

<a href="#">TAPPP Home Page</a>	<a href="#">TAPPP Mission</a>	<a href="#">4400 Syllabus</a>	<a href="#">4401 Syllabus</a>	<a href="#">4410 Syllabus</a>	<a href="#">4460 &amp; 4470 Syllabus</a>	<a href="#">1999-2000 Schedule</a>
<a href="#">READ 4030 Schedule</a>	<a href="#">Virtual Library</a>	<a href="#">Portfolio Rubric</a>	<a href="#">Unit Rubric</a>	<a href="#">Quality Assurance Contract</a>	<a href="#">Send to Faust</a>	<a href="#">Send to St. Pierre</a>
<a href="#">Send to Sekeres</a>	<a href="#">Send to Smagorinsky</a>	<a href="#">Smagorinsky Home Page</a>	<a href="#">Faust Home Page</a>	<a href="#">St. Pierre Home Page</a>	<a href="#">Links Index</a>	<a href="#">TAPPP Graduates</a>

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American Realism and Naturalism

Eleventh Grade English

Created by Julie Waters

### Unit Rationale

A literary unit dealing with the period of American Realism and Naturalism as it relates to an overarching theme of a journey across America is valuable from many perspectives. Works of literature during this movement often focus on different regions of the United States along with different types of people. Works related to poor urban workers, farmers, and many other types of people are also addressed during the Realism and Naturalism period. This broad range of people from all over the United States helps the student to get a perspective of the history of our country that perhaps they have not yet experienced. Thus, focusing on this topic is relevant to adolescents and grabs their interest. Recognition of this literary movement as it is related to different regions of America and the history of the American society as it is seen through the eyes of the chosen authors will hopefully broaden the student's view to the true history of America and its struggles to stand where it is today.

Several claims related to the different kinds of people that the students will come in contact with and the history that they will experience can be made. The first claim, therefore, is that the unit will give the students the knowledge and ability to understand and accept the different types of people within the American society. The second claim is that the unit will give the students the tools and knowledge of how to construct a better society. Finally, this literature unit will help the students not only understand the history of the local culture in which they live but it will also help students to understand the history of different cultures across the United States.

The struggle for people to understand and accept different kinds of people has always been rich within the American society. Unfortunately, this struggle continues today and is prevalent within any school system. Smagorinsky writes, "teachers might note, for instance, that people in general do not act with care and tolerance for those who are different or less fortunate" (Smagorinsky '99). Recently, we witnessed on television as our country dealt with multiple school shootings that resulted in one of the most tragic years this country has ever seen. Some people might argue that one of the reasons for these unexplained acts of violence was students' unwillingness to be accepting and tolerant of one another.

This literary unit, through works such as "The Lynching of Jube Benson" and "Mrs. Spring Fragrance", will expose students to the personal struggles that exist within each kind of person. Hopefully, by exposing these struggles to the students and discussing the lives of each character as they relate to struggles in today's America the students will be given an understanding of people that they can carry over into their everyday lives.

As the students move through the unit and learn to become more compassionate for others they will also be gaining the tools to create a better society. American Realism and Naturalism deals with a time period within American history when economic struggles were on the forefront. For example, the plight of the farmer is experienced in Frank Norris' "A Deal in Wheat" as a farmer has to leave his family and move to the city to find work after he has been put out of business by dropping stock prices in wheat. The plight of the farmer today can be seen every night on the national news as our country experiences some of the most devastating crop seasons in our history. By comparing stories of the past with problems of today the students will hopefully begin to think of ways to help the people of our country that are in need. Students will begin to realize that there seem to constantly be power struggles within the American society. On every news broadcast or in every newspaper the struggle for power is demonstrated through politics, through the stock market, or through some other means. In Critical Pedagogy Wink states that power and problems have something in common: there is enough for all of us. Students will hopefully recognize these crucial parts of our society and generate ideas to maneuver through them. Students will recognize what they will hopefully be able to do as adults to help those in need. The students will also design a class project that will help some aspect of the needy thus proving to students that even a teenager actions can be taken in order to improve the community that we live in.

In order for students to become more understanding of one another and more able to face the struggles towards a better society each student must understand the history of the American culture and the history of the local culture in which they live. "Rodman the Keeper", a short story that takes place in Georgia after the Civil War is an example of how the students will learn about their local cultural history. Smagorinsky states that "learning about a local culture can help establish a sense of pride and identity between students and their communities." Other stories such as "Mrs. Spring Fragrance," "The Trial Path," and "The Luck of Roaring Camp" will help the students to understand cultures from different parts of the United States including the western culture, the Native American, and the Asian American. The ability for students to understand themselves and other American cultures will tie back in to them being able to think of ways in which to improve our society and be more understanding of one another.

It might be possible to make the counter arguments that acceptance of other cultures is not important or that the American society is fine just the way it is. Fortunately these arguments can be easily dismissed. The American society has a long history of change and willingness to be open to improvement. Our society has in the past made many mistakes in the area of acceptance of other cultures and yet has consistently allowed more immigrants to settle here than any other country in the world. As our society learns to accept and deal with this influx of people it is vital that students learn to live these incoming cultures in a positive way. I believe that many people would agree that the term-oil of the 1960's is something that our country does not want to repeat. If learning to live alongside these cultures is important then changing our society must also be important because every society must change in order to accommodate new people. As our country continues to grow new problems will arise. The students that are now in high school will eventually be the ones that will have to face these problems. By looking at literature from the past students will hopefully be able to design solutions to problems that they will encounter in their adulthood.

Finally, I want to ensure my readers that the works that I have chosen fit directly into the unit that has just been described. These works are relatively easy to read and will be discussed in great detail in my class. I feel that the issues that are addressed in each of these works are vital to the students' ability to grow into a responsible citizen. The activities that have been designed to go along with this unit will clearly grasp the students' knowledge of the works as well as force them to look beyond the works and apply the lessons to their everyday lives.

### Works Cited

Smagorinsky, P. (forthcoming). *Teaching English Through Principled Practice*. Merrill/Prentice-Hall.

Wink, J. (2000). *Critical Pedagogy: Notes From the Real World*. New York: Longman Publishing.

## Materials List

### Novels

Maggie: A Girl of the Streets by Stephen Crane

### Short Stories

"Mrs. Spring Fragrance" by Sui Sin Far

"The Trial Path" by Zitkala-Sa

"The Lynching of Jube Benson" by Paul Laurence Dunbar

"A Deal in Wheat" by Frank Norris

"Desiree's Baby" by Kate Chopin

"A Providential Match" by Abraham Cahan

"Rodman the Keeper" By Constance Fenimore Woolson

## Assorted Author Biographies

### Goals and Rubrics

Goal #1: To build a portfolio which will serve to help the class chose a community service project that will be conducted at the end of the unit. The portfolio should include:

1. Research entries
  - . They will be in response to research done by the students on local charities or community improvement organizations.
  - b. For each entry the student must show the facts surrounding the charity or community improvement organization and explain to what degree they believe the class could participate in helping through each organization.
  - c. Each entry should have the proper grammar, mechanics, and spelling.
1. Current event selections
  - . The articles may be drawn from a variety of sources including newspapers, magazines, Internet, etc.
  - b. The student should include a hard copy of the article.
  - c. The articles should be cited by source, date, and location.
  - d. The articles should deal with acts of community service.
1. Portfolio summary essay
  - . The essay should be about a chosen community service project that the student believes can be performed by the class.

- b. The student should tell exactly how the class could participate (including cost to the class, time needed, etc.) and what benefit it would be towards the community.
- c. The essay should present a realistic task that can be conducted by the class.
- d. The essay should be approximately 2-3 pages long, typed if possible.

## Rubric for Grading the Portfolio

A portfolio receiving an A will include the following:

1. Must include at least 5 research entries that show that significant research was done in order to create each entry.
2. Must include at least 5 substantial current event articles, cited correctly, from a variety of sources that deal specifically with acts of community service.
3. Must include an essay in the form of an argument, consisting of
  - A clearly articulated overall thesis
  - A thorough argument as to why the chosen project is the best
  - The specific details of how the class will complete the project
  - A clear and strong conclusion
  - 2-3 pages long if typed, 3-4 written
1. Must show good use of mechanics and spelling throughout the portfolio
2. Must be presented for grading in an orderly and legible way

A portfolio receiving a B will include the following:

1. Must include at least 5 research entries that show that some research was done in order to create each entry.
  2. Must include at least 5 substantial current event articles from a variety of sources that deal specifically with acts of community service.
  3. Must include an essay in the form of an argument, consisting of
    - A clearly articulated overall thesis
    - An argument as to why the chosen project is the best
    - The specific details of how the class will complete the project
    - A clear conclusion
1. Must show good use of mechanics and spelling with a few mistakes throughout the portfolio
  2. Must be presented in an orderly and legible way

A portfolio receiving a C will include the following:

1. Must include 5 research entries that show that little research was done to create each entry.
  2. Must include 5 current event articles that deal with acts of community service.
  3. Must include an essay in the form of an argument, consisting of
    - A thesis, which may not be as clearly articulated as that in a portfolio receiving a B
    - An argument as to why the chosen project is the best
    - Some details as to how the class will complete the project
    - A conclusion, which may not be as clear as that in a portfolio receiving a B
    - 2-3 pages typed, 3-4 pages written
1. Does not show good use of grammar and has a significant number of mistakes in mechanics and spelling.
  2. Is presented in an orderly and legible way

A portfolio receiving a D will do the following:

1. Includes fewer than 5 research entries and shows little research was done to complete the entries.
  2. Included less than 5 current event articles that deal with acts of community service.
  3. Must include an essay in the form of an argument that shows a lack of at least one of the following:
    - A thesis
    - An argument as to why the chosen project is the best
    - details as to how the class will complete the project
    - A conclusion
    - Fewer than 2-3 pages typed, 3-4 pages written
1. Shows poor use of mechanics and spelling
  2. Is not presented legible and orderly

A portfolio receiving an F will do the following:

1. Does not provide 5 research entries.
  2. Does not provide 5 current event articles.
  3. Includes an essay not in the form of an argument and lacks several of the following:
    - A thesis
    - An argument as to why the chosen project is the best
    - details as to how the class will complete the project
    - A conclusion
    - Fewer than 2-3 pages typed, 3-4 pages written
1. Shows poor use of mechanics and spelling
  2. Is not presented legible and orderly

A portfolio receiving a 0 will not be turned in.

Goal #2: To produce a notebook of journal entries.

1. Journal entries

- . The writings may be in response to issues the reader finds to be relevant or in response to prompts distributed by the teacher that deal with the literature or topics created by the literature.
- b. The student must relate each entry to a specific incident in the literature, current event, or class discussion.
- c. The journal entries need not conform to standard uses of grammar, spelling, or mechanics.
- d. The journal entries should be approximately 1 paragraph in length.

## Rubric for grading Journal

A journal receiving an A will do the following:

1. Have the correct number of entries as decided by the teacher.
2. Show that each entry was thoroughly thought through using a generous amount of time and content to complete each entry.
3. Be clearly related to the literature (using quotes), a current event, or the class discussion.
4. Must remain on topic, if the teacher chooses a specific one.
5. Be legible.

A journal receiving a B will do the following:

1. Have the correct number of entries as decided by the teacher.
2. Show that each entry was thoroughly thought through using a good amount of time and content, but may not be as complete as a journal receiving an A.
3. Be related to the literature (using quotes), a current event, or the class discussion, but may not contain the strong ties as a journal receiving an A does.
4. Must remain on topic, if the teacher chooses a specific one.
5. Be legible.

A journal receiving a C will do the following:

1. Has fewer than the correct number of entries as decided by the teacher.
2. Some entries are not thoroughly thought through or may not show a good amount of time and content (may be less than a paragraph) of that of a journal receiving a B.
3. Be in some cases not related to the literature (using quotes), a current event, or the class discussion.

4. May not always remain on topic, if the teacher chooses a specific one.
5. Be legible.

A journal receiving a D will do the following:

1. Has fewer than the correct number of entries as decided by the teacher.
2. Entries are not thoroughly thought out or do not show a good use of time and space (less than a full paragraph).
3. Be in some cases not related to the literature, a current event, or the class discussion.
4. Does not remain on topic, if the teacher chooses a specific one.
5. Be legible.

A journal receiving an F will do the following:

1. Has significantly fewer entries than the correct number decided by the teacher.
2. Entries are not thought through and do not show a good use of time and space (less than a paragraph).
3. Most entries are not related to the literature, a current event, or a class discussion.
4. Does not remain on topic, if the teacher chooses a specific one.
5. Is not legible.

A journal receiving a 0 will not be turned in.

Goal # 3: To produce an essay on the ideal America.

1. Essay

- . The essay should be clearly thought out and should use examples from the literature (that show good examples of how things should be or show how things should not be) or to produce what the

student thinks the ideal America should be.

- b. The essay may focus a specific aspect of an ideal America or on the topic as a whole.
- c. The essay may look at topics such as gender, race, religion, community environment, etc.
- d. The essay should follow the standards of English grammar and spelling.
- e. The essay (or information within the essay) must be presented in a creative way in front of the class (poem, short story, song, poster, etc.).
- f. The essay should be between 4-5 pages typed, 5-6 pages written legibly.

## Rubric for grading the essay of the ideal America

An essay receiving an A will do the following:

1. Must provide a justification of why this is the ideal America
2. Must have a clearly articulated thesis and conclusion
3. Must show that thought and time were put in to creating the essay.
4. Must have clearly articulated aspects or points of what an ideal America includes
5. Must tell how things can be changed in order to produce this ideal America.
6. Must use correct standards of grammar and spelling.
7. Must be presented in front of the class in a creative way that demonstrates that time and thought were put into the presentation.
8. Must be 4-5 pages types or 5-6 pages written legibly.

An essay receiving a B will do the following:

1. Must provide justification of why this is the ideal America.
2. Must provide a clearly articulated thesis and conclusion, but may not be as clear as that of an essay receiving an A.
3. Must show that thought and time were put in to creating the essay.
4. Must have clearly articulated aspects or points of what an ideal America includes, but may not be as thorough as that of an essay receiving an A.
5. Must tell how things can be changed in order to produce the ideal America.
6. Must use correct standards of grammar and spelling with few mistakes.
7. Must be presented in front of the class in a creative way that demonstrates that time and thought were put into the presentation, but may not be as well done as that of an essay receiving an A.
8. Must be 4-5 pages typed or 5-6 pages written legibly.

An essay receiving a C will do the following:

1. Must provide justification of why this is the ideal America.
2. May not have a clearly articulated thesis or conclusion.

3. May not show that an appropriate amount of time and thought were put into creating the essay.
4. May not have enough aspects or points of what an ideal America includes.
5. Must tell how things can be changed in order to produce this ideal America.
6. Has too many mistakes in grammar or spelling.
7. Must be presented in front of the class, but does not show creativity or the appropriate amount of thought and time used.
8. May be under 4-5 pages typed or 5-6 pages written legibly or may be illegible.

An essay receiving a D will do the following:

1. Must provide justification of why this is the ideal America, but may not be clear.
2. Does not have a clearly articulated thesis or conclusion
3. Does not show that the appropriate amount of time and thought were put in to creating the essay.
4. Does not have enough aspects and points of what an ideal America includes.
5. Does not clearly tell or thoroughly tell how things can be changed in order to produce the ideal America
6. Uses poor grammar or spelling.
7. Must be presented in front of the class, but does not show that time and thought were put into the presentation, is not creative.
8. May be under 4-5 pages typed or 5-6 pages written legibly or may be illegible.

An essay receiving an F will do the following:

1. Does not provide clear justification as to why this is the ideal America.
2. My not include a thesis or conclusion.
3. Does not show that the appropriate amount of time and thought were put in to creating the essay.
4. Does not have enough aspects and points of what an ideal America includes.
5. Does not clearly tell or thoroughly tell how things can be changed in order to produce the ideal America.
6. Uses poor grammar or spelling.
7. Must be presented in front of the class, but is not thought through or creative.
8. May be under 4-5 pages typed or 5-6 pages written legibly or may be illegible.

An essay receiving a 0 is either not turned in or not presented.

## Introductory Activity

The time allotments for the different sections of the activity will be explained in the next section of this instructional paper, but the following is a description of the activity as a whole.

The teacher will either chose or ask for two groups of 5 volunteers to perform an activity in front of the class. After the two groups of students have been chosen the class will be instructed to take notes on the activity that will take place. The students will be asked to look at what the groups of 5 could have done

better and what they did well while performing the task.

The students in each group will then be given different roles, one group mirroring the other. One student from each group will be normal, one will be blindfolded, one will be deaf, one will be unable to walk, and one will secretly be labeled the obstructionist. The obstructionists will be told secretly by the teacher that they are to try and disrupt the activity. The normal student from each group will then be given a sheet of written instructions, which they only see. The instructions are as follows:

There are two buckets in the center of the room filled with different color balls. Each group must separate the balls in one bucket into their different colors using the buckets set up on the sides of the room. The teams will compete to see who can complete the task first and the task must complete while the members of the group are tied together with a ribbon. Each student must carry and deliver a ball at least one time during the activity.

The activity will be explained by stating that each member of the group represents a different kind of person within the American society. In order for the group to accomplish their task they had to work together. The students will be told that this is parallel with what happens in America today and what has happened in America's past. The students will be told that accepting everyone is key to accomplishing a society in which discrimination no longer exists. The students will also be told that one student was told to disrupt the activity and that this is similar to anyone that tries to disrupt or does not want a united American society. The students will then be introduced to the unit and briefly told that similar struggles like the one just performed in the class will be seen in the materials that the class will read.

## Week Lesson Plans

Week 1:

Day 1:

5 min: Attendance and housekeeping

30 min: Introductory activity and student note taking as previously described

10 min: Explanation by the teacher of the activity. This will include introduction to the unit as a whole and explanation of how the activity fits into the unit.

15 min: Class discussion of what the groups did well and what they could have done better in order to complete the task.

HW: The students will be asked to come up with 3 examples that could be considered obstructionists in America's past (ex. KKK, hate groups, etc.)

Day 2:

5 min: Attendance and housekeeping

10 min: Tool sharpening

15 min: Class discussion of obstructionists. Take volunteers for examples. Anything could be considered correct if there is evidence to back it up and the class agrees upon the example. Take up HW.

15 min: Intro. from the teacher to author Sui Sin Far giving examples of how her work as a writer was obstructed by the way that people saw her and how she overcame these biases.

10 min: Flex time

HW: Read "Mrs. Spring Fragrance"

Day 3:

5 min: Attendance and housekeeping

15 min: Tool sharpening/ discussion of essays for project

15 min: Description by teacher of portfolio project, pass out rubric, answer questions

10 min: Return HW. Class brainstorm (jot list) on ideas for service projects and portfolios

HW: Finish "Mrs. Spring Fragrance"

Day 4:

5 min: Attendance and housekeeping

10 min: Tool sharpening

10 min: Summary quiz

20 min: Class discussion of "Mrs. Spring Fragrance"- tradition and customs

5 min: Answer questions, tell to continue to work on project

Day 5:

5 min: Attendance and housekeeping

45 min: Computer lab, work on research for portfolio project

HW: Read "The Lynching of Jube Benson"

Week 2:

Day 6:

5 min: Attendance and housekeeping

10 min: Tool sharpening/ 1<sup>st</sup> journal entry

10 min: Summary quiz

15 min: Small group discussion. Come up with 3 significant or liked points from the story

10 min: Class discussion on conclusions of the small groups to continue the next day

Day 7:

5 min: Attendance and housekeeping

10 min: Tool Sharpening

10 min: Follow-up to previous day's discussion

10 min: Author info. on Paul L. Dunbar given by the teacher

15 min: Pass out worksheet on good questions and discuss what are good questions

HW: Work on portfolio

Day 8:

5 min: Attendance and housekeeping

10 min: Tool Sharpening

5 min: Follow-up to good questions discussion

30 min: Free time: students may go to computer lab, read the next story "A Deal in Wheat", or work on their rough draft of the portfolio essay

HW: Finish "A Deal in Wheat"

Day 9:

5 min: Attendance and housekeeping

10 min: Tool Sharpening

10 min: Summary quiz

10 min: Small groups: come up with 3 good questions about "A Deal in Wheat"

15 min: Class discussion and review of the questions from the small groups

Day 10:

5 min: Attendance and housekeeping

10 min: Tool Sharpening

5 min: Author info. given on Frank Norris

30 min: Class discussion on the problems that have come up so far in the three stories that have been read. Discuss how these problems fit directly into America's past (give specific historical events and relate to events today such as the farming crisis in the Great Plains or the hate crimes that have happened recently).

HW: Rough Draft of portfolio essay due Monday.

Week 3:

Day 11:

5 min: Attendance and housekeeping

15 min: Journal entry # 2

20 min: Exchange Rough Draft and peer edit, one on one editing time with teacher

10 min: Pass out Maggie: Girl of the Streets

HW: Final Draft of portfolio essay and entire portfolio due Wed. Day: 13

Day 12:

5 min: Attendance and housekeeping

5 min: Tool Sharpening

10 min: Read 1<sup>st</sup> chapter of Maggie... together (either by teacher or volunteer readers)

20 min: Discuss chapter one and be sure to tie in portfolio project giving historical examples of what was going on during the time period of the novel

10 min: Read on own either Maggie or begin "The Trial Path" by Zitkala-Sa

HW: Finish "The Trial Path"

Day 13:

5 min: Attendance and housekeeping

15 min: Summary quiz

15 min: Free write reactions to "The Trial Path" and take them up

15 min: Class discussion of story, getting down key details

HW: Read in Maggie

Day 14:

5 min: Attendance and housekeeping

10 min: Tool Sharpening

5 min: Teacher briefly describes Zitkala- Sa

10 min: Teacher returns comprised reactions and goes over them briefly

15 min: Journal # 3

5 min: Flex time

HW: Read "Desiree's Baby"

Day 15:

5 min: Attendance and housekeeping

10 min: Summary Quiz over "Desiree's Baby"

15 min: Class discussion on story, getting reactions and forming good questions

10 min: Teacher briefly discusses Kate Chopin

10 min: Flex time

HW: Read "Rodman the Keeper"

Week 4:

Day 16:

5 min: Attendance and housekeeping

10 min: Summary Quiz

5 min: Tool sharpening

20 min: Class discussion of "Rodman the Keeper" including how it relates to Reconstruction

10 min: Background of Constance Fenimore Woolson

HW: Read Maggie...

Day 17:

5 min: Attendance and housekeeping

10 min: Pass out and discuss rubric for "Ideal America" essay

30 min : class discussion and vote on class service project and implementation of project

5 min: Flex time

HW: Journal # 4

Day 18:

5 min: Attendance and housekeeping

10 min: Journal entry # 5

10 min: Tool sharpening

10 min: Finish up business for class service project

10 min: Flex time

HW: Begin reading "A Providential Match"

Day 19:

5 min: Attendance and housekeeping

10 min: Tool sharpening

20 min: Have students do gathering activity

15 min: Discuss activity

HW: Finish reading "A Providential Match"

Day 20:

5 min: Attendance and housekeeping

10 min: Tool sharpening

15 min: Summary Quiz

5 min: Teacher briefly discusses Abraham Cahan

15 min: Class discussion of story focusing on different marriage customs first from the story then include several other examples

Week 5:

Day 21:

5 min: Attendance and housekeeping

10 min: Tool sharpening

10 min: close out yesterday's discussion

15 min: Journal # 6

10 min: any unclosed business concerning service project

Day 22:

5 min: Attendance and housekeeping

10 min: Tool sharpening

20 min: Casting activity

15 min: Have students share their work

HW: Continue reading in Maggie... and bring in rough draft of essay due tomorrow

Day 23:

5 min: Attendance and housekeeping

10 min: Tool sharpening

20 min: Exchange essays and have students due peer edits also conferences with the teacher

15 min: Summary quiz over first half of Maggie...

Day 24:

5 min: Attendance and housekeeping

10 min: Tool sharpening

20 min: Teacher highlights some of the current event articles that were brought in for the portfolio projects, relates these events to the literature and to the ideas that have come up in the essays

15 min: Summary quiz over first half of Maggie...

Day 25:

5 min: Attendance and housekeeping

10 min: Tool sharpening

15 min: teacher discussion of Stephen Crane

20 min: Begin presentations of essays

HW: Finish reading in Maggie...

Week 6:

Day 26:

5 min: Attendance and housekeeping

20 min: Presentation of essays

15 min: Summary quiz over second half of Maggie...

10 min: Begin discussion of Maggie...

HW: Finish "Ideal America" essay due tomorrow

Day 27:

5 min: Attendance and housekeeping/ take up essays

10 min: Tool sharpening

20 min: Get into small groups and next few chapters of Maggie...Groups produce questions and reactions to turn in

15 min: Teacher points out several key points in the chapters just discussed then begins tomorrow's discussion

HW: Journal # 6

Day 28:

5 min: Attendance and housekeeping

10 min: Tool sharpening

15 min: Discussion of questions and reactions produced

20 min: Class finishes discussing Maggie...

HW: Bring in two ideas that seem to run through several of the pieces that have been read

Day 29:

5 min: Attendance and housekeeping

15 min: Finish up any business concerning class service project

20 min: Class discussion focusing on some of the ideas that were presented

10 min: Begin rap-up of unit and summary of ideas

Day 30:

5 min: Attendance and housekeeping

10 min: Finish summary and rap-up

40 min: Finish up service project and complete any unfitted business

HW: Journal # 7 and turn in journal for this unit tomorrow

### **Casting Activity**

Students will pick one of the stories that has been read at this point in the unit. They will then cast the characters of that story with either celebrities or people from their personal life. The student will also so justification and support for each cast member they pick by pointing out the characteristics of the characters in the story and then telling how their chosen person for that part fits this role.

Example:

"Mrs. Spring Fragrance"

Character - Mrs. Spring Fragrance

Qualities:

Caring- she cares for the young couple and tries to support them

Involved- she takes it on herself to get involved in a situation that she otherwise would not have to

A little pushy- she kind of sets things in motion her own way instead of letting them work out on their own

Cast Member - My mother

Qualities:

Caring- she is always supportive and cares very much for my well being

Involved- she keeps up with things that are going on in my life

A little pushy- she goes about trying to always make things right and will get involved in peoples' personal life

### **Gathering Activity**

Students will write a paragraph describing how they think that the stories and discussions so far are tied together. There must be examples and support in order for idea in order for it to be correct. The paragraph will be taken up and graded content and development of ideas.