

Courage Unit Intro with “A Voice” and “The Journey”

There are many different ways to show COURAGE in one’s life. Sometimes, one can show COURAGE by displaying a great strength (physical), while other times someone can be COURAGEOUS by conquering a fear or standing up for something in which he or she believes. Regardless, COURAGE is a characteristic that everyone possesses. You just have look within yourself to find it.

ESSENTIAL QUESTIONS

- How does COURAGE help one overcome prejudice and injustice?
- How have people embraced COURAGE throughout history?
- How can themes of COURAGE in literature be identified?



REQUIRED READING

Night-*Elie Wiesel* (anchor text)

“A Voice”-*Pat Mora*

“The Journey”-*Mary Oliver*

REQUIRED WRITING

Descriptive/Persuasive Speech...What is Courage?



SUGGESTED READING FOR SSR

- Speak-*Laurie Halse Anderson*
- The Hobbit-*JRR Tolkien*
- The Chocolate War-*Robert Cormier*
- My Brother, My Sister, and I-*Yoko Kawashima Watkins*
- Fallen Angels-*Walter Dean Myers*
- Shizuko’s Daughter-*Kyoko Mori*



Answer the following questions based on your knowledge of COURAGE.

1. In your opinion, what does COURAGE “look” like? (qualities and characteristics)

2. Who do you consider a COURAGEOUS person? Why?



3. In 3-4 sentences, explain a time that you showed COURAGE.
4. What did you feel was the hardest part about showing COURAGE?
5. Compare your COURAGEOUS act with that of a super hero. What similarities did you both display?

“A Voice” by Pat Mora

Even the lights on the stage unrelenting
as the desert sun couldn't hide the other
students, their eyes also unrelenting,
students who spoke English every night

as they ate their meat, potatoes, gravy.
Not you. In your house that smelled like
rose powder, you spoke Spanish formal
as your father, the judge without a courtroom

in the country he floated to in the dark
on a flatbed truck. He walked slow
as a hot river down the narrow hall
of your house. You never dared to race past
him,

to say, "Please move," in language
you learned effortlessly, as you learned to
run, the language forbidden at home, though
your mother said you learned it to fight with
the neighbors.

You liked winning with words. You liked
writing speeches about patriotism and
democracy. You liked all the faces looking at
you, all those eyes. "How did I do it?" you
ask me now. "How did I do it

when my parents didn't understand?"

The family story says your voice is the voice
of an aunt in Mexico, spunky as a peacock.
Family stories sing of what lives in the blood.

You told me only once about the time you went
to the state capitol, your family proud as if
you'd been named governor. But when you
looked around, the only Mexican in the
auditorium, you wanted to hide from those
strange faces.

Their eyes were pinpricks, and you faked
hoarseness. You, who are never at a loss
for words, felt your breath stick in your
throat

like an ice-cube. "I can't," you whispered. "I
can't." Yet you did. Not that day but years
later. You taught the four of us to speak up.
This is America, Mom. The undo-able is done

in the next generation. Your breath moves
through the family like the wind
moves through the trees.



Literary Terms

1. Read the poem again, annotating (i.e., labeling) examples of the following:
 - a. imagery
 - b. simile
 - c. repetition
 - d. personification
2. How does the speaker in the poem use COURAGE?
3. How do you interpret the speaker's statement that her mother's breath "moves/through the family like the wind/moves through the trees?" Why is this effective?

Comprehension Check



1. What is the speaker's nationality? What was the only language allowed to be spoken in the home?
2. What words does the author use to show the mother's pride in being an American?
3. What happens when the mother goes to the state capitol to give her speech?
4. Why does the mother suddenly become self-conscious about giving her speech when she usually enjoys being in front of the crowd?
5. What lesson does the daughter and her siblings learn from their mother?



Deep Thoughts

1. It is clear that the daughter believes her mother to be a success. Explain why the daughter might see her mother as a success. Use your own words along with text to back up your thoughts.

2. In 3-4 sentences, explain why you see the mother in this poem to be courageous or not. You may choose a side, but defend your answer. You may use the text for support.

“The Journey” by Mary Oliver

One day you finally knew
what you had to do, and began,
though the voices around you
kept shouting
their bad advice --
though the whole house
began to tremble
and you felt the old tug
at your ankles.
"Mend my life!"
each voice cried.
But you didn't stop.
You knew what you had to do,
though the wind pried
with its stiff fingers
at the very foundations,
though their melancholy
was terrible.

It was already late
enough, and a wild night,
and the road full of fallen
branches and stones.
But little by little,
as you left their voices behind,
the stars began to burn
through the sheets of clouds,
and there was a new voice
which you slowly
recognized as your own,
that kept you company
as you strode deeper and deeper
into the world,
determined to do
the only thing you could do --
determined to save
the only life you could save.

Literary Terms

1. Read the poem again, annotating (i.e., labeling) examples of the following:
 - a. extended metaphor
 - b. internal rhyme
 - c. imagery
2. Explain the extended metaphor about the physical journey the “you” in the poem is taking.
3. This poem uses many negative connotations through the words the poet uses. List some of these words.



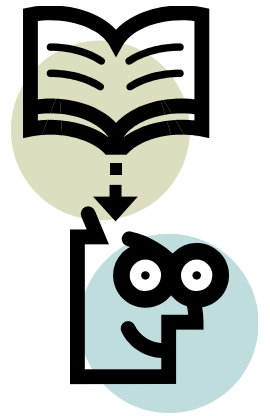
Comprehension Check

1. What might the title, “The Journey” suggest to readers?
2. What does “each voice cry out” to the person in the poem? What do you think the author means by that?
3. When does the person in the poem finally hear his/her own voice?
4. Whose life does the person in the poem finally decide to save?

Deep Thoughts

1. The author refers to a “you” throughout the poem. Who do you think the “you” could be? Why?

2. What overall decision is made in “The Journey?” In 3-4 sentences, explain why the decision made was brave and/or showed courage. You may use the text for support.



Connections Between Poems and Real Life

1. What personal qualities are being praised in “The Journey”? Compare these qualities to those being praised in “A Voice.”

2. Is running away ever the most COURAGEOUS response to a difficult situation?

Standard: Acquisition of Vocabulary				
Indicator: Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Standard: Reading Applications: Informational, Technical and Persuasive Text				
Indicator: Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Standard: Reading Applications: Literary Text				
Indicator: Evaluate the point of view used in literary texts.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Indicator: Analyze how an author's choice of genre affects the expression of a theme or topic.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Indicator: Analyze ways in which the author conveys mood and tone, through word choice, figurative language and syntax.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Indicator: Explain how authors use symbols to create broader meanings.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Indicator: Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in	Date:	Assignment:	Mastery Level: Needs Improvement	Reflection:

literary texts.			Proficient Mastered	
Standard: Writing Conventions				
Indicator: Use correct spelling conventions.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Indicator: Use correct capitalization and punctuation.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Standard: Communication: Oral and Visual				
Indicator: Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection:
Indicator: Deliver persuasive presentations that: <ul style="list-style-type: none"> Establish and develop a logical and controlled argument; Include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; Use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and Use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	Date:	Assignment:	Mastery Level: Needs Improvement Proficient Mastered	Reflection: