

7th Grade Essays: Literature Circle Guide

Grade Level or Special Area: 7th Grade English

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Length of Unit: Eight lessons, twelve to fourteen fifty-five-minute sessions

I. ABSTRACT

In this unit students will work together to understand and enjoy the essays “Shooting an Elephant” by George Orwell and “The Night the Bed Fell” by James Thurber. Students will think about what they read, write responses to these essays in their discussion logs, and will discuss their ideas in small groups with other students. The following provides the teacher with the organizational structure to form literature circles for these two essays including discussion guidelines, discussion questions, author biographies, vocabulary work, a culminating bulletin board project, and tests for both essays.

II. OVERVIEW

A. Concept Objectives

1. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and...collaboration. (*Colorado Standard 1 for Theatre*)
2. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado Standard 4 for Reading and Writing*)
3. Students...[u]nderstand a variety of materials. (*Colorado Standard 1 for Reading and Writing*)
4. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado Standard 5 for Reading and Writing*)
5. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)

B. Content from the *Core Knowledge Sequence*

1. English: Fiction, Nonfiction, and Drama: Essays and Speeches (p. 161)
 - a. “Shooting an Elephant” by George Orwell
 - b. “The Night the Bed Fell” by James Thurber
2. English: Writing, Grammar, and Usage: Speaking and Listening (p. 157)
 - a. Participate civilly and productively in group discussions.
 - b. Demonstrate the ability to use standard pronunciation when speaking to large groups....

C. Skill Objectives

1. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)
2. Write in a variety of genres such as personal narratives...to persuade, and to inform. (*Colorado Benchmark for 7th Grade Reading and Writing*)
3. Write with a voice appropriate to purpose and audience. (*Colorado Benchmark for 7th Grade Reading and Writing*)
4. Evaluate strengths and identify areas for improvement in [self and in] peer performance. (*Colorado Benchmark for 7th and 8th Grade Theatre*)
5. Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)

6. Recognize an author's point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
7. Plan, draft, revise, and edit for a legible final copy. (*Colorado Benchmark for 7th Grade Reading and Writing*)
8. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Daniels, Harvey, *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. [On-line]. Available URL: <http://www.literaturecircles.com/readings.htm>, Date of Access: 6/8/2003 (this book is also available in hard copy and is one of the classics on literature circles; other good titles on this subject would also be suitable)
 2. "Shooting an Elephant" by George Orwell
 3. "The Night the Bed Fell" by James Thurber
- B. For Students
 1. Students should have some previous experience holding literature circles.
 2. Students will have acquired the skills necessary for competent spelling and usage of a dictionary to check and correct words that present difficulty. (Grade 5)
 3. Students will have the understanding of how to use a topic sentence, how to develop a paragraph with examples and details, as well as the mechanics of the writing process. (Grade 4)

IV. RESOURCES

- A. Marshall, Michael J. and E.D. Hirsch, Jr., editors, *Realms of Gold: A Core Knowledge Reader, Volume Two* (another source or sources which contains the essays "Shooting an Elephant" and "The Night the Bed Fell" would also be acceptable) (all lessons)

V. LESSONS

Lesson One: Unit Overview and Orwell Biography (one, fifty-five-minute session)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado Standard 4 for Reading and Writing*)
 - b. Students...[u]nderstand a variety of materials. (*Colorado State Standard 1 for Reading and Writing*)
 - c. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)
 2. Lesson Content
 - a. "Shooting an Elephant" by George Orwell (p. 161)
 3. Skill Objective(s)
 - a. Recognize an author's point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- B. *Materials*
 1. Appendix A: Timeline of George Orwell's Life (one copy per student)
 2. Appendix B: "Shooting an Elephant" Word Account (one copy per student)
 3. Colored pencils (one set per student)

C. *Key Vocabulary*

1. Essay – a short nonfiction piece of writing that is not poetry which expresses the author’s opinion
2. Nonfiction – real
3. Futility – being meaningless or senseless
4. Integrity – having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.
5. Imperialism – the political, military, or economic domination of one country over another
6. Stereotypes – an oversimplified image or idea held by one person or group of another person or group
7. Civil Disobedience – nonviolent protest; the deliberate breaking of the law by ordinary citizens in a nonviolent or passive manner
8. Betel Juice – the juice from the dark red seeds of the betel palm that is chewed by people in Africa and Asia as a stimulant (like caffeine)

D. *Procedures/Activities*

1. Give students an overview of this unit. They will be learning about the authors George Orwell and James Thurber and will be studying an essay by each of these famous writers. Students will be learning vocabulary for both essays and will be tested on the authors’ lives, vocabulary, and the content of the essays. Students will also be holding discussion groups in which they talk about their ideas about these essays. These discussion groups will be evaluated by the teacher. As a culminating project, groups of students will make informative bulletin boards from a choice of topics related to the readings.
2. Ask students, “What is an essay?” Discuss how it differs from other types of writing. It can be a piece of writing that analyzes, describes, or interprets. It does not include poetry, is relatively short, and is nonfiction.
3. Provide each student with a copy of Appendix A. Read about Orwell’s remarkable life together.
4. Provide each student with a copy of Appendix B. As a class, define each of the eight vocabulary words and literary terms from *Key Vocabulary* above. Have students write these definitions onto their word accounts. Instruct them to use small writing because they will also be drawing a picture for each word. Then have students write each syllable of these eight words in a different color e.g., black, purple, green, orange, and brown. Under that, have them draw a representation of the word. For example, a picture of a piece of paper with writing on it could be a representation of the word “essay”. Artistic ability is not necessary here – *any* picture representation will do!
5. Give students time to work on their word accounts assisting them as needed. Set the due date for this assignment in three days’ time.

E. *Assessment/Evaluation*

1. Appendix B: “Shooting an Elephant” Word Account

Lesson Two: Introducing Discussion Logs and Reading “Shooting an Elephant” (one to two, fifty-five-minute sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students [understand how to]apply thinking skills to their reading, writing, speaking, listening... (*Colorado Standard 4 for Reading and Writing*)

- b. Students...understand a variety of materials. (*Colorado State Standard 1 for Reading and Writing*)
 - c. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)
 - 2. Lesson Content
 - a. "Shooting an Elephant" by George Orwell (p. 161)
 - 3. Skill Objective(s)
 - a. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - b. Recognize an author's point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- B. *Materials*
 - 1. *Realms of Gold: A Core Knowledge Reader, Volume Two* (one copy per student)
 - 2. Appendix B: "Shooting an Elephant" Word Account (one copy per student)
 - 3. Appendix C: Discussion Log (one copy per student)
 - 4. Appendix D: Evaluation of Discussion Log (one copy per student)
 - 5. Colored pencils (one set per student)
- C. *Key Vocabulary*
 - 1. Bazaars – street markets
 - 2. Baited – to tease or harass somebody
 - 3. Hideous – ugly
 - 4. Courage – having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd
 - 5. Jeer – to shout or laugh at somebody as an expression of disgust or scorn
 - 6. Perplexing – confusing
 - 7. Flogged – whipped
 - 8. Supplant – replace
- D. *Procedures/Activities*
 - 1. As a class, define each of the eight vocabulary words and literary terms from *Key Vocabulary* above. Instruct students to write these definitions onto their word accounts. For homework, instruct students to write each syllable of these eight words in a different color and to draw a picture representation of their word as described in lesson one for homework. Remind students that Appendix B is due in two days' time.
 - 2. Give each student a copy of Appendix C. Explain to students that they will create a *Discussion log* for both essays. This is a place where they will write questions, point out things they notice about the story, recall personal experiences, make connections to other texts, etc. Read through Appendix C with your students giving examples and clarifying questions as you read along. Also, provide each student with a copy of Appendix D: Evaluation of Discussion Log. This will give them a "heads up" as to how they will be evaluated on their logs.
 - 3. Ask students to write down the names of four students with whom they would like to be grouped in a literature circle. Assign groups according to student preference. Also consider experience and ability and group both outgoing and quieter students together. Make diversity a goal in your grouping.
 - 4. As a class, begin reading "Shooting an Elephant" together and checking student comprehension orally as you read. Some questions to ask while reading are:
 - a. "How does Orwell feel about being laughed at as he struggles to make his decision to shoot the elephant?"

- b. “Why does Orwell finally shoot the elephant?”
 - c. “What is Orwell’s opinion of the British Empire?”
 - d. “Why does he hate his job as a police officer of the empire?”
 - e. “How does Orwell excuse or rationalize his actions?”
- E. *Assessment/Evaluation*
- 1. Appendix B: Shooting an Elephant” Word Account

Lesson Three: Reading “Shooting an Elephant” and More on Literature Circle Groups (one, fifty-five-minute session)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration. (*Colorado Standard 1 for Theatre*)
 - b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado Standard 4 for Reading and Writing*)
 - c. Students...[u]nderstand a variety of materials. (*Colorado State Standard 1 for Reading and Writing*)
 - d. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado State Standard 5 for Reading and Writing*)
 - e. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)
- 2. Lesson Content
 - a. “Shooting an Elephant” (p. 161)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
- 3. Skill Objective(s)
 - a. Recognize an author’s point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - b. Develop ideas and context with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - c. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

- 1. *Realms of Gold: A Core Knowledge Reader, Volume Two* (one copy per student)
- 2. Appendix B: “Shooting an Elephant Word Account (one copy per student)
- 3. Appendix E: Guidelines for Literature Circle Discussion (one copy per student)
- 4. Appendix F: Prompts to Help Your LC Move Along (one copy per student)
- 5. Appendix G: Basic Structure of Your Literature Circle Discussion (one copy per student)
- 6. Appendix H: Evaluation of Discussion (one copy per student)
- 7. Appendix I: Sample Schedule

C. *Key Vocabulary*

- 1. Conjuror – magician
- 2. Tyranny – oppression; keeping a person or a group of people down
- 3. Prostrate – flat or face down
- 4. Enlightening – illuminating; informative
- 5. Despotic – oppressive; tyrannical

6. Municipal – city
7. Labyrinth – maze
8. Squalid – filthy

D. *Procedures/Activities*

1. As a class, define each of the eight vocabulary words and literary terms from *Key Vocabulary* above. Instruct students to write these definitions onto their word accounts. For homework, instruct students to write each syllable of these eight words in a different color and to draw a picture representation of their word as described above for homework. Remind students that Appendix B is due the following day.
2. Finish reading “Shooting an Elephant” as a class checking student comprehension orally as you read. Suggested questions to ask while reading are:
 - a. “How does Orwell feel about being laughed at as he struggles to make his decision to shoot the elephant?”
 - b. “Why does Orwell finally shoot the elephant?”
 - c. “What is Orwell’s opinion of the British Empire?”
 - d. “Why does he hate his job as a police officer of the empire?”
 - e. “How does Orwell excuse or rationalize his actions?”
3. Explain to students that they will be holding a discussion about this essay in a group of about five students. Ask students what they think makes for an effective and what makes for an ineffective group discussion. What works? What doesn’t work? Give students a copy of Appendix E and read it together. (*Students should have some experience with literature circles before embarking on this unit.*)
4. Then provide your students with a list of prompts, Appendix F. This handout provides your students with a list of suggestions and questions to help keep their conversation going in the event they get stuck. Read this together.
5. Provide each student with a copy of Appendix G. This handout gives your students the basic structure of their LC – how to start, what the middle might look like, and how to end. Read this together.
6. Give each student a copy of Appendix H. This is the form that the teacher will use to evaluate students when observing the groups. Students will also use this form to evaluate themselves and their group in general. Two groups may meet simultaneously. If the teacher is unable to evaluate all individuals on this round of discussions, those who were not evaluated will definitely be evaluated when discussing “The Night the Bed Fell”. Use one of these scores or the higher of the two if there is more than one as a grade.
7. Inform students of what groups (A, B, C, D, E) they have been placed in. They will stay in this same group for Thurber’s essay. Assign group A and B to be prepared to discuss in two day’s time. Group C and D will go the following day. Group E will discuss on the day after groups C and D. Student discussion logs are due the day before a group is scheduled to discuss. See Appendix I for a sample schedule of this unit. Create a schedule like this one ahead of time and distribute it to the students.

E. *Assessment/Evaluation*

1. Appendix B: “The Night the Bed Fell” Word Account
2. Appendix D: Evaluation of Discussion Log
3. Appendix H: Evaluation of Discussion

Lesson Four: Literature Circles on “Shooting an Elephant” (three, fifty-five-minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration. (*Colorado Standard 1 for Theatre*)
 - b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado Standard 4 for Reading and Writing*)
 - c. Students...[u]nderstand a variety of materials. (*Colorado State Standard 1 for Reading and Writing*)
 - d. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado State Standard 5 for Reading and Writing*)
 - e. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)
2. Lesson Content
 - a. “Shooting an Elephant” by George Orwell (p. 161)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
3. Skill Objective(s)
 - a. Evaluate strengths and identify areas for improvement in [self and in] peer performance. (*Colorado Benchmark for 7th and 8th Grade Theatre*)
 - b. Recognize an author’s point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - c. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - d. Write in a variety of genres such as personal narratives ... to persuade, and to inform. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - e. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - f. Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)
 - g. Write with a voice appropriate to purpose and audience. (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

1. *Realms of Gold: A Core Knowledge Reader, Volume Two* (one copy per student)
2. Appendix B: “Shooting an Elephant” Word Account (one copy per student)
3. Appendix E: Guidelines for Literature Circle Discussions (one copy per student)
4. Appendix F: Prompts to Help Your LC Move Along (one copy per student)
5. Appendix G: Basic Structure of Your Literature Circle Discussion (one copy per student)
6. Appendix H: Evaluation of Discussion (two copies per student discussing)
7. Appendix J: Teacher Guiding Questions
8. Completed student discussion logs for each student discussing

C. *Key Vocabulary*

1. Symbolism – when something represents or stands for something else

- D. *Procedures/Activities*
1. Collect homework (Appendix B).
 2. Students meet in literature circles according to schedule. (See Appendix I.) Instruct them to follow the steps outlined in Appendix E to help them guide their discussion. Provide students who are discussing with copies of *Teacher Guiding Questions* (Appendix J) for “Shooting an Elephant” only. (Do not provide them with the questions for Thurber’s essay from this appendix.)
 3. Select students (whose groups are not scheduled to meet) to sit in each group as a *group evaluator*. This student summarizes contributions from group members and makes suggestions for improvement next time. This student evaluator keeps track of helpful and unhelpful behavior as outlined in Appendix G. Have student evaluators make a simple chart to note helpful and unhelpful behavior. Student evaluators are not to talk until the very end of the discussion. They are merely observing and should sit outside of the group’s circle until the end, during the group’s evaluation. Please note that *all* group members are expected to participate in their own group’s evaluation.
 4. Assign item four on students’ discussion logs (Appendix C) to be due the following session for students who discussed. (See Appendix I.)
 5. Follow the same procedure for the following two class sessions rotating the groups. (See Appendix I.)
 6. Inform students that there will be a test on Orwell’s essay after all groups have discussed. The test will cover vocabulary, Orwell’s life, and an interpretive question on the essay.
- E. *Assessment/Evaluation*
1. Appendix G: Evaluation of Discussion
 2. Appendix D: Evaluation of Discussion log

Lesson Five: Test on “Shooting an Elephant” and Word Account for “The Night The Bed Fell” (one, fifty-five-minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado State Standard 4 for Reading and Writing*)
 - b. Students...[u]nderstand a variety of materials. (*Colorado State Standard 1 for Reading and Writing*)
 - c. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado State Standard 5 for Reading and Writing*)
 - d. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)
 2. Lesson Content
 - a. “Shooting an Elephant” (p. 161)
 - b. “The Night the Bed Fell” (p. 161)
 3. Skill Objective(s)
 - a. Recognize an author’s point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - b. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)

- c. Write in a variety of genres such as personal narratives ... to persuade, and to inform. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - d. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - e. Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)
- B. *Materials*
- 1. Appendix K: “Shooting an Elephant” Test (one copy per student)
 - 2. Appendix L: “The Night the Bed Fell” Word Account (one copy per student)
 - 3. Dictionary (one copy per student)
 - 4. *Realms of Gold: A Core Knowledge Reader, Volume Two* (one copy per student)
 - 5. Appendix R: Test Answers
 - 6. Colored pencils (one set per student)
- C. *Key Vocabulary*
- 1. Recitation – reading; narrating
 - 2. Verisimilitude – probability; likelihood
 - 3. Grope – fumble about; feel for
 - 4. Opposed – against
 - 5. Notion – idea; thought
 - 6. Apprehension – uneasiness; hesitation
 - 7. Ominous – threatening; doomed
 - 8. Pungent – strong; sharp
- D. *Procedures/Activities*
- 1. Give each student a copy of Appendix K. Allow them to use a copy of the essay for the test.
 - 2. Provide each student with a copy of Appendix L. Instruct students who complete their tests before others to work on this new word account.
 - 3. When all students have completed the test, define each of the eight vocabulary words from *Key Vocabulary* above as a class. Instruct students to write these definitions onto their word accounts. For homework, instruct students to write each syllable of these eight words in a different color and to draw a picture representation of their word as described in lesson one for homework. Set the due date for this assignment in three days’ time.
 - 4. Inform students that the study of “The Night the Bed Fell” will be organized like the study of “Shooting an Elephant”. Students will be learning a bit about James Thurber, keeping a discussion log, completing their word accounts, holding discussion groups with the same group they worked with for the Orwell essay, and will be taking a test modeled like the one they just completed for Thurber’s essay. Finally, they will be creating group bulletin boards on either of the essays.
- E. *Assessment/Evaluation*
- 1. Appendix L: “The Night the Bed Fell” Word Account

Lesson Six: Thurber Biography and Reading “The Night the Bed Fell” (one, fifty-five-minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado State Standard 4 for Reading and Writing*)
 - b. Students...[u]nderstand a variety of materials. (*Colorado State Standard 1 for Reading and Writing*)
 - c. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado State Standard 5 for Reading and Writing*)
 - d. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)
2. Lesson Content
 - a. “The Night the Bed Fell” by James Thurber (p. 161)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
3. Skill Objective(s)
 - a. Recognize an author’s point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - b. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - c. Write in a variety of genres such as personal narratives ... to persuade, and to inform. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - d. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - e. Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)
 - f. Write with a voice appropriate to purpose and audience. (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

1. Appendix M: Timeline of James Thurber’s Life
2. *Realms of Gold: A Core Knowledge Reader, Volume Two* (one copy per student)
3. Colored pencils
4. Appendix C: Discussion Log (one copy per student)
5. Appendix D: Evaluation of Discussion Log
6. Appendix E: Guidelines for Literature Circle Discussions (one copy per student)
7. Appendix F: Prompts to Help Your LC Move Along (one copy per student)
8. Appendix G: Basic Structure of Your Literature Circle Discussion (one copy per student)
9. Appendix H: Evaluation of Discussion (one copy per student)
10. Appendix I: Sample Schedule

C. *Key Vocabulary*

1. Cease – stop
2. Accustomed – used to; ordinary; usual
3. Intervals – parts; sections
4. Allay – ease; calm; still

5. Uncanny – odd; strange
 6. Crotchets – whimsical or stubborn idea or opinion
 7. Premonition – warning; omen
 8. Chloroform – laughing gas; anesthetic
- D. *Procedures/Activities*
1. As a class, define each of the eight vocabulary words from *Key Vocabulary* above. Instruct students to write these definitions onto their word accounts. For homework, instruct students to write each syllable of these eight words in a different color and to draw a picture representation of their word as described in lesson one for homework. Remind students that this assignment is due in two days' time.
 2. Provide each student with a copy of Appendix M. Read about Thurber's life together.
 3. Explain to students that they will create a discussion log for this essay just as they did Orwell's essay. (See Appendix C.) The same rubric (Appendix D) will be used in their evaluation of these logs.
 4. Read "The Night the Bed Fell" together checking student comprehension orally as you read. Keep a running list of the characters on an overhead to aid students in keeping track of who is who while they read.
 5. Remind students to preview Appendices E, F, G and H before the discussion groups begin. See Appendix I for a sample of how to schedule the groups.
- E. *Assessment/Evaluation*
1. Appendix D: Evaluation of Discussion log
 2. Appendix H: Evaluation of Discussion
 3. Appendix L: "The Night the Bed Fell" Word Account

Lesson Seven: Literature Circles on "The Night the Bed Fell" (three, fifty-five minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration. (*Colorado Standard 1 for Theatre*)
 - b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado State Standard 4 for Reading and Writing*)
 - c. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado State Standard 5 for Reading and Writing*)
 - d. Students...recognize literature as a record of human experience. (*Colorado State Standard 6 for Reading and Writing*)
 - e. Students...[u]nderstand a variety of materials. (*Colorado State Standard 1 for Reading and Writing*)
 2. Lesson Content
 - a. "The Night the Bed Fell" by James Thurber (p. 161)
 - b. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 3. Skill Objective(s)
 - a. Evaluate strengths and identify areas for improvement in [self and in] peer performance. (*Colorado Benchmark for 7th and 8th Grade Theatre*)

- b. Recognize an author’s point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- c. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- d. Write in a variety of genres such as personal narratives ... to persuade, and to inform. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- e. Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)
- f. Write with a voice appropriate to purpose and audience. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- g. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

- 1. *Realms of Gold: A Core Knowledge Reader, Volume Two* (one copy per student)
- 2. Completed student discussion logs for each student discussing
- 3. Appendix E: Guidelines for Literature Circle Discussions (one copy per student)
- 4. Appendix F: Prompts to Help Move Your LC Along (one copy per student)
- 5. Appendix G: Basic Structure of Your Literature Circle Discussion (one copy per student)
- 6. Appendix H: Evaluation of Discussion (two copies per student discussing)
- 7. Appendix I: Sample Schedule
- 8. Appendix J: Teacher Guiding Questions (one copy per student discussing)
- 9. Appendix L: “The Night the Bed Fell” Word Account (one copy per student)
- 10. Colored pencils

C. *Key Vocabulary*

- 1. Avert – turn away or aside
- 2. Calamity – disaster; misadventure
- 3. Extricate – clear away; untangle
- 4. Phobia – fear
- 5. Fortitude – resolution; courage; moral strength
- 6. Presently – right away; soon
- 7. Culprit – crook; criminal
- 8. Adjoining – next to; touching

D. *Procedures/Activities*

- 1. As a class, define each of the eight vocabulary words from *Key Vocabulary* above. Instruct students to write these definitions onto their word accounts. For homework, instruct students to write each syllable of these eight words in a different color and to draw a picture representation of their word as described in lesson one for homework. Remind students that this assignment is due at the beginning of the next class session.
- 2. Students meet in literature circles according to schedule. (See Appendix I.) Instruct them to follow the steps outlined in Appendix E to help them guide their discussion. Groups will not meet simultaneously for this essay’s literature circles. Instead, schedule meetings to last for twenty-five minutes and run groups one after another. Also, give copies of *Teacher Guiding Questions* from Appendix J, “The Night the Bed Fell”.
- 3. Select students (whose groups are not scheduled to meet) to sit in each group as group evaluators. These students summarize contributions from group members

and make suggestions for improvement next time. These student evaluators keep track of helpful and unhelpful behavior as outlined in Appendix G. Have student evaluators make a simple chart to note helpful and unhelpful behavior. Student evaluators are not to talk until the very end of the discussion. They are merely observing and should sit outside of the group's circle until the end, during the group's evaluation. Please note that *all* group members are expected to participate in their own group's evaluation.

4. Assign item four on student's discussion logs (Appendix C) to be due the following session for students who discussed. (See Appendix I.)
5. Follow the same procedure outlined in steps two through four above for the following two class sessions rotating the groups. (See Appendix I.)
6. Inform students that there will be a test on Thurber's essay after all groups have discussed. The test will cover vocabulary, Thurber's life, and an interpretive question on the essay.

E. *Assessment/Evaluation*

1. Appendix L: "The Night the Bed Fell" Word Account
2. Appendix D: Evaluation of Discussion Log
3. Appendix H: Evaluation of Discussion

Lesson Eight: Test on "The Night the Bed Fell", Debriefing, and Bulletin Board Project (one to two, fifty-five-minute sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students...[d]evelop interpersonal skills and problem-solving capabilities through group interaction and ... collaboration. (*Colorado Standard 1 for Theatre*)
 - b. Students [understand how to] apply thinking skills to their reading, writing, speaking, listening... (*Colorado Standard 4 for Reading and Writing*)
 - c. Students...[u]nderstand a variety of materials. (*Colorado Standard 1 for Reading and Writing*)
 - d. Students [understand how to] read to locate, select, and make use of relevant information from a variety of ... sources. (*Colorado Standard 5 for Reading and Writing*)
 - e. Students...recognize literature as a record of human experience. (*Colorado Standard 6 for Reading and Writing*)
2. Lesson Content
 - a. "Shooting an Elephant" by George Orwell (p. 161)
 - b. "The Night the Bed Fell" by James Thurber (p. 161)
 - c. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
 - d. Speaking and Listening – Demonstrate the ability to use standard pronunciation when speaking to large groups.... (p. 157)
3. Skill Objective(s)
 - a. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - b. Write in a variety of genres such as personal narratives ... to persuade, and to inform. (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - c. Write in a voice appropriate to purpose and audience. (*Colorado Benchmark for 7th Grade Reading and Writing*)

- d. Evaluate strengths and identify areas for improvement in [self and in] peer performance. (*Colorado Benchmark for 7th and 8th Grade Theatre*)
- e. Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)
- f. Recognize author's point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- g. Plan, draft, revise, and edit for a legible final copy. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- h. Use reading, writing, speaking, listening ... to solve problems and answer questions. (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

- 1. *Realms of Gold: A Core Knowledge Reader, Volume Two* (one copy per student)
- 2. Appendix N: "The Night the Bed Fell" Test (one copy per student)
- 3. Appendix O: Bulletin Board Display (one copy per student)
- 4. Appendix P: Bulletin Board Display Rubric (one copy per student)
- 5. Appendix I: Sample Schedule
- 6. Appendix Q: Bulletin Board Presentation Evaluation (one copy per student)
- 7. Appendix R: Test Answers

C. *Key Vocabulary*

None

D. *Procedures/Activities*

- 1. Collect homework, Appendix L.
- 2. Give each student a copy of Appendix N. Allow them to use a copy of the essay for the test.
- 3. When all students have completed their test, hold a class discussion on what students thought of their literature circles. Did they like approaching literature in this way? What problems did they encounter? What would make future literature circles more effective? Use this feedback in organizing future literature circles.
- 4. Before class, measure the display areas available and determine the dimensions of student bulletin boards. Provide these dimensions to students. Give each student a copy of Appendices O and P. Read these handouts together and clarify any questions students may have. Set a deadline for this project. (See Appendix I.) Also inform students that they will give a short oral presentation in which they describe their bulletin board, and how it fulfills the requirements from Appendix P. Provide them with a copy of Appendix Q. Have students evaluate one another on their oral presentations. Average the average of student points awarded with teacher points awarded for a final mark.

E. *Assessment/Evaluation*

- 1. Appendix N: "The Night the Bed Fell" Test
- 2. Appendix P: Bulletin Board Display Rubric
- 3. Appendix Q: Bulletin Board Presentation Evaluation

VI. CULMINATING ACTIVITY

- A. Appendix O: Bulletin Board Display

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Timeline of George Orwell's life
- B. Appendix B: "Shooting an Elephant" Word Account

- C. Appendix C: Discussion Log
- D. Appendix D: Evaluation of Discussion Log
- E. Appendix E: Guidelines for Literature Circle Discussion
- F. Appendix F: Prompts to Help Your LC Move Along
- G. Appendix G: Basic Structure of Your Literature Circle Discussion
- H. Appendix H: Evaluation of Discussion
- I. Appendix I: Sample Schedule
- J. Appendix J: Teacher Guiding Questions
- K. Appendix K: “Shooting an Elephant” Test
- L. Appendix L: “The Night the Bed Fell” Word Account
- M. Appendix M: Timeline of James Thurber’s Life
- N. Appendix N: “The Night the Bed Fell” Test
- O. Appendix O: Bulletin Board Display
- P. Appendix P: Bulletin Board Display Rubric
- Q. Appendix Q: Bulletin Board Presentation Evaluation
- R. Appendix R: Test Answers

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Timeline of George Orwell's Life

- 1903: George Orwell (Eric Arthur Blair), a British citizen, is born in India. Today he is world famous as one of the greatest essayists, novelists, and critics of the last century. He is best known for his novels *Animal Farm* and *1984*.
- 1904: Orwell moves to England with his mother and sister. As he matures, he grows to hate the English caste system. (Good material for his essays!)
- 1922: Orwell fails to win a scholarship to university and moves to Burma (Cambodia today) to work in the Indian Imperial Police. He grew to dislike imperialism and eventually quit. The essay *Shooting an Elephant* tells of some of his thoughts on how colonial officers (like himself) behaved.
- 1928-1933: Orwell lived as a tramp, a beggar, and a migrant worker. He even spent a bit of time in prison on purpose! He also lived among the poor in Paris to study people – the subject of his work.
- 1934: Taught at a private school to support himself since his writing couldn't support him.
- 1936: Married Eileen O'Shaugnessy.
- 1936-1940: Worked as a shopkeeper. Orwell and his wife Eileen also traveled to Spain during this time so that George could report on Spain's Civil War. He also fought in the war and got shot through the throat. Eileen and he escaped from the Stalinists. After this experience, Orwell became a staunch socialist. From this experience came the novel *Animal Farm*.
- 1940-1945: Orwell opposed war with Germany during WWII. He said the British Empire was worse than Hitler was. Orwell worked as a journalist for the BBC during WWII. Orwell never mentioned Auschwitz or extermination camps in his correspondence.
- 1945: Eileen died. Eileen and George did adopt a boy during their lifetimes.
- 1950: Orwell died of tuberculosis in London. *1984* was published soon after his death.

Adapted from:

“George Orwell (1903-1950)”; <http://www.kirjasto.sci.fi/gorwell.htm>, Date of Access: 9/17/02.

Appendix B, page 1
“Shooting an Elephant” Word Account

1. Essay	2. Futility
3. Integrity	4. Imperialism
5. Stereotypes	6. Civil Disobedience
7. Nonfiction	8. Betel juice
9. Bazaars	10. Baited
11. Hideous	12. Courage

Appendix B, page 2

13. Jeer	14. Perplexing
15. Flogged	16. Supplant
17. Conjuror	18. Tyranny
19. Prostrate	20. Enlightening
21. Despotism	22. Municipal
23. Labyrinth	24. Squalid

Appendix C
Discussion Log

Directions

1. **Read** the entire assigned selection before completing your log. Use sticky notes or jot down page numbers and sections to mark discussion points as you read.
2. Write a **summary** of the selection. Be sure to include each main event, but do not exceed a half of a page in length. It should be clear that you have read the entire selection. Clearly label this with the title **Summary**.
3. What were your questions, observations, and connections about the essay? Write **one question** that shows your understanding of the selection, and which may lead to follow-up questions. Good interpretive questions have more than one answer. Your question should focus on the text. Try to create questions that require your classmates to take a stand. Then answer your question in complete sentences. See our prompt list (Appendix E) if you're stuck! Label this as **Discussion Question**. Then choose **two more responses; choose a prediction, observation, clarification, or a connection**. Label these **Observation, Clarification or Connection**.

Observation – details about the characters, setting, and events that stand out to you; words, phrases or passages, or the style in which the author writes that leave an impression on you

Clarification – a genuine question about a passage that confuses you

Connections – how a character might remind you of a friend, or how the story reminds you of a movie, or another story you read

You will also be given a guiding question from your teacher in class before your discussion begins.

4. After your discussion, write on one question – either posed by the teacher or a classmate. Title this **After Discussion Journal Response**.

Your Discussion Log is due the day before your group is scheduled to discuss. If it is not complete, you will not be allowed to participate in your groups' discussion.

Appendix D
Evaluation of Discussion Log

Evaluation of Discussion Log

Student Name _____

Week _____

2 points	3 points	4 points	5 points
Little writing	Some writing	Adequate writing (includes all points outlined in Appendix C)	Thorough writing with thoughtful reactions that include all points outlined in Appendix C
Does not give examples to support ideas	Occasionally includes examples to support opinions; however, examples are incomplete or unclear	Sufficient examples are given to support ideas	Clear and complete examples are given to support opinions
Lacks organization and neatness; many grammatical and spelling errors	Lacks organization and neatness; some grammatical and spelling errors	Mostly organized and neat with mostly correct spelling use of grammar	Well organized and neat with correct spelling and use of grammar

Total: /15

Adapted From: Bonnie Campbell Hill, Katherine L. Schlick Noe, and Nancy J. Johnson. (2001) *Literature Circles Resource Guide*. Norwood, Ma: Christopher-Gordon Publishers, Inc.

Guidelines for Literature Circle Discussions

- Be clear and focused about your purpose. In your literature circles, **your purpose will be to come to a clearer understanding of the text and to consider different viewpoints of the story.**
- **Listen** closely to **all** ideas. *All members should be considered equal. Of course, there will be individuals with more knowledge in certain areas than others, but no one person should be considered above the rest. Remember that sometimes answers to problems are found in unlikely places or people.*
- Be **courteous**.
- **Speak** so that all can hear.
- **Ask** probing questions. (“What words in the book made you think of your idea?” “Can you show me where in the book it says that?” “Do you think this could mean...?”)
- **Summarize** or paraphrase ideas.
- **Check** for agreement.
- Express **support** for one another (“That’s right.” “I never looked at it that way.”)
- **Build** on other’s ideas.
- Be **specific**. Use passages from the book to back up your ideas. Support your ideas with your own experiences. (“Here, let me read this paragraph. It’s an example of what I’m talking about” “I disagree with you because...” “I agree with you because...” “This reminds me so much of...”)
- When opinions differ, **remember that you are criticizing ideas** and not people. *No backstabbing other students outside of class for ideas they hold that you may not agree with.*

Primary Source: *Speaking and Listening: Instructional Philosophy and Teaching Strategies*. [On-line]. Available URL: <http://www.sasked.gov.sk.ca/docs/mla/speak.htm>, Date of Access: 7/19/02.

Prompts to Help Your LC Move Along

- Talk about **observations**
 - Look for something that stood out to you
 - Look for events or characters that were scary or ridiculous
 - “Does the author use any strong imagery in the story (similes, metaphors, etc.)? Give examples.
 - Describe your feelings about events and characters
 - Describe your favorite part.
 - “I love the part that says...”
 - “How did you feel when you were reading this part of the book?”
 - “Did anything surprise you in this section?”
 - “What was the most exciting, interesting, funny, or confusing part? Would someone like to read that paragraph aloud?”
 - Start with “I thought...”, “I wonder...”, “I felt...”, “What if...”
 - “How would another character react to that?”
 - “Why do you think the problem got solved in that way?”

- Talk about **clarifications**
 - “I was wondering if anyone knew...”
 - “I just don’t understand this...”
 - “I’m not sure I understand what you’re saying. Could you explain it a little more to me?”

- Talk about **connections**
 - “This reminds me so much of...”
 - “What kind of connections can you make between things that happened in the book and something in your own life?”

Basic Structure of Your Literature Circle Discussion

1. Ask someone to summarize the selection.
2. Have a different group member pick two of the vocabulary words they selected. Have them read the sentence or paragraph from which the word came. Ask the group to make a guess about the word using context clues. Have the person give the dictionary definition and discuss any connotations.
3. General Discussion. Have classmates read their questions for the group. Discuss members' predictions, observations, clarifications, and connections (see Appendix B). If your group gets stuck, refer to your list of prompts.
4. Group Evaluation. Think about the helpful behaviors:

- sharing ideas
- asking questions
- encouraging others/ responding to others
- listening well
- keeping on topic.

Also consider the unhelpful behaviors

- interrupting others
- not contributing to discussion
- not listening
- distracting others
- not coming prepared with the book.

What did your group do well?

What improvements could be made next time?

5. Self Evaluation. Use Appendix G.

Appendix H
Evaluation of Discussion

Student Name _____

2 points	3 points	4 points	5 points
Rarely shares ideas	Shares ideas occasionally or when asked	Shares appropriately	Significantly contributes to the discussion
Talk is off-task and does not contribute to the group	Difficulty asking questions and responding to others	Generally helps keep the discussion going with questions and responses	Asks questions, responds to others; effectively helps keep the discussion going
Rarely listens or responds to group members	Sometimes listens and responds appropriately, occasionally asks questions or shares ideas	Listens and responds adequately - sometimes reads from journal or from text, listens actively, builds on comments from others, makes connection from book to own experiences, discusses author's style of writing and literary elements	Listens and responds thoughtfully - reads from journal or from text, listens actively, builds on comments from others, makes connections from book to own experiences, discusses author's style of writing and literary elements

Total: /15

Adapted From: Bonnie Campbell Hill, Katherine L. Schlick Noe, and Nancy J. Johnson. (2001) *Literature Circles Resource Guide*. Norwood, Ma: Christopher-Gordon Publishers, Inc.

Appendix I
Sample Schedule

Students are divided into 5 groups of 5 (A, B, C, D, E) that meet once for “Shooting an Elephant” and once for “The Night the Bed Fell”.

January, 2004
Literature Circle Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5 Lesson One	6 Lesson Two	7 Lesson Three	8 *Appendix B due *A and B discussion logs due	9 *A and B meet * C and D discussion logs due *C, D and E work independently
12 *C and D meet *E discussion log due *A and B item 4 due *A, B, and E work independently	13 *E meets *C and D item 4 due *A, B, C and D work independently	14 *E item 4 due	15 Lesson Four *Test on “Shooting an Elephant”	16 Lesson Five
19 Lesson Six	20 *Appendix L due *A discussion log due *Students who are not meeting work independently	21 *A meets (25 min.) *D and E discussion log due *Students who are not meeting work independently	22 *D and E discuss (25 min., one following the other) *B and C discussion log due *A item 4 due *Students who are not meeting work independently	23 *B and C meet (25 min., one following the other) *D and E item 4 due *Students who are not meeting work independently
26 *B and C item 4 due *Test on “The Night the Bed Fell”	27	28	29	30 Bulletin Board projects due

Please remember that students who do not complete their discussion logs will not be allowed to participate in their group’s discussion.

Appendix J
Teacher Guiding Questions

“Shooting an Elephant” (George Orwell)

- When you are faced with an unpopular decision (one that you know others might look down at you for) what kind of things should you consider? What do you consider?
- Do you think that Orwell’s concerns are valid? Should he feel “guilty” for making his decision when it was the law?
- Do you think that rules and laws are important?
- How do you think you should go against existing rules or laws if you think the act of civil disobedience is the “right” thing to do?
- Do you think Orwell was morally correct in shooting the elephant?
- What would you have done if you were Orwell?
- Did you find any symbols in the story? What are they? What do they represent and why?
- Why do you think that Orwell writes that the “tiny incident” involving the elephant was “enlightening”? What does Orwell learn about himself, about imperialism, and about human nature?
- Respond to Orwell’s statement that “...when the white man turns tyrant, it is his own freedom that he destroys.” Do you agree or disagree with this statement? Use specific examples from the essay to support your point of view.

Adapted from: *A Ninth Grade Unit for Romeo and Juliet*. [On-line]. Available URL: <http://www.dpi.state.nc.us/ncep/lp/lp19.html>, Date of Access: 9/17/02.

“The Night the Bed Fell” (James Thurber)

- James Thurber is known to have portrayed women as superior in his works. (His wives were strong individuals themselves.) Do you find any evidence of this point of view in “The Night the Bed Fell”? Cite quotes from the essay to support your opinion.
- Thurber’s tale is incredible! Yet, we know that essays are nonfiction. Has anything funny and unbelievable ever happened to you? Tell your group about it.
- How does Thurber’s choice of words add to the humor of this essay? Cite quotes from the essay to support your opinion.
- What do you think makes something funny to James Thurber? What makes something funny to you?

“Shooting An Elephant” Test

/35

A. Matching. *Please write the letter of your choice in the space provided. (1 point each)*

- | | |
|-----------------------------|---|
| _____ 1. Courage | A. Not clear |
| _____ 2. Integrity | B. True |
| _____ 3. Stereotypes | C. Confusing |
| _____ 4. Essay | D. Ugly |
| _____ 5. Hideous | E. Having the inner strength to do the right thing even when others don't |
| _____ 6. Tyranny | F. One country gaining power over another country through politics or economics |
| _____ 7. Imperialism | G. Peaceful refusal to obey the government |
| _____ 8. Civil Disobedience | H. An over simplified opinion of another person |
| _____ 9. Perplexing | I. A short nonfiction piece of writing that is not poetry which expresses an author's opinion |
| _____ 10. Supplant | J. Acting justly and honorably |
| _____ 11. Futility | K. Filthy |
| _____ 12. Enlightening | L. City |
| _____ 13. Municipal | M. Illuminating; informative |
| _____ 14. Squalid | N. oppression or keeping down |
| _____ 15. Nonfiction | O. Magician |
| _____ 16. Vague | P. Being meaningless or senseless |
| _____ 17. Conjuror | Q. Replace |

B. Short Answer (2 points each) *Please use complete sentences.*

1. Where was George Orwell, a British citizen, born?
2. Why did Orwell live as a tramp, a beggar, a migrant worker and live among the poor?
3. When Orwell and his wife Eileen were in Spain writing and participating in Spain's Civil War, Orwell was shot where?
4. Why do you think Orwell never mentioned Auschwitz or the extermination camps in Germany when he was a reporter for the BBC during WWII?

C. Essay (10 points) *Choose A or B to write on. You may write on both and earn up to 5 points extra credit.*

A. Please write a three-point paragraph (at least nine sentences long with a topic sentence which lists your three points, supporting sentences which back up your three points, and a concluding sentence.) which explains why Orwell writes that the “tiny incident” involving the elephant was enlightening. In other words, what did Orwell learn from this event? Your paragraph should have at least 3 points, each having a supporting sentence. Points that you may include are:

What does Orwell learn about himself?

What does Orwell learn about imperialism?

What does he learn about human nature (or the way people are)?

B. Respond to Orwell's statement that “...when the white man turns tyrant, it is his own freedom that he destroys.” Do you agree or disagree with this statement? Use specific examples from the essay to support your point of view. (Your paragraph must be at least nine sentences long.)

“The Night the Bed Fell” Word Account

1. Recitation	2. Verisimilitude
3. Grope	4. Opposed
5. Notion	6. Apprehension
7. Ominous	8. Pungent
9. Cease	10. Accustomed
11. Intervals	12. Allay

Appendix L, page 2

13. Uncanny	14. Crotchets
15. Premonition	16. Chloroform
17. Avert	18. Calamity
19. Extricate	20. Phobia
21. Fortitude	22. Presently
23. Culprit	24. Adjoining

Timeline of James Thurber's Life

- 1894: James Thurber is born in Columbus, Ohio, the second of the family of three sons. Later he became a famous American comedy writer and cartoonist.
- 1901: Thurber loses one eye playing bow-and-arrows with his brothers. During the last twenty years of his life he was completely blind.
- 1908-09 Thurber attends Douglas Junior High School and writes his Class Prophecy. For his own foretelling, he is somewhat like the character of Walter Mitty, an unlikely hero in an ordinary but active world.
- 1909-1913 Thurber attends high school. He is elected class president his senior year and graduates with honors.
- 1913-1918 Thurber attends Ohio State University. He struggles with gym, ROTC and science labs due to his poor vision. He reports for the college newspaper and becomes editor-in-chief of a humor and literary magazine. Thurber leaves university without completing his degree.
- 1918-1920 Works for the State Department first in Washington, D.C., and then at the American Embassy in Paris.
- 1920-1921 JT Returns to Ohio and works as a reporter for the newspaper. Also writes and directs musical comedies.
- 1922 Marries Althea Adams, a beautiful and dominant woman. (Thurber portrays women in his writing as intelligent, patient, and as being superior to the men in their lives.)
- 1924 Leaves newspaper to try freelance writing.
- 1925-1926 Works in Paris as a reporter for *The Chicago Tribune*.
- 1926 Writes for *The New York Evening Post* as a reporter and feature writer in New York City.
- 1927-1936 Hired as an editor-writer for *The New Yorker* magazine where his first cartoons are published. Thurber's first book, *Is Sex Necessary?*, which was co-written with an office mate, E.B. White, is published.
- 1931 Rosemary, Thurber's only child, is born.

Appendix M, page 2

- 1935 James and Althea divorce. James marries Helen Wismer, an editor.
- 1936 James and Helen move to Connecticut to freelance write while still doing some writing for *The New Yorker*.
- 1937-1938 Thurber and Helen Wismer travel to France and England with a show of his drawings.
- 1939-1940 Thurber and college buddy, Elliot Nugent, write the play *The Male Animal*, a play about Ohio State, which enjoys enormous success on Broadway.
- 1942-1944 Thurber's vision and health begin to decline. He nearly dies of pneumonia and appendicitis. Later he suffers with a thyroid condition. Helen devotes a good part of her life to aiding Thurber both in his personal life and his work due to his eventual blindness.
- 1950's The House of Un-American Activities Committee blacklists Thurber's work.
- 1950-1953 Thurber receives honorary doctorates from Kenyon College in Ohio, William's College in Massachusetts and Yale University. He declines an honorary doctorate from Ohio State due to their suppression of academic freedom during the House Un-American Activities reign. After his death, Rosemary accepts an honorary doctorate from Ohio State in his honor.
- 1961 A blood clot is found in Thurber's brain and he dies a month later.

Adapted from:

James Thurber: A Life and Not-So-Hard Times, Available URL:

<http://www.thurberhouse.org/LifeTimesChronpage3.htm>, Date of Access: 9/18/02

“The Night the Bed Fell” Test

/35

A. Matching. *Please write the letter of your choice in the space provided.* (1 point each)

- | | |
|------------------------------|--|
| _____ 1. Recitation | A. Probability; likelihood |
| _____ 2. Verisimilitude | B. Reading; narrating |
| _____ 3. Opposed | C. Next to; touching |
| _____ 4. Grope | D. Against |
| _____ 5. Pungent | E. Notion |
| _____ 6. Idea; thought | F. Ominous |
| _____ 7. Threatening; doomed | G. Disaster |
| _____ 8. Cease | H. Ordinary; usual; used to |
| _____ 9. Accustomed | I. Stop |
| _____ 10. Crotchets | J. Ease; calm; still |
| _____ 11. Adjoining | K. Laughing gas; anesthetic |
| _____ 12. Allay | L. Uneasiness; hesitation |
| _____ 13. Intervals | M. Turn away or aside |
| _____ 14. Premonition | N. Warning; omen |
| _____ 15. Avert | O. Phobia |
| _____ 16. Calamity | P. Right away; soon |
| _____ 17. Chloroform | Q. Odd; strange |
| _____ 18. Fear | R. Biting; sharp |
| _____ 19. Uncanny | S. Fumble about; feel for |
| _____ 20. Presently | T. Crook; criminal |
| _____ 21. Culprit | U. Parts; sections |
| _____ 22. Apprehension | V. Whimsical or stubborn idea or opinion |

B. Short Answer (3 points)

On a separate piece of lined and clean-edged paper, please list three interesting details about James Thurber's life. Use complete sentences in your list.

C. Essay (10 points) *Choose A or B to write on. You may write on both and earn up to 5 points extra credit. Use a separate piece of lined and clean-edged paper.*

A. Please write a three-point paragraph (at least nine sentences long with a topic sentence which lists your three points, supporting sentences which back up your three points, and a concluding sentence.) which explains how Thurber's choice of words adds to the humor of "The Night the Bed Fell". Use quotes from the essay to support your opinion.

B. Thurber's tale is incredible! Yet, we know that essays are nonfiction. Has anything funny and unbelievable ever happened to you? Write a narrative which is at least nine sentences long that tells about this humorous event.

Bulletin Board Display

Create a bulletin board with one or two partners about one of the following:

- A. Learn more about imperialism in the 1940's. What was the British influence of that time? Present your findings as a bulletin board that includes both information about imperialism then and how it may be manifested today. Include your opinions about it.
- B. Make a bulletin board that includes information about stereotypes and prejudice.
- C. Make a bulletin board about humor. What different kinds of humor are there? Who is your favorite comedian? What do you think makes something funny?
- D. Come up with your own idea for a bulletin board. Make certain to okay your topic choice with your teacher before beginning your display. Be able to answer the question, "How will my/our project demonstrate what I/we learned about one of the essays or how will it extend our knowledge related to either essay?"

Appendix P
Bulletin Board Display Rubric

Student Name _____

10 points	15 points	20 points	25 points
<p><u>Writing</u> Paragraphs do not clearly relate to one of the essay, a point of view, or an illustration, etc.; paragraphs lack organization and neatness; many grammatical and spelling errors</p>	<p>Paragraph includes a title, at least two short paragraphs explaining how topic is related to one of the essays, a point of view, or an illustration, etc.; some illustrations include some sort of explanation which names or describes; paragraphs lack organization and neatness; some grammatical and spelling errors</p>	<p>Paragraph includes a title, at least three short paragraphs explaining how topic is related to one of the essays, a point of view, or an illustration, etc.; all illustrations include some sort of explanation which names or describes; paragraphs are mostly organized and neat with mostly correct grammar, spelling, punctuation and sentence structure</p>	<p>Paragraph includes a title, at least three short paragraphs explaining how topic is related to one of the essays, a point of view, or an illustration, etc.; all illustrations include some sort of explanation which names or describes; paragraphs are organized and neat with correct grammar, spelling, punctuation and sentence structure</p>
<p><u>Illustrations</u> Two or fewer illustrations; lacks creativity and neatness</p>	<p>Includes border with at least two illustrations (any media form – newspaper, drawing, computer, etc. is acceptable); lacks creativity and neatness</p>	<p>Includes border with at least three illustrations (any media form – newspaper, drawing, computer, etc. is acceptable); neatly completed; mostly neat; shows creativity</p>	<p>Includes border with at least three illustrations (any media form – newspaper, drawing, computer, etc. is acceptable); neatly completed; shows creativity</p>

Total: /50

Adapted From: Bonnie Campbell Hill, Katherine L. Schlick Noe, and Nancy J. Johnson. (2001) *Literature Circles Resource Guide*. Norwood, Ma: Christopher-Gordon Publishers, Inc.

Appendix Q
Bulletin Board Presentation Evaluation

Name of Presenter _____

- | | | | |
|---|---|---|---|
| 1. Spoke loudly and clearly enough to be heard | 1 | 2 | 3 |
| 2. Made good eye contact | 1 | 2 | 3 |
| 3. Showed the visual aid clearly | 1 | 2 | 3 |
| 4. Was prepared | 1 | 2 | 3 |
| 5. Content was complete; the speaker made sense | 1 | 2 | 3 |

I liked this presentation because ...

Total: /15

Name of Presenter _____

- | | | | |
|---|---|---|---|
| 1. Spoke loudly and clearly enough to be heard | 1 | 2 | 3 |
| 2. Made good eye contact | 1 | 2 | 3 |
| 3. Showed the visual aid clearly | 1 | 2 | 3 |
| 4. Was prepared | 1 | 2 | 3 |
| 5. Content was complete; the speaker made sense | 1 | 2 | 3 |

I liked this presentation because ...

Total: /15

Appendix R
Test Answers

“Shooting an Elephant” Test

A.

- | | |
|-------|-------|
| 1. E | 11. P |
| 2. J | 12. M |
| 3. H | 13. L |
| 4. I | 14. K |
| 5. D | 15. B |
| 6. N | 16. A |
| 7. F | 17. O |
| 8. G | |
| 9. C | |
| 10. Q | |

B.

1. George Orwell was born in India
2. He lived this way to study people – the subject of his work.
3. He was shot in the throat
4. Answers may vary

C.

Answers may vary.

“The Night the Bed Fell” Test

A.

- | | |
|-------|-------|
| 1. B | 15. M |
| 2. A | 16. G |
| 3. D | 17. K |
| 4. S | 18. O |
| 5. R | 19. Q |
| 6. E | 20. P |
| 7. F | 21. T |
| 8. I | 22. L |
| 9. H | |
| 10. V | |
| 11. C | |
| 12. J | |
| 13. U | |
| 14. N | |

B.

Answers may vary.

C.

Answers may vary.