

Standards Aligned Planning Template
OSD Instructional Services: English/Language Arts
Walter Dean Myers' Fallen Angels

UNIT OVERVIEW

UNIT TITLE	Walter Dean Myers' <u>Fallen Angels</u>	GRADE LEVEL	9
SUBJECT/TOPIC	Novel Unit (Literature): The Reasons for War		
UNIT LENGTH	Three Weeks	MARKING PERIOD	Fall Marking Period 3 or Spring Marking Period 1
STANDARDS INTRODUCED	<p><u>Reading 1.1</u> Identify and use the literal and figurative meaning of words and understand word derivations.</p> <p><u>Reading 3.6</u> Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)</p> <p><u>Writing 1.1</u> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.</p> <p><u>Writing 2.2c</u> Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p><u>Listening and Speaking 1.5</u> Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> <p><u>Listening and Speaking 1.8</u> Produce concise notes for extemporaneous delivery</p>		
STANDARDS TAUGHT TO MASTERY	<p><u>Reading 2.5</u> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p><u>Reading 3.4</u> Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p><u>Writing 1.4</u> Develop the main ideas within the body of the composition through supporting evidence.</p> <p><u>Writing 1.6</u> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><u>Writing 2.2 a</u> Demonstrate a comprehensive grasp of significant literary works.</p> <p><u>Listening and Speaking 2.2a</u> Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).</p> <p><u>Writing 2.2b, Listening and Speaking 2.4b</u> Support important ideas and viewpoints through accurate and detailed references to the text or to other works</p> <p><u>Listening and Speaking 1.1</u> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p>		
MAIN UNIT ASSESSMENTS	<ul style="list-style-type: none"> • Comic Strip Assignment (rubric) • War Beliefs Debate (rubric, audience feedback) • 4 paragraph literary analysis (rubric) 		

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ASSIGNMENTS AND PROJECTS	<ul style="list-style-type: none"> • Character Posters • War Debate • <u>Fallen Angels</u> Scene Storyboard (Comic Strip) 	MAJOR WRITING COMPONENTS	4 paragraph literary analysis (based on the War Debate)
ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. How does war change a soldier? 2. How important is it to fight for one's country, and to whom is it important? 3. What and who defines a "just" and "unjust" war? 		
PRIMARY TEACHING MATERIALS	Walter Dean Myers' <u>Fallen Angels</u> (with Connections) Holt Study Guide for Walter Dean Meyer's <u>Fallen Angels</u> (with Connections)		
OTHER RESOURCES	http://urbandreams.ousd.k12.ca.us/language_arts/core/09/myers/index.html http://www.indiana.edu/~reading/ieo/bibs/myers.html		

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UNIT CALENDAR

WEEK 1	Setting the Scene: Introduction (Lesson One) Read: pp. 1-12	Setting the Scene: Introduction (Lesson One) Read: pp. 13-41	Understanding Characters (Lesson Two) Read: pp. 42-69	Understanding Characters (Lesson Two) Read: pp. 70-96	Understanding Characters (Lesson Two) Read: pp. 97-128
Section 1: "New to War" pp. 3-69 Holt Study Guide Resources: Comprehension Check (p. 34) Reading Strategies (p. 35) Novel Notes (p. 36) Assignment Suggestions (p. 37)				Section 2: "Near Chu Lai" pp. 70-128 Holt Study Guide Resources Comprehension Check (p. 38) Reading Strategies (p. 39) Novel Notes (p. 40) Assignment Suggestions (p. 41)	
WEEK 2	Important War Vocabulary (Lesson Three) Read: pp. 129-144	Comic Strip Assignment (Lesson Four) Read: pp. 145-166	Analyzing Quotations (Lesson Five) Read: pp. 167-188	More Practice Analyzing (Lesson Five) Read: pp. 189-231	Comic Strip Assignment (workday) Read: pp. 232-252
Section 3: "Angels Fall" pp. 129-188 Holt Study Guide Resources: Comprehension Check (p. 42) Reading Strategies (p. 43) Novel Notes (p. 44) Assignment Suggestions (p. 45)				Section 4: "Tam Ky" pp. 189-252 Holt Study Guide Resources: Comprehension Check (p. 46) Reading Strategies (p. 47) Novel Notes (p. 48) Assignment Suggestions (p. 49)	
WEEK 3	War Beliefs Debate (Lesson Six) Read: pp. 253-271	War Beliefs Debate (Lesson Six) 4 Paragraph Literary Analysis (Lesson Seven) Read: pp. 272-310	Comic Strip Assignment (workday) 4 Paragraph Literary Analysis (workday)	Writer's Workshop: 4 Paragraph Literary Analysis	Comic Strip Assignment (presentation)
Section 1: "Song Nha Ngu River" pp. 253- Holt Study Guide Resources: Comprehension Check (p. 50) Reading Strategies (p. 51) Novel Notes (p. 52) Assignment Suggestions (p. 53)			Novel Summary Holt Study Guide Resources: Novel Review (p. 55) Literary Elements Worksheets: Irony (p. 56) Characterization (p. 57) Literary Elements (p. 58) Novel Projects (pp. 59-61) Tests (pp. 69-73)		

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Lesson 1: Setting the Scene (Introduction)

STANDARDS

Reading

- 3.4) Determine character's traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy (*developing skills toward this standard*).

Writing Applications

- 2.2b) Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text or other works (*developing skills toward this standard*).

Listening and Speaking

- 1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence (*developing skills toward this standard*).

ASSESSMENTS:

- Fallen Angels Anticipation Guide
- Journal Responses

MATERIALS:

- Fallen Angels Anticipation Guide (handout)
- Reader's Journal



Fallen Angels

by Walter Dean Meyers

Anticipation Guide



Part I Directions: Before beginning *Fallen Angels*, in the "Before" column, respond to each statement by putting a plus sign (+) if you agree with it, a minus sign (-) if you disagree, and a question mark (?) if you are unsure of your belief.

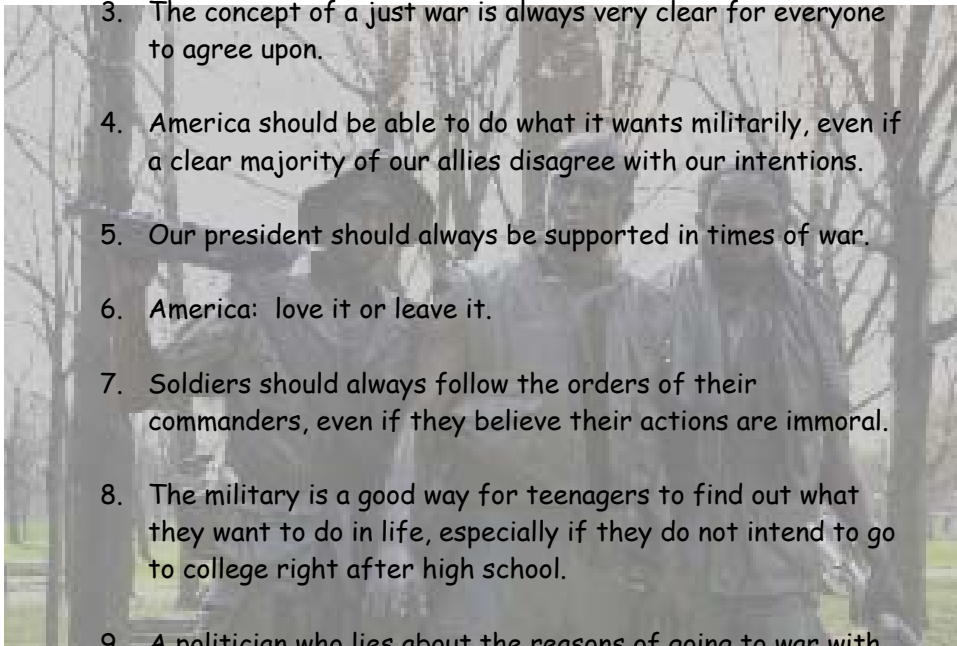
Part II Directions: Choose one of the statements below and respond in your journal (350+ words) as to why you have the belief you do.

Part III Directions: After reading the first pages of the novel and the letters in *Connections*, respond again to the statements in the "After" column. Then, reply in your journal (400+ words) to a statement where your belief changed. If none of your beliefs changed, write about a different statement than you responded to in Part II. In your writing, make sure to include an example (a direct quote from the text, with an explanation of what you think the quotation means or indicates) from *Fallen Angels* that led you to your belief. Make sure to include the page number on which you found the quotation!

Before Reading

After Reading

- | | | |
|-----------|---|-----------|
| 1. _____ | 1. The military draft should be reestablished in order to allow America to achieve its military goals. | 1. _____ |
| 2. _____ | 2. The United States of America has a responsibility to use military force against other nations if we disagree with the form of government that rules that nation. | 2. _____ |
| 3. _____ | 3. The concept of a just war is always very clear for everyone to agree upon. | 3. _____ |
| 4. _____ | 4. America should be able to do what it wants militarily, even if a clear majority of our allies disagree with our intentions. | 4. _____ |
| 5. _____ | 5. Our president should always be supported in times of war. | 5. _____ |
| 6. _____ | 6. America: love it or leave it. | 6. _____ |
| 7. _____ | 7. Soldiers should always follow the orders of their commanders, even if they believe their actions are immoral. | 7. _____ |
| 8. _____ | 8. The military is a good way for teenagers to find out what they want to do in life, especially if they do not intend to go to college right after high school. | 8. _____ |
| 9. _____ | 9. A politician who lies about the reasons of going to war with another nation should be removed from office. | 9. _____ |
| 10. _____ | 10. If politicians' sons and daughters had to go to wars they supported, there would be fewer wars to fight. | 10. _____ |



Lesson 2: Understanding Characters

STANDARDS

Reading

- 3.4) Determine character's traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Writing Strategies

- 1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas (*developing skills toward this standard*)

Writing Applications

- 2.2b) Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text or other works (*developing skills toward this standard*)

Listening and Speaking

- 1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence (*developing skills toward this standard*)
- 2.4b) Support important ideas and viewpoints through accurate and detailed references to the text or to other works (*developing skills toward this standard*)

ASSESSMENTS:

- Making Inferences About Character Chart
- Character Description Poster and Group Work (assessment rubric)

MATERIALS:

- Making Inferences About Character Chart
- Fallen Angels Character Description Assignment Sheet (handout)
- Fallen Angels Character Descriptions Scoring Rubric (handout)

Making Inferences about Character

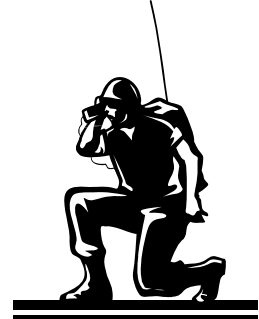
Myers has his characters do and say things that tell us about their personalities. On the chart below, look at the actions and quotes from characters and in the last column, write what that tells you about the characters personality.

Character	Action/Quote	What you Infer
Peewee	Has Perry write his girlfriend a letter asking her to marry him “just to break her damn heart.” (p. 93)	
Walowick	Calls Johnson a “cootie” and fights him (p. 91)	
Brunner	Steals a statue from the village (p. 112)	
Monaco	Throws an empty grenade at Brunner in the hooch (p. 108)	

Captain Stewart	Cancels the squads pacification (peace) mission (p. 116)	
Lt. Carroll	Gives Perry a silk jacket to send Kenny for his birthday (p. 106)	
Johnson	“He knew when one of the black guys was being messed with. And when he knew something, he put his ass on the line.” (p. 113)	
Lobel	“...I joined the friggin’ army in the first place so he [dad] would stop thinking I was a faggot...now he thinks I’m a creep because I’m in the army” (p. 117).	

Fallen Angels

Character Descriptions



1. Choose a character from the chart below:

	Perry	Peewee	Johnson	Lt. Carroll	Sgt. Simpson	Lobel	Brunner	Monaco
Page Numbers	14, 33, 50, 68, 74, 79-81	12, 18, 23, 55, 65	29, 33, 34, 66	34, 44, 46, 59, 63, 68-69	37, 40, 81	48, 52, 71-72	47, 54, 61	39, 43, 49, 66, 78

ALSO PLEASE NOTE: All of the characters explain why they are fighting on page 77

2. Your group is going to represent and analyze the character you've chosen, based on the descriptions in the text.

Your poster must include:

- Drawing of your character (*race, size, hair color, age etc.*)
- Symbols to represent what we know about him (football, bible, etc.)
- At least three academic sentences that describe his personality.

You can use the sentence starters below for requirement c. (use each sentence starter only one time on your poster), or you can make up your own sentences, but your sentences must be complete and must contain academic language, active verbs, and effective transitions.

ACADEMIC SENTENCE STARTERS	
Sentence Starter	Sample Sentence
(character's name) demonstrates (character trait) when he (example from text).	Peewee demonstrates his sense of humor when he tells Sergeant Simpson that he loves it in Vietnam because the bugs follow you better than a dog.
When (character's name) says "(quotation from the text)," he indicates that he (character's trait or belief).	When Lt. Carroll says to Perry "we're all in this mess together," he indicates that he believes all the soldiers are equal.
(character's name) (character trait); as a result, he (example of an action that proves he has the trait).	Monaco cares about the other soldier's feelings; as a result, he puts his hand on Perry's shoulder when Jenkins is shot.
Although (character's name) is described as (description from the text), he (example of an action that contradicts the description).	Although Lobel is described as soft-looking, he stands up for himself when Brunner insults him.

Fallen Angels Character Descriptions Scoring Rubric

		no-somewhat-yes
Reading 3.4	Does the poster demonstrate a character's traits by showing what the character says about himself in narration?	1 2 3 4 5
Writing 1.6	Does the poster contain three academic sentences that integrate quotations and citations in a way that maintains the flow of ideas?	2 4 6 8 10
Writing 2.2b	Was the group able to support their ideas and viewpoints about their character through their choice of accurate and detailed references to the text?	2 4 6 8 10
Listening and Speaking 1.1, Listening and Speaking 2.4b	Was the group able to verbally support their ideas and viewpoints about their character during classroom feedback, referring to the text and to their own group discussion about the character?	1 2 3 4 5
	Total (out of 40)	

Lesson 3: Important War Vocabulary

STANDARDS:

Reading

- 1.1) Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

ASSESSMENTS:

- Important War Vocabulary Organizer

MATERIALS:


- Important War Vocabulary Organizer (handout)

✈ Important War Vocabulary 💣

1. Put the following military ranks in order from the top man (#1) all the way down to the peon (#7):

	Lieutenant
	Captain
	Squad Leader
	Sergeant
	Corporal
	Major
	Soldier

2. Define the following terms, using the graphic organizers provided below. You may want to use the dictionary or the Study Guide Glossary (pages 32-33) for additional help. The first organizer has been completed for you as an example:

WORD: Cong	PRONUNCIATION: Kong (like King Kong)	PART OF SPEECH: Noun
<p align="center">WORD MEANING</p> <p><u>LITERAL MEANING (DEFINITION):</u> abbreviation for Vietcong (Communist-led S. Vietnamese army and guerilla forces that fought the government forces supported by N. Vietnam). Also "VC".</p> <p><u>FIGURATIVE MEANING (ASSOCIATIONS):</u> maybe descriptive at first, but the word ended up being like a racial slur.</p>		<p align="center">IMAGE</p>  <p><u>PICTURE/DRAWING:</u></p> <p><u>THIS WORD REMINDS ME OF:</u> How the soldiers in World War II (my grandpa!) called British people "limeys".</p>
<p>SENTENCE FROM THE TEXT: I wanted to know how it felt to shoot a Cong (page 60).</p>		
<p>MY ORIGINAL SENTENCE: In the Vietnam War, the American soldiers called the enemy soldiers Cong.</p>		

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WORD: Flak jacket	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

WORD: GI	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

WORD: Shrapnel	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

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WORD: Hooch	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

WORD: Artillery	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

WORD: Batallion	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

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WORD: Perimeter	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

WORD: Allotment	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

WORD: Reconnaissance	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

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WORD: Interdiction	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

WORD: Coordinates	PRONUNCIATION:	PART OF SPEECH:
WORD MEANING		IMAGE
LITERAL MEANING:	PICTURE/DRAWING:	
FIGURATIVE MEANING:	THIS WORD REMINDS ME OF:	
SENTENCE FROM THE TEXT:		
MY ORIGINAL SENTENCE:		

Lesson 4: Comic Strip Assignment

STANDARDS:

Reading

- 3.6) Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

Writing Applications

- 2.2c) Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created (*developing skills toward this standard*).

ASSESSMENTS:

- Comic Strip Student Presentation
- Comic Strip Project Assessment (using rubric)

MATERIALS:

- Comic Strip Assignment Sheet (handout)
- Comic Strip Rubric (handout)

Comic Strip

Task: Your final project is to pick a section of the novel Fallen Angels and turn it into a graphic novel, better known as a comic strip.

Procedure: This project will be worth 500 points, so you will need to carefully plan it out, do drafts, and really make it beautiful. Here are the steps you will follow:

- 1) **Pick out a good scene**—it must be a complete and important scene
- 2) **Partner?**—you will only turn in one comic strip, so it better be exceptional!
- 3) **Outline**—you will decide what details you need to cover in your comic strip (first Perry walks in, then he looks at pictures, then he hears a noise...)
- 4) **Storyboard it**—this is a rough draft exactly like we did for practice in class. You will fold a piece of paper and plan out what to draw and write in each box. *You will also need to somehow indicate the specific literary devices Myers uses to develop this scene (flashbacks, foreshadowing, transition words that indicate time).* I highly recommend that you have me check this draft!
- 5) **Final draft**—you will need to decide how you will be presenting this comic strip—on regular paper? on big sized paper? in a book? in boxes? etc.

Requirements:

- You must tell a complete story. It has to make sense to someone who hasn't read the book.
- No stick figures! Your characters must be identifiable, so give Perry a hat with a P on it, or always draw Peewee with red hair, or use collage (cut and paste pictures, drawings, etc.). We have to know who is who.
- Must be in color, really nice black pen drawings, or very well-crafted collage.
- No misspelling, grammar issues, or poor punctuation.
- Include narration and speaking (i.e. speaking and thinking bubbles) and some representation of literary devices and sentence structures used to indicate time and sequence (i.e. split boxes with text and pictures; different text borders to indicate flashbacks).
- Include background and setting (jungle, huts, other soldiers, etc.)

Scene Suggestions:

Peewee pulls knife 9-12

Jenkins steps on a mine 39-41

Perry forgets to load 78-80

Perry gets sick 88-90

Perry shoots the 1st platoon 100-103

Monaco throws fake grenade 108-109

Perry mistake/Gerhardt mistake 158-166

Perry almost gets shot 179-180

Perry gets hit 200-204

Baby explodes 230-231

Burn dead bodies 253-255

Perry & Peewee in spider hole 284-293

Monaco cornered 294-297

Comic Strip Rubric

1 2 3 4 5	Title Page: ✓ original title ✓ author(s) name ✓ decorated
2 4 6 8 10	Appearance: ✓ accurate and beautiful drawings in pen or color or well-constructed collage ✓ nicely and professionally presented ✓ pictures include background
2 4 6 8 10	Creativity: ✓ Showed the action in creative ways ✓ Represented literary devices and sentence structures that show time/sequence ✓ Designed the book in a creative way ✓ Demonstrates originality
2 4 6 8 10	Story: ✓ Clearly and accurately portrays an important scene ✓ Demonstrates a logical progression from box to box ✓ Includes narration and speaking
2 4 6 8 10	Accuracy: ✓ Details of story accurately represented. ✓ Time and sequence are accurately represented.
1 2 3 4 5	Effort: ✓ Clearly worked hard on this project in class and outside of class ✓ No mistakes, misspellings (proofread) ✓ Clear handwriting

Total:

Comic Strip Rubric

1 2 3 4 5	Title Page: ✓ original title ✓ author(s) name ✓ decorated
2 4 6 8 10	Appearance: ✓ accurate and beautiful drawings in pen or color or well-constructed collage ✓ nicely and professionally presented ✓ pictures include background
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2 4 6 8 10	Accuracy: ✓ Details of story accurately represented. ✓ Time and sequence are accurately represented.
1 2 3 4 5	Effort: ✓ Clearly worked hard on this project in class and outside of class ✓ No mistakes, misspellings (proofread) ✓ Clear handwriting

Total:

Lesson 5: Quotation Analysis

STANDARDS:

Reading

- 3.4) Determine character's traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Writing Strategies

- 1.4) Develop the main ideas within the body of the composition through supporting evidence (*developing skills toward this standard*).
- 1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas (*developing skills toward this standard*).

Writing Applications

- 2.2a) Write responses to literature that demonstrate a comprehensive grasp of significant literary works (*developing skills toward this standard*).
- 2.2b) Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text or other works (*developing skills toward this standard*).
- 2.2c) Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created (*developing skills toward this standard*).

ASSESSMENTS:

- Analyzing Quotations organizer
- More Practice Analyzing organizer

MATERIALS:

- Constructive Organizer (handout)
- Cross-Examination and Rebuttal Organizer (handout)

Analyzing Quotations

You all need more practice on how to analyze quotes from the story. This chart can be a helpful way to think about quote analysis. The first box is what the character says, the second box is what it means in your own words and the third box is why it matters, why we are even looking at this quote, how it helps us understand the story.

SAY	MEAN	MATTER
<p>“I loves it here,” Peewee said. “I ain’t never seen no place in the world better than this place right here. You know what I love the most?” ‘What’s that?’ sergeant Simpson was amused by Peewee. ‘The bugs,’ Peewee said. ‘You go to sleep at night they right there. You wake up in the morning, they right there. They better than a damn dog.’” (p. 55)</p>	<p><i>Peewee is answering Sergeant Simpson’s question about how he feels in Vietnam. Of course Peewee can’t just give a straight answer. Nobody likes Vietnam and definitely, nobody likes all the bugs, but Peewee says the opposite. He says that he loves it there and loves the bugs. He even compares the bugs to a dog, as if anyone would keep a bug as a pet to be by their side.</i></p>	<p><i>This is important because it shows us more about who Peewee is. So far, he really hasn’t been honest about how he feels about the war. I think he is always saying one thing to make himself seem strong and brave, but really he is just scared. He could have told Sergeant Simpson the truth, that it’s too hot, there are too many bugs and he is unhappy, but that would make him seem weak and scared. It seems like he doesn’t want anyone in the squad to know who he really is and what he really thinks. Maybe he is protecting himself. Maybe he figures if he keeps lying about how he feels, he will stop being scared for real.</i></p>
<p>“I don’t have doubts about God,’ Lieutenant Carroll said. ‘I’m just not that sure who I am anymore.’” (p. 45)</p>		

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HEADING:

“If you serve any more of that damn roast beef you better bring a rifle with it because I’m going to put a hole in your ass for every slice of beef I see.’ Brunner said it like he meant it, too.” (p. 61)

“I really wasn’t pissed, because I knew the real question wasn’t about my knee. I thought the knee would be okay. The real question was what I was doing, what any of us were doing, in Nam.” (p.69)

More Practice Analyzing

Important event	Quote from the text	Tone of the event, literary devices used to convey it.	<p>Your analysis: Why is this an important section? What does it show about the character(s)? What does it show about war?</p>
<p>The squad has to pile up all the dead bodies and they notice that one is still conscious. One soldier shoots him to put him out of his misery. (p. 253)</p>	<p>"Hell. Bodies still warm, limbs that fell as the bodies were moved. Some guys couldn't do it. Some of us had to" (p. 253).</p>	<p>The event has a <u>horrifying</u> tone.</p> <p>"Hell" is a metaphor: the event was hell.</p> <p>The author wrote in sentence fragments to show how the soldiers were almost like robots or machines during the event.</p>	<p><i>This was a horrible example of what happens in war. A soldier was burned alive and then when they realized he was still breathing they couldn't even help him. The only help they could give him was to put him out of his misery. The soldiers almost couldn't even be sad. There was just too much death and pain. It was as if they were just going through the motions, not even thinking about the fact that these guys died in the war. This event shows how war turns people into killing machines that can't even think about all the death and pain that they are causing. They just have to do their job and hope their turn isn't coming up next.</i></p>
<p>After burning the bodies, they realize that they forgot to collect all of the guys tags. Now they don't know who died and have nothing to give the parents. (p. 256)</p>			
<p>Jamal was shaking and crying. Perry and Peewee grab him and make him keep running. (p. 258)</p>			

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HEADING:

<p>Perry keeps feeling like he is outside of his body. Like he is watching himself, but it's not really him, instead it feels like a nightmare. (p. 258)</p>			
<p>The ARVN try to trick the squad so that they can get into the choppers first. Gearhart tells everyone to put their hands in the air, the choppers shoot at the ARVN and the squad jumps in. (p. 262)</p>			
<p>Monaco has a vision that he sees Congs. He starts shooting and the squad calms him down and gets him coffee. (p. 264)</p>			
<p>The squad finds out that it would have been Brew's 19th birthday. Perry gets some cake and they all celebrate. (p. 266)</p>			

Lesson 6: War Beliefs Debate

STANDARDS:

Reading

- 3.4) Determine character's traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Listening and Speaking Strategies

- 1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence
- 1.5) Recognize and use elements of classical speech forms (e.g. introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate
- 1.8) Produce concise notes for extemporaneous delivery
- 2.4a) Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text)
- 2.4b) Support important ideas and viewpoints through accurate and detailed references to the text or to other works

ASSESSMENTS:

- Constructive Organizer
- Cross-Examination and Rebuttal Organizer
- Debate Presentation Audience Feedback (freewrite)

• **MATERIALS:**

- Constructive Organizer (handout)
- Cross-Examination and Rebuttal Organizer (handout)

War Beliefs Debate

Directions:

1. Turn over the card in the center of your table to find out which side (affirmative or negative) you will be arguing, as well as which of the six beliefs your group will debate today!
2. Collect your notes from Fallen Angels to support your argument and use the Constructive Organizer to help you plan your opening speech (10 minutes to prepare)
3. Present your opening speech (3 minutes).
4. Take notes during constructive arguments for cross-examination (10 minutes to prepare; 3 minutes each to speak).
5. Use the last column in the Cross-Examination and Rebuttal Organizer to help you prepare your closing speech (5 minutes to prepare; 3 minutes each to speak).

Beliefs:

1. Fighting in war changes a soldier.
2. In war the important thing is not how you play the game, but whether you win or lose.
3. Survival in war depends more on luck than skill.
4. The first rule of war is to look out for yourself.
5. It is important to fight for your country, no matter what.
6. Soldiers come in every color, gender, background, economic status, and sexual orientation—everyone must fight.

Constructive Organizer

Belief	Walter Dean Myers believes/does not believe that_____...
1st point	...because _____.
Quote or Evidence	
Explanation	
2nd point	The author also further demonstrates this belief through_____.
Quote or Evidence	
Explanation	

Cross-Examination and Rebuttal Organizer

	OPPOSING TEAM		OUR REPLY/RESPONSE	
	Quote or Evidence	Explanation	Quote or Evidence	Explanation
1st Point				
2nd Point				
Conclusion?				

Lesson 7: Four Paragraph Literary Analysis Essay

STANDARDS:

Reading

- 3.4) Determine character's traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Writing Strategies

- 1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.4) Develop the main ideas within the body of the composition through supporting evidence.
- 1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.

Writing Applications

- 2.2a) Write responses to literature that demonstrate a comprehensive grasp of significant literary works;
- 2.2b) Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text or other works.
- 2.2c) Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

ASSESSMENTS:

- Literary Analysis Scoring Rubric (50 points)

MATERIALS:

- Literary Analysis Four Paragraph Essay Assignment (handout)
- Literary Analysis Four Paragraph Brainstorming chart (handout)
- Literary Analysis Paragraph Organizer Tree Chart (handout)
- Literary Analysis Paragraph Outline (handout)

Students will also want to use notes from previous lessons to help them plan their essay:

- Character Descriptions
- Making Inferences About Character
- Analyzing Quotations
- More Practice Analyzing
- War Beliefs Debate Organizers

Literary Analysis Four Paragraph Essay Assignment

Pick two characters from Fallen Angels and decide whether each would agree or disagree with ONE the following statements:

- Fighting in a war changes a soldier.
- In war the most important thing is not how you play the game, but whether you win or lose.
- Survival in war depends more on luck than skill.
- The first rule of war is to look out for yourself.
- It is important to fight for your country, no matter what.
- Soldiers come in every color, gender, background, economic status, and sexual orientation—everyone must fight.

In a four paragraph literary analysis, explain how the actions, thoughts, and statements of each character prove that the author (Walter Dean Myers) believes the statement you've chosen above is true or false.

You will be graded according to the following rubric:

1 2 3 4 5	Comprehension: ✓ The essay shows that you understood the book <i>Fallen Angels</i> because your ideas were clear and related to the text.
2 4 6 8 10	Introduction: ✓ You presented an arguable thesis ✓ Your thesis made a statement about the author's beliefs ✓ You introduced the characters you will go on to analyze ✓ You gave your reader a sense of what you will say about each character
4 8 12 16 20	Supporting Paragraphs: ✓ You supported your thesis with two main controlling ideas ✓ Each body paragraph related to the thesis and remained on topic ✓ Each controlling idea was supported by at least two direct quotations from the text ✓ Each direct quotation was explained ✓ Each direct quotation had a page number reference in parenthesis
1 2 3 4 5	Conclusion: ✓ You brought your ideas together ✓ You re-stated your thesis
1 2 3 4 5	Grammar and Conventions: ✓ You used transitions to effectively move from your own explanation or analysis to a direct quotation from the text ✓ You used at least three different academic sentence starters within your essay ✓ You used quotation marks and parenthesis correctly
1 2 3 4 5	Effort and Appearance: ✓ Word-processed ✓ Proofread ✓ Nicely and professionally presented ✓ On time

Total:

Literary Analysis Four Paragraph Assignment

1. Pick two characters from Fallen Angels and brainstorm whether each would agree or disagree with ONE the following statements:
 - Fighting in a war changes a soldier.
 - In war the most important thing is not how you play the game, but whether you win or lose.
 - Survival in war depends more on luck than skill.
 - The first rule of war is to look out for yourself.
 - It is important to fight for your country, no matter what.
 - Soldiers come in every color, gender, background, economic status, and sexual orientation—everyone must fight.
2. Find two quotes from the book that demonstrate why you think the character would agree or disagree:

Character	Belief	Quotation	Page #

Literary Analysis Paragraph Outline

Paragraph Title: _____

Topic Sentence: _____

→ Transition _____

1st Point: _____

Quote or Evidence: _____

Explanation: _____

→ Transition _____

2nd Point: _____

Quote or Evidence: _____

Explanation: _____

→ Transition _____

Concluding Sentence: _____

