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Detail and Voice  
A Five-Week Unit on Fleshing Out One's Own Voice in Writing  
ELAN 4400  
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1) Rationale

Detail and Voice

A Five-Week Unit on Fleshing Out One's Own Voice in Writing

My great desire in teaching is to enable students to define a true sense of self through reading and writing in my classroom. The unit that I have entitled "Detail and Voice" is one part of a yearlong process through which I will help students explore their own voice in writing by exposing them to a variety of writing styles and having them practice the process of writing. I feel that a student's voice in writing should emerge during the high school years because it is a time when they are growing physically, emotionally, and socially. With this growth in other areas should come a growth in personal expression and literacy. According to Terry Piper, "Oral and written language enable almost all other learning that children do through their school years and, indeed, in life . . . Whether they are reading books from the class library or material that has been downloaded from the Internet, children must have a high degree of literacy to succeed in school" (18). It is doubtful that there will be another time in their lives

when they will have another person readily available to guide them through reading and writing.

I have chosen a selection of poems and a novel for the class to read over the period of five weeks. Because I am working within the context of eleventh grade American literature, all of the texts but one are authored by Americans. The central text for this unit will be F. Scott Fitzgerald's *The Great Gatsby*, of which it is said, "Published in 1925, *The Great Gatsby* is the definitive American novel of the Jazz Age, the prosperous years following the First World War . . . There is no doubt about Fitzgerald's gift for language: his prose is polished and poetic. Nowhere is Fitzgerald's dedication to his craft and the evidence of his continuous re-writing more apparent." (Bray). *The Great Gatsby* will provide a forum for discussions about the separation of author's and narrator's voices, detail in writing, rewriting, and numerous themes that students might wish to employ in their own writing.

One might argue that *The Great Gatsby* is a novel too far beyond the maturity level of eleventh graders for them to be able to read and understand. I agree that some aspects of the novel will be beyond the comprehension of these students, but that will not detract from their learning experience through the novel. The beauty of Fitzgerald's novel is that each reading provides fresh insight into the text. The students will be able to see the beauty of the language and understand a great deal about the narrator and other characters.

I will begin the unit with Thoreau's poem, "My life has been the poem I would have writ." This poem will give students easy access to poetry because of its brevity. They will be able to discuss the apparent contradiction between living life and writing about it. Thoreau's works have been classics in American literature and any student could benefit from exposure to this famous American author.

Also included in the unit are four other poems. "Anyone lived in a pretty how town" by e.e. Cummings will help students understand how playing with form can create a masterpiece. It is important for students to know that there is no one correct way to write. "At the time of his death in 1962, he was the second most widely read poet in the United States, after Robert Frost" (Poets.org).

A poem entitled "Autobiographia Literaria" by Frank O'Hara will also be included in the unit. "O'Hara became one of the most distinguished members of the New York School of poets, which also included Ashbery, James Schuyler, and Kenneth Koch . . . He attempted to produce with words the effects these artists had created on canvas" (Poets.org). Because the focus of the unit is about detail in writing and writing through one's own voice, I think that Frank O'Hara's work will be beneficial to students. They will see how words can paint a picture in the mind of the reader.

Pablo Neruda's "Poetry" and "Saddest Poem" are the final two poems to be studied. Neruda won the Nobel Prize of Literature in 1971. As students learn about American Literature, I want to remind them that there are other authors in the world who have created wonderful pieces of literature. Neruda, a Chilean, will provide students with an example of a poet writing about poetry and about love.

The amount of reading material for the unit might seem unnaturally small to some onlookers. One might argue that students could read much more in this time period. Certainly they could read twice the amount of material that I will assign, but the reading list was designed so that large chunks of time could be devoted to student writing and rewriting. Through writing and editing, students are better able to grasp language and use it for their own purposes. If the point of the unit is to help them discover their own voice in writing, then they must write more than they read other's writing. "The power for understanding writing lies in the actual doing of the art, not in the exclusive observation of it" (Wartchow & Gustavson).

Journals will play a role in this unit. "Journal writing can be used as a stimulus for various stages of the creative process" (Cobine). Expression is one stage of the creative process that this unit will work with. Journals might seem like a waste of time to some individuals, but research shows that through journaling the lyric quality of students' language improves, they are better able to find their own trains of thought and discover the hidden knowledge within their writing (Cobine). Frequent journaling will consume class time and homework time for students, giving them a chance to focus on what they want to say.

Students in high school are questioning the worth of creative writing because it is given so little time within the context of traditional schooling. Analytical writing certainly

has its place in school, but creative writing should also be learned in school. The traditional essay, "forces students to accept the format and procedures prescribed by the teacher. Furthermore, students come to rely on the teacher for topics and motivation; they are not taught how to develop and explore ideas on their own" (Smith). It is imperative that students learn to flesh out their own ideas through extensive journaling and creative writing.

## References

- Cobine, Gary R. (2000). Teaching Expressive Writing." ERIC clearinghouse on Reading and Communication Bloomington IN.
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- Piper, Terry. "Language and Learning: The Home and School Years." Columbus: Merrill. 1998.
- Smith, Carl B. (2000). "Writing Instruction: Current Practices in the Classroom." ERIC clearinghouse on Reading English and Communication Bloomington IN.
- Wartchow, K. & Gustavson, L. (1999). "The art of the writer: an asthetic look at the teaching of writing". Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

## 2) Materials

Class set of F. Scott Fitzgerald's *The Great Gatsby*

Copies of the following poems:

Thoreau's poem, "My life has been the poem I would have writ."

"Anyone lived in a pretty how town" by e.e. Cummings

"Autobiographia Literaria" by Frank O'Hara

Pablo Neruda's "Poetry" and "Saddest Poem"

## 3) Goals and Rubrics

Journal Assignment for Detail and Voice Unit

For the next five weeks, you will be keeping a reflective journal. The purpose of this journal is:

( To give you a place to think through questions about the reading assigned in class

- ( To help you put your personal memories and thoughts into words
- ( To encourage you to practice writing in different genres
- ( To help you organize your thoughts for the cumulative project

I will assign a topic for an entry twice per week. You are welcome to write on the assigned topic or write about something else. You may write in conversational English as well as in the form of any genre you choose. Each entry should reflect on something personal and show depth of insight into your personality, background, family life, favorite activities, or anything else about you. Please be aware that I am required to share any thoughts or suggestions of violence, suicide, substance abuse, family abuse, or other harmful behavior with the school counselors.

You should bring these journals to class every day! I will check to make sure you have at least two entries every Wednesday!

I will collect your journal with your final project for this unit. The journal will be assessed as follows:

An A journal will:

- Have been turned in on time every Wednesday and the final time.
- Contain entries that reflect sincere effort and a great deal of insight.
- Contain at least three examples of a genre other than conversational writing.
- Show growth toward the final project.
- Be neat, organized, and legible.

A B journal will:

- Have been turned in on time every Wednesday and the final time.
- Contain entries that reflect sincere effort and some insight.
- Contain at least two examples of a genre other than conversational writing.
- Show growth toward the final project.
- Be fairly neat, organized and legible.

A C Journal will:

- Have been turned in on time most Wednesdays and the final time.
- Contain entries that reflect some effort and insight.
- Contain at least two examples of a genre other than conversational writing.
- Show growth toward the final project.
- Be fairly organized and legible.

A failing journal will:

- Not have been turned in most Wednesdays.
- Contain entries that show little or no effort or insight.
- Contain less than two examples of a genre other than conversational writing.
- Show no growth toward the final project.
- Be unorganized.

Multigenre Project Assignment

The unit we are about to begin will focus on your personal voice as a writer. For the next five weeks you will work on a multigenre project about yourself. If you were to write a traditional essay about you, it would include a thesis statement, three supporting ideas in paragraphs, and a conclusion that summed up the entire paper. A multigenre project about you might contain poems, song lyrics, newspaper editorials, drawings, dialogs, essays, and anything else you can imagine (but check with me first!). All these parts would form one project that tells about you.

Your assignment is to create a multigenre project about yourself. The project must include at least three different genres for a total of at least five substantial parts. The journal assignments in class will help you with ideas for the parts of this assignment. Use the journals as a workbook for this assignment-that is what they are for!

As always, projects will receive a ten point penalty for every day they are late.

Your project will be assessed as follows:

An A project will:

Contain the required number of parts and genres.  
Use a genre that is particularly effective for each part.  
Be very neat and organized.  
Work as a complete project that flows well from one part to the next.  
Contain details to create images for the reader.  
Give great insight into your voice as a writer.

A B project will:

Contain the required number of parts and genres.  
Use a genre that seems somewhat effective for each part.  
Be neat and organized.  
Work as a complete project that flows fairly well from one part to the next.  
Contain some details that create images for the reader.  
Give insight into your voice as a writer.

A C project will:

Contain three of four parts and/or two different genres.  
Use a genre that is somewhat effective for each part.  
Be somewhat neat and organized.  
Work as a complete project that flows well in some parts.  
Contain some details that create images for the reader.  
Give some insight into your voice as a writer.

A D project will:

Contain three or four parts and/or two different genres.  
Use a genre that is mildly effective for each part.  
Be somewhat neat and organized in some places.  
Work as a complete project that still needs work on flowing from one part to the next.  
Contain few details that create images for the reader.  
Give minimal insight into your voice as a writer.

A failing project will not be turned in or will be turned in incomplete.

#### 4) Inventory

I would like to know about you as we begin this year together. Please create an owner's manual for yourself. You should include:

- o A description of the product and its intended use.
- o Instructions on how to assemble it
- o A diagram of what it looks like in action
- o Instructions on how to operate and maintain it
- o How to know when it's not working properly
- o What steps to take to fix it

Have fun with this assignment and remember that I really do want to know about you!

## 5) Introductory Activity

### Live or Write?

"My Life has been the Poem I would have Writ" by Henry Thoreau is written on the board. Imagine that you have to spend the next month only writing about something important to you. You cannot leave the computer except to sleep for a few hours each night. You cannot see anyone else, speak on the telephone, watch television, or have any contact with the outside world.

For the next fifteen minutes, please write:

1. A description of the masterpiece you would write, including the genre and subject matter.
  2. An explanation of what you might miss out on by being absent for a month.
- Would it be worth it to you to write the masterpiece and miss what happens in the outside world?

## 6) Lesson Plans

### Week One

#### Day One

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class.

15 min Hand out Live or Write Introductory assignment. Students will write about the prompt.

### Live or Write?

"My Life has been the Poem I would have Writ" by Henry Thoreau is written on the board. Imagine that you have to spend the next month only writing about something important to you. You cannot leave the computer except to sleep for a few hours each

night. You cannot see anyone else, speak on the telephone, watch television, or have any contact with the outside world.

For the next fifteen minutes, please write:

3. A description of the masterpiece you would write, including the genre and subject matter.
4. An explanation of what you might miss out on by being absent for a month.
5. Would it be worth it to you to write the masterpiece and miss what happens in the outside world?

10 min Student volunteers will share what they have written.

15 min Hand out Journal Assignment and Multigenre Project Assignment. Have students read the handouts. Discuss genre by asking for examples. Have students copy list of examples on the back of the multigenre assignment handout.

(Make sure students include at least these genres.

Written Options: Dialog, Script, Column/ feature article, Poem, Anecdote, List, Song, lyrics, Prayer, Letter, Memo, Interview, Biography, Journal entry, Recipe, Timeline, Dictionary of specific language, scientific article

Visual Options: Photo, Annotated catalog of artifacts, Game/ puzzle, Mural, Illustration, Collage, Graphics/ chart, Advertisement, Product package, Map, Lost and Found poster, Valentine)

### Journal Assignment for Detail and Voice Unit

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- ( To give you a place to think through questions about the reading assigned in class
- ( To help you put your personal memories and thoughts into words
- ( To encourage you to practice writing in different genres
- ( To help you organize your thoughts for the cumulative project

I will assign a topic for an entry twice per week. You are welcome to write on the assigned topic or write about something else. You may write in conversational English as well as in the form of any genre you choose. Each entry should reflect on something personal and show depth of insight into your personality, background, family life, favorite activities, or anything else about you. Please be aware that I am required to share any thoughts or suggestions of violence, suicide, substance abuse, family abuse, or other harmful behavior with the school counselors.

You should bring these journals to class every day! I will check to make sure you have at least two entries every Wednesday!

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- Contain entries that reflect sincere effort and a great deal of insight.
- Contain at least three examples of a genre other than conversational writing.
- Show growth toward the final project.
- Be neat, organized, and legible.

A B journal will:

- Have been turned in on time every Wednesday and the final time.
- Contain entries that reflect sincere effort and some insight.
- Contain at least two examples of a genre other than conversational writing.
- Show growth toward the final project.
- Be fairly neat, organized and legible.

A C Journal will:

- Have been turned in on time most Wednesdays and the final time.
- Contain entries that reflect some effort and insight.
- Contain at least two examples of a genre other than conversational writing.

Show growth toward the final project.  
Be fairly organized and legible.

A failing journal will:  
Not have been turned in most Wednesdays.  
Contain entries that show little or no effort or insight.  
Contain less than two examples of a genre other than conversational writing.  
Show no growth toward the final project.  
Be unorganized.

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Your assignment is to create a multigenre project about yourself. The project must include at least three different genres for a total of at least five substantial parts. The journal assignments in class will help you with ideas for the parts of this assignment. Use the journals as a workbook for this assignment—that is what they are for!

As always, projects will receive a ten point penalty for every day they are late.

Your project will be assessed as follows:

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Use a genre that is particularly effective for each part.  
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A C project will:  
Contain three of four parts and/or two different genres.  
Use a genre that is somewhat effective for each part.  
Be somewhat neat and organized.  
Work as a complete project that flows well in some parts.  
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Be somewhat neat and organized in some places.  
Work as a complete project that still needs work on flowing from one part to the next.  
Contain few details that create images for the reader.  
Give minimal insight into your voice as a writer.

A failing project will not be turned in or will be turned in incomplete.

### Day Two

5 min Take attendance and establish order

15 min Hand out copies of Neruda's "Poetry" and "Saddest Poem." I will read each poem aloud two times as students read along with me.

15 min Discussion:

- o Ask students if any of them have ever written a poem before.
- o Did they feel anything like what Neruda describes in "Poetry"?
- o What do students think about the how Neruda describes poetry-does it seem reasonable/exciting/ridiculous?
- o Do students notice the different forms of the two poems?
- o Why might the second poem have been written in couplets while the first seems to have no definite form?
- o Does form affect their reading of the poem?
- o What if Neruda had chosen to write either poem through another genre?
- o What else might he have used?
- o How might that change our reading of the poem?

20 min Have students form groups of two. I will assign each one a genre from the list made in class yesterday. Tell groups to prepare to briefly report (approximately 3 minutes) on the genre to the class on Wednesday or Thursday. Each group is responsible for a handout that gives a definition of the genre as well as an example.

### Day Three

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class.

30 min First seven groups will present genres to the class. Remind them before they begin that presentations need to be brief.

10 min Journal Assignment #1

Have students get out the Neruda poems from yesterday along with the handouts from today. They may choose between the following two prompts:

1. Express the thoughts from one of Neruda's poems through another genre.
2. Write your own poem about poetry following the general form of one of Neruda's poems. (Write these options on the board. Also write: This journal assignment will be checked tomorrow!)

### Day Four

5 min Take attendance and establish order

5 min Have students hand me their journals so that as the presentations go on, I can check to make sure the assignment has been attempted.

30 min Remaining groups will present genres to the class. Remind them before they begin that presentations need to be brief.

15 min Explain that this journal assignment should be completed and polished so that it can be part of the Multigenre project. The completed and polished assignment is due tomorrow. Students will work on this until the end of class.

### Day Five

5 min Take attendance and establish order

5 min Collect assignment

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class.

25 min Read aloud the first four paragraphs of The Great Gatsby. Then discuss:

- o Ask students what they have learned about the narrator of the novel.
- o What might it mean to say that, "Reserving judgements is a matter of infinite hope" (6)?
- o Ask students who they think Gatsby might be. Have they heard about this book and the main character before?
- o Talk about the effects of first-person narration-Will the narrator know everyone's thoughts, feelings, motivations? Will the narrator's voice be the author's voice? (Assign chapter 1 as homework. Students may use leftover time at the end of class to read chapter 1.)

## Week Two

### Day One

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the part of the multigenre project that has been turned in.)

15 min Quiz on chapter 1. Have students write a response (1/2 to 1 page) to tell me what happened in chapter one. Be sure to include something from the beginning, middle, and end.

25 min Class discussion about The Great Gatsby. The goal here is to get students used to talking about a novel in class.

- o Ask students if they enjoyed reading chapter 1.

- o What do they think of Daisy? Does she seem intelligent? Does she love Tom?

- o To what secret society does Nick refer? "As if she had asserted her membership to a rather distinguished society to which she and Tom belonged" (22).

- o What do they think of Tom? Does he seem intelligent? Rich? Well-read?

- o Ask what the top of Pg 25 might mean about Tom.

- o (Assign chapter 2 for homework. Any remaining time may be used for silent reading of The Great Gatsby.)

### Day Two

5 min Take attendance and establish order

20 min Return part 1 of Multigenre project.

- o Ask students to look over what I have written.

- o Tell students that they should revise it along the lines I have suggested, also adding/changing anything they think would improve the piece.

- o Ask what they learned about themselves as writers through the assignment.

- o Do they have a better idea of what the final project will look like?

20 min Journal Assignment (write on the board)

On page 35 Fitzgerald writes about the dress that changes Miss Wilson's personality. Write about something you could do to change your personality. This journal entry should be in the form of a recipe, scientific article, encyclopedia entry, or owner's manual.

10 min Ask if students have any questions about what they have read so far. If not, they may have the rest of class for silent reading. Remind them that I will check for two more journal entries tomorrow.

### Day Three

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the part of the multigenre project that has been turned in.)

15 min Ask students to get out journals so that I can check them as they do the quiz on today's reading. Have students write a response (1/2 to 1 page) to tell me what happened in chapter three. Be sure to include something from the beginning, middle, and end.

25 min Class discussion about chapter 3.

What do they think of Gatsby's smile (52)? His elaborate formality of speech (53)?

What is the point of the car accident that Nick witnesses as he walks across the lawn to his home?

What have the students learned about the jazz age?

Nick reminds us at the end of the chapter that he is honest. Why? Do we believe him?

Is there anything else they think is interesting?

(Students may use remaining class time to read chapter 4 for tomorrow.)

### Day Four

- 5 min Take attendance and establish order
- 10 min Journal Assignment (write on the board)  
Freewrite in response to this quote from *The Great Gatsby* "'There are only the pursued, the pursuing, the busy and the tired" (85). If you cannot think of something to write, please repeatedly write, "I have nothing to write" until inspiration strikes. I will tell you when time is up.
- 10 min Ask for volunteers to share what they wrote about.
- 15 min Discuss chapter four.  
What did students learn about Gatsby?  
Do they trust what they have learned?  
Do they trust Nick as the narrator?  
What details from the text make him seem reliable or unreliable?
- 15 min Remind students that I will check journals for two more entries tomorrow. I will also collect a second piece for the Multigenre project. Students may rewrite either journal entry or they may create something new.

#### Day Five

- 5 min. Take attendance and establish order
- 10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the two parts of the multigenre project that have been turned in.)
- 15 min. Students will write in journals to one of the following prompts:  
1. Write a poem from the perspective of Jay Gatsby as he waits in Nick's living room. Share his thoughts, worries, ideas for conversation, anything that will let the reader know his thoughts at that moment.  
2. Imagine you are Gatsby and make a list, as he might, of possible conversation topics as you wait in Nick's living room.  
(Walk around and check journals as students write. Collect piece two.)
- 10 min. Student volunteers will share what they wrote in their journals.
- 15 min. Discussion about chapter 5  
Share the quote that I love on page 90. I think it is beautiful. Do students like it? What does it tell us about Daisy? How do the details (exhilarating ripple, damp streak, glistening drops) affect the text and what it does for the reader?  
Does anyone else have a favorite quote?  
(Remind students that they should bring in a favorite song or poem to share tomorrow. Nothing including foul language or sexual content. Say "If there is a question in your mind, you should not bring it in.")

#### Week Three

##### Day One

- 5 min. Take attendance and establish order
- 10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the two parts of the multigenre project that have been turned in.)
- 40 min Students will share the favorite song or poem that they brought in for class today. Volunteers will go first, followed by students I select. Anyone who does not get a chance to go will be first next week. Students should read the song or poem and then tell us why they like that text so much.

##### Day Two

- 5 min. Take attendance and establish order
- 15 min Write the Picture activity. (This activity works toward the goal of encouraging students to write descriptively. The point is to show students that what they intended to convey through writing is not necessarily what the reader perceives. Also, paragraphs about the same photograph will be different because each student sees something different when they look at a scene.)

Write the Picture

Your instructions for this assignment are as follows:

1. Don't let anyone else look at your photograph!
2. Look at the photograph you have just been given. Pay attention to things like: What is the central object? What details stand out as soon as you glance at the picture? What colors are present? How does color affect the mood of the scene shown? What other details are in the photograph?
3. You have ten minutes to write two paragraphs describing the photograph. Your audience will be a fellow student, so you may adjust your writing style accordingly. Include details that you feels are the most important (the questions above are just to get you thinking). Please do not say "my picture is of . . ." or "My name is Johnny and I saw . . ." Your reader wants to be immediately engaged by the mental picture you are drawing for them with your words.
4. Exchange the text you have written (but NOT THE PHOTOGRAPH) with a student who wrote about another scene.
5. Draw the scene your partner wrote about.

15 min Volunteers will share the text and the resulting picture. Discuss why students have such varying thoughts and images of a single photograph.

20 min Discussion of Chapter 6.

- o We learn something new about Gatsby, but Nick says that Gatsby told him much later-this tells us that Nick is telling us everything much after the fact. How does this affect our view of him as narrator?
- o Why did Gatsby place other people at the scene when Tom and Gatsby meet?
- o Did Daisy like the party?
- o Why might Gatsby think she did not?
- o Can you repeat the past?
- o Can Gatsby repeat the past?
- o Look over the last paragraph. What might Nick have been about to say?

Day Three

5 min Take attendance and establish order

10 Min Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the two parts of the multigenre project that have been turned in.)

20 min Discussion of chapter 7.

- o Why does Tom seem confused about whether the earth is getting hotter or colder every year? (124)
  - o On page 127 Gatsby says that Daisy's voice is full of money. What does this mean?
  - o What did the students think about Daisy as she swayed between Tom and Gatsby during the argument?
  - o How could Tom encourage Daisy to go home with Gatsby in his car?
  - o What is your opinion of Gatsby?
  - o Will he win Daisy?
  - o What are Tom and Daisy talking about at the table at the end of the chapter?
- 20 min Students will read silently as they come up one by one to show me the two journal entries completed this week. They will only be checked for completion. Students may also ask brief questions about the part of the multigenre project due tomorrow.

Day Four

5 min Take attendance and establish order

4 min Students will turn in part three of the multigenre project

20 min Students will write about the following journal topic:

Tom says he disapproved of Gatsby from beginning to end. Write about someone that you disapprove of, but still associate with or write from the perspective of another person who disapproves of you and still associates with you. (These could be imaginary, of course!) Use the format of either a letter or an interview.

11 min Student volunteers will share journal entries.

15 min Discussion of Chapter 8

- o "'Jay Gatsby' had broken up like glass against Tom's hard malice" (155). What does

this mean? Are these Nick's words or Fitzgerald's?

- o As Tom leave's Gatsby's house, he compliments him and thanks him for his hospitality. What significance does this have for the story?
- o Did the students expect Gatsby's death?
- o Did Gatsby have to die for this storyline or could something else have happened?

#### Day Five

5 min Take attendance and establish order

10 Min Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the two parts of the multigenre project that have been turned in.)

10 min Students will answer the following quiz question to ensure that they have completed the assigned reading.

- o How did Wilson decide to shoot Gatsby?

30 min Discussion of Chapter 9 and conclusions

- o Why can't Nick get anyone to come to the funeral?

- o What significance does this have fro our perception of Gatsby?

- o Now that students have seen a list that Gatsby made, do they want to adjust the list they made earlier in the unit?

- o A lot of chapter nine is about Nick. Whose story was this?

- o Was might "So we beat on, boats against the current, borne back ceaselessly into the past" mean?

- o Are we borne ceaselessly into the past?

(Remind students to bring favorite songs/poems to class on Monday.)

#### Week Four

##### Day One

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the parts of the multigenre project that has been turned in.)

27 min Students will share the favorite song or poem that they brought in for class today. Volunteers will go first, followed by students I select. Anyone who does not get a chance to go will be first next week. Students should read the song or poem and then tell us why they like that text so much.

13 min Journal Assignment: Students should choose the form of one of the poems/ songs shared with the class and then write their own poems in that form.

##### Day Two

5 min Take attendance and establish order

10 min Hand out copies of Autobiographia literaria by Frank O'Hara. I will read it aloud twice as they follow along.

20 min Discussion of Autobiographia literaria

What does the title tell us about this poem?

Why might O'Hara have written it?

Why does O'Hara choose to break the lines where he does? (Talk about each line if class seems interested, otherwise analyze a few.)

Are there any details students find interesting?

20 min Allow students to work on their journals and Multigenre Projects

##### Day Three

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the parts of the multigenre project that has been turned in.)

20 min Hand out copies of anyone lived in a pretty how town by e.e. cummings. Have students read the poem and make a list of details they find interesting (at least 5) and a list of questions about the poem's form, content, narrator, author (at least 3). I

will walk around to check for two journal entries.

20 min Discussion of anyone lived in a pretty how town. Have students share their lists of details and questions. Find out if they enjoy this type of poetry.

(Remind them that the fourth piece for the Multigenre project is due tomorrow.)

#### Day Four

5 min Take attendance and establish order

5 min Collect Part 4 of Multigenre Project

15 min Journal Assignment

Today you may write on any topic. Remember that these journal entries should help you think about and prepare for your multigenre project. You might want to take out the list of genres and attempt something new. Think about the poems we have read recently. You might want to respond to one of them.

10 min Ask for volunteers to share what they have written.

10 min Talk about group workshopping with the class. Point out that:

Criticism must be constructive or else should be kept to themselves.

I will be listening to make sure everyone is on task.

They can either pass around pieces so that each person silently proofreads and makes suggestions on another's piece or they can read the piece aloud (quietly) to the group and then allow group members to (quietly) make suggestions.

Any off-task groups will work independently on Friday and Monday.

#### Day Five

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the parts of the multigenre project that has been turned in.)

40 min Students may work in groups or alone.

#### Week Five

##### Day One

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the part of the multigenre project that has been turned in.)

40 min Students may work in groups or alone.

##### Day Two

5 min Take attendance and establish order

45 min For the next four days, students will present their Multigenre Projects. The main requirement is that presentations be approximately five minutes long. Students may choose to read pieces, talk about the overall meaning of their project, what they learned as they did the project, or do some type of creative presentation.

5 min Time for students to unwind after sitting still and quiet for 45 minutes.

Everyone should hand in their completed Multigenre Project.

##### Day Three

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the part of the multigenre project that has been turned in.)

35 min Students will present their Multigenre Projects. The main requirement is that presentations be approximately five minutes long. Students may choose to read pieces, talk about the overall meaning of their project, what they learned as they did the project, or do some type of creative presentation.

5 min Time for students to unwind after sitting still and quiet for 35 minutes.

##### Day Four

5 min Take attendance and establish order

45 min Students will present their Multigenre Projects. The main requirement is that presentations be approximately five minutes long. Students may choose to read pieces, talk about the overall meaning of their project, what they learned as they did the project, or do some type of creative presentation.

5 min Time for students to unwind after sitting still and quiet for 45 minutes.

#### Day Five

5 min Take attendance and establish order

10 min. Daily Oral Language. Write two sentences on the board. Ask for student volunteers to correct the sentences. Discuss corrections with the class. (Sentences will be based on mistakes common in the part of the multigenre project that has been turned in.)

30 min Students will present their Multigenre Projects. The main requirement is that presentations be approximately five minutes long. Students may choose to read pieces, talk about the overall meaning of their project, what they learned as they did the project, or do some type of creative presentation.

10 min Students will fill out evaluation form.

Please answer the following questions as honestly as possible. Do not put your name on this paper. I want to know your honest opinion so that I may revise this unit for future classes.

1. We read the literature listed below during this unit. Please write a brief comment on each piece and recommend whether I should use it next year or not.

The Great Gatsby

anyone lived in a pretty how town

Autobiographia literaria

My Life has been the Poem I would have Writ

Poetry

Saddest Poem

2. What did you learn from keeping your journal? Did it help you with the multigenre project?

3. What did you learn from doing the multigenre project? Did you enjoy the process? Would you like to do another multigenre project?

4. What would you recommend that I do differently next time I teach this unit?

5. What should I do the same?

6. Should I teach this unit to another class?

7. Do you have any suggestions for the way we learn about literature, writing, and language for the rest of the semester?