

Week Five: Unit 1 Review

Weekly Focus: Response w/ Evidence

Weekly Skill: Evidence-Based Writing

Lesson Summary: This week students will have a chance to review what they have learned this unit by completing several review activities.

Materials Needed: Review Warm-up, Reading Signpost Review, Activity 1, Activity 2, Activity 3, Essay Prompt, READINGS: Aesop's Fables, Seneca Reading, Wu Zetian

Objectives: Students will...

- Review reading content, signpost descriptions, and grammar from Unit 1
- Assess their progress through taking a grammar and short answer quiz
- Practice using textual-based evidence to support their short answers and essay claim
- Reflect on what they learned and what they would still like to improve

Common Core Standards Addressed: RL.11-12.1, RL.11-12.3, W.11-12.1, W.11-12.5

NOTES:

This lesson revisits much of the content covered in the previous 4 lessons. The activities have been broken up into different worksheets to create more movement in the classroom. Please read the activity instructions carefully, especially for Activity 3. If more time is spent on the short answer questions in Activity 2, that is fine. This unit focused on using textual-based evidence in short answer responses. However, if you do have time to write the essay, great! **At the very least**, go over the writing prompt with the class before assigning it for homework.

There are plenty of exercises in this lesson. Feel free to pick and choose activities that best fit your learners. Perhaps several students were not there for the entire unit. In that case, you may wish to spend more time re-reading the readings and having students answer the short answer questions about them (Activity 3).

Also, there are two opportunities where you can decide whether to collect the short answer responses and the essay response. If you choose to do so, you may save time by **focusing your grading efforts**: use these writing samples as a way to check for the use of textual evidence to support their claim. Do not take the time to correct grammar mistakes, unless they pertain to fragments (covered in this lesson). Alert your students that these are the main things you are checking in their writing this unit.

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Activities:

Warm-Up: Reading Signpost REVIEW

Time: 10 minutes

- 1) Hand out the Reading Signpost Review. Have students complete individually and then go over answers as a class. Remind students that these strategies can be applied in a general way across content matter, and serve as entry points into different texts.

Activity 1/Review: Quiz Preparation

Time: 15 minutes

Remind students that today they will be completing several activities (Unit 1 Quiz) to review all the material we have covered in class over the past four weeks. Tell them that they will be allowed to use their notes on some portions of the test. Have students get in **small groups**. They will have a chance to gather their notes, review material, and ask any questions that they might have. To make this an efficient use of their time, hand out the review warm-up and have students fill out as much as they can in their small groups. With the remaining 5 minutes, go over the warm-up sheet **briefly** as a class.

Activity 2: Three Part Quiz

Time: 80 minutes

- 1) Hand out Activity 1 of the unit quiz. Give students 5 minutes to complete individually. Go over the answers as a class.
- 2) Hand out Activity 2 of the unit quiz. Give students 15 minutes to complete individually. Go over answers as a class.
- 3) Hand out Activity 3 of the unit quiz. Give students 30 minutes to complete individually. Put students in groups of 3's to discuss their answers to the questions. Ask for one sample response (orally) to each of the questions. LISTEN FOR THE USE OF EVIDENCE! **Optional:** If you are able, collect the papers and offer individual feedback on writing. Hand them back next class period.

Break: 10 minutes

Activity 3: Essay Writing/Homework

Time: 45 minutes

- Hand out Essay 1 prompt to students. Talk about the prompt, making sure everyone is clear about the directions. Tell them that this is a timed written essay, and they will have forty-five minutes* to write an evidenced-based response just as they would on a real GED test. **Everyone should at least attempt this! As time goes on, their evidence-based writing will improve. Next lesson, we will be talking more in depth about the GED 2014 evidence-based response.**
- Have any students who would like, read theirs. **Optional:** Collect essays and offer individual feedback. Hand papers back next class period.

*If you do not have 45 minutes left in the class period, then modify the activity by either:

- a) having students PLAN their response. Have students form a claim/thesis and identify the two textual references they would like to use to support their claim.

OR

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- b) discussing HOW they would construct an answer to a question like this, and then assigning it for optional homework.

NEXT LESSON will focus on HOW to construct an evidence-based response.

Wrap-Up

Time: 5 minutes

- Have students write on a half-sheet of paper answers to the following questions:
 1. One thing they learned this unit that they want to apply during the next unit.
 2. One thing they are still confused about.
- Collect the papers. The answers to #2 will provide insight for you.

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REVIEW WARM-UP

1. What grammar did we cover this past unit?

2. In the spaces below, write down what you remember about each reading.

Aesop's Fables: The Sparrow and the Peacock The Miser and His Gold The Wind and the Sun	Seneca: Full Life/Idle Life	Wu Zetian, Chinese Empress

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Reading Signposts

Directions: Fill in the blank with the signpost name that best matches each description. Each one may be used more than once.

Contrast and Contradiction

Aha Moment

Words of the Wiser

Tough Question

Memory Moment

Again and Again

1. There is an image that is repeated over and over again in a piece of writing. This makes you wonder why the author did that. This is an example of the signpost _____.
2. You are in science class and suddenly realize why your experiment is not going the way you planned. You make some changes to the experiment, and start to wonder what will happen next. This is an example of the signpost _____.
3. You are reading a passage in Social Studies about the Vietnam War. You say to yourself, "War has happened all throughout history and continues to happen. I wonder, what is the root cause of war?" This is an example of the signpost _____.
4. A biography details about two very different sides of a person. This is an example of the signpost _____.
5. You read about a man who has long been questioning his purpose in life. He meets a stranger and has an unexpected, stimulating conversation. From that conversation, he gains almost instant insight. This is an example of the signpost _____.
6. A character in a novel acts differently than expected. This is an example of the signpost _____.
7. An older character takes the time to give advice to a younger character. This is an example of the signpost _____.
8. You are reading a story about a grandmother who, all of a sudden, recalls how she felt when she had to give up her baby for adoption. This is an example of the signpost _____.
9. In a New York Times article, an experienced economist gives insight into the trend of the national economy. This is an example of the signpost _____.

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Reading Signposts-ANSWER KEY

Directions: Fill in the blank with the signpost name that best matches each description. Each one may be used more than once.

Contrast and Contradiction

Aha Moment

Words of the Wiser

Tough Question

Memory Moment

Again and Again

1. There is an image that is repeated over and over again in a piece of writing. This makes you wonder why the author did that. This is an example of the signpost Again and Again.
2. You are in science class and suddenly realize why your experiment is not going the way you planned. You make some changes to the experiment, and start to wonder what will happen next. This is an example of the signpost Aha Moment.
3. You are reading a passage in Social Studies about the Vietnam War. You say to yourself, "War has happened all throughout history and continues to happen. I wonder, what is the root cause of war?" This is an example of the signpost Tough Question.
4. A biography details about two very different sides of a person. This is an example of the signpost Contrast and Contradiction.
5. You read about a man who has long been questioning his purpose in life. He meets a stranger and has an unexpected, stimulating conversation. From that conversation, he gains almost instant insight. This is an example of the signpost Aha Moment.
6. A character in a novel acts differently than expected. This is an example of the signpost Contrast and Contradiction.
7. An older character takes the time to give advice to a younger character. This is an example of the signpost Words of the Wiser.
8. You are reading a story about a grandmother who, all of a sudden, recalls how she felt when she had to give up her baby for adoption. This is an example of the signpost Memory Moment.
9. In a New York Times article, an experienced economist gives insight into the trend of the national economy. This is an example of the signpost Words of the Wiser.

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Unit 1 Literacy Quiz: Activity 1

You may use any notes that you have taken in class, as well as readings that you've kept.

Matching

Write the correct letter next to each corresponding description. You may use each letter only once.

- a. Seneca _____ "A life is really long if it is a full life," is a quote written by....
- b. Idle _____ In a well-written essay, a claim should always be supported by....
- c. Evidence _____
- d. Wu Zetian _____ An incomplete sentence.
- e. Fragment _____ Name of the female monarch who ruled in China during the Tang Dynasty.
- f. Theme _____
- g. Aesop _____ Name of an author who wrote several fables, many of which are still read today.
- h. FANBOYS _____
- _____ A large idea or message usually found in fiction.
- _____ The opposite of a full life is an _____ one.
- _____ An element used to connect two independent clauses.

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Unit 1 Literacy Quiz: Activity 2

Grammar 1: Fragments: *Read each of the following sentences. If the sentence is complete, write "C" in the blank after it. If the sentence is a fragment, write "F," and then **rewrite the fragment as a complete sentence.***

1. As we were reading the story. _____
2. Because Janet and Abdul came to school late. _____
3. To lead a full or an idle life. _____
4. We read about a historical figure from the Tang Dynasty. _____
5. Running through the forest and enjoying nature just like Wei Yingwu. _____
6. Netsanet, who is a great student. _____

Grammar 2: FANBOYS: *Read each of the following sentences. If the sentence is correct, write "C" in the blank after it. If the sentence is incorrect, write an "I," and then **rewrite the sentence correctly.***

1. He was talking to his daughter, his daughter was not listening. _____
2. We often get to school early, and do our homework. _____
3. Ayan didn't know that she was going to pass her GED, but she didn't miss a single question on her exam. _____

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4. The teacher didn't give them homework on Friday, she was usually asking them to do a lot of take home assignments. _____
5. Working together was a good way to study for the test, and the two friends came to the library every day. _____

Grammar 3: Short answer: *Answer the questions below. Be sure to use complete sentences.*

1. What three things must a complete sentence contain?
2. What does *FANBOYS* stand for?
3. Write one compound sentence in which you correctly use a FANBOYS conjunction to connect two independent clauses.

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3. Wu Zetian is considered a controversial figure in history. Judging from what you read about her, why do you suppose this is true? (Look up “controversial” in the dictionary if you do not know what it means.)

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FABLE by AESOP

Whole Class Story

The Sparrow and the Peacock

A Sparrow was walking around a yard where Peacocks used to live. While he was walking there, he found a number of feathers that had fallen from the Peacocks when they were moulting. The Sparrow tied the feathers all to his tail and strutted down towards a group of Peacocks. When the Sparrow came near them, the Peacocks soon discovered his lie. The Peacocks strode up to him and pecked and plucked away his borrowed plumes. So, the Sparrow could do nothing except go back to the other Sparrows, who had watched his behavior from a distance. However, they were also annoyed with him, and said:

"It is not only fine feathers that make fine birds."

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Taken from Seneca's *Epistles Volume III*

EPISTLE XCIII

A life is really long if it is a full life; but fullness is not attained until the soul has rendered to itself its proper Good, that is, until it has assumed control over itself. What benefit does this older man derive from the eighty years he has spent in idleness? A person like him has not lived; he has merely tarried awhile in life. Nor has he died late in life; he has simply been a long time dying. He has lived eighty years, has he? That depends upon the date from which you reckon his death! Your other friend, however, departed in the bloom of his manhood. But he had fulfilled all the duties of a good citizen, a good friend, a good son; in no respect had he fallen short. His age may have been incomplete, but his life was complete. The other man has lived eighty years, has he? Nay, he has existed eighty years, unless perchance you mean by "he has lived" what we mean when we say that a tree "lives."

Pray, let us see to it, my dear Lucilius, that our lives, like jewels of great price, be noteworthy not because of their width but because of their weight. Let us measure them by their performance, not by their duration. Would you know wherein lies the difference between this hardy man who, despising fortune, has served through every campaign of life and public service and has attained to life's Supreme Good, and that other person over whose head many years have passed? The former exists even after his death; the latter has died even before he was dead.

We should therefore praise, and number in the company of the blest, that man who has invested well the portion of time, however little, that has been allotted to him; for such a one has seen the true light. He has not been one of the common herd.

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Wu Zetian

Taken from chinaculture.org

http://www1.chinaculture.org/gb/en_aboutchina/2003-09/24/content_22879.htm

Empress Wu Zetian (624-705) of the Tang Dynasty (618-907) was the only female monarch of China, and ruled the empire for over half a century...

Wu Zetian was born in 624. Her parents were rich and of noble families. As a child she was taught to write, read the Chinese classics and to play music.

At the age of fourteen, this accomplished child became a concubine to Emperor Taizong. She was given the title Cairen (a fifth grade concubine of the Tang Dynasty). Her perspicacity set her apart from others in the palace and her knowledge of literature and history and talent quickly found favor with the emperor. He bestowed Wu Zetian the title Meiniang which means 'charming lady' and she was assigned to work in the imperial study. Here she was introduced to official documents and quickly became acquainted with affairs of state.

In 649, when she was twenty-six years old, the emperor died. He was succeeded by his son Gaozong and following the established court procedures, the old emperor's concubines were sent to a nunnery to live out their days. Emperor Gaozong was fascinated by Wu's talent and beauty and frequently visited her in the nunnery. After a period of some two to three years, she was summoned to the palace and given the title Zhaoyi, the second grade concubine of the new emperor.

Wu gradually earned Gaozong's trust and favor. After giving birth to two sons, she began to compete with Empress Wang and the senior concubine Xiaoshu for the favor of the emperor. To achieve her goals, Wu Zetian horrifically killed off other favorite concubines of the emperor, and to get rid of the empress, she murdered her own infant daughter and blamed it on Empress Wang. Of all of these crimes, the emperor knew nothing...

In 655, Gaozong promoted Wu to the position of Empress in place of the now disgraced Wang. Before long both the former empress and the concubine, Xiaoshu, were put to death due to Wu Zetian's scheme and Wu's position was finally secured. Then Wu Zetian began her political career in earnest for her goal was to become the first female-emperor of China.

Her resourcefulness and discernment meant that she was highly esteemed by her husband, the emperor. Wu recommended and had accepted new ideas regarding agriculture, tax reduction, social reforms and effective labor saving practices. Within five years of her marriage, Wu took an active part in state affairs and fostered her henchmen with zeal.

The emperor suffered a crippling stroke in 660 and Empress Wu Zetian took over the administration of the court. Showing no mercy toward anyone who failed to conform to her wishes, she would have them thrown into prison or executed. Her cruelty extended to members of her family as well as those high ranking officials who had contributed much to the founding of the dynasty.

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Emperor Gaozong was disgusted by these actions but by now had become too feeble to make efforts to curb Wu Zetian. She would appear in court alongside the emperor whenever he held an audience. The pair became known as the Holy Sovereigns, and the emperor was merely a figurehead and ruled in name only.

Gaozong died in 683 and Wu's third son, Li Xian (656-710) ascended to the throne and was named Emperor Zhongzong. In the February of the following year, Wu deposed Zhongzong as he was proving difficult to control and replaced him with his younger brother, her fourth son, Li Dan (661-716). This latest emperor was known as Ruizong. All along, Wu was the puppet master and ruled the empire through her son, who had no option but to do what she told him. Finally, in 690 Wu Zetian usurped the throne and declared the empire was henceforth ruled by the Zhou Dynasty from her capital city Luoyang.

...She appointed sadistic and cruel officials to seek out and eliminate any opposition to her regime. Not only those who opposed Wu were severely dealt with, but also many other innocent people were cruelly put to death.

As Wu grew older, so her hold on state affairs began to lessen. She also realized that as a woman, she could only be respected after her death as a member of the Li family. She therefore allowed herself to be persuaded in 698 to reinstate Li Xian as Crown Prince. In the year 705 there was a palace coup and Wu was forced to resign. Her son Emperor Zhongzong thus restored the Tang Dynasty to power.

Aged 82, Wu Zetian died in the December 705. She was buried alongside Emperor Gaozong in the Qianling Tomb, located west of the present day Xi'an City...

Achievements

...Wu Zetian was eager to draw into her government all manner of talented people. She even encouraged people to volunteer their services should they consider themselves competent. The imperial examination system was further revised in order that no man of ability should be excluded due to his lowly birth. She also initiated the practice of personally interviewing candidates. In this way, many political talents were found and employed in the government. Such people included the famous prime minister, Di Renjie, Zhang Jianzhi, etc.

Wu Zetian attached great importance to the development of agriculture. She ordered the construction of irrigation schemes, and commissioned the compilation of farming textbooks. Local officials were evaluated by the task of cultivating land. As an incentive for increased production, taxes were reduced and corvee upon the peasant population was eased. By allowing peasant farmers to retain more of their produce, they were able to improve their lot and in general the population benefited from quite considerable prosperity...

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ESSAY #1

Prompt A: Why do you think people tell stories? **In your essay, identify at least one reason why someone might tell a story. Use evidence from two of this unit's readings to support your argument.**