



ELA Virtual Learning

# English I

April 28, 2020



Grade/Course

Lesson: April 28, 2020

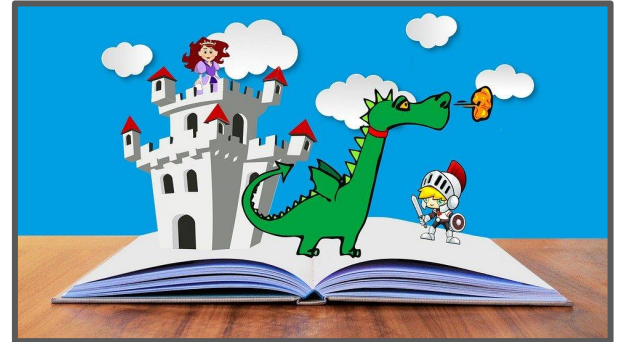
**Objective/Learning Target:**

- Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.

# Bell Ringer

To make a meal, a chef must follow a recipe by preparing and cooking ingredients in a precise way to ensure that the final dish is perfect. Similarly, an author follows a recipe when they tell a story by preparing key details and arranging them in the perfect spot.

- On a piece of paper, answer the following questions.
  - Think of your favorite dish. What would happen to the dish if one major ingredient was changed (switch beef with fish, onions for apples, etc.)?
  - Similarly, how would your favorite story be changed if one major detail was changed (Darth Vader is not Luke's father, Thanos never snapped his fingers, etc.)?



# Learning Pt. 1

Every story, movie script, article, essay, speech, or advertisement is written with a purpose in mind. The main purpose is to entertain or inform. However, an author also has purpose behind the structure of the writing. The order of events, the sequence of instructions, a joke or famous quote at the beginning of a speech are all examples of writing structure. As readers, whether we realize it or not, we continually connect to a writer's structure. At the very least, we connect to the structure by questioning why the author chose a certain phrase or included a specific point. For example, we might ask why Dr. King started his "I have a Dream" speech with the words "Five score years ago." We might ask why he talked about a "promissory note" and a "bad check". We might question why he waited until nearly the end of his speech to even mention his dream.

## Learning Pt. 2

George Takei is a beloved Japanese-American actor who became popular for his role as Mr. Sulu on the original Star Trek series. In 1942, Takei was a child living in Los Angeles when the Japanese bombed Pearl Harbor. The US was afraid that people of Japanese-descent living in America posed a security risk, so the United States rounded up Takei and all of the other Japanese people living on the West coast and forced them to live in internment camps. For more information on Japanese Internment, click this link to watch a short clip on [Japanese Internment](#).

It would not be unreasonable for people subjected to these war crimes to hate and fear the United States, but George Takei has a surprising viewpoint and a powerful message related to Japanese Internment.

# Practice:

Click this link to read George Takei's [“Why I Love a Country That Once Betrayed Me”](#) speech.

- If you would like to watch/listen to Takei's speech while you read, click this link to view [Takei's TED Talk](#).
- As you go through this speech, pay attention to Takei's structure and the way he sequences the events in his speech. You may take notes about how his structure impacts the audience, including yourself.

After you finish the speech, click this link to view the [assessment questions](#). Either answer the questions on paper or on a Google Doc.

# Answer Key

Click this link to view the [assessment answer key](#).

# Additional Learning

Over 100,000 Japanese-Americans were forced to live and work in internment camps until the end of World War II. Stanley Hayami was a high school student who was forced to leave his home in Los Angeles to move to the Heart Mountain Concentration Camp in Wyoming. Click this link to view an excerpt from [Stanley Hayami's Diary](#).

After reading, answer the following questions on a sheet of paper.

- What are your thoughts/impressions of Stanley's experience at the concentration camp in Heart Mountain.
- What are some questions you would want to ask Stanley about his experience?
- How was reading diary excerpts different than reading an article about Japanese American incarceration?