html>

“First They Came” by Pastor Martin Niemoller, famous quote  
<http://www.jewishvirtuallibrary.org/jsource/biography/niemoeller.htm>  
!

“Why Don’t We Know the Origin of the Word “ghetto”?”, article from Oxford University Press’s blog  
<http://blog.oup.com/2009/03/ghetto/>

“Elie Wiesel Shines Spotlight On Romney Over Controversial Mormon Practice,” blog post and All Things Considered podcast  
<http://www.npr.org/blogs/itsallpolitics/2012/02/15/146950146/elie-wiesel-shines-spotlight-on-romney-over-controversial-mormon-practice>

“What made this man? Mengele” By Robert Jay Lifton New York Times article  
<http://www.wellesley.edu/Polisci/wj/100/mengle.htm>

## **SUPPLEMENTAL MATERIALS:**

### **WEB SITES**

Holocaust Encyclopedia

<http://www.ushmm.org/wlc/en/>

“Prisoners of Conscience,” an Amnesty International Campaign web site

<http://www.amnestyusa.org/our-work/issues/prisoners-and-people-at-risk/prisoners-of-conscience>

### **VISUAL/OTHER TEXTS:**

Selected photography from the Yad Vashem archives (individual photos referenced below)

Images from the Lodz ghetto

[http://collections.yadvashem.org/photosarchive/en-us/6464349\\_8765.html](http://collections.yadvashem.org/photosarchive/en-us/6464349_8765.html)

Images from the Lodz ghetto: Street scene

[http://collections.yadvashem.org/photosarchive/en-us/6464349\\_8907.html](http://collections.yadvashem.org/photosarchive/en-us/6464349_8907.html)

Images from the Lodz ghetto: Saddle Factory in Lodz

[http://collections.yadvashem.org/photosarchive/en-us/6464349\\_7229.html](http://collections.yadvashem.org/photosarchive/en-us/6464349_7229.html)

Images from the Lodz ghetto: Straw shoe workshop

[http://collections.yadvashem.org/photosarchive/en-us/6464349\\_11397.html](http://collections.yadvashem.org/photosarchive/en-us/6464349_11397.html)

Images from the Lodz ghetto: Ghetto panorama

[http://collections.yadvashem.org/photosarchive/en-us/6464349\\_10204.html](http://collections.yadvashem.org/photosarchive/en-us/6464349_10204.html)

### **Visual Art**

A Holocaust Art Exhibit (contains 30 works of visual art related to the Holocaust and links to more information)

<http://www.english.illinois.edu/maps/holocaust/art.htm>

The Works of David Olere, an artist and Holocaust survivor:

*The Food of the Dead for the Living*

<http://fcit.usf.edu/holocaust/gallery2/D86.htm>

*My First Dialogue* <http://fcit.usf.edu/holocaust/gallery2/D39.htm>

## **Song**

“Holland, 1945” by Jeff Mangum (performed by Neutral Milk Hotel, 1998)

<http://neutramilkhotel.net/lyrics.html>

Accompanying art by Will Schaff

“Never Again” by Wu Tang Clan (1998)

Lyrics <http://www.azlyrics.com/lyrics/wutangclan/neveragain.html>

Video <http://www.youtube.com/watch?v=S6wmVTa7bGc>

## **Film/Video**

One Survivor Remembers: An Evening with Gerda Weissman Klein

<http://www.youtube.com/playlist?list=PL37223B677547FCB6&feature=plcp>

**3. ARGUMENTATIVE: How Does Art Inform or Influence Society?** Select any of the major texts read in the unit (*Night*, *Maus*, “The Metamorphosis,” and *Antigone*) **STUDENT CHOICE** or a combination of the texts and develop an argument about the texts’ potential to change society. Identify and analyze elements of the work **TEXT EVIDENCE** that have the potential to change lives **MEANING/RELEVANCE**. Then answer the following question: Can art truly influence society and inform human behavior **COGNITIVE RIGOR**? Of the works you’ve analyzed, which would be the most effective at changing society **THOUGHTFUL OPINION ON IMPORTANT TOPIC**? Consider both the medium and the message **ACADEMIC VOCABULARY** of each work you analyze. Select at least 8 quotes from the text **SPECIFIC DIRECTIVE RE: TEXT EVIDENCE** (or combination of texts) that strike you as the most profound and present and analyze them as **evidence to support your claim**.