

# English Language Arts 7

## Module 1 Blackline Master

This blackline master package, which includes student worksheets and materials for teachers to make their own overhead transparencies, is designed to accompany Open School BC's *English Language Arts 7* course. The course was developed by BC teachers, instructional designers, and multimedia experts, with input from BC teachers, students, and historians. It is designed for use by students working in traditional classrooms as well as those studying independently. The course package consists of six modules, six Notebooks and one course CD, *Expressions*. *English Language Arts 7* can be purchased as individual components or as a complete resource and is available in print and online versions. The following supporting resources are required for both versions of the course. All are available from Open School BC.

### Textbooks

None

### Novels

*The Breadwinner* by Deborah Ellis. Groundwood Books, 2000.

To order, contact:

Open School BC Customer Service Team

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## Assignment 1.1A: Personal Survey

Complete the Personal Survey by answering these questions. You may answer in point form, but try to include as many interesting details as possible. Your answers will help you write your autobiography in the next lesson.

1. What is your full name? When and where were you born? What are your parents' names? Who else is in your family?
2. Where do you live? How long have you lived there? Have you lived anywhere else? If so, where?
3. What is your earliest memory?
4. Do you have any pets? Tell me about them.
5. What is your favourite school subject? Why?
6. What is your least favourite school subject? Why?
7. Do you have any hobbies or pastimes? What are they? Why do you like them?
8. What is the best book you have ever read? Why did you like it?
9. What is your favourite season of the year? Why?
10. What is your most prized possession? Where did you get it and why do you prize it?
11. What is your pet peeve? (A pet peeve is some little thing that may not bother other people but *really* bugs you!)
12. Who is your favourite person in the world? Why do you like this person?
13. What is your biggest fear? How do you deal with it?
14. What are your hopes for the future, for you and your family and friends, or the world in general?
15. If you could spend a day with anyone in the world, past or present, who would it be and what would you do?
16. What is the most embarrassing thing that has ever happened to you? Tell me about it (if it's not too embarrassing!)

17. What is the funniest thing that ever happened to you?

18. If you could live anywhere in the world, where would it be? Why?

19. What characteristics do you look for in a friend? What characteristics do you not like in people?

20. Complete the following statement: "Some words I live by are..." (Use a quote, song lyric, poem, proverb, famous saying, motto, or your own words). Explain why you think these are important words.

- questions are thoughtfully answered with lots of detail (4 marks)
- answers provide a great deal of insight into who you are (4 marks)

Your teacher will also check to see that you have included this information in the autobiography you will write in the next assignment.

### **MARKS**

8

## Assignment 1.1B: My Autobiography

### Step A: Write an Autobiography

Your answers to the Personal Survey have revealed a lot of information about you. Now it's time to use those answers to write your autobiography.

Look through your answers and decide which ones reveal the most about you. Use at least ten of your answers in your autobiography.

How you write the autobiography is up to you. You may decide on a conventional paragraph-based essay (at least five or six paragraphs), or you might want to make a slide show. You might want to add images, such as digital or scanned photos of yourself at different ages so that you can communicate your life story as descriptively as possible. Be sure to discuss your ideas with your teacher before you begin.

### Step B: Create Your Personal Coat of Arms

During the Middle Ages it was common for a knight to decorate his shield with colourful images. This was known as a Coat of Arms. Some of these images represented the knight's personal qualities (e.g., a lion to show a bravery). Others represented the knight's family.

Add an image to each section of the blank example to create your own Coat of Arms. Each image must describe who you are. You can draw your own images or use digital photos or art you have printed from your computer. Some things you might like to include are:

- things about your family background and / or cultural background
- your hobbies
- things about Canada or your community that are important to you
- your personal interests or concerns

You might also look back at your Personal Survey and your autobiography for other ideas.

Describe each image in your Coat of Arms in the space provided. What does it represent? Why is it important to you? Point form explanations are fine.

### **Assessment Guidelines**

#### Coat of Arms (8 marks)

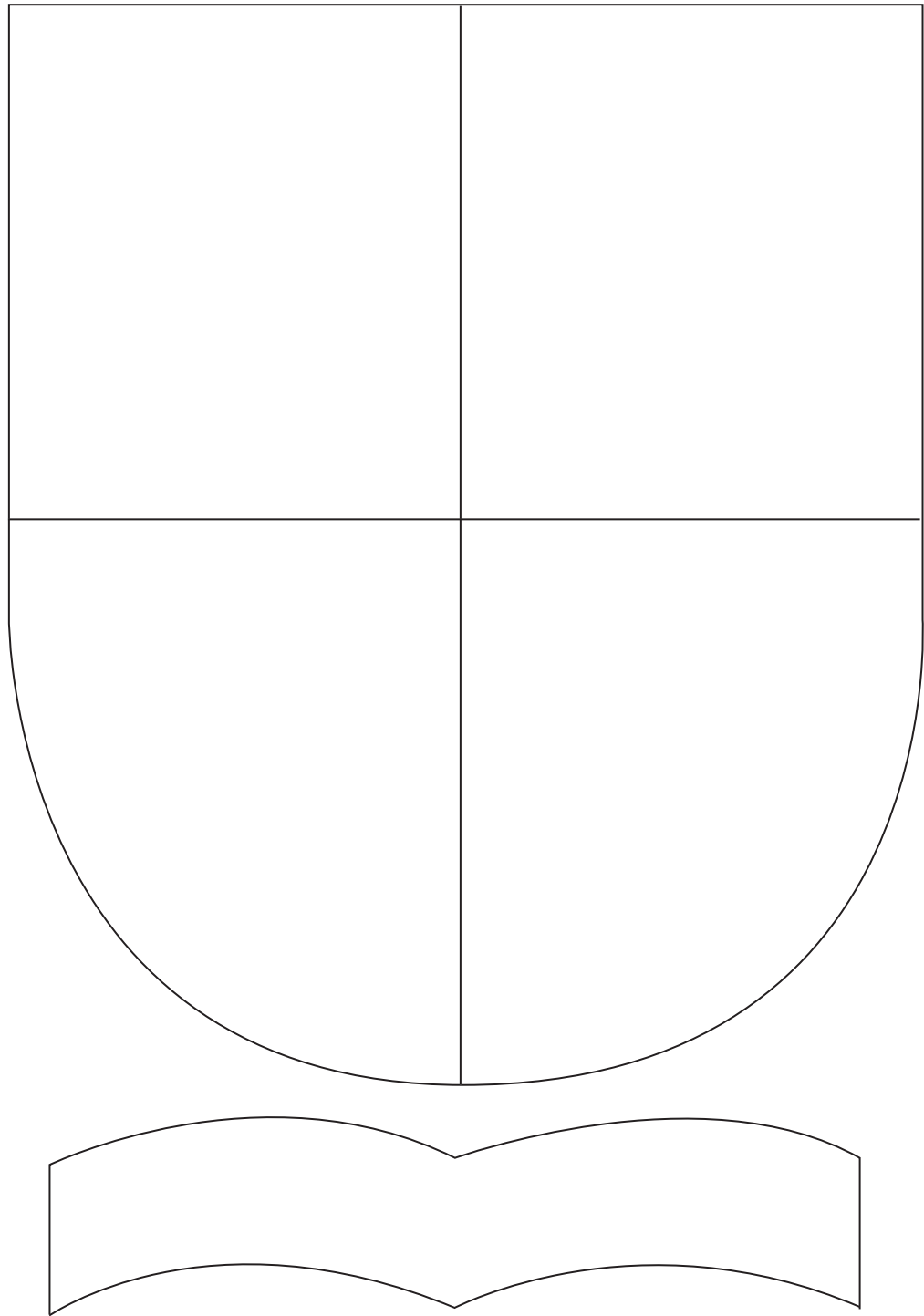
- each image clearly and accurately describes something about the student (4 marks)
- the Coat of Arms is creative and thoughtfully designed (2 marks)
- the student has included brief written statements that clearly describe each image and why it was chosen (2 marks)

#### Autobiography (24 marks)

- clearly describes who you are (6 marks)
- is well organized (usually chronologically) (6 marks)
- is well written with varied sentences and word choice (6 marks)
- contains few errors in spelling, punctuation, and capitalization (6 marks)

### **MARKS**

32 marks







## Assignments 1.2B 1 and 1.2B 2: Note Taking Template

Main Topic for Research:

Notes below are related to Subtopic:

Reference Title and Pages Used:

Author(s) and/or Editors:

Publisher:

Publish Location & Copyright Date:

Internet Address:

Subtopic	Details
<b>Summary of Notes from Above</b>	



## What is an Autobiography?

An autobiography:

1. focuses on a long period of time, often the person's whole life
2. is always told in the first person using the pronouns *I, me, my, mine, we, our, and us*
3. answers the 5W's (*who, what, where, when, and why*) and *how*

### Example

Mountain climbing is in my blood. My grandfather, Hans Renwald, scaled Mount Everest, the world's tallest mountain, in the early sixties. My father, Michael, made the summit in 1970. Everyone expected me to follow in their footsteps. And with a name like Aaron, I seemed destined to do it. Aaron means "mountain."

My father introduced me to mountain climbing at a very early age. When I was five he built me a climbing wall in my room. I learned the basic moves like hopping and smearing. Later on, up in the hills, I developed my navigational skills.

Climbing quickly consumed me. I made my father repeat stories about his own expeditions. I read books about famous climbers like Edmund Hillary. Soon my sights were set on Everest. I vowed to climb the mountain before my nineteenth birthday.

I trained hard. In the summer, I did six and seven hour cycling marathons. In the winter, I scaled as many peaks as I could. The most challenging of them was Alaska's Mount McKinley (6,914 m) in May 1988. The trip was supposed to take about two weeks but it took us over three. Strong winds, blizzards, and an avalanche warning forced us to spend ten days in protective snow caves. It was the perfect way to test my high-altitude and cold-weather endurance.

Climbing Mount Everest remains the greatest accomplishment of my life. And the toughest. Even getting to base camp was demanding. It took us ten days from Jiri, going up and down steep forest trails with yaks and mules hauling our supplies.

We spent two days at camp, getting used to the reduced oxygen levels. Then, after a traditional blessing at the altar of the Khumbu Icefall, we began our ascent up the North Col. I thought I was ready. Well, nothing could have prepared me for the sheer, icy rock faces or the crushing fatigue I experienced.



We almost lost it on the terraced ledges of the Yellow Band. One of our climbers ran out of oxygen and collapsed; he had to be short roped down. I almost passed out on the rock steps just before the summit. It would have been so easy to give up then but I couldn't. I'd spent my entire life preparing for this. I had sacrificed so much. I had to go on.

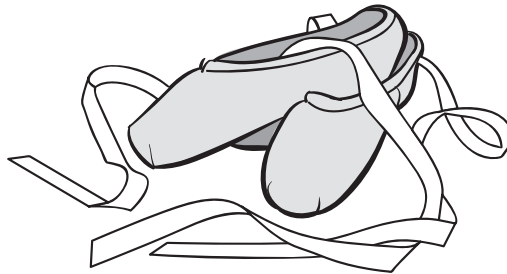
The final hour was the hardest. But when I took those last few steps and reached the summit just after 9 a.m. on May 6th, 1991, it was all worth it. I was three months shy of my nineteenth birthday. I had climbed to the top of the world. And I was the third man in my family to do it!

## What is a Biography?

A biography:

- is always told in the third person, using the pronouns *he*, *she*, or *it*
- includes information about the 5W's (*who*, *what*, *where*, *when*, and *why*) and *how*
- is a non-fictional (true) account of the subject's life and accomplishments
- often involves research into the subject's life
- provides information that the reader may not know about the subject
- usually describes events in the order they happened

### Example



Chan Hon Goh was born in Beijing, China on February 1st, 1969. Her grandfather had been a famous painter, her uncle had been a famous choreographer, and her parents were famous dancers with the Central Ballet of China. An artistic life seemed to be her destiny.

Chan grew up watching rehearsals and seeing her father perform. At home, she would sneak her mother's ballet slippers and pretend to dance. "I loved everything about ballet," Chan remembers, "the movement, the stories, and the music." But Chan's parents didn't want her to become a ballerina. They thought life was too hard for a dancer.

When Chan was eight, she moved to Canada with her parents. She was excited about life in Vancouver. However, Chan couldn't speak English, and she didn't understand the games at recess. Her classmates thought she was stupid. Chan was lonely and embarrassed.

Things were better after school. That's when she took piano and singing lessons, and studied dance with her parents at their new studio, the Goh Ballet Academy.

Chan had natural grace, but she had trouble controlling her long arms. Her movements needed improvement. Her father didn't think she could become a good dancer. Chan was determined to try.

By the time she was eleven, she had passed the dance exams for Grades 2 and 3. By thirteen, her movements had improved tremendously. But her parents never corrected or praised Chan like they did the other students. Chan was upset and discouraged. She told her parents she dreamed of becoming a dancer. They finally agreed to help her in any way they could.

One day, the legendary dancer Anton Dolin visited The Goh Ballet Academy. Taking Chan's father aside, he pointed out one of the students. "She has it," he said. "She is going to be a beautiful dancer."

The dancer he pointed to was Chan Hon Goh.

By the time Chan was in high school, she was on the honour roll and she studied by correspondence. Schoolwork was done in the early morning and again at night. Days were reserved for ballet. "All I ever thought about," Chan recalls, "was ballet." She vowed that one day she would be a dancer and travel the world!

Meanwhile, Chan performed in local festivals and competitions. She also spent a few months studying ballet in both France and New York.

Chan's last year in high school marked a turning point. First, she earned the Solo Seal Award, which allowed her to work as a professional dancer. Then, Chan became the first Canadian to win a silver medal at the Genee Competition, one of the most important ballet competitions in the world.

Chan knew she had to leave her family to become a successful dancer. She didn't want to move far so she applied to be a dancer with the Pacific Northwest Ballet in Seattle. She was turned down. Then, she auditioned for the National Ballet of Canada.

Chan's audition was successful! In 1988, nineteen-year-old Chan Hon Goh became a member of the National Ballet of Canada. She had set her goal and worked hard to achieve it. Now she was about to realize her dream of becoming an internationally recognized ballerina!

## Note Taking Template

Main Topic for Research: **Biography of Chan Ho Goh**

Notes below are related to Subtopic: **Early Years**

Reference Title and Pages Used: ***Famous Dancers of Canada*  
Pages 188 and 189**

Author(s) and/or Editors: **Mary Simpson**

Publisher: **Write-a-lot Publishers, Canada**

Publish Location & Copyright Date: **Vancouver, BC, 1998**

Internet Address: **Not Applicable**

Main Ideas from Notes at Right	Detailed Notes about Subtopic
Birth  Family  Childhood	<ul style="list-style-type: none"> <li>- February 1, 1969</li> <li>- Beijing, China</li> <li>- parents were professional dancers with Central Ballet of China</li> <li>- grandfather a famous painter</li> <li>- uncle a famous choreographer</li> <li>- grew up watching her parents dance</li> <li>- wanted to dance professionally well</li> <li>- parents said it was too difficult</li> <li>- moved with family to Canada when she was eight</li> <li>- didn't speak English, school was difficult</li> <li>- took piano lessons, danced at parents' studio, the Goh Ballet Academy</li> <li>- awkward at first but became more graceful as she got older</li> <li>- parents finally let her pursue her dream of being a dancer</li> <li>- spotted by legendary dancer Anton Dolin – said she would be a beautiful dancer</li> </ul>
<p><b>Summary of Notes from Above</b></p> <p>Chan Hon Goh was born in Beijing China on February 1, 1969. There were a lot of artistic people in her family: her parents were professional dancers, her grandfather a famous painter, and her uncle a famous choreographer. Chan moved with her family to Canada when she was eight. She continued to dance and got better as she grew older. She convinced her parents to let her pursue her dream of one day doing it professionally. A famous dancer named Anton Dolin spotted Chan and agreed she had the right stuff to do it.</p>	





## How to Write a Bibliography

A bibliography is a list of all the sources you used in a formal report.

Bibliography entries appear alphabetically. This is usually done by the last names of the author(s), editor(s), translator(s), etc. If no names are provided then the first word of the title is used.

### Books

#### Books by a single author

Jones, Ray. *Talking about Statistics*. New York: Harper Collins, 1983.

#### Books with two or more authors or editors

Dal, Michael, and Louise Lui. *Galileo*. New York: Harper Collins, 1999.

#### Books under direction of an editor

Brown, Mary, ed. *The History of Canada*. Toronto: Key Porter Books, 1999.

### Other Printed Works

#### Article or essay in an anthology

Brown, A. Y. "The Loon in Canadian Literature." *Symbols in Fiction*. Ed. A. D. Singh. Toronto: McClelland and Stewart, 1971. 27–41.

#### Article or entry in a reference book

"Sparta." *Encyclopaedia Britannica*. 15th ed. 1987.

#### Review in a scholarly journal

McNeal, Robert H. Rev. of *The Prophet Outcast: Trotsky, 1929–1940*, by Isaac Deutcher. *Canadian Historical Review* 46 (March 1965): 79–81.

#### Article in a magazine

Alexander, Caroline. "Teaching in Malawi." *The New Yorker* 16 Dec. 1991: 52–57.

### **Article in a newspaper**

Raymond, Jean-Gilles. "Victims of Crime Have Rights Too." *Guardian Weekly* 24 Jan. 1999: 13.

### **Anonymous article**

"Importing Full Employment." *The Globe and Mail* July 17, 1965: 6–7.

### **Letter to the editor**

Chan, Maureen. Letter. "Best Bets." *National Post*. 4 Dec. 1998: A28.

### **Editorial**

"Court Case Avoided." Editorial. *Burnaby Now*. 30 May, 1999: 6.

### **Interview that you conducted**

Chan, Stacey. Personal interview. 28 Nov. 1999.

## **Online Sources**

### **Web-accessible electronic journal article**

DeKoven, Marianne, "Conrad's Unrest." *Journal of Modern Literature* 1.2 (Winter 1997–98): 33 pars. Online. 2 June 1999.

### **WWW pages**

Crane, Gregory, ed. *The Perseus Project*. 21 May 1999 [last update]. Online. Tufts University, Medford MA. 3 June 1999.

### **Citing part of a document**

Kipling, Rudyard. "The White Seal." *The Jungle Book*. Online. Project Gutenberg. 1999, June 2.

Visit the MLA style section of the Open School BC's *Writer's Style Guide* Web site for more information on using MLA style for citations of online sources.

**Other Media****Sound recording**

Dylan, Bob. *Nashville Skyline*. Columbia, 1969.

**Television or radio program**

“Death by Moonlight.” *The Valour and the Horror*. Dir. Brian McKenna. Writs. Brian McKenna, Terrence McKenna, and Roman Jarymowicz. CBC. 1992.

**Film or video**

Under the Willow Tree: Pioneer Chinese Women in Canada. Dir. Dora Nipp. National Film Board, 1997.

**CD-ROM**

The Oxford English Dictionary. 2nd ed. CD-ROM. Oxford: Oxford UP, 1992.

