

Walking Across Egypt

By Clyde Edgerton

Exploring the Social Limitations of Age and
Youth



Unit Rationale

Is age really just a number? Is there such a thing as getting old? What constraints do people face because of their age? These and many other questions students will analyze and defend during the unit “Exploring the Social Limitations of Age and Youth” within the novel *Walking Across Egypt* by Clyde Edgerton.

I chose *Walking Across Egypt* because in the fall I gave my students a survey and repeatedly I saw students wanting to read something enjoyable that they could relate to rather than a typical American canon. Because of this I thought back to my days as a high school honors English student. I read *Walking Across Egypt*; which, was perhaps one of my favorite books I ever had to read for school. The plot of the novel and the theme of my unit are relevant to so many age groups but particularly teenagers. Often, students find themselves wedged between not being quite as independent as an adult, and not being as dependent as a child. This is true also of the main character Mattie who is getting older and realizing she cannot do things she once did with ease or independence. This subject, although diverse in age, is something many high school students can relate to whether it's the ability to drive, curfew, or going on a date. Students have a desire to be independent yet are constrained by their parents' rules and expectations much like Mattie. We will also explore the themes of “Least of these my brethren,” and “Needing to take care of others vs Needing others to take care of ones self.” We will explore

these themes and discuss them with journal entries and prompts for their memoir. These are also relevant because every teenager has felt lonely before or had a desire to be independent. (NCATE 2.5)

I plan to implement a unit that not only gets students engaged and excited about reading, but helps them to build crucial skills and knowledge that are critical to succeeding in real world situations. For example, I noticed when I taught “The Raven” in the fall that many students struggled with basic high school level vocabulary. Because of this I plan to implement vocabulary words found within the book into lessons to strengthen their vocabulary with vocabulary worksheets. (NCATE 3.1.1) I also plan to integrate in my lesson important Language Arts components that are crucial to success in the real world such as reading, writing, and speaking. There are several lessons I have implemented in which students not only read and write but also present their creations and observe their fellow classmates present. Also, because students repeatedly told me in their survey that they hate long papers I plan to make these writing assignments creative and able for all students no matter what their writing level succeed at the assignments. (NCATE 2.1, 3.1.2, 3.1.7) In order to do so, I plan to give writing assignments in which students can relate to with either their own culture or their own personal experience through the memoir assignment, “A Glimpse at Southern Life” writing assignment, and daily journals that will reflect on the writing from the class before (NCATE 3.3.1). During these writing assignments, I plan to implement the composition

process along with the importance of clarifying their thoughts through proper grammar. I plan to this by modeling my memoir. I will first show them different ways in which they can come up with the topic to their memoir. I will then show them how I edited my rough draft to clarify my thoughts by fixing improper grammar and punctuation usage. (NCATE 3.1.6, 3.4.1)

Many may say to me, why not teach *The Great Gatsby* or *Huck Finn*; which are American Classics that many people enjoy? My biggest goal of this unit is to show students that they can read for school and enjoy it. This unit will be taught in all of my Tech Prep classes; which unfortunately most in those classes are waiting to turn seventeen and drop out. Because I can't stop them from dropping out, I want them to at least walk away from college with a sense of enjoyment for a book (NCATE 4.1). Dr. Seuss said in *I Can Read with my Eyes Shut* "The more that you read, the more things that you will know. The more that you learn, the more places you'll go" I truly believe this statement and I think it's especially true of my students. This is why I feel so strongly about teaching it to this group of students because it's relevant to them in so many ways. Whether its observing the limitations of their age, looking at the life of Wesley, one of the main characters, or just the humor and southern dialect that Edgerton uses in the novel all are relevant to sixteen and seventeen year old teenagers.

Philosophy for Teaching English

The Walking Across Egypt unit depicts my philosophy of teaching with Constructivist Principles and all students having a sense of flow through out. I did this by having students constantly looking at the text in different and unique ways. At times the students created quilts in which they made symbols in each quilt square to analyze characters in order to respond to literature in a unique way. (NCATE 2.4, 3.2.4) This is also a way for them to look at the text critically while using art and creativity. This activity also adds a social experience as well as an immediate experience. With that same standard students will write at least twice a week in their journals on a topic that is related the text. (E3-1.6) Students during this unit will also create memoirs relating to themes found within the book. This is an excellent method to get students writing because they are writing about their own personal experience and not the text itself. We also work on the writing process while creating these memoirs which will help students with grammar, punctuation, and voice. (E3-1.4, E3-4.5, E3-4.6, E3-5.2, E3-5.3) I chose to have them write memoirs for their writing assignment because many of them struggle with writing and memoirs or any form of writing about oneself is, studies show, the easiest form of writing for a student. The final enterprise students will collect their work in manila envelope to compile a portfolio of all of the work they have done throughout the unit. This will be helpful as a study guide for the test and to look at the progress of their work over a month's time. There will also be a

EdSec 424

Final Unit Test at the end of the unit which will assess students' knowledge about the book.

Unit Overview

Mark Twain once said, “Age is an issue of mind over matter. If you don't mind, it doesn't matter.” This is true whether you are getting older or stuck like so many teenagers, of not quite being an adult but no longer being a child. In the novel *Walking Across Egypt* by Clyde Edgerton the main character Mattie finds herself in this very predicament. Mattie wants to still have her own independence; yet she realizes she cannot do the things she once did. I think that this theme independence and freedom is relevant to my students because so many of them are desperate for independence yet they are still dependent on their parents like Mattie feels. *Walking Across Egypt* is an ideal novel for students because it explores the constraints of age whether it's getting older or being too young. Most of my students are sixteen and are learning to drive. The theme of age constraints is also relatable to them because they know the constraints they feel or recently felt when they were not old enough to drive. Also *Walking Across Egypt* is considered American Southern Literature filled with southern dialect, settings, and commentary that students who live in the deep south of (they identifying name of the city has been removed by the researcher) can relate to (NCATE 2.5).

The *Walking Across Egypt* unit is designed to be taught during second semester to 11th grade English III tech prep classes. The goal of this unit is get students engaged and learn to enjoy reading by selecting a text that is relatable to them in more than one way. The theme “Exploring the social limitations of age and youth” will have sixteen year old students relating to a seventy year old

EdSec 424

character in the novel. The students will be capable enough to take the theme, characters, and conflict within the novel and relate them to their own lives by writing a memoir.

Unit Objectives

Objectives for Response to Literature

The Student will be able to:

- Compare/Contrast ideas within and across literary texts to make inferences (E3-1.1)
- Evaluate the impact of point of view (E3-1.2)
 - Compare the poem “Keep A-Goin” to Mattie
 - “Walking in Someone Else’s’ Shoes Activity”
- Analyze a character. (E3-1.6) (NCATE 3.3.1)
 - Wesley Characterization handout
- Create a response to theme. (E3-1.4, E3.1.6)(NCATE 2.4, 3.2.3)
 - Paper pass

State Standards Addressed:

E3-1.1 Compare/Contrast ideas within and across literary texts to make inferences

E3-1.2 Evaluate the impact of point of view on literary texts.

E3-1.4 Evaluate the relationship among **character**, **plot**, **conflict**, and **theme** in a given literary **text**.

E3-1.6 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E3-1.7 Evaluate an author’s use of genre to convey theme.

Objective for Informational Text

The Student will be able to:

- Examine propaganda techniques to make meaning (E3-2.7)
 - Propaganda lesson

State Standards Addressed:

E3-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts.

Objectives for Writing (Process and Product)

The Student will be able to:

- Evaluate a piece of writing checking for errors. (E3-4.5, E3-4.6,) (NCATE 3.2.3)
-Memoir
- Create a memoir (E3-5.2, E3-5.3)(NCATE 4.1,4.8)
-Memoir

Standards being addressed:

E3-4.5 Revise writing to improve clarity, **tone**, **voice**, content, and the development of ideas.

E3-4.6 Edit written pieces for the correct use of written **Standard American English** including subject-verb agreement, pronoun-antecedent agreement, agreement of nouns and their modifiers, verb formation, pronoun case, formation of comparative and superlative adjectives and adverbs, idiomatic usage, and correct spelling.

E3-5.2 Create narrative pieces (for example, personal essays, memoirs, and narrative poems) that use **figurative language** and **word choice** to create **tone** and mood.

E3-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid **word choice**.

Objectives for Communication

The Student will be able to:

- Create a letter using vocabulary appropriate for the particular audience. (E3-6.4)(NCATE 3.2.4) (NCATE 3.4.2)
-“A Glimpse at Southern Life”
-Dear Abby Letter

State Standards Being Addressed:

E3-6.4 Use vocabulary (including **Standard American English**) that is appropriate for the particular **audience** or purpose.

Objectives for Word and Language Study

The Student will be able to:

- Apply context clues to determine unknown words meaning. (E3-3.1)(NCATE 3.2.4, 3.1.7, 3.4.2)
-Vocabulary worksheet

State Standards that will be addressed:

E3-3.1 Use **context clues** to determine the meaning of technical terms and other unfamiliar words

Objectives for Research:

The Student will be able to:

- Create a piece of text using the research about southern literature. (E3-6.5) (NCATE 3.1.3)
-“A Glimpse of Southern Life”

Memoir Assignment



Description: As we have learned in class and seen through my own models, memoirs are a written account of a particular moment in life. As your final enterprise for the *Walking Across Egypt* Unit I want you to create a memoir pertaining to **one** of the following themes we've discussed in this unit:

- Describe a time in your life when you felt as if your age was stopping you from doing something you wanted.
- Describe a time in your life when becoming older was a big deal.
- Describe an experience you have had with an elderly person or people.
- Describe an important conflict in your life when you have felt like you were at a cross roads.

I expect all memoirs to focus on one specific event or memory in your life. They should be full of detail and reflect your own personal voice and writing style. They also need to have an introductory, body, and concluding paragraph. The final memoir is expected to be at least 2 pages, double-spaced, 12 pt. Times New Roman fonts. I also expect to see at least a brainstorm, rough draft, and final copy. I will be grading the memoirs according to the rubric below. Good Luck and have fun!

Memoir Peg

____STYLE (Accounting/Originality) 10 points

____WRITING PROCESS (Brainstorm, Rough Draft, and Final draft) 10 points

____FOCUS (Thesis/Moral/End Point) 20 points

____ORGANIZATION (Clarity; Story Structure; Length) 20 points

____DETAILS (Vocabulary/Dialogue/Description) 20 points

____MECHANICS & USAGE (Spelling; Punctuation; Word Choice; Formatting; Copy Quality) 20 points

____TOTAL out of 100

State Standards and Objectives Being Addressed:

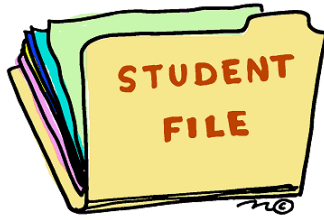
- Create a response to theme found within the novel (E3-5.2)
- Evaluate a piece of writing checking for errors. (E3-4.5, E3-4.6)
- Create a memoir(E3-5.2, E3-5.3)

E3-4.5 Revise writing to improve clarity, **tone, voice**, content, and the development of ideas.

E3-4.6 Edit written pieces for the correct use of written **Standard American English** including subject-verb agreement, pronoun-antecedent agreement, agreement of nouns and their modifiers, verb formation, pronoun case, formation of comparative and superlative adjectives and adverbs, idiomatic usage, and correct spelling.

E3-5.2 Create narrative pieces (for example, personal essays, memoirs, and narrative poems) that use **figurative language** and **word choice** to create **tone** and mood.

E3-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid **word choice**.



Walking Across Egypt Unit Portfolio

Each of you will receive a manila file folder at the beginning of the unit. Inside, I want you to collect your work from the unit. You are responsible for collecting all journal entries we do at the beginning of class, worksheets, notes, activities, vocabulary and memoir drafts and keeping them in your folder. This assignment is an easy way to collect your work and have a great resource when it comes time to study. I will be grading your portfolios according to the rubric below:

Portfolio PEG

- _____ Contains at least 10 journals (20 points)
 - At least ½ page journal entry
 - Uses complete sentences
 - Thoroughly answers the “on-demand” prompts
- _____ Contains all five group activity worksheets (20 points)
- _____ Contains both letters Dear Abby letters (20 points)
 - Caters language, tone, and writing to the audience.
 - Uses appropriate vocabulary for the differing audiences.
 - Answers reader’s on-demand situation thoroughly.
 - Uses complete sentences.
- _____ Contains all five context vocabulary lists (20 points)
 - Completed
- _____ Contains all 10 Homework assignments (20 points)
 - Answered all guided reading worksheets.

- Create a response to literary text (E.3-1.6)
- Analyze information about a character within the text and to make inferences. (E3-1.6)
- Create a letter in response to two Dear Abby letters for the purpose and audience. (E3-5.5, E3-5.6, E3-4.2, E3-6.4)
- Create a letter that is designed for a certain audience. (E3-2.4)

E3-6.4 Use vocabulary (including **Standard American English**) that is appropriate for the particular **audience** or purpose

E3-5.5 Create technical pieces that use clear and precise language appropriate for the purpose and audience.

E3-5.6 Compose effective pieces of writing to respond to prompts in “on-demand” situations.

E3-4.2 Use complete sentences in a variety of types.

E3-1.6 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E3-2.4 Create responses to informational **texts** through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

Gateway Activity

Overview:

Today we will begin the *Walking Across Egypt* Unit with the hopes of students receiving pleasure from reading this book. The goal of this lesson is to start students off with good knowledge of the theme found within the unit plan and the book. I will do this through a Gateway Activity where students will write responses to "Dear Abby" letters. One of the prompts will be from an older person and the other from a younger both faced with barriers due to age. This activity will help them to relate and see the relevancy of the book through situations in the novel and their lives better. Because of this activity and others perhaps the students will enjoy reading the novel; which is my main goal of the unit. Also, during this lesson I want to introduce and establish some of the projects and expectations of the unit in particular the unit portfolio.

Objectives: (APS 2,4)

Students will be able to:

- Create an effective piece of writing to respond to prompts in "on-demand" situations. (E3-5.6)
- Create a piece of writing that use vocabulary appropriate for the particular audience or purpose. (E3-6.4)

English Course Standards:

- E3-6.4 Use vocabulary that is appropriate for the particular audience or purpose.
- E3-5.6 Compose effective pieces of writing to respond to prompts in "on-demand" situations.

Prerequisites and Preassessment:

Because it is the first day of class for the unit and students have never been assessed for *Walking Across Egypt* I will begin with discussion about age and ask some questions. Is age really just a number? How do you think age really matters? Do you think age starts to matter at certain ages?

Materials/Preparation:

- Promethean Board
- Computer
- PowerPoint
- Unit Portfolio PEG

Procedure or Instructional Flow:

- I will have a bell ringer up on the promethean board for them to work on while I take roll. (5 minutes)
- I will then begin the introductory discussion about the restraints of age. I will use the PowerPoint to lead the questions (10 minutes)
- I will then go into the Gateway Activity by first explaining the purpose and directions of the activity. (2 minutes)
- I will begin with the younger person's letter first because it will help them relate to the author more and be able to respond to the audience better. (10 minutes)
- I will then have students share their responses to the younger person's letter. (5 minutes)
- I will then write a response to the older person's letter. By having them write to a more relatable audience first (younger writer) hopefully they will be more inclined to also write to an older audience (10 minutes)
- I will allow students to share their responses. (5 minutes)
- The students and I will then with a Venn Diagram compare and contrast the older writer to the younger writer. This will help students to see that no matter the age you will still face barriers because of your age. (10 minutes)
- I will then introduce the novel to them with a series of PowerPoint slides such as the book covers picture, a provocative and catching summary, a short biography about the author and other ample background information that relates to the novel. (10 minutes)
- I will then give them the PEG for the Unit Portfolio and take any questions about it. (5 minutes)
- I will then pass out folders that they will write their names on, Staple PEG to the inside cover, and place both letters inside. (10 minutes)
- With whatever time I have left I will pass out books and we will begin reading the first chapter of *Walking Across Egypt*.

Assessment:

- Create an effective piece of writing to respond to prompts in “on-demand” situations. (E3-5.6)
- Create informational pieces of writing that use language appropriate for the specific audience. (E3-5.1)
 - Students will be assessed on both of these objectives through their responses to the “Dear Abby” letters. These letters will then be put in their portfolio and graded as part of the unit based on completion.

Dear Abby

Today you are going to pretend that you are the famous advice columnist Abigail Van Buren also known as "Dear Abby." Below are two letters written to you seeking advice about their situations. Answer each letter keeping in mind you should have:

- A narrative voice of what they should do to resolve their problems
- Give rational, practical, and persuasive advice (NCATE 3.4.2)
- Their age and what is appropriate to suggest to them (i.e. tone, language, etc.) (NCATE 3.2.4)

Dear Abby,

I am a very independent woman in my 70s. I am very active and do things such as garden, play tennis, and at both the hospital and my church. My children think that I am aging quicker than I really am and want me to turn in my keys and no longer drive. I know that I'm older, but I have great eye sight still and I have never been in a car accident.

I love my children but I think they are being too controlling over my life. I fear if I put up a fight against them that they will take away even more of independence then they already are such as putting me in nursing home. What should I do Abby do I stand up to them so I can keep my keys but risk being put in a home or do I suck it up and allow them to take my keys and independence?

Dear Abby,

I just turned 16 and I am desperate to get my license. My parents don't think I'm ready to drive alone yet. They're worried that I will get distracted and wreck from friends, phones, etc. However, I've had my permit for more than a year and passed a driver's education class. I understand that teenagers driving are more likely to get in an accident than adult but I'm very responsible and careful.

I feel so left and an outsider from my friends because I can't drive. First, because all of my friends drive to school and I still get dropped off by mom every morning. Second, I feel left out because my friends get to hang out together in the student parking lot before school and I can't because I'm dropped off in the parent circle and have to sit in the cafeteria until school starts. I really want to be like my friends and have independence and get my driver's license. How can convince my parents that I'm ready to get my license?

Rubric (NCATE 4.10)

	Uses a Narrative voice with good complete sentences. (50 points)
	Gives useful, practical, and persuasive advice. (NCATE 3.4.2) (25 points)
	Uses appropriate tone and language for the age of your reader. (25 points)

Walking Across Egypt Test

Part 1-True/False (1 point per question)

Directions: Decide whether the following statements are true or false.

1. Mattie's husband John died five years ago.
2. Mattie brought Wesley pound cake, apple pie, and tea.
3. Lamar left his cell phone at Mattie's house in chapter 1.
4. Wesley is Lamar's uncle.
5. Wesley is in the YMRC for stealing a car
6. Elaine enjoys Alora and Finner's company.
7. Mattie remembers the words to the song "Walking Across Egypt."
8. Lamar lets Wesley stay in his **trailer** when he escaped the YMRC.
9. Elaine and Robert are just as religious as Mattie.
10. Lamar fell off the latter cleaning Mattie's gutters.

Part 2-Multiple Choice Questions (2 points per question)

Directions: Read each question and choose the answer that you think fits BEST.

11. What qualities best describe Pearl?
 - a. Tobacco chewing and hard of hearing
 - b. A good Christian woman yet mean
 - c. Sick and Morbid
 - d. Loud and a gossip
12. What does Beatrice come to Mattie's house for?
 - a. To learn how to cut grass
 - b. To ask if someone can replace her as Vice President
 - c. To ask her if she'll still do the Lottie Moon Fund
 - d. To apologize about Sunday's events
13. Mattie justifies helping Mattie with which verse of scripture?
 - a. "Do unto others as you will have done unto you"
 - b. "An eye for an eye"
 - c. "Least of the my brethren"
 - d. All of the above
14. Who recognized Wesley as the escapee from the YMRC
 - a. Elaine
 - b. Pearl
 - c. Laurie
 - d. Beatrice
15. What best describes Elaine?
 - a. Kind and generous
 - b. Trashy and often lies
 - c. Well dressed and well educated
 - d. Snotty and judgmental

16. Pearl and Mattie go together to pick out
 - a. Dresses for Easter
 - b. Caskets
 - c. Fabric to cover Mattie's rocker
 - d. Clothes for Wesley
17. What does Mattie tell Wesley he has to do in order to stay at her house?
 - a. Mop up the water from the tub
 - b. Get a hair cut
 - c. Take a bath
 - d. Go to church with her
18. Why does Pearl no longer attend Listre Baptist Church
 - a. They got a new preacher
 - b. They hung microphones above the choir
 - c. They carpeted the pews
 - d. Both a and c
 - e. All of the above
19. What did Mattie ask Lamar to do before he got her out of the chair?
 - a. Wash her dishes
 - b. Change the channel on the television
 - c. Scratch her nose
 - d. Call Alora
20. What information did the yellow piece of paper in Lamar's billfold contain?
 - a. Wesley wanted Lamar to send him money so he could buy cigarettes
 - b. Wesley wanted Lamar to come visit him more often because he's very lonely
 - c. Wesley missed his parents and was very homesick
 - d. Wesley wanted Lamar to become his legal guardian so he could get out of the YMRC
21. Wesley is best described as
 - a. A filthy mouthed smoker
 - b. A nice kid with bad teeth
 - c. A good Christian with good manners
 - d. Wears his hat in the house
22. When Elaine stays for dinner what does she fuss at Mattie for?
 - a. Not teaching Wesley manners
 - b. Letting Wesley stay in her house
 - c. Eating sugar
 - d. None of the above
23. Who is Patricia?
 - a. Lamar's girlfriend
 - b. Mattie's daughter
 - c. Wesley's girlfriend
 - d. A woman in Mattie's Sunday school class
24. Why does Mattie no longer go to Sunday night service?
 - a. There's no point because the preacher tells the same sermon at night as he does in the morning

- b. She does not feel comfortable driving at night
 - c. Mattie and Pearl always have Sunday dinner together
 - d. Pearl refuses to go with her
25. Why does Wesley believe Mattie is his Grandma?
- a. She knows Lamar
 - b. She knew about him living in an orphanage
 - c. She taught him how to pour molasses in his biscuit
 - d. She let him stay at her house
26. What did Wesley originally plan to do when he escaped the YMRC?
- a. Move to Las Vegas and find a rich woman
 - b. Live with Lamar and get a job
 - c. He didn't really have a plan but he knew he needed to get out of town
 - d. Move to Myrtle Beach
27. Where does Wesley hide when the police come to church to find him?
- a. The Sunday school closet
 - b. In Mattie's car
 - c. The choir
 - d. The preacher's office
28. Mattie enjoys all of the following except?
- a. Cooking
 - b. Playing the piano
 - c. "All my Children"
 - d. Gossiping
29. What does Wesley tell Mattie he has never had/done before?
- a. Gone to church
 - b. A bath
 - c. Biscuits with molasses
 - d. All of the above
30. What happens to Mattie when she storms into the bathroom while Wesley is in the bathtub?
- a. The gun in her hand goes off
 - b. She sees Wesley naked
 - c. She slips and falls
 - d. She yells at Wesley and almost kicks him out
31. How old is Mattie?
- a. 78
 - b. 65
 - c. 80
 - d. 71
32. Why is Alora afraid to sit at the table with Wesley?
- a. She's afraid he's going to break into her house
 - b. She's afraid he will rape her
 - c. She's afraid he will hold her hostage
 - d. She's afraid he will steal her gun

33. Why does Mattie want Grandchildren so badly?
 - a. She wants someone to take care of her
 - b. She wants to pass on all of their family traditions and carry on the blood line
 - c. She doesn't want to die alone
 - d. She wants to change the way she raised her children and feels that grandchildren are her second chance at doing so
34. What best describes Alora?
 - a. Kind and compassionate
 - b. A big gossip and nosy
 - c. Tall and skinny
 - d. Paranoid and overweight
35. What does Mattie pray for after talking to Beatrice?
 - a. For God to help her control her anger and love Beatrice
 - b. For God to help Beatrice break her habit of gossiping
 - c. For God to give Beatrice humility and compassion
 - d. For God to help her with her volunteer work with the Lottie Moon fund

Part 3- Vocabulary (2 points per question)

Directions: Read each sentence. Match the word in **bold** with the definition for the list below. (NCATE 3.1.1)

36. The dog was a tan **fi**ce -cowlicked, thin pointed sticks for legs.
 37. She got out a plate of chicken and a bowl of **congealed** gravy.
 38. Carl would tell it, **embellish** it, about how Emmett got fired and moved in with . . .
 39. Robert wished she could get a little company, **companionship** of some sort.
 40. Mattie's **predicament** suddenly seemed serious.
 41. Who are these people? . . They look like **riffraff**.
 42. . . . Adam and Eve, winding through those **brambles** and ditches and deserts and jungles and wars and famines . . .
 43. Deputy Hollins, trying to stay concealed, yet see from the door to the choir, suddenly realized that the way he could be the least **conspicuous** would be to get a robe and get in the choir . . .
 44. Dodson would duck, crawl along under the pews, grab the **assailant** by the ankles, pull hard, trip him up, disarm him.
 45. He made a little **indentation** in the top of his potatoes and spooned on thick gravy.
- a. To change from fluid to solid state
 - b. People regarded as disreputable or lowest level of class
 - c. Any rough, prickly shrub
 - d. To enhance a statement with fictitious additions
 - e. A breed of dog, often a mutt
 - f. An unpleasantly difficult situation
 - g. a series of hollows, notches, or cuts

- h. easily seen or noticed; readily visible or observable
- i. Friendship, fellowship, or not alone
- j. Usually a criminal who attacks physically

Part 4-Short Answer (4 points per question)

Match the description or action with the characters listed below.

- 46. When the deputies come to Mattie's house to find Wesley after church where does Mattie find Wesley? What is he doing? How is this different than how we normally see Wesley?
- 47. The night that Wesley spends the night what does Mattie do early in the morning? What does this tell us about Mattie?
- 48. Describe the internal conflict Mattie has in church when she brings Wesley.
- 49. What is **one** of the themes we discussed in class that can be found in the book? Give **two** examples of this theme found in the book?
- 50. What town and state is Miss ---- from?

Day by Day Plans for Walking Across Egypt

Day 1

Title of Lesson: What is Southern Literature?

Date: March 1st & 2nd, 2011

Overview:

Today's class preface to my unit and gateway activity where we will look at Southern Literature and the characteristics of it. This lesson is useful to my unit because *Walking Across Egypt* is an excellent example of Southern Literature. I plan to make Southern Literature interesting to my students by discussing how relatable it is to them and their culture.

Objectives (APS 2,4):

The Student will be able to:

- Evaluate an author's use of genre to convey theme. (E3-1.7)
- Construct a response to literary texts through written works (E3-1.6)

English Course Standards:

- Evaluate an author's use of genre to convey theme. (E3-1.7)
- Create a response to literary texts through a variety of methods (E3-1.6)

Prerequisites and Preassessment:

I will first ask the students what they think are characteristics of the Southern Culture.

Materials:

- PowerPoint
- Promethean Board
- Excerpt of "The Adventures of Huckleberry Finn" By Mark Twain
- Southern Poems by Lisa Kendrick
- Indigo Girls "Springtime in the Southland"

Procedure or Instructional Flow:

- Bell Ringer
 - I will ask students what comes to mind when you hear the word southern. You may have a list or full sentences. Be prepared to share.
- Attendance (2 min.)

- I will then begin discussion of the Bell Ringer “what does it mean to be southern? What do you think of when people say the word southern?” (2 min) (NCATE 4.5, 3.1.4)
 - Because I am worried that students will say some southern words that are not appropriate (i.e. the N-word) during the discussion I will set up ground rules for what is appropriate to discuss in my class. “
 - “I will not allow any disrespect toward myself or one of your classmates, crude language, racist language, and/ or discussion of anything illegal. I know I will need to do so because I have already had problems with students saying racist things when we had a substitute teacher a few days ago.
- I will use a quote from my facebook about being southern

"Growing up Southern is a privilege really. It's more than where you're born, it's an idea and state of mind that seems imparted at birth. It's more than loving fried chicken, sweet tea, college football, and country music. It's being hospitable, charming, and respectful while having strength, grace, and a genuine love for our family and our land. We don't become Southern, we're born that way."

- I will then relate southern lit. To the culture within Pickens and to themselves individually (2 min.) (NCTE 2.5)
 - “Southern Culture is ya’ll’s culture, this is a written glimpse at what our lives are like”
 - “Think of people up north they can read *Huck Finn* or *To Kill a Mockingbird* and become immersed in our culture. Such as from how we talk to what we eat” “Would you agree we eat differently than people in New York or California?”
 - What else makes our culture particularly our language different from other parts of the country? (NCATE 3.2.1)
- I will then present a PowerPoint giving characteristics and history of Southern Literature (15 min.) (NCTE 2.2, 3.1.3, 3.1.4)
- Students will then get into pairs and produce a top ten list of “You know you’re in Pickens when . . .” (10 min.)
- Each group will then read their top ten lists to the class (5 min.)
- We will then read a variety of excerpts from Southern Literature from different time periods (30 min.)
 - While we read *Huck Finn* as a class I will have student annotate the story finding different characteristics of Southern Lit. At least one example of the following: language, religion, food, Racial tension and one about land
- With the remaining time I will have students choose four quotes and write how the quotes reflect the characteristics of southern literature. (30 min.)
- While students are working I will play the song “Springtime in the Southland” putting the words of the song on the board with students

Assessment:

- Construct a response to literary texts through written works (E3-1.6)

- Students will choose four quotes from the excerpts we read and write based on the PowerPoint notes how they reflect characteristics of Southern Literature. Each quote must have at least two characteristics within it.

Reflection:

When planning this lesson several weeks ago I thought that the class would have a greater interest and become engaged in the lesson. Students didn't seem bored. However, I thought they would be more excited and participate more than they did today. I met all five components of flow in this lesson. I first gave them a sense of control in this lesson by allowing them to choose qualities of Pickens they wanted put for their top ten lists. I then gave them an appropriate challenge by having them annotate the excerpt of Huck Finn and they needed to give me four quotes that are examples of Southern Lit and explain why they are examples. They had clear goals through the expectations I had for each assignment on the PowerPoint. I gave immediate feedback when each group presented giving them comments such as, "excellent" or "that's was very creative." I thought I was focusing on experience by relating the lesson to them since 98% of my students are Southern. However, they didn't seem to love parts of the lesson but they did seem to enjoy the experience in certain areas. I incorporated social aspects of the lesson by allowing students to pair up and write their top ten lists. Overall, I think students got in a sense of flow while they were creating the top ten lists. I definitely learned through this class that for the next class I need to be very clear that I will not tolerate nor allow references to illegal activity or racial slurs. I had several students in their top ten make a reference to Moon shine. I did not have any racial slurs but I can guarantee if I don't make this clear in my 1B class they will definitely uses rude or disrespectful language in their top ten lists. Students did create quality pieces of text. The top ten lists were often funny and extremely creative. The four quotes assignment was not impressive but they did what was asked of them and it was quality just not comparable to the top ten lists.

Students were not engaged the entire lesson but there were time in which they were I attribute this to the social aspect of the lesson.

Day 2

Title of Lesson: Day 2 of Southern Literature Intro.

Overview:

The elements of Southern Literature found in *Walking Across Egypt* are an important component to the novel. In preparation for beginning the book and the assignments that will be given I will have students put what they have learned about Southern Lit once again to practice.

Objectives: (APS 4):

Students will be able to:

- Construct a story using genre to convey theme. (E3-1.7)
- Implement vocabulary that is appropriate for a particular audience. (E3-6.4)

English Course Standards:

- Evaluate an author's use of genre to convey theme. (E3- 1.7)
- Use vocabulary that is appropriate for the particular audience and purpose (E3-6.4)

Prerequisites and Pre-Assessment:

I will refresh the student's memory of the characteristics of Southern Literature with a brief refresh discussion.

Materials/Preparation (APS 6):

- PowerPoint
- Promethean Board
- "Hometown"
- My Southern Story

Procedures or Instructional Flow:

- Take Roll and check for I.D. badges (2 min.)
- I will then read the poem "Hometown" with the class and explicate it finding the theme and Southern Lit. Characteristics of the story. (10 min.)
- We will then read the poem "Flight Home" we will take it line by line and students will critically analyze the poem to make meaning. (NCTE 2.4)
- I will then put up on the Promethean Board the "A Glimpse at Southern Life" assignment that I want students to complete. (5 min.) (NCATE 3.2.1, 3.2.4)
 - We discussed in class how Southern Literature is often a glimpse of Southern Life for people that live in other geographical areas. Pretend that you are writing an article for the "New Yorker" where you will give people in New York a glimpse of what life is like in the South. You may write a fictional story, memoir, poem, song, etc. Your main goal is to show with Characteristics of Southern Literature (see Rubric) the theme of the story.
 - A central idea or statement that unifies and controls an entire literary work. The theme can take the form of a brief and meaningful insight or a comprehensive vision of life; it may be a single idea such as "progress" , "order and duty" , "seize-the-day" , or "jealousy".

- I will then model the assignment by reading them the piece of text I created about my hometown title “Greenville.” (2 min.)
- Once I’ve read my model I will have students begin creating their piece of Southern Text.

Assessment: (APS 3):

- Construct a story using genre to convey theme. (E3-1.7)
 - Student will create a piece of southern text using characteristics of Southern Literature learned from a prior class to produce a theme revolving around one or more elements of Southern Literature.
- Implement vocabulary that is appropriate for a particular audience. (E3-6.4)
 - Students will use Southern dialect within their Southern stories that will give “Northerners” a glimpse of how Southern people speak.

Reflection:

Today went as I expected it to go. Half of my students were engaged during the poem and had great comments and insights but the other half was disengaged and bored. The poem I thought they would really enjoy because it’s about a small town that is described similarly to (the town where the high school site is located) which is why I chose to do literary criticism on it. However, when it came time to work on their writing assignments the whole class seemed very engaged. I think students were engaged first because I modeled my expectations by creating my own “Glimpse of Southern Literature” about my hometown. I think they were engaged also because focused on experience through role playing. By pretending they are showing people up north what southern life is like immediately became enthralled with the lesson.

Day 2 on text once turned in:

The papers I have received are excellent pieces of work. Most are very creative and I thoroughly enjoy reading them. However, more than the majority of students wrote a paper similar to my model. My model had each stanza beginning with, “I come from a town . . .” and followed a description of Greenville. So too, did many of the students write a paper with each stanza stating “I come from a town . . .” and followed it with descriptions. This is not exactly what I wanted. I was hoping for more of a variety in their texts, but I am still very pleased with the work they produced. I think that they definitely created quality text just not differentiating pieces of text. Even after this, I still think that modeling is important. In the future, to prevent this from happening again, I will make it very clear to students that they need to create a piece of text that is different from my model.

A Glimpse at Southern Life (NCATE 4.10)

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Vocabulary	Uses a varied vocabulary appropriate for the audience. Contains at least 4 examples of Southern dialect.	Uses a varied vocabulary that is appropriate for the audience. Contains only 3 examples of Southern dialect.	Uses a varied vocabulary that is occasionally a little to simple. Contains only 2 examples of Southern dialect.	The vocabulary was not varied OR was routinely inappropriate for the intended audience. Contains only 1 or less examples of Southern dialect.
Theme	Theme of story conveys a clear moral or central idea based on one or more characteristics of Southern Literature.	Theme of story conveys a vague moral or central idea based on one or more characteristics of Southern Literature.	Theme of story conveys an unclear moral or central idea based on one or more characteristics of Southern Literature.	Theme of story does not convey a moral or central idea based on one or more characteristics of Southern Literature.
Connections/Transitions	Connections between events, ideas, and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.
Audience	Text gives audience an excellent glimpse of how Southerners live.	Text gives audience an good glimpse of how Southerners live.	Text gives audience an poor glimpse of how Southerners live.	Text does not give audience a glimpse of how Southerners live.
Using Elements of Southern Literature	Contains at least 3 elements of Southern Lit. other than Southern dialect within text.	Contains at least 2 elements of Southern Lit. other than Southern dialect within text.	Contains at least 1 elements of Southern Lit. other than Southern dialect within text.	Does not contains any elements of Southern Lit. other than Southern dialect within text.

Day 3

Overview:

Today we will begin the *Walking Across Egypt* Unit with the hopes of students receiving pleasure from reading this book. The goal of this lesson is to start students off with good knowledge of the theme found within the unit plan and the book. I will do this through a Gateway Activity where students will write responses to “Dear Abby” letters. One of the prompts will be from an older person and the other from a younger both faced with barriers due to age. This activity will help them to relate and see the relevancy of the book through situations in the novel and their lives better. Because of this activity and others perhaps the students will enjoy reading the novel; which is my main goal of the unit. Also, during this lesson I want to introduce and establish some of the projects and expectations of the unit in particular the unit portfolio.

Objectives: (APS 2,4)

Students will be able to:

- Create an effective piece of writing to respond to prompts in “on-demand” situations. (E3-5.6)
- Create informational pieces of writing that use language appropriate for the specific audience. (E3-5.1)

English Course Standards:

- E3-5.1 Create informational pieces that use language appropriate for the specific audience.
- E3-5.6 Compose effective pieces of writing to respond to prompts in “on-demand” situations.

Prerequisites and Preassessment:

Because it is the first day of class for the unit and students have never been assessed for *Walking Across Egypt* I will begin with discussion about age and ask some questions. Is age really just a number? How do you think age really matters? Do you think age starts to matter at certain ages?

Materials/Preparation:

- Promethean Board
- Computer
- PowerPoint
- Unit Portfolio PEG

Procedure or Instructional Flow:

- I will have a bell ringer up on the promethean board for them to work on while I take roll. (5 minutes)
- I will then begin the introductory discussion about the restraints of age. I will use the PowerPoint to lead the questions (10 minutes)

- I will then go into the Gateway Activity by first explaining the purpose and directions of the activity. (2 minutes)
- I will begin with the younger person's letter first because it will help them relate to the author more and be able to respond to the audience better. (10 minutes)
- I will then have students share their responses to the younger person's letter. (5 minutes)
- I will then write a response to the older person's letter. By having them write to a more relatable audience first (younger writer) hopefully they will be more inclined to also write to an older audience (10 minutes)
- I will allow students to share their responses. (5 minutes)
- The students and I will then with a Venn Diagram compare and contrast the older writer to the younger writer. This will help students to see that no matter the age you will still face barriers because of your age. (10 minutes)
- I will then introduce the novel to them with a series of PowerPoint slides such as the book covers picture, a provocative and catching summary, a short biography about the author and other ample background information that relates to the novel. (10 minutes)
- I will then give them the PEG for the Unit Portfolio and take any questions about it. (5 minutes)
- I will then pass out folders that they will write their names on, Staple PEG to the inside cover, and place both letters inside. (10 minutes)
- With whatever time I have left I will pass out books and we will begin reading the first chapter of *Walking Across Egypt*.

Assessment:

- Create an effective piece of writing to respond to prompts in “on-demand” situations. (E3-5.6)
- Create informational pieces of writing that use language appropriate for the specific audience. (E3-5.1)
 - Students will be assessed on both of these objectives through their responses to the “Dear Abby” letters. These letters will then be put in their portfolio and graded as part of the unit based on completion.

Reflection:

This lesson went fine but students were not as engaged as I was hoping they would be. I think the main reason for the lack of engagement is because I did not differentiate instruction as much as I should have.

Most of the students participate in the discussion about age. A select few did not say anything and looked at me with blank stares. Students seemed engaged when it came time for the Dear Abby letters and many were excited to share their responses. I think students were excited to share because of the components of flow I used in the lesson. Students had a sense of control by deciding how they were going to respond to the Dear Abby letter. They also had clear goals from the rubric I gave them. I focused on the experience by once again involving students in role play, which seems to be working well not only in my *Walking Across Egypt* unit but also my *A Raisin in the Sun* Unit. Students were also engaged because they were able to be social

through the class discussion about age and sharing their responses to the letter. Students however were not excited during the PowerPoint presentation on the background of the book and Clyde Edgerton. Students paid attention to me while we went over the unit portfolio rubric and discussed the folders. While the students and I “relay read” students seemed engaged. Some students fell asleep while we read however these are the same few students that try to sleep every day in my class. Students were very interested in the book especially when Mattie got stuck in the rocker.

Students did create quality text when they wrote responses to the Dear Abby letters. I enjoyed hearing the responses they shared. Many of them used great language for the audience and almost all of them met the PEG with full points.

Rubric

	Uses a Narrative voice with good complete sentences. (50 points)
	Gives useful and practical advice. (25 points)
	Uses appropriate tone and language for the age of your reader. (25 points)

Day 4

Title of Lesson: Day 2 of *Walking Across Egypt*

Objectives: (APS 4):

Students will be able to:

- Using context clues to determine the meaning of vocabulary words. (E3-3.1)
- Construct a response to literary text. (E3-1.6)

English Course Standards:

- Create responses of literary texts through a variety of methods. (E3-1.6)
- Use context clues to determine the meaning of technical terms and other unfamiliar words. (E3-3.1)

Prerequisites and Pre-Assessment:

Looking at students “A Glimpse of the South” I saw that students need more writing practice and I thought perhaps a journal would be an excellent way of doing so. I also noticed from the poems and stories students read aloud that reading in front of people is a weakness for many of them which I would like to strengthen.

Materials/Preparation (APS 6):

- Promethean Board
- PowerPoint: Journal slide & Vocabulary slide
- Vocabulary Squares Worksheet
- *Walking Across Egypt*

Procedures or Instructional Flow:

- Bell Ringer (10-15 min) (NCATE 3.3.1)
 - Students will respond to the following journal:
Last class we saw in the reading that Mattie had an embarrassing moment where she got stuck in a chair. In a ½ page response tell me an embarrassing moment that happened to either you or someone you know. Remember to answer Who, What, When, Where, and How within your response.
- Vocabulary squares (15 min.)
 - I will have students copy the vocabulary words off of the board. I will have each listed in a sentence and the word in bold so that students can see them in sentence form and using context clues.
- Read Ch. 2 of *Walking Across Egypt* as a class (30-45 min.)
 - I will begin reading a page or so of the book and then begin calling on students to read aloud the book as well.
- Guided Reading questions (15 min.)
 - Students will be given questions to help them see the important and main ideas of Chapters 1 & 2. I will allow them to break up in groups of 2 to answer questions.

Assessment: (APS 3):

- Create responses of literary texts through a variety of methods. (E3-1.6)
 - Students will answer a journal in which they will relate what they have read about Mattie’s embarrassing moment to their own lives.
- Use context clues to determine the meaning of technical terms and other unfamiliar words. (E3-3.1)
 - Students will use the context clues within the sentences on the board to determine the meaning of the vocabulary words.

Reflection:

When planning this lesson I was unsure how engaged the students were going to be since the lesson differentiated instruction somewhat but it was a good bit of worksheets and written work, but I was pleasantly surprised when they seemed to be engaged the full instructional time. I'm unsure if this is because they were busy the whole time or if it's just a fluke.

Students had a sense of control in this lesson by giving them freedom to write the synonyms of their choice in the squares. They had an appropriate challenge in both the vocabulary squares and guided reading questions. They had clear goals and feedback because for both assessments I gave them time to complete the worksheets and gave them feedback immediately by going over the worksheets. However, today's class was not focused on experience nor did have any social aspects to it.

Students did not create quality text since today's class was what we would call a "working day" in which we got out of the way a great deal of scaffolding work for them to be able to understand the plot and words found in the book.

Day 5

Title of Lesson: Day 3 of *Walking Across Egypt*

Objectives: (APS 4):

Students will be able to:

- Analyze characters based on text (E3-1.4)
- Construct a response to literary text (E3-1.6)

English Course Standards:

- Evaluate relationship among character, plot, conflict, and theme in a given literary text. (E3-1.4)
- Create responses to literary texts through a variety of methods. (E3-1.6)

Prerequisites and Pre-Assessment:

Students often have a difficult time seeing characters as actual people that have personalities. Today in class I want students to look at each character in the novel and analyze what Edgerton has given us about each character thus far in the novel.

Materials/Preparation (APS 6):

- *Walking Across Egypt*
- "Quilt" Paper

- Colored Pencils

Procedures or Instructional Flow:

- Roll and review from what was discussed from last class (5 min.)
- Quilt Journal (10 min.) (NCATE 2.6, 3.1.2)
 - I will first discuss the background of the quilts and how they can also be seen as form of art. We will also discuss how they are important to Southern culture.
 - Student will then look at a quilt and write a reflection on the following:
Today I want you to write a reflection on this quilt. Pay close attention to the pattern, colors, and even the number of squares. What stands out to you about the quilt? Does it remind you of anything or a quilt you've seen in the past? Write any other feelings you may have about the quilt.
 - I will then ask several students to share their responses with the class.
- Quilt Activity (45 min.) (NCATE 3.3.1)
 - I will give each student a worksheet that on one side will have squares drawn out for them and on the other a list of characters. On the front they will create a quilt that represents each character. On the back they will write why they chose the symbols they did based on what they found in the novel.
- Read Ch.3 of *Walking Across Egypt* (remainder of class)
 - We will read as a class as much as we can of Ch.3. Once again I will begin read a few pages of Chapter 3 and then call on a student to read aloud.

Assessment: (APS 3):

- Analyze characters based on text (E3-1.4)
 - Students will create a quilt in which on the front of the paper they will draw symbols to represent each character. On the back they will write a rationale of why they put the things they did for each character
- Construct a response to literary text (E3-1.6)
 - On the back of the quilt worksheet students will write a rationale of why they put the symbols they chose for each character based on evidence found in the text.

Reflection:

Today's lesson went really well and the students seemed active and engaged for just about the whole lesson. The class discussion at the beginning of the lesson was lively and students discussed quilts some students even talked about quilts that are heirlooms in their families. All of this discussion is exactly what I was hoping for.

The journals that were shared with the class were meaningful and quality text that I was extremely impressed with. For example, one student shared that the quilt reminded her of the Pocahontas song “Colors of the Wind” because the pattern and colors looked like leaves on trees blowing in the wind. After the student said this and I looked at the quilt and she was absolutely right it did look like colorful leaves blowing in the wind.

Students also were enthralled when working on their quilts. Today is a cloudy, dreary Friday which usually means I have to pull teeth to get students to participate, but today students were engaged and enjoyed working on their quilts. When students were finished they had great symbols to represent characters in the novel that even I didn’t think of using. The reflections of the back were good each explained why they chose each symbol based on information found in the text. However, I noticed that students are having great difficulty deciphering characters names and their actions. I will create some kind of worksheet for them so they can keep their characters straight.

The cloudy, dreary day did set in however when we began reading the novel. Students seemed a little droopy eyed and disengaged this is expected when the weather is the so gray, the room is nice and warm. Because of this I had students half way through the reading stretch and watch a YouTube video to wake them up.

Overall, students were engaged and seemed excited about the lesson and the forms of assessment.

Day 6

Title of Lesson: Day 4 of *Walking Across Egypt*

Overview:

From past verbal assessments (beginning of class review) I’ve found that many students have trouble remembering or visualizing what happened within the story. Because of this I’m going to have students respond to the text by drawing the chapter’s plot rather than responding through written form as they have in the past.

Objectives: (APS 4):

Students will be able to:

- Implement context clues to determine the meaning of words (E3-3.1)
- Evaluate the relationship of character, plot, and conflict (E3-1.4)
- Construct a response to literary text (E3-1.6)

English Course Standards:

- E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
- E3-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
- E3-1.6 Create responses to literary texts through a variety of methods.

Prerequisites and Pre-Assessment:

From past verbal assessments (beginning of class review) I've found that many students have trouble remembering or visualizing what happened within the story. Because of this I'm going to have students respond to the text by drawing the chapter's plot rather than responding through written form as they have in the past.

Materials/Preparation (APS 6):

- Promethean Board
- Laptop
- PowerPoint with instructions
- Computer Paper
- Colored pencils or markers
- Vocabulary squares worksheet

Procedures or Instructional Flow:

- Vocabulary Squares (15 min.)
 - Students will use the sentences on the Board to complete vocabulary squares worksheet.
- Read Ch.3 in *Walking Across Egypt* (30-45 min)
 - I will begin reading a page or so of the book and then begin calling on students to read aloud the book as well. I will make sure when I see that students are getting either board or sleepy to break things up with stretching and a funny YouTube video of someone cleaning out their gutters.
- Illustration (Remainder of time)
 - Students will divide a piece of computer paper into 4 squares. I will then have them draw four important scenes in chapter. On the back of the paper I will have them write out what is happening in their four drawings they must include characters, plot, and conflict and identify them. I will model this myself for them to see what I am looking for.

Assessment: (APS 3):

- Implement context clues to determine the meaning of words (E3-3.1)
 - Students will complete a vocabulary worksheet with the vocabulary squares worksheet and sentences with context clues given on the board.
- Evaluate the relationship of character, plot, and conflict (E3-1.4)
- Construct a response to literary text (E3-1.6)
 - Students will divide a piece of computer paper into 4 squares. I will then have them draw four important scenes in chapter. On the back of the paper I will have them write out what is happening in their four drawings they must include characters, plot, and conflict and identify them. I will model this myself for them to see what I am looking for.

Reflection:

Today was not great lesson. I thought because students enjoyed the quilt lesson that they would perhaps enjoy summarizing the chapter by drawing the plot. I found very quickly that this was not the case. I think the reason this lesson failed is because it was not an appropriate challenge. I think that some of them thought that I was giving them an assignment a second grader would perhaps have. I also think this lesson failed because for some reason more than half of my students were out this morning which somewhat changed the dynamics of my “study group” class.

Students were not engaged and looked like they were bored and counting down the minutes in my class. I tried to vary my instruction by having students do vocabulary, read, and then summarized through drawings. I even let them socialize while doing the summary drawing but nothing seemed to pep them up today.

Students also did not create quality or meaningful texts. I will definitely use this as a lesson to myself that appropriate challenge is a bigger component than I thought.

Day 7

Title of Lesson: Walking in Someone Else’s Shoes (Day 5 W.A.E.)

Objectives: (APS 4):

Students will be able to:

- Evaluate the impact of point of view (E3-1.2)
- Evaluate the relationship among character and plot (E3-1.4)

English Course Standards:

- E3-1.2 Evaluate the impact of point of view on literary texts
- E3-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

Prerequisites and Pre-Assessment:

When going through the students work on the quilt activity I noticed that students had a difficult time deciphering characters from one another. Because of this I thought it would be helpful for them to do a worksheet about the characters along with a Promethean Board activity to reinforce characterization. (NCATE 2.3)

Materials/Preparation (APS 6):

- Promethean Board
- Laptop
- PowerPoint
- “Cotton Fields and Candy Skies” painting
- Character Directory
- *Walking Across Egypt*
- A variety of shoes

Procedures or Instructional Flow:

- Bell ringer (10 min.) (6c NCTE 2.6, 4.5, 4.6, 4.8)
 - Students will analyze a Paul Yearn painting. I will make sure to have them analyze the painting on the board by answering the following questions: What do you think is going on in this painting? What do you think of the painting and why? How does this painting make you feel? What strikes you about the painting (colors, images, brush strokes, etc.) Does it remind you of any other painting or piece of artwork?
 - I will put the prompt on the board of what all I want them to look at and analyze.
- Character Worksheet (10 min.) (NCTE 4.1, 4.10)
 - Students will complete the worksheet in order to better understand the relationship of the characters within the novels plot.
- Character Promethean Board (10 min.) (NCTE 4.1, 4.10)
 - Students will match characters to their descriptions on the board. This activity is meant to engage my kinesthetic learners and reinforce the knowledge they have about the characters thus far in the novel.
- Students will read a part of Chapter 3 in *Walking Across Egypt* (30 min.) (NCTE 4.9, 4.1)

- Students will take turns reading aloud. Periodically, especially after a difficult situation in the book I will orally assess for understanding.
 - I will mention before reading that there is a bit of profanity in this part of the book. I will ask “Why do you think Clyde Edgerton did this?” Then I will also mention that “nigger” is also said in this book. I will give them all the option to either say the profanity or not the choice is there’s however that does not mean it is alright for them to say outside of reading in my classroom. Especially, the “N” word because it is my least favorite word and is extremely disrespectful. (NCTE 4.4)
- Point of View Activities (Remaining time of class) (NCTE 2.4, 4.5, 4.7, 4.2, 4.10)
 - I will first assess their understanding of point of view and ask them what they know about point of view. I will then reflect on my personal experience of point of view with my own students. I will then begin discussing walking in someone else’s shoes.
 - Students will be broken up into five groups of three people which I will assign.
 - I will give each group a shoe. Each shoe is different in size, function, and wear/tear.
 - Using the details in the shoe they will analyze and create a description about the person this shoe belongs to. They will answer what do they do look like?, Where do they live?, What do they do for a living?, When, where and why do they wear these shoes?
 - I will then have each group describe “themselves” and explain to me based on the shoe why they describe “themselves” this way.
 - I will then give each student a different character and scene within *Walking Across Egypt* in which they will pretend they are writing a diary entry about that particular scene. I expect them to include at least three details that Clyde Edgerton gives us in the novel to describe the scene.
 - I will model this for them.

Assessment: (APS 3):

- Evaluate the impact of point of view (E3-1.2)
 - Students will each be given a shoe using the details in the shoe they will create a description about the person this shoe belongs to.
 - Once students are done with that activity I will give each group a character and they will create a diary entry from their perspective about a certain scene in the novel from their perspective.
 - Each assignment will count 10 points of their overall portfolio grade.
- Evaluate the relationship among character and plot (E3-1.4)

- Students will complete a worksheet in which they will write for each character their role or relationship in the novel and any other details that will help them remember the character.
- It will be graded based on completion because this activity is meant for students to be able to refer back to while reading the novel whenever they are unsure of whom a character is or their relation to another character.

Reflection:

Today's lesson could not have gone better. Students were engaged and eager to participate. I was a little worried how they would respond to the painting journal but they did pretty well. I chose to do another art journal because last journal we did on the quilt went really well. This journal didn't go as well as the quilt one did. I received a few short, unengaged journals but overall students seemed to write insightful responses to the painting.

I'm glad that I noticed student's difficulties distinguishing characters because the character directory seemed to have helped them tremendously. Students were more engaged in the reading than I have seen them thus far and excited to read. However, I attribute this engagement to the fact that there were several cuss words in this part of the text and students more specifically my boys were so excited they got to cuss in school they all were excited to read. However, this piece of text was also difficult because I have a few conservative, religious girls in the "research group" that seemed a bit offended by the language.

Students wrote quality, meaningful texts during the "Walking in someone else's shoes" activity. When planning this lesson I thought it was a great way to teach Point of view. However I was unsure if students would act silly because they were handling my shoes and such. I got occasional immature comments but overall students were mature and worked diligently. I was impressed with many of the stories students came up with through examining the shoe.

Today's lesson went amazingly well and I attribute it to monitoring their needs (character directory), appropriate challenge, and the social aspect of group work.

Day 8

Title of Lesson: Day 6 W.A.E.

Objectives: (APS 4):

Students will be able to:

- Evaluate the impact of point of view (E3-1.2)
- Implement context clues to determine the meaning of unfamiliar words (E3-3.1)

English Course Standards:

- E3-1.2 Evaluate the impact of point of view on literary texts.
- E3-3.1 Use context clues to determine the meaning of unfamiliar words.

Materials/Preparation (APS 6):

- Vocabulary Worksheet
- PowerPoint
- Promethean Board
- Laptop
- Walking Across Egypt
- Scene Situations

Procedures or Instructional Flow:

- Guided Reading Questions (15 min.)
- Read *Walking Across Egypt* to Chapter 5 (30-45 min.)
- Group work (rest of class)
 - Students will get back into their point of view groups and write a scene in the book from another characters point of view.

Assessment: (APS 3):

- Evaluate the impact of point of view (E3-1.2)
 - Students will get back into their point of view groups and write a scene in the book from another characters point of view.
- Implement context clues to determine the meaning of unfamiliar words (E3-3.1)
 - Students will complete a worksheet which has sentences in the book with difficult vocabulary.

Reflection:

Today's lesson wasn't great but it wasn't bad. The best way to describe today was that it was a working day. The engagement level varied and it varied by activity and person. Students did not get in a sense of flow and did not create meaningful, quality text. I think this can be attributed by the fact that students have spring fever and are ready for Spring Break. Like their engagement levels student's created not bad but not good work. I think today can be best summed up as "blah." I think students are just simply burned out and ready to get a break.

Day 9

Title of Lesson: Day 7 W.A.E.

Objectives: (APS 4):

Students will be able to:

- Construct a response to literary texts through a variety of methods (E3-1.6)
- Evaluate the relationship among character, plot, and conflict (E3-1.4)

English Course Standards:

- E3-1.6 Create responses to literary texts through a variety of methods.
- E3-1.4 Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

Prerequisites and Pre-Assessment:

Students in the surveys told me that worksheets such as the character directory and guided reading were very helpful for them. Because of this I thought Reporter notes for this chapter would be helpful for them to better understand this long and eventful of a chapter.

Materials/Preparation (APS 6):

- Laptop
- Promethean Board
- Reporter's notes
- *Walking Across Egypt*
- PowerPoint

Procedures or Instructional Flow:

- Roll/Wake up/ Channel One News (10 min.)
- Journal (15 min.) (NCATE 3.3.1)
 - On page 70-71 we see Elaine giving Mattie her mother a hard time and bossing her around. In a ½ page journal response put yourself in Mattie's shoes. How would you feel internally (what would be going through your mind)? What would you say to Elaine? Do you think Elaine is right about Mattie's health and that it's not good for her to have cake and ice cream? If you were Robert and Elaine would you be worried about Mattie?
 - Students will then share their responses and discuss them as a class.
- Read Chapter 4-6
 - Begin by reviewing what we read last time

- In the beginning of chapter 4 where did Mattie go? **Church**
- What were people asking her? **About her falling in the chair**
- What church project is Mattie doing for the fifth year in a row? **Lottie Moon Project**
- Who did Mattie say she doesn't really care for? **Beatrice**
- Why doesn't Mattie care for Beatrice? **She gossips too much**

☆ **In 1A be careful what you say about Juvenile Hall**

- Reporter Notes (Remainder of class) (NCATE 4.9)
 - Students will report Chapter 4 on the reporter notes. I chose this worksheet because in the surveys they all said worksheets like this helped them better understand the plot of the story.
 - I want them to focus more on Mattie's visit to YMRC. I'll give you a model to show them.

Assessment: (APS 3):

- Construct a response to literary texts through a variety of methods (E3-1.6)
 - On page 70-71 we see Elaine giving Mattie her mother a hard time and bossing her around. In a ½ page journal response put yourself in Mattie's shoes. How would you feel internally (what would be going through your mind)? What would you say to Elaine? Do you think Elaine is right about Mattie's health and that it's not good for her to have cake and ice cream?
 - Students will then share their responses and discuss them as a class.
- Evaluate the relationship among character, plot, and conflict (E3-1.3)
 - Students will report Chapter 4 on the reporter notes. I chose this worksheet because in the surveys they all said worksheets like this helped them better understand the plot of the story.

Reflection:

I was at (a professional development session) on the day this lesson was taught however the student's journals and Reporters notes look like quality and meaningful text.

Day 10

Title of Lesson: Day 8 W.A.E.

Objectives: (APS 4):

Students will be able to:

- Evaluate the relationship among character, plot, conflict, and theme in a literary text. (E3-1.4)
- Implement context clues to determine the meaning of unfamiliar words (E3-3.1)

Procedures or Instructional Flow:

- Vocabulary (15 min.)
- Read Chapter 7 and 8 (45 min.)
- Wesley characterization worksheet (10 min.) (NCATE 2.4)
 - Students will analyze Wesley's character using critical thinking and draw on text to make inferences from the text to answer questions.
- Guided Reading Questions (rest of class)

Assessment: (APS 3):

- Evaluate the relationship among character, plot and conflict. (E3-1.4)
 - Students will complete a worksheet in which they characterize Wesley and examine him. Students will also complete guided reading questions.
- Implement context clues to determine the meaning of unfamiliar words (E3-3.1)
 - Students will complete a worksheet in which they figure out vocabulary words based on the context clues.

Reflection:

Today's lesson went as expected. I was maybe too procedural but students still got into a sense of flow. Students got into a sense of flow when discussing vocabulary. They were enthusiastic and participated well at guessing the definition of the words. Over all they did a great job of using context clues to decide the meaning of the words. I think they were able to get in a sense of flow with the vocabulary activity because I gave them a sense of control by deciding their own definitions and making their own meaning out of the contextual sentences. I also think they got into a sense of flow because I allowed them to socialize as they did the activity which I have found that students are more willing to do work if you allow them to talk softly to classmates while they work.

During the reading students seemed to enjoy the text and be engaged which is rare. During the characterization students seemed a little disengaged. I think that I've overdone

EdSec 424

characterization with them. Students worked diligently while working on guided reading. I once again allowed them to talk softly to classmates which I think helped them pass the work and time quicker. I don't think that students made meaningful or quality text in this lesson which is unfortunate and I hope to change that.

Overall the class went well. It wasn't a ground breaking or extremely exciting class but students still seemed to enjoy the lesson and become engaged in parts of it.

Day 11

Title of Lesson: Day 9 *Walking Across Egypt*

Overview:

Today we will discuss the themes found within *Walking Across Egypt*. I will first have them compare the poem “Keep a Goin’” to the character Mattie. Then we will read the novel once again and then have them break up in groups to discuss the theme.

Objectives: (APS 4):

Students will be able to:

- Compare ideas across literary texts. (E3-1.1)
- Evaluate the relationship between character, plot, theme, and conflict (E3-1.4)

English Course Standards:

- Compare/contrast ideas within and across literary texts to make inferences (E3-1.1)
- Evaluate the relationship between character, plot, theme, and conflict (E3-1.4)

Prerequisites and Pre-Assessment:

Last class during class discussion students struggled with the concept of theme. I especially noticed in their four square illustrations in which students wrote things that were not even close to a possible theme found within *Walking Across Egypt*.

Materials/Preparation (APS 6):

- The poem “Keep a Goin’”
- Youtube
- Chart Paper
- Promethean
- Laptop
- *Walking Across Egypt*
- Guided Reading worksheet

Procedures or Instructional Flow:

- Roll/ChannelOne News (10 min.)
- Compare “Keep a Goin’” to Mattie (10 min.) (NCATE 2.4, 3.3.3)
 - Students will look at the poem “Keep a Goin’” they will annotate it by first underlining examples within the poem of Southern Literature. Then students will underline any lines in the poem that remind them of Mattie. We will then discuss

the theme of the poem and what it is trying to tell its reader. Then on the back of the poem I will have students create a Venn Diagram and fill out only one side having to do with the poem.

- Compare and Contrast Poem to song (10 min.) (NCTE 4.6)
 - I will then present the song to them. After we've seen the song version of the poem I will have students fill out the other parts of the Venn Diagram and we will then discuss their response as a class.
- Review what we read from last class (2 min.)
 - What happened last class? Who stayed at Mattie's? What was one of the stipulations of Wesley staying at Mattie's? What did Mattie and Wesley do at church? Who and why did Beatrice recognize Wesley?
- Read Ch. 9 & part of 10 (30 min.) (NCTE 4.9)
 - We will read a loud as a class together. Students will take turn reading and once finished reading they will choose a classmate to read.
 - Page 169 what are we seeing from Wesley that we've never seen before?
- Theme discussion (2 min.) (NCTE 4.5)
 - Who can tell me what a theme is? Main idea, moral, or message found within the book. I will then give the assignment before I break them up into groups.
 - I will then break them up into pre-assigned groups.
- "Paper Pass" (30 min.) (NCTE 3.2.2, 3.3.3, 4.1, 4.2, 4.3)
 - Students will be divided into groups of 4-5 students. Each student will receive a piece of chart paper with a possible theme of the book written at the top of the paper. Under the theme the group will write down as many specific examples as they can about the theme found within the book along with the page numbers.
- Present Theme (5 min.) (NCTE 4.4, 4.5, 4.7)
 - Once the groups have completed they will present their theme to the class along with the examples.
- Guided Reading Questions (Remainder of class)
 - If we have time left in class students will complete guided reading questions. I give student guided reading questions because they put in their surveys that worksheets like that and the character directories help them better understand and remember what happened in the book. This will be graded as a homework grade.

Assessment: (APS 3):

- Compare/Contrast ideas across literary texts. (E3-1.1)
 - Student will compare the poem "Keep a Goin'" to the character Mattie. They will first annotate the lines that remind them of Mattie.

- Then I will show them a Youtube video of a man singing the poem. They will then create a Venn Diagram on the back of the poem comparing the poem to the song.
- This will count as a bell ringer/journal grade.
- Evaluate the relationship between character, plot, theme, and conflict (E3-1.4)
 - Students will be divided into groups of 4-5 students. Each student will receive a piece of chart paper with a possible theme of the book written at the top of the paper. Under the theme the group will write down as many examples as they can about the theme being exemplified within the book along with the page numbers.
 - Participation in this activity and presenting their findings will count as a daily grade.

Reflection:

Students were definitely engaged during this lesson although not at first. At first when we discussed and annotated the poem students seemed uninterested but still participated but not as much as I would like. During reading the majority of the class was attentive and followed along in the book. I did, as always, have a few students fall asleep.

However once we started the paper pass students seemed to be in a sense of flow. I think this was because I met all five conditions for flow. They had a sense of control and competency by having the freedom to choose which textual examples they wanted to use to support their theme. Students also got into a sense of flow because they had clear goals and feedback from me. I also think that this activity was an appropriate challenge for them because it was not any easy task for them to complete however it was manageable for them to complete this activity. Lastly, students had social and immediate experience which I think is perhaps the most important and effective condition of flow because it helps students from becoming bored and activities seem more interesting.

Students did a great job with the paper pass however I don't know if I would define it as quality or meaningful text. Students simply gave examples for support of their theme with quotes and scenes found in the novel.

Overall I think that students got a lot out of this lesson by doing a close reading of the theme and having the opportunity to do group work.

Day 12

Title: Day 10 of Walking Across Egypt (Memoir intro.)

Objectives: (APS 4):

Students will be able to:

- Implement prewriting techniques and graphic organizers (E3-4.1)
- Construct a narrative piece of writing using descriptive writing (E3-5.2, 5.3)

English Course Standards:

- E3-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- E3-5.2 Create a narrative piece that uses figurative language and word choice to create tone and mood.
- E3-5.3 Create descriptive pieces that use sensory images and vivid word choice

Procedures or Instructional Flow:

- Journal on respecting elders (10 min.)
 - What do you think of the saying “respect your elders.” Why or why not? Do you think you follow this saying? Why or why not.
- Read *Walking Across Egypt* (30 min.)
- Give Memoir rubric (5 min.)
- Read my memoir and go through the rubric on it (5 min.) (3.3.2)
 - Point out how I drew on a previous experience and used descriptive language to show the how I was feeling at this moment in my life.
- Model Prewriting techniques (10 min.) (NCATE 3.4.1)
 - I will model on the board different types of pre-write techniques you can use in order to come up with their memoir topics.
 - I have them give me any topic they want for me to do a pre-write method on and I then model how it’s effective in the writing process.
 - Continual writing
 - web
 - List
- Model Editing techniques (10 min.) (NCATE 3.2.5)
 - I will show my own rough draft on the board and demonstrate how I edited my paper to clarify my ideas and use proper grammar and comma usage.
- Students will begin the prewriting process after I model and begin rough drafts if they have time. (10 min.)

Assessment: (APS 3):

- Implement prewriting techniques and graphic organizers (E3-4.1)
 - Students will create a brainstorm on the topic they want to write their memoir about.
- Construct a narrative piece of writing using descriptive writing (E3-5.2)
 - Students will begin the pre-writing phase of their memoirs which will be a narrative piece of writing.

Reflection:

Today's lesson went even better than I expected it to. The memoir intro really got students excited to write. I think that this is because like Dr. Everson said in English 485 "the easiest form of writing is writing something about yourself." Even the journal responses students wrote were better than normal. I think that this is because they had an immediate experience with this because it was more of an opinion journal than an analysis journal like we often do. Students had thoughtful and honest responses about the "respect your elders" journal. Students seemed excited about the memoirs especially after I modeled my memoir about my own Grandma. I think by modeling my expectations they felt like they too could write the memoir.

When it came time to model different types of brainstorming I think I lost my students a bit. I'm not sure if it's because they felt like brainstorming is an easy concept or how I lost them. However when it came time to brainstorm and begin rough drafts students were thoroughly engaged in the writing and were what seemed to me what will be once done meaningful and quality pieces of text.

Day 13

Title of Lesson: Day 11 of *Walking Across Egypt* (Memoir Rough drafts)

Objectives: (APS 4):

Students will be able to:

- Implement prewriting techniques and graphic organizers (E3-4.1)
- Construct a narrative piece of writing using descriptive writing (E3-5.2,5.3)

English Course Standards:

- E3-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- E3-5.2 Create narrative pieces that use figurative language and word choice to create tone and mood.
- E3-5.3 Create descriptive pieces that use sensory images and vivid word choice.

Prerequisites and Pre-Assessment:

Students seem to have a difficulty grasping the concept of sensory images and descriptive writing. Because of this I thought the sensory worksheet would be a good tool for them to use.

Materials/Preparation (APS 6):

- *Walking Across Egypt*
- Sensory worksheet

Procedures or Instructional Flow:

- Rough drafts (30 min.)
 - Students will begin creating their rough drafts of their memoirs.
- Recap of what we read last time (2 min.)
 - What happened in our reading last time?
 - Where did Mattie take Wesley last time we read? Church
 - What did Wesley take/steal from the church? Harvey Odum's car
 - Who came for Wesley during lunch? The sheriff
- Reading Chapter 11-14 (30 min.)
 - Students will take turns reading aloud.
- Sensory Worksheet (10 min.) (NCATE 3.1.7)
 - Emphasize the need for detail within the memoir:

- You want to make the readers feel like they are there when they read your memoir by giving very vivid details.
- What sounds better and gives us a good picture of what's happening?:
I saw the turkey and then I shot it or I saw the turkey, my heart began to race, I loaded my gun, took a deep breath, and then squeezed the trigger.
- This worksheet is designed to help you get your sensory images on paper and to be able to use them within your memoir.
- Add sensory details to rough draft and begin editing for mistakes in grammar and punctuation (rest of class)

Assessment: (APS 3):

- Implement prewriting techniques and graphic organizers (E3-4.1)
 - Students will write the rough draft of their memoirs at the beginning of class.
 - Rough drafts count as a part of their overall rough draft grade.
- Construct a narrative piece of writing using descriptive writing (E3-5.2,5.3)
 - Students will create rough drafts of their memoirs using a narrative voice.
 - Students will complete a sensory worksheet to help them include sensory imagery in their memoir.

Reflection:

On this particular lesson I was observing HSAP and Ms. Scully taught the lesson. I'm not sure if they got in a sense of flow during the lesson. From what I saw in their portfolios students seem to be on the right track to creating meaningful and quality text.

Day 14

Title: Day 12 of Walking Across Egypt (Propaganda)

Overview:

Today we are going to explore the characteristics of Propaganda and the different types of propaganda we see within our society. We will then go over chapter 9-10 guided reading as a class and complete chapter 11-14's guided reading as they watch a piece of the "Walking Across Egypt" video. I have found through student surveys and evaluating the student's work that guided reading question help them to better understand and recall the content found in the book.

Objectives: (APS 4):

Students will be able to:

- Examine the relationship among character, plot, and conflict
- Create propaganda techniques.

English Course Standards:

E3-1.4 Evaluate the relationship among character, plot, conflict, and theme in a literary text.

E3-2.7 Evaluate propaganda techniques and rhetorical devices in informational texts

Prerequisites and Pre-Assessment:

I received numerous responses to the last survey I gave that students find guided reading and character directory worksheets helpful in keeping track of important events and characters found within the novel.

Materials/Preparation (APS 6):

- Promethean Board
- PowerPoint Presentation
- Large pieces of paper and markers
- Chapters 9-10 & 11-14 Guided Reading Questions
- "Walking Across Egypt" video

Procedures or Instructional Flow:

- ❖ Propaganda PowerPoint (15 min.) (NCTE 2.2, 3.6.1,4.1, 4.3, 4.5, 4.6, 4.9)
 - Students will copy a PowerPoint and discuss different forms of Propaganda found in our culture.

- As a class we will take a “Pop Quiz” at the end of the PowerPoint to informally assess their understanding of the different types of Propaganda.
- ❖ Propaganda Presentation (30 min.) (NCTE 3.2.1, 3.2.3, 4.2, 4.4, 4.7, 4.10)
 - I will break students up into groups of five. Each group will be assigned a certain type of Propaganda that they will create.
 - Students will then present propaganda posters to the class. As always during presentations I will emphasize that they need to respect their classmates as they stand up in front of the class.
 - Presentations will be graded on the following rubric:
 1. Properly portrays the type of Propaganda given. (30 points)
 2. Has an image to influence and persuade the consumer along with text. (30 points)
 3. Explains during the presentation why you chose to portray your Propaganda type in the manner that you did and shows thorough knowledge of the type of propaganda. (30 points)
 4. Each member has some part in the project and explains their participation during the presentation. (10 min.)
- ❖ Return and review chapter 9-10 Guided Reading worksheet (10 min.) (NCTE 4.9, 4.10)
 - Students will exchange papers with a neighbor and we will go over answers as a class.
- ❖ Give out Chapter 11-14 Guided Reading Questions (2 min.)
- ❖ “Walking Across Egypt” Video/Work on guided reading (20 min.) (NCTE 4.1, 4.9)
- ❖ Review Chapter 11-14 Guided Reading Questions (10 min.) (NCTE 4.10)
 - We will go over answers as a class and once again peer grade their responses. Because their test is Monday and will need the worksheet I will go around and record their grade so they can take the worksheets home to study.

Assessment: (APS 3):

- Examine the relationship among character, plot, and conflict
 - Students will complete a Guided Reading worksheet for chapters 11-14. This worksheet is meant for students to be able to focus the important facts and/or events of the play. I consistently give out guided reading questions because students in the last survey I gave said that guided reading worksheets and character worksheets helped them keep characters and events straight.
 - I will peer grade of the worksheets at the end of class and grade them for a daily grade based on accuracy.
- Analyze propaganda techniques.

- After students watch the PowerPoint I will break them up into groups and they will produce their own example of Propaganda and present it to the class.
- Students will be graded on whether they successfully execute an example of propaganda based on the following rubric:
 1. Properly portrays the type of Propaganda given. (30 points)
 2. Has an image to influence and persuade the consumer along with text. (30 points)
 3. Explains during the presentation why you chose to portray your Propaganda type in the manner that you did and shows thorough knowledge of the type of propaganda. (30 points)
 4. Each member has some part in the project and explains their participation during the presentation. (10 min.)

Reflection:

Students seemed to enjoy the lesson on propaganda. I was very worried that at first I was going to confuse them and to be honest I had never even formally learned about propaganda until now. However, Coach Thompson, a Social Studies teacher, shared a PowerPoint he had about propaganda in World War II that helped me to better understand the concept. I wish that I could have incorporated his lesson on WWII propaganda in, in order to meet an information text standard, but I could not figure out a way to do so (NCTE 4.3). Instead I decided to show them the different propaganda techniques that exist in today's culture (NCTE 2.2).

Students definitely got into a sense of flow when they created their own examples of propaganda. They had a sense of control and competence by creating independently in their groups their propaganda. Students had clear goals and feedback of what was expected in the PowerPoint and gave them immediate feedback by grading their presentations as they presented. It was appropriate challenge because they put to work what they just learned. Students were also in a sense of flow with both social and immediate experience by having them in groups.

Students I think created meaningful and high quality work however I don't know if you would define it as "text" seeing as they often created a brief slogan and an emblem to show their type of propaganda.

Overall students enjoyed the lesson and did an excellent job at understanding the characteristics of propaganda.

Day 15

- Students will take their unit test for *Walking Across Egypt*
- Once students are done with the test we will watch a portion of the film “Walking Across Egypt”
 - I chose to show the movie after the test because the film is so different from the book that I didn’t want it to confuse the students.

A Glimpse at Southern Life

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Vocabulary	Uses a varied vocabulary appropriate for the audience. Contains at least 4 examples of Southern dialect.	Uses a varied vocabulary that is appropriate for the audience. Contains only 3 examples of Southern dialect.	Uses a varied vocabulary that is occasionally a little to simple. Contains only 2 examples of Southern dialect.	The vocabulary was not varied OR was routinely inappropriate for the intended audience. Contains only 1 or less examples of Southern dialect.
Theme	Theme of story conveys a clear moral or central idea based on one or more characteristics of Southern Literature.	Theme of story conveys a vague moral or central idea based on one or more characteristics of Southern Literature.	Theme of story conveys an unclear moral or central idea based on one or more characteristics of Southern Literature.	Theme of story does not convey a moral or central idea based on one or more characteristics of Southern Literature.
Connections/Transitions	Connections between events, ideas, and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.
Audience	Text gives audience an excellent glimpse of how Southerners live.	Text gives audience an good glimpse of how Southerners live.	Text gives audience an poor glimpse of how Southerners live.	Text does not give audience a glimpse of how Southerners live.
Using Elements of Southern Literature	Contains at least 3 elements of Southern Lit. other than Southern dialect within text.	Contains at least 2 elements of Southern Lit. other than Southern dialect within text.	Contains at least 1 elements of Southern Lit. other than Southern dialect within text.	Does not contains any elements of Southern Lit. other than Southern dialect within text.

“A Glimpse at Southern Life” Model

Greenville

I come from a small town that turned into a big town.

I come from a town that once was a little secret and is now in every magazine as “The place to live.”

I come from a town where people smile and say “hey” even if they don’t know you.

I come from a town where you used to lock your doors when you were driving down Main Street and now it’s the posh place to live and be scene.

I come from a town that has produced famous and historical people such as Edwin McCain, Jesse Jackson, and Orlando Jones.

I come from a town where ya’ll, over yonder, yes ma’am, and no sir are not just in a Harper Lee book but in everyday speech.

I come from a town that’s part of the Bible belt and there are churches on every corner.

I come from where the first two questions people ask when they meet you are “what neighborhood do you live in and what church do you go to.”

I come from a town where everyone lives in the same zip code as their family and Sunday Supper is not just a nice thought but a weekly occurrence.

I come from a town that Debutante Southern belle’s are the norm and pearls are an everyday accessory.

I come from a town that Good Southern Gentleman are as common as water and bow ties with khakis are a regular day in the office.

I come from a town that’s the only metropolitan area that has a natural waterfall running through it.

I come from a town where everywhere you turn is a panoramic view of the Blue ridge mountains.

I come from the greatest Southern town where people are kind, where family is important, and where the downtown is beautiful. This is my community and I couldn’t think of another place I’d rather be from.

Walking Across Egypt Guided Reading Questions

1. How old is Mattie Rigsbee?
2. What does Mattie find on her back porch?
3. What did Mattie break when she was 76?
4. What are Mattie's children's names?
5. Describe what Mattie's son looks like according to her.
6. What soap opera does Mattie watch everyday?
7. What incident happens when Mattie was watching her soap opera?
8. Who saves Mattie and how?

Walking Across Egypt Chapters 9-10

Chapter 9

1. What does Mattie do at 4 am? What does this tell us about Mattie?
2. Why does Wesley believe Mattie is his grandmother?
3. Why does not having grandchildren bother Mattie so much?
4. Who recognized Wesley as the YMRC escapee and how were they able to recognize him?
5. What did the person above do once they realized Wesley was the YMRC escapee?
6. Describe the inner conflict Mattie has about Wesley?
7. Where does Wesley decide to hide?
8. Where does Deputy Hollins decide to hide?
9. What happens to Harvey Odum's car?

Chapter 10

1. Who does Robert bring to lunch? What is Robert's relationship to this person? How does Mattie describe her physical features?
2. What does Wesley call Mattie?
3. Where does Mattie find Wesley once the Sheriff arrives?
4. What is Wesley doing when Mattie finds him? How is this different than how we normally see Wesley?
5. How does Robert act childish? What is wrong with the way Robert is behaving?
6. What kind of story does Wesley plan to tell his buddies at the YMRC about his escape and capture?
7. Why is Alora afraid to sit at the table? What does she think about? What does this tell us about Alora?

Chapter 11-14 Walking Across Egypt Guided Reading Questions

Chapter 11

1. Who show up to Mattie's house after the "Alamo?" What does she reminisce with Mattie about?
2. Mattie received several phone calls in chapter 11 that we're about false rumors. Name who called her and what the rumors were?

Chapter 12

1. What did Mr. O'Brien and Clarence Vernon talk about over the phone?
2. Due to Wesley's visit what is Alora doing now?
3. What proposition does Lamar propose to Mattie?
4. Who comes to visit Mattie while she is cutting grass and what does she ask her to do?

Chapter 13

1. What major decision does Mattie decide to make?
2. Who does Mattie call and describe the comedic conversation she has?

EdSec 424

Chapter 14

Describe the conclusion or the ending of the book. How are things not only coming around for Wesley but her hopes for her children also?

Character Directory

[Type text]

Character	Description

Memoir Model

God's Christmas Blessing

It was a Monday afternoon in December, I was watching one of my favorite Christmas movies and making flashcards to get ready for an up coming vocabulary quiz. The phone rang and I danced over to it because my favorite song was playing in the movie I was watching. I see on the caller ID it's my dad's cell phone. He must be calling me while he waits on my Grandma at her doctor's appointment. She, like every Sunday, had come back to our house after mass for brunch and Sunday dinner. She had told my dad to make her a doctor's appointment because she hadn't been feeling so great; which is expected at the amazing age of 90.

"Hey Dad" I sang into the phone "hey Kait" my father drearily replied. "What's wrong Daddy?" I ask in a suddenly concerned voice. "I just went to Grandma's house to pick her up for her doctor's appointment and I found her passed out on the bathroom floor. She's okay but they're taking her in an ambulance to the hospital," my father explained. I remember getting goose bumps on my arms and immediately began to sob. I still to this day cannot watch what once was my favorite Christmas movie because it reminds of the beginning of the long journey to the end of my amazing Grandma Jeannie's life.

The longer my Grandma Jeannie was in the hospital the worse she got, both her heart and kidneys were failing. Shortly after grandma was admitted, Winter Break started, during that time everyday from morning until night I sat by my Grandmother's bed praying for a miracle, praying that I could have one last Christmas with her. God did grant me that wish. On December the 23rd just 12 hours after my sister Kelly told my Grandma she was pregnant with her first Great-Grandchild, grandma made a complete turn around. The doctors were absolutely astonished and did not know what to think of her

recovery. Deep down inside I knew that God was answering my prayers and I still to this day cannot thank Him enough.

Christmas was great, even though grandma was in the hospital. We watched Christmas movies, exchanged presents, and told old family stories. I remember looking at my grandma's jaundice face and knowing that this was only temporary, but I better make the most of the short time I had left with her. I continued to drive the long trek from my house on the Eastside to St. Francis on the Westside of town everyday just to have every minute I could with her, sometimes I would even fall asleep there until the nurses would wake me up. In those days after Christmas we would play cards, watch old movies on TV, and look through prom magazines trying to find the perfect dress for me.

Eventually, my grandmother made an even more astonishing recovery and they moved her to a rehabilitation facility just a few miles from our house. It was great, she did different kinds of exercises, played bingo, and made friends. I started slowly beginning to think that maybe I would have my grandma around for longer than I thought; maybe she would make it to see me at prom and graduation after all. Shortly after my grandma moved into the rehabilitation center my dad celebrated his 55th birthday. The doctors gave my grandma permission to come to our house for dinner and cake. I could not believe it! It felt just like old times again, having her at my house in the same chair at the dinner table, I still get goose bumps just thinking about it. Little did I know it would be the last time my grandma would ever come over to my house. Just days after my father's birthday my grandma fell ill again and this time it was a bad infection that her body just could not fight. On January 19th, 2007 my Grandma Jeannie died at the age of 90 years old. I remember thinking "dear God what am I going to do now that she's gone? Who am I going to turn to?" Originally, I was so angry with God that He took my Grandma. I honestly had no clue how I was going to move on from her death, I was so devastated

EdSec 424

Slowly, I began to be thankful again because I knew that God kept grandma long enough to let us have one last Christmas with my family and spend one last birthday with her only child.

My Grandma Jeannie was most fittingly described as my best friend; almost every great memory I have from childhood has my grandma in it. She was the person I could always turn to. She taught me not only how to make the most amazing perogi and have a good sense of humor, but she showed me how deep and powerful prayer and faith can be. I still thank to God to this day that He gave me the gift of having grandma in my life and allowing me to watch her leave my life and go on to be with Him.

HOMETOWN

As a child, the years dragged their feet like little old women,
 Days were like years and each year a century.
 For an epoch, or so it seemed, I grew and learned
 In a small town like so many of us claim
 As the place that bred us and reared us and sent us into the world.
 But to me, that town of southern America grew staler and drabber.
 As childhood passed away and freedom finally loomed.
 With feet that stumbled over each other in anticipation
 I raced from a place that to me had grown fetid-
 Where nothing sparked my imagination or enflamed my soul.
 More quickly the years passed as old women feet were replaced
 With the measured tread of stately maidens.
 I roamed through the world beneath glittering lights and shimmering towers,
 Through lazily sprawling meadows and wildly dangerous heights.
 Yet Truth I found on every twisted street and upswept hilltop
 And he shouted to me—
 “The good comes with the bad in every land and in every city.
 Our past is what makes us each an individual—
 Why we see beauty in different things,
 Why we cannot escape the streets of the place that created us.”
 As the years began to trip past
 On the softly dancing feet of little girls
 I looked back upon the place from whence I had come
 And saw what I had forgotten.
 In my southern hometown the sun rises in golden splendor
 Above lanes draped and hung with flowering greenery,
 Summer rain feels like wet passionate kisses
 And the ocean, calm and lazy, lounges on sugary white sands.
 In the South the streets are lined with gracious buildings
 That blend together like the lilting accents and soft breezes,
 Where one year merges into the next in palatable peace
 Like an afternoon with grandma’s cookies and hot chocolate.
 In those old streets and shadowed parks my strengths had been born
 And they were the place to which I had returned in my mind,
 Like a safe haven, a lover’s embrace,
 Countless times without ever even knowing
 From whence came my inspiration.

.....

FLIGHT HOME

The south in summer
spread like a quilt
in tan and gold and green.
Fluffy cotton clouds
like lulling sheep
flit far below
then disappear into the
patchwork. The edges fade
into the sky and
fog-filled distance. The towns
strewn like jewels sprawl
in the white-hot heat,
stretching lazy tentacles
hap-hazardly
but mostly lounging against
the grays of muddied
rivers. The mighty Mississippi,
the roadway to the south,
spirals snake-like,
winding its way
around oxbows and islands
and dams. It dwarfs the scene
even from 30,000 feet-
edging the quilt in a
convoluted fringe.
Only the roadways
push farther,
breaking up the perfect patches,
bending and whipping
through fields and forests.
Far below
the peaceful summer day
for thousands of miles
a patchwork quilt
trimmed by rivers and roads
and sweltering jewels.

EdSec 424

Dr. Bailey

ED SEC 454

May 6, 2011

Student and Teacher Learning

While at Pickens High School teaching the novel *Walking Across Egypt*, I accomplished many goals that I wanted to achieve when creating this unit. However, there are several things I would have done differently in order to make it a more successful and productive unit. Within my 1A class, which was my analyzed and researched group, I think the unit went quite well. From teaching this unit not only did my students learn new skills but I as a developing teacher did from my students in the classroom and reflecting on their work. Students successfully completed the unit by improving their reading, writing, and oral skills and became better students of English.

While creating and implementing the unit I set many goals for the unit. I noticed many of the students during a survey I gave in the fall told me that they hated reading boring books. Because of this, I chose a novel that I think they could relate to and would enjoy reading. By choosing an interesting book, my goal was for all of my students to improve their reading skills. I did this by creating lessons and activities that forced the students to analyze the book. For example, they looked at theme when creating the paper pass theme activity, they did many forms of characterization such as the quilt activity, and they looked at plot during the guided reading activity. Students also developed their writing skills in a variety of ways. We often did journals at the beginning of class, students wrote memoirs, and poems. This helped students to practice and refine their writing skills. Lastly, students developed their oral skills through presenting group projects, reading aloud their journal entries, and reading aloud the novel. All three of

these ELA components helped students become better students of English. By implementing a variety of activities and also incorporated learning for all learners students were more engaged and created quality work.

At the beginning of the unit I chose to teach a two day lesson called “What is Southern Literature?” During this lesson students learned about the background of southern literature, we read southern poems, and an excerpt from *Huck Finn*. At the end of the two day lesson I had students create some form of southern text whether it was a story, a poem, etc. I did this by role playing which I find works the best. The student pretended they were writing a piece of text for the magazine “The New Yorker” in which they were suppose to give them a glimpse at southern life. The rubric can be found in document 2. I graded them on vocabulary, theme, transitions, audience, and using elements of southern literature. Before they started the writing assignment I modeled the assignment by reading a poem I wrote called “Greenville;” in which it talks about my hometown of Greenville and what it is like growing up there. Every stanza of my poem began with I come from a town . . . I’m glad I modeled the activity because it gave students an idea of what I was looking for and I noticed that it also got them excited about writing the assignment. However, every paper except for maybe two or three of the assignments were about there town similar to mine. Several even began there stanzas with I come from a town . . . like the one found document 3. Because of this students were not nearly as original as I was hoping. However, I was still blown away with how creative students were with their writing. I thoroughly enjoyed reading every single one of them and it also gave me a good grasp on who my students were as people and where they were coming from.

During the “A Glimpse at Southern Life” writing assignment students definitely got in a sense of flow. I focused on the immediate experience by modeling the assignment with my own

poem and playing country music as they wrote, which got them excited about the writing assignment. I also allowed them to talk softly to their neighbors as they wrote which I find consistently gets students in a sense of flow because they often share their writing with one another and it helps make the task of writing a little more enjoyable. I then gave students clear goals and feedback through the rubric I gave each of them. Lastly, they had a sense of control over their work because I allowed them to write in any form they wanted to as long as they met the rubrics requirements. Overall, I think that this writing assignment went really well and was a great way of getting a sample of who my students were as people and gauge their writing skills. However, I would perhaps tell students after modeling my work that they cannot copy or emulate my own example.

As a gateway activity I gave students two Dear Abby letters, one from an older woman's point of view and the other from a teenager's point of view. The assignments asked students to respond to these prompts by giving each of these people advice. Students were graded on the following: each letter is at least a ½ of page long; uses appropriate diction, syntax, and writing style for audience; has thoughtful advice that is appropriate for the audience; and uses proper grammar and mechanics. Students once they were done with each letter shared their responses with the class. I was absolutely amazed at how thoughtful and engaged students got with this assignment. Students got into a sense of flow because they had clear goals and feedback through the rubric I gave them, and when they shared their responses with the class I gave them oral feedback. They also had a social aspect within this lesson because they could talk softly with their neighbor as they wrote and also when they shared with the class students also gave feedback. Students had a sense of competency and control because they wrote the responses and could give their own advice. I was so surprised at how interested students were with this lesson

and how they truly wrote from the heart what they would do if they were in the same situation as these people in the letters. A good example of this can be found in document 3. I chose to use this as my artifact because first the male student that wrote it is what I would call a struggling student. I secondly chose it because I thought this particular student did a great job of giving thoughtful, useful advice that definitely catered to the audience of the elderly woman he was writing to. The only problem with this student's work is that he used improper English and punctuation. This lesson showed me that grammar and punctuation lessons definitely need to be taught during this unit in order to strengthen their writing.

I have found through out my student teaching that anytime you give students an opportunity to be creative you will get some of the most impressive work from students. Also, if you give students an opportunity to have control and make decisions on their own work they produce quality text. I first did this by incorporating the "What is Southern Lit?" lessons into the *Walking Across Egypt* unit by talking about the history of quilts within the south how they can be considered a piece of southern art. I then assigned a characterization activity for the students in which they put different symbols and designs for each character on a piece of paper that was divided into six squares one for each character that we had seen thus far in the unit (Document 1 & 2). Students then wrote a rationale on the back of each square for why they chose that symbol or design for the character based on evidence found in the novel. Overall students did a wonderful job and definitely got into a sense of flow. Students were enthralled with the assignment by having a sense of competency and control during the assignment. Students had the options of choosing different symbols to represent different characters. Some characters all chose the same symbol to represent certain characters. For example, the majority of students chose to represent Pearl with something related to snuff or her spit bottle falling into the casket.

However, I was pleasantly surprised with the variety of symbols students chose to use for Mattie's character. I received quilts with anything from a skillet because she cooks a lot to a piano because she likes to play hymns for Mattie. Students also got into a sense of flow within the assignment because they were allowed to be social while creating their quilts. I told students they could talk to their fellow classmates as long as they kept it at a low volume and stayed on task. Students also got into a sense of flow because I gave them clear goals and feedback for this assignment. In order to get quality work students must know what is expected of them. I gave them feedback by walking around and giving them suggestions or praise for their work.

Looking at document 1 and 2 you can see the student use a variety of skills in order to perform this assignment. The student first had to read and analyze a character in order to pick the symbol they felt best represented the character. They also had to write for this assignment and form an argument with support for the text as to why they chose that symbol. Students also presented their quilts to the class and discussed their symbols and why they chose those symbols which forced them to use their oral skills. My grading rubric was that they had to complete a square for each character: Mattie, Pearl, Alora, Finner, Robert, and Elaine. The symbol had to represent the character in some form and on the back they must give me support for why they chose this symbol. I thought that this would be a great way for students to be creative yet strengthen their analyzing skills. I think that overall this assignment went really well. However, I found that many students either struggled with Robert and Elaine's symbols or they simply wanted to take the easy way out. You can see this in document 1 and 2 because the student chose to simply draw stick figures and give a very simple rationale for choosing the symbol they did for Robert and Elaine. Looking back at this assignment and several other assignments I gave in this unit and my *A Raisin in the Sun* unit I need to be much more specific

with my expectations for them. I found that if I'm too general and do not go into detail with my expectations students will often take the easiest way possible or they do not do what I was hoping they would for the assignment. This I found is not because of them but because I was not specific enough for them in what I wanted them to accomplish within the activity.

As a way to gather students' work I implemented a portfolio into the unit. What I chose to do with this is give each student a manila envelope to put all of their work in, so that they would not lose their work and also to make it an easier way for me to organize my grading. Unfortunately, in theory this portfolio idea was a good one however I did not implement it properly or efficiently. The first flaw in the portfolios is that carrying 45 students folders in a box full of papers is extremely heavy and very hard to transport back and forth from school. Because of this I was only able to take the portfolios home during the weekends. This hindered my ability to reflect on students work because I could only look at their work closely every seven days. When it came time to grade papers on the weekend it often overwhelmed me how many papers I needed to look at in two days. Grading portfolios was also inefficient because I spent a great deal of time sorting and rifling through papers looking for the assignments I need to grade. I think that this idea of implementing portfolios is still a good idea however I would make some changes in my system. In the future I will collect papers from students, after they do the assignment, grade them during planning and then have them put it in the portfolio so they can keep track and monitor their work. This will make grading less cumbersome and help me stay on top of grading and reflect on students work more frequently.

Looking back at my rationale and philosophy of teaching I would change some ideas from this experience this semester. I would first implement more grammar and punctuation lessons then I did. That perhaps is an area that my students struggle with the most. Another thing

I would definitely change is that I would like to reflect more from students work than I had time to this semester. I think that by reflecting on their work you have a greater ability of knowing what you need to work more on with the student whether it is grammar, punctuation, or clarifying the plot of a novel. In the future I also want to change my assessing practices. During the unit I often graded on completion instead of criteria I thought that this would encourage success with students because if they did their work they would receive a good grade. Now looking back, I realized that I did not assess them adequately. Instead of helping them succeed I realized that I was really crippling them because they could give me garbage for an assignment and I would give them a 100 on it. Through this unit I also learned that my Performance Expectation Guides need to be more detailed. At times when creating rubrics I would draw a blank on what I should grade them on. I have now found that for me I create better rubrics when I literally sit down with a piece of paper and ask myself “what do I want the student to get out of this assignment and how do I want it to look?” While I come up with thoughts I now write them down in a list and then adapt this list into a rubric. For me this works best because I am given work from students exactly how I want it and they have clearer expectations now. Overall, I think the unit went well however I have definitely learned from my mistakes.

In conclusion, not only in this unit did my student successfully learn but I also learned a great deal from this unit. I was absolutely amazed at the quality, creativity, and engagement my students had during this unit. I realized that when you give students control of their own work, clear goals and feedback, a social experience, and immediate experience students will become engaged, enjoy the learning process more, and turn in quality work. Although, this unit was not perfect I definitely met my goals for not only my students but myself as well.

100

~~100~~

I come from the little town of long beach, where everybody nours everybody I come from a town where Bacon, Biscuits, gravy, Sausage, and eggs is a everyday meal, I come from a town where hunting and fishing is a family sport, I come from a town. I come from a town where church is something everybody goes to. I come from a town where people work hard no matter how bad the economy is. I come from a town where people smile and wave even if they dont now you. I come from a town where families wake up early to go to church and stay up late whatching football. I come from a town where if somebody gets in deep trouble friends and family help you get out. I come from a town where we say yes Sir no Sir yes man no man. I come from a town where you don't need to have a lot of money to live. I come from a town where you don't have to go to the grocery store to get food.

I come from a town that's has respectfual people, people that are fun to be around, and that's the kind of town I want to live in. There's no other place that I would want to live.

A Glimpse at Southern Life

Teacher Name:

Student Name: _____

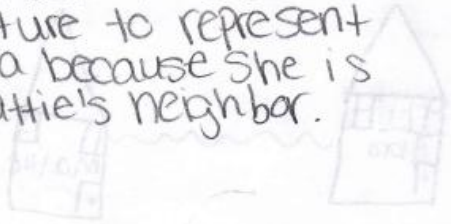
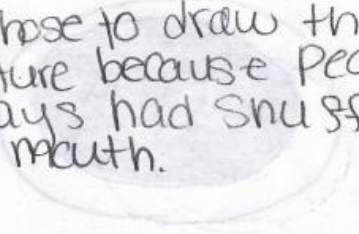
CATEGORY	4	3	2	1
Vocabulary	Uses a varied vocabulary appropriate for the audience. Contains at least 4 examples of Southern dialect.	Uses a varied vocabulary that is appropriate for the audience. Contains only 3 examples of Southern dialect.	Uses a varied vocabulary that is occasionally a little to simple. Contains only 2 examples of Southern dialect.	The vocabulary was not varied OR was routinely inappropriate for the intended audience. Contains only 1 or less examples of Southern dialect.
Theme	Theme of story conveys a clear moral or central idea based on one or more characteristics of Southern Literature.	Theme of story conveys a vague moral or central idea based on one or more characteristics of Southern Literature.	Theme of story conveys an unclear moral or central idea based on one or more characteristics of Southern Literature.	Theme of story does not convey a moral or central idea based on one or more characteristics of Southern Literature.
Connections/Transitions	Connections between events, ideas, and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.
Audience	Text gives audience an excellent glimpse of how Southerners live.	Text gives audience an good glimpse of how Southerners live.	Text gives audience an poor glimpse of how Southerners live.	Text does not give audience a glimpse of how Southerners live.
Using Elements of Southern Literature	Contains at least 3 elements of Southern Lit. other than Southern dialect within text.	Contains at least 2 elements of Southern Lit. other than Southern dialect within text.	Contains at least 1 elements of Southern Lit. other than Southern dialect within text.	Does not contains any elements of Southern Lit. other than Southern dialect within text.

Dear, independent Agents, elderly women

Shane Cooney
M^cJordana

I am going to give you my honest opinion, if I were you, I would sit down and really think what is best for you. if you feel really in your heart and your right mind then yes you should fight for those keys. But for all honesty, if you no you can't drive sweetly then give the keys up it would be alot smarter and safer, I know its hard to just give something up but you have to make the right decisions and do whats best for you and other people, Cause if your really not driving safe your putting of human beings life in danger and you cant want to be responsible for that, I have my best advice but not its up to you to make up your mind and decision, if there are any other question write me back

Sincerely, Abby

<p>Lamar- I chose Lamar because he is a dog catcher and I drew a net because Lamar might use a net to catch the dogs.</p>	<p>Mattie- I chose Mattie because she is a cool woman. I drew a frying pan because she likes to cook and I drew a keyboard because she likes to play piano.</p>
<p>Alora- I chose to draw this picture to represent Alora because she is Mattie's neighbor.</p> 	<p>Pearl- I chose to draw this picture because Pearl always had snuff in her mouth.</p> 
<p>Elaine- I drew this picture because Elaine was</p>	<p>Robert- I chose to draw this picture to represent</p>

