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Rebirth Unit

ELAN 4400

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I. Rationale

Adolescence is a time of an enormous amount of both mental and physical growth. It is also a time in which young adults struggle to form an identity of their own, shaped by their unique set of values, beliefs, ideals, and attitudes. Often this search for individuality involves a struggle to form ideals separate from those of their parents. In addition to the pressure that comes along with this inner struggle, the adolescent is also going through a period of tremendous outer development. Since students in their sophomore year of high school are imbedded in such a chaotic and stressful stage in their physical and mental development, a unit focused on the concept of rebirth would accommodate them as they embark on the journey of self-discovery and self-concept.

According to Evans, “the development of the self-concept is a continuous process which developmental psychologists suggest has begun by the end of the first year, but which becomes pronounced during adolescence” (421). Students at such a stage of psychological development would thrive from being exposed to literature that they could relate to. Each selection in this unit contributes to self-discovery, a personal search for values and beliefs, or questioning the way that society functions, and making decisions about the type of citizen they are going to become. Adolescents are breaking free from their parents’ control, similar to escaping a protective cocoon, and embarking on the journey that will lead them to have full, beautiful wings of their own. The poem “Children Learn What They Live,” (see attached) by Dorothy Law Nolte, describes how children, up to a certain age, will mimic the behavior of their parents. After this age, the children will begin to form their own set of values. In a sense, they are being reborn into

a new human being, and they are no longer a product of their parents' perseverance and values.

The novel *The Awakening*, by Kate Chopin, tells the story of an immature woman who breaks away from her husband and develops a new sense of identity for herself. Edna Pontellier, the main character, exhibits rebirth through her physical hiatus from her dysfunctional marriage. Although she was faithful to herself and her beliefs, she disobeys her husband and thus disrupts the norms of the marriage. Edna feels guilty because of her insubordination to human and God's laws concerning marriage. Despite her tremendous feelings of guilt, Edna experiences an awakening within herself and becomes spiritually whole again. Some may argue that suicide is not an indicator of spiritual well being. However, Edna proves that her suicide is the only true way she can be at peace with the world.

This novel would help students at the sophomore level to realize that going against societal conventions, or the expectations of their parents, will be challenging. They will endure hardships, but unlike the character, they need to persevere. With a unit focused on the theme of rebirth, it will be possible to teach the students the strength that comes along with the evolution of the self.

An additional way that a unit on rebirth would accommodate students is to normalize the awkwardness they feel about their physical and mental development. At this stage in life "the average adolescent is not only sensitive to, but also critical of their changing physical self. Because of gender and sexual development young people are inevitably confronted, perhaps for the first time, with cultural standards of beauty in evaluating their own 'body image'" (Messer, 402). In addition to the stress an adolescent

feels as a result of the rapid physical development is anxiety brought about by the emerging psychological development. Evans states that adolescents “can reflect upon and evaluate themselves as persons. They are gradually able to see themselves as others see them. This, we may presume, indicates the emergence of a mature self-concept At best, young persons will further refine their reflective thought to develop standards for self-criticism and evaluate the quality of their own thinking” (281).

Often this “emergence of a mature self-concept” involves a struggle to form ideals separate from those of their parents. At this point, teenagers realize that it is acceptable to develop their individual ways of thinking, believing, and perceiving the world. Prior to this stage, teenagers simply accept the rules that have been impressed upon them from outside forces such as parents, teachers, media, society, and government. No matter what path any of our high school students chooses, they will be members of a democracy. Not only does this involve learning the conventions of operating in a democratic environment, it also entails learning to appreciate democratic ideals. Students must learn to be informed voters in order to be part of social change in our country. Protagonists who benefit from democracy, or antagonists who go against the grain, prove there are benefits to each approach. This is not necessarily bad, but these antidemocratic moves prove the value of being aware of our country’s own government.

Lord of the Flies, by William Golding works to present both sides of the democracy issue. While authoritarianism essentially “wins,” Piggy, the character who dies early on, seems to learn the most about the benefits of democratic rule for bottom-feeders. Ralph, the personification of law, cooperation, and other basic tenets of democratic government is a foil to Piggy. In opposition to Ralph, Jack is a charismatic,

yet brute young man. His authoritarian behavior ultimately prevails, but not without the consequences of hunger, cruelty, fear, and death. The anarchy that erupts on the island forces some of the boys to have a burning desire for rules and order. Especially order that is not regulated by a self-appointed leader. Brute force governs all on this island.

Golding implies that unshackled freedom, the condition that these boys are forced into, needs to be balanced by the forces of civilization.

Sophomores would also greatly benefit from exposure to *American Hunger* by Richard Wright. This novel serves as the second half of Wright's autobiography that tells of his struggles after leaving the South in 1934. It is an adventure that deals with poverty, unemployment, race and class issues, as well as the importance of education and government. A study of this novel would allow students to experience frightful emotions such as hunger, helplessness, and uncertainty from actual events from an African American male perspective. Although the novel can be viewed as inappropriate because of Wright's flirtation with the Communist Party in America, his work should be considered valid for study due to his incomparable realistic style and thought provoking narrative.

Additionally, a selection of speeches from prominent events in American history will be studied. These speeches highlight historic moments of political and social rebirth.

Some may argue that the students' source for their values and beliefs should be their parents, family, and/or church and that the school should not encourage them to develop their own. However, once they reach adulthood they will no longer have their parents every step of the way. They will inevitably have to make decisions for themselves, and they will have to know themselves and their values to make these

decisions. Therefore, a unit that revolves around the concept of rebirth is essential to the curriculum that sophomore students will study. The high school students of today are on the brink of adulthood. They are immersed in a period of uncertainty and questioning about their futures and whom they will become in the years to come. In their teenage years, they are shaping beliefs, ideals, and values that will make them the individuals that they will be when they reach adulthood. The literature involved in this unit will exemplify the creation of stronger, more self-reliant individuals because of the struggles that they must endure.

II. List of Materials

Books:

- 10 copies of *American Hunger* by Richard Wright
- 10 copies of *Lord of the Flies* by William Golding
- 10 copies of *The Awakening* by Kate Chopin

Handouts (class set of each of the following):

- Introductory Activity/Scenario Sheet
- “The Gettysburg Address” by Abraham Lincoln
- “I Have a Dream” by Dr. Martin Luther King, Jr.
- JFK Inauguration Speech
- “On the Pulse of Morning” by Maya Angelou
- “Reapers” by Jean Toomer
- “Do not go Gentle into that Good Night” by Dylan Thomas
- “Odysseus” by W.S. Merwin
- “Everyday Use” by Alice Walker
- “The Most Dangerous Game” by Richard Connell
- “The Gift of the Magi” by O. Henry
- “Butterfly on Rock” by Irving Layton

Video Tapes:

- “I Have a Dream” video clip
- JFK Inauguration speech and assassination video clips
- Bill Clinton’s Inauguration Ceremony clip (for Maya Angelou reading)
- *Dead Poets’ Society*

* all poems came from *The Norton Anthology of Poetry*

III. Goals and Rubrics

The goal for the rebirth unit for sophomore English is for the students to be able to define rebirth through the interpretation of literature and the culmination of presentations discussing literature and its meanings. They will also be able to define rebirth through listening to each other and sharing experiences of personal rebirth.

The culminating project for the end of the unit will be similar to a portfolio, but will use a time capsule to envelope a particular piece of writing of the student's choosing in which they will display their knowledge of a work in a variety of mediums. There will be a total of one hundred (100) points available for the four culminating projects and an additional 16 points available for a journal that will be kept over the course of the unit.

Assessment #1: After reading one of the three novels of your choosing, as a group, decide on a symbol that would best represent the work you read. You may either...

- bring in an artifact already formed
 - a real conch shell for The Lord of the Flies
- OR you may create something within your group.

Each person must have a specific role in the decision or the production of this artifact. It may **NOT** be decided by only one or a few individuals. You must provide a valid explanation between the artifact and the literature. The explanation will be an oral presentation, approximately two minutes in length, telling why you chose the artifact and how it is relevant to the novel. This will be a group grade.

Rubric for Assessment #1:

A satisfactory project

- Has a clear connection between artifact and literature (2 minute oral presentation)
- Has a thought provoking artifact
- Will receive twenty (20) points

An unsatisfactory project

- Has no connection between the artifact and literature
- Has no artifact
- Presentation under 30 seconds
- Will receive ten (10) points

Assessment #2: Each person must contribute an original piece of writing pertaining to the novel you read. You may use any genre of writing, including the following:

- Short story
- Persuasive essay
- Poem
- Song
- News story
- Comic strip
- TV script (for a sitcom, drama, or miniseries)
- Play
- Interview

These will be compiled into book form to be placed in the Time Capsule upon completion. If you choose to produce a piece of art or an illustration, you will be required to provide a two paragraph explanation of why you chose to produce the art and how it correlates to the novel. This will be an individual grade.

Rubric for Assessment #2:

An “A” project

- Mostly free of grammatical errors; errors do not detract from content
- Project turned in on time
- Connection between project and text is clear and supported
- Logical organizational style; apparent to audience
- Will receive thirty (30) points

A “B” project

- Some grammatical errors, but does not significantly detract from content
- Up to one (1) day late
- Connection between project and text is clear, but lacks some support
- Project is organized but is lacking some focus
- Will receive twenty-five (25) points

A “C” project

- Significant grammatical trouble; detracts from content
- Up to two (2) days late
- Connection between project and text is present yet cloudy
- Moderately organized but without guiding principles
- Will receive twenty (20) points

A “D” project

- Errors interfere with ability to understand
- Up to three (3) days late
- Very little connection made between text and project
- Limited organization with no steady focus
- Will receive fifteen (15) points

A “F” project

- Grammatical errors make reading incomprehensible; revision is necessary
- Up to four (4) or more days late
- Fails to make connections between project and text
- No organization within project
- Will receive ten (10) points

Assessment #3: Each person must also contribute a picture or cutout that represents who you are or your likes and/or dislikes. This will also be placed in the Time Capsule upon completion. This will be an individual grade.

Rubric for Assessment #3:

A satisfactory project

- Will be turned in on time
- Represents you in a positive light, no vulgar or offensive pictures or cutouts
- Will receive twenty (20) points

An unsatisfactory project

- Is turned in late
- Represents you in a disparaging way; is not offensive or oppressive to someone else
- No picture or cutout presented
- Will receive ten (10) points

Assessment #4: The groups must present their book in an advertisement (like a movie trailer or billboard) but must not give away the ending of the novel. Each person must have equal participation in the production of this project. This will be a group grade.

Rubric for Assessment #4:

An “A” project

- Project turned in on time
- Connection between project and text is clear and supported
- Logical organizational style; apparent to audience
- Does not give away ending, but entices readers
- Will receive thirty (30) points

A “B” project

- Project turned in up to one (1) day late
- Connection between project and text is clear, but lacks support
- Project is organized but is lacking some focus
- Does not give away ending, but does not encourage readers
- Will receive twenty-five (25) points

A “C” project

- Project turned in up to two (2) days late
- Connection between project and text is present but is cloudy
- Moderately organized
- Does not give away ending, but does not tell about the novel
- Will receive twenty (20) points

A “D” project

- Project turned in up to three (3) days late
- Very little connection made between text and project
- Limited organization without a steady focus
- Gives away ending, but attempts to encourage readers
- Will receive fifteen (15) points

A “F” project

- Project turned in up to four (4) or more days late
- Fails to make connection between project and text
- No organization within project
- Gives away ending
- Will receive ten (10) points

Assessment #5: Journal Entries. Students are to keep a journal during the unit that contains the eight required journal entries. The journals will be collected and assessed weekly. The journals will be placed in the Time Capsule at the end of the unit.

Rubric for Assessment #5:

An “A” journal (2 points)

- Meets the entry requirements for the week
- Shows evidence of reading the material
- Shows substantial amount of thought and insight

A “B” journal (1.5 points)

- Meets the entry requirements for the week
- Shows evidence of reading the material
- Shows moderate amount of thought and insight

A “C” journal (1 point)

- Is missing one entry
- Shows little evidence of reading
- Shows minimal amount of thought and insight

A “D” journal (.5 point)

- Is missing two entries
- Shows little or no evidence of reading
- Shows little or no amount of thought and insight

An “F” journal (0 points)

- Is missing more than two entries
- Shows no evidence of reading
- Shows no thought or insight

IV. Introductory Activity

Please read the following scenarios. Choose the scenario that you are most interested in. We will be dividing into groups according to the scenarios that you have chosen. Hopefully, six groups will be formed that include around five students each. The groups will discuss the scenarios and attempt to come to a conclusion.

- 1) Imagine that your shoe size determines your worth in your home country. Anyone whose foot is larger than a woman's size 7 or a man's size 10 is discriminated against. Because of a person's large feet, an arbitrary characteristic over which you have no control, you are prohibited from learning to read and write. After all, the people in power all have small feet. They also believe that big feet automatically make you stupid. You are excluded from using your country's facilities because you are considered to be dirty, unintelligent, and unequal to the other citizens of the country. Although there is no proof to support these claims about large-footed people, the discrimination has been going on since the formation of your country. Election time is coming and there is talk of electing a candidate for president who will abolish foot discrimination. While you think this sounds like a reasonable idea because you are enlightened and would like to see those with very large feet have more rights, you also have average sized feet and are worried that a mutiny could occur if they get too much power. How can you be sure that a new leader will not use his power to discriminate against his oppressors of years past? After all, your society has worked fine as far as you're concerned. Crime is low, the economy is good, and your country has maintained peace with other nations for many decades now. Considering this, you have a decision to make. Do you vote the incumbent into office, assuming that the big foot regime should stay in power? That is what has worked for years and you know it seems like a safe option that will continue to work. Or, do you vote for the "fairfoot" party candidate? He preaches fairness to people of all shoe sizes, which seems like a fair idea. You fall into that category and so it seems unlikely that you will suddenly be denied your rights. You like this idea, but wonder how a regime like this will work practically, though? For which candidate would you vote?
- 2) Christina Aguilera, a beautiful, talented young singer, meets Carson Daly, a moderately boring guy with lots of money and fame. They declare themselves boyfriend and girlfriend and their relationship is fun for the first few months. While Christina likes the fact that Carson is so famous, she has a nagging feeling that she could be happier with someone more like her. After all, Carson is an MTV veejay, a life that is foreign to her. One day while at a costume fitting for her new genie suit, she meets a handsome, progressive, young singer named Fred Durst. After only a few minutes of conversation, she realizes that they have so much in common because they are both singers and performers. Finally, someone understands what a girl like her wants and needs!! She and Fred begin to

cultivate a great friendship and she is ready to take it to the next level, but there is still one major problem—Carson. Carson has become a symbol of security in her life. She enjoys being known as his girlfriend, because there are many benefits to his life of fame and fortune. However, she feels genuinely content with Fred. He seems to understand her innermost needs and desires. She is torn between the two guys and needs to make a decision. Maybe she is being too judgmental of Carson? After all, they've only been dating two months. Something wonderful must have initially attracted her to him in the first place. On the other hand, Fred is really cool and may move on if he thinks she's not interested. She may have finally found the man she's been looking for. They are developing such a great friendship but she does risk ruining it by trying to date him. Maybe she could have the best of both worlds by dating Carson and just being friends with Fred. Which guy should Christina choose?

- 3) You and your family board a Boeing 747 jet, as you embark on your Summer vacation to Hawaii. While flying over Texas, the pilot announces that there is turbulence in the air. You fasten your seat belt and pass his warning off as a precautionary measure. After all, you fly to Hawaii every summer and you always arrive there and home safely. The next thing you know, the plane begins to shake violently. Babies are crying and people begin shriek with terror. You see fear in your mother's eyes and you know that something is terribly wrong now. Just as oxygen masks are falling from the ceiling, the plane loses all electrical power. In the darkness, you reach for your younger sister's hand. Grasping it tightly, you pray a silent prayer for your life.
- The sun is coming up now. As you lie on the hard ground, you glance around wondering how you have gotten to this strange place. Birds are chirping, and you hear the quiet movement of animals in the brush nearby. You think you are in a jungle, but since you've never really been to the jungle before, you think maybe you are dreaming. Your body hurts everywhere. You wonder where your family is. How did this happen? Nearby, you spot a boy who looks about the same age as you and you timidly motion for him to come near you. He explains what happened. The Pray-for-Your-Life Airlines' plane that you and your family were on crashed off the coast of Mexico. You are stranded here until someone from America figures out that you are missing. Your first instinct is to find your family. You want to make sure your mother, father, and sister are okay. However, the young boy tells you there is no use looking for them. There were only about thirty survivors and they are mostly children. While you are totally distraught, your survival instinct kicks in. What will you eat while you are here? How will you live until you are rescued? What if you are never rescued? Plus, your whole body hurts. How extensive are your injuries? Will you be able to survive if you take off on your own? You have a decision to make. Do you follow this boy's instructions? He seems to know the island already, but what if he has some ulterior motive. If you don't follow him and the tribe of boys he has gathered together, you will have to fend for yourself. While this could be potentially dangerous, you might be able to find your family in the process. What do you do?

*Each scenario represents a novel from the unit. Scenario one is based on *American Hunger*. Scenario two is based on *The Awakening*, and Scenario three is based on *Lord of the Flies*. Hopefully, the students will divide up in groups of around five. The scenario that the students have chosen will be the book that they will read for the novel portion of the unit. By providing scenarios, students are given a choice in the type of novel that they would most enjoy reading. Also by providing scenarios, the teacher is not forced to describe each book in detail to the students. The scenarios are meant to entice the students to discuss the situations and be motivated for reading a new book. This activity will take most or all of the first day of the novel portion of the Rebirth instructional unit. Next, the students will be able to receive their chosen books and begin reading them. The students will be working in Reading Groups according to their scenario choice.

V. Rebirth Unit

Our unit is designed for a sophomore class of 25 to 30 students. The unit begins sometime in the middle of the year. At this point the students have become familiar with the expectations and routines of the classroom.

Week 1: “Busy Book Club Week”

Day 1:

50 minutes: Introductory Activity

- Handout scenarios described in introductory activity and allow time for silent reading. As students read, take attendance, perform housekeeping duties. (10 minutes)
- Formation of groups: students will divide into three groups of about ten each. The teacher will then divide each group into two subgroups to create a total of six “book clubs.” (5 minutes)
- Each book club will discuss possible solutions or questions they have about the scenario. (15 minutes)
- We will then have a class discussion in which each of the six groups will present their conclusions and/or questions about their scenarios. (20 minutes)

Day 2:

3 minutes: attendance, housekeeping

40 minutes: Hand out books to students.

- Record book numbers, book titles, and student names.
- While recording, students will begin their unit journals.
- Journal Entry #1: Formulate a personal definition of rebirth in writing; provide examples to support your beliefs. If students finish early, they are to read silently in their novels.

7 minutes: questions/cleanup

Homework: Complete first chapter in novels and formulate three questions about the reading to be brought to class.

Day 3:

3 minutes: attendance/ housekeeping

15 minutes: Students will get into book clubs. They will discuss the questions that they have formulated for homework. As they do so, the teacher will go around the room to check that everyone has completed the assignment.

7 minutes: Discussion of reading schedule within book clubs. Each club can make their own reading schedule, but the books must be completed two weeks from today.

25 minutes: Journal Entry #2: Choose one character from the novel and, based on the first chapter, predict that character's future. If students finish early, they are to read silently until the end of the period.

Homework: Read the amount determined by book club and pick out one sentence from the text that best defines tonight's reading to be presented in class discussion tomorrow.

Day 4:

3 minutes: attendance, housekeeping

30 minutes: Students get into their book clubs. Each group will generate vocabulary lists by selecting challenging words from each novel. Lists should be about ten words long. The lists will be used in tomorrow's "word watchers" vocabulary game.

17 minutes: Class discussion of sentences pulled from the text from the previous night's homework.

Day 5:

5 minutes: attendance/ housekeeping

30 minutes: "Word Watchers" Vocabulary Game

- "Vocabulary stations" with different colored flashcards (one color has definitions on it, the other has words)
- Students move in randomly assigned teams from station to station, recording responses.
- When each group is done, teacher collects and checks for team with the most correct responses.
- Winning team will receive a prize.

15 minutes: Silent reading of novels.

Week 2: "Sensational Speeches Week"

Day 1:

3 minutes: attendance/ housekeeping

47 minutes: "The Gettysburg Address"

- We will read aloud in class Lincoln's "Gettysburg Address."
- Class discussion on how this speech illustrates the concept of rebirth and what features of the speech have contributed to its endurance in the national consciousness.
- Journal Entry #3: Rewrite Lincoln's liberating speech using modern language. Be sure not to tamper with the essence of the speech, (honoring soldiers). Include a) liberty b) all men are created equal c) Civil War d) burial site acknowledgement e) people-centered government. To be completed for homework if not finished in class period.

Day 2:

3 minutes: attendance/ housekeeping

20 minutes: Viewing of the Martin Luther King, Jr. "I Have a Dream" speech on video. Students will have a copy to read along with.

15 minutes: Class discussion on the similarities between "The Gettysburg Address" and the "I Have a Dream" speech (such as the structure, purpose, reaction, emotions evoked).

12 minutes: Journal Entry #4: Imagine you are in the crowd as Dr. King delivers his famous speech. Write an entry in your "diary" about how you felt as you witnessed this historic event. This assignment is to be completed for homework if not completed during class time.

Day Three: "Shh...It's Wednesday!" (Silent novel-reading day)

3 minutes: attendance/housekeeping

47 minutes: This day is designed to allow the book clubs to engage with their novels. This day also allows the teacher to assess a portion of the journals. The teacher will collect journals from as many students as time allows. The teacher can take this opportunity to assess the first portion of the class' journals. The remainder of the journals will be collected on Friday in order for the teacher to assess them over the weekend.

Day Four:

3 minutes: attendance/housekeeping

25 minutes: JFK's Inaugural Address will be viewed on videotape as students follow along on provided handout. Clips and newsreels from JFK's assassination will also be viewed at this time to set the scene for discussion.

22 minutes: Class discussion comparing and contrasting the three speeches of the week. Topics that should be addressed: symbolism, themes, calls for action, and implications of rebirth. The goal of the discussion is to encourage the students to generate their own questions. The above suggestions are merely prompts for discussion if the students fail to strike up conversation.

Day Five: "Word Watchers" Round 2

3 minutes: attendance/housekeeping

47 minutes: Students are still responsible for ten vocabulary words per book club per week. These words along with all of last week's words are fair game for vocabulary questions. The teacher can take this opportunity to collect the remainder of the journals to be assessed over the weekend. The homework for the weekend is to read Maya Angelou's "On the Pulse of Morning".

Week Four: "Pun with Poetry"

Day One:

3 minutes: attendance/housekeeping

20 minutes: Students will view clip from Clinton's Inauguration. (Maya Angelou reading of "On the Pulse of Morning") Short Discussion of how Angelou read her work following the clip. Students should discuss how they would have read the poem the same or differently from Angelou.

20 minutes: Students will read Dylan Thomas' "Do Not Go Gentle Into That Good Night." They may read it aloud or to themselves. Following the reading, a short discussion of the possible meanings of the poem should take place.

7 minutes: Students may begin the homework/journal entry for the evening: read "Butterfly on Rock" by Irving Layton. Journal Entry #5: "Reaction Paper" Write up to a page of reflection on how you reacted to the poem. You may want to include something about the imagery, symbolism, or the author's word choice.

Homework: **Students are to bring in a copy of a song's lyrics of their choice that deals with some form of "rebirth". These lyrics will be discussed and shared along with the accompanying music on Thursday. It will be the discretion of the teacher to decide if the music is inappropriate.**

Day Two:

3 minutes: attendance/housekeeping

20 minutes: "The Road not Taken" by Robert Frost will be read as a class. A brief discussion will take place after the reading concerning what the students feel is important to address. Hopefully the students will be able to discuss what puzzles them about the piece.

15 minutes: "Odysseus" by W. S. Merwin will be read as a class. A discussion revolving around the comparison of this poem to the Frost work will take place after the reading.

12 minutes: Book Clubs will meet for the remainder of the period to discuss progress they have made in the novels.

Day Three: “ Shh...It’s Wednesday!”

3 minutes: attendance/housekeeping

47 minutes: The day is designed to allow students to bring their experience with the novel to a close.

Day Four: “Show and Tell Thursday”

3 minutes: attendance/housekeeping

47 minutes: Students bring in music selections that accompany the song lyrics brought in on Wednesday. The teacher is responsible for making a random selection of the music/lyrics to be shared and discussed. The teacher is also responsible for creating a handout that includes all of the lyrics so they will be able to follow along with the music.

Day Five:

3 minutes: attendance/housekeeping

47 minutes: Continuation of “Word Watchers” Round 3 vocabulary-building game. Students are continually responsible for compiling word lists with their book clubs to be used in the vocabulary game. The word list is cumulative from week to week. Journals will be collected during the game to be assessed by the teacher over the weekend.

Week Four: “Short and Sweet Week”

Day One:

3 minutes: attendance/ housekeeping

47 minutes: **Read Alice Walker’s “Everyday Use” aloud. Journal #7: Choose a scene from the story and rewrite it from another character’s perspective. You may decide to write from any other point of view than the mother’s. To be completed in the remainder of class or for homework.**

Day Two:

3 minutes: **attendance/ housekeeping**

47 minutes: **Class reading of “The Most Dangerous Game” by Richard Connell. Students should get at least half way through by the end of the class period. Homework: Journal Entry #8: Who will be the “ultimate survivor?” Write a rationale for your choice. Those who guess correctly will win the “Richard Hatch**

Award.” The prize will be announced at a later date, possibly extra credit or a candy prize.

Day Three:

3 minutes: **attendance/ housekeeping**

40minutes: **Completion of “The Most Dangerous Game.” If students finish early, they are to continue to generate vocabulary list from the texts read this week.**

7 minutes: **Announcement of the “Richard Hatch Award” winners and presentation of prizes.**

Day Four:

3 minutes: **attendance/ housekeeping**

20 minutes: **Class will read O. Henry’s “The Gift of the Magi” aloud.**

10 minutes: **Discussion of the story including analysis of theme, sacrifice, and the changes the characters and their relationships go through.**

17 minutes: **Presentation of book club symbols. Each group had been notified during week 1 that they would be responsible for presenting one symbol/ object to represent the novel. Each book club will have 2-3 minutes to present and explain their object.**

Day 5:

3 minutes: **attendance/ housekeeping**

47 minutes: **week 4 of the “Word Watchers” Vocabulary Game. Journals will be collected to be assessed over the weekend.**

Homework: **Complete the free writing assignment (as outlined in goals and rubrics), which will be due on day one of week 5.**

Week Five: “Movie Mania”

Day One:

3 minutes: **attendance/housekeeping**

2 minutes: **collect free-writing assignment for Time Capsule.**

10 minutes: **“Tool Sharpening” will consist of a mini-lesson on the correct uses of “there, their, and they’re” which are commonly misused.**

35 minutes: **The remainder of the period will be spent beginning the film Dead Poets’ Society.**

Day Two:

3 minutes: attendance/housekeeping

10 minutes: “Tool Sharpening” will consist of a mini-lesson on correct comma usage. (Appositive, comma splice, and the introductory clause)

37 minutes: The remaining minutes will be spent continuing the viewing of Dead Poets’ Society.

Day Three:

3 minutes: **attendance/housekeeping**

10 minutes: **“Tool Sharpening” will consist of a mini-lesson on the correct uses of “affect” and “effect”.**

37 minutes: **The remaining minutes of the period will be used to complete Dead Poets’ Society.**

Day Four:

3 minutes: **attendance/housekeeping**

10 minutes: **“Tool Sharpening” will consist of a mini-lesson on the correct uses of “its” and “it’s”.**

37 minutes: **The students will have the remainder of the period to work with their book club to work on their advertisement for the novel.**

Day Five:

3 minutes: **attendance/housekeeping**

47 minutes: **“Word Watchers” –final round of the vocabulary game. The winning book club will receive 5 extra credit points on the presentation that will take place on the following day.**

Week 6: “Projects and Papers and Presentations-oh my!”

Day One:

3 minutes: **attendance/housekeeping**

47minutes: **In-class working session with book clubs for projects (see goals and rubrics)**

***A representative from each book club will draw a straw to decide the order in which the presentations will occur.**

Day Two:

3 minutes: **attendance/housekeeping**

47 minutes: **The first two book clubs will present their novel advertisement. The teacher will videotape each advertisement from the three presentation days in order to place the tape in the Time Capsule.**

Day Three:

3 minutes: **attendance/housekeeping**

47 minutes: **Book clubs three and four will present the advertisement from the chosen novel. Again, the teacher will videotape the advertisements in preparation for placement in the Time Capsule.**

Day Four:

3 minutes: **attendance/housekeeping**

47 minutes: **Book clubs five and six will present the advertisements from the chosen novels. The teacher will video tape the advertisements for placement in the Time Capsule.**

Day Five:

3 minutes: **attendance/housekeeping**

47 minutes: **“Time Capsule Compilation Celebration”:** Students and teacher will place all artifacts into the time capsule. The Time Capsule will be “buried” in a corner of the classroom. The Time Capsule will be “excavated” at the end of the school year for revisiting. (Chips, dip, cookies, and drink may be included if desired.)

