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ASSIGNMENT BOOKLET 2B

ELA3104 English Language Arts 30-2

Module 2: Section 3 Assignment, Section 4 Assignment, and Final Module Assignment

FOR STUDENT USE ONLY		FOR OFFICE USE ONLY
Date Assignment Submitted: _____ Time Spent on Assignment: _____	(If label is missing or incorrect) Student File Number: _____ Module Number: _____	Assigned Teacher: _____ Assignment Grading: _____ Graded by: _____ Date Assignment Received:
Student's Questions and Comments		Apply Module Label Here Name Address Postal Code <i>Please verify that preprinted label is for correct course and module.</i>
Teacher's Comments		
_____ Teacher		

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

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English Language Arts 30-2

Module 2

The Literary Experience

ASSIGNMENT BOOKLET 2B

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 3 Assignment	50	
Section 4 Assignment	35	
Final Module Assignment	15	
	100	

Teacher's Comments

English Language Arts 30-2
 Module 2: The Literary Experience
 Assignment Booklet 2B
 Section 3 Assignment, Section 4 Assignment,
 and Final Module Assignment
 Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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ASSIGNMENT BOOKLET 2B
ENGLISH LANGUAGE ARTS 30-2: MODULE 2
SECTION 3 ASSIGNMENT, SECTION 4 ASSIGNMENT, AND
FINAL MODULE ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 100 marks out of the total 200 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic. Be sure to proofread your answers carefully.

You're encouraged to use a computer for these assignments. If you use a computer, submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page.

50

Section 3 Assignment: Dreams, Goals, and Achievements

Read all parts of your assignment carefully and record your answers in the appropriate places.

4

1. In this lesson, you read two memoirs written by people who had achieved important goals in their lives. Not all memorable experiences, however, are as momentous as walking in space or climbing Mount Everest. In some cases, a simple act can become memorable in your life. Turn to page 356 in *Between the Lines 12*, and read the memoir by Grant Nicol called "Helping Others Best Cure for Loneliness." Then answer the following questions in complete sentences or short paragraphs.

- a. Why do you think that the author bothered to stop to help the young man in the stalled truck?

- b. Reread the last two paragraphs. What insight into human behaviour is presented in this memoir?

10

2. Now it’s your turn. Think of a personal experience that taught you something about human behaviour. Write a short memoir (of about 300 words) describing your experience. Here are some tips to help you with this assignment:
- Remember, a memorable experience can be something as simple as observing other people as they interact or solve a problem.
 - You may want to include dialogue (conversation) in your memoir, as Grant Nicol did in “Helping Others Best Cure for Loneliness.”
 - Describe what you did or what you saw in detail so that your readers can share your experience.
 - In your conclusion, try to summarize what you learned about human behaviour.

Assessment Criteria		Received
Thought and Support • The ideas are clear and interesting. • Details have been included so that the reader can share this experience. • A perceptive understanding of human behaviour has been demonstrated.	7 marks	
Writing Skills • The language used is correct and effective.	3 marks	
TOTAL	10 marks	

[illegible]

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

When you have completed this question, return to page 63 in the Student Module Booklet.

3

3. Turn to page 391 in *Between the Lines 12*, and read the profile called “Teen Financier Gets Oprah’s Attention.” Then respond to the following questions in complete sentences or short paragraphs.
- a. How did Lesley Scorgie acquire the money to make her investments?
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- b. Why is Lesley Scorgie unusual? Why do you think she was invited to be a guest on Oprah Winfrey’s talk show?
- _____
- _____
- _____
- _____
- _____
- _____
- c. The purpose of a profile can be to inspire others to achieve their own goals. In what way could this profile on Lesley Scorgie influence other teens?
- _____
- _____
- _____
- _____
- _____
- _____

5

4. Your next assignment is to interview someone in your community and write a profile of that person, similar to the one you just read. Use the suggestions in Lesson 1 to help you select your subject.

In Lesson 1, you also learned some strategies for conducting an interview. When you arrange your interview, obtain permission to record it. Check your equipment to be sure it's working properly. Submit your recording as part of your assessment for this assignment.

Assessment Criteria		Received
Ideas and Impressions • The questions asked were perceptive and interesting. • The interview was conducted politely and efficiently. • The student spoke clearly, using an appropriate volume and pace.	5 marks	
TOTAL	5 marks	

10

5. After conducting your interview and doing whatever other research you feel is necessary, write a profile of your subject, approximately 300 words in length. Review the tips in Lesson 1 for help with this assignment.

Assessment Criteria		Received
Thought and Support • The profile focuses on the achievements of the subject. • The necessary background information has been provided. • Appropriate direct quotations have been included.	5 marks	
Form and Structure • The beginning of the profile and the title attract the reader's attention. • The ideas have been organized effectively.	2 marks	
Writing Skills • The writing has been skilfully revised and edited.	3 marks	
TOTAL	10 marks	

[illegible]

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

When you have completed this question, return to page 68 in the Student Module Booklet.

3

6. In Lesson 3, you developed an additional stanza for Langston Hughes’ poem. Your stanza should follow the rhyme and rhythm pattern of the original poem. You should also include an original image to show what happens when dreams die. Revise and edit your stanza; then copy it here.

2

7. The following questions are related to the stories “Just Once” and “On the Right Track.”
- a. Think about the endings of both stories and their titles. Explain the irony that the authors have created.

Irony in “Just Once”

Irony in “On the Right Track”

3

- b. Think about the characters of Kim (or Joyce) and the narrator in the story “On the Right Track.” Do you think these young women are quite similar or are they different? In a paragraph, compare their personalities. Think about their goals, values, and achievements.

(There is more room for your answer on the following page.)

When you’ve completed this question, return to page 74 in the Student Module Booklet.

10

8. In this lesson, you reviewed the elements of a short story. You also learned that most stories contain dialogue. Using the tips you learned in this lesson, create a short story of approximately 400 words related to the topic of “Dreams, Goals, and Achievements.”
- You may wish to base your story on a personal experience, on something you’ve observed, or on a true story that you’ve read. Keep in mind, however, that your job is to create a fictional story, no matter what your inspiration is.

Assessment Criteria		Received
Thought and Support • The plot of the story contains suspense. • The events are imaginative and well developed. • The characters are interesting and believable. • The dialogue is purposeful and authentic. • The point of view enables the author to achieve the desired effect. • The setting of the story is described appropriately.	6 marks	
Form and Structure • The beginning of the story hooks the reader’s interest. • The ideas flow smoothly and clearly. • The ending is surprising, ironic, or insightful.	2 marks	
Writing Skills • The language used is correct and effective.	2 marks	
TOTAL	10 marks	

[illegible]

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

When you have completed this question, return to page 81 in the Student Module Booklet.

35

Section 4: Through the Eyes of a Poet

Read all parts of your assignment carefully and record your answers in the appropriate places.

8

1. The following questions relate to the poems “Lilacs” and “Moved.” Respond in complete sentences or short paragraphs.

a. What do the lilacs symbolize in the poem “Lilacs”?

b. What does the speaker mean when he says that the father wanted his son to grow up “a stranger to all this”?

c. The speaker in “Lilacs” says that part of his father “has never managed to leave here.” How is the same idea expressed in “Moved”?

- d. Think about the title of Leona Gom’s poem. The word *moved* can have two different meanings. How do both of these meanings apply to this poem?

When you’ve completed this question, return to page 86 in the Student Module Booklet.

5

2. Do A **or** B.

Turn to page 125 in *Between the Lines 12*, and read the poem called “Pow Wow” by Vickie Sears.

- A. Rehearse an oral reading of this poem. When you feel you’re ready, record yourself as you read the poem. Label your recording, and submit it with this booklet for assessment.

Assessment Criteria		Received
Presentation • The ideas have been articulated clearly and effectively. • Appropriate expression and emphasis have been used. • Volume, pace, and pitch are controlled.	5 marks	
TOTAL	5 marks	

- B. Create an illustration that represents some of the imagery in “Pow Wow.” On your illustration, quote the appropriate lines from the poem that you’re illustrating.

Assessment Criteria		Received
Presentation • This representation has a strong visual impact. • The message is clear and effective. • The details are appropriate and appealing. • The text has been carefully selected.	5 marks	
TOTAL	5 marks	

When you’ve completed this question, return to page 91 in the Student Module Booklet.

Read the following poem; then respond to the questions in complete sentences or short paragraphs.

The Taxi

by Amy Lowell

When I go away from you
The world beats dead
Like a slackened drum.
I call loud for you against the juttred stars
And shout into the ridges of the wind.
Streets coming fast,
One after the other,
Wedge you away from me,
And the lamps of the city prick my eyes
So that I can no longer see your face.
Why should I leave you,
To wound myself upon the sharp edges of the night?

3. The speaker in the poem “The Taxi” expresses his or her reaction to leaving a loved one.

②

- a. How does the speaker in this poem feel about leaving the person he or she loves?
Support your answer by quoting from the poem.

②

- b. Describe at least two strategies you used as you read this poem to help you understand it.

4

4. Amy Lowell uses much figurative language in this poem. Identify the following figures of speech, and briefly explain the comparison.

Quotation	Figure of Speech	What Two Things Are Being Compared?
a. "The world beats dead/ Like a slackened drum."		
b. "the ridges of the wind"		
c. "the lamps of the city prick my eyes"		
d. "to wound myself upon the sharp edges of the night"		

2

5. Which example of figurative language in question 4 do you find most effective? Explain your choice.

When you’ve completed this question, return to page 98 in the Student Module Booklet.

12

6. In this lesson, you read two poems on a related topic, and you used a chart to examine their similarities and differences. Write a short essay of approximately 300 words comparing these two poems. You don't need to discuss everything in your chart. Instead, focus on the greatest similarities and differences. Support your ideas by including quotations from the poems.

Assessment Criteria		Received
Thought and Support • The ideas are thoughtful and well developed. • Supporting details are appropriate and relevant. • Quotations have been used effectively for support.	8 marks	
Form and Structure • The ideas flow smoothly and coherently.	2 marks	
Writing Skills • The language used is correct and effective.	2 marks	
TOTAL	12 marks	

[illegible]

(There is more room for your answer on the following page.)

[illegible]

When you have completed this question, return to page 103 in the Student Module Booklet.

15

Final Module Assignment

5

1. Review the journal entries that you wrote in this module. Select one that you would like to share. Revise and edit it as necessary; then include a polished copy here. Your journal entry will be assessed according to the Journal Evaluation Guidelines presented in Module 1. Be sure to identify the entry by its number and letter.

Journal Entry _____

[illegible]

(There is more room for your answer on the following page.)

[illegible]

5

2. In this module, you were invited to create several items for your portfolio. Review your work, and select one piece that pleases you. Submit this piece for evaluation. Here are some tips to help you with this assignment:
- Although much of your work in your portfolio will be in draft form, revise and edit compositions before submitting them for evaluation.
 - Label your work with your name, course number, and the number and letter designated on the portfolio prompt in the Student Module Booklet.
 - The length of compositions is not stipulated in the portfolio prompts. However, you should be sure that the polished work you submit for evaluation is of suitable length and includes sufficient detail for a student in English Language Arts 30-2.

Now reflect on the portfolio item that you’re submitting for evaluation. Identify two qualities in your polished work that you feel contribute to its effectiveness.

Quality	How does this quality contribute to the effectiveness of your work?

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

5

Read the following poem using strategies that you found useful in the past for reading and comprehending poetry. Spend a moment reflecting on the poem's meaning and mood. Then think about the strategies that you'll use when you read it a second or third time. You may want to read the poem aloud as well. Reflect on how your understanding of the poem changes with each reading. Then respond to the questions that follow.

Star Bright

I remember a night of childhood in late August
Going home from a picnic. There were, I think,
Six or so of us in an old wagon.
The horse clop-clopped along the dusty road.
5 I made a wish, I remember, on the first star,
And then we sat and tried to count the stars.
It might have taken as long, we thought, to count them
As to count the pebbles lying on the road
That seemed the stars' reflections. They seemed so far,
10 Untouched by any sentimental song
Or speculations of astronomers.
We sang a while, until the shadowy trees
And the calm moonlight stilled the song to rest;
Then huddled closer, like young animals
15 That warm each other in the cool of night.

I wonder what my wish was on the star:
Maybe for riches, like the girl whose apron
Was filled with falling stars that turned to coins;
Maybe for glory, like a crown of stars;
20 Maybe to travel far and far away,
Where different constellations burned in the air;
Maybe for love to turn my blood to stars.
I can't somehow remember, but I wish—
Or half wish, maybe—I could find myself
25 On a calm August evening in a creaking wagon
Driving home between the rows of pines.¹

Elizabeth Brewster
Contemporary Canadian poet,
novelist, and short-story writer

¹ "Star Bright" by Elizabeth Brewster is reproduced from *Passages to Summer* by permission of Oberon Press.

3. In context, the line “And then we sat and tried to count the stars” (line 6) suggests that childhood is a time of
- A. wonder and naivety
 - B. energy and arrogance
 - C. ignorance and foolishness
 - D. stubbornness and determination
4. In the statement “They seemed so far, Untouched by any sentimental song Or speculations of astronomers” (lines 9 to 11), the speaker indicates that, when she was a child, the stars seemed to be
- A. unnaturally bright
 - B. mysteriously aloof
 - C. chillingly beautiful
 - D. impressively numerous
5. The figure of speech used in lines 14 and 15 has the effect of
- A. emphasizing the children’s fear and apprehension
 - B. foreshadowing the children’s journey into adulthood
 - C. suggesting the children’s need for comfort and kinship
 - D. exaggerating the children’s ability to reflect and imagine
6. The words “but I wish—Or half wish, maybe—I could find myself / On a calm August evening” (lines 23 to 25) suggest that the speaker feels a sense of
- A. longing
 - B. frustration
 - C. wonderment
 - D. disappointment
7. The ultimate wish conveyed by the speaker in lines 24 to 26 is the wish for
- A. love
 - B. wealth
 - C. adventure
 - D. innocence

When you’ve completed this question, submit Assignment Booklet 2B for assessment.

