

# ***The Art of Work* by James Coughlin and Christine LaRocco**

(Published by South-Western Educational Publishing)

Approved for use in Contemporary Communications

## **Summary**

This anthology of workplace literature includes poems, short stories, and drama about workers and their lives. Because of these workplace themes, students can focus on their lives as workers and participants in a society where most days are spent working. The fictional and non-fictional characters in this anthology seek meaning in their lives that transcends the time clock and paycheck.

## **Connection to the Curriculum**

Through the stories of the workers in these stories, readers will have opportunities to gain insight on universal themes of life's struggles and triumphs. Readers will discover that workers from decades long forgotten experienced similar problems and emotions. The common themes encourage students to share their own experiences through a variety of workplace-related writing, reading, speaking, and listening activities.

## **Standards**

### ***Course Objectives (Benchmarks)***

**Reading:** 1.2- The students read fluently. 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

**Writing:** 3.1- The students use writing as a tool for learning throughout the curriculum.

### ***Possible Skills Taught (Indicators)***

#### **Reading:**

1.2.1- The student adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

1.3.1- The student determines meaning of words or phrases using context clues from sentences or paragraphs.

1.3.2- The student locates and uses reference materials available in the classroom, school, and public libraries that are appropriate to the task.

1.4.3- The student uses prior knowledge, content, and text type features to make, revise, and confirm predictions.

1.4.4- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions before, during, and after reading the text.

1.4.5- The student uses information from the text to make inferences and draw conclusions.

1.4.10- The student identifies the topic, main ideas, supporting details, and themes in text across the content areas and from a variety of sources in appropriate-level text.

#### **Literature:**

2.1.4- The student analyzes themes, tone, and the author's point of view across a variety of literary works and games using textual evidence and considering audience and purpose.

2.2.1- The student recognizes ways that literature from different cultures presents similar themes differently across genres.

#### **Writing:**

3.1.1- The student uses the writing process in various formats such as journal entries, research reports, speeches, business letters, scripts, essays, lab reports, critical analysis of current events, and reaction papers in all content areas.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.)

## **Additional Unit Design Connections**

Coming soon