

Module 1

English 12B 21st Century Literacy B *Creativity*





Welcome to 21st Century Literacy B



As times are changing, many careers now require fewer physical skills, and employers are instead focusing more on communication and social skills. The work you are doing now, in high school, can set you up with the skills you need to thrive in the career of your dreams.

In this course, you will develop and practice the skills you need to be competitive in the 21st Century workforce. Each text you read will help you broaden your interpersonal skills and deepen your critical thinking, communication, and comprehension.

Course Essential Question:

How can the critical thinking, communication, and comprehension skills I learn in language arts help me be competitive in today's 21st Century job market?

Module	Title	Essential Question	Focus Skills
1	Creativity	<i>How can I increase my creativity by channeling my unique perspective?</i>	- determine two or more themes or central ideas of a text. - analyze an author's choices concerning structure and meaning of a text.
2	Communication	<i>How can I communicate to make myself understood?</i>	- analyze satire, sarcasm, irony, or understatement in a text. - establish and maintain a formal style and objective tone.
3	Responsibility	<i>What makes someone a phenomenal leader?</i>	- explain how specific rhetorical devices support assertions. - determine an author's point of view in which the rhetoric is particularly effective.
4	Cultural Awareness	<i>How can understanding a group's customs and culture help me better relate to them?</i>	- draw evidence from literary or informational texts to support analysis and research. - thoroughly develop a topic with significant, relevant facts or appropriate information.
5			



COURSE WELCOME VIDEO: Get to know this course and find some great tips on how to be successful with your reading and writing assignments by watching the Welcome Video.

21st Century Literacy B Course Welcome: <https://360learn.in/Welcome21stB>





Annotating a Text: A Short How-To Guide

DIRECTIONS: Read the directions below on annotating a text. Then, analyze the example that follows.



What is Annotating?

Annotating is a way to engage with a text. Annotating allows us to stop, think about the text, and reflect on our own thoughts about the text. Annotating helps us better understand what we are reading.

Annotating helps you:

- avoid having to re-read as often
- monitor and improve your comprehension
- remember what you've read



How Do We Annotate?

1. **Highlight** or **underline** key or main ideas - *what is the paragraph trying to tell you?*
2. **Write** comments next to the text - *what are your thoughts or ideas about what is being said?*
3. **Ask** questions about what you are reading - *what do you still need to know from the text?*
4. **Answer** any questions you find in the Annotations box - *how does this clarify what you've read?*

The Power of Social Media

In today's digital age there is no denying the power that social media plays in our daily lives.

Social media simply entails the various digital platforms such as websites and mobile applications that allow their users/members to create, edit, and share content with others in a medium called social networking. There are billions of people across the world today who use some

form of social media. Many have more than just one account as there is a ^{plenty} **plethora** of social media platforms (e.g. Facebook, Twitter, Instagram,

YouTube, Snapchat, TikTok, etc.) that are growing by the day. Most of those who have a social media account primarily use it to stay in contact with

others. While others utilize their social media presence in a marketing way to promote a particular product or even themselves.



Annotations

I think this sentence is the main idea because it is telling me what the text will be about.

This is evidence the author is using to prove their point.

ENGAGE:

In the list of social media platforms, circle your favorite.

This is also how I use social media!

Influencers?



Module Opener: Creativity

Student Name: _____

21st Century Literacy B, Module 1



Module Essential Question:

How can I increase my creativity by channeling my unique perspective?

“Creativity is seeing what others see and thinking what no one else ever thought.”

-Albert Einstein



“If everyone has to think outside the box, maybe it’s the box that needs fixing.”

-Malcolm Gladwell

ENGAGE

DIRECTIONS: Below are several statements related to the quotes. Rate your own habits and abilities according to each statement, with **0** being *never* and **3** being *always*.

Statement	Self Rating
1. I enjoy brainstorming new ideas and ways to do things.	0 1 2 3
2. I am open to trying new things and better methods or procedures.	0 1 2 3
3. I have a unique perspective on the world and find inspiration in my daily life.	0 1 2 3
4. I love to explore new concepts and learn more about interesting or unfamiliar topics.	0 1 2 3
5. I try out several ideas before settling on a solution to a problem.	0 1 2 3

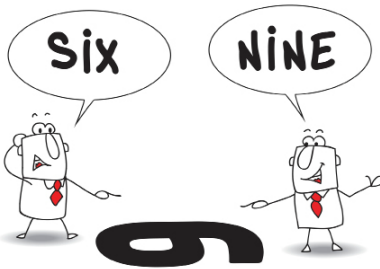
The quotes and statements all relate to the 21st Century skill of **Creativity**. Based on these ideas, how would you rate yourself on creativity so far? Why?



Module Preview: Creativity

EXPLORE

DIRECTIONS: Using the tool box below, read about the targeted language arts concepts you will apply in this Module. Complete the goal setting activity that follows.

Module Tool Box		
Concept	Explanation	How it's used. . .
Creativity	Creativity is the ability to develop new ideas and solutions from imagination and innovative thinking. Creativity is not just about feelings and expression, but about people bringing their own unique perspectives to help them think about old ideas in new ways.	 In English class, try: • Designing presentations in an expressive way • Reading texts from a variety of perspectives and topics for inspiration • Giving your own answers • Pushing yourself to think deeper and not just give surface-level answers
Perspective	Perspective is the narrator's worldview, including his/her background knowledge, opinions, and characteristics which will determine how they see things.	 To understand perspective, remember that two people can view the same thing or have the same experience, but think of it completely differently. This difference is perspective.
Free Verse	Free verse poetry breaks free from traditional rules and forms. It usually does not rhyme or have a set meter or structure. This allows the poet to express himself more freely and creatively.	 Poets using free verse focus more on what they want to say and how they want to say it rather than trying to fit into a set form. When reading free verse, pay close attention to how the poet chose to organize his ideas.

LEARNING GOALS	TARGET GOAL SETTING
As a result of the learning in this Module, I can: • analyze the author's choices regarding elements of a story or drama. • cite strong textual evidence to support explicit and inferential analysis of the text. • determine two or more themes or central ideas of a text. • analyze an author's choices concerning structure and meaning of a text. • write narratives to develop real or imagined experiences or events.	Circle ONE Learning Goal you would like to focus on strengthening as you complete this Module. Rewrite the target in your own words as a personal learning goal:



Module at a Glance

Course Essential Question:

How can the critical thinking, communication, and comprehension skills I learn in language arts help me be competitive in today's 21st century job market?

Module Essential Question:

How can I increase my creativity by channeling my unique perspective?

Lesson	Goals	Activities
1	<u>Explore:</u> Creativity and Perspective 1. I can analyze the author's choices regarding elements of a story or drama. 2. I can acquire and use accurately general academic/domain-specific words and phrases.	☐ Quick Response ☐ Video: "Want to be More Creative? Go for a Walk" ☐ Try It: Take Your Thoughts for a Walk ☐ Skill Sketch: Creativity ☐ ELA Skill Tutorial: Literary POV & Perspective
2	<u>Anchor Text:</u> Short Story "The Great Silence" 1. I can cite strong textual evidence to support explicit and inferential analysis of the text. 2. I can determine two or more themes or central ideas of a text.	☐ Quick Response ☐ Annotation Practice ☐ Read and Annotate Anchor Text ☐ Critical Vocabulary ☐ Unique Perspective Writing Exercise
3	<u>Comparative Text:</u> Free Verse Poem <i>First Verse</i> 1. I can analyze an author's choices concerning structure and meaning of a text. 2. I can demonstrate understanding of figurative language and nuances in word meanings.	☐ Quick Response ☐ Review: Free Verse Poetry ☐ Read and Annotate Comparative Text ☐ Post-Reading Questions
4	<u>Performance Task:</u> Narrative Story or Poem 1. I can write narratives to develop real or imagined experiences or events. 2. I can engage the reader by setting out a problem or observation and its significance.	☐ Brainstorm ☐ Plan: Identify Topic and Message ☐ Plan: Develop Perspective ☐ Plan: Plot Events ☐ Outline: Narrative ☐ Outline: Poem ☐ Editing Checklist

Learning Icons

	Learning Coach		Performance Task		Essential Question
	Checkpoint		Annotate		Video



Performance Task Preview



The Performance Task will provide you with an opportunity to demonstrate your learning at the end of each Module. This page provides a preview of that Performance Task. The prompt is restated in Lesson 4.



Performance Task Preview: Narrative Story or Poem

Prompt	Product
In this Module, you will explore ways to express your creativity from your own unique perspective. Both the Anchor Text and the Comparative Text use creative techniques to tackle environmental issues in a way that grabs the audience's attention and empathy. Think of a topic that matters a lot to you. How can you discuss that topic creatively to gather the interest of your audience? Write a narrative story or poem about a topic that you care deeply about. Craft your perspective carefully. What lesson or universal message do you hope to get across to your reader? That is the theme.	Write a narrative or poem about a topic you care deeply about. Your narrative or poem must: • be fully developed from thoughtful brainstorming and outlining in Lesson 4. • express a theme on a topic you care deeply about. • voice a clear perspective. • be creative and interesting for the reader.

1. What are some topics you care deeply about that you could write about for your Performance Task?

2. What kind of writing do you think you will do, a narrative or poem? Why?



Lesson 1: Explore

Lesson Goal	I can analyze the author's choices regarding elements of a story or drama.
Lesson Activities	☐ Video: "Want to be More Creative? Go for a Walk" ☐ Try It: Take Your Thoughts for a Walk ☐ Skill Sketch: Creativity ☐ ELA Skill Tutorial: Literary Point of View and Perspective
Background	Creativity is a 21st Century skill that will help you grow and develop with any industry and advancement. Explore how your own perspective on the world can help you be creative.



Module Essential Question:

How can I increase my creativity by channeling my unique perspective?

ENGAGE

Quick Response

How do you brainstorm new ideas? What is your method of problem-solving?



Video: "Want to be more creative? Go for a walk"

EXPLORE



DIRECTIONS: Watch the following video about creativity. As you watch, take notes to help you evaluate the speaker's purpose with facts and main ideas in the Note Taking column. Use the prompts in the Cues column to guide you. Then, write a Summary Statement of your learning in the box at the bottom.



TedTalk: "Want to be more creative? Go for a walk"-Marilyn Oppezzo: <https://360learn.in/9Pw8E>

Cues:	Note Taking:
Explain the term: "appropriate novelty"	
Describe the study/ experiment. What did they ask people to do?	
What were the findings/results of the study?	
What are some tips to make creativity walks more successful?	
Summary Statement:	



Try It: Take Your Thoughts for a Walk

EXPLAIN

DIRECTIONS: You will now practice stimulating your own creativity by taking a walk. Follow the prompts below to brainstorm in motion. Take a walk, then answer the questions in the box.

CREATIVITY WALK

*Let your mind and
body wander...*

1 PICK A TOPIC

Know what you want to think about or what problem you want to solve. Be specific and focus on that topic as you walk.

COMFORTABLE PACE 2

The physical aspect is secondary here. Don't push your body; let your mind wander.

3 AS MANY AS POSSIBLE

Challenge yourself to think of as many ideas or solutions as possible. Don't sift through them or judge them; just have all the creative thoughts you can.

SPEAK YOUR IDEAS 4

Say your ideas out loud. If you can, speak into the mic on your headphones and record your ideas. Don't write them down as you walk.

5 DON'T WALK FOREVER

If you find that your thinking isn't getting too far, don't get frustrated. You can always go for another walk another time.

1. What topic/problem did you focus on during your walk?
2. Do you often take walks? Describe your pace.
3. Were you able to come up with a lot of ideas? How did it go?
4. Write down at least one idea from your creativity walk.
5. Would you use this strategy again? Was it productive?

Why is it important to have creativity strategies like this? Could this be useful for the workplace?

Skill Sketch: Creativity

EXPLORE

DIRECTIONS: Read the information in the Skill Sketch below to learn about an important 21st Century skill. Then answer the questions that follow.

21st Century Focus Skill:

Creativity



What it is:

Creativity is the ability to use imagination and innovative thinking to develop new ideas and solutions. Creativity is not just about feelings and expression, but about people bringing their own unique perspectives to help them think about old ideas in new ways. In the workplace, creativity is imperative to help companies stay competitive and up-to-date in a rapidly changing market and world. It is one thing to know all the technical knowledge for your job, but having creative vision as well allows you to grow and innovate along with your position.

What creativity looks like in the work place:

- Taking risks/being bold when offering ideas
- Embracing challenges/problems
- Listening openly to the ideas of others
- Exploring ideas from different angles and perspectives
- Using strong presentation skills to share your ideas
- Working well with others to make your ideas a reality
- Getting a clear understanding of the company's past campaigns and choices so you can build on them
- Paying attention to design and visuals

What creativity looks like in English class:

- Designing presentations in an expressive way
- Reading texts from a variety of perspectives and topics for inspiration
- Giving your own answers
- Pushing yourself to think deeper and not just give surface-level answers
- Imagining yourself in your characters' shoes
- Writing narratives and experimenting with poetry
- Researching more about interesting topics to expand your perspective

Look again through the list of "What Creativity Looks Like in the Workplace." What role will creativity play in your chosen future career? Try to be specific.



ELA Skill Tutorial: Point of View & Perspective

EXPLORE

DIRECTIONS: Read the information below about literary Point of View and answer the questions that follow.

Point of View: In literature, point of view is the technical choice the author makes about how the story will be narrated—will it be told by the character him/herself or will it be some third person looking in?

First Person	Third Person Limited	Third Person Omniscient
The story is narrated directly from the character using <i>I</i> , <i>me</i> , and <i>my</i> . You get to hear the character's thoughts as she/he has them. You see the story through the character's eyes.	The narrator talks about the character using <i>he</i> , <i>she</i> , <i>it</i> . But the narrator is not in the character's mind and cannot share his or her thoughts.	The narrator talks about the character using <i>he</i> , <i>she</i> , <i>it</i> . But the narrator knows everything, including the character's thoughts, motivations, and plans.
		
<i>Example:</i> I secretly tried on my cap and gown each evening before the graduation ceremony. I was so excited to get my diploma, but a little nervous too. I'd even started biting my nails again.	<i>Example:</i> Susanna tried on her cap and gown in the evenings after her parents went to bed. She smiled to herself in the mirror, but had begun biting her nails anxiously.	<i>Example:</i> Susanna secretly tried on her cap and gown each evening before the graduation ceremony. She was so excited to get her diploma, but a little nervous too, and had begun biting her nails again.

Describe your routine this morning in third person omniscient point of view. Aim for at least one full paragraph.



ELA Skill Tutorial: Point of View & Perspective

EXPLAIN

DIRECTIONS: Read the information below about literary Perspective and then answer the questions.

Perspective: In literature, perspective is the narrator's worldview. As an author selects and writes a narrator, he/she needs to determine that speaker's background knowledge, opinions, and characteristics which will determine how they see things. Choosing a perspective is important because it is like choosing the lens from which you will be seeing the story. Ten people could experience the same event, but each would view it a little differently: that's perspective! For example, below are different perspectives on graduation day.

Perspective	Graduation Description
Student	I never thought this day would come. Putting on the cap and gown makes me feel a little childish (seriously, who designed that weird tassel?), but also like a real adult for the first time in my life. I'm nervous to take my next big steps...but I'll start with walking across that stage!
Parent	I've been anxiously awaiting this day since first dropping her off at preschool. Seeing her in that cap in gown made me realize she's an adult—which fills me with both pride and worry. Am I ready to let go and trust her on her next adventure?
Teacher	Every year this day comes. Watching my seniors don their caps and gowns fills me with pride. Now it's time for a rest, then the chance to do it all again with a fresh batch of new students.
Custodian	I always hate these days. Seeing them put on their caps and gowns, with all the plastic packaging heaped behind fills me with a blind rage. But I guess today is all about them; I'll be cleaning this same auditorium tomorrow, and the next day.
The Tassel	Today's the day! It's finally come. They'll put on that cap and gown, and then it will be my time to shine. This graduation is not official until they move me from right to left. Oh, it's going to be a journey.

How would you explain the difference between Point of View and Perspective?



How would you describe your perspective? Give details about the background, opinions, and characteristics that shape how you see the world.



Lesson 2: Anchor Text

Lesson Goal	I can determine two or more themes or central ideas of a text.
Lesson Activities	☐ Annotation Practice ☐ Read Anchor Text, Annotate, and Answer Questions ☐ Critical Vocabulary ☐ Unique Perspective Writing Exercise
Background	Humans have always asked: are we alone in the universe? Is there any other intelligent life we could communicate with? In the Anchor Text, the author answers these questions using a very creative perspective.
Resources	To listen to an audio recording and follow along with the reading, access the Anchor Text in the Online Textbook: Into Literature • Grade 10 • Unit 6: Our Place In Nature • Analyze&Apply • “The Great Silence”



Module Essential Question:
How can I increase my creativity by channeling my unique perspective?

ENGAGE

Quick Response

Do you think there is intelligent life in the universe besides humans? Would you want to communicate with them if there is? Why do you think we haven't found other intelligent life yet?



Talking to the Text: Annotation Practice



You've done a great job so far with annotations in this course! As a reminder, annotations are a way to interact with the text to help you remember and understand it better so you are not passively reading. To up your annotation game, think about annotations as a way to Talk to the Text: ask questions, wonder, and make inferences.

EXPLORE

DIRECTIONS: Read the overview of the Anchor Text story “The Great Silence” below and answer the question in the box.

“The Great Silence”—What’s this story about?

Rarely does a first-person narrator not reveal his or her name. Even rarer, though, is to encounter a nameless first-person narrator—who is a parrot! This most unusual story offers readers new and engaging insights into both parrots and humans, and presents some surprising connections between the two species. Unfortunately, from the perspective of the parrot, humans often don’t listen or see what’s right in front of them—like the intelligence and wisdom of parrots. This insightful narrator only wishes good will toward all of humanity and hopes that they will learn to listen—for their sake and the sake of all species.

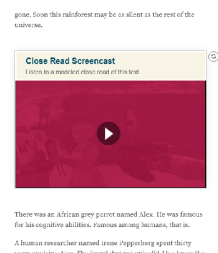
“The Great Silence” is about finding intelligent life to talk to. What is the literary point of view and perspective of this story?

EXPLAIN

DIRECTIONS: Watch the HMH Ed video called “Close Read Screencast: The Great Silence”. As you watch, annotate the excerpt from the Anchor Text by taking notes on the students’ conversation. You will need to log into the HMH Ed website. Ask your teacher if you need support.



Close Read Screencast “The Great Silence.” Follow this path:
[Into Literature • Grade 10 • Unit 6: Our Place in Nature • Analyze&Apply • “The Great Silence” • Read](#)



The Fermi paradox* is sometimes known as the Great Silence. The universe ought to be a cacophony of voices, but instead it’s disconcertingly quiet.

Some humans theorize that intelligent species go extinct before they can expand into outer space. If they’re correct, then the hush of the night sky is the silence of a graveyard.

Hundreds of years ago, my kind was so plentiful that the Rio Abajo Forest** resounded with our voices. Now we’re almost gone. Soon this rainforest may be as silent as the rest of the universe.

**The question “where is everybody?” was famously asked by Italian-American Physicist Enrico Fermi, regarding why no other civilizations have been discovered outside of Earth.*

***Rio Abajo Forest is a designated National Natural Landmark comprising some 3,590 acres, located within the Rio Abajo Forest Preserve in Puerto Rico.*



Annotations



Talking to the Text: Annotation Practice

ELABORATE

DIRECTIONS: Answer the questions below after viewing the Close Read Screencast video.

1. What does it mean to do a close read of a text?

2. What is the relationship between close reading and annotations?

3. How has annotating as you read helped you become a better reader?

4. Think creatively: how could you apply the annotation strategy in the workplace?





Anchor Text: "The Great Silence"

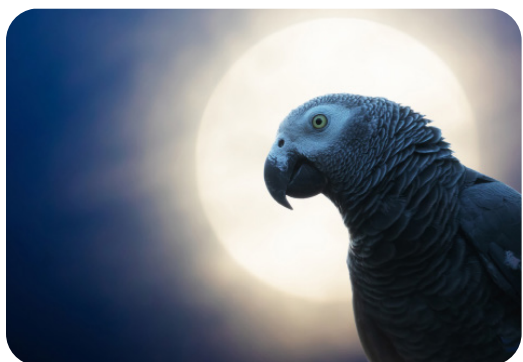
EXPLORE

DIRECTIONS: Read the story, annotating and answering questions as you read. Use your annotation practice from the previous activity as an example of good close reading annotations.

Background: Ted Chiang (born 1967) began writing science fiction in high school and went on to become a leading writer in the genre. His fiction ponders questions about the nature of time, the universe, and humanity. One of his best-known works, "Story of Your Life", appeared in the Starlight 2 anthology (1998), which then became the basis for the acclaimed film Arrival (2016). His first collection of science fiction, Stories of Your Life and Others (2002), drew high praise. "The Great Silence" appears in a more recent collection of his work, Exhalation (2019). Chiang has won numerous prizes for his science fiction, including the Nebula, Hugo, Locus, and Theodore Sturgeon awards. Chiang lives in the state of Washington, where he works in the software industry as a technical writer.



As you read, focus on the unique perspective the author uses to tell the story. How is this perspective innovative and why is it the right choice for the author's main ideas? Also look for the theme or main message of the story—is the author really suggesting we all start talking to parrots? Or is there another message here that we can apply to our world?



The Great Silence by Ted Chiang

The humans use Arecibo* to look for extraterrestrial intelligence. Their desire to make a connection is so strong that they've created an ear capable of hearing across the universe.

But I and my fellow parrots are right here. Why aren't they interested in listening to our voices?

We're a nonhuman species capable of communicating with them. Aren't we exactly what humans are looking for?

The universe is so vast that intelligent life must surely have arisen many times. The universe is also so old that even one technological species would have had time to expand and fill the galaxy. Yet there is no sign of life anywhere except on Earth. Humans call this the Fermi **paradox**.**

One proposed solution to the Fermi paradox is that intelligent species actively try to conceal their presence, to avoid being targeted by hostile invaders.

Speaking as a member of a species that has been driven nearly to extinction by humans, I can **attest** that this is a wise strategy.

It makes sense to remain quiet and avoid attracting attention.

**Arecibo is a radio observatory located in Arecibo, Puerto Rico. It is used to track objects in the sky and to study the atmosphere. See photo to the right.*

***The question "where is everybody?" was famously asked by Italian-American Physicist Enrico Fermi, regarding why no other civilizations have been discovered outside of Earth.*



Annotations

Highlight the questions the narrator asks on this page.





Anchor Text: "The Great Silence"



Annotations

The Fermi paradox is sometimes known as the Great Silence. The universe ought to be a **cacophony** of voices, but instead it's **disconcertingly** quiet.

Some humans theorize that intelligent species go extinct before they can expand into outer space. If they're correct, then the hush of the night sky is the silence of a graveyard.

Hundreds of years ago, my kind was so plentiful that the Rio Abajo Forest* resounded with our voices. Now we're almost gone. Soon this rainforest may be as silent as the rest of the universe.

1. Based on what you have read so far, what are two possible reasons for the Fermi Paradox?

There was an African grey parrot named Alex.** He was famous for his cognitive abilities. Famous among humans, that is.

A human researcher named Irene Pepperberg spent thirty years studying Alex. She found that not only did Alex know the words for shapes and colors, he actually understood the concepts of shape and color.

Many scientists were skeptical that a bird could grasp abstract concepts. Humans like to think they're unique. But eventually Pepperberg convinced them that Alex wasn't just repeating words, that he understood what he was saying.

Out of all my cousins, Alex was the one who came closest to being taken seriously as a communication partner by humans.

Alex died suddenly, when he was still relatively young. The evening before he died, Alex said to Pepperberg, "You be good. I love you."

If humans are looking for a connection with a nonhuman intelligence, what more can they ask for than that?

**Rio Abajo Forest is a designated National Natural Landmark comprising some 3,590 acres, located within the Rio Abajo Forest Preserve in Puerto Rico.*

***Alex the Parrot was, in fact, a real parrot and his touching last words to his trainer really were "You be good. I love you." To see Alex in action, check out the video here <https://360learn.in/G9jd3> or use the QR code.*





Anchor Text: "The Great Silence"

Every parrot has a unique call that it uses to identify itself; biologists refer to this as the parrot's "contact call."

In 1974, astronomers used Arecibo to broadcast a message into outer space intended to demonstrate human intelligence. That was humanity's contact call.

In the wild, parrots address each other by name. One bird imitates another's contact call to get the other bird's attention.

If humans ever detect the Arecibo message being sent back to Earth, they will know someone is trying to get their attention.

Parrots are vocal learners: we can learn to make new sounds after we've heard them. It's an ability that few animals possess. A dog may understand dozens of commands, but it will never do anything but bark.

Humans are vocal learners too. We have that in common. So humans and parrots share a special relationship with sound. We don't simply cry out. We pronounce. We **enunciate**.

Perhaps that's why humans built Arecibo the way they did. A receiver doesn't have to be a transmitter, but Arecibo is both. It's an ear for listening, and a mouth for speaking.

Humans have lived alongside parrots for thousands of years, and only recently have they considered the possibility that we might be intelligent.



I suppose I can't blame them. We parrots used to think humans weren't very bright. It's hard to make sense of behavior that's so different from your own.

But parrots are more similar to humans than any extraterrestrial species will be, and humans can observe us up close; they can look us in the eye. How do they expect to recognize an alien intelligence if all they can do is **eavesdrop** from a hundred light-years away?

It's no coincidence that "aspiration" means both hope and the act of breathing.

When we speak, we use the breath in our lungs to give our thoughts a physical form. The sounds we make are simultaneously our intentions and our life force.

I speak, therefore I am. Vocal learners, like parrots and humans, are perhaps the only ones who fully comprehend the truth of this.

2. Explain the connection the speaker makes between the two different meanings of "aspiration".



Annotations

Underline at least two ways humans and parrots are alike.

Define **aspiration**:



Anchor Text: "The Great Silence"

There's a pleasure that comes with shaping sounds with your mouth. It's so **primal** and visceral that throughout their history, humans have considered the activity a pathway to the divine.

Pythagorean mystics believed that vowels represented the music of the spheres, and chanted to draw power from them.

Pentecostal Christians believe that when they speak in tongues, they're speaking the language used by angels in Heaven.

Brahmin Hindus believe that by reciting mantras, they're strengthening the building blocks of reality.

Only a species of vocal learners would ascribe such importance to sound in their mythologies. We parrots can appreciate that.

3. The speaker drops in some fairly dull facts about language. How does his perspective as a parrot make these facts more interesting or relevant?

According to Hindu mythology, the universe was created with a sound: "Om." It's a syllable that contains within it everything that ever was and everything that will be.

When the Arecibo telescope is pointed at the space between stars, it hears a faint hum.

Astronomers call that the "cosmic microwave background." It's the **residual** radiation of the Big Bang, the explosion that created the universe fourteen billion years ago.

But you can also think of it as a barely audible reverberation of that original "Om." That syllable was so resonant that the night sky will keep vibrating for as long as the universe exists.

When Arecibo is not listening to anything else, it hears the voice of creation.

We Puerto Rican parrots have our own myths. They're simpler than human mythology, but I think humans would take pleasure from them.

Alas, our myths are being lost as my species dies out. I doubt the humans will have deciphered our language before we're gone.

So the extinction of my species doesn't just mean the loss of a group of birds. It's also the disappearance of our language, our rituals, our traditions. It's the silencing of our voice.



Annotations

Highlight details about the sound "Om" in the universe.

Underline details that help you infer what other Great Silence the speaker is worried about.



Anchor Text: "The Great Silence"

Human activity has brought my kind to the brink of extinction, but I don't blame them for it. They didn't do it **maliciously**. They just weren't paying attention.

And humans create such beautiful myths; what imaginations they have. Perhaps that's why their aspirations are so immense. Look at Arecibo. Any species that can build such a thing must have greatness within it.

My species probably won't be here for much longer; it's likely that we'll die before our time and join the Great Silence. But before we go, we are sending a message to humanity. We just hope the telescope at Arecibo will enable them to hear it.

The message is this:

You be good. I love you.



Annotations

EXPLAIN

4. What mood does the ending create for the reader? Why does the speaker choose these words to end on?

5. Did this "story" follow traditional narrative structure (beginning, rising action, climax, falling action, ending)? Describe how the text was organized.



6. Did you like the speaker? Why do you think the author chose to write from a parrot's perspective?



Anchor Text: "The Great Silence"

ELABORATE

DIRECTIONS: Continue answering the questions about the Anchor Text, but be sure to cite evidence from the story to support your thinking.

7. Why do you think humans seek communication with extraterrestrials while ignoring communication from parrots?

8. Throughout the story, the narrator expresses his wisdom in the form of questions. Why might asking questions instead of making direct statements or demands be an effective way for the narrator to make an important point that might change the way humans behave?

9. Although the narrator discusses the lack of communication between humans and parrots, what is he really worried about? Consider the different meanings of "The Great Silence" in your answer.



EVALUATE

The author chose a creative way to discuss the troubling topic of extinction. In your opinion, was this method effective? Why or why not?



Critical Vocabulary

EXPLAIN

DIRECTIONS: Look back to how each word is used in the Anchor Text to help you answer the questions below.

paradox attest cacophony disconcertingly
eavesdrop enunciate primal reverberation malicious

1. _____ Which word means an ongoing echo or lasting impression?
2. _____ Which word is the opposite of kind-hearted?
3. _____ Which word means to speak clearly and thoughtfully?
4. _____ Which word means to agree or support that something is correct?
5. _____ Which word suggests something is done in an uncomfortable or unsettling manner?
6. _____ Which word suggests something primitive or fundamental?
7. _____ Which word is a synonym for a contradiction or puzzle?
8. _____ Which word suggests that something is loud and out of tune?
9. _____ Which word is something you might do to a secret conversation?

ELABORATE

Why are complex words like these appropriate to the narrator's perspective? Justify your answer using evidence from the text.





DIRECTIONS: As you've just seen in the Anchor Text, sometimes the solutions to life's biggest problems can be found by looking through a different perspective. What if we applied that thinking to our own problems and relationships? Think of the last argument you had with someone. Describe the argument from the other person's perspective.

- describes the argument from the other person's perspective
- uses first person point of view
- details how that person would have liked the argument to be resolved
- accurately captures the other person's opinions, views, and overall perspective

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Lesson 3: Comparative Text

Lesson Goal	I can analyze an author's choices concerning structure and meaning of a text.
Lesson Activities	☐ Review: Free Verse Poetry ☐ Read and Annotate Comparative Text ☐ Post-Reading Questions
Background	You will now read a poem in which the speaker takes inspiration from his daily ritual to creatively express his views on nature and humanity. As you read, consider his unique perspective and ask why he chose poetry to express himself.
Resources	To listen to an audio recording and follow along with the reading, access the Comparative Text in the Online Textbook: Into Literature • Grade 11 • Unit 6: Modern & Contemporary Voices • Analyze & Apply • “First Verse”



Module Essential Question:

How can I increase my creativity by channeling my unique perspective?

ENGAGE

Quick Response

In your opinion, which literary form allows for more creativity: narrative **prose** or poetry? Defend your answer!



Review: Free Verse Poetry

EXPLORE

DIRECTIONS: Read the information below about Free Verse Poetry. Then use it to make some connections before you read the Comparative Text poem.

Free Verse is a type of poetry that is not bound by traditional rules and definitions of “what a good poem is.” These poems typically do not have a set rhyme scheme, meter, or structure. However, as they are crafted, the flow, the look, and the movement of the poem itself takes on meaning. Free verse gives poets the freedom to condense and present their words in a form that makes the most sense for their message.



Free verse was not really made popular or used until the Modernist era after WWI. Writers, artists, and people in general were frustrated and disappointed by “old rules” and purposely tried to develop more authentic and expressive ways of writing.

Free verse can feel more modern than more traditional poetry, but can still be challenging when it comes to teasing out the meaning. Look at how the poem is laid out visually as well as poetically. And always read poems more than once!

The poet in your Comparative Text “First Verse” begins his musings by relating his morning routine to his feelings on nature. It’s like the poem becomes the first verse of his day as he gets dressed and goes on a walk. What are some routines or activities in your own life that spark your creativity or allow you to think deeply on a topic?

Thinking in terms of creativity, why might a writer prefer to use free verse over a more traditional form?



Comparative Text: "First Verse"

EXPLAIN

DIRECTIONS: Read the poem at least twice, annotating and answering questions as you read.

Background: Tim Seibles (b. 1955) writes poetry that addresses contemporary political, social, and personal issues. His direct yet questioning style echoes the improvisational riffs of a jazz musician. "Writing is like playing an instrument," he explains. "My instrument is English."

Seibles often finds fresh ways to look at familiar issues, helping readers engage with important subjects such as racial tension, class conflict, and the environment. For example, the poem "First Verse" was originally published in Seibles's collection Buffalo Head Solos (2004). Later, the poem was included in anthologies that focus on protecting the environment, such as The Ecopoetry Anthology (2013) and Here: Poems for the Planet (2019).



As you read, note the words and images that suggest the writer's tone, or attitude, toward his subject.

Contemplate: what would you write in your own "First Verse"? What images would best capture your unique perspective on the world?

First Verse by Tim Seibles



I admit the world remains almost beautiful.
The dung beetles snap on their iridescent jackets
despite the canine holiness of the Vatican
and, despite the great predatory surge of industry,
two human hands still mate like butterflies
when buttoning a shirt.

Some mornings

I take myself away from the television
and go outside where the only news comes
as fresh air folding over the houses.
And I feel glad for an hour in which race
and power and all the momentum of history
add up to nothing.

As if from all the mad grinding
in my brain, a single blue lily had grown —
my skull open like a lake. I can hear
an insect sawing itself into what must be
a kind of speech.



Annotations

Circle words and phrases that appeal to the senses.

The speaker begins his thinking on the world while he is first getting ready in the morning. Underline 2-3 details on this page that indicate he is going through his morning routine.



Comparative Text: "First Verse"

I know there is little
mercy to be found among us, that we have
already agreed to go down fighting, but
I should be more amazed: look
at the blood and guess who's holding
the knives. Shouldn't we be *more*
amazed? Doesn't the view
just blister your eyes?

To have come this long way, to stand
on two legs, to be not tarantulas
or chimpanzees but soldiers of our own
dim-witted enslavement. To utterly miss the door
to the enchanted palace. To see *myself*
coined into a stutter. To allow the money
to brand us and the believers
to blindfold our lives.

In the name
of what? If that old book was true
the first verse would say *Embrace*

the world. Be friendly. The forests
are glad you breathe.



Annotations

Highlight words that show how the author feels about humans and their choices.

Underline the sentences that give advice about how we should live.

What **word** could describe the author's **tone** toward humans?



Comparative Text: "First Verse"

I see now
the Earth itself *does* have a face.
If it could say *I* it would
plead with the universe, the way
dinosaurs once growled
at the stars.

It's like
the road behind us is stolen
completely so the future can
never arrive. So, look at this:
what we've *done*. With all
we knew.
With all we knew
that we knew.



Annotations

After reading the poem through once, what is your reaction? Your thoughts? Your questions?

After reading the poem through for a second time, summarize the speaker's message or main idea.





Post-Reading Questions

ELABORATE

DIRECTIONS: Use information from the reading and the charts in this lesson to carefully and thoughtfully answer the analysis questions below.

1. Remember that **imagery** is figurative language that uses the five senses to help the reader understand something. Imagery tries to capture a picture in the reader's mind. Look back through the poem and find examples of imagery that relate to nature vs. imagery that relates to humans.

Nature Imagery	Human Imagery
1. "dung beetles snap on their iridescent jackets"	1. "the great predatory surge of industry"
2.	2.
3.	3.

2. Why do you think the author created such strong contrasts in the imagery between nature and humans?

3. What was the most powerful line of the poem? Why?

4. What was the point of view and perspective of the speaker? What kind of person is he? What views and experiences does he bring into this poem?



Lesson 4: Performance Task

Lesson Goal

I can write narratives to develop real or imagined experiences or events.

Lesson Activities

- ☐ Brainstorm
- ☐ Plan: Identify Topic and Message
- ☐ Plan: Develop Perspective
- ☐ Plan: Plot Events
- ☐ Outline: Narrative
- ☐ Outline: Poem
- ☐ Editing Checklist

Background

In this Module, you've read some truly creative takes on environmental conservation. Now it's your turn! You will write a narrative or poem about an issue that is important to you.



Module Essential Question:

How can I increase my creativity by channeling my unique perspective?



Performance Task: Creative Narrative or Poem

Prompt	Product
In this Module, you will explore ways to express your creativity from your own unique perspective. Both the Anchor Text and the Comparative Text use creative techniques to tackle environmental issues in a way that grabs the audience's attention and empathy. Think of a topic that matters a lot to you. How can you discuss that topic creatively to gather the interest of your audience? Write a narrative story or poem about a topic that you care deeply about. Craft your perspective carefully. What lesson or universal message do you hope to get across to your reader? That is the theme.	Write a narrative or poem about a topic you care deeply about. Your narrative or poem must: • be fully developed from thoughtful brainstorming and outlining in this Lesson. • express a theme on a topic you care deeply about • voice a clear perspective. • be creative and interesting for the reader.

Do you enjoy creative writing? Why or why not?



Brainstorm



Brainstorming—or putting your thoughts and ideas on paper—is an effective first step in the writing process. There is no “right or wrong” when it comes to brainstorming; simply use the strategy that works best for you. The following activity will guide you through this phase.

ENGAGE

DIRECTIONS: Review the Performance Task prompt. Your goal is to create a brainstorm that will help you organize your thoughts. Below is a list of possible brainstorming methods; choose one of these or use another strategy that works for you.

Talking 	Thinking out loud can be a helpful way to gather ideas. This could happen formally or informally by discussing your thoughts with a teacher, tutor, classmate, or friend.
Mind Mapping 	Mapping out your thoughts is a great way to make connections among ideas you may have. You can write the topic in the center of the map and then fill in the remaining space with related thoughts.
Drawing 	Expressing your ideas through visuals and illustrations can be helpful in enabling you to find the words and details to include later on in the writing process.
Reading 	Seeking out literature and informational texts about your writing topic can provide you with new perspectives and ideas to integrate into your writing.
Quick Writing 	Set a timer for 5-10 minutes and allow yourself to write whatever comes to mind about your topic. This writing does not have to be organized or elaborate. When time is up, you can read back through your ideas and expand upon them to develop a writing piece.
Making Lists 	Listing as much as you can about your topic is a helpful strategy. You may also realize you have many more thoughts and ideas than you anticipated.

Which brainstorm activity did you end up using? In what way did this brainstorm activity help you organize your ideas about your topic?



Plan: Identify Topic & Message



In every story, characters face challenges that they must learn to overcome and resolve. These problems, or **conflicts**, take the length of the story to resolve. When thinking about your narrative, remember that while characters might face smaller problems that are easy to fix, they also must face one **major** conflict that is resolved over the course of the story.

EXPLORE

Restate the assignment prompt in your own words:

DIRECTIONS: On the lines below, answer the questions to help draft your topic and message.

1. What is the issue/topic my writing will discuss? Why do I care about this topic?

2. What message about the topic do I want to share with my audience? How will I get this point across?

3. How will I address this topic creatively? Poem or narrative? Why?



Plan: Develop Perspective



The perspective of your narrator or speaker helps frame the topic and message for the audience. Determine the narrator's background, opinions, characteristics, and goals. For this assignment, your narration can be from your own perspective, or you can take a creative risk and write from a different angle (like the parrot narrator in your Anchor Text).

ENGAGE

DIRECTIONS: Use the prompts below to help you design the perspective of your narrator or speaker. Then think about how you will express this perspective in your narrative. For example, in the Anchor Text the parrot narrator was very intelligent, so he expressed it through an advanced vocabulary in the story.

Narrator/Speaker Basics:

Who/what will narrate your writing? Give basic info.

Narrator/Speaker

Background:

What made them who they are?

Narrator/Speaker

Opinions:

What do they believe in? Why?

**How you will show it in
your writing:**

**How you will show it in
your writing:**

**How you will show it in
your writing:**



Plan: Plot Events

EXPLAIN

DIRECTIONS: Use the chart below to begin mapping the **main** events or ideas of your story. Remember that the events should relate to your topic. If you are writing a poem instead of a narrative, you could organize this chart by stanzas if you would like.

What is the event/idea?	How does it unfold?	How does it relate to the topic/ message?



I. Beginning

[illegible]



Narrative Outline: Outline Your Story

II. Middle

A. Rising Action/Develop Story Events (detailed descriptions that show, not tell):

B. Describe how the tension escalates: _____

C. Climax (detailed description of how character faces conflict): _____

III. Ending

A. Falling Action (events that lead to ending): _____



Narrative Outline: Outline Your Story

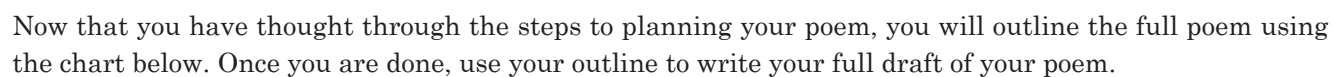
B. Resolution/Denouement* (wrap up the events of the story): _____

**Denouement is the last part of a narrative, in which the story concludes and all the loose ends are tied.*



DIRECTIONS: Use the following checklist before moving on to write your narrative.

- ☐ My teacher has checked my outline and approved me to move on to writing my draft.
- ☐ **You will now write or type your rough draft. Check here when you have completed your draft.**



Beginning of Poem:

Rationale:

Write down notes about why you are including certain ideas or lines in your poem. Identify where you will put imagery or other figurative language.



Poem Outline: Outline Your Poem

Middle of Poem:	Rationale:
End of Poem:	Rationale:

Narrative: Final Checklist



Before you turn in your rough draft, the checklist below has been created for you to make sure you have all necessary elements of a successful essay.

EVALUATE

DIRECTIONS: Use the checklist below to help you proofread and edit your rough draft. You can also have a peer, tutor, or parent/guardian look over it with you for extra support.

- ☐ I have checked for proper capitalization in my sentences.
 - Example: *Last summer I visited London, England.* (Proper nouns are capitalized.)
 - Example: *My friends are great.* (Beginning of sentences are capitalized.)
- ☐ I have checked for proper use of commas in my sentences.
 - Example: *The game was over, **but** the crowd refused to leave.* (Commas separate independent clauses with a coordinating conjunction.)
 - Example: ***When** the snow stops falling, we'll shovel the driveway.* (Commas are used after introductory clauses, phrases, or signal words.)
- ☐ I have checked for proper use of quotation marks in my text evidence.
 - Example: *According to Fitzgerald, "the green light symbolizes money and hope for the future."* (Quotes go around what you are citing.)
 - Example: *"The green light symbolizes money and hope for the future" (Fitzgerald 43).*
- ☐ I have checked to be sure I have complete sentences, not fragments or run-ons.
 - Example: *After the rain happened.* (Sentence fragment)
 - Example: *After the rain happened we went to the park I had a lot of fun that day.* (Run-on sentence)
- ☐ I have used commonly misused words correctly.
 - Example: *You're next; it's now your turn.* (your/you're)
 - Example: *There is your hat. Their hat is on the ground. They're going to go pick it up.* (there/their/they're)
 - Example: *Were we supposed to go to the store? We're heading there now.* (were/we're)
 - Example: *Then she told me, "You're better than that."* (then/than)
 - Example: *Since it's going to rain, the bird flew into its nest under the awning.* (it's/its)
 - Example: *I am going to the store with my two dollars. Did you want something, too?* (to/two/too)
- ☐ I have combined sentences when appropriate.
 - Example: *The bus stopped at my station. I got onto the bus.*
 - Corrected Example: *I got onto the bus when it stopped at my station.*



Glossary: Key Terms

Term	Definition
attest (v.)	declare that something exists or is the case
cacophony (n.)	a harsh discordant mixture of sounds
creativity (n.)	the ability to use imagination and innovative thinking to develop new ideas and solutions
disconcertingly (adv.)	in a way that is unsettling or disturbing to one's composure
eavesdrop (v.)	secretly listen to a conversation
enunciate (v.)	say or pronounce clearly
free verse (n.)	a poem that breaks free from traditional rules or form
malicious (adj.)	spiteful; intending to do harm
paradox (n.)	a seemingly absurd or self-contradictory statement or proposition that when investigated or explained may prove to be well founded or true
perspective (n.)	the worldview of the narrator or speaker
point of view (n.)	the technical choice of narrator type (first person, third person limited, third person omniscient)
primal (adj.)	relating to an early stage in evolutionary development; primeval
prose (n.)	written language in full, structured sentences with punctuation
reverberation (n.)	echoing and re-echoing; a continuing effect; a repercussion



Module Checkpoint

DIRECTIONS: Answer the following questions before taking your **Module Assessment**.

1. Which two ideas (or silences) are referred to by the title “The Great Silence”?

2. Why did the author choose a parrot as his narrator in the Anchor Text? How did this perspective affect the meaning of the story?

3. What is free verse? How does it relate to creativity?

4. What was the speaker’s overall message in the poem “First Verse”?

5. What is the difference between point of view and perspective?

DIRECTIONS: Complete the following items to prepare for the Assessment and submit this Module for scoring.



- ☐ Review the  questions in this Module to study key concepts and skills.
- ☐ Check your answers on this Module Checkpoint for correctness with a teacher or tutor.
- ☐ Make sure your Performance Task is completed and can be accessed by your teacher.
- ☐ Speak up! We want to hear from you. Share your opinions on this Module here:

<https://360learn.in/FB21st>

