

Chiarita Rose
December 7, 2009
Dr. Smagorinsky
Final Unit

Humanity in Science Fiction

Ender's Game
By Orson Scott Card

The Martian Chronicles
Ray Bradbury

Rationale: Preparation for Future (Social) Needs and the Psychology of Human Development:

Reality is rapidly changing for young teenage students: their relationship with their parents undergoes a paradigm shift; concrete membership with particular social networks arise; hormones amplify emotions; bodily changes are beyond control; and they struggle to balance their adolescent identities with their emerging adult selves. The struggles leave students with a desire for control, a way to center their shifting realities, and a new understanding of power struggles with authority figures. Although the characters in *Ender's Game* by Orson Scott Card are significantly younger than the 9th grade students in the classroom, they are faced with intense power struggles, rapidly changing surroundings, and a struggle to balance their individual selves with societal responsibilities of adults.

The text will mirror the substance of their lives. Characters will serve as examples for the students to analyze, which will allow them to think about how they are dealing with similar issues. They can synthesize their experiences with their reading, and develop tools from the reading for ways to handle growing up.

Critics of this approach to teaching adolescents with the purpose of relating material to the students lives, might argue that I would be requiring students to share personal information, or to discuss aspects of their lives that belong in the realm of the home and not the classroom. However, I am not suggesting that I would require students to share personal information, or blur the lines of the teacher-student boundaries. Simply having students discuss these matters will engage them in thought about issues they are dealing with in their lives, whether or not I ask them to make connections or reflect on their own lives. The journal activities will ask for some personal reflection, however students can choose how personal they want their sharing to be. Students will be well aware of my responsibility to the law to report and thoughts of violence, suicide, or abuse, and they will be prompted in ways that they can choose any level of personal engagement.

Additionally, in thinking about the issues and analyzing character's actions, students will be forming their opinions by critically analyzing and reflecting on the text. I do not want to have a classroom where I tell students the only correct interpretation of texts – I want to engage them in the processes of creating and supporting their own opinions with critical thought and logic. Because the texts deal with adolescent issues that are relevant to students, the act of reflection will be more appealing for an audience of 9th grade students, who tend to question the relevance of school to their lives. I will engage the students in ways that encourage synthesis of new material with existing beliefs and understandings. Although I don't feel the texts deal with particularly controversial issues, if an activity challenges a student's current beliefs or ideas, the goal of the activity will be to lead the student through the process of critically considering and supporting that belief. The goal is not to preach on any subject, but to nurture the students into thoughtfully considering the world around them.

Additionally, the text will also teach students how to recognize propaganda. Propaganda is a subtle way to influence the masses into supporting the beliefs, ideals, convictions, and opinions of a group. Propaganda is not one-sided: the democrats and the republicans, the left and the right, a totalitarian and democratic government, religious and

independent groups. It is a tool available to everyone and can easily be misused. It is important that students learn to recognize the use of propaganda, so that they will be able to recognize and critically evaluate its use in their own lives. This is not the over-arching theme for the unit, and will not receive a large amount of class instruction, but it will be topic which arises throughout the reading, and classroom discussions

Beyond *Ender's Game*, the conjunction of several excerpts from Ray Bradbury's *The Martian Chronicles* will facilitate students' consideration of humanity as a whole, and produce some discussion on what unites humans beyond cultural differences. The "other" species in both texts are very similar to humans in many aspects although physically and culturally different. In comparing and contrasting the Buggers and Martians to humans, humanity as a whole is united, and I hope that the reflection will encourage thought about other cultures that exist on this planet.

One of the goals in my classroom is to assist students in their synthesis of knowledge about the world at large, so they may understand how they want to fit into it. The selection of both *Ender's Game* and *The Martian Chronicles*, are chosen with this goal in mind.

Rationale: Standards

The text and activities chosen are in alignment with the NCTE standards, and the Georgia Performance Standards for 9th Grade.

NCTE:

Standard #1 "Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works."

- Both texts are nonfiction, one is classic and one is contemporary. Although the texts do not address very diverse cultures in the United States or the world directly, considering the themes will require students to examine themselves in relation to the other cultures of the US and the world, and prepare them to respond to the demands of society. There will be a wealth of new information available in these science fiction genre texts, including vocabulary and the vignette form.

Standard #2 "Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience."

- The *Martian Chronicles* was published in 1950, during the golden age of science fiction, and *Ender's Game* was published in 1985 and represents more contemporary works. Both texts will enhance student understanding of the multifaceted human experience.

Standard #3 "Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts,

their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

- The goals and activities planned will require students to apply a wide range of strategies. Students will have pull from their own life experiences to define humanity, and by considering and referencing the texts, students will use their interactions in class with other readers and writer to establish their opinions.

Standard #4 “Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.”

AND

Standard #5 “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

- As the final goals of the unit are very diverse, students will have to use a wide variety of communication forms to adjust to the different purposes. Journals will require less formal writing, but encourage exploratory thinking and the production of ideas. The Extended Definition essay will require students to use formal conventions of style and grammar, and refine and support ideas.

Standard #12 “Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).”

- The exposure to the science fiction and the vignettes will be one of the opportunities throughout the semester for students to evaluate and attempt to understand many different types of Literature. Simultaneously, through their studies students can determine the types and purposes of Language and Literature that best fits their personal needs for learning, for enjoyment, etc. The Portfolio Project, which develops out of the journal, could include visual language depending on how the student chooses to complete the other-genre/media portion of the assignment.

9th Grade Georgia Performance Standards:

ELA9RL1: “The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.”

- I will plan activities that require students to identify and use examples of diction, imagery, point of view, figurative language, and symbolism. Students will be required to support their interpretations of the text with the text.

ELA9RL2b: “Evaluates how an authors choice of words advances the theme or purpose of a work”

- Students will be required to support their interpretations on theme and purpose with texts, and in doing so they will be able to evaluate how the author’s choice of words affect these elements.

ELA9RC1: “The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.”

- Texts will be part of a course that is diverse in genre and modes of discourse.

ELA9W1: “The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

- The different writing activities and assignments will require students to produce the skills for appropriate organizational structure, setting context and engaging the reader, maintaining coherent focus throughout and signaling closure.

ELA9W2: “The student demonstrates competence in a variety of genres.”

- The Student will have to write in a variety of genres including a less formal journal and more formal extended definition assignment.

ELA9W4: “The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.”

-The students will be encouraged and given the opportunities to revise and edit their work, both explorative journal writing and the larger papers.

ELA9C2: “The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.”

- Students will be exposed to different formats, and taught that different writing purposes require different formats.

ELA9LSV1: “The student participates in student-to-teacher, student-to-student, and group verbal interactions.”

- Students will participate in student-to-teacher, students-to student, and group verbal interactions through class discussion, small group work, and peer revisions.

ELA9LSV2: “The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.”

- Students will use their group teaching experiences to demonstrate their ability to deliver focused, coherent, and polished presentations that convey clear and distinct perspectives.

First Goal and Rubric:

Double Sided Journal Entry and Process Portfolio Assignment

Reading Log

Keep a Reading Log in response to the literature we are studying during this unit. To keep your log,

1. Divide each page down the center
 2. On the left side record significant passages from the text you read.
 3. On the right side record your response
 - a. Ask open-ended questions that would help you understand the passage better
 - b. Give your personal response (connections you are making)
 - c. Give your personal evaluation of the passage
- Remember the purpose is to think about the literature without worrying about the form your thoughts take. Entries will be graded for completion and content, but not style, grammar, or mechanics.
 - Reading Logs will be housed in a folder with your name in the classroom throughout the course.
 - Log entries are due at the end of each week (in class on Friday). Please include at least 5 Reading Log entries per week, but I encourage you to write more. This means at least five significant passages, and five responses.
 - All entries will be read.
 - Warning: I am required to share any thoughts or suggestions of violence, suicide, substance abuse, family abuse, or other harmful behavior.

Rubric for Grading Response Journal:

Check (Pass): Student selects a passage from the texts and provides a thoughtful response to the text using one of the three (a-c) options. Plot summary or paraphrasing are not used to replace critical response.

Dash (Fail): Student fails to complete the log by omitting a passage or response to a selected passage. Student relies on plot summary and paraphrasing instead of reflection.

Each Response will receive a Check or a Dash. You should have 30 response logs at the end of the 6 weeks (worth 100 points). Students must have at least 21 entries to pass the Journal portion of the grade. Students will not be allowed to turn in responses for weeks that have already passed.

Process Portfolio

Description: At the end of the first half of the unit students will use their Reading Log to complete a Process Portfolio consisting of a collection of 8 journal entries from the Ender's Game reading and one other-genre/media addition. My goal is to give the students an opportunity to take what they have learned, and make something from it. They can use the Reading Logs, or their response to prompts from in class writings. Other-genre/media examples include poetry (found poem), personal narrative, music, lyrics, magazine articles, visual art, etc – direction will

be given in response to the concepts students present from their learning and any specific questions.

Assignment: From your Reading Logs, and written classroom responses, choose 8 entries as evidence of significant learning, exploration, and growth throughout this unit. In addition to the 8 entries, include one other-genre/media piece which either exemplifies what you have learned or addresses themes in the text.

If you need direction or ideas for what an other-genre/media project would be, we can discuss it individually or as a class.

The purpose of your Portfolio is to highlight growth as a result of your exploration in your Reading Logs. You will be given the opportunity to revise and edit your journal entries to refine your ideas for this portfolio and demonstrate your application of revision, but must also include the original journal entry. Concepts and themes do not have to be related across chosen entries, but each should be a representation of exploratory thinking or of your personal growth.

You can include a 1-page explanation of your multi-genre entry if it is necessary.

Rubric for Grading Process Portfolio Assignment:

Journal Entries Selected (Possible 80 points, each entry is worth 10 points):

Journal entry is revised and is a strong example of exploration and growth.

	STRONGLY DISAGREE	-----										AGREE	-----							
	STRONGLY AGREE																			
1st	1	2	3	4	5	6	7	8	9	10										
2nd	1	2	3	4	5	6	7	8	9	10										
3rd	1	2	3	4	5	6	7	8	9	10										
4th	1	2	3	4	5	6	7	8	9	10										
5th	1	2	3	4	5	6	7	8	9	10										
6th	1	2	3	4	5	6	7	8	9	10										
7th	1	2	3	4	5	6	7	8	9	10										
8th	1	2	3	4	5	6	7	8	9	10										

Other-Genre/Media (20 points):

Other-genre/media piece represents area of exploration and growth or major themes in the book. A one page explanation is included if necessary to explain the other-genre/media piece.

STRONGLY DISAGREE	-----										AGREE	-----										STRONGLY AGREE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			

Second Goal and Rubric:

Group Work/Asking Questions

The class will be divided into small Teaching Groups, and assigned text from Ray Bradbury’s collection of short stories, *The Martian Chronicles*.

Teaching Group #1: “Rocket Summer,” “Ylla,” “The Summer Night,” “The Earth Men,” and “The Taxpayer”

Teaching Group #2: “The Third Expedition,” “- And the Moon Be Still as Bright,” “The Settlers,” “The Green Morning,” and “The Locusts”

Teaching Group #3: “Night Meeting,” “The Shore,” “Interim,” “The Musicians,” “The Naming of Names,” and “Usher II”

Teaching Group #4: “The Old Ones,” “The Martian,” “The Luggage Store,” “The Off Season,” and “The Watchers”

Groups will be responsible for teaching an entire class period, and will be given time in class to work on developing their lesson plan. Teaching Groups should plan activities that involve everyone in the class, and engage the class in discussion. Teaching Groups will turn in a written lesson plan the day before presentations begin. The entire lesson plan will be graded, regardless of the completion of the assignments during the presentation. It is encouraged that the Teaching Group plan at least one extra activity, or plan for a 10 min longer class period in case activities take a shorter period than expected. Points will be taken off for unused time at the end of the class period (over 5 min).

Points will be awarded for the written lesson plan (25 points), participation during planning (25 Points), participation during presenting (25 points), and a peer review (25 points).

Rubrics for Grading Group Work/Asking Questions Assignment:

Written Lesson Plan is detailed and includes multiple activities that engage everyone in the class for an extended portion of the class. Activities are described in a way that explains their relationship to the text and the intended goals of the activity.

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Planning Participation: Student is well prepared for group planning (ie has read text ahead of time and has ideas for group discussion). Student contributes to group discussion and suggests ideas for activities. Student works as a strong member of the team to produce the lesson plan.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Presentation Participation: Group presentation is unified and everyone takes part in presenting.
Each student engages in class discussion, and works to keep classmates engaged, interested, and on task.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Peer Review/Evaluation: Will be the average of the peer evaluation points awarded.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Peer Evaluation Form:

Name of Reviewer: _____

Name of Reviewed: _____

Rate your classmate on a scale of 1-25 (1 being the lowest, 25 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) and ability to work in a team

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____

Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____

Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____

Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____

Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Third Goal and Rubric:

Extended Definition Assignment: Throughout the unit you have read both Ender’s Game and excerpts from the Martian Chronicles, text dealing with the theme of humanity. For your final assignment write a 3-5 page (Times New Roman, 12pt font, double spaced, MLA Format) essay in the form of an extended definition, in which you discuss what it means to be human. To do so, please provide the following

- A set of criteria or rules that define the qualities of humanity which are relevant to your argument.
- For each criterion, an example from literature we have read this year that illustrates the rule at work
- For each criterion, a counter example from literature we have read this year that come close to meeting the conditions of the rule, but fall short in some way
- For each example and counter example, a warrant that clearly explains why the criterion is or is not being met
- For your whole argument, a counterargument expressing the viewpoint of someone who might disagree with you
- For the counterargument, a rebuttal in which you defend your position

Rubric for Grading Extended Definition Assignment:

Student’s Name _____ **Teacher**

Paper # _____ **Special Assignment Requirements:**

_____ **Competent/Credible/Complete**

If you meet these first three standards, you are writing competently and you will earn a grade of “C.” (70-79)

1. Unity

- Contains a center of gravity, a unifying and controlling purpose, a thesis or claim, which is maintained throughout the paper.
- Organizes writing around a thesis or according to the organizational requirements of the particular assignment (e.g., summary, narrative, argument, analysis, description, etc.)

2. Evidence/Development

- Develops appropriate, logical, and relevant supporting detail and/or evidence.
- Includes more specific, concrete evidence (or details) than opinion or abstract, general commentary.

3. **Presentation and Design**

- Follows SMH guidelines for standard English grammar, punctuation, usage, and documentation.
- Meets your teacher's (or the MLA's) and the First-year Composition program's requirements for length and/or format.

_____ **Skillful/Persuasive**

If you meet all of the competency standards above and, in addition, achieve coherence and exhibit audience awareness, you are writing skillfully and you will earn a grade of "B." (80-89)

4. **Coherence**

- Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to *reveal and emphasize the relationship* between evidence and thesis.
 - Explains how, why, or in what way evidence/detail supports point/claim/thesis/topic/ideas.
 - Incorporates evidence from outside sources smoothly, appropriately, and responsibly.

5. **Audience Awareness**

- Demonstrates a sense that the writer knows what s/he's doing and is addressing real people.
- Reflects a respect for values that influence ethos (e.g., common ground, trustworthiness, careful research).

_____ **Distinctive**

If you meet all of the competency standards, achieve coherence and exhibit audience awareness, and, in addition, demonstrate a mastery of one or more features of superior writing, you are writing distinctively and you will earn a grade of "A." (90-100)

6. **Distinction**

- Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

Essay Grade _____ **+/- Points for special assignment requirements** _____ =

_____ **Ineffective**

If your paper does not meet competency standards, either because you have minor problems in all three competence areas (1-3 above) or major problems

in one or two competence areas, you will earn a grade of “D” (60-69) or “F” (<60), and you should schedule a conference with your teacher.

Taken from the University of Georgia First Year Composition Evaluation Rubric Short Form which can be found at

<http://web.english.uga.edu/newsite/fyc/rubrics/rubrics.html>

DAILY PLAN:**Week One**

Day One: (Monday) 1st Intro Activity – Journal Response on Power

3 Min: Attendance, Housekeeping

5 Min: Handout Reading Schedule, and make sure students are aware of their reading responsibilities outside of class. Remind Students of Reading Log requirements and format. Students have already been working with this format throughout the year and a detailed explanation is not necessary at this time.

Reading Schedule:

This reading schedule reflects the pacing of our classroom discussion. Please pace your own reading, and make sure you are prepared for class.

Week One:

- **Wednesday (Day 3):** Read through Chapter One of *Ender's Game*.

- **Thursday (Day 4):** Read through Chapter Two of *Ender's Game*.

Week Two:

- **Monday (Day 6):** Read through Chapter Nine of *Ender's Game*.

Week Three:

- **Thursday (Day 14):** Complete *Ender's Game*.

Week Four: Start reading through the assigned sections of *The Martian Chronicles*.

- **Friday (Day 20)** Read Through your Teaching Group's assigned sections

Week Five:

- **Monday (Day 21)** Read through all the assigned sections of *The Martian Chronicles*.

“Rocket Summer”

“Ylla”

“The Summer Night”

“The Earth Men”

“The Taxpayer”

“The Third Expedition”

“- And the Moon Be Still as Bright”

“The Settlers”

“The Green Morning”

“The Locusts”

“Night Meeting”

“The Shore, Interim”

“The Musicians”

“The Naming of Names”

“Usher II”

“The Old Ones”

important to adapt to the local community.

Agree

Disagree

4.) You should trust the government to tell you the truth because they have your best interest at heart.

Agree

Disagree

5.) It was the destiny of America to expand westward to the Pacific Ocean.

Agree

Disagree

6.) Christopher Columbus should have turned around when he reached the Americas and never returned because the continent was already inhabited and thriving.

Agree

Disagree

7.) If there is life discovered on Mars we should leave the planet alone.

Agree

Disagree

8.) I support the movement Animals Are People Too, because they are.

Agree

Disagree

9.) Human life is more valuable than any other life form.

Agree

Disagree

10.) Cowboys and Indians is an innocent child's game.

Agree

Disagree

11.) Sometimes lies are more dependable than the truth.

Agree

Disagree

12.) Human Beings are free except when humanity needs them

Agree

Disagree

14.) Genocide is justifiable in some situations.

Agree

Disagree

15.) It is okay to sacrifice some for the greater good of humanity.

Agree

Disagree

20 Min: Form groups of 3-4 for small group discussion. Compare answers and discuss the reasoning that led to each choice. Are there some statements you feel more passionately about than others? I will walk around the room to assist as needed.

20 Min: Class Discussion. Take a poll tallying the number of agree and disagree responses for each question. From the poll discuss the questions with the most polarized responses.

After discussing the results of the survey or throughout the discussion pose the following questions, if they are not already being addressed.

- How does the presence of life on another planet change how humans from earth should proceed in regarding that planet?
- What qualities are important when defining life?
- What gives individuals, countries, or worlds the right to travel to other places and occupy the land and take control of the people (or life) that reside there?

2 Min: Pack up to leave.

Day Three: (Wednesday) Propaganda and Chapter One Found Poem

3 Min: Attendance, Housekeeping

10 Min: Provide a mini lesson on Propaganda. Define the term if necessary. Show example and have students speculate on the intended message of the World War II poster. (Image is public domain. Image is from <http://history1900s.about.com/library/photos/blywwiip186.htm>)



25 Min: Create a Found Poem from your reading of Chapter One.

10 Min: Share Found Poems as a group

2 Min: Pack up to leave.

Day Four: (Thursday) Process Portfolio Instructions and Journal Response to Chapter 2

3 Min: Attendance, Housekeeping

20 Min: Hand out Process Portfolio Instructions and grading rubric. Explain project, and answer any questions students have.

Process Portfolio Assignment: From your Reading Logs, and written classroom responses, choose 8 entries as evidence of significant learning, exploration, and growth throughout this unit. In addition to the 8 entries, include one other-genre/media piece which either exemplifies what you have learned or addresses themes in the text.

If you need direction or ideas for what an other-genre/media project would be, we can discuss it individually or as a class.

The purpose of your Portfolio is to highlight growth as a result of your exploration in your Reading Logs. You will be given the opportunity to revise and edit your journal entries to refine your ideas for this portfolio and demonstrate your application of revision, but must also include the original journal entry. Concepts and themes do not have to be related across chosen entries, but each should be a representation of exploratory thinking or of your personal growth.

You can include a 1-page explanation of your multi-genre entry if it is necessary.

Rubric for Grading Process Portfolio Assignment:

Journal Entries Selected (Possible 80 points, each entry is worth 10 points):

Journal entry is revised and is a strong example of exploration and growth.

	STRONGLY DISAGREE	-----								AGREE	-----		STRONGLY AGREE
1st	1	2	3	4	5	6	7	8	9	10			
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4th	1	2	3	4	5	6	7	8	9	10			
5th	1	2	3	4	5	6	7	8	9	10			
6th	1	2	3	4	5	6	7	8	9	10			
7th	1	2	3	4	5	6	7	8	9	10			
8th	1	2	3	4	5	6	7	8	9	10			

Other-Genre/Media (20 points):

Other-genre/media piece represents area of exploration and growth or major themes in the book. A one page explanation is included if necessary to explain the other-genre/media piece.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

10 Min: Write a journal response to the prompt on the board.

Prompt: Write a response focused on the theme of games in Chapter Two. You can consider but are not required to answer the following questions:

- What games are played?
- How do different characters play games differently?
- Is the playing of games limited to children in life?

15 Min: Either as groups of 3-4 or as an entire class, discuss how Orson Scott Card uses games in Chapter One.

2 Min: Pack to leave.

Day Five: (Friday) In Class Reading

3 Min: Attendance, Housekeeping

45 Min: In class reading. Students should be read through Chapter 9 by Monday.

2 Min: Pack up to leave.

Week Two:**Day Six: (Monday) Body Biography**

5 Min: Attendance, Housekeeping, Students turn in Journals from previous week.

42 Min: Pass out handout for Body Biographies adapted from <http://homepage.mac.com/mseffie/handouts/bodybiography.html> link Smagorinsky's "Activities that Promote Discussion." Complete the Activity in groups of 4-5. Students should have entire class period for completion of the portrait, but if students are done early, begin presentations.

Body Biography:

Your group will be creating a body biography, a visual and written portrait illustrating several aspects of a character's life within the novel *Ender's Game* by Orson Scott Card.

In groups of 4-5 please choose a main character that has been prevalent in the work so far, such as Ender Wiggin, Valentine Wiggin, Peter Wiggin, and Colonel Graff.

I have created life-size outlines of a person, on which you will create the biography. Although your Body Biographies can contain additional dimensions, your portrait must include

- 1.) A review of the novel's events so far
- 2.) Visual symbols
- 3.) An original text
- 4.) The five most important quotes relating to your character (please cite).

The selection you choose to include should be based on the text, creative, analytical, and accurate.

After completing this portrait, you will participate in a short presentation to the class.

During the presentation, please

- 1.) Review us on the literary work that involves your character
- 2.) Communicate to the class the full essence of your character by emphasizing the traits that make the character unique
- 3.) Promote discussion of your character

Body Biography Suggestions

Placement - Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his/her life. . The hands might refer to actions or accomplishments of the character

Spine - Actors often discuss a character's "spine." This is his/her objective within the work. What is the most important goal for your character? What drives his/her thought and actions? The answers to these questions are his/her "spine." How can you illustrate it?

Virtues and Vices - What are your character's most admirable qualities? His/her worst? How can you make us visualize them?

Color - Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively weave these colors into your presentation?

Symbols - What objects can you associate with your character that illustrate his/her essence? Are their objectives mentioned within the work itself that you could use? If not, choose objects that especially seem to correspond with the character.

Formula Poems - These are fast, but effective "recipes" for producing a text because they are designed to reveal much about a character. See link for suggestions.

Mirror, Mirror - Consider both how your character appears to others on the surface and what you know about the character's inner self. Do these images clash or correspond? What does this tell you about the character? How can you illustrate this mirror image?

Changes - How has your character changed within the work? Trace these changes

within your text and/or artwork.

2 Min: Pack up to leave.

Day Seven: (Tuesday)

3 Min: Attendance, Housekeeping

25 Min: Body Biography Presentations from yesterday's portraits. Remind groups that presentations should:

- 1.) Review us on the literary work that involves your character
- 2.) Communicate to the class the full essence of your character by emphasizing the traits that make the character unique
- 3.) Promote discussion of your character

20 Min: Journal Entry:

Prompt: Write a passage as Colonel Graff. This can be a narrative from Graff's perspective retelling something that transpired in the novel, or a personal journal entry that Graff is making about Ender Wiggin.

2 Min: Pack up to leave.

Day Eight: (Wednesday) What is Good Cinema

3 Min: Attendance, Housekeeping

45 Min: What is Good Cinema – Adapted from the What is Good Music Activity by Dr. Smagorinsky found in *Teaching English by Design*.

What is Good Cinema?

Just about everyone watches and likes Cinema (on TV or at the movie theatre). But not everyone enjoys the same types of programming. Even within the genres, there is disagreement about which shows are good, bad, or ugly. Our task during this activity is to work in small groups of three to five and decide what within the genre of the groups choosing is good and what is not. It is okay for more than one group to choose the same kind of cinema.

Following is a list of cinematic genres. Pick one from this list or another genre that I may have overlooked. After making your selection, begin working out a set of rules or criteria for what makes film within this genre of high quality. To do so, think of examples from television or movies with which you are familiar.

Cinematic Genres to Consider:

Romantic Comedies

Court Room Dramas

30 Min Pre-teen antics Sitcoms

Saturday Morning Cartoons

Action Movies

30 Min Family Sitcoms

Hospital Dramas

Adult Cartoon 30 Min Sitcoms

Educational Children's Programming

Suspense Movies

Historical Dramas	Princess Movies
Fantasy	Science Fiction
Made for TV miniseries	Lifetime Dramas
Talk Shows	News Programming
Horror Movies	Pixar/Dreamworks Animation
Documentary	Mocumentary
Chick-Flick	Kung Fu
Concert Films	Filmed Stage Productions
Comic Book Adaptations	Westerns
Video Game Adaptation Movies	Shakespeare Modernizations
Noir	

Give Students the entire class to work as groups, but if they have extra time, return to class discussion and have groups share what criteria and examples they decided on. Have other groups respond to the proposed criteria. Are the criteria sufficient for the genre of film? Did they miss any important criteria?

2 Min: Pack up to leave.

Day Nine: (Thursday) Courtroom Activity – Murder, Voluntary Manslaughter, and Self-Defense

3 Min: Attendance, Housekeeping

25 Min: Pass out and review the handout taken directly from Teaching English By Design:

Courtroom Activity – Murder, Voluntary Manslaughter, and Self-Defense

You will produce an extended definition of high-quality film of a particular genre. And extended definition includes four primary traits:

- Criteria: Rules that state a standard that something must meet for inclusion in the category
- Examples: An illustration of each criterion
- Contrasting Examples: Illustrations of something that superficially appears to meet the criterion but falls short in some critical way
- Warrants: Explanations of how the examples illustrate the criteria and how the contrasting examples fall short

The following provides examples of actual court definitions for three types of killing, distributed by the circuit court in Cook County, Illinois: murder, voluntary manslaughter, and self-defense. In a real court, the jurors are provided only with the description of each charge. For this activity, you'll receive additional information to help clarify the definition: an example that seems to meet the criterion but lacks some essential ingredient, and a warrant that explains why each example and contrasting example does or does not illustrate the criterion.

Murder: The charge for taking someone's life is murder if one of the following criteria is met.

Criterion 1: A person intends either to kill or to injure another person critically or knows that the act he or she intends to commit could cause death.

Example: Joe hates Bob and fires a gun at Bob's head from a distance of two feet with the intention of killing him. *Warrant:* The act is murder because it is intentional with the knowledge it could cause death.

Contrasting Example: Joe believes his gun is not loaded. He playfully points it at Bob and pulls the trigger. The gun, however, is loaded, and the bullet kills Bob. *Warrant:* The act is unintentional and therefore not murder.

Criterion 2: A person knows that the act he or she commits creates a strong probability of death or serious injury.

Example: Bob secretly puts arsenic in Joe's coffee, knowing that the poison will probably kill him. *Warrant:* Because the act is intentional and Bob is aware of the consequences, it satisfies the criterion.

Contrasting Example: Bob puts sugar in Joe's coffee, not knowing that Joe has a lethal allergy to sugar. *Warrant:* Bob is unaware of the consequences of his act, and therefore, his action is not murder.

Criterion 3: A person attempting a forcible felony such as kidnapping, hijacking, arson, armed robbery, or rape kills a person in the process.

Example: Joe, in robbing a bank with a loaded gun, shoots and kills a guard, who had shot first at Joe. *Warrant:* The act takes place during a felony and therefore is murder, even though the guard shot first.

Contrasting Example: Joe observes Bob shoplifting clothing from Joe's store and begins to chase him. When Joe catches him, Bob pushes him down, causing Joe to strike his head on the ground and die from a severe concussion. *Warrant:* Although Bob has killed Joe while Bob was committing a crime, the crime is not a felony, and so the act that caused the death is not murder.

Voluntary Manslaughter: Taking someone's life is voluntary manslaughter if one of the following criteria is met.

Criterion 1: A person acts with sudden and intense passion after being seriously provoked by the person killed.

Example: While Joe is driving, he's being followed and harassed by Bob, who is using his car to bump and swerve into Joe's car. Bob, angry because Joe has married his ex-wife Sally, forces Joe's car off the road and into a deep ditch. They both get out of their cars and argue heatedly. Bob makes lewd and obscene remarks about Sally's extramarital behavior and about Joe's mother's extramarital behavior. Joe punches Bob, killing him. *Warrant:* The combination of the threatening actions with the car and the insults to his wife and mother have provoked Joe to a sudden and intense passion, so the act is voluntary manslaughter.

Contrasting Example: Bob's car bumps into Joe's car at an intersection. They get out of their cars and argue about whose fault it is. When Bob accuses Joe of being an irresponsible driver, Joe strikes and kills Bob with a tire iron. *Warrant:* The initial situation was not severe enough to be called "seriously provoked," so this is not voluntary manslaughter.

Criterion 2: A person acts with a sudden and intense passion after being seriously provoked and tries to kill the person provoking him or her but accidentally kills someone else.

Example: Joe breaks into Bob's house and begins to shatter Bob's collection of priceless Ming vases and tries to set the drapes on fire. Bob's mother tells him to stop, but he continues and then threatens her with bodily harm, calls her obscene names, and spits in her face. This enrages Bob, who pulls a gun and shoots at Joe. He misses and the bullet accidentally kills the butler. *Warrant:* Because the combination of destruction of precious property and the disrespect and threats to his mother had provoked Bob to a sudden and intense passion, the act is termed voluntary manslaughter.

Contrasting Example: Joe ridicules Bob's haircut. This enrages Bob, who pulls a gun, shoots at Joe, and misses. The bullet accidentally kills an innocent bystander. *Warrant:* This is not voluntary manslaughter because the insult is about a minor issue, and therefore Bob has not been seriously provoked.

Criterion 3: A person incorrectly but honestly believes that if he or she does not kill the other person, his or her own life will be endangered.

Example: Joe shoots and kills Bob, who had been threatening with a gun. Joe finds later that Bob's gun was not loaded. *Warrant:* Because he honestly believed his life was in danger, Joe has committed voluntary manslaughter.

Contrasting Example: Bob owns a store. Joe enters, looking very suspicious and seeming to have a gun in his coat pocket. Bob, thinking that Joe might rob and kill him, pulls out a gun and kills Joe. *Warrant:* Because the threat is not certain, this is not voluntary manslaughter.

Self-Defense: Taking someone's life is done in self-defense if one of the following criteria is met.

Criteria 1: A person reasonably believes that he or she is in imminent danger of death or great bodily harm and has exhausted every reasonable means to escape the danger other than by using deadly force.

Example: Sally is threatened with rape in a deserted part of a city. She first screams for help. The attacker tackles her and begins to pull off her clothing. She tries unsuccessfully to defend herself with physical resistance. She finally shoots and kills her attacker when she has no other means of defending herself. *Warrant:* Because she has tried several means of escape and is still greatly threatened, this act is one of self-defense.

Contrasting Example: While Sally is walking in a dangerous part of town, Joe asks her for the time. She walks faster and he follows. When he taps her on her shoulder, she turns and shoots him fatally. *Warrant:* Because Sally has tried only one means of escape and because Joe's intentions are uncertain, this act is not considered one of self-defense.

Criterion 2: If two people are involved in physical confrontation and one person withdraws from physical contact with the other person and indicates clearly to the other person that he or she wishes to withdraw and stop the use of force, but the other person refuses and continues to use force, and action by the person wishing to withdraw is an act of self-defense.

Example: During a heated argument over \$100,000 gambling debt that Joe owes to Bob, and subsequent knife fight, Joe offers to stop fighting, but Bob refuses and again

attacks. Joe then stabs Bob to death. *Warrant*: Because Joe has done everything possible to end the conflict, his act of stabbing is one of self-defense.

Contrasting Example: During a heated argument and knife fight over \$100,000 gambling debt, Joe backs off to catch his breath. Bob then attacks and Joe stabs him to death. *Warrant*: Joe did not pause to end the conflict but only to rest, so Joe's act is not done in self-defense.

20 Min: Have students begin to formulate their extended definitions of quality film of a particular genre. Students can work individually or in their groups. Explain that although these legal definitions require only one criterion to be met, that in an extended definition of film, music, or literature it is likely that the text in question would need to meet all of the criteria.

2 Min: Pack up to leave.

Day Ten: (Friday) Extended Definition of Good Cinema

3 Min: Attendance, Housekeeping

45 Min: Students work individually to compose an extended definition of one genre of film. This can be the same genre they worked on in groups or a new genre. If the class time is not sufficient for students to complete the assignment, they can take it home to work on as homework. We will be peer editing on Monday, so it is important that each student have the assignment completed before the next class.

2 Min: Pack up to leave.

Week Three:

Day Eleven: (Monday) Peer Editing

5 Min: Attendance, Housekeeping, Students turn in journals from last week.

30 Min: In groups of 4, students should read the extended definitions of their peers in three rounds (approximately 10 minutes for each round).

1st Round: Read the entire paper carefully. Focus your feedback on the writer's use of criteria. Once everyone in the group has written out suggestions, pass the paper to the left for round 2.

2nd Round: Read the entire paper carefully. Focus your feedback on the writer's use of examples and warrants. Do they clearly illustrate the criteria? Once everyone in the group has written out suggestions, pass the paper to the left for round 3.

3rd Round: Read the entire paper carefully. Focus your feedback on the writer's use of contrasting examples and rebuttal. Once everyone in the group has written out suggestions, pass the paper back to the author.

13 Min: Students have time to make revisions in class based on peer feedback, and can read ahead if they have extra time.

2 Min: Pack up to leave.

Day Twelve: (Tuesday)

3 Min: Attendance, Housekeeping

5 Min: Brainstorm ideas about why Orson Scott Card includes an introduction to each chapter not from Ender's perspective. You may write down ideas.

10 Min: Classroom Discussion

- From whose perspective is the introduction written?
- What Characters do we see in the introduction? How are these characters different from how they are view/represented during the rest of the chapter?
- What stylistic differences are there between the chapter sections?

10 Min: Important Quote Scavenger Hunt – In groups of 2-3 find important quotes from the introductory sections of the chapters we have read. Choose quotes that are significant (provide additional characterization, important plot, significant example of style or theme, etc). Walk around the room to provide students with assistance as necessary.

20 Min: Classroom Discussion and sharing of important quotes. Encourage each group to share one quote at a time, so every group has the opportunity to speak.

2 Min: Pack up to leave.

Day Thirteen: (Wednesday)

3 Min: Attendance, Housekeeping

5 Min: Project assignment on the board and explain assignment requirements

Battleship Map

In groups of 4-5 create a map of the Battle School. Your map should label the rooms, and include 5 crucial events. Consider how gravity works on the ship when creating your map.

40 Min: Students work in groups of 4-5 to create a map of the Battle School Ship. If students complete the assignment with time left, have each group give a short explanation of their diagram.

2 Min: Pack up to leave.

Day Fourteen: (Thursday) Body Biography #2

3 Min: Attendance and Housekeeping

45 Min: Handout Body Biography Outlines, and have students work in the same groups as the first Body Biography and on the same character. Students should consider the changes in their character that have occurred over the course of the novel.

Body Biography #2:

In the same groups of 4-5 please create a visual and written portrait illustrating several aspects of the same character's life. I have saved your first biographies, and will be giving them back to each group for use as a reference.

Remember, although your Body Biographies can contain additional dimensions, your portrait must include

- 1.) A review of the novel's events so far
- 2.) Visual symbols
- 3.) An original text
- 4.) The five most important quotes relating to your character (please cite).

The selection you choose to include should be based on the text, creative, analytical, and accurate.

After completing this portrait, you will participate in a short presentation to the class. During the presentation, please

- 1.) Review us on the literary work that involves your character
- 2.) Communicate to the class the full essence of your character by emphasizing the traits that make the character unique
- 3.) Promote discussion of your character

Body Biography Suggestions

Placement - Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his/her life. . The hands might refer to actions or accomplishments of the character

Spine - Actors often discuss a character's "spine." This is his/her objective within the work. What is the most important goal for your character? What drives his/her thought and actions? The answers to these questions are his/her "spine." How can you illustrate it?

Virtues and Vices - What are your character's most admirable qualities? His/her worst? How can you make us visualize them?

Color - Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively weave these colors into your presentation?

Symbols - What objects can you associate with your character that illustrate his/her essence? Are their objectives mentioned within the work itself that you could use?

If not, choose objects that especially seem to correspond with the character.

Formula Poems - These are fast, but effective "recipes" for producing a text because they are designed to reveal much about a character. See link for suggestions.

Mirror, Mirror - Consider both how your character appears to others on the surface and what you know about the character's inner self. Do these images clash or correspond? What does this tell you about the character? How can you illustrate this mirror image?

Changes - How has your character changed within the work? Trace these changes within your text and/or artwork.

2 Min: Pack up to leave.

Day Fifteen: (Friday) Body Biography presentation and Journal Response

3 Min: Attendance, Housekeeping

25 Min: Present Body Biographies from yesterday. Remind students that the presentations should

- 1.) Review us on the literary work that involves your character
- 2.) Communicate to the class the full essence of your character by emphasizing the traits that make the character unique
- 3.) Promote discussion of your character

20 Min: Journal Response.

Prompt: Compare and Contrast the Buggers from the Humans.

2 Min: Pack up to leave.

Week Four: Scaffolding for Student taught lessons on *The Martian Chronicles* using the 7 Categories of Questions

Day Sixteen: (Monday) 7 Categories of Questions

5 Min: Attendance, Housekeeping, Students turn in Journals from previous week.

5 Min: Divide students into groups of 3-4. Introduce the 7 categories of questions taken from *Teaching English by Design*, and explain that each group will find examples from the *Ender's Game* after I have provided a definition and example.

15 Min: Define what an inference is (to make an educated guess about something that is not literally stated). Provide an example of an inferential question from *Ender's Game*. Have each group generate an example and share with the class.

12 Min: Define what a generalization to larger society is (to state what the story is saying about life in general). Provide an example of an inferential question about *Ender's Game*. Have each group generate an example and share with the class.

10 Min: Define what literary form and technique are (e.g, irony, figurative language, etc.). Provide an example of a question about literary form or technique from *Ender's Game*. Have each group generate an example and share with the class.

2 Min: Pack up to leave.

Day Seventeen: (Tuesday) 7 Categories of Questions (continued)

3 Min: Attendance, Housekeeping

5 Min: Have students re-group into yesterdays work groups. Remind students of the 3 categories of questions covered yesterday before continuing discussion.

9 Min: Define what a significant event is (an even that causes significant changes in the lives of characters). Provide an example of a question about a significant event in *Ender's Game*. Have each group generate an example and share with the class.

9 Min: Define what an evaluation is (a judgment on the quality of the literary work). Provide an example of an evaluative question. Have each group generate an example and share with the class.

9 Min: Define what an emotional response to a story is (how the story makes the reader feel). Provide an example of an emotional question about *Ender's Game*. Have each group generate an example and share with the class.

9 Min: Define what a personal connection to a story is (the association of the reader's personal experiences to those of the literary characters). Provide an example of a question requiring a personal connection from *Ender's Game*. Have each group generate an example and share with the class.

4 Min: Verbally assign homework. Using these types of questions, please write 3 questions on flashcards about *Ender's Game*. We will be using questions in class tomorrow for discussion, and this can be counted as a journal entry.

2 Min: Pack up to leave, and pass out 3 flashcards to each student as they walk out the door.

Day Eighteen: (Wednesday) Fishbowl using student generated discussion questions

5 Min: Attendance, Housekeeping

10 Min: Arrange seats into Fishbowl shapes and explain how the discussion is structured before beginning. 8-10 chairs are positioned in the inner circle, and the

remaining students arrange seats around this inner circle (the fishbowl). Individuals in the fishbowl will pose questions and conduct discussion for a period of 10 minutes each round. There will be three rounds.

10 Min: First Round of Fishbowl Discussion

1 Min: Transition to next round by changing seats

10 Min: Second Round of Fishbowl Discussion

1 Min: Transition to next round by changing seats

10 Min: Third Round of Fishbowl Discussion

3 Min: Pack up to leave.

Day Nineteen: (Thursday)

3 Min: Attendance, Housekeeping

10 Min: Introduce Group Work/Asking Questions Assignment. Assign groups.

Group Work/Asking Questions

The class will be divided into small Teaching Groups, and assigned text from Ray Bradbury's collection of short stories, *The Martian Chronicles*.

Teaching Group #1: "Rocket Summer," "Ylla," "The Summer Night," "The Earth Men," and "The Taxpayer"

Teaching Group #2: "The Third Expedition," "- And the Moon Be Still as Bright," "The Settlers," "The Green Morning," and "The Locusts"

Teaching Group #3: "Night Meeting," "The Shore," "Interim," "The Musicians," "The Naming of Names," and "Usher II"

Teaching Group #4: "The Old Ones," "The Martian," "The Luggage Store," "The Off Season," and "The Watchers"

Groups will be responsible for teaching an entire class period, and will be given time in class to work on developing their lesson plan. Teaching Groups should plan activities that involve everyone in the class, and engage the class in discussion. Teaching Groups will turn in a written lesson plan the day before presentations begin. The entire lesson plan will be graded, regardless of the completion of the assignments during the presentation. It is encouraged that the Teaching Group plan at least one extra activity, or plan for a 10 min longer class

period in case activities take a shorter period than expected. Points will be taken off for unused time at the end of the class period (over 5 min).

Points will be awarded for the written lesson plan (25 points), participation during planning (25 Points), participation during presenting (25 points), and a peer review (25 points).

Rubrics for Grading Group Work/Asking Questions Assignment:

Written Lesson Plan is detailed and includes multiple activities that engage everyone in the class for an extended portion of the class. Activities are described in a way that explains their relationship to the text and the intended goals of the activity.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Planning Participation: Student is well prepared for group planning (i.e. has read text ahead of time and has ideas for group discussion). Student contributes to group discussion and suggests ideas for activities. Student works as a strong member of the team to produce the lesson plan.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Presentation Participation: Group presentation is unified and everyone takes part in presenting.
 Each student engages in class discussion, and works to keep classmates engaged, interested, and on task.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Peer Review/Evaluation: Will be the average of the peer evaluation points awarded.

STRONGLY DISAGREE-----**AGREE** -----**STRONGLY AGREE**
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

35 Min: Students can work on Process Portfolio, which is due tomorrow, or they may use this time to read ahead. The assigned text for the Teaching Groups must be read by tomorrow, and the remaining novel must be completely read on Monday when extensive group work begins. I will be available to students who need assistance, or have questions as they work.

2 Min: Pack up to leave.

Day Twenty: (Friday)

5 Min: Attendance, Housekeeping, Students turn in Process Portfolio.

43 Min: Form Teaching Groups. Students have class period to begin working on Lesson Plan.

2 Min: Pack up to leave.

Week Five:

Day Twenty-One: (Monday)

5 Min: Attendance, Housekeeping, Students turn in journals from previous week

43 Min: Work in groups to prepare presentations. First Day of Presentations begins tomorrow.

2 Min: Pack up to leave.

Day Twenty-Two: (Tuesday) First day of presentations

3 Min: Attendance, Housekeeping

45 Min: 1st Group Presentation

2 Min: Pack up to leave.

Day Twenty-Three: (Wednesday) Second day of presentations

3 Min: Attendance, Housekeeping

45 Min: 2nd Group Presentation.

2 Min: Pack up to leave.

Day Twenty-Four: (Thursday) Third day of presentations

3 Min: Attendance, Housekeeping

45 Min: 3rd Group Presentation.

2 Min: Pack up to leave.

Day Twenty-Five: (Friday) Fourth Day of presentations

3 Min: Attendance, Housekeeping

45 Min: 4th Group Presentation.

2 Min: Pack up to leave.

Week Six: Extended Definition

Day Twenty-Six: (Monday)

5 Min: Attendance, Housekeeping, Students turn in journals from previous week.

10 Min: Hand out Peer Evaluation form that will be used in grading of the Group Work/Asking Questions. Students should place the Evaluation form on a pile at the front of the room, face down, to prevent other students from seeing the responses.

Peer Evaluation Form:

Name of Reviewer: _____

Name of Reviewed: _____

Rate your classmate on a scale of 1-25 (1 being the lowest, 25 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) and ability to work in a team

STRONGLY DISAGREE-----AGREE-----STRONGLY AGREE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____

Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____

Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____

Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Name of Reviewed: _____
Rate your classmate on a scale of 1-5 (1 being the lowest, 5 being the highest) on their (a) preparedness and understanding of the material, (b) participation in lesson planning, (c) participation in presentation, (d) ability to work in a team, and (e)

STRONGLY DISAGREE-----AGREE -----STRONGLY AGREE
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

10 Min: Introduce the extended-definition assignment with the following handout modeled from *Teaching English by Design*:

Extended Definition Assignment: Throughout the unit you have read both *Ender’s Game* and excerpts from the *Martian Chronicles*, text dealing with the theme of humanity. For your final assignment write a 3-5 page (Times New Roman, 12pt font, double spaced, MLA Format) essay in the form of an extended definition, in which you discuss what it means to be human. To do so, please provide the following

- A set of criteria or rules that define the qualities of humanity which are relevant to your argument.
- For each criterion, an example from literature we have read this year that illustrates the rule at work
- For each criterion, a counter example from literature we have read this year that comes close to meeting the conditions of the rule, but falls short in some way
- For each example and counter example, a warrant that clearly explains why the criterion is or is not being met
- For your whole argument, a counterargument expressing the viewpoint of someone who might disagree with you
- For the counterargument, a rebuttal in which you defend your position

25 Min: In small groups, students should begin to prepare outlines and rough drafts for their papers. Although they may do some brainstorming and preparing as a group, papers will be composed individually.

2 Min: Pack up to leave.

Day Twenty-Seven: (Tuesday) Individual work on Extended Definition

3 Min: Attendance, Housekeeping

45 Min: Work individually on writing their Extended Definition essays. Students should bring a completed draft to class on Wednesday for a peer workshop. I will walk around the room to assist and answer questions as necessary.

2 Min: Pack up to leave.

Day Twenty-Eight: (Wednesday) Peer Feedback on Extended Definition

3 Min: Attendance, Housekeeping

30 Min: In groups of 4, students should read the papers of their peers in three rounds (approximately 10 minutes for each round)

1st Round: Read the entire paper carefully. Focus your feedback on the writer’s use of criteria. Once everyone in the group has written out suggestions, pass the paper to the left for round 2.

2nd Round: Read the entire paper carefully. Focus your feedback on the writer’s use of examples and warrants. Do they clearly illustrate the criteria? Once everyone in the group has written out suggestions, pass the paper to the left for round 3.

3rd Round: Read the entire paper carefully. Focus your feedback on the writer’s use of contrasting examples and rebuttal. Once everyone in the group has written out suggestions, pass the paper back to the author.

15 Min: Students have time to make revisions in class based on peer feedback.

2 Min: Pack up to leave.

Day Twenty-Nine: (Thursday) Peer Edit of Extended Definition

3 Min: Attendance, Housekeeping

30 Min: In pairs peer edit papers using the rubric that will be used to grade the paper. Pay particular attention to grammar, punctuation, usage and documentation.

Student’s Name _____ **Teacher** _____

Paper # ____ **Special Assignment Requirements:**

_____ **Competent/Credible/Complete**

If you meet these first three standards, you are writing competently and you will earn a grade of “C.” (70-79)

1. Unity

- Contains a center of gravity, a unifying and controlling purpose, a thesis or claim, which is maintained throughout the paper.
- Organizes writing around a thesis or according to the organizational requirements of the particular assignment (e.g., summary, narrative, argument, analysis, description, etc.)

2. Evidence/Development

- Develops appropriate, logical, and relevant supporting detail and/or evidence.
- Includes more specific, concrete evidence (or details) than opinion or abstract, general commentary.

3. Presentation and Design

- Follows SMH guidelines for standard English grammar, punctuation, usage, and documentation.
- Meets your teacher's (or the MLA's) and the First-year Composition program's requirements for length and/or format.

Skillful/Persuasive

If you meet all of the competency standards above and, in addition, achieve coherence and exhibit audience awareness, you are writing skillfully and you will earn a grade of "B." (80-89)

4. Coherence

- Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to *reveal and emphasize the relationship* between evidence and thesis.
 - Explains how, why, or in what way evidence/detail supports point/claim/thesis/topic/ideas.
 - Incorporates evidence from outside sources smoothly, appropriately, and responsibly.

5. Audience Awareness

- Demonstrates a sense that the writer knows what s/he's doing and is addressing real people.
- Reflects a respect for values that influence ethos (e.g., common ground, trustworthiness, careful research).

Distinctive

If you meet all of the competency standards, achieve coherence and exhibit audience awareness, and, in addition, demonstrate a mastery of one or more features of superior writing, you are writing distinctively and you will earn a grade of "A." (90-100)

6. Distinction

- Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

Essay Grade _____ +/- Points for special assignment requirements _____ =

_____ **Ineffective**

If your paper does not meet competency standards, either because you have minor problems in all three competence areas (1-3 above) or major problems in one or two competence areas, you will earn a grade of “D” (60-69) or “F” (<60), and you should schedule a conference with your teacher.

Taken from the University of Georgia First Year Composition Evaluation Rubric Short Form which can be found at

<http://web.english.uga.edu/newsite/fyc/rubrics/rubrics.html>

15 Min: Students have time to revise their papers in class based on recommendations given during peer edit.

2 Min: Pack up to leave.

Day Thirty: (Friday)

5 Min: Attendance, Housekeeping, Students turn in Extended Definition Essay

20 Min: Students respond to the following unit evaluation opinionaire.

Opinionaire:

Please answer the following questions. I will consider you comments when revising the unit for next year’s students, therefore I would greatly appreciate your honesty about the texts and activities.

1.) Please write your honest opinion about the text we read. Would you recommend I use the text again in the future? Why or why not?

Orson Scott Card: *Ender’s Game*

Ray Bradbury: *The Martian Chronicles*

2.) What did you learn from writing your extended definition essay? Do you think you were sufficiently prepared for the assignment? Were the Murder/Involuntary Manslaughter/Self-Defense and What is Good Cinema exercises helpful? Please explain. Would you recommend I use this assignment or these activities next year?

3.) What did you learn from the Process Portfolio? Was the opportunity to revise and develop your ideas beneficial? What did you learn from the other-genre/media piece? Would you recommend I use this assignment next year?

4.) What did you learn from teaching class? Do you think you were sufficiently prepared for this activity? Would you recommend I use this assignment next year?

5.) What do you recommend I do the same if I teach this unit again next year?

6.) What do you recommend I do differently if I teach this unit again next year?

7.) What suggestions do you have about the way we learn (language, literature, and writing) for the rest of the year?

25 Min: Vocabulary game.

2 Min: Pack up to leave.