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Multicultural Unit

Ninth Grade

By Mary Catherine Begnaud and Lee Evans

ELAN 4400

Dr. Peter Smagorinsky

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Rationale

As the ninth grade English class is usually devoted to a sampling of world literature, this six-week unit on American Literature was written to fall directly within those prescribed parameters. The educational field has of late been a witness to a developing push for multicultural curriculums and attitudes within the classroom. With the entire year being centered around literature from several different areas in the world, we thought it would be beneficial to maintain the diversity by covering as many different cultural backgrounds that make up the American Voice.

The United States has at times been referred to as either a melting pot or a salad bowl, depending on whether or not one's attitudes towards American ethnic groups are representative of a blending of the different heritages or of a maintenance of separate identities. Whatever the stance, it cannot be denied

that America's literary voice is one that speaks for a wide variety of participants. Within the six weeks that is devoted to America's literature, this unit attempts to comprehensively cover- as much as the time allotment allows- the many groups that raise their voices for America's literary chorus.

For many years, it was the educational status quo to teach American works composed by mostly dead white males. While these works of literature surely meet the requirements of depth of characters, coherent flowing plots, settings, and themes, they fall short in representing America's true diversity. According to Eloise Greenfield, a children's book author, "The crucial factor is that literary merit cannot be the sole criterion" (Lachmann 302). America is composed of many different ethnic cultures, and exposing students to this diversity through literature is an emphatic part of the multicultural curriculum. As multiculturalism has taken our schools by storm, an influx of new texts has flooded bookstores and school libraries. However, how much of these new works are making it into the classroom. While it would be literally impossible to cover all the heritages that make up American Literature in one year, much less six weeks, this unit attempts to address a sampling of some of the various ethnic writers making up America's literary history.

By including as many different works of literature from America's micro-cultures, we hope to teach our students to celebrate their diversity and differences. At the same time, our goal will be to show how all of these subcultures of America fuse into our culture's unified identity as United States citizens. While showing our differences, students will also learn about how all of our cultures are similar. In this manner, we hope students will come to see cultural pluralism as a strengthening agent and not something to divide them. According to Lachmann and Taylor, authors of Schools For All, one of the main goals of multicultural education is "to create a climate that promotes the appreciation of diversity and the contribution of many groups to this nation's progress" (7). This six-week unit will focus on this goal by allowing students to hear the voices of many cultural groups coming together to represent one nation, the United States, in our world literature class.

It is the primary goal of the majority of 11th grade classrooms to devote their entire year to the study of American Literature. Therefore, this particular unit is in no way an attempt to facilitate the extent to which a student will be exposed to American works. Covering the American Voice as part of a year-long study of world literature allows students to develop a working knowledge of American Literature as a key representative of literature form around the world. To extend the metaphor, by covering several different heritages, students will begin to develop a working knowledge of the different ethnic groups that compose the American Voice. Our hope is that each of these voices will be covered in greater detail later in the students' year-long course on American Literature.

By including a wide range of writers from different cultural backgrounds, students will be exposed to texts that bring to the table new ideas, new experiences, and new points of view. When taking into consideration the demographics of the average classroom, and the degree to which these demographics are evolving, the new exposure could act as the foundation for bridging social gaps within the classroom. "By the year 2000, enrollment of minority students will be anywhere from 35 to 50% (James Madison University Website). These numbers are an indication of the average student population coming into classrooms in the very near future. Each of these students will bring with them their own ideas and reactions to the literature in the curriculum. Using texts written from and about different experiences will allow "readers to have experiences that speak to their own lives" (James Madison Website).

All too often, what passes for multicultural activities in schools is only skin-deep. We hope that through

reading literature by and about a variety of cultures that our students will gain a deeper knowledge about these cultures than just their food, holidays, costumes, and crafts. Furthermore, much of the multicultural literature taught today portrays ethnic groups in an outdated manner. According to Lachmann and Taylor, "All cultures evolve over time, and books should reflect those changing conditions" (304). Books that fail to show this evolution of cultures reinforce stereotypes and broaden the sense of difference other cultures feel toward these them. By using literature that speaks about the modern lives of these cultures, with both their advances and problems, we hope students will gain a more accurate view of the world that surrounds them.

An area of concern for many parents and community members is that by teaching children to respect and value their individual differences that they somehow lose a sense of our overriding American identity. While we feel that this identity is very important, it is important to look closely at who is allowed into America's current mainstream identity. It is a sad fact that not all cultures are allowed access to assimilate into this overarching culture. According to Joan Wink, author of Critical Pedagogy, "To marginalize is to place someone or something on the fringes, on the margins of power" (65). This unit's goal is not to divide our American identity, but we do hope that it will empower our students to diversify who is included in this identity. We hope that by looking closer at these individual cultures, our students will allow for new voices in our American Voice.

In addition, during the process of acculturation many ethnic groups are forced to abandon their own unique cultures in order to assimilate into the mainstream culture. This leads to many people losing an important part of their identity. According to Lachmann and Taylor, "Denying cultural differences and the fact that they, at times, have led to racism only perpetuates racism" (304). Through the literature we read during this unit, we hope that students will come to understand that while cultures are unique and different that we all experience the same emotions and share the same human needs. Understanding ethnic groups is important though because they provide the framework through which individuals experience these universal feelings and conflicts. We hope that they will not only learn of the differences between ethnic groups but also their similarities.

Through the multicultural literature the students read during this unit, they will see how other cultures perceive the world differently than themselves. Instead of dividing our students' American identity, our goal is to teach them to have positive relationships, develop respect between different ethnic groups, and to foster self-esteem. We realize that this will not always be an easy task because changing students' views is sometimes uncomfortable for the students, but with appropriate literature and instruction, the benefits far outweigh the negatives. According to Smagorinsky, "The paradox, then, is that schools have a mission to promote a sense of community and citizenship, yet must pursue it in a climate of cultural competition for a voice in the process of schooling" (Chapter 13 pg.2). While we may not be able to include every possible voice in our unit, or their entire schooling for that matter, we hope that our students will foster an understanding, open attitude toward all cultures that they can take with them outside of the classroom.

This unit will fit into the year-long course of world literature very well. While learning about literature from different cultures of the world, students will be able to look at their diversity in a more objective manner. Our goal is to carry this equitable view of diversity over into our own American Voice. The American Voice in this unit will be one of both unity and diversity. Through the literature and classroom work of this unit, students will strive to build a greater understanding and respect for both ethnic diversity and civic identity.

List of Materials

Black Elk Speaks by Black Elk

Excerpts from The Ghost-Dance Religion and the Sioux Outbreak of 1890 by James Mooney

Excerpts from Lakota Woman by Mary Crow Dog

"Bury My Heart At Wounded Knee" written by Buffy St. Marie, performed by Indigo Girls

Their Eyes Were Watching God by Zora Neal Hurston

Excerpts from Leaves from the Mental Portfolio of an Eurasian by Sui Sin Far

"When Fathers Came Home for Lunch" by James Masao Mitsui

"Fishhook" by Tina Koyama

"Picture Bride" by Cathy Song

"The Struggle to be an All-American Girl" by Elizabeth Wong

Excerpts from Civil Disobedience by Henry David Thoreau

"American All" by Michael Dorris

"Beware: Do Not Read This Poem" by Ishmael Reed

"Losing a Language" by W. S. Merwin

Cartoons and comic strips for the overhead projector

Overhead projector

Poster-board paper

Goal and Assessment #1

Towards the end of our unit on American Literature and its many heritages, our kids will have been exposed to literature speaking for families and traditions from all over the nation. After having a chance to read about these cultures, the students will be prepared, and expected to offer an in depth interpretation of specific works. The students will be given an opportunity to address this topic in the form of an open book essay test.

Since the students will simultaneously be learning how to develop open-ended and insightful questions, there is an opportunity for them to aid in the process of developing the essay question. As of now, the question stands as such: **How do you think an author's ethnicity affects his/her writing?** Answers must be supported with textual examples from at least three works covered during the unit, even if the

student takes the stance that ethnicity does NOT influence an author's work.

Essays must be at least two pages in length and should be completed overnight, allowing them to use any works or notes they feel necessary. Students may choose to specify on the use of tone, style, and characterization; however, they are not limited to those ideas. Creative and novel ideas are highly encouraged.

Rubric for Goal and Assessment #1

An A paper will:

- *Be turned in on time
- *Use at least three textual references
- *Meet the length requirement
- *Have a clear thesis
- *Show support of claim

A B paper will:

- *Be turned in on time
- *Use at least three textual references
- *Meet the length requirement
- *Have a somewhat clear thesis
- *Somewhat show support of claim

A C paper will:

- *Be turned in on time
- *Use at least two textual references
- *Not meet the length requirement
- *Have an unclear thesis
- *Show little support of claim

A D paper will:

- *Be turned in one day late
- *Use at least two textual references
- *Not meet the length requirement
- *Have an unclear / no thesis
- *Show little support of the claim

An F paper will:

- *Be turned in over one day late
- *Use less than two textual references
- *Not meet the length requirement
- *Have no clear thesis
- *Show no support of claim

Goal and Assessment #2

Throughout our unit, our students will be responsible with developing three questions provoking a more in-depth look at a portion of the texts read. As the teacher covers the work, she will be simultaneously addressing how to form open-ended questions about literature. In addition to discussing them in class, each series of questions will be briefly looked over by the teacher. At the end of the unit, each student will be responsible for developing a process portfolio that reflects the development of the student's ability to ask effective open-ended questions regarding the texts they have read. The portfolio should include:

- * A title page with name and date.
- * A minimum of six items that serve as the student's exhibits. These can include questions that have been critiqued, re-thought through questions, and notes from class discussions with additional thoughts. The student will choose exhibits that he feels reflect an important step forward in his progress of forming open-ended questions.
- * A written statement for each exhibit that identifies and discusses how it was significant in his learning to ask effective open-ended questions about the texts. Each statement will consist of a minimum of 200 words, typed (double-space) or handwritten.
- * A longer synthesis paper in which the student discusses how his development of the

ability to ask open-ended questions will affect his future reading, consisting of a minimum of 600 words, typed (double-space) or handwritten

* Both the individual statements and the synthesis paper should conform to the conventional rules of grammar, spelling, and punctuation.

Rubric for Goal and Assessment #2

An A portfolio will:

- * Be presented on the specified date
- * Include a title page with name and date
- * Have at least six exhibits, each covering a different text we have read during the unit.
- * Include a detailed description of each exhibit and why it was important to his learning to form open-ended questions. These articles will consist of a minimum of 200 words, typed (double-spaced) or handwritten.
- * Have a longer synthesis paper discussing how his development of the ability to ask open-ended questions will affect his future reading. This paper should consist of at least 600 words, typed (double-spaced) or handwritten.
- * Both the synthesis paper and the individual articles detailing each exhibit will be written following the conventional practices of grammar, spelling, and punctuation.

A B portfolio will:

- * Be presented on the specified date.
- * Include a title page with name and date.
- * Have at least six exhibits, with two covering the same text.
- * Include a detailed description of each exhibit and why it was important to his learning to form open-ended questions. These articles will consist of at least 200 words, typed (double-spaced) or handwritten.
- * Have a synthesis paper discussing how his development of the ability to ask open-ended questions will affect his future reading. This paper may be a little more vague than an A paper

and consist of a shorter length than the stated 600 words.

- * Both the synthesis paper and the individual articles will be written with few spelling, grammar, and punctuation errors.

A C portfolio will:

- * Be presented on the specified date.

- * Lack a title page with name and date.

- * Have at least five exhibits, with no more than two exhibits covering the same text.

- * Include a detailed description of each exhibit and why it was important to his learning to form open-ended questions. These articles will be of a minimum of 150 words, typed (double-space) or handwritten.

- * Have a synthesis paper that does not fully answer how his ability to form open-ended questions will affect his future reading. This paper will be a minimum of 400 words.

A D portfolio will:

- * Be presented one day AFTER the specified date.

- * Lack a title page with name and date.

- * Have at least four exhibits covering relatively few of the texts we have read.

- * Include a description of each exhibit provided that shows that these were open-ended questions, but fails to show their significance. These articles will be at least 150 words long.

- * Have a synthesis paper that tells how open-ended questions will affect their reading in the future. This paper will be a minimum of 400 words.

- * Have a large percentage of grammar, spelling, and punctuation errors.

A F portfolio will:

- * Be presented more than one day after the specified date.

- * Lack a title page with name and date.

- * Have at least three exhibits covering relatively few of the texts we have read.

- * Include individual articles that are not shown to be important to his learning to ask open-ended questions. These are less than half the specified length.

- * Includes a synthesis paper that does not show how the ability to form open-ended questions will

affect his future reading. This paper will be less than half the specified length.

* Does not follow conventional rules for grammar, spelling, and punctuation.

Goal and Assessment #3

Throughout our unit, the students will keep a reading journal which will ultimately consist of five entries. There will be one entry per week, excluding the last week, on which the students can choose from one of the four provided questions. They are:

A) Choose an aspect (theme, character, setting, tone) from the multicultural literature recently covered. Write a brief response on how that specific aspect helped you, as a reader, to identify with that particular culture. (What helped to make it real for you? What helped you to form a text-to-self connection with the text?)

B) Choose an aspect (theme, character, setting, tone) from the multicultural literature recently covered. How did that aspect seem overplayed or false to you? (too dramatic, too drawn out, too consuming) How would you recommend a change for the better?

C) How does the work recently covered address an issue still prevalent in today's society? (discrimination, sexism, conformism) Use specific examples from both the work and present day.

D) Free response

Each entry needs to show explicit examples from the texts and the development of original ideas and opinions. Each entry should be two pages. The journal does not have to follow conventions of standard English.

Rubric for Goal and Assessment #3

An A journal will:

* Be turned in on the specified date.

* Be written on topic

* Use specific examples from text

* Have one entry per week

* Show development of original ideas regarding assigned topic and text.

* Include entries that are at least two pages in length

A B Journal will:

- * Be turned in on the specified date.
- * Be written on topic
- * Use few specific examples from text
- * Have one entry per week
- * Show development of original ideas regarding assigned topic and text.
- * Include entries that are at least two pages in length

A C Journal will:

- * Be turned in on the specified date
- * Be written on topic
- * Use few specific examples from text
- * Have one entry per week
- * Shows less development of original ideas regarding assigned topic and text.
- * Include entries that are at least two pages in length

A D Journal will:

- * Be turned in one day **AFTER** the specified date
- * Be written on topic
- * Use only one or two specific examples from text
- * Be lacking one entry out of the five
- * Show few original ideas regarding assigned topic and text, relies heavily on the notes from class
- * Include entries that are less than two pages in length

An F Journal will:

- * Be turned in more than one day after the specified date
- * Lack focus of topic
- * Lack specific examples from text
- * Be missing more than one entry
- * Fail to show original ideas about the topic and the text

* Include entries that are less than two pages in length

Grading Breakdown for Unit

Essay Test 20%

(Goal and Assessment One)

Question Portfolio

(Goal and Assessment Two) 30%

Journal

(Goal and Assessment Three) 30%

In-role writing assignment 10%

Homework / Participation/Reading Quizzes 10%

Introductory Activity

Multicultural American Unit

As an introductory activity, we plan on having our class break up into groups of 4-5 students. In these groups, students will work together to come up with 6-8 items that they feel are representative of "American" culture. We will stress that there is no right or wrong answer to this question, and the students may put anything they want as long as they have an explanation for it. We will tell them that it could be an ideal, image, or a thing. For example; democracy, the bald eagle, and Chevy could all be argued to show what is American. They are not limited to these topics though. During these group meetings, students will choose one spokes person to read their list to the class.

As the students read their lists to the class, we will transcribe the students' lists onto a large poster-board that will hang on the wall during the rest of the school year. After every group has given their list to the class, we will read through them as a class. This will allow for the students to start thinking about what is American. After we have allowed time for brainstorming, about 2/3 of the class, we will tell them that we will be reading various different cultural writings for our unit on American Literature. We will explain to them that through this literature we hope they will form a broader view of what is American. It is not necessary for them to give up any of their own individual items listed previously, but we will try to add to them at the end of our unit. We hope that by reading various authors from different cultures that they will form new ideas about what is American. By having both the original list and the revised list at the end of the unit, students will be able to look back and gauge their own progress or evolution of what they feel is "American".

Week One / Day One (Monday) 50 Minutes

6 min: Attendance/housekeeping/toolsharpening

10 min: Discuss Intro Activity with students. Explain that the next six weeks are devoted to American Literature. The focus (overarching theme) unifying the literature will be approached from a multicultural theme. (The works will be representing as many of the different cultures that make up American as possible.) Bring up common phrases such as "melting pot" and "salad bowl". Explain their relationship in the ethnic populations of American. Field questions and answers from the class. Possible questions:

*Do you agree with either term as a truthful depiction of America's diversity? Why/why not?

*Could you think of any other terms that would be more applicable to such a diverse population?

18 min: Split the class into groups of four or five. Have them compose a group list of items/ideals/concepts they consider to be "American" in nature. (possible answers: democracy/american flag/bald eagle) Have them provide two-three sentences as to why they picked each thing on their list.

14 min: Start with one group and work your way around the class. Have a spokesperson for each group go down the list and share their choices with the class. As each item is read, the teacher will write it down on a large posterboard to be hung on the wall during the unit's six weeks. After everyone has shared, discuss with the class that this exercise will be repeated at the end of the six weeks to see if, after reading the collecting of literature, their ideas of what is "American" has changed/grown.

2 min: everyone back to their seats. Assign homework.

****HOMEWORK**** Chapter 25 in Black Elk's autobiographical account Black Elk

Speaks. (about 10 pages) Bring in three questions about the reading. Can be any type of

question.

Week One / Day Two (Tuesday) 50 Minutes

5 min: Attendance/housekeeping/very brief summary quiz on reading. (collect questions, check them off as done, return to student)

16 min: Pass out instructions and rubric for question portfolio. Field brief list from kids on "What Makes a Good Question" characteristics. Use examples from homework if there are volunteers – if not, make up questions with class. Explain to the kids that they need to keep all question and relating lectures together so they can put together their portfolio later.

12 min: Have students sum up events from reading. (Possibly on overhead in timeline format) Field questions and answers from students based on impression of the reading:

*Was the text believable?

*How has this piece differed from other autobiographical texts that you have read? (tone and language of writing)

*What elements within the literature made you either doubt or believe his account? (pull specific passages from the text)

10 min: allow students to read Chapter 26 in class (about 8-10 pages)

10 min: go back and have students continue previous timeline of specific events. Explain that they will need to keep this list for further reference as they will be reading another account of the same event.

2 min: pack up and assign homework

****HOMEWORK**** (handout) pages 867-874 of The Ghost-Dance Religion and the

Sioux Outbreak of 1890 by James Mooney Bring in three questions

Week One / Day Three (Wednesday) 50 Minutes

6 min: Attendance/housekeeping/toolsharpening (collect questions, check off and hand back)

7 min: Revisit overhead from yesterday and field any clarification or related questions to Black Elk literature

10 min: summation of event from Mooney piece. Create another outline of events according to Mooney, emphasizing discrepancies between the two accounts.

*What are possible explanations for the differences between the two accounts?

20 min: Reactions to the different writings.

*How did the tone of the writing differ from piece to piece? (Introduce the term "literary anthropologist". Discuss the two terms separately and how, when combined, they might work together to describe how the tone of writing is affected.)

*Which account was more believable?

*What were the strengths and weaknesses of both pieces?

*Does one piece discredit or affirm the other?

*What was the purpose of each piece and was it effective in achieving its purpose?

5 min: flex time to be applied where necessary

****NO HOMEWORK****

Week One / Day Four (Thursday) 50 Minutes

6 min: Attendance/housekeeping/toolsharpening

15 min: Brief historical lecture on 1973 Wounded Knee takeover by AIM supporters. SEE ATTACHED INFORMATION SHEET

8 min: Introduce author Mary Crow Dog and share with the class how she wrote an autobiographical account of the takeover from her firsthand experience of being there. Field possible predictions about how the piece will be written. (tone more like Black Elk's or Mooney's)

20 min: begin reading selected excerpts from Mary Crow Dog's book Lakota Woman.

1 min: Finish excerpts for homework

****HOMEWORK**** Finish reading excerpts not finished in class

Week One / Day Five (Friday) 50 Minutes

3 min: Attendance/housekeeping/toolsharpening

5 min: Field any questions relating to reading from previous night

12 min: Students will be split into groups of four. They are to compare and contrast the writing styles of each of the three writers.

*Describe each style of writing

*Talk about how the style/tone of writing influences the effectiveness of each piece

*Which style did you like the best? Why?

8 min: Come together and share with the class the group reactions, having one person speak from each group

5 min: Pass out lyrics and listen to Buffy St. Marie's "Bury My Heart and Wounded Knee"

5 min: Discuss reactions to song.

10 min: Pass out instructions and rubric for journals. Show an example and field questions

2 min: pack-up and assign homework

****HOMEWORK**** Journal writing on either Crow Dog piece or St. Marie song.

(follows guidelines set forth in objectives/goals on journal writing)

Week Two / Day One (Monday) 50 Minutes

6 min: attendance/housekeeping/toolsharpening (collect journals, check off and hand back)

15 min: Have students take out their questions and question notes. Discuss different types of questions according to Bloom's Taxonomy. Field examples of questions with students. (Generated on the spot or pulled from previous homework assignments.)

7 min: Introduce Their Eyes Were Watching God Give brief biography of Zora Neal Hurston. (Available in back of book.)

7 min: Discussion on reading dialect. (Pull example from the novel and write on overhead.) Talk about possible advantages and disadvantages of using dialect in a written work.

15 min: Read chapter one out loud or listen to tape

****HOMEWORK**** Read chapters two and three. Be ready for reading quiz. Explain that students are welcome to read ahead; however, they are strongly urged to review the assigned chapters for the next day.

Week Two / Day Two (Tuesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

5 min: very brief factual reading quiz

10 min: overall opinions / questions / reactions to the work? Possibly review dialect

10 min: read chapter four aloud in class (audio tape if needed)

5 min: pre-write for discussion ideas. Topic: Do you think that Janie made the right decision by leaving Logan Killicks? (try and reference text if possible)

15 min: Discussion. Open up floor to one side of issue, then the other. Rebuttal if time allots

****HOMEWORK**** Read chapter five and bring in three questions

Week Two / Day Three (Wednesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (collect questions, check off and return to students)

5 min: review questions from night before

15 min: book club discussion centered around four different topics. (Students may elect to join the topic they want to discuss unless groups are severally uneven.)

*Do you think that Janie is better off now that she left Logan?

Why/Why not?

*Who makes the better husband, Logan or Joe? Why?

*Come up with three possible ending for the story.

*How has Janie changed since she left her grandmother?

Explain.

10 min: each group has a spokesperson that sums up the groups thoughts and shares them with the rest of the class.

10 min: any cross group questions or comments

****HOMEWORK**** Read to page 58 (First break in the text of chapter 6)

Week Two / Day Four (Thursday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

5 min: brief factual reading quiz

20 min: listen to rest of chapter six and seven in class

15 min: introduce in-role writing assignment (goals and assessment one) Talk about how in-role writing works and introduce possible topics:

*Janie, when Joe offers to take her away

*Janie, when Joe hits her in the store

*Joe, when Janie smarts off to him in the store

*any other suggestions..

5 min: flux time

****HOMEWORK**** Journal entry (Need to be seriously thinking about in-role writing topic)

Week Two / Day Five (Friday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (collect journal entries, check off and return to student)

10 min: sharing of journals and reactions

5 min: any more ideas or topic for in-role writing? What are people thinking about doing?

10 min: walk through mock outline of an in-role writing piece

20 min: read silently in class

****HOMEWORK**** Read through chapter 12. (25 pages) Bring in three questions and outline of in-role writing (outline can be brief)

Week Three / Day One (Monday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (collect questions, check off and hand back to students)

10 min: Reading Quiz Questions: (1) How did Jody Sparks die? (2) Who is Janie's new male interest? Describe him. (3) What is the town's reaction to this blooming relationship? (4) What should Janie do after Jody's death? Why? Use plausible answers based on the text.

5 min: questions about in-role writing assignment? Teacher needs to walk through the class and check for completed outlines

10 min: construct verbal outline of story so far (on overhead or board)

10-15 min: go over questions brought in by students (verbal reminder to keep thinking about question portfolio) List example questions on overhead and talk about what type of questions they are in Bloom's Taxonomy. Develop questions for each category

5-10 min: Read silently in class

****HOMEWORK**** Read chapter 13. Bring completed outlines to class tomorrow

Week Three / Day Two (Tuesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (check for outlines)

5 min: oral chapter review

10 min: review dialect in class with the kids. Are they liking it? Does it make the reading more/less difficult? Construct some novel sentences using dialect

30 min: **WRITER'S WORKSHOP** Begin to develop outline into rough draft. Try to utilize dialect as much as possible. Tell students rough draft is due on Thursday. Students that did not bring outline are moved to the back of the class in order to develop one.

****HOMEWORK**** Chapters 13-15 (22 pages) Bring in three questions and be ready for a quiz

Week Three / Day Three (Wednesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

10 min: Reading Quiz Questions: (1) Why was Janie jealous of Nunkie? (2) Where does Janie work now? Why did she choose to take that job? (3) What happened to Janie's money when she got down to the Everglades? (4) What instrument does Tea Cake play? (5) Do you think Janie made the right decision in coming to the Everglades? Why/ Why not?

5 min: Review of questions from the night before. Pull examples from class and classify them in Bloom's Taxonomy.

10 min: Divide the class into quarters and assign two groups the defense of Janie's move to the Everglades and the other two groups the opposition of

Janie's move. They have 10 minutes to prepare their arguments and pick a spokesperson.

5 min: Like groups combine and share ideas

15 min: Debate. Each team gets 5 minutes to present their side. Rebuttal if time allots.

****HOMEWORK**** Rough Drafts are due tomorrow. Read Chapter 17

Week Three / Day Four (Thursday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

10 min: Explain peer editing. Put together list on overhead or board of what students should be looking for in each other's work.

35 min: Peer Editing. Those that did not bring in rough draft are moved to the back of the room to work on it. If finished early, read novel.

****HOMEWORK**** Read chapter 18 and be prepared for reading/quote quiz. They need to pick out one quote they think is significant. Final papers are due Tuesday.

Week Three / Day Five (Friday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

10 min: Reading Quiz (they can use the book) Write down quote and explain why you think that it is significant. Use textual support

5 min: discuss how journals are going. Any questions? Review goal and assessment #3

25 min: journal assignment time

5 min: flux time

****HOMEWORK**** Finish novel. Bring rough draft to computer lab on Monday

Week Four / Day One (Monday) 50 Minutes

50 min: day in computer labs to work on final draft of in-role writing piece

****HOMEWORK**** Final papers are due tomorrow

Week Four / Day Two (Tuesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

45 min: Popcorn party while people take turns reading their in-role writing. Those that want to read their own pieces may do so. If anyone wants their paper to be read anonymously by the teacher, that is OK too.

****HOMEWORK**** Read selected excerpts from Sui Sin Far's "Leaves from the Mental Portfolio of an Eurasian" Bring in three questions

Week Four / Day Three

5 min: attendance/housekeeping/toolsharpening (collect questions, check off and hand back to students)

10 min: verbal review of the story, utilizing the questions from the student's homework

5-10 min: Pre-writing for discussion topic. Use the personal background provided in the piece to talk about how Sui Sin Far could have chosen to pass for either white or Chinese. Develop discussion around this topic. Possible Questions:

*What would be the benefits of both?

*What would be the disadvantages of both?

*What would you have done? Why?

*Do you think that she made the right decision?

20-25 min: Discussion

****NO HOMEWORK****

Week Four / Day Four

5 min: attendance/housekeeping/toolshapening

15 min: Pass out "When Father Came Home For Lunch" by James Masao Mitsui. Each child reads the poem silently, and then the teacher reads it aloud. Ask for students' overall reactions/impressions. Make a list of the contrasting cultures. (For example, the American-esque job and the Japanese lunch)

15 min: Pass out "Fishhook" by Tina Koyama. Each child reads the poem silently, and then the teacher reads it aloud. Ask for the students' overall reactions/impressions. How does this poem help the author relate to her past? How do you think that you would have handled the same situation?

15 min: Pass out "Picture Bride" by Cathy Song. Each child reads the poem silently, and then the teacher reads it aloud. Ask for overall student reactions/impressions. How does the idea of arranged marriages fit in with our culture today? What would be some benefits or disadvantages?

****NO HOMEWORK****

Week Four / Day Five (Friday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

10 min: Read short essay, "The Struggle to be an All-American Girl" by Elizabeth Wong.

5 min: pre-writing for discussion topic: How does your description of an All-American Girl differ from the authors?

15 min: Discussion

15 min: Start on Journal entry.

****HOMEWORK**** Finish journal entry for Monday.

Week Five / Day One (Monday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

15 min: Pass out "Losing a Language" by W. S. Merwin. Each child reads the poem silently, and then the teacher reads it aloud. Ask for the students' overall reactions/interpretations of the poem. How does language change over time?

Can they think of any forms of the English language that are used today but were

Not used during their parents' youth?

25 min: Have the class separate into groups of three. List as many different examples of language change as possible. Who uses this new form over the old? Why do you think it changed? How does it affect the language?

5 min: Students return to seats.

****HOMEWORK**** Think about the language/dialect your guardian/parents use. Is it different from your own? How? Why do you think that is?

Week Five / Day Two (Tuesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

15 min: discuss reactions/insight gained from group work on language change. List students' explanations and ideas on the overhead. Discuss how these different forms of the English language identify the speaker to a specific ethnicity or region of the world.

5-10 min: Read "Beware: Do Not Read This Poem" ,by Ishmael Reed, aloud to the class.

Have the students pay attention to the language of the poem. How does the Dialect/tone effect the poem and the students' reaction to it. Can you guess what Race the writer of the poem was?

5-10 min: Pre-writing for discussion topic. How would the exclusion of all dialects other than "standard" English from literature portray a false view of American and its diversity?

10 min: Discussion

****NO HOMEWORK****

Week Five / Day Three (Wednesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (collect questions, check off and hand back to students)

15 min: discuss questions with the class and their feelings about the material discussed until this point.

20 min: Pass out "American All" by Michael Dorris. Each child reads the short story silently, and then the teacher reads it aloud to the class. Ask for the students' reactions/impressions regarding the text.

10 min: Class divides into groups of three. List items that you find accurate in this story, items that you feel are not always true.

****HOMEWORK**** Bring in three comics, either comic books or cartoon strips from the newspaper

Week Five / Day Four (Thursday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (collect homework)

10-15 min: Discuss expectations regarding the process portfolio, and answer any questions that the students might have.

15-20 min: write a definition of stereotype on the board and show examples through the use of cartoons and comic strips. Point out both positive and negative stereotypes of people from diverse ethnic groups. Show how humor can exist without the the use of negative stereotypes. Answer any questions the students might have regarding these examples.

20 min: Divide the class into groups of two, and have them choose a cartoon or comic strip to use in a paragraph. In the paragraph, the students should identify any stereotypes, both positive and negative, and discuss possible reasons for them. Students should prepare to present their paragraph and comic strip to the class On Friday.

****HOMEWORK**** Journal Entry

Week Five / Day Five (Friday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

15-20 min: Students present their reactions and findings about their comic strips to the class.

5 min: Discuss reasons for the use of stereotypes and how they are not always accurate.

20 min: Pass out goal and assessment one, field any questions from students. Discuss possible topics. Come to consensus on which question the essay will be about.

(reference goal and assessment one)

****HOMEWORK**** Complete essay test for Monday.

Week Six / Day One (Monday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (collect essay test)

10-15 min: Discuss the expectation for the process portfolio, and answer any questions that the students might have.

30 min: Students work on question/process portfolio while the teacher monitors and aids in the student's selection of questions.

****HOMEWORK**** Continue working on portfolio

Week Six / Day Two (Tuesday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

5-10 min: Discuss questions about journal project, and answer any problems they may be discovering.

15 min: Pass out excerpt of "Civil Disobedience" by Henry David Thoreau
Students read the story silently, and then the teacher asks for the students' reactions/impressions regarding this excerpt. Discuss the how the ideas and concepts in this novel are still relevant today.

15min: Students continue their work on process portfolio.

5min: flux time

****HOMEWORK**** Bring rough draft of process portfolio entries and journal entry assignments

to the computer lab on Wednesday.

Week Six / Day Three (Wednesday) 50 Minutes

50 min: day in computer lab to work on final draft of process portfolio entries and journal entry assignment

****HOMEWORK**** Students collect and bring all of their questions from the entire unit to class Thursday.

Week Six / Day Four (Thursday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening

20-25 min: Students separate into groups of three and go through their lists of questions.

Students select the five most meaningful questions from all of their lists.

15 min: Teacher calls on groups and writes their questions n the overhead projector.

Students and teacher discuss reasons for these selections and what they have

Learned from these texts.

5 min: Students return to their seats.

****HOMEWORK**** Bring final copies of process portfolio and journal project to class. **Due Friday.**

Week Six / Day Five (Friday) 50 Minutes

5 min: attendance/housekeeping/toolsharpening (collect final representation of portfolio and journal project)

5-10 min: Teacher represents the students' initial list of "American" ideals to the class and shows how these are still accurate. The teacher then asks the students if this list is still complete considering the readings and work of the last six week.

15 min: Students divide back into their original groups and discuss any new items/ideals/concepts that they feel need to be added to the old list and why.

20 min: Teacher starts at one group and asks for the new lists from each group. As she receives these items, she lists these on a large poster-board. After receiving all of the new lists, the teacher hangs this poster-board up next to the original list. The class discusses reasons for these additions.