

Week Twenty-Nine: No Pain, No Gain?

Weekly Focus: Response w/ Evidence
Weekly Skill: Identifying Evidence

Lesson Summary: This week students will continue to discuss the essential question, “What does success look like?” They will work to respond to an article using evidence to support their response. Finally, students will be introduced to the use of apostrophes for contractions and then review apostrophe uses.

Materials Needed: Projector, Computer, and Internet Access; Elmo; Reading Handout, Contraction Handout, Apostrophe Exercise, Plural Rules, Possessive Rules

Objectives: Students will be able to...

- Critically read and understand an essay.
- Respond to an essay with their opinion and support this opinion with evidence.
- Form contractions correctly using an apostrophe.
- Recognize when a plural or a possessive noun form is needed.
- Identify and correct plural, possessive, and contraction errors in a paragraph.

Common Core Standards Addressed: W.11-12.1, W.11-12.4, L.6.1e.

Notes:

Make sure to highlight the importance of using evidence from the TEXT to support a written response for the GED test. The “response with evidence” question following the reading gives students a chance to practice articulating the author's opinion, which requires using the text to support their responses.

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Activities:

Warm-Up/Review: Creative Writing

Time: 20 minutes

Prompt: "Which is braver: To tell someone that you are in pain or to hide your pain?"

Explain to students that this pain could be physical or emotional. Remind students that they should try to provide specific examples to support their opinion.

Reading and Writing Activity:

Time: 90 minutes

- **Discussion Warm-Up:** 1) Ask students this question: "Why do we celebrate men who 'play through the pain' in our society?" Allow a short classroom discussion and then, if the conversation does not naturally go there, follow up with this question: "Do you think that we *should* celebrate men who 'play through the pain?'"
- **Reading:** 1) Read through the article as a class. 2) Then, have students pair up together to answer questions. 3) Come back together as a class to discuss.
- **Writing:** Have students write one paragraph in answer to the "response with evidence." Remind students that they must always support their responses with evidence from the text.

Break: 10 minutes

Grammar Activity: Contractions/ Plurals and Possessives Review

Time: 60 minutes

Review:

1) Make sure each student has a handout of the rules for making plurals and possessives (from last two lessons).

2) Review Race: Divide class into teams. Have them line up at the white board (poster paper can also be used). **Come up with ten sentences that feature a plural or possessive noun.** Read each sentence aloud. Highlight the word that is a possessive or a plural by reading it again. Students should write this word on the board. For example, "I will work to make my husband's birthday a good one." "Husband's." The first team to write the word correctly gets a point. Teams may confer with each other, but a new writer should be in charge each turn. The team with the most points at the end wins. After each sentence, go over the possessive or plural rule with students.

Introduction: Introduce the use of apostrophes for contractions. Explain that a contraction can be used to show an omission of letters. This is a concept that most students will probably be very familiar with. In groups, have students come up with as many contractions as they are able. Create a list as a class. Hand out Contraction list as a reference for students.

Synthesis/Assessment: Hand out the Apostrophes paragraph. Have students try to complete on their own and then go over the answers together.

Extra Work/Homework:

Time:

Have students write a full essay in response to the day's "response with evidence" reading question. However, first have students research to find an opposing view of the argument, and then write an essay that addresses which argument is best supported.

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Differentiated Instruction/ELL Accommodation Suggestions	Activity
Have extra practice have students choose a topic about which they would like to write. Students should write a paragraph by themselves about this topic in which they use two plurals and two possessives. Have students correctly underline each of their plurals and possessives. For Advanced students, have them also write the rule that they used to correctly make the nouns plural or possessive.	Grammar

Online Resources:

- 1) [Using Apostrophes, The OWL at Purdue](#)

Suggested Teacher Readings:

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Pigskin, Patriarchy, and Pain

by Don Sabo

(excerpt taken from *Between Worlds: A Reader, Rhetoric, and Handbook*, fifth edition)

I am sitting down to write as I've done thousands of times over the last decade. But today there's something very different. I'm not in pain. A half year ago I underwent back surgery. My physician removed two disks from the lumbar region of my spine and fused three vertebrae using bone scrapings from my right hip. The surgery is called a "spinal fusion." For seventy-two hours I was completely immobilized. On the fifth day, I took a few faltering first steps with one of those aluminum walkers that are usually associated with the elderly in nursing homes. I progressed rapidly and left the hospital after nine days completely free of pain for the first time in years.

How did I, a well-intending and reasonably gentle boy from western Pennsylvania, ever get into so much pain? At a simple level, I ended up in pain because I played a sport that brutalizes men's (and now sometimes women's) bodies. Why I played football and bit the bullet of pain, however, is more complicated. Like a young child who learns to dance or sing for a piece of candy, I played for rewards and payoffs. Winning at sport meant winning friends and carving a place for myself within the male pecking order. Success at the "game" would make me less like myself and more like the older boys and my hero, Dick Butkus. Pictures of his hulking and snarling form filled my head and hung over my bed, beckoning me forward like a mythic Siren. If I could be like Butkus, I told myself, people would adore me as much as I adored him. I might even adore myself.

My bout with pain and spinal "pathology" began with a decision I made in 1955 when I was 8 years old.... That fall I made a dinner-table announcement that I was going out for football. What followed was a rather inauspicious beginning. First, the initiation rites. Pricking the flesh with thorns until blood was drawn and having hot peppers rubbed in my eyes. Getting punched in the gut again and again. Being forced to wear a jockstrap around my nose and not knowing what was funny. Then came what was to be an endless series of proving myself: calisthenics until my arms ached; hitting hard and fast and knocking the other guy down; getting hit in the groin and not crying. I learned that pain and injury are "part of the game."

I "played" through grade school, co-captained my high school team, and went on to become an inside linebacker and defensive captain at the NCAA Division I level. I learned to be an animal. Coaches took notice of animals. Animals made first team. Being an animal meant being fanatically aggressive and ruthlessly competitive. If I saw an arm in front

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of me, I trampled it. Whenever blood was spilled, I nodded approval. Broken bones (not mine of course) were secretly seen as little victories within a bigger struggle. The coaches taught me to “punish the other man,” but little did I suspect that I was devastating my own body at the same time. There were broken noses, ribs, fingers, toes and teeth, torn muscles and ligaments, bruises, bad knees, and busted lips, and the gradual pulverizing of my spinal column that, by the time my jock career was long over at age 30, had resulted in seven years of near-constant pain. It was a long road to the surgeon’s office.

Sport is just one of the many areas in our culture where pain is more important than pleasure. Boys are taught that to endure pain is courageous, to survive pain is manly. The principle that pain is “good” and pleasure is “bad” is crudely evident in the “no pain, no gain” philosophy of so many coaches and athletes. The “pain principle” weaves its way into the lives and psyches of male athletes in two fundamental ways. It stifles men’s awareness of their bodies and limits our emotional expression. We learn to ignore personal hurts and injuries because they interfere with the “efficiency” and “goals” of the “team.” We become adept at taking the feelings that boil up inside us—feelings of insecurity and stress from striving so hard for success—and channeling them in a bundle of rage which is directed at opponents and enemies. This posture toward oneself and the world is not limited to “jocks.” It is evident in the lives of many nonathletic men who, as tough guys, deny their authentic physical or emotional needs and develop health problems as a result.

Questions to Answer in Pairs:

- 1) Why did the narrator start playing football?

- 2) How was the narrator taught to treat players on the opposite team?

- 3) What is the “pain principle?”

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Response with Evidence:

- 1) The narrator says, "Boys are taught that to endure pain is courageous, to survive pain is manly." Use evidence from the essay to articulate why the author believes this statement to be true.

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Apostrophe Exercise

Directions: Punctuate the following paragraph with apostrophes according to the rules for using the apostrophe.

Even though it can be dangerous, one of my favorite activities is to roller-skate. I skate on nearby streets and in roller rinks. My roller skates work great even if they are five years old. My skates arent as nice as my friends skates, but go very fast. My friend Sarahs skates have a lot of bells and whistles, like light up brakes and custom paint, but my skates wheels are faster. Both our skates are made for roller-derby, and we compete on weekends against other teams. There are two womens roller-derby teams in the area. Sarah is on one, and I am on the other. Womens roller derby is a very competitive sport; sometimes people get hurt. Ive had two broken bones since I first started playing. Sarah cant move her left arm above her shoulder since she fell down during a game. My advice for anyone who wants to roller skate is to always wear helmets and pads. One day youll be glad you did.

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FORMING POSSESSIVES OF NOUNS

To see if you need to make a possessive, turn the phrase around and make it an "of the..." phrase.

For example:

the boy's hat = the hat of the boy
three days' journey = journey of three days

If the noun after "of" is a building, an object, or a piece of furniture, then **no** apostrophe is needed!

room of the hotel = hotel room
door of the car = car door
leg of the table = table leg

Once you've determined whether you need to make a possessive, follow these rules to create one:

1) add 's to the singular form of the word (even if it ends in -s):

the owner's car
James's hat (James' hat is also acceptable. For plural, proper nouns that are possessive, use an apostrophe after the 's': "The Eggles' presentation was good."
The Eggles are a husband and wife consultant team.)

2) add 's to the plural forms that do not end in -s:

the children's game
the geese's honking

3) add ' to the end of plural nouns that end in -s:

two cats' toys
three friends' letters
the countries' laws

4) add 's to the end of compound words:

my brother-in-law's money

5) add 's to the last noun to show joint possession of an object:

Todd and Anne's apartment

Taken from the Purdue OWL online writing lab < <http://owl.english.purdue.edu/owl/resource/621/01/>>

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RULES FOR FORMING PLURALS OF NOUNS

1. Most nouns are made plural by adding s. cat - cats dog - dogs
2. Nouns ending in sh, ch, s, or x are made plural by adding es. bush - bushes class - classes church - churches box - boxes (Exception is animal names, which may be the same in the singular and the plural: fish, fox.)
3. Nouns ending in y preceded by a vowel (a, e, i, o, u, and sometimes y and w) are made plural by adding s. monkey - monkeys key - keys
4. Nouns ending in y preceded by a consonant (any letter not a vowel) are made plural by changing the y to i and adding es. baby - babies lady - ladies
5. Many nouns ending in f or fe are made plural by changing f or fe to ves. knife - knives scarf - scarves wife - wives
6. Nouns ending in o preceded by a vowel are made plural by adding s. rodeo - rodeos radio - radios
7. Some nouns ending in o preceded by a consonant become plural by adding es. potato - potatoes tomato - tomatoes
8. Many two-word and three-word compound nouns are made plural by adding s to the more important noun. daughter-in-law - daughters-in-law passer-by - passers-by
9. Certain nouns change the vowel or add en. man - men foot - feet ox - oxen goose - geese
10. A few nouns are the same in both singular and plural. deer - deer sheep - sheep
11. Some nouns have no singular form. pants - pants scissors - scissors
12. Letters used as letters (as in "the letter b"), figures used as figures, signs, or words used as words (as in the word orange) are made plural by adding an apostrophe plus s. m - two m's in this word or - three or's in this sentence i; t - Dot your i's and cross your t's

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CONTRACTIONS

English contractions are usually used in spoken English, less frequently in formal written English. However, written English is becoming more informal (emails, notes to friends, etc.) and you will often see these forms in print. Each of the following English contractions includes an explanation of the full form and example sentences to provide context for understanding.

Positive Contractions

I'm --- *I am* --- Example: I'm waiting for my friend.

I'll --- *I will* --- Example: I'll see you tomorrow.

I'd --- *I had / I would* --- Example: I'd better leave now. OR I'd already eaten by the time he arrived.

I've --- *I have* --- Example: I've worked here for many years.

You're --- *You are* --- Example: You're joking!

You'll --- *You will* --- Example: You'll be sorry!

You'd --- *You had / would* --- Example: You'd left before he arrived, hadn't you? OR You'd better hurry up.

You've --- *You have* --- Example: You've been to London many times.

He's --- *He is / has* --- Example: He's on the phone now. OR He's been playing tennis since 10 this morning.

He'll --- *He will* --- Example: He'll be here tomorrow.

He'd --- *He had / would* --- Example: He'd prefer to meet you later in the week. OR He'd finished before the meeting began.

She's --- *She is / has* --- Example: She's watching TV at the moment. OR She's had a lot of trouble lately.

She'll --- *She will* --- Example: She'll be at the meeting.

She'd --- *She had / would* --- Example: She'd been working for two hours when he telephoned. OR She'd like to have a glass of wine.

It's --- *It is / has* --- Example: It's been long time since we saw each other last. OR It's very difficult to concentrate.

It'll --- *It will* --- Example: It'll be here soon.

It'd --- *It would / had* --- Example: It'd be difficult to say no. OR It'd been a long time.

We're --- *We are* --- Example: We're working hard on the Smith account this week.

We'll --- *We will* --- Example: We'll begin when he arrives.

We'd --- *We had / would* --- Example: We'd better hurry up if we want to catch the train. OR We'd finished the meeting before you arrived.

We've --- *We have* --- Example: We've been waiting for you!

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They're --- *They are* --- Example: They're studying German this afternoon.

They'll --- *They will* --- Example: They'll finish soon if they concentrate.

They'd --- *They had / would* --- Example: They'd eaten their lunch when she stopped by to say hello. OR They'd rather not come to the meeting.

They've --- *They have* --- Example: They've just purchased a new home.

There's --- *There is / has* --- Example: There's a hotel in the next town. OR There's been too many telephone calls today!

There'll --- *There will* --- Example: There'll be a price to pay!

There'd --- *There had / would* --- Example: There'd better be a good explanation for this. OR There'd be some reason for that.

That's --- *That is / has* --- Example: That's been on my mind lately. OR That's why I can't come.

That'll --- *That will* --- Example: That'll happen sooner than you think.

That'd --- *That had / would* --- Example: That'd be the reason why. OR That'd happened before my time.

Negative Contractions

aren't --- *are not* --- Example: They aren't coming next week.

can't --- *can not* --- Example: I can't understand you.

couldn't --- *could not* --- Example: He couldn't get his shoes on!

didn't --- *did not* --- Example: We didn't visit Rome. We went straight to Florence.

doesn't --- *does not* --- Example: He doesn't play golf.

don't --- *do not* --- Example: They don't like cheese.

hadn't --- *had not* --- Example: I hadn't thought of that!

hasn't --- *has not* --- Example: She hasn't telephoned yet.

isn't --- *is not* --- Example: She isn't listening to you.

mustn't --- *must not* --- Example: Children mustn't play with fire.

needn't --- *need not* --- Example: You needn't worry about that.

shouldn't --- *should not* --- Example: You shouldn't smoke cigarettes.

wasn't --- *was not* --- Example: I wasn't joking when I said that.

weren't --- *were not* --- Example: They weren't invited to the party.

won't --- *will not* --- Example: I won't be able to attend the conference.

wouldn't --- *would not* --- Example: She wouldn't be surprised if he showed up at the party.

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Positive Contractions

I'm
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He'll
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She's
She'll
She'd
It's
It'll
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Negative Contractions

aren't
can't
couldn't
didn't
doesn't
don't
hadn't --
hasn't
isn't
mustn't
needn't .
shouldn't
wasn't
weren't
won't
wouldn't