

The Road Map to my Identity

Conceptual Unit: LAE 4360- Methods



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Goals and Objectives

Sunshine State Standards (as linked to each particular part of the Unit)

Who am I

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly

LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text

LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words

Prewriting Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

LA.1112.3.1.1- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and

LA.1112.3.1.3

- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

Creating the framework of I

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

LA.1112.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning

Nonfiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

LA.1112.2.2.1- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details

Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.

LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources

appropriate to the purpose and audience;

LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant

Challenging who I am

Revising Standard: The student will revise and refine the draft for clarity and effectiveness.

LA.1112.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

LA.1112.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;

LA.1112.3.3.3- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and

LA.1112.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Editing for Language Conventions Standard: The student will edit and correct the draft for standard language conventions.

LA.1112.3.4.4- grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and

LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

Listening and Speaking Standard: The student effectively applies listening and speaking strategies.

LA.1112.5.2.1 - demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations

Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

LA.1112.2.1.7- analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g.,

symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions;

LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

Who I am

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

LA.1112.1.7.2 - analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;

Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

LA.1112.4.3.1- write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and

LA.1112.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).

Listening and Speaking Standard: The student effectively applies listening and speaking strategies.

LA.1112.5.2.1 - demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;

LA.1112.5.2.2 - apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;

LA.1112.5.2.3 - use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one’s own and others’ oral presentations according to designed rubric criteria;

LA.1112.5.2.4 - use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
LA.1112.5.2.5 - research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.

(Florida k-12 reading, 2007)

Goals for this Unit

Students will be able to (SWBAT)

- *Understand the importance of an identity*
- *Explore the sense of identity*
- *Compose a persuasive paper*
- *Grasp the relationship between society and identity*
- *Appreciate their own identities*
- *Explore ways to build their vocabulary*

Objectives

Students will be able to (SWBAT)

- *Describe their identity*
- *Write a short paragraph about their identity*
- *Interpret song lyrics*
- *Distinguish what is basic vocabulary and higher vocabulary*
- *Explain their identity*
- *Show how they use vocabulary in their papers*
- *Construct a persuasive paper*
- *Classify vocabulary based on their strength*
- *Analyze themes in The Last Lecture*

- *Compare their goals to those in The Last Lecture*
- *Identify writing strategies*
- *Create an artistic representation of their identity*
- *Devise a plan of revision*
- *Judge opinions*
- *Design a road map symbolizing their trip to their identity*
- *Argue about events from literature*
- *Debate about events from literature*
- *Justify their personal identities*
- *Discuss about the sense of identity*
- *Determine which opinion is right*

Rationale

This unit is being composed for a class of twelfth grade seniors, who are honors level. This unit will center around the sense of identity and it will be connected with the aspect of a road trip. As shown through out many major works of literature and film, this sense of journey elicits a major change through out many central characters. They leave the journey a different person than they were at the beginning of it. This Unit also utilizes three major texts rather than focusing on one major text. This was done to incorporate student's multiple intelligences, and also to open their minds to viewing literature not just through the medium of novels but also through the poetic medium of song and the visual medium of film.

Using this idea of a journey, the unit will navigate through a series of pit stops as the class embarks on a road trip of sorts in the quest for their identities. Identity is something that many high schoolers struggle with, and it becomes even more crucial as they are about to embark

onwards to college and future careers. This unit is not intended to have students figure out themselves entirely, but rather begin the discussion and perhaps initiate or progress student's search in finding themselves. I find this particular aspect of learning the most vital because it is through literature and writing that a person can find out details about themselves they never really encountered before. Working on this notion of creating a classroom of inquiry with this idea of the journey, I want to position myself as the instructor as "a co-collaborator in an inquiry" and utilize Richard Allington's following comment: "...what marked their interactions with students was the greater prevalence of interactions reflecting the cooperative and collaborative relations. In other words, they fostered students' identities as learners and their sense of agency as participants" (Afflington, 2007).

Our road trip will consist of four cornerstone pillars of learning. I reference these as four cornerstones since it is through my experience, if a unit is centered around four central ideas, instruction can be easily created to fit each section. All four cornerstones will interlinked with students' progress with their persuasive papers, a major assignment for this unit. It is through my experience that the persuasive paper is perhaps the most difficult paper to compose because it focuses more on style and argument rather than mechanics. It is because of this, I have chosen it to be one of my major assignments for this unit.

This unit also focuses on have students create a lot of their learning. I came up with this idea from Michael Smith's lecture at FCTE's Professional Institute in Orlando. In his lecture, Smith explored how from the time students enter middle school, the chance to allow them "make" their learning goes down. And from there, they loose a sense of their identity (Smith, 2009). Peter Smagorisky also reflects upon this, when he comments about "people learn by

making, and reflecting on, things that they find useful and important” (Smagorinsky, xi). Both of these theorists notions about making lead me to create many of these unit’s assessments to include some sort of making. A lot of the assessments deal with an aspect of writing, and as you will also notice, there is not a lot of time devoted to grammar instruction. This unit, as mentioned before, is more centered on stylistic voice than it is on semantic/syntactic prowess. It is through this kind of writing, I am looking to give students a chance to really explore themselves through their writing, and not have to worry about whether or not they have a run on sentence or not. This is not to say that grammar instruction will not occur, but it will be done more from a prescriptive

The first section students will encounter is the “Who am I” section in which students will begin to formulate concepts of their identity. They will be doing this through discussions and close readings of the song “It’s My Life” by Bon Jovi and also working on a vocabulary subset. This subset will focus on growing students’ previous basis of vocabulary and help them grow their vocabulary banks to help prepare them for creating an effective Persuasive paper.

The next section will concentrate on “Creating the framework of I” concentrates on solidifying student’s perspectives of their identities and also help create student’s basic outline and draft of their persuasive papers. To do this, students will be reading sections from *The Last Lecture*. This book was chosen, not for its morose conclusion, but rather for the many topics Randy Pausch talks about in respect to obtaining goals. One section in particular highlights the aspect of brick walls, a concept that students need to grasp about in relation to their identities. As an instructor, I also feel the inclusion of *The Last Lecture* highlights the importance of including

works of nonfiction. As you will see through this portion of the unit, a good portion of classroom discussion is devoted to debating about whether or not *The Last Lecture* is fiction or nonfiction.

After stopping at “Creating a framework of I”, students will be making a minor pit stop at the “Challenging who I am” by working with the film, *Toy Story*. *Toy Story*, though considered by many to be a children’s movie, deals a lot with this concept of identity through its two main characters, Woody and Buzz. Students will explore this challenge of identity through discussion as well as participating in a Socratic circle, an assessment technique that will focus on students’ ability to discern, synthesize, and discuss the material. As you will see from the Unit calendar, this portion of the Unit doesn’t receive as much instruction time as the other portions of the Unit. This was done because it is my opinion that this section can tend to become rather ugly, something that hampers the success of searching for one’s identity.

And finally to conclude the road trip, students will get off at “Who I am” and conclude the unit with the final project of “Soundtrack of Your Life”. This activity, developed by Dr. Christian Z. Goering, emphasizes student’s persuasive skills and their ability to draw connections between the text (in this case being the songs) and their own lives, emphasizing a real world situation. This activity was selected because of the notion that “Music has become an integral part of human existence. It motivates us, calms us, inspires us, at times irritates us, and basically becomes the backdrop against which we live our lives. Songs can bring vivid memories of persons, places, and events from our own past and serve to document our thoughts, feelings, and emotions at a given time or place.” (Goering, 2007) Through this, students will be able to show through actual materials and their own presentation skills how this unit has affected them, and also what they consider their identity to be. The unit will conclude with The Final Stop project in

which students will compose a paper that analyzes their progress through out the entire unit, and have them make their own conclusions about the person they have become.

Materials List

Books

Pausch, Randy *The Last Lecture*

Song Lyrics

Bon Jovi “It’s My Life”

Film

Disney/Pixar *Toy Story*

Unit Outline

****ALL LESSONS ARE CONSTRUCTED UNDER A 50 MIN TIME STRUCTURE****

Week 1- Who am I?

Day 1-Monday

3 minutes: Attendance, house keeping

5 minutes: Read out the following instructions very carefully for the students. Make sure to emphasize that this exercise is more about words than it is about details. This introductory assignment will serve as a pretest for the first part of the “road trip”.

Directions:

Write 2-3 sentences about yourself, describing who you are as a person. Imagine this would go on a social site like Facebook or even in a blurb on a resume carousel. Focus on not giving simple details like “I was born on April, 26th, 1991” or “I live in Tampa”, but rather focus on describing yourself as a person.

During this time, either the instructor should be writing their own blurb or they should be walking around the classroom monitoring students’ responses.

3 minutes: Give students a chance to respond and share. Pick out words that stand out, both higher and lower vocabulary. The aim here is to get students on board about this vocabulary portion of the unit

5 minutes: Discuss with students whether or not they felt these sentences adequately describe their identity. Take a survey. Make sure to keep this data handy because it will definitely help the instructor approach some of the accompanying activities for this unit.

25 minutes: The Road Map activity.

Hand out the following sheet (see appendixes) and explain the directions very carefully:

- 1) Look at the following map. This will be your road map for this following four to six weeks. You will use it in conjunction with many of the activities planned for the upcoming weeks. DO NOT LOOSE THIS. Once you loose it, you may not get back on your path.
- 2) Label the following pit stops with:
 - a. Who am I
 - b. Creating my framework
 - c. Am I the right identity?
 - d. Who *I* am
- 3) At the end of the map, identify one or two goals that you want to accomplish by the time you're 50. They are your goals, no one else's. If you want a billion dollars as your ultimate goal, then put it down.
- 4) At the beginning of the map, copy or cut out and paste your 2-3 sentences on the box above the starting line. You will be using this again.

After students have completed their maps, have them get into groups of 3-4 and have them swap maps to look at both the beginning sentences and ending goals. Have students circle words in the first part that stood out to them. With the goals, have students put a word that comes to mind when they read the goal. At the end of the swaps, group together and discuss what they get. Each group should present a finding.

9 minutes: Bringing it around town

Ask the following questions to students

- Why do we use maps?
- Does knowing yourself help guide you through life?
- Why have an identity?
- Can an identity change?

With these questions, mentally note students' responses. Use it as a forum of discussion and mild debate. Gear them into discussing about identities and how they influence people's actions.

Homework: For tonight's homework, bring in a synonym for each of the words circle on your paper. If you don't have any words circled on your paper, then pick words you feel that you could potentially substitute with a synonym. Bring in an example for each word. You need to have at least two examples come tomorrow.

Day 2- Tuesday

3 minutes: Attendance, housekeeping

17 minutes: For the opening of class, have students present their findings from their homework from last night. Have students go up to the board and present the original word and its synonym. Then have them choose which they would rather use on a formal writing paper. ****THIS IS CRUCIAL TO KEEP TRACK OF! ****

20 minutes: After students have finished presenting their findings (and you have collected the work), note the students who may have had the same words they used for their activity. Have them get into groups. Instruct them to do the following:

With these words and synonyms, I want you to create a vocabulary tree with the stump or base of the tree being the original word . With every synonym, create a branch with the word and its definition and a picture for what *you* think the word represents. For example, if my base word is good, and one of my branches is great, I would draw (rather fool) a picture of Tony the Tiger

because he always says GRREAT!. These words need to aide you in remembering them a synonyms, so create symbols or pictures that are easy to remember. (Burke, 1999)

While students are creating these vocabulary trees, walk around the class and participate with students. Observe what synonyms they are choosing from the thesaurus. Ask them if they were in your (being the instructor) if they would accept this word on a formal paper. If they say yes, ask them why. Don't discredit their reasoning, but definitely encourage them to reason with you. Ownership of vocabulary is key!

10 minutes: After students have completed their vocabulary trees, collect them and later post them around the room. Have students then take out their road maps and have them look over the first activity: the two to three sentences about who they are. As a class, have them rate their mini papers as an instructor would use. The following scale should be observed:

- A- This mini paper could be shown in front of a college professor
- B- This mini paper would receive an excellent mark from an instructor
- C- This mini paper would receive a good mark from an instructor
- D- This mini paper would most likely be seen as a status message on Facebook

This exercise is to help students to become aware of their vocabulary habits. With every grade, students need to provide a reason to why they assigned the grade. This will be turned into the instructor at the end of the period.

Homework: None

Day 3- Wednesday

3 minutes- Attendance and housekeeping

For the first Wednesday of the month, we are usually required to have homeroom. If this is the case for this day, please refer to the Appendix for homeroom abridged lesson

5 minutes- Discussion on what makes up a powerful song?

This discussion will be used to help students critically think about songs, both as works of art and as works on inspiration. Start the discussion with the question: What makes a good song? With every student response, write it up on the board, to start creating a criteria or list to judge songs. After the discussion has been completed, ask the students is this the definite way to evaluate a song? Have them, by using the criteria on the board, to create their own list. After they do this, ask them why they ranked it in the particular order that they did.

15 minutes- The first read through

At this point ask students to create a double column song review sheet. The directions should be explained in this manner:

1. Divide your paper with a vertical line down the center
2. On the left side of the paper, take 5 of your evaluation criteria and list them.
3. Under each category, list words or phrases or significant items from the song.
4. On the right side, mirroring the left side, do the same, making sure each category is across from each other. This will make it easier for you to draw comparisons and differences.
5. For the right side, under each category, include either a critique or a question about the song ***as it pertains to the category***. These could be, but not limited to:
 - a. Open ended questions that would help you understand the song better (**GREAT FOR DISCUSSION**)
 - b. Give your personal response to the song (i.e. any thoughts you have in connection with it).

- c. Give your personal evaluation to the song.
 - d. Think through a possible interpretation of the passage (**HOLD THIS OFF UNTIL THE SECOND LISTEN THROUGH, THIS WILL BE CRUCIAL FOR THE SECOND/THIRD DAY DISCUSSION**)
6. (This section is important for the purpose that it gives students boundaries and guidelines to help shape their critiques). There is one important rule for this critique: Remember that your critique does not need to follow the conventions of textbook English or be in complete and thorough sentences. Rather the purpose is to think about the song without worrying about the form your thoughts take.

After students have completed the prep, use either your personal computer or a classroom computer to play the CD. If neither technology is cooperating, use the boom box located in the top cabinet. The song is 3:44 seconds in length. Though it would be beneficial for you as the instructor to do the activity along with your students, below are highlighted portions of the song that should be brought after the first listen through has concluded.

It's My Life lyrics

This ain't a song for the brokenhearted
 No silent prayer for the faith departed
 And I ain't gonna be just a face in the crowd
 You're gonna hear my voice when I shout it out loud

It's my life

It's now or never
 I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my way"
 I just wanna live while I'm alive
 'Cause it's my life

This is for the ones who stood their ground
 For Tommy and Gina who never backed down
 Tomorrow's getting harder, make no mistake
 Luck ain't even lucky, gotta make your own breaks

It's my life
 And it's now or never
 I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my way"
 I just wanna live while I'm alive

'Cause it's my life

You better stand tall
When they're calling you out
Don't bend, don't break
Baby, don't back down

It's my life
It's now or never
'Cause I ain't gonna live forever
I just wanna live while I'm alive

(It's my life)
My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive

(It's my life)
And it's now or never
I ain't gonna live forever
I just wanna live while I'm alive

(It's my life)
My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
'Cause it's my life!
("It's my life", 2009)

After the song has concluded, give students about two minutes to finish their thoughts. After they are finished, go around and ask for examples. Write them up on the board, keeping track of what the responses were.

15 minutes- The Second Listen Through

After you complete the First Listen through, ask students to pull out a new sheet of paper and repeat the same process you asked for the first listen through. This time, however, ask them to try to answer some of their questions they propose in the last listen through. For this listen through, have them try to complete part D of the previous instructions. Inform students this is optional. Also, have students look at the words they picked out from the first listen through and have them see if the same words stand out or do new words stand out.

After the second listen through is finished, follow the same procedure as the first listen through post discussion. This time, ask specifically for words the students have picked up.

12 minutes- Close read through

For the concluding activity, begin doing a close read through of the entire song, noting both diction and theme. For a guide, refer to the lyrics above and the accompanying panel notes. With this discussion, you want to fashion it in this manner:

- Why do you think Bon Jovi chose these words besides being lyrically correct

- Were there some other choices he could have made
- What do you think Bon Jovi was talking about with this song?
- What does this song say to you? Do you relate with this song?

Questions should be directed in this fashion, and when students present answers, ask them to give you a line reference to serve as evidence. This will help them to start thinking about being persuasive, something they will eventually have to do in their upcoming persuasive papers.

Homework: For homework tonight, have students look over their notes and write a journal response to the song as a piece of art and also a song that has a strong statement. It would behoove (EMPHASIZE behoove) them to also include line references. This journal entry will be checked tomorrow at the beginning of class.

Day 4- Thursday

5 minutes- Attendance and house keeping. Also do Homework check.

***RUBRIC FOR CHECKING LAST NIGHT'S HOMEWORK**

Grade	Reasoning
√+	Student did assignment and provided a response for both questions and also provided textual support to back up their findings.
√	Student did assignment and provided a response for both questions, but may have provided textual support for only one part of the assignment.
√-	Student completed the assignment but only answered one part of the question and did not provide textual support.

Point break down will be explained in Appendices

10 minutes: After instructor finishes doing homework check, you will pass out students' homework from Day 1. Though you have already graded it for completion, you will now have students evaluate the words on their strength as a whole. They will need to have their road maps, which have their first "Who am I" statement to complete the activity. For instance, is the word "good" stronger than the word "great" or the word "superb". Students can work in pairs together. The primary goal of this activity to have students start evaluating their vocabulary usage, which since Day 1 has been the primary goal.

20 minutes: After students have completed the evaluation of their vocabulary, pass out copies of the lyrics to "It's My Life" to wrap up the close read from yesterday. The questions to concentrate are:

- Why do you think Bon Jovi chose these words besides being lyrically correct
- Were there some other choices he could have made
- What do you think Bon Jovi was talking about with this song?
- What does this song say to you? Do you relate with this song?

After you have completed the close read discussion, ask students to then look back at their double column critiques from yesterday and ask them what words stood out to them from "It's

My Life”. Have them give you suggestions. If this doesn’t work, then write the following on the board:

- **Heartbroken**
- **Faith**
- **Departed**
- **Shout**
- **Life**

From these words, work with students to create synonyms for each. Though it will be difficult, try to come up with at least two for each. These words above (unless students choose different words) will serve as the Vocab Pop quiz given in week two. The test form will be included in this Unit Plan.

15 minutes: For the remaining fifteen minutes, break up the class (size of 24) into 3 groups of 8. In these groups, give students the following directions:

“Given the following list of vocabulary words with the original words and their synonyms, rank your five choices for each word. Your group can decide to use the original word or one of the synonyms. You have five minutes to complete this task.”

During this time, walk around to see how students are doing. If they complete the task early, ask the students to present your findings to you before you have them present it to the class. Once they do, act as devil’s advocate and present an opposing view.

After five minutes has passed, have each group elect a representative to come and write their list up on the board. After they have done that, have each group present their decision and their reasoning behind why they selected certain words. Once this has been completed, instruct students with the following:

“Now, for the next three minutes, I want your group to come up with an argument to why your list is better than anyone else’s. Why are your words superior? Construct your argument in a way that would not allow other groups to debate your logic. For instance, if you stuck with departed because it sounded cool, I could argue that the departed gives off too much somberness and I instead went with the word ‘late’ to ease off the tone.”

Again, like last time, rotate around the room to listen in on students’ arguments and help them by listening as a thoughtful observer and give opposite viewpoints. After three minutes is up, give students a minute and thirty seconds to debate their view point. They will not have time for a rebuttal.

Homework- Students need to look over their 2-3 sentence “Who am I” mini paragraphs and revise them as they see fit. This will not be checked for completion.

Day 5- Friday

3 minutes- Attendance, housekeeping

10 minutes- Have students take out their 2-3 sentence “Who am I” statements. At this point, go around and ask students what they did to revise them. Have some share their examples. After they share, go around the room and take down on the board what exactly were the common mistakes.

10 minutes- Explaining the persuasive essay

After completing the before mentioned activity, poll students if they feel that this personal statement would get them a ticket to their next goal in life: for most it would be college, but for others it could be other activities. Even if students mention very abstract and childish activities,

deal with it accordingly. For this particular lesson it would be best to acknowledge them since they're eventually going to have to prove their point.

After they answer your poll (AND REMEMBER, KEEP TRACK OF THESE RESULTS), ask them how they are going to accomplish this goal with the qualities they just mentioned. If they give you examples, ask them further, to engage in a semi debate which gets them to try to persuade you. If they don't, begin the following discussion.

Persuasion

*To be able to convince someone of an opinion or to do something

How to do we do this with our writing?

*answers the question "why should I want to do or think that?"

* Thesis is especially important as this is what your essay will convince the reader to think or do so

**Persuasion* focuses on emotional appeal-→ VOCABULARY IS CRUCIAL (Burke, 1999)

25 minutes: After the lecture has concluded, have students get into groups according to similar goals for after high school. Ideally, they should be organized by college, work, army/enlisted service, and/or community college. They can also be of any combination or jobs as the class suggests. Ideally, they should be rather medium size groups, preferably 5-6 students in a group (for a group of 24). If it seems that the balance isn't there, adjust accordingly.

After the students have organized themselves into groups, assign one student to be the organizer. This role is defined as keeping the group on task. Once an organizer has been assigned, ask students to formulate some ideas they have to accomplish their goal. For example, if you're going to college for a particular major, what have you done for prior experience in the major? Have you been apart of high school honor society?

While students are working, walk around and make sure students are on task, and at times, sit down and converse with students and their ideas. Ask them how will they go about implementing these ideas. Propose questions that will help them guide students to try persuade you, because this will be the crux of the paper.

2 minutes: Wrap up the day by revisiting the principals of a persuasive paper and assign homework for weekend.

HOMEWORK: Have students polish their maps, finalizing their end goals for the finish line. This will be checked on Monday. Also, they should have a central thought or thesis for their paper by Tuesday for 1:1 conferences.

Week 2: Who am I → Creating a framework of I

Day 6: Monday

3 minutes: Attendance, housekeeping. Also, check to see if students have polished their maps. For them to receive a completion grade for this assignment, they need to have included a concluding goal. If they haven't, then they don't receive credit.

7 minutes: Discuss how music occupies only the ears, leaving the imagination free to wander — unlike movies or the Internet. Remind students that the closest equivalents to music are art and literature, which occupy only the eyes. Because of these sensory realities, we as readers, viewers, and listeners are free to make connections and interpret whatever we're reading, seeing, or hearing in any way we choose. And no matter what the author may have intended when he or she created a work of literature, a painting or sculpture, or a piece of music, what really makes it

significant is the personal connection, the way in which the reader, viewer and listener experiences and interprets another's act of creation. (Neal, 2008)

10 minutes: After concluding the discussion, play Bon Jovi's "It's My Life" and hand out lyrics for the song.

It's My Life lyrics

This ain't a song for the brokenhearted
 No silent prayer for the faith departed
 And I ain't gonna be just a face in the crowd
 You're gonna hear my voice when I shout it out loud

It's my life
 It's now or never
 I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my way"
 I just wanna live while I'm alive
 'Cause it's my life

This is for the ones who stood their ground
 For Tommy and Gina who never backed down
 Tomorrow's getting harder, make no mistake
 Luck ain't even lucky, gotta make your own breaks

It's my life
 And it's now or never
 I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my way"
 I just wanna live while I'm alive
 'Cause it's my life

You better stand tall
 When they're calling you out
 Don't bend, don't break
 Baby, don't back down

It's my life
 It's now or never
 'Cause I ain't gonna live forever

I just wanna live while I'm alive

(It's my life)

My heart is like an open highway

Like Frankie said, "I did it my way"

I just wanna live while I'm alive

(It's my life)

And it's now or never

I ain't gonna live forever

I just wanna live while I'm alive

(It's my life)

My heart is like an open highway

Like Frankie said, "I did it my way"

I just wanna live while I'm alive

'Cause it's my life!

("It's my life", 2009)

After listening to the song again, explain to students the concept of riffing. ask students to "riff" on a piece of music. By "riff," we mean a clever or inventive commentary, especially one that is improvised on the fly. Remind students of the free-form nature of this exercise.

- They are to choose a song from their list, write a narrative inspired by it, and provide an explanation of their choice.
- They are free to choose whatever music they want, even if it isn't a song they necessarily love.
- They are free to interpret the song in any way they see fit, even if it is a lyric-less song that reminds them of something or suggests a story that is far from what the songwriter or composer may have intended.
- They are free to riff on any part of the song they choose, whether it be the song as a whole, a lyric from the song, the title, the musical arrangement, etc. (Neal, 2008)

15-30 minutes: After explaining the concept of riffing, ask students to riff on "It's My Life" by making two verses of 8 lines. With these riffs they have to include some part of their life's struggles in the verses. They cannot simply copy what Bon Jovi did. Explain to them to talk about their progress towards their goal, the same goal they talked about in their road maps.

An example would go something like this:

I got my bags packed for Detroit City

Going to be a college town buddy

Going to major in education of the young

Going to make my voice and shout it out loud

I'm in college

And it's now or never

I ain't gonna be here forever!

Gotta make the most of time right now

I'm in college

After students are done, ask students to share and then collect them to compile them into several different versions of “It’s My Life”, and at the beginning of class tomorrow, ask groups if they want to perform their songs.

Homework: Study for the vocabulary pop test

Day 7: Tuesday

6 minutes: Attendance and house keeping. Those groups who decided to perform can perform.

10 minutes-15 minutes: Vocabulary Pop Quiz

After the performances are done, pass out tests for the Vocabulary Pop Quiz. Vocabulary Pop is a method in which students are quizzed on their abilities to link vocabulary with their root words. Refer back to Day 4 for the list of words. For the quiz, students have five words that they need to either provide two branches or two vocabulary expansion words or provide the root word for two vocabulary branches.

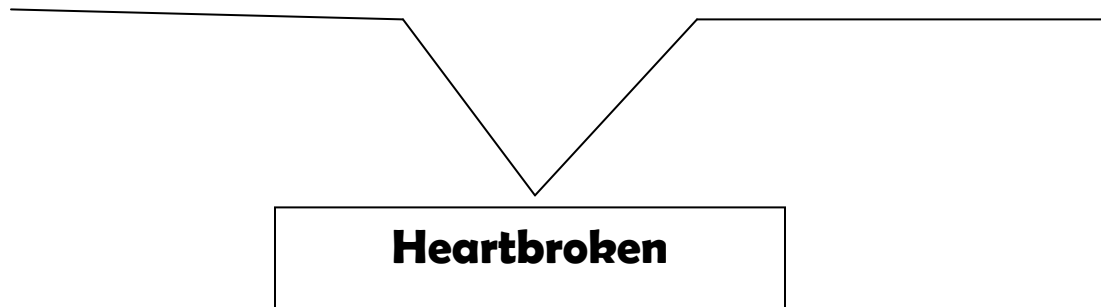
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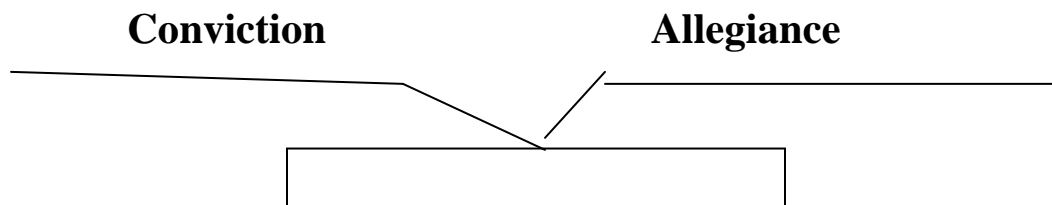
VOCABULARY POP: "IT'S MY LIFE"

Directions: For the following base words, provide two vocabulary words. If there are two vocabulary branches, provide the base word.

1.



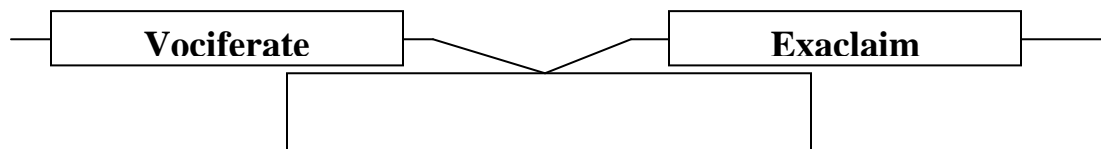
2.



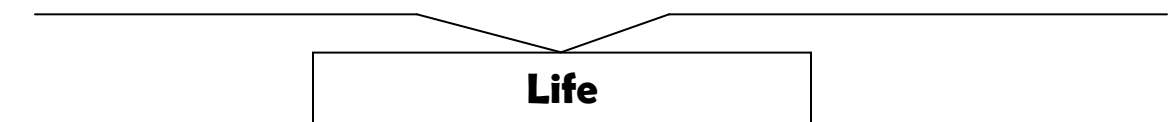
3.



4.



5.



29 minutes: While students are either completing the test or have finished the test, it's time to begin conducting 1:1 conferences with students about their papers. By now they should have completed a central thought and have started outlining their papers. In these conferences, you want to discuss the following with students:

- * Central thought
- * What is your objective in the piece
- * How are you going to convince your readers that you are right for this major or position?
- * When are you going to be composing your first draft

While instructor is conducting 1:1 conferences, students need to be working on their papers, preparing for their one on ones with instructors. At most, 1:1 conferences should only take one to two minutes at most, just to accommodate every student. If every student does not have a 1:1 conference with the instructor, instructor will collect their central thoughts and conduct e-mail one on ones.

Homework: Begin drafting papers, ready for workshop on Friday.

Day 8: Wednesday

3 minutes: Attendance, house keeping. For those who had to have an e-mail 1:1 conference, return papers to those students.

20 minutes: Explain to the students that by now we have begun to create an understanding of I, and we have done that through our papers by establishing a central thought. We are now moving towards creating a framework of who we are, by investigating what makes us who we are. To help us to do that, we are going to read excerpts from Randy Pausch's biographical memoir called *The Last Lecture*.

By following the GIST model, divide the students into cooperative groups of 4 since there are 24 students in the class. The main purpose for today's activity is to provide students with a chance to exhibit and experiment with prereading skills.

Demonstrate the strategy by discussing background knowledge and informing the students that they will be working in groups to create a list of predictions or assumptions about *The Last Lecture*.

As students begin to work on the prediction points and assumptions, begin uploading the powerpoint on *The Last Lecture* and the concept of a last lecture.

Once the groups have completed finishing their discussion on prediction points, have groups read and compare their predictions and assumptions. The instructor will serve as a facilitator and write predictions and assumptions on the board. (Herrell, & Jordan, 2008)

15 minutes: After completing the sharing session, begin powerpoint lecture on *The Last Lecture* as well as the concept of a last lecture. Though every instructor is encouraged to create their own powerpoint, these certain points need to be included:

- * Randy Pausch "was a professor of Computer Science, Human Computer Interaction, and Design at Carnegie Mellon University"
- * "He was an award-winning teacher and researcher, and worked with Adobe, Google, Electronic Arts (EA), and Walt Disney Imagineering, and pioneered the non-profit Alice

project. (Alice is an innovative 3-D environment that teaches programming to young people via storytelling and interactive game-playing.)” (TouchU, 2008)

* Last lectures usually given to either retiring or departing professors

* Lectures designed to serve as impacting legacy for professor, a way to outreach students as they depart

* “And while they speak, audiences can’t help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy?”

* Randy Pausch had been diagnosed with a very aggressive form of pancreatic cancer

* This lecture was about: “...the importance of overcoming obstacles, of enabling the dreams of others, of seizing every moment (because “time is all you have...and you may find one day that you have less than you think”)

* “We cannot change the cards we are dealt, just how we play the hand.” —Randy Pausch” (TouchU, 2008)

Before starting the lecture, ask students to take notes to use for tomorrow’s reading.

12 minutes: After concluding the lecture, bring students’ attention back to the list of predictions and assumptions they created at the beginning of class. Go over each and as a class decide if these predictions and assumptions will remain true. If they decide to keep the prediction or assumption true, ask them why. If they change the prediction/assumption, ask them whether or not this may alter their reading of it, or their perception of the book. After you conclude this part of the discussion, write fiction and nonfiction on the board with a line between them. Do a poll asking whether students would categorize *The Last Lecture* as fiction or as non fiction. For those who poll that it’s a fictional story, ask them what do they foresee happening in the story, to do a pseudo plot line. If students choose nonfiction, ask them to talk about points the novel may make or items it might discuss.

Homework: Continue working on drafts, first round of drafts will be due on Friday.

Day 9: Thursday

3 minutes: Attendance, house keeping

5 minutes: Have students organize the desks into a circle with a stool or a chair in the middle with a big jar or a big hat in the middle of the room. Instruct students that today they are going to be reading selections (or selections) from *The Last Lecture*. While reading along with the speaker who reads out loud, if you have a big “aha” moment or have a thought, then write it down and put it in the hat. Before you begin have students take two column notes, with one column being references from the text and then the right side being a place for them to put down their thoughts and feelings.

15 minutes: After you explain these directions, pass out copies of Chapter 11 of *The Last Lecture*. This is going to be called a reading think tank. After a speaker is done reading, for five minutes of uninterrupted silence, we will write down our initial reactions. What interested us? What made us stop and go hmm? Can we figure out what’s going on? Thinking back to yesterday, after reading this selection, do you think *The Last Lecture* is still a fictional or non fictional piece? Student speaker will then read. It shouldn’t take them more than 5 minutes, but if it does, encourage the process along. After the reader has completed, start the timer and students must write nonstop for five minutes, Their pen must not leave the paper for the five minutes. Instructor should be writing with them.

10 minutes: After the writing has ceased, ask students to share a sentence from their response. Have someone in the group take down these responses. After they have completed that, go to the hat or bucket to see if there are any initial reactions. If there are, talk about them with the group, leaving the option open to whether or not the person who wrote them wants to take ownership.

15 minutes: Repeat the same process with the reading think tank formula. Reread Chapter 11 with a different speaker. Ask the students to note, does it sound different being read by a different speaker? After the reader has finished, another writing session of five minutes. (Keene, 2007)

2 minutes: Ask students to turn in two column notes and rearrange desks back.

Homework: Begin writing a reflection journal on what you read today. It will be checked for completion. Must be a paragraph.

Day 10: Friday

4 minutes: Attendance, house keeping. The following is the rubric for grading the reflection journals from last night.

Grade	Reasoning
√+	Student did assignment and provided a response that is a paragraph and reader can gauge they have put some thought behind their responses
√	Student did assignment and provided a response but it may not have a full paragraph, and they may have been very vague in their reflection
√-	Student did not complete the assignment or any parts of it.

5 minutes: Have students arrange the desks back into the reading think tank again. Do a quick summary recap of yesterday's chapter. Also have scribe read back everyone's reactions to the first read through. Then go around the circle and ask students if their interpretations have changed since yesterday. Also return student's two column notes so they can repeat the process and place the bucket back in the middle of the room.

15 minutes: After you explain these directions, pass out copies of Chapter 16 of *The Last Lecture*. This is going to be called a reading think tank. After a speaker is done reading, for five minutes of uninterrupted silence, we will write down our initial reactions. What interested us? What made us stop and go hmm? Can we figure out what's going on? From yesterday, can we implement Pausch's discussion of brick walls to our own lives? Student speaker will then read. It shouldn't take them more than 5 minutes, but if it does, encourage the process along. After the reader has completed, start the timer and students must write nonstop for five minutes. Their pen must not leave the paper for the five minutes. Instructor should be writing with them.

10 minutes: After the writing has ceased, ask students to share a sentence from their response. Have someone in the group take down these responses. After they have completed that, go to the hat or bucket to see if there are any initial reactions. If there are, talk about them with the group, leaving the option open to whether or not the person who wrote them wants to take ownership.

16 minutes: For the remaining sixteen minutes, ask students to take out their drafts for their persuasive essays. Organize students into groups of 4. These will be their writing groups. Do it by numbers for a quicker, smoother process. After they get into their groups, hand them three pieces of this paper:

Title of Piece:

Audiences? (If not specifically indicated, who might it be?)

What is the purpose of this paper?

What does the writer do in this paper to accomplish these purposes for this audience

(Dean, 2006)

For approximately three minutes, students will read over the drafts and answer the sheets of paper. If they don't get done with the third paper, that's fine. For the remaining two minutes, please reorganize class.

Homework: Write a response to *The Last Lecture* using two column notes and also written responses. It needs to be double spaced, with at least a 400 word count. It needs to include textual references with responses. Also bring rough draft to class on Monday. It needs to either have an introductory paragraph and a supporting paragraph or an intro with two supporting paragraphs.

Week 3- Creating the framework of I

Day 11- Monday

3 minutes- Attendance and housekeeping. Collect *The Last Lecture* responses.

5 minutes: Ask students to get into their writing groups. For the remaining five minutes, ask them to complete the sheets from yesterday.

25 minutes: After students have completed the sheets from Friday, ask them to do the following in workshop style. Since there is four per group, they will spend five minutes with each paper. During those five rotations, they need to answer the following on an accompanying piece of paper:

- What kind of differences do you notice in the author's writing and your writing?
- Do the differences suggest different perspectives, different individual histories, and different concerns?
- What does this writer do well?
- What can the writer do to improve?

While the students are working on their drafts, instructor will rotate in the room, moving about to check upon the students. If there seems to be a lull, ask students to explain to you their findings. By the end of the twenty five minutes the paper should be back to its original owner with comments.

17 minutes: After students get out of their writing groups. Ask students, what they ultimately thought of *The Last Lecture* segments. Have a discussion about the importance of *The Last Lecture*. Is it ultimately nonfiction or is it fiction? Does it tell a story? And if it does, how does it tell its story? Emphasize the importance about how Pausch overcame a lot through his life, and about the importance of his concept about brick walls. Inform students that on Tuesday and Wednesday they will be watching excerpts from *The Last Lecture* as it was presented at Carnegie Mellon. With this recording, emphasize to students on how well Pausch speaks (for they will be doing a presentation as well) and the types of presentation techniques he uses. Also have students pay particular close attention to the emphasis of road blocks, and start thinking to how this may apply to students' writing and also to their road maps.

Homework: Continue to work on rough drafts

Day 12: Tuesday

3 minutes: Attendance, house keeping. (PRIOR TO THE START OF CLASSES, CUE PROJECTOR AND GOOGLE VIDEO FOR *THE LAST LECTURE* WEB VIDEO)

47 minutes: Have students take out a sheet of paper and create a circle and write in the middle of it *The Last Lecture*. From there students are going to branch out four other spots, including: vocabulary, main thoughts, presentation techniques, and writing techniques. Though this won't be completed today, by tomorrow, each column should have 10 points. 5 points should have line references (they don't need to be verbatim) and 5 points should be inferences. Begin watching *The Last Lecture* google video.

OBVIOUSLY, YOU WILL NOT BE ABLE TO COMPLETE THE ENTIRE LECTURE, HOWEVER THIS WILL ALLOW STUDENTS TO START TO REVISIT OTHER PARTS OF THE LECTURE THEY DIDN'T GET TO READ ABOUT

While students are watching the video, instructor should be doing the activity along with them and monitoring the room.

Homework: Continue to work on drafts, they should be completed with a conclusion by Thursday

Day 13: Wednesday

3 minutes: Attendance, and housekeeping (PRIOR TO THE START OF CLASSES, CUE PROJECTOR AND GOOGLE VIDEO FOR *THE LAST LECTURE* WEB VIDEO)

47 minutes: Have students take out a sheet of paper and create a circle and write in the middle of it *The Last Lecture*. From there students are going to branch out four other spots, including: vocabulary, main thoughts, presentation techniques, and writing techniques. Though this won't be completed today, by tomorrow, each column should have 10 points. 5 points should have line references (they don't need to be verbatim) and 5 points should be inferences. Begin watching *The Last Lecture* google video.

OBVIOUSLY, YOU WILL NOT BE ABLE TO COMPLETE THE ENTIRE LECTURE, HOWEVER THIS WILL ALLOW STUDENTS TO START TO REVISIT OTHER PARTS OF THE LECTURE THEY DIDN'T GET TO READ ABOUT

While students are watching the video, instructor should be doing the activity along with them and monitoring the room.

At the end of this session of *The Last Lecture* collect the concept maps to grade for completion

Homework: Drafts need to be finished by tomorrow

Day 14: Thursday

3 minutes: Attendance, housekeeping

10 minutes: Redistribute Ch.11 from *The Last Lecture*. Ask students to reread the part about the brick walls. Why is this image effective and ultimately what does it serve for the rest of the work?

15 minutes: Ask students to then take out their maps and look their road maps. What kind of obstacles will they have in their road maps? Ask for examples. Take out own personal road map. Show for example what instructor means by roadblock. At this point ask students to take a minute or two to think of some roadblocks they may encounter on their way towards their final goal. After they do this, have students share. Those who do, write them on the board. As a class, come up with some possibilities to overcome these roadblocks.

20 minutes: After completing this, ask students to get back into writing groups and look at their papers with the pieces of paper with commentary. Ask them, as a group, to address each individual's road block or improvement area. Have the group work with the student to address the individual's needs. Instructor will also appoint individuals to be leaders of the group to help keep the group on task.

2 minutes: For the remaining two minutes, gauge with students to see if they were able to receive helpful hints to their roadblocks.

Homework: Start brainstorming ideas of how to revise your papers. A plan of revision should be ready to be presented to instructor on Monday.

Day 15: Friday (***STUDENT'S *LAST LECTURE* RESPONSES SHOULD BE RETURNED***)

3 minutes: Attendance, housekeeping

5 minutes: Put a word root up on the board, for instance good. Then have students write down three vocab branches. After two minutes has passed, have them all distribute their responses into a hat. After this, pull each word out and have students vote on whether or not the word should be included on a branch. Because of time purposes, you may only be able to do 3-4 words.

10 minutes: After the completion of this activity, redistribute Chapter 16 of *The Last Lecture*. Have students for the first three minutes ask to go through the selection and circle any words they feel are of a SAT or college level. If this reference does not help them, ask them to look words they would most likely hear coming from a professor or a teacher's mouth. After doing this, ask students to share the words they found in the selection. Ask them the following questions:

- What did you notice about these words
- How did it enhance the writing
- Can you use these words

25 minutes: Distribute lists for Dictionary Game. Give the following directions to students:

1. In your groups, a group leader will read off a definition of a SAT word.
2. After they read the definition, each group member writes a sentence in the way they think the word is best being used
3. After they finish, each will read off their definition to the group.

4. The group will then vote on which sentence is the best. Whoever's the best receives five points.
5. Repeat the process.

(Burke, 1999)

Word lists:

Group 1

Abhor	hate
Bigot	narrow-minded, prejudiced person
Counterfeit	fake; false
Enfranchise	give voting rights
Hamper	hinder; obstruct
Kindle	to start a fire
Noxious	harmful; poisonous; lethal
Placid	calm; peaceful
Remuneration	payment for work done
Talisman	lucky charm

Group 2

Abrasive	rough; coarse; harsh
Bilk	cheat; defraud
Covert	hidden; undercover
Engender	Cause
Hangar	storage area (like garage) for a plane
Knotty	complex; difficult to solve
Nuance	something subtle; a fine shade of meaning
Plagiarism	taking credit for someone else's writing or ideas
Renown	Fame
Tangent	going off the main subject

Group 3

Abasement	humiliation; degradation
Billowing	swelling; fluttering; waving
Cower	recoil in fear or servility; shrink away from

Enhance	improve; make better or clearer
Harangue	noisy, attacking speech
Labyrinth	a maze
Nullify	to counter; make unimportant
Plaintiff	petitioner (in court of law)
Replete	full
Tangible	can be touched

Group 4

Abrogate	cancel; deny; repeal
Blasphemy	speech which offends religious sentiments
Credible	believable
Enigma	puzzle; mystery
Harbingers	indicators; bringers of warnings
Labyrinthine	complicated; highly convoluted
Nuzzle	cuddle; snuggle
Plaudit	statement giving strong praise
Reprehensible	shameful; very bad
Tardy	slow; late; overdue; delayed

Group 5

Absolution	forgiveness; pardon; release
Blatant	Obvious
Creditable	Praiseworthy
Ensconce	establish firmly in a position
Hasten	hurry; accelerate; rush
Laceration	a cut
Obdurate	Stubborn
Plausible	can be believed; reasonable
Reprieve	a respite; postponement of a sentence
Tawdry	of little value; gaudy

Group 6

Abstain	desist; go without; withdraw
Blighted	damaged; destroyed; ruined
Credulous	gullible; ready to believe anything
Enshroud	Cover
Haughtiness	arrogance; pride
Lachrymose	tearful; sad
Obfuscate	deliberately make something difficult to understand
Plethora	an excess
Repudiate	shun; eschew
Tedium	boredom

(Mathur, 2009)

If students in a particular group finish list, have them switch with another group

7 minutes: Go over with students the final assignments for the rest of this unit as we are reaching the half way mark of this unit. The following assignments you need to go over are:

- The paper
- The final presentation
- “The Final Stop” reflection paper

These assignments are important critical tasks and have a huge amount of points tacked onto them. If they were to flub on these assignments, they could potentially ruin their grade for the nine weeks.

Homework: Students need to have a revision plan come Monday for 1:1 conferences with instructor.

Week 4- Creating a framework of I → Challenging who I am

Day 16- Monday

3 minutes: Attendance, housekeeping

5 minutes: Instruct students to get into their writing groups. With them, they should have their drafts and plans for revision. Before they begin 1:1 conferences, allow students the time to look over what they had proposed and organize their thoughts.

42 minutes: For the following one on one conferences, the longer time has been allotted to allow students to have one on one time with the instructor. The following needs to be discussed:

- How much progress has been made from brainstorming to drafting to revision
- What is the potential revision plan?
- What road blocks were discussed during class?
- What’s the plan to do avoid these for revision
- How are spelling/mechanics looking?
- Does student have any questions?

While instructor is having 1:1 conferences with students, other students need to be working in their writing groups, accomplishing the following worksheet. The following worksheet needs to be used as a way to give the writer suggestions for revision and editing. Emphasize to students that negative comments do not help, and to emphasize and constructive and positive improvements.

Writer:

Editing/ Revision

Writer's usage of spelling:

Writer's usage of grammar:

Writer's style:

Writer's effectiveness:

Tips to improve:

Day 17: Tuesday

3 minutes: Attendance and housekeeping (MAKE SURE YOU HAVE *Toy Story* CLIPS READY TO GO WITH PROJECTOR)

10 minutes: After students file in, pass around cards with the following labels on them:

Gold

Orange

Green

Blue

If you are a Golds, you socialize with the band members, but avoid the other two.

Oranges, you try to socialize with the Greens, and you tolerate the Blue.

Greens, you avoid everyone.

Blues, you try to befriend everyone. Strangers are just new friends.

With these in hand, Instructor will give students four minutes to operate under their new identities. The other identities don't know how the other will react and act accordingly. After four minutes is up, have students switch identities with someone across the room, ensuring they don't get the same identity. And then again for another four minutes, repeat the process.

5 minutes: After the last round, gather students around and ask students how they felt. What did they think about their original identities? What did they think when they had to switch identities?

20 minutes: Upon completing the debriefing session, have students take out a sheet of paper and have them label two columns with one side being pros and cons. Instructor will then talk about the concept of being challenged about one's identity. Points to reflect upon:

- Many times society wants people to conform to different ideals that the person may or may not agree with
- If you like a certain activity that society doesn't agree with, does that mean, you have to change it?

To discuss it further, we're going to look at several clips from *Toy Story*. We're going to focus in particular on the character of Woody. For right now, just watch this clip just to observe, don't write anything, just watch for enjoyment.

After explaining this, play the first youtube clip entitled: "Woody gives Buzz a piece of his mind". The clip is only 3 minutes long. After the clip plays, take the following survey: Is Woody right in chastising Buzz? Was he too harsh.

Now, Instructor will have students right down the pros and cons of Woody's argument. To do this effectively, students need to take either lines or ideas from Woody's speech. Replay the clip for the class. After the clip has finished, give students a minute to complete their thoughts. Once they are done, ask students to share their pros and cons. Ask them to give their reasoning why. Cap rebuttals at a minute for time sake.

12 minutes: For the remaining twelve minutes, have students watch the clip entitled "The Gas Station." Have them repeat the process as before, but this time, have them complete the following as well:

*On a scale of 1-10, 1 being very ineffective to 10 being very effective, does Woody have a good argument

*On a scale of 1-5, 1 being I strongly disagree to 5 being I strongly agree, rate your evaluation of Woody's argument

If time permits, have students share their evaluations.

Homework: For homework, students need to look at their papers and bring in an evaluation of their persuasive argument. They need to do a pros and cons sheet as if they were the reader. They need to bring this in, ready to discuss.

Day 18: Wednesday

3 minutes: Attendance, house keeping

15 minutes: Assemble the class into a circle and have several students share what they diagnosed last night with their papers. Once a student has finished presenting their analysis (share two pros, two cons), go around the class and have students give their advice to the subject at hand. Repeat the process four or five more times with different students. Afterwards, ask students what they found by doing this with their paper. Are their persuasive arguments sound or do they need to revise? Was the argument something they said they needed to work on from the original revision plan? A good thing would be to remind students that at its central core: persuasive essays work from their ability to persuade the reader to see that their argument is

rightful. They do address their critics but ultimately show through evidence to the contrary that their argument is the most valid. Students need to keep this in mind when they are revising their papers. (Witte, 2009)

20 minutes: Upon completing the prior brain drain session, have students take out a sheet of paper and have them label two columns with one side being pros and cons. Instructor will then do a quick recap of yesterday's debate involving Woody. Points to reflect upon:

- What does Woody represent in a *Toy Story*?
- If you like a certain activity that society doesn't agree with, does that mean, you have to change it?
- Was Woody ultimately right?

To discuss it further, we're going to look at the same clips from *Toy Story*. This time we're going to focus in on Buzz Lightyear. For right now, just watch this clip just to observe, don't write anything, just watch for enjoyment.

After explaining this, play the first youtube clip entitled: "Woody gives Buzz a piece of his mind". The clip is only 3 minutes long. After the clip plays, take the following survey: Do you think Buzz is ignorant or naïve? Do you think he has reason to believe in his identity?

Now, Instructor will have students right down the pros and cons of Buzz's stance. To do this effectively, students need to take either lines or ideas from Buzz's rebuttal. Replay the clip for the class. After the clip has finished, give students a minute to complete their thoughts. Once they are done, ask students to share their pros and cons. Ask them to give their reasoning why. Cap rebuttals at a minute for time sake.

12 minutes: For the remaining twelve minutes, have students watch the clip entitled "The Gas Station." Have them repeat the process as before, but this time, have them complete the following as well:

*On a scale of 1-10, 1 being very ineffective to 10 being very effective, does Buzz have a good argument

*On a scale of 1-5, 1 being I strongly disagree to 5 being I strongly agree, rate your evaluation of Buzz's argument

Homework: Look over notes taken from the last two days to prepare for Socratic Circle.

Day 19: Thursday

3 minutes: Attendance, housekeeping

5 minutes: Explain the procedures as far as how the Socratic circle will go. The following explanation is probably the best way to go about it:

"In a way to best evaluate your understanding of this concept of challenging one's identity, we will be conducting a Socratic Circle. This method is similar in the form of a debate but it's more about discussion rather than proving one's point. For this session, you will be discussing how identity is challenged in the movie *Toy Story*. Examine both Woody's and Buzz's point of view, and through the discussion, evaluate whose argument was either the more valid or the more invalid." (Witte, 2009)

Organize students into groups of 12 and assemble the desks into a circle. For those who are not in the Socratic Circle will be using the same evaluation as the instructor, and be paired up with another student who is in the circle.

20 minutes: For fifteen minutes, the first session of the Socratic circle will commence. While peers will be evaluating each other, instructor will be keeping a chart of who talks to whom. This chart will be used to help produce final evaluations for student's score for the Socratic circle. The following chart will be used in evaluating students:

Socratic Circle Rubric	References the text	Engaged in the text	Supports ideas with references from text	Uses sound reasoning in questioning.	Accepts more than one point of view.	Listens and respects others.
A score of 3	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect of others.
A score of 2	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move group forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
A score of 1	Remarks suggest text was not read.	Some participation, but off-task for a majority of circle time.	Makes no references to text or does not defend ideas.	Remarks are difficult to understand or no remarks are made.	Does not accept other points of view.	Inattentive.

(FORPD, 2007)

After the fifteen minutes have concluded, take five minutes to debrief and allow evaluators to finish marking their sheets.

20 minutes: Repeat the above process again

2 minutes: Rearrange the desks back for the dismissal bell.

Homework: Bring in final draft that will be ready to be published and ready to turn in on Monday for tomorrow's last workshop day.

Day 20: Friday

3 minutes: Attendance, housekeeping (Make sure note pads are ready for carousel)

3 minutes: Hand evaluation forms for Socratic Circle and ask students what they thought about the overall experience of a Socratic Circle.

SOCRATIC CIRCLE EVALUATION

PLEASE ANSWER EVERYTHING OUT OF A SCORE OF 5.

THE PROCESS: ____ OF 5

THE PROCTORING: ____ OF 5

OVERALL EXPERIENCE: ____ OF 5

COMMENTS:

2 minutes: After evaluations have been completed, ask students to take out their final drafts for their papers (remind which will be turned in on Monday). Do a survey of hands to whether or not students feel that this paper they have currently is ready to be turned in.

5 minutes: Once survey has been completed, explain to students the final procedures for the final writing workshop. This workshop will be conducted in carousel style. Once they get into their writing groups, they will leave their papers on their desks and rotate to the next group of desks and have four minutes to read the papers. When time is called they need to rotate to the next group of desks. (Radcliffe, 2009)

(The following sequence will help illustrate the flow of events). Emphasize that if students do not finish reading the entire paper, it's ok. Comment on what you have read thus far on the notepads next to the person's paper. After explaining directions, ask students to please get into their writing groups.

35 minutes: Workshop Carousel Sequence of Events

- 4 minutes: Students sit down and read papers
- 1 minute: Students make comments (at least one positive and one improvement)

This five minute increment will be repeated for six times till eventually students will then have the last five minutes to read the comments made by their peers and the suggestions for revision. 2 minutes: Reassemble the classroom.

Homework: Do a final draft of your persuasive paper to be turned in on Monday. There will be no excuses for late papers.

Week 5: Challenging Who I am → Who I am

Day 21: Monday

4 minutes: Attendance, housekeeping. Collect papers. (SET UP PROJECTOR)

5 minutes: After papers are collected, ask students to write down eight important times in their life.

10 minutes: Instructor explains to students about the importance of music and how it is able to communicate different states of the human condition. As Dr. Christian Goering states, “Songs can bring vivid memories of persons, places, and events from our own past and serve to document our thoughts, feelings, and emotions at a given time or place.” (Goering, 2007)

“During our road trip we have really examined how our identity is constructed and how we want the world to view us. Now we are about to take that one step further and finally say to the world: This is who I am.”

Distribute copies of Bon Jovi’s “It’s My Life”. Listen to the song for a just a first listen through.

15 minutes: Upon this next listen through, redistribute student’s notes taken from weeks before. However, instead of this time of looking at the vocabulary of the piece, we are going to look at the real world connections made between the actions discussed in the song and Bon Jovi’s real life.

Instruct students to circle names or symbols within the song.

After listening through the song again, ask students to discuss the breakdown of the song by part by part. Discuss in particular the figures of Tommy and Gina and Frank.

10 minutes: After discussing the song, have students look at the projector screen to view the music video of “It’s My Life”. The video is 4:30.

Once the music video has completed, ask students if this is the way they envisioned the song being told through a music video. Have students share their opinion.

7 minutes: Have students take out their list of eight important events and for the remainder of the class period, pair up with a partner and brainstorm and discuss why these events are important to you.

Homework: Bring in songs that are related to these important events in your life. They must be school appropriate.

Day 22: Tuesday

3 minutes: Attendance, housekeeping

30 minutes: Have each student come up and play a snippet (a 30 second to one minute sample of the song) and explain to the class the significance of their song choice. Why did they pick this song? How does it relate to their event in terms of significance?

17 minutes: After students have completed presenting about their songs, inform students they have basically done a trial version of their final project. For their final project, they are going to

have to use the four cornerstones of our road trip (Who am I, Creating the Framework of I, Challenging Who I am, and Who I am) and pick two songs to go together with each cornerstone to create an album. (Project sheet can be found in the appendices) As a class, create a class example calling it the EP launch version. For each song, include a sentence explaining its significance. For the remainder of class, students will have a chance to work on their track listing.

Homework: Bring in a rough draft of your track listings to workshop tomorrow.

Day 23: Wednesday

3 minutes: Attendance, housekeeping

20 minutes: Reverting back to the carousel idea, students will be grouped again into their writing groups and they will rotate to see and comment on each other's track listings. (Radcliffe, 2009)

Each group will have a minute to look over each track listing and make comments.

15 minutes: Once students have completed their last rotation, ask students to share why they pick the songs that they did. At this point, go over the writing portion of this assignment.

Topic #1—Explanation of yourself (One paragraph)

This paragraph is basically a brief autobiography:

- Who are you?
- Where are you from?
- Where are you now? Etc. etc.

Topic #2—Explanation of this soundtrack (One paragraph)

This paragraph outlines your rationale or purpose in creating this soundtrack:

- What is this album you have created?
- Why are you completing it? (because it is an assignment is NOT an answer!)
- What do you hope to get out of this project?
- What do you see yourself doing with this later in life?
- What goals did you have for creating it?

Topic #3—Explanation of each song on the soundtrack (One paragraph per song)

This section is made up of many smaller paragraphs. Song by song be sure to explain:

- What is the name of the song and the artist?
- Why is each song important to you?
- How does each song connect to your life?
- What does each song reveal about the kind of person you are and what you think is important in your life?

Topic #4—Final remarks and reflection on the soundtrack as a whole (One paragraph)

This paragraph is your conclusion in which you should thank your reader for taking the time to listen to your soundtrack and offer any final reflections upon this project as a whole

After instructor goes over this part of the assignment, do a class example together of a sample letter to the listener.

Show examples from Lady Gaga:

Yesterday, I took a walk in the rain · The cool refreshing droplets splashed on my cheeks. · I walked, · And walked, And walked, · Not knowing where I was going. · The trees swayed as a chilly spring · Gently caressed their branches. · A cute white rabbit scampered · Across a wide open field. · He stopped in front of me in a · Patch of emerald. · He had a quizzical look on his furry little face. · He wiggled his ears, · Crinkled his nose, · And scratched his whiskers like · An old man. · I started to laugh. · He ran off into the distance · Looking like a pearl in a patch of seaweed. · The cool refreshing droplets splashed · On my cheeks. · I walked, · And walked, And walked, · Not knowing where I was going. · I saw a family of ducks on a lake, · I stopped to look, · Mama Duck first, · And all the little ducklings gliding · Behind her in a single file. · They were dancing to the music · of the rain tapping on water. · And then I was my reflection on · the mirror-like surface of the lake · And for a moment... · I was the only living creature around. · The cool refreshing droplets splashed · On my cheeks. I turned, · And walked, And walked, · Knowing where I was going. · Joanne Stefani Germanotta (Gaga, 2009)

Show example from Will.i.am:

**artists of yesterday...all the record executives of yesterday...all the song writers who wrote songs...
all the musicians who played from their soul...I'd like to thank all the fans that went out and bought
record players and records...I'd like to thank RCA for creating the business of radio...and starting
the business of records and for buying victor shortly after World War 2...(That's what started this
industry)...I'd like to thank technology, and the development of new technology...I'd like to thank the
creation of 8 track and cassettes...I'd like to thank Phillips for ushering in the c.d...I'd like to thank
digital...(Mp3's, napster, file sharing, uploads, downloads, socializing, myspace, dipdive)...because this new industry is the reason why yesterday's industry has changed...
It is the END of that wonderful era...It gave birth to wonderful artists, fantastic songs, and beautiful
memories...it is the END of that Paradigm... But the energy.never.dies...art will continue to inspire
us...and I'd like to thank you the listener for listening, to you the reader for reading, and us all for
keeping this experience alive...(One to one, one to many) Let's have real relationships now...
"Hello" (Will.i.am., 2009)**

12 minutes: For the remainder of class, have students get back into their writing groups and brainstorm and outline potential letters to the listener.

Homework: Bring materials for final presentation lesson tomorrow.

Day 24: Thursday

3 minutes: Attendance, housekeeping

5 minutes: Instructor will have students do a quick freewrite in which they think about the first CD they ever purchased or iTunes download. What did the album look like? Anything stand out in particular? Five minutes of uninterrupted writing commences.

10 minutes: After five minutes has concluded, have students share a quality that they wrote about in their papers. Write it up on the board. After they have finished, talk about the common similarities you notice up on the board. Highlight the defining qualities as well.

15 minutes: Upon completing the discussion, have students look at the following image:



(Goering, 2007)

Some points to highlight on:

- What makes each of these CDs individual?

- Why do they pop out?
- The album covers associated with them, what makes them stand out
- Are there any defining symbols?

10 minutes: As a class, design a record label for Road Trip Records. Decide as a class, using the examples from the image above, what symbol do they want to be on the record label. What will make the record label stand out?

7 minutes: After a label has been created, have students get back into their writing groups and have them come up with a name for their sublabel and start designing labels. They will continue doing this until class ends.

Homework: Bring materials to work on presentation tomorrow

Day 25: Friday

3 minutes: Attendance, housekeeping

40 minutes: Students will break into their record labels and work on their presentations which start on Tuesday. They can either be working on their CD labels or working on their letter to the listener. Students can use computers at this time.

While students are working on their projects, the first half of 1:1 conferences will begin.

Instructor will meet with the “label” to evaluate students’ progress so far in the course.

Topics to discuss:

- * How is the student feeling about their work these past four weeks
- * How did the student feel about the paper?
- * What does student think about identity?

7 minutes: For the minutes leading up to the final dismissal bell, have students complete Unit Evaluations.

Homework: Work on presentations

The Road Trip to my Identity Unit Eval

Answer the following with yes or no

- 1. The assignments challenged me:**
- 2. I found the materials helpful:**
- 3. Mr. Federman clearly communicated the principals he wanted us to learn:**
- 4. Mr. Federman was available to helps us if we needed help:**
- 5. I feel like I learned about my identity:**

Week 6- Who I am

Day 26: Monday

3 minutes: Attendance and house keeping

42 minutes: Students will break into their record labels and work on their presentations which start on Tuesday. They can either be working on their CD labels or working on their letter to the listener. Students can use computers at this time.

While students are working on their projects, the first half of 1:1 conferences will begin.

Instructor will meet with the “label” to evaluate students’ progress so far in the course.

Topics to discuss:

- * How is the student feeling about their work these past four weeks
- * How did the student feel about the paper?
- * What does student think about identity?

5 minutes: Near the end of the class, set up the presentation schedule.

Homework: Bring presentaitons

Day 27: Tuesday

3 minutes: Attendance, housekeeping

46 minutes: Presentation

First two groups go. In this presentation, the groups will be presenting the following:

- The sublabel name
- The sublabel logo
- Each member’s album
- A snipet (30 seconds) of each song
- Member’s explain cover
- Members read letter

1 minute: Clean up.

Homework: Bring presentations

Day 28: Wednesdays

3 minutes: Attendance, housekeeping

46 minutes: Presentation

Second group of two labels go. In this presentation, the groups will be presenting the following:

- The sublabel name
- The sublabel logo
- Each member’s album
- A snipet (30 seconds) of each song
- Member’s explain cover
- Members read letter

1 minute: Clean up.

Homework: Bring presentations

Day 29: Thursday

3 minutes: Attendance, housekeeping

46 minutes: Presentation

Last two groups go. In this presentation, the groups will be presenting the following:

- The sublabel name
- The sublabel logo

- Each member's album
- A snippet (30 seconds) of each song
- Member's explain cover
- Members read letter

1 minute: Clean up.

Homework: Bring road maps for final assessment

Day 30 : Friday

3 minutes: Attendance, house keeping

15 minutes: Have students form a circle with their desks and for the first five minutes, have everyone start writing on the following prompt:

Write two to three sentences about yourself. Exclude the immediate details like I was born in this location and I went to school, etc. Talk about yourself using words to describe yourself

After five minutes has passed, ask students to take out their road maps and ask if they see a difference. Have some of them share their reactions.

10 minutes: Have a class discussion about sense of identity and The Final Stop.

- Have we truly figured out who we are?
- Can we change?
- Should we change?
- What does identity mean to us

22 minutes: For the remaining time in class today, students will write a two page reflection which they will begin to draft in class. In this two page reflection they need to address the following:

- Who was I
- How did I try and create a framework of who I wanted to be
- If someone challenges me on my identity, would I be able to stand up against them
- Finally, state Who you are.

The paper should be two pages in length, or at least five hundred words no more than a thousand.

Homework: Finish final stop assignment

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Appendices

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Appendix A: Unit Calendar

Monday Anticipatory Set Activity Road Map: We begin the trip!	Tuesday Anticipatory Set Activity Cont. Trees of Vocabulary	Wednesday “It’s My Life” read through	Thursday “It’s My Life” Vocabulary Activity	Friday Brainstorming a Storm Introducing the Persuasive Paper	Weekend Homework *Polish Map *Have a central main thought by Monday/ outline
Monday It’s My Life rewrites	Tuesday “It’s My Life” Pop Vocab Quiz 1:1 conferences for persuasive papers	Wednesday Introduction to <i>The Last Lecture</i> Prep work for <i>The Last Lecture</i>	Thursday Read <i>The Last Lecture</i> and discuss	Friday Read <i>The Last Lecture</i> Draft Papers	Weekend Homework *Write response to <i>The Last Lecture</i> *Bring rough draft to class Monday
Monday Discuss <i>The Last Lecture</i> Outlining our framework	Tuesday Watch excerpts from <i>The Last Lecture</i>	Wednesday Continue to watch excerpts from <i>The Last Lecture</i>	Thursday Analyze the bricks in our life- Through our real life and our writing	Friday Enhancing the vocabulary of our writing	Weekend Homework *Polish draft *Create a plan of revision
Monday Continue to workshop drafts/ 1:1 conferences about revision	Tuesday Start on <i>Toy Story</i> Woody’s story	Wednesday Continue with <i>Toy Story</i> Buzz’s story	Thursday Woody vs. Buzz Who was right?	Friday Last workshop day	Weekend Homework *Finish papers
Monday *TURN IN PAPERS* Soundtrack of your Life	Tuesday Soundtrack of your Life	Wednesday Soundtrack to your life	Thursday Soundtrack to your life	Friday Work on Presentations/ 1:1 conferences	Weekend Homework Work on presentation

Monday Final Prep Day/ 1:1 conferences continued	Tuesday Presentations	Wednesday Presentations	Thursday Presentations	Friday Final day for presentations: The “final stop”, how far we have come	Weekend Homework Finish final stop
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Appendix B: Handouts from Unit Outline

Day 3: “It’s My Life” lyrics and discussion guide

It's My Life lyrics

This ain't a song for the brokenhearted
No silent prayer for the faith departed
And I ain't gonna be just a face in the crowd
You're gonna hear my voice when I shout it out loud

It's my life

It's now or never
I ain't gonna live forever
I just wanna live while I'm alive

(It's my life)
My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
'Cause it's my life

This is for the ones who stood their ground
For Tommy and Gina who never backed down
Tomorrow's getting harder, make no mistake
Luck ain't even lucky, gotta make your own breaks

It's my life
And it's now or never
I ain't gonna live forever
I just wanna live while I'm alive

(It's my life)
My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
'Cause it's my life

You better stand tall
When they're calling you out
Don't bend, don't break
Baby, don't back down

*Why start with the lyric “ain’t a song for the broken hearted”? Does this set a particular tone?

*Silent prayer for faith departed

*This verse symbolizes the identity notion of the song. Not going to be a face in the crowd signifies?

*It’s my life-main chord of the song. How is accented? Are there any particular instruments you hear during this? Are there any instruments used? Should there be?

*Now or never

*Ain’t gonna live forever

*Why use “my heart is like an open highway”? How does it connect with the last verse?

*“Tomorrow...gotta make your own breaks”- Why say it’s going to get tougher, so be prepared and do something? Does that necessarily work?

*Don’t bend, don’t break

*With the inclusion of the symbol of Frankie, does this help or hurt the song?

* Can we use this song for our current lives?

It's my life
 It's now or never
 'Cause I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my way"
 I just wanna live while I'm alive

(It's my life)
 And it's now or never
 I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my way"
 I just wanna live while I'm alive
 'Cause it's my life!
 ("It's my life", 2009)

Day 6: Monday

It's My Life lyrics

This ain't a song for the brokenhearted
 No silent prayer for the faith departed
 And I ain't gonna be just a face in the crowd
 You're gonna hear my voice when I shout it out loud

It's my life
 It's now or never
 I ain't gonna live forever
 I just wanna live while I'm alive

(It's my life)
 My heart is like an open highway
 Like Frankie said, "I did it my way"
 I just wanna live while I'm alive
 'Cause it's my life

This is for the ones who stood their ground
 For Tommy and Gina who never backed down
 Tomorrow's getting harder, make no mistake
 Luck ain't even lucky, gotta make your own breaks

It's my life
And it's now or never
I ain't gonna live forever
I just wanna live while I'm alive

(It's my life)
My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
'Cause it's my life

You better stand tall
When they're calling you out
Don't bend, don't break
Baby, don't back down

It's my life
It's now or never
'Cause I ain't gonna live forever
I just wanna live while I'm alive

(It's my life)
My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive

(It's my life)
And it's now or never
I ain't gonna live forever
I just wanna live while I'm alive

(It's my life)
My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
'Cause it's my life!
(“It’s my life”, 2009)

Day 7: Tuesday

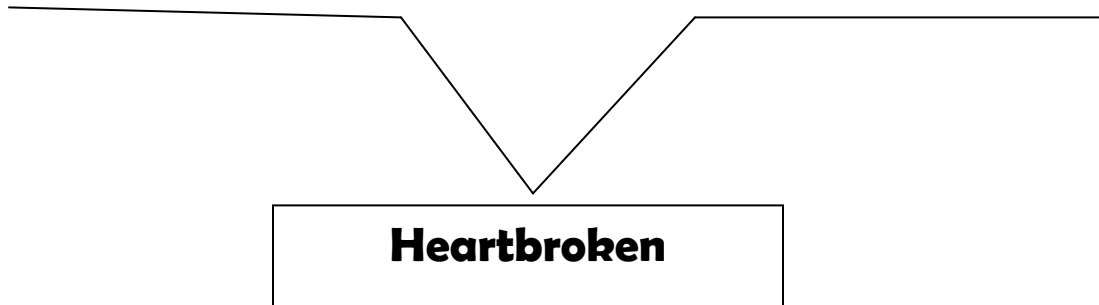
Name:

Date:

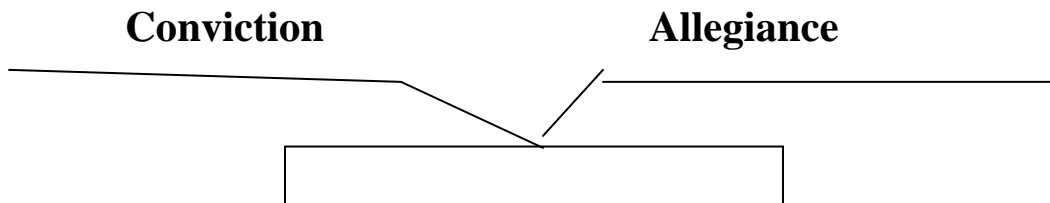
VOCABULARY POP: "IT'S MY LIFE"

Directions: For the following base words, provide two vocabulary words. If there are two vocabulary branches, provide the base word.

1.



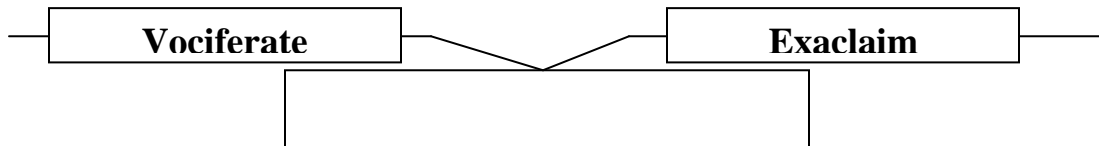
2.



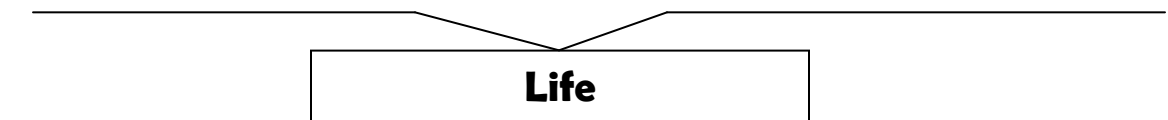
3.



4.



5.



Day 10: Friday

Title of Piece:

Audiences? (If not specifically indicated, who might it be?)

What is the purpose of this paper?

What does the writer do in this paper to accomplish these purposes for this audience

Day 15: Friday

Group 1

Abhor	hate
Bigot	narrow-minded, prejudiced person
Counterfeit	fake; false
Enfranchise	give voting rights
Hamper	hinder; obstruct
Kindle	to start a fire
Noxious	harmful; poisonous; lethal
Placid	calm; peaceful
Remuneration	payment for work done
Talisman	lucky charm

Group 2

Abrasive	rough; coarse; harsh
Bilk	cheat; defraud
Covert	hidden; undercover
Engender	cause
Hangar	storage area (like garage) for a plane

Knotty	complex; difficult to solve
Nuance	something subtle; a fine shade of meaning
Plagiarism	taking credit for someone else's writing or ideas
Renown	fame
Tangent	going off the main subject

Group 3

Abasement	humiliation; degradation
Billowing	swelling; fluttering; waving
Cower	recoil in fear or servility; shrink away from
Enhance	improve; make better or clearer
Harangue	noisy, attacking speech
Labyrinth	a maze
Nullify	to counter; make unimportant
Plaintiff	petitioner (in court of law)
Replete	full
Tangible	can be touched

Group 4

Abrogate	cancel; deny; repeal
Blasphemy	speech which offends religious sentiments
Credible	believable
Enigma	puzzle; mystery
Harbingers	indicators; bringers of warnings
Labyrinthine	complicated; highly convoluted
Nuzzle	cuddle; snuggle
Plaudit	statement giving strong praise
Reprehensible	shameful; very bad
Tardy	slow; late; overdue; delayed

Group 5

Absolution	forgiveness; pardon; release
Blatant	obvious
Creditable	praiseworthy
Ensnounce	establish firmly in a position
Hasten	hurry; accelerate; rush
Laceration	a cut
Obdurate	stubborn
Plausible	can be believed; reasonable
Reprieve	a respite; postponement of a sentence
Tawdry	of little value; gaudy

Group 6

Abstain	desist; go without; withdraw
Blighted	damaged; destroyed; ruined
Credulous	gullible; ready to believe anything
Enshroud	cover
Haughtiness	arrogance; pride
Lachrymose	tearful; sad
Obfuscate	deliberately make something difficult to understand
Plethora	an excess
Repudiate	shun; eschew
Tedium	boredom

(Mathur, 2009)

Day 16: Monday

Writer:

Editing/ Revision

Writer's usage of spelling:

Writer's usage of grammar:

Writer's style:

Writer's effectiveness:

Tips to improve:

Day 19: Thursday

Socratic Circle Rubric	References the text	Engaged in the text	Supports ideas with references from text	Uses sound reasoning in questioning.	Accepts more than one point of view.	Listens and respects others.
A score of 3	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect of others.
A score of 2	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move group forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
A score of 1	Remarks suggest text was not read.	Some participation, but off-task for a majority of circle time.	Makes no references to text or does not defend ideas.	Remarks are difficult to understand or no remarks are made.	Does not accept other points of view.	Inattentive.

Day 20: Friday

SOCRATIC CIRCLE EVALUATION

PLEASE ANSWER EVERYTHING OUT OF A SCORE OF 5.

THE PROCESS: ____ OF 5

THE PROCTORING: ____ OF 5

OVERALL EXPERIENCE: ____ OF 5

COMMENTS:

Day 25: Friday

The Road Trip to my Identity Unit Eval

Answer the following with yes or no

- 1. The assignments challenged me:**
- 2. I found the materials helpful:**
- 3. Mr. Federman clearly communicated the principals he wanted us to learn:**
- 4. Mr. Federman was available to helps us if we needed help:**
- 5. I feel like I learned about my identity:**

Appendix C: Rubrics

The Road Map Assignment

This assignment serves as a cornerstone assignment for this entire unit. On this map, students will use it for a variety of assignments, and it will also serve as a beginning brainstorming activity for their eventual persuasive papers.

This assignment is worth 50 points and will be turned in at the end of the six weeks along with their Final Stop Assignment.

To receive full credit, maps need to have all of the following:

- *The Four cornerstones of the Unit (10 points total)
 - *Who am I (2.5 points)
 - *Creating the Framework of I (2.5 points)
 - *Challenging who I am (2.5 points)
 - *Who I am (2.5 points)
- *An ending goal (10 points)
- *Road blocks associated with *The Last Lecture* (10 points)
- *Solutions to those road blocks (10 points)
- *First I am statement (10 minutes)

Two column recording notes

These assignments allow students to practice their inquiry and analysis skills with their reading. Since we won't be reading one novel the entire semester, or doing much outside reading, this assignment serves as a way for the instructor to keep students accountable and also keep track of their reading analysis skills.

The following rubric pertains to a particular two column reading log, but it's grading scale is something to be used for all of the reading notes:

√+	Student did assignment and provided a response for both questions and also provided textual support to back up their findings.
√	Student did assignment and provided a response for both questions, but may have provided textual support for only one part of the assignment.
√-	Student completed the assignment but only answered one part of the question and did not provide textual support.

All reading notes are worth 5 points each, the following sliding scale should be used:

√+= 5 points

√= 3 points

√-= 1 point

Workshop Participation

Workshop style lessons allow students to work as a cohesive work group and help them build team skills they wouldn't normally have the opportunity to develop.

To receive the 10 points for each workshop, students need to be actively:

*Editing papers

*Reading papers

*Consulting fellow classmates about questions they have about the paper

There are 6 workshop days, so the total amount of points a student can attain is 60.

Riffs assignment

This assignment allows students to experiment with lyrical writing and also helps them explore the aspect of identity through the medium of song. This assignment has a point value of 10 points. It's a basic completion grade. The only way in which students could not receive these points is if they copied any of the lyrics from "It's My Life".

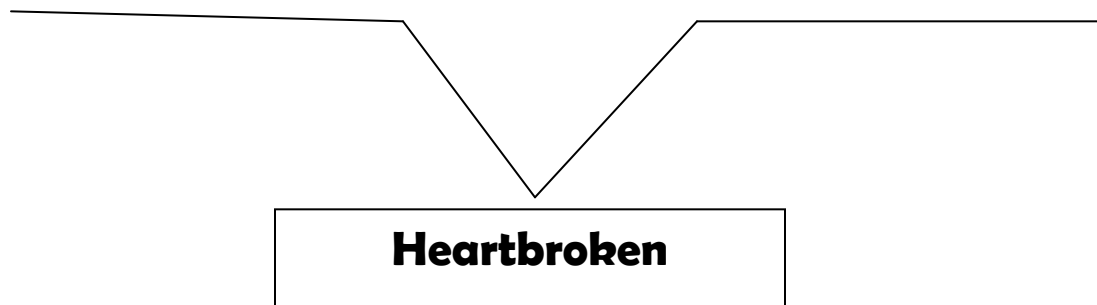
Vocabulary Pop Quiz

Utilizing the vocabulary trees concept, this quiz will test students abilities to select and show their vocabulary knowledge. This test focuses primarily on a student's declarative and procedural knowledge when it comes to vocabulary. The quiz is worth 20 points total, with each question worth four points. Students can receive total points if they complete all parts of the quiz. For some question items, you will notice students have to provide words on their own. In this Unit, there are certain words that students were asked to focus on, and were given examples about. Use that lesson as your discretion when grading this quiz.

VOCABULARY POP: "IT'S MY LIFE"

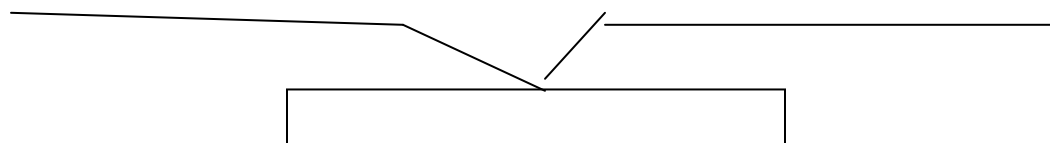
Directions: For the following base words, provide two vocabulary words. If there are two vocabulary branches, provide the base word.

1.



2. Conviction

Allegiance



3.



Departed

4.



Vociferate

Exaclaim

5.



Life

Key:

1. Words for the two slots: brokenhearted, sorrowful, doleful, disconsolate, crestfallen, miserable.
2. Faith
3. Words for the two slots: deceased, expired, laid to rest, gone
4. Shout
5. Words for the two slots: personage, subsistence, essence, liveliness.

Response to paragraphs

Response entires show student's attempts to be able to synthesize current grammatical and stylistical rules and apply to their own work as well as their peers work. This assignment is only worth five points, and is only collected once.

Grade	Reasoning
√+ (5 points)	Student did assignment and provided a response that is a paragraph and reader can gauge they have put some thought behind their responses
√ (3 points)	Student did assignment and provided a response but it may not have a full paragraph, and they may have been very vague in their reflection
√- (1 point)	Student did not complete the assignment or any parts of it.

The Last Lecture response paper

At this point in the Unit, students have been utilizing several works to help them towards their ultimate goal: creating a persuasive paper. This following assignment is served as a trial run for their persuasive papers, and serves as a way to evaluate student's current writing prowess.

The basic criteria is to compose a response that is at least 400 words, but no more than a 1000 words. The paper needs to be a response to *The Last Lecture* utilizing the reading tank notes students have compiled from previous days, and also use textual responses from the work.

The following rubric should be used in evaluating the work:

0-5	10	15	20	25
SEMANTIC Does not present any inferences or references from the novel	Presents one or two, but are very vague in their description	Presents a variety of references, but still lacks the detail needed for clarity	Presents references in relation to the thesis, though some may be a bit off topic	References and inferences are directed towards thesis and organizational map
SYNTACTIC Essay is extremely disorganized with numerous sentence structure problems	A vague organizational pattern is suggested, but syntactic structure makes it difficult to read	Organization is established, though sporadically, Sentences have a subject and add value to the overall context of the writing.	The reader can read the essay and establish what the writer is talking about, and syntactic structure shows basic mastery over syntax	Reader is presented with a writing road map and sentences present a logical flow of ideas, and add value to the overall context of the story.
AFFECTIVE Essay does not include the writer's opinion	The writer sprinkles in their opinion, but sticks to the text to do the talking for them	The writer has a nice balance between letting the text do the talking for them, but sometimes one takes over the other	Writer has established a nice exchange between textual analysis and personal opinion, if perhaps not giving much clarity to their personal opinion	Combining their analysis skills and their own personal thoughts, writer has well established their own authoritative voice on the topic at hand

The total value for this assignment is 75 points with each section: Semantic, Syntactic, Affective worth 25 points. The break down is as follows:

0-15: I

16-30: D

31-45: C

46-60: B

61-75: A

Socratic Circle

The following assessment focuses on students' abilities to discern, synthesize, and discuss information in a group setting. As shown in the lesson, peers will evaluate students utilizing the following rubric:

Socratic Circle Rubric	References the text	Engaged in the text	Supports ideas with references from text	Uses sound reasoning in questioning.	Accepts more than one point of view.	Listens and respects others.
A score of 3	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect of others.
A score of 2	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move group forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
A score of 1	Remarks suggest text was not read.	Some participation, but off-task for a majority of circle time.	Makes no references to text or does not defend ideas.	Remarks are difficult to understand or no remarks are made.	Does not accept other points of view.	Inattentive.

By utilizing instructor's own observations and peer evals, instructor will make final assessment marks accordingly. The following grading scale should be followed:

Each category is worth three points, giving 6 categories for a possible 18 points base score.

Multiply that by 3 to get the final score of 54.

0-18: I

19-36: 50

37-54: 100

Persuasive Paper

One of assignments that students in the twelfth grade need to master before the move on towards college is the persuasive paper. It is through this type of paper that students are able to master the art of persuasion, argument, as well as stylistic freedom. This paper is centered around the following topic:

“With your Road Map, analyze who you are as a person as it relates to your final goal. Write a 3-4 page paper persuading or convincing the people at the end of your goal that you will attain this goal.

You need to do this by citing examples from either your life’s experience or your academic experience.”

The following rubric should be used:

0-5	10	15	20	25
SEMANTIC Does not present any inferences or references from the novel	Presents one or two, but are very vague in their description	Presents a variety of references, but still lacks the detail needed for clarity	Presents references in relation to the thesis, though some may be a bit off topic	References and inferences are directed towards thesis and organizational map
SYNTACTIC Essay is extremely disorganized with numerous sentence structure problems	A vague organizational pattern is suggested, but syntactic structure makes it difficult to read	Organization is established, though sporadically, Sentences have a subject and add value to the overall context of the writing.	The reader can read the essay and establish what the writer is talking about, and syntactic structure shows basic mastery over syntax	Reader is presented with a writing road map and sentences present a logical flow of ideas, and add value to the overall context of the story.
AFFECTIVE Essay does not include the writer’s opinion	The writer sprinkles in their opinion, but sticks to the text to do the talking for them	The writer has a nice balance between letting the text do the talking for them, but sometimes one takes over the other	Writer has established a nice exchange between textual analysis and personal opinion, if perhaps not giving much clarity to their personal opinion	Combining their analysis skills and their own personal thoughts, writer has well established their own authoritative voice on the topic at hand
ARGUMENT/PERSUASION Essay does not have a clear or basic argument. Writer also does not use vocabulary that coincides with a persuasive paper.	The writer has an argument, but wavers from it too much to make it a solid and concise argument . The writer’s vocabulary is also indicative of persuasion, but again borders on being too vague	The writer develops and solidifies their argument, but looses it half way through the paper. Their vocabulary suggests persuasion, but tends to stay very basic and be unconscious of the paper’s intended	The writer develops and solidifies their argument, with some wavering in and out with the paper. Their vocabulary definitely is indicative of persuasion and definitely is	The writer develops, solidifies, and carries through a strong and developed argument. Their vocabulary is persuasive and is aware of it’s intended audience.

		audience.	conscious of its intended audience, with a few minor missteps.	
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The total value of this assignment is 100 points. The following grading scale should be used:

90-100: A

80-89: B

70-79: C

60-69: D

0-59: I

The Soundtrack of Your Life Final Project

“Music has become an integral part of human existence. It motivates us, calms us, inspires us, at times irritates us, and basically becomes the backdrop against which we live our lives. Songs can bring vivid memories of persons, places, and events from our own past and serve to document our thoughts, feelings, and emotions at a given time or place.” (Goering, 2007)

This final project is to be used to help students solidify their sense of identity and show how much they have learned about the art of persuasion. The project has three parts:

*CD

*Letter to Listener

* Presentation

This project also will allow students to have a material representation of what their identity means to them, something Michael Smith advocates in many of his books (Smith, 2009).

The rubric breaks down as such:

CD- Total of 8 songs pertaining to the four cornerstones of the unit

2 for Who am I (4 points)

2 for Creating the framework of I (4 points)

2 for Challenging who I am (4 points)

2 for Who I am (4 points)

The CD will also have a label that will have the following:

The title of the CD: 5 points

The visual image (must include a symbol): 5 points

Total possible points: 26 points

Letter to the listener:

The letter to the listener needs to follow the coinciding writing guide:

Topic #1—Explanation of yourself (One paragraph)

This paragraph is basically a brief autobiography:

- Who are you?
- Where are you from?
- Where are you now? Etc. etc.

Topic #2—Explanation of this soundtrack (One paragraph)

This paragraph outlines your rationale or purpose in creating this soundtrack:

- What is this album you have created?

- Why are you completing it? (because it is an assignment is NOT an answer!)
- What do you hope to get out of this project?
- What do you see yourself doing with this later in life?
- What goals did you have for creating it?

Topic #3—Explanation of each song on the soundtrack (One paragraph per song)

This section is made up of many smaller paragraphs. Song by song be sure to explain:

- What is the name of the song and the artist?
- Why is each song important to you?
- How does each song connect to your life?
- What does each song reveal about the kind of person you are and what you think is important in your life?

Topic #4—Final remarks and reflection on the soundtrack as a whole (One paragraph)

This paragraph is your conclusion in which you should thank your reader for taking the time to listen to your soundtrack and offer any final reflections upon this project as a whole.

There should be 8 paragraphs since there are 8 songs.

The following rubric should be consulted when grading these letters:

0-5	10	15	20	25
SEMANTIC Does not present any inferences or references from the song (s)	Presents one or two, but are very vague in their description	Presents a variety of references, but still lacks the detail needed for clarity	Presents references in relation to the songs, though some may be a bit off topic	References and inferences are directed towards the songs chosen by the writer
SYNTACTIC Essay is extremely disorganized with numerous sentence structure problems	A vague organizational pattern is suggested, but syntactic structure makes it difficult to read	Organization is established, though sporadically, Sentences have a subject and add value to the overall context of the writing.	The reader can read the essay and establish what the writer is talking about, and syntactic structure shows basic mastery over syntax	Reader is presented with a writing road map and sentences present a logical flow of ideas, and add value to the overall context of the letter.
AFFECTIVE Essay does not include the writer's opinion	The writer sprinkles in their opinion, but sticks to the text to do the talking for them	The writer has a nice balance between letting the text do the talking for them, but sometimes one takes over the other	Writer has established a nice exchange between textual description and personal opinion, if perhaps not giving much clarity to their	Combining their analysis skills and their own personal thoughts, writer has well established their own authoritative voice on the topic at hand

			personal opinion	
ARGUMENT/PERSUASION Essay does not have a clear or basic argument. Writer also does not use vocabulary that coincides with a persuasive paper.	The writer has an argument, but wavers from it too much to make it a solid and concise argument . The writer's vocabulary is also indicative of persuasion, but again borders on being too vague	The writer develops and solidifies their argument, but loses it half way through the paper. Their vocabulary suggests persuasion, but tends to stay very basic and be unconscious of the paper's intended audience.	The writer develops and solidifies their argument, with some wavering in and out with the paper. Their vocabulary definitely is indicative of persuasion and definitely is conscious of its intended audience, with a few minor missteps.	The writer develops, solidifies, and carries through a strong and developed argument. Their vocabulary is persuasive and is aware of it's intended audience.

The total value of this part of the assignment is 100 points. The following grading scale should be used:

90-100: A

80-89: B

70-79: C

60-69: D

0-59: I

Total value for this part of the project: 100 points

Presentation portion of the assignment: With this portion of the assignment, students need to present the following to receive the full 100 points for the presentation:

- The sublabel name
- The sublabel logo
- Each member's album
- A snippet (30 seconds) of each song
- Member's explain cover
- Members read letter

With the name and the logo they need to explain a significance to each. This doesn't need to be picked at, but rather if they can explain the symbol enough for it to make sense, they receive the points.

Total value for this part of the project: 100 points

For the total project, it is worth: 226 points. There should be no grading scale applied.

The Final Stop Reflection Paper

As a way to truly understand how students do in a unit, I usually include a final brief reflection paper highlighting the major points of the unit. With this final paper, I look more to see the affective region of a student's learning, being less interested with their semantics or syntactic skills.

The small brief paper, at least 500 words but no more than a 1000, should cover the following:

- Who was I
- How did I try and create a framework of who I wanted to be
- If someone challenges me on my identity, would I be able to stand up against them
- Finally, state Who you are.

The following grading rubric should be used:

(Assignment worth: 50 points)

A=41-50 B=31-40 C=21-30 D=11-20 F=0-10

0-5	10	15	20	25
SEMANTIC No references are made to lessons presented in the unit	Presents one or two, but are very vague in their description	Presents a variety of references, but still lacks the detail needed for clarity	Presents references in relation to the thesis, though some may be a bit off topic	References and inferences are directed towards thesis and organizational map
AFFECTIVE Essay does not include the writer's opinion	The writer sprinkles in their opinion, but sticks to the text to do the talking for them	The writer has a nice balance between letting the text do the talking for them, but sometimes one takes over the other	Writer has established a nice exchange between textual analysis and personal opinion, if perhaps not giving much clarity to their personal opinion	Combining their analysis skills and their own personal thoughts, writer has well established their own authoritative voice on the topic at hand

This final assignment is worth 50 points.

Final Breakdown of Grades

<u>Assignment</u>	<u>Point Value</u>
Participation (30 days at 5 points each day) *Is present (1 points) *Participates (3 points) *Brings materials (1 point)	150
The Road Map	50
Two column notes (6 total for 5 points)	30
Workshop Participation	60
Riffs assignment	10
Vocabulary Pop Quiz	20
Writer's Response	5

<i>The Last Lecture</i> response paper	75
Socratic Circle	54
Persuasive Paper	100
Soundtrack of Your Life	256
Final Stop Paper	50
TOTAL	860

Final Grade Letter Value

0-172: I

173-334: D

335-516: C

517-668: B

669-860: A