

Agenda for January 20, 2005
 This agenda is intended for the February 16, 2005 H.S. Learning Team Meeting

Sections/ Suggested Times	Person(s) Responsible/ Participating	Topic/ Strategy	Rationale/Details
12:30 – 12:35 I	Trainers	Welcome Agenda Overview – Page 1	
12:35 – 1:35 II	Trainers & Participants	<p><i>The Lords of Time</i> Page 5</p> <p><u>Pre-Reading Activities</u> Pages 2-4</p> <p>Capsule Vocabulary Making a Prediction I think I know/I know I know Teaser</p> <p><u>During Reading Activities</u> Chunking the text Page 2</p> <p><u>Post-Reading Activities</u> Page 2</p> <p>Level 3 question Concept Map Sentence Synthesis</p>	
1:45 – 3:00 III	Trainers & Participants	<p><i>3 Speeches</i></p> <p>John F. Kennedy Pages 8-9 Abraham Lincoln Page 10 Martin Luther King Jr. Page 11</p> <p><u>Pre-Reading Activities</u> Page 6</p> <p>Define Quick write</p> <p><u>During Reading Activities</u> Page 6</p> <p>Chunking the texts</p> <p><u>Post-Reading Activities</u> Page 7</p> <p>Triple Venn RAFT Essay SOAPStone</p>	
3:00 – 3:15	Trainers	Closure	

II

The Lords of Time

Pre-reading, During reading, Post reading activities

- **Pre-reading activities**

Activities	Notes and Comments
<ul style="list-style-type: none">• Capsule vocabulary	<ul style="list-style-type: none">• See page 4
<ul style="list-style-type: none">• Making a Prediction (from the title)	<ul style="list-style-type: none">• Use Overhead
<ul style="list-style-type: none">• I think I know/I know I know	<ul style="list-style-type: none">• Show Picture
<ul style="list-style-type: none">• Read the "teaser"	<ul style="list-style-type: none">• Use Overhead

- **During reading activities**

- Chunking the text: Use *The Lords of Time Article* page 5
 - #1 – What about the dragonfly catches the writer's interest/attention?
 - #2 – What types of people are gathered at this ranch?
 - #3 – List characteristics of the dragonfly's flight.
 - #4 – Describe the different functions of the dragonfly's wings.
 - #5 - Discuss the eyes of the dragonfly. How does its sight enable it to be an effective hunter?
 - #6 – What are some misconceptions about dragonflies? What is actually true?
 - #7 – Why are dragonflies useful to mankind, especially in Florida?
 - #8 – Describe the writer's reaction to the dragonfly.
 - #9 – How might the ancient dragonfly have looked?
 - #10 – Why does the writer feel humbled by the dragonfly?

- **Post reading activities**

- Level 3 question – What events have shown that man is at the whim of nature?
- Concept map – use the article (page 5) to make a concept map of the dragonfly
- Sentence Synthesis – use the concept map and vocabulary to write a one-paragraph summary of the article.

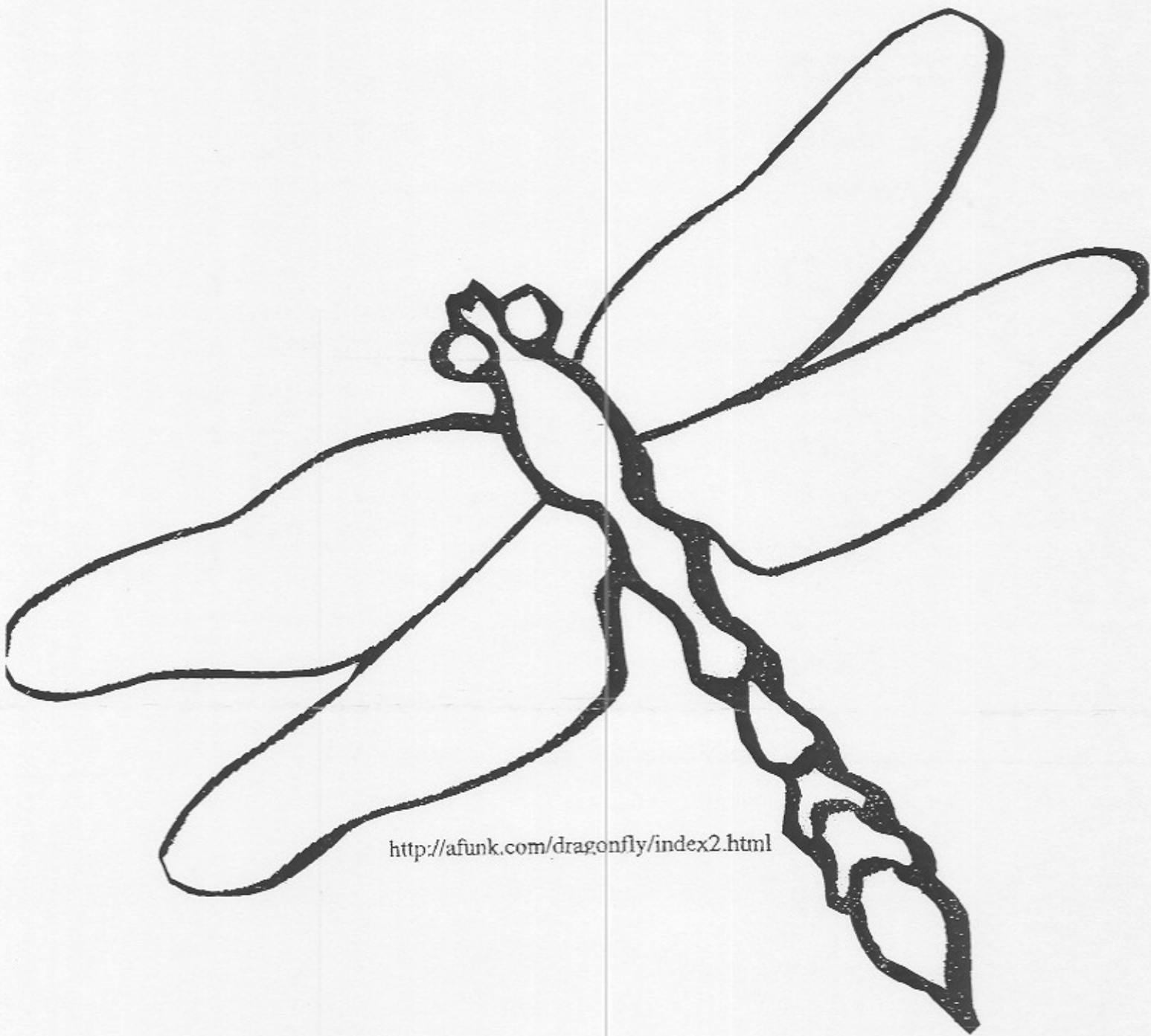
II

Pre-Reading Activity *The Lords of Time*

Capsule Vocabulary

Directions: Working in small groups or pairs, see how many words you can define/explain. After you have written everything you know, share with one other group. If there are any words left that you still don't know, or aren't sure about, look them up in the dictionary.

1. aerial/aerialists	
2. aerodynamic	
3. aficionado	
4. agility	
5. algae	
6. brittle	
7. bulbous	
8. clotted	
9. enameled	
10. extricates	
11. flit	
12. humble(d)	
13. gnat	
14. inconsequential	
15. intricately	
16. length and breadth	
17. opalescent	
18. pterodactyls	
19. reviled	
20. snare (verb)	
21. unison	
22. voraciously	
23. willow tree	



<http://afunk.com/dragonfly/index2.html>

They flew with pterodactyls and danced with dinosaurs.

The Lords of Time

By Richard Conniff

From "Spineless Wonders"

1. A hot summer morning at the Slaughter Ranch in southeastern Arizona, everything lazy and slow. The surface of the pond is clotted with mats of yellow algae, and there is no wind to stir the willow trees. Only the dragonflies are moving.

They thread the air in a thousand directions at once. Red ones as fine and slender as sewing needles. Big ones, like winged snakes, with jade and turquoise patches enameled on their long abdomens.

A happy couple darts through in the "wheel" position, the male flying for both of them, the female hanging on underneath like a whooping thrill-seeker on an amusement park ride.

2. I am here among a group of net-wielding dragonfly enthusiasts from the Dragonfly Society of the Americas. I watch as one aficionado coils and swings, his net whistling through the air. He extricates his catch, holds its huge wings together between thumb and forefinger, and presents it to an eight-year-old named Ben Lane. The captured dragonfly is a brilliant blue-and-green creature the length and breadth of the boy's hand; its eyes are opalescent pools.

3. It takes a lot of net-swinging to snare a dragonfly. They are among the fastest insects on wings, clocked at up to 25 m.p.h. but believed to fly even faster. Dragonflies can lift more than double their own weight, an achievement man-made aircraft cannot approach. They can take off backward, accelerate at warp speed, execute an unbanked turn in forward motion as if on a pivot, come to a dead stop in an instant, hover, and even somersault in the heat of

combat. The U.S. Air Force has actually funded wind-tunnel research on dragonflies to see how they do it.

Dragonflies outpower all other winged insects; one-third to one half their body mass is devoted to flight muscles.

4. The dragonfly's four wings, which look like brittle cellophane, are in fact intricately cross-braced, top-to-bottom and front-to-back, and they can bend to produce startling variety of aerodynamic effects. For quick bursts the insect can beat all four wings in unison, or it can beat fore- and hindwings out of phase for a slower, weaving flight pattern.

5. Not only can the dragonfly outmaneuver almost anything else on wings, it can see better too. Each of its bulbous wraparound eyes contains up to 30,000 lenses, and its field of vision encompasses nearly 360 degrees. A dragonfly perched in the grass can spot a gnat three feet away, zip out, grab it, then retreat to its perch to eat, all in just over a second.

6. Because of their appearance, dragonflies have attracted a richly varied, mostly unflattering mythology. One branch of folklore holds that dragonflies are servants of snakes and revive them from the dead; in the southern United States they are referred to as "snake doctors."

Dragonflies have also been called "devil's darning needles," supposedly capable of stitching together the lips of wicked children in their sleep. They have been reviled as "eye stickers" or "mule killers."

Given the nasty reputation of insects in general, it figures that a syringe-shaped insect with a five inch wingspan and eyes lit up like Christmas ornaments might seem menacing. But we know better now. The deadly looking hind end is not a stinger but a kind of tow-truck grappling hook in the male, and an egg-laying device in the female.

7. And although dragonflies are members of the order of Odonata, meaning "toothed ones," the dragonfly's mouth is built not for biting humans but for grinding up stuff like mosquitoes, on which it feeds voraciously. In fact, "mosquito hawk" is one of the few accurate common names for the dragonfly. Its ability to devour mosquitoes may be one reason the dragonfly is currently enjoying a social rehabilitation. Immature mosquitoes are among the favorite prey of dragonfly larvae.

8. I've come to love watching dragonflies. As I see them flit back and forth, their lives seem carefree and inconsequential.

I catch one, and my entire being is suffused with the warm feeling I have come to recognize as the Jolly Green Giant syndrome: me big strong fellow.

The dragonfly's eyes are misty and deep, like a fortuneteller's crystal ball. Colors flash across them. Black patches like pupils seem to stare back at me, as if considering who I am and where I stand in the history of the planet.

9. Looking into those eyes is like looking back in time. I remember that dragonflies were here before some of our ancient mountains. The dragonflies were here before some of our ancient mountains. The dragonfly has been evolving its aerial agility since sometime before the pterodactyls. Fossils show that in its glory days it had the wingspan of a crow.

10. I recall how they witnessed the coming and going of the dinosaurs; the arrival of those second-rate aerialists, the birds; the evolution, just yesterday, of the human race. Humbled, I let the dragonfly go.

III

3 Speeches

Pre-reading, During reading, and Post reading activities

Three Famous Speeches

John F. Kennedy – inaugural address (middle 7 paragraphs)

Abraham Lincoln – "Gettysburg Address" (all)

Martin Luther King – "I Have a Dream" speech (first 5 paragraphs)

**Note: This material can be used as a "hook" before beginning a study of Civil Rights, John F. Kennedy, Abraham Lincoln, or the Civil War.*

• Pre-reading activities

- Write the definition of inaugural and discuss.
(inaugural: adj. (1) of, for, or having to do with an inauguration (2) beginning; first – n. the address or speech made by a person when formally admitted to office)
(inaugurate: v. install in office with formal ceremonies)
(inauguration: n (1) act or ceremony of installing a person in office (2) a formal beginning)
- Quick write - What do you think a president should write about in an inaugural address? (Pair and share)

• During reading activities

- Chunking the text (Kennedy's inaugural address) –
 - Teacher summarizes what is written in first 4 paragraphs for students.
 - For #6 – 11 - In your own words, describe each pledge or promise President Kennedy is making.
- Chunking the text (Lincoln's "Gettysburg Address") –
 - #1 – What is testing the fortitude of the nation?
 - #2 – Why is it fitting and proper?
 - #3 – Why is this already hallowed ground?
 - #4 – What do you Lincoln will ask?
 - #5 - What would be the greatest dedication/consecration for the war dead?
- Chunking the text (King's "I Have a Dream" speech) –
 - #1 – How many is 5 score years? Who signed the "Emancipation Proclamation" and what did it decree?
 - #2 – What problem is King identifying?
 - #3 – Why have King and his supporters marched on Washington?
 - #4 – What is a promissory note? What should all men be granted?
 - #5 – What analogy is King making by saying the check is marked "Insufficient Funds"?

- **Post reading activities**

- Using a triple Venn diagram, compare the promises made in each speech. Include to whom they are made, what they are, how they are to be delivered, etc.
- RAFT – What is the role of each writer? (President, President, Civil Rights Leader) Who is the audience? (Kennedy – the USA and the world; Lincoln – crowd at Gettysburg; King - world) What is the format? (Speeches) Topic + strong verb (author's purpose) I.E. Emphasize the intent of a new administration (Kennedy)
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- Optional: Writing assignment – Write an inaugural address that you would give as President of Student Government, or club president, or team captain, etc.
- SOAPStone –
 - Kennedy speech:
 - Subject - Promises to the audience
 - Occasion – 1961 Inauguration
 - Audience – the world
 - Purpose – make everyone aware of intentions of new administration
 - Speaker – President Kennedy
 - Tone – Optimistic and idealistic
 - Lincoln speech:
 - Subject – how to best honor the dead
 - Occasion – dedication of Gettysburg Cemetery
 - Audience – those gathered for dedication
 - Purpose – to honor the war dead
 - Speaker – President Lincoln
 - Tone – Somber yet determined and hopeful for the future
 - King speech:
 - Subject – promises not kept to African Americans
 - Occasion – March on Washington
 - Audience – world
 - Purpose – existing inequalities
 - Speaker – Martin Luther King, Jr.
 - Tone – hurt, angry, disillusioned

1 We observe today not a victory of party but a celebration of freedom – symbolizing an end as well as a beginning – signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.

2 The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe – the belief that the rights of man come not from the generosity of the state but from the hand of God.

3 We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans – born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage – and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

4 Let every nation know, whether it wished us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

5 This much we pledge – and more.

6 To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of new cooperative ventures. Divided, there is little we can do – for we dare not meet a powerful challenge at odds and split asunder.

7 To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom – and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

8 To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required – not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

9 To our sister republics south of our border, we offer a special pledge – to convert our good words into good deeds – in a new alliance for progress – to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

10 To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support – to prevent it from becoming merely a forum for invective – to strengthen its shield of the new and the weak – and to enlarge the area in which its writ may run.

11 Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

12 We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

13 But neither can two great and powerful groups of nations take comfort from our present course – both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

14 So let us begin anew – remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

15 Let both sides explore what problems unite us instead of belaboring those problems which divide us.

16 Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms – and bring the absolute power to destroy other nations under the absolute control of all nations.

17 Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

18 Let both sides unite to heed in all corners of the earth the command of Isaiah – to “undo the heavy burdens . . . [and] let the oppressed go free.”

19 And if a beachhead of cooperation may push back the jungles of suspicion, let both sides join in creating a new endeavor – not a new balance of power but a new world of law, where the strong are just and the weak secure and the peace preserved.

20 All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

21 In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

22 Now the trumpet summons us again – not as a call to bear arms, though arms we need – not as a call to battle, though embattled we are – but a call to bear the burden of a long twilight struggle year in and year out, “rejoicing in hope, patient in tribulation” – a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

23 Can we forge against these enemies a grand and global alliance, north and south, east and west, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

24 In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it – and the glow from that fire can truly light the world.

25 And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country.

26 My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

27 Finally, whether you are citizens of America or citizens of the world ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

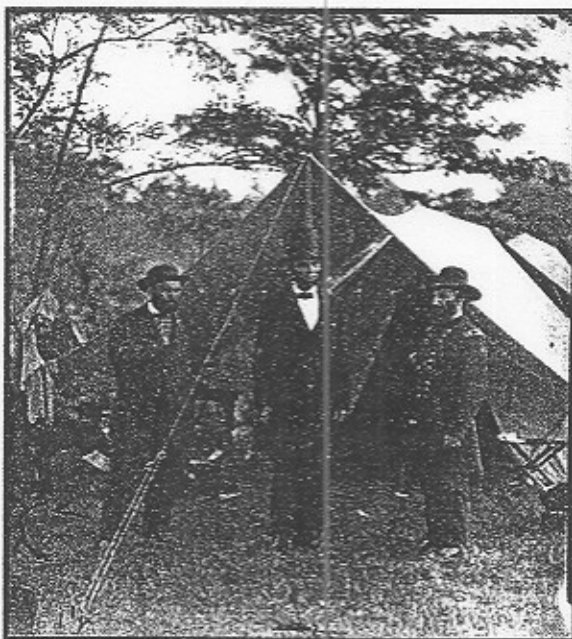
III

Abraham Lincoln The Gettysburg Address

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot dedicate - we cannot consecrate - we cannot hallow this ground. The brave men, living and dead, who struggled, here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.



III

Martin Luther King Jr. "I Have a Dream" Speech



A clergyman and civil rights leader, Martin Luther King, Jr. (1929-1968), was born in Atlanta, Georgia, and was educated at Morehouse College, Crozer Theological Seminary, and Boston University. As a nonviolent advocate, Dr. King encouraged others to resist segregation. He led a boycott of blacks against the city's segregated bus system in Montgomery, Alabama (1955-1956), and in 1963 he organized a massive march on Washington during which time he delivered his famous "I have a Dream" speech, which appears here. Among his best-known works are *Stride Toward Freedom* (1958), a history of the Montgomery bus boycott, and "Letter from Birmingham Jail" (1964). Although he was the 1964 Nobel Peace Prize recipient, Dr. King met a violent death. On April 4, 1968, he was assassinated in Memphis, Tennessee, while in the city to support striking sanitation workers.

manacles	2	chains
unalienable	4	that which can't be given or taken away
inextricably	12	hopelessly tangled
redemptive	16	freeing
interposition	22	act of coming between parties in a dispute
nullification	22	act of refusing to recognize or enforce a law
prodigious	27	enormous, gigantic

1. Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon of light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.
2. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.
3. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.
4. In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be granted the unalienable rights of life, liberty, and the pursuit of happiness.
5. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; which has come back, marked "insufficient funds."