



***The Cultural Perspective of Time and the Reader's Experience:  
How An Author's Manipulation of Time Creates Meaning***

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This curriculum unit is recommended for:  
English Language Arts, grades 9-12

**Keywords:** pacing, flashback (analepsis), flash forward (prolepsis), en medias res, point of view, symbol, suspense, unreliable narrator.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This curriculum unit explores authors' uses of the concept of time to communicate a message to the reader. Recognizing how an author introduces and uses the concept of time in a literary text impacts the reader's understanding; thus, the reader gains a richer discerning meaning. North Carolina mandates that all English II students take the End-of-Course test that includes informational texts, poetry, and fiction. The questions demand students understand how an author develops meaning. This unit has been created to enable students to become more proficient readers in the use of literary devices impacts and to interact more effectively with the text; thus, students will develop a deeper understanding of the text and demonstrate proficiency on the English II EOC. This curricular study will ask students to read texts from various cultures to discern how their own understanding of time interacts with a culture's view of time and an author's use of timing effects.

*I plan to teach this unit during the coming year to 166 students in English II, grade 10.*

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## Introduction

### Rationale

Guiding students to read more effectively is important, but providing rigorous instruction to further develop the skills of high achievers is equally essential. Therefore, practicing inferencing and close reading benefits all students. The reader's recognition of how time impacts a text directly correlates to the development of close reading skills to encourage understanding of the author's meaning and a deeper understanding of the text. Setting a story in medieval France versus twenty-first century America requires the reader to be knowledgeable of cultural differences between the setting (time period) of the story and present day American culture. To develop this understanding, students will explore selected texts from other cultures of the world and from different time periods to interpret the author's meaning of where and when and to explore the interconnectedness of individuals and their culture. Students will investigate how an author's culture (specifically the time period in which the author lived) and the concept of time impacts the reader's understanding of a text.

In addition, students will self-reflect on their own cultural perspectives and how their own perceptions of time may have been formed. Creating an awareness of personal beliefs and how these beliefs came to be will provide a new perspective as students interact with a text. Writing about these ideas and interactions in a non-judgmental venue will help readers synthesize information, form opinions, and strengthen writing skills. Struggling writers will receive prompts designed to spark their creativity as they reflect.

The mastery of the unit objectives and evidence of emerging skills will be showcased in the summative assessment - the creation of an original text that demonstrates mastery of one or more "timing" effects (such as pacing/rhythm, flashback, or *en media res*) and the awareness of how the setting (time period) impacts the piece. To differentiate this assessment for students who need additional scaffolding, an alternative assessment is offered in which students model their own short story on a predetermined text to demonstrate understanding of how time is manipulated in a text by employing a timing effect and changing the setting of the story purposefully.

### Demographics

North Mecklenburg High School (NMHS) is located in Huntersville, North Carolina, at the northern tip of Mecklenburg County. NMHS is one of twenty-one high schools in the Charlotte-Mecklenburg School District. The school houses four magnet school programs in addition to serving students residing in the attendance zone. Overall student enrollment was 2447 in the 2017-18 school year with English II enrollment of 1235 ("Principal's Monthly Report 2017-18"). The students' English II EOC testing data indicated 59% proficiency. Minority students comprised 79% of the school's population. Economically disadvantaged students comprised 53.8% ("School Search") and averaged only 48% on the English II End-of-Course assessment ("NC Report Cards"). In the 2017-18 school year, 40% of English II students were not projected to attain reading proficiency or a level three by the end of the school year ("Academic Preparedness"). Therefore, teachers are challenged with the majority of their

students not performing at grade level and not prepared to demonstrate mastery of state mandated skills prior to graduation in four short years.

While the data proving this downward trend in academic preparedness is available, there is currently no research available to explain the reason(s). Many seem to point toward technology, such as the rise in cell phone use by students; however, I argue this is manageable by experienced educators who understand effective uses of technology in the classroom. One possibility for the decline in student ability is the mass exodus of experienced teachers within my school system (50% turnover of teachers at the end of the previous four school year at my school alone). Another possibility is the steadily increasing sizes of our classes coupled with increasing numbers of inexperienced teachers who struggle to monitor assessment data and create differentiated lessons to help students grow.

As a tenth grade English teacher in my school's International Baccalaureate (IB) program, I teach students desiring to enter the IB Diploma Program in eleventh grade, and who are expected to read on or above grade level. However, this unit is appropriate for Honors English classes and can be adapted for lower performing students. This year there are 166 students on my roster divided into class sections that meet every other day. Of those students, two students are monitored for limited English proficiency (Asian and Latino descent), and seven students are receiving modifications due to 504s for conditions including major depressive disorder, hearing loss, health impairment, and ADHD. There is one student with an IEP for a nonspecific learning disability. Another six students are not reading on grade level and failed (32% or lower) a series of pre-assessments designed to gauge student academic readiness for English II. An additional twenty students scored 50% on these pre-assessments and demonstrated limited inferencing skills, an inability to recognize textual clues, and weak vocabulary skills. Differentiation will be critical for moving these students to grade level while helping those on the opposite end of the spectrum to grow.

## Unit Goals

Although perceived to be intellectually gifted, many students in the IB Middle Years Program (grades six through ten) are placed there by parents who either believe their child is above average or believe the child will succeed if surrounded by above average children. Others have been placed in the program because they were outperforming other students in a specific grade level and/or subject area. While these students may have performed adequately in the lower grade levels, as the demands of the curriculum increased many of these students lacked the self-discipline and self-motivation to be successful in the high school program. On average, students entering North Mecklenburg High School tend to be less prepared than expected due to distractions outside the classroom including poverty, exceptionally long bus rides to the school, and lack of parental education that often leads to increased absenteeism. Assessing the skills of students the first week of class is critical in planning differentiation to meet students at their levels and prepare lessons that will guide them to success during the school year.

This year, the English II team analyzed data from the past three years and observed a downward trend in student skill levels. The hypothesis is that higher than average teacher

turnover in the middle school and ninth grade has played a role in this decline. The pre-assessment data for my students in grades six through nine seems to support this decline. Between the sixth and ninth grades, year-end testing scores, on average, declined. In some cases, the students' Lexile reading levels dropped also. Presumed expectations of students' prior learning no longer exists. In reality, I can no longer assume my students are arriving with a skill set equipped for the rigor of the Honors classroom.

Preparing lessons that compensate for the lack of skills and lower reading abilities do not meet with the curricular expectations necessary to prepare students for their junior year. Therefore, weaker students are provided tools that will scaffold learning with the hope of bringing them up to grade level, and stronger students are provided opportunities to augment the skills they possess. My goal for this unit is to help students further develop close reading skills and acquire a sense of how a text is influenced by the culture in which it was written. This unit will introduce students to literary devices that manipulate time and nonfiction texts that explore time in literature. Students will also be asked to make inferences and support their ideas with textual evidence. In summary, I want students to learn to think, be able to discuss confidently, and to realize how their own perceptions may interfere with opening their minds to others' ideas.

## **Content Research**

Humans live in a specific time and place and interpret events based upon their own experiences within their own culture (Tyson 279). People tend to be immersed in their own cultures, thus they struggle to understand how outsiders might perceive their customs or way of life. By judging others from their own cultural point of view, students are doubly at risk because they also lack an awareness of other cultures and believe their way and ideas are universally accepted. Lacking an understanding of how word meanings may change over time, students are unaware that languages may differ in the way in which time and space are communicated (Vukanović and Grmuša). Students make false assumptions because they are unaware their perceptions are distorted because of limited understanding (Barger). Toni Morrison in her novel *The Bluest Eye* alludes to this ethnocentrism:

The loved one is shorn, neutralized, frozen in the glare of the lover's inward eye. The unhappy wisdom of this is happily free of any cultural narcissism whatsoever. Class, race, even gender do not overdetermine this bleakness (8).

The IB/MYP program aims to develop learners who are aware of international cultures and who can empathize with others. Students in MYP English II are asked to tap into an understanding of cultures and societies from a global perspective in order to comprehend how man's view of himself and the world changes over time and across cultures ("What Is the MYP?"). Selected texts, both classical and contemporary, help students recognize and appreciate elements of the human condition that cross cultural barriers, while deepening their understanding of the differences among societies that often lead to conflict (International Baccalaureate Organization 2). Therefore, recognizing that other cultures do not view time as they do has a two-fold purpose - the idea adheres to the IB pedagogy and the awareness bolsters reading skills. Recognizing the difference in how other cultures interpret time and

understanding how an author employs literary devices to manipulate time in a text will help students construct meaning and develop more proficient readers (National Institute of Literacy).

Approaching a text with a conscious awareness of the context in which the text was written, students should infer the author's purpose and meaning more confidently. "Literary works may or may not tell us about various factual aspects of the world from which they emerge, but they will tell us about prevailing ways of thinking at the time: ideas of social organization, prejudices, taboos, etc" (Delahoyde, "New Historicism"). Since students will be seeking to understand how time is manipulated in a text, knowing the time period and cultural environment in which the text was written can be significant in developing understanding.

In the book *How to Read Literature Like a Professor*, Thomas C. Foster suggests the reader not read from the "fixed position" of the year in which the reader is living, but "try to find a reading perspective that allows for sympathy with the historical moment of the story that understands the text as having been written against its own social, historical, cultural, and personal background" (234). For example, in the eighteenth century a "horological revolution" (Tomalin) impacted the literature of the period as well as publishing literature in cyclical patterns such as weekly or monthly. One example is H.G. Wells' *Time Machine*; originally published in the *New Review* magazine, the novel exemplifies the developing genre in which time was not only a fascination of many writers, but also impacted how the text was presented to the audience (Feir).

Another example of the preoccupation with time was the emergence of brief poems called "watch-paper[s]" (Tomalin) that were inserted into the protective cases of watches. Although pocket watches and clocks for personal use were primarily affordable only by the upper classes, writers and philosophers were either interacting with this social rank or interacting with it. These verses varied from love to morality to man's commonality with machines. One example is Isabella Lickbarrow's "Verses Intended for a Watch Paper"

"The mind of man, like this machine,  
Has various moving springs unseen;  
Strong feelings which affect him still,  
And prompt him both to good and ill. (qtd. In Tomalin)

Samuel Taylor Coleridge also contributed his own verses to time. "For a Market Clock" written October, 1809.

What now, O Man! thou dost or mean'st to do  
Will help to give thee peace, or make thee rue,  
When hovering o'er the Dot this hand shall tell  
The moment that secures thee Heaven or Hell! (qtd in Tomalin)

The verses increase an awareness of how time fascinated authors and poets (Tomalin); therefore, students are more likely to recognize the symbolic relevance of time references in text. Another example of an author who used timing as an effect, is Edgar Allan Poe. In his poem "The Raven," he establishes a set rhythm through the use of trochees (long syllable

followed by a short syllable) in varying line lengths in a set pattern throughout (Poe) He used the ticking of a clock to create suspense in the reader and to strike fear in his characters in his short story “Tell-Tale Heart”. The striking of the midnight hour foreshadows doom. Again, he incorporates a distinct rhythm, the beating of a heart, into the killer’s imagination to replicate the ticking of a clock (Poe). “Poe uses clocks and clock imagery to delineate and judge his characters’ attitudes toward life and its possibilities, their treatment of the clock being what tells the tale” (Eddings).

## **Teaching Strategies**

MYP English II students are on the A/B day schedule for a full school year. This unit will be taught at the end of first semester providing the students time to learn and practice annotation and close reading skills, practice collaboration, and gain experience with discussion protocols. Prior to teaching this unit, students will have learned how to annotate for literary devices, practiced talking to the text, and engaged in academic conversations. Immediately prior to this unit, students will have been introduced to thinking about how a time period impacts a text as seen in Greek mythology and *The Iliad*. This exposure to how other cultures and time eras perceived events differently from the Christian viewpoint will begin the process of challenging preconceptions in the majority of my students.

Following this unit, students will begin reading *The Merchant of Venice*. Students romanticize the Elizabethan era, yet few have any real knowledge of English history. A grasp of time’s impact on a text, the reader, and the author will strengthen the student’s ability to find meaning in Shakespeare’s works.

A major component of the IB/MYP curriculum is investigative inquiry. The student should be immersed in an inquiry-based classroom where the query “Why?” is commonplace and students are encouraged to explore independently (“What is the MYP”). This idea coincides with the Common Core Standards in which the teacher’s role is creating questions that probe reasoning and underlying thinking; extending thinking and broadening perspectives; facilitating teaming, collaboration, and self-evaluation; acting as a resource and coach; and determining when exploration is most appropriate. The student’s role is demonstrating use of conceptual knowledge; selecting relevant and credible supporting evidence; initiating questions; and collaborating (Hess). To meet these expectations, several teaching strategies will be employed.

## Lesson Plan

*Based on a 90-min class that meets every other day*

### Unit Inquiry Questions:

Factual: What are the various types of “timing” and their effects on a story?

Conceptual: How has the evolving of the concept of “time” impacted our understanding of a text?

Debatable: Is a modern reader able to effectually comprehend and enjoy a text if the concept of time is suspended?

### *DAY ONE*

*Rationale:* This lesson introduces students to the unit. Students will develop an awareness of time and how cultures may view time differently.

*Learning Goals:* Students will be guided to interact with texts and develop close reading skills. Students will begin to create awareness of how their own preconceived ideas may limit their understanding of a text.

*Learning Objectives:* Students will practice annotation and close reading, will be able to identify evidence from a text to support their ideas, and will be able to synthesize information and create a graphic representation of the information.

### *CC Standards:*

RI. 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI. 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

*Teaching Methods:* Reader Response journals, Promethium Board, independent reading, pair/share strategy, whole class discussion, and group collaboration.

*Materials:* Class journals, [Eye to the Telescope](#) article, Post-it notes, Large sheets of bulletin board paper cut into smaller sections for poster making, color markers, “Is Time Travel Possible” Edpuzzle video, [How Different Cultures Understand Time](#) article, one-pager template.

*Essential Question:* What is time?

## PROCEDURE

Warm up (**10 min**): Students attempt to answer the riddle posted on the Promethium Board  
*“This thing all things devours: Birds, beasts, trees, flowers; Gnaws iron, bites steel, grinds hard stones to meal; Slays Kings, ruins town, and beats high mountain down.” ~J.R.R. Tolkien, *The Hobbit**

Ask student volunteers for possible answers (Time). Discuss how time devours.

Introduction to the unit. Students write the EQ for the day in their class journals. Explain to students that they will be reading about how other cultures view time in comparison to their own culture, and that they will then practice a close reading skill - inferring how time plays a role in the author’s view, the characters’ views, and their own views as readers throughout this unit.

Quick Write (**7 min**): Students respond in their journals to the prompt (2 min) - *How many methods of measuring time can you think of?* At end of 2 minutes, students share with seat partner (1 min each). Ask volunteers to share what was discussed with partner. Then ask, *What does time mean to you? How does time impact your life?* Whole class discussion (3-5 min).

Show Edpuzzle video “What is time and how do we measure it?” Ask students to write a question prompted by the video on a post-it note. After the video, students share their questions by posting on the board.

Distribute the article [Eye to the Telescope](#). Read article (**20 min**).

After independent reading of article, students write a question prompted by the article on a second post-it note.

Small group collaboration (**10 min**). With their seat partners, students join another pair of seat partners to discuss the questions written on their post-it notes. After discussing, any remaining questions are posted on the “Time” bulletin board.

In their small groups, students read the article “How Different Cultures Understand Time” article. Explain that students will read the article and create a One-Pager Report (see appendix) that visualizes expresses the different ways cultures view time as represented in the article. The One-Pager should contain a minimum of 2 quotes cited from the article that support the information on the poster. (**30 min**) Distribute article, paper and markers. At end of 30 minutes, collect one-pagers.

Final 10 minutes of class: Students write a personal reflection in response to the EQ: *What is time?* Students should include what they have learned, how their understanding of time has changed, and any questions they still have. Encourage students to read ahead and explore the website *Exactly What is Time*.

*Differentiation:* The lesson is shared with students via Google slides and posted on Google Classroom. All texts used in class are posted also for students to review at their own pace outside of class. Students are paired by academic strength and ability to work independently so that I may provide additional support purposefully. In group collaboration, weaker students are provided the opportunity to work with stronger students, thus providing additional scaffolding



for weaker students who often experience less anxiety in a small setting. The stronger students are able to explain/teach so that they engage in active learning, practice self-directed learning, and practice collaboration skills. The one-pager is a graphic organizer strategy that assists students in summarizing key points in a text.

## *DAY TWO*

*Rationale:* In the lesson, students will begin to explore what an author's use of time looks like in literature. Students will begin with Western culture (what they know) as they practice applying what they have learned.

*Learning Goals:* Students will begin applying the concepts studied last class. Students will begin to identify timing effects. Students will be able to analyze the purpose of the timing effect and how it relates to the theme.

*Learning Objectives:* Students will be able to identify a timing effect in a text and analyze the author's purpose for the effect.

### *CC Standards*

RL. 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL. 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

*Essential Questions:* How do I view time? Is this different from other people in the world?

*Materials:* Class journals, Posters - "How Different Cultures Understand Time," Guided Notes Key - for discussion, Text example of linear time in literature, Ray Bradbury's - "There Will Come Soft Rains," Sara Teasdale's poem "There Will Come Soft Rains"

### PROCEDURE:

Warm-up (**5 min**): Students respond to the following quote in their journals.

"Men live their lives trapped in an eternal present, between the mists of memory and the sea of shadow that is all we know of the days to come."

~ *A Dance with Dragons* by [George R. R. Martin](#)

(**2-3 minutes**) Ask for student volunteers to read their responses.

Independent Reading (**15 min**): "[Exactly What is Time?](#)" and annotate. [Guided notes](#) available for students. Students read and annotate (or use the guided notes if preferred).

Discuss "Exactly What is Time?" (**10 minutes**) On a large sheet of paper, write *What is Time?* Ask students to write one idea they learned from the article or one question they have

after reading on a post-it note and place the note on the paper. To facilitate the discussion, pull a post-it note from the paper and ask students to comment or answer the question.

Review terminology in “Exactly What is Time?” (10 min)

Provide the chart with definitions and students select the appropriate term. (see Google slideshow) Ask students to think of examples they have read for each term.

author time	when the work was originally written or published
narrator time	when the narrator in a work of fiction supposedly narrates the story
plot time	when the action depicted actually takes place
reader or audience time	when a reader reads the work or sees it performed
chronological	arranging events in their order of occurrence in time
real-time narration	a method where events are portrayed at the same rate at which the characters experience them
Analepsis	a literary device in narrative, in which a past event is narrated at a point later than its chronological place in a story; "flashing back" to an earlier point in the story
Prolepsis	“flashing forward" to a moment later in the chronological sequence of events
en media res	A narrative work opens in the midst of the plot. Often, exposition is bypassed and filled in gradually, either through dialogue, flashbacks or description of past events.
story arc (also narrative arc)	an extended or continuing storyline in episodic storytelling media such as television, comic books, comic strips, board games, video games, and films with each episode following a dramatic arc (think plot diagram)
temporal distortion	An altering in the perception of time that occurs for various reasons, often resulting from different kinds of stress. As a result, time may be momentarily perceived as slowing down, stopping, speeding up, or even running backwards, as the timing and temporal order of events are misperceived by the brain.

Gallery Walk of “How Different Cultures Understand Time” posters (20 minutes)

(2 min per poster) - Students write the title of the article in their class journals and create a 3-column chart with the headings: *facts*, *questions*, *responses*.

- In the same teams from previous class, students visit each poster and collect information for the charts in their journals.

- Once all posters have been viewed, students return to their desks and quickly note the key takeaways from the gallery walk **(2 min quick write)**.
- Whole class discussion **(5 min)**

Class creates a definition of time **(5 min)** - small group discussion. One group member posts the definition for other groups to observe. **(5 min)** Teacher guides/writes suggestions on board as definitions are combined into one. Once all are in agreement, the definition is written in reader response journals and on the large sheet of paper titled *What is Time?* The definition as stated in the article “Exactly What is Time?” -

*“A dimension in which events can be ordered from the past through the present and into the future, and also the measure of durations of events and the intervals between them. Time can be seen as the indefinite continued progress of existence and events in the past, present, and future, regarded as a whole.”*

*Differentiation:* Guided notes for the article. Collaborative groups from previous class (weaker students paired with stronger students). Gallery Walk provides opportunity for all students to engage in active learning and self-directed learning.

### *DAY THREE*

Rationale: Sara Teasdale’s poem “There Will Come Soft Rains” imagines a time when man has destroyed himself, but nature lives on. Ray Bradbury was inspired by the poem to write a short story with the same title. Applying the lessons previously learned and using texts with a similar theme may encourage students to share their ideas and opinions without fear and thus engage in constructive dialogue with one another.

Learning Goals: Learning how to engage in democratic discussion and using evidence/examples from the text to support their ideas.

*Learning Objectives:* Students will be able to compare multiple sources of information, synthesize the information, and create a statement defining time.

#### *North Carolina Common Core Standards*

CC RL 9-10.1 **Cite** strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC RL 10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC RL 10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*Essential Questions:*

1. How is time used by authors to impact meaning?
2. How do archetypes/contrasts/literary devices help to develop the theme?

*Materials:* Sara Teasdale's poem "There Will Come Soft Rains" and Ray Bradbury's short story "There Will Come Soft Rains." Template of "What, So What, Now What". Reader response journals and animated video presentation.

**PROCEDURE:**

**Warm-up (10 min):**

"Clocks slay time... time is dead as long as it is being clicked off by little wheels; only when the clock stops does time come to life."

~*The Sound and the Fury* by William Faulkner.

Students respond in journals. Students share their thoughts.

Explain to the students that they will be reading a poem and a short story based upon the same theme. In fact, the author of the short story said his short story was inspired by the poem of the same name.

**Close Reading (10 min)** - "There Will Come Soft Rains" by Sara Teasdale

Ask for student volunteer to read the poem out loud. Instruct the students to now read independently and with a pen in hand to annotate the poem for specifically for references to time and the structure.

After 10 min, ask students to listen to the choral music created with the intent purpose of creating the auditory image of nature as presented in Teasdale's poem. ["There Will Come Soft Rains"](#)

**Discussion (10 min):** Initial discussion begins in small groups. *What is the structure of the poem? What effect does this structure have on the poem? Why couplets?*

Students create t-charts and begin collecting the images of nature from the poem.

Then students begin discussing using the "Big Six" (Appendix) to fully discuss the poem.

**Whole Class Discussion (10 min)** - refer back to the annotations students have made.

**Bradbury's ["There Will Come Soft Rains"](#) Show the animated video of Bradbury's story (10 minutes)**

Instruct students that they will read the short story independently (**20 min**). As they read, they should specifically annotate for setting and time references. The story begins en media res and readers must use the context clues to infer what has happened to the family. Explain to students that they should be prepared to explain the purpose and/or significance of any literary devices noted.

**Exit Ticket:** What is the connotation/imagery of "soft rains"? Why do you think the authors chose to describe the rains as soft? Students respond in their journals.

*Differentiation:* Audio recording of the story is available for students via Edpuzzle “Leonard Nimoy reads Ray Bradbury's "There Will Come Soft Rains." The video checks for understanding by asking students to answer 10 questions during the reading. Struggling students will be encouraged to create a log of the events in the story using the graphic organizer “*What, So What, Now What?*”

#### *Day Four*

*Rationale:* As students’ progress toward developing their own inquiry-based learning, they will demonstrate purposeful dialogue in collaborative groups and whole class discussion. Writing a compare/contrast essay based upon the two texts will allow students to further develop writing skills and address the knowledge/skills they have mastered in this unit.

*Learning Goals:* Students will begin facilitating their own learning through inquiry and collaborative discussion. Students will write an essay in which they display their own understanding of two texts based on a similar topic.

*Learning Objectives:* Students will be able to compare a subject presented in two different mediums and discuss each author’s purpose by analyzing how the author uses various literary devices, including the manipulation of time purposefully.

#### *North Carolina Common Core Standards*

CC R.L 9-10.1 **Cite** strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC RL. 9-10.9 Analyze how an author adopts or adapts source material in a specific work.

W. 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

*Essential Question:* How do authors use a similar theme to provide a glimpse into the culture of a given time period?

*Materials:* Sara Teasdale’s poem “There Will Come Soft Rains” and Ray Bradbury’s short story “There Will Come Soft Rains.” Template of “What, So What, Now What”. Reader response journals and animated video presentation.

#### PROCEDURE:

Warm-up (**10 min**): In their journals, students model their own verse to time after an example of a “watch-paper” by Isabella Lickbarrow.

The mind of man, like this machine,  
Has various moving springs unseen;  
Strong feelings which affect him still,  
And prompt him both to good and ill.

Provide other examples of watch-paper verses (Appendix). After 10 min, volunteers share their verses (**5 min**). Instruct students to create mini-posters modeled after watch-papers to post for viewing. Provide a 4x6 notecard to each student for this task. Students will work on this activity for **10 min**.

(**5 min**) Ask students to return to the Exit Ticket from the previous class. *What is the connotation of soft rains? Infer why the authors chose to describe the rains as soft. What did they write? Discuss.*

Collaborative Groups Discussion - **10 min**. Distribute literary devices guide (appendix) and instruct students to work in their collaborative groups to identify and analyze why or how the devices were used.

After ten minutes, ask students to initiate a whole class discussion. Ask for a volunteer to lead the discussion and a scribe to jot down notes to share with the class. (**10 min**) At end of discussion, provide missing information to the students.

Teacher Notes: Students will analyze the purpose of each of the literary devices Bradbury incorporates into his story.

1. Simile (What is the purpose of the simile?)
2. Personification (Is time personified?)
3. Setting (What role(s) does time play?)
4. Symbolism (What is the purpose of the symbol? Does the author's time of writing influence the use of this symbol? Is this a synecdoche? Archetype?)
5. Repetition (What is being repeated? Author's purpose for the repetition?)
6. Irony (Why is this ironic?)
7. Protagonist (How do you know?)
8. Imagery (Is there repetition in the imagery? Do the images have a connection?)
9. Suspense/ foreshadowing (Why? Purpose?)
10. Theme (How is the theme developed? Evidence?)
11. Allusion ("There, down tubes which fed into the cellar, it was dropped into the sighing vent of an incinerator which sat like evil Baal in a dark corner." Baal (Beelzebub in Shakespeare's *Macbeth*) is an old pagan god that appears in the Old Testament of the Bible. His name translates into "Lord of the flies" (also adopted by William Golding as the title of his novel about a group of schoolboys marooned on an island who become savages and do terrible things.) Baal is also Satan's best friend in Milton's *Paradise Lost* (Book 1: line 75).

Essay Writing - (**40 min**) For the remaining time in class, students will write a compare/contrast essay of Teasdale's poem and Bradbury's story. Writing templates provided for struggling students. Allow students to continue writing at home. Students should submit their essays via Google Classroom.

*Differentiation:* Essay writing graphic organizers/writing sample (student resources). Notes of discussion shared with students via Google Classroom. Students receive extra time to write at home.

## Day Five

*Rationale:* Students will begin exploring ancient texts that challenge their views of time periods long ago. Students will begin to make connect to ancient cultures through man's ability to use time as a tool of civilization.

*Learning Goals:* Students will be able to analyze an ancient text for references to time and connect the writer's references to time to man's understanding of time in the modern world.

*Learning Objectives:* Students will read a text and infer a culture's understanding of time without prompting by the teacher. Students will develop their own inquiry-based learning for this text.

### North Carolina Common Core Standards

CC RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

*Essential Question:* How does reading literature from outside the United States help me to understand another culture?

*Materials:* Excerpt handouts for *Ecclesiastes 3* and Dante's *Inferno*. Reading journals.

### PROCEDURE:

**Warm-up (10 min):** Round Robin Reflection. Students will respond in their journals to the prompt (about 1-2 minutes) and then pass their journal to another student. The student will then respond to what the first writer wrote. Repeat this step 2-3 times.

*Prompt: What do you know about time and timekeeping in the ancient world?*

Explain to the students that they will create their own inquiry-based learning today. They will need to use all of the skills they have been practicing to identify how time is referenced in the texts, and they will need to use their skills to make inferences about the cultures in which these texts were written.

**(10 min)** Text #1 Ecclesiastes 3 (provide printed copy of text) Overview of the excerpt students. Introduce *antithetical parallelism*. (teacher notes). Students should note the references to time in the poem, but they should also pay close attention to clues in this text about the culture of the speaker.

**(20 min)** Students work in their collaborative groups to create 2-minute presentations that connect the poem to the EQ for the day. Model the presentation (student resources). Clarify any instructions as necessary. Once students are set, begin the clock. *The rationale behind this activity is to encourage forward planning, goal setting, collaboration, and inquiry-based learning on the part of the student. The students also practice oral presentation skills.*

Presentations - (approximately **15 min**) During presentations, use the abbreviated presentation rubric to provide feedback to the group. Following the presentations, allow **5 minutes** for students to reflect in their journals about the activity/daily lesson.

Dante's *Inferno* (**15 min**) - Show video by Classics Illustrated. Ask students to write 3 questions on 3 separate note cards or pieces of paper. Announce "Swap Meet" and instruct the students to trade each of their 3 questions with 3 other students and to return to their seats. (**20 min**) Now students will answer the questions by reading Dante's *Inferno* Canto I and researching as needed. Provide the links to the virtual tour of hell and Canto I.

Final (10 min) of class – Instruct students to finish answering the questions at home as needed. Explain the homework assignment – Create your own assignment. Students will use Dante's text as a springboard for their own creative project. They might write a new canto; write a song about the text; create a new level of hell that would fit today's society; or animate the text. The only requirement is that the project involve writing. They will also create their own rubric for scoring.

*Differentiation:* Collaborative groups; extra time provided at home; rubric examples.

*Day Six*

*Rationale:* Students will begin applying skills learned in the unit to poetry of various cultures.

*Learning Goals:* Students will be able to use cultural awareness to increase understanding of poetry.

*Learning Objectives:* Students will read poems by authors from Montenegro, Columbia, and Britain. Using knowledge of the various cultures, students will be able to ascertain the impact of culture on the poet's work.

*North Carolina Common Core Standards*

CC RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CC RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

*Essential Question:* How does an author share social customs through literature?

*Materials:* Reading journals; index cards (3x student); laptops; poems

### **PROCEDURE:**

- **Before** we begin today's lesson, we will peer review the creative projects based on Dante's work. Please get your assignment and rubric ready. Students will need 3 index



cards, their rubrics and projects. If student work is saved online, the student should open both the rubric and the creative project on the laptops for viewing.

- If the work is on paper, the student should leave on the desk with the rubric visible (either online or on paper).

**(15 min)** Instruct the students that today they will move from project to project to peer review 3 assignments using the rubrics provided. If no rubric created, ask peer reviewer to note on the review cards, but to provide some feedback to the creator. They should NOT write on the projects. All reviews should be submitted once complete.

Students without an assignment will move to an area to begin work on their own creation. This work will be submitted directly to Google Classroom or to the teacher for a late grade.

**(5 min)** Once peer review is complete, ask students to write the daily EQ in their daily journals and complete the free write: *What do you know about poetry? What strategies do you use to determine meaning?*

**(10 min)** Distribute “Time” by Dragana Tripković. Ask for a volunteer to read the poem to the class. Students should listen and mark any unfamiliar words. Students will then work with their collaborative groups to discuss the poem.

Bring attention back to the front and ask for volunteers to share what their groups noted. Explain that the poet is from Montenegro, a Balkan country bordered by Bosnia and Herzegovina to the north; Serbia and Kosovo to the east; Albania to the south; Croatia to the west. Display the map (student resources).

**(10 min)** Distribute the next poem, “The Sky Over My Mother’s House” by Jaime Manrique. Instruct students to discuss this poem in their groups.

**(10 min)** Ask students to share information discussed about this poem.

**(10 min)** “The Second Coming” by William Butler Yeats is the final poem. Before students begin to read, ask that they consider:

- Yeats was an Irishman who lived from 1865-1939. Ask the students to reflect how this information offers perspective before they read?
- This poem was written in 1919. What do you know about this time period?
- Pay close attention to the punctuation as you read.
- How does the title connect to a *cyclical* view of time?

Ask students to work on this poem independently for 10 min.

After 10 minutes, play the audio reading of the poem on YouTube

<https://www.youtube.com/watch?v=6M5QXiz20kE>.

**(10 min)** Ask students to discuss this poem in their groups.

**(10 min)** Whole class discussion

In the final 10 min of class, ask students reflect in your journals about the poems today. What is something new that they have learned? What is something they would like to know more about? Which poet did they prefer? Why? **(3 min)**

Round Robin Reflection – students then trade journals with a seat partner who responds to what is written in the reflection. **(2 min)**

*Differentiation:* Collaborative groups organized so that weaker students are paired with stronger students. Model annotation of poems on Promethium board.

### *Day Seven*

*Rationale:* Students will read texts in which time is cyclical and the accustomed structure is altered.

*Learning Goals:* Students will read Native American texts to increase awareness that not all texts in America are structured the same nor is time viewed the same.

*Learning Objectives:* To read and discuss the impact of culture on not only time perception, but on the structure of a text.

### *North Carolina Common Core Standards*

CC RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CC RL 9-

*Essential Question:* How does culture impact the structure of a text?

*Materials:* Reading journals; short stories by Leslie Marmon Silko

### PROCEDURE:

**Warm-up (10 min):** Students respond to a quote by Mubasil Chaudhry - “Native literature is bicultural, the characters move freely in the world, beyond and through stereotypes or cultural idioms.”

After 5 minutes, ask students to share their thoughts.

Explain that Native Americans view time as cyclical, which is opposed to the most American’s view of time as linear. (See Student Resources for comparison chart)

Divide students into two groups - “Lullaby” and “The Yellow Woman”. Instruct students to read independently (**20 min**) and to annotate for the discussion to come.

After 20 minutes, ask students to create two circles – “Lullaby” in the center with “The Yellow Woman” on the outside. Once circles complete, students in the center will discuss their story for 20 minutes while the group on the outside takes notes and listens. At the end of 20 minutes, the outside circle may ask questions for clarification. Then the two groups switch places and the second groups discusses. Again, the outside group will take notes and may ask questions after 20 minutes has elapsed. (Total time 40 min of discussion with about 5-10 min. of questions)

Students will then reflect in their journals for **5 min**. *What similarities are most evident? What evidence did you note of the cultural view of time as cyclical?*

After 5 min, students should share their thoughts with a seatmate.

*Differentiation:* Teacher will take notes during discussions and share with students.

## *Day Eight*

*Rationale:* Students will read various time travel stories in preparation for writing their own time narrative.

*Learning Goals:* Students will be able to synthesize information from fiction into a new format.

*Learning Objectives:* Students will be able to demonstrate understanding of how time is manipulated in a text to increase meaning, develop suspense, and support an author's purpose.

### *North Carolina Common Core Standards*

CC RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

*Essential Question:* Is traveling through time possible.

*Materials:* Reading journals; short stories about time travel; laptops; Edpuzzle link

### PROCEDURE:

Warm-up (15 min): Students read the newspaper article "*DeLorean time travelers meet in an Omaha church parking lot.*" Students create a 3-2-1 activity based upon the article. After 10 min, ask volunteers to share their thoughts.

**(5 min)** Students will access Edpuzzle to watch video about time travel – Is it possible? After the activity, discuss what they learned from the video.

**(60 min)** Students will move into collaborative groups to read a short story and to create a newspaper based upon the short story. Students will create articles, advertisements, opinion columns, political cartoons, science articles, and obituaries connecting to the story assigned. Students will be provided 2 hours of class time to complete the task and templates to format their publications.

Day two of the activity, students will complete their publications and participate in a gallery walk of all publications. Rubrics will be provided for the groups to offer feedback to others.

## *Day Ten*

*Rationale:* Students have read multiple texts involving time travel that included a variety of timing devices. As a summative assessment, students will demonstrate the ability to write their own creative narrative in which they are able to use timing devices appropriately..

*Learning Goals:* Students will be able to use two or more literary timing devices in a text they create on their own.

*Learning Objectives:* Students will be able to demonstrate understanding of how time is manipulated in a text to increase meaning or develop suspense or support an author's purpose.

### *North Carolina Common Core Standards*

CC RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

*Materials:* Reading journals; laptops; rubric

*Differentiation:* Narrative Writing Anchor Chart; extended time

### PROCEDURE:

#### Summative Assessment

Explain that students will have the class block to write their narrative using timing devices. Students should spend 15-20 minutes brainstorming and planning their narrative before writing the actual story. Evidence of planning is required.

Walk around room and assist students as needed. Students who do complete their story before class ends should spend time revising their work. During last 5 minutes of class, explain that stories are due next class.

## **Appendix 1: Implementing Teaching Standards**

**R.L. 9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**R.L. 9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**R.L. 9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**R.L. 9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**R.L. 9-10.9** Analyze how an author adopts or adapts source material in a specific work.

**RI. 9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI. 9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI. 9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI. 9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

**W. 9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Develop the topic with well chosen, relevant quotations, and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text; develop cohesion.
- d. Establish and maintain a formal style and objective tone.
- e. Provide a conclusion that follows from and supports the information presented.

**W 9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

c. Use narrative techniques, such as **pacing** to develop experiences, events, and/or characters.

d. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## List of Materials for Classroom Use

"Time" by Dragana Tripković  
"Is Time Travel Possible" Edpuzzle video  
"The Second Coming" by William Butler Yeats  
"The Sky Over My Mother's House" by Jaime Enrique  
"Time in Literature" guided notes: <https://1drv.ms/w/s!Amo9golnxb5gR1ugtUB96svEmRq>  
"Sara Teasdale's poem "There Will Come Soft Rains"  
Animated video presentation of Bradbury's "There Will Come Soft Rains"  
Chart/Poster size paper  
Class/Reader Response journals  
Compare/Contrast Essay Rubric: <https://1drv.ms/w/s!Amo9golnxb5gRtsT4K-YPUg1LUt>  
Edpuzzle video: time travel  
Excerpt handouts for *Ecclesiastes 3*  
Excerpt of Dante's *Inferno* – Canto I  
[Eye to the Telescope](#) article  
Guided Notes Key - for discussion  
[How Different Cultures Understand Time](#) article  
Index cards (3x student)  
Laptops  
Markers  
Narrative Writing Anchor Chart: [https://1drv.ms/w/s!Amo9golnxb5gRro\\_Bhi\\_DfWFvDh](https://1drv.ms/w/s!Amo9golnxb5gRro_Bhi_DfWFvDh)  
one-pager template.  
Post-it notes  
PowerPoint presentation for unit: <https://1drv.ms/p/s!Amo9golnxb5gRnzZgeuBdp2qfas>  
Ray Bradbury's - "There Will Come Soft Rains"  
Short stories by Leslie Marmon Silko  
short stories: "Swimming Upstream", "The Clock That Ran Backwards", "Soldier"  
Short Story Newspaper rubric: <https://1drv.ms/w/s!Amo9golnxb5gR53clzVhu4nH-sh>  
Summative Assessment Rubric: <https://1drv.ms/w/s!Amo9golnxb5gRzt3XNnvpnetmwd>  
Template of "What, So What, Now What"  
Text example of linear time in literature  
Watch-paper verses: [https://1drv.ms/w/s!Amo9golnxb5gR8EJ55jG8\\_fAp-x](https://1drv.ms/w/s!Amo9golnxb5gR8EJ55jG8_fAp-x)

## Student Reading List and Resources

### Dante's *Inferno: Canto I*

Narrator begins *en media res* walking in a dark wood because he has lost his way midway in life. He attempts to reach the light, but is met by three angry beasts. Multiple allusions and symbols.

### "DeLorean time travelers meet in an Omaha church parking lot" by Micah Mertes,

Article from the *Omaha World Herald* telling the story of a group of men who meet to share their fascination with the *Back to the Future* film series and the DeLorean automobile.

### "How Different Cultures Understand Time"

Article from the *Business Insider* online publication. Provides a fairly thorough overview of differences in time perception in cultures throughout the world. Written in simple language for the business traveler, yet useful for students new to the idea.

### "How Do We Measure Time? 5+ Innovative Ways" by Sabrina Stierwalt, PhD.

Discusses the various methods man has created to measure time.

### Lullaby" by Leslie Marmon Silko

A short story about an elderly woman reminiscing about her life events, both happy and sad. Symbolism and the relationship of time to natural events.

### "Soldier" by Harlan Ellison

Time travel story in which a soldier is suddenly whisked from a battlefield in the future and sent back in time. Unfortunately, he kills an innocent man and is arrested.

### "Swimming Upstream" by Eduardo del Llano

Another time travel short story in which a Cuban man is telling a doctor (not his usual therapist) about an occurrence in which he takes over the body of a baseball player and seems to be the reason the team is on a winning streak. Unfortunately, he is not helping the team the new therapist supports.

### "The Clock That Went Backward" Edward Page Mitchell

One night the narrator observes his Aunt winding up the clock except that she seems to be caressing the clock and it is running backwards. When it stops moving she falls to the floor and dies. Later, a college professor winds up the clock and time flows backwards again until a ball of fire strikes the clock.

### "The Second Coming" by William Butler Yeats.

A poem in which the end of the world is described as total chaos. Multiple Christian allusions, images, and symbols.

### "The Sky Over My Mother's House" by Jaime Enrique

A poem in which the speaker remembers his childhood home as a time of freedom and beauty.



“There Will Come Soft Rains”

Two texts, a poem by Sara Teasdale and a short story by Ray Bradbury. Both are apocalyptic, but differ in the imagery following total devastation caused by man.

"Time" by Dragana Tripković.

A contrast in imagery and view of time to “The Sky Over My Mother’s House.” Imagery is bleak and much more constricted due to societal expectations.

“Time” in *Eye to the Telescope*

An online journal published by The Science Fiction and Fantasy Poetry Association. This chapter introduces time as the oldest trope in literature. Provides an explanation in easy to understand language, yet introduces students to Virgil, Isaac Newton, and British physicist Julian Barbour.

“Time in Literature”

The article found on the *Exactly What is Time? Website* is a comprehensive look at how time is used in literature. Provides vocabulary and examples to support explanations written in easy to understand language. The website is fairly comprehensive and includes many other facets of time for students who wish to continue exploring.

#### Other Resources

PowerPoint presentation for unit: <https://1drv.ms/p/s!Amo9golnxb5gRnzZgeuBdp2qfas>

Narrative Writing Anchor Chart: [https://1drv.ms/w/s!Amo9golnxb5gRro\\_Bhi\\_DfWFvDh](https://1drv.ms/w/s!Amo9golnxb5gRro_Bhi_DfWFvDh)

Compare/Contrast Essay Rubric: <https://1drv.ms/w/s!Amo9golnxb5gRtsT4K-YPUg1LUt>

Summative Assessment Rubric: <https://1drv.ms/w/s!Amo9golnxb5gRzt3XNnvpnetmwd>

“Time in Literature” guided notes: <https://1drv.ms/w/s!Amo9golnxb5gR1ugtUB96svEmRq>

Short Story Newspaper rubric: <https://1drv.ms/w/s!Amo9golnxb5gR53clzVhu4nH-sh>

Watch-paper verses: [https://1drv.ms/w/s!Amo9golnxb5gR8EJ55jG8\\_fAp-x](https://1drv.ms/w/s!Amo9golnxb5gR8EJ55jG8_fAp-x)

## Teacher Resources

*Advancing Differentiation: Thinking and Learning for the 21st Century* by Richard Cash – A comprehensive guide to differentiating the classroom.

“Digital Dante.” Edited by Teodolinda Barolini, Columbia University’s Department of Italian. A thorough website containing images, audio readings, history, and various textual resources for Dante’s *Divine Comedy*.

“Dante’s Inferno: A Virtual Tour of Hell” by Sara Edelman – Students are able to virtually tour the levels of hell and learn about the various characters residing there. Requires flash player. [www.foxtwin.com/inferno/](http://www.foxtwin.com/inferno/).

Edpuzzle.com – Teachers are able to pair texts with videos or clips of videos, insert questions, and track student data. Provides scaffolding and boosts student engagement.

*50 Common Core Reading Response Activities* by Marilyn Pryle – A wonderful resource for mini-lessons and activities to help students analyze literature and nonfiction texts. Includes graphic organizers.

### *Jewish Virtual Library*

Vast images and easy to read history of events and characters in the *Old Testament*.

Mud and Ink Teaching.org – A resource/blog for high school English teachers that includes a variety of strategies and activities.

*Short story guide* – An online short story collection with a vast array of stories, some classic and some by unknown authors. Multiple genres. [www.shortstoryguide.com/](http://www.shortstoryguide.com/)

“The World of Dante” – Online resource and multi-media tool containing text, maps, and art related to Dante’s work. Maintained by the University of Virginia. [www.worldofdante.org](http://www.worldofdante.org)

PowerPoint Daily Lesson Plan: <https://1drv.ms/p/s!Amo9golnxbp5gRnzZgeuBdp2qfas>

*Words Without Borders* – online literary magazine of world texts. Includes commentary and multiple translated texts. Has proven to be most helpful in preparing students for the End-of-Course English II exam. [www.wordswithoutborders.org/](http://www.wordswithoutborders.org/)

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