Getting to the Core

English Language Arts

Grade 11 Unit of Study

“Do I Dare?”

Final Revision: April 4, 2014
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Desiderata
By Max Ehrmann

1. Go *placidly*\(^1\) amid the noise and haste, and remember what peace there may be in silence.
2. As far as possible without surrender be on good terms with all persons.
3. Speak your truth quietly and clearly; and listen to others, even the dull and ignorant; they too have their story.
4. Avoid loud and aggressive persons, they are *vexations*\(^2\) to the spirit.
5. If you compare yourself with others, you may become vain and bitter; for always there will be greater and lesser persons than yourself.
6. Enjoy your achievements as well as your plans.
7. Keep interested in your career, however humble; it is a real possession in the changing fortunes of time.
8. Exercise caution in your business affairs; for the world is full of trickery.
9. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere life is full of heroism.
10. Be yourself.
11. Especially, do not *feign*\(^3\) affection.
12. Neither be critical about love; for in the face of all *aridity*\(^4\) and disenchantment it is as *perennial*\(^5\) as the grass.
13. Take kindly the counsel of the years, gracefully surrendering the things of youth.
15. Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with yourself.

---

\(^1\) Calmly, peacefully
\(^2\) Things that cause annoyance
\(^3\) Put on an appearance of
\(^4\) Lack of interest or imaginativeness
\(^5\) Lasting for an indefinitely long time
23 You are a child of the universe, no less than the trees and the stars;
24 you have a right to be here.
25 And whether or not it is clear to you, no doubt the universe is unfolding as it should.

26 Therefore be at peace with God, whatever you conceive Him to be,
27 and whatever your labors and aspirations, in the noisy confusion of life keep peace with your
28 soul.
29 With all its sham\(^6\), drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to
30 be happy.

© Max Ehrmann 1927 (now in the public domain)

\(^6\) Imitation, fraud or hoax
Reflection:

After reading Max Ehrmann’s poem, “Desiderata,” think about the advice the narrator gives. Where do you think he got his ideas? Who or what do you think may have influenced his beliefs? Make inferences (guesses) about the sources of the narrator’s beliefs based on the poem. Be as specific as possible, referring to specific quotes from the text.

Then, consider your own life. Do you have similar influences in your life? Explain why or why not.

______________________________________________________________________________

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Bubble Map: Evidence of Writer’s Voice in “Desiderata” by Max Ehrmann

My understanding of the narrator’s personal philosophy based on the poem is as follows:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
# Anticipatory Guide

Decide whether you agree or disagree with the statements below, and write down the reasons for your opinion. Then work with a partner to discuss what you wrote. Use the language on **Resource 1.5: Dyad Share** to guide your discussion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>I Agree</th>
<th>I Disagree</th>
<th>My Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have at least one core belief that guides my life.</td>
<td></td>
<td></td>
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<tr>
<td>2. My beliefs are grounded in everyday life.</td>
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<tr>
<td>3. My beliefs are influenced by my family.</td>
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<td></td>
<td></td>
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<tr>
<td>4. My beliefs are influenced by my life situations.</td>
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<tr>
<td>5. My beliefs will influence my future.</td>
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<tr>
<td>6. I will be lost in life if I don't have beliefs.</td>
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</table>
Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Anticipatory Guide (Resource 1.4):

STUDENT #1: I will begin by reading statement #1. *(Read statement.*) Based on my own experiences, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that…

STUDENT #2: I respect your opinion. I also agree/I do not agree with this statement because…

Now I will read statement #2. *(Read statement.*) Based on what I know I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that…

STUDENT #1: Thank you for sharing your opinion. I agree/disagree with this statement because…

Now I will continue by reading statement #3. *(Read statement.*) Thinking about my own life, I would have to say that I agree/do not agree with this statement. One reason for my opinion is that…

STUDENT #2: I appreciate your point of view. Based on my own experiences, I would say this statement is true/not true, so I will agree/disagree. I feel this way because…

*(Continue through all the statements.)*
Tree Map

Create a Tree Map with 6-10 categories of what’s important to you in life. Sample categories may include: family, friends, education, love, health, death, conflict, music, etc.

For each category, write a key belief that somehow influences your life.

- MUSIC
  - EXAMPLES
    - The perfect song can suddenly change my day.

- Family
  - EXAMPLES
    - My family always has my back.
What is Voice?
Discovering an author’s voice in a “This I Believe” podcast

Voice is the characteristic of your writing that allows you to express your individuality; voice expresses the person behind the words. It is as unique as your fingerprint. Planning for voice involves carefully choosing words that will help show the listener how you feel about your ideas. Voice is how you make your writing passionate or enthusiastic; it’s how you make your writing memorable.

As you listen to the “This I Believe” podcast, record words and phrases that demonstrate to you how the podcast’s author feels about the subject. Record your words/phrases in this box; then complete the sentence below. Be prepared to share, explaining your choices.

Words or phrases that show the author’s voice:

The words the author chose to tell her story revealed how she felt about the subject by…

After listening to the podcast, record how you feel about the author’s subject and how you can relate her story to your own life. Use words that reflect your own voice, not the voice of the author. Then share what you wrote with a partner.

Listening to the podcast made me feel_____________________ because…

When I think about the subject of the podcast, I am reminded of my own life when…

Adapted from:

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Reflection Quick-Write

In the podcast essay, “Always Go to the Funeral,” author Deirdre Sullivan reflects on the wisdom of her father regarding the responsibility of paying one’s respects after a death. How did this essay make you feel? How can you relate it to your own life?

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Daughter aims high, hits target
The Aldays overcome fear, confusion to send their youngest to one of the nation's best schools.

By MARIA SACCHETTI
The Orange County Register

SANTA ANA – Salvador Alday's daughter is carrying on about a school he has never heard of in a city he has never seen.

"Dad," Gloria says, leaning against the fence in the family's tiny yard, where her father usually lingers after work at the flower nursery. "I want to go to college. I want to go to San Francisco."

Eyes narrowed, his creased face looks toward the street, but he is listening closely.

He and his wife, Petra, have always wanted their children to finish their education, including college. He worked, and she ran the house. They monitored homework, went to parent conferences, and bought a set of World Book encyclopedias so the children could study.

But only Gloria had ever asked to leave, and it caught her father off guard. She is about his height now, but he sees danger in things he thinks his daughter does not: the busy streets, the crime at night. She is young and full of adventure. He is old and full of fear.

He tells her it is better for her to study nearby, like her brother, who went to Cal State Fullerton.

"Why?" his daughter keeps asking him. "¿Por qué?"

"No," he answers each time.

Two years later, he would find himself slightly dazed at John Wayne Airport, sending her much farther away than San Francisco.

Pause for understanding. What are Gloria and her father in disagreement about? Underline the evidence that shows how each feels and circle the evidence that shows why.

The fear

In his native Abasolo, a ranching town in the Mexican state of Durango, Salvador was known for his sense of adventure - a "man's man," Petra, 56, said with a laugh. But that was more than 30 years ago, before he became a father and his view of the world was rearranged. In Mexico, he worried about police shakedowns. In California, he lived in terror of crime. One young immigrant was killed right in his neighborhood.

He hides the fear behind a stern facade, but over the years his hair has turned white and his shoulders have stooped. He cries easily at graduations, weddings and when Gloria went to her senior prom.

---

1 monitor (verb): to watch, keep track of, or check usually for a special purpose
2 caught off guard (idiom): to be surprised by someone by doing or saying something they were not expecting
3 dazed (adjective): stupefied, stunned
"When I got married, I started to be afraid. When I had a child, I was afraid even more," Salvador, 58, said in Spanish, sitting on the upholstered couch in his living room. "I started to have fear and fear and fear."

He and Petra have always encouraged their children to study and go to college, but he still saw Gloria as his little girl. He didn't see the array of choices before her, from state universities to prestigious private colleges around the country.

"It wasn't that my dad didn't want her to go to college," Benjamin, 35, the Aldays' oldest son, said. "He didn't want her to go away."

The Aldays have sacrificed all their lives so that their children could get an education. Petra stayed home to care for the seven children, though her income would have helped. She attended every parent meeting at the schools, dragging all her children along if necessary.

She never learned English, but when a paperwork glitch almost caused Gloria to miss a science fair, Petra marched to the school to demand an explanation. Gloria went to the fair and won first prize.

"For my children, I would go anywhere," Petra said with a smile.

When Gloria turned 15, they bought her a computer instead of throwing her a quinceañera, a popular coming-out party for girls.

Thirteen years ago they bought a house, and Petra turned it into a shrine to education. Diplomas, plaques and trophies blanket the walls. A childhood essay by Cruz Alday, 29, now an Orange County deputy sheriff, is taped to the wall above the kitchen stove.

The children weren't allowed to work until they finished high school. Only Benjamin, the oldest, dropped out of high school to work despite his parents' protests.

"What would be better than a university?" Petra said, and her husband nodded in agreement.

But Petra and Salvador had little formal education in Mexico. To succeed, the children would depend on their own initiative as well as extra attention from counselors, teachers and even community members. Some had help, and some didn't.

Six of the seven Alday children finished high school. Most attempted college, but so far only three have stuck it out.

Gloria, the youngest at 18, had the highest grades and was involved in everything from the debate team to field hockey. She was second in her graduating class at Santa Ana High School this year.

She also had the most help. Her counselor quickly processed her college applications. Her field-hockey coach found her a place to stay when she toured universities in the Northeast. A school-district employee urged her to apply to Harvard, something Gloria had never considered.

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4 stern (adjective): having a definite hardness or severity of nature or manner
   Facade (noun): a false, superficial, or artificial appearance or effect
5 array (noun): a large number
6 prestigious (adjective): having prestige; honored
7 glitch (noun): a minor problem that causes a temporary setback
8 shrine (noun): a place that filled with items connected with someone or something that is important to them
9 initiative (noun): the energy and desire that is needed to do something
Still, without her family's support, college would have been impossible. Her mother supplied details for the college applications, such as the family income and Social Security numbers. And Petra asked her sons, mainly Benjamin and Cruz, to help her persuade Salvador to let Gloria go away to school.

"Remember that we've lived our lives. Now it's up to them," Petra told her husband late at night, when everyone had gone to bed. "What can we leave them? Just their studies."

Pause for understanding. What do the Aldays think about education? Why do they feel that way? Underline or highlight the evidence that supports your assertion.

Decisions

In the beginning, Gloria had her heart set on the University of California, Santa Cruz. But as the school district employee had suggested, she also applied to some of the nation's best private universities, such as Harvard.

Yale University, which costs $37,000 a year for tuition, room and board, was also in her stack of applications. On a lark, she applied there too.

A few months later, the letters arrived. Every school said yes - except for Harvard. Gloria began to forget about Yale.

Then, the day of her senior prom, a packet arrived from Connecticut. Yale wanted her. And they were willing to pay most of the bill.

Gloria froze. She couldn't tell her father. It had been two years since their argument in the yard, but she still didn't want to hear him say "no."

Instead she gave the letter to her older brother Cruz, who told their father. After Gloria went to the prom, Cruz settled on the concrete stoop with Salvador, and translated the letter aloud into Spanish.

"Yale is one of the best universities in the country," Cruz told him. "They don't let just anyone in."

Later, Benjamin dropped by. "We have no choice but to let her go. That's the way it is," he told his father. "Gloria needs what that school has."

Pause for understanding. What do you think Salvador is going to say about Gloria possibly going away to Yale? Why would he say that? Underline or highlight the evidence that supports that prediction.

Departures

Nobody can remember when Salvador said yes to Gloria. But everyone knows that he stopped saying no.

Now his daughter is going to Yale, in New Haven, Conn.

10 on a lark (idiom): as something done for fun
"Near New York," Gloria told him, so he could picture it.

He only knows it is far away from California.

"Are you sure?" he kept asking her, before she left. Gloria always said yes.

Finally, during a visit to a doctor, a man he respects, he brought up his daughter's plans to leave.

"Something could happen to her," Salvador said.

But the doctor said the same thing as everyone else.

"If she wants to go," the doctor said, "let her go."

On the day Gloria left in August, Petra and Salvador, their children and cousins scrambled¹¹ into a caravan¹² of cars and trucks to escort¹³ her to the airport. It took nearly an hour to say goodbye in the lobby: Two dozen hugs and cheeks to kiss, and blessings to receive from her parents.

By the end, Gloria was in tears. Salvador needed to sit down.

"OK," Benjamin said finally, clapping his hands. "Let's go."

As Gloria left, her family stood near the entrance, waiting patiently. They watched as Gloria wound¹⁴ her way through airport security, Salvador with his sons and Petra up front, waving high in the air so Gloria could see her before she left.

The next day, as promised, Gloria called her parents.

She was fine, she told them. She was fine.

Pause for understanding. How does Gloria’s family feel about her leaving? How does Gloria feel? Underline or highlight the evidence.

11 scramble (verb): to move or climb over something quickly
12 caravan (noun): a group of people or animals traveling together on a long journey
13 escort (verb): to go with (someone or something) to give protection or guidance
14 wound (verb): past tense of wind; to follow a series of curves and turns
Vocabulary Practice Worksheet: Idioms

What is an idiom? An idiom is a form of expression natural to a language, person, or group of people. It is figurative, not literal.

Examples: Kick the bucket: to die
           Throw in the towel: to give up

In our reading, we encounter two idioms:

Caught off guard: to be surprised by someone by doing or saying something they were not expecting
On a lark: as something done for fun

CONNECT TO THE TEXT

1. What context clues in the text help you to understand the meanings of these idioms?
   A. Caught off guard: __________________________________________________________________________
      _________________________________________________________________________________________
   B. On a lark: _________________________________________________________________________________
      _________________________________________________________________________________________

PRACTICE APPLYING MEANING

Use the two idioms we encountered in our reading in your own sentence:

A. Caught off guard: __________________________________________________________________________
   _________________________________________________________________________________________
   B. On a lark: _________________________________________________________________________________
   _________________________________________________________________________________________

EXTENSION

What are some idioms that you have heard? How do you use idioms in your everyday life?
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
**Daughter aims high, hits target Double-Entry Journal**

In the columns below, make assertions about the beliefs of the children and parents and find two pieces of evidence in the text that supports those assertions.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parents believe that</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td>The children believe that</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
</tbody>
</table>
Academic Conversation Placemat

**ELABORATE**

*Prompt starters:* Can you elaborate on...? What does that mean? What do you mean by...? Can you clarify the part about...? Tell me more about...? How is that important? How does it support your point that...? I understand the part about... but I want to know...? Can you be more specific?

*Response starters:* I think it means... In other words, more specifically, it is... because... Let's see, an analogy might be... It is important because...

**PARAPHRASE**

*Prompt starters:* Is that clear? Can I hear what you heard? Does that make sense? Do you know what I mean? I'm not sure of all that I said.

*Response starters:* Let me see if I heard you right... To paraphrase what you just said, you... In other words, you are saying that... What I understood was... It sounds like you think that...

**SYNTHESIZE**

*Prompt starters:* How can we summarize what we discussed? How can we bring these ideas together? What is our conclusion?

*Response starters:* We can say that... It boils down to... We can agree that... Even though some might think that..., we conclude that...

**Support Ideas with Examples**

*Prompt starters:* Can you give an example from the text? Where does it say that? What are examples from other texts? What is a real world example? Are there any cases of that in real life? Can you give an example from your life?

*Response starters:* For example, in the text it said that... Remember in the other story we read that... An example from my life is...
How Are Beliefs Influenced?

In the one-sided Multi-Flow Maps below, record how the beliefs of the main subjects of each of our nonfiction pieces were influenced. Then, compare the similarities and differences between the two Multi-Flow Maps in a Double Bubble Map on the next page.
Analyze the results of your one-sided Multi-Flow and Double Bubble Maps. What do these results show you about how beliefs are developed and influenced by the people around us?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

How have your beliefs been influenced, or shaped, by the people around you?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
AP Essay Scoring Rubric

Student: _____________________________________________________ Paper: ________________________________________________________ Score: ________________________

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–8</td>
<td>A+/A ❑ responds to the prompt clearly, directly, and fully ❑ approaches the text analytically ❑ supports a coherent thesis with evidence from the text ❑ explains how the evidence illustrates and reinforces its thesis ❑ employs subtlety in its use of the text and the writer’s style is fluent and flexible ❑ has no mechanical and grammatical errors</td>
</tr>
<tr>
<td>7–6</td>
<td>A-/B+ ❑ responds to the assignment clearly and directly but with less development than an 8–9 paper ❑ demonstrates a good understanding of the text ❑ supports its thesis with appropriate textual evidence ❑ analyzes key ideas but lacks the precision of an 8–9 essay ❑ uses the text to illustrate and support in ways that are competent but not subtle ❑ written in a way that is forceful and clear with few grammatical and mechanical errors</td>
</tr>
<tr>
<td>5</td>
<td>B ❑ addresses the assigned topic intelligently but does not answer it fully and specifically ❑ shows a good but general grasp of the text ❑ uses the text to frame an apt response to the prompt ❑ employs textual evidence sparingly or offers evidence without attaching it to the thesis ❑ written in a way that is clear and organized but may be somewhat mechanical ❑ marred by conspicuous grammatical and mechanical errors</td>
</tr>
<tr>
<td>4–3</td>
<td>B-/C ❑ fails in some important way to fulfill the demands of the prompt ❑ does not address part of the assignment ❑ provides no real textual support for its thesis ❑ bases its analysis on a misreading of some part of the text ❑ presents one or more incisive insights among others of less value ❑ written in a way that is uneven in development with lapses in organization and clarity ❑ undermined by serious and prevalent errors in grammar and mechanics</td>
</tr>
<tr>
<td>2–1</td>
<td>D/F ❑ combines two or more serious failures: ❑ does not address the actual assignment ❑ indicates a serious misreading of the text (or suggest the student did not read it) ❑ does not offer textual evidence ❑ uses textual evidence in a way that suggests a failure to understand the text ❑ is unclear, badly written, or unacceptably brief ❑ is marked by egregious errors ❑ is written with great style but devoid of content (rare but possible)</td>
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Comments:
<table>
<thead>
<tr>
<th>Writing Task</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>This essay demonstrates</td>
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<td>advanced writing ability.</td>
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<td>Insightfully addresses</td>
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<td>all parts of the writing</td>
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<tr>
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<tr>
<td>language which often</td>
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<tr>
<td>interfere with understanding.</td>
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<td>Contains many serious errors</td>
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<td>in conventions which</td>
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<tr>
<td>consistently interfere with</td>
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<tr>
<td>understanding.</td>
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</tr>
</tbody>
</table>
TP-CASTT Poetry Analysis

**TITLE:** Consider the title and make a prediction about what the poem is about.

**PARAPHRASE:** Translate the poem line by line into your own words on a literal level. Look for complete thoughts (sentences may be inverted) and look up unfamiliar words.

**CONNOTATION:** Examine the poem for meaning beyond the literal. Look for figurative language, imagery, and sound elements.

**ATTITUDE/TONE:** Notice the speaker’s tone and attitude. Humor? Sarcasm? Awe?

**SHIFTS:** Note any shifts or changes in speaker or attitude. Look for key words, time change, punctuation.

**TITLE:** Examine the title again, this time on an interpretive level.

**THEME:** Briefly state in your own words what the poem is about (subject), then what the poet is saying about the subject (theme).
### TP-CASTT Poetry Analysis PowerPoint Notes

**TP-CASTT is an ACRONYM for…**

<table>
<thead>
<tr>
<th>Title</th>
<th>Paraphrase</th>
<th>Connotation</th>
<th>Attitude</th>
<th>Shift</th>
<th>Title</th>
<th>Theme</th>
</tr>
</thead>
</table>

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**Title: George Gray**

by Edgar Lee Masters

What *predictions* can you make about the poem from the title?
George Gray By Edgar Lee Masters

I have studied many times
The marble which was chiseled for me—
A boat with a furled sail at rest in a harbor.
In truth it pictures not my destination
But my life.
For love was offered me and I shrank from its disillusionment;
Sorrow knocked at my door, but I was afraid;
Ambition called to me, but I dreaded the chances.
Yet all the while I hungered for meaning in my life.
And now I know that we must lift the sail
And catch the winds of destiny
Wherever they drive the boat.
To put meaning in one’s life may end in madness,
But life without meaning is the torture
Of restlessness and vague desire—
It is a boat longing for the sea and yet afraid.

Title: What are your initial (first) thoughts about the poem? What might be the theme of the poem?
**Paraphrase:** Describe what happens in the poem, *in your own words.*

**Connotation:** What might the poem mean beyond the literal level? Find examples of imagery, metaphors, similes, personification, symbolism, idioms, hyperbole, alliteration, rhyme scheme, rhythm, etc. and think about their possible connotative meanings. Consider the emotional feelings that the words may give the reader.

**Attitude:** Describe the *tone* of the poem. What is the poet’s attitude toward the subject of the poem? The speaker’s attitude? Find and list examples that illustrate the *tone and mood* of the poem (these show attitude).
**Shift:** Is there a shift (a change) in the tone or speaker of the poem? Where does the shift happen in the poem? What does it shift from and to?

**Title:** Look at the title again. Have your original ideas about the poem changed? How? What do you think the title means now?

**Theme:** What is the overall theme of the poem? What insight, understanding, lesson, or truth are we supposed to have after reading this poem?
CHOICES by Nikki Giovanni

1. If i can't do
2. what i want to do
3. then my job is to not
4. do what i don't want
5. to do

6. It's not the same thing
7. but it's the best i can
8. do

9. If i can't have
10. what i want . . . then
11. my job is to want
12. what i've got
13. and be satisfied
14. that at least there
15. is something more to want

16. Since i can't go
17. where i need
18. to go . . . then i must . . . go
19. where the signs point
20. through always understanding
21. parallel movement
22. isn't lateral

23. When i can't express
24. what i really feel
25. i practice feeling
26. what i can express
27. and none of it is equal

28. I know
29. but that's why mankind
30. alone among the animals
31. learns to cry
Ticket out the Door Paragraph:

Choose either “George Gray” by Edgar Lee Masters or “Choices” by Nikki Giovanni, and write a paragraph about how the narrator’s actions (or non-actions) may have been influenced by the poet’s beliefs.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
The Love Song of J. Alfred Prufrock

By T.S. Eliot

S’io credesse che mia risposta fosse
A persona che mai tornasse al mondo,
Questa fiamma storia senza piu scosse.
Ma perciocche giarnmai di questo fondo
Non torno vivo alcun, s’i’odo il vero,
Senza tema d’infamia ti rispondo ő.

Let us go then, you and I,
When the evening is spread out against the sky
Like a patient etherized upon a table;
Let us go, through certain half-deserted streets,

5 The muttering retreats
Of restless nights in one-night cheap hotels
And sawdust restaurants\(^1\) with oyster-shells:
Streets that follow like a tedious\(^2\) argument
Of insidious intent

10 To lead you to an overwhelming question....
Oh, do not ask, “What is it?”
Let us go and make our visit.

In the room the women come and go
Talking of Michelangelo.

15 The yellow fog that rubs its back upon the window-panes,
The yellow smoke that rubs its muzzle\(^3\) on the window-panes
Licked its tongue into the corners of the evening,
Lingered upon the pools that stand in drains,
Let fall upon its back the soot that falls from chimneys,

20 Slipped by the terrace, made a sudden leap,
And seeing that it was a soft October night,

\(^1\) sawdust restaurants: cheap restaurants with sawdust on the floor.
\(^2\) tedious: boring, long and repetitive
\(^3\) muzzle: the projecting part of an animal’s face made of the nose and jaws
Curled once about the house, and fell asleep.

And indeed there will be time
For the yellow smoke that slides along the street,
Rubbing its back upon the window panes;
There will be time, there will be time
To prepare a face to meet the faces that you meet;
There will be time to murder and create,
And time for all the works and days of hands
That lift and drop a question on your plate;
Time for you and time for me,
And time yet for a hundred indecisions,
And for a hundred visions and revisions,
Before the taking of a toast and tea.

In the room the women come and go
Talking of Michelangelo.

And indeed there will be time
To wonder, “Do I dare?” and, “Do I dare?”
Time to turn back and descend the stair,
With a bald spot in the middle of my hair—
(They will say: “How his hair is growing thin!”)
My morning coat, my collar mounting firmly to the chin,
My necktie rich and modest, but asserted by a simple pin—
(They will say: “But how his arms and legs are thin!”)
Do I dare
Disturb the universe?
In a minute there is time
For decisions and revisions which a minute will reverse.

For I have known them all already, known them all:
Have known the evenings, mornings, afternoons,
I have measured out my life with coffee spoons;
I know the voices dying with a dying fall
Beneath the music from a farther room.
So how should I presume⁴?

55 And I have known the eyes already, known them all—
The eyes that fix you in a formulated phrase,
And when I am formulated, sprawling on a pin,
When I am pinned and wriggling on the wall,
Then how should I begin

60 To spit out all the butt-ends of my days and ways?
And how should I presume?

And I have known the arms already, known them all—
Arms that are braceleted and white and bare
(But in the lamplight, downed with light brown hair!)

65 Is it perfume from a dress
That makes me so digress?
Arms that lie along a table, or wrap about a shawl.
And should I then presume?
And how should I begin?

70 Shall I say, I have gone at dusk through narrow streets
And watched the smoke that rises from the pipes
Of lonely men in shirt-sleeves, leaning out of windows?...

I should have been a pair of ragged claws
Scuttling across the floors of silent seas.

75 And the afternoon, the evening, sleeps so peacefully!
Smoothed by long fingers,
Asleep ... tired ... or it malingers,
Stretched on the floor, here beside you and me.
Should I, after tea and cakes and ices,

80 Have the strength to force the moment to its crisis?
But though I have wept and fasted, wept and prayed,

⁴ presume: believe something to be true, behave overconfidently, or take advantage of someone
Though I have seen my head (grown slightly bald) brought in upon a platter,
I am no prophet—and here’s no great matter;
I have seen the moment of my greatness flicker,

And I have seen the eternal Footman hold my coat, and snicker\(^5\),

And in short, I was afraid.

And would it have been worth it, after all,
After the cups, the marmalade, the tea,
Among the porcelain, among some talk of you and me,

Would it have been worth while,
To have bitten off the matter with a smile,
To have squeezed the universe into a ball
To roll it toward some overwhelming\(^6\) question,
To say: “I am Lazarus, come from the dead,

Come back to tell you all, I shall tell you all”—
If one, settling a pillow by her head,
Should say: “That is not what I meant at all;
That is not it, at all.”

And would it have been worth it, after all,

Would it have been worth while,
After the sunsets and the dooryards and the sprinkled streets,
After the novels, after the teacups, after the skirts that trail along the floor—
And this, and so much more?—
It is impossible to say just what I mean!

But as if a magic lantern threw the nerves in patterns on a screen:
Would it have been worth while
If one, settling a pillow or throwing off a shawl,
And turning toward the window, should say:
“That is not it at all,

That is not what I meant, at all.”

\(^5\) snicker: laugh disrespectfully
\(^6\) overwhelming: extremely large, overpowering
No! I am not Prince Hamlet, nor was meant to be;
Am an attendant lord, one that will do
To swell a progress, start a scene or two,
Advise the prince; no doubt, an easy tool,

115 Deferential⁷, glad to be of use,
Politic, cautious, and meticulous⁸;
Full of high sentence, but a bit obtuse⁹;
At times, indeed, almost ridiculous—
Almost, at times, the Fool.

120 I grow old ... I grow old ...
I shall wear the bottoms of my trousers rolled.

Shall I part my hair behind? Do I dare to eat a peach?
I shall wear white flannel trousers, and walk upon the beach.
I have heard the mermaids singing, each to each.

125 I do not think that they will sing to me.

I have seen them riding seaward on the waves
Combing the white hair of the waves blown back
When the wind blows the water white and black.

We have lingered¹⁰ in the chambers of the sea

130 By sea-girls wreathed with seaweed red and brown
Till human voices wake us, and we drown.

---

⁷ deferential: polite, showing respect.
⁸ meticulous: extremely careful and precise
⁹ obtuse: slow to understand
¹⁰ lingered: waited around; delayed leaving.
Clarifying Bookmark

Directions: When directed, stop to discuss the poem. First choose how you are going to respond to the text from the left-hand column, and then select a sentence starter from the right column to begin your response.

<table>
<thead>
<tr>
<th>What I can do</th>
<th>What I can say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to think about what the selected text may mean.</td>
<td>I’m not sure what this is about, but I think it may mean...</td>
</tr>
<tr>
<td></td>
<td>This part is tricky, but I think it means...</td>
</tr>
<tr>
<td></td>
<td>After rereading this part, I think it may mean...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I can do</th>
<th>What can say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to summarize my understanding so far.</td>
<td>What I understand about this reading so far is...</td>
</tr>
<tr>
<td></td>
<td>I can summarize this part by saying...</td>
</tr>
<tr>
<td></td>
<td>The main points of this section are...</td>
</tr>
</tbody>
</table>

Classroom Discussion: You may use these sentence starters to help you respond to other students’ questions.

<table>
<thead>
<tr>
<th>What I can do</th>
<th>What I can say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to respond to another student’s question.</td>
<td>In response to ____________’s question, I believe that...</td>
</tr>
<tr>
<td></td>
<td>I was confused about that too, but I think it means...</td>
</tr>
<tr>
<td></td>
<td>After discussing ____________, my partner and I decided that...</td>
</tr>
</tbody>
</table>
# Jigsaw Presentation Planning Chart

*Directions:* Your group will be responsible for becoming experts in one section of the poem. You will then teach that section to a group of your peers.

*Your section is line numbers:* ____________________________

*Your presentation should include 1) a reading of your section of the poem, 2) your explanation of what the section means, and 3) your analysis of where in the poem the speaker dares to take action and where he does not.*

1. What does this section mean?

<table>
<thead>
<tr>
<th>Where in this section does J. Alfred Prufrock dare to take action?</th>
<th>Where in this section does J. Alfred Prufrock NOT dare?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Describing J. Alfred Prufrock

**Adjectives:** Adjectives are words that describe nouns or pronouns.

**Directions:** Come up with five adjectives to describe the character traits of J. Alfred Prufrock. You can use the list below to help you select words that describe the character, or come up with your own. For each adjective, provide evidence from the poem that proves that J. Alfred Prufrock embodies the trait you selected.

<table>
<thead>
<tr>
<th>able</th>
<th>conceived</th>
<th>desperate</th>
<th>grim</th>
<th>imaginative</th>
<th>loyal</th>
<th>pretty</th>
<th>self-conscious</th>
<th>successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>adventurous</td>
<td>considerate</td>
<td>disagreeable</td>
<td>handsome</td>
<td>indecisive</td>
<td>messy</td>
<td>prim</td>
<td>selfish</td>
<td>tall</td>
</tr>
<tr>
<td>ambitious</td>
<td>cooperative</td>
<td>energetic</td>
<td>happy</td>
<td>independent</td>
<td>mischievous</td>
<td>proper</td>
<td>serious</td>
<td>thoughtful</td>
</tr>
<tr>
<td>bold</td>
<td>courageous</td>
<td>excited</td>
<td>hard-headed</td>
<td>intelligent</td>
<td>neat</td>
<td>proud</td>
<td>short</td>
<td>thrilling</td>
</tr>
<tr>
<td>bossy</td>
<td>creative</td>
<td>fancy</td>
<td>hard-working</td>
<td>inventive</td>
<td>patriotic</td>
<td>quiet</td>
<td>shy</td>
<td>timid</td>
</tr>
<tr>
<td>brave</td>
<td>curious</td>
<td>fearful</td>
<td>helpful</td>
<td>joyful</td>
<td>pitiful</td>
<td>reserved</td>
<td>simple</td>
<td>tireless</td>
</tr>
<tr>
<td>bright</td>
<td>dainty</td>
<td>friendly</td>
<td>honest</td>
<td>keen</td>
<td>plain</td>
<td>respectful</td>
<td>simple-minded</td>
<td>uncertain</td>
</tr>
<tr>
<td>busy</td>
<td>daring</td>
<td>fun-loving</td>
<td>hopeful</td>
<td>lazy</td>
<td>pleasing</td>
<td>responsible</td>
<td>smart</td>
<td>unselfish</td>
</tr>
<tr>
<td>cheerful</td>
<td>dark</td>
<td>funny</td>
<td>humble</td>
<td>light-hearted</td>
<td>poor</td>
<td>rich</td>
<td>strong</td>
<td>wild</td>
</tr>
<tr>
<td>compassionate</td>
<td>demanding</td>
<td>gentle</td>
<td>humorous</td>
<td>lovable</td>
<td>popular</td>
<td>sad</td>
<td>studious</td>
<td>worried</td>
</tr>
</tbody>
</table>

Common Core Unit of Study
Belief and Action Chart

How do beliefs affect thoughts and actions?

In each box use textual evidence from previous readings to identify the belief, traits and actions of Prufrock (The Love Song of J. Alfred Prufrock) and Gloria Alday (Daughter aims high, hits target). In the last column identify your own belief, traits and actions.

<table>
<thead>
<tr>
<th>Belief</th>
<th>J. Alfred Prufrock</th>
<th>Gloria Alday (from OC Register)</th>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What Do You Think?

*In the space in front of each belief statement, write an “A” if you agree or a “D” if you disagree.*

_____ Life is fair.

_____ Words can hurt.

_____ Police are your friends.

_____ What goes around comes around.

_____ How you act in a crisis shows who you really are.

_____ Love conquers all.

_____ People learn from their mistakes.

_____ You can’t depend on anyone else; you can only depend on yourself.

_____ If you smile long enough, you become happy.

_____ Miracles do happen.

_____ There is one special person for everyone.

_____ Money can’t buy happiness.

_____ Killing is wrong.

_____ Doing what’s right means obeying the law.
Team Record Sheet - Belief Statement

Choose a belief that is common to all group members. Record your common belief in the space below. Then each member of the group should tell a story that either shows the belief in action or explains why the storyteller believes what s/he does. Make notes as each group member shares his/her story.

Belief Statement: __________________________________________________________

Story by: __________________________
   Group member name

Story by: __________________________
   Group member name

Story by: __________________________
   Group member name

Story by: __________________________
   Group member name
This I Believe Introduction

For this essay, you will write a personal or familiar essay in which you explain something you believe in (your personal philosophy). In the essay you will tell a story of recognizing that belief and discuss the role the belief plays in your life. The following outlines some of the introductory ideas you should keep in mind.

**Style:** A personal or familiar essay should be written in your voice and from your perspective. While you are watching your grammar more carefully than you might in everyday writing, you are still writing as you.

- Do not use words that are not natural to you.
- Do not use the personal pronoun you. Instead, use I/me/my when referring to your own experience, or we/us/our when extending that to society as a whole. When appropriate use the specific nouns: i.e. women, men, student, teachers, teens, dragons, etc.
- Purpose: The purpose of this essay is simply to explain your belief.
- Do not try to convince or preach to your readers. Simply explain what it is you believe and why you believe it’s important.

**Audience:** The audience for this essay is a general audience. Think of this as simply talking to your friends, family, or peers.

**Topic Guidelines:** When choosing your topic, be sure to select something that is truly meaningful to you. Avoid writing about trivial or illegal activities.

Finally, remember we begin with the prewriting assignments, so take it one step at a time.
This I Believe Prewriting Assignments

**Prewriting Assignment 1**
Begin finding your topic by making a list of things you believe are important and writing a brief discussion of each. Narrow your ideas down and be specific. For example, do not just say, “I believe in serving the community.” What is it about that that you believe? Helping other people? Being a part of something bigger than yourself? Using your talents to give back to the society that raised you? Discuss the specific ideas. You should have at least three beliefs and each should have a paragraph explaining what it is.

**Prewriting Assignment 2**
Now, it’s time to decide which of the beliefs you explored in Prewriting Assignment 1 you will write about. Once you have chosen one, think of a time when you realized how important this belief is. Write the story of that moment. Work to thoroughly create a feeling for and picture of that moment. Use dialogue and description to do this. You should develop at least 2-3 well-developed paragraphs for this assignment.

**Prewriting Assignment 3**
Finally, it’s time to fully explain why this belief is so important. You may use some of what you wrote in Prewriting Assignment 1 to get you started. Here are some things you may talk about. You do not have to write about all of them. You should develop 2-3 paragraphs for this assignment.

- Why does this belief make your life or anyone’s life better?
- Why is your life or anyone else’s life less without this?
- How does this make our world, society, or community better, fuller, or richer?
- How does this solve a problem we face in our daily journey through life?
This I Believe Essay Assignment

Begin work on putting this essay together by reviewing rubric. Once you’ve done that, look over your prewritings, especially prewriting 2 and 3, and consider them in the context of the samples we’ve read and the discussions we’ve had about this essay and this type of writing. Use your prewritings as a start to your essay. Remember, your goal is to explain what you believe. You are not supposed to try to convince others to believe it too, just explain what it is you believe and why you believe it using your story or stories (narrative/s) to support your points. You may need to add to or omit things from your prewriting, and you may decide to take a very different path. It’s all okay.

This essay is a personal or familiar essay. As such, you need to be writing in your voice and you need to use the personal pronouns I/me/my. Avoid the use of the pronoun you. If you want to extend your points outside of yourself, use the collective we, or the specific group: young people, students, Americans, women, men, etc.

General Requirements
Remember to write about something that is truly meaningful to you; avoid writing about trivial or illegal activities. Be creative!
Supplemental Exercises for Prewriting Assignment 3

In order to help you develop your ideas, you may wish to complete one or more Tree Maps exploring the reasons why your chosen belief is so important.

Write your belief here: __________________________________________________________________
___________________________________________________________________________________.

Now choose one or more of the following Tree Maps and add your own reasons. Copy the Tree Map(s) on your own paper to give yourself more room to write.
After making your Tree Map(s), organize your reasons into a paragraph. Remember to start with a topic sentence, provide your reasons, and finish with a concluding sentence. For each Tree Map that you make, you should write one complete paragraph.
# “This I Believe” Essay Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis/Focus</strong></td>
<td>One core <strong>belief</strong> is explicit and developed throughout essay.</td>
<td>Core <strong>belief</strong> is clearly stated with evidence of development.</td>
<td>Multiple <strong>beliefs</strong> are listed with little development.</td>
<td><strong>Belief</strong> statement is not evident.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Tells a story that is grounded in the events of everyday life; links to the essence of daily life <strong>philosophy</strong> and to the shaping of personal <strong>beliefs</strong>.</td>
<td>Tells a story that is connected to the <strong>belief</strong>.</td>
<td>Tells a story that is somewhat connected to the <strong>belief</strong>, but is difficult to follow.</td>
<td>Tells a story that is not connected to the <strong>belief</strong> or does not tell a story.</td>
</tr>
<tr>
<td><strong>Organization/Transition</strong></td>
<td>Demonstrates unique or effective organization; maintains focus throughout; uses a variety of transitional devices uniquely/effectively.</td>
<td>Demonstrates organization; maintains focus throughout; uses a variety of transitional devices.</td>
<td>Demonstrates ineffective organization; attempts to refer to a single topic; transitional devices are limited.</td>
<td>Demonstrates limited or no organization; does not stay on topic; limited or no transitional devices.</td>
</tr>
<tr>
<td><strong>Details/Elaboration</strong></td>
<td>Unique, rich, insightful, and effective use of <strong>details</strong> to support belief; <strong>details</strong> effectively show rather than tell.</td>
<td>Effective use of relevant details support the <strong>belief</strong>; <strong>details</strong> mostly show rather than tell</td>
<td>Limited use of <strong>details</strong>; <strong>details</strong> tell rather than show.</td>
<td>Lacks <strong>details</strong> for the belief or <strong>details</strong> do not enhance the belief.</td>
</tr>
<tr>
<td><strong>Point of View</strong></td>
<td>Consistent use of first-person point of view.</td>
<td>Mostly consistent use of first-person point of view.</td>
<td>Inconsistent use of first-person point of view.</td>
<td>Uses second person (you) point of view.</td>
</tr>
<tr>
<td><strong>Writer’s Craft</strong></td>
<td>- <strong>Vocabulary</strong> - Rich vocabulary, vivid language; sophisticated word choice. - <strong>Voice</strong> - Powerful sense of voice throughout piece, appropriate for purpose. - <strong>Tone</strong> - Tone is consistently personal and positive. - <strong>Style</strong> - Effective use of sentence variety to enhance <strong>voice</strong> and meaning.</td>
<td>- Consistently varied and effective use of vocabulary; clear and appropriate word choice. - <strong>Voice</strong> - Strong sense of <strong>voice</strong>. - <strong>Tone</strong> - Tone is mostly personal and positive. - <strong>Style</strong> - Effective use of sentence variety.</td>
<td>- Basic or limited vocabulary; some incorrect word choice. - <strong>Voice</strong> - Emerging sense of <strong>voice</strong>. - <strong>Tone</strong> - Tone preaches or judges. - <strong>Style</strong> - Ineffective use of sentence variety.</td>
<td>- Weak vocabulary; word choice interferes with meaning. - <strong>Voice</strong> - Lacks writer’s <strong>voice</strong>. - <strong>Tone</strong> - Tone is unclear or negative. - <strong>Style</strong> - Limited or no use of sentence variety.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Few errors that do not interfere with meaning.</td>
<td>Some errors that do not seriously interfere with meaning.</td>
<td>Many errors that sometimes interfere with meaning.</td>
<td>Errors seriously interfere with meaning.</td>
</tr>
</tbody>
</table>

Overall Score: _________
Self-Edit Checklist for *This I Believe* Essay

**Ideas:**
- Do you clearly state what it is you believe?
- Do you share interesting experience(s) that support what it is you believe?
- Do your details make the story come alive?
- Does your essay facilitate the readers'/listeners' interest?

**Organization:**
- Is the content of your essay organized logically with fluid transitions that capture and holds the reader/listener's attention throughout?
- Do you 'hook' the listener in?
- Do you have an inviting introduction?
- Do you have important details that support your belief and add to the interest and depth of your essay?
- Do you have relevant examples or stories that interest the reader/listener and help to develop your main idea?
- Does your conclusion 'loop' back to your introduction, unite the important points of your essay and leave the reader satisfied?
- Are your transitions used well and help to solidify the message of your essay?

**Voice:**
- Does your voice in this essay help to perfectly capture your belief and why it is one that you hold dear?
- Does your voice hold the reader's/listener's interest and convince them of the value of your belief?
- Is your voice strengthened with your personal thoughts and feelings?

**Word Choice:**
- Do the words you choose perfectly capture this belief and why you value it?
- Do you use specific nouns, verbs, modifiers, and or literary devices such as metaphors to create clear pictures in the minds of your readers/listeners?
- Do your word choices evoke an emotional reaction in your readers/listeners?
- Do your word choices reflect your attempt to be concise and precise?
- Does your essay contain 500 words or less?

**Sentence Fluency:**
- Do your sentences show variety in their length?
- Do your sentences vary in how they begin?
- Do your sentences create a rhythm that supports and enhances the message of your essay?
- Do your sentences capture the essence of your belief?
Directions:
• Answer each of the following questions with a minimum of **FOUR** sentences. The more details you give your partner, the better his/her essay will turn out. Your editing task is worth **50** points, so do it well!

Author: _____________________________                 Editor:____________________________

1. Is there an original title beyond “This I Believe Essay”? Does the title capture the essence of the paper?

2. Does the essay communicate a belief? **Yes**   **No**   What does the author believe in?

3. Does the author tell a story? Is s/he showing why s/he believes in the topic they chose? Does s/he support it well?

4. Does the essay have good organization and flow?

5. Is it personal? Do you get a sense of the person behind the words? Does the author possess a voice? Does s/he assert his/her belief statement?

6. Does the author SHOW more than s/he TELLS? Does s/he render imagery and details that allow you to be placed into the narrative?

7. Are there a variety of strategies used to tell the story, such as dialogue, figurative language, quotes, metaphors, etc.?

8. Is there strong fluency (no fragments, run-ons, comma splices), appropriate, varied and precise diction (word choice), polished grammar, punctuation, capitalization, apostrophes, usage, etc.? Hence, is it clear, focused, and concise?

9. Do you as the reader connect, understand/or empathize with the person’s belief? Do you feel like you have shared an experience with him/her? Does s/he make you see the belief through his/her lens?

10. What word(s), phrase(s) or sentence(s) are the best part of this essay? Highlight at least one especially well-written line.
## “This I Believe” Podcast/Presentation Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Podcast/presentation has an introduction and a clearly structured body of content followed by a brief summary. Extremely well planned to flow smoothly.</td>
<td>Podcast/presentation has an introduction, a body of content and a summary. Lacks flow from beginning to end.</td>
<td>Podcast/presentation is missing an element, making understanding difficult.</td>
<td>Podcast/presentation is not organized and is hard to follow.</td>
</tr>
<tr>
<td>Content</td>
<td>Podcast/presentation has a clearly stated purpose and presents personal examples to support purpose.</td>
<td>Podcast/presentation may have a stated purpose, but does not provide enough examples to make thinking clear.</td>
<td>Podcast/presentation does not clearly state its purpose and/or provide necessary examples.</td>
<td>Podcast/presentation is unfocused; does not have a clear purpose and/or no meaningful examples given.</td>
</tr>
<tr>
<td>Voice</td>
<td>The speaker reads in a calm voice, enunciation is clear, and the flow of narration is uninterrupted. The presentation is professional sounding.</td>
<td>The speaker reads in a calm voice, enunciation is mostly clear, and the narration may have pauses or slight interruption.</td>
<td>The speaker reads in a rushed or broken-up style. Some words are difficult to understand; the narration has distracting elements.</td>
<td>The speaker does not clearly enunciate; words are rushed or interrupted with coughing or laughter.</td>
</tr>
<tr>
<td>Peer Review Comments</td>
<td>Comments reflect understanding of main idea of the Podcast/presentation. They further the class conversation.</td>
<td>Comments reflect understanding of the main idea of the Podcast/presentation, but do not further the class conversation.</td>
<td>Comments mimic the Podcast/presentation content without reflecting on it. They do not further the conversation.</td>
<td>Comments are off track and do not connect with the Podcast/presentation.</td>
</tr>
</tbody>
</table>
Podcasting

To create your podcast you will need a microphone and Audacity must be installed on your computer. Audacity will work on any Mac or Windows computer and may be downloaded for free here: http://audacity.sourceforge.net/download/

**Important Note:** If students plan to create a podcast on one type of computer, such as an Apple Mac, the finished podcast can only be replayed later on that same type of computer. **Mac podcasts must be played on a Mac, and Windows (Dell and HP) podcasts must be played on Windows computers.** If you would like to create a podcast on one type of computer and still play it on another brand of computer later, you can do so by downloading an MP3 converter to use with Audacity. The MP3 podcast can be played on any computer and directions for creating this file type with Audacity may be found here: http://www.sausd.us/Page/16059

Using Audacity to Create Your Podcast

**Step 1:** Launch Audacity and verify it recognizes your microphone by looking at the settings next to the microphone icon. Once plugged-in, the name of your microphone will usually appear. If it does not, open the drop-down menu and search for your brand name. Audacity should choose this for you, so you would normally use the default setting and not have to make any changes to your input.

**Step 2:** Use the Transport Toolbar to create your recording.

To record, adjust your volume settings for the microphone and click the red **Record** button. Begin speaking. Use the **Pause** or **Stop** buttons while recording or playing back.
Note: Each time you hit the **Record** button, a new sound file will be created. Scroll down the page to view each recording. If you are not happy with a recording and would like to delete it, click **Edit, Undo Record** on the top tool bar.

**Step 3:** Publish your recording. Click **File, Export**. A window will appear so you to provide a name for the podcast file. Be sure to choose a location on your computer where the file will be saved and easily retrievable, such as your **Documents** folder. Click **OK** on the final window.
Submitting Podcasts to Google Drive
Student Instructions for Using Personal Google Drive Accounts

To ensure that your podcast will be accessible and playable on any computer, you must upload it to Google Drive (also called Google Documents).

File Limitations:
- Uploaded files can be up to 1GB.

Supported File Types:
- Google drive stores any file format you choose, but sharing MP3 files will allow them to be played on any computer or media player.

Steps to Publishing Your Podcast:
1. Record your podcast using Audacity or a similar program.
2. Edit your podcast, making sure that everything is perfect.
3. Save your file as a supported file type.
   a. See “File Limitations” and “Supported File Types” above.
   b. DO NOT SKIP THIS STEP. YOUR PODCAST MUST END WITH ONE OF THE FOLLOWING EXTENSIONS TO BE PLAYABLE: MP3 file types will play on any computer; WAV files will play on Windows; AIFF files will play on Mac.
4. Upload your video to Google Documents (or Google Drive).*
   a. Log in to your Google Drive account (not gmail). www.google.com. If you do not have a Google Drive account:
      i. Click the “Sign in” button.
      ii. Click on the “create an account for free” link.
      iii. Fill in the required information on the right.
      iv. Write down your username and password.
      v. When ready, click the “Next step” button.
      vi. On the “Create your profile” page click the “Next step” button.
      vii. Click the “Get started” button.
   b. Once you’ve signed in, click the “Drive” link at the top of the page.
   c. Click the upload button (it is red with a picture of a white hard drive and an arrow pointing up.)
   d. Click “Files...”.
   e. Navigate to your podcast file and select it.
   f. Uncheck the “Convert documents . . .” option.
   g. Click the “Start upload” button.
   h. Wait while Google processes your file. (This can take 5 to 10 minutes.)
   i. Refresh the page.
   j. Find your file and click on it to test it out. If it doesn’t play, please reread the instructions.
5. Share the link to your file.
   a. In Google drive, click on your podcast file.
   b. Click on the “Share” button in the middle bottom of the screen.
   c. Under “Who has access”, click “change” and select “Anyone with the link”. Then click “save”.
   d. Copy the link at the top of the box (it should be highlighted). Click “Done.”
   e. Submit your video by completing the form at the following Web address:
      [NOTE TO TEACHER: YOU WILL NEED TO INSERT A LINK TO YOUR GOOGLE FORM HERE]
   f. To answer the last question, you will need to paste the link to your video that you just copied.
How to Upload Documents or a Link to Edmodo

Once you are logged into your Edmodo account, click on the Library icon at the top of the page.

In the left column, choose the folder you wish to add the document.

If you do not have a current folder you can easily make one by clicking on New and selecting which group you wish to create one in.

Next click on Add to Library. Add a file or link by clicking on Upload.

Choose the file you wish, click Open then Add...

Edmodo does not have a built-in video player. If you upload a video file, students will have to download the file to watch it on their computers. They recommend embedding a video from a site such as youtube.com or schooltube.com. Both sites have the embed link available. Copy and paste it into the “link” facebox in your post.

Important! Your library has limited storage. Each file can be no greater than 100MB. Edmodo does not currently support .GIFs but supports all other file types for photos.

Edmodo offers a full-featured application for the iPhone, iPod Touch and iPad available for free from the iTunes App Store. With the app you can upload screenshots, photos, or videos from your camera role. You can now open files from other supported apps within Edmodo and vice versa.