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"It's uh known fact, Pheoby, you got tuh go there tuh know there. Yo' papa and yo' mama and nobody else can't tell yuh and show yuh. Two things everybody's got tuh do fuh theyselves. They got tuh go tuh God, and they got tuh find out about livin' fuh theyselves" from Their Eyes Were Watching God by Nora Zeale Hurston.

Where is "there," and how does someone get to this place? Is this place a physical environment, a point of understanding where we are in our lives, or could it be a combination of the two? A person's sense of place can be acquired on a geographic plane as well as on a personal level, and students may define their own sense of place through various ways, some of which may be reflected by how they are viewed by others, what their hobbies and interests are, those activities in which they excel, and so forth. In this way, a sense of place begins to define the character of a person. Likewise, young adults can discover their place through different circumstances in relation to high school, extra-curricular activities, as well as other influences. These influences may be the town, state, or country in which a student lives can help define whom he or she is as a person, which, in turn, leads to an understanding of this person's position in life. When constructing an educational unit for use in the eleventh grade language arts classroom, we realized that "a sense of place" was a theme that our students need to explore in-depth. Adolescents are struggling to find where their place in the world lies, and as they approach adulthood, the need to find where they fit into society becomes paramount. It is our goal, as teachers, to help students realize that it is for them to decide what and where their place is and what factors help to influence that sense of place.

The eleventh graders' personal needs will be addressed when they study this thematic unit through establishing a sense of place is analogous to figuring out where they fit in, what position they hold in life, how others see them, and what lies ahead in the future. Therefore, factions like school, teams, communities, states, or even the countries to which students belong can influence the place they are making for themselves. For instance, the psychologist, John Sime, believes that the "term 'place' as opposed to space, implies a strong emotional tie, temporary or more long-lasting, between a person and a particular physical location" (1985, p. 28). Where a person lives helps to define how they and others see them, and it offers up a more tangible sense of place or belonging. On a more personal note, social ties with peers, family members, and others in the lives of

students offer insight into how they define, for themselves, a sense of place. Often, high school students are grappling with trying to figure out who they are as people and who they want to become once they finish high school. For this reason, we have decided to embark on a voyage with our students to help guide them on their way towards understanding what their place is in their personal lives as well as in the world at large.

Pressure to achieve a sense of belonging surfaces right about the time that teenagers feel most out of place, in high school. For instance, theorist Erik Erikson feels " . . . that the establishment of a coherent sense of identity is the chief psychosocial crisis of adolescence" (Steinberg, 1985, p. 249). Since identity is a major crisis for students, we have them study literature that deals with characters trying to find out who they are by defining their own sense of place. Because this is of paramount concern to our students, we feel that a unit that lets students experience the many different places a person can find him or herself in is an important teaching tool. There are many factors that influence a person's sense of place. For example, what a person does and how one defines him or herself in terms of how others see him or her offers up a defining point for a sense of place. Students get a sense for who they are through the way they are viewed by their peers. Peers can cause much of the doubt that surrounds students when they are just beginning to formulate where they stand in their own lives and in the lives of others. For instance, psychologist, Laurence Steinberg contends that " . . . other people with whom the young person interacts serve as a mirror that reflects back to the adolescent information about who he or she is and who he or she ought to be." (1985, p. 251). Pressing forces of both the social element as well as the maturational element merge in adolescence demanding that young people focus their attention on their place in society, how others see them, and what path they are following to an uncertain and scary future (Steinberg, 1985). It is this uncertainty that commands students to reflect on their lives to see where it is they come from and where it is they are going. In this way, if students can address for themselves what place they hold, then we believe that they will have acquired some stability in a time where instability reigns supreme.

Academic needs will be satisfied for high school juniors through their use of language, which will enable students to see "how the world is organized, who they are, and how they fit into the existing social structure" (Williams, 1989, p. 3). Writing becomes the medium through which adolescents increasingly express themselves as they enter high school, which explains why they pay particular attention to song lyrics. At the same time the students realize that keeping either a personal journal or diary is quite beneficial in a time where confusion is present (Williams, 1989). For this reason, we have constructed many activities that center around writing about short stories, poems, songs, and a novel. In addition, we realize that in every classroom students will exhibit a propensity for multiple intelligences, and that not everyone will be interested in composition. We feel that it is necessary to honor the many different types of intelligences that students may demonstrate in the classroom. As a result, we chose to include a variety of activities for students to complete.

Historically, both poetry and music have been popular mediums through which artists have expressed a sense of place. In music a sense of place has been represented in religious hymns, national anthems and various ethnographically and geographically idiosyncratic musical forms. The inclusion of music in this section of the unit has a variety of purposes. The music chosen has a distinctly American feel. Also, the four songs from which the students will choose to write an explication of the lyrics all present a different sense of place; meaning that while one represents an individual's sense of place in regard to a physical house, another addresses a sense of place in relation to the state of Georgia, another

the United States and another the world and universe. By studying a sense of place as it is represented in these various forms, students will have a more comprehensive understanding of the multitude of places of which one might have a sense. Also, using a variety of places will help the students to better understand the many things, which come to create, and are essential to, a sense of place. This will further help them as they come to define their own sense of place: whether that be in a house, America, the world, et cetera. Another reason behind using music, as an introductory activity to poetry is that lyrics might be examined in the same, or a similar, way that poems are. In this way students will have a good idea of how to approach a poem's handling of a sense of place due to their experience with the music. The studying of the language used to create a sense of place in a song, for example, might be carried over into the studying of the language used to create a sense of place in a poem. Furthermore, listening to music is something that most of our students do daily. This serves as a very strong vehicle then to attach the classroom with the students' daily experiences and prior knowledge. Finally, one must not forget the enthusiasm that will be generated by listening to music in the classroom. That enthusiasm will help create a positive and productive environment in which to study the poetry.

The specific songs have been chosen for many reasons, each is explored individually. The first song played, "America the Beautiful," will be discussed as a class in terms of its depiction of a sense of place. Country-Western music resonates with a sense of place: Texas and the American South. The inclusion of Alan Jackson's "Home," then, serves a dual purpose: an expression of the South and also a personal expression of Jackson's sense of place as it is related to the house from his childhood. Moving from the intensely personal sense of place connected with home the students will listen to James Weatherly's "Midnight Train to Georgia." Moving further from the uniquely personal and closer to a comprehensive understanding of a sense of place, the students will listen to another Country-Western song, "God Bless the U.S.A.;" a patriotic song similar to "America the Beautiful" that will strengthen the students' understanding of a sense of place in regard to the United States. The final song the students will listen to is a contemporary rock song by The Smashing Pumpkins: "Bullet with Butterfly Wings." This song reflects alternative rock music's dedication to expressing a feeling of isolation and alienation in the world. This song, therefore, can serve as a vehicle to later discuss, in the poetry section of the unit, the option of a lack of a sense of place and what might cause such a feeling. This 'out of place' feeling is common among high school students, which might partially explain alternative rock's hold on that age group, and which serves to justify the exploration of this lack of a sense of place.

The poetry read for this section of the unit follows very closely to the songs listened to. The first poem to be discussed, "Song of the Chattahoochee," displays this connection. As the title implies, the poem is lyrical in its presentation and will create a smooth transition between the use of song lyrics and poems as a way to express a sense of place. The author, Sidney Lanier, is from Georgia and, therefore, one sense of place to be discussed is that of Georgia. By beginning with Georgia the students will be able to make direct connections between the song "Midnight Train to Georgia" and the poem. Also, similar to the handling of the songs, the poems will begin on a 'close to home' level and build away from that. The second poem, Walt Whitman's "I Hear America Singing," can be connected to the two songs that deal with having a sense of place in, or about, America. By paralleling the two experiences in such a manner the students will develop a continuing vocabulary to define or express a sense of place. This will help as they are asked to produce things reflecting their understanding of a sense of place, as a whole, and define their own sense of place and what has helped create

it. Both of the poems "A Man Said to the Universe" and "The Love Song of J. Alfred Prufrock," deal with a sense of place in the world and universe. Both poems express an out of place sensation similar to that found in the song "Bullet with Butterfly Wings."

The general movement of this portion of the unit, then, is two-fold: from exploring the microcosm of the home as it holds a sense of place (or fosters an out of place sensation) to the macrocosms of the world or universe, as they too have an expressed sense of place in music and poetry (or foster an out of place sensation) and from a large group exploration of these themes to an individual exploration of these themes that will come to fulfillment through the Individual Activity. Each movement mirrors the Vygotskian conceptualization of scaffolding which, when applied to education, suggests going from heavy teacher guidance, as demonstrated through the teacher led discussion of "America the Beautiful," to less and less teacher guidance. The Small Group Work serves the aforementioned function, while moving toward the ultimate goal of the Individual Activity. While the Small Group activity is very structured, the Individual Activity allows a large degree of freedom for the student to work within. The choice allows for the expression of sense of place in a song or a poem. The students will have the choice to decide whether that song or poem is self-produced or chosen from an already existent source. Both assignments serve to bring the student closer to the comprehensive understanding of a sense of place we desire to be acquired by each student by the end of the unit. Both assignments also allow the students to confront what their sense of place is. This then allows them to determine the places they have a sense of and what individual things lend themselves to the understanding of the sense of that place, a second overall goal for the unit.

The short stories studied also focus on developing a keener understanding of how a sense of place is illustrated in literature. The author of "A Writer's Sense of Place" creates detail pictures of how the land, one's cultural heritage, and one's sense of belonging contributes to the development of one's sense of place. Hinojosa-Smith also explores how a sense of places actually resides within the individual, even if the scenery/land has been taken away. "Everyday Use" by Alice Walker examines how three African American women struggle, yet affirm their sense of place. However, one of the main characters, Dee, still lacks a "true" sense of place because she has not only been gone for a long time, but has also changed her birth name. Rather, she seems completely out of place in her mother's and sister's environment. One again this story illustrates how a sense of place resides in the person, not in material things. "A Soldier's Home" written by Ernest Hemingway explores how one may lose his or her sense of place after the war. Krebs, the main character, returns home after the war feeling out of place and alone. Throughout the story, he struggles with his sense of place in his community, with fellow war heroes, with his family, and with himself.

We feel that these stories will reveal the different levels associated with the theme, a sense of place. They explore the inner pleasures of having a sense of place, while also exploring the pain someone feels when he or she lacks a sense of place and the struggles involved in developing a sense of place. The SPAWN activity chosen for these particular stories will encourage students to step into the shoes of the characters and feel their sense of place. However, the activity also challenges them to possibly create (what if/next/special) a new sense of place for the characters, examining why and how the character's sense of place changes or redevelops.

A third activity that we will be using is the idea of collaborative writing. Students will be required to collaborate to complete one of three projects: name your generation essay, short story skit, or comparison essay from interviews of

family members. This activity allows students to have a choice, in addition, to helping them define a sense of place. Groups that choose to write an essay about their generation must include examples from every member's life to show how they define themselves in terms of Generation Y (the generation after X). If students choose to write about a short story, they must detail the way a character in the story defines for him or herself a sense of place. Finally, if the group members decide to write an essay based on interviews of the same family member, each student must ask questions that will guide him or her in discovering what that particular family member views as his or her own sense of place in the world.

By allowing students to collaborate when writing, they are better able to generate ideas, and the oral feedback that group members provide allows students to examine language choices as well as the rhetorical situation (Dale, 1997). This illustrates Vygotsky's theory that the learning of language is a social activity, and this type of collaboration offers students a way to refine their language skills. To introduce students to this activity, we chose to insert the jigsaw puzzle activity during week six. Even though the students will have previously formed groups, only peer editing of individual student pieces was completed rather than producing an entire project as a group. The jigsaw puzzle activity lets the students get a sense of what it means to use their individual skills to complete a project as a group. For example, Helen Dale believes that even "in peer-response groups, all that is available for evaluation or learning is the product. Collaborative writing, on the other hand, makes people's thinking about writing external and explicit" (1997, p. 2).

Finally, Zora Neale Hurston's novel, *Their Eyes Were Watching God*, is suggested to complete the unit on "A Sense of Place" because of the strong representations of the community of Eatonville, as well as other relationships to community found within the novel. The main character, Janie, defines herself in many ways as a result of the various communities she has found herself in whether it is the home of the Washburn's, Logan Killick's, the Florida Everglades with Tea Cake, or Eatonville. People often define their sense of place based on where they live, their family, and their experiences in life. Hurston's novel captures all the elements of a woman's journey to find herself and her place in the world. The students will produce an essay at the end of the eighth week of this unit based on what they have discovered about Janie's sense of place. A formal essay will be used to help students to understand the impact that writing has on thinking and understanding. The use of writing in curriculum will be to reveal to students the idea of discovery, and help to answer what the questions, what do I know, and what do I want to find out? Writing about an experience that shapes a character's life can then be used to draw a parallel to the students own experiences and what has formulated their lives and sense of place.

"Many writers discuss in their works of literature the important ramification of finding and developing a sense of place" (Hinojosa-Smith, 1989, p. 888). Helping young people better understand themselves can be very gratifying for the teacher as well as the students. When we designed our unit around this precept, we took on the notion that we would emphasize the idea that students would become better readers and writers. This unit obliges us to take part in helping young people to shape and mold themselves. Furthermore, the thematic "A Sense of Place" unit will enable students to perform tasks that will polish their reading, writing, editing, and problem-solving skills that can be used in their daily lives as well as in school.

Because language is such a part of students' everyday lives, we understand, as the professor and researcher James Williams put it, "[t]he power of language instruction is its inextricable link to who students are and who they are in the

process of becoming" (1989, p. 4). Through language we will be able to ensure that students can define for themselves what a sense of place means, and where they fit in that place. One author feels that "[t]he story is apocryphal; it has to be, but living in the valley, and hearing the story, laid the foundation for what I later learned was to give me a sense of place. By that I do not mean that I had a feel for the place: not at all. I had a sense of it, and by that I mean that I was not learning about the culture of the valley, but living it, forming part of it. And thus, contributing to it" (Hinojosa-Smith, 1989, p. 888). Young learners are just starting to form what their sense of place is, and for some, this task may be a bit difficult. Adolescence is a turbulent time in which many students feel as if they do not fit into any place. By instructing them in a unit that deals with this issue, we are supplying them with the knowledge that can help them figure out who they are and what lies ahead in their future. However, to do this, the students must find their place in life. This unit provide students with an atmosphere that advances their skills in literature, honors their multitudes of intelligences, allows for them to discuss their own responses, and offers them a way to be heard and voice their concerns. In turn, this allows for their search for a sense of place to be a more manageable challenge rather than a full-blown crisis. (Steinberg, 1985, p. 252).

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Sime, J. (1985). "Creating places or designing spaces?" In David Canter (Ed.), Readings in Environmental Psychology (pp. 25-39). London: Academic Press.

Steinberg, L. (1985). Adolescence. New York: Alfred A. Knopf, Inc.

Williams, J. (1989). Preparing to Teach Writing. Belmont, CA: Wadsworth, Inc.

Student Calendar

Homework for Week

Monday

Tuesday

Wednesday

Thursday

Friday

Week 1

Life map

Introduce life map activities.

Students begin

Sketch in class

In class life map drafting & small group pairs. Students start on 2nd draft
Handout peer evaluation forms. Small group pairs and whole class discussions
Discussion concerning life map. Small group work and Peer-evaluation
Introduce creative writing. Class begins writing assignment

Week 2

Small group work and full class discussions
Small group work to develop one-page explanation
Presentations
Presentations
Presentations

Week 3

Final Draft of one-page explication
Introduction to songs & discuss physicality of sense of place
Small Group Activity- brainstorm about song for explication
Continue working on Rough Draft of explication
Finish explication & begin to review it with peers
Final Draft of explication due Monday & read "A man said . . ." & "The Love Song.
. . ."

Week 4

Original Song or Poem
Review/finish discussion of two assigned short stories
Begin Rough Drafts of original songs or poems
Finish Rough Drafts & individually revise them
Presentation of original song or poem in a small group
Whole class discussion & read

Week 5

Reading assignments & SPAWN activity. Begin reading "Their Eyes . . ."
Introduce SPAWN activity.
Discuss "This Writer's Sense of Place"
Begin Reading "Everyday . . ." In class discussion.
Collect HW.

Cont. discussion on Everyday . . ." Begin reading "A Soldier's . . ." Collect HW

Small group peer-revision of second draft

Collect HW

Discuss author

Zora Neale Hurston

Week 6 Continue reading "Their Eyes . . ."

Break into groups to complete Jigsaw Puzzle

Keep same groups to begin Collaborative Writing Project

Continue working on Collaborative Writing Project

Finish Collaborative Writing Project

Peer editing of Collaborative Writing Project

Week 7

Reading novel Their Eyes Were Watching God

Extended definition Introduction Activity & Chapters 1-4 for Wednesday

Peer review of extended definition

Discussion of Chapters 1-4 & Chapters 5-8 for Friday

Continue discussion of Chapters 1-4 & discuss essay and rough draft

Rough Draft due on Monday

Discussion of Chapters 8-12

Week 8

Final draft of essay due Friday

Rough Draft due & peer editing begins

Discussion of Chapters 8-12

Peer editing of Rough Draft & Discussion of Chapters 8-12

Chapters 12-17 for Thursday

Peer editing & finish discussion of Chapters 8-12 (if time allows, begin 12-17)

Discussion of Chapters 12-17 & final essay

Final essay due & discussion of rest of the novel

Remind that portfolio is due next Friday

Week 9

"It's uh known fact, Pheoby, you got tuh go there tuh know there

Portfolios due by Thursday or Friday

Begin assembling Portfolios

Continue working on Portfolios and synthesis

Continue working on Portfolio & assign presentation times

Presentation of selected portfolios

Presentation of selected portfolios

Overall Assessment Based on Objectives

Life Map 5%

Representation/Presentation of Life Map 10%

Explication of Song (1 page) 5%

Produced/Chosen Song or Poem 10%

with Explanation (1 page)

SPAWN (2 activities worth 5% each) 10%

Collaborative Writing Piece 15%

Essay 25%

Portfolio 15%

Vocabulary 5%

Total 100%

Weeks 1 & 2

Using Multiple Intelligence in the Class

Introduction to the theme A Sense of Place

Introduction Activity - Creating a Life Map

Materials

* Posters

* Crayons

* Markers

* Magazines

* Scissors

Objective 1: individual activity

To produce a visual representation in the form of a life-map of the factors that

influence their sense of place

To develop a clear understanding of the factors that influence their sense of place

Criterion Statements:

- 1) Students must produce a visual life-map with at 10-15 visual representations
- 2) Students must represent the various events/milestones that helped them develop a sense of place
- 3) Students work must follow the guidelines presented in the rubric

(See Rubric)

Objective 1-A: small group activity

To orally articulate to peer-group members one episode represented on their map, examining how that event contributes to their sense of place

Criterion Statements:

- 1) Student groups must focus on developing a better understanding of the group members sense of place
- 2) Students will be evaluated based on the level of participation in the group while presenting and listening to other members (This will be assessed through the peer evaluation forms found at the end)
- 3) Students will be expected to provide other group members with productive feedback (This will be assessed through the peer evaluation forms)
- 4) Students will be expected to fully develop one episode from their life-map

Objective 1-B: whole class

To produce a piece of creative writing based on the chosen episode to present in class

Criterion Statements:

- 1) The ability to represent in written form (poem, short-story, or essay) the story shared with their group members
- 2) A minimum of 2 typed (double-space) or hand written pages
- 3) The writing should be consistent with regard to form, mechanics, grammar usage, spelling and punctuation that the writer chooses within the work
- 4) The degree of elaboration, neatness, and creativity (Neatness, as in being able to follow the visual theme of the life map)
- 5) The ability to incorporate useful peer feedback in the creative write-up
- 6) The writing should reveal the episodes' influence on that student's sense of place

Week 1

Day 1 - Monday

55 minutes

10 minutes: Return vocabulary homework. Address questions and concerns. Review new words.

20 minutes: Introduce life map concept, model for students and explain. Each student should receive a life map handout. Oral explanation should include: theme of life map, sequence of important events, and an understanding of how these events helped develop a sense of place. Allow time for questions.

10 minutes: Hand out rubric to the students. Explain the details of the rubric and how they apply to the visual representation. Allow time for questions. *Also discuss the students' final portfolio.

15 minutes: Students can start a sketch of life map in class. *Teacher hands out rubric for portfolio.

Day 2 - Tuesday

55 minutes

30 minutes: In class life map drafting. Teacher will circulate around the class to students with their questions.

10-15 minutes: Students have discussion in small group pairs of two students, group pairs will be chosen by the students. Students should critique draft considering rubric and give each other feedback.

10-15 minutes: Individual students start on draft # 2. Students will have asses to the materials listed above.

Day 3 - Wednesday

55 minutes

10 minutes: Two SAT preparatory questions

10 minutes: Each student will receive a peer-evaluation form that will be given out by the teacher. The teacher will explain in detail how the peer evaluation form works and affects the students' grade.

25 minutes: Students will get into their small group pairs (of two) also pairing with two new students. Students will be expected to provide productive feedback concentrating on the ideas developed in their second draft. Students will be expected to start taking notes for their peer evaluation forms.

10 minutes: The class will come together as a whole to discuss issues and questions concerning their life map project.

Homework: The students need to begin developing (think about) one particular event on their life map to orally explain to group members, considering how this (place or event) helped them developed a sense of place.

Day 4 - Thursday

55 minutes

10 minutes: Two SAT preparatory questions. Collect vocabulary homework

15 minutes: There will be a discussion on how the students feel their life map represents their personal development of a sense of place. Any additional concerns or questions will be addressed at this time.

27 minutes: Students will continue working in their chosen small group, to finalize the second draft of their visual representation (life map). Each student should have the opportunity to orally explain one episode from his or her life map to the other student. Students are to continue taking notes for the peer evaluation form.

3 minutes: Students will be reminded that their life map should be in its final stages of completion. They should begin deeply considering one particular episode or milestone that influenced or helped them developed their sense of place.

Day 5 - Friday

55 minutes

15 minutes: The creative writing assignment will be introduced to the class. The students will be given a rubric that emphasis content and creativity. Time will be allowed for questions and concerns.

40 minutes: In class, the students begin working on their first creative writing rough draft.

Homework: Complete creative writing rough draft and 1 page explanation, due the following Monday.

A Sense of Place

Grading Rubric for Life Map Activities

Life Map Visual Presentations (50)

____Illustrations (20)

5 points

* Detailed

* Neat

* 10 or more labeled

____Color (7)

____ Orderliness (18)

6 points each

* logically ordered and suggests a narrative flow

* sufficiently displays events from birth to present

* good use of space (fills page)

____Creative and Stylistic clarity, competence and effectiveness (5)

*One page explanation of representation (50)

____Usage (10)

2 points each

* vocabulary, spelling

* punctuation

* sentence form and agreement

* fluency

* other grammatical errors

____Content (20)

* displays significance of chosen topic adequately (9)

* extensive use of thoughts, feelings, and details describing the to topic (5)

* complete development of topic, well organized and focussed (6)

* adequately defends and supports choice of representation (12)

* clear, concise description of representation (8)

Presentation of Life Map and Representation

* representation displays significance of topic (10)

* students present and explain significance and why he/she chose to represent it as they did (10)

* sufficient overview of life map (5)

* Representations are graded separately according to form (25)

All grades issue will be considered in light of the student's ability to fully develop the concept a sense of place, and how that concept relates to he/her individual. The creative writing piece will be graded with different criteria but similar to *.

Portfolio Rubric

Creativity 5 pts.

Table of Contents 5 pts.

Life Map 10 pts.

1 Poem or Song 10 pts.

1 SPAWN Activity 10 pts.

1 Copy of Collaborative Writing Piece 10 pts.

3 Page Synthesis 50 pts.

How do all of these exhibits help you to form your own idea of a sense of place, and how do they help you think about a writer's use of the theme "a sense of place" in literature? Follow your rubric for the formal essay.

Week 2

Day 1 - Monday

55 minutes

10 minutes: Return vocabulary homework. Address questions and concerns. Review new words.

40 minutes: Students immediately return to small groups to work on developing a second draft. Peer group members will act as peer-editors; they will be expected to proofread and provide commentary. The teacher walks around room to check students' rough draft. Students are reminded to take notes for their peer evaluation.

5 minutes: The class returns as a whole to discuss small group work process. Questions and student concerns are addressed at time. Students are assigned presentation dates.

Day 2 - Tuesday

55 minutes

10 minutes: Two SAT preparatory questions

35 minutes: Students return to small groups focusing on developing their one page explanation. The teacher will circulate around the room to check students' progress.

10 minutes: Students return to their individual sets. They are given time to complete and turn in peer evaluation forms.

Note: Time distribution explanation. A total of 135 minutes have been set aside for presentations and presentation discussion. We have projected 25 students and each student has been allocated 5.4 minutes that totals 135.

Day 3 - Wednesday

55 minutes

10 minutes: One SAT preparatory question

45 minutes: Presentations begin. Presentations will include their visual representations and oral creative writing piece. After each student presents, other students are welcomed to ask questions.

Day 4 - Thursday

55 minutes

10 minutes: SAT prep questions. Collect vocabulary homework.

45 minutes: Presentations begin. Presentations will include their visual representations and oral creative writing piece. After each student presents, other students are welcomed to ask questions.

Day 5 - Friday

55 minutes

45 minutes: Presentations begin. Presentations will include their visual representations and oral creative writing piece. After each student presents, other students are welcomed to ask questions.

10 minutes: The class discusses (as a whole) what they learned from the presentations.

Weeks 3 & 4

Expressions of a Sense of Place in Music and Poetry

Materials

Songs:

- * "America the Beautiful"
- * Weatherly, James. "Midnight Train to Georgia"
- * Jackson, Alan. "Home"
- * "God Bless the U.S.A."
- * The Smashing Pumpkins. "Bullet with Butterfly Wings"

Poetry:

- * Lanier, Sidney. "Song of the Chattahoochee"
- * Whitman, Walt. "I Hear America Singing"
- * Crane, Stephen. "A Man Said to the Universe"
- * Eliot, T. S. "The Love Song of J Alfred Prufrock"

Objective 2: Small Group Activity

To have groups of four or less produce an explication, a minimum of one page in length, of the lyrics of a song that was presented in class in relation to the song's depiction of a 'sense of place.'

Criterion Statements:

- 1) The students will produce an explication of song lyrics which adequately expresses the students understanding of sense of place
- 2) The students' explication should display sufficient understanding of the various elements which create a sense of place
- 3) The students' explication should display sufficient understanding of what

'place' the artist is giving a sense of. Ex: Georgia, America, home, et cetera

Objective 2-A: Individual Activity

To either:

1) Produce an original song or poem which expresses the individual's understanding of his/her own sense of place and present it to the class

or

2) Choose a song or poem not discussed in class and write a minimum of a one page explanation of the song or poem as it relates to the individual students' sense of place and present the song or poem, along with explanation, to a small group

Criterion Statements:

1) To have students either produce or choose a song or poem which expresses his/her individual sense of place

2) To have students either produce or choose a song or poem which adequately displays the individual's understanding of the theme: sense of place through the incorporation of a number of the various elements which have been discussed in the already studied works

3) The student's presentation of the song or poem to the class thoroughly explains the song or poem's relation to the individual's sense of place

4) Separate guidelines will be used to evaluate the written portion of the two options

Week 3

Day 1 - Monday

55 minutes

10 minutes: Return vocabulary homework. Address questions and concerns. Review new words.

15 minutes: Revisit things which create a sense of place

15 minutes: Play "America the Beautiful" discuss as a class in what ways this is representative of a sense of place

15 minutes: Discuss as a class where one might have a sense of place: home, Georgia, America, in the world or universe, others.

Day 2 - Tuesday

55 minutes

10 minutes: Two SAT preparatory questions

20 minutes: Listen to: Jackson's "Home," Weatherly's "Midnight Train to Georgia,"

"God Bless the U.S.A." and The Smashing Pumpkins' "Bullet with Butterfly Wings"

10 minutes: Explain assignment Objective 2: small group activity. Handout grading rubric.

"It's uh known fact, Pheoby, you got tuh go there tuh know there

15 minutes: Students choose groups and decide on one of the songs to write a one-page explication of it in relation to its depiction of sense of place. Pre-write/brainstorm.

Day 3 - Wednesday

55 minutes

10 minutes: Two SAT preparatory questions

45 minutes: Compose one-page explication rough drafts; during this time the teacher will circulate to help with any problems or answer any questions.

Day 4 - Thursday

55 minutes

10 minutes: Two SAT preparatory questions. Collect vocabulary words.

20 minutes: finish one-page explication rough draft; during this time the teacher will circulate to help with any problems or answer any questions.

25 minutes: small group revision of one-page explication; begin final draft which is due on Monday

Homework assignment: Read Whitman's "I Hear America Singing" and Lanier's "Song of the Chattahoochee"

Day 5 - Friday

55 minutes

10 minutes: Vocabulary Quiz

5 minutes: introduce poetry as a way to express a sense of place: relate poetry to song lyrics as a form of expression

35 minutes: discuss the two poems in terms of their expression of a sense of place: Georgia, America.

Homework assignment: Finish final draft of one-page song lyric explication paper

read: Crane's "A Man Said to the Universe"

read: Eliot's "The Love Song of J. Alfred Prufrock"

Grading Rubric for Small Group Activity [Objective 2]

Content (70pts.)

_____ Paper displays a strong understanding of what a sense of place is. 20 pts

_____ Paper displays a strong understanding of the various elements which create a sense of place. 15 pts

_____ Paper clearly defines of what place the artist is giving a sense. 10 pts

_____ Paper adequately supports and explains how a sense of place is created or addressed in the song.

25 pts

Form (30pts.)

_____ Mechanics (usage, punctuation, spelling, capitalization, sentence completeness errors). 10 pts

_____ Creative and stylistic clarity, competence and effectiveness. 10 pts

_____ Paper has a logical, orderly, support of ideas and flow. 10 pts

Week 4

Day 1 - Monday

55 minutes

10 minutes: Return vocabulary homework. Address questions and concerns. Review new words. Collect one page group song lyric explication paper.

10 minutes: Review/finish Friday's discussion if necessary

35 minutes: Discuss Crane's "A Man Said to the Universe" and Eliot's "The Love Song of J. Alfred Prufrock" and their expression of sense of place in the world and universe

Day 2 - Tuesday

55 minutes

10 minutes: Two SAT preparatory questions

10 minutes: Review/finish Monday's discussion if necessary

10 minutes: Explain assignment: objective 2-A: individual activity. Handout grading rubric.

25 minutes: Students begin rough draft; during this time teacher will circulate to help with any problems or answer any questions.

Day 3 - Wednesday

55 minutes

10 minutes: Two SAT preparatory questions

45 minutes: Finish rough drafts and individually revise; during this time teacher will circulate to help with any problems or answer any questions.

Homework: Complete final draft for Thursday

Day 4 - Thursday

55 minutes

5 minutes: Collect vocabulary words. Answer any questions about presentation.

50 minutes: Students present to a small group the song or poem chosen or produced with explanation of its significance in relation to sense of place

Day 5 - Friday

55 minutes

15 minutes: Finish small group presentations; prepare for large group discussion of overriding themes found in each of the groups

40 minutes: Whole class discussion regarding what was presented in small group: the overriding themes regarding a sense of place

Homework: Read "Everyday Use" for Monday

Grading Rubric for Individual Activity [Objective 2-A]:

Original Song or Poem Production

Content (60pts.)

_____ Song or poem represents clearly and coherently the student's sense of place. 20pts

_____ Song or poem displays an understanding of the theme 'a sense of place' by incorporating a number of the various elements which have been discussed as being formative of one's sense of place. 15pts

_____ Song or poem logically and orderly presents its ideas in a creatively competent and effective manner. 15 pts

_____ Song or poem develops fully the student's topic and has a strong sense of completeness. 10 pts

Creativity (40pts)

_____ Song or poem has extensive use of creative detail, description, thought and feeling which express the student's sense of place. 20 pts

_____ Song or poem is creative, original, insightful and significant in relation to the student's sense of place. 20 pts

Grading Rubric for Individual Activity [Objective 2-A]:

Chosen Song or Poem Explanation

Content (75pts.)

_____ The explanation states what the student's sense of place is. 15 pts

_____ The explanation of the chosen song or poem represents clearly and coherently the student's sense of place as it is presented in the song. 20 pts

_____ The explanation of the chosen song or poem displays in what ways the song or poem expresses the theme a sense of place through its incorporation of the various elements which have been discussed as being formative of a sense of place.

15 pts

_____ Explanation develops fully the connection between the chosen song or poem and the student's sense of place. 15 pts

_____ Explanation adequately supports and explains how a sense of place is created or addressed in the chosen song or poem. 10 pts

Form (25pts.)

_____ Explanation implements proper mechanical usage. 10 pts

_____ Explanation logically and orderly presents its ideas in a competent and effective manner. 15 pts

Week 5

Understanding Short Stories

Using the SPAWN activity

Assignment for Short Stories

SPAWN stands for special powers, problem solving, alternative viewpoints, what if, and next. These categories encourage students to move beyond just facts. They can elaborate on various situations in the text. (Teachers, Readers and Learners, William Brozo and Michele Simpson)

Materials

- * "Everyday Use" by Alice Walker
- * "A Soldier's Home" by Ernest Hemingway
- * "This Writer's Sense of Place" by Rolando Hinojosa-Smith
- * "Their Eyes Were Watching God" by Hurston

Objective 3: SPAWN Activity

To understand and produce writing as generated through the SPAWN activity.

Criterion Statements:

- 1) Writing should concern a sense of place theme.
- 2) The writing should be consistent with regard to the form, mechanics, usage, spelling, and punctuation for each piece.
- 3) Writing should exhibit a clear understanding of each part of the SPAWN activity.

- * Special Powers (to change an event)
- * Alternative Perspective
- * What if?
- * Next (what happens next)

4) Each writing assignment should be a minimum of 3 paragraphs, at least five sentences

Week 5

Day 1 - Monday

55 minutes

5 minutes: Return vocabulary homework. Address questions and concerns. Review new words.

20 minutes: Introduce the SPAWN activity. Explain to the students what each activity means. Hand out examples of each activity and a rubric. Allow time for questions and concerns. Assign homework centering around the SPAWN activity for the short story "This Writer's Sense of Place."

30 minutes: Discuss the short story and how the writer develops a sense of place. Explore the influences that helped create the writer's sense of place.

Homework: Pick one of the SPAWN activities to write about. Assignment due Tuesday.

Day 2 - Tuesday

55 minutes

10 minutes: SAT prep questions

20 minutes: The class will have a discussion of the homework assignment. Ask for volunteers to read their assignments out loud to the class.

25 minutes: Begin reading in class the short story "Everyday Use" aloud. Periodically throughout the reading the students will be asked to explain what they feel the character's sense of place is.

5 minutes: Assign homework.

Homework: Finish reading "Everyday Use" and choose another activity from SPAWN to write about. Assignment due Wednesday.

Day 3 - Wednesday

55 minutes

10 minutes: Two SAT preparatory questions.

30 minutes: The class will continue their discussion about "Everyday Use." Students will be asked to share with the class their homework assignments.

5 minutes: Collect homework assignment.

20 minutes: In class, begin reading a "A Soldier's Home" aloud. Develop with the students the main characters' (Krebs) sense of place.

Homework: Remind students to begin reading Their Eyes Were Watching God. Begin working on their last SPAWN activity with is due Friday concerning "A Soldier's Home."

Day 4 - Thursday

55 minutes

10 minutes: Two SAT preparatory questions. Collect vocabulary homework.

30 minutes: The students will start on their second draft of the SPAWN assignment due Friday. The teacher will walk around the class to see if anybody needs help or has additional questions.

15 minutes: Small group peer revision of second draft.

Homework: Complete SPAWN activity assignment and continue reading *Their Eyes Were Watching God*.

Day 5 - Friday

55 minutes

20 minutes: Have students read their homework assignments aloud to the class. Discuss what the students felt they gain from the SPAWN activity. Collect Homework assignments.

10 minutes: The teacher discusses background of the author, Zora Neale Hurston which will come from the following websites:

www.uky.edu./StudentOrgs/AWARE/archives/zora.html and

splavc.spjc.cc.fl.us/hooks/Zoraint.html with the class.

25 minutes: Ask the students if they are having problems understanding the dialect. Discuss those problems. With the class, begin reading chapter one aloud. Have the students try to put in their own words what they think the author is saying. Continue this until the period ends.

Homework: Continue reading the novel.

Activities for Short Stories - "Everyday Use," "A Soldier's Home," and

"This Writer's Sense of Place."

SPAWN: stands for special powers, problem solving, alternative viewpoint, what if and next. These categories encourage students to move beyond the facts of the text. Here, they are able to elaborate on various situations in the text. They can creativity engage with their own ideas concerning the stories and develop new ways of thinking about what happens.

(Developed from - *Readers, Teachers, and Learners: Expanding Literary in Secondary Schools*, William Brozo and Michelle Simpson)

Choose one of the following for each short story. Please pick a different approach for each story studied. Whichever activity you choose, please make sure to fully develop your ideas centering around the theme a sense of place.

Special Powers

Imagine that you have the power to change any event in "A Soldier's Home." You must write and tell what event you changed, how you changed it, and what could happen as a result of this change. You need to examine how this person's sense of place changed, resulting from the changes you made. For example, you could rewrite Krebs' return home. Instead of returning home, he could stay in Germany and marry. Or when he returns to America, he could choose to stay in a 1-bedroom apartment,

instead of at home with his family. How might his sense of place change? Think about what you might make different.

Alternative Viewpoint

Write a journal from the viewpoint of one of the characters in the story (not your own viewpoint). For example, what might Maggie later that evening in her daily journal write about her sister's visit? What might she say concerning her own personal sense of place or her feelings about her sister's sense of place? How are their feelings different or similar? At this point, really try to "step into the shoes" of the characters, and try to become them for a day! Remember write from their perspective.

What if

What if one of the stories took place in Atlanta, New York City, Oakland, CA., New Orleans, or the 17th, 18th, 19th century, etc. Write a scenario explaining with detail what if the story happened in a different place, time period, or culture. What if the story "A Soldier's Home" took place after the Persian War? How might Krebs' feel about returning home to America? What would happen? What would be different? How would his sense of place change? What factors would contribute to those changes?

Next

Considering the story's end, think about what happens next. Create an extension of the story's ending. For example, Dee (from "Everyday Use") returns home because her mother has suddenly passed away. She goes to the funeral and decides to stay at home with Maggie. Imagine how the characters' sense of place would change or redevelop? Examine how life might be different considering the mother's death and Dee's return. You might tell your story from Dee's, or Maggie's or an outside narrator's perspective. Be sure to focus your story around the theme a sense of place.

Note: I have provided examples that suggest different ideas and approaches concerning each SPAWN activity, as a way to help you think about possible situations. Please try to be creative and develop different scenarios and perspectives other than the ones I have presented. However, if you choose to follow one of the examples elaborate more fully.

Evaluation Criteria

- * Final project shows a clear understanding and development of the characters' sense of place. 15pts
- * Final project follows the guidelines suggested for each SPAWN activity. 15pts
- * The students thoughtfully considered alternative viewpoints and situations. 10pts
- * Degree of originality and creativity. 5pts
- Appropriate grammar and mechanics. 5pts

Discussions Questions

'This Writer's Sense of Place'

How does the writer establish his sense of place?

"It's uh known fact, Pheoby, you got tuh go there tuh know there

Illustrate with passages from the story.

How does the land and scenery/nature play a role in his sense of place?

Illustrate with passages from the story.

How does heritage play a role?

What does he feel creates a sense of place? Do you agree? Why or why not, explain?

Can you relate your own personal sense of place to what the writer believes?

Spawn Activity Discussion

What if the writer was in a different place, let's say Alaska? How might his sense of place be different? Or how might he describe his sense differently? Use whatever knowledge you have about Alaska's landscape, etc.

Discussion Questions

"A Soldier's Home"

What did you make of the story?

Considering the theme "a sense of place", describe Krebs's sense of place before, during, and after the war?

What words or phrases does the author use to make this sense come alive?

How and why has Krebs changed since coming home from the war? Why might he now feel out of place?

What's his family's (mother, sister, and father) sense of place? Do they even have one?

How do they affect Krebs' sense of place and emotions?

Considering the Spawn Activities

What if Krebs had never gone to the war? How might his sense of place and sense of community be different? Why? Considering what you know about the war, how might the war change a person's sense of place?

Or consider if Krebs had fought in the Persian Gulf War. What might his sense of place be? Why? What role does society play in a person's sense of place?

Discussion Questions

"Everyday Use"

What did you think of the story? Do you have any problems understanding the story?

What are the characters' (the mother, Maggie and Dee) sense of place?

How do their individual sense of place differ? How are they similar?

Why might Maggie's sense of place be similar to her mother's? Why does Dee's seem different?

How has Dee's sense of place changed?

How does the author describe the characters' sense of place?

What are the factors that contribute to each character's sense of place?

Considering the Spawn Activity

If you had special powers to change one of the character's, who would that character be? Why?

How would the changes you made effect that character's sense of place?

How might this story be different if it happened in the 1990's? How might the character's sense of place be different? Is there any reason why the character's sense of place might not change?

Week 6

Collaborative writing techniques in the classroom

Group Introduction and Writing Activities

Materials

* Jigsaw puzzles

* Peer review forms

Objective 4: group skills introduction activity

To enable the students to work together in groups to complete a jigsaw puzzle (taken from Helen Dale's Co-authoring in the Classroom)

To have the students prepare for working together to complete a written assignment as a group

Criterion Statements:

1) Students will be given pieces to a puzzle and will be instructed to put them together without the help of a visual picture

2) Students must form groups, and each student must participate

3) The puzzle must be finished before the end of the period

Objective 4-A: group writing activity

To allow students to remain in groups to produce a piece of writing that should reveal a group effort centering around the students' ideas of their own sense of place written by the group and edited by their peers

Criterion Statements:

1) Students will be evaluated based on the work they choose to create whether it be an essay on their generation, comparing/contrasting essay on family interviews, or an essay based on a character's (from one short story) sense of place.

2) A minimum of 2 typed (double-space) or handwritten pages

3) The writing should be consistent with regard to form and content (placing an emphasis on content)

4) The degree of elaboration, organization, and creativity

5) The ability to revise the group's rough drafts making the necessary corrections as evaluated by the peer review forms

Week 6

Day 1 - Monday

55 minutes

10 minutes: Return vocabulary homework. Address questions and concerns. Review new words.

30 minutes: Objective 4 group skills introduction activity: Explain the idea of collaborative writing: tell students to break into small groups of 3-4 students and give each group pieces to a different jigsaw puzzle. They will be required to complete the puzzle without seeing it in its completed state before the end of the period. Each member of the group must contribute to ensure that the puzzle is finished.

15 minutes: Objective 4-A: Explain what the students must be prepared to do with the collaborative writing assignment: students will be required to work in groups for the rest of the week to complete one of three projects: name your generation essay, short story skit, or comparison essay from interviews of family members. Homework for Tuesday: Students must decide what type of representation they are going to do.

*Remind students to keep reading Their Eyes Were Watching God.

Day 2 - Tuesday

55 minutes

10 minutes: Two SAT preparatory questions

45 minutes: Students form into groups to work on collaborative writing projects. During this time the teacher must circulate to help with any problems or answer any questions. *Remind students to keep reading Their Eyes Were Watching God.

Day 3 - Wednesday

55 minutes

10 minutes: Two SAT preparatory questions

10 minutes: Have students discuss any problems they are having with working in groups or about their writing in general.

35 minutes: Students use this time to continue working on their projects. Teacher must circulate to make sure groups are working effectively and efficiently and to answer any questions students may have. *Remind students to keep reading Their Eyes Were Watching God.

Day 4 - Thursday

55 minutes

10 minutes: Two SAT preparatory questions Collect vocabulary homework.

45 minutes: Students will again break into groups with the idea of finishing their projects so that they may be exchanged with another group on Friday for peer editing. During this time the teacher will be help revise any students who are near finishing and answer any questions. *Remind students to keep reading Their Eyes Were Watching God.

Day 5 - Friday

55 minutes

10 minutes: Vocabulary Quiz

20 minutes: Have groups exchange project papers with one other group for peer editing using rubrics. During this time the teacher will circulate and help with any editing questions.

20 minutes: At this time, students will give the projects back to their owners so that each group may make the necessary revisions. The teacher will walk around to each group answering questions about the revisions. *Remind students to keep reading Their Eyes Were Watching God.

5 minutes: Homework for next Wednesday is Chapters 1-3 of the novel.

Student Objectives and Evaluation Sheet-Collaborative Writing Generation Essay

Prompt: Name your generation. Support your stance with explanation and specific detail drawn from the experiences of all members of the group. If you prefer, you can write a paper which protests the labeling of your generation as Generation Y (the generation following X). You must still include the experiences and points of view of all group members in a two-page, typed, double-spaced essay. The following will be the grading criteria that will be used to evaluate your group essay:

1. Purpose 20 15 10 7 5

a) Presents a thorough analysis of the subject matter, demonstrating an understanding of this topic

b) Analyzes the subject matter without digressing to another topic

2. Information 20 15 10 7 5

a) Provides enough information so that the audience understands the analysis

b) Uses concrete details and examples

3. Organization 15 12 9 6 3

a) Uses specific thought patterns (divisions) as the basic organization

b) Divides the subject effectively into suitable developmental paragraphs

c) Links the developmental paragraphs either by repeating a key idea from the preceding paragraph or by using glue (transitional) words

4. Introductory Paragraph 10 8 6 4 2

- a) Arouses reader interest, clearly states the subject of the paper, and indicates the direction of the paper
- b) Avoids any gaps in logic by clearly showing the relationship of ideas
- c) (General to specific to more specific)
- d) Selects an introductory paragraph appropriate for the subject matter
- e) Includes a controlling idea (thesis) which indicates what will follow

5. Concluding Paragraph 10 8 6 4 2

- a) Ends the paper satisfactorily with a sense of finality
- b) Select an appropriate type of concluding paragraph

6. Sentence Structure and Meaning 10 8 6 4 2

- a) Gives main ideas positions of importance by subordinating and/or coordinating properly
- b) Avoids unnecessary words, phrases, and clauses
- c) Chooses words precisely; uses words that fit the tone of the paper

7. Grammar/Usage 10 8 6 4 2

- a) Writes complete sentences
- b) Uses a variety sentence openings and structures
- c) Avoids usage that is unacceptable and obscure
- d) Keeps verbs in the same tense
- e) Uses subject/verb and pronoun/antecedent agreement
- f) Uses modifiers correctly

8. Punctuation/Capitalization/Spelling 5 4 3 2 1

- a) Uses suitable end punctuation
- b) Uses commas to make ideas clear
- c) Avoids run-on sentences
- d) Uses apostrophes in contractions and possessives
- e) Uses quotation marks correctly
- f) Uses other punctuation marks correctly
- g) Makes few spelling errors

Student Objectives and Evaluation Sheet-Collaborative Writing Short Story Essay

Prompt: Pick one of the short stories you read last week. Together with your group mates you must pick one character in the story, and in a two-page, typed, double-spaced essay explain the way this character in the story defines his or her own sense of place. Use specific examples or passages that you find in the text to support your claims. The following will be the grading criteria that will be used to evaluate your group essay:

1. Purpose 20 15 10 7 5

- a) Presents a thorough analysis of the subject matter, demonstrating an understanding of this topic
- b) Analyzes the subject matter without digressing to another topic

2. Information 20 15 10 7 5

- a) Provides enough information so that the audience understands the analysis
- b) Uses concrete details and examples

3. Organization 15 12 9 6 3

- a) Uses specific thought patterns (divisions) as the basic organization
- b) Divides the subject effectively into suitable developmental paragraphs
- c) Links the developmental paragraphs either by repeating a key idea from the preceding paragraph or by using glue (transitional) words

4. Introductory Paragraph 10 8 6 4 2

- a) Arouses reader interest, clearly states the subject of the paper, and indicates the direction of the paper
- b) Avoids any gaps in logic by clearly showing the relationship of ideas
- c) (General to specific to more specific)
- d) Selects an introductory paragraph appropriate for the subject matter
- e) Includes a controlling idea (thesis) which indicates what will follow

5. Concluding Paragraph 10 8 6 4 2

- a) Ends the paper satisfactorily with a sense of finality
- b) Select an appropriate type of concluding paragraph

6. Sentence Structure and Meaning 10 8 6 4 2

- a) Gives main ideas positions of importance by subordinating and/or coordinating properly
- b) Avoids unnecessary words, phrases, and clauses
- c) Chooses words precisely; uses words that fit the tone of the paper

7. Grammar/Usage 10 8 6 4 2

- a) Writes complete sentences

- b) Uses a variety sentence openings and structures
- c) Avoids usage that is unacceptable and obscure
- d) Keeps verbs in the same tense
- e) Uses subject/verb and pronoun/antecedent agreement
- f) Uses modifiers correctly

8. Punctuation/Capitalization/Spelling 5 4 3 2 1

- a) Uses suitable end punctuation
- b) Uses commas to make ideas clear
- c) Avoids run-on sentences
- d) Uses apostrophes in contractions and possessives
- e) Uses quotation marks correctly
- f) Uses other punctuation marks correctly
- g) Makes few spelling errors

Student Objectives and Evaluation Sheet-Collaborative Interview Essay

Prompt: Each one of you is to interview a family member. You must all decide on the same family member to interview. You will come up with questions that each of you will ask that particular family member that will explore what that person views as his or her sense of place: I will approve the questions. Once you have completed the interview, you will write an essay that compares and/or contrasts your findings. The following will be the grading criteria that will be used to evaluate your group essay:

1. Purpose 20 15 10 7 5

- a) Presents a thorough analysis of the subject matter, demonstrating an understanding of this topic
- b) Analyzes the subject matter without digressing to another topic

2. Information 20 15 10 7 5

- a) Provides enough information so that the audience understands the analysis
- b) Uses concrete details and examples

3. Organization 15 12 9 6 3

- a) Uses specific thought patterns (divisions) as the basic organization
- b) Divides the subject effectively into suitable developmental paragraphs
- c) Links the developmental paragraphs either by repeating a key idea from the preceding paragraph or by using glue (transitional) words

4. Introductory Paragraph 10 8 6 4 2

a) Arouses reader interest, clearly states the subject of the paper, and indicates the direction of the paper

b) Avoids any gaps in logic by clearly showing the relationship of ideas

c) (General to specific to more specific)

d) Selects an introductory paragraph appropriate for the subject matter

e) Includes a controlling idea (thesis) which indicates what will follow

5. Concluding Paragraph 10 8 6 4 2

a) Ends the paper satisfactorily with a sense of finality

b) Select an appropriate type of concluding paragraph

6. Sentence Structure and Meaning 10 8 6 4 2

a) Gives main ideas positions of importance by subordinating and/or coordinating properly

b) Avoids unnecessary words, phrases, and clauses

c) Chooses words precisely; uses words that fit the tone of the paper

7. Grammar/Usage 10 8 6 4 2

a) Writes complete sentences

b) Uses a variety sentence openings and structures

c) Avoids usage that is unacceptable and obscure

d) Keeps verbs in the same tense

e) Uses subject/verb and pronoun/antecedent agreement

f) Uses modifiers correctly

8. Punctuation/Capitalization/Spelling 5 4 3 2 1

a) Uses suitable end punctuation

b) Uses commas to make ideas clear

c) Avoids run-on sentences

d) Uses apostrophes in contractions and possessives

e) Uses quotation marks correctly

f) Uses other punctuation marks correctly

g) Makes few spelling errors

Weeks 7 & 8

The Novel and the Formal Essay

Materials

* Their Eyes Were Watching God by Zora Neale Hurston

Objective 5: Introduction Activity

To produce an extended definition on a sense of place that will be the basis for the formal essay.

Criterion Statements:

- 1) The extended definition should concern the idea of a sense of place. This may be in relation to their peer groups, family, home, or society. The groups will decide what their sense of place is and how it fits into the rest of the world.
- 2) The extended definition will be from 2 to 5 sentences in length. These extended definitions will be the starting point for their essays that will be produced by the end of the eight week.

Objective 5-A: The Formal Essay

To write a formal essay analyzing the protagonist's sense of place.

Criterion Statements:

- 1) The essay will be from 5 to 7 pages in length.
- 2) The essay should concern the protagonist's sense of place.
- 3) The essay should contain the extended definition from the introduction activity.
- 4) The student must identify a key incident or incidents that cause the protagonist to formulate his or her idea of a sense of place.

or

- 5) The student must explain how the protagonist changes his or her idea of their sense of place after the key incident (s)
- 6) The student must evaluate the change or the formulation of his or her conceptualization of a sense of place.
- 7) The interpretation of the literature must be true to the text; the student may not ignore details of the text in order to arrive at an interpretation that is convenient to what he or she wants to write about. Quotations will be substantially supported.
- 8) The essay should conform to generally accepted standards of grammar, punctuation, spelling, mechanics, and usage.
- 9) The essay should be elaborated and detailed to reveal some insight the student has reached through his or her reading and writing.
- 10) The essay will be subject to peer review prior to submission to the teacher; the student must submit at least one rough draft that has been critiqued by other students.

Week 7

Day 1 - Monday

55 minutes

10 minutes: Return vocabulary homework. Review new words.

10 minutes: Introduction activity to a sense of place in *Their Eyes Were Watching God*, teachers model an extended definition and give an explanation

5 minutes: questions concerning the extended definition

30 minutes: students work in small groups on their extended definition

Homework assignment: chapters 1 through 5 for Wednesday (day 3) and reminder of rough draft due the next Monday

Day 2 - Tuesday

55 minutes

10 minutes: Two SAT preparatory questions

20 minutes: peer review of extended definition by means of the evaluation sheets used for the entire unit

10 minutes: individuals work on definitions after peer review

15 minutes: students share extended definitions with the class

Homework assignment: be prepared for brainstorming activity for discussion questions for Wednesday

Day 3 - Wednesday

55 minutes

10 minutes: Two SAT preparatory questions

30 minutes: Brainstorming on discussion questions led by teacher (this is an activity the students have engaged in before)

15 minutes: Hand out essay assignment, rubric, and rough draft due on Monday

Homework assignment: chapters 5 through 8 for Friday

Day 4 - Thursday

55minutes

10 minutes: Two SAT preparatory questions. Collect vocabulary homework

40 minutes: finish discussion of chapters 1 through 5 and brainstorming questions

10 minutes: talk about the essay, answer questions

Day 5 - Friday

55minutes

10 minutes: vocabulary definitions due

40 minutes: discuss chapters 5 through 8 with brainstorming questions

10 minutes: discuss rough draft due on Monday

Homework assignment: chapters 8 through 12 and be prepared for brainstorming questions

Grading Rubric for Formal Essay

Content - 70%

_____ Thesis and Introduction (5)

Introductory comments

Focus on topic

topic sentence with a strong verb and direction

_____ Content, Organization, Quality of Analysis (60)

Well organized with clear transitions

Clear support from sources

Fully- developed ideas with explanation or elaboration

Thorough understanding of sources used

Summary used only to support points

Balance of quotes and texts

_____ Conclusion (5)

Achieves closure

Brief reiteration of key points

No new ideas introduced

_____ Content Total

Form - 30%

_____ Usage (10)

Vocabulary, spelling, grammar use

Agreement, commas, correct person, consistent tense

_____ Research Form and Proper Documentation (15)

Correct and consistent documentation of sources

Proper use of quotations for support

Proper documentation of quotations and evidence

Correct forms on Works Cited page

Use of Works Cited Page

_____ Style (5)

Concise, clear diction

Active voice and strong verbs

Unpretentious style

_____ Form Total

_____ Grand Total

Week 8

Day 1 - Monday

55minutes

10 minutes: Return vocabulary homework. Review new words.

20 minutes: discussion of chapters 8 through 12

20 minutes: peer editing of rough drafts

5 minutes: answer questions about rough draft

Homework assignment: final, formal essay for Friday, and chapters 12 through 17 for Wednesday

Day 2 - Tuesday

55minutes

10 minutes: Two SAT preparatory questions

20 minutes: finish discussion of chapters 8 through 12

20 minutes: peer editing of rough draft

5 minutes: answer more questions on rough draft and essay

Homework assignment: remind about vocabulary test on Friday

Day 3 - Wednesday

55minutes

10 minutes: Two SAT preparatory questions

20 minutes: discussion on 12 through 17

20 minutes: peer editing of rough draft

5 minutes: assign rest of the novel for Thursday and Friday

Day 4 -- Thursday

55 minutes

10 minutes: Two SAT preparatory questions. Collect vocabulary homework.

30 minutes: discussion of the rest of the novel

10 minutes: discussion of the final essay or the novel

5 minutes: reminder of final essay

Day 5 -- Friday

55 minutes

35 minutes: discussion of the rest of the novel and hand in essay

20 minutes: Reminder, discussion and questions about the portfolio due the next week. The portfolio will consist of projects from the term such as the life map, poetry or songs, collaborative writing projects, and a 2 to 3 three page synthesis at the end where they explain how each project has come together to help his or her understanding of his or her own sense of place or how an author has used literature to express a sense of place.

Week 9

Portfolio encompassing the student's sense of place

Materials

* Construction Paper

* Markers

* Colored Pencils

* Glue

* Magazines

* Scissors

Objective 6: individual activity

To allow the students to compile their work from the Sense of Place unit into a well-organized and creative portfolio

Criterion Statements:

1) Students will be given instructions concerning the portfolio that they will create-portfolios must include projects from the Sense of Place Unit: Life Map, Poetry or Songs, or Collaborative Writing Piece along with a 2-3 page synthesis that ties these abstracts together.

2) Students will again be given a rubric (see beginning of unit) for the portfolio.

3) Students will be required to use 2 class days and three nights to prepare their portfolios.

4) Some materials will be provided for use in class.

Objective 6-A: peer review

To enable students to use their peer editing skills that they acquired in Week 6

Criterion Statements:

1) Students will be allowed to exchange portfolios with other students for peer review.

2) Students will be given rubrics at the beginning of the week so they can use those to help review their peers work if they have time and so wish to do.

Week 9

Day 1 - Monday

55 minutes

10 minutes: Return vocabulary homework. Address questions and concerns. Review new words.

15 minutes: Objective 6: Pass out rubrics for the portfolios and answer questions that students may have regarding the content of the portfolio. Explain that creativity will be a grading factor since most of the work has already been completed for the portfolio, and that the students may want to exchange portfolios near the middle of the week for peer responses. Students will begin presenting their portfolios on Thursday finishing up on Friday.

30 minutes: Give the students a chance to begin their portfolios.

Day 2 - Tuesday

55 minutes

10 minutes: Two SAT preparatory questions

45 minutes: Allow students to spend this time working on bringing their portfolios together and on completing the synthesis.

Day 3 - Wednesday

55 minutes

10 minutes: Use this time to assign times and days for each student to present his or her portfolio to the class.

45 minutes: Objective 6A: Students use this time to continue working on their projects and to exchange their projects for peer review. Teacher must circulate and answer any questions students may have.

Day 4 - Thursday

55 minutes

10 minutes: Two SAT preparatory questions Collect vocabulary homework

45 minutes: Students will begin presenting their portfolios to the class.

Day 5 - Friday

55 minutes

10 minutes: Vocabulary Quiz

45 minutes: Students will finish presenting portfolios to the class.

Peer Evaluation Form

Adapted from Helen Dale's (Co-authoring in the Classroom) Collaborative Writing Partner Evaluation

Project: Name:

Date: Group:

Please comment honestly and specifically on the contributions of _____ (partner's name).

1) How did he/she help you edit and develop your ideas? Please identify specific contributions (e.g. providing ideas, editing, etc.)

2) Comment on the quality of his/her contributions. Were you able to use them to better develop your own ideas?

3) Comment on the person's strength and weakness as a group partner, (e.g. cooperation, responsibility, thoughtfulness, etc.).

4) Please grade this person's overall contributions. Circle 1, 2, 3, or 4.

4 = excellent 3 = good 2 = fair 1= unacceptable

Example of SAT questions follows

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