

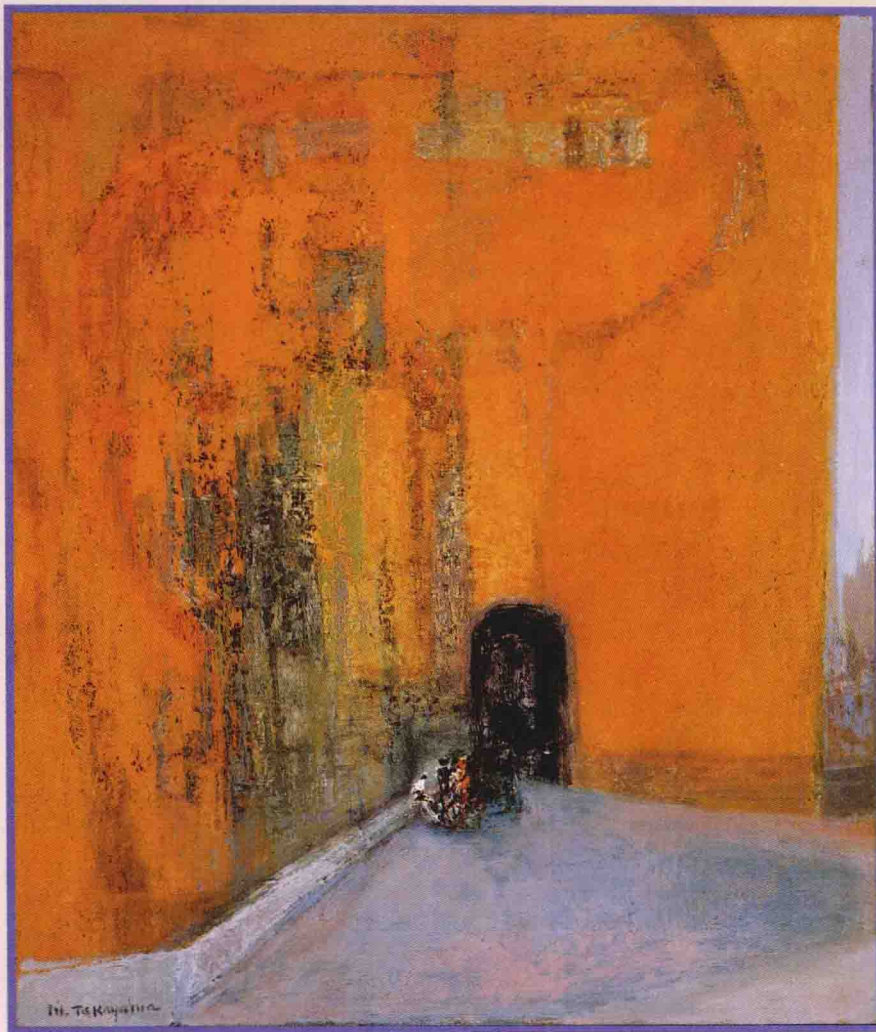
VOICES IN LITERATURE

Mary Lou McCloskey • Lydia Stack



BRONZE

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Mary Lou McCloskey • Lydia Stack

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I T P

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To our parents, Charles McCloskey
and Greg and Marge Haran, with love
and appreciation.

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Finally, we gratefully acknowledge Heinle & Heinle Publishers for listening to ESOL teachers and responding with the beautiful, accessible, and challenging series that our students need and deserve.

(continued on p. 199)

Welcome to *Voices in Literature Bronze*. This book was written for you, students from many cultures and language backgrounds. We hope it will help you learn English, learn to talk about literature, and explore themes that are found in many cultures. We hope that some of the selections will help you learn about other people and places. We also hope some will remind you of the experiences and stories of your families and friends.

Many of the activities in the book are meant to be done with other students. We hope you and your classmates will learn and discover new ideas from the text, your teacher, and each other. You will have choices to make and questions with more than one right answer. You will have a chance to write often and to do projects.

The first unit, *Patterns*, shows how patterns in English help you learn. In *Nature*, the second unit, you will study how writings from many cultures see the beauty and images of nature. Unit Three is about the many ways to send *Messages*. *People*, in all their variety, are the subject of Unit Four. The last unit, *Peace*, explores challenges to peace and the ways that young people can work to promote harmony among people and countries.

We hope you enjoy *Voices in Literature Bronze*. We would love to hear your ideas and opinions about it.

Mary Lou McCloskey
Lydia Stack

Voices in *Literature Bronze* provides teachers and students of English for speakers of other languages (ESOL) an anthology of high-quality literature. The selections and the activities for using those selections will help students interact with literature to benefit their language learning, to foster literary discussion, and to introduce to students the language and concepts of literature. A variety of ways for teachers and students to approach the literature selections, to interact with the actual texts, and to respond to the selections has been included.

Your students will come to the *Voices in Literature* series with varying exposure to literature and literary discussions. Therefore, we have chosen selections and created activities to suit the range of backgrounds of your multi-level class. Selections in the *Bronze* edition are authentic literature, but are often short and use predictable patterns to be accessible to newer learners of English.

Why use literature?

Literature is an appropriate, valuable, and valid medium to assist ESOL students in accomplishing important goals. Literature provides students with motivation to learn and models of high-quality language while it enhances students' imagination, interaction, and collaboration.

Motivation. Literature motivates students by touching on themes they care about, such as love, fear, communication, character, and hopes for a peaceful world in the future. Good literature is about the human experience; it is meaningful to students from different linguistic and cultural backgrounds.

Models. Carefully chosen literature provides models of high-quality language with sophistication and complexity appropriate to students' age levels. Literature offers new vocabulary in context and serves as a source for learning about the mechanics of language in authentic contexts, as they are used by masters of that language.

Imagination. Imagination is one of the abilities that make us fully human. Literature can give students the means to imagine and think creatively. Literature demands that the reader step into the author's world; good literature demands thought from the reader. Students who are learning a new language need and deserve the challenges to their imagination that appropriate literature provides.

Interaction and collaboration. Language is learned best in a setting in which it is put to use. Literature provides a common text from which students can negotiate meaning. Well-selected literature addresses issues that are vital to young readers and that stimulate lively discussion among students. Using literature in combination with collaborative activities helps students understand the literature better, relate it to their own ideas and experiences, and go beyond the literature to produce their own literature-related products.

What kinds of literature should be used?

In selecting texts for *Voices in Literature Bronze*, we have used a broad definition of literature and have included songs and poetry, fiction, nonfiction, drama, and folktales. We sought authentic and rich texts that provide high-quality language models. We feel that there is no need to

“water down” the literature we use with ESOL students; we just need to choose it carefully. In making selections, we were also guided by the following concerns:

Student interest. Literature should be age-appropriate and should address themes of interest to the learners.

Linguistic accessibility. The language of the literature should be clear and simple enough for the student to understand, yet it must be expressive, figurative, and evocative to match the maturity and intellectual sophistication of the students. We have included, for example, many poetry selections. Songs and poetry are simple and memorable—often using rhyme, rhythm, and repetition to enhance comprehensibility—yet they are also complex, evoking deep emotion and thoughts in the reader.

Cultural relevance. Literature selected for ESOL students should reflect many cultures, address concerns of individuals who are experiencing cultural change, and teach about the new, English-speaking culture.

How can literature be used effectively in the ESOL classroom?

We have used a variety of strategies and structures to support students as they learn language through literature and study literature through language. Thematic organization offers students opportunities to relate concepts and works of literature to one another. The revisitation of themes, ideas, and terms provides enhanced context and thus improves comprehensibility. The supportive format we offer follows an “into-through-beyond” model that includes activities for use before, during, and after reading the literature.

Before you read. We use activities and discussion that connect students’ own experience to the literary selection they will read and provide background information about the literature to guide them “into” the work.

The selection. We provide a variety of ways to guide students “through” the work, including activities such as reading aloud to students, shared reading, supportive questions during reading, dividing the reading into manageable “chunks,” and many cooperative learning activities.

After you read. Finally, we use thought-provoking discussion questions, cooperative learning activities, experiences to expand comprehension of literary concepts and terms, writing activities, project ideas, and suggested further readings to take students “beyond” the work into their own high-level thinking and original creations. Many activities employ graphic organizers and learning strategies that can be adapted for use in other learning situations. At the end of each unit, we include activities to help students relate the works to one another around the unit themes.

At the end of the book we have included an alphabetic glossary of the vocabulary annotated in the text.

We hope that you and your students enjoy using the selections and activities in *Voices in Literature Bronze* and that they enrich your classroom learning community. We would love to hear from you and your students about your experiences with *Voices*.

Table of Contents

Unit 1: Patterns

Introduction to Unit 1 3

Before You Read 4

- **Exploring Your Own Experience:** Find the Pattern; Draw a Picture
- **Background**



♦ **Everybody Loves Saturday Night** *Traditional* 7

After You Read 8



- **Try This** • **Learning About Language and Literature:** Chants; Days of the Week Chant: **Solomon Grundy** *Traditional* • **Writing:** Your Favorite Day; A Chant

Before You Read 10

- **Exploring Your Own Experience:** Your Favorite Music
- **Background**

♦ **A Central Inuit Chant** *Traditional* 13

After You Read 14

- **Try This** • **Learning About Language and Literature:** Storyboards
- **Writing:** Writing with a Storyboard

Before You Read 16

- **Exploring Your Own Experience:** Roundtable
- **Background**

♦ **November** *by Anne Corkett* 19

After You Read 20

- **Try This:** Seasons; A Useful Rhyme: **Thirty Days** *Traditional*
- **Writing:** Your Favorite Month; Shape Poems: **Concrete Cat** *by Dorthi Charles*

Before You Read 22

- **Exploring Your Own Experience:** What Is It For?
- **Background:** Play Concentration

♦ **Trees Are for Climbing** *by Dr. Fitzhugh Dodson* 25

After You Read	26
• Try This: Acting Out the Poem	
• Learning About Language and Literature: Questions and Answers	
• Writing: What Is It For?	

Before You Read	28
• Exploring Your Own Experience: Four Corners	
• Background	

♦ When I First Came to This Land <i>Traditional German American Folk Poem</i>	31
After You Read	34

- **Try This:** Storyboard for a Line Story
- **Writing:** A Line Poem or Story
- **Learning About Language and Literature:** Repetition

Unit Follow-Up	36
-----------------------	----

- **Making Connections** 36
- Unit Project Ideas: Action Word Wheel Game; Pattern Hunt; Storyboard; Time Mobile; Song or Poem Search; New Words Dictionary; Word Database
- Further Reading

Unit 2: Nature

Introduction to Unit 2	41
-------------------------------	----

Before You Read	42
• Exploring Your Own Experience: Nature Watch	
• Background: The Taos Pueblo Indians	

♦ Three Sisters <i>by Nancy Wood</i>	45
After You Read	47

- **Learning About Language and Literature:** Voice; What Comes in Threes?
- **Try This:** Making a Mandala • **Writing:** Write About Your Mandala

Before You Read	49
------------------------	----

- **Exploring Your Own Experience:** Weather Metaphors
- **Background:** Weather Words



♦ Two Poems: "Rain" and "Hurricane" <i>by Dionne Brand</i>	51
---	----

After You Read

54

- **Try This:** Word Squares; Shape Poems
- **Learning About Language and Literature:** Bringing Things to Life; How Poets Show Feelings or Emotions • **Writing:** Writing a Weather Poem

Before You Read

57

- **Exploring Your Own Experience:** Do a Quickwrite
- **Background**



- **Three Haiku** by Richard Wright, Aikiko Yosano, and Issa

59

After You Read

62

- **Try This:** Counting Syllables
- **Learning About Language and Literature:** Contrast
- **Writing:** Brainstorm; Write Haiku

Before You Read

64

- **Exploring Your Own Experience:** Listen to Silence: Cluster Map
- **Background:** Sacred Corn

- **Ear-of-corn** an Ancient Aztec Poem

67

- **The Other Way to Listen** by Byrd Baylor

69

After You Read

74

- **Learning About Language and Literature:** Dialogue; A Special Kind of Poem
- **Try This:** Comparing Things in Poetry; Writing Dialogue
- **Writing:** Writing Quotations; Writing an Ode

Before You Read

76

- **Exploring Your Own Experience:** Know/Want to Know /Learn Chart (K/W/L Chart)
- **Background:** What Is a Rainforest?

- **Saving the Rainforests**

79

After You Read

81

- **Try This:** Venn Diagram
- **Learning About Language and Literature:** Using the Library
- **Writing:** What Did You Learn?

Unit Follow-Up

82

- **Making Connections**
Unit Project Ideas: Nature Collage; Where Would You Like to Visit?; Saving the Rainforests; Write a Letter; Comparing Views of Nature
Further Reading

Unit 3: Messages

Introduction to Unit 3

85

Before You Read

86

- Exploring Your Own Experience: Brainstorm
- Background



- ♦ **This Is Just to Say** by William Carlos Williams

89

After You Read

91

- What Do You Think? • Try This: Walking Gallery
- Learning About Language and Literature: How Are Poems Different from Other Kinds of Writing? • Writing: Class Book of Excuses

Before You Read

93

- Exploring Your Own Experience: Think–Pair–Share
- Background: What Is a Diary?



- ♦ **My Diary** by Bernard Waber

95

After You Read

99

- What Do You Think? • Try This: Reader's Theater
- Learning About Language and Literature: Ways to Write Dialogue
- Writing: Make a Diary

Before You Read

101

- Exploring Your Own Experience: Talking in Code
- Background



- ♦ **Navajo Code-Talkers**

103

After You Read

105

- What Do You Think? • Try This: Sunshine Outline
- Learning About Language and Literature: What Is Nonfiction?
- Writing: Write a Note in Code; Write a Nonfiction Story

Before You Read

107

- Exploring Your Own Experience: Being a Teenager
- Background



- ♦ **The Diary of Anne Frank**

109

After You Read

116

- **What Do You Think?** • **Try This:** Character Chairs
- **Learning About Language and Literature:** Characters, Setting, and Plot
- **Writing:** Roundtable Scene Writing

Unit Follow-Up

118

- **Making Connections**

Unit Project Ideas: Ranking Ladder; Compare and Contrast Messages; Signs to Music; Bumper Stickers and Vanity Plates; Message Magazine; Reader's Theatre; Messages

Further Reading

Unit 4: People

Introduction to Unit 4

123

Before You Read

124

- **Exploring Your Own Experience:** Moving; Venn Diagram: Then and Now
- **Background**

♦ **Miguel en el Norte** *by Jorge Argueta*

127

After You Read

129

- **What Do You Think?**
- **Learning About Language and Literature:** Mood/Tone
- **Try This:** Moods in Color • **Writing:** A Letter; A Poem

Before You Read

131

- **Exploring Your Own Experience**
- **Background**



♦ **Family Gathering** *by Mattie Lou O'Kelley*

133

Before You Read

135

- **Background**




♦ **Making Tamales** *by Carmen Lomas Garza*

137


After You Read

139

- **What Do You Think?** • **Try This:** Who Is Doing What?
- **Learning About Language and Literature:** A Caption
- **Writing:** Description

	Before You Read	141
	• Exploring Your Own Experience: Brave People Hunt	
	• Background	
	♦ Harriet Tubman by Eloise Greenfield	143
	After You Read	145
	• What Do You Think? • Try This: Point of View	
	• Learning About Language and Literature: Narrative Poetry	
	• Writing: Narrative Poem or Prose	
	Before You Read	147
	• Exploring Your Own Experience: Playing a Trick; What Is a Usurer?	
	• Background: Where Is Vietnam?; Stage Directions	
	♦ The Fly <i>A Reader's Theater Script</i>	149
	After You Read	154
	• What Do You Think? • Try This: Open Mind Diagram	
	• Learning About Language and Literature: Surprises in Literature	
	• Writing: Write a Dialogue	
	Unit Follow-Up	156
	• Making Connections	
	Unit Project Ideas: People Songs; Story Map; Comic Strip; People Collage;	
	Interview and Character Sketch; People Database	
	Further Reading	

Unit 5: Peace

	Introduction to Unit 5	159
	Before You Read	160
	• Exploring Your Own Experience: Peace Brainstorm	
	• Background	
	♦ Choose by Carl Sandburg	163
	After You Read	165
	• What Do You Think? • Try This: Finding a Win–Win Solution	
	• Learning About Language and Literature: Imagery	
	• Writing: A Choice	

Before You Read

- **Exploring Your Own Experience:** Problem-Solving Wheel
- **Background:** The Surrender Speech of Chief Joseph

167



- ♦ **I Will Fight No More Forever** Surrender Speech by Chief Joseph, Nez Percé

169

After You Read

171

- **What Do You Think?**
- **Learning About Language and Literature:** How Do You Write a Speech?
- **Try This** • **Writing:** Write a Letter

Before You Read

173

- **Exploring Your Own Experience:** Quickwrite
- **Background**



- ♦ **On Speaking Up for Each Other** by Martin Niemöller

175

After You Read

177

- **What Do You Think?** • **Try This:** Fishbone
- **Learning About Language and Literature:** Structure
- **Writing:** Time Sequence

Before You Read

179

- **Exploring Your Own Experience**
- **Background**

- ♦ **Zlata's Diary: A Child's Life in Sarajevo** (excerpt) by Zlata Filipović

181

After You Read

183

- **What Do You Think?** • **Try This:** Comparing and Contrasting with a Chart
- **Learning About Language and Literature:** A Paragraph • **Writing:** Comparing and Contrasting

Before You Read

185

- **Exploring Your Own Experience:** Inside-Outside Circles
- **Background**

- ♦ **The Universal Declaration of Human Rights**

187

After You Read

192

- **What Do You Think?**
- **Try This:** Jigsaw
- **Learning About Language and Literature:** Writing Rules and Rights
- **Writing:** Writing a Declaration of Rights

Unit Follow-Up

194

- **Making Connections**

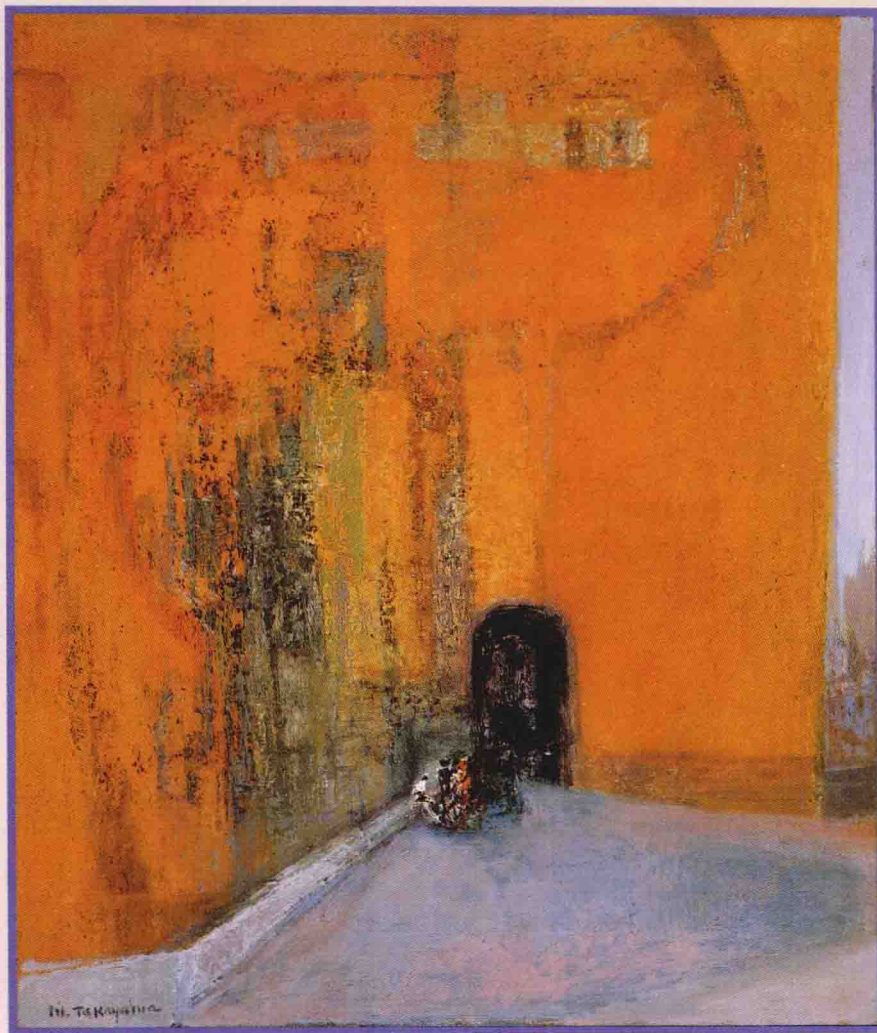
Unit Project Ideas: Peace Puzzle; Peer Mediation; Journal; E-Mail; Write a Song;
Favorite Author Display
Further Reading

Appendix A

196

Glossary

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