

2013

Inheriting your Wind: Lawrence and Lee's Lessons in Avoiding Servitude to the "Wise"

Lauren Lee
Trinity University

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings



Part of the [Education Commons](#)

Repository Citation

Lee, Lauren, "Inheriting your Wind: Lawrence and Lee's Lessons in Avoiding Servitude to the "Wise"" (2013). *Understanding by Design: Complete Collection*. 237.

http://digitalcommons.trinity.edu/educ_understandings/237

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Inheriting your Wind: Lawrence and Lee's Lessons in Avoiding Servitude to the "Wise"

Grade Level: 9

Subject/Topic Area(s): Language Arts/ *Inherit the Wind* by Lawrence and Lee

Designed By: Lauren Lee

Time Frame: 4-5 weeks

School District: Littleton Public Schools

School: Arapahoe High School

School Address and Phone: 2201 E. Dry Creek Rd; Centennial, CO 80122

Brief Summary of Unit :

This unit primarily seeks to explore the theme of Lawrence and Lee's play *Inherit the Wind*, which Lawrence defined as "the dignity of the individual mind, and that mind's lifelong battle against limitation and censorship". The authors based their text around the Scopes Monkey Trial in 1925, but ambiguity in date and location suggest this play is, moreover, an allegory of events which subvert truth in favor of belief.

In so exploring Lawrence and Lee's theme, this unit connects a driven high school freshmen to contemporary and historical happenings that suppress fact and overvalue opinion, regardless of whether such beliefs are rooted in logic. Additionally, it addresses the common core standards of vocabulary acquisition, specifically inferring meaning in context, and the rhetorical term ethos; internet literacy; effective summary and analysis writing; literary devices such as plot, theme, setting, character; as well as how author choice affects meaning.

Unit:

Inheriting your Wind: Lawrence and Lee's Lessons in Avoiding Servitude to the Wise

Grade: 9**Understandings**

Students will understand ...

Influential people, such as religious leaders, teachers, and parents, heavily influence our differentiation between fact and belief suggesting beliefs and subjective and "facts" are relative. In sentimental matters, beliefs may supercede facts, but one should consider truth when determining beliefs as facts can be injurious in matters of the heart, beliefs a hindrance in matters of the mind.

Essential Questions

How do we distinguish between truth and belief? In what instances is each beneficial?

Knowledge

Students will know and be able to...

- The historical context of Inherit the Wind, particularly how it relates to the Scopes Monkey Trial and McCarthyism
- Define and identify the following literary following literary terms: plot (exposition, rising action, climax, falling action, resolution); allegory; protagonist; antagonist; setting; theme; and duality
- How author choice with regard to the aforementioned literary devices and other elements of craft such as structure, metaphorical language, and diction affect meaning
- 12-20 challenging vocabulary words that appear in Inherit the Wind and how to use them in writing
- Use context clues to infer the meaning of such difficult words in context
- Conduct effective internet research
- Identify author bias and fallacious reasoning
- Provoke change through the written and/ or spoken word
- Make effective text-to-text, text-to-self, and text-to-world connections
- Define ethos and recognize it in text
- Summarize and respond to non-fiction

Performance Task: See below.

Other evidence:

Class activities and discussion

Allegory handout

Plot diagram

Blog posts

Reading roulette

Webquest

Vocabulary journal

****Instructor's notes:**

Italicized text indicates notes to myself and others who might teach this unit. Such notes include grading policies, differentiation, and other organizational elements.

On [this site](http://www.pbs.org/wgbh/amex/monkeytrial/sfeature/sf_music.html) (http://www.pbs.org/wgbh/amex/monkeytrial/sfeature/sf_music.html), there are songs about the trial. Consider, playing them as students are coming into class each day and/ or working. They are all biased toward creationism. Consider finding songs that would balance this perspective.

The information bolded in day one indicates the introduction of the unit's essential questions.

Highlighted text indicates where formal assessment transpires; this does not include in-class discussions and daily learning activities that informally measure students' knowledge, skills and understanding.

All page numbers are based on the Ballantine Books edition of *Inherit the Wind* published in 2003.**

Day 1: Anticipatory Set

- **Warm-up:** watch this clip (<http://www.youtube.com/watch?v=OL5yplRHE9g>). Use it to define fact versus opinion.
- **Give students several scenarios and have them sort into two categories: fact or belief. In other words, ask them to determine which of these is mostly a matter where facts should be a consideration versus a matter where belief should be a consideration. A few examples might include the following:**
 - **A senator is voting on a matter that would make all abortions illegal.**

- Barack Obama is voting on a law that would remove the phrase "under God" from the pledge of allegiance.
 - A student doesn't want to read a book assigned in class because, to her, its ideas are sacrilegious.
 - A voter is trying to decide whether she should vote for a measure legalizing same-sex unions.
 - A student disagrees with the material on evolution her biology teacher shares in class.
 - A theology teacher is considering if he should also teach the theory of evolution.
 - The U.S. Mint is considering printing all future quarters without the phrase "in God we trust".
 - A student sees another student wearing a shirt representing a political belief with which he disagrees.
- Discuss their decisions in groups, forming consensus on where each issue should fall.
 - Debrief: In what instances is each--fact or opinion--malicious? Benign?
 - Homework (HW): Post Mencken's Creed (see below) on the **class blog**. To further develop their thinking from today's class, have students consider to what extent they agree with Mencken and why. Particularly ask them to consider who or what has convinced them to think that way. One could also have students respond write a traditional response. This assessment as well as the post on day 8 may be a good indicator as to student's ability to respond to nonfiction and may drive contents of writing mini-lesson on day 17.

Day 2: frontloading

- Introduce reading roulette. See handout below.
After introducing, have students identify comfort with reading aloud on survey (see below).
- Webquest. If short on time, one could make webquest more succinct and turn this into a 1 day exercise with homework.
- HW: finish webquest by day 4

Day 3: frontloading

- Today will be the first day of reading roulette, this in preparation for beginning the play tomorrow as some kids like to review their parts before coming to class; this gives them the option.
- Finish yesterday's webquest
- HW: finish webquest at home if unfinished after class today; prepare for reading role, if applicable

Day 4: reading pages 1-17

- Before class, put props and costumes on desk where appropriate as per yesterday's reading roulette. Have day 5 role note cards taped under students' desks.
- **Collect webquest**
- Warm-up: examine epigraphs (proverb and setting introduction) & introduction, specifically considering effect Lawrence and Lee attempt to achieve via the ambiguity of time and place.
- Introduction to vocabulary reading journal (see below)
- Set scene for today: its May in a provincial Southern town. Ask them what this might mean in terms of dialect? The way characters might act? etc. I will also project a picture of the actual courthouse where the scene transpired.
- Begin reading. (I will read the italicized text. This may turn into a student part as they become more familiar with the text.)
- Homework: finish reading-page 17 if we didn't finish in class. Begin work on vocabulary journal due day 14. (I will have a check for the first half of their entries halfway through the unit so students have benchmarks and feedback before submitting the completed product.) Prepare for reading role, if applicable.

Day 5: discuss pages 1-17; reading to the end of section I

- Before class, put props and costumes on desk where appropriate as per yesterday's reading roulette. Have day 6 role note cards taped under students' desks.
- Warm-up: distribute lyrics to "Gimme That Old Time Religion" (pasted below). The last reading section concludes with townspeople singing this song.

Have students complete this version of the connect-extend-challenge protocol while they listen: **CONNECT** a specific quote from our first reading section to this song, recording the quote next to the line to which it pertains; in your margins, consider how reading this lyric **EXTENDS** your thinking about Hillsboro, its people, and/ or our guiding questions; also, in your margins, record a **CHALLENGE** you're facing. This challenge might pertain to comprehension of this song or our reading or might be a **CHALLENGE** you would pose to Lawrence and Lee, to the writer of this song, to the people of Hillsboro, or to a related party of your choosing.

Select students to share their connections, extensions, and challenges, particularly addressing those challenges that pertain to comprehension.

Since we're discussing author choice in this unit, of particular note are its refrain "Gimme that old time religion/ It's good enough for me"; the choices of the words "gimme", "old time", and "good enough"; and what is implied through this diction as well as the author's choice to repeat these lines. Other stylistic items of note: "good for dad and mother" and "It will do when I'm dying".

Gimme that old time religion
 It's good enough for me.
 It was good for the Hebrew children
 It's good enough for me.

Gimme that old time religion
It's good enough for me.
It was good for dad and mother
And it's good enough for me.
Gimme that old time religion
It's good enough for me.
It will do when I am dyin'
It's good enough for me.
Gimme that old time religion
It's good enough for me...

- Ask students to remind their classmates what the setting is like before reading. What time of year is it? What time of day? What's the weather like? What do we know about these people so far? How might that translate into behavior? Speech?
- Begin reading.
- HW: read until the end of section I if not finished in class; completed vocabulary journal due day 14; prepare for reading role, if applicable

Day 6: reading the end of Act I

- Warm-up: have posters around the room with people's roles/ relationships. Such roles/ relationships might include coach, teacher, parent, religious leader, friend, mentor, sibling, extended family member.
Pose scenarios and ask students to move to the poster of the person that most influences them when it comes to that issue. Issues might include those of religion, politics, music they like, reading material they enjoy, how they spend their time, what they wear, etc.
(Sometimes I'll split the class in half when I do these activities with movement as, at times, such activities are noisy and lead to side discussions.)
- When students return to their seats, debrief in writing and/ or discussion depending on length of warm-up. Debrief questions might include the following: in what instances is each person most influential? What makes a person influential? Who has mostly influenced your beliefs? Why? What you perceive as true, right, and factual? What are the differences between these people (i.e. those that influence your perception of fact versus belief)?
- Set scene for today's reading use the italicized text at the scene's beginning. Again, ask students how that might translate into character behavior and speech.
- Begin reading.
- HW: read until the end of Act I if not finished in class; completed vocabulary journal due day 14; prepare for reading role, if applicable

Day 7: discussing Act I

- Have day 8 reading roulette note cards taped under students' desks.
- Warm-up: [Watch this commercial.](http://www.youtube.com/watch?v=xqReTDJSdhE) (<http://www.youtube.com/watch?v=xqReTDJSdhE>)

(This is a Superbowl commercial for Focus on the Family aired in 2010 wherein Tim Tebow and his mom advocate for adoption in lieu of abortion. I chose this ad as Tebow is a popular celebrity in Denver, but other celebrity endorsement commercials would work equally as effectively.) As students watch, have them respond to the ad using the following questions:

- What makes Tim Tebow an effective celebrity spokesperson in general? (Consider this ad and his endorsement for Mattress Firm, for example.)
- What makes him specifically effective for this topic?
- How would this commercial change if Peyton Manning was its endorser?
- A stranger?

Supplement their inferences with notes that define ethos.

- Divide class in half and, from there, into groups of 4-5. Have one half of the class represent Drummond and the other half Brady. Have them form a tableau with a quote of their choosing from Act in which their character is speaking and that demonstrates why he is or is not an effective source of ethos. 1 person should be the reader, 1 Brady/ Drummond, the other 3 the townspeople. Those townspeople should demonstrate whether or not this character is an effective source of ethos.
- Have students present tableaus then revisit yesterday's warm-up debrief questions.
- HW: completed vocabulary journal due day 14; prepare for reading role, if applicable

Day 8: reading & discussing Act II, scene 1

- Before class, put props and costumes on desk where appropriate as per yesterday's reading roulette. Have day 9 role note cards taped under students' desks.
- Warm-up. The following are quotes from Darwin's Origin of Species. Before discussing them, share a bit about Darwin: that he was only 18 when he got on a ship to sail around the world and that he had to do so with his parents' permission.

Have each row be responsible for paraphrasing 1 quote. I'll do the first one to model an effective paraphrase. Allow them to look up words they don't understand (may use computers, phones, dictionaries in the room), first using context clues to infer as we're practicing with their vocabulary journals. Share paraphrases and have them record them as they listen.

"Therefore I should infer from analogy that probably all the organic beings which have ever lived on this earth have descended from some one primordial form, into which life was first breathed."

"Light will be thrown on the origin of man and his history."

"Whoever is led to believe that species are mutable will do good service by conscientiously expressing his conviction; for only thus can the load of prejudice by which this subject is

overwhelmed be removed."

"When I view all beings not as special creations, but as the lineal descendants of some few beings which lived long before the first bed of the Silurian system was deposited, they seem to me to become ennobled."

"It is interesting to contemplate an entangled bank, clothed with many plants of many kinds, with birds singing on the bushes, with various insects flitting about, and with worms crawling through the damp earth, and to reflect that these elaborately constructed forms, so different from each other, and dependent on each other in so complex a manner, have all been produced by laws acting around us."

"Thus, from the war of nature, from famine and death, the most exalted object which we are capable of conceiving, namely, the production of the higher animals, directly follows."

"There is grandeur in this view of life, with its several powers, having been originally breathed into a few forms or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being, evolved."

- Set scene for today by reading the italicized portion at the beginning of this, asking students what we might do to mimic the effect of the soft, pleasant night and the glowing lamp posts. We may, for instance, turn off the lights and just turn on the overhead projector.
- Begin reading. As we read, have students lightly mark in their books (if they're reading) or record quotes that connect to and disconnect from Darwin's. This might be because they're related in idea or because they function in opposition.
- HW: **post on class blog.** Post will ask them to explore the possible coexistence of Darwin's theories and those posed by the Biblical creation myth. Questions they answer may include the following: In what ways to Creationism and Evolution connect? Disconnect? To what extent are they mutually exclusive? In other words, to believe one, must one disbelieve the other? Explain. Completed vocabulary journal due day 14. Prepare for reading role, if applicable.

Day 9: reading Act II, scene 2 to pg. 85

- Before class, put props and costumes on desk where appropriate as per yesterday's reading roulette. Have day 10 role note cards taped under students' desks.
- Warm-up: pull up a few notable posts from last night's online discussion. Ask them, either by show of hands or using a site such as Polleverywhere, to indicate the extent to which they felt uncomfortable or frustrated with others' opinions. (I'm anticipating many of them will indicate that they did.) Use this to discuss today's focus: in what scenarios have you felt threatened because people believe differently than you do? (Topics might include sporting events when someone's cheering for a rival team, someone raises his hand in class to share an opinion dichotomous to yours, someone holds different religious beliefs, likes different music than you, et al.) Why do we feel threatened when others believe differently than we do?
- Set scene for today by reading the italicized text at the scene's beginning and discussing how this might translate into character behavior.
- Begin reading.
- HW: Completed vocabulary journal due day 14. Prepare for reading role, if applicable.

Day 10: reading the end of Act II, scene 2

- Before class, put props and costumes on desk where appropriate as per yesterday's reading roulette. Have day 11 role note cards taped under students' desks.
- Warm-up: Review literary terms associated with plot (exposition, rising action, climax, falling action, conclusion) as well as antagonist, protagonist, and conflict. [This Read Write Think lesson \(http://rwtverio.ncte.org/lessons/lesson_view947.html\)](http://rwtverio.ncte.org/lessons/lesson_view947.html) has many helpful resources, including a power point which instructs on plot elements.
- Set scene by re-reading the italicized text at the scene's beginning and discussing how this might translate into character behavior.
- Begin reading. I will ask them to complete a plot diagram as we read. That same resource has handouts one could use as well as an electronic option. (They will not be able to complete the resolution component.)
- HW: if unfinished in class, read through the end of Act II, scene 2, completing the plot diagram (all but the resolution component) as you go. Completed vocabulary journal due day 14

Day 11: discussing the climax and reading Act III

- Before class, put props and costumes on desk where appropriate as per yesterday's reading roulette.
- Ask students to have completed plot diagrams out on computers/ desks so to check them for completion prior to the opening activity. Students who did not complete work will focus on completion of the plot diagram during opening discussion and will also lose participation points.
- Think-pair-share: having applied yesterday's terminology to their work, have students confer with a classmate and specifically discuss the following: why is Barry's ineffective testimony the climax of the play? What changed? How do we know?
In debrief, discuss these questions.
- Set scene for today by reading the italicized text at the beginning of Act III. Discuss how we could create those effects and how that tone might translate into character behavior.
- Begin reading, having students complete plot diagram as we read.
- HW: finish reading Act III if we didn't finish, completing plot diagram; completed vocabulary journal due day 14

Day 12: discussing the play's conclusion

- **Collect plot diagram**
- Warm-up: metaphorical language. Define and provide an example from last reading section. They occur throughout this act. In one at Act Four's beginning, Drummond responds to Cates' concern about the townspeople's response to Cates' trial as well as its potential verdict: "When they started this fire here, they never figured it would light up the whole sky. A lot of people's shoes are getting hot" (108). Ask students to identify another example of metaphorical language from Act III and how Lawrence and Lee use them to create/ affect meaning in a stand and share.
- Categories: who won, metaphorically speaking? Give students a list of characters and other parties/ ideas who may have benefitted from the book's outcome. This list might include Rachel, Brady, townspeople (adults), townspeople (adolescents), Drummond, Cates, Hornbeck, biology teachers, theologians, facts, beliefs, you. Have students separate these people/ entities into a "win" column and a "lose" column, explaining their thinking and, time permitting, providing text where applicable to defend their thinking.
- Debrief: given the trial's "winners" and "losers", in what instances do beliefs most benefit us? facts? How do Lawrence and Lee communicate these themes in their play?
- HW: completed vocabulary journal due day 14

Day 13: project introduction & exploration

- Complete allegory work (see handout below).
- Discuss Lawrence and Lee's purpose: what do these 2 events/ periods in history have in common? Why didn't they just write their play about McCarthyism? What was their goal,

then, in writing their play? How do you know? (With this question, particularly ask them to return to the epigraphs and introduction discussed on reading day 1). How can literature influence our understanding of fact versus belief and when each is most relevant?

- Collect completed allegory handout.
- HW: completed vocabulary journal due day 14

Day 14: project research

- Collect vocabulary journal. One might consider quizzing students on these words as well by, for example, having them write sentences in which they include them.
- Introduce project in context of yesterday's discussion.
- Take students to a site that explores issues with clear pro and con sides, such as procon.org. Have students explore topics that might pertain to the project, list them on the board, and talk through what it would look like to complete this project with each. Examples might include prayer in public schools, gay marriage, etc.
- Students will choose topics without repetition and will spend the remainder of the class researching.
- HW: finish choosing both articles by tomorrow. Copy articles & URLs for each article into Google docs. (I will give students credit for the punctual completion of each of these benchmarks. I will also begin grading their work in class for each step.)

Day 15: research annotations

- Reading mini-lesson: identifying bias and/ or fallacious reasoning. This mini-lesson will depend on students webquest and the extent to which they demonstrated proficiency with identifying bias.
- Overview of annotated bibliography rubric and models.
- Time to write annotations for articles.
- HW: complete annotations for both sources by day 15.

A modification either for learning goals and/ or time could be having students create focused marginal notes on each article (either within a teacher-shared Google doc or on printed articles) to demonstrate research that pertains to foci.

One might also give two days to work on these annotations, expanding on the mini-lesson of identifying author perspective in research and/ or identifying fallacious reasoning.

Day 16: citations and reflection

- Mini-lesson on MLA format for headings, headers, in-text, and external citations.
- Have students polish their annotations and turn their URLs into Works Cited entries.
- Go over model for reflection and give students remainder of class to complete.
- HW: reflection & complete annotations with MLA format due tomorrow

Day 17: writing mini-lesson, peer editing, and revision

- Give a writing mini-lesson. This mini-lesson's contents will address writing objectives as per our team's directed response writing rubric below, depending on what material students have demonstrated struggle with at this juncture in the semester; 2 blog post assignments might serve as an effective measure.
- Revise writing material as per this writing mini-lesson.
- HW: completed and printed annotated bib. due tomorrow.

Day 18: begin action project

- Collect annotated bibliography. Before turning this assignment in, the instructor might ask students to identify their best paragraph and best source choice and might just assess those if time and/ or grading load are a factor.
- Share examples of literature as a means of social change. Such examples might include this poem (<http://www.washingtonpost.com/wp-dyn/content/story/2008/04/18/ST2008041801085.html>), slam poetry (<http://www.taylormali.com/poems-online/undivided-attention/>), an editorial (http://my.hsj.org/Schools/Newspaper/tabid/100/view/frontpage/schoolid/806/articleid/517183/newspaperid/782/Pro_Birth_control_is_necessary_part_of_health_care_must_be_included_covered_by_insurance.aspx) and a song (<http://www.youtube.com/watch?v=mINGKrtG3iw>).
- Guide students through determination of theme and best medium of portraying that theme.
- Distribute attached self-assessment sheet, review its rubric and reflective prompts, and give them time to begin work.
- HW: work on creative writing piece. Rough draft due day 19.

Day 19: work day for creative writing

- If choosing to do formal presentations where students provide introductory and closing remarks as well as present their piece, use part of today's time to sign up, permitting those students who've chosen more ambitious products to sign up first so they have more time to work. PBS source on Scopes Trial (embedded in webquest) has a great resource about making a speech and example speeches from the trial that could be a fun, effective, authentic extension of their knowledge and this skill.
- HW: work on creative writing piece. Rough draft due day 19.

Day 20: pre-assessment and publication

- Discuss publication possibilities and why one might choose certain avenues over others. Possibilities might include YouTube, Voice Thread, submitting their work to a newspaper (school or local), submitting it to our school's literary magazine, posting it on their Facebook page, etc.
- Polish and publish their work.

- HW: publish work in preparation for tomorrow's presentations

Days 21 and 22: present action projects and discuss/ reflect on literature as a means of social change. Depending on time and learning goals, the instructor might choose to turn these into formal presentations where students provide introductory and concluding remarks on the products they present. One might also conduct this as a coffee house reading where students bring in treats. Audience members might provide written and/ or verbal feedback on peers' products. Response may also take the form of discussion where students interact with the ideas peers presented and/ or the idea of words as a means of social change.

Days 23 and 24: flex days

Resources: I've noted day-to-day modifications and resources in the day-to-day lesson plans. Others I used as planning resources or may use in teaching this unit are noted below:

Daily lesson plans from another unit designer, which include external resources

(<http://schools.nyc.gov/offices/teachlearn/arts/American%20Voices/Inherit%20the%20Wind%20-%20Lesson%20Plans.pdf>)

Full online version of text (<http://www.scribd.com/doc/70232659/Inherit-the-Wind-Script>)



*Balancing Facts & Beliefs:
an *Inherit the Wind* end-of-the-unit assessment*

Due:

Overview:

Lawrence and Lee did not write their play to extort a trial that preceded them by three decades, but rather to extort this incident and those similar where some attempt to squelch freedom and inhibit change to the status quo. After all, as they remind us in their introduction, the play's time is " 'Not too long ago.' It might have been yesterday. It could be tomorrow" (Lawrence and Lee).

Accordingly, you've decided to choose an issue from Lawrence and Lee's tomorrow, a current issue or incident where people subvert fact in favor of belief, or vice versa, and maliciously so. After researching and developing an informed opinion on this issue, use the written and/ or spoken word to raise awareness about the power of both facts and opinions as Lawrence and Lee did, and publish that work.

Step-by-Step Directions:

I. Research and Reflection: an annotated bibliography

Decide if you would like to work alone or with others. You may form groups around similar issue interests and/ or a desire to tackle a more ambitious writing project, such as a play. If working with others, keep your groups to a 5 person maximum. Regardless of whether you work alone or with others, this research component of the project is individual.

Having learned how McCarthyism inspired Lawrence and Lee, consider a topic that might serve as an inspiration for your work. Particularly consider incidents or issues where you feel facts aren't as valued as they should be or, conversely, beliefs aren't as appreciated as necessary.

Create a Google doc labeled your name and issue (for ex., Lauren L homosexuality nature or nurture) and research your topic.

Before you look for a source that presents bias, look for an objective source that suggest both points of view, using it to summarize your issue at the top of your document. One source for this is procon.org. Hyperlink all sources as you will need these links for Works Cited entries.

Next, look for new sources that capture each argument side; for example, 1 side of the Scopes Monkey Trial was the Fundamentalist perspective and the other the Evolutionist's; this means you need to have at least 3 sources.

After reading each source, respond to each in a paragraph which captures the following:

- The source in M.L.A. format
- The main idea of the text
- 3 most important quotes that support/ defend/ capture that main idea
- An explanation as to how your chosen quotes support that main idea

Reflect on your findings. Begin with a topic sentence that clearly expresses your opinion about the following: to what extent are facts outweighing opinion on this issue? Opinions outweighing facts? To what effect? In other words, to what extent is this detrimental? Additionally, provide:

- 3 most important quotes that support/ defend/ capture that main idea
- An explanation as to how your chosen quotes support that main idea

For this product, use the model provided and the attached rubrics to guide you. I also challenge you to effectively use vocabulary words from your journal. Effective use will earn you extra credit on your journal. Indicate the words you've used by highlighting them in your work.

II. Taking Action

Craft a piece of your own writing that, like Lawrence and Lee's play, uses literature as an agent of social change. Consider possibilities discussed in class--song, poetry/ slam poetry, play, editorial--as well as others of your device.

Regardless of medium, present a clear message about the dichotomy and/ or synthesis of fact and belief and the potential dangers of one or both. This theme might directly address your topic or, like Lawrence and Lee's play, might be allegorical. Consider this as an opportunity to make a difference on an issue about which you feel passionately. What will you do? What will you say?

Regardless of your medium, your work needs to be published so you are this agent for change. For example, if you write a slam poem, consider publishing a recorded reading. If you write a poem, consider a source like Voice Thread. If you write an editorial, consider publishing it to a newspaper. You will "turn in" your work in its published medium by emailing me a link or, if applicable, printing your published work.

****See the attached pages to note how I will, and you will, evaluate each piece of your work.****

Timeline/ due dates: One would fill in unit dates to make clear benchmark for progress pieces.

Annotated Bibliography Assessment

Critical writing:

Student succinctly and effectively identified at the top of his/ her document. Yes No

I will assess each of your 3 paragraphs using the rubric below. Your critical writing grade will be a result of the average of the 3.

Category	Excellent	Good	Fair	Poor
Topic sentence	May be embedded within text Displays a high level of sophistication Contains elements of proficiency Engages reader	Answers prompt using topic sentence that restates question and includes title and author	Answers prompt using a weak topic sentence	Does not answer prompt using topic sentence or restating question
Specific Details	Contains elements of proficiency Captures and engages reader	Provides 3 or more specific details or examples that support (quotes from the given text, paraphrased details from text, statistics, facts-when necessary)	Provides broad details or examples	No details given to support topic
Analysis	Contains elements of proficiency Engages reader Displays sophistication (attends to a larger context)	Clearly explains how details support	Explanation of supporting details is confusing or irrelevant	Fail to explain how details support
Conventions	No mistakes in capitalization, punctuation, and spelling Manipulated for stylistic effect	Minimal mistakes in capitalization, punctuation and spelling	Some mistakes in capitalization, punctuation and spelling found	Many mistakes in capitalization, punctuation and spelling
Style	Words are direct and concise; Distinguishes writer's ideas from original author's words; distinctive voice Unique word choice evidences higher vocabulary Descriptive language affects meaning Skillful use of voice and tone Sentence beginnings vary effectively Sentence lengths create a natural, pleasing rhythm Sources are correctly cited in	Selective, accurate vocabulary Descriptive language present No run-on or fragment sentences Sentence lengths and beginnings vary effectively Sources are cited in MLA format with a minor error or 2.	Basic vocabulary Little descriptive language present Few run-on or fragmented sentences Sentences are short and choppy or long and wordy, varying little Repetitive sentence beginnings MLA format employed, but a component or 2 may	Words used incorrectly for meaning Writing indicates writer unengaged Sentences incomplete and make it difficult to understand overall meaning Sources are not cited.

	MLA format		be missing.	
--	------------	--	-------------	--

Critical reading:

You critical reading grade will reflect the effectiveness of your source choices, as per the rubric below.

Excellent	Good	Fair	Poor
Sources demonstrate excellent understanding of how to choose an effective academic resource. Student accurately identified bias/perspective in sources, resulting in representation of both sides of issue as well as an objective source.	Sources are effective, but might be more academic (i.e. Wikipedia, etc.) Cuumulation of 3 sources capture both sides of issue.	Sources are unreliable Sources clearly relate to issue, but perspective of each source is unclear or may solely present 1 side of issue.	Reliability of sources indeterminate due to lack of citation Unclear how sources relate to student's issue

Knowledge:

For correct use of _____, you also earned _____ points of extra credit on your vocabulary journal. The marginal notation "use" or a circled word indicates a place where the word usage or spelling was incorrect.

Annotated Bibliography--sample

Topic summary:

Born Gay. Procon.org, 20 June 2013. Web. 20 June 2013.

Many debate sexual orientation as a matter of nature or nurture. Some believe that, just like appearance and, for instance, predilection toward right-handedness, sexual preference is determined in utero. Others believe one's orientation is a matter of choice and/ or development after birth.

Against:

Corvino, John. Born This Way? Huffington Post, 18 April 2013. Web. 21 June 2013.

Corvino claims that, though people have researched the question of whether or not people are born gay, scientists have not proven this theory so he claims himself an agnostic on the topic. Corvino asserts that people have been interested in the topic and researched it for a time, but have yet to test the theory, let alone prove the truth of this hypotheses. Though Corvino claims an unsure perspective, he equates learning one's sexual preference to learning the English language, demonstrating his belief that orientation is an acquired trait. He concludes the article by claiming his agnosticism on the subject.

For:

Rahman, Qazi and Glenn D. Wilson. Born gay? The psychobiology of human sexual orientation. University of London, 2003 June. Web. 21 June 2013.

Rahman and Wilson posit that sexual orientation may be a matter of biological variation, particularly fraternal birth order in males, but also has been associated with "childhood gender nonconformity". They have also found that females are less inclined to be exclusively homosexual. One may inherit the trait of homosexuality from a gene loci on the X chromosome that evolved to cultivate camaraderie with one's own gender, which is further demonstrated in brain research. They anticipate future research will further explore these findings.

Creative Writing Self-Assessment

Highlight statements or statement parts in each horizontal row that best pertain to you and/or your group's effort. Use the fill-in-the-blank prompts below to explain your thinking.

Analysis and application:

Excellent	Good	Fair	Poor
I/ we thoughtfully selected a medium of publication that will best reach the audience capable of making change on this issue.	I/ we selected a medium of publication that will reach an audience capable of making change on this issue.	I/ we published our work.	I/ We just printed our product.
My/ our product is the result of creativity, hard work, professionalism, and thoughtfulness. It is an excellent representation not only of the thinking I/ we did during Inherit the Wind regarding the dichotomy of fact versus opinion, but also the thinking I/ we did about this duality during our research. I am/ we are proud.	My/ our product is the result of hard work and professionalism. It does a good job capturing my/ our thinking about fact versus opinion during Inherit the Wind and also during my/ our research.	My/ our product is still in rough draft form. It does a fair job capturing my/ our thinking about fact vs. belief during Inherit the Wind and also during my/ our research.	This product is demonstrative of a perfunctory effort. Unclear how it relates to the topic of fact vs. opinion.

The topic of my/ our research was...

Having researched this topic, I/ we felt that... (Particularly, address the idea of fact vs. belief as discussed during this unit.)

So I/ we chose (medium) _____ as the best way to capture our thinking.
 We thought this medium... (describe what it allowed you to do or capture that others might not have)

The theme of my/ our creative writing piece is...

I/ we make this evident through...

I/ we chose this medium of publication because...

I evaluated myself as I did on the last row of the rubric because (address both sub-topics)...

Mencken's Creed

I believe that religion, generally speaking, has been a curse to mankind - that its modest and greatly overestimated services on the ethical side have been more than overcome by the damage it has done to clear and honest thinking.

I believe that no discovery of fact, however trivial, can be wholly useless to the race, and that no trumpeting of falsehood, however virtuous in intent, can be anything but vicious.

I believe that all government is evil, in that all government must necessarily make war upon liberty...

I believe that the evidence for immortality is no better than the evidence of witches, and deserves no more respect.

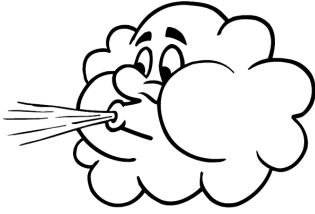
I believe in the complete freedom of thought and speech...

I believe in the capacity of man to conquer his world, and to find out what it is made of, and how it is run.

I believe in the reality of progress.

I - But the whole thing, after all, may be put very simply. I believe that it is better to tell the truth than to lie. I believe that it is better to be free than to be a slave. And I believe that it is better to know than be ignorant.

Name:



*Before you Inherit Your Wind, Inherit Some Knowledge!
a webquest for the drama of Lawrence and Lee*

Due:

Respond to the prompts below in complete sentences.

Peruse these frequently asked questions and corresponding answers on evolution, particularly as it pertains to humans (<http://www.pbs.org/wgbh/evolution/library/faq/cat02.html#Q01>). In 1 sentence, summarize the main idea of this theory.

Browse this article on creationism (<http://en.wikipedia.org/wiki/Creationism>). In 1 sentence, summarize the main idea of this theory.

Use this resource (http://www.pbs.org/wgbh/evolution/library/08/2/quicktime/1_082_01.html) to learn about the historical event on which Lawrence and Lee based Inherit the Wind. Summarize it, addressing how it relates to the 2 theories you defined.

Peruse these pictures from the [Smithsonian Institution Archives](http://siarchives.si.edu/research/scopes.html) (<http://siarchives.si.edu/research/scopes.html>). A photographer shot these photos to capture the Scopes Trial. Click on the pictures to enlarge them and answer the setting questions below.

- Where and when did these events take place? Describe 1 image or image part that supports your thinking.

- What was the culture of this place and time? Describe 1 image or image part that supports your thinking.

Peruse [this](http://www.history.com/topics/roaring-twenties) page on the 20s (<http://www.history.com/topics/roaring-twenties>). What characterized this time? What was it known for? What was changing? What were people like? What did they value?

Consider how your understanding of the 20s' culture compares with predictions you made about the people and places in those Smithsonian images. Why might the 1920s have been threatening to the people in this town? What might they have been afraid of?

Go to this [PBS site](http://www.pbs.org/wgbh/amex/monkeytrial/gallery/index.html) (<http://www.pbs.org/wgbh/amex/monkeytrial/gallery/index.html>). Browse these cartoons. What perspective do they present? In other words, on what side of the trial did the artist fall? Did he believe the trial's defendant was correct in teaching Evolution, or that he was incorrect?

How do you know? In other words, what specific images or image parts informed your thinking?

Go to this [PBS site](http://www.pbs.org/wgbh/amex/monkeytrial/sfeature/sf_music.html#) (http://www.pbs.org/wgbh/amex/monkeytrial/sfeature/sf_music.html#). Listen to and read the lyrics of 1 or more songs. What perspective do they present? In other words, on what side of the trial did these artists fall? Did they believe the trial's defendant was correct in teaching Evolution, or that he was incorrect?

How do you know? In other words, what specific lyric or lyrics informed your thinking?

Click here (http://www.pbs.org/wgbh/amex/monkeytrial/sfeature/sf_poll.html) to see an online poll for this issue. Based on what you read, which option would you choose and why? Cast a vote if you wish.



*While we're inheriting our wind,
let's inherit a larger vocabulary!*

Due date #1 (7-11 entries):

Due date #2 (7-11 new entries):

You may also anticipate the possibility of a quiz on either or both of these due dates.

The following words appear in *Inherit the Wind*. While we read this play, one of your goals is to choose and become expert on 15-22 of the words listed below. The numbers in parentheses indicate page numbers.

Obscure (1)	Benign (37)	Irreconcilable (86)
Looming (1)	Petulant (37)	Doggedly (89)
Extradite (6)	Affable (40)	Endure (92)
Benign (18)	Nettled (40)	Contempt (92)
Agile (26)	Levity (42)	Audacity (100)
Bliothely (27)	Pariah (55)	Melange (107)
Jauntily (27)	Animosity (60)	Ponderously (112)
Disclosure (27)	Commendable (61)	Gingerly (113)
Ordinances (27)	Relentlessly (68)	Indignant (115)
Heretic (28)	Condescendingly (70)	Incredulous (115)
Torment (29)	Perfunctorily (75)	Deference (117)
Fervor (29)	Pertinent (78)	Vindicated (119)
Quizzically (32)	Fatuity (79)	Innocuously (120)
Ominous (35)	Perdition (86)	Prostrate (120)

You can demonstrate your understanding of these words through a vocabulary journal or through flash cards you've clipped or otherwise banded together.

Regardless of the format you select, each entry should contain the following **labeled** information:

- The word. (If making flashcards, I would suggest you put this on one side, the remaining information on the other. Note the length of each entry; consider large flash cards.)
- A "sounded out" pronunciation of the word. In other words, a rewritten form that indicates how one pronounces the word.
- Part of speech.
- Entirety of the sentence from the play which includes the word.
- Your inference about what this quote means and an explanation as to why you infer that given the word's context.
- Definition of the word.
- Sentence **about the play** that uses the word and indicates its meaning

Here is an example:

AGNOSTIC

Pronunciation: agg-naw-stick

Part of Speech: Noun

Quote: "We're growing an odd crop of agnostics this year!"

Inference: Hornbeck notes the irony that Drummond quotes the Bible as, throughout the trial's duration, people have assumed him a non-believer. Hornbeck calls Cates an "odd...agnostic" suggesting, then, this word means someone who disbelieves Biblical mythology.

Definition: view that existence or non-existence of a deity is neither true nor false, it is simply unknowable

Sentence: Until this moment when Drummond demonstrates his Biblical knowledge, Drummond seems an agnostic, someone who neither believes the Bible nor disbelieves it, but cannot confirm its truth.



Reading Roulette: Playing Your Inherit the Wind Odds

Because *Inherit the Wind* is a drama, the success of our reading experience will be contingent upon your participation and preparation to read assigned play roles aloud.

Each day, you may have, taped beneath your desk, a note card that has a role from our play. This notecard indicates that, **for the next class period**, I will expect you to read that role out loud; for those of you who anticipate that this will be challenge, this lead time will allow you to review your role and prepare.

I will expect every student to read out loud at multiple points and you will earn a class participation grade for this assignment's successful completion.

To best determine these roles, complete the survey below, detaching this bottom half from the handout and submitting it to me when you've finished.

Name:

Reading survey

Choose the number that best corresponds with your comfort level in each of the following read-aloud scenarios. 10 is high. Supplement your thinking on the back of this half sheet with other things you'd like me to know about this assignment.

Reading out loud in front of my peers.

1 2 3 4 5 6 7 8 9 10

Encountering and, possibly, sounding out challenging vocabulary words while I read out loud.

1 2 3 4 5 6 7 8 9 10

Acting out the things I read.

1 2 3 4 5 6 7 8 9 10

Name:

Inherit the Wind and Allegory

Due:

Research McCarthyism and the Red Scare, using effective resources to determine your ideas. In complete sentences, summarize the happenings that led to the creation of these terms.

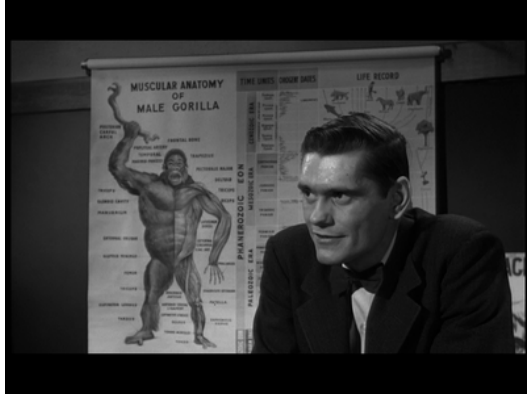
Lawrence and Lee published *Inherit the Wind* in 1955 at the heart of McCarthyism and the Red Scare. Though this play is about the Scopes Monkey Trial, as the authors assert in their epigraph, the happenings of the play were set "not too long ago" "in a small town"... "It might have been yesterday. It could be tomorrow". This play, then, functions as an allegory for McCarthyism and the Red Scare.

Allegory: a sustained metaphor continued through whole sentences or even through whole texts.

Choose 3 of the following characters in the play. Describe beneath it what that person might have stood for in the context of McCarthyism. You are also welcome to determine your own symbols if you wish.



Drummond



Cates



Rachel



Brady



The town and the townspeople

How, then, is *Inherit the Wind* an allegory for the Red Scare? Explain your thinking in complete sentences below.