



English, Grade 10 Academic

Coming of Age

Project Summary

This project is a thematic course plan for ENG2D (grade 10 English) guided by the expectations in The Ontario Curriculum, Grades 9 and 10, 2007. The course plan is based on a “Coming of Age” theme, which is a subject that resonates with teenagers today. The plan contains units on short fiction and non-fiction, Shakespeare’s Romeo and Juliet, a literature circle novel study, and an examination of media and youth culture. In the culminating activity, students investigate youth culture through the ages, and create oral and multi-media presentations. The plan also includes a guide to working with literature circles, and additional creative writing activities.

The project emphasizes student choice, arts-based activities, and the integration of media. A number of activities that allow for differentiated instruction, assessment, and evaluation are also included. The units are designed to be taught in any order, and although aimed at grade 10 students, teachers will find that many of the resources may also be used in grade 9 and 11 English classes.

Additional Files:

- A Guide to Working with Literature Circles
- Creative Writing Activities

ENG 2D: Coming of Age Thematic Course Plan

Course Description: This course extends the range of analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including short fiction, plays, novels and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.

PRE-REQUISITE KNOWLEDGE: Grade 9 English, Academic

UNITS OF STUDY:

- Short Fiction and Non-fiction
- Romeo and Juliet
- Literature Circle Novel Study
- Media and Youth Culture
- Culminating Activity: Youth Culture Through the Ages

FOCUS:

WRITING FORMS	TEXTS	MEDIA	CULMINATING ACTIVITY
Essay (persuasive and research) Research essay Creative writing – short story/ script Review of literacy test writing forms	Romeo and Juliet Leaving Home The Catcher in the Rye A Complicated Kindness The Kite Runner Funny Boy The Jade Peony The Apprenticeship of Duddy Kravitz Rule of the Bone April Raintree	Coming of age films Fads and culture targeted to youth through the ages Magazine writing forms (reviews, editorials)	Youth Culture Through the Ages Research Project Oral presentation with media support

SUGGESTED MATERIALS AND RESOURCES:*Texts:*

- Texts from list (see above)
- *Sightlines 10*
- *Resourcelines 9/10*

SPECIAL NOTES:

This course plan explores the theme of coming-of-age in literature and media. Units are not meant to be taught in any particular order, and can be taught separately or combined depending on teacher preference, with the exception of the Culminating Activity.

Coming of Age: Short Fiction and Non-Fiction

OVERVIEW: The purpose of this unit is to introduce students to the theme of coming of age through the reading and writing of short texts, including short stories, poetry, essays, opinion pieces, etc. Particular emphasis will be placed on essay writing and research skills in preparation for future assignments. Teachers may choose to integrate coming of age films into this unit.

SUGGESTED TEXTS:*Short Stories*

- *Am I Blue?: Coming Out From the Silence* – Marion Dane Bauer
- *American Indian Stories and Impressions from an Indian Childhood* – Zitkala-Sa
- Paul's Case – Willa Cather
- Through the Tunnel – Doris Lessing
- Young Goodman Brown — Nathaniel Hawthorne
- The School — Donald Bartelme
- Flight—John Steinbeck

Novel Excerpts

- The Jade Peony – Wayson Choy
- Funny Boy – Shyam Selvadurai

Poetry

- "Mirrors" – Sylvia Plath
- The Emily Valentine Poems – Zoe Whittall

LITERATURE STUDIES AND READING ACTIVITIES:

- Introduce students to the literature circle format through the reading of short texts related to the theme of coming age (see support document on literature circles for more information).
- Have students read and response to short texts in a variety of ways, including:
 - Writing personal responses
 - Think-Pair-Share
 - Mind-map and graphic organizers (such as KWL)
 - Previewing a text
 - Vocabulary extensions
 - Interpreting Literary and Rhetorical Devices
 - Investigating character (creating character profiles, writing in role)
 - Comparing two or more short texts (Venn diagram)

WRITING ACTIVITIES:

- Begin with a daily journal exercises related to the reading or topic being discussed.

Critical writing topics may include:

Personal experience prompts: Have you ever felt discriminated against because of your age? Describe the situation and how it made you feel.

Personal opinion topics: At what age should a person be allowed to legally drink? Vote? Drive? Support your stance with concrete reasons.

Creative writing prompts: Write in role as a young man or woman on the eve of his or her thirteenth birthday. How does he or she feel about leaving childhood behind? **OR** Create a "found poem" using only words from the story read last class.

- Have students write their own first-person narratives based on their own "coming of age" experiences
- Review writing forms for the Grade 10 Literacy Test

Newspaper Article Activity:

- Have students read a newspaper over a one week period, searching for stories related to teen issues.
- Practice writing their own newspaper articles on teen issues such as student volunteer efforts, drug use, school violence, school uniforms, the Young Offenders Acts, or teens and technology use.

Summary Activity:

- Have student record the main points of short texts written in class (this could be done through the Literature Circle Summarizer Role).
- Have students write a paragraph summary of an article read in the Newspaper Article Activity.
- Ask students in groups to retell a short text through the use of tableaux with narration.

Information Activity:

- Have students conduct library or computer lab research on a topic related to teens and compile their research into an information paragraph.
- Have students compile their information into a brochure or “guidebook” for teens on a selected issue.

Support Opinion Activity:

- Have students write a letter to the editor based on a teen issue written about in a newspaper or magazine.
- Engage in a debate on a teen issue, such as the pros and cons of dress codes in schools or the legalization of marijuana.
- Write a review based on a television show or film targeted to teens.
- Write supported opinion paragraphs on a given issue in preparation for the persuasive essay.
- Persuasive essay: have students develop their supported opinion paragraphs on a topic into a formal five-paragraph essay (see **Ideas for Summative Evaluation**).

ORAL COMMUNICATION ACTIVITIES:

- Observe literature circle discussions based on the selected readings. Some strategies for “listening in” may include tape-recording a literature circle, sitting in on a given LC group on a given day or the “fishbowl activity.”
Fishbowl Activity: Have one literature circle group meet and situate the rest of the class round that group so that they are “listening in” on the discussion. After the meeting finishes, debrief the meeting as a class, discussing strengths and areas for improvement.
- Have students prepare and present whole class and/or small group debates and discussions based on the teen issues addressed in class (this could be combined with the Newspaper Activity or the Persuasive Essay summative evaluation).
- Have students present a five-minute “show and tell” of non-fiction sources targeting the youth demographic, such as newspapers, magazines, zines, blogs, website, podcasts, etc.

MEDIA ACTIVITIES:

- Have students analyse and interpret magazines, newspapers and online sources targeting a teenage audience
- Have students write their own news articles, public service announcements, editorials, editorial cartoons, posters or advertisements targeting teens or addressing teen issues
- View one or more coming of age films or television shows. Students can write responses, reviews or create pitches of their own ideas for shows and films.

IDEAS FOR SUMMATIVE EVALUATION:

- A short fiction writing portfolio containing polished pieces from in-class writing activities (for example, a polished journal entry, reader response, creative piece, opinion piece and/or news article)

- Creation of a media source related to coming of age (for example, a poster or ad campaign targeting teens that can be presented to the class)
- A review of a coming of age film or television show and/or a pitch for an original show that would attract today's teens
- Persuasive essay on an issue relating to teenagers

Coming of Age: Play Study of Romeo and Juliet

OVERVIEW: In this unit, students will relate their knowledge of the theme of coming of age to a classical text, William Shakespeare's *Romeo and Juliet*. Students will engage in a number of interpretive activities, making connections to Shakespeare's play and the issues and themes that relate to a modern audience.

SUGGESTED TEXTS AND RESOURCES:

- *Romeo and Juliet*
- Support documents (such as *Shakespeare Set Free*)
- Film versions of *Romeo and Juliet* (Luhmann, Zeffirelli)
- Adaptations of or modern films linked to *Romeo and Juliet* (such as *West Side Story*, *Pretty in Pink*)

LITERATURE STUDIES AND READING ACTIVITIES:

- Personal responses or journal activities related to specific scenes or moments in the text (for example, drafting questions for a specific character in the play, making a mind map or chart of characters and their relationships to one another)
- Paraphrasing and translating specific scenes and soliloquies in modern speech, which could be performed in class
- "Kamikaze *Romeo and Juliet*": Give students a box of props and costumes and ask them to stage specific moments from the play for class discussion

WRITING ACTIVITIES:

- Daily journal exercises: Have students express their opinions on topics from the play, such as

Critical and Opinion Prompts:

- Should parents have a say in their child's choice of romantic partner?
- Can people from very different worlds have successful relationships, or are these relationships doomed from the start?
- Does fate play a role in falling in love?
- Do you believe in true love? Why or why not?
- At what point is someone "too young" to fall in love? Get married? Have children?
- Does Romeo truly love Juliet, or is he just girl crazy?
- Does Juliet truly love Romeo, or is she just rebelling against her parents?
- Could Romeo and Juliet have done something differently? What?

Creative Writing Prompts:

- Write in role as a character from the play, expressing your feelings about a specific moment in time.
- Write a letter from Romeo or Juliet asking someone else for advice. Exchange your letter with a partner and write back with that advice.
- Create a diary for a character in the play, expressing their innermost feelings.
- Write a letter that reveals secret information that might alter the events of the play.
- Write a newspaper article on the ongoing Montague/Capulet feud.
- Write a social announcement for the ball or announcing Paris and Juliet's impending marriage.

ORAL COMMUNICATION ACTIVITIES:

- Read aloud or listen and respond to the play on audiotape.
- Present scenes from the play (such as in the "Kamikaze *Romeo and Juliet*" exercise described above) to the class.
- Translate a scene or speech from the play into modern language and present both versions to the class.

MEDIA ACTIVITIES:

- Watch and respond to one or more film versions of *Romeo and Juliet*.
- Adapt a scene into a modern language play, film, ballet, opera, television show, video game, etc.

IDEAS FOR SUMMATIVE EVALUATION:

- Write a film review of a modern adaptation of *Romeo and Juliet*.
- Free Choice Board Assignment (see **Free Choice Board** Appendix)

ENG2D: Romeo and Juliet Modernization Assignment

Instructions: Once you have determined the premise for your new stage or film version of *Romeo and Juliet*, select one of the assignments below, using your *Learning Styles Inventory* to assist your selection. Each assignment is approximately two pages, and you will be given in-class time to complete it. Once you have committed to an assignment, you may not change it.

Evaluation: As per the attached rubric which is guided by the Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, 2007*.

Create a newspaper set in the time and locale of your new version of <i>Romeo and Juliet</i> . It should contain two articles reporting on major events in the play, such as the Montague-Capulet feud or Juliet and Paris's wedding announcement, and one advertisement.	Compose or write the lyrics to three musical compositions in a musical style or genre fitting with your modernized version of <i>Romeo and Juliet</i> , such as a rap, electronic music, rock, etc. Write an explanation for your choices. Create soundtrack for your new version of <i>Romeo and Juliet</i> , set in a different locale or time period. Write a justification for your song choices.	Create and draw costume or set designs for a new stage or film version of <i>Romeo and Juliet</i> set in a different locale or time period. Write an explanation for each design that connects it to the premise of your version.
Create a storyboard of two significant moments in your new version of <i>Romeo and Juliet</i> . Write an explanation of how the visual style of the storyboard reflects the new time period or locale.	ROMEO AND JULIET: MODERNIZATION ASSIGNMENT	Create three major pieces for an advertising campaign for a new stage or film version of <i>Romeo and Juliet</i> , such as a film poster, print advertisement, website or commercial.
Write a scripted scene for stage or film based on your new version of <i>Romeo and Juliet</i> . Perform the scene for the class with costumes and props, or film the scene and present it to the class.	Create a dramaturgical display or scrapbook for your new version of <i>Romeo and Juliet</i> , incorporating research on past productions of the play.	Create an educational package for teachers who might wish to book your new production of <i>Romeo and Juliet</i> for their school. Include an explanation of educational relevance of studying the play, why it would appeal to a specific age group and two follow-up activities teachers could do after the performance.

Rubric: Romeo and Juliet Modernization Assignment

STUDENT: _____

DATE: _____

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge/Understanding <ul style="list-style-type: none"> • role and relationships • key qualities 	<input type="checkbox"/> shows limited understanding of the characters roles and relationships <input type="checkbox"/> analyzes or incorporates few key qualities of the characters and play	<input type="checkbox"/> shows some understanding of the characters roles and relationships <input type="checkbox"/> analyzes or incorporates some key qualities of the characters and play	<input type="checkbox"/> shows considerable understanding of the characters roles and relationships <input type="checkbox"/> analyzes or incorporates most key qualities of the characters and play	<input type="checkbox"/> shows thorough and insightful understanding of the characters roles and relationships <input type="checkbox"/> analyzes or incorporates all or almost all key qualities of the characters and play
Thinking/Inquiry <ul style="list-style-type: none"> • inferences • detail 	<input type="checkbox"/> makes few logical inferences about the character's motivations <input type="checkbox"/> provides limited specific and accurate detail to support ideas and interpretations	<input type="checkbox"/> makes some logical inferences about the character's motivations <input type="checkbox"/> provides some specific and accurate detail to support ideas and interpretations	<input type="checkbox"/> makes logical inferences about the character's motivations <input type="checkbox"/> provides considerable specific and accurate detail to support ideas and interpretations	<input type="checkbox"/> makes insightful inferences about the character's motivations <input type="checkbox"/> provides effective, specific, and accurate detail to support ideas and interpretations
Communication <ul style="list-style-type: none"> • clarity 	<input type="checkbox"/> communicates ideas with limited clarity and effectiveness	<input type="checkbox"/> communicates ideas with some clarity and effectiveness	<input type="checkbox"/> communicates ideas with considerable clarity and effectiveness	<input type="checkbox"/> communicates ideas with a high degree of clarity and effectiveness
Application <ul style="list-style-type: none"> • language conventions 	<input type="checkbox"/> applies grammar, usage, spelling, and punctuation with limited accuracy and effectiveness	<input type="checkbox"/> applies grammar, usage, spelling, and punctuation with some accuracy and effectiveness	<input type="checkbox"/> applies grammar, usage, spelling, and punctuation with considerable accuracy and effectiveness	<input type="checkbox"/> applies grammar, usage, spelling, and punctuation with a high degree of accuracy and effectiveness

Coming of Age: Literature Circle Novel Study

OVERVIEW: In this unit, students will choose from a variety of coming of age novels and form literature circle groups that meet regularly to discuss their readings. This unit could easily be integrated with other activities such as the short fiction activities or coming of age film viewing. The final summative evaluation for this unit is a research-based essay exploring a theme or issue related to their chosen books of study.

SUGGESTED TEXTS AND RESOURCES:

- The Catcher in the Rye
Support Film: Igby Goes Down, Rebel Without a Cause
- A Complicated Kindness
- The Kite Runner
Support Film: The Kite Runner
- Funny Boy
Support Film: Ma Vie En Rose, C.R.A.Z.Y.
- The Jade Peony
Support Film: Double Happiness
- The Apprenticeship of Duddy Kravitz
Support Film: The Apprenticeship of Duddy Kravitz, Leolo
- Rule of the Bone
Support Film: film version of book is in the pre-production stages
- In Search of April Raintree
Support Film: The Diary of Evelyn Lau, Smoke Signals

LITERATURE STUDIES AND READING ACTIVITIES:

- Literature circle meetings, role sheets and activities (see Appendix on Literature Circle Activities and Book-Specific Activities)

WRITING ACTIVITIES:

- Reading responses: Have students keep a daily journal of their reactions, questions or ideas about the text (see Response Appendix)
- Create character sketches or missing scenes or chapters from the novels
- Partner students with a “pen pal” reading the same book and have them write letters to each other about their reactions to the books

ORAL COMMUNICATION ACTIVITIES:

- Literature circle discussion
- Presentation of book club project

MEDIA ACTIVITIES:

- View selected clips from film versions of books, or films that tie in with specific books

IDEAS FOR SUMMATIVE EVALUATION:

- Book Club Project: Have students in their literature circle groups plan a “book club” style presentation for the class. The presentation could be done as a television program (in the style of Oprah’s Book Club) or literary festival event (such as the Harbourfront Reader’s Series). The presentation could include the following:
 - An interview with the book’s author
 - Biographical information on the book’s author
 - Research information on the time period, setting, and cultural context of the book
 - Criticism of the book
 - Suggestions for those wishing to read the book, such as discussion questions, activities or events (this could be presentation as a pamphlet, website, etc.)

- Research-based Essay: Students choose a theme or issue related to their Literature Circle books (see attached list of topics)
- Students conduct online and library research based on their topic of study
- Students write a formal research based essay with proper MLA Works Consulted List

Potential Research Topics:

The Catcher in the Rye

- Mental health issues in teens
- Runaways
- Male aggression and violence
- Opposition to authority

A Complicated Kindness

- Issues related to teen girls
- Mormonism
- Single parent families

The Kite Runner

- War-torn countries
- Refugees
- The war on terror
- Religious fundamentalism

Funny Boy

- LGBT issues
- Discrimination based on sexual identity
- Religious and cultural conflicts (Sri Lanka)

The Jade Peony

- Racial discrimination
- Postcolonial issues
- History of Chinese, Japanese or other ethnic group in Canada

The Apprenticeship of Duddy Kravitz

- Children and poverty
- Jewish or French cultural issues in Quebec
- Bullying

Rule of the Bone

- Substance use
- Sexual abuse
- Running away

In Search of April Raintree

- First nations people in Canada
- Residential schools
- Substance abuse
- Sexual abuse/rape

Coming of Age: Media and Youth Culture

OVERVIEW: In this unit, students will examine media and youth culture as it has evolved over time. Students will be introduced to coming of age in film as a precursor to the Youth Culture Through the Ages Culminating Activity.

SUGGESTED TEXTS AND RESOURCES:

Youth Culture in Film (classified by the era in which they are set; not all are suitable for classroom viewing in their entirety)

- American Graffiti (1950s)
- Rebel Without a Cause (1950s)
- Splendor in the Grass (1950s)
- The Last Picture Show (1950s)
- Grease (1950s)
- The Graduate (1960s)
- The Outsiders (1960s)
- Fame (1970s)
- Cooley High (1970s)
- Harold and Maude (1970s)
- Carrie (1970s)
- Dazed and Confused (1970s)
- The Ice Storm (1970s)
- Ferris Bueller's Day Off (1980s)
- The Breakfast Club (1980s)
- Trainspotting (1980s)
- Back to the Future (1980s)
- Dead Poets Society (1980s)
- Say Anything (1980s)
- Diner (1980s)
- C.R.A.Z.Y. (1980s)
- Fast Times at Ridgemount High (1980s)
- Lucas (1980s)
- Sixteen Candles (1980s)
- Donnie Darko (1980s)
- Heathers (1990s)
- The Wackness (1990s)
- Boyz in the Hood (1990s)
- Rushmore (1990s)
- The Virgin Suicides (1990s)
- C.R.A.Z.Y.
- Napoleon Dynamite (2000s)
- Mean Girls (2000s)
- Brick (2000s)

Youth Culture in Television:

- The Wonder Years
- Dawson's Creek
- Gossip Girl
- Buffy the Vampire Slayer
- My So-Called Life
- Happy Days
- Freaks and Geeks

LITERATURE STUDIES AND READING ACTIVITIES:

- Read and response to essays and articles related to youth culture (look in textbooks)

WRITING ACTIVITIES:

- Write film reviews, magazine articles, etc. targeting youth culture in a particular era.

ORAL COMMUNICATION ACTIVITIES:

- Class and small group discussion of issues pertaining to youth culture.
- Interview someone who grew up in a different time period from you and transcribe their responses to your questions.

MEDIA ACTIVITIES:

- View and respond to the film/television shows viewed in class.
- Create an advertising campaign targeting today's youth or a documentary about a chosen era. (see **Ideas for Summative Evaluation**).

IDEAS FOR SUMMATIVE EVALUATION:

- Create a magazine targeted to the youth of a particular era, including reviews, articles, interviews, advertisements, etc.
- Write a film review of one of the coming of age films viewed in class, or independently.

Coming of Age: Youth Culture through the Ages Culminating Activity

OVERVIEW: For the culminating activity, students will use the knowledge of coming of age themes and social issues to investigate youth culture during a particular decade in history. Students will choose a decade from the 1910s to 2000s, conduct research and create oral and media presentations examining the “zeitgeist” of that era.

SUGGESTED TEXTS AND RESOURCES:

To come: Potential list of books, plays, and short reading pieces from various eras.

LITERATURE STUDIES AND READING COMPONENT:

- Choose a book, play, poetry anthology, biography, etc, related to their chosen era for independent reading earlier in the school year.
- Research and compose a bibliography of literature sources from the chosen era.

WRITING COMPONENT:

- Write a research report or précis based on five research sources on your chosen era.

ORAL COMMUNICATION COMPONENT:

- Present 15 minute multimedia presentation for your era, which may include focus on the following elements:
 - significant works of literature from the time period
 - film and television of the era
 - fashion, music, and other “fads” of the era
 - famous celebrities and/or historical figures
 - major events that impacted youth

MEDIA COMPONENT:

- Use multimedia to present your research findings on the era (i.e. PowerPoint, visual display, documentary, etc.)