

Focus	Objectives/Standards
<p>Analyzing and Critiquing expository text</p> <p>Using an expository text to build background knowledge before reading a narrative screenplay</p> <p>Evaluating author’s claims and supporting claims in writing, using evidence from two texts</p>	<p><i>Reading</i></p> <ul style="list-style-type: none"> Build background knowledge by connecting <i>Blacklisted</i> to today’s text and to other prior knowledge. Use knowledge of expository text structure to make predictions before reading the running text. RC 2.1 Analyze text that deals with cause-and-effect. RC 2.3 Evaluate author’s evidence to support his claims. RC 2.6 <p><i>Language/Writing</i></p> <ul style="list-style-type: none"> Clarify word meanings through context and/or knowledge of roots and affixes. RW 1.2, 1.3 Identify and use hyphens and dashes. WC 1.5 Use knowledge of bases and affixes to spell correctly. WC 1.7 Respond orally and in writing to a quick-write – as part of the notetaking process. WS 1.3 Support a claim using evidence from texts. WS 1.2 <p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1
Assessments	Resources
<ul style="list-style-type: none"> Class discussions Quick-Write Oral and written responses to reading Vocabulary, spelling, and grammar work Writing and support a claim 	<ul style="list-style-type: none"> Text: <i>The History of the War of the Worlds</i> Text: <i>Blacklisted</i> Paper for taking notes, language work, and writing

BEFORE READING

Setting up the Context

Revisit this quote by one of the screenwriters, Ring Lardner, from the play, *Blacklisted*.

“People who simply went to a Communist Party rally or put their name on a petition for a good cause 20 years ago are being accused of treason. The country has become hysterical.”

Ask: *What did Lardner mean when he said “The Country has become hysterical?”*

Students respond individually to this question and then share their responses in small, then whole group.

Possible response: During this time period there was “paranoia” about being a communist. People hated the communism going on in the Soviet Union so they wanted to get rid of anyone who ever had ties with the communist party. Suspicion and fear caused frenzy.

Ask: *Can you think of other times in our history when there has been “mass hysteria?” Explain.*

Introducing the Text, *The History of the War of the Worlds*

Ask/discuss the following questions:

- How many of you have seen the movie, “*The History of the War of the Worlds*,” with Tom Cruise?
- What causes hysteria in that movie? (alien invasion)

- *Was this fictional or the truth?* (fictional)
- *Does everyone who sees this movie know it is fictional?* (yes)
- *How do you know?* (Aliens of this size and nature do not exist.)
- *Where did the director, Steven Spielberg, get the inspiration for this movie?*

Let students know they will be finding out more information through today’s text, *The History of the War of the Worlds*.

Quick-Write:

- Ask students to respond to this prompt.

Imagine turning on the radio and hearing the following announcement.

We interrupt our program to bring you a special bulletin from Intercontinental Radio News. A strange object has hit the earth and alien creatures are crawling out and attacking.

What would you do?

- Round Robin – Ask students to share their responses, remembering the protocol for round robin. When one person has the floor, the others cannot interrupt and discussion does not take place until everyone has had the opportunity to share.
- *Note:* Students will probably say they would turn on the TV, call someone, or log onto the Internet.

FIRST READ

- Hand out the text, *The History of the War of the Worlds*.
- Have students preview the text features and share what they learn before reading the running text.
- Ask: *Was this an original screenplay?* After viewing the time line, students should see that the movie was based on an original novel by H.G. Wells and also a movie in 1953.

Purpose for Reading

Focus Question: *What was the effect of H.G. Well’s radio play?* RC 2.3

Read the play either as a shared reading in partners or small groups or individually – depending on class needs.

AFTER FIRST READ

Students discuss the following questions orally and in writing.

1. *What was the effect of the radio play?* RC 2.3
People across America panicked.
2. *Why did so many of the listeners think aliens were really attacking Earth?* (inference)
The play sounded just like a real broadcast.
3. *In 1938, what media did most people depend upon for their news?* (factual information) RC 2.1
They depended on the radio and newspapers, not TV and Internet like we do today.

LANGUAGE

Vocabulary

Read the following sentence from the text.

Though some listeners may have known H.G. Wells’s novel, key differences in the radio play enhanced the confusion.

Ask: *What does the underlined word mean? How do you know?*

Have students share their strategies. RW 1.2, 1.3

- Some students may say that the confusion increased with the play so the word means *increased*.
- Origin: This word was also *inhance*, based on Latin *in-* (expressing intensive force) + *ance*, denoting an action.

Students should skim through the text and select other words that need to be clarified. Write the sentences on a chart or doc cam and have the students share their strategies for clarify meaning in new words.

SECOND READ

Students reread text, taking notes and focusing on the following question.

What evidence is there that this radio broadcast caused nationwide hysteria? RC 2.6

AFTER READING

Students form small groups to share notes, confirm and adjust their thinking, and add to their notes if needed.

WRITING/CRITICAL THINKING

Students respond to the following writing prompt. Group discussions can take place before and/or after the students write, depending on the students’ needs.

How does the hysteria in this article compare to the “hysteria” we talked about in the article, *Blacklisted*? Write a paragraph, making a general claim related to human nature and “hysteria.” Use examples from both of the articles we have read to support your thinking. WS 1.2

Students form small groups to share notes and discuss their responses to the prompt above.

LANGUAGE

Spelling

Question (CST-like) WC 1.7

The student’s teacher has asked his students to choose five words from their reports and add suffixes correctly. The student selects the word enhancing and changes the *-ing* ending to *-ment*.

What is the correct spelling of the new word? (enhancement)

Students should note that the *final e* is dropped when adding *-ed* or *-ing* but not when adding *-ment*.

Grammar

Read the following sentences from the text:

“People heard these words from coast to coast – and millions believed them.”

“Steven Spielberg sets his new version in present-day U.S. – and uses cutting-edge special effects.”

“I aspire to do the same thing Orson Wells and George Pal did with their adaptations – to scare the wits out of you.”

Ask: *What type of punctuation did the author in these sentences. Why?* (dash and hyphen)

The hyphen in the second sentence is used to join the words that go together. (PH p. 286)

A dash, like a colon, can be used to separate an independent clause from a list or from an independent clause summarizing or illustrating the first clause. Unlike a colon, a dash often suggests an abrupt change in thought or other dramatic shift in focus.

Encourage students to use dashes to add variety to their sentence structure. They can go back to any of the paragraphs they have written and see where a dash might fit. They will also have an opportunity to notice the author’s use of dashes in the next text.

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<p>Analyzing and Critiquing expository text</p> <p>Using an expository text to build background knowledge before reading a narrative screenplay</p>	<p><i>Reading</i></p> <ul style="list-style-type: none"> • Use knowledge of expository text structure to make predictions before reading the running text/script. RC 2.1 • Analyze text to clarify author’s purpose, significant details, and the different perspectives within the text. RC 2.4 • Evaluate author’s evidence to support his claims. RC 2.6 <p><i>Language/Writing</i></p> <ul style="list-style-type: none"> • Clarify meanings of words, sharing strategies such as using morphology and context clues. RW 1.2, 1.3 • Identify and paraphrase idioms. RW 1.1 • Use a comma after introductory words or phrases and subordinate clauses. WC 1.3, 1.4 • Respond in writing to the reading. Write a paragraph, summarizing the text, <i>Blacklisted</i>. WS 1.2, 1.3 <p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> • Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1 • Read script in small groups using effective speaking techniques appropriate to the content of the script. LS 1.6
Assessments	Resources
<ul style="list-style-type: none"> • Collaborative work • Discussions • Reading notes/responses • Word language work • Writing 	<ul style="list-style-type: none"> • Pre-Reading Word Scramble (Student and Teacher copy) • Text: American History Play: <i>BLACKLISTED!</i> • Language: Using Commas

BEFORE READING

Assessing Prior Knowledge/Building a Context for Reading

- Hand out the sheet, “Word Scramble.” Ask students if they identify and connect any of these terms. Clarify pronunciations as needed.
- Ask: Let students know that as a group they will discuss the words/terms and form sentences connecting two or more words. If students aren’t sure, they may guess the connection. For example, *There was a Cold War in 1947.*
- Small groups – Students share their ideas. One person, or all, can write down the sentences.
- Whole-group share – Chart ideas. These ideas will be confirmed and/or adjusted as the article is being read.

Previewing the Text/Making Predictions

Authors may write to explain or inform, persuade, entertain, propose solutions, and/or to evaluate. Authors use a variety of text features to present information to readers. Proficient readers use text features from all parts of text to predict author’s purpose and content before reading the running text. They might also read the first sentence under each subheading of an article. Previewing the text helps readers generate questions in their mind and set up a purpose for reading.

- Hand out the text: *BLACKLISTED*.
- Preview the text features. Ask: *What is this about? Who is involved? How do you know?*
- Students discuss in small groups and then whole group.
- Chart ideas/confirm and adjust previous ideas.

Confirming and Adjusting Thinking/Gathering Literal and Inferred Information

As students begin to read the running text, their original ideas or predictions may or may not change. They will confirm or adjust their thinking as they gather literal and inferred information.

Students record their thinking, responding to any of the following questions:

- *How has your thinking changed since your original prediction?*
- *What is happening here? What is this about?*

Note: This first read may be done as a shared reading with the teacher reading and the students following along or it may be done in partners or independently, depending on the needs of the class.

FIRST READ

Read the Textbox with the Introduction. Then ask:

- *What is the primary intent of these two paragraphs on the front page? RC 2.4*
- *What is the primary intent of the whole page? RC 2.4*
- *What is the author’s attitude towards the HUAC hearings? Based on his claims in this introduction, as a critical reader, what will you be looking for as you read? (Evidence to support the author’s claim that the hearings ruined reputations) RC 2.6*

Vocabulary: Clarify Meanings of Words.

Write these sentences from “Introduction” on the board or highlight them on the document camera.

Many people turned to progressive social movements?

Few people at the time knew how repressive the Soviet Union actually was.

For each one, ask: *What does the underlined word mean? How do you know?*

Ask students to share strategies. Some may use morphology (base word, *progress*, means “forward or onward movement” + the suffix, *__ive*, which means “tending to have.” Others may use the context of the paragraph. RW1.2, 1.3

READ THE PLAY

Focus questions to think about on the first read.

--*Where would this article most likely be found? (Textbook, newspaper, encyclopedia, magazine?) RC 2.1*

--*What are other connections between the words on our scrambled list?*

--*What evidence supports the author’s claim that the hearings ruined reputations? RC 2.6*

AFTER READING

Students are given time to respond in writing to these questions individually. In small groups they then discuss their responses, asking questions to clarify understanding, confirming and adjusting their own responses. LS 1.1

LANGUAGE

Using Commas to form complex sentences WC 1.1

Put the following sentences on overhead or document camera.

1. During the early 20th century, Americans argued about how to correct society's inequalities.
2. After WWII, the United States and the Soviet Union became enemies in a bitter Cold War.
3. At the time, Americans began to worry that the influences of communism would spread through the United States.
4. One day in September 1947, people in Los Angeles received subpoenas to appear before the house Un-American Activities Committee.
5. First, they are blacklisted (denied work) by the film industry.
6. In 1951, a new series of hearings begins.
7. In the end, Parks does give names to the committee.
8. After 10 unfriendly witnesses have testified, the hearings are adjourned.

Ask students any or all of the following questions.

- How are these sentences they similar?
- Why does each sentence have a comma?
- What do you notice about the word or words before the comma?
- What do you notice about the words after the comma?
- How is #8 different than the rest?

Rules to Know

- Commas are used after introductory words and phrases – words or phrases that come before the main clause. Sentences 1-7 have an introductory word or phrase followed by an independent clause (complete sentence). WC 1.2
- Number 8 starts with a subordinate clause (has a subject and verb, but can't stand alone). Sentences that start with a subordinate clause followed by an independent clause need a comma after the subordinate clause. WC 1.3

SECOND READ

Based on the students' depth of understanding of the text, teachers may want students to reread the text several times for a variety of purposes. Rereading allows students the opportunity to deepen their analysis and consequent understanding of the text.

Students reread in small groups to give more students an opportunity to read.

Critical Thinking

1. *What is the primary intent of the article?* RC 2.4
2. *What argument does Larry Parks make?* RC 2.4
3. *What is meant by Dalton Trumbo's words at the end of the article?* RC 2.4
"It will do no good to search for villains or heroes or saints or devils, because there were none. There were only victims."

LANGUAGE

Write the following. – Ask students to identify these types of sentences. (Idioms)
 Discuss the meaning of each one as it relates to the text.

The tide is turning against the committee.

I cannot and will not cut my conscience to fit this year's fashion.

WRITING

Write a paragraph summarizing the text, *Blacklisted*. Include the main idea and significant details. Use a variety of sentence structures (simple, compound, complex) using commas correctly. WS 1.2, 1.3