

# **RADIO GOLF**

## **by August Wilson**

### ENGLISH/LANGUAGE ARTS STANDARDS MET/ADDRESSED:

#### **Grade 7**

##### Reading:

**3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

#### **Grade 8**

##### Reading:

**3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

##### Listening and Speaking:

**1.8** Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

#### **Grades 9 - 10**

##### Reading:

**3.4** Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy

**3.6** Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

**3.7** Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

**3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

**3.9** Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

**3.10** Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

**3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

##### Listening and Speaking:

**1.11** Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

#### **Grade 11-12**

##### Reading:

**2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**3.3** Analyze the ways in which irony, tone, mood, the author's style, and the

"sound" of language achieve specific rhetorical or aesthetic purposes or both.

**3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

Listening and Speaking:

**1.8** Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity

HISTORY/SOCIAL SCIENCE STANDARDS MET/ADDRESSED:

**Grade 8**

United States History and Geography: Growth and Conflict

**8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

**8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**8.11 Students analyze the character and lasting consequences of Reconstruction.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

**Grade 11**

United States History and Geography: Continuity and Change in the Twentieth Century

**11.10 Students analyze the development of federal civil rights and voting rights.**

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

**11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

**Grade 12**

Principles of American Democracy

**12.8 Students evaluate and take and defend positions on the influence of the media on American political life.**

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.