

**A COURSE OF STUDY IN LANGUAGE  
ARTS FOR DICKSON HIGH SCHOOL**

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To the Graduate Council:

We are submitting a thesis written by Decima C. Speight, Karene L. Harris, and Annie Lee Williams entitled "A Course of Study in Language Arts for Dickson High School." We recommend that it be accepted for six quarter hours' credit for each participant in partial fulfillment of the requirement for the degree of Master of Arts with a major in education and a minor in English.

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A COURSE OF STUDY IN LANGUAGE ARTS  
FOR  
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## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Introduction

One of the great problems facing the schools of Tennessee today is the development of an adequate course of study to meet the needs of high school pupils. An adequate course of study in Language Arts should promote the following goals and experiences: wholesome personal development; dynamic and worthwhile allegiances through heightened moral perception and personal sense of values; growing intellectual curiosity and capacity for critical thinking; effective use of language in the daily affairs of life; habitual and intelligent use of the mass media of communication; growing personal interests and increasingly mature standards of appreciation; effective habits of work; competent use of language and reading for vocational purposes; social sensitivity and effective participation in the group life; faith and allegiance to the basic values of a democratic society.<sup>1</sup>

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1. The English Language Arts, pp. 41-54. Prepared by the Commission on the English Curriculum of the National Council of Teachers of English. New York: Appleton-Century Crofts, Inc., 1952.



## Purpose of the Study

The general purpose of this study is to develop a Language Arts program in grades nine through twelve in Dickson High School, Dickson, Tennessee, that will furnish sufficient background for college entrance, work, or homelife for the good life of citizens in a democracy. To accomplish this purpose, it seems necessary to break this general purpose into the following specific purposes:

1. To determine appropriate methods and procedures to use in the course of study in Language Arts
2. To determine and set forth objectives to be achieved through the course of study in Language Arts
3. To determine appropriate activities to use in achieving the objectives
4. To determine appropriate evaluation procedures to use in the course of study
5. To suggest basic and supplementary reading material for each unit of work

## Basic Assumptions

In this study the writers are using the following basic assumptions:

1. That the formalized recitations such as have been used in the school are not satisfactory
2. That newer concepts of education point toward

developing character and ideals as well as mastery of subject matter

3. That there should be more pupil-teacher planning in Language Arts in Dickson High School
4. That not enough attention has been given to individual differences in Language Arts in Dickson High School
5. That not all students will respond equally to the same stimuli
6. That some high school students cannot read on the high school level and, therefore, require remedial work, and that those who are already able to read effectively need help in further development of their reading skills
7. That potential interest in literature is high
8. That the negative approach--the mere elimination of errors--is inadequate in trying to improve students' skills in oral and written English
9. That more time should be given to teaching acceptable listening habits. When people communicate, they spend nine per cent in reading, thirty per cent in speaking, and forty-five per cent in listening.<sup>2</sup>

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2. Paul T. Rankin, "The Importance of Listening Ability," English Journal (College Edition), 17 (October, 1928), 623-632.



10. That the Language Arts Program offers excellent opportunities for helping students to mature emotionally and to adjust themselves socially

### Limitation of the Study

This study is limited to the Language Arts Program of Dickson High School, grades nine through twelve.

### Definition of Terms

The following terms are defined for use in this study:<sup>3</sup>

1. Course of Study is an official guide prepared for use by administrators, supervisors, and teachers of a particular school as an aid to teaching a given subject.
2. Language Arts is a group of school subjects, the chief purpose of which is to teach control and proficiency in the use of the English language, including reading, oral and written composition, grammar, speech, spelling and literature.
3. Democracy is a way of living that stresses individual worth and the integrity of the human personality, in which individuals conduct their social relationships on a plane of mutual respect, cooperation, tolerance and fair play.

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3. Carter V. Good, Dictionary of Education, pp. 1-495. New York: McGraw-Hill Book Company, Inc., 1945.

4. Objectives are standards or goals to be achieved by the pupil when the work in the school activity is completed.
5. Techniques are processes, manipulations, or procedures required in any art, study, activity or production.
6. Method is how the thing is done.
7. Activities are investigations, experiences, and studies in several related areas of knowledge cogent to the problem at hand without, however, recourse to formal or traditional classroom procedures.

### Importance of the Study

The writers feel that this is an important study because all children who attend high school participate in Language Arts and should profit by an enriched program in that area and in related courses of study. The writers trust that the study will be of practical value to other Language Arts teachers as it has been to the authors. They also feel that the study may be beneficial to curriculum builders in the field of Language Arts as well as to the teacher education programs sponsored by colleges.

### Related Studies

Although current literature abounds with descriptions



of units of work and activities for the elementary school, not too much material on the secondary level has come to the attention of the writers. Books on secondary education and the teaching of the language arts contain suggestions that are helpful in planning curriculums, but entire courses of study in the language arts field are not too numerous.

Of the material studied in planning this thesis, three sources have been particularly helpful. The first of these studies is a publication, Curriculum Guide, The Secondary Program, prepared by the Curriculum Steering Committee of San Diego City Schools. This study deals with objectives, activities, and methods of evaluation for grades one through twelve in the entire curriculum. The section on English and Speech Arts contains suggested units following the outline: point of view, expected outcomes, learning experiences, and resource references.

The second of these is Suggestions for the Teaching of the Language Arts in the Twelve Year School Program, prepared by South Carolina State Department of Education. This publication attempts to develop the content of the required secondary school courses in the light of present day values. With the assistance of committees from the nine departments of the high schools, general and specific objectives of secondary education were formulated. Desired outcomes for ninth through twelfth grade literature and grammar, motivating agencies, and adjustment to individual differences were carefully handled in the publication.

The third book that has been valuable is The English Language Arts, prepared by the Commission on the English Curriculum of the National Council of Teachers of English. This experience curriculum presents an overview of the entire Language Arts philosophy. It is the first in a series of books to be written on latest methods and techniques of teaching in this area.

It is evident to the authors that further study and research in the teaching of Language Arts is necessary if teachers are to be given practical help in meeting the difficulties which are attendant upon the initiation of an enriched program in the classroom.

### Procedures

Realizing the need for curriculum improvement in their department, the three teachers enrolled in Austin Peay State College to make a study of methods and content in order to enrich the Language Arts program in the school. As a basis for the study, they took courses in philosophy, methods of research, curriculum building, and content and conferred with specialists in the fields of education and English. They read books and magazines dealing with method and examined courses of study. They participated throughout the year in the state and county curriculum-planning program. Individual objectives for each of the four years were set up, and units of study for meeting these objectives were planned. With the



foregoing background the writers developed the units, listing objectives, activities, methods of evaluation and suggested readings of sufficient scope to take care of individual differences and teacher-pupil planning as the needs arise.

### Philosophy or Point of View

The purpose of this section is to set forth the principles which the writers propose to use in carrying out the Language Arts program and to set forth the point of view which forms the frame of reference for implementing the course of study. Realizing that any program of instruction must meet the needs of the pupils, the writers propose to consider the foundations on which the curriculum is built together with the operational principles as they formulate teaching methods and procedures for meeting these needs.

### General Needs to Be Met

As a result of a survey made from 1945 to 1947, the following basic needs of the children in Tennessee to be met in its educational program were formulated:<sup>4</sup>

1. Competence in the use of the fundamentals of learning and communication
2. Ability to develop and maintain satisfactory relationships with others
3. The achievement of understandings, habits, and attitudes conducive to physical and mental health

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4. 1952-53 Rules and Regulations, p. 46. Tennessee State Board of Education. Nashville, Tennessee: Board of Education.

4. Competence in the practice of civic skills
5. Competence in the use and management of natural resources
6. Understanding and appreciation of our basic American institutions and their significance for the family and for the individual
7. Vocational competence
8. Ability to purchase and use goods and services wisely
9. Acquisition of spiritual, moral, and ethical values that will provide sound guides for personal living
10. Appreciation of beauty in all aspects of living

The Language Arts area, having as its goal the development of the ability "to think clearly and honestly, to read thoughtfully, to communicate effectively, and to listen intelligently,"<sup>5</sup> contributes vitally to meeting each of these ten basic needs. These abilities help to meet the need of competence in the use of the fundamentals of learning, of communication, and of vocational competence. Through the employment in the classroom of dramatizations, panels, forums, choral reading, informal debates, group reports, and class discussions, satisfactory relationships and competence in the practice of civic skills are developed. Understandings and appreciations attained through a study of literature lead to an appreciation of beauty, acquisition of spiritual, moral and ethical values which serve as sound guides for personal living, emotional adjustment, and an understanding and appreciation of

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5. The English Language Arts, p. 6. Prepared by the Commission on the English Curriculum of the National Council of Teachers of English. New York: Appleton-Century-Crofts, Inc., 1952.



our basic institutions and their importance to the individual and society.

### Foundations of Curriculum Building

As curriculum workers attempt to build sound courses of study, they must turn for direction to the foundations on which the curriculum is built--the nature of society desired, the nature of the individual, the nature of the learning process, and the nature of truth.<sup>6</sup>

The writers believe that a democratic society is most desirable and that the methods and procedures of the Language Arts classroom should reflect the finest quality of living by showing respect for personality and by providing for optimum development of individuals and equal rights for all. Realizing (1) that the child is active, versatile, curious, and imaginative, (2) that physical, intellectual, and emotional aspects of behavior operate as a unity, and (3) "that the ability to think reflectively varies with individuals, but all normal individuals possess it in some degree and can improve their ability through appropriate training,"<sup>7</sup> the writers have suggested activities and experiences which provide for individual differences in interest and ability and afford

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6. "Foundations of Curriculum Building, Prepared by the Education Department of Austin Peay State College," 1953. Mimeographed.

7. Ibid.

opportunities for initiative by encouraging pupils to develop originality, creativeness, resourcefulness, and self-reliance. Since "we learn what we live; we learn each item we live as we accept it, and we learn it in the degree we accept it,"<sup>8</sup> an attempt has been made to provide for meaningful, purposeful activities. "That truth is a relative matter, that the circumstances which surround the incident determine what is true and what is not true"<sup>9</sup> is a generally accepted principle; therefore, as society changes, and science and technology advance, the writers are aware of the fact that changes must be made in the curriculum to meet the demands of society.<sup>10</sup>

### Operational Principles

Certain operational principles should guide the teacher in carrying out the Language Arts program, such as: the belief in universal education of all people, learning based upon experience, the superiority of cooperative planning and action, the dual function of the school and the community, and the method of experimentation and research.

Since all people should be trained to speak clearly, read efficiently, write effectively, listen intelligently,

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8. William H. Kilpatrick, Philosophy of Education, p. 244. New York: The Macmillan Company, 1951.

9. "Foundations of Curriculum Building," loc. cit.

10. Ibid.



and observe accurately, the Language Arts program is based on the principle of universal education for all people.

That learning based upon experience is most meaningful is demonstrated by realistic experiences in actual life situations: writing for the school and local papers, writing letters, planning assembly programs, making announcements, presiding in club and classroom activities, participating in speech tournaments, and listening to assembly speakers and classroom reports.

Belief in superiority of cooperative planning and action is exemplified in the methodology of the Language Arts program. Teachers and pupils plan together within the framework of the curriculum and the resource units, so that every child will develop an interest in the program and profit from the planning experiences. Teacher-pupil planning includes pupil participation in defining the problem or activity, in cooperatively planning the learning activities, and in sharing in the evaluation of individual and group progress.

The Language Arts program affords opportunity for liaison between the school and community through cooperation with civic and religious organizations in an exchange of speaking opportunities. The classroom is extended into the community through field trips and through participation of resource leaders who come into the classroom to enrich the program. Topical units in Language Arts, such as: "Understanding Ourselves," "Getting Along with Others," "Vocational



Guidance," and "Good Citizenship in a Democracy" are designed to improve the status of the community. Appreciations instilled through literature should raise the reading level of the community. Studies and panel discussions evaluating movies and television and radio programs should lead to a more discriminating general public. The Language Arts program should make a definite contribution toward helping children, youth, and adults to become well-adjusted, self-supporting, and actively participating citizens of the community.

Belief in the method of experimentation and research has caused the writers to question former practices and to attempt to apply the method of intelligence in the field of Language Arts.

### Teaching Operations and Methodology

As teachers in the field of Language Arts, the writers believe that there is no single satisfactory method of teaching but rather diverse supplementary methods. They also believe that before they make their choice of a method or methods and attempt to use same that they must take into consideration such factors as: the student, the problem, topic, or unit to be studied, the teacher, and the surrounding conditions; and that as these factors either change or vary, methods must be either adjusted or completely changed to help bring about desirable results.

The writers are aware also that there is danger in narrowing the choice of methods of instruction to the point that they may seriously dim the light of democratic ideals which are listed below:

1. Respect for the worth and dignity of the individual personality
2. Cooperative action as a basic way of solving common problems
3. Equality of opportunity to grow, develop, and share in the fruits of our basic institutions
4. Use of the method of intelligence as the best method of solving problems
5. Freedom to do with responsibility to act<sup>11</sup>

It is, therefore, the aim of the authors to employ a balance within the eclectic method of instruction--that method which draws upon subject matter and the real problems of life according to substantial needs and the conditions at hand--which shall effectively meet the needs of students at given stages of development in given situations. Realizing that each individual is subject to changing capacities, interests, and surroundings throughout life, the writers propose to make their teaching methods in the Language Arts area flexible to take care of said changes; thus, they propose

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11. "A Statement of Philosophy of the Education Department," Austin Peay State College, 1953. Mimeographed material.

to attempt to meet the needs of students and of society by choosing desirable phases of teaching methods and discarding the undesirable.

The writers, further realizing that they must function within their classrooms in a manner which promotes more effective ideas, values, attitudes, thinking and planning among the students, advocate the following teaching operations:

1. The "show-how" operations which are largely restricted to motor perceptual types of learning and illustrated by:<sup>12</sup>
  - a. teacher demonstration
  - b. use of external teaching aids
  - c. meeting of specific difficulties
  - d. presentation of alternative methods
2. Security giving operations which contribute to feelings of security in the challenging situation and attempt to meet situations as:<sup>13</sup>
  - a. the need for belonging
  - b. the need for achievement
  - c. the need for economic security
  - d. the need to be free from fear
  - e. the need for love and affection

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12. Louis E. Raths, "What Is Teaching?" New York University. Mimeographed.

13. Ibid.



- f. the need to be free from guilt
  - g. the need for personal integrity in sharing
  - h. the need for understanding and for knowledge
  - i. the need for control in conflicting situations
  - j. the need for consistency in behavior
  - k. the need for proper treatment of "errors" or "mistakes"
3. Culturally unifying operations which attempt to take care of individual differences and which may be promoted through:<sup>14</sup>
- a. free expression
  - b. formulation of propositions
  - c. examination of beliefs
  - d. examination of differences
  - e. recognition of present liberties
4. Telling operations which should not be carried to an excess but which are necessary phases of the Language Arts program in the following ways:
- a. introducing units to the class
  - b. giving directions
  - c. summarizing
  - d. interviewing
  - e. clarifying

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14. Ibid.

## Summary

The purpose of this chapter has been to define the problem and set forth the philosophy or point of view of the writers. The problem has been defined by stating the general and specific purposes of the study, basic assumptions, limitation of the study, definitions of terms, importance of the study, related studies, and procedures. The philosophy or point of view has been set forth by stating the needs to be met in Tennessee's program of public education, the foundations of curriculum building, operational principles, teaching operations, and methods to be used.

## Organization of the Study

The remainder of this study is organized as follows: Chapter II. A Course of Study in Language Arts for Ninth Grade; Chapter III. A Course of Study in Language Arts for Tenth Grade; Chapter IV. A Course of Study in Language Arts for Eleventh Grade; Chapter V. A Course of Study in Language Arts for Twelfth Grade; Bibliography.

## CHAPTER II

### A COURSE OF STUDY IN LANGUAGE ARTS FOR NINTH GRADE

#### General Introduction

People constantly find themselves in situations in which they need or want to talk and write. The degree to which they are able to express feelings with understanding determines the security they feel in talking and writing; thus, a successful Language Arts Program must stress efficient reading, writing, speaking, and listening because all become urgent needs to pupils when they are exploring interests and problems of immediate personal concern.<sup>1</sup>

Having become aware that teachers of the Language Arts attempt to instruct pupils of varying age and grade levels, and that they must begin with each pupil's present status, whatever it may be, and assist him in shaping a program of training consistent with his abilities, interests, needs and problems of adjustment, the writer proposes to submit a course of study in the instructional area of Language Arts for ninth grade pupils. By means of the proposed course of study, the writer endeavors to promote the following learning experiences:

1. Carrying on with ease conversation with friends
2. Improving one's enunciation and pronunciation of words
3. Becoming familiar with the library facilities
4. Increasing reading comprehension and speed

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1. Suggestions for the Teaching of the Language Arts in the Twelve Year School Program, p. 13. Columbia: State of South Carolina, Department of Education, 1946.



5. Reading for pleasure
6. Giving brief résumés of paragraphs
7. Writing friendly letters and business letters
8. Standing with correct posture before the group and relating an experience, using good English
9. Writing a personal experience interestingly and correctly
10. Enjoying good adventure stories
11. Writing a brief narrative in which there is some suspense
12. Enjoying legends and ballads
13. Reading dramas aloud for enjoyment and appreciation
14. Reading poetry aloud for enjoyment and appreciation
15. Enjoying reading about nature

As the pupils successfully participate in the above-mentioned learning experiences for ninth grade pupils in the field of Language Arts, they develop skills such as the following:

1. A more extensive vocabulary
2. An improved reading speed and comprehension
3. Ability to follow the plot and character development in a novel or a drama
4. An improved ability to select a library book which they can enjoy

5. More mature reading interests and tastes
6. A wiser use of library facilities
7. An improved ability to express themselves forcefully, vividly, and convincingly both in writing and in speaking
8. Ability to recognize and correct their errors in both spoken and written English
9. An increased ability to organize and punctuate simple, compound, and complex sentences
10. Ability to compose paragraphs containing clear topic sentences
11. An increased ability to use specific suggestions given on their written assignments
12. Ability to write more-nearly correct social and business letters
13. An improved ability to evaluate their own work and to correct their errors in sentence structure and punctuation
14. Ability to spell more-nearly correctly in all their written work
15. Advancement in presenting their questions and opinions in discussion
16. Ability to ask specific questions of a speaker
17. Ability to respond without having directions repeated<sup>2</sup>

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2. Curriculum Guide, The Secondary Program, p. 53.  
Prepared by the Curriculum Steering Committees. San Diego,  
California: San Diego City Schools, 1950.

The writer has further broken down her objectives for a ninth grade Language Arts Program as follows:

1. Specific objectives in teaching literature
  - a. Reading for enjoyment
  - b. Creating a love and an appreciation for poetry
  - c. Correlating literature with music and art
  - d. Developing an appreciation for all types of literature
  - e. Creating an awareness of moral and spiritual values
  - f. Creating within the child a desire to improve in reading
    - (1) By getting the main idea in reading
    - (2) By following details
    - (3) By reading between the lines
    - (4) By building a rich vocabulary
    - (5) By understanding the author's plan
    - (6) By getting facts and opinions
    - (7) By improving speed and comprehension
  - g. Awakenning interest and broadening a child's point of view
  - h. Developing skill in oral communication through discussion, oral themes, and oral book reports
  - i. Developing skill in written communication through character sketches, themes, letter writing, outlining, précis writing



- j. Promoting attentive listening
- k. Correlating history and literature by studying historical backgrounds, lives of authors, etc.
- 2. Specific objectives in teaching Grammar and Composition
  - a. Developing skills such as:
    - (1) Recognizing the parts of speech and their uses
    - (2) Correcting paragraph and sentence structure
    - (3) More-nearly correct punctuation, capitalization, and spelling

The writer, having further realized that the objectives of the ninth grade Language Arts Program must be set up in light of the ideals of democratic living, the nature of the individual, and the nature of learning, proposes to achieve the previously-mentioned literature, grammar, and composition objectives through a program based on the following unit study:

- 1. Enjoying the Short Story (Good Stories Old and New)
- 2. Enjoying Lyric and Narrative Poetry
- 3. Getting Acquainted with Ourselves and Others  
Through the Study of the Biography
- 4. Developing a Respect for the Opinions of Others  
Through the Study of the Article, Editorial, Essay,  
Column, etc.
- 5. Enjoying Adventure Stories (Lure of Distant Lands)
- 6. Enjoying the Drama (The Curtain Rises)
- 7. Enjoying the Novel (Famous Book Friends)

## Enjoying the Short Story

(Good Stories Old and New)

### I. Introduction

Fiction, that sort of literary prose which presents life-like situations in the form of imaginative stories, is often told in a sufficiently brief form to be read at a single sitting; thus, it is called a short story. Good short stories with these characteristics in common--few characters, an interesting and logical plot, a climax, an easy introduction and sound conclusion, and sometimes a meaning for the reader--provide excellent means by which students of literature make a critical appreciation of themselves through their reading. By that, the writer means, they make the distinction between critical appreciation, which enriches their lives, and faultfinding, which destroys their character and personality.<sup>3</sup>

As a teacher of the Language Arts, the writer should like to develop among her students a critical appreciation in literature by familiarizing them with the various literary forms and with the techniques of good writing.

### II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To enjoy good literature
2. To understand how events shape character
3. To recognize the importance of facing problems and making choices

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3. Elizabeth Frances Anson and Others, Prose and Poetry for Enjoyment, pp. 309-310. New York: The L. W. Singer Company, 1942.

4. To understand that all people are subject to the same common emotions
5. To comprehend the author's purpose in the short story
6. To enjoy and understand the plot
7. To appreciate the characters provided they are honest and believable
8. To criticize the way the story is told
9. To learn to discriminate between good and inferior reading material
10. To improve their communication skills of reading, writing, speaking, and listening by:
  - a. Developing a more extensive vocabulary
  - b. Reading widely for both speed and comprehension improvement
  - c. Critically observing the speech of members of the class
  - d. Showing improvement in their ability to select enjoyable short stories
  - e. Learning to express themselves more intelligently before the class
  - f. Writing daily and weekly assignments related to the unit study
11. To learn to work together in a democratic manner
12. To familiarize themselves with library materials
13. To acquire skill in the use of the dictionary



### III. Suggested Activities

#### A. Motivating

1. Teacher's relating to the pupils an interesting sentence or two about one of the favorite short stories found in the text, thus inspiring the pupils to read the story for themselves
2. Asking questions about well-known short story writers to arouse the interest of the pupils; then suggesting that pupils list questions which they would like to find out about the writers. Have some member of the class collect the questions for research and write them on the blackboard
3. Arranging an attractive display of covers from books of short stories and making a few snappy remarks about each book to arouse the interest of the pupils
4. Teacher's asking for one or two volunteers to relate briefly to the class some short story previously read or heard told; then introducing a class discussion centering around such questions as: How many characters in the story? Which character did you like best? Why? Was the story sad, funny, or exciting? Did the ending please you? Would you like to read other stories similar to those we have just listened to?

5. Suggesting that pupils have a contest to determine who reads the greatest number of short stories during the following two-week period; each pupil keeping an individual record of his readings

#### B. Developmental

1. Attempting to solve these problems--
  - a. How do events and experiences in a short story shape character?
  - b. What is the author's purpose in a short story?
  - c. What is meant by the plot?
  - d. What are the three parts of a short story?  
What does each part tell?
  - e. How does the study of the short story enable one to face personal problems and to make choices?
  - f. Define the following kinds of stories: the character story; the action story; the mystery story; the animal story; the humorous story.
2. Reading the short stories listed in the text and in the anthologies in the classroom
3. Rating the above-mentioned short stories as well as those read from other sources as Good, Medium, or Inferior by means of the following criteria:
  - a. Does the story entertain or intensely interest the reader?
  - b. Does it produce one definite impression or

strong emotional reaction, such as, laughter, fear, thrills, relief?

- c. Does it contain only a few characters? Is it set in one place or places close together? Does it take up only a short period of time in the lives of its characters?
- d. Does it contain some kind of struggle or plot?
- e. Does it work toward the point of highest interest (or climax) in order to give the story the "punch" necessary to stir the emotions of the reader?

4. Listening to reviews of short stories involving horrors as related by volunteers in the class. Then writing an original paragraph on "The Greatest Torture to Which Human Beings Could Be Exposed"
5. Outlining briefly the plot for the following stories: "Gold Mounted Guns" and "He Knew Lincoln"; deciding which story contains more action and who is the most important character in each story; determining which of the two stories puts the stronger emphasis upon characterization. Expressing the theme of "Gold Mounted Guns" in one sentence and that of "He Knew Lincoln" in another, then deciding which story is easier read and which the reader will remember longer and why



6. Making a list of characters from the previously-read stories and pointing out their virtues and weaknesses
7. Visiting the library and making a list of other short stories by the following writers: Morley Callaghan, Mary O'Hara, Walter D. Edmonds, Samuel Scoville, Jr., William Saroyan, Sir Arthur C. Doyle, Guy De Maupassant, Jesse Stuart, O. Henry, and Mark Twain
8. Preparing an oral or written class report on any two of the above-mentioned writers
9. Making a class book of stories; keeping the stories which they write during this study in the book, and adding other stories which they write during the year
10. Preparing for a story hour in the class; some member starting a story, and each member adding to it, speaking for one minute
11. Selecting a clipping from the newspaper; using it as a basis for a story plot; after all have written stories, exchanging them in class
12. Choosing the best short story written in class and dramatizing it
13. Attempting to draw a story in picture
14. Drawing an illustration in color of their favorite story; choosing the most exciting incident in the

- story to illustrate, and arranging an exhibit of the drawings
15. Reading a story and listing in proper order the events they have just read
  16. Using materials from their family history or from experiences of their own and planning a story to tell the class; following these hints: start with good beginning sentence; tell events in right order; use conversation; keep high point of story until near the end; plan an interesting ending<sup>4</sup>
  17. Learning to spell and use correctly the words listed in the unit vocabulary
  18. Acquainting themselves with stories which give the reader an understanding of people of different national, racial, and economic background
  19. Reading aloud selected parts of a short story, such as, a character portrayal, a description, a humorous part, an exciting incident, etc.
  20. Writing a correct business letter ordering several well-known books of short stories
  21. Writing a short letter to a friend telling him about an outstanding short story which they have

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4. A. F. Stoddard, Matilda Bailey, and Rosamond McPherson, English First Course, p. 118. New York: American Book Company, 1951.

recently read

22. Participating in class discussions concerning such books as: Mary O'Hara, MY FRIEND FLICKA and THUNDERHEAD and short story, John Steinbeck, "The Red Pony"
23. Writing a short story to read to the class on one of the following subjects or a subject of the pupil's choice: A Trip To the Rockies; Locked Out!; A Funny Incident; A True Experience; Aunts for Dinner; I Made A Splash; High School Daze; The Noise Down Stairs Last Night<sup>5</sup>
24. Writing on his paper some titles which might replace the ones he did not like; Following these rules: Make titles brief and vivid  

Capitalize the main words in titles
25. Reviewing carefully rules for capitalization and punctuation before submitting the final copy of their story to the teacher
26. Determining the meaning of the following phrases as found in "Luke Baldwin's Vow": "a glow of exultation"; going "slowly and apprehensively back to the house"; assessing the value of every business transaction<sup>6</sup>

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5. Stoddard, Bailey, McPherson, Op. Cit., p. 124.

6. Jacob M. Ross, Blanche Jennings Thompson, and Evan Lodge, Adventures in Reading, p. 15. New York: Harcourt, Brace and Company, 1952.



27. Making a list of adjectives or descriptive phrases which show Uncle Henry to be "practical," and making a second list of such words and phrases that show Luke to be "unpractical" in the above-mentioned story<sup>7</sup>
28. Making a list of the figures of speech as found in "The Blizzard"
29. Writing a paragraph describing a storm they themselves have seen; making use of several figures of speech in reciting the experience
30. Selecting the general theme of the story, "The Judge"
31. Contributing to a class discussion, led by one of the members, on the following: Do you think that people nowadays are careless about small debts? Discuss whether it is fair to buy things for your enjoyment, such as a television set or record player, at a time when one owes money to doctors, dentists, merchants, etc.
32. Finding vividly worded sentences in "The Reef" and reading them to the class. Then putting them into a free verse arrangement of their own.  
Example:

Moon-green  
                    and amber,

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7. Ibid.

A strip of fading sky  
 Glowed  
 Across the trail of the vanished sun.<sup>8</sup>

33. Making a free verse poem of their own about the night or the day, a lake, a forest, a mountain, or a plain. (Using common words in uncommon ways)
34. Defining the following underlined words as they appear in the story, "The Apprentice": ecstasy of welcome; guilty dejection, whimpering lament; stood irresolutely; voice he revered<sup>9</sup>
35. Browsing through the library for material on training a dog, then introducing a class discussion on same
36. Volunteering to give one of the following book reviews to the class: Dorothy Canfield's UNDERSTOOD BETSY, THE HOME MAKER, and THE BENT TWIG
37. Listing adjectives to characterize the mood of Peg at the following points in the story, "The Apprentice":  
 When she thinks her father talked on and on after making his point; When she hears her mother in the hallway carrying winter clothes; When she cannot find Rollie around the building as usual; When she remembers that the Wilson's dog was shot

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8. Ross, Thompson, Lodge, Op. Cit., p. 42.

9. Ross, Thompson, Lodge, Op. Cit., p. 49.

for killing sheep; When she first remembers that the Wilson's sheep have been brought to the home farm; When she imagines that Rollie has attacked the Wilson's sheep; immediately after she imagines that Rollie has been shot; When she recognizes Rollie's bark; When she realizes that Rollie has been ignoring her orders; When she remembers the farmers' saying about Collies; When Rollie cries<sup>10</sup>

38. Reading both "The Hero" and the article "Ben Hogan" by Red Smith; then writing a sports article of their own (perhaps an editorial, or a "profile" of a leading sports figure, or maybe an article on a game their school has just played)
39. Reading and discussing intelligently "Mr. Brownlee's Roses"; assisting in planning several job interviews between different types of applicants and employers; with the assistance of other members of the class, acting them out and having the class decide why some interviews are more successful than others, or writing a letter of application for a summer job and having it judged by the class<sup>11</sup>

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10. Ibid.

11. Jacob M. Ross, Blanche Jennings Thompson, and Evan Lodge, Adventures in Reading, p. 68. New York: Harcourt, Brace and Company, 1952.



(Reviewing carefully the rules for writing a business letter before attempting same)<sup>12</sup>

40. Finding the points of similarity and basic differences in "The Parsley Garden" and "Mama and Big Business"; Comparing the experiences of Al and Katrin, the causes and results of their actions; deciding which seemed the more fortunate and offering reasons for answer

41. Contrasting the parson and the king in "The Silver Mine"

42. Participating in the following questions for class discussion:

In what does the wealth of a country consist?

Is wealth always money? What else can it be?

What is meant by the phrase natural resources?

Name the most important natural resources of your own country. Discuss the question of citizens' responsibilities in conserving resources.

43. Using the two statements below, summarizing the story, "The Interlopers" in five or six additional statements:

On stormy night, landowner goes into forest to

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12. J. C. Tressler, English in Action, pp. 199-204. Boston: D. C. Heath and Company, 1950.

hunt and kill poacher. Enemy meets enemy, but

------(continue)<sup>13</sup>

44. Pretending they are producing "The Redheaded League" as a television play or as a movie; Identifying four major scenes (continuous action in one setting) in the story; listing radio or movie actors who might well fill the roles of Sherlock Holmes, Dr. Watson, and Clay
  45. Collecting information on Scotland Yards; assisting in making group reports on same
  46. Relating what situation in the story, "That Greek Dog" is suggested, or what is meant by the following lines: "At an early age Duboko began to manifest a violent interest in community assemblage of any kind"
- "Friends dissuaded Bill Barbilis from invading the precinct of his enemies, and at length, he was placated by pleasant fiction about a kicking horse in the market square"
- "Duboko's taste in music was Catholic and extensive"
- "Mahaska Falls wiped away more tears than Mérimée's heroine"
- "Fiery crosses burned less frequently, and the

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13. Jacob M. Ross, Blanche Jennings Thompson, and Evan Lodge, Adventures in Reading, p. 93. New York: Harcourt, Brace and Company, 1952.

flash of white robes frightened fewer cattle week by week"

"Seeds had been sown, however, and now a kind of poison ivy grew within our midst"<sup>14</sup>

47. Attempting to find the meaning of the following allusions (references to some historical or literary event or persons or saying that are used by an author to make a point in his writing) in "That Greek Dog," applying the meaning in each instance to the story itself: Greek Chorus; Antigone (tell her story); Pericles (tell something about him); Thucydides (what did he write?); Pheldippides (how did he die?); Lacedaemonians (for what were they noted?)<sup>15</sup>

48. Writing an editorial that might appear in a local paper after an incident similar to the one related in "That Greek Dog" or writing a letter to the editor protesting such un-American organizations as the "Anti-Greek League"<sup>16</sup> (Observing the following rules for writing an editorial: Be brief; be sincere; be interesting; be forceful)

49. Attempting to write a sequel to "The Necklace";

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14. Ross, Thompson, Lodge, Op. Cit., p. 120

15. Ibid.

16. Ibid.



Answering these questions: What did Mme. Forestier do about the valuable necklace which she had supposed to be imitation? What happened to M. and Mme. Loisel?

50. Participating in a class discussion similar to the following: Do you think that our movies and radio have a tendency to make American women discontented? Have you ever felt dissatisfied because you wanted clothes, or homes, or "good times" such as are depicted in the movies? (Discuss the questions freely)
51. Attempting to answer the following questions about the steps in the plot of "The Necklace," which has often been called an almost perfect story in form:
  - a. Main character is introduced in opening situation (Who? What? When? Where?)
  - b. Incident occurs which causes problem (What? Why?)
  - c. In solving problem, the main character or characters take a course of action which leads to other difficulties (What? Why?)
  - d. A major catastrophe occurs (What? Why? When? Where?)
  - e. Main character or characters work their way out of the difficulty (How? When?)

f. Solution (What? Where does it occur? Does it satisfy?)<sup>17</sup>

52. Keeping the above-mentioned plot analysis in mind and attempting to find other stories that follow the same pattern
53. Comparing their local speech with the east Kentucky, hill-country expressions in "The Champion"
54. Participating in an informal discussion on: Is illiterate speech ever really appropriate? Do you think that people who use it know they are doing so?
55. Finding examples of humorous, exaggerated and unnecessarily high flown language in "The Ransom of Red Chief"<sup>18</sup>
56. Listing the names by which O. Henry calls the townspeople in "The Ransom of Red Chief" in an attempt to show a city man's attitude toward them
57. Attempting to dramatize "The Ransom of Red Chief"
58. Preparing a list of O. Henry's best known books and arranging with volunteers to give some of the reviews before the class

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17. Ross, Thompson, Lodge, Op. Cit., p. 137.

18. Harriet M. Lucas and Herman M. Ward, Prose and Poetry for Enjoyment, p. 307. New York: The L. W. Singer Company, Inc., 1950.

59. Learning meanings of the following words from newspaper vocabulary: banner, beat, box, by-line, caption, cub, cut, dead line, ears, galley, galley proof, jump, layout, masthead, scoop; attempting to think of other newspaper terms to add to the list<sup>19</sup>
60. Showing how the following statements from "The Thousand-Dollar Bill" are related: "If you have cash put away, your credit is good"; "Only the poor are required to pay in full"<sup>20</sup>
61. Completing the following sayings and adding other folk sayings about money:
- "A \_\_\_\_\_ and his \_\_\_\_\_ are soon parted."
  - "The love of \_\_\_\_\_ is the \_\_\_\_\_ of all evil."
62. Preparing a class report on counterfeit money
63. Selecting the word (from the words below) which can best be substituted for each of the underlined word groups in the following sentences:
- (Use dictionary) lackadaisical; ferocious; reconnoiter; emitted; accede; contiguous; collaborated; renegade; egotistical

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19. A. F. Stoddard, Matilda Bailey, and Rosamond McPherson, English First Course, pp. 56-57. New York: American Book Company, 1951.

20. Ross, Thompson, Lodge, Op. Cit., p. 129.



- a. Bill let out a shriek that could be heard in the next block.
  - b. The property was located right next to the area we desired.
  - c. The wild, fierce animals shrieked and roared.
  - d. He was a person who thought much of himself and let others know it.
  - e. John shuffled along in a half-hearted, listless manner.
  - f. They worked together on the job.
  - g. He was a person who ran away from his troop.
  - h. It was necessary for us to look over the area carefully before we could proceed.
  - i. We finally agreed that we would have to give in to his wishes.
64. Discussing with the class "The Night The Ghost Got In"; then exchanging a few anecdotes about times in their own household when everyone became excited over nothing
65. Inserting commas and semicolons in the story below; writing a reason for each comma or semicolon in the spaces provided at the right; around each period or semicolon drawing a box; using the seven main rules for the comma and two for the semicolon:

### At Last!

When Ruth arrived at the little \_\_\_\_\_  
movie house (over the country store) \_\_\_\_\_  
the picture had already started. "I \_\_\_\_\_  
wonder if he is already here" she \_\_\_\_\_  
said to herself. She went up the \_\_\_\_\_  
stairs slowly breathing hard and \_\_\_\_\_  
saying a prayer. At the top of the \_\_\_\_\_  
stairs she paused but for a moment \_\_\_\_\_  
she could not see anybody. At last \_\_\_\_\_  
Ronald Lee turned around and waved \_\_\_\_\_  
she knew him by his great mop of \_\_\_\_\_  
yellow hair. She paid her money to \_\_\_\_\_  
Charlie who was holding the cigar \_\_\_\_\_  
box of coins then she hastened down \_\_\_\_\_  
the aisle. In quick succession \_\_\_\_\_  
Harold Suzie and Glen got up to let \_\_\_\_\_  
her pass. Ruth's friend Jean Hutton \_\_\_\_\_  
was holding Ruth's seat for her. \_\_\_\_\_  
Quickly she moved over to give Ruth \_\_\_\_\_  
a seat by Ronald Lee. At last! \_\_\_\_\_

### C. Culminating

1. Arranging for a story hour at which time local people, former participants in the speech department of the high school, are invited to tell stories to the class

2. Enjoying a film strip on "The Techniques of Good Story Telling"
3. Appointing committees and planning a Scandinavian program consisting of findings about Scandinavian music, literature, folklore, art, cooking, weaving, metalwork and embroidery
4. Arranging attractive bulletin board displays of drawings, booklets, and friezes prepared during the study

#### IV. Evaluation

The pupils' progress during this study may be determined by:

1. Oral and written class discussions
2. Original stories
3. Dramatizations
4. Teacher and pupil-prepared tests
5. Preparation and evaluation of daily assignments
6. Group discussions
7. Presentation of programs
8. Finished booklets

#### V. Suggested Readings for the Unit on the Short Story

Bentham, Josephine, "Bad Influence"  
Buckley, F. R., "Gold Mounted Guns"  
Callighan, Morley, "The Snob"  
Clemens, Samuel L., "Dog's Tale"



Clemens, Samuel L., "Double Barrel Detective Story"  
Clemens, Samuel L., "The Celebrated Jumping Frog"  
Doyle, Arthur C., "Adventure of the Cardboard Box"  
Doyle, Arthur C., "Adventure of the Dying Detective"  
Doyle, Arthur C., "The Adventure of the Norwood  
Builders"

De Maupassant, Guy, "A Piece of String"

Garland, Hamlin, "Among the Corn Rows"

Garland, Hamlin, "A Day's Pleasure"

Garland, Hamlin, "Bad Medicine Man"

Harris, Joel Chandler, "Brother Mud Turtle's Trickery"

Harris, Joel Chandler, "How Mr. Rabbit Lost His Fine  
Bushy Tail"

Harris, Joel Chandler, "The Awful Fate of Mr. Wolf"

Hawthorne, Nathaniel, "The Dragon's Teeth"

Hawthorne, Nathaniel, "The Golden Fleece"

Hawthorne, Nathaniel, "The Golden Touch"

Irving, Washington, "Kidd, The Pirate"

Irving, Washington, "Legend of the Moor's Legacy"

Irving, Washington, "Rip Van Winkle"

Paine, Ralph D., "The Freshman Full-Back"

Porter, William Sidney, "The Gift of the Magi"

Porter, William Sidney, "The Roads We Take"

Porter, William Sidney, "The Whirligig of Life"

Reck, Franklin M., "The Diving Fool"

Stuart, Jesse, "The Split Cherry Tree"

Suckow, Ruth, "A Start in Life"

Tarbell, Ida M., "He Knew Lincoln"

Tarkington, Booth, "Penrod"

Tarkington, Booth, "Penrod and the Pageant"

Voorhees, Robert L., "Baker Manager"

Williams, Jesse Lynch, "Fixing That Freshman"

Williams, Jesse Lynch, "Hero Worship"

York, Bayard Daniel, "Win or Lose!"

Zara, Louis, "The Citizner"

#### Suggested Books of Short Stories

Burnett, Whit, TIME TO BE YOUNG, Lippincott Company,  
Chicago, 1945.

Cavenah, Frances, TREASURY OF DOG STORIES, Rand-  
McNally Company, Chicago, 1947.

Clark, Barrett Harper, GREAT SHORT STORIES OF THE  
WORLD, The McBride Company, Boston, 1925.

Cross, Ethan Allen, BOOK OF THE SHORT STORY, The  
American Book Company, Cincinnati, 1934.

Davis, Richard Harding, STORIES FOR BOYS, The  
Scribner Company, New York, 1891.

Dickinson, Asa Don, CHILDREN'S BOOK OF PATRIOTIC  
STORIES, Doubleday, Doran Company, Chicago, 1943.

Heydrick, Benjamin Alexander, STORIES OF AMERICAN  
LIFE OF TODAY, Harcourt Company, New York, 1920.

Longstretch, Thomas Morris, SHOW DOWN, The Scribner  
Company, New York, 1928.

Pattee, Fred Lewis, AMERICAN SHORT STORIES, The Dodd Company, Chicago, 1923.

Test No. 1

Copy the following story, putting in capital letters and punctuation marks where necessary:

i rented a houseboat last week and went sailing on the ohio river the weather the waves the wind and the moonlight were perfect

a can of gasoline a basket of food a jug of water and skidmore were my only companions skidmore is a fuzzy white dog i found near home he has gone on a trip with me to mt rainier

father crossed the atlantic ocean last year mother skidmore and i went to meet him when he returned home both father and mother are seasoned travelers who have sailed the indian ocean the red sea the pacific ocean and the black sea on their honeymoon they sailed the length of the nile river

my little trip on the ohio would not have impressed father and mother but it seemed like a trip to the arctic ocean to skidmore and me in the late summer i would like to go on a cruise down the mississippi river<sup>21</sup>

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21. A. F. Stoddard and Rosamond McPherson, English First Course, p. 109. New York: American Book Company, 1951.



## Test No. II

The following is a list of stories told by good storytellers. On your paper make a list as a librarian would, alphabetically by the last names of the authors:

1. Walter Pritchard Eaton, ON YANKEE HILLTOPS
2. Stewart Edward White, THE RIVERMAN
3. Roald E. Amundsen, SOUTH POLE
4. Vilhjalmur Stefansson, UNSOLVED MYSTERIES OF THE  
ARCTIC
5. Roy Chapman Andrews, EXPLORING WITH ANDREWS
6. Lore Dallas Sharp, THE WATCHER IN THE WOODS
7. James Daugherty, DANIEL BOONE
8. Bellamy Partridge, COUNTRY LAWYER
9. Luther Burbank, PARTNER OF NATURE
10. John C. Minot, THE BEST STORIES OF HEROISM I KNOW
11. Clarence Day, LIFE WITH FATHER
12. Enos Mills, IN BEAVER WORLD
13. William Atherton DuPuy, WONDERS OF THE ANIMAL  
WORLD
14. William Henry Hudson, FAR AWAY AND LONG AGO
15. William Bridges, SNAKE-HUNTERS' HOLIDAY
16. Angus McDonald, OLD McDONALD HAD A FARM
17. Bernard R. Hubbard, CRADLE OF THE STORMS
18. Victor Heiser, AN AMERICAN DOCTOR'S ODYSSEY

## Dictionary Tests

- I. Look up the following words in a dictionary and give the preferred pronunciation of each: suggest, aunt, strength, ration, premier, Illinois, aristocrat, automobile, chauffeur, dictionary, envelope, illustrate, combatant, condolence, culinary, formidable, superfluous, abdomen, decorous, pianist, contemplative.
- II. Write the following words, dividing them correctly into syllables: fundamental, annual, accompaniment, quarreling, control, cannon, including, steadily, frightened, without, forward, communicate, remembered, centuries, difficult, circumstance, knowledge, adventure. (Show all possible breaks by using hyphens between the syllables in the above words).
- III. Tell whether the following words should be hyphenated, written as one word, or written as two words: room mate, never the less, per cent, passer by, all right, to day, text book.
- IV. Find the principal parts to these verbs: strive, bid, abide, swim, rise, lie, sit, dive, and drown.
- V. Find the plural for: hypothesis, solo, alumna, and phenomenon.
- VI. Give synonyms for: liberal, terminate, fiction, confusion, verdant, contract, and appease.
- VII. What is the origin of the words tantalize, thug and clique?

## True-False

- \_\_\_ 1. Three important parts of a story are the beginning, the middle, and the end.
- \_\_\_ 2. The plot of a story consists of the events that happen in it.
- \_\_\_ 3. The longer a beginning sentence is, the better.
- \_\_\_ 4. It is not necessary to keep events in a logical order in a story.
- \_\_\_ 5. The climax of the story should come near the beginning.
- \_\_\_ 6. Direct conversation adds life to a story.
- \_\_\_ 7. Short titles are better for stories than are long ones.
- \_\_\_ 8. All words in a title are capitalized.
- \_\_\_ 9. A fiction story should have a clash for a plot basis.
- \_\_\_ 10. That means there must be a fight between two persons.
- \_\_\_ 11. The only characteristic of the short story is brevity.
- \_\_\_ 12. The point of highest interest in the short story is called the crisis.



Match these:

(Free library reading)<sup>22</sup>

- |           |   |   |
|-----------|---|---|
| ___ I.    | Atkinson, E. S.,<br>GREYFRIAR'S BOBBY                   | A. Wolves and thieves and a<br>trapper's dog.   |
| ___ II.   | Doyle, Sir A. C.,<br>COMPLETE SHERLOCK<br>HOLMES        | B. Contains Rip Van Winkle<br>and the story of Ichabod<br>Crane and the Headless<br>Horseman.             |
| ___ III.  | Fon Eison, Anthony,<br>STORM DOG OF NEW-<br>FOUNDLAND   | C. Nine true stories of "the<br>people who are America."  |
| ___ IV.   | O'Brien, Jack,<br>SILVER CHIEF                          | D. An American G. I. and his<br>dog from back home.   |
| ___ V.    | Ollivant, Alfred,<br>BOB, SON OF BATTLE                 | E. School life in Norway long<br>ago.   |
| ___ VI.   | Irving, Washington,<br>SKETCH BOOK                      | F. The best of Chesterton's<br>popular detective stories.   |
| ___ VII.  | Chesterton, G. Keith,<br>THE FATHER BROWN<br>OMNIBUS    | G. The story of a gallant<br>Scotch sheep dog.  |
| ___ VIII. | Canfield, Dorothy,<br>SOMETHING OLD, SOME-<br>THING NEW | H. Raging seas, mighty whales,<br>icebergs, romance--and a<br>dog right in the middle of<br>a good story. |
| ___ IX.   | Watson, Helen Orr,<br>TROOPER: U. S. ARMY<br>DOG        | I. Stories by a master teller<br>of detective stories.  |
| ___ X.    | Bjornson, Bjornstjerne, J.<br>A HAPPY BOY               | J. A favorite dog story<br>that never grows old.  |

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22. Jacob M. Ross, Blanche Jennings Thompson, and Evan Lodge, Adventures in Reading, pp. 156-157. New York: Harcourt, Brace and Company, 1952.

## Essay-Type Test

1. Of the short stories we have read and discussed during our class periods, which have you enjoyed the most? Give reasons for your answer.
2. Write a full paragraph on your requirements of a good short story.
3. Discuss Christine Deacon's virtues and her weaknesses. (From the story, "Bad Influence")
4. Discuss fully the character of an individual with whom you have associated that you think would be good material around which to build a character-building short story.
5. Write a report of not less than one hundred words on one of the following persons: Jesse Stuart, Mark Twain; O. Henry.
6. Name some characters with whom you have met in your short story reading who have placed the interests of other people above their own interests. Are you personally acquainted with any persons who do that today? Explain your answer fully.

## Unit Vocabulary

acquiesced	imaginary
adventures	imposing
attention	interesting
arbitrary	intoxication
audience	labyrinth
author	literature
believable	magazines
Biology	manual
characterization	mineralogist
colloquial	mystery
compromised	narratives
controversy	noctambulant
crisis	nomenclature
critical	nominal
decisions	nominate
detailed	pinioned
dialect	published
enjoyment	thrillers
established	toxicology
factual	travels
fiction	wrested
illiterate	zoology



## Enjoying Lyric and Narrative Poetry

### I. Introduction

Poetry, which identifies personal qualities in people of both the humble and the elevated walks of life, has the power to charm. It discloses not only the powers that have brought fame to men and women but also stresses human traits that endear them to the world. A true poet has the insight to discover just those qualities which set individuals apart from each other.<sup>23</sup>

In lyrics we discover what certain experiences have meant to the poet. He shares with us his unreasonable fears, his quaint fancies, his whimsical notions, his deepest sorrow, his brightest joy and his profound despair. Besides the beauties of vivid pictures and stirring emotions in lyric poetry, we have the added pleasure of the music of the lines. This music, like all other music, must be heard to be felt with all its beauty.

### II. Objectives

In this unit the teacher and the pupils formulate the following objectives:

1. Understanding and enjoying both lyric and narrative poetry on different subjects, of different patterns, and by different poets

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23. Elizabeth F. Ansorge, Harriet Marcellia Lucas, and Donald MacLean Tower, Prose and Poetry for Enjoyment, p. 117. New York: The L. W. Singer Company, 1942.

2. Experiencing the rhythm of narrative poetry and gaining a brief understanding of the function of rhythm in this art
3. Developing an appreciation of the poet's message
4. Developing both criteria for judging poetry and personal tastes in poetry
5. Appreciating the stories told in the longer narrative poems
6. Developing a fuller appreciation of poetry by being given the opportunity to write their own poetry
7. Enjoying some of the better lyric and narrative poems to the extent that they wish to explore further the realm of poetry
8. Acquainting themselves with the emotional reactions of others and thus developing right emotional patterns for themselves
9. Adding to their understanding of the sensory world about them<sup>24</sup>
10. Understanding and enjoying simple, figurative speech
11. Improving their communication skills of reading, writing, speaking, and listening by:
  - a. Reading aloud favorite lines of poetry--both lyric and narrative

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24. Curriculum Guide, The Secondary Program, p. 57.  
Prepared by the Curriculum Steering Committees, San Diego,  
California: San Diego City Schools, 1950.

- b. Engaging in choral reading
- c. Writing summaries of favorite narrative poems
- d. Preparing oral and written reports on favorite poets
- e. Listening to oral reports and poetry interpretation by classmates
- f. Giving oral and written descriptions of impressive scenes from poems read
- g. Summarizing lyric poems, writing descriptions of characters, reviewing lives of outstanding poets, and writing original poetry

### III. Suggested Activities

#### A. Motivating

- 1. Listening to recordings of poetry by Stephen Vincent Benét and Robert Frost, then participating in a class discussion relative to likes and dislikes of the poetry interpretations
- 2. Listening to a poem relating to a favorite subject of the class read by the teacher and making contributions to class discussion of same
- 3. Suggesting that pupils make a list of subjects which they think would be suitable for interesting poetry; writing the list on the blackboard and challenging the pupils to bring and present to the class as many poems as they can find relating to the subjects listed on the blackboard



## B. Developmental

### 1. Attempting to solve these problems:

- a. Distinguish between narrative and lyric poetry
- b. What are some of the feelings and moods expressed by lyric poetry?
- c. Mention some ways by which our understanding and enjoyment of lyric poetry may be increased
- d. Discover why certain individuals like or dislike a certain poem
- e. Determine how one gains a better understanding of narrative poetry
- f. State the chief function of narrative poetry
- g. Discover the five elements which combine to make good poetry<sup>25</sup>

### 2. Pointing out words that do not rhyme in groups of words

### 3. Beating out the rhythm of favorite poems

### 4. Discovering similes, metaphors, and examples of personification in designated poems and copying word pictures

### 5. Composing similes and metaphors for the following words: fog, airplane, buttercups, radio station,

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25. A. F. Stoddard, Matilda Bailey, and Rosamond McPherson, English First Course, p. 231. New York: American Book Company, 1947.

stars, thunder, city lights, wind, fire siren,  
frost, death, and music<sup>26</sup>

6. Composing four-line poems on subjects of their own choosing (suggested subjects: nature, war, music, pets, romance, friends, school)
7. Contrasting and comparing the theme of lyric poetry and prose
8. Becoming aware of the use of vocabulary in poetry
9. Enjoying creative writing and writing original lyric poems
10. Listening critically to recordings of lyric poems
11. Making booklets of best-loved poems and sketching favorite authors' lives
12. Enjoying artists' illustrations of poetry and attempting to illustrate their favorite poems
13. Enjoying a variety of opportunities to have experiences with both lyric and narrative poetry
14. Reading both narrative and lyric poems from text, also those suggested by teacher from library books and texts within the classroom
15. Placing some of the poems read under the following four big headings:
  - a. Poems which make you think
  - b. Poems which give pictures of nature

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26. Stoddard, Bailey, McPherson, Op. Cit., pp. 234-235.

c. Poems which give exact pictures of persons

d. Poems which deal with patriotism<sup>27</sup>

16. Examining the section in "The Reader's Digest" called "Picturesque Speech and Patter" and bringing to class examples which they think are particularly good

17. Learning to respect the moods of other people--rejoicing with the happy, sympathizing with the sad, and feeling sorry for the foolish

#### C. Culminating

1. Having an appreciation period at which time students from the speech department are invited to read and recite poetry to the class

2. Assisting in the preparation of an attractive bulletin board display of clippings and pictures of living poets, together with colorful illustrations of poems studied in class

3. Presenting a class program of appropriate poems, outstanding reviews of lives of poets, and songs, ballads, and spirituals

#### IV. Evaluation

The pupils' progress during this study may be determined by:

1. Oral and written interpretations of poetry

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27. Stoddard, Bailey, McPherson, Op. Cit., pp. 240-243.



2. Class and group reports
3. Class and group discussions
4. Objective tests
5. Essay-type tests
6. Original poetry
7. Planned and presented class programs

V. Suggested Readings for the Unit on Poetry

Lyric Poems--

Benet, Rosemary Carr, "Abigail Adams"

Benet, R. C., and S. V., "Thomas Jefferson"

Benet, William Rose, "The Fawn in the Snow"

Binyon, Laurence, "A Song"

Burns, Robert, "To A Mouse"

Bynner, Witter, "A Farmer Remembers Lincoln"

Carman, Bliss, "A Vagabond Song"

Carman, Bliss, "Daisies"

Cather, Willa, "Spanish Johnny"

Conkling, Hilda, "Water"

De La Mare, Walter, "Silver"

Dickinson, Emily, "The Sun"

Eastman, Max, "At the Aquarium"

Emerson, Ralph Waldo, "The Snow Storm"

Farrar, John C., "Spring Wish"

Frost, Robert, "Sand Dunes"

Garland, Hamlin, "The Gift of Water"

Gould, Gerald, "Wander Thirst"

Graves, Robert, "I Wonder What it Feels Like to be  
Drowned"

Henley, William E., "Invictus"

Housman, A. E., "I Lay Me Down and Slumber"

Hunt, Leigh, "Abou Ben Adhem"

Johnson, Burges, "The Service"

Le Gallienne, Richard, "I Meant To Do My Work Today"

Lindsay, Vachel, "A Net To Snare the Moonlight"

Longfellow, Henry W., "The Arrow and the Song"

Longfellow, Henry W., "The Rainy Day"

Lowell, James Russel, "Washington"

Malam, Charles, "Steam Shovel"

Markham, Edwin, "Preparedness"

Masefield, John, "Cargoes"

Masefield, John, "Sea-Fever"

Masters, Edgar Lee, "Achilles Deatheridge"

Millay, Edna St. Vincent, "Afternoon on a Hill"

Peabody, Josephine, "The House and the Road"

Rice, Cale Young, "The Heart's Question"

Riley, James Whitcomb, "The First Bluebird"

Rossetti, Christina, "Song"

Ruggles, William B., "The Pioneer"

Sandburg, Carl, "Jazz Fantasia"

Scott, Sir Walter, "Soldier, Rest! Thy Warfare O'er"

Shakespeare, William, "When Icicles Hang By the Wall"

Stevenson, Robert L., "My Shadow"

Stevenson, Robert L., "Requiem"

Suckow, Ruth, "Beauty"

Wolfe, Humbert, "Journey's End"

#### Narrative Poems--

Benet, Stephen Vincent, "John Brown's Body"

Coleridge, Samuel T., "The Ancient Mariner"

Gilbert, William S., "The Yarn of the Nancy Bell"

Homer, "The Odyssey"

Longfellow, Henry W., "Hiawatha"

Scott, Sir Walter, "The Lady of the Lake"

Tennyson, Alfred, "Evangeline"

Tennyson, Alfred, "Enoch Arden"

Whittier, John Greenleaf, "Snow Bound"



Getting Acquainted With Ourselves and Others  
Through the Study of the Biography

(Footprints on the Sands of Time)

I. Introduction

This unit on biography for ninth grade students aims to promote a realization of individuals' contributions to the common good, an insight into the lives of people who have succeeded in their chosen fields despite physical handicaps, ignorance, prejudice, and other barriers, an appreciation of their characters and accomplishments, and an awareness of the possibilities offered by various careers.

Since comparatively few persons are successes as the world interprets that term, the unit will center around the more modest, yet useful, personages, and will attempt to view life as it is actually lived by men and women of various walks of life. In this unit emphasis will be placed upon those people who have faced the problem of growing up and adjusting to new surroundings as well as upon those who have used native talents to achieve success.<sup>28</sup>

II. Objectives

In this unit the teacher and pupils formulate the following objectives:

1. To find enjoyment in reading about the accomplishments of others

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28. Angeline Martenis, "Plan for Teaching a Unit on Biography," p. 3. San Diego: San Diego City Schools, 1947.

2. To form an acquaintance with great personages of the past and present
3. To discover through biography the worth of the individual in society
4. To become aware that the knowledge of how others have solved problems may help them solve their own problems
5. To learn to discriminate between good and inferior biography
6. To learn through reading biography that each individual has his "ups and downs"<sup>29</sup>
7. To improve their communication skills of reading, writing, speaking, and listening by
  - a. Reading biographies and autobiographies from texts and library materials
  - b. Writing biographies and autobiographies
  - c. Preparing both oral and written reports on outstanding biographies to which they will be introduced
  - d. Participating in class and group discussions
  - e. Carefully observing and criticising the reports of classmates
8. To familiarize themselves with the organization plan used in libraries for placement of biographies on

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29. Curriculum Guide, The Secondary Program, p. 54.  
Prepared by the Curriculum Steering Committees. San Diego,  
California: San Diego City Schools, 1950.

on the shelves, also with the reference techniques used to locate contemporary biographies

9. To acquire confidence in their own ability to carry out the plans which they initiate into this study

### III. Suggested Activities

#### A. Motivating

1. Suggesting that the pupils listen to the "Cavalcade of America" on the radio, then introducing a class discussion on same. Such discussion of lives of great persons leads to mention of other important persons about whom the class would like to learn more
2. Suggesting that the entire class list the ten persons, living or dead, whom they consider the most outstanding; then having some member of the class collect the lists and write them on the blackboard; asking for volunteers to report on their favorites to the class
3. Suggesting that pupils arrange themselves in groups of six and make plans for a contest to be held during the next two weeks to determine which group reads the most biographies from all available sources

#### B. Developmental

1. Attempting to solve these problems:
  - a. How have people used their talents to achieve



success?

- b. How may an individual solve his own problems through knowledge of how similar problems revealed in biography were solved?
  - c. Through the study of biography with what persons have you become acquainted who achieved success in spite of physical handicaps, ignorance, prejudice, and other barriers?
  - d. How have people faced the problem of growing up and adjusting to new surroundings?
2. Reading biographies and autobiographies from various texts within the classroom
  3. Listing personal characteristics exhibited by Jesse Stuart; quoting an incident to illustrate each characteristic
  4. Reading from any of the following library selections and making oral class or group reports on same:
    - a. Bolton, Sarah Knowles, LIVES OF POOR BOYS WHO BECAME FAMOUS, The Crowell Publishing Company, 1931
    - b. Heard, Sarah Dow, STORIES OF AMERICAN EXPLORERS AND SETTLERS, The Winston Company, 1946
    - c. Heard, Sarah Dow, STORIES OF AMERICAN

PIONEERS, The Winston Company, 1946

d. McMurry, Charles, PIONEERS ON LAND AND SEA,  
The Macmillan Company, 1928

e. Thomas, Henry, LIVING BIOGRAPHIES OF AMERICAN STATESMAN, New York: Garden City, 1942

f. Thomas, Henry, LIVING BIOGRAPHIES OF FAMOUS RULERS, New York: Garden City, 1942

5. Making a list of the virtues as exemplified by the following characters: Clara Barton, Helen Keller, Marie Curie, George Washington Carver, Susan B. Anthony, Albert Schweitzer, Florence Nightingale, Abraham Lincoln, George Washington, Wright Brothers, Louis Pasteur, Walter Reed, Charles Lindberg, Hans Christian Anderson, Babe Ruth, Franklin Delano Roosevelt, Richard Halliburton, Jenny Lind, Ann Morrow Lindberg, Katherine Cornell
6. Using the following questions--Is the biographer too flattering? Is he making an obvious effort to belittle his subject? Is he making an honest attempt to draw a complete picture? Does the autobiographical writer try to record his achievements and his failures with modesty and good humor?--evaluate the following selections as good, average, or poor:
  - a. Bromfield, Louis, "Grandma Moses"

- b. Forbes, Kathryn, "Mama and Big Business"
  - c. Gollomb, Joseph, "Albert Sweitzer: Genius in the Jungle"
  - d. Holt, Rackham, "Son of the South"
  - e. Knapp, Sally, "First Lady of the United Nations"
  - f. Kraus, René, "Problem Child: Winston Churchill"
  - g. Sandburg, Carl, "Abe Lincoln Grows Up"
  - h. Stuart, Jesse, "The Thread That Runs So True"
7. Arranging for a class or group discussion relating to any of the following books in which they have become interested:
- a. Chase, Geneviere, FOUR YOUNG TEACHERS
  - b. Cornell, Katherine, I WANTED TO BE AN ACTRESS
  - c. Considine, Bob, THE BABE RUTH STORY
  - d. Dache', Lily, TALKING THROUGH MY HATS (for girls in particular)
  - e. Daugherty, James, DANIEL BOONE
  - f. Daugherty, James, POOR RICHARD
  - g. Day, Clarence, LIFE WITH FATHER, LIFE WITH MOTHER
  - h. Eaton, Jeanette, LEADER BY DESTINY (makes Washington a living personage)
  - i. North, Sterling, SO DEAR TO MY HEART
  - j. Roosevelt, Eleanor, THIS IS MY STORY
8. Writing a description of seventy-five words (or more) about Grandma Moses



9. Preparing a written or two-minute oral class report on Dr. Albert Schweitzer (examining the late 1949 magazines and the clipping file in the library for material)
10. Looking up proper pronunciation and meaning to the following words: colleagues, saber rattling, scabbards, imperative, dilemma, durable, academic, sacrifice, intrinsic, auspices, famished
11. Re-reading "Abe Lincoln Grows Up," then making a list of the forces, people, situations, and experiences that molded Lincoln's youth and showing what was the influence of each
12. Making a booklet of Lincoln's anecdotes and assisting artistic members of the class in designing a cover for it<sup>30</sup>
13. Listing the ways in which Abe was like all the other pioneers, and the ways in which he was different
14. Discovering the important secrets of personal happiness to which Eleanor Roosevelt introduces us in "First Lady of the United Nations"

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30. Jacob M. Ross, Blanche Jennings Thompson, and Evan Lodge, Adventures in Reading, p. 281. New York: Harcourt, Brace and Company, 1952.

15. Learning the meaning of the following phrases as found in "Son of the South": "George looked apprehensively at Uncle Mose's scowl."  
"Abstractions had to be made concrete." "George had a green thumb." "Lint their jackets";  
"George had an impediment in his speech." "The Carver farm was almost self-contained."<sup>31</sup>
16. Looking up facts about "Father Damien." Deciding whether there is any relationship between him and "Albert Sweitzer"
17. Making a list of the similarities between Abe Lincoln and the Son of the South
18. Arranging for a class discussion on "The Place of the Negro in the United States"

#### C. Culminating

1. Writing a biography for the school paper of an ideal person with whom they associate
2. Preparing an attractive bulletin board display of portraits of persons about whom they have studied during the unit
3. Preparing and presenting an assembly program commemorating the life of a person or persons whom they consider outstanding

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31. Ross, Thompson, Lodge, Op. Cit., p. 252.

4. Making a collection of stamps depicting famous men of various countries
5. Enjoying a movie portraying the life of a famous American

#### IV. Evaluation

The pupils' progress during this study may be determined by:

1. Oral and written reports
2. Class projects
3. Oral and written tests
4. Creative writing
5. Preparation of daily assignments
6. Evaluation of daily procedures

#### V. Suggested Readings for the Unit on Biography

Anonymous, "What Will Power Did For Me"

Antin, Mary, THE PROMISED LAND

Blackwell, A. S., THE LITTLE GRANDMOTHER OF THE  
RUSSIAN REVOLUTION

Bok, Edward W., AMERICANIZATION OF EDWARD BOK

Bromfield, Louis, "Grandma Moses"

Burnett, Frances H., THE ONE I KNEW BEST OF ALL

Day, Clarence, "A Holiday With Father"

Downey, Fairfax, RICHARD HARDING DAVIS: HIS DAY

Forbes, Kathryn, "Mama and Big Business"

Garland, Hamlin, "A Camping Trip"



Garland, Hamlin, A SON OF THE MIDDLE BORDER  
 Gilbert, Ariadne, "Jean-Henri Fabre"  
 Gollomb, Joseph, "Albert Schweitzer"  
 Hagedorn, Hermann, BOY'S LIFE OF ROOSEVELT  
 Hagedorn, Hermann, "Edith Cavell"  
 Halliburton, Richard, "The Last Glorious Adventure"  
 Keyhoe, D. E., FLYING WITH LINDBERGH  
 Knapp, Sally, "First Lady of the United Nations"  
 Lagerlöf, Selma, MARBACKA  
 Lagerlöf, Selma, MEMORIES OF MY CHILDHOOD  
 Leonard, J. N., LOKI: THE LIFE OF CHARLES P. STEINMETZ  
 Meadow, Croft W., BOY'S LIFE OF EDISON  
 Meigs, Cornelia, THE INVINCIBLE LOUISA  
 Mirza, Benjamin Youël, "A Boy From Persia"  
 Muir, John, THE STORY OF MY BOYHOOD AND YOUTH  
 Panunzio, Constantine, THE SOUL OF AN IMMIGRANT  
 Richards, Laura E., ABIGAIL ADAMS AND HER TIMES  
 Richards, Laura E., FLORENCE NIGHTINGALE  
 Sandburg, Carl, "Abe Lincoln Grows Up"  
 Seitz, Don C., "Susan B. Anthony"  
 Seitz, Don C., "Winston Churchill, the Problem Child"  
 Sugimoto, Etsu Inagaki, A DAUGHTER OF THE SAMURAI  
 Thomas, Lowell, BOY'S LIFE OF COLONEL LAWRENCE  
 Thomas, Lowell, RAIDERS OF THE DEEP  
 Ticknor, Caroline, MAY ALCOTT: A MEMOIR  
 Wallace, Lew, LEW WALLACE: AN AUTOBIOGRAPHY

# Developing A Respect for the Opinion of Others Through The Study of The Essay, Article, Editorial, Column, etc.

## I. Introduction

Almost daily writers are devising new ways of writing about living and our environment. Such writings we classify as essays, articles, letters, diaries and news articles; and they represent various attempts by writers to put into words some idea or ideas on a subject of interest to them and one which they believe people want to know about regardless of whether their readers agree with their opinions.

It is the duty of teachers of literature to familiarize their pupils with writings dealing with personal comments on politics, public affairs, art, manners, customs, morals, etc., and to attempt to develop within these pupils respect for the opinions of other people even though they differ greatly from their own opinions.<sup>32</sup>

## II. Objectives

The teacher and pupils formulate objectives such as the following:

1. To learn to respect the opinions of other people even though they may completely disagree with them
2. To realize that articles, essays, news letters, columns, etc. are written primarily to furnish information rather than to entertain

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32. Elizabeth Frances Ansorge and Others, Prose and Poetry for Enjoyment, pp. 404-405. New York: The L. W. Singer Company, 1942.

3. To become aware that literature written primarily for information is an essential for all persons who like to call themselves "educated"
4. To detect the differences between the "so-called informational literature" and the novel or short story
5. To familiarize themselves with the fact that informational writing can be misused sometimes
6. To locate more rapidly articles, news letters, columns, etc. in the magazine files of the library
7. To appreciate sections of the daily newspaper other than the comics and the sports pages
8. To build up constructive rather than destructive criticism as they read the opinions of various writers
9. To realize that the more informed they are relative to the likes and dislikes of others, the easier it will be for them to formulate their own opinions
10. To express themselves more intelligently and more gracefully in regard to current issues
11. To familiarize themselves with informational materials from all available sources within the high school

### III. Activities

#### A. Motivating

1. Introducing a class discussion relative to the



daily newspaper, then asking each pupil to bring to class the following day a newspaper or magazine from which they may get a short editorial or news letter on which to comment briefly to the class

2. Discovering whether the pupils like to find out information for themselves, then suggesting that they survey their text and other anthologies in the classroom for sections dealing with information relating to such issues as how to get jobs, how to speak well in public, how to make friends, how to act at the dinner table, etc.
3. Suggesting that pupils read widely for the next few days, make note of the comments with which they agree and those with which they disagree
4. Challenging the pupils to keep their eyes open as they read, forget all bias and prejudice, and express their opinions quite freely in regard to materials read

#### B. Developmental

1. Attempting to solve these problems
  - a. Do you dislike the persons with whom you disagree?
  - b. Do you respect the opinions of those persons with whom you completely disagree?

- c. What benefits do you think one derives from reading informational literature?
  - d. Can you discriminate between the two main classes of essays?
  - e. How many quotations from essays, articles, or news letters do you particularly like?
  - f. What part in the realm of literature do you consider that informational literature plays?
  - g. Are articles and editorials always advantageous? Explain.
2. Writing a humorous essay of one hundred words using one of the following household experiences: Carving the Christmas Turkey; When Big Brother Goes Out; Who Fixed the Faucet?; Wet Paint!; Wrapping the Package; When Twelve-Year Old Sister Makes a Cake; Patsy Entertains; Benny Steps Out; He Couldn't Say No; When Aunt Minnie Gets a Permanent; Mother Entertains Her Club; Father Carves the Turkey; Sis Learns to Roller Skate; Bob Does the Dishes<sup>33</sup>
3. Attempting to place many of the essay-type selections read during this unit under the three following headings: Adventuring with Animals;

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33. Ansorge, Lucas, McCoy, and Tower, Op. Cit., p. 157.

- Adventuring with Life; Seeing the Funny Side
4. Making scrap books containing short editorials, news letters, articles, etc. clipped from various magazines and newspapers
  5. Preparing oral and written reports on the lives of some outstanding informational prose writers
  6. Choosing familiar quotations from well-known informational prose writings and challenging the class to tell from which selections they were taken
  7. Assisting in group preparation of informational articles and suggesting that the class decide which group presented the most interesting and the most informative article
  8. Reporting on well-liked articles from any of the following magazines: National Geographic, Field and Stream, Open Road for Boys, Outdoor Life, Time, Aviation, Radio News, Popular Science Monthly, and Better Homes and Gardens
  9. Writing an article of a hundred words on "The Value of the Radio and Television to Education"
  10. Participating in class discussions on problems which have evolved from the study of informational prose
  11. Discussing freely with members of the class their points of both agreement and disagreement



- with various editorial writers, essayists, and other informational prose writers
12. Making an attractive bulletin board display of silhouettes and paintings of well-known artists
  13. With the assistance of the teacher outlining on the blackboard the essential characteristics of a friendly essay, such as, a sense of charm, effective employment of detail, a wide choice of subject, etc.<sup>34</sup>
  14. Assisting in preparing an attractive bulletin board display of pictures of animals, birds, and insects to develop further the study of the nature essay
  15. Participating in a friendly debate on "Resolved, that Articles and Editorials Can Often Be Used in a Very Injurious Manner"
  16. Preparing a word-meaning contest including words frequently met with during the study of informational prose<sup>35</sup>
  17. Making a study of current columnists such as Robert Rouark, Walter Winchell, etc.

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34. Dorothy Dakin, Talks To Beginning Teachers of English, p. 297. Chicago: D. C. Heath and Company, 1937.

35. Literary Cavalcade, 5 (November, 1952), 3C.

#### IV. Evaluation

The pupils' progress during this study may be measured by:

1. Individual records of free and supervised reading
2. Class discussions
3. Original articles and editorials
4. Oral and written reports
5. Objective and discussion-type tests
6. Debate participation

#### V. Suggested Readings for Informational Prose

Anonymous, "What Will Power Did For Me"

Bushby, Maitland, "The Dance of the Snake"

Croy, Homer, "The Fine Art of Doing More Than You Are Paid To Do"

Day, Clarence, "A Holiday With Father"

Grayson, David, "An Argument With A Millionaire"

Grayson, David, "The Friendly Road"

Maule, Frances, "Personality Counts At Least Half"

Nix, Hudson, "I Am A Cop in A Machine"

Nix, Hudson, "I Like to Obey the Rules"

Pollock, Channing, "One Thing Not To Fear"

The Detroit News, "Don't Die on Third"

Warner, Charles D., "A Hunting of the Deer"

## Enjoying The Spirit of Adventure (Lure of Distant Lands)

### I. Introduction

Since the earliest times, when most of the world was hidden from view and inaccessible to man, a spirit of adventure has led him to conquer the wilderness, to settle new lands, to build nations and empires, and to industrialize and civilize whole continents. Behind the map of today's world is the story of people who were willing to pioneer and investigate, to explore the unknown.

Even in our daily lives, in our ordinary experiences, we can sense adventure. Each of us takes part in a personal adventure. We enjoy the humor and ponder the tragedy of human experience as it unfolds before us, from childhood to the time of youth, to adulthood, and even to old age.

Adventure, heroic or not, finds its way into literature in the form of personal narratives, articles, essays, and fiction.

Students of literature find accounts of adventure popular reading material today because of their freshness, crispness, and brevity. Both newspapers and magazines provide their readers with a wide variety of interesting realistic, scientific, humorous and critical material. The material recommended for the unit on The Spirit of Adventure tends to inform as well as to entertain.<sup>36</sup>

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36. Jacob M. Ross, Blanche Jennings Thompson, and Evan Lodge, Adventures in Reading, pp. 399-400. Chicago: Harcourt, Brace and Company, 1952.



## II. Objectives

In this unit the teacher and pupils formulate the following objectives:

1. To enjoy stories or accounts of travel and exploration
2. To discover and appreciate the dangers and other obstacles conquered by the travelers and explorers
3. To feel the lure of distant places
4. To detect new landscapes and customs; to compare these with their own and seek to find reasons for likenesses or differences
5. To improve further their communication skills of reading, writing, speaking, and listening
6. To read widely of the accounts of travelers and note their personal reactions in the accounts<sup>37</sup>
7. To acquire a further acquaintance with library materials
8. To improve their ability to select a wider and more varied range of reading materials
9. To add to their understanding and appreciation of peoples of other lands
10. To develop respect for those persons whose customs and mannerisms are different from their own

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37. Curriculum Guide, The Secondary Program, p. 57.  
Prepared by the Curriculum Steering Committees. San Diego, California: San Diego City Schools, 1950.

### III. Suggested Activities

#### A. Motivating

1. A member of the Language Arts class brings a letter from a close relative who is in the armed forces and shares it with the class. In this letter he tells of his many adventures on the seas or in the air. Pupils become curious over the many places the writer of the letter has visited; thus, they desire to find out more about them and the problems of travelers
2. Teacher then asks pupils if they would not like to make a survey of library materials, text books, and anthologies to determine the selections relating to adventure
3. Teacher also suggests that pupils make a list of different adventures in which people might engage (Examples: sailing, fishing, whaling, flying, hunting wild animals, etc.)
4. To stimulate a further interest among the pupils relative to adventure, the teacher reads one of the shortest letters of Richard Halliburton; thus the study relating to adventure begins

#### B. Developmental

1. Reading from text selections pertaining to adventure<sup>38</sup>

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38. Ross, Thompson, Lodge, Op. Cit., pp. 401-464.

2. Searching through the library materials for selections on travel and exploration
3. Spending a free reading period or two enjoying the library selections on travel and exploration
4. Reading the selections on travel and exploration listed in the anthologies within the classroom
5. Participating in extensive reading pertaining to people in other lands
6. Corresponding with a pen pal who lives in another country
7. Making a group or class report on a book relating to adventure
8. Discussing Nashville, Chattanooga, Memphis, and Knoxville, Tennessee, as they would appear to a traveler, noting factors which might prove of most interest to strangers
9. Writing an interesting account (or a letter to some friend living at a distance) describing some interesting part of Nashville, Chattanooga, Memphis, or Knoxville as seen for the first time by a stranger
10. Making comparisons and noting contrasts between persons engaging in explorations and adventures as they read
11. Attempting to solve these problems
  - a. How does the careful study of accounts of



- travel and exploration lead to an appreciation of other lands and people?
- b. How does the study of travel and exploration lead one to more fully appreciate the daring attempts of travelers and explorers?
  - c. How does the study of travel and exploration make one more aware of the familiar scenes of his own life and background?
  - d. How do the personal reactions of the writers stimulate our interest in travel?
  - e. What personal experiences can you recall which might appear strange and interesting to a person living in another country?
  - f. In what different forms does adventure find its way into literature?
  - g. How do personal narratives and articles differ?
12. Preparing oral or written reviews of the lives of: Roald Amundsen; Admiral Richard Byrd; Colonel Charles Lindberg; Sir Robert Falcon Scott; Martin Johnson; Osa Johnson; Reverend Bernard R. Hubbard, and Vilhjalmur Stefansson
13. Participating in friendly debates on such subjects as: "Resolved that the early explorers who traveled by crude boats on unknown seas performed more daring adventures than those who

traveled by air hundreds of years later"

14. Making a scrap book of interesting facts pertaining to outstanding explorers and discoverers
15. Gathering material for a report on one of the following topics:
  - a. Latest developments in airplanes
  - b. The work of the Coast Guard
  - c. Agricultural progress in the twentieth century
  - d. The training of a pilot or air-line stewardess
  - e. A recent discovery in medical science
  - f. Education in any one of the South American countries
  - g. Sports of any European Country
  - h. The American Red Cross
  - i. The United States Weather Bureau and its work
  - j. Jet-propelled Aircraft
  - k. The work of public health nurses
  - l. A recent invention
16. Preparing Practices 2 and 3 from Tressler's English in Action, Course One, Fifth Edition, pp. 316-317

17. Preparing Cumulative Mastery Test Two of Wolfe, Don M. and Geyer, Ellen M., "Enjoying English, Language Achievement Practices and Tests," p. 170. New York: The L. W. Singer Company, Inc., 1951
18. Choosing a personal experience incident and writing it up in the form of a description, a narrative account, or an adventure

C. Culminating

1. Preparing and presenting a radio program consisting of songs and poems relating to adventure and extemporaneous speeches dealing with the desirable places within the United States for travelers to visit
2. Enjoying a lecture by a local townsman who has experienced months of adventuring
3. Enjoying a movie, such as, "The Adventures of Marco Polo," "The Johnson's Hunt Fierce, Wild Animals," or "Charles Lindberg Attempts Another Daring Flight"

IV. Evaluation

The pupils' progress during this study may be determined by:

1. Individual records of outside reading
2. Class discussions
3. Oral and written class and group reports



4. Debates
5. Letterwriting
6. Completed scrap books
7. Tests--objective and essay-type
8. Book reviews--oral and written

V. Suggestions for further reading on Adventure:

- Adams, Franklin P., INNOCENT MERRIMENT, McGraw-Hall, 1942
- Amundsen, Roald, THE SOUTH POLE, Keedick, 1913
- Amundsen, Roald, MY LIFE AS AN EXPLORER, Doubleday, 1927
- Andrews, Roy Chapman, ENDS OF THE EARTH, Putnam, 1920
- Asimov, Isaac, PEBBLE IN THE SKY, Doubleday, 1950
- Berg, Victor, and Lanier, Henry, THE PEARL DIVER, Doubleday, 1930
- Bleiler, E. F., and Dikty, T. E., BEST SCIENCE FICTION STORIES, Fell Science Fiction Library, 1949
- Burr, W. Leyson, MODERN WONDERS AND HOW THEY WORK, Dutton, 1949
- Campbell, Captain William, ARCTIC PATROLS, Bruce, 1936
- Coffin, Robert P. Tristram, YANKEE COAST, Macmillan, 1947
- Collins, Dale, SHIPMATES DOWN UNDER, Holiday, 1950
- Collins, Jimmy, TEST PILOT, Doubleday, 1935
- Conklin, Graff, TREASURY OF SCIENCE FICTION, Crown, 1948

Connolly, James B., OUT OF GLOUCESTER, Macmillan,  
1946

Ellsbert, Edward, THIRTY FATHOMS DEEP, Dodd, 1930

Fenimore, Stephen, BUSH HOLIDAY, Doubleday, 1949

Ferris, Helen, LOVE COMES RIDING; ADVENTURE WAITS

Flaherty, John J., MEN WITHOUT FEAR, Lippincott, 1940

Furnas, Clifford Cook, THE NEXT HUNDRED YEARS; THE

UNFINISHED BUSINESS OF SCIENCE, World, 1942, 1946

Gilbert, Kenneth, ARCTIC VENTURE, Holt, 1950

Grenfell, Wilfred T., LABRADOR DAYS

Heimlein, Robert, SPACE CADETS, Scribner, 1948, 1948

Henry, Thomas H., THE WHITE CONTINENT, Sloane, 1951

Heyerdahl, Thor, KON-TIKI, Rand-McNally, 1950

Hubbard, Rev. Bernard R., CRADLE OF THE STORMS, Dodd,  
1935

Hubbard, Rev. Bernard R., MUSH, YOU MALEMATES, Ameri-  
can Press, 1932

Johnson, Martin Elmer, SAFARI, Putnam, 1928;

CONGORILLA, Harcourt, 1939

Kipling, Rudyard, CAPTAINS COURAGEOUS

Kjelgaard, Jim, BUCKSKIN BRIGADE, Holiday, 1947

Lent, Henry B., AVIATION CADET, Macmillan, 1941

Lay, Willy, THE CONQUEST OF SPACE, Viking, 1950

Lindsay, Martin, THE EPIC OF CAPTAIN SCOTT, Putnam,  
1934

Meador, Stephen, TRAP-LINES NORTH, Dodd, 1936

Montague, Sydney R., NORTH TO ADVENTURE, McBride,  
1939

Nordhoff, Charles B., and Hall, James N., MEN AGAINST  
THE SEA, Little, 1934

Nordhoff, Charles B., and Hall, James N., MUTINY ON  
THE BOUNTY, Little, 1932

O'Brien, John S., BY DOG SLED FOR BYRD, Follet, 1931

Sokoloff, Boris, THE MIRACLE DRUGS, Ziff-Davis, 1940

Stefansson, Vilhjalmur, HUNTERS OF THE GREAT NORTH,  
Harcourt, 1922

Thurber, James, THE THURBER CARNIVAL, Harper, 1945

Untermeyer, Louis, TREASURY OF LAUGHTER, Simon and  
Schuster, 1946



## Enjoying the Drama (The Curtain Rises)

### I. Introduction

Since we read primarily for enjoyment, it is our duty as students of literature to acquaint ourselves with many kinds of literature. It has often been said that the more widely we read and the more varied the material, the further we develop our critical appreciation of literature. Yes, just as a person who knows something about carpentry can appreciate the skill of a master carpenter, so we, as we become familiar with the different literary types, learn to look for and enjoy the fine techniques of literary craftsmanship.<sup>39</sup>

As we undertake our study of the drama, we are reminded that its primary purpose, like that of the short story, is to tell an interesting story in an entertaining manner. Because of the close relationship of the drama to life, it has been called "a mirror held up to life." We watch the characters of the drama as they display all their whims and jealousies, their weaknesses and their ambitions--and they don't see us! We laugh at them and worry with them, or we wink back the tears and swallow the lumps in our throats as we see them caught up in the emotions and complications of some dramatic event.

In general, plays may be said to affect us either happily or unhappily. In a tragedy we are saddened as we watch the main character lose his struggle

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39. Elizabeth F. Ansorge and Others, Prose and Poetry for Enjoyment, pp. 308-309. New York: The L. W. Singer Company, 1952.

(and often die), while in a comedy we are gladdened when the characters overcome their problems and "live happily ever after."<sup>40</sup>

## II. Objectives

In this unit the pupils and the teacher formulate the following objectives:

1. Acquiring an ability to point out the characters, plot, and setting of each drama to which they are exposed during the study
2. Appreciating good dramas and acquiring an ability to rate those which they read as excellent, good, or inferior
3. Learning to discriminate between dramas and fiction
4. Finding similarities and differences between the one-act play and the radio drama
5. Familiarizing themselves with the five essentials of every good drama
6. Analyzing and attempting to give just consideration to people of varying traits of character, such as kindness, selfishness, dishonesty, honesty, sophistication, and inferiority complex, with whom they meet during the study of the drama
7. Defining the terms relating to the study of the drama

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40. Jacob M. Ross, Blanche J. Thompson, and Evan Lodge, Adventures in Reading, pp. 325-326. New York: Harcourt, Brace and Company, 1952.

8. Reading dramas from library books, deciding upon the purpose, and indicating how the characters and the situations exemplify the theme<sup>41</sup>
9. Planning and working cooperatively
10. Improving their self-expression and oral reading
11. Learning to discriminate between outstanding and poorly-adjusted personalities
12. Making use of their artistic ability

### III. Suggested Activities

#### A. Motivating

1. Teacher tells the class about a recent play she has heard over the radio or observed on TV. Then a discussion centering around other radio or TV plays takes place among the class members, and some member of the class volunteers to review a drama which has been of particular interest to him
2. Teacher then suggests that the pupils search through their texts for dramas and read at least one by the next class period
3. The interest of the pupils in regard to the drama is further heightened by a short discussion concerning high school plays. At this time the

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41. Dorothy Dakin, Talks To Beginning Teachers of English, p. 269. Chicago: D. C. Heath and Company, 1937.



pupils tell of their older brothers and sisters who have participated in high school plays and of their own desire to do likewise.

4. Teacher suggests that students divide themselves into groups of six or eight people, appoint a chairman for each group, and decide on dramas which they would like to read aloud to the class.

B. Developmental

1. Attempting to solve problems such as the following:
  - a. By what criteria would you rate dramas as excellent, good, or inferior?
  - b. Discuss the plot, characters, and setting of dramas read
  - c. What are the main differences between dramas and short stories and fiction? the likenesses?
  - d. Point out the strong and weak characters in the dramas read. Determine what qualities have promoted their strength and their weaknesses.
  - e. Discuss the three requirements of all dramas
  - f. What helpful suggestions could be offered for reading drama in order that the reader might get everything possible out of it?

- g. What five things must every good play have?
2. Reading dramas from anthologies and library books
3. Making scrap books of lives, works, and portraits of living American dramatists
4. Reporting briefly on the life of one of the outstanding Greek dramatists (Source of information: The World Book or Compton's Encyclopedia)
5. Preparing oral or written class and group reports on any of these American dramatists: David Balasco; Augustus Thomas; Clyde Fitch; George Kelly; Edward Sheldon; Eugene O'Neill, Maxwell Anderson; Marc Connelly; George S. Kaufman; Sidney Howard; Elmer Rice; Samuel N. Behrman; Philip Barry; Robert Sherwood; Lillian Hellman; Clifford Odets; Tennessee Williams, and Arthur Miller
6. Dramatizing the following situations:
  - a. Jack Moran's interview with the green house operator, Mr. Elton Smith, to whom he has already made application for a job
  - b. Marie Cruz's conference with Mr. John Putnam, principal of the local high school, which

Marie visits for the first time as a health nurse<sup>42</sup>

7. Working out several dramatizations showing the right and the wrong way to
  - a. Make an introduction
  - b. Talk over the telephone
  - c. Make an apology
  - d. Preside over a meeting
8. Selecting the five characters which have the greatest appeal to them from the dramas read and writing short character sketches of same
9. Writing short original dramas and helping the class rate them as good, fair, or inferior
10. Summarizing dramas which have had an outstanding appeal to them
11. Familiarizing themselves with the vocabulary growing out of this study
12. Selecting the word which best describes the voice of the following characters in "Two Crooks and a Lady":
  - a. Miller - harsh, suave, genial, cultured
  - b. Lucille - pleasing, guttural, coarse, shrill
  - c. Mrs. Simms-Vane - weak, cultured, querulous, loud

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42. A. F. Stoddard, Matilda Bailey, and Rosamond McPherson, English First Course, pp. 198-199. New York: The American Book Company, 1951.



- d. Miss Jones - lively, monotonous, gloomy,  
nervous
- e. Police Inspector - brutal, polite, feeble,  
raucous
- f. Garrity - cultured, loud, polite, commonplace<sup>43</sup>
13. Pointing out elements of humor in "The Courting of Marie Jenvrin" such as, the arrival of the airplane; Marie's predicament; the characterization of Louis Hibert; Wernecke's inventions; Louis' departure at the very end of the play; Michael's filling the wood box<sup>44</sup>
14. Matching the underlined word with the one closest to it in meaning:
- blandly - quickly, definitely, boastfully, ~~students~~  
agreeably
- dubiously - hopefully, doubtfully, shyly, brazenly
- munching - chewing, gulping, nibbling, swallowing
- sagely - bitterly, quietly, wisely, hesitatingly
- placatingly - irritably, maliciously, quizzically,  
with a desire to please
- repressed - restated, restored, restrained,  
reproved

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43. Jacob M. Ross, Blanche Jennings Thompson, and Evan Lodge, Adventures in Reading, p. 357. New York: Harcourt, Brace and Company, 1952.

44. Ross, Thompson, Lodge, Op. Cit., p. 338.

stolidly - busily, wonderingly, stupidly,  
unexcitedly

listlessly - indifferently, attentively, joyfully,  
sadly

incredulous - inedible, inaudible, unbelieving,  
inflexible

intermittent - interchangeable, intermingled,  
constant, at intervals<sup>45</sup>

15. Listening to radio dramas and observing those  
presented on television

#### C. Culminating

1. Observing a film strip on "The Techniques of Good  
Dramatizing"
2. Enjoying a movie suitable for high school students
3. Presenting in assembly two or three of the most  
interesting, short dramas; designing costumes and  
artistic settings for same

#### IV. Evaluation

In this unit the progress of the pupils may be  
determined by:

1. Tests
  - a. Essay-type
  - b. Objective

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45. Frances E. Ansorge and Others, Prose and Poetry  
for Enjoyment, p. 509. New York: The L. W. Singer Company,  
1942.

2. Preparation of daily class assignments
3. Pupils' individual records of outside reading
4. Writing original dramas
5. Presentation of dramas for both class and assembly programs
6. Oral and written reports
7. Class discussions

V. Suggested Readings for the Unit on Drama

Bland, Margaret, "Pink and Patches"

Brighthouse, Harold, "Maid of France"

Brighthouse, Harold, "The Prince Who Was a Piper"

Conkle, E. P., "Sparkin'"

Eaton, Walter Prichard, "Grandma--Old Style"

Field, Rachel Lyman, "Fifteenth Candle"

Field, Rachel Lyman, "Three Pills in a Bottle"

Field, Rachel Lyman, "Wisdom Teeth"

Golden, John, "The Vanishing Princess"

Goodman, Kenneth Sawyer, "Dancing Dolls"

Gregory, Lady Augusta, "The Traveling Man"

Jerome, Jerome K., "Fennel"

Mackay, Constance D'Arcy, "The Christmas Guest"

McFadden, Elizabeth, "Why the Chimes Rang"

McFadden, Elizabeth, "The Boy Who Discovered Easter"

Parkhurst, Winthrop, "The Beggar and the King"

Stevens, Thomas Woods, "The Nursery Maid of Heaven"



Tarkington, Booth, "Enter Dora Exit Dad"

Totheroh, Dan, "The Lost Princess"

Wilde, Oscar, "All on a Summer's Day"

Famous Book Friends  
(Enjoying the Novel)

I. Introduction

We are most likely to enjoy what we understand best; and we normally understand best what we have experienced, actually or vicariously. We enjoy the modern novel, "a sustained story which is not necessarily historically true, but might very easily be so," because it often takes its subject matter from every day affairs, which we do understand. Such novel we term as realistic. If the reader prefers the story to be placed at a distance from him, in either time or space, he will choose the romantic novel, which proves interesting because of strangeness of events and places.

The chief aim of the teacher in promoting the unit on the novel should be to train the students to read with pleasure and with understanding. This so-called "appreciation of literature" can be promoted only through the pupils' ability to read, which can be acquired by means of the three following steps: first, the pupils learning to think with the author; second, to see with the author; and third, to feel with the author.

Literature, which depicts life--telling what people of today are thinking and doing and saying, and describing the people of the past and the people of the future--helps us to understand people. It is

through reading that we can gain a wide knowledge of the thoughts and ideals and acts of men; thus, "the more experienced we are, the more understanding we are, and the better we can adjust ourselves to living together to our common good."<sup>46</sup>

## II. Objectives

In this unit the teacher and pupils formulate the following objectives:

1. To understand differences in the cultures of people of different lands
2. To become acquainted with many and varied interesting characters in fiction
3. To develop an appreciation for good literature and seek to improve their choice of reading material
4. To appreciate the portrayal of the common man as well as the heroic character
5. To develop an increased interest in the writers of good books
6. To improve further their communication skills of reading, writing, speaking, and listening
7. To gain a wider experience in the use of the library
8. To learn to discriminate between the strong and the weak characters of fiction and decide why some are weak while others are strong
9. To improve their ability to work collectively and share with the class

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46. Dorothy Dakin, Talks To Beginning Teachers of English, p. 216. New York: D. C. Heath and Company, 1937.



10. To show increased power in presenting their questions and opinions in discussion of various writers, books, stories, etc.<sup>47</sup>

### III. Activities

#### A. Motivating

1. Teacher's introducing a class discussion relative to the different types of literature found in their text. After the following types have been named: short story, narrative and lyric poetry, biography, article, essay or editorial, adventure story, and drama, teacher asks if there is still a remaining type of literature which hasn't been mentioned. Pupils readily reply, "the novel." Teacher then suggests that pupils examine their text and discover whether or not it contains a novel. They readily discover GREAT EXPECTATIONS.
2. Teacher's suggesting that pupils find out the names of other works by Dickens for class discussion later, also that each pupil make a list of things he would like to know about the life of Dickens. The questions for research may be placed on the blackboard by some student who volunteers.

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47. Curriculum Guide, The Secondary Program, p. 58.  
Prepared by the Curriculum Steering Committees. San Diego,  
California: San Diego City Schools, 1950.

3. Teacher's giving a snappy introduction to GREAT EXPECTATIONS, thus inspiring the students to want to read it in order that they might become familiar with the secrets hidden within its pages
4. With the help of the teacher, pupils' listing novels which they would enjoy reading during this unit and discovering which of the novels they have listed are made into movies

#### B. Developmental

1. Attempting to solve these problems
  - a. Whom do you consider some of the outstanding characters of fiction?
  - b. What are some of the outstanding contributions of American writers?
  - c. How can pupils appreciate the portrayal of the common man as well as the heroic character?
  - d. How has American literature been affected by literature of other lands and times?
  - e. How do you discriminate between good and inferior literature?
2. Selecting an interesting book to read in its entirety
3. Selecting a favorite character in fiction and explaining to the class their choice of that particular character

4. Choosing an outstanding American author and giving an interesting account of his life
5. Examining some of the best-loved stories and commenting on the fact that many do not have happy endings
6. Dramatizing favorite parts of stories or books
7. Giving oral and written book reports
8. Developing original character sketches
9. Searching through books and stories for significant characteristics which will aid in personality portrayal
10. Listing the names of four books and their authors--one in which the plot is most important, one in which the chief interest is centered in a character, one in which background is the most important element, and one in which the story is based on facts
11. Writing a paragraph of no more than five sentences giving the plot of a book which they have enjoyed recently
12. Choosing a book character which they have enjoyed and writing a one-paragraph character sketch describing the kind of person the character is
13. Making a radio play of an interesting part of one of their favorite books, and "broadcasting" it to the class



14. Collecting news articles about books, authors, and reviews of current books; displaying them on the bulletin board
15. Studying the book-review sections of some of the newspapers
16. On 3 x 5 cards keeping a file of their individual reading
17. On other 3 x 5 cards assisting in writing brief advertising descriptions of the different books read by the members of the class; filing the cards in a little box, then pupils wishing to know the name of a good book to read may find the "Pupil-prepared Guide" helpful
18. Making friezes of illustrated books and stories
19. Drawing a book jacket for one of their favorite books, and writing the advertising paragraphs for the inside flap
20. Assisting in planning a class magazine of the best writing done during the year, and in choosing committees to select the work for the magazine<sup>48</sup>
21. Making attractive booklets of outstanding authors

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48. Alexander F. Stoddard, Matilda Bailey, and Rosamond McPherson, English First Course, p. 191. New York: American Book Company, 1951.

22. Making scrap books containing various comments about books, authors, characters, etc.
23. Writing letters to friends in other high schools suggesting that they read books which the pupils have recently enjoyed
24. Writing correct sentences about two of their favorite American writers
25. Composing riddles about outstanding book characters and have the class guess the answers
26. Writing letters to outstanding book companies ordering some books in which they are interested
27. Writing rhymes and jingles about outstanding books and authors
28. Suggesting synonyms, antonyms, and homonyms for words which the teacher and pupils select from various books and stories
29. Dividing into groups of six and discussing books read
30. Rating books read as good, medium, or inferior by teacher-pupil prepared criteria

C. Culminating

1. Making tape recordings of best summaries of novels read
2. Dramatizing an entire novel which the class

- found extremely interesting; designing costumes for same and arranging an appropriate setting
3. Enjoying a famous novel which has been made into a movie

#### IV. Evaluation

The pupils' progress may be determined by:

1. Individual reading records
2. Oral and written reports
3. Class and group discussions
4. Daily assignments
5. Completed activities
6. Oral and written book reviews
7. Tests

#### V. Suggested Readings for Unit on Book Friends

Barrie, Sir James Matthew, THE LITTLE MINISTER

Blackmore, R. D., LORNA DOONE

Boyd, James, DRUMS

Cervantes, Saavedra, ADVENTURES OF DON QUIXOTE

Clemens, Samuel L., ADVENTURES OF TOM SAWYER

Clemens, Samuel L., HUCKLEBERRY FINN

Crane, Stephen, THE RED BADGE OF COURAGE

Eggleston, Edward, THE HOOSIER SCHOOLMASTER

Fox, John Jr., LITTLE SHEPHERD OF KINGDOM COME

Furman, Lucy, GLASS WINDOW

Masefield, John, LOST ENDEAVOR



Stevenson, Robert Louis, BLACK ARROW

Stevenson, Robert Louis, THE BATTLE IMP

Tarkington, Booth, SEVENTEEN

White, Hervey, DANIEL BOONE, WILDERNESS SCOUT

Wister, Owen, THE VIRGINIAN

### CHAPTER III

#### A COURSE OF STUDY IN LANGUAGE ARTS FOR TENTH GRADE

##### I. General Introduction

One of the major goals in education is to help the individual acquire standards of behavior and traits of character and personality which will enable him to make the most out of life. Teachers of language and literature should recognize the relationship between improvement of communication skills and the development of personality. They should realize that, in the attempt to effect changes in behavior, they employ some of the most potent means for fostering individual growth when they take advantage of the understanding and inspiration literature can give, or of the satisfaction and emotional relief which the ability adequately to express one's self in speech and writing brings.

Since adolescence is a period in which uncertainties concerning human relationships exist, the tenth grade seems to be the ideal time to introduce those experiences in literature and composition which will enable the individual to make those adjustments which will come by gaining an understanding of himself and others;<sup>1</sup>

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1. Curriculum Guide, The Secondary Program, pp. 60-61.  
Prepared by the Curriculum Steering Committees. San Diego,  
California: San Diego City Schools, 1950.

therefore, the units suggested have as their purpose the giving of basic understandings in human relationships and providing for practice in language communication. Since drill in mechanics is given more effectively in connection with speaking and writing activities, instruction in spelling, punctuation, sentence structure, and language usage will be given as the need arises in speaking and writing activities.

## II. General Objectives

The following constitute objectives for the year's work:

1. To increase the student's appreciation of literature as a source of entertainment and inspiration
2. To develop discrimination in the selection of books for reading
3. To find in literature an appreciation of the beautiful and a means of gaining a deeper understanding of life which can contribute to a stable personality and to an understanding of other individuals
4. To foster an appreciation of the types of literature
5. To help the student understand emotional reactions and develop sound emotional patterns for himself
6. To discover one's own desires, wishes, longings, or ideals expressed in literature
7. To develop the ability to read silently and get the meaning



8. To develop the ability to read orally and give the meaning
9. To increase in the understanding and use of words
10. To develop the ability to use reference materials
11. To develop the ability to use reference sources in spelling, punctuation, capitalization, and language usage
12. To develop the ability to use clear enunciation and correct pronunciation
13. To develop the ability of the student to express himself with accuracy, ease, and self-assurance
14. To develop the ability of each individual to do creative writing of essays, stories, plays, and verse to the highest possible degree
15. To develop the ability to listen courteously and intelligently to the radio, to addresses, and to discussions
16. To develop the ability to write social letters and notes and ordinary business letters
17. To develop the ability to use correct parliamentary procedure in conducting the affairs of the group

### III. Suggested Units

The following units are suggested for carrying out the objectives:

1. "To See Ourselves," a unit concerned with pupil adjustment and understanding himself

2. "A Tale That Is Told," a unit on the short story with emphasis on understanding others
3. "Lives of Great Men," a study of biography
4. Enjoyment and Appreciation of Poetry
5. "Reading Maketh a Full Man," a unit on the novel with the major emphasis on SILAS MARNER, a representative novel
6. Laughing Matter, a study of humor
7. "The Play's the Thing," a unit on drama including the one-act play and Shakespeare's JULIUS CAESAR
8. "All the World's a Stage," a unit on understanding our neighbors around the world

## "To See Ourselves"

### I. Introduction

The fundamental goal of education is character building, which includes "all of one's ways of thinking, feeling and acting with reference to one's self and others and the world,"<sup>2</sup> and the teacher's task is "primarily that of guidance."<sup>3</sup> The language arts teacher should be conscious of the important part that understandings gained from a study of literature can play in developing traits of character and personality and of her responsibility for guiding students into experiences with literature and composition that will help them to understand people--"their motives, values, oddities, virtues, weaknesses and strengths."<sup>4</sup> This unit on understanding ourselves has for its purpose helping the teacher to understand the pupil and helping the pupil to know himself, his characteristics and potentialities, to recognize his level of achievement in the language arts area, to gain an understanding of his basic social needs, and to suggest activities for growth and development.

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2. William H. Kilpatrick, Philosophy of Education, p. 220. New York: The Macmillan Company, 1951.

3. Ibid., p. 307.

4. The English Language Arts, p. 136. Prepared by The Commission on the English Curriculum of the National Council of Teachers of English. New York: Appleton-Century-Crofts, Inc., 1952.



## II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To understand that human beings have certain basic social needs
2. To understand that one's happiness depends on being able to fulfill his needs in a personally satisfying and socially acceptable manner
3. To understand that desirable social characteristics and traits of character can be developed
4. To understand that one can change his behavior and attitudes and improve his personal adjustment
5. To understand that language communication can furnish experiences through which one can better understand himself and others
6. To appreciate the value of high ideals in guiding conduct
7. To discover and attempt to improve the student's deficiencies in reading, writing, speaking, and listening
8. To develop the ability to apply knowledge gained through communication to solving individual problems and improving personality
9. To develop the ability to grasp main ideas, find details, make generalizations, and form conclusions
10. To develop the ability to make bibliographies

11. To increase the ability to find information in books and other reference materials
12. To build vocabulary and improve spelling
13. To improve in the ability to enunciate distinctly and pronounce words correctly
14. To listen to gain information, share ideas, and grasp the speaker's mood, tone, or intent
15. To give courteous attention to the speaker
16. To improve sentence structure, paragraph development, choice of words, capitalization, punctuation, and handwriting
17. To give instruction in grammar to meet the needs which arise in oral and written composition

### III. Suggested Activities

#### A. Motivating

1. Discussing personal characteristics which make a teen-ager popular
2. Writing in notebooks the names of popular teen-agers and the characteristics which seem to be responsible for their popularity
3. Sharing each other's thinking by compiling a list of characteristics common to well-liked teen-agers
4. Writing the names of adults who are admired and the characteristics they possess which are admirable and comparing the list with that for teen-agers

5. Having each student rate himself as accurately as possible according to Barbara H. Wright's "Personality Rating Scale";<sup>5</sup> keeping this form in notebooks to be used from time to time to evaluate growth and development
  6. Giving the "Why I Am Liked or Disliked" test<sup>6</sup> to discover those things which students need to do to improve themselves to become well-liked
  7. Giving a diagnostic test in grammar and composition that both teacher and pupils may determine weaknesses and difficulties and plan activities for improvement
  8. Giving a test to determine reading ability that exercises may be planned for those needing remedial attention
- B. Developmental
1. Keeping a notebook with a section for new words for vocabulary building, words misspelled in written work, and spelling lists of words commonly misspelled
  2. Filling out the following questionnaire<sup>7</sup> so that

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5. Barbara H. Wright, A Practical Handbook for Group Guidance, p. 52. Chicago: Science Research Associates, 1944.

6. Alice Crow and Lester D. Crow, Learning to Live With Others, pp. 27-28. Boston: D. C. Heath and Company, 1944.

7. A. E. Traxler, Techniques of Guidance, pp. 28-31. New York: Harper and Brothers, 1945.



the teacher may have more information about the student and may be in a better position to help him with any problems that may arise:

### Questionnaire for High School Pupils

To the pupil: Please fill out this questionnaire to the best of your ability. The information will be treated confidentially.

- (1) Name \_\_\_\_\_ (2) Date \_\_\_\_\_  
 (3) Address \_\_\_\_\_ (4) Telephone No. \_\_\_\_\_  
 (5) Birthplace \_\_\_\_\_ (6) Date of Birth \_\_\_\_\_  
 (7) Nationality \_\_\_\_\_ (8) Citizenship \_\_\_\_\_  
 (9) Father's Name \_\_\_\_\_ (10) Mother's Name \_\_\_\_\_  
 (11) Father's occupation \_\_\_\_\_ (12) Mother's occupation \_\_\_\_\_  
 (13) Do you live in a house or in an apartment? \_\_\_\_\_  
 (14) Do you have a separate room? \_\_\_\_\_  
 (15) Number of brothers \_\_\_\_\_  
 (16) Number of sisters \_\_\_\_\_ (17) Number of younger brothers \_\_\_\_\_ sisters \_\_\_\_\_  
 (18) Names of brothers and sisters who have attended or are attending this school \_\_\_\_\_  
 (19) What elementary school or schools did you attend? \_\_\_\_\_  
 (20) Have you attended any high school other than this one? \_\_\_\_\_  
 If so, what school? \_\_\_\_\_ What high school years? \_\_\_\_\_  
 (21) Date of entrance to this school \_\_\_\_\_  
 Grade entered \_\_\_\_\_ (22) What subject or subjects in school do you like best? \_\_\_\_\_ Why? \_\_\_\_\_  
 (23) Are there any subjects you dislike? \_\_\_\_\_ Which ones? \_\_\_\_\_  
 (24) Do you study at home? \_\_\_\_\_  
 How many hours per day, on the average? \_\_\_\_\_  
 (25) Have you ever repeated a school subject or grade? \_\_\_\_\_  
 If so, state what grade or subject \_\_\_\_\_  
 (26) Do you play a musical instrument? \_\_\_\_\_ Which one? \_\_\_\_\_  
 (27) Do you take part in interscholastic sports? \_\_\_\_\_  
 What ones? \_\_\_\_\_ In intramural sports? \_\_\_\_\_ Which ones? \_\_\_\_\_  
 (28) Why do you prefer the kind of athletics in which you take part? \_\_\_\_\_  
 (29) Estimate the number of hours you spend in recreation outside school each day \_\_\_\_\_  
 (30) To what school clubs do you belong? \_\_\_\_\_  
 (31) What school offices have you held? \_\_\_\_\_  
 (32) Do you expect to go to college? \_\_\_\_\_ To what college? \_\_\_\_\_  
 In what department do you expect to specialize? \_\_\_\_\_  
 (33) Have you selected a vocation? \_\_\_\_\_ If so, what is it? \_\_\_\_\_

- (34) Do you enjoy reading\_\_\_\_\_ If so, what type of book do you prefer?\_\_\_\_\_
- (35) Who are your favorite authors?\_\_\_\_\_
- (36) What magazines do you read?\_\_\_\_\_
- (37) How often do you attend the movies?\_\_\_\_\_
- (38) What kind do you like best?\_\_\_\_\_
- (39) How did you spend your last summer?\_\_\_\_\_
- (40) Name any summer camps you have attended and give dates\_\_\_\_\_
- (41) Have you traveled in this country or abroad?\_\_\_\_\_ If so, state the nature and extent of your travel\_\_\_\_\_
- (42) Do you have any responsibilities or duties at home?\_\_\_\_\_ If so, describe briefly\_\_\_\_\_
- (43) Do you participate in any church activities?\_\_\_\_\_ If so, what ones?\_\_\_\_\_
- (44) What special interests do you carry on during your spare time and approximately how long have you had each special interest?\_\_\_\_\_
- (45) Remarks\_\_\_\_\_

3. Giving a short talk on "A Person I Like and Admire" using incidents that show those ways of acting which make the person admirable, noting errors in grammar made during the talks for drill on correct form
4. Writing compositions of three or four paragraphs on one of the following subjects: "My Favorite Teen-ager," "The Kind of People I Go For," "Someone I'd Like to Be Like," "Qualities I Want in My Friends," "Why I Like\_\_\_\_\_", "Situations I'd Like to Know Better How to Handle," "What I Think This Class Could Do For Me," "Was I Embarrassed!" Study the chapter in



the language book on paragraphing;<sup>8</sup> exchange papers; study the composition you received and read it to the class, being careful of your enunciation, pronunciation, and expression.

5. Writing an autobiography for which the following outline is suggested:<sup>9</sup>

#### Outline for Autobiography

- (1) My life before I started to school
  - a. My first memory
  - b. What I have learned about myself from my parents and other adults
  - c. Things I liked to do best as a little child
- (2) My elementary school days
  - a. What I remember best about these first years in school
  - b. What subjects did I like best?
  - c. What subjects did I like least?
- (3) My life in high school
  - a. How do I feel about school? Am I proud of it and glad to be a part of it or do I feel like the fellow who said it was pretty much like a penitentiary? Why do I feel as I do?
  - b. What do I like best about school?
  - c. What do I wish were different?
  - d. Which of my subjects do I like best?
  - e. Which do I like the least?
  - f. My opinion of why I have certain difficulties
- (4) My home
  - a. What about my home do I enjoy most?
  - b. In what ways do I wish my home were different?
  - c. Have I ever thought I'd like to run away from home? I wonder why that was so?
- (5) My church
  - a. What experiences have I had in church and Sunday School that have impressed me most?

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8. Alexander F. Stoddard, Matilda Bailey, and Rosamond McPherson, "Practically Perfect Paragraphs," English, Second Course, pp. 39-59. New York: American Book Company, 1951.

9. Frank G. Davis and Pearle G. Norris, Guidance Handbook for Teachers, pp. 75-79. New York: McGraw-Hill Book Company, Inc., 1949.



- b. Do I really enjoy going to church? In what ways am I most helped?
- c. What do I wish were different?
- (6) My friends
  - a. What kind of people do I most enjoy being with?
  - b. What is there about them that I like?
  - c. If I could be the person I most desire to be, whom would I be like?
- (7) My interests and hobbies
  - a. What do I like to do best when there is nothing I have to do?
  - b. What are my hobbies? Is there a new hobby I'd like to build?
- (8) My future
  - a. What occupation would I like to enter?
  - b. Do my parents share my ambitions?
- (9) My favorites
  - a. Who is my favorite movie star?
  - b. Who is my favorite radio star?
  - c. Who is my favorite athlete?
  - d. Who is my favorite teacher?
  - e. Why have I chosen these?
- (10) My fears
  - a. I wonder if I have ever been afraid of anything.
  - b. What made me afraid?
  - c. How have I tried to overcome my fears?
  - d. To what extent have I succeeded?
- (11) My perplexities
  - a. What three things do I wonder about most?
- (12) And now if, by some magic power, it were possible for me to have three things I wish for most, what would they be?

- 6. Compiling a bibliography of books in the library on personality, psychology, etiquette, and manners designed for high school students
- 7. Selecting from the bibliography prepared by the teacher containing suggestions for collateral reading a biography of a well-known and well-liked person, or one you especially admire, or one engaged in an occupation in which you are interested and preparing to discuss it with a group

8. Selecting a book of fiction from the list to read as collateral reading
9. Bringing to class newspaper or magazine accounts of people with admirable characteristics and telling the class about them; then placing clippings in a file that others may read them also
10. Having a committee in charge to keep a bulletin board display of pictures of teen-agers engaged in typical activities, jackets from books related to the subject and cartoons, drawings, and posters prepared by members of the class
11. Checking yourself as to your personal characteristics<sup>10</sup>

Here are some of the characteristics by which a person is often judged. How would you judge yourself in these matters? Take ample time to judge yourself carefully, then place a check in the column which most nearly describes you: (1) Yes, certainly, (2) Yes, in a general way, (3) About 50-50, (4) No, in a general way, (5) No, absolutely.

	(1)	(2)	(3)	(4)	(5)
a. Do you make decisions without much hesitation?	___	___	___	___	___
b. Are you naturally enthusiastic?	___	___	___	___	___
c. Are you usually punctual?	___	___	___	___	___
d. Do you become angry easily?	___	___	___	___	___
e. Is it easy for you to forgive and forget?	___	___	___	___	___

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10. Davis and Norris, Op. Cit., pp. 72-74.

- |  | (1) | (2) | (3) | (4) | (5) |
|--|-----|-----|-----|-----|-----|
| f. Are you frequently gloomy or downhearted?                             |     |     |     |     |     |
| g. Are you usually cheerful and happy?                                   | —   | —   | —   | —   | —   |
| h. Are you usually self-confident and self-reliant?                      | —   | —   | —   | —   | —   |
| i. Do fears or worries bother you?                                       | —   | —   | —   | —   | —   |
| j. Do you find it easier to be honest in some situations than in others? | —   | —   | —   | —   | —   |
| k. Do you find it easier to be honest with some people than others?      | —   | —   | —   | —   | —   |
| l. Are you inclined to keep your head in an emergency?                   | —   | —   | —   | —   | —   |
| m. Are you easily influenced by the crowd you happen to be with?         | —   | —   | —   | —   | —   |
| n. Is it easy to be loyal?   | —   | —   | —   | —   | —   |

12. Conducting a group discussion on the value of the following traits of character in leadership: attractive appearance and manner, sincerity, cheerfulness, sportsmanship, kindness, cooperation, sympathy, generosity, loyalty, modesty, tact, trustworthiness, punctuality, care of property, neatness, acceptable use of language, and any others the group may wish to add, evaluating the class discussion: Is the group aware of trying to improve? Are more students talking?
13. Writing a story from your own experience, or re-writing in your own words one you have read, heard over the radio, or seen on television in



which a person gained a position or fulfilled a desire because he possessed some of the above characteristics or failed to do so because he lacked some of these characteristics; exchanging compositions and reading them to the class; evaluating each to see if the writer has been successful in maintaining interest, introducing suspense, and putting over the main point; evaluating the oral reading in terms of enunciation, pronunciation, and interpretation

14. Having students list all the things they think they do well and ask one or two good friends to list for them the things they think they do well
15. Listing all the things class members think they need to improve and conducting a discussion as to how this may be done
16. Having class members drop questions into a question box and, when they have accumulated over a period of several days, sorting them into groups for panel discussions for answering them
17. Locating magazine articles related to the study by using the Reader's Guide and making class reports on them, consulting the language book to get help on making effective reports<sup>11</sup>

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11. Stoddard, Op. Cit., pp. 169-185.

18. Having a class discussion on where we get our ideals and values, listing ideals obtained from the following sources: religious training, classroom training, athletics, family training, reading, movies, radio, television, organizations
19. Reading the following literary selections having to do with ideals: "The American Way" by Kaufman and Hart, freedom; "The Applewood Box" by David Lamson, freedom; "Sportsmanship" by William M. Thackeray; "To Town" by Josephine Miles, self-reliance; "Guillaumet" by Antoine de Saint-Euxpery, courage in the face of danger; "Meeting with a Tigress" by Jim Corbett, courage and service
20. Discussing the following needs of individuals and how they influence behavior: security, approval of others, sense of accomplishment, affection, self-improvement, service, adventure and new experience, need to be like others, need for individualism
21. Reading the following literary selections and discussing the way in which they illustrate one of the needs discussed above: "The Happiest Man on Earth" by Albert Maltz, security; "A Man Must Be Proud" by D. D. Beauchamp, approval of others; "A Piece of String" by Guy de Maupassant, concern

for approval of others; "Singing in the Wilderness" by Donal C. Peattie, sense of accomplishment; "A Mother in Manville" by Marjorie Rawlings, affection; "The Second-Rater" by Herman Hagedorn, self-improvement; "The Discoverer of Radium" by Eve Curie, service; "One Ranger: No Riot" by Robert J. Casey, selection from KON-TIKI by Thor Heyerdahl, "Summit of the World" by James R. Ullman, and "The Race to the Moon" by Pierre J. Huss, adventure and new experience

22. Selecting an interest group and working with it to discover how some of the following may be improved: personal appearance, manners, conversational ability, study habits, wise use of leisure time, ideals, making a report to the class in the form of a panel discussion; suggestions for developing each group project:<sup>12</sup>

- a. Group I - Personal appearance: Conducting polls and interviews to determine what students consider constitutes good grooming and attractive personal appearance by asking girls what they think about boys' appearance and boys what they consider constitutes attractive

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12. Margaret Heaton, A Resource Unit on Understanding Ourselves, pp. 25-75. San Diego, California: San Diego City Schools, 1949.



appearance in girls; inviting the home economics teacher to discuss proper dress and grooming with the class, especially controversial topics; preparing and making talks to the group on different phases of personal appearance from material found in books and magazines and evaluating the talks: Do they show evidence of preparation and effort to make them interesting? Is there an improvement in the use of good English? Making cartoons and posters to illustrate good grooming

- b. Group II - Acceptable manners: Giving a pre-test to the entire class to see how well they know good manners;<sup>13</sup> having a question box in which questions are placed to be answered in a panel discussion; discussing the topic "Going on a Date": Going to a dance, going to the theater, going to a restaurant, going to a party, and listing suggestions for boys and girls that will make dates enjoyable; writing invitations suitable for various types of social functions;<sup>14</sup> making a study of good

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13. Ibid., pp. 17-19.

14. Martha Gray and Clarence W. Hach, English for Today, pp. 5-8. Chicago: J. B. Lippincott, 1950.

table manners;<sup>15</sup> demonstrating making introductions, correct telephone etiquette, table manners; discussing the following: Courtesy at school: courtesy in classes, courtesy in the corridors, courtesy in the cafeteria, courtesy in assemblies, courtesy toward the team; courtesy at home: courtesy at meals, courtesy with the telephone, courtesy by sharing responsibilities, being considerate, courtesy to guests

- c. Group III - Conversational ability: Writing down things done, learned, or discussed at school that would be good conversation starters; selecting several topics for conversation and groups to carry on conversations attempting to make a good transition from topic to topic;<sup>16</sup> Finding and reading aloud examples of good conversation from stories
- d. Group IV - Study habits: Discussing how high school students can keep up their studies and engage in extra-curricular activities;<sup>17</sup>

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15. Ibid., pp. 12-13.

16. Stoddard, Op. Cit., pp. 133-136.

17. J. C. Tressler, English in Action, Course Two, pp. 85-95. Boston: D. C. Heath and Company, 1942.

comparing the following on developing good study habits with that already learned:<sup>18</sup>

- (1) Read for ideas.
- (2) Look for the key word, phrase, or sentence in each paragraph and relate the rest of the paragraph to this idea.
- (3) Make a mental summary of each topic.
- (4) Ask yourself questions as you read.
- (5) Recognize the purpose of your reading.
- (6) Understand the problems to be solved.
- (7) Use the index.
- (8) Learn to interpret illustrative materials such as graphs.
- (9) Take brief, well-organized notes.
- (10) Develop the habit of reviewing.
- (11) Be alert to facts and ideas emphasized by the teacher.

Having a panel discussion on the subject "How Important Are Grades?" by answering the following questions: Could we get along without grades? What are grades for? What are the advantages? Disadvantages? What kind of grading system would you recommend? Should grades make us feel superior or inferior? Begin to alibi or blame the teacher? How important is it to work for grades? How much should tests count on a final grade? What other means do you have of showing your understanding of a subject? Are tests used only in school? What are common ways of preparing for a test? Reading selections from literature such as Jesse Stuart's "Charles" to understand the value of education

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18. Crow, Op. Cit., pp. 189-194.



e. Group V - Wise use of leisure time: Listing all the hobbies the group can think of and evaluating each according to the following criteria: (1) Does it improve personality? (2) Is it different from work activity? (3) Does it make one a more interesting person? (4) Does it give enthusiasm and satisfaction for living? Preparing and giving a talk on your favorite recreational activity, telling how you became interested in it and of the satisfying experiences you have had with it and evaluating it according to the criteria listed above; giving an oral report on the biography of someone who developed an interesting leisure-time activity or hobby; discussing the "musts" of a good movie;<sup>19</sup> developing standards for evaluating radio and television programs; reading "Painting as a Pastime" by Winston Churchill

23. Planning and making an attractive poster, cartoon, or picture illustrating a book read

#### C. Culminating

1. Presenting group reports from the above activity in the form of panel discussions

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19. Stoddard, Op. Cit., pp. 228-230.

2. Giving oral book reports by groups about admirable or well-liked persons showing how their personal characteristics affected their popularity, success, or happiness, and having members of each group evaluate the contribution of each member
3. Inviting a local doctor, minister, or lawyer to talk to the group on "Choosing a Vocation"
4. Planning and presenting by groups a phase of the study in the form of a quiz contest, right-and-wrong skit or dramatization, or a panel discussion
5. Seeing the film Your Life Work, Vocational Guidance Films, Inc., Des Moines, Iowa, A Job for Bob, Religious Film Association, 1950, Career for Girls, Coronet, 1941, or Choosing Your Occupation, Coronet, 1941

#### IV. Evaluation

The pupils' progress may be determined by:

1. Preparing an annotated bibliography of all the reading done for the unit
2. Checking again the "Personality Rating Scale" to note progress
3. Evaluating self by checking the "Personality Inventory and Evaluation" chart prepared by Gray and Hach<sup>20</sup>

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20. Gray and Hach, Op. Cit., pp. 6-7.

4. Giving a test on the vocabulary-building list recorded in notebooks
5. Giving a test on words misspelled individually and the words commonly misspelled
6. Giving a test on the literature studied in the unit
7. Giving a reading test to check progress in rate and comprehension
8. Writing and evaluating, as a class and as individuals, a theme on one of the following subjects:  
 "Why I Think \_\_\_\_\_ Is an Ideal Leisure-Time Activity," "Ideals Worth Living For," "My Ideal Date," "Personal Characteristics I Am Trying to Develop," "How to Be a Good Group-Discussion Member," "Selections We Have Read That Impressed Me," "Characteristics of a Well-Adjusted Teen-Ager," "Wise Use of Leisure Time," "Getting the Most from Movies," (Radio or Television), "The Well-Groomed Teen-Ager," "Are Manners Important?"

#### V. Suggested Readings

##### Personality and Manners

- Allen, Betty and Briggs, Mitchell P., BEHAVE YOURSELF
- Barbour, Ralph and Others, GOOD MANNERS FOR BOYS
- Brackman, Mary, WHAT IS SHE LIKE?
- Crow, Alice and Lester D., LEARNING TO LIVE WITH OTHERS
- Fedder, Ruth, A GIRL GROWS UP



Lane, Janet, YOUR CARRIAGE, MADAM

Ryan, Mildred, CUES FOR YOU

Sprackling, Helen, COURTESY: A BOOK OF GOOD MANNERS

Stevens, William O., THE CORRECT THING: A GUIDEBOOK  
OF ETIQUETTE FOR YOUNG MEN

Woodward, Elizabeth, PERSONALITY PREFERRED

Biography (Listed under biography unit)

### Fiction

Beim, L. L., TRIUMPH CLEAR

Best, Herbert, YOUNG-UN

Brink, C. C., CADDIE WOODLAWN

Bronte, Charlotte, JANE EYRE

Cavanna, Betty, GOING ON SIXTEEN

Coatsworth, Elizabeth, HERE I STAY

Crane, Stephen, THE RED BADGE OF COURAGE

Cronin, A. J., THE GREEN YEARS

Dahl, Borghild, I WANTED TO SEE

Daly, Maureen, SEVENTEENTH SUMMER

Defoe, Daniel, ROBINSON CRUSOE

Dickens, Charles, DAVID COPPERFIELD

Ferber, Edna, SO BIG

Field, Rachel, HEPATICA HAWKES

Gray, Elizabeth J., ADAM OF THE ROAD

Hilton, James, GOODBYE, MR. CHIPS

Kantor, MacKinley, HAPPY LAND

Kipling, Rudyard, CAPTAINS COURAGEOUS  
Lane, Rose Wilder, LET THE HURRICANE ROAR  
Lewis, Elizabeth F., HO-MING, GIRL OF NEW CHINA  
Llewellyn, Richard, HOW GREEN WAS MY VALLEY  
Malvern, Gladys, JONICA'S ISLAND  
O'Hara, Mary, MY FRIEND FLICKA  
Pease, Howard, THE JINX SHIP  
Rawlings, Marjorie K., THE YEARLING  
Scott, Robert L., GOD IS MY CO-PILOT  
Skidmore, Hubert, HILL DOCTOR  
Skidmore, Hubert, RIVER RISING  
Stevenson, Robert L., DR. JEKYLL AND MR. HYDE  
Stevenson, Robert L., KIDNAPPED  
Stevenson, Robert L., TREASURE ISLAND  
Tarkington, Booth, SEVENTEEN  
Tunis, John R., THE IRON DUKE  
Tunis, John R., ALL AMERICAN  
Walker, Mildred, WINTER WHEAT

## "A Tale That Is Told"

### I. Introduction

The short story is presented as a unit in literature and composition. Although the student is introduced to the short story as a literary type and to some of the masters of the short story, the emphasis in the study is upon its use as a means of investigating the motives of human beings and studying human relationships. Activities are planned to provide opportunities for oral and written expression with instruction in language usage and grammar as the needs of the class and of the individual arise.

### II. Objectives

In this unit the teacher and pupils formulate objectives such as the following:

1. To understand and appreciate the short story as a distinct literary type
2. To understand the author's purpose in writing the story
3. To gain an understanding of the common elements of the short story--setting, characters, plot, theme
4. To appreciate such literary values as excellent character portrayal, effective conversation, stirring scene, conflict and suspense, and vivid description



5. To acquaint the student with the lives and works of recognized story writers
6. To understand why people act as they do
7. To understand the importance of facing problems and making decisions
8. To realize that all people are subject to the same common emotions and have the same types of problems
9. To be able to give an oral or written summary of the plot of a short story
10. To be able to read orally with correct pronunciation, clear enunciation, and effective expression
11. To be able to produce creative or self-initiated writing
12. To be able to write a paragraph of description of a person or place
13. To be able to write a vivid character sketch
14. To be able to use correct capitalization, punctuation, and spelling in written work
15. To exhibit desirable listening skills
16. To show discriminating ability and taste in the selection of short stories for voluntary reading
17. To show improvement in carrying on group discussion
18. To build vocabulary

### III. Suggested Activities

#### A. Motivating

1. Inviting a local person of outstanding ability

as a story teller to visit the class and tell some of his favorite ones as a basis for introducing the skillful method of narration found in the short story

2. Having a pupil-teacher planning period for suggesting activities and making plans for development of the unit

#### B. Developmental

1. Reading short stories from classroom anthologies, library collections, and periodicals and keeping a record of title, author, and sentence summary on index cards
2. Keeping in notebooks new words for vocabulary building, misspelled words, and words commonly misspelled
3. Keeping a list of vivid verbs, adjectives, and adverbs as they appear in stories for use in creative writing
4. Keeping a class clipping file of news items that could constitute ideas for a short story with a student in charge to list items and contributors on the bulletin board
5. Keeping a file of pictures from magazines which suggest situations about which original stories may be written
6. Reporting from research in the library on the

history of the development of the short story as a literary form and on the lives of some of the masters of the short story: Edgar Allan Poe, O. Henry, Marc Connelly, Richard Harding Davis, Stephen Vincent Benet, Mary E. Wilkins Freeman, Thomas B. Aldrich, William Saroyan, Nathaniel Hawthorne, Washington Irving, Jesse Stuart, Arthur Conan Doyle, Guy de Maupassant, Leo Tolstoy, Anton Chekhov, Pearl S. Buck, Rudyard Kipling

7. Reading the following short stories for an understanding and discussion of problems common to young people: "The Professor's Punch," Stephen Vincent Benet; "One With Shakespeare," Martha Foley; "Goon Castle," Margaret Weymouth Jackson; "The Standard of Living," Dorothy Parker; "The Fifty Yard Dash," William Saroyan; "A Start in Life," Ruth Sukow; "The Slipover Sweater," Jesse Stuart
8. Selecting and reading before the class examples of effective conversation
9. Writing original dialogues<sup>21</sup>

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21. Alexander F. Stoddard, Matilda Bailey, and Rosamond McPherson, English, Second Course, pp. 133-136. New York: American Book Company, 1951.



10. Reading the following mystery stories for comparison with "thrillers" to which students listen on television and radio: "The Adventure of the Speckled Band," Arthur Conan Doyle; "Miss Hinch," Henry Sydnor Harrison; "What Was It?" Fitz-James O'Brien; "The Purloined Letter" and "The Gold Bug," Edgar Allan Poe
11. Telling stories by groups with a chairman for each, observing rules for effective story telling, and having an evaluation period at the end of the activity<sup>22</sup>
12. Reading the following stories and noting the theme or the purpose of the author and the courageous decisions carried out: "By the Waters of Babylon," Stephen Vincent Benet; "The Erne from the Coast," T. O. Beachcroft; "The Revolt of Mother," Mary E. Wilkins Freeman; "Carry On, Mr. Barnes," Albert Richard Wetjen; "The Happiest Man on Earth," Albert Maltz
13. Writing original short stories using themes such as the following: bravery, consideration, snobbery, democracy in family life, democracy in school life, honesty, jealousy, kindness, loyalty, love, pride, popularity, self-respect,

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22. Ibid., p. 64.

solidarity in family life, sportsmanship, success, wealth, service, tolerance

14. Selecting some theme such as "Death," "War," "Marriage," "Mothers," "Historical Characters," "Home life," "Boy and Girl Relationships," "People I Would Like to Know," reading as many stories as possible, writing a composition presenting the theme, evaluating the related ideas suggested by the stories read, and presenting the compositions grouped according to the themes to the class as a symposium<sup>23</sup>
15. Reading and discussing the following stories important for the character development:
 

"Marjorie Daw," Thomas Bailey Aldrich; "Corazon," George Petullo; "The Pheasant Hunter," William Saroyan; "Salesmanship," Mary Ellen Chase; "The Piece of String," Guy de Maupassant; "A Mother in Mannville," Marjorie Rawlings; "Lead Her Like a Pigeon," Jessamyn West; "The Great Stone Face," Nathaniel Hawthorne; "A Municipal Report," O. Henry; "The Summer of the Beautiful White Horse," William Saroyan
16. Having a pantomime quiz contest based on the stories read

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23. M. Joselyn, "A Plan for Study of the Short Story," English Journal, 34 (January, 1945), 95-97.

17. Studying character portrayal by noting the author's method of revealing a character:<sup>24</sup>
  - a. Telling what kind of person he is
  - b. Describing the person, his clothing, and his environment
  - c. Showing his actions
  - d. Letting him talk
  - e. Relating his thoughts
  - f. Showing how other people talk to him
  - g. Showing what other people say about him
  - h. Showing how people react because of him
  - i. Showing how he reacts to others
18. Writing character descriptions using the following topics and having the class suggest others: our postman, the bus driver, our doctor, our principal, our mayor, our grocer, our paper boy, my uncle, my mother<sup>25</sup>
19. Noting good place descriptions in stories read and writing descriptions of familiar places<sup>26</sup>
20. Reading the following stories and discussing the action, the dramatic moments, in each: "Death of Red Peril," Walter E. Edmonds; "Coroner's Inquest," Marc Connelly; "Springtime a la Carte," O. Henry; "Report on the Barnhouse Effect," Kurt Vonnegut, Jr.; "Gallegher," Richard Harding Davis
21. Selecting a newspaper clipping from the file and writing the short story the clipping suggests to you

24. J. N. Hook, The Teaching of High School English, p. 160. New York: The Ronald Press Company, 1950

25. Stoddard, Op. Cit., pp. 117-131.

26. Ibid.



22. Having the teacher start a story and each member of the class write his version of the way the story ended
23. Writing a class or cooperative short story by permitting each pupil to have the opportunity to make a contribution to the finished product in the following manner: After studying the elements of a short story, each pupil writes a setting for a short story. A class committee selects the six best settings and presents them to the class to vote on the best. Students then proceed to write a description of a character to fit the setting selected. A second committee selects the best six, and the class votes on the one that best fits the setting. Using the same procedure, the class selects a plot.<sup>27</sup> Pupils work together in rephrasing and editing sentences, clauses, and paragraphs, employing rules of grammar, spelling, vocabulary, word usage, sentence structure and paragraph construction.<sup>28</sup>

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27. Norman Schachter, "Short Stories Can Be Fun," English Journal, 31 (November, 1942), 680.

28. Stoddard, Op. Cit., pp. 70-73.

### C. Culminating

1. Breaking down the completed cooperative short story into movie script, casting and presenting the story to the class
2. Reading the best original short stories that have not previously been shared with the class
3. Having a "stump-the-experts" contest with students asking questions of class "experts" who volunteer
4. Making an illustrated class booklet of the best original short stories

### IV. Evaluation

The pupils' progress may be determined by:

1. Having short evaluation periods at the close of the class periods based on observations
2. Having students check personality charts in their notebooks from the first unit to evaluate growth and development
3. Letting each student jot down significant passages, phrases, or descriptive bits of satire, humor, or imagery from several writers and permitting the class to identify the writer and work
4. Letting each student make three questions on the stories studied and selecting the best ones to ask the class orally

5. Passing out slips of paper on which are typed situations found in the stories studied and letting each student read his slip to the class and identify the story from which it is taken, naming the characters
6. Giving a written test consisting of spelling, vocabulary, composition and literature studied in the unit
7. Giving a test to check speed and comprehension in reading

#### V. Suggested Reading

Anderson, Sherwood, "Feud"

Brown, Heywood, "The Fifty-First Dragon"

Bunner, H. C., "Zenobia's Infidelity"

Derleth, August, "Buck in the Bottoms"

Dobie, Charles Caldwell, "Horse and Horse"

Doyle, Arthur Conan, "The Blue Carbuncle"

Doyle, Arthur Conan, "The Red-Headed League"

Fisher, Dorothy Canfield, "The Knot Hole"

Garland, Hamlin, "A Day's Pleasure"

Gill, Tom, "Jungle War"

Hardy, Thomas, "The Three Strangers"

Harte, Bret, "High Water Mark"

Hawthorne, Nathaniel, "The Ambitious Guest"

Hawthorne, Nathaniel, "The Great Stone Face"

Irving, Washington, "The Legend of the Moor's Legacy"



James, Will, "On the Dodge"  
 Johansson, B. Borgen, "Jim Bree"  
 Kelly, Myra, "A Christmas Present for a Lady"  
 List, Edith, "Joy Ride"  
 London, Jack, "Love of Life"  
 Milburn, George, "Uneasy Payments"  
 Morris, I. V., "The Sampler"  
 Munro, Hector Hugo (Saki), "The Interlopers"  
 Murfree, Mary Noailles, "The 'Harnt' That Walks Chilhowee"  
 Orr, Clifford, "Savage Homecoming"  
 Pickthall, Marjorie L. C., "The Stove"  
 Poe, Edgar Allan, "The Gold Bug"  
 Poe, Edgar Allan, "The Purloined Letter"  
 Poe, Edgar Allan, "The Tell-Tale Heart"  
 Porter, William Sidney, "A Municipal Report"  
 Porter, William Sidney, "A Retrieved Reformation"  
 Reynolds, Quentin, "A Secret for Two"  
 Singmaster, Elsie, "Bred in the Bone"  
 Stockton, Frank L., "The Lady or the Tiger"  
 Stone, Elinore C., "Dirty Work at the Cross Roads"  
 Sukow, Ruth, "Midwestern Primitive"  
 Tarkington, Booth, "Fame at Fifteen"

Collections of short stories

Bailey, Carolyn S., FOR THE STORY TELLER, STORY TELLING  
 AND STORIES TO TELL

Becker, May L., GOLDEN TALES OF THE SOUTHWEST  
 Bond, Octavia, OLD TALES FROM TENNESSEE HISTORY  
 Brant, Alfred and Law, Frederick H., WAR OR PEACE  
 Burnett, Whit, TIME TO BE YOUNG  
 Clark, Barrett H., GREAT SHORT STORIES OF THE WORLD  
 Cooper, Page, FAMOUS DOG STORIES  
 Cross, Ethen Allen, A BOOK OF THE SHORT STORY  
 Davis, Richard Harding, FROM GALLEGER TO THE DESERTER  
 De La Mare, Walter, ANIMAL STORIES  
 Doyle, Arthur Conan, STORIES FOR BOYS  
 London, Jack, THE BEST SHORT STORIES OF JACK LONDON  
 Neider, Charles, GREAT SHORT STORIES OF THE WORLD  
 O'Brien, Edward J., THE BEST SHORT STORIES OF 1938  
 Pattee, Fred Lewis, AMERICAN SHORT STORIES  
 Stuart, Jesse, CLEARING IN THE SKY  
 Wright, Willard H., THE GREAT DETECTIVE STORIES

## "Lives of Great Men"

### I. Introduction

The increasing popularity of biography today shows that authentic records of men and women can be as readable as fiction when the biographer is skillful enough to recreate real people. It is the purpose of this unit to reveal the personalities of people who actually lived and made their own choices, men and women who have made real contributions to the common good and in so doing found adventures, hardships, disappointments, and final triumphs. Sharing their experiences should give the student a deeper appreciation of the worth of the individual and of his contribution to society, develop tolerance, self-direction, and initiative, and help him answer the question, "What road will take me where I want to go?"

### II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To have the literary experience of understanding people--their motives, personality, conflicts, and success or failure
2. To appreciate the dignity of the individual and his contribution to society



3. To increase in the appreciation of biography as a source of entertainment and inspiration
4. To show increased discrimination in the selection of biographies for reading
5. To discover how individuals have met and overcome such problems as handicaps, ignorance, and prejudice
6. To discover how individuals have faced the problem of adjusting to new surroundings
7. To discover how people have used their talents to achieve success
8. To encourage the solving of one's own problems through a knowledge of how characters of biography solved their own problems
9. To give opportunity to improve communication skills--reading, writing, speaking, listening
10. To develop reference techniques for locating information in the library relative to the study

### III. Suggested Activities

#### A. Motivating

1. Giving an overview of the unit, explaining the meaning of biography and autobiography
2. Having students discuss their background of experience with biography
3. Having a group discussion to decide upon an interpretation of "success"

4. Seeing one of the following movies: Old Hickory, Brigham Young, Story of Elias Howe, Lincoln in the White House, Angel of Mercy (Clara Barton), Teddy the Roughrider, Servant of Mankind (Thomas A. Edison), Wilson, Story of Dr. Carver, Madame Curie
5. Inviting a person informed in local history to lecture to the class on people of the county and community who have achieved fame and success in their chosen fields

#### B. Developmental

1. Reading to find out the source of the success of the following people and tell what they discovered about life that offers suggestions for living today: "Boyhood Days" by Booker T. Washington from his autobiography UP FROM SLAVERY; "The Story of Will" by William Allen White from his AUTOBIOGRAPHY; "The Hard Road to Stardom," the story of Julia Marlowe by Charles Edward Russell; "Florence Nightingale at Scutari" by Lytton Strachey; "My Father Was a Soil-BUILDER" by Angus McDonald; "Franz Schubert Gets His Music Paper" by Sigmund Spaeth
2. Listing the radio and television programs, movies, and magazine articles about people which you see or read during the unit

3. Keeping a record of the biographies read on index cards
4. Keeping a record of new words, for vocabulary building, words misspelled, and words commonly misspelled
5. Keeping a diary of criticisms of your work, suggestions, and improvements
6. Reading to discover how people have used their talents to achieve success: "Mark Twain on a Reading Tour" by Albert Bigelow Paine; a selection from DANGER IS MY BUSINESS by John D. Craig; "Just Short of Eternity" from AN AMERICAN DOCTOR'S ODYSSEY by Victor Heiser; "Edison's Personality" from THOMAS ALVA EDISON by Francis Arthur Jones; "Sailor Jack Turns Author" from Irving Stone's biography of Jack London, SAILOR ON HORSEBACK; "I Get My Start as an Actress" told to Ruth Woodbury Sedgwick by Katherine Cornell; "Pioneer of the Sky," an account of the flying career of Ruth Nichols by Sally Knapp; "The Discoverer of Radium," an account of Marie Curie by Eve Curie
7. Collecting and exhibiting on the bulletin board pictures of famous people for a Hall of Fame; writing a short biographical sketch to place under each picture selected



8. Reading from the Reader's Digest articles entitled "The Most Unforgettable Character I've Met" for the description of an everyday person who learned how to live and sharing these with the class
9. Interviewing some local person who you think is interesting and preparing to talk to the class on the interview.
10. Writing a theme on the topic "The Person Who Has Influenced Me Most"
11. Reading and reporting to the class on a person who overcame physical handicaps or handicaps of ignorance, prejudice, etc.; suggestions: Helen Keller, Beethoven, Alec Templeton, Homer, John Milton, Louis Braille, Theodore Roosevelt, Franklin D. Roosevelt, Hans Christian Anderson, Abraham Lincoln, Marian Anderson, Booker T. Washington, George W. Carver
12. Writing a biography of some member of the class; consulting with the person and his family for information
13. Reporting to the class on a discoverer or inventor such as the following: Walter Reed, William Gorgas, Thomas A. Edison, George Westinghouse, Roald Amundsen, Marconi, Robert Fulton, Henry Ford, S. F. B. Morse, A. G. Bell

14. Reading "A Day With My Mother" from Sir James M. Barrie's biography of his mother, MARGARET OGILVY, and CHEAPER BY THE DOZEN and BELLES ON THEIR TOES by Frank B. Gilbreth, Jr. and Ernestine G. Carey for biography of family life; writing a biography of a member of your family
15. Reading "One Life, One Country," a story of Nathan Hale by A. C. M. Azoy, "The Bonhomme Richard," a story of John Paul Jones by Herman Melville, and "I Escape from the Boers" from Winston Churchill's story of his early life, THE ROVING COMMISSION, for examples of historical biography
16. Writing word biographies or little-known facts about such well-known words as pencil, jealousy, bonfire, humble, lyric, achieve, companion, etc.
17. Reading the following selections to discover how individuals have faced the problem of adjusting to new surroundings:
  - a. To learn how Nick Janeski, an immigrant from Poland, fared in the "promised land," read Edwin Muller's "Peasant's Progress,"
  - b. To appreciate the contribution of a Swiss immigrant to America, read "Pioneer Peril" from the biography OLD JULES by Mari Sandoz

- c. To appreciate an immigrant's contribution to industry, read "Finding a Place in Industry," the success story of a German immigrant from Webb Waldron's AMERICANS
  - d. To understand the life of the Russian Jew in New York City, read Anzia Yezierska's autobiography HOW I FOUND AMERICA
  - e. To meet an interesting personality, read Michael Pupin's "The Hardships of a Greenhorn" from his autobiography, FROM IMMIGRANT TO INVENTOR
  - f. To find the old world contrasted with the new, read "The Bountiful Harvest" from the autobiography of Maurice Hindus, GREEN WORLDS
  - g. To understand a Syrian's problem of adjustment to American life, read "Struggles with English" by Salom Rizk
18. Writing on the blackboard or posting on the bulletin board each day a famous quotation for students to locate the name of the person quoted
19. Drawing a picture to illustrate a biography read or an event in the life of a person studied
20. Preparing either an oral or written unit report on a person by consulting several sources



### C. Culminating

1. Giving a dramatization in the form of a radio broadcast of "The Inventor of Dynamite" by Innis Osborn and John T. W. Martin
2. Having a "who-said-that?" contest using the quotations that have been posted
3. Having a Dr. I. Q.-type biographical contest, giving five clues for each person, by having each member of the class submit clues for one person and the best selected by a committee
4. Seeing one of the films listed under motivation

### IV. Evaluation

The pupils' progress may be determined by:

1. Having pupils evaluate themselves by:
  - a. Comparing written work of this unit with that of the previous unit
  - b. Listing books read, reports given, compositions written
  - c. Listing those things done that were not required
  - d. Checking "Personality Rating Scales," the chart used in the first unit, to note progress
2. Observing students throughout the unit to note development in tolerance, cooperation, self-direction, critical thinking, speaking, reading, writing, and listening

3. Giving a test on the literature studied using essay, completion, and multiple-choice questions
4. Giving a test to check growth in speed and comprehension in reading

v. Suggested Readings

Addams, Jane, TWENTY YEARS AT HULL HOUSE

Bailey, Bernadine, ABE LINCOLN'S OTHER MOTHER

Baker, Mrs. Nina, HE WOULDN'T BE KING; THE STORY OF  
SIMON BOLIVER

Beard, Annie E., OUR FOREIGN-BORN CITIZENS

Beard, Charles Austin, PRESIDENTS IN AMERICAN HISTORY

Beaty, John Yocum, LUTHER BURBANK, PLANT MAGICIAN

Bebenroth, Charlotte M., MERIWETHER LEWIS, BOY EXPLORER

Benet, Laura, YOUNG EDGAR ALLAN POE

Bolton, Sarah, LIVES OF POOR BOYS WHO BECAME FAMOUS

Bolton, Sarah, LIVES OF GIRLS WHO BECAME FAMOUS

Byrd, Richard E., ALONE

Clark, Elmer, CHIANGS OF CHINA

Cody, W. F., THE ADVENTURES OF BUFFALO BILL

Coe, Douglas, MARCONI, PIONEER OF RADIO

Coffman, Ramon, FAMOUS AUTHORS FOR YOUNG PEOPLE

Cottler, Joseph, HEROES OF CIVILIZATION

Cowan, Sam, SERGEANT YORK AND HIS PEOPLE

Cunningham, Virginia, PAUL LAWRENCE DUNBAR

Curie, Eve, MADAME CURIE

DeKruif, Paul, HUNGER FIGHTERS

Daughtery, James H., DANIEL BOONE  
 Egermeider, Elsie, GIRL'S STORIES OF GREAT WOMEN  
 Elliott, Margaret, MY AUNT LOUISA AND WOODROW WILSON  
 Embree, Edwin, THIRTEEN AGAINST THE ODDS  
 Feller, Robert, STRIKEOUT, STORY OF BOB FELLER  
 Ferber, Edna, PECULIAR TREASURE  
 Floberdy, John, THE COURAGE AND THE GLORY  
 Fraser, Chelsea, FAMOUS AMERICAN FLYERS  
 Garst, Shannon, KIT CARSON, TRAIL BLAZER AND SCOUT  
 Graham, Shirley, DR. GEORGE WASHINGTON CARVER, SCIENTIST  
 Guthrie, Sue, TOM EDISON, BOY INVENTOR  
 Hagedorn, Herman, BOOK OF COURAGE  
 Halliburton, Richard, RICHARD HALLIBURTON  
 Hamilton, Elizabeth, HOW THEY STARTED  
 Harlow, Alvin, THE RINGLINGS, WIZARDS OF THE CIRCUS  
 Hatch, Alden, FRANKLIN DELANO ROOSEVELT  
 Hatch, Alden, WOODROW WILSON  
 Henry, Marguerite, ROBERT FULTON, BOY CRAFTSMAN  
 Higgins, Helen, ALEC HAMILTON  
 Higgins, Helen, STEPHEN FOSTER, BOY MINSTREL  
 Hinton, Harold, CORDELL HULL  
 Holbrook, Stewart Hall, AMERICA'S ETHAN ALLEN  
 Hubler, Richard G., LOU GEHRIG  
 Hunt, Mabel, HAVE YOU SEEN TOM THUMB?  
 Hylander, Clarence J., AMERICAN SCIENTISTS  
 James, Bessie, COURAGEOUS HEART



James, Will, LONE COWBOY  
Johnson, Osa Helen, I MARRIED ADVENTURE  
Jordan, Ralph, BORN TO FIGHT, ADMIRAL HALSEY  
Kates, Jerome S., MINUTE STORIES OF FAMOUS EXPLORERS  
Keller, Helen, THE STORY OF MY LIFE  
Kugelmass, J. Alvin, LOUIS BRAILLE  
Lansing, Marion Florence, AGAINST ALL ODDS  
Long, Laura, DAVID FARRAGUS, BOY MIDSHIPMAN  
Maguire, William A., THE CAPTAIN WEARS A CROSS  
Malvern, Gladys, CURTAIN GOING UP  
Malvern, Gladys, DANCING STAR, ANNA PAVLOVA  
Mason, Miriam E., MARK TWAIN, BOY OF OLD MISSOURI  
Mason, Miriam E., WILLIAM PENN, FRIENDLY BOY  
Meigs, Cornelia, INVINCIBLE LOUISA  
Miller, Francis, EISENHOWER, MAN AND SOLDIER  
Miller, Francis, GENERAL DOUGLAS MacARTHUR  
Mitchell, Minnie B., HOOSIER BOY, JAMES WHITCOMB RILEY  
Monsell, Helen Albee, DOLLY MADISON, QUAKER GIRL  
Monsell, Helen Albee, YOUNG STONEWALL, TOM JACKSON  
Morgan, Helen L., LIBERTY MAID, ABIGAIL ADAMS  
Nolan, Jeanette, O. HENRY  
Nolan, Jeanette, STORY OF CLARA BARTON OF RED CROSS  
Neyhart, Louise, HENRY FORD  
Paine, Albert Bigelow, MARK TWAIN  
Peattie, Donald C., SINGING IN THE WILDERNESS: A SALUTE  
TO JOHN J. AUDUBON

Purdy, Claire Lee, FROM IMMIGRANT TO INVENTOR  
Purdy, Claire Lee, GILBERT AND SULLIVAN, MASTERS OF  
MIRTH AND MELODY  
Purdy, Claire Lee, HE HEARD AMERICA SING  
Regli, Adolph, THE MAYOS, PIONEERS IN MEDICINE  
Rouke, Constance, AUDUBON  
Rouke, Constance, DAVY CROCKETT  
Sandburg, Carl, ABE LINCOLN GROWS UP  
Sandburg, Carl, ABRAHAM LINCOLN; THE PRAIRIE YEARS  
Seymore, Flora, POCAHONTAS, BRAVE GIRL  
Smith, Cecil Woodham, LONELY CRUSADER  
Stevens, William, FAMOUS WOMEN OF AMERICA  
Stevenson, Augusta, ABE LINCOLN FRONTIER BOY  
Stevenson, Augusta, ANDY JACKSON, BOY SOLDIER  
Stevenson, Augusta, BEN FRANKLIN, PRINTER'S BOY  
Stevenson, Augusta, CLARA BARTON, GIRL NURSE  
Stevenson, Augusta, DANIEL BOONE  
Stevenson, Augusta, GEORGE CARVER, BOY SCIENTIST  
Stevenson, Augusta, GEORGE WASHINGTON  
Stevenson, Augusta, KIT CARSON  
Stevenson, Augusta, MYLES STANDISH  
Stevenson, Augusta, PAUL REVERE  
Stevenson, Augusta, SAM HOUSTON  
Stevenson, Augusta, JULIA WARD HOWE  
Stuhldreher, Harry, KNUTE ROCKNE  
Tallant, Robert, PIRATE LAFITTE

Thomas, Henry, LIVING BIOGRAPHIES OF FAMOUS RULERS

Wagoner, Jean, MARTHA WASHINGTON

Weil, Ann, FRANKLIN ROOSEVELT

Widdemer, Mabel, ALECK BELL

Widdemer, Mabel, WASHINGTON IRVING

Yankey, Grace, EXILE'S DAUGHTER

Young, Stanley, YOUNG HICKORY



## Enjoyment and Appreciation of Poetry

### I. Introduction

Man has expressed his joys, his sorrows, and his desires in poetic form since the world began. When great grief or great happiness, great love or great hate is skillfully expressed in words, poetry results. Boys and girls of high school age need opportunities to discover or develop further the sense of pleasure and satisfaction that can be attained through an appreciation of poetry. This unit of work attempts to suggest learning activities in which they may engage to discover or further develop this appreciation, emphasizing human values rather than the mechanics of literary expression.

### II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To understand and enjoy poetry on different subjects, of different patterns, and by different poets
2. To discover the beauty of words, picturesque phrases, and rhythm
3. To discover one's own desires, wishes, longings, or ideals expressed in poetry
4. To discover how thoughts and moods can be developed through words and rhythm of poetry

5. To create the desire to explore further the realm of poetry
6. To develop an understanding of the emotional reactions within the pupil
7. To develop an appreciation for poetry and the poet's message
8. To develop the ability to express better one's own feelings (his desires, joys, sorrows) through the medium of poetry
9. To develop aesthetic and spiritual resources
10. To develop personal tastes in poetry and criteria for judging poetry
11. To develop an appreciation of poetry by being given the opportunity to write poems of their own
12. To improve communication skills of reading, writing, speaking, and listening
13. To improve in the skill of using the library to find books of poems and information about poets
14. To develop skills in discussion techniques

### III. Suggested Activities

#### A. Motivating

1. Reading aloud to the class a poem which seems to fit the pupils' interests and experience backgrounds
2. Playing recordings of some interesting and well-read poems for the group

3. Holding an informal discussion to get the students' ideas (likes and dislikes) about poetry in order to secure effective teaching leads
  4. Reading aloud several types of poems to the class to show that there are types of poems to fit everyone's interests
  5. Holding a poetry treasure-hunt to see how many poems students can find in the library, at home, and in classroom books
- B. Developmental
1. Inviting a local poet to meet with the class to read some selections of his poems and to discuss poetry with the group
  2. Listening to records of poems read by authors or others who read well
  3. Setting up criteria by which to evaluate oral reading of poems; suggested criteria:
    - a. Did I read loud enough to be heard by all?
    - b. Did I express the feeling and rhythm of the poem by the tone of my voice, the rate of my reading, and the stress given key words?
    - c. Was I prepared?
    - d. Did I pronounce my words clearly and correctly?
    - e. Am I improving by the way I stand and act before a group?



f. Am I a courteous listener?

4. Reading orally the following poems from  
ADVENTURES IN APPRECIATION by Luella B. Cook,  
Walter Loban, and Susanna Baxter:<sup>29</sup>

- a. Poems to evoke adventure: "A Wanderer's  
Song," John Masefield; "Travel," Edna St.  
Vincent Millay; "Reveille," A. E. Housman;  
"A Song of Sherwood," Alfred Noyes; "The  
Skeleton in Armor," Henry W. Longfellow;  
"Maid of Athens," Lord Byron; "A Ballad of  
John Silver," John Masefield; "Eldorado,"  
Edgar Allan Poe
- b. Poems to rouse your blood: "The Douglas  
Tragedy," Old Scottish Ballad; "Old Christmas  
Morning," Roy Helton; "Danny Deeever," Rudyard  
Kipling; "Daniel Webster's Horses," Elizabeth  
Coatsworth; "The Eve of Waterloo," Lord Byron;  
"Ballad: O What Is That Sound?" W. H. Auden;  
"The Elf-King," Johann Wolfgang Von Goethe
- c. Poems to win your admiration: "The Broncho  
That Would Not Be Broken," Vachel Lindsay;  
"The Ballad of Father Gilligan," William

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29. Luella B. Cook, Walter Loban, and Susanna Baxter,  
Adventures in Appreciation, pp. 171-218. New York: Harcourt,  
Brace and Company, 1952.

Butler Yeats; "Little Giffen," Francis Orray Ticknor; "The Oregon Trail," Arthur Guiterman; "Opportunity," Edward Rowland Sill; "Lee," Stephen Vincent Benet

d. Poems to make you ponder: "Departure," Edna St. Vincent Millay; "O Captain! My Captain," Walt Whitman; "Weapons," Anna Wickham; "The Hammer," Carl Sandburg; "The Right Kind of People," Edwin Markham; "Outwitted," Edwin Markham; "Sometimes I Feel Like a Motherless Child," Negro Spiritual

e. Poems to stir your wonder: "Crystal Moment," Robert P. Tristram Coffin; "Stars," Sara Teasdale; "A Constellation," Einar Skjaeraasen; "The Skaters," John Gould Fletcher; "The Railway Train," Emily Dickinson; "Skyscraper," Carl Sandburg; "The Morning Glory," Helen Waddell (trans.)

5. Reading to interpret the meaning and mood, to enjoy poetic words, picturesque phrases, vivid descriptions, beautiful and impressive passages, figures of speech
6. Forming a verse-speaking choir for choral reading
7. Listening to the following recordings: Robert P. T. Coffin reading his poems: "Fog," "Lantern in the Snow," and "The Sacred Heart"; Robert Frost

reading his poems: "Birches," "Mending Wall," "Stopping by a Woods on a Snowy Evening," "The Death of the Hired Man"; Stephen Vincent Benet reading his poems: "The Ballad of William Sycamore" and "Portrait of a Southern Lady"; Vachel Lindsay reading his poems: "The Chinese Nightingale" and "The Flower-Fed Buffaloes"; Other artists reading: "Arrow and the Song," Henry W. Longfellow; "My Own, My Native Land," Sir Walter Scott; "Stupidity Street," Ralph Hodgson; "Travel," Edna St. Vincent Millay; "Boots," Rudyard Kipling; "Sea Fever," John Masefield; "Boot and Saddle," Robert Browning; "A Red, Red Rose," Robert Burns; "Lost" and "Fog," Carl Sandburg; "Silver," Walter de la Mare; "The Railway Train," Emily Dickinson; "She Walks in Beauty," Lord Byron

8. Memorizing favorite poems and passages on a voluntary basis
9. Giving reports on famous poets, showing how their lives and their times are reflected in their works
10. Writing original poems using topics suggested in the language book or a topic of the student's own choosing<sup>30</sup>

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30. J. C. Tressler, English in Action, Course II, p. 256.  
 Boston: D. C. Heath and Company, 1950.



11. Reading to obtain information about types of poetry, rhythm, rhyme, verse forms and writing imitations of literary forms<sup>31</sup>
12. Making a booklet of the original poems written by the class
13. Reading in the library, writing to University of Tennessee Lending Library, and interviewing people in the community to obtain information about local and regional poets and their works; reporting on the information secured
14. Selecting a topic and making individual anthologies of favorite poems on the subject; topics suggested: animals, birds, flowers, nature, people, historical characters, mother, family, war, peace, work, travel, sports, holidays, foreign lands, inspiration, religion
15. Painting scenes, characters or incidents illustrating poems
16. Singing poems set to music
17. Conducting a panel on: Why I Like Certain Poems
18. Reading the following selections from Tennyson's Idylls of the King: "The Coming of Arthur," "Gareth and Lynette," "Lancelot and Elaine," "The Passing of Arthur"; discussing traits of

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31. Mellie John, English for You, II, pp. 330-337. New York: Row, Peterson and Company, 1943.

character common to the heroes; writing a precis of each idyll; drawing a frieze depicting the incidents in each; reading other idylls on a voluntary basis

#### C. Culminating

1. Holding an exhibit of booklets and art work done in the course of the unit
2. Having a panel on the subject "What Poetry Means To Me"
3. Having a poetry-reading contest to select participants for the literary league contest using judges from the speech department

#### IV. Evaluation

The pupils' progress may be determined by:

1. Holding an evaluation conference each day for a few minutes to evaluate the work of the day
2. Evaluating through listening and observing as students participate in activities by using criteria set up by the class
3. Holding an evaluation conference when the unit is completed, considering these points:
  - a. Do I like poetry better?
  - b. Have our views regarding poetry changed during the unit?
  - c. What new things did we learn about reading poetry aloud more effectively?

- d. How well are we doing these things?
- e. How can we use the things we have learned in this unit?

4. Having students prepare test questions to use in reviewing and summarizing the unit
5. Giving a written test on the literature of the unit from questions prepared by the students
6. Observation on the part of the teacher to note the results of the study as they affect future behavior of students:
  - a. Do students sometimes ask me to read poetry?
  - b. Do they read poetry with understanding and appreciation?
  - c. Do they use poetry on their class and club programs?
  - d. Do they memorize poetry voluntarily?
  - e. Do they sometimes ask me to read poetry to them?

#### V. Suggested Readings

##### Literature Anthologies

Ansorge, Elizabeth F., and Others, PROSE AND POETRY FOR APPRECIATION

Brewton, John E., and Others, EXPLORING LITERARY TRAILS

Cook, Luella B.; Logan, Walter; Baxter, Susanna,

ADVENTURES IN APPRECIATION



Cross, Tom Peete; Smith, Reed; Stauffer, Elmer C., GOOD  
READING FOR HIGH SCHOOL II - ACHIEVEMENT

Lucas, Harriet M., and Ward, Herman M., PROSE AND POETRY  
FOR APPRECIATION

McGraw, H. Ward, PROSE AND POETRY FOR APPRECIATION

Miles, Dudley; Stratton, Clarence; Pooley, Robert C.,  
LITERATURE AND LIFE BOOK II

Sharp, Russell A., and Others, EXPLORING LITERARY TRAILS

#### Poetry Collections

Auslander, Joseph, WINGED HORSE

Benet, William Rose, POEMS FOR YOUTH; AN AMERICAN  
ANTHOLOGY

Benet, William Rose, POETRY FOR FREEDOM

Day-Lewis, Cecil, POETRY FOR YOU

Dickinson, Emily, POEMS FOR YOUTH

Felleman, Hazel, BEST LOVED POEMS OF THE AMERICAN PEOPLE

Granger, Edith, GRANGER'S INDEX TO POETRY AND RECITATIONS

Hughes, Langston, POETRY OF THE NEGRO

Kieran, John, POEMS I REMEMBER

Millay, Edna St. Vincent, POEMS SELECTED FOR YOUNG PEOPLE

Service, Robert William, SPELL OF THE YUKON

Simon, Mrs. Charlie May, LAYS OF A NEW LAND

Smith, Elva Saphronia, JUST FOR FUN

Stephenson, Burton Egbert, POEMS OF AMERICAN HISTORY

Thompson, Blanche Jennings, MORE SILVER PENNIES

Untermeyer, Louis, MAGIC CIRCLE

## "Reading Maketh a Full Man"

### I. Introduction

In our modern age the novel, with its attempt to portray life and people in the process of living it, has become a popular form of literature. It is the chief expression of our times. In our age boys and girls want realism; they want to know about things as they are, even in stories told imaginatively. They want to meet real characters involved in real experiences, experiences that have meaning to them and tell them something about their own lives. This unit attempts to suggest learning activities in a study of *SILAS MARNER* by George Eliot that will answer questions built around fundamental problems that all readers face in their own lives, such as: "How far can I go in leading my own life?" "What values in life will bring me the greatest happiness?"

### II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To understand and enjoy the plot of a novel
2. To understand the emotional reactions of others and to develop sound emotional reactions within the pupil
3. To understand the author's purpose in writing the novel

4. To develop an appreciation of the novel as a form of literature and to create the desire to read more and better novels
5. To understand the change of attitudes, habits, or feelings in the characters portrayed in the novel
6. To understand the importance of facing problems and making choices in life
7. To understand how events shape character
8. To form understandings and appreciations which will build the students' background of experiences
9. To develop the ability to read with imagination, visualizing scenes and people described
10. To develop the ability to express one's own ideas and emotions more effectively
11. To develop the ability to give an oral and written summary of the plot of a novel
12. To develop the ability to write paragraphs of description of persons and scenes
13. To develop the ability to write vivid character sketches
14. To improve sentence structure, paragraph development, effective choice of words, and punctuation
15. To improve in the use of verbals, verbs, adjectives, and adverbs, the complex sentence, and clause modifiers
16. To build vocabulary and improve spelling



17. To give instruction in grammar to meet individual needs which arise in oral or written composition

### III. Suggested Activities

#### A. Motivating

1. Preparing a bulletin board display of book jackets from interesting novels in the library
2. Conducting a discussion of interesting and enjoyable books read by various members of the class
3. Inviting a member of the local Study Club to review a novel of interest to the group
4. Inviting the librarian to the classroom to discuss the books available in the library having special appeal to adolescents
5. Seeing the film of a novel suggested by the class
6. Conducting a class discussion on the history of the novel as a literary type following a period spent in research

#### B.. Developmental

1. Giving a pretest of words selected from the novel for vocabulary building
2. Having pupils keep in their notebooks a list of new words learned
3. Reading and discussing from one to three chapters of the novel each day

4. Dictating passages from the novel for correcting errors in capitalization, punctuation, and spelling
5. Drawing and painting scenes from the novel
6. Writing descriptive paragraphs of scenes in the story, such as Silas's cottage, the Stone-pit, Eppie's garden, the lane
7. Writing characterizations of the following:  
Nancy, Priscilla, Godfrey, Dunstan, Silas, Eppie, Dolly, Aaron, Squire Cass
8. Conducting a panel on superstition: How many of the superstitions mentioned in *SILAS MARNER* have persisted to this day? What are especially dangerous superstitions which still influence people?
9. Printing a class newspaper in which the major events of *SILAS MARNER* are written: name of the paper:<sup>32</sup> The Raveloe Gazette; heads of departments: editor-in-chief, news editor, desk editor, society editor, reporters, office manager, business manager; news stories: discovery of the body of Dunstan Cass, robbery of Silas Marner, finding of Molly and Eppie by Silas, adoption of

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32. Dorothy Dakin, Talks to Beginning Teachers of English, p. 288. New York: D. C. Heath and Company, 1937.

Eppie by Marner; sports stories: story of wrestling match, horse-shoe pitching, or other sports typical of the times; editorials: "War or Peace," an article commending the draining of the stone-pits; society news: account of the marriage of Nancy and Godfrey, and of Eppie and Aaron, Squire Cass's Christmas party; locals: staking of Wildfire, Dunstan's journey to Batherley, the visit of the peddler, Silas's trip to Lantern Yard; business manager's advertisements: cows strayed from Mr. Lammeter's barn, pitch-pipe found, cow offered for sale, Silas Marner, weaver from North'ard, desires weaving

10. Reading and reporting on a novel of your choice from the bibliography, using any of the following questions that seem appropriate:<sup>33</sup>

- a. What is the title? Did it appeal to your interest before you read it? How is the title connected with the story? Is it appropriate? If not, what can you suggest as a good title?
- b. What is the situation at the opening of the story? List the ten main events which form

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33. Alexander F. Stoddard, Matilda Bailey, and Rosamond McPherson, English, Second Course, pp. 215-220. New York: McGraw-Hill Book Company, Inc., 1949.



the framework of the plot. Describe one incident which you consider highly significant or dramatic. Was the ending satisfactory to you? Why?

- c. What character seems most like a person in real life? Mention some of his life-like qualities. Mention a character who changes for the better and tell how. Mention a character who changes for the worse. How? Mention one who remains the same.
  - d. When and where do the events of the story take place? Does the novel have a historical background? If so, describe it. Give an example of the effect of the setting upon character.
11. Compiling a list of the favorite novels of the class
  12. Collecting and displaying reviews of books that appear in various newspapers and magazines
  13. Writing the advertising material which could be used on the bookjackets of favorite novels
  14. Writing and producing radio script to advertise a novel
  15. Writing a letter to a friend recommending the reading of a novel you have enjoyed<sup>34</sup>

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34. Stoddard, Op. Cit., pp. 187-199.

16. Writing a business letter to a publisher ordering one of your favorite books<sup>35</sup>
17. Writing a book review for the school publication, following suggestions given by your language book<sup>36</sup>
18. Making a book report in the form of a letter to the teacher or some friend
19. Conducting book talks in groups, letting each group select the best one in the group and evaluating the contribution of each member of the group
20. Pretending that a member of the class is the author of a book and having a member of the class who has read the same book interview the author

#### C. Culminating

1. Presenting dramatizations from *SILAS MARNER* in an assembly or classroom program:<sup>37</sup>

##### Two Brothers

Characters: Dunstan Cass, a spiteful, jeering fellow often half-intoxicated.  
 Godfrey Cass, a fine open-faced, good-natured young man who is to inherit his father's land.

Scene: The dark, wainscoted parlor of the Red House. The room is decorated with guns, whips, and fox brushes;

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35. Ibid., 199-205.

36. Stoddard, Op. Cit., pp. 218-219.

37. H. Ward McGraw, Prose and Poetry for Appreciation, pp. 1059-1060. Syracuse: The L. W. Singer Company, 1935.



coats and hats are flung on chairs; tankards on the table send off a smell of flat ale; pipes are propped in the chimney corner and in the fireplace is a half-dead fire. It is a disorderly, uninviting room in spite of the richness of the furnishings.

Action: Godfrey is standing, hands in pocket, with his back to the fire. There is an expression of gloomy vexation on his face. The door opens and Dunstan enters, whistling. He is evidently in the first stages of intoxication.

The dialogue for this scene is found in Chapter III.

#### The New Year's Dance

Characters: Solomon, the fiddler.  
Squire Cass and his guests.  
Mr. Macey, Ben Winthrop, and Aaron.

Scene: The White Parlor of the Red House.  
The room is hung with mistletoe and holly and with old-fashioned oval mirrors. It is lighted with candles.

Action: Solomon enters, playing vigorously on his fiddle, and is followed by a gay procession led by the Squire and Mrs. Crackenthorp. Mr. Macey and a few villagers take their places as spectators on benches near the door, as the couples on the floor form themselves for the dance. (Any country dance may be given.)

The dialogue for this scene can be found in Chapter XI.

Suggestions for other scenes that may be dramatized:

Gossip at the Rainbow--Chapters VI and VII;  
Godfrey and His Father--Chapter IX; Dolly Winthrop as a Neighbor--Chapter X; Two Sisters--Chapter XI; Godfrey Confesses to Nancy--Chapter XII; A Happy Home for Silas--Chapter XVI; Eppie Makes Her Choice--Chapter XIX; Silas and Eppie Visit Lantern Yard--Chapter XXI.

2. Seeing a movie of a novel selected by the class

#### IV. Evaluation

The pupils' progress may be determined by:



1. Giving again the vocabulary test given at the beginning of the unit to evaluate progress
2. Reviewing and spelling words misspelled in the written work
3. Taking a test on the grammar studied in the unit
4. Evaluating work daily as the unit develops
5. Holding a class evaluation discussion, considering the following:
  - a. Have I increased in my appreciation of the novel as a literary type?
  - b. Do I desire to read more and better novels?
  - c. As I have seen others face and solve their own problems, have I improved in my ability to solve mine?
  - d. Do I have an understanding and appreciation of the novel as a portrayal of real life?
  - e. Have I improved in my use of oral and written grammar?
6. Checking the personality charts in notebooks to evaluate growth and development
7. Taking a test on the literature studied in the unit

V. Suggested Readings

Bennett, Arnold, CLAYHANGER

Bennett, Arnold, THE OLD WIVES' TALE

Bonnet, Theodore, THE MUDLARK  
Boyd, James, DRUMS  
Bronte, Charlotte, JANE EYRE  
Bronte, Emily, WUTHERING HEIGHTS  
Carroll, Gladys Hasty, AS THE EARTH TURNS  
Cather, Willa, MY ANTONIA  
Cather, Willa, O PIONEERS  
Collins, Wilkie, THE MOONSTONE  
Costain, Thomas B., THE CONQUERORS  
Crane, Stephen, THE RED BADGE OF COURAGE  
Davis, William Sterns, A FRIEND OF CAESAR  
Deeping, Warwick, SORRELL AND SON  
Dickens, Charles, A TALE OF TWO CITIES  
Dickens, Charles, DAVID COPPERFIELD  
Dickens, Charles, OLIVER TWIST  
Doyle, Arthur Conan, THE WHITE COMPANY  
Dumas, Alexander, THE THREE MUSKETEERS  
Edmonds, Walter D., ROME HAUL  
Edwards, Walter D., YOUNG AMES  
Eliot, George, THE MILL ON THE FLOSS  
Ferber, Edna, SO BIG  
Forester, C. S., MR. MIDSHIPMAN HORNBLOWER  
Gale, Zona, MISS LULU BETT  
Gaskett, Elizabeth, CRANFORD  
Hilton, James, LOST HORIZON  
Hilton, James, NOTHING SO STRANGE

Hugo, Victor, LES MISERABLES  
Jackson, Helen Hunt, RAMONA  
James, Henry, DAISY MILLER  
Lewis, Sinclair, ARROWSMITH  
London, Jack, THE CALL OF THE WILD  
Lyons, Dorothy, RED EMBERS  
McGraw, Eloise Jarvis, SAWDUST IN HIS SHOES  
Masefield, John, JIM DAVIS  
Maugham, W. Somerset, OF HUMAN BONDAGE  
Moore, David William, THE END OF BLACK DOG  
Pease, Howard, WIND IN THE RIGGING  
Reade, Charles, THE CLOISTER AND THE HEARTH  
Saroyan, William, THE HUMAN COMEDY  
Scott, Sir Walter, THE TALISMAN  
Scowcroft, Richard, FIRST FAMILY  
Stevenson, Robert Louis, THE MASTER OF BALLANTRAE  
Twain, Mark, A CONNECTICUT YANKEE IN KING ARTHUR'S COURT  
Wharton, Edith, ETHAN FROME  
Wellman, Manly Wade, THE MYSTERY OF LOST VALLEY  
Wells, H. G., TONO-BUNGAY  
White, Stewart Edward, THE BLAZED TRAIL  
Wilson, Charles, THE WIND BLOWS FREE  
Wister, Owen, THE VIRGINIAN  
Wouk, Herman, THE CITY BOY  
Wren, Percival Christopher, BEAU GESTE



## "Laughing Matter"

### I. Introduction

The pupils who make up any classroom need to laugh. They should have occasion to smile, or chuckle, or roar as the passing show of school life provides opportunities for refreshment. By relaxing tensions, group laughter aids in establishing cooperative attitudes, thus providing a favorable background for the learning process and the enrichment of personal development.

Humor is a basic element of the world's best literature, and the ability to sense and appreciate its subtleties as well as its more obvious manifestations is one earmark of the mature reader. This unit has as its purpose to show the importance of a sense of humor as a personal characteristic and devices used by the literary artist to produce humor through a study of the works of outstanding humorists and to provide opportunities for creative oral and written expression on the part of students.

### II. Objectives

In this unit the pupils and teacher formulate objectives such as the following:

1. To gain an appreciation of humor expressed through the printed word
2. To understand that literature reflects the ebb and

flow of the serious and the humorous found in life itself

3. To aid in happy adjustment to living as well as to reading
4. To recognize and appreciate the devices of exaggeration and understatement
5. To respond to the irony that underlies much American literature and to appreciate well-written satire as one of the signs of a first-class humorist
6. To identify the incongruous
7. To appreciate the limerick, pun, parody, spoonerism, and the use of figurative language as humorous devices
8. To provide opportunities for improving abilities in imaginative writing
9. To provide opportunities for practice in oral and written expression to improve enunciation, pronunciation, and interpretation
10. To build vocabulary and improve spelling
11. To listen to gain information, share ideas, and grasp the speaker's mood, tone, or intent
12. To provide opportunity for the use of the library
13. To give instruction in grammar to meet the needs which arise in oral and written composition

### III. Suggested Activities

#### A. Motivating

1. Having the students recall the one or two funniest

poems or stories they have ever read

2. Having them name their favorite comedians of radio, television, and screen
3. Discussing the importance of a sense of humor as a personal characteristic contributing to success: How can the ability to see the funny side of things make one a happier and more successful person? Who has the better sense of humor, the person who laughs at his own predicaments or the one who laughs at the expense of others?
4. Having each person tell the group about a joke on himself
5. Sharing for enjoyment a humorous poem such as "The Cremation of Sam McGee" by Robert Service

#### B. Developmental

1. Reading "Time to Light the Furnace" by Christopher Morley for an example of the tall-tale type of humor in which the writer, by playing around with an idea, lets his imagination run wild and carries his idea to a logical--though clearly absurd--conclusion
2. Reading "Windwagon Smith" by Wilbur Schramm for a tall tale with exaggeration of both character and incident



3. Dividing the class into groups and having an original tall-tale contest and selecting the best story in each group to be shared with the entire class (Fibber Magee's tall tales might serve as models.)
4. Reading "The Lumber Room" by H. H. Munro (Saki) for a story told from the point of view of a child and showing the stupid mistakes adults make in dealing with children
5. Reading "The Milk Pitcher" by Howard Brubaker and examining his use of words that sound alike and his combination of unlike things in a series as a source of fun
6. Reading "The Seventeen Cats" by Selma Lagerlof and, for those who find her humor to their taste, the following stories: "The Slom Season" and "The Marseillaise" from MEMORIES OF MY CHILDHOOD by Selma Lagerlof, "The Sunday School Picnic" from THE COUNTRY KITCHEN by Della T. Lutes, "The Apricot Tree" from THE HUMAN COMEDY by William Saroyan, and "The Pound Party" from CROSS CREEK by Marjorie Kinnan Rawlings
7. Reading "A Slander" by Anton Chekhov to enjoy the irony of the incident
8. Watching magazines and newspapers for humorous verse, short-short stories, short stories, and

articles and bringing these to share with the class

9. Reading the following poems, noting the use of puns, word distortions, intentional misuse of words:

- a. Cook, Logan, and Baxter, ADVENTURES IN APPRECIATION, pp. 219-224: "The Rhinoceros" and "The Purist," Ogden Nash; "Jabberwocky," Lewis Carroll; "A Policeman's Lot," W. S. Gilbert; "They Also Serve Who Only Sit," Phillis McGinley; "The Old Swimm'-Hole," James Whitcomb Riley
- b. Ansorge and Others, PROSE AND POETRY FOR APPRECIATION, pp. 727-738: "The Blind Men and the Elephant," John Godfrey Saxe; "A Nightmare," W. S. Gilbert; "Father William," Lewis Carroll; "A Tragic Story," William Makepeace Thackeray; "The Harmonious Heedlessness of Little Boy Blue," Guy Wetmore Carryl; "Mis Carlotta," Thomas Augustine Daly
- c. Brewton and Others, EXPLORING LITERARY TRAILS, pp. 476-482: "An Elgy on That Glory of Her Sex, Mrs. Mary Blaize," Oliver Goldsmith; "A Match with the Moon," D. G. Rossetti; "Yes, I Write Verses," Walter Savage Landor; "The Song of the Jellyfish," Jarvis

Keiley; "The Gardener's Song," Lewis Carroll  
 d. Miles, Stratton, and Pooley, LITERATURE AND  
 LIFE, BOOK TWO, pp. 510-512: "On the Vanity  
 of Earthly Greatness," Samuel Hoffenstein;  
 "Lullaby," Samuel Hoffenstein; "Remarks  
 from the Pup," Burges Johnson; "Natura in  
 Urbe," E. B. White

10. Writing a parody using some well-known piece of poetry as "The Old Swimmin'-Hole," "The Policeman's Lot," or one of the following excerpts with strong rhythmic patterns:

The day is done and the darkness  
 Falls from the wings of night  
 As a feather is wafted downward  
 From an eagle in its flight.

H. W. Longfellow

Blessings on thee, little man,  
 Barefoot boy, with cheek of tan!  
 With thy turned-up pantaloons,  
 And they merry whistled tunes.

J. G. Whittier

(Read Phoebe Cary's parody of "The Day Is Done" for an example.)

11. Reading some of Edward Lear's limericks and writing limericks about a humorous incident, some widely advertised product, or a school happening using pupils' names
12. Writing some original verse for discussion with others who have done likewise and collecting



the best of all the original humor into a class booklet

13. Devoting a few minutes daily to reading aloud favorite limericks and parodies or to repeating spoonerisms and puns encountered in reading or listening to the radio and television
14. Drawing cartoons to illustrate humorous or nonsense verse
15. Reading "My Financial Career" by Stephen Leacock and selecting examples of exaggeration; reading his "Borrowing a Match" and "How to Live to 200" from LITERARY LAPSES for those who enjoy Leacock's humor
16. Dividing the class into three groups and having each group prepare and present to the class one of the following humorous plays: "Sunday Costs Five Pesos" by Josephine Niggli; "The Medicine Show" by Stuart Walker; "The Trysting Place" by Booth Tarkington
17. Writing a brief humorously exaggerated account of an embarrassing experience
18. Reading Robert Benchley's satirical essay "Sporting Life in America: Watching"; selecting amusing passages; reading some of his essays from MY TEN YEARS IN A QUANDARY AND HOW THEY GREW and BENCHLEY -- OR ELSE

19. Reading "The New Food" by Stephen Leacock and "Irtnog" by E. B. White, examples of satire, and noting that the method used is that of reducing an idea to absurdity by means of ridiculous examples; imitating these examples by satirizing other extravagant notions
20. Reading "The Figgerin' of Aunt Wilma" by James Thurber, noticing Aunt Wilma's mannerisms as they are emphasized in vivid details
21. Reading "I Ride a Bucking Horse" by Mark Twain and selecting examples of the author's exaggeration, choice of extreme words, and absurd comparisons
22. Reading anecdotes from Louis Untermeyer's THE TREASURY OF HUMOR, pp. 93-94
23. Dividing the class into groups with a leader in charge and telling anecdotes, remembering to lead up to a humorous or surprising point or climax<sup>38</sup>
24. Writing entertainingly the family news to parents, who are away, consulting the language book for help with the friendly letter<sup>39</sup>

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38. J. C. Tressler, English in Action, Course Two, pp. 58-59. Boston: D. C. Heath and Company, 1950.

39. Ibid., pp. 66-84.

### C. Culminating

1. Seeing a comedy and discussing the means used to evoke laughter
2. Inviting members of the speech class to present humorous selections which they are preparing for speech meets and contests to give speech students experience and afford an opportunity for class evaluation of the elements of humor
3. Dividing the class into groups so that each group may prepare a twenty-minute program of humorous skits, poetry, pantomines, anecdotes, jokes, and songs to present in the home-rooms of the seventh and eighth grades

### IV. Evaluation

The pupils' progress may be determined by:

1. Holding a brief evaluation discussion daily as the class engages in reading, writing, speaking, and listening activities
2. Drawing conclusions in a class discussion as to the importance of having a sense of humor: How does it help one in family relations? With one's friends? With one's own private enjoyment of life?
3. Summarizing the types of humor studied and the devices used by the literary artist



4. Having each student evaluate his work by listing from his index cards and folders his contributions to the study and writing an evaluation of the unit
5. Giving a written test on the literature studied, spelling, and word study
6. Giving a test to measure growth in speed and comprehension in reading

#### V. Suggested Readings

Arnold, Oren, SUN IN YOUR EYES

Becker, Mary, HOME BOOK OF LAUGHTER

Benchley, Robert, AFTER 1903-WHAT?

Benchley, Robert, MY TEN YEARS IN A QUANDARY AND HOW  
THEY GREW

Benchley, Robert, BENCHLEY -- OR ELSE

Copeland, Lewis, 1000 JOKES, TOASTS, AND STORIES

Evans, Bergen, THE NATURAL HISTORY OF NONSENSE

Gilbreth, Frank, Jr., and Carey, Ernestine, BELLS ON  
THEIR TOES

Gilbreth, Frank, Jr., and Carey, Ernestine, CHEAPER BY  
THE DOZEN

Guiterman, Arthur, LYRIC LAUGHTER

Harris, Joel Chandler, UNCLE REMUS

Harris, Joel Chandler, THE FAVORITE UNCLE REMUS

Herzberg, Max, HUMOR OF AMERICA

Hope, Bob, I NEVER LEFT HOME

Hope, Bob, SO THIS IS PEACE

Leacock, Stephen, LAUGH PARADE

Leacock, Stephen, LITERARY LAPSES

Lester, John, ed., ESSAYS OF YESTERDAY AND TODAY

McCord, David T., ed., WHAT CHEER

McGinley, Phyllis, ALL AROUND THE TOWN

Nash, Ogden, VERSUS

Scoggin, Margaret C., CHUCKLEBAIT

Smith, Elva, JUST FOR FUN

Tater, George E., ed., A BOOK OF HUMOROUS VERSE

Untermeyer, Louis, THE TREASURY OF HUMOR

White, Elwyn, SUBTREASURY OF AMERICAN HUMOR

## "The Play's the Thing"

### I. Introduction

Drama has always held a strong attraction for people. Boys and girls are naturally curious about life itself, and in drama they may watch the acting out of life's comedies and tragedies. Plays offer a chance of escape from the everyday world into the world of imagination, and they enable people to understand better their own roles in the mysterious drama of life. This unit on the drama has for its purpose to show students the enjoyment that may be derived from the modern one-act play and to introduce them to the works of William Shakespeare through a study of one of his best-liked plays, Julius Caesar. Recent filming of the play makes it a popular choice; many of its scenes can be vividly pictured as one reads the lines; it is based on actual facts in Roman history; it is full of beautiful poetry; the characters are clearly drawn. Suggested activities provide for experiences in reading, writing, speaking, and listening with individual and group instruction in grammar and remedial reading as needs arise.

### II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To enjoy the reading of drama



2. To understand the relationship of the drama of literature to the drama of life
3. To acquire an appreciation of the drama as a literary type
4. To broaden the students' background of experience as related to the drama
5. To gain an appreciation of William Shakespeare as a great dramatist
6. To acquire an understanding of the theme of the play, Julius Caesar
7. To gain an appreciation of the development of character in the play
8. To gain an appreciation of the beautiful poetry and the figurative language in the play
9. To increase in the ability to judge literary merit and recognize literary values
10. To increase in the ability to use reference material
11. To provide opportunity for creative expression in art and oral and written composition
12. To increase in the understanding and use of words
13. To develop the ability to use reference sources in spelling, punctuation, capitalization, and grammatical use
14. To develop discrimination in choice of films, plays, radio and television programs
15. To stimulate more fruitful use of leisure time

16. To improve in the ability to listen intelligently

### III. Suggested Activities

#### A. Motivating

1. Giving an overview of the unit and an introduction to the study by having students discuss their backgrounds of experience with drama and talking about radio, television, and motion picture plays and the comics
2. Spending some time in pupil-teacher planning of activities for developing the unit
3. Having pupils consult reference books in the library for information on the history and development of drama, from the Greek drama to the modern play, for class discussion
4. Inviting the speech teacher to talk to the class about play production
5. Inviting the speech class to present a one-act play to the class

#### B. Developmental

1. Collecting pictures and clippings for the bulletin board to be used later in a scrapbook; suggestions: stage, screen, and television attractions today, news about people of the theater, dramatic criticism, pictures related to Shakespeare and his works

2. Reading plays on a voluntary basis and keeping a record on index cards
3. Adding to the vocabulary-building section of notebooks new words learned during the study
4. Adding the words misspelled in written work to the list of word "demons" in notebooks and adding to the list of words commonly misspelled
5. Selecting a cast to read to the class "The Will" by James M. Barrie; evaluating the presentation according to criteria set up by the class
6. Having Rachel Lyman Field's comedy, "Wisdom Teeth," and Susan Glaspell's tragedy, "Trifles," read by assigned readers; answering the following questions suggesting comparisons and contrasts of these two plays: Which do you like better? Which will you remember longer? Which added more to your knowledge of human nature? Which do you think could be more effectively staged by amateurs?
7. Dividing the class into three groups and letting each group present the following activities in the form of a contest:
  - a. Write the following names of characters on slips of paper and let each member of the group draw: a duchess, a waiter, a sissy, a half-wit, a cheerleader, a fruit vendor, a



newsboy, a baseball catcher, an aggressive person, an athlete, a queen, a rowdy. Walk like the character, sit in a chair in character, and then exit in character. Vote on the one who did the best.

- b. Write the following on slips of paper and let each member of the second group draw one:
 

Why, you villain. I'll fix you. I'll settle with you right now. I know I'm right. I will never give in. Will you listen to me? Over there is the coward. I am calm. It's a snake. The thief lives over there. I doubt it. Let me alone. I don't want to hear it. What a day! Stand and express the attitude through action alone.
- c. Work out the following pantomimes and present them to the class: A man falling asleep over a newspaper, a woman matching some dress material, a barber cutting a child's hair, a foreigner who has lost his way, a baseball pitcher, an overprecise society woman at a party, a gum-chewing stenographer, an office boy, a busy, quick-tempered old man in a disorderly office, a tired housewife, a girl buying a hat, a girl washing a dog.

8. Working up dialogues for the following characters and situations, thinking of the type of person, his age, his manner of speaking, and his general spirit: A man trying to induce a housewife to buy a radio or a vacuum cleaner; a book agent trying to sell a set of reference books to a woman who has three children in high school; two stenographers; two workmen who are working on a pipe line; a politician trying to persuade a man of the opposite party to vote for his candidate; a woman with several packages on a streetcar, hunting for her transfer; two girls at a fair; a boy at the football game with his younger sister, whom he had to bring with him; a barker at a fair; a station porter calling trains; a girl and her mother on a shopping trip; two men fishing

9. Writing original short one-act plays using suggestions found in Paul and Kincheloe's ENGLISH, BOOK TWO;<sup>40</sup> studying the detailed writing rules in Hedde and Brigrance's AMERICAN SPEECH before writing<sup>41</sup>

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40. H. G. Paul and Isabel Kincheloe, English, Book Two, pp. 54-56. Chicago: Lyons and Carnahan, 1948.

41. Wilhelmina G. Hedde and William N. Brigrance, American Speech, p. 563. Chicago: J. B. Lippincott Company, 1946.

10. Reading from Miles, Stratton, and Pooley's LITERATURE AND LIFE, BOOK TWO, p. 649, "The Story of Marcus" to learn about Roman life in the days of Julius Caesar
11. Having students report to the class on the life of William Shakespeare, the theater in Shakespeare's day, and the life of Julius Caesar, emphasizing the events immediately preceding the opening scene of Julius Caesar preparatory to studying the play
12. Assigning the parts of Julius Caesar to members of the class for oral reading, watching particularly volume, emphasis, emotion, and punctuation for clear oral interpretation (If it does not seem desirable to have the entire play read orally, a narrator may fill in the gaps between scenes selected for oral reading.)
13. Writing a precis of each act after it has been read and discussed
14. Noting Shakespeare's use of figurative language by writing in notebooks effective comparisons
15. Noting the following familiar quotations from Julius Caesar by telling when, where, and by whom each was spoken:
  - a. "Oh, that a man might know the end of this day's business ere it come!"



- b. "Ambition should be made of sterner stuff."
  - c. "Friends, Romans, countrymen, lend me your ears."
  - d. "This was the most unkindest cut of all."
  - e. "Cowards die many times before their deaths; the valiant never taste of death but once."
  - f. "Yond Cassius has a lean and hungry look; he thinks too much; such men are dangerous."
  - g. "Though last, not least in love."
  - h. "The evil that men do lives after them; the good is oft interred with their bones."
  - i. "Not that I loved Caesar less, but that I loved Rome more." *Shakespeare's day and*
  - j. "There is a tide in the affairs of men which, taken at the flood, leads on to fortune."
  - k. "If you have tears, prepare to shed them now."
  - l. "This was the noblest Roman of them all."
  - m. "A friend should bear his friend's infirmities."
  - n. "Even so great men great losses should endure."
  - o. "My heart doth joy that yet in all my life I found no man but he was true to me."
16. Memorizing lines or speeches from the play that have an appeal; Suggestions: the speeches of Antony and Brutus over the dead body of Caesar and the final tribute of Antony to Brutus

17. Selecting three or four speeches in the play which are most outstanding and three or four passages of great poetry and discussing what makes each effective
18. Testing the rule that character is revealed in three ways--by what a person does, by what he says, and by what is said about him--by analyzing the character of Caesar, Brutus, Cassius, or Antony
19. Writing a character sketch of one of the following: Caesar, Brutus, Cassius, or Antony
20. Imagining that you are present at a performance of Julius Caesar in Shakespeare's day and writing your impressions of the play, of the audience, and of the theater
21. Having a class discussion of the following:
  - (1) How did the defeat of Mussolini and Hitler differ from the downfall of Caesar?
  - (2) Cite instances today when mobs have exhibited behavior similar to the mobs in Julius Caesar;
  - (3) Compare the purge carried out by the triumvirate with purges carried out by communists in Russia.
22. Writing imaginary newspaper accounts of the following: The first production of Julius Caesar in a theater in Rome fifty years after the assassination, an account of the assassination of

23. Caesar, an account of Antony's speech as reported by one of the conspirators, an account of the servant's seeing the ghost of Caesar
23. Giving an on-the-spot broadcast of the battle in Act V
24. Debating the question: Resolved that Cassius was a better leader than Brutus; consulting the language text for help with debating procedures; inviting a member of the Debate Club to talk to the group on debating<sup>42</sup>
25. Reading another Shakespearean play
26. Writing a composition on one of the following topics: "The Barrymores, the Royal Family of the Stage," "Orson Welles, Dramatic Innovator," "David Belasco, Realist," "Richard Berry Aldridge," "Early American Theaters," "Raymond Massey, the Great Lincoln," "Edwin Booth and Hamlet," "Max Reinhardt, Dramatic Producer," "Maurice Evans and Shakespeare," "Eugene O'Neill, the Modern Shakespeare"
27. Listening to the records Julius Caesar and Abe Lincoln in Illinois, Raymond Massey, album M-591 (Victor)

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42. Alexander F. Stoddard, Matilda Bailey, and Rosamond McPherson, English, Second Course, pp. 103-107. New York: American Book Company, 1951.



That Have Crept In"; Oration by Hrothgar thanking Beowulf for victory; news story, "Beowulf Dies"; sports stories of exploits, etc.

7. Preparing an issue of a paper from Canterbury in 1353; use such subjects as: "New Pilgrimage to leave Tabard Inn Soon"; "Harry Bailly Sets Out with Twenty-Nine Pilgrims"; "G. Chaucer Publishes New Book"; "Wyf of Bath Sets Millinery Craze"; "Tradesmen's Union Lists New Rules"; "New Monk Revolutionizes Cloister"; "Chaucer Comes to Canterbury, Noted Londoner Visits Tomb of St. Thomas"
8. Writing character sketches of classmates
9. Drawing a frieze of Canterbury pilgrims; episodes in Beowulf's life; stories of Arthurian origins; minstrels or gleemen entertaining at feasts
10. Writing ballads or imaginary pilgrimage accounts
11. Constructing a medieval castle
12. Illustrating a feudal landholding system
13. Giving committee reports on origins of names of days of the week or months of the year

14. Giving etymology of: agony, etiquette, daisy, gospel, sandwich, halibut, town, nincompoop, tantalize, fool, chivalry, cocoa, bonfire, etc.<sup>3</sup>
  15. Having dictionary drill; study etymology, abbreviations, symbols, and meanings
  16. Dramatizing ballads
  17. Reading original stories to groups
- C. Culminating
1. Inviting lower classmen to see exhibits
  2. Having a quiz program
  3. Listening to librarian as she offers suggestions for improving research habits
  4. Recording ballad reading
  5. Reporting on reading on the unit
  6. Publishing mimeographed papers

#### IV. Evaluation

Pupils' progress may be determined by:

1. Giving final reports on committee work
2. Having short oral and written tests
3. Writing impressions gained through the study of the past as it relates to the present
4. Reading and evaluating the best creative writing from each group

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3. Celeste V. Dodd, Our Speech, pp. 14-144. Austin: The Steck Company, 1940.

5. Giving vocabulary and dictionary tests
6. Having each person check his folder and discuss it with the teacher to determine his weaknesses to overcome

v. Suggested Reading

Angeli, Marguerite, DOOR IN THE WALL

Bill, Alfred, RING OF DANGER

Boaz, Ralph, SOCIAL BACKGROUND OF ENGLISH LITERATURE

Breasted, James, ANCIENT TIMES

Chute, Marchette, GEOFFREY CHAUCER OF ENGLAND

Chute, Marchette, INNOCENT WAYFARING

Clemens, Samuel, CONNECTICUT YANKEE IN KING ARTHUR'S COURT

Clemens, Samuel, PRINCE AND PAUPER

Coe, Krederick, KNIGHT OF THE CROSS

Curtis, Mary, ENGLAND OF SONG AND STORY

Doyle, Arthur C., MICAH CLARKE

Ferris, Helen, LOVE'S ENCHANTMENT

French, Allen, LOST BARON

Gray, Elizabeth, ADAM OF THE ROAD

Guerber, Helene, BOOK OF THE EPIC

Hartman, Gertrude, MEDIEVAL DAYS AND WAYS

Hasford, Dorothy, BY HIS OWN MIGHT

Hawes, Charles, DARK FRIGATE

Hayes, Carlton, ANCIENT AND MEDIEVAL HISTORY

Jewett, Eleanore, HIDDEN TREASURE OF GLASTON



- Knox, Esther, SWIFT FLIES THE FALCON  
Linton, Ralph, MAN'S WAY FROM CAVE TO SKYSCRAPER  
Magoon, Marian, LITTLE DUSTY FOOT  
Malcolmson, Anne, SONG OF ROBIN HOOD  
Mallory, Thomas, KING ARTHUR AND HIS KNIGHTS  
Morris, Charles, HISTORICAL TALES  
Ogg, Oscar, 26 LETTERS  
Pyle, Howard, MEN OF IRON  
Pyle, Howard, MERRY ADVENTURES OF ROBIN HOOD  
Quennell, Marjorie, HISTORY OF EVERYDAY THINGS IN  
ENGLAND  
Reade, Charles, CLOISTER AND THE HEARTH, THE  
Scott, Walter, IVANHOE  
Shore, Maxine, CAPTIVE PRINCESS  
Sterling, Sara, LADY OF KING ARTHUR'S COURT  
Stevenson, Robert L., BLACK ARROW  
Street, Alice, LAND OF THE ENGLISH PEOPLE  
Stuart, Dorothy, BOY THROUGH THE AGES  
Trevelyan, George, ILLUSTRATED ENGLISH SOCIAL HISTORY  
Verrill, Alpheus, STRANGE CUSTOMS, MANNERS, AND BELIEFS  
Walsh, William, CURIOSITIES OF POPULAR BELIEFS

## I. Introduction

During a unit on word derivation and language study as a part of the study of the Anglo-Saxon to Middle Ages Period, questions about Latin, Greek, and Roman words invariably appear. A short unit on mythology as a means to "reading readiness" for further study of English literature seems advisable. Myths of Greek, Latin, and Scandinavian origin offer interesting information for literary allusions in literature and life today.

## II. Objectives

In this unit the teacher and pupils formulate objectives such as the following:

1. To discover how myths began and the impact they have had on history and literature
2. To become conscious of the kinds of myths and word meanings that have resulted from them
3. To discover the religious implications in mythology
4. To read stories about the constellations: Andromeda, Aquarius, Aries, Arcturus, Cancer, etc.

## III. Suggested Activities

### A. Motivating

1. Using the Merriam-Webster folder which gives interesting stories of some word histories

2. Reading magazine advertisements for current trade-names based on myths--Mars, Venus, Vulcan, etc.
3. Telling parts of myths as incentives for further reading

#### B. Developmental

1. Doing committee research on such things as:  
Greek games and festivals; Isthmian Games; Circus Maximus; Olympic Games; Olympic Champions; Roman gladiators, Tournaments like Calydonian
2. Using dictionaries and reference books for etymologies of such words as: agony, tantalize, alphabet, cereal, laconic, hyacinth, Midas touch, Atlas tires, Herculean task, Stygian Pool, phosphorus, lunatic, siren, ocean, Europe, floral, zephyr, Vulcan, Ajax, Nectar, morphine, calliope
3. Having panel discussion about: Demosthenes, Hippocrates, Athenian Oath, Hippocratic Oath, Panacea and Hygeia, Mercury, Daedalus, Greek architecture, Music (Calliope, Orpheus, Apollo, and Muses), Acropolis
4. Doing research and outlining for reports on: Homer, Pericles, Phidias, Socrates, Solon, Phidippides, Leonidas, Aeschylus, Sophocles, Aristophanes, Aesop, Aristotle, Miltiades, Philip, Alexander



5. Telling the story of "The Iliad" and "The Odyssey"
  6. Preparing a newspaper with such story possibilities as: "Prometheus Punished by Jupiter"; "Pandora Upsets Tradition"; "Jupiter Suffers Headache: Minerva Born"; "Olympic Games Bigger and Better"; "Arachne Doomed to Spin Forever"; "Marriage of Cupid and Psyche," etc.
  7. Drawing a frieze depicting the exploits of Hercules, Perseus, Theseus, Jason, the Calydonian Hunt, the Valkyries, etc.
  8. Dramatizing stories: Apollo's Son's Mishap; Pluto's Abduction of Persephone; Psyche's Search for Cupid; The Golden Apples; Diana's Love Affairs; Philemon and Baucis
  9. Reading about Scandinavian gods and goddesses to compare with Greek and Roman
- C. Culminating
1. Visiting the Parthenon in Nashville to observe architecture, sculpture, and friezes
  2. Having committee reports on activities

#### IV. Evaluation

The pupils' progress may be determined by:

1. Having daily evaluation of committee work
2. Giving short objective tests
3. Writing short essay type tests

4. Conducting class discussions on things learned
5. Writing original myths
6. Checking reading lists

#### V. Suggested Reading

Bulfinch, Thomas, BOOK OF MYTHS

Church, Alfred, THE ILIAD FOR BOYS AND GIRLS

Church, Alfred, THE ODYSSEY FOR BOYS AND GIRLS

Clark, Barrett, GREAT SHORT STORIES OF THE WORLD

Colum, Padraic, CHILDREN OF ODIN

Davis, William S., A DAY IN OLD ATHENS

Davis, William S., FRIEND OF CAESAR'S

Foster, Genevieve, AUGUSTUS CAESAR'S WORLD

Gayley, Charles, CLASSICAL MYTHS IN ENGLISH LITERATURE

Guerber, H. A., MYTHS OF GREECE AND ROME

Hall, Fredrick, HOMERIC STORIES

Hamilton, Edith, ROMAN WAY

Hawthorne, Nathaniel, WONDER BOOK AND TANGLEWOOD TALES

Hosford, Dorothy, SONS OF THE VOLSUNGS

Lunn, Peter, STARS IN OUR HEAVEN: MYTHS AND FABLES

Sabin, Frances, CLASSICAL MYTHS THAT LIVE TODAY

Trease, Geoffrey, WET OF FEATHERS



## Thinking Logically

## I. Introduction

Pestalozzi said, "Thinking leads man to knowledge. He may see and hear, and read and learn, as much as he please; he will never know any of it except that which he has thought over, that which by thinking he has made the property of his mind."

Bronson Alcott has said, "Thought means life." In an age such as this inadequate thinking or fallacious thinking may lead to international disaster. Citizens in a democracy must be thinking citizens. Language Arts teachers should realize that one must have knowledge to do any kind of thinking; that unguided thinking is likely to consist of random associations haphazardly put together; that guided thinking is advisable; that guided thinking is not always the same for all people; and that originality of thinking consists of bringing in associations. The teacher should give thought-provoking assignments, conduct stimulating discussions, ask questions that require reflection as well as recall, weed out merely emotional responses, and put emphasis upon content as well as mechanics.<sup>4</sup>

## II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To become acquainted with the kinds of reasoning<sup>5</sup>
2. To add to students' knowledge to give them more ability to think clearly
3. To ask questions that involve reflective thinking
4. To adapt thought questions to the level of each class and of individuals

4. J. N. Hook, The Teaching of High School English, pp. 237-241. New York: The Ronald Press Company, 1950.

5. Alexander F. Stoddard and Matilda Bailey, English Fourth Course, pp. 177-192. New York: American Book Company, 1951.



5. To plan group work in solving problems
6. To recognize fallacies in propaganda
7. To teach sentence structure, grammar, and punctuation as exercises in thinking, not as work in memory and identification
8. To teach principles of organization and outlining as keys to clarity
9. To teach unity, coherence, and emphasis in paragraphing
10. To point out the value of transitions<sup>6</sup>
11. To lead students to understand what scientific thinking is like and how they can apply it to their personal problems<sup>7</sup>
12. To set up personal standards of clear thinking and speaking

### III. Suggested Activities

#### A. Motivating

1. Bringing magazines and newspapers to class illustrating propaganda devices in advertising
2. Discussing personal prejudices and their effects upon clear evaluating
3. Writing generalizations on the board and discussing them

6. Ibid., pp. 37-58.

7. J. C. Tressler, English In Action, pp. 44-58. New York: D. C. Heath and Company, 1950.

## B. Developmental

1. Making persuasive speeches using as many techniques as possible
2. Setting up criteria for judging good movies
3. Discussing stereotypes, propaganda, glittering generalities, misinterpretations of social facts, etc.<sup>8</sup>
4. Learning techniques of preparing speeches<sup>9</sup>
5. Having group reports on tolerance test<sup>10</sup>
6. Clipping papers and magazines for examples of: hasty generalizations, mistaking the cause, false analogy, misuse of statistics, ignoring the question, and begging the question
7. Helping group members work out games for distinguishing between facts and opinions
8. Listing characters in stories, novels, plays, or movies who have faced or evaded problems by straight or irrational thinking

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8. Martha Gray and Clarence W. Hach, English for Today, pp. 244-248. Chicago: J. B. Lippincott Company, 1950.

9. Wilhelmina G. Hedde and William N. Brigrance, American Speech, pp. 165-200. Chicago: J. B. Lippincott Company, 1951.

10. Don M. Wolfe and Ellen M. Ceyer, Enjoying English, pp. 221-238. Syracuse: The L. W. Singer Company, 1950.

9. Reading stories of scientific discoveries to learn how scientists check and prove facts before drawing conclusions
10. Studying derivations of words to see how the connotative meanings change
11. Collecting friends' personal definitions of controversial terms to learn how stretched and meaningless words may become
12. Analyzing words used in advertising and political speeches to learn how words may be used to arouse emotions rather than give facts
13. Writing a solution to a personal problem by following each of the steps in logical thinking

#### C. Culminating

1. Reading plays, poems, and stories which illustrate adventures in good or poor thinking
2. Using the monthly publication, "Let's Discuss It," a guide to group thinking, published by Ohio State University
3. Having debates, round table or panel discussions on controversial issues
4. Making tape recordings to discover improvements or weaknesses in speaking

#### IV. Evaluation

The pupils' progress may be determined by:



1. Having class criticisms<sup>11</sup>
2. Listening to tape recordings
3. Giving short objective tests
4. Checking ability to speak with a purpose<sup>12</sup>
5. Evaluating improved group dynamics<sup>13</sup>
6. Writing an essay on "How Expression Becomes Effective"<sup>14</sup>

#### V. Suggested Readings

Dodd and Seabury, OUR SPEECH  
 Edgerton, A SPEECH FOR EVERY OCCASION  
 Gray and Hach, ENGLISH FOR TODAY  
 Hedde and Brigrance, AMERICAN SPEECH  
 Tressler, ENGLISH IN ACTION, COURSE IV  
 Sterling, Huseby, and Olson, ENGLISH LANGUAGE SERIES,  
BOOK FOUR  
 Stoddard and Bailey, ENGLISH FOURTH COURSE  
 Wade, Blossom, and Eaton, EXPRESSING YOURSELF  
 Watkins and Frost, YOUR SPEECH AND MINE  
 Wolfe and Geyer, ENJOYING ENGLISH

11. Rhoda Watkins and Eda B. Frost, Your Speech and Mine, pp. 107-111. Dallas: Lyons and Carnahan, 1949.

12. Edna Sterling and Harold Huseby, English Language Series, Book Three, pp. 41-76. New York: Henry Holt and Company, 1950.

13. Celeste V. Dodd, Our Speech, pp. 353-367. Austin: The Steck Company, 1940.

14. Harold Wade and John E. Blossom, Expressing Yourself, pp. 190-208. New York: Houghton Mifflin Company, 1939.

## Theme Writing

## I. Introduction

As a logical sequence to the unit on Logical Thinking, a special short unit relative to theme writing is suggested. A theme is never to be assigned as busy work or without a purpose. It is to be written to convey connected thoughts to interested readers. Valid reasons for writing are numberless.<sup>15</sup> Themes may be checked by the teacher, revised and corrected in pencil between the lines or at the bottom of the page by the pupils. This unit should probably come near the beginning of the year and notes may be used for later reference. Properly motivated, it will lead into research writing and vocational planning.

## II. Objectives

In this unit the teacher and pupils formulate objectives such as the following:

1. To understand appropriate reasons for writing<sup>16</sup>
2. To learn to enjoy self-expression<sup>17</sup>

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15. J. N. Hook, The Teaching of High School English, p. 258. New York: The Ronald Press Company, 1950.

16. Alexander F. Stoddard and Martha Bailey, English Fourth Course, pp. 153-220. New York: American Book Company, 1942.

17. J. C. Tressler, English in Action, Course Four, pp. 3-15. Boston: D. C. Heath and Company, 1950.



3. To gain further practice in clear thinking<sup>18</sup>
4. To gain abilities in research<sup>19</sup>
5. To increase word power<sup>20</sup>
6. To learn techniques of notetaking, footnoting, outlining, evaluating, and making bibliographies<sup>21</sup>
7. To improve grammar usage, spelling, hand writing, and vocabulary
8. To find out vocational fitness and possibilities
9. To read about hobbies and vocations
10. To improve letter writing techniques

### III. Suggested Activities

#### A. Motivating

1. Listening to the reading of several good, short themes
2. Writing about a controversial issue, stating points for and against, weighing merits, and drawing conclusions
3. Writing one-paragraph themes describing classmates

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18. Martha Gray and Clarence W. Hach, English For Today, pp. 177-207. Chicago: J. B. Lippincott Company, 1950.

19. Edna Sterling and Others, English Language Series, pp. 229-253. New York: Henry Holt Company, 1950.

20. Ibid., pp. 257-280.

21. Don M. Wolfe and Ellen M. Geyer, Enjoying English, pp. 47-95. Syracuse: L. W. Singer Company, 1950.



4. Discussing hobbies and vocational interests  
as good subjects for research themes

#### B. Developmental

1. Writing about historical incidents or landmarks
2. Keeping ideas for themes in the notebook file
3. Using topics related to literature for subjects
4. Writing explanations of how a story made pupils  
change their minds, how environment made the  
characters what they were, etc.
5. Taking some familiar statement such as, "Oh,  
how happy I am," and expressing it in descriptive  
writing, exposition, poetry, essay, or story
6. Editing the writings of group members
7. Writing letters to television or radio stations  
praising good programs and criticizing poor ones
8. Keeping the best creative writing for the school  
magazine
9. Entering poetry, essay, and letter-writing con-  
tests when desirable
10. Preparing a class anthology of original writing
11. Learning to use handbooks effectively

#### C. Culminating

1. Having spelling drills<sup>22</sup>
2. Discussing vocabulary building<sup>23</sup>

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22. Stoddard, Op. Cit., pp. 359-364.

23. Ibid., pp. 351-358.

3. Reviewing abbreviations used in research themes:  
e.g., et. al., Ibid., id., i.e., op. cit., etc.
4. Reviewing figures of speech as a means of  
enriching expression<sup>24</sup>
5. Exploring possibilities for vocations from the  
outside readings: armed forces, aviation,  
business, cartooning, designing, dietitian,  
farming, medicine, etc.
6. Having panel discussions on vocational fitness<sup>25</sup>
7. Inviting employment office employees to give  
vocational aptitude tests and discuss with  
seniors
8. Preparing occupational interests and college  
catalog shelf
9. Making a community survey for jobs needed
10. Formulating philosophies of life pointing toward  
vocational happiness
11. Reading biographies of people who have achieved  
success in various vocations
12. Seeing films: Choosing Your Occupation; I Want  
A Job; Finding Your Life's Work; Your Job--Are  
You Preparing For It?; How to Apply For, Win,  
and Advance on a Job

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24. Ibid., pp. 255-265.

25. Gray, Op. Cit., pp. 18-25.

13. Writing letters to placement agencies, employment directors, and counselors for advice
14. Listening to business people discuss careers
15. Making vocational plan books
16. Sponsoring a ninth-grade orientation course
17. Filling out personality questionnaires
18. Preparing and publishing a handbook for new pupils' guidance
19. Visiting local business and professional men
20. Making oral and written applications for jobs

#### IV. Evaluation

In this unit teacher and pupils formulate evaluating techniques by:

1. Checking themes in folders to see what errors have been corrected
2. Giving dictation exercises which include frequently misspelled words
3. Giving evaluative style chart for self-improvement<sup>26</sup>
4. Having class evaluation discussions
5. Checking library readings
6. Giving short objective tests

#### V. Suggested Reading

The writer feels that the list of books is inexhaustible; she suggests that committees use the card

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26. Wolfe, Op. Cit., p. 95.



catalogue to find books on interest levels. A reading list will probably include books on hobbies, books about people who have achieved success in various careers, and books on business and professions.

## I. Introduction

Fifteenth and Sixteenth Century England should have renewed interest for high school seniors who have read and seen so much about the coronation of Queen Elizabeth II. Much of the ceremonial ritual had its origin during this era. The two Elizabeths are being compared frequently. There seems to be renewed interest in Shakespearean drama in the movies, on radio, and on television. If seniors are ready for it, a study of "Macbeth" may be the point of emphasis in this unit.

## II. Objectives

In this unit students and teacher formulate:

1. To understand the importance of the coronation of monarchs to Englishmen and to learn the origin of many of the customs
2. To appreciate the literature of the period
3. To discover the impact of Henry VIII's establishing the Church of England had on literature and life
4. To appreciate the Bible as literature
5. To enjoy "Macbeth"
6. To mature in reading the writings of: Ben Jonson, Christopher Marlowe, Francis Bacon, and Edmund Spenser

7. To find traits of character in literary figures like those in people today
8. To see how Shakespeare used the "crime does not pay" idea

### III. Suggested Activities

#### A. Motivating

1. Telling witch tales of local origin
2. Listening to records of the witches' scene in "Macbeth"
3. Having committee reports on: England in Elizabeth I's Day; The Tudors; The Private Life of Henry VIII; The Church of England; Bloody Mary; Mary, Queen of the Scots; The Story of the Spanish Armada; Francis Drake and Walter Raleigh; The History of Drama; William Shakespeare

#### B. Developmental

1. Drawing the Globe and Fortune Theaters
2. Reading "Macbeth" orally
3. Dramatizing favorite scenes
4. Listening to records by Orson Wells and Faye Bainter
5. Drawing cartoons about "Macbeth"
6. Writing a drama critic's review of the play
7. Reporting on John Wyclif, William Tyndale, Miles Coverdale, the Latin Vulgate



8. Discussing the influence of overpowering ambition upon character
  9. Writing character sketches of Macbeth, Lady Macbeth, Macduff, etc.
  10. Doing imaginative writing: "Lady Macbeth Tells Her Story"; "Banquo's Ghost Walks Again"; "Macduff Recalls Events"; "My Husband"; "Macbeth Reports from Hades"
  11. Singing lyrics from Shakespeare's plays: "Hark, Hark! The Lark"; "Who is Sylvia?" etc.
  12. Singing Ben Jonson's "To Celia"
  13. Reading chorally from the King James' Bible
  14. Reporting on the Stone of Scone mentioned in "Macbeth" and still in use in coronations
  15. Memorizing passages from "Macbeth" if desired
  16. Reading Bacon's Essays for discussion
- C. Culminating
1. Presenting scenes from "Macbeth" in assembly
  2. Reading other Shakespearean plays in groups

#### IV. Evaluation

Pupils' progress may be determined by:

1. Giving essay type tests
2. Giving short quizzes
3. Having discussions
4. Presenting committee reports
5. Reading anecdotal records

## V. Suggested Readings

Bennett, John, MASTER SKYLARK

Bill, Alfred, RING OF DANGER

Chute, Marchette, INTRODUCTION TO SHAKESPEARE

Hodges, Walter, SHAKESPEARE AND THE PLAYERS

Irwin, Margaret, YOUNG BESS

Kelly, Eric, AT THE SIGN OF THE GOLDEN COMPASS

Lamb, Charles, TALES FROM SHAKESPEARE

Sutcliff, Rosemary, AMOURER'S HOUSE (HENRY VIII)

Sutcliff, Rosemary, QUEEN ELIZABETH'S STORY

Thomas, Henry, LIVING BIOGRAPHIES OF FAMOUS RULERS

Wood, William, ELIZABETHAN SEADOGS

## I. Introduction

After the death of Queen Elizabeth in 1603, England entered a period of confusion that for a while threatened the foundations of civilization. Within the next hundred years there were eight different "administrations" and four major revolutions of government. England beheaded one king, tried out a republican commonwealth, restored her monarchy, rebelled again with many executions, and finally won a "glorious revolution" and a Bill of Rights.<sup>27</sup> These conflicts between the Church and the State and Puritans and Cavaliers definitely affected life and literature in our own country.

Much of the literature of the period, particularly that of Milton, requires maturity of understanding; therefore, this unit should have several levels of reading experiences

## II. Objectives

In this unit the teacher and pupils formulate objectives such as:

1. To understand some of the relations between history and literature

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27. Elizabeth F. Ansorge and Others, Prose and Poetry of England, p. 471. Syracuse: L. W. Singer Company, 1943.



2. To appreciate the wide differences in the serious, religious writings of the Puritans and the humorous, light writings of the Cavaliers
3. To find influences toward democracy
4. To stimulate thoughtfulness in reading as a basis for clear thinking through following the changes in thought after the Renaissance and their influences today.

### III. Suggested Activities

#### A. Motivating

1. Recalling stories of Puritans and their customs in our early history
2. Listening to reports about Puritans in London and their contrasts with Cavaliers in clothes, philosophy, and writings

#### B. Developmental

1. Preparing committee reports on religious and political conflicts that led to Civil War
2. Discussing changes in government and their influences upon literature
3. Having group reports on: James I; Charles I; Charles II; Oliver Cromwell; John Milton; Samuel Pepys; James II; William and Mary; John Donne; John Bunyan; differences in Puritan and Cavalier settlements in America; effects of Cromwell's

- regime upon drama and the theater; the Royal Society; St. Paul's Cathedral; Civil War in England; Fashions and Recreation
4. Writing a diary modeled after Pepys for fun
  5. Writing response to Milton's line: "They also serve who only stand and wait."
  6. Reviewing notebooks for mythological reference and interpretation to understand Milton's poetry
  7. Listening to Herrick's poems on records
  8. Having impromptu speeches on ways of expressing "love," as compared with Cavalier ideas
  9. Drawing illustrations for bulletin boards:  
Pilgrim's Progress, Milton's characters, Samuel Pepys' Wardrobe, Cavaliers, "Paradise Lost"
  10. Studying types of literature of the period: the ode, by Dryden; the allegory, by Bunyan; the diary, by Pepys; the sonnet, by Milton; lyric poetry, by Lovelace
  11. Drawing an illustrated map of Pilgrim's journey
  12. Discussing Pepys' account of King Charles' coronation and comparing with Elizabeth's recent celebration
  13. Reading about: the Plague of 1665, the Fire of 1666, and the Glorious Revolution of 1688

### C. Culminating

1. Having committee reports on: origin and significance of Poet Laureate; Ben Jonson, the first laureate and Masfield the last; other laureates
2. Reading Izaak Walton's The Compleat Angler; have a debate on the merits of fishing vs hunting

### IV. Evaluation

The pupils' progress may be determined by:

1. Checking creative writing
2. Having group evaluations
3. Giving objective tests
4. Checking reading lists
5. Observing the pupils' improvement in group work
6. Interviewing pupils individually
7. Dictating paragraphs containing frequently misspelled words
8. Evaluating the "contract" made by each pupil for his activities

### V. Suggested Reading

Blackmore, R. D., LORNA DOONE

Brooke, Iris, ENGLISH COSTUME OF THE SEVENTEENTH CENTURY

Bunyan, John, THE PILGRIM'S PROGRESS

Deeping, Warwick, MAD BARBARA



Doyle, Conan, MICAH CLARKE

Evelyn, John, DIARY

Sabatini, Raphael, FORTUNE'S FOOL

Scott, Walter, THE BRIDE OF LAMMERMOOR

## I. Introduction

England's Eighteenth Century has been given many names--The Age of Reason, The Complaisant Age, The Age of Johnson, The Age of Classicism, The Augustan Age, The Age of Pope. Some of the things that affected life and literature in that period and are still affecting life today are: the establishment of freedom of the press, the use of coffeehouses as meeting places, the employment of conversation as a fine art, emphasis on elegance in manners and writing, use of "classicism" in architecture, literature, dress, and music.

Special emphasis might be given to the familiar essay and literary magazine as they had their origins in the Eighteenth Century. Reading essays, magazine articles, and newspaper columns to compare with those of Addison and Steele and their Spectator and Tatler and then using initiative to do some of this kind of writing should be valuable.

## II. Objectives

In this unit teacher and pupils formulate such objectives as the following:

1. To develop appreciation for satire and humor
2. To find out the effects the Hanoverians had upon history and literature

3. To discuss the art of conversation and to try to improve one's own
4. To enjoy current columnists and essayists
5. To learn to write familiar essays
6. To write with consciousness of style

### III. Suggested Activities

#### A. Motivating

1. Discussing fads and foibles of today
2. Showing pictures of women with unusual coiffures, patches, Eighteenth Century dresses and men with their velvet and bows

#### B. Developmental

1. Comparing coffeehouses and clubs with civic clubs of today
2. Reading Pope's "Rape of the Lock" as an example of satire
3. Writing a theme ridiculing some present fad
4. Preparing committee reports on fashions in food, clothing, and manners
5. Memorizing some of Pope's famous couplets
6. Having panel discussions on his epigrams
7. Dramatizing episodes from Gulliver's Travels
8. Reporting on the lives of Pope and Swift to find reasons for apparent bitterness
9. Writing another trip Gulliver might have made



10. Drawing illustrations of: Brobdingnagians, Lilliputians, Houyhnhnms, and Yahoos
11. Having committee reports on: Georgian architecture; "classical" music; Chippendale, Hepplewhite, and Sheraton furniture; Queen Anne; George I; George II; Captain Kidd; The Literary Club; George III; William Pitt; John Wesley; Boswell and Johnson; Oliver Goldsmith; the Literary Magazine
12. Listening to a person telling Robinson Crusoe
13. Reading excerpts from The Tatler and The Spectator
14. Comparing "Frozen Words" with Paul Bunyan tales
15. Writing and illustrating an additional episode in the life of Sir Roger de Coverley
16. Doing the "Sir Roger de Coverley" dance
17. Using some of Dr. Johnson's famous statements as a basis for group discussion or informal debate
18. Reading Goldsmith's She Stoops to Conquer
19. Comparing scenes and persons in "The Deserted Village" with the parson and schoolmaster of Chaucer
20. Having reports on: David Garrick; Richard Sheridan; Daniel Defoe; Samuel Richardson; Henry Fielding

### C. Culminating

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1. Writing a familiar essay<sup>28</sup>
2. Reading suggested books on essay writing
3. Putting a list of famous quotations on the board to illustrate with an episode

### IV. Evaluation

The pupils' progress may be determined by:

1. Checking the essay writing
2. Giving special help on recurrent "demons"
3. Having essay type test
4. Having short evaluations at end of each lesson
5. Suggesting each student make a list of quotations to use in a "Who said that?" quiz

### V. Suggested Reading

Baker, Roy Stannard, ADVENTURES IN CONTENTMENT

Baker, Roy Stannard, ADVENTURES IN FRIENDSHIP

Baker, Roy Stannard, DAVID GRAYSON, OMNIBUS

Becker, Margaret, ADVENTURES IN READING

Benchley, Robert, AFTER 1903--WHAT?

Boas, Ralph, SOCIAL BACKGROUND OF ENGLISH LITERATURE

Chamberlain, Essie, ESSAYS OLD AND NEW

Cobb, Irvin S., EXIT LAUGHING

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28. John E. Warriner, Handbook of English, pp. 262-274.  
New York: Harcourt, Brace and Company, 1948.

Daringer, Helen, PILGRIM KATE  
Deeping, Warwick, APPLES OF GOLD  
Eliot, George, ADAM BEDE  
Lester, John, ESSAYS OF YESTERDAY AND TODAY  
Morley, Christopher, MODERN ESSAYS FOR SCHOOLS  
Orczy, Baroness, THE SCARLET PIMPERNEL  
Sabatini, Raphael, CAPTAIN BLOOD  
Scoggins, Margaret, CHUCKLEBAIT  
Scott, Walter, THE HEART OF MIDLOTHIAN  
Smith, Elsie, VAGABONDS ALL  
Stevenson, Robert L., DAVID BALFOUR  
Stevenson, Robert L., KIDNAPPED  
Thackeray, William, THE HISTORY OF HENRY ESMOND, ESQ.



## I. Introduction

The transition period between the Eighteenth and Nineteenth Centuries found England in a changing world. Across the pages of literature marched places, people, and events--the French Revolution, the Reign of Terror, Napoleon Bonaparte, Lord Nelson, the Industrial Revolution, the Reform Bill. History records changes; literature makes them real to us.

Poets were in a reactionary mood. They are now referred to as "forerunners of Romanticism." Thomas Gray, William Blake, and Robert Burns broke away from Classicism with its restraints to begin characteristic Romantic writing. They wrote about love of Nature, expressions of emotions, revelations of the democratic spirit, respect for the individual, and enthusiasm for the past. Since Romanticism influenced poets principally, special emphasis on poetry appreciation might be profitable in this unit.

## II. Objectives

In this unit the teacher and the pupils formulate objectives such as the following:

1. To discover anew how literature makes history real to people

2. To appreciate and interpret great poetry<sup>29</sup>
3. To formulate criteria for judging poetry
4. To encourage original poetry writing<sup>30</sup>
5. To read poetry orally well<sup>31</sup>
6. To learn to use and appreciate more figures of speech<sup>32</sup>
7. To enjoy all types of poems<sup>33</sup>
8. To share expressions of tenderness, for pets, friends, and family<sup>34</sup>
9. To share delight in intellectual experiences or poetic contemplation
10. To delight in poems with more intricate and varied music, of romantic love, and imagination

### III. Suggested Activities

#### A. Motivating

1. Listening to records made by Norman Corwin and Basil Rathbone

29. J. N. Hook, The Teaching of High School English, pp. 176-212. New York: The Ronald Press Company, 1950.

30. Alexander F. Stoddard and Martha Bailey, English Fourth Course, pp. 245-266. New York: American Book Company, 1948.

31. Don M. Wolfe and Ellen M. Geyer, Enjoying English, pp. 197-201. Syracuse: L. W. Singer, 1950.

32. Martha Gray and Clarence W. Hach, English for Today, pp. 433-472. Chicago: J. B. Lippincott Company, 1950.

33. Edna Sterling and Others, English Language Series, pp. 216-220. New York: Henry Holt Company, 1950.

34. J. C. Tressler, English in Action, Course Four, pp. 282-302. Boston: D. C. Heath and Company, 1950.



2. Listening to Stephen V. Benet, Robert Frost, and Robert P. Tristram Coffin read their records
3. Planning group work on the great romanticists: Wordsworth, Byron, Shelley, Keats, Blake, Coleridge, and Scott

#### B. Developmental

1. Memorizing favorite passages when desired
2. Drawing a map of England and locating familiar spots
3. Reading Gray's "Elegy" to compare it with Master's Spoon River Anthology idea
4. Preparing oral or written reports: "Paths of glory"--use military leaders; "Mute inglorious Miltons"--use minor poets; "Unhonored dead"--use characters known to you; "Storied urn or animated bust"--use monarchs or authors; "Flowers born to blush unseen"--use near-great people
5. Studying Blake's engravings and etchings
6. Singing "Afton Water," "Loch Lomond," "Auld Land Syne," and "Comin' Thro' the Rye"
7. Reading Burns' poems in dialect
8. Writing a story or poem "Our House on Saturday Night" after reading "The Cotter's Saturday Night"
9. Doing three-level reading of Wordsworth to suit individual reading abilities



10. Reading Wordsworth to find his ideas about religion, love, nature, man
11. Writing an answer to "The World is Too Much With Us"
12. Drawing illustrations for "Kubla Khan"
13. Pantomining parts of "The Rime of the Ancient Mariner"
14. Reading ballads
15. Describing a dream of your own or writing a supernatural tale to point out strange inconsistencies
16. Reading "The Lady of the Lake" in groups
17. Adding words to vocabularies
18. Challenging advanced pupils with additional figures and literary devices: litotes, caesura, diaeresis, synecdoche, metonymy, periphrasis, pleonasm, anachronism

#### C. Culminating

1. Writing a term paper or giving an outlined oral report on such subjects as: Pre-Romanticism; The Mysticism of Blake; Keats, Apostle of Beauty; Wordsworth's Treatment of Nature; Shelley, Man and Poet; Folk Poetry 1765-1832; Lamb and the Personal Essay; Music of the Romantic Period
2. Dramatizing one of the longer poems--"The Prisoner of Chillon" or "Eve of St. Agnes"

3. Having panel discussions about the prose writers--  
Lamb, de Quincey, Scott, Austen
4. Singing Sir Thomas Moore's songs: "The Minstrel Boy," "Believe Me If All Those Endearing Young Charms," "Oft in the Stilly Night," and "The Harp That Once Through Tara's Halls"
5. Reporting on the lives and writings of the minor poets--Campbell, Hood, Hunt, Moore, and Southey
6. Finding music or pictures that express the same mood as favorite poems
7. Reading chorally
8. Making anthologies
9. Selecting poetry superlatives: most amusing, saddest, most majestic, most musical, best all-round, most unusual, most philosophical, most inspirational

#### IV. Evaluation

The pupils' program may be evaluated by:

1. Having discussions at the close of each lesson
2. Checking notebooks and anthologies
3. Writing original poetry
4. Giving group reports
5. Interviewing pupils in individual conferences
6. Keeping anecdotal records of activities

- Adshead, George, INHERITANCE OF POETRY
- Alexander, A., POEMS THAT TOUCH THE HEART
- Auslander, Joseph, WINGED HORSE ANTHOLOGY
- Benet, William R., ANTHOLOGY OF FAMOUS ENGLISH AND  
AMERICAN POETRY
- Benet, William R., POEMS FOR YOUTH
- Benet, William R., POEMS OF FREEDOM
- Bontemps, Arna, GOLDEN SLIPPERS
- Bowlin, James, BOOK OF TREASURED POEMS
- Brewton, John, GAILY WE PARADE
- Broddy, Nella, STANDARD BOOK OF BRITISH AND AMERICAN  
VERSE
- Bronte, Charlotte, SHIRLEY
- Calahan, Harold, BACK TO TREASURE ISLAND
- Carhart, George, MAGIC CASEMENTS
- Carnegie Library Association, OUR HERITAGE IN POETRY
- Coffin, Robert, PRIMER FOR AMERICA
- Felleman, Hazel, BEST LOVED POEMS OF THE AMERICAN PEOPLE
- Ferris, Helen, LOVE'S ENCHANTMENT
- Frost, Robert, COME IN AND OTHER POEMS
- Granger, Edith, GRANGER'S INDEX TO POETRY
- Hardy, Thomas, THE TRUMPET MAJOR
- Harrington, M. P., OUR HOLIDAYS IN POETRY
- Henry, Ralph, MY AMERICAN HERITAGE
- Hubbard, Grace, MY POETRY BOOK



- Hugo, Victor, LES MISERABLES
- Hughes, Langston, POETRY OF THE NEGRO
- Kieran, John, POEMS I REMEMBER
- Lewis, Cecil, POETRY FOR YOU
- Lindsay, Vachel, COLLECTED POEMS
- Masefield, John, JIM DAVIS
- Nash, Ogden, FAMILY REUNION
- Sabatini, Raphael, SCARAMOUCHE
- Sechrist, Elizabeth, ONE THOUSAND POEMS FOR CHILDREN
- Service, Robert, RHYMES OF A RED CROSS MAN
- Stevenson, Burton, HOME BOOK OF VERSE
- Thackeray, William, VANITY FAIR
- Thompson, Blanche, MORE SILVER PENNIES
- Untermeyer, Louis, MODERN BRITISH POETRY
- Wavell, Archibald, OTHER MEN'S FLOWERS
- Yeats, William B., OXFORD BOOK OF MODERN VERSE

## I. Introduction

After a study of Romanticism and poetry, a unit on the Victorian Age and the novel is an interesting contrast. Again a succession of people and events furnish backgrounds for literature. Victoria's Prince Albert, Lord Palmerston, Benjamin Disraeli, William Gladstone, The Crimean War and Florence Nightingale, the Suez Canal, African Wars, trouble in India and Ireland, and Charles Darwin's Origin of Species all influenced writings, directly or indirectly.

The Victorians were characterized by a moral seriousness, social and economic progress, and insistence upon strict distinctions. Outstanding names come in threes and twos: Charles Dickens, William Makepeace Thackeray, and George Eliot wrote novels; Alfred Tennyson, Robert Browning, and Matthew Arnold were major poets; Dante G. Rossetti, William Morris, and Charles A. Swinburne were the minor poets; Charles Darwin, Thomas Huxley, and Herbert Spencer were scientific writers; Carlyle and Macaulay wrote histories. Other writers are sometimes included in Twentieth Century literature for they bridged the gap between the centuries.

New impetus was given to the novel during this period; therefore, if a common reading of a novel by the class at the same time is desired, a study of Dickens'



## II. Objectives

In this unit the teacher and the pupils formulate objectives such as:

1. To compare moral and social standards of the Victorians with our own as they are found in literature
2. To note similarities between Victoria and her great-granddaughter Elizabeth
3. To discover the impact of Darwinism on religion
4. To enjoy novels by the great Victorians
5. To enjoy the poetry of the period
6. To compile criteria for evaluating good literature
7. To discover enjoyment and value in living, for literature is the only subject that deals directly with the discovery of the richness of life
8. To solve personal problems through reading about problems of others in literature
9. To discover that people of all times, ages, and places have basic similarities
10. To find authors as human beings
11. To use books about authors, such as Current Biography and the Kunitz and Haycroft books
12. To increase social sensitivity and awareness of the needs and aspirations of others
13. To learn to read between the lines, to think, and to build individual philosophies of life



### III. Suggested Activities

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#### A. Motivating

1. Seeing the movie, A Tale of Two Cities
2. Making maps of London locating places read about

#### B. Developmental

1. Making a frieze depicting manners of the day
2. Contrasting ideas about death in Tennyson's "Crossing the Bar"; Browning's "Prospice"; Bryant's "Thanatopsis"; and Neihardt's "Let Me Live Out My Years"
3. Reading excerpts from Macaulay, Carlyle, Ruskin, and Huxley for discussion
4. Reading Stevenson's "Markheim" to compare with murder mysteries of today
5. Doing group reading of Stevenson's novels for panel discussion of plot, setting, and characters
6. Outlining the events in the life of Tennyson that affected his writings; discuss his poetry
7. Reading "Lancelot and Elaine" and "The Lady of Shalott" for parallels
8. Reviewing the story of Ulysses' experiences before reading the poem, "Ulysses"
9. Finding familiar passages and figures of speech in "In Memoriam"
10. Having reports on Robert and Elizabeth Browning

11. Reading Besier's THE BARRETTS OF WIMPOLE STREET
12. Reading "My Last Duchess" as an example of a dramatic monologue
13. Writing monologues or dialogues to present
14. Dramatizing "Enoch Arden" and "Sohrab and Rustum"
15. Doing group work for reports on: Christina Rossetti, Dante Gabriel Rossetti, Oscar Wilde, William E. Henley, Algernon Swinburne, Matthew Arnold, and Lewis Carroll
16. Reading the play, Victoria Regina by Housman
17. Reading some Gilbert and Sullivan operas
18. Singing lyrics from the operas
19. Reporting on Rudyard Kipling
20. Reading his poems chorally
21. Seeing the movie, The Light That Failed

#### C. Culminating

1. Having committee reports on: Charles Dickens as a character himself; King Louis XVI and Marie Antoinette; Causes of the French Revolution; Robespierre and the Jacobins; The Bastille and the Guillotine; The Reign of Terror; English Prisons and Court Practices
2. Providing thought provoking questions to read for
3. Dramatizing scenes from THE TALE OF TWO CITIES: Lucie Meets Her Father; Madame Defarge's Wine Shop; The Trials of Charles Darnay; The Lost



Weekend with Sydney Carton; Jerry Cruncher's "Resurrection" scene; The Fight Between Madame Defarge and Miss Pross

4. Drawing maps of Paris and London locating points of interest in the story
5. Illustrating the story
6. Preparing a newspaper with highlights of the story and the background of the Revolution
7. Presenting a radio broadcast "The World's Great Novels" from the point of view of a news commentator, a book reviewer, and a newscaster view
8. Making a time chart to show the relationship between history and literature
9. Discussing character analysis and human behavior<sup>35</sup>
10. Making puppets for a show
11. Drawing cartoons about the Revolution and trials of Dr. Manette and Charles Darnay
12. Keeping a list of new words

#### IV. Evaluation

In this unit the pupils' progress may be determined by:

1. Checking reading lists

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35. J. N. Hook, The Teaching of High School English, pp. 144-146. New York: The Ronald Press Company, 1950.



2. Having oral group reports
3. Giving short quizzes
4. Writing essays or stories
5. Checking attitude and "growth in reading" charts
6. Interviewing the pupils

#### V. Suggested Reading

Austen, Jane, PRIDE AND PREJUDICE

Barrie, James M., LITTLE MINISTER

Barrie, James M., MARGARET OGILVY

Barrie, James M., PETER PAN

Benet, Laura, THACKERAY OF THE GREAT HEART AND HUMOROUS  
PEN

Bennett, Arnold, THE OLD WIVES' TALE

Bolton, Sara, LIVES OF GIRLS WHO BECAME FAMOUS

Carroll, Lewis, ALICE'S ADVENTURES IN WONDERLAND

Collins, Wilkie, MOONSTONE

Dickens, Charles, DAVID COPPERFIELD

Dickens, Charles, GREAT EXPECTATIONS

Dickens, Charles, OLIVER TWIST

Eliot, George, MILL ON THE FLOSS

Galsworthy, John, THE FORSYTE SAGA

Goudge, Elizabeth, LITTLE WHITE HORSE

Hilton, James, GOODBYE, MR. CHIPS

Jardon, Mary L., THE YOUNG BRONTES

Kipling, Rudyard, KIM

Kipling, Rudyard, PUCK OF POOK'S HILL

Miller, George, VICTORIAN PERIOD

Reade, Charles, THE CLOISTER AND THE HEARTH

Stevenson, Robert L., DR. JEKYLL AND MR. HYDE

Stevenson, Robert L., KIDNAPPED



## I. Introduction

Events of such magnitude as those of the present century have inevitably affected the thinking and writing of modern writers. Literature serves two purposes besides providing enjoyment: it reflects life, and it affects life. The writer of true literature. . . shows poverty, riches; beauty, ugliness; love, hatred. . . There are three groups of major contemporary writers: those whose major writings appeared between 1900 and 1918, writers between the two world wars, and recent writers who have attracted attention since 1939.<sup>36</sup>

If previous units have been successful, by this time seniors can plan and execute the plan for a valuable study of literature in a war-torn Twentieth Century and its effects on life today.

## II. Objectives

In this unit the teacher and pupils formulate objectives such as the following:

1. To enjoy modern literature
2. To become conscious of this country's responsibility to the other nations

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36. Elizabeth Collette and Others, Writers in England, pp. 364-367. Atlanta: Ginn and Company, 1949.



3. To increase speed and comprehension in reading
4. To add many words to oral and reading vocabularies
5. To form habits for more mature reading as a life-time habit
6. To discover anew the need for good group dynamics and successful cooperation

### III. Suggested Activities

#### A. Motivating

1. Discussing stories of experiences friends or families have had in World Wars
2. Conducting class discussions on such themes as:  
The Irish Renaissance in Literature; Alfred Nobel and Prize Winners; the stream of consciousness technique; Winston Churchill's Wartime Oratory; Dialects in English Literature; Lytton Strachey, Biographer; English essayists: Chesterton, Belloc, Lucas, and Beerbohm; Versatile Thomas Hardy; James M. Barrie, Playwright; Diversity of the English People; Effects of Two Wars on Poetry

#### B. Developmental

1. Choosing a favorite author for oral or written report
2. Reading plays in class
3. Keeping lists of poems read by such authors as:

Bridges, Davies, Yeats, Belloc, Colum, Meynell,  
de la Mare, Stephens, Hodgson, Noyes, and  
Chesterton

4. Selecting a playwright--Shaw, Coward, Barrie,  
etc.--to read about and review a play
5. Conducting a panel discussion on non-fiction

C. Culminating

1. Reading as many stories as time permits by:  
Wells, Munro, Bennett, Beerbohm, Milne, Lucas,  
Tomlinson, McFee, Galsworthy, Knight, Maugham,  
Jameson, Forester, Aistrop, Gibbings, Jacobs,  
and Mansfield
2. Preparing scrapbooks about England, Ireland,  
Scotland, or Wales
3. Making a scrapbook about Queen Elizabeth II
4. Reading chorally
5. Having a fashion show, musicale, or revue to  
show changes in costume and music
6. Writing a play depicting various types of English-  
men
7. Compiling a list of modern novels that have been  
made into movies
8. Preparing a "Stump the Experts" contest
9. Taking an imaginary trip to England: write  
letters for visas, reservations, travel schedules;  
keep a diary of famous places visited



The pupils' progress may be determined by:

1. Having oral and written discussions
2. Preparing class reports
3. Writing poems
4. Writing letters and diaries
5. Dictating paragraphs containing frequent spelling demons
6. Having vocabulary and dictionary drill
7. Checking folders containing materials prepared on the unit
8. Interviewing pupils after checking anecdotal records

V. Suggested Reading

Colum, Padraic, THE BOY WHO KNEW WHAT THE BIRDS SAID

Conrad, Joseph, LORD JIM

Conrad, Joseph, THE NIGGER OF THE 'NARCISSUS'

Cronin, A. J., THE CITADEL

Crawford, Marian, THE LITTLE PRINCESSES

Dunlap, Agnes, HOLLY HOTEL

Du Maurier, Daphne, REBECCA

Galsworthy, John, THE FORSYTE SAGA

Hardy, Thomas, FAR FROM THE MADDING CROWD

Harvey, George, BOOK OF SCOTLAND

Hilton, James, LOST HORIZON

Hilton, James, RANDOM HARVEST



Hilton, James, SO WELL REMEMBERED

Hudson, W. H., GREEN MANSIONS

Innes, Hammond, ATTACK ALARM

Kipling, Rudyard, THE LIGHT THAT FAILED

Landon, Margaret, ANNA AND THE KING OF SIAM

Maugham, Somerset, OF HUMAN BONDAGE

Miller, Alice, WHITE CLIFFS

Neuman, Daisy, NOW THAT APRIL'S THERE

Savery, Constance, DARK HOUSE ON THE MOSS

Sherriff, Robert, CHEDWORTH

Smith, Dorothy, I CAPTURE THE CASTLE

Streatfield, Noel, PARTY SHOES

Struther, Jan, MRS. MINIVER

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Chicago: J. B. Lippincott, 1950. Pp. ix / 577.
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