Lesson Series: *Alas Babylon*, by Pat Frank

Lemon Bay High School
English 2
Beamesderfer and Hertz
Unit Goals and Pre-Rate

- Identify the Key Ideas and Details in a work of literature.
- Identify the author’s purpose of individual sections of text and a work as a whole.
- Respond to short informative and argumentative articles and essays.
- Students will discuss and write about character archetypes, how a character develops of the course of a text, and how an author uses language to develop the characters, plot, and theme.
- Learn about the Cold War, the geography of the State of Florida, and the effects of war on citizens.
- Students will conduct a research project and present findings to their class.
Lesson 1: EdPuzzle—Introduction to Themes

• Please get a laptop and log on to Google Classroom. Please remember to complete the Do Now activity first (Grammar Practice). The grammar practice is a separate Google Classroom Assignment.

• Then you will open the lesson titled, Do Now and Exit Questions: Week 1—Alas Babylon. Please complete the pre-rating activity.

• Then for today’s lesson, you will log on to EdPuzzle.com and view three separate videos. Each video relates to the context and themes in Pat Frank’s novel, *Alas Babylon*.

• Be sure to complete all parts of the assignment and submit it when complete.
Lesson 2: Chapter 1 and Exit Questions

• Please get a laptop and log on to Google Classroom. Please remember to complete the Do Now activity first (Grammar Practice). The grammar practice is a separate Google Classroom Assignment.

• Then you will open the lesson titled, Do Now and Exit Questions: Week 1—Alas Babylon.

• Then for today’s lesson, we will read chapter 1 of Pat Frank’s novel, *Alas Babylon*. We will complete our lesson with an exit question about the characters in the novel.

• Be sure to complete all parts of today’s assignment.
Reading Norms: *Alas Babylon*

- We will alternate between reading aloud as a class or listening to the audio recording of *Alas Babylon*. Regardless:
  - All students will have a copy of the novel on their desk.
  - Desks will be cleared except for the novel and laptop to complete the Do Nows or Exit Questions.
  - Absolutely no phones or headphones will be on your desk or in your ears.
  - All students will take a turn to read. Credit for reading will be given weekly.
  - You must read a minimum of one paragraph for any credit, and one page to be given full credit.
  - All students must follow along while reading.
Exit Question—Chapter 1

• Please write a one sentence description for each of the following characters:
  • Randy Bragg
  • Florence Wechek
  • Lib McGovern
  • Porky Logan
  • Missouri Henry
  • Two-Tone Henry
  • Doctor Gunn
  • Mark Bragg
Lesson 3: Vocabulary and Summary of the Novel

• Please get a laptop and log on to Google Classroom. Please remember to complete the Do Now activity first (Grammar Practice). The grammar practice is a separate Google Classroom Assignment.

• Then you will open the lesson titled, Do Now and Exit Questions: Week 1—Alas Babylon.

• Today’s lesson will begin with definitions specific for the first three chapters of the novel. This is your Do Now.

• Then we will read chapter 2. Following our reading, you write a short summary of the novel to this point in the action. Follow the outline.

• Be sure to complete all parts of the assignment.
Vocabulary and Terminology: Chapters 1-3

- **Sputnik**: Russian/Soviet satellite. Sputnik 1 was the first artificial Earth satellite.
- **Jordan/Israel/Syria/Turkey**: Middle Eastern countries that border the Mediterranean Sea.
- **The Seminole Wars**: From 1817-1818, the US Army invaded Spanish Florida and fought against the Seminole Indians and their African American allies.
- **Strategic Air Command**: Department of Defense and US Airforce Command Center. Responsible for strategic nuclear strike forces during the Cold War and still to present day.
- **Babylon**: Kingdom of Ancient Mesopotamia. In Biblical references, the place where the tower of Babel was built. In Christian religions, seen as an oppressor or place of evil.
- **Radiation**: Emission of energy as electromagnetic waves or moving subatomic particles.
- **Fallout**: Radioactive particles carried into the atmosphere after a nuclear explosion; gradually fall to the ground as dust or in precipitation.
- **NATO**: North Atlantic Treaty Organization. (US, Great Britain, France, Germany...)
- **ICBM**: Intercontinental Ballistic Missile. Designed to carry nuclear warheads.
- **The Federal Reserve Bank**: Central banking system of the United States. Among its duties, it guarantees all the money citizens deposit in a banking institution.
Exit Question: Summary of Chapters 1 and 2

• Your job is to write a 4-5 sentence summary of Chapters 1 and 2 of Alas Babylon, by Pat Frank. Please follow this outline:

• The novel, *Alas Babylon*, by Pat Frank is about (list one or two characters) who live in (place and date/context). The main character, Randy Bragg, receives a ____________________ from ______________ warning him about ______________. From that point on ______________ begins to ______________. For example, (specific examples from the novel) ______________. At this point, I think the story is (your opinion) ________________________________.
Lesson 4: Preparing For a Nuclear War

- Please get a laptop and log on to Google Classroom. Please remember to complete the Do Now activity first (Grammar Practice). The grammar practice is a separate Google Classroom Assignment.

- Then you will open the lesson titled, Do Now and Exit Questions: Chapters 1-3—Alas Babylon.

- You will complete the next three Do Nows over the next three days. On the fourth day, we will take a quiz on chapters 1-4.

- You will also be given a separate Reading Guide for chapters 3 and 4. Please complete this reading guide while reading the novel.

- Be sure to complete all parts of the assignment.
Do Now: Survival Items

• Please make a list of the top five items you would want to include in a survival kit. Remember, you are preparing for a nuclear war. You will most likely lose all power and running water. The government, if there is one, will most likely declare Martial Law.
  • Item #1 and reason.
  • Item #2 and reason.
  • Item #3 and reason.
  • Item #4 and reason.
  • Item #5 and reason.
Do Now: How and what will you eat??

• Please make a list of food you would gather prior to a potential nuclear attack. Think about nutrition, calories, vitamins and minerals, and the ability to store and cook food.
  • Food source #1 and reason:
  • Food source #2 and reason:
  • Food source #3 and reason:
  • Food source #4 and reason:
  • Food source #5 and reason:
  • Food source #6 and reason:
Do Now: Medical Supplies

- Please make a list of medical supplies you would gather prior to a potential nuclear attack. Think about possible initial injuries. Also, think about member of your family who take regular prescriptions. Lastly, add any other essential medicines.

- Medicine/Supply #1 and reason:
- Medicine/Supply #2 and reason:
- Medicine/Supply #3 and reason:
- Medicine/Supply #4 and reason:
- Medicine/Supply #5 and reason:
Do Now to Accompany *The Day After*

- For the next two days of class, you will be watching *The Day After*, by Nicholas Meyer (1983).
- The film “postulates a fictional war between the Warsaw Pact and NATO forces that escalates into a full scale nuclear exchange”
- It is the highest rated television film in history. It has a Rotten Tomatoes score of 100%.
- Please make sure you have your reading guide for chapters 5 and 6 of *Alas Babylon*.
- Turn to the second page of the reading guide where you will find two prompts related to preparing for and the morality behind nuclear warfare.
Do Now #1: Preparing for an Attack

• Please answer the following questions using complete sentences and complete thoughts. You will be writing a narrative, so it should be in chronological order. Explain your reasoning and answers.

• **Prompt:** “You have one day of prep time before an imminent nuclear strike. It may not necessarily hit your direct location, but it will certainly effect the surrounding regions and the country in general. Write a one paragraph narrative of what you will do.” (5-7 sentences)
Viewing: *The Day After*

- We will be watching the made for TV film as a class. Please make sure all phones are away. Please be a respectful viewing audience.

  https://www.youtube.com/watch?v=lyy9n8r16hs

- We will be watching the first part of the movie. It will take two days of class time.
Do Now #2: Is Nuclear War Justified?

• Please answer the following questions using complete sentences and complete thoughts. You will be writing an argument, so you need to follow the TECECC outline and include a counterclaim and rebuttal. The evidence can be from your own experiences and knowledge. Be sure to provide elaboration on your evidence.

• Prompt: “Are there any justifiable reasons for using nuclear weapons? Think about the current and past state of affairs in the world. Make sure you take a stance and your answer in TECECC format. Underline your counterclaim for extra credit.”