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Education Programs Department 2007 Curriculum Collection

Our Mission

The mission of the CHF Education Programs Department is to plant and cultivate a passion for the humanities in educational communities, offering educators and students diverse, dynamic learning opportunities. By nurturing an active personal relationship with the humanities, the CHF ignites life long learners.

Classics in Context

Sometimes, all it takes to change your mind is to consider a new perspective. CHF seeks to build upon each year's Fall Festival theme with every new season of *Classics in Context*, a seminar sequence for teachers led by renowned humanities scholars.

The series takes a fresh look at universally established and contemporary literary classics. Giving teachers a chance to renew professionally and personally, the Chicago Humanities Festival supports you in your pursuit to revive seasoned and the contemporary classic books through study and conversation, alongside your colleagues.

Within the past year we have become more dedicated to providing you with curriculum based specifically on the texts that we focus on through our *Classics in Context* literature series. With a Curriculum Developer on board to be a part of each session – to hear, firsthand, your questions, your ideas, your concerns about adapting these texts to the classroom – we are focused on helping you feel supported.

While CHF Education programs reflect the yearly, orbiting themes of the Fall Festival, our core concern remains offering programs that provide professional development resources that are both intelligent and encouraging. The determination of a teacher often informs the atmosphere of a classroom; CHF Education is dedicated to fortifying you in any way we can.

How CHF Boosts Teachers...

- Publishing valuable print & on-line educational resources
- Providing professional development programs
- Fostering a distinctive forum of ideas & supportive network.
- Helping you fulfill your CPDU and other certification requirements.
- Offering our student & teacher FREE TICKET program for Festival and year-round programs

How teachers Boost CHF...

- Using us as your first resource.
- Telling your friends and colleagues about FREE programs.
- Utilizing our great website resources.
- Posting our flyers at your school – share us with others!
- Telling us what you think about our programs - online or by mail.
- Sharing your lesson and unit plan ideas with us
- Using our student & teacher FREE TICKET program for Festival and year-round programs

Contact the Education Programs Department at 312.661.1028 x22 or education@chfestival.org



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Elizabeth 1: Collected Works



THIS IS NOT A WRITING ASSIGNMENT

GOALS:

- **2.B.4a** - Critique ideas and impressions generated by oral, visual, written and electronic materials.
- **2.B.5a** - Analyze and express an interpretation of a literary work.
- **3.B.4c** - Evaluate written work for its effectiveness and make recommendations for its improvement.

DAY ONE: Give students the following excerpt. (p. 10-12)

Princess Elizabeth to Queen Katherine (December 30, 1545)

Of old, from great antiquity-most noble, most excellent and sovereign princess-the custom has always prevailed that to preserve the memory of notable things that were done in times past, and likewise to increase their renown, a number of ingenious men, both to apply their understanding and skill and to have it seen that in every way with their ingenious art they excelled the rest of all other animals, have in many places and in divers ways amused themselves by composing or putting into memoirs the things done in their time that seemed to them worthiest of commemoration or remembrance. And in order to do this (because the apt and requisite usage of letters and the way of writing were not yet invented), they were accustomed to draw out and bring forth their most memorable deeds with certain characters, figures, images, or effigies of men, beasts, birds, fish, trees, or plants, carved out crudely and grossly because they did not care how it was that they labored, provided that the memory of their intention was magnified, diffused, and noted by everyone. Now afterwards, since the creation of the world, we see that just as the days and months increase and multiply, so similarly, little by little, by succession of time the mind of man is more ingenious and inventive, more adorned and polished, than it formerly was. And therefore some have invented sculpting in the round, casting or engraving in gold, silver, copper, or other materials, statues of our predecessors-their size, height, breadth, proportions, body weight and volume, their physiognomy, complexion, color, and look, their bearing, gait, countenance, their exploits-in doing of which, excellent painters do not deserve less praise...



Choose something done in your time that you would consider “worthiest of commemoration or remembrance.” Create a tangible or physical representation of what you feel should be remembered. You may use any medium you wish except the written word.



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DAY TWO (a week later): Students share what they have created. Encourage students to describe what they see, hear, smell, touch, feel, etc. Ask students to interpret the work or message based on their observations. After students have shared and viewed each other's work, share the following excerpt,

But all of these together never cold and cannot yet represent or reveal by their works the mind or wit, the speech or understanding of any person.

And yet, especially among the aforesaid arts and sciences, the invention of letters seems to me the most clever, excellent, and ingenious. For through their ordering not only can the aforesaid bodily features be declared, but also (which is more) the image of the mind, wiles, and understanding, together with speech and intention of the man, can be perfectly known-indeed, traced and portrayed so close to artless and natural that it actually seems that his words were spoken and pronounced long ago still have the same vigor they had before...Thus the art of painting, engraving, or sculpting is the image and effigy of bodily, visible, and palpable things; and by contrast, the Scripture [written word] is the image and effigy of spiritual, invisible, and impalpable things.

DISCUSSION: What is Elizabeth saying here? Do you agree or disagree? Encourage students to discuss Elizabeth's assertion that the written word is the best way to capture the invisible as it applies to their own project.



Create a written version of your physical representation.

DISCUSSION: After writing is complete, ask students to share their written work. Discuss the differences of hearing/reading versus seeing/hearing the physical representation. Discuss the differences of expression. Did the written word express that which is invisible according to Elizabeth? Which was easier to do? More enjoyable? More difficult?



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SPIN DOCTOR

GOALS:

- **1.A.5b** Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.
- **2.A.4a** Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.
- **2.A.4d** Describe the influence of the author's language structure and word choice to convey the author's viewpoint.
- **4.B.4a** Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.

Read and discuss Queen Elizabeth's first speech before Parliament, February 10, 1559 (p. 59).

1. Identify Elizabeth's reasons for not marrying.
2. How does she present these reasons?
3. What images of herself does she create?
4. What tactics does she employ?



Queen Elizabeth I was a master at avoiding the truth. She could persuade Parliament with her words. Now it's your turn. Pick a situation from the hat and write a "one-minute excuse" (speech). Remember to employ some of the tactics you saw Elizabeth use. Put your own spin on your situation. Remember, you are in trouble. Use your speech to get out of trouble.

Teachers will have pieces of paper with "situations" written on them. Each student will pick one situation, write a one-minute speech, and present it in class. The class will decide if the student successfully talked their way out of trouble or convinced them.

Some examples,

1. You are in the Principal's office after being caught fighting.
2. You did not turn in your homework.
3. The coach (who is also your math teacher) wants you to try out for the basketball team. You hate basketball.
4. Your mom says you can't leave the table until you eat your vegetables.
5. Your parents insist that you go to college. You have other plans.

Students will have a small rubric for each speech to evaluate each speech's effectiveness.



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WHAT IS A LEADER?

This is a series of exercises that could be combined into a unit or used separately as introductory exercises. I would suggest using an activity to introduce one of Queen Elizabeth's speeches. Students can then draw on their personal experience with the ideas when analyzing Elizabeth's words.

1. *STATUS*

GOALS:

- **2.A.5b** Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.
- **2.B.5b** Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
- **2.B.4c** Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.
- **4.A.4c** Follow complex oral instructions.

(A large open space is needed for this activity. Cards are also needed. You can use a deck of cards with only Kings, Queens, and number cards. You can also make slips of paper with 2/3 blank and 1/3 with some kind of symbol). This is a silent game with no physical contact. Ask students to walk around the space with no eye contact, no physical contact, and no sound. After a minute or so, tell students that they can make eye contact. After some time, tell students that they can acknowledge each other with some silent form of communication (a gesture, facial expression, etc.) Ask students to freeze. While frozen, teacher distributes cards. Students cannot look at the card they are given. They either hold it on their forehead or it can be attached to their back. "Everyone in class can see your card but you can't." If using a real deck of card, face cards are royalty; number cards are not. If using blank cards, anyone with a symbol card is royalty. Ask students to walk around again and respond appropriately to the people you encounter. After some time it will become clear that students have discovered their status and have adjusted their behavior. Observe how students change as they begin to figure out who they are.

Discuss: Who are you? How could you tell?
How did it make you feel when you figured it out?
How did people treat you? Was it any different from how you are usually treated?
How did you treat people?
Did any groups form? Why or why not?

Students will usually have a lot to talk about after this exercise. I think it's a great activity to use before talking about any of the Kings and Queens of England.



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2. *BUILD A CULTURE*

GOALS:

- **2.B.5b** Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
- **3.C.5a** Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).
- **4.A.4c** Follow complex oral instructions.

1. Ask students to define culture (the beliefs, customs, practices, and social behavior of a particular nation or people). I usually create a web on the board and ask students to brainstorm elements of culture.

2. Divide class into groups of five or six students and ask them to create a culture. Each culture must have the following:

- a. a name
- b. a mission statement – why are you together, what are your defining beliefs, customs, practices, etc.
- c. a flag or symbol to represent your group
- d. a cheer

3. When students have completed steps a through d, ask everyone to stop. Tell students they have 30 seconds to name a leader and that leader must report to the teacher. Try to use language that does not instruct them how to select a leader – the process is important. Avoid using select, choose, pick, vote, etc.

4. After you have a leader for each group, ask each group to describe their process of selecting a leader. Did they vote? Did someone declare himself or herself leader? Did the group force someone to do it? etc. Based on their answers, each group can now form their system of government. Who is your leader: an elected leader, dictator, monarch, etc.? How do you feel about your leader?

5. Each culture introduces itself to the rest of the class. They begin with their cheer, name, and flag. Next, they share their mission and description of leadership.

6. This activity could stop here or you can expand on it in countless ways. For example, give each group leader a problem to solve. Based on their solutions, members can change groups. Create strategic situations where groups must negotiate with each other. Create opinion polls and ask individuals to answer and then compare answers within cultures. Create games where cultures compete against each other.



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3. *IMAGES OF LEADERSHIP*

GOALS:

- **1.C.4e** Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
- **2.B.4b** Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.

Ask students to collect images of leaders. They can be from newspapers, magazines, the Internet, etc. (Make sure you have some images of Queen Elizabeth, King Henry VIII, etc.) When you have at least one for every student, hand them out and ask students to write what they see. “If you know who the leader is, try to avoid writing your opinion about him or her. Just write what you see.” Ask students to share.

Ask students to create an image of what they think a leader should be. It can be in any form (drawing, sculpture, written, recorded, etc.) I would be intentionally vague so students can grapple with their own ideals about leadership. Share creations.



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TELLING IT LIKE IT IS (OR ISN'T)

GOALS:

- **1.B.5c** Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **2.A.4a** Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.
- **2.B.4a** Critique ideas and impressions generated by oral, visual, written and electronic materials.
- **3.C.4b** Using available technology, produce compositions and multimedia works for specified audiences.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

Students will examine three of Queen Elizabeth's speeches and analyze the trajectory of her thoughts, words, and strategies. Students will create a short Jon Stewart-like late-night show satirizing Queen Elizabeth's speeches.

1. Read, Analyze, discuss speeches.
2. Define Satire, sarcasm, irony, etc.
3. Show students examples of the form so they become familiar and comfortable with it. Jon Stewart is one of my favorites but this project can be adjusted to work with any show. Video clips of the show can be downloaded from the website.

About Jon Stewart:

One anchor, five correspondents, zero credibility.

If you're tired of the stodginess of the evening newscasts, if you can't bear to sit through the spinmeisters and shills on the 24-hour cable news networks, don't miss The Daily Show with Jon Stewart, a nightly half-hour series unburdened by objectivity, journalistic integrity or even accuracy.

The Emmy and Peabody Award-winning Daily Show takes a reality-based look at news, trends, pop culture, current events, politics, sports and entertainment with an alternative point of view. In each show anchorman Jon Stewart and a team of correspondents, including Dan Bakkedahl, John Oliver, Ed Helms, Jason Jones and Samantha Bee and Lewis Black, comment on the day's stories,



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employing actual news footage, taped field pieces, in-studio guests and on-the-spot coverage of important news events.

The Daily Show with Jon Stewart - it's even better than being informed.

4. Divide class into groups and assign one aspect of the show to each group. If using the Jon Stewart format, it would look something like this:
 - a. Producers – This group will run the show. They are responsible for keeping the writers on task and piecing the show together. From this group, the lead anchor will be selected. If you film the show, this group will film and edit the piece
 - b. Headlines – Students will research what was happening during the time of each speech (perhaps using Robert Bucholz's book) and create some funny, interesting headlines.
 - c. Feature Story – this section will feature the Speeches of Queen Elizabeth. The intent is to illustrate examples of her trajectory – how it changed and stayed the same. I would recommend viewing Stewart's video, *The President's Stages of Grief*⁹ as an example.
 - d. Fake News Story – this creation is entirely fictional but should be connected to the time period. I would recommend viewing a video made by one of the correspondents (Samantha Bee for example).
 - e. Celebrity Interview – It would probably have been impossible to get Queen Elizabeth I on the show but whom else could we get?

Once the segments have been created, the producers need to put the show in order, run a few rehearsals, and then perform.