

FL 561, Sum2015, Brewer  
EPISODE ONE, Ch. 6, p.206  
Using the Interactive Model to Explore an Authentic Printed Text  
Option 2: Select an authentic literary text (folktale, story, novel excerpt, poem, etc.).

**Grade: Grade Level 9-12**

**ELP Standard 2.4**

**Long term objective:** After completing this unit the student will be able to explore the nature and implications of character.

**Short term objective:** After completing this lesson the student will be able to use specific examples in a poem to illustrate an aspect of human behavior.

The anticipated length is three class periods through the poster and presentations.

**Authentic text: If –by Rudyard Kipling**

Interpretive mode: Preparation

Teacher: The teacher will ask students for responses of what they think of poetry. After hearing the responses the teacher adds that when reading poetry there is not a mysterious meaning. The meaning emerges as one reads and interprets.

Teacher: Asks the whole class for answers to the following questions:

1. What do you think about poetry?
2. What do you expect to learn about a poem that expresses the meaning of an “ideal man?”
3. What has been a personal triumph of yours?
4. What types of character traits are good traits to have as a person?
5. Why would Rudyard Kipling start every line with “if?”

### Interpretive mode: Comprehension

Teacher: Distributes copies of the poem to the class. Then says she will give the students a few minutes to read the poem through. After the students are done reading then the teacher repeats that the enjoyment of poetry comes from exploring and interpreting the meaning.

Teacher: The teacher will delegate responsibility to two lines from each stanza to each student. There is a possibility for 16 students to take responsibility for two lines each. The students will read their two lines aloud to read the poem aloud.

Teacher: Then the teacher assigns pair work. The first two sets will be one pair and the second the next pair. In the paired collaboration the students will give an example of what the line could mean from real life and attribute a character trait (i.e. humility) to the line.

Students: Paired activity to read their lines to each other and help each other find a descriptive vocabulary word for the line. They will tell the partner the example also.

Whole group collaboration: Next, the students will write on the whiteboard their list of character traits, one by one i.e. humble, humility, patient, rational, truthful, dependable, faith in self, confidence, etc. The student writes his character trait, reads his line and then explains a true life lesson where this occurred.

### Interpretive and interpersonal

**Small group collaboration:** The teacher explains in the small group the students will:

1) Discuss how Triumph and Disaster are considered imposters. The instructions are to select a triumph in your own personal life and how it could be an imposter. Next, decide how disaster in your life can be an imposter. This could be like a personal injury that made you stronger or a current event that was something bad but alerted everyone to a weakness in society.

2) The students will write down notes of their story for each of Triumph and Disaster and how they are impostors. After everyone has completed their thoughts, each member of the small group will share their Triumph and why it is an imposter and their Disaster and why it is an imposter.

**Activity: What's my line?**

Purpose: Read and interpret the text. Interpret inferences and share reactions.

Teacher: We are going to do a debate/quiz show type of game. We will have a panel of four students and from the virtues that we have discussed the panel will ask the contestant questions without directly asking what he/she is. For example, not "are you humility?" but "do you keep your head?" The student will use the lines he/she has been assigned already and the word for the character trait that the student has described in the paired activity.

Part II: All of the students will participate. Depending on class size the students will rotate out being the contestant or the panel.

Interpersonal and Presentational Communication

**Creativity Phase**

Teacher: Explain to the students that they will create a poster entitled: TRIUMPH or DISASTER.

They will show by pictures from the internet or drawing their prior evaluation of the topic.

They can summarize in words how the idea they previously formulated was a triumph or a disaster and how that it became an impostor. Only one selection is necessary.

# If—

By Rudyard Kipling

(‘Brother Square-Toes’—*Rewards and Fairies*)

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or being lied about, don’t deal in lies,  
Or being hated, don’t give way to hating,  
And yet don’t look too good, nor talk too wise:

If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you’ve spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build ’em up with worn-out tools:

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: ‘Hold on!’

If you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds’ worth of distance run,  
Yours is the Earth and everything that’s in it,  
And—which is more—you’ll be a Man, my son!

Source: *A Choice of Kipling's Verse* (1943)