

Week Fifteen: Unit 3 Review

Weekly Focus: Analyzing an Argument
Weekly Skill: Paraphrasing,
Summarizing

Lesson Summary: This week students will have a chance to review the grammar (pronouns) we have covered this unit. Students will then have a chance to dissect one last reading on the unit's essential question and to practice paraphrasing, analyzing, and summarizing information.

Materials Needed: Pronoun Grammar Review worksheet, Pronouns, Pronoun-Antecedent Agreement, Faulty/Vague Pronoun Sheets, Facing Adversity Builds Character reading and questions, Student Satisfaction Survey

Objectives: Students will...

- Assess their progress through taking a grammar quiz
- Paraphrase and restate information
- Analyze an argument
- Have a last chance to verbalize their opinions on this unit's essential question during a full-class discussion
- Voice their opinions concerning the RLA class through a student satisfaction survey

Common Core Standards Addressed: RL.11-12.1, RL.11-12.3, W.11-12.1, W.11-12.5

Notes:

This lesson will conclude the topic, "Does facing adversity make one stronger?" While the reading is persuasive as opposed to one with factual evidence, the purpose of the exercise is to give students practice paying attention to the author's reasoning. The RLA test Extended Response item will ask students to examine two sides of an issue and determine which side is better supported. This exercise today gives students practice paying close attention to **what** the author is saying and **how** he supports his argument, in addition to paraphrasing and restating ideas in their own words.

Week Fifteen: Unit 3 Review

Activities:

Activity 1: Grammar Review

Time: 30-60 minutes

Hand out the pronoun grammar review worksheet and have students do the best they can to answer the questions. This will still be good practice even for students who have not been here for the previous lessons on pronouns. After students complete it, have them compare answers with a partner. Then, correct as a large group. As necessary, go over some of the content that still gave the majority of the students trouble. Move on to the reading comprehension exercises **after one hour or less**.

Break: 10 minutes

Activity 2: Reading Comprehension Exercises

Time: 70 minutes

- **Paraphrasing/Restating Quotes (20 minutes)**

- 1) Hand out the reading, **but instruct students not to read through it yet!** Group students in pairs and assign each pair one of the five quotes from the beginning of the reading. Have the pairs work together to restate the quote in their own words, staying true to the meaning of the quote, but using their own words.
- 2) Then, come together as a whole class. Have the pairs read the original quote aloud as well as their restatement/paraphrase. Discuss as a class if the restatement is a sufficient paraphrase of the meaning of the original quote.

(Not only will this exercise aid in reading comprehension and paraphrasing, but will give students practice interpreting quotes, which is part of the Social Studies Extended Response item.)

- **Reading Comprehension (50 minutes)**

- 3) Have students read the full excerpt silently to themselves. Encourage students to not move their mouths or use their pencil to follow along, as this will slow down their comprehension. As difficult as it may be the first few times, instruct students to practice moving their eyes across the page, continuing on even if they get to words that they do not know. Our brains comprehend strings of words much faster than we can pronounce them.
- 4) After students have finished reading individually, go over the wording of the questions as a large group, making sure everyone understands what is being asked. Then, have students work to complete the questions in pairs. (Note: the desired answer to #5 would include "the use of examples, appealing to logic and readers' experiences," etc.)
- 5) Go over as a large group. Share the importance of being able to pick apart an author's argument for the test (you can use the comments in the "Notes" section of this lesson).

Activity 3: Discussion/Sharing

Time: 15 minutes

Present students one final time with this unit's essential question. Ask students if they have any new ideas about this topic (or old ideas that they've thought through more clearly). Invite students to share their opinions.

Week Fifteen: Unit 3 Review

Activity 4: Student Satisfaction Survey

Time: 15 minutes

Hand-out Student Satisfaction Survey. Have students complete and return to you. After you have read the surveys, give them to the site coordinator to keep and share with GED Coordinator.

Extension Activity: Summarizing

Time: 20 – 30 minutes

Have students write a one-paragraph summary of today's reading. Students may choose to use the "How to Write a Body Paragraph" handout.

Week Fifteen: Unit 3 Review

Pronoun Grammar Review

Grammar 1: Fill in the Blank: *Read each of the following sentences. If the bolded pronoun is written correctly, write "C" on the line next to the sentence. If it is incorrect, write the correct form of the word on the line next to the sentence.*

1. _____ The library has a lot of books in **them**.
2. _____ I'm visiting my parents this weekend, and I'll show **him** pictures of my cat.
3. _____ I did really well on my test, and so I'm proud of **her**.
4. _____ In order for a student to pass a GED test, **they** need to score a 410.
5. _____ My mom is sixty, and **her** is still a dancer.
6. _____ Going to the store is my sister's favorite activity; **her** always goes.

Grammar 2: Rewriting Sentences: *Each of the following sentences contains a vague or ambiguous pronoun. **Circle** the vague or ambiguous pronoun and then **rewrite** the sentence in a way that clarifies the problem pronoun.*

1. I don't like when they always talk about negative news stories.
2. Although the car hit the building, it was not damaged.
3. If you put your essay in your notebook you can refer to it.

Grammar 3: Short Answer: *Answer each of the following questions with 1-2 complete sentences.*

1. What is a pronoun?
2. What is an antecedent?
3. Write 1-2 sentences in which you correctly use at least one pronoun. **Circle** the pronoun(s) and **underline** its antecedent.

Week Fifteen: Unit 3 Review

PRONOUNS

Pronouns: Pronouns are words that take the place of proper or common nouns in a sentence.

Personal	Possessive	Relative	Reflexive
<p>Personal pronouns are used in place of a common or proper noun.</p> <p>Example: <i>She</i> is going to school at the library.</p> <p>I me he she it him her you we they them</p>	<p>Possessives show ownership.</p> <p>Example: This is <i>her</i> notebook.</p> <p>his hers its yours ours theirs</p>	<p>A relative pronoun links two pronouns into one complete thought or statement.</p> <p>Example: <i>Travonda</i> is a student <i>who</i> passed her Writing test.</p> <p>who whose that which whoever whichever whatever whom what</p>	<p>Reflexives are used when the object of the sentence is the same as its subject. Each personal pronoun has its own reflexive pronoun.</p> <p>Example: <i>I</i> did not want to hurt <i>myself</i>.</p> <p>myself yourself himself herself ourselves themselves</p>

Week Fifteen: Unit 3 Review

Pronoun-Antecedent Agreement (Introduction)

WHAT IS A PRONOUN?

A pronoun takes the place of a noun and sometimes refers to a noun.

Example #1

He is riding a bike through the park.

Reasoning: The word "he" is a pronoun because it takes the place of a person (e.g., John, David, Stephen).

Example #2

The weather is great today; let's make the most of it by going to the beach.

Reasoning: The word "it" is a pronoun because it refers to the weather.

WHAT IS AN ANTECEDENT?

An antecedent is a noun to which the pronoun refers. It usually goes before the pronoun ("ante" means before).

Example #1

Even though the party was fun, it was crowded.

Reasoning: "It" is the pronoun because it refers to the noun "party." And "party" is the antecedent because "party" is the noun to which "it," the pronoun, refers.

Example #2

People often like parties because they get to see old friends.

Reasoning: "They" refers to "people" and is, therefore, the pronoun. "People" is the antecedent because "people" is the noun to which "they" refers.

HOT GRAMMAR TIP

When you check your own sentences to determine if the pronouns agree with their antecedents in both number and person, look first for what the antecedent is. Then match the antecedent with a pronoun that is consistent in number (if the pronoun is singular, the antecedent should also be singular. Then identify the person of the antecedent (first, second, or third person) and then match the pronoun in person.

Week Fifteen: Unit 3 Review

WHAT IS PRONOUN-ANTECEDENT AGREEMENT?

Pronoun antecedent agreement is when the pronoun agrees in number (referring to singular or plural) and person (referring to first, second, or third person) with its antecedent.

Example #1 (Pronoun-Antecedent Disagreement - Number)

When an employee does not agree with their boss's decision, the employee should not support that decision.

Reasoning: This sentence contains an antecedent and a pronoun. Since the antecedent (employee) is singular and the pronoun (their) is plural, the pronoun disagrees with the antecedent, thus containing a pronoun-antecedent agreement error. You can correct this in one of two ways: either make both the pronoun and antecedent singular, or make both the pronoun and antecedent plural.

Example #1 (Corrected)

When an employee does not agree with his boss's decision, the employee should not support that decision.

Example #2 (Pronoun-Antecedent Disagreement - Person)

Everyone should make their own decision.

Reasoning: This sentence contains an antecedent (everyone) and a pronoun (their). Since the antecedent is third person and singular (everyone), the pronoun (they) should also be third person and singular; instead, "they" is third person and plural.

Example #2 (Corrected)

Everyone should make his or her own decision.

Taken from the OWL at Purdue: depts.dyc.edu/learningcenter/owl/

Week Fifteen: Unit 3 Review

Facing Adversity Builds Character

Written by Bryan Golden

"If you can find a path with no obstacles,
it probably doesn't lead anywhere." - Frank A. Clark

"If you're going through hell, keep going." - Winston Churchill

"The ultimate measure of a man is not where he stands in moments of comfort
and convenience, but where he stands at times of challenge and controversy."
- Martin Luther King Jr.

"A smooth sea never made a skillful mariner." - English Proverb

"If I had a formula for bypassing trouble, I would not pass it round. Trouble creates a
capacity to handle it. I don't embrace trouble; that's as bad as treating it as an enemy. But I
do say meet it as a friend, for you'll see a lot of it and had better be on speaking terms with
it." - Oliver Wendell Holmes

There are some people who are afraid of adversity and try to avoid it at all costs. They do
themselves a disservice. Without adversity there is no learning, no growth, and no
discoveries. An athlete must push himself or herself in order to achieve peak performance.
The muscles grow in strength and stamina only when challenged.

A pilot spends many hours training in a flight simulator to develop exceptional skills. In the
simulator, a pilot encounters every conceivable adverse situation he may experience in the
air. There would be no point to a pilot training for flying in only perfect conditions [without
any] mishaps.

In the same way, the best sailors are those who have learned to master storms, fog,
unfamiliar waters, and boat or equipment malfunctions. How much would a mariner learn if
every day on the water was perfect?

A surgeon spends many years of training after medical school under the direction of a skilled
specialist. Through this process the new doctor can learn what to do when complications
develop and procedures don't go as planned.

Outdoor enthusiasts learn basic survival skills and carry first aid kits along with emergency
rations. A seasoned camper is one who can handle whatever adversity is encountered.
People with excellent survival skills have survived unimaginable hardships under severe
conditions.

Week Fifteen: Unit 3 Review

Even in nature we see instances of the positive effects of adversity. For example, coal is transformed into diamonds only as a result of heat and pressure. Protect a piece of coal from “hardship” and it will remain unimproved.

From the above examples it should be clear how adversity makes people stronger in every way. You benefit in the same manner. Since you can't avoid adversity, you may as well learn to appreciate its benefits. When you recognize the vital role adversity plays in your success, your mental outlook becomes more positive and your frustration level drops.

The next time you face adversity, treat it as an opportunity rather [than] something to loathe. Doing so will enable you to use it as a stepping stone instead of feeling crushed by it. With each adversity you overcome, you will gain invaluable knowledge while growing stronger.

People who fear adversity allow themselves to become worn down by it. As they do everything they can to avoid adversity, they actually seem to attract more of it into their lives. This is because fear induces us to dwell on what we don't want which results in our drawing it to us.

Appreciate adversity rather than becoming disheartened. It takes constant vigilance to avoid becoming discouraged. Again, since adversity is an unavoidable part of life as well as being essential for success, you may as well have a positive attitude about it.

"Dare to Live Without Limits," the book. Visit www.BryanGolden.com or your bookstore. Bryan is a management consultant, motivational speaker, author, and adjunct professor. © 2004 Bryan Golden

Analyzing an Argument

1. What examples does the author give of people who learn from adverse situations?

Week Fifteen: Unit 3 Review

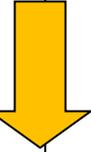
Extended Response #3 Prompt

“What doesn’t kill you makes you stronger,” is a popular saying in American culture. Does facing adversity create strength? Use evidence from the articles we have read this unit, in addition to your own knowledge, to support your argument.

Week Fifteen: Unit 3 Review

HOW TO WRITE A PARAGRAPH

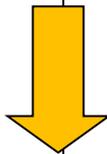
The Topic Sentence should tell your reader what your paragraph will be about. The topic sentence states the main idea of the paragraph.



Supporting Details help explain your main idea to your reader. You may do this through:

- Stories from your own life
- Facts, quotes, or examples from an article you've read or research you've done

You should include 3-4 supporting details.



Your last sentence restates your topic sentence using different words. It should sum up what you just told your reader.

TOPIC SENTENCE:

SUPPORTING DETAILS:

SD 1:

SD 2:

SD 3:

SD 4:

CONCLUSION:

Week Fifteen: Unit 3 Review

Student Satisfaction Survey

Directions: This survey is designed to help your teachers better understand how to provide you with the best class possible. Your voice and opinions are important. Please take your time and thoughtfully answer the questions below. You do not need to put your name on this survey.

- 1) **What is one thing that you have really enjoyed doing in the RLA class?**

- 2) **Do you like the different readings that have been selected for this class?
Are there any readings that you did not enjoy or would like to see changed?**

- 3) **What is one thing that you would like to see your RLA teachers do more of?**

- 4) **How well do you believe that the RLA class is preparing you to take your GED test?**

- 5) **What is one suggestion that you have for making the RLA class better?**