

English 30-1

Living Double Hooked:

Teacher Edition



Living Double Hooked

Grade: English 30

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School: WCHS

Overview:

Living Double Hooked is a thematic mini-unit discussing juxtapositions in our lives, like: self/other, joy/pain, love/hate, good/evil, truth/lie, nature's beauty/hostility to reveal that life is double-hooked. In plain terms, this mini-unit will motivate students to think about the necessity of embracing life's opposites: We can't have self without other, joy without pain, love without hate, good without evil, truth without lies, nature's beauty without it's hostility. Students will recognize that life is "double hooked" and create responses to texts that soften the boundaries of real-life juxtapositions. Students will remodel "normal" thinking and capture it in creative writing that considers life as both/and rather than either/or. Students will reckon societal polarities by responding through writing a poem, a letter, a personal experience, a video response, and a photo essay. Content will be presented by introducing a new real-life juxtaposition each day accompanied by texts that reveal how our lives are double hooked; that we experience both sides of the juxtaposition in our daily lives. The culminating activity for this mini-unit will be a portfolio in which students select and submit three of their written artifacts into a portfolio and evaluate their work. Portfolios will be handed into the teacher for final evaluation. Language Arts will be exercised in this unit when students read and view texts and critically analyze social juxtapositions. Speaking and listening skills will be used during discussion and the writing process utilized in response to texts.

Rationale:

I believe that students, like all individuals, live double-hooked lives. Students will be interested in this mini-unit because it speaks truth about life. The assignments designed to complement the texts in this unit require critical thinking from the students that will reflect their voice. I think that as students reflect on the need to soften the boundaries between polarities in our lives they will come to know themselves better. *Living Double Hooked* is a mini-unit that connects to student's personal identity and the search to know self, and would therefore be an effective mini-unit to implement early in the semester. The content I have chosen to reach the objectives of the mini-unit informs students of the reality of juxtapositions in our lives and activates students in the six language arts strands. By reading, writing, speaking, listening, viewing, and visually representing students will look both inside themselves and out at the world in an analytical manner. The assignments work well with the texts in this mini-unit because they demand both creative thought and seek to capture real-life through image and word. English Language Arts Program of Studies connects succinctly to this mini-unit in the areas of comprehending and responding personally, critically and creatively to literary texts and connecting their responses to self, text, culture, and milieu. Student discernment and analysis of texts will help them construct personal meaning in and of our world.

Resources/Materials:

Literary texts:

- excerpt from Sheila Watson's *The Double Hook*
- excerpt from Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*

Film Texts:

- The Big Snit* by Richard Condie,
- The War for Men's Mind* by Stuart Legg
- National Geographic: March of the Penguins*, by Luc Jacquet
- clip from *Lord of the Rings: The Two Towers* by Peter Jackson

Objectives/Goals:

Provincial Outcomes:

Living Double Hooked is a mini-unit related to General Outcome 2, and Specific Learning Outcome 2.3, 2.31 of the English Language Arts Programs of Studies.

General Outcome 2: Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

Specific Learning Outcome 2.3: Respond to a variety of print and nonprint texts

Specific Learning Outcome 2.3.1: Connect self, text, culture and milieu

ELA 30-1 (Grade 12) specifies that students will be able to:

- identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion.
- form positions on issues that arise from text study; and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts in light of issues that are personally meaningful and culturally significant.
- assess the choices and motives of characters and people portrayed in texts in light of the choices and motives of self and others.
- respond personally and critically to the ways in which cultural and societal influences are reflected in a variety of Canadian and international texts.

Intended Learning Outcomes:

Students will be able to:

- recognize and understand life's juxtapositions, like: self/other, joy/pain, love/hate, good/evil, truth/lie, nature's beauty/hostility.
- respond creatively and analytically to texts revealing dualities common in our lives in order to situate polar opposites into some reckoning ground.
- write to reveal personal insights into the reality of living double hooked.
- evaluate their own thinking and language process and select "best" products for final assessment.

Learning Activities:

Introduction: For an introductory activity, students will be handed a unit outline with the title page that says *Living Double Hooked*. Ask students what they think the unit will be about and brainstorm some ways in which their lives are double hooked. Write suggestions on the board and then read the unit introduction together. Students will then design a logo for the cover of the unit by representing one of the double hooks in our lives. At the end of class, reveal to students the requirements of the mini-unit and how they will be evaluated.

Developmental/On-Going:

Day 1: Self/Other

Objective: Students will be able to recognize that self and other are co-dependent and create a poem to emphasize the interrelationship of self and other.

Explore: Students create lists of: what they like/dislike about themselves, what they like/dislike about others. Discuss what is similar and different in their lists, discussing their concept of self/other.

View: *The Big Snit* by Richard Condie.

Discuss: video, using the following prompts:

What is the husband like? Wife like? How would you describe their relationship? What does the game symbolize? Why does the husband miss the nuclear war? What does this show about him? Why do the husband and wife fight? What initiates feelings of love between the husband and wife? What actions does love provoke in the husband and wife? What does it show you about outside/inside? Which character did you identify with? Why? How are the simple lives they live similar to our lives? What does this movie show you about self/other? Do you think this movie shows that self or other or both are most important?

Write: A response journal for 10 minutes about what the movie showed them about self/other. Write a diamante poem in which diametrically opposed words “self” and “other” will come to share a common ground. Allow students to experiment with form if they want. Share poems with the class.

Day 2: Joy/Pain—Love/Hate

Objective: Students will be able to reveal how joy/pain is closely related in their experiences of love and respond to literature by writing a reconciliation letter between two lovers.

Discuss: Love relationship experiences, using the following prompts:

Who here has been in love with someone before? What were the joys/pains in your love? What did love grant you? Take away from you? How many of you think loving someone is easy? Hard? Why? How many of you were shocked when the ideas you had about love and loving someone were different than what you expected? What do you think caused those differences? Do you think love is double-hooked? Why of why not?

Write: 10 minute journal response to the discussion.

Brainstorm: Things in life that cause joy/pain, i.e: giving birth, laughter, eating, friendship, popularity, isolation, drinking, drugs, expression of anger/rage, parents, homework... You see! Joy/pain are close!

Read: Excerpt from *The Double Hook* by Sheila Watson and make images/words/symbols/phrase lists that show joy and pain in the excerpt.

Discuss: Lists focusing on Felix Prosper and Angel Prosper and their joy/pain

Write: A reconciliation letter from either Felix to Angel or Angel to Felix. Show how now the character understands that joy/pain are interconnected. Share with class.

Day 3: Good/Evil

Objective: Students will be able to hypothesize about our human nature and write a biographical anecdote revealing their struggle with good and evil.

Discuss: The nature of humans, are we inherently good or evil? Why? What about babies, do they know the difference between right and wrong? What about your conscience, does it tell you what is good/evil? Do you ever have the lil' devil and lil' angel on your shoulders? What are examples of evil in the world? Why is there evil in the world? What are examples of good in the world? How does good come about in the world?

Brainstorm: Think of examples in life in which good/evil are hard to distinguish, i.e: hiding Jews during the Holocaust, abortion for a pregnant raped woman, drugs that feed an addiction, imprisonment that invokes gangs, priests who are sexually abusive, confessions of a crime leading to imprisonment...

Read: Excerpt from *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

Discuss: Characterize Jekyll and Hyde, how are they different? Are they the same person? What does Jekyll experience that makes him want to become Hyde? What happens to Jekyll after prolonged exposure to being Hyde? What does the novel teach you about good/evil? Do you think Stevenson's representation of good/evil in our lives is true? Why or why not? Is evil a temptation for you like it was for Jekyll? How should humans deal with our problem of evil?

View: Clip from *Lord of the Rings: The Two Towers* by Peter Jackson where Gollum/Smeele speaks to his reflection in the pool.

Write: A biographical anecdote of an experience in your life when you had to choose between good and evil or when good and evil seemed equal to you. Share with class.

Day 4: Truth/Lie

Objective: Students will be able to describe when truth is substituted for a lie, and write a response to a movie on WW2 propaganda.

Play: *Balderdash* game where students make up definitions of words and others try to guess which definition is true.

Discuss: Think of times when truth is often substituted for a lie? When do we do this? Telling stories, get out of responsibilities, to do what we want, to take the easy way out, because we need to follow someone (government), everyone else is doing it, if we will gain something by lying.

What is propaganda? How do propagandists manage to substitute the truth for a lie?

View: *The War for Men's Mind* by Stuart Legg

Write: A Learning Log response to *The War for Men's Mind* by stating what conceptions you had about propaganda before the movie, what impacted and effected you while watching the movie, and what experiencing this movie showed you about truth and lies.

Day 5: Nature's Beauty/Hostility

Objective: Students will be able to view nature's beauty and hostility in a nature video and represent nature's beauty and hostility by creating a photo essay.

Brainstorm: Group 1: List what natural things are beautiful and why? Group 2: List what natural things are hostile and why?

Discuss: In what ways is nature both beautiful and hostile to you? i.e. snow in winter is beautiful but it makes driving difficult, forest fires prepare for new growth but destroy ecosystems, beaches and sunburn, ocean water is fun but salty and has jellyfish, survival of the fittest: predator and prey, every rose has its thorn, rhubarb and its poison leaves, viruses that wipe out populations, caterpillar to butterfly, salmon runs to same location of birth to lay eggs and die, hunting/poaching and extinction. discovery of and destruction of Native land and culture.

View: *National Geographic: March of the Penguins*, by Luc Jacquet

Write: A 10 minute response to the movie revealing how the life of a penguin shows nature's beauty and hostility.

Represent: Create a photo essay using personal photos or photos from the web or from magazines or drawings or artwork to show how nature is both beautiful and hostile. Write a one page description of your photo essay explaining your views of nature and its doubleness.

Culminating Assignment:

During the mini-unit students will be submitting any written work into a portfolio. On prescribed days the teacher will collect the student's work and comment on it. At the end of the unit students will choose their 3 "best" works and provide rationales explaining why they selected each piece. Students will also self-evaluate their thinking and language process. The teacher will assess each students selected works and provide feedback. Students will then have an opportunity to share their work with one another.

Assessment/Evaluation:

- Students will evaluate their own learning by completing a "Thoughts and Language" assessment form.
- Student and teacher will assess their portfolio products in the Portfolio Assessment form.
- Students will be marked for completion on 3 journal responses and 1 poem.
- Student guidelines for the reconciliation letter, biographical anecdote, learning log, and photo essay are included in the student packet.

THOUGHTS AND LANGUAGE STUDENT ASSESSMENT FORM

Name: _____ Date: _____

Activity:

The 10 statements that follow describe the behaviours and attitudes of learners as they explore thoughts, feelings, ideas and experiences.

Choose the **five** statements that best describe the ways in which you demonstrated your learning through this mini-unit.

Write a sentence or two to explain or give an example of the way in which each chosen statement represents your learning.

If the activities in this mini-unit was not a positive learning experience for you, use this form to reflect on what went wrong. Choose five statements and discuss the things that you could have done differently to make these statements true.

1. I tried to express ideas or feelings I had never expressed before.

2. I felt deeply involved in this activity.

3. I tried out several new ways of looking at this subject before I made up my mind.

4. I took risks in this activity.

5. I explored a different form or genre in listening, reading and viewing.

6. I experimented with a new form or new vocabulary in expressing my ideas.

7. I looked at ways in which new information fit with my old ideas.

8. I revised my own ideas in light of what I learned.

9. I developed reasons for my opinions.

10. I thought about ways in which the texts I read or viewed represented my own experience.

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PORTFOLIO ASSESSMENT

Name: _____ Date: _____

5	4	3	2	1
Outstanding	Good	Competent	Limited	Needs further work

Self-assessment	This portfolio	Teacher Assessment
Yes ___ No ___	includes 3 "best" pieces	Yes ___ No ___
Yes ___ No ___	includes 3 rationales	Yes ___ No ___

Student work shows...

5 4 3 2 1	recognition and understanding of life's juxtapositions	5 4 3 2 1
5 4 3 2 1	they have situated dualities on some reckoning ground	5 4 3 2 1
5 4 3 2 1	analysis of texts studied	5 4 3 2 1
5 4 3 2 1	creative expression	5 4 3 2 1
5 4 3 2 1	reveals personal insights in writing	5 4 3 2 1
5 4 3 2 1	evaluation of own thinking and language process	5 4 3 2 1

Comments: _____

Final mark: self: $\frac{\quad}{34} \times 0.4$ + teacher: $\frac{\quad}{34} \times 0.6 =$ %

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