Dana Buxton, Paul Kramer
ELAN 7408
Smagorinsky
Fall 2004

Unit Plan: Educational Issues as a Medium through Which We Educate

Rationale

Educational reform is not a new item on the American agenda. Since the beginning of our educational system, there have been critics armed with a host of proposals about what is needed to "fix" the system. However, one might argue that the fervor currently surrounding education is unmatched by that of previous years. Everyone agrees that the system needs improvement, yet few are able to agree upon what the nature of those improvements should be. As these issues have moved to the forefront of national concerns, students have become less and less informed about the decisions that impact their education. Current political agendas, increasing social stratification, and the role played by each of these in educational reform are not necessarily unknown to students. While many students lack familiarity with educational rhetoric, they still hold a practical understanding of the complex issues schools face; they *live* with these issues. Such is the current situation of the average public high school student; who, as he or she nears adulthood, becomes increasing aware of class differences and the way these differences often affect life opportunities. These students in particular need to learn that they can and should take responsibility for their own education.

If educators want to encourage our students to become active participants in their own lives, we must begin by cultivating a true understanding of education itself. But how does the

teacher accomplish this goal? Students first need to be made aware of what the issues are. Students need to recognize education as a powerful weapon, one that can liberate or oppress individuals. They should gain some understanding of the ways in which education has frequently been used to control members of the non-majority in this country, particularly African Americans, Mexican Americans, and Native Americans. Moreover, students need to recognize the importance of education in realizing their goals, be they personal or career oriented.

Student understanding of education's subjective nature, specifically its description and practice, is vitally important if they are to achieve any sort of autonomy. Howard Gardner (1999) notes, "[C]ommunities often comprise groups that admire profoundly different kinds of schools, and kinds of persons" (p. 112). Students are, on some level, aware of the contradictory roles this nation ascribes to education. Do policy makers and educators expect students to by into the institution of school when newspapers are repeatedly listing those schools that are said to be "failing"; would you rely on a car that a mechanic told you is in bad need of service? The parallel should be apparent. Revealing educational goals, both on the national and local levels, must be made a priority by teachers if their students are to gain a true sense of this "objective" institution.

If students are to enter into dialogues about their own educational and career goals, they must be equipped with some basic understanding about changing notions of education, educational systems, and the role of experience. While many would argue that such explicit instruction would ultimately devalue and illegitimate school to the point of irrelevancy, we feel that our unabashed approach is necessary to allow students the right to pursue their own future. With a true understanding of school's place in society, students are better prepared to independently navigate America's educational system in terms of their individual goals. This

unit is a timely one in that students in the eleventh grade are preparing to make decisions about their futures (Csikszentmihalyi and Larson, 1984). Will they enter the work force, attend vocational school or college, etc.? At this age in particular, students need to assess the value of the education they have received and implement a plan for how they will move forward toward their goals. By focusing on readings that offer examples of individuals from varying cultural and historical backgrounds struggling with these same issues, we strive to encourage students of all backgrounds to take responsibility for their own education.

Throughout this unit, students will be engaging in activities that both challenge and broaden a traditional conception of education. Although many parents may be uncomfortable with and unconvinced that our pedagogic style is accomplishing anything productive, we would implore them to look towards the data. Rote memorization and fact finding encouraged in so many traditional English classrooms fail to promote active learning and higher-ordered thinking (Applebee 1996). Focusing on assessments which draw on multiple ways of expression, we attempt to enlarge students' models of what it means to be educated. In taking this perspective, we adopt Howard Gardner's (1993) model of multiple intelligences at play in the classroom. Endorsing and encouraging all forms of student expression may open a classroom's door to students who have consciously slammed it shut. Appealing to a broad sense of education and intelligence, students will grow to see value of all their individual strengths. We seek to legitimize positive classroom effort of any sort; students may just begin to feel a more positive connection to learning. By focusing on a student's strength, educators make a more solid connection between their home life and that of school. One must note, however, that a belief in multiple intelligences is not a rejection of traditional standards or expectations. As Gardner (1999) states, "an education for all human beings cannot succeed unless we have ways of

ascertaining what has been understood and what has been mildly or fatally misconstrued." (25) In essence, we must endorse the entire scope of learning and understanding to move forward with any coherent educational initiatives; without this acceptance, we will inevitably leave some behind along the way.

As students become more closely aligned with the classroom, we can begin to move forward with a development of individual agency and self reliance. The educational focus of our unit will model and encourage both autonomy of action and thought. Open class discussion and group work places the classroom focus on the student and his/her ideas. We do not disagree with those individuals who firmly believe it is the teacher's job to lead the students. In our classroom, we do lead our students to understanding, just in a more egalitarian manner. Acting as guide rather than leader, we enhance student knowledge by building on their strengths and interests, not imposing our own. We still retain classroom authority, but use it as a tool for encouragement and not a rule to be blindly obeyed.

An emphasis on group work redirects the onus of education back onto the students; reinforcing the theme of independence, students themselves will be creating the knowledge salient to class discussion. A classroom focused on its students allows them to define and understand the methods and purpose of education. Enhancing our students' ability to create the need for knowledge, question generation will become a central theme to the unit and scaffolded accordingly. The ability to ask good questions plays an enormous role in the concept of education and agency which we endorse. The capacity to take a critical look at both oneself and his/her surroundings creates a sense of self which begs to be continually informed and included. As the unit advances, students have multiple opportunities to explore avenues which interest them personally; appealing to self-interest here, we hope that students embrace their opportunity

to become a self- informed member of the larger, classroom learning community. Creating independent assessments to build student confidence and capability, we seek to engender a notion of responsibility within the classroom. Without students' work, the class will cease to function properly. Just as a dependence on one's self cannot come without confidence, an active and prosperous community cannot come without responsibility.

Speaking of community, Peter Smagorinsky and Joel Taxel (in press) emphasizes the role education must play in creating such cohesion. He writes, "Education must seek to help students integrate the knowledge they gain into a coherent vision; help students envision an adult life where they are full, contributing members of a community and society; and help students acquire values and skills that provide leadership and service." (146) Smagorinsky and Taxel's aforementioned role of education fits well into our unit's goals. By promoting question generation and self-reliance, we feel our students will adopt these same principles throughout the continuing development of their lives. Armed with the tools and ideals of an expanding notion of education, students' own personal advancement will coincide with that of the larger community. Unfortunately, as realists we are quite aware that many communities may not encourage the democratic principles found in our classroom. Encouraging self-reliance, question posing, and critical thinking, however, our teaching may model proper responses to oppressive or destructive world views. Students will understand how to confront and explore arising community issues collectively and constructively.

Tied to the discourse of community, the ideal of citizenship has also played a significant role in the ideology and application of American educational initiatives (Labaree 1997). Through our unit on education, citizenry is promoted in three primary ways. First and foremost, students are forced to develop an appreciation of their own thought and the framework which

supports the rights to those thoughts. The ideals of freedom and democracy hinge on the power of the individual; by empowering ALL individuals in our classroom, students gain both a firsthand perspective of these ideals as well as the ability to function productively under these ideals. Secondly, with our acceptance for multiple intelligences and self-guided, authentic education, we provide a space where students are free to explore and research the entire scope of American culture; Labaree (1997) writes, "The rationale for liberal arts is that all members of a free society need familiarity with the full range of that society's culture in order 'to participate intelligently as adults in the political process that shapes their society'" (44). And finally, by dealing with multicultural subject matter, we hope to create in all students an awareness of "the other". Although many individuals would disagree with the inherent worth of a multi-cultural curriculum, it cannot be argued that to be productive citizens of a unified nation students must be able to view the perspectives of others as both valid and rational. Focusing on the subjective nature of education, we endorse a dual perception of culture among our students. While unit texts and activities center predominantly on the disparate perceptions and realities of America's numerous cultures, students are also pushed to explore the overlap of all human experience, that delicate synthesis of experience, environment, education, and knowledge.

Like the authors they will read, the life incidents our students encounter become pieces of learning in and of themselves. Thus, focusing firsthand on tangible human experience becomes a powerful tool to reach our educational goals. To provide such a useful framework we turn to autobiographical work. Autobiographies are frequently used as a means through which students can gain a broader understanding of the world around them, but autobiographies focusing upon the theme of education can also be used to reveal the true value of both self discovery and reliance. Students are told time and again that education is important, but rarely is that

importance demonstrated in any meaningful way in the classroom. Using the educational accounts of others is one way to raise student awareness about the power of knowledge. This type of literature will also provide students with the necessary tools to critically assess their own education. Select readings for the unit will provide students with an overview of changing attitudes toward education, specifically in relation to differing opinions on what it means to be an educated person as well as the means through which different individuals and/or cultural groups have been educated. The readings will be presented in chronological order so that students can grasp the historical and social contexts often initiating change in educational views and practices.

Beginning the unit with select readings from Benjamin Franklin that outline his views on education will give students the opportunity to compare the ways in which educational goals have changed throughout history. Franklin will be an interesting character for students to read about because of his eccentric reading habits (i.e., reading a book a day for much of his adult life). His life as an "educated" person also raises some interesting questions about the utility of certain educational accomplishments. For instance, we certainly admire Franklin's ability to simultaneously write in Latin with his left hand while translating it into English with his right, but just how valuable is that skill today? Students will gain an appreciation for Franklin's educational abilities and his accomplishments while recognizing the ways in which educational values shift over time.

Following Benjamin Franklin with Forrest Carter's *The Education of Little Tree* will encourage students to begin developing their own views on education. This semi-autobiographical account provides some insight into the way in which many Native Americans experienced education. Carter was educated in the 1930s and was one of many who suffered through the BIA boarding school experience; thus, his experiences are recent enough to spark

conversations about the connections between the history of Native American education and the current social/political issues they are still dealing with as a result. Most important, however, is Carter's ability to recognize the value of having the formal schooling afforded by educational institutions as well as the education he received from his Cherokee grandparents. Juxtaposing this novel with Benjamin Franklin's work offers opportunities for students to explore their own understanding of what the term education really implies. Through such critical examination, students create an individual connection with the education ideal; by endorsing new perspectives on the nature of learning, school may appear more in line with these students' own goals.

The Carter reading will be followed by a group of readings by African American authors who each challenge our notions of what it means to be educated as well as the various ways in which people receive their education. Langston Hughes' Simple stories and the poem "Theme for English B" reiterate the issues being raised in the two aforementioned readings. The Simple stories are an excellent example of our own prejudices concerning the intellectual capabilities of those individuals who either did not succeed in the educational system or who were never a part of it. Jesse B. Simple's wit lies in his ability to critically assess situations albeit in a humorous, roundabout way. The narrator in these stories is often stumped by Simple's assessment of the same situation, which is nearly always contradictory to his own. The stories also open up themes related to African American educational experiences and, therefore, are a nice introduction to "Theme for English B." The poem touches upon issues surrounding the educational experiences of African Americans during segregation.

Finally, excerpts from *The Autobiography of Malcolm X* will serve to synthesize these controversial issues for students. Malcolm X had to overcome a plethora of obstacles to reach his educational goals, and the fact that he himself is largely responsible for that education

underscores our goal that students recognize that they too should exercise some responsibility for their own education. Enhancing this lesson, students will note the fluidity of X's education. For Malcolm, practical experience will come to dominate a changing notion of self. Malcolm X's ongoing education reminds students that change is part of individual growth. The power of self-examination and question generation is essential to understanding and interacting within our surrounding world. Now familiar with the ideals of continual education, students are equipped with the tools to become active, informed, and influential citizens of this diverse nation.

We begin to close the unit with a highly poetic appeal to the individual. Tom Robbins, a contemporary author known for his biting examination of the human experience, offers advice to an alternative high school's graduating senior class. In this grossly engaging speech, Robbins lyrically re-emphasizes many of the ideals central to our unit. Focusing on the power and scope of the individual, he implores students to continually question reality. While also exhibiting responsibility to oneself and community, students are urged to shape their answers to these questions in meaningful and productive ways. Using this piece as a springboard, the unit culminates on a high note. Giving students an active space in the debate on education, our class's ideas and talents will be showcased through individual "build a school" projects. Drawing on all the skill they have developed throughout this unit, this new school, coupled with a rational for its mission, will reflect each students' new conception of education's purpose in their lives.

We must find some way to get these students to see their education as valuable; otherwise, as Eckert (1989) argues, they will simply come to regard school as a place they do not belong, a place that will not ever afford them the same opportunities offered to the more privileged members of our society. Students must develop an understanding of education as a

living, breathing system, one that is always evolving in its attempts to reflect the changing needs of society. And in reaching this understanding, they should recognize their role as one of many stakeholders; thus, enabling them to grasp the importance of the current debates. They should be encouraged to take the time to assess their own school experiences and be given the tools to critically assess that experience while developing a sense of how they could be better served by the educational system.

References

Applebee, Arthur. (1996). *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*. Chicago: University of Chicago Press.

Csikszentmihalyi, M and Larson, R. (1984). *Being Adolescent: Conflict and Growth in the Teenage Years*. USA: Basic Books.

Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school.* New York: Teachers College Press.

Gardener, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

Gardner, H. (1999). *The disciplined mind: What all students should understand.* New York: Simon and Schuster.

Labaree, D. F. (1997). Public Goods, Private Goods: The American Struggle Over Educational Goals. *American Educational Research Journal, Vol. 34 No. 1*. Spring 1997. pp 39-81.

Smagorinsky, P and Taxel, J. *Discourse of Character Education*. In Press.

Goals and Rubrics

Assessment #1: Unit long, double-entry journal

Over the course of the unit, we will be reading several perspectives on the topic of education. Most of these perspectives will be of an autobiographical nature. In order to successfully build our own views on the purpose and power of education, we must be able to pose questions, create connections, and form conclusions about the educational experiences we come into contact with in the literature. In order to accomplish this goal, we will be keeping a double-entry journal. This journal will allow us to both explore each author's unique educational experience and comment on how these experiences relate to us individually. To keep your journal:

- Divide each page with a vertical line down the center.

- On the left side of each page, record significant passages from the literature you read. Selected passages may come from any place in the reading as long as it holds some significance to you. Significance may include but is not limited to: agreement or disagreement with a passage, curiosity over a passage, admiration for a passage, connecting a passage to your own experiences, or simply aesthetic appreciation for a passage.

- On the right side of the page, across from each passage, do any or all of the following:
  1. Ask open-ended questions that would help you understand the passage better.
  2. Pose a question you may have about the passage to the author.
  3. Give your personal response or evaluation of the passage.
  4. Relate the passage to your own life.
  5. Pose a possible interpretation of the passage.

- Journal entries are assigned for each piece of literature we read. If a piece of literature spans multiple class days, each individual reading assignment must have a journal entry.

- The journals will be collected every two weeks and will be assigned a Pass/Fail journal grade. To pass, no more than two journal entries may be missing per grading period. I will read and comment on your journal each time it is turned in. IF YOU MAKE AN ENTRY THAT YOU DO NOT WANT ME TO READ, PLACE AN **X** AT THE TOP OF THE PAGE.

- Have at least one type of response for each journal collection period and no more than two of each response option per piece of literature. (i.e. Using response option #3 no more than twice for *The Education of Little Tree*)

- **REMEMBER**: journals do not need to follow the regular conventions of formal English writing. This is your space for learning. Do not worry about form, all I am interested in is your thoughts and questions. GRAMMAR WILL NOT COUNT

TOWARD YOUR GRADE.

· Please try to bring journals with you to class EVERY DAY. Journal entries may serve as the basis for class discussions. Also, we may have time in class to complete journal entries.

· Keep in mind that *I am required by law to share any thoughts or suggestions of violence, suicide, substance abuse, family abuse, or other harmful behavior with the school counselors*.

ADAPTED FROM:

Smagorinsky, P. (2002). *Teaching English through Principled Practice*. Upper Saddle River, NJ: Pearson Education, INC. pp. 181-182.

Assessment #2: Narrative Essay Assignment

We have previously discussed Benjamin Franklin's views of education and the educational experiences of Forest Carter's protagonist in *The Education of Little Tree*. We have had several discussions comparing our own experiences with school to those of the above authors. I would now like you to compose a short narrative piece (approximately 500 words) describing some aspect of your educational experience. You may choose one the following approaches:

1. Our discussions of Franklin's writings have focused largely upon notions of self-reliance. Describe an experience where you too have had to take responsibility for your own learning by seeking instruction outside of school (tutor, dance/karate/piano/etc. instructor, friend, and so on) or by having to commit yourself to hours of study that were added onto your typical work load (think about struggles with French, Math, English, etc.). Provide ample discussion of why/how you sought this instruction or increased your hours of study.
2. *The Education of Little Tree* has sparked many conversations about recognizing the importance and value of knowledge found outside of traditional schooling. Describe some knowledge/skill you possess that is not typically included in traditional education programs, how you were taught this skill or gained this knowledge, and explain its importance. You might think about things like language, craftwork, mechanic work, cooking, etc.

Rubric for the Narrative Essay

"A" papers will meet the following requirements:

- Minimum 500 words and turned in on time.
- Effective thesis statement in the introduction that addresses one of the two writing options.
- Coherent paragraphs that advance the thesis proposed in the introductory paragraph.
- Provides interesting details and effectively answers the why/how aspect of each option.
- Minimal number of grammar, punctuation, and spelling errors.

"B" papers will meet the following requirements:

- Minimum 500 words and turned in on time.

- Effective thesis statement in the introduction that addresses one of the two writing options.
- Coherent paragraphs that advance the thesis proposed in the introductory paragraph.
- Provides minimal detail and only touches upon the why/how aspect of each option.
- Minimal number of grammar, punctuation, and spelling errors.

"C" papers will meet the following requirements:

- Minimum 500 words and turned in on time.
- Adequate thesis statement (passable but needs some strengthening) in the introduction that addresses one of the two writing options.
- Coherent paragraphs that advance the thesis proposed in the introductory paragraph, though they sometimes go astray.
- Seriously lacking in detail and only touches upon the why/how aspect of each option.
- Minimal number of grammar, punctuation, and spelling errors.

"D" papers will meet the following requirements:

- Minimum 500 words and turned in on time.
- Weak thesis statement in the introduction that fails to address either one of the two writing options.
- Unorganized paragraphs that often fail to advance the thesis proposed in the introductory paragraph.
- Seriously lacking in detail and/or fails to address the why/how aspect of each option.
- Excessive number of grammar, punctuation, and spelling errors.

"F" papers indicate that the essay did not meet most of the basic requirements such as length, turning in on the due date, addressing one of the two writing options, passable thesis and organization, and minimal grammar/punctuation/spelling errors.

Assessment #3: Analytical Essay Assignment

All the texts we have read thus far in this unit have focused upon educational themes. Each author presented a different perspective that was discussed at length in class. For this assignment, you will write an essay of at least 700 words that explores the educational views presented in any three of the five authors covered in class. The essay should include textual evidence to support the claims you make about each of these authors/texts. You may choose one of the following approaches:

- Focus on the different means (traditional schooling, knowledge gained through experience, cultural knowledge, etc.) through which the authors were educated and the ways in which this education shaped their growth.
- Speculate on how the authors may respond to questions about the purpose of education. How would each of the authors you have selected answer the question? Think in terms of personal responsibility, financial security, happiness, etc.

Rubric for the Analytical Essay

"A" papers will meet the following requirements:

- Minimum 700 words and turned in on time.

- Effective thesis statement in the introduction that addresses one of the two writing options.
- Coherent paragraphs that advance the thesis proposed in the introductory paragraph.
- Provides strong textual evidence to support the assertions made about each of the authors, yet the student does not lose a sense of voice by depending too heavily on textual evidence.
- Textual evidence is smoothly incorporated into the writing and includes MLA citations. Student demonstrates knowledge of when to select quoting, paraphrasing, or summarizing.
- Minimal number of grammar, punctuation, and spelling errors.

"B" papers meet the following requirements:

- Minimum 700 words and turned in on time.
- Effective thesis statement in the introduction that addresses one of the two writing options.
- Coherent paragraphs that advance the thesis proposed in the introductory paragraph.
- Provides minimal textual evidence to support the assertions made about each of the authors, and the essay is at times controlled by dependence on textual evidence and lack of personal voice.
- Textual evidence is incorporated into the writing and includes MLA citations. Student demonstrates knowledge of when to select quoting, paraphrasing, or summarizing.
- Minimal number of grammar, punctuation, and spelling errors.

"C" papers will meet the following requirements:

- Minimum 700 words and turned in on time.
- Adequate thesis statement (passable but needs some strengthening) in the introduction that addresses one of the two writing options.
- Coherent paragraphs that advance the thesis proposed in the introductory paragraph, though they sometimes go astray.
- Seriously lacks textual evidence to support the assertions made about each of the authors, and those areas of the essay that do include evidence offer little to no comment on its importance.
- Textual evidence is not appropriately incorporated into the writing but does include MLA citations. Student seems to struggle when deciding between quoting, paraphrasing, and summarizing.
- Minimal number of grammar, punctuation, and spelling errors.

"D" papers meet the following requirements:

- Minimum 700 words and turned in on time.
- Weak thesis statement in the introduction that fails to address either one of the two writing options.
- Unorganized paragraphs that often fail to advance the thesis proposed in the introductory paragraph.
- Seriously lacks textual evidence to support the assertions made about each of the authors, and those areas of the essay that do include evidence offer little to no comment on its importance.
- Textual evidence in not incorporated into the writing and MLA citations are incorrect. Student too frequently relies on quotes, which are typically "floating" in the essay.

- Excessive number of grammar, punctuation, and spelling errors.

"F" papers indicate that the essay did not meet most of the basic requirements such as length, turning in on the due date, addressing one of the two writing options, passable thesis and organization, and minimal grammar/punctuation/spelling errors.

Culminating Assessment: "Design Your Own School"

Throughout the unit on education, many interesting topics have been investigated. We have looked at how the concept of education has changed throughout history and is continuing to change today. We have explored how individuals initiate and define their own education. And finally, we have analyzed how education is defined in this country and how this affects ourselves and differing cultural groups. While all our discussions have been fruitful, now is the time for true action! YOU will decide how education may be defined in the future.

Imagine that you and your classmates, due to outstanding and groundbreaking scholarship in the field, have been chosen to create "The School of the American Future". This school has been created and chartered by the United States Government as a test site for a new national education policy. The school will be located in Washington D.C. and will serve all students in the surrounding areas. Prospective students must fill out a request for admission and acceptance to the school will be decided by a lottery. To serve students of all ethnic backgrounds, the school's demographic makeup will be mandated as close as possible to the following: 40% Caucasian, 20% African-American, 20% Hispanic, 15% Asian, and 5% any other ethnicity.

Building on what we have learned and discussed throughout this unit, you and your classmates will construct a school environment which embodies your ideals of what education should look like. An important aspect of the "design a school" project centers on the ability to model and promote your educational philosophy to the students of the school. To accomplish this goal and create a successful school the following criteria must be met:

· Work with a group (no more than 5 students) to develop a two page mission statement for your school. To begin, your mission statement must create a name for your school and a reason for this choice. In addition, your mission statement must define the educational philosophy under which the school operates. In this mission statement, your group must clearly explain what it means to be educated, how this idea influences the school's educational philosophy, and why this philosophy is important. The mission statement will need to take possible counter arguments into account as well as provide a short rebuttal. *As this project represents a professional proposal, grammar, spelling, and form will matter and count toward your final grade.*

· Choose 5 of the following options to model your school's educational philosophy: (REMEMBER THESE ARE ONLY SUGGESTIONS, EXPLORE EACH OPTION AS YOUR GROUP SEES FIT)

1. <u>The school's location</u> – Where will the school be located in relation to the city's environment. You may choose to draw a map of the area, but this is not mandatory. Remember, natural spaces (i.e. forests and parks) do exist in the city area. A hypothetical, or made up, area is also acceptable.

2. The school's structure – What features will the building have? How will it look from the outside? Inside? You do not need to create a detailed blueprint here, just a general idea. You may draw or describe the building's exterior, interior, classrooms, ECT. Focus on all or one, the choice is yours. Remember this is hypothetical so money is not an object.
3. The school rules- What type of expectations will the students be held to? How will this govern their interactions? Feel free to explore issues of conduct, honor, honesty, and discipline, and student interaction. Will students be forced to do certain things? Will some rules be optional? Will they have input into the rules? How? Remember, rules set the educational climate of a school; they define the type of learning which the students must adhere to.
4. The school's class requirements – What will the students be required to study? Will they have options? Mandatory classes? Will you be creating any new classes? Dropping any traditional classes? Will students be involved in any programs or classes outside of the school? How would you incorporate these outside programs into the school requirement?
5. Student / Teacher Relationship – How would students and teachers interact? Would they be held to the same rules? How should teachers teach? What rights do students have? Would there be more or less student/teacher interaction?
6. The School Song – What would it sound like? A particular music genre? Would it be a specific song already written? Would there be multiple songs? Perhaps your group would like to write the school song. This would be a great idea.
7. Extra-curricular Activities – What type of extra-curricular activities would the school have? Create a new club or activity. What would these activities do? What types of sports would there be? What would the School mascot be? Would extra-curricular activities promote diversity? Would they be mandatory?
8. Choose you own aspect of school to create or emphasize – DISCUSS YOUR IDEA WITH ME FIRST.

· For each of the 5 options your group chooses, a one to two page paper explaining your decisions must also be written. These papers will reflect the how each choice reinforces or adds to your school's educational philosophy and goals. The paper must explain how your choices are beneficial to the students and how each choice influences the students' perception of education and school.

· Your group must also produce a poster summing up your new school. The poster should contain a brief mission statement and an explanation of all 5 aspects of school your group has chosen to focus on. Your group will present your poster to the class accompanied by a 5 to 7 minute explanation of your school and its components.

Rubric to accompany Culminating Assessment:

To receive an "A" on this project a group must exhibit the following:

1. An equal share of the work must be covered by ALL members of the group.
2. Provide a developed and coherent mission statement (at least one to two pages) including ALL of the following: the name of the school and its explanation, the educational philosophy which your school will operate under, a general definition of what it means to be educated, how this definition influences your group's educational philosophy, possible counter-arguments to your philosophy and a rebuttal.

3. Full development of the 5 areas of school which model your group's educational philosophy.
4. 5 corresponding essays which include ALL of the following: full, coherent development of how each option choice reinforces or adds to your schools educational philosophy and goals, how each option choice are beneficial to the students, and how each option choice influences the student's perception of education and school.
5. A fully developed poster containing ALL of the following: a mission statement, and an explanation of all 5 aspects of school your group has chosen to focus on.
6. A 5 to 7 minute explanation of your group's school and its components in which most of your group speaks.
7. The rules of textbook grammar, spelling, punctuation, usage, and form. Errors of these rules WILL NOT interfere with the audience's understanding of the writing.
8. Some evidence of either a rough draft or peer editing of the written work.

To Receive a "B" on this project, a group must exhibit the following:

1. An equal share of the work is covered by A MAJORITY of the group.
2. Provide a coherent mission statement (at least one to two pages) including A SUBSTANTIAL MAJORITY of the following: the name of the school and its explanation, the educational philosophy which your school will operate under, a general definition of what it means to be educated, how this definition influences your group's educational philosophy, possible counter-arguments to your philosophy and a rebuttal.
3. Partial development of the 5 areas of school which model your group's educational philosophy.
4. 5 corresponding essays which include A SUBSTANTIAL MAJORITY of the following: coherent development of how each option choice reinforces or adds to your schools educational philosophy and goals, how each option choice are beneficial to the students, and how each option choice influences the student's perception of education and school.
5. A developed poster containing ALL of the following: a mission statement, and an explanation of all 5 aspects of school your group has chosen to focus on.
6. A 3 to 5 minute explanation of your group's school and its components in which MOST of your group speaks.
7. The rules of textbook grammar, spelling, punctuation, usage, and form. Errors of these rules WILL NOT SUBSTANTIALLY interfere with the audience's understanding of the writing.
8. NO evidence of either a rough draft or peer editing of the written work.

To Receive a "C" on this project, a group must exhibit the following:

1. An equal share of the work is covered by FEW of the group.
2. Provide a coherent mission statement (less than one page) including HALF of the following: the name of the school and its explanation, the educational philosophy which your school will operate under, a general definition of what it means to be educated, how this definition influences your group's educational philosophy, possible counter-arguments to your philosophy and a rebuttal.
3. Some development of at least 4 areas of school which model your group's educational philosophy.

4. At least 4 corresponding essays which include HALF of the following: coherent development of how each option choice reinforces or adds to your schools educational philosophy and goals, how each option choice are beneficial to the students, and how each option choice influences the student's perception of education and school.
5. A cursory poster containing ALL of the following: a mission statement, and an explanation of all aspects of school your group has chosen to focus on.
6. A 2 to 4 minute explanation of your group's school and its components in which HALF of your group speaks.
7. Most of the rules of textbook grammar, spelling, punctuation, usage, and form. Errors of these rules WILL interfere with the audience's understanding of the writing.
8. NO evidence of either a rough draft or peer editing of the written work.

To Receive a "D" on this project, a group must exhibit the following:

1. A major portion of the work is covered by LESS THAN HALF of the group.
2. Provide a cursory mission statement (less than one page) including LESS THAN HALF of the following: the name of the school and its explanation, the educational philosophy which your school will operate under, a general definition of what it means to be educated, how this definition influences your group's educational philosophy, possible counter-arguments to your philosophy and a rebuttal.
3. Some development of at least 3 areas of school which model your group's educational philosophy.
4. At least 3 corresponding essays which include HALF of the following: cursory development of how each option choice reinforces or adds to your schools educational philosophy and goals, how each option choice are beneficial to the students, and how each option choice influences the student's perception of education and school.
5. A cursory poster containing MOST of the following: a mission statement, and an explanation of all aspects of school your group has chosen to focus on.
6. A 2 to 3 minute explanation of your group's school and its components in which LESS THAN HALF of your group speaks.
7. Few of the rules of textbook grammar, spelling, punctuation, usage, and form. Errors of these rules WILL HIGHLY interfere with the audience's understanding of the writing.
8. NO evidence of either a rough draft or peer editing of the written work.

To Receive an "F" on this project, a group must exhibit the following:

1. A major share of the work is covered by LESS THAN HALF of the group.
2. Provide a minimal and incoherent mission statement (less than one page).
3. Minimal development of at least 2 areas of school which model your group's educational philosophy.
4. 2 or less corresponding essays.
5. A cursory poster containing FEW of the following: a mission statement, and an explanation of all aspects of school your group has chosen to focus on.
6. A 1 to 2 minute explanation of your group's school and its components in which ONLY ONE TO TWO members of your group speaks.
7. Few of the rules of textbook grammar, spelling, punctuation, usage, and form. Errors of these rules WILL HIGHLY interfere with the audience's understanding of the writing.
8. NO evidence of either a rough draft or peer editing of the written work.

LESSON PLANS

Context for Lesson Plans: Our Unit is being implemented in an 11th grade College Prep English classroom. The class is on a 90 minute block schedule and meets every day (very similar to Clarke Central High School).

Primary Materials:
1. Class copies of *The Autobiography of Benjamin Franklin*, chapter 8
2. Class copies of Benjamin Franklin's "Proposals Relating to the Education of Youth in Pensilvania"
3. Forrest Carter's *The Education of Little Tree*
4. Langston Hughes' "Foreward: Who Is Simple", "Bop", "Census", "Promulgations", "Theme for English B",
5. Alex Haley's *Autobiography of Malcolm X*
6. Tom Robbins' "Graduation Speech for Alternative High School in Greys Harbor, WA."
7. The World Wide Web

Week One

Day 1

3-5 minutes: Attendance and housekeeping
15 minutes: Introductory activity — Opinionnaire (see Appendix A). Teacher will administer the opinionnaire, and students respond to statements on their own.
5 minutes: Form groups (self-selected) and brief explanation of expectations concerning group work (respecting the opinions of others, allowing everyone a chance to participate, staying on task, etc.)
25 minutes: Groups will discuss their responses to the opinionnaire. The group will select a secretary who will record the issues that arise during the discussion and note those items for which there was agreement or disagreement.
30 minutes: Whole class discussion. Groups will report their responses to the class.
10 minutes: Introduction to the unit and explanation of how the opinionnaire ties into the unit. Students should keep these issues in mind as we progress through the unit as they will continue to come up.

Day 2

3-5 minutes: Attendance and housekeeping
20 minutes: Students sit with their "home groups" from day before and complete scenario exercise (see Appendix A) on role playing. Students will each take a persona from the scenario and briefly write an account of the scenario from their persona's point of view. The groups will then compare each perspective with one another.
15 minutes: Instructor leads class discussion over differences in perspective; introduces the class to autobiographical work; ties issues of perspective into autobiography discussion.
5 minutes: Introduce reading journals.
30 minutes: Hand out Benjamin Franklin piece, Chapter 8 of autobiography; read aloud with class allowing time for questions, explanation of terms, and brief discussion of passages.

20 minutes: Students work in "home groups" with journal assignment; following journal guidelines, groups produce 2-3 journal questions to use with homework assignment.
HW: Read Franklin's "Proposals Relating to the Education of Youth in Pensilvania"**;** use group questions to complete first journal entry.

Day 3
3-5 minutes: Attendance and housekeeping
5 minutes: Tool Sharpening – Coordinating Conjunctions (see Appendix A)
10 minutes: Instructor invites class to discuss reactions over homework reading. Instructor prompts each group to share journal questions (and possibly responses) they created the previous day.
5 minutes: Instructor lectures on value of questioning and links this idea to the theme of self-reliance, subjectivity, and comprehension. Using examples, instructor relates the difference between poor questions (fact focused) and more useful questions (application questions).
15 minutes: In home groups, students brainstorm criteria for good questions.
25 minutes: Groups present criteria for good questions and rationale behind choices. Instructor writes criteria on board and class reaches final consensus on questioning criteria. Students are to copy criteria in notebook. (Handout to be provided next day)
25 minutes: Groups are prompted to volunteer questions from homework. Whole class evaluates questions using criteria as guideline; rewrites questions not fitting guidelines as needed.

Day 4 (Meets in Computer Lab)
3-5 minutes: Attendance and housekeeping. Hand out question criteria sheet from yesterday.
10 minutes: Instructor introduces Web Search assignment on Native Americans (See Appendix A). Asks class for their knowledge on Native Americans and their ways of learning / school experience.
20 minutes: Students perform Web Search assignment, documenting interesting or new information.
20 minutes: Class discussion of findings. On board, compare and contrast BIA experience with their own schooling experience.
15 minutes: Distribute *The Education of Little Tree*, written by Forrest Carter. Read Chapter 1 aloud.
15 minutes: Introduce term: exposition. Using information from chapter 1, individual students write predictions of events that may occur as novel progresses; must explain why.
10 minutes: Class discussion about predictions.
HW: Read chapters 2, 3, 4 in *The Education of Little Tree*. Journal entry.

Day 5
5 minutes: Attendance and housekeeping.
10 minutes: Tool Sharpening – review coordinating conjunctions; conjunctive adverbs
10 minutes: In home group, share journal entries; compare/critique journal questions using class criteria.
5 minutes: Each group shares a good question to the class.
30 minutes: Home groups write summary of first three chapters. Transcribe final draft of summary onto butcher paper.

5 minutes: Post summaries around class.
25 minutes: Have each group read summary. Emphasize key details that need to be included in summary. Also emphasize differing elements as they appear in each group's work and relate back to issue of perspective.
5 minutes: Explain reading accountability and summary quizzes.
HW: Read chapters 5, 6, 7 and 8 in *The Education of Little Tree*. Journal entry.

Week Two

Day 6

5 minutes: Attendance and housekeeping.
10 minutes: Summary quiz.
10 minutes: Focused free write on the different types of education one might receive outside of school.
10 minutes: Small group discussion comparing findings.
10 minutes: Whole class discussion categorizing/grouping types of education (e.g., sports, arts, home/auto repair).
20 minutes: Small group discussions of the educational lessons Little Tree has received thus far in the book. Groups list page numbers as reference for the discussion.
20 minutes: Whole class discussion of Little Tree's lessons. Board work.
5 minutes: Students will be asked to bring in a magazine advertisement. Advertisement defined and discussion concerning expectations about the appropriateness of content.
HW: Read chapters 9 and 10. Journal entry. Bring in magazine ad.

Day 7

5 minutes: Attendance and housekeeping.
15 minutes: Tool sharpening — sentence combining continued (see Appendix B).
45 minutes: Advertisement exercise. Students will then be asked to write a *detailed* description of the entire advertisement. After they have completed their written descriptions, the papers will be randomly distributed and the ads will be put away. Students will then attempt to recreate/draw the advertisement based on the description one of their peers has written. The ads that correspond to the written pieces will then be redistributed, so both writer and artist can compare the results. Both will then see the necessity of detail when providing a description of anything, especially in writing, and the importance of detail in narratives.
10 minutes: Group work discussing reading journal entries.
15 minutes: Whole group discussion of questions posed in journals.
HW: Read chapters 11 and 12. Journal entry.

Day 8

5 minutes: Attendance and housekeeping.
10 minutes: Summary quiz.
10 minutes: Focused, detailed description of pine cone.
20 minutes: Class sharing of descriptions. Evaluation of pieces. What details are missing or could use elaboration? What pieces are done exceptionally well?

25 minutes: Small group work answering questions about different definitions of education and the value of education. Students will also consider why some skills are excluded or not made mandatory in the curriculum (e.g., why science and not automotive repair?).
20 minutes: Whole class discussion of group findings. Each group will report what discoveries or theories came out of their discussions.
HW: Read chapters 13 and 14. Journal entry.

Day 9
5 minutes: Attendance and housekeeping.
15 minutes: Tool sharpening — sentence combining cont. with subordination exercise (see Appendix B).
25 minutes: Return to Monday's free writing exercise. Select one item listed and describe in rich detail.
25 minutes: Peer workshops.
10 minutes: Small group discussion of reading journal and questions.
10 minutes: Whole group discussion of questions posed in journals.
HW: Read chapters 15, 16, and 17. Reading journal. Begin work on revising written piece.

Day 10
5 minutes: Attendance and housekeeping.
85 minutes: Boarding school activity (see Appendix B).
HW: Read chapters 18, 19, 20, and 21. Reading journal.

Week Three

Day 11
5 minutes: Attendance and housekeeping. Students turn in journals.
10 minutes: Summary quiz.
30 minutes: Found poem. Students will work in small groups to locate key terms and phrases in the book that they will then use to construct a poem. They will be expected to present these poems to the class and provide some explanation of their selections.
20 minutes: Group presentations of poem.
15 minutes: Student volunteers for a class reading of their revised pieces from Week Two. Whole group discussion of how detail plays a role in reader understanding of piece. Revisit discussions about the advertising exercise and the pinecone exercise.
10 minutes: Hand out narrative essay assignment (see Appendix C). Remind students that the aforementioned piece could be used as the foundation for this paper.
HW: Begin drafting narrative essay.

Day 12 (Meets in computer lab)
5 minutes: Attendance and housekeeping.
15 minutes: Tool sharpening — shaping paragraphs exercise (see Appendix C).
70 minutes: Work on essay.
HW: Finish first draft.

Day 13
5 minutes: Attendance and housekeeping.
10 minutes: Discussion about student responsibility in peer workshop groups. Specify that the workshop is not merely a hunt for grammatical errors. Students should focus on content.
60 minutes: Peer workshop of narrative essays (see Appendix C).
15 minutes: Introduce Hughes' Simple Stories. Read "Foreword: Who Is Simple?"
HW: Revise draft. Final essay due tomorrow.

Day 14
5 minutes: Attendance and housekeeping.
20 minutes: Read "Feet Live Their Own Life" as a class. Respond to story in reading journal.
15 minutes: Small group discussion of journal questions.
10 minutes: Whole class discussion of issues raised in small groups.
40 minutes: Students compose a piece in which they tell the stories of their own feet. What kind of lives have their feet led? Where have they been? What have they seen? What can we learn from our feet?
HW: Finish up in-class writing. Read "Bop," "Census," and "Promulgations." Journal entry.

Day 15
5 minutes: Attendance and housekeeping.
15 minutes: Tool sharpening — verbs and pronouns (see Appendix C).
20 minutes: Students share stories written on previous day.
5 minutes: Introduce and explain jigsaw exercise. Number off students. Tell students to focus on how education of experience (or any other form) plays into story's meaning.
35 minutes: Jigsaw exercise with the assigned stories.
10 minutes: Whole class discussion of group work. Emphasize Simple's own sense of education, experience.
HW: Read "Theme for English B." Journal entry.

Week Four

Day 16
5 minutes: Attendance and housekeeping.
5 minutes: Reread "Theme for English B" out loud to class.
10 minutes: Group discussion of journal entries.
15 minutes: Whole class discussion of group findings. Bring up the school/experience contrast in poem.
20 minutes: Get students to comment on teacher's (in poem) assignment. Discuss how their writing takes place. Do students feel this type of writing is accepted in school? Where is the place for their writing?
5 minutes: Introduce "Theme for English" writing assignment. Students will write using instructor's (from poem) assignment. Write assignment on board: "Go home and write a page tonight. And let that page come out of you – Then it will be true."

20 minutes: Students write their theme.
10 minutes: Focused free write on difficulties they had writing their theme.
10 minutes: Share free write with group. Discuss. Turn in free write.
HW: Read "Nightmare" in the *Autobiography of Malcolm X*. Journal entry.

Day 17
5 minutes: Attendance and housekeeping.
15 minutes: Tool sharpening — incorporating source material (see Appendix D).
10 minutes: Summation of major issues raised in free writing exercise.
15 minutes: Small group discussion of questions posed in journal entries.
15 minutes: Whole class discussion of group discoveries.
15 minutes: Small group collaborative writing assignment in which students predict the direction of Malcolm's personal development.
15 minutes: Groups share their work and explain the reasons behind their choices.
HW: Read—"Saved" in the *Autobiography of Malcolm X.* Journal entry.

Day 18
5 minutes: Attendance and housekeeping.
15 minutes: Continuation of group sharing.
10 minutes: Summary quiz.
20 minutes: Each student selects two lines from "Saved" and then participates in a reading activity where each student takes a turn reading a single line at a time. The lines should hold some meaning or interest for them. The reading of the lines is uninterrupted by explanations or comments.
5 minutes: Explanation of concept map exercise.
20 minutes: Concept map exercise.
15 minutes: Groups share their maps.
HW: Read "1965" in the *Autobiography of Malcolm X.* Journal entry.

Day 19
5 minutes: Attendance and housekeeping.
15 minutes: Tool sharpening — incorporating source material cont. (see Appendix D).
15 minutes: Small group discussion of questions posed in journal entries.
15 minutes: Whole class discussion of group discoveries.
10 minutes: Focused free write on the accuracy of their predictions about Malcolm's personal development.
20 minutes: Whole class discussion of Malcolm's education: the means through which he was educated, the value he placed on it, and where this eventually leads him (ignoring his death).
10 minutes: Hand out and discuss analytical writing assignment (see Appendix D).
HW: Compose working outline for paper.

Day 20
5 minutes: Attendance and housekeeping.
20 minutes: Tool sharpening — thesis statement handout (see Appendix D).
65 minutes: Peer workshop and student conferencing about papers. Students may use whatever time is available to continue working on their papers.

HW: Complete first draft of essay.

Week Five

Day 21

5 minutes: Attendance and housekeeping. Students turn in journals.
20 minutes: Tool sharpening — thesis statement exercise (see Appendix E).
65 minutes: Peer workshop. Handout workshop guidelines (see Appendix E).
HW: Revise and prepare final draft.

Day 22

5 minutes: Attendance and housekeeping.
20 minutes: Distribute copies of Tom Robbins' "Graduating Speech." Read aloud.
45 minutes: Using Robbins' speech as a model, students working in small groups compose their own graduation speeches. They should use their own educational experiences as the foundation upon which they will offer advice.
20 minutes: Groups share their speeches.
HW: Carefully read through school design project handout (see Appendix E). Begin brainstorming. Project will be discussed IN DETAIL tomorrow. For now, students should simply begin thinking about it.

Day 23

5 minutes: Attendance and housekeeping.
15 minutes: Read though, discuss, and answer questions about school design project.
20 minutes: Facilitate group formations. Students are free to choose who they will work with, but teacher will help to categorize students according to interests. Go through each option. Student names will be grouped on the board according to which option they've selected. Students then choose groups based on information listed on the board.
50 minutes: Begin work in groups.
HW: Work on projects.

Day 24

5 minutes: Attendance and housekeeping.
70 minutes: Work on projects.
15 minutes: Groups give themselves a daily grade on the progress they've made. They should assign a group grade, an individual one, and a grade they believe their teacher would assign. Time will also used to problem solve whatever issues have arisen. Groups will report their progress to the class and present whatever questions/problems they might be having. Materials will then be put away.
HW: Work on projects.

Day 25

5 minutes: Attendance and housekeeping.
70 minutes: Work on projects.

15 minutes: Groups give themselves a daily grade on the progress they've made. They should assign a group grade, an individual one, and a grade they believe their teacher would assign. Time will also used to problem solve whatever issues have arisen. Groups will report their progress to the class and present whatever questions/problems they might be having. Materials will then be put away.
HW: Work on projects.

Week Six

Day 26
5 minutes: Attendance and housekeeping.
70 minutes: Work on projects.
15 minutes: Groups give themselves a daily grade on the progress they've made. They should assign a group grade, an individual one, and a grade they believe their teacher would assign. Time will also used to problem solve whatever issues have arisen. Groups will report their progress to the class and present whatever questions/problems they might be having. Materials will then be put away.
HW: Work on projects.

Day 27
5 minutes: Attendance and housekeeping.
70 minutes: Work on projects.
15 minutes: Groups give themselves a daily grade on the progress they've made. They should assign a group grade, an individual one, and a grade they believe their teacher would assign. Time will also used to problem solve whatever issues have arisen. Groups will report their progress to the class and present whatever questions/problems they might be having. Materials will then be put away.
HW: Work on projects.

Day 28
5 minutes: Attendance and housekeeping.
75 minutes: Presentation of projects. Question and answer periods follow each presentation. Refreshments will be served.
10 minutes: Final group evaluation. Students evaluate the performance of each person in their group as well as the group as a whole.

The following grammar exercises were adapted from the sources below:
Keene, M. L., & Adams, K. H. (1999). Easy Access: The Reference Handbook for Writers (2nd ed.). Mountain View, CA: Mayfield.
Wyrick, J. (1999). Steps to Writing Well (4th ed.). Orlando, FL: Harcourt Brace.

Appendix A

Education Opinionnaire

Below is a series of statements. Circle the response which most closely indicates how you feel about the statement.

1. Educators place the education of their students above all else.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
2. The government should be responsible for making all educational decisions for students in K–12.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
3. We should never question the intentions of our educators because they are only acting in the best interests of the students.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
4. All citizens of this country are fairly and equally represented by our government regardless of race or ethnicity.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
5. Because compulsory education benefits everyone, all citizens under the age of 16 should be forced to attend school.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
6. All students should be educated in the same way (i.e., using the same textbooks/materials, exams, exercises, and so on).
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
7. Teachers always treat all students equally.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
8. Knowledge gained through schooling is more valuable than knowledge gained through experience.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree
9. All educated citizens of this country are presented with the same opportunities for success.
   Strongly Agree Agree Not Sure Disagree Strongly Disagree

Conjunctive Adverbs

My teacher says I am having trouble with my conjunctive adverbs.
What are conjunctive adverbs?

A conjunctive adverb connects two independent clauses.
The list of conjunctive adverbs includes the following: therefore, thus, then, otherwise, moreover, consequently, hence, however, indeed, nevertheless, next.

Conjunctive adverbs "normally show comparison, contrast, cause-effect, sequence, or other relationships" (**www.englishplus.com/grammar/00000327.htm**).

Conjunctive adverbs require special punctuation.
You must put a semi-colon before them and a comma after them.

Example #1:

Incorrect – Jimmy drove the get-away car, therefore, he was charged as an accomplice in the bank robbery.

Correct – Jimmy drove the get-away car; therefore, he was charged as an accomplice in the bank robbery.

Example #2:

Incorrect – Jimmy went to the park, however, he did not stay long.

Correct – Jimmy went to the park; however, he did not stay long.

******* ***Are there exceptions?*** *******

Yes. The word *however* is not always a conjunctive adverb.

For instance: We could not find, however, the key to the trunk.

- The difference is that the part of the sentence before the word *however* and the part after it are **not** BOTH independent clauses. The phrase *the key to the trunk* cannot stand alone because there is not a verb.

Remember: A conjunctive adverb connects two independent clauses.

Composed by Jane Brown for Athens Technical College's Academic Support Center, (706) 583-2839

Coordinating Conjunctions and Conjunctive Adverbs Exercise

Correct the following comma splices by turning them into compound sentences, adding appropriate coordinating conjunction or conjunctive adverb. See list below for help.

1. We approached the city at the peak of afternoon traffic, we took the bypasses to avoid downtown.

2. You have never cheated on your tests, I hope you never will.

3. Students usually like their English classes, they often dislike the dislike writing essays.

4. We rejected the original plan to throw Susan a surprise party, we decided to take her out to dinner and then see a movie.

5. The school may decide to outlaw student parking on campus, it may continue to have its students park in the lot they share with faculty.

List of conjunctive adverbs:

accordingly	also	anyway	besides
certainly	consequently	conversely	finally
furthermore	hence	however	incidentally
indeed	instead	likewise	meanwhile
moreover	nevertheless	next	nonetheless
otherwise	similarly	specifically	still
subsequently	then	therefore	thus

Coordinating conjunctions:

F	**A**	**N**	**B**	**O**	**Y**	**S**
o	n	O	u	r	e	o
r	d	R	t		t	

Perspective Taking

In your home groups, read the following scenario of a prison riot and choose a character you will represent. Each member of your group must represent a different character in the scenario. Write a brief summary of the scenario from your character's perspective. This summary must take the character's position, emotions, and actions into account; frame the summary using only on what YOUR character sees, feels, and does. Remember, the purpose of this assignment is to take on the persona of your character. Write as though YOU were in his/her situation.

The Prison Riot

The year is 2007. Riker's Island State Penitentiary, located in up-state New York is filled way over capacity. David Cheaply, prison administrator, is sitting comfortably in his plush office located just inside the outer wall of the prison. Puffing on an expensive cigar, he relishes his place in life. Riker's is running as efficiently as ever: prison maintenance costs are down, a reduced security force seems to still be running the prison efficiently, prisoner work programs are producing more license plates than ever before, food costs are down, and more prisoners are being held than ever before. The phone rings and it's the New York Governor. He is calling to commend Cheaply on a job well done. Basking in his glory, Cheaply hangs up the phone after an extremely flattering conversation. As he tips his chair back and places his feet up on the desk to relax, a piercing siren blasts out of the prison intercom system.

"Code Red, Code Red, we have a breach of security in Zone 6. I repeat, breach of security in Zone 6. All available security officers proceed to the area as soon as possible. Prison riot in progress, officers must wear riot gear. Proceed with EXTREME caution."

Cheaply, falling backwards to the floor in shock, pulls himself together and quickly runs to the prison's main control room. In the security cameras of Zone 6 he sees the flames of burning mattresses, armed prisoners swarming the courtyard, and helpless security officers being brutally attacked. Panicked, Cheaply phones the National Guard for help and leaves the Penitentiary to seek safety.

Back in Zone 6, Lance Scarsdale leaps from his prison cell. "We're free!! Those guards are gonna get what they deserve. When we take this whole prison, we'll see who likes being fed near to nothing. We'll see who likes being worked to the bone. We'll see how they feel about being shoved into an overcrowded cell with no bathroom facilities." Scarsdale finds his buddy Snake who hands him the keys to many of the unopened cells. Together, they begin freeing prisoners by the dozens. Until, they reach the cell of Jeremy Fink. Fink is known throughout the prison for ratting on fellow inmates. The only prisoner with a cell to himself, Fink has few friends inside and Lance Scarsdale is definitely not one of them. Just two months earlier, Fink ratted on Scarsdale's attempt at a prison break.

"Look who we have here." Scarsdale hisses. "If it isn't our old buddy, Jeremy Fink. I don't think he's gonna have any fun today. How about we just let him enjoy his spacious cell while the rest of us really get to stretch our legs."

"Come on Scar," Fink pleads. "We're all in this together right? I mean, we're all prisoners in here. We need to stick together to see this riot out successfully. Let me out and I'll show you where they keep the good cafeteria food. I promise."

Scarsdale lets out a bellowing laugh. “Sorry pal, I guess your sweet talking ain’t gonna get you out of this one. Have fun watching. I’ll write you a letter from the outside when this is all said and done. Sucker!” And with that, Scar and Snake rush down the tier out of site.

First to arrive on the scene is Officer Judd Law. He’s an honest man with no resentment in his heart. Known for treating the inmates fairly, no matter what their crime, Law has come to be treated with ambivalence by the prisoners. While most security officers are either cursed or spit at, Law is left alone. Some inmates have even grown to respect the man, aside from what he represents. As he arrives at the Zone 6 entry way, the steel reinforced door blasts open from a crude pipe bomb. Law is blown across the entrance way, smashed against the adjacent concrete wall, and knocked unconscious.

When he awakes, he is being held at gunpoint by Scar, the riot’s mastermind. Bound in shackles and hung from the wall, he and other officers are bloodied and beaten. A television crew is forcefully ushered into the room. The camera zooms in on Law’s face as Scar issues his demands over the microphone. “This riot occurred on your watch,” he sneers. “It was the overworking, overcrowding, and under funding of this prison that made our success possible. Now it will be your decisions which mitigate our uprising’s end. Meet our demands or there will be lots of blood on your hands.. Even this one, Officer Judd Law, a man who we partially respect. The decision is yours.”

Scar proceeds to issue his demands to the watchful eye of the nation. The Riker’s Island Riot is an immediate new headline. Outside the prison hundreds of spectators have arrived by boat to watch the affair firsthand. Two of these onlookers are Judith Law, Judd’s wife, and Ethel Scarsdale, Scar’s mother. They stand next to one another by chance; neither knows of the other’s identity, however both keep their eyes glued to the TV sets assembled in front of the outer prison wall.

As Cheaply, now disheveled and in a panic, stands to issue a statement to the media, a huge explosion erupts from inside the prison walls behind him. Cheaply and the cameramen scatter; Mrs. Law and Scarsdale shriek with fear; the rest of America looks on in detached amazement.

Web Search – Native American Education and Beliefs

Today, we will be beginning the novel, *The Education of Little Tree,* written by Forrest Carter. To begin this novel, you must take our own assumptions about Native Americans, their beliefs, and their education into account. Now that we have had a class discussion about these issues, it is time for you to do some investigatory research on these topics. In this activity, you will search the internet for information on Native Americans, specifically the Cherokee Nation, and their experiences in American schools. To perform this activity successfully, you must search the following websites and record any information that may seem important, surprising, or interesting to you. Your records should focus on Native American beliefs, Native American school experiences, and contrasts between the two. We will reconvene in about 15 minutes to discuss our findings and how they relate to our own experiences with school.

Websites to search:
http://cherokeehistory.com/
http://home.epix.net/~landis/
http://members.aol.com/tawodi/carlisle/intro.html
http://etext.lib.virginia.edu/toc/modeng/public/ZitTeac.html - emphasis on chapter 4
http://www.cherokee.org/Culture/HistoryPage.asp?ID=16

Appendix B

Sentence Combining

In the following paragraph, combine each pair of underlined sentences indo one clear smooth sentence. Rewrite the paragraph with your new combined sentences.

One of the most important job skills is the ability to relate well to others. Almost every employee has to deal with a manager and co-workers. Many workers have to deal with customers. Learning how to behave around a boss, a peer, or customers can be a difficult process. A worker is rude or sarcastic around a supervisor. The worker may be fired. The employee does not want to learn this lesson the hard way. A worker gossips about co-workers. Co-workers no longer trust the worker. The talkative worker has lost valuable friends in the workplace. A demanding or agitated customer can provoke a worker to anger. The same customer can complain to the worker's boss. Therefore, the skilled worker is patient, especially with customers. This worker wants to tell tales about another employee. He or she thinks twice and remains silent. This worker knows that gossip in the workplace can be deadly. Disrespect can also be dangerous. Good people skills include respect for those in charge. In fact, people skills are based on three kinds of respect: respect for manager's authority, for co-workers' privacy, and for customers' concerns.

Sentence Combining Using Subordination

Correct the following comma splices by creating complex sentences. Insert an appropriate subordinating word or phrase and decide whether to place the dependent clause at the beginning or the end of the sentence. You may also need to remove a word or two.

1. The hills were a uniform light green, they reminded me of where I grew up.

2. The fire alarm went off, the children all moved quickly out of the building.

3. Molly Ivins has a way with words, Southerners can really appreciate it.

4. A doctor can do wonders for a problem like that, you have to want to be cured first.

5. Sitting on the two chairs were the two leaders, they were tired after talking all night.

List of subordinating words or phrases:

after	although	as	as if
as though	because	before	even if
in order that	in order to	now that	once
rather than	since	so that	than
that	though	unless	until
what	whatever	when	whenever
where	whereas	wherever	which
while	who	whoever	whom
whose	why		

Cherokee Indian Boarding Schools
Unit Plan

Activity 1 - Introduction to Boarding Schools - Time Allotted: 1 Day (90-minutes)

The purpose of Native American boarding schools was to remove Native Americans from their home and cultures in order to change their identities and lifestyles to be like the "white man". Native American children were forced to think and act like the dominant white culture and were not allowed to practice their traditional ways. Not only were languages and beliefs changes, but appearances as well. Hair styles, clothing and even names and body languages were changed. The intention was to completely erase the Indian way of life. The first Indian boarding school was founded by Captain R. H. Pratt in Carlisle, Pennsylvania in 1879. Within a few years, dozens were opened across the United States. (For more information on boarding schools, go to related links.)

In the latter 1800's, the United States government instituted an educational policy designed to culturally transform Native Americans into the mainstream of white society, due to continual conflicts between the two cultures. It was believed by the government that by forcing Native Americans to learn English, and by preventing them from practicing their own languages and customs, they would believe in and practice white values. Furthermore, it was felt that the best way to implement this policy would be through boarding schools - which were designed to forcibly remove Indian children from their families and homes at a very early age, thereby isolating them from the language and customs of their homes, and forcing the European American language and culture upon them. In this way, it was hoped by the government that Native Americans would then become "White", and that their traditional languages and cultures would die.

The first boarding school, Carlisle Indian School in Pennsylvania, was founded by Captain Richard Henry Pratt. His belief in the inferiority of Indian ways to those of Whites led to his guiding principle, "kill the Indian and save the man." Between 1880-1890, dozens of other boarding schools opened across the United States, some on reservations, and others hundreds of miles away.

Native American children did not receive a warm welcome at boarding school. For the most part, the boarding school experience was a deeply traumatic one. Native languages were forbidden to be spoken. Native clothing was replaced with uniforms. Children's hair was cut short. Indian names were replaced with Christian ones. Harsh punishments were given to those who broke rules. But most devastating, children lost contact with their families and their traditional ways of life, and were taught that their previous lives were inferior.

During the 1920's, investigations of Indian boarding schools found inhumane conditions - poor diets, hard labor for children, military conditions, high mortality rates, overcrowded conditions, and numerous spreads of diseases. Eventually, changes in Indian education included an end to

the traditional boarding schools and a reintroduction to Indian history and culture, as slight as it was. However, to this day, the boarding school era has left its legacies on Native American people.

Materials Needed: Before and after photographs of boarding school students, Activity 1 Worksheet, and movie clip of "Education of Little Tree", all included below.

Procedure:

1. Discuss with students the purpose of the Native American boarding schools, using information given above.

2. View images of Native Americans before entering boarding school and compare with images of the same Native Americans after attending boarding school. Click on the images to enlarge. While viewing, complete Activity 1 Worksheet.

3. View clip from "Education of Little Tree", a movie about a young Cherokee boy, Little Tree, who is required to attend boarding school. The clip is when Little Tree first arrives at boarding school and begins his transformation.

4. As a class group, discuss the answers the students wrote on their worksheet, comparing the photographs before and after entering boarding school. Tie in feelings that Little Tree must have had at the new school. In writing journals, have students imagine that they are entering boarding school,(told not to speak English anymore, change their hair and clothing, be given a new name, etc.), and write a brief description.

Assessment: Evaluate students' worksheets comparing the details of the photographs before and after, involvement in class discussion, and descriptions written in writing journals.

Appendix C

Narrative Essay Assignment

We have previously discussed Benjamin Franklin's views of education and the educational experiences of Forest Carter's protagonist in *The Education of Little Tree*. We have had several discussions comparing our own experiences with school to those of the above authors. I would now like you to compose a short narrative piece (approximately 500 words) describing some aspect of your educational experience. You may choose one the following approaches:

3. Our discussions of Franklin's writings have focused largely upon notions of self-reliance. Describe an experience where you too have had to take responsibility for your own learning by seeking instruction outside of school (tutor, dance/karate/piano/etc. instructor, friend, and so on) or by having to commit yourself to hours of study that were added onto your typical work load (think about struggles with French, Math, English, etc.). Provide ample discussion of why/how you sought this instruction or increased your hours of study.
4. *The Education of Little Tree* has sparked many conversations about recognizing the importance and value of knowledge found outside of traditional schooling. Describe some knowledge/skill you possess that is not typically included in traditional education programs, how you were taught this skill or gained this knowledge, and explain its importance. You might think about things like language, craftwork, mechanic work, cooking, etc.

SHAPING PARAGRAPHS

This essay is shown without appropriate paragraph divisions. Mark the spot where each new paragraph should begin. *Hint:* Here is a rough (six-paragraph) outline: (1) introduction, (2) description of the plant, (3) a typical night shift, (4) the writer's specific job, (5) overview, (6) concluding story. Material that belongs together—and not length—should dictate specific paragraph divisions.

Swing Shift

Have you ever worked in a factory? Have you ever worked swing shift? Can you stand to function like a machine in 95-degree heat or more? Let alone stand it—can you work in it for eight hours of endless repetition and mindless labor? I did, for more than eight years. The Acme Tire and Rubber Company, about 5 miles east of our campus, resembles a prison. (Look for a massive and forbidding three-story building occupying two city blocks on Orchard Street.) The plant was built 50 years ago, and its windows, coated by the soot and grit of a half-century, admit no light, no hope of seeing in or out. Add to this dismal picture the drab red bricks and the stench of burned rubber. This is what I faced five nights a week at 10:00 P.M. when I reported for work. A worker's life inside the plant is arranged so as not to tax the mind. At exactly 10:00 P.M. a loud bell rings. Get to work. The bell has to be loud in order to be heard over the roar of machinery and hissing steam escaping from the high-pressure lines. In time you don't even notice the noise. It took me about two weeks. At midnight the bell rings again: a ten-minute break. At 2:00 A.M. it rings again: lunch, 20 minutes. Two hours later, it rings for the last break of the night. At 6:00 A.M. the final bell announces that the long night is over; it's time to go home. My dreary job was stocking tires. (I say "was" because I quit the job last year.) I had to load push trucks, the kind you see in railroad depots. I picked the tires up from the curing presses. A curing press is an 8-foot-high b 6-foot-wide by 6-foot-deep pressure cooker. There are 18 curing presses all in a row, and the temperature around them is over 100 degrees. Clouds of steam hang just below the 20-foot ceiling. By the time I had worked for ten minutes, my clothes were drenched with sweat and reeked with the acrid stench of steamed rubber. Once the truck was full, I'd push it to the shipping department on the other side of the plant. It's quiet there; they ship only during the day. And it's cooler. I'd feel chilled even though the temperature was around 75 degrees. Here I would leave the full truck, look for an empty one, push it back, and start again. It was the same routine every night: endless truckloads of tires, five nights a week—every week. Nothing ever changed except the workers; they got older and worn out. I wasn't surprised to hear that a worker had hanged himself there a few weeks ago. He was a friend of mine. Another friend told me that the work went on anyway. The police said to leave the body hanging until the medical examiner could clear it—like so much meat hanging on a hook. Someone put a blanket around the hanging body. They had to move around it. The work went on.

Peer Revision

Answer each of these questions on a separate sheet of paper for at least three of your peers. Be certain to list both your name and the author's name, distinguishing the reviewer from the writer.

1. How does the author introduce the subject matter of the essay?

2. What sort of detail does the author use to exemplify his/her point? How successful is the author in communicating his/her ideas? Can you point to places in the essay where more detail would further your understanding of the piece?

3. Writers need to make links between paragraphs, using transition words or repeating key concepts or words. What words in the first sentence of each paragraph help make transitions? Between which paragraphs does the writer need to incorporate better transitions?

4. Which of the paragraphs are best developed? Which paragraphs need more thorough or better organized development? How could they be further developed?

5. Sometimes students write paragraphs that digress--where the discussion wonders away from the main idea of the paragraph. Or sometimes it is just one sentence that doesn't really belong in a paragraph. Which sentences in which paragraphs do not help develop the main idea of that paragraph?

6. Find two places (one to three sentences) where the writer needs to work on style, either combining sentences or smoothing out awkward working.

Verbs and Pronouns

The following sentences are all from a sequence of paragraphs describing a series of events that have already occurred. Only the last sentence refers to present circumstances. Revise each sentence to eliminate the verb problems.

1. Consequently, the customer request that her entire account be reviewed.

2. Another person who works in the bank told me that Thomas regularly lay the blame for mistakes in his department on the bank's customers.

3. Checking account holders and one man who financed his house there has already come forward to join those filing formal complaints.

4. Either a detailed accounting or criminal charges is what the lawyer wants out of this episode.

5. The majority of the lawyer's clients is angry enough to take the matter to court.

Revise the following sentences to clarify pronoun reference.

1. Carmen told Clara that she couldn't go to her party.

2. When Linda came out of the restaurant and saw her father standing in the middle of the street hailing a cab, she was not pleased about it.

3. The teachers looked out the window and saw all the preschoolers running around the yard acting like pirates on a raid. This drove them crazy.

4. Although Brian likes working with desktop publishing on his Macintosh computer, he does not plan on getting a job that involves it.

Decide whether the pronouns in the following sentences are used correctly.

1. At the beginning of the play, the director signals the cast to take its position on the stage.

2. Either the father or the sons will have to work harder if he wants to finish the entertainment center by the first of the month.

3. Every woman in the club wanted their names to appear at the top of the grand prize board.

4. The service club donates its time to renovating homes for the needy.

Correct the inappropriate shifts in the following paragraph to make the point of view consistent.

Before the first day of class, you should make sure that you know where each building is. Then the student can find out if she will have time to get to her class. If you won't have time to walk, you might consider buying a bicycle from a local store. They may have used bicycles as well as new ones. Students should also buy good bicycle locks. Otherwise, he or she may have a bike stolen.

Appendix D

INCORPORATING YOUR SOURCE MATERIAL

There are three basic methods of integrating your source material:

- **Paraphrasing.** Paraphrasing means to restate in your own words. A paraphrase is typically the same length as the original material. Paraphrasing is normally used for brief passages and includes all of the important details from those passages.
- **Summarizing.** Summarizing means to select main ideas from the original and to present them in your own words. A summary is usually much shorter than the original material since it only uses the main ideas and excludes most of the minor details.
- **Quoting.** Quoting means using the exact words as they appear in the original. Direct quotations should be used sparingly. It should be used to capture the tone of the author, something that paraphrasing and summarizing are unable to do.

Citing the Author

Citing the author at the beginning of a paraphrase, summary, or quotation makes it easier for the reader to distinguish between your own ideas and the author's ideas. Phrases such as "according to Langman," "in Langman's opinion," "Langman claims," "Langman points out," and so on help to serve as identifiers for your reader.

Using your source material effectively.

- Avoid using direct quotations when a summary or paraphrase would be much more effective. In other words, don't overuse direct quotations.
- Try to vary your sentence patterns when you do present direct quotations. Don't simply repeat "Langman said" or "Radford said."
- Don't let the reference material dominate your paper. The source material should be used to support your ideas and your thesis.
- Always frame your source material with an introductory phrase and then a comment about the material.

Sample Paraphrase and Summary

Original:

> As early as the 1830s, Irish immigrants who lived in rundown shanties and tenements along New York's rivers were being blamed for importing the cholera epidemic (from which they suffered disproportionately). Fear of cholera, especially after the epidemic of 1832, stimulated public demand for inspection of emigrants prior to departure. Soon, those who left from western European ports began to receive an exam from a physician employed by the country of departure, lest shiploads of emigrants be annihilated by cholera during the voyage.
>
> from Alan M. Kraut, "Plagues and Prejudice," p. 67

Paraphrase:

> According to Alan M. Kraut, during the 1830s, there was widespread concern about the danger of cholera being brought to the US by immigrants. Prime suspects were Irish immigrants, who lived in substandard housing near the rivers of New York City and suffered a high rate of cholera. Following the cholera epidemic of 1832, public pressure mounted to examine emigrants before they left Europe. In order to prevent devastating outbreaks of disease onboard ships,

physicians hired by the European countries inspected departing passengers (67).

Summary:

During the 1830s, in Alan M. Kraut's view, the fear that immigrants were bringing cholera with them to the US led to health inspections of departing passengers in the European ports (67).

The author is named in both the paraphrase and the summary. In this case, the citation at the end of the passage only needs a page number. If you were using more than one article by Kraut, you would need to also include the title of the article before the page number.

Working with Quotations

Long Quotations

If the material you are quoting is longer than four lines, you will need to indent the passage. You do not have to use quotation marks for the block quotation because the indentation tells the reader that the material is quoted directly from the source. With a block quotation, the citation will appear will parentheses two spaces after the punctuation at the end of the quote. You should introduce block quotations. The usual punctuation is usually a colon.

Public health historian Alan M. Kraut explains how Americans have long viewed immigrants as carriers of disease:

> As early as the 1830s, Irish immigrants who lived in rundown shanties and tenements along New York's rivers were being blamed for importing the cholera epidemic (from which they suffered disproportionately). Fear of cholera, especially after the epidemic of 1832, stimulated public demand for inspection of emigrants prior to departure. Soon, those who left from western European ports began to receive an exam from a physician employed by the country of departure, lest shiploads of emigrants be annihilated by cholera during the voyage. (67)

Short Quotations

You can incorporate short quotations into sentences in a number of places. Notice how the author's name appears at the beginning, in the middle, and at the end of the following sentences.

Beginning

According to Alan M. Kraut, "Fear of cholera, especially after the epidemic of 1832, stimulated public demand for inspection of emigrants prior to departure" (67).

Middle

"As early as the 1830s," Alan M. Kraut notes, "Irish immigrants who lived in rundown shanties and tenements along New York's rivers were being blamed for importing the cholera epidemic" (67).

End

"Fear of cholera, especially after the epidemic of 1832, stimulated public demand for inspection of emigrants prior to departure," Alan M. Kraut claims (67).

Phrase and Clauses

In the examples presented so far, the quoted materials form complete sentences.

In other cases, you may want to integrate words, phrases, or clauses from the original into your own sentence:

> Alan M. Kraut explains how the growing fear that immigrants were bringing cholera to the US "stimulated public demand for inspection of emigrants prior to departure" from Europe (67).

Fitting Quotations to Your Sentences

Under certain circumstances, you may modify the material you're quoting. The two basic techniques for modifying the original passage are ellipses and brackets. You use ellipses to omit something in the original and brackets to add or change something. Here are examples of typical uses of each:

Ellipses

Ellipses are a set of three periods with a space before and after each (. . .). Use ellipses when you want to omit part of the original passage.

> "As early as the 1830s," Alan M. Kraut notes, "Irish immigrants . . . were being blamed for importing the cholera epidemic" (67).

Brackets

Brackets are used to make small changes in the original passage so that it fits grammatically into your sentences.

> According to Alan M. Kraut, the federal government's use of mandatory AIDS testing repeats a pattern that can be found in earlier public health crises, "stigmatiz[ing] immigrants of all nationalities" (83).

Brackets can also be used to change capitalization and add clarifying material.

In-Text Citations

Sources with One Author

In many instances, you'll be citing the author in the sentence that uses the source material.

> According to Daniel J. Czitrom, following the Civil War, there appeared the "first rush of literature on the pathology of mass communication, with which we are so familiar today" (19).

Note that you do not repeat the author's name when you give the page number at the end of the quotation.

If you don't cite the author in the sentence, then use this form:

> Following the Civil War, there appeared the "first rush of literature on the pathology of mass communication, with which we are so familiar today" (Czitrom 19).

If you have used two or more sources by the same author:

> Following the Civil War, there appeared the "first rush of literature on the pathology of mass communication, with which we are so familiar today" (Czitrom, *Media* 19).

When you have more than one source by an author, you should use the author's name, a shortened version of the title (the full title is *Media and the American Mind: From Morse to McLuhan*), and the page number.

Adapted from:

Trimbur, John, ed. *The Call To Write*. Brief ed. New York: Addison-Westley Educational, 1999. 570-619.

Incorporating Source Material (Cont.)

Example of smooth incorporation of secondary sources:
For example, in the *America Now* essay "Caught with a Centerfold," the author, Silver, discusses her opinion of *Playbo*y and how it affects her relationship with her boyfriend. Silver stated, "I was planning a future with his man, and I wanted to feel secure in the knowledge that, even after two kids and twenty years, he would still find me sexy" (1999, P. 44). Silver thinks her boyfriend will want her to look like the women in the magazine, and she knows that is not possible unless she alters her body. Silver claims, "The real reason I hate *Playboy* was that the models established a standard I could never attain without the help of implants, a personal trainer, soft lighting, a squad of makeup artists, and air-brushing" (1999, p. 44). Silver does not want her boyfriend to get caught in *Playboy* because she wants him to see her for the woman she is instead of comparing her to the degrading models.

Directions: Fix the problems in the following excerpts from student papers.

1. Magazines, T.V. sitcoms, and models are just the few of which the media portrays physical beauty. "The NBC, sitcom"friends"stars Courtney Cox, Jennifer A Winston and Lisa Kudrow, all are in their twenty, classically beautiful and thin" (Ingrassia; p.66). Most of the white women in society today think that smaller is better but that can cause younger white girls to think that the solution to looking like the models is to be anorexic or Bolemia.

2. Some women feel that men only like the supermodel type body structure in women. Because of this, women who do not have this body structure, may have lower self esteem. As Jennifer Silver confesses, "Yes, the real reason I hated *Playboy* was that the models establish a standard I could never attain without the help of implants, [and] a personal trainer..." (44). Jennifer may have had a high self-esteem before finding the picture of the woman in Playboy, but now she doubts her physical attractiveness.

3. This view is taught to us through television, magazines, and even toys. In the article "The Body of the Beholder," the author speaks of T.V. shows like "Friends" that cast stars like Courtney Cox, Jennifer Anniston and Lisa Kudrow who are "twenty something, classically beautiful and read thin." (Newsweek, 1995)

4. The media has established the standard image of women by portraying young models with slender bodies. In her America Now article “in Pursuits of the Impossible Body Image,” Kare Robinson states “the Image of culturally desirable body is that the women are expected to be thin and men are expected to be muscular” (p. 53, 1998). Advertisements such as those in Sports Illustrated use thin models for their magazine.

5. As mentioned by Karlene Robinson in “in Pursuit of the Impossible Body Image” even aster much work college students have trouble believing other people can accept them without that idea body. [Robinson, 1999]. “the body of the beholder by Michele Ingrassia a young girl says, “girls say, “‘I’m so fat. I’m so ugly.” To me, the ideal is trim and strong, athletic-but not too strong.” As evidence by the examples , the physical alterations people are willing to go through are many and heavily influence by the media.

6. In today’s society we find ourselves paying a lot of attention to others’ appearance as well as our own. “Both men and women, but more so women have gone to great lengths to transform themselves to meet society’s expectation of the ideal body/” (Robinson, pg 53, 1998). Our culture is diet ridden and model obsessed.

7. Dieting is a way to make use look beautiful outside, however “dieting is hazardous to peoples’ health. Gaining weight, losing weight, and having unstable weight can put a lot of stress on one’s body.” (Robinson, p. 53). Extreme dieting can cause depression, anorexia, or bulimia nervosa

Analytical Essay Assignment

All the texts we have read thus far in this unit have focused upon educational themes. Each author presented a different perspective that was discussed at length in class. For this assignment, you will write an essay of at least 700 words that explores the educational views presented in any three of the five authors covered in class. The essay should include textual evidence to support the claims you make about each of these authors/texts. You may choose one of the following approaches:

- Focus on the different means (traditional schooling, knowledge gained through experience, cultural knowledge, etc.) through which the authors were educated and the ways in which this education shaped their growth.
- Speculate on how the authors may respond to questions about the purpose of education. How would each of the authors you have selected answer the question? Think in terms of personal responsibility, financial security, happiness, etc.

Guidelines for writing a good thesis statement

1. A good thesis states the writer's clearly defined opinion on some subject. It should state your topic plus some attitude or opinion concerning that topic. For example, you are asked to write your opinion on the national law that designates 21 as the legal minimum age to purchase or consume alcohol.
Poor: Many people have different opinions on whether people under twenty-one should be permitted to drink alcohol, and I agree with some of them. [writer's opinion is not clear to reader]
Poor: The question of whether we need a national law governing the minimum age to drink alcohol is a controversial issue in many states. [might introduce the thesis, but the writer has avoided stating a clear opinion on the issue]
Poor: I want to give my opinion on the national law that sets twenty-one as the legal age to drink alcohol and the reasons I feel this way. [What is the writer's opinion? The reader still doesn't know.]
Better: To reduce the number of highway fatalities, our country needs to enforce the national law that designates twenty-one as the legal minimum age to purchase and consume alcohol. [writer clearly states an opinion that will be supported in the essay]
Better: The legal minimum age for purchasing alcohol should be eighteen rather than twenty-one. [writer has asserted a clear position on the issue that will be argued in the essay]

2. A good thesis asserts one main idea. Many essays drift into confusion because the writer is trying to explain or argue two different, large issues in one essay. Don't ride two horses at once; pick one main idea and explain or argue it in convincing detail.
Poor: The proposed no-smoking ordinance in our town will violate a number of our citizens' civil rights, and no one has proved secondary smoke is dangerous anyway. [thesis contains two main assertions—the ordinance's violation of rights and secondary smoke's lack of danger—that require two different kinds of supporting evidence]
Better: The proposed no-smoking ordinance in our town will violate our civil rights. [this essay will show the various ways the ordinance will infringe on personal liberties]
Better: The most recent U.S. Health Department studies claiming that secondary smoke is dangerous to nonsmokers are based on faulty research. [essay will focus on one issue: the validity of the studies on secondary smoke]
Poor: High school athletes shouldn't have to maintain a certain grade-point average to participate in school sports, and the value of sports is often worth the lower academic average. [essay moves in two different directions]
Better: High school athletes shouldn't have to maintain a certain grade-point average to participate in school sports. [essay will focus on one issue: reasons why a particular average shouldn't be required]
Better: For some students, participation in sports may be more valuable than achieving a high grade-point average. [essay will focus on why the benefits of sports may sometimes outweigh those of academics]

3. A good thesis has something worthwhile to say. Avoid the "so what" thesis. While some things can be made interesting with the right treatment, some are simply lost causes because they are predictable and therefore boring to others (abortion, drinking age, etc.). Before you write

your thesis think hard about your subject: does your position lend itself to stale or overly obvious ideas?
Poor: Dogs have always been man's best friends. [probably full of cliches about dogs' faithfulness to their masters]
Poor: Friendship is a wonderful thing. [states the obvious]
Poor: Food in my cafeteria is horrible. [subject is ancient]
You will frequently be asked to write about yourself in composition classes. Some of the topics you may consider may not appeal to other readers because the material is too personal or restricted to be of general interest. In these cases, it often helps to universalize the essay's thesis so your readers can also identify with or learn something about the general subject, while learning something about you at the same time:
Poor: The four children in my family have completely different personalities. [statement may be true, but would anyone other than the children's parents really be fascinated with this topic?]
Better: Birth order can influence children's personalities in startling ways. [Writer is wiser to offer this controversial statement, which is of more interest to readers than the preceding one because many readers have brothers and sisters of their own. The writer can then illustrate her claims with examples from her own family, and from other families, if she wishes.]
Poor: I don't like to take courses that are held in big lecture classes at this school. [why should your reader care one way or another about your class preference?]
Better: Large lecture classes provide a poor environment for the student who learns best through interaction with both teachers and peers. [thesis will allow the writer to present personal examples that the reader may identify with or challenge, without writing an essay that is exclusively personal]

4. A good thesis is limited to fit the assignment. Your thesis should show that you have narrowed your subject matter to an appropriate size for your essay. Don't allow your thesis to promise more of a discussion than you can adequately deliver in a short essay.
Poor: Nuclear power should be banned as an energy source in this country. [can the writer give the broad subject of nuclear power fair treatment in three to five pages?]
Better: Because of its poor safety record during the past two years, the Collin County nuclear plant should be closed. [writer could probably argue this in a short essay]
Poor: The parking permit system at this college should be completely revised. [revising the system would involve discussion of permits for various kinds of students, faculty, administrators, visitors, staff, delivery personnel, disabled persons, and so forth]
Better: Because of the complicated application process, the parking permit system at this university penalizes disabled students. [thesis is now focused on a particular problem and can be argued in a short paper]
Poor: African-American artists have always contributed a lot to many kinds of American culture. ["African-American artists," "many kinds," "a lot," and "culture" too broad, cover more ground that can be dealt with in a short essay]
Better: Scott Joplin was a major influence in the development of the uniquely American music called ragtime. [thesis is more specifically defined]

5. A good thesis is clearly stated in specific terms. A vague thesis reflects lack of clarity in the writer's mind and almost inevitably leads to an essay that talks around the subject but never makes a coherent point. Try to avoid words whose meanings are imprecise or those that depend largely on personal interpretation, such as "interesting," "good," and "bad."

Poor: The women's movement is good for our country. [what group is the writer referring to? how is it good? for whom?]
Better: The Colorado Women's Party is working to ensure the benefits of equal pay for equal work for both males and females in our state. [tells who will benefit and how—clearly defining the thesis]
Poor: Registration is a big hassle. [no clear idea is communicated here—how much trouble is "hassle"?]
Better: Registration's alphabetical fee-paying system is inefficient. [the issue is specified]
Poor: Living in an apartment for the first time can teach you many things about taking care of yourself. ["Things" and "taking care of yourself" are both too vague—what specific ideas does the writer want to discuss? and who is the "you" the writer has in mind?]
Better: By living in an apartment, freshman can learn valuable lessons in financial planning and time management. [thesis is now clearly defined and directed]

6. A good thesis is easily recognized as the main idea, usually located in the first or second paragraph.

Avoiding Common Errors in Thesis Statements

1. Don't make your thesis merely an announcement of your subject matter or a description of your intentions. State an attitude toward the subject.
Poor: The subject of this theme is my experience with a pet boa constrictor. [this is an announcement not a thesis statement]
Poor: I'm going to discuss boa constrictors as pets. [statement of intention, but not a thesis statement]
Better: Boa constrictors do not make healthy indoor pets.
Better: My pet boa constrictor, Sir Pent, was a much better bodyguard than my dog, Fang.

2. Don't clutter your thesis with expressions such as "in my opinion," "I believe," and "in this essay I'll argue that. . . ." These unnecessary phrases weaken your thesis statement because they often make you sound timid or uncertain. This is your essay; therefore, the opinions expressed are obviously yours. Be forceful: speak directly, with conviction.
Poor: My opinion is that the federal government should devote more money to solar energy research.
Poor: My thesis states that the federal government should devote more money to solar energy research.
Better: The federal government should devote more money to solar research.
Poor: In this essay I will present lots of reasons why horse racing should not be legalized in Texas.
Better: Horse racing should not be legalized in Texas.

3. Don't be unreasonable. Making irrational or oversimplified claims will not persuade your reader that you have a thorough understanding of the issue. Don't insult any reader; avoid irresponsible charges, name calling, and profanity.
Poor: Radical religious fanatics across the nation are trying to impose their right-wing views by censoring high school library books. ["radical," "fanatics," "right-wing," and "censoring" will antagonize many readers immediately]
Better: Only local school board members—not religious leaders or parents—should decide which books high school libraries should order.
Poor: Too many corrupt books in our high school libraries selected by liberal, atheistic educators are undermining the morals of our youth.
Better: To ensure that high school libraries contain books that reflect community standards, parents should have a voice in selecting new titles.

4. Don't merely state a fact. A thesis is an assertion of opinion that leads to discussion. Don't select an idea that is self-evident or dead-ended.
Poor: Child abuse is a terrible problem. [of course, who wouldn't agree?]
Better: Child-abuse laws in this state are too lenient for repeat offenders.
Poor: Advertisers often use attractive models in their ads to sell products. [true, but obvious]
Better: A number of liquor advertisers, well known for using pictures of attractive models to sell their products, are now using special graphics to send subliminal messages to their readers.
Better: Although long criticized for their negative portrayal of women in television commercials, the auto industry is just a soften guilty of stereotyping men as brainless idiots unable to make a decision.

5. Don’t express your thesis in the form of a question unless the answer is already obvious to the reader.
Poor: Why should every college student be required to take two years of foreign language?
Better: Chemistry majors should be exempt from the foreign language requirement.

Appendix E

Thesis statement exercise (cont.)

Identify each of the following thesis statements as adequate or inadequate. If the thesis is weak or insufficient in some way, explain the problem.

1. I think *Titanic* is a really interesting movie that everyone should see.

2. Which cars are designed better, Japanese imports or those made in America?

3. Some people think that the state lottery is a bad way to raise money for parks.

4. My essay will tell you how to apply for a college loan with the least amount of trouble.

5. Having a close friend you can talk to is very important.

Workshop Guidelines

Answer each of these questions on a separate sheet of paper for at least three of your peers. Be certain to list both your name and the author's name, distinguishing the reviewer from the writer.

1. Is the introduction at least three to five sentences? How does the writer set up the thesis?

2. Write out the thesis of the essay. Considering the points made in class and explained on your handouts, what problems (if any) do you see with this thesis?

3. Which body paragraphs are missing main ideas and/or topic sentences? Which have topic sentences that do not relate either to the thesis or the information provided in the paragraph?

4. Writers need to make links between paragraphs, using transition words or repeating key concepts or words. What words in the first sentence of each paragraph help make transitions? Between which paragraphs does the writer need to incorporate better transitions? Look at all three body paragraphs and the conclusion in answering this question.

5. Body Paragraphs—Answer for each body paragraph.

a. thoughtful sub points?	Great	NSW	NLOW
b. concrete, specific examples?	Great	NSW	NLOW
c. unified around topic sentence (no digressions)	Great	NSW	NLOW
d. flows smoothly from sentence to sentence	Great	NSW	NLOW
e. uses sources well			
1. material cited is a good choice for developing the topic sent.?	Great	NSW	NLOW
2. all material makes sense with what's around it?	Great	NSW	NLOW
3. introduced with signal phrases?	Great	NSW	NLOW
4. good choice about quoting vs. paraphrasing	Great	NSW	NLOW
5. quotations copied exactly?	Great	NSW	NLOW
6. MLA parenthetical citations used correctly	Great	NSW	NLOW

Which of the paragraphs are best developed? Which paragraphs need more thorough or better organized development? How could they be further developed? If needed, where could another secondary source be added? If needed, where can another real world example be added?

6. Sometimes students write paragraphs that digress--where the discussion wonders away from the main idea of the paragraph. Or sometimes it is just one sentence that doesn't really belong in a paragraph. Which sentences in which paragraphs do not help develop the main idea of that paragraph?

7. Find two places (one to three sentences) where the writer needs to work on style, either combining sentences or smoothing out awkward working.

Culminating Assessment: "Design Your Own School"

Throughout the unit on education, many interesting topics have been investigated. We have looked at how the concept of education has changed throughout history and is continuing to change today. We have explored how individuals initiate and define their own education. And finally, we have analyzed how education is defined in this country and how this affects ourselves and differing cultural groups. While all our discussions have been fruitful, now is the time for true action! YOU will decide how education may be defined in the future.

Imagine that you and your classmates, due to outstanding and groundbreaking scholarship in the field, have been chosen to create "The School of the American Future". This school has been created and chartered by the United States Government as a test site for a new national education policy. The school will be located in Washington D.C. and will serve all students in the surrounding areas. Prospective students must fill out a request for admission and acceptance to the school will be decided by a lottery. To serve students of all ethnic backgrounds, the school's demographic makeup will be mandated as close as possible to the following: 40% Caucasian, 20% African-American, 20% Hispanic, 15% Asian, and 5% any other ethnicity.

Building on what we have learned and discussed throughout this unit, you and your classmates will construct a school environment which embodies your ideals of what education should look like. An important aspect of the "design a school" project centers on the ability to model and promote your educational philosophy to the students of the school. To accomplish this goal and create a successful school the following criteria must be met:

- Work with a group (no more than 5 students) to develop a two page mission statement for your school. To begin, your mission statement must create a name for your school and a reason for this choice. In addition, your mission statement must define the educational philosophy under which the school operates. In this mission statement, your group must clearly explain what it means to be educated, how this idea influences the school's educational philosophy, and why this philosophy is important. The mission statement will need to take possible counter arguments into account as well as provide a short rebuttal. *As this project represents a professional proposal, grammar, spelling, and form will matter and count toward your final grade.*

- Choose 5 of the following options to model your school's educational philosophy: (REMEMBER THESE ARE ONLY SUGGESTIONS, EXPLORE EACH OPTION AS YOUR GROUP SEES FIT)
    1. <u>The school's location</u> – Where will the school be located in relation to the city's environment. You may choose to draw a map of the area, but this is not mandatory. Remember, natural spaces (i.e. forests and parks) do exist in the city area. A hypothetical, or made up, area is also acceptable.
    2. <u>The school's structure</u> – What features will the building have? How will it look from the outside? Inside? You do not need to create a detailed blueprint here, just a general idea. You may draw or describe the building's exterior, interior,

classrooms, etc. Focus on all or one, the choice is yours. Remember this is hypothetical so money is not an object.

3. The school rules- What type of expectations will the students be held to? How will this govern their interactions? Feel free to explore issues of conduct, honor, honesty, and discipline, and student interaction. Will students be forced to do certain things? Will some rules be optional? Will they have input into the rules? How? Remember, rules set the educational climate of a school; they define the type of learning which the students must adhere to.
4. The school's class requirements – What will the students be required to study? Will they have options? Mandatory classes? Will you be creating any new classes? Dropping any traditional classes? Will students be involved in any programs or classes outside of the school? How would you incorporate these outside programs into the school requirement?
5. Student / Teacher Relationship – How would students and teachers interact? Would they be held to the same rules? How should teachers teach? What rights do students have? Would there be more or less student/teacher interaction?
6. The School Song – What would it sound like? A particular music genre? Would it be a specific song already written? Would there be multiple songs? Perhaps your group would like to write the school song. This would be a great idea.
7. Extra-curricular Activities – What type of extra-curricular activities would the school have? Create a new club or activity. What would these activities do? What types of sports would there be? What would the School mascot be? Would extra-curricular activities promote diversity? Would they be mandatory?
8. Choose you own aspect of school to create or emphasize – DISCUSS YOUR IDEA WITH ME FIRST.

- For each of the five options your group chooses, a 250–500 word essay explaining your decisions must also be written. These papers will reflect the how each choice reinforces or adds to your school's educational philosophy and goals. The paper must explain how your choices are beneficial to the students and how each choice influences the students' perception of education and school.

- Your group must also produce a poster summing up your new school. The poster should contain a brief mission statement and an explanation of all 5 aspects of school your group has chosen to focus on. Your group will present your poster to the class accompanied by a 5 to 7 minute explanation of your school and its components.