

Language Lesson Plan Parallelism

Grades 9-12

Rationale

- ✦ Poor grammar and conventions completely undermine great writing. Students need to understand the use of proper sentence structure in order to clearly and effectively develop a theme when writing. A good grasp of sentence structure also enables students to write more complex sentences, allowing writing to flow more naturally and sound more sophisticated.

Goal

- ✦ To be familiar with parallelism and utilize parallel structure in one's own writing

Standards

- ✦ **L.9.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ✦ **L.9.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Objectives

- ✦ Students will identify different types of parallel structure used in text.
- ✦ Students will use their knowledge of parallelism to edit and revise text in order to correct grammatical errors.

Materials

- ✦ *Reference Sheet: Parallel Structure*
- ✦ *Student Activity: Editor's Nightmare*
- ✦ Markers, highlighters or colored pencils

Procedures

- ✚ Introduce the lesson by providing a sentence that does not have parallel construction.
 - Write the following sentence on the board: “Amy likes singing and to perform in dance recitals.”
 - Tell students that something doesn’t seem right about this sentence. Ask students what they think may be wrong. Work with students to get to the point that it doesn’t follow parallel structure.
 - Define *parallelism* for the students: the use of similar construction in sentences (i.e. nouns with nouns, verbs in the same tense and form)
 - Ask students how to change the sentence on the board to make it parallel. (Student responses may include: change “singing” to “to sing” or change “to perform” to “performing.”)
- ✚ Distribute the *Reference Sheet: Parallelism* and review with students. Ensure that students understand both the incorrect and correct examples of parallel structure.
- ✚ Inform students that they will practice editing and revising text to correct errors in parallel structure. Say, “Now, you will have an opportunity to practice correcting errors in parallel structure in a written text.”
- ✚ Distribute the *Student Activity: Editor’s Nightmare* to each student. Make sure students understand the directions on the activity.
- ✚ Instruct students to form pair groups and begin the activity. Circulate among students and be available to answer any questions.
- ✚ Review the answers with students and make sure each example demonstrates correct parallel construction.

Teacher Tips

- ✚ Relate parallel structure visually by showing diagrammed sentences or underlining similar word parts (such as “-ing” or “-ly”) that appear in parallel construction. For analytical students, relate the idea of parallel construction to parallel lines.
- ✚ You may want to supplement the lesson with worksheets that review the use of parallelism, or have students produce example sentences of their own for each type of parallelism from the chart.

Extension Activities

- ✚ Have students revise a piece of text that they have previously written (before this lesson) in order to correct errors in parallelism or to add details using correct parallel structure.
- ✚ Give students a piece of classic literature (such as a work by Dickens or Hawthorne) and a piece of modern day text (such as a newspaper article). Ask students to analyze the use of parallelism. Which passage uses more? Is there a difference in the level of sophistication of the sentences? What might explain the difference in structure?

Reference Sheet: Parallelism

Parallelism is similarity in a related group of words, phrases or clauses. Sentences written with parallel structure do not mix differing formats. The structure of the sentence remains consistent in phrasing, time reference, and voice.

<u>Kind of Construction</u>	<u>Incorrect Example</u> (highlighted in red)	<u>Correct Format</u>
Gerund	Kevin prefers reading long novels, to sit next to a warm fire in his easy chair and drinking hot cocoa on cold winter nights.	Kevin prefers reading long novels, sitting next to a warm fire in his easy chair and drinking hot cocoa on cold winter nights.
Infinitive	Andrea loves to play basketball, to run track and swimming the breaststroke for her swim team.	Andrea loves to play basketball, to run track and to swim the breaststroke for her swim team.
Adverb	The teacher expected her students to begin work quickly, quietly and as soon as they got to class.	The teacher expected her students to begin work quickly, quietly, and immediately upon getting to class.
Active/Passive Voice	The merchant hoped he would be able to explore the market, purchase some hard to find items and that many good deals would be found while he was on his shopping trip. (Sentence changes from active to passive voice.)	The merchant hoped he would be able to explore the market, purchase some hard to find items and find many good deals while he was on his shopping trip.
Lists (after a colon)	The Internet is a good resource for the following reasons: to find relevant information, connecting with friends, and social media sites like Facebook are there, too. (All of the items are phrased differently.)	The Internet is a good resource for the following reasons: you can find relevant information, connect with friends, and use social media sites like Facebook. OR The Internet can be used for the following tasks: finding relevant information, connecting with friends or using social media sites like Facebook.
Time Reference	The concept of chivalry can be traced to medieval times and had been considered a popular belief held by knights of that era. (Tense shifts from present to past.)	The concept of chivalry can be traced to medieval times and is considered a popular belief held by knights of that era.
Clauses	The gymnast fully intended to practice her floor exercise, rehearse her routine on uneven bars and that she would do at least an hour of calisthenics before leaving the gym.	The gymnast fully intended to practice her floor exercise, rehearse her routine on uneven bars and do an hour of calisthenics before leaving the gym.

Student Activity: Editor's Nightmare

Directions: You are the editor for the student newspaper. One of your writers turned in the following article as a sport's piece. Unfortunately, your writer has a problem using parallel structure and the article is a mess! Read the article and use a highlighter to indicate where there are mistakes in parallel structure. For each mistake, indicate the kind of construction that is done incorrectly (use the reference sheet to help you). Then, rewrite the sentence correctly.

1 A Track Meet to Remember, Cherish and Be Amazed By!

2 On the day of the big regional track meet, you could slice the tension with a knife. The two
3 schools, Valley Prep and Mountain High, had been rivals for years, and the top athletes from
4 both teams shared the top honors of the season between them. All of the athletes were champion
5 sprinters, excelled at long distance running, and they had great team spirit. The day would end in
6 heartbreak or triumphantly; the only question was for which team?

7 It looked as if Valley Prep would win the 100-meter dash, but there was a last minute upset in
8 that race. Carl Athens, Mountain High's short distance star, catches his second wind and the
9 expectations of everyone were upset. He suddenly sped up his pace, leaping for the finish line
10 and the first place spot was taken by him. He crossed the line mere milliseconds before Angelo
11 Martinez, the poor Valley Prep runner who will lead the pack from the starting pistol.

12 Then, during the quarter mile, Peter Andrews, Mountain High's best runner, provided the day's
13 second shocker. He tripped over his untied shoelace, wind-milling his arms to keep his balance,
14 but the other runners were plowed into by him as he fell. He was taking a nose dive into the
15 pavement and consequently lost the race. His teammates groaned, then he was carried off the
16 field by them. "I always keep my shoes untied during a race, as well as never washing my
17 uniform until the season is over. Those were my lucky rituals and I will guess that they weren't
18 so lucky today." Indeed.

19 The meet came down to the results of the 4x400 meter relay. The winner of the race would win
20 the meet, the regional title would be given to them, and they would have bragging rights for an
21 entire year. Runners prepared for the race anxiously and with nervousness. The fans were quiet
22 and you could hear a pin drop. Finally, the race began. The runners were neck and neck the
23 entire way. Then, in the last 50 yards of the race, Brian Benjamin, a freshman from Valley Prep,
24 pulled ahead of the pack. No one could catch him as he floated across the finish line, dropped his
25 baton and he was mobbed by all the members of his team. Valley Prep had won. The supporters
26 of Valley cheered as the Mountain High team walked away with dejection and dispiritedly.

27 This reporter suggests that if you love track, you will have done the following things: find the
28 highlights video of this track meet, have the members of Valley High congratulated by you, and
29 that you will have made sure you stay tuned for great things next year!

Student Activity: Editor's Nightmare Correction Chart

Line Number	Type of Construction Mistake	Corrected Sentence