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ELAN 4400
Unit of Instruction
Smagorinsky
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The Youth Perspective:

A Study of Literature from Young Adults by Young Adults

Background Information and Inventory

I am a teacher at a school in a middle class, suburban community. At the very least, my students are familiar with the Internet, have basic computer and word processing skills, and are up to their level in reading and writing skills. I have four classes consisting of sixteen students each. Classes run 55 minutes each. All written assignments that are completed in class are due that day, and all written assignments done at home are due the following day unless a later due date is given. Homework assignments will be taken up at the beginning of class unless stated otherwise. All quizzes are turned in before we go over them. I return short papers within two days and major assignments within one week. For in-class readings, sometimes I will read aloud to model good reading and sometimes individual students will read aloud on a volunteer basis. Every in-class reading with the exception of relaxed reading time is done out loud. Everyday the homework assignment is posted on the board as well as information and reminders on upcoming major assignments, due dates, and quizzes. During the time allotted for housekeeping, my students are required to write the information off the board into their notebooks. They are also provided with another written prompt for each homework assignment in their syllabi. Students are instructed at the beginning of the year to look over the syllabus on a daily basis. Each student will be provided with a copy of the goals and rubrics within their syllabi. This unit begins on the first day of the academic school year.

To learn more about my students, we will do the activity I have for the first day of school. Also, as a take home assignment I will have them answer the following questions and return the answers to me:

1. What is your favorite color and why?
2. When is your birthday?
3. What is your favorite out of school activity?

The Youth Perspective

During the first six weeks of the school year, the technical and college track ninth grade students under my tutelage will be engaged in a unit of instruction titled *The Youth Perspective*. *The Youth Perspective* is an instructional unit in which students will reflectively and actively engage with literature that is created by young adults and lessons that focus on issues relevant to these youth. These issues include feelings of isolation, peer pressure, alcoholism, drugs, sex, rebellion, and self-esteem. The material for this unit includes works by published young authors and works by the students themselves. This unit topic is based on the self-generated concept I refer to as **R.U.G.:** **R**elate-**U**nderstand-**G**uide. I believe that as young adults, my students can better relate to works created by authors during their youth. Also, as a teacher I can better relate to my students through their own works. In relating to these works, my students and I can gain a better understanding of significant issues relevant in their lives. In reaching this understanding together through specifically chosen works and activities, I can better guide them towards our goal as educators – to lead our students in becoming successful and productive independent critical thinkers.

There are four main reasons why *The Youth Perspective* is a valid and relevant unit of study. First of all, because it is designed specifically for a group of students going through a particular stage of psychological human development, this unit responds to the psychological needs of students. According to G. Robert Carlsen in his article “What Beginning English Teachers Need to Know about Adolescent Literature,” between the ages of 14 and 16 “people have a psychological need to test their own normality...Thus in the early years, teenagers’ choice of kinds of books they read satisfy their psychological needs as well.”¹ By projecting themselves into the characters of these works, readers live out their related thoughts and issues. I believe that a ninth grade reader can more effectively perform this projection through young characters created by themselves or other young authors. The closer one is to the age group of an audience, the better one is able to re-create the inner world of that group of readers.

This development can also be viewed through the work of Jean Piaget as stages of cognitive development. According to Piaget, ninth grade students are in the formal operational stage of development.

The characteristics of this stage consist of the following:

“Solve abstract problems in logical fashion

Able to hypothesize

Can reflect on their ways of thinking

Aware that people see and think about situations and ideas differently”²

The characteristic relevant to my purpose is the one that informs me that my students are at the age when they can reflect on their ways of thinking. Because works by young adults are examples of “their ways of thinking”, these works become an excellent tool for critical reflection, analysis, and thinking. *The Youth Perspective* is an example of developmentally appropriate instruction – “the term given to teaching practices based on an awareness of learner’s stages of development”³

The second reason *The Youth Perspective* is a valid unit of study is that it is culturally significant. The themes of this unit are central to an understanding of youth culture. In the text *Teaching English through Principled Practice*⁴, Peter Smagorinsky says, “Learning about a local culture can help establish a sense of pride and identity between students and their communities.” This being true, couldn’t we also say that students learning about their own culture could help them establish an even stronger sense of identity about themselves? In *The Youth Perspective* I will feature authors that not only speak on and of youth culture, but are also a part of youth culture themselves. This will help my students engage actively with themes that are central to their way of life.

In this instructional unit, we will deal with the culture of youth whom are also members of various sub-cultures. Our materials include works by West Africans, Chinese, Europeans, Native Americans, African-Americans, and European Americans. This will allow my students to envision the common link between themselves and other young adults worldwide. For example, the novel *Mission to Kala* was written by the West African author Mongo Beti while he was in his twenties. Not far removed from teenage life himself, Beti writes of a teenage male’s struggles with parental authority, academic expectations, and peer pressure of pre-marital sex. These are issues that cross sub-cultural lines to be included as issues in the broader culture of many other young adults. By acknowledging connections between themselves and the larger, worldwide group of young adults, learning through this unit will help students establish a stronger cultural identity and unity.

The next reason connects back to the reason of cultural significance. In the media and other institutions, today's youth have been referred to as Generation Y. Generation Y is a term whose purpose is to define a group of people who have no purpose. Some say that this term justifiably represents the youth of today because they have a low level of self-esteem and a "weak sense of identity [which produces] a tendency to engage in reckless behavior."⁵ In the text *Foundations of Education* this is referred to as a psychosocial crisis. Because Generation Y is a current term that is widely associated with our youth, I refer to this weak sense of identity and low self-esteem as a current social problem. The *Youth Perspective* addresses this current social problem by producing the aforementioned stronger sense of individual and cultural identity. It more specifically addresses the problem of low self-esteem through the use of materials and activities created by young authors and the students themselves. In this instructional unit, students will experience works by authors around their same age and in doing so will possibly see themselves capable of such success. Also, reading works written by themselves and their peers as literature will teach the students that their work is valid and worthy of study. This is all done with the hope that by seeing themselves capable of success and viewing their work as valuable, higher self-esteem will become possible.

The fourth reason the *Youth Perspective* is a unit worthy of study is that it contributes to the students' literary development in terms of increasing interest in literature, defining literature, and the authorial perspective. The writing and creating activities for this unit are open to the students' personal interest. Students are allowed to create works through the medium of their own interests. For example, let's say that Sarah does not enjoy what she thinks of as literature. However, she loves watching eclectic, "artsy" films. Within this unit she could choose to write a film script based on an issue relevant to her life. Through this we have a text created by a young author, we have expanded Sarah's definition of literature, and hopefully increased her interest in literary forms.

Due to societal implications of literature, many students have a narrow view that leads them to think that only works by authors such as Shakespeare and Emily Dickinson qualify as literature. Reading their own and each other's work as literature will allow them to expand their definition. By having a broader view, these students can potentially engage with literature on a more fulfilling level.

As previously stated, students will read each other's work. Having others read their works as literature will provide the students with the authorial perspective of their texts. This will allow the students to learn what readers can bring to their texts and how others can read their works differently than they do. These lessons are beneficial to

the beginning process of literary development; hence, beneficial to overall mental development.

The Youth Perspective is purposefully geared towards ninth graders. Due to their age and school position, they are the optimal students for learning within this unit. The lessons of this unit are best learned by younger high school students because they simultaneously undergo the transitions of human development specific to their age group and the transition from middle school to high school. Therefore, the issues of self-esteem, self-identity, cultural identity, and literary development are very relevant. Also, because they are first year high school students, ninth graders have hopefully not yet stringently limited their definition of literature, their literary interests, and their view of authorial perspective. Therefore, teaching them under the previously mentioned premise of literary development will be less difficult than teaching students who have already learned under contrasting premises.

Young authors create all of the texts for this unit and each text addresses issues relevant to young adults. These texts include the novel *The Outsiders* by S.E. Hinton, the short story "Dog" by Ba Jin, various works from the book *Teen Ink: Our Voices, Our Visions* compiled by Stephanie H. Meyer and John Meyer, student created texts, and poetry written and posted online by other young adults. The activities for this unit include the student creation of texts, peer analysis of student work, and participating in online poetry circles or short story submissions.

Some might say that in devoting time to the works of this unit, we are sacrificing time that could be spent on canonical literature. Please note that *The Outsiders* is a commonly used and approved text that is used in various units in middle school and high school classrooms. Also, keep in mind that this unit takes up only six weeks of the entire school year, not even one-fifth of the academic year. The students will have plenty of time to deal with canonical literature, in addition to taking this opportunity to expand their literary base.

It might also be said that the student writings we use are pretty rough examples of literature without having the benefit of more instructional time. Therefore, holding up work written by teens as models of good literature and writing is not a good thing. However, I believe that this is the best time to instill in them the confidence and assurance that they are writers. I have met quite a few students who do not engage in creative writing because of a lack of confidence. The possible potential they may have is wasted because someone expressed to them that they were not intelligent enough to create good writing. If we provide them with support during their beginning experiences with writing, students will possibly have a higher self-esteem and continue to strive to create better, more refined literature.

Relate-Understand-Guide. As young adults, my students relate to works by young authors, understand the themes expressed throughout these works, and are better guided towards their subsequent development. As an instructional unit, *The Youth Perspective* responds to the psychological needs of the students, is culturally significant, responds to current social problems, and aids in literary development. The texts and activities correlate with the unit's themes and goals. These characteristics, aspects and components of *The Youth Perspective* make it an ideal unit through which all participants can teach, learn and grow.

References

¹ Carlsen, Robert G. (1979). "What Beginning English Teachers Need to Know about Adolescent Literature."

(pp.198-202) English Education Vol.10, No.4

² Sprinthall, N.A. & Sprinthall, R.C. (1990) Educational Psychology: A Developmental Approach, Fifth Edition

(pp.102-113). New York: Mc-Graw-Hill, Inc.

³ McNergney, F. & Herbert, Joanne M. (1998). Foundations of Education: The Challenge of Professional Practice,

Second Edition (pp. 334-336). Needham Heights, MA: Allyn & Bacon-A Viacom Company.

⁴ Smagorinsky, Peter (2000). Teaching English through Principled Practice. University of Georgia: Merrill/Prentice

Hall

⁵ McNergney, F. & Herbert, Joanne M. (1998). Foundations of Education: The Challenge of Professional Practice,

Second Edition (pp. 334-336). Needham Heights, MA: Allyn & Bacon-A Viacom Company.

Materials for *The Youth Perspective Unit*

The Outsiders by S.E. Hinton

Teen Ink: Our Voices, Our Visions compiled by Stephanie H. Meyer and John Meyer

Mission to Kala by Mongo Beti

“Dog” by Ba-Jin

The “Merlin’s Pen” publication

“The Big Red Apple” from *Thoughts on an Indian Childhood* by Zitkala-Sa

Student created texts

Creative Writing Assignment

The introductory activity for the instructional unit *The Youth Perspective* takes the form of a creative writing assignment. The students will write a personal narrative, a narrative about someone they know, or realistic fiction that describes an experience that expounds upon problems or issues that are relevant and/or exclusive to them as young adults. I will ask my students to think about an issue that young adults their age could possibly have to deal with and write about it.

This introductory activity will meet the following curricular needs:

- It introduces the students to some of the problems encountered by characters and authors of literature of this unit.
- It will help them understand the purpose of this unit as helping them to reflectively and actively engage with literature that is created by young adults and lessons that focus on issues relevant to them as young adults.
- It would make their first assignment a personally written narrative. This is a step towards achieving the goal of allowing them to view their work as literature and to feel that they are successful writers.
- It could serve as an exhibit for the students to add to the text creation component of their portfolios.

I chose this introductory activity not only for how it can help my students, but also for how it can help me as a teacher. Through this activity, my students will provide me with insight into issues that they feel are significant. I can use this knowledge in leading discussions, prompting questions, and to help me better relate to my students on a personal level.

Goals and Rubric for *The Youth Perspective*

I. Weekly Journal

A. You will be required to keep a weekly reflective journal for the first five weeks of this unit. This is your opportunity to record your reflections, responses and, if you choose, personal feelings, about the texts we will be reading and the activities we will do. Each week you will choose a text or an activity to reflect upon.

- ❖ Entries should not summarize the text or activity. The entries should tell how you were affected by the text or activity, what benefit you gained from reading or participating in the activity, insight about the described experience, etc.
- ❖ Your journal does not need to follow the conventions of textbook English, just make sure your words are clear to understand.
- ❖ You are welcome to reflect on personal issues that are related to and directly connected to the text or activity. However, keep in mind that I am required to share thoughts or suggestions of violence, suicide, substance abuse, family abuse, or other harmful behavior with school counselors. Please place a star at the top of any journal entry that you do not want me to read.
- ❖ Each journal entry must be at least one typed page, double spaced, and must be titled and dated. (I have reserved one of the computer labs for students who do not have access to a typewriter or computer. It will be available for one hour before and three hours after school everyday.) I will provide you with a rubric that will let you know how this assignment will be evaluated. Note: Because you have a synthesis paper to do the last week (week six) of this unit, a journal entry for that week is not required.

Rubric

Category

Length:

- If you have five, well developed, detailed entries you will receive four points.
- If you have five entries that are somewhat lacking in development, you will receive three points.
- If you have five entries that are less than one page or only four entries, you will receive two points.

- If you have fewer than four entries, you will receive one point.

Depth:

- Entries that show insight, introspection and reflection about the described experience will receive four points.
- Entries that are adequately reflective but need to be explored deeper will receive a score of three.
- Entries that are somewhat superficial or shallow, and do not go much beyond description will receive a score of two.
- Entries that show little to no reflection of described experience will receive a score of one.

Relevance:

- Five entries that describe a text or activity done in class for that week and include thoughtful supporting detail that stays focused on the topic will receive a four.
- Five entries that describe a text or activity but contain supporting evidence that is not clearly relevant or wander off topic (i.e. as in an effort to fill space) will receive a score of three.
- If less than five of the entries are related to something done in class, or all supporting examples of the entries are clearly unrelated to the topic, you will receive a score of two.
- If none of the entries are from readings or activities done during that week in class, or the content is irrelevant to the topic, you will receive a score of one.

Clarity:

- If the ideas in the entries are clearly expressed and clearly connected in an organized manner; and the journal is dated, titled, and double-spaced, you will receive a four.
- If the ideas are clearly expressed and connected in an organized manner, but is not dated, titled, and double-spaced, you will receive a three.
- If the ideas are only minimally connected in an organized manner and could be expressed more clearly and the entry is dated, titled, and double-spaced, you will receive a two.
- If the ideas are not clearly expressed or connected, and the journal is not dated, titled, or double-spaced you will receive a one.

16 points=A+

15 points=A

14 points=B+

13 points=B-

12 points=C

11 points=D+

10 points=D

9 points=F

II. During the fourth week of this unit you will be required to do a multimedia project. In this project you will search the Internet for a creative writing resource in which young adults interact with each other for the purposes of creating and/or sharing their own short stories or poetry. For example, you will search for and find a youth poetry circle or club that posts writings online.

- ❖ You will be provided with a feedback sheet in which you will have to document the URL, the name of the web site, the purpose of the web site, the last date the web site was updated, what you found beneficial about the site, and a summary of the text found online that you found the most interesting.
- ❖ You then have the option of posting a text of your own and detailing the process by which you did this.
- ❖ If you choose not to post a work of your own, you are still required to find out how this would be done and detail the process on your feedback sheet.
- ❖ For the presentation portion of this activity, you will share your findings with the class in which they will listen and record the names of the web sites they find interesting and record them in their notes. You will be provided with a rubric on how you will be evaluated.

Rubric

Category

Content:

- You will receive four points for a feedback sheet that is completely filled out with all eight components of the

required, appropriate information; and a summary of the favorite work that is descriptive.

- You will receive three points for a feedback sheet that is complete but that lacks a descriptive summary.
- You will receive two points for a feedback sheet that is incomplete but has a descriptive summary.
- You will receive one point for attempting the exercise but not completing the feedback sheet or having a descriptive summary.

Presentation:

- You will receive two points for a class presentation in which you clearly express your findings.
- You will receive one point for a presentation in which you do not clearly express your findings.

6 points=A

5 points=B

4 points=C

3 to 1 points is a F

III. You will be required to submit a portfolio at the end of the six weeks. This portfolio consists of a compilation of work that you feel is representative of what you have learned throughout the unit. You will have an exhibit for each week of the unit. Your portfolio will consist of the following:

- ❖ **Week 1:** A short essay that details your personal reactions and responses to a piece of assigned literature read in class or at home. In this essay you will write about issues within this piece that are relevant to you as a young adult in this society. Because you will have some in class essays to write and some at home essays to write, you may choose any one to include in your portfolio.
- ❖ **Week 2:** You will create a text through the medium of your own interest to be included in this portfolio. My only requirement is that with it you include a paragraph explaining how your text is relevant to an idea discussed in class, something we read, or a class activity.
- ❖ **Week 3:** Throughout this unit you will evaluate each other works. In your portfolio, include a critique of one of your peer's works and a copy of one of your peer's evaluation of your work. Include a paragraph in which you reflect upon what you gained from this experience or any personal response to this experience.
- ❖ **Week 4:** Here you will add the feedback sheet from your multimedia project and the summary of your favorite

online work. You will also include the notes you took from your classmates presentations on the web sites you found most interesting.

- ❖ **Week 5:** At this point you will add five journal entries to your portfolio.
- ❖ **Week 6:** During this week you will write a synthesis paper. You will review your journal, notes from class, etc. and reflect upon your growth. You will write a two page typed paper in which you describe an aspect of your engagement with this unit in terms of its affect on you.

You will not be graded on the quality of the exhibits that you include. You will be graded on having the required material in your portfolio and on how carefully you reflect on what you learned in producing them.

Rubric

There are three possible points for each of the six components of your portfolio.

- You will receive three points for each component that is complete with all of the required exhibits and that shows that you engaged in deep reflection and introspection.
- You will receive two points for any component that has all of the required information but exhibits shallow reflection.
- You will receive one point for any component that is incomplete and shows minimal reflection.

18 points=A+

17 points=A

16 points=B+

15 points=B

14 points=C+

13 points=C

12 points=D+

11 points=D

For your final grade for this unit, an average of all three grades will be taken after each has been converted to the 100-point scale. There is a total of 16 possible points for the first goal. Each point will be multiplied by 6.2 for its grade. For example, if you received a point score of 15, your percentile grade will be 93. The second goal has a total of six possible points. Here, each point will be multiplied by 16.6 to get the percentile grade. The third goal has a total of 18 possible points. Each point will be multiplied by 5.6 to get the percentile grade. Each percentile grade will be added together and divided by three to get your total grade for the unit. 90 -100 percent is an A, 80 - 89 percent is a B, 70 - 79 percent is a C, 60 - 69 percent is a D, 59 - 0 percent is a F.

Note: For this unit, I do not want to place a lot of emphasis on grading the students in-class and out of class writing. Therefore, these assignments will be checked and awarded a participation grade.

- ❖ Assignments that reflect evidence of the student investing an appropriate amount of time and effort will receive an A.
- ❖ Assignments in which it is evident that the student did not invest an appropriate amount of time and effort will receive a C.
- ❖ Assignments that are not turned in will receive an F.

The average of these grades for each assignment will be taken and will count as 45% of the student's final grade.

Daily Lesson Plans

❖ Week 1 :Monday

- ❖ 8 minutes: Attendance, housekeeping, allow time for people coming in late (only today).
- ❖ 10 minutes: Give out textbooks, syllabi, and other material.
- ❖ 15 minutes: Provide hard copy of the following prompt and have students write: Write your expectations of me as your language arts teacher. While they are doing this, I will walk through the classroom introducing myself to each student and talking with them a little bit.
- ❖ 9 minutes: As a group, go over what they have come up with and I go over with them my expectations for them as my students. Condense and refine what they have come up with as a group and reach a consensus as to what they all agree upon.
- ❖ 9 minutes: Create a poster of their expectations and my expectations and post it in our classroom.
- ❖ 4 minutes: Answer any questions, put room back in order, prepare to depart.

Tuesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 18 minutes: Provide hard copy of the following prompt and have students write: Write a short narrative that tells a story that expounds upon an issue or issues that are relevant to you and your peers. This can be a personal narrative, a narrative about someone you know, or realistic fiction. Keep in mind that you will be sharing these with the class.
- ❖ 17 minutes: Students will form groups of four and read their narratives aloud to their group. As a group, they will identify issues that are within the narratives that are relevant and/or exclusive to them as young adults.
- ❖ 12 minutes: Begin whole class discussion. I will make a bulleted record of discussed points.
- ❖ 3 minutes: Put room back in order; prepare to depart.

Wednesday

- ❖ 5 minutes: Attendance; housekeeping

- ❖ 3 minutes: Tool Sharpening- Discuss concept of circle discussion and their expected and required role as contributors.
- ❖ 20 minutes: Pass out copy of bulleted points I took note of during yesterday's conversation. Continue discussion in a circle. The bulleted points will be my question prompt.
- ❖ 7 minutes: Discuss unit and the purpose of the introductory activity they have done.
- ❖ 12 minutes: Read in class, out loud, the introduction and first poetry selection from *Teen Ink: Our Visions, Our Voices*. Discuss points of interest. I will be the moderator and facilitate discussion by asking individuals about their points of interest in the poem.
- ❖ 5 minutes: Now that they have had time to review the syllabus, answer questions.
- ❖ 3 minutes: Put room back in order; prepare to depart

Homework: Read the first three poems in *Teen Ink*. (One Asian-American selection, One Hispanic selection, one European-American selection, and one African-American election.)

Thursday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 10 minutes: Quiz - Write a few sentences briefly summarizing each poem.
- ❖ 5 minutes: Go over quiz.
- ❖ 30 minutes: Discuss points of interest in the readings and reread selections of interest out loud in class. I will guide discussion with questions asked about the authors meanings, the speakers roles, any conflict and issues the poems address, and how these issues relate to my students as other young adults.
- ❖ 5 minutes: Put class back in order; prepare to depart.

Homework: Read the short story selection in *Teen Ink* and complete first journal entry to be turned in tomorrow.

Friday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 5 minutes: Tool Sharpening- Discuss parts of the short story and the short story genre.
- ❖ 10 minutes: Summary quiz on the short story read for homework. (Here they will write a brief summary on the

reading, including details from the beginning, middle, and end of the story).

- ❖ 25 minutes: Discussion on reading; follow same format and question prompt as yesterday.
- ❖ 5 minutes: Discuss short story assignment they are about to do and discuss with them possible themes. Provide written prompt of the following: Next week, you will write your own short story that expounds upon an issue or issues that are relevant to you as young adults. This short story should be between six and eight written pages so that it will be from three to four pages typed. Please keep in mind that these stories will be shared with the class.
- ❖ 5 minutes: Return room back to order; prepare to depart.

Homework: Have theme of story ready by Monday and don't forget a journal entry is due every Monday for the next four weeks.

Week 2: Monday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 35 minutes: Short story workshop- This is a workshop that will help students learn how to write a short story, the components of a short story, the characteristics of a good short story, and tips to help them in their writing.
- ❖ 10 minutes: Go over each student's theme. Help those that need help in refining their theme.
- ❖ 5 minutes: Return room back to order; prepare to depart.

Homework: Begin writing short story

Tuesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 47 minutes: Dedicate class time to working on short stories. Students will work on their own under my supervision. I will provide assistance as needed.
- ❖ 3 minutes: Return room back to order; prepare to depart.

Homework: Complete short stories

Wednesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 45 minutes: Computer lab time- Take students to computer lab to type short stories on Microsoft Word program. Save on disk and hard drive. I will assist when needed and look over their short stories to check content.
- ❖ 5 minutes: Return to class; prepare to depart.

Thursday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 45 minutes: Lab time- Students will complete typing of their first draft. Students who finish early can begin reading literature selection for tomorrow.
- ❖ 5 minutes: Return to class; turn in short stories; pass out current reading selection; prepare to depart

Homework: Read “The Big Red Apples” excerpt from *Thoughts on an Indian Childhood* by Zitkala-Sa. **Make a list** of words that you do not know the meanings of, look them up in dictionary, and add the definitions to your list. This will be the format for each vocabulary assignment.

Friday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 5 minutes: Tool Sharpening- Go over words from their lists. This will be referred to as vocab review.
- ❖ 10 minutes: Summary Quiz over “The Big Red Apples.”
- ❖ 8 minutes: Read selection in class.
- ❖ 22 minutes: Discuss the reading. I will be the moderator and encourage discussion with the following_question prompt: What change of life did the speaker undergo? What did her mother oppose? Why did her mother finally agree to let Zitkala-Sa take the journey? What were the foreshadowing signs of the speaker growing up? What are some similarities and differences between what the speaker undergoes as she grows up as a Native

American, and how you grow up?

- ❖ 5 minutes: Return room back to order; prepare to depart.

Homework: Review vocabulary

Week 3: Monday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 5 minutes: Tool Sharpening- At this point, I have read their short stories and taken note of their common grammatical errors. Because grammar correction is not a big focus of this unit, during this time I want to review basic grammar points that they all, in general, seem to have problems with. I will not directly relate it back to their writings by negatively marking on their work.
- ❖ 15 minutes: I will lead discussion on the good points of their stories and things they need to improve on. This will be directed to the class as a whole, not individuals. I will answer questions as needed.
- ❖ 5 minutes: Pass back short stories and revision guideline sheet (handout #1) for them to put away. Explain homework assignment.
- ❖ 20 minutes: Pass out current publication of “Merlin’s Pen”. Students have relaxed reading time.
- ❖ 5 minutes: Return class back to order; prepare to depart

Homework: Based on the discussion we had today, go back over your stories and improve and revise as needed.

(Use a pen or pencil to write corrections in on original.) Fill out the accompanying revision guideline sheet.

Tuesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 20 minutes: Students may use this time to complete any revision work on their stories.
- ❖ 25 minutes: Lab time- Pull up stories on computer and edit using word processor tools. I will provide assistance as needed.
- ❖ 5 minutes: Return to class; prepare to depart

Wednesday

- ❖ 5 minutes: attendance; housekeeping
- ❖ 45 minutes: Lab time for final revisions, creating cover sheets, and optional illustrations or designs.
- ❖ 5 minutes: Return to class, turn in short stories, depart

Thursday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 45 minutes: Return short stories. Have everyone pair up and exchange stories. Everyone read their partner's story and write a brief commentary and evaluation. In this they will write a brief summary of the story and a description of the characters and the main conflict. They will also discuss what they liked best about the story and why.
- ❖ 5 minutes: Turn in evaluation sheets and short stories; depart

Homework: Write a response essay (all response essays should be two pages written) about your partner's short story that expounds upon its relevance to you as a young adult.

Friday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 45 minutes: The titles of everyone's stories will already be listed on the board. Have students choose one to read that is not their own or their partners. Provide them with the following written prompt: Read the short story and write a response essay on it. If you finish early, you may have free reading time. Also, if you want your story to be included as one of the texts for next year's students, let me know.
- ❖ 5 minutes: Return room back to order; prepare to depart

Week 4: Monday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 5 minutes: Tool Sharpening- Review definition and purpose of poetry, free verse, and rhyme.
- ❖ 3 minutes: Discuss what online poetry circles are.
- ❖ 35 minutes: Lab time- Written prompt: Search the Internet for a creative writing resource in which young adults

interact with each other for the purposes of creating and/or sharing their own short stories or poetry. For example, you will search for and find a youth poetry circle or club that posts writings online. Fill out the accompanying feedback sheet (handout #2).

- ❖ 7 minutes: Return to class and have students begin writing their own poems until its time to go.

Homework: Complete the writing of your own poem.

Tuesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 48 minutes: Each student take three minutes to present their Internet findings and read their summary of the text they found most interesting. Students are instructed to take notes and make note of web sites that interest them.
- ❖ 2 minutes: Prepare to depart

Wednesday

- ❖ 5 minutes: Attendance: housekeeping; pass out copies of *The Outsiders* by S.E. Hinton.
- ❖ 25 minutes: Lab time- Written prompt: Go back to posting site from Monday, find out how to post poetry online, detail this on the back of your feedback sheet, and post your poem or short story if you desire. The media specialist and I will be here to lend assistance.
- ❖ 22 minutes: Return to class; read first chapter of *The Outsiders* in class and get list of students who don't mind the class reading their poem.
- ❖ 3 minutes: Prepare to depart

Homework: Read the first half of *The Outsiders* and make vocabulary list.

Thursday

- ❖ 5 minutes: Attendance: housekeeping
- ❖ 5 minutes: Tool Sharpening- Vocab review
- ❖ 10 minutes: Summary quiz over last night's reading.
- ❖ 20 minutes: Discuss points of interest in the reading. I will facilitate discussion if need with the following

question prompt: What issues in your own poems or the ones you found online are similar to the ones you have encountered so far in *The Outsiders*?

- ❖ 17 minutes: Pass out student poems that have been selected to be used. Give one poem to each student. Have students read their assigned poem and write a response essay that explains how they feel about the youth issue in poem.
- ❖ 3 minutes: Prepare to depart

Homework: Read the second half of *The Outsiders* and write vocabulary list.

Friday

- ❖ 5 minutes; Attendance; housekeeping
- ❖ 5 minutes: Tool Sharpening- Vocab review
- ❖ 10 minutes: Summary quiz over *The Outsiders*.
- ❖ 5 minutes; Provide students with following instructions: Write a question dealing with last night's reading and answer it or have the answer in your mind.
- ❖ 27 minutes: Roundtable discussion with each student asking their question, answering it, and receiving feedback from fellow students.
- ❖ 3 minutes: Prepare to depart

Homework: Write response essay on conflicts and resolutions the characters in *The Outsiders* have dealt with so far.

Week 5: Monday

- ❖ 5 minutes; Attendance; housekeeping
- ❖ 15 minutes: Class discussion on the subjects of their response essays. I will be the moderator and if discussion falls short will call on students to discuss the issues of their response essays.
- ❖ 35 minutes: Begin watching movie *The Outsiders* until its time to leave.

Homework: Review vocabulary lists to prepare for vocabulary quiz

Tuesday

- ❖ 3 minutes: Attendance; housekeeping
- ❖ 10 minutes: Vocabulary Quiz - I will call out some of their vocabulary words for them to define.
- ❖ 42 minutes: Finish watching movie until its time to go

Homework: Discuss the similarities and differences of the issues and purpose of the movie and the book.

Wednesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 11 minutes: Ask students to give you examples of literature and make list on board. Ask why they think these things qualify as literature.
- ❖ 20 minutes: Using last night's homework assignment as a prompt, begin a discussion that expands their definition of literature. Help them make the connection between the book *The Outsiders* and the movie_script of *The Outsiders* as both being literature. Discuss literature as encompassing song lyrics, their own works, and other examples they will hopefully contribute.
- ❖ 5 minutes: Have them take out their syllabi and go over the text creation component with them.
- ❖ 14 minutes: Have them begin work on their texts.

Homework: Work on your personal text creation.

Thursday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 5 minutes: look over what students have done so far with their texts.
- ❖ 35 minutes: Students may work on texts during this time; media center passes can be given.
- ❖ 10 minutes: Look over and quickly evaluate everyone's work to make sure they are staying on task.
- ❖ **5 minutes: Put room back in order: prepare to depart.**

Homework: Complete texts.

Friday

- ❖ 5 minutes: Attendance; housekeeping; students turn in texts
- ❖ 15 minutes: Read out loud short story *Dog* by Ba-Jin.
- ❖ 20 minutes: Discuss issues and points of interest. I will moderate discussion with question prompts on self-esteem and identity issues of the story.
- ❖ 5 minutes: Distribute copies of *Mission to Kala* by Mongo Beti and discuss group concept of next week. For *Mission to Kala*, the class will be divided into five groups. Each group will lead the discussion for one of the readings assigned the night before. (The reading for *Mission to Kala* is divided into five parts. Each group will take one part.) Each group member is required to contribute to leading the discussion by asking questions that they have each prepared beforehand.
- ❖ 5 minutes: Prepare to depart

Homework: Read chapter one; discussion leaders prepare your questions

Week 6: Monday

- ❖ 5 minutes: Attendance; housekeeping;
- ❖ 10 minutes: Summary quiz
- ❖ 30 minutes: Class discussion with discussion leaders
- ❖ 5 minutes: Go over synthesis paper and rubric in the syllabus and remind students that the paper is due on Friday.
- ❖ 5 minutes: Return room back to order; prepare to depart

Homework: Read the first half of Chapter 2; discussion leaders prepare questions

Tuesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 10 minutes: Summary quiz
- ❖ 35 minutes: Class discussion with discussion leaders
- ❖ 5 minutes: Return room back to order; prepare to depart

Homework: Read second half of chapter two; discussion leaders prepare questions.

Wednesday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 10 minutes: Summary quiz
- ❖ 35 minutes: Class discussion with discussion leaders
- ❖ 5 minutes: Return room back to order; prepare to depart

Homework: Read chapter three; discussion leaders prepare questions.

Thursday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 10 minutes: Summary quiz
- ❖ 35 minutes: Class discussion with discussion leaders
- ❖ 5 minutes: Return room back to order; prepare to depart

Homework: Read chapter four; discussion leaders prepare questions.

Friday

- ❖ 5 minutes: Attendance; housekeeping
- ❖ 10 minutes: Summary quiz
- ❖ 30 minutes: Class discussion with discussion leaders
- ❖ 5 minutes: Go over portfolio and accompanying rubric in syllabus and remind students that the portfolio is due next Monday.
- ❖ 5 minutes: Return room back to order; turn in synthesis papers; prepare to depart

Homework: Read second half of chapter two; discussion leaders prepare questions.

Handout #1

Short Story Draft Revision Guidelines

What can I do to revise the following and turn my good paper into a great paper?

1. lead

2. dialogue

3. character development

4. Show Don't Tell

5. plot

Additional Notes:

Handout #2

Feedback Sheet for Multimedia Project: Complete this sheet while doing your multimedia project.

1. URL:

2. Name of web site:

3. Purpose of web site:

4. Last date web site was updated:

5. What did you find beneficial about the web site?

6. On the back of this sheet, write a summary of the most interesting text you found online: