

Introductory Activity

To introduce this complex feminist literature unit revolving around love, death, and prejudice, students will participate in a few different activities to get them thinking about these themes in advance. My school implements a traditional 55 minute class period, and the activities described should take up the entire class period. This introductory activity will take place on a Friday, so that the rest of the unit plans are easily spaced in an appropriate manner. I have included approximate time frames for each transition and activity, as well as a brief description of what students will be doing.

5 minutes: Grammar Sponge

Every day, students know to come in and immediately begin working on the Daily Language Practice activities on the Smart Board. These two sentences have intentional mistakes, and students are directed to correct the obvious errors, as well as provide options for improving style. Since this an AP class, I focus more on style and fluency with this class, since the basic errors in mechanics and conventions are not mistakes that are pervasive in their written work. These sentences come from Prentice Hall's pre-written transparencies, and are provided by the school. I will put up sentence dealing with Greek literature, so that it is in context with the content of the first play, *Medea*.

10 minutes: Chalk Talk

To begin discussions, I will initiate a chalk talk by writing the three themes, love, death, and prejudice in separate columns on my Expo board. I will instruct students to rise whenever they feel inspired and contribute to a silent conversation about these topics. Students are encouraged to ask questions, make bold statements, or perhaps a single word that comes to mind. I will begin by demonstrating the strategy and adding a comment to each of the columns: Prejudice- "It makes me angry." Love- "This is risky business." Death- "Permanent." After seeing the demo, I expect students to jump right in and participate; this is a lively class. If the chalk talk continues past the 10 minute time allotment, I will let it go till it dies.

5 minutes: Free Write

During these five minutes, students are required to synthesize their thoughts after participating in the chalk talk. They are encouraged to include what's up on the board, as well as pose questions that arise as they write.

10 minutes: Small Group Chat

During these ten minutes, students will share the main ideas and questions included in their free write in groups of 4. One person in each group will be nominated as the group synthesizer; this person will share the group consensus with the class.

13 minutes: Large Group Discussion

During this time, I will facilitate a whole class discussion in which each synthesizer will share their group's ideas and pose any questions they wanted to open up for debate. I will lead this discussion in a Socratic manner, so that students are the ones dictating the conversation. If I feel they are getting too far off topic, I will simply pose another question that makes them rethink the subject in a way that corresponds with the concepts presented in this unit's texts.

2 minutes: Exit Ticket

The last couple of minutes of this class, students are to straighten up the room and answer the first topical question of the unit on an exit ticket: "Why are: love, death, and prejudice universal themes?" Since being able to name and support universal themes in literary works is an important skill to learn for the AP exam in the spring, I like to consistently reflect on this type of question throughout the year.

Eight Week Instructional Unit

This unit is based on a traditional 55 minute class period. The sponge activity, Daily Language Practice, is nonnegotiable according to my administration, and consists of 2 sentences related to literature presented in the AP textbook that have intentional errors in mechanics for students to fix. The exercise is intended to help students improve their editing skills. I scan them in through the copier, and they appear as a PDF file in my email. Once I open it, I plug in the Smart Board wires, and the students and I discuss changes in mechanics, as well as style.

Monday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 1. Take attendance.
- Agenda:
 - 5 minutes: Review of love, death, and prejudice chalk talk answers on previous day's exit ticket.
 - 25 minutes: Read and discuss the Greek myth, "The Quest for the Golden Fleece," in small groups. After reading, students should respond to 5 essential questions that focus on characterization of Medea and Jason.
 - 15 minutes: Whole class discussion. Each group will share their thoughts about each of the two characters, and make predictions about possible upcoming events in Euripides' play, *Medea*.
 - 5 minutes: Students write an exit ticket in response to: Based on this myth, is Medea a "good woman" to her man?-Explain.

Tuesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 2. Take attendance.
- Agenda:

- 20 minutes: To appeal to visual learners, students will play a simulation game on their school-issued laptops here: <http://www.mythweb.com/heroes/jason/>
- 30 minutes: In groups of 4, students will read the Prologue (lines 1-130), Parados (lines 131-212), and the First Episode (lines 214-409) aloud and respond to literature circle discussions provided by the teacher:
 - How does the Chorus of Corinthian Women feel about Medea?
 - How do Medea and Creon act toward one another? Whose side are you on at this point?
 - What is Medea's view of the female sex?

Wednesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 3. Take attendance.
- Agenda:
 - 15 minutes: As a class, we will discuss what each group concluded in the previous day's discussion. If there is debate about a character or a question, I will facilitate a Socratic talk, where students can dictate the direction and pace of conversation.
 - 20 minutes: Students will form a new group of 4 and read the First Stasimon (lines 410-445), and the Second Episode (lines 446-626).
 - 15 minutes: Students will then respond to the discussion questions provided by the teacher:
 - What is Jason's view of why Medea helped him?
 - What criticism does Jason make of women in general?—How do you react to his statements?
 - How does the Chorus react to Medea in this section of the play?

Thursday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 4. Take attendance.

Agenda:

- 15 minutes: As a class, we will discuss what each group concluded in the previous day's discussion. If there is debate about a character or a question, I will facilitate a Socratic talk, where students can dictate the direction and pace of conversation.
- 20 minutes: Today, we will read as a class, myself included. What's assigned is the Second Stasimon (lines 627-662), the Third Episode (lines 663-823), and the Third Stasimon (lines 824-865).
- 15 minutes: Students will respond to these discussion questions with a partner; they are provided by the teacher:
 - Why, at this point in the play, has Medea decided on this form of revenge?
 - How does the scene with Aegeus affect Medea's plans and state of mind? Does this scene help or hurt the notion that this play is a feminist work?
 - What does the Chorus ask Medea in the second half of the third ode?— Why do you think it's important?

Friday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 5. Take attendance.

Agenda:

- 15 minutes: As a class, we will discuss what each pair concluded in the previous day's end discussion. If there is debate about a character or a question, I will

facilitate a Socratic talk, where students can dictate the direction and pace of conversation.

- 30 minutes: In their original groups of 4, students will finish reading the play, the Fourth Episode through the end.
- 10 minutes: Students will respond to the discussion questions provided by the teacher, and pose questions as they get “stuck” by writing it on my Expo board. The entire class is encouraged to help answer their question by writing their idea down and quietly passing their note to the appropriate table:
 - How are lines 916-921 ironic?
 - How are the deaths accomplished?- How does the messenger restate the events; whose side is he on?
 - According to Jason, why did Medea kill her children?—Why do you think she killed her children?
 - Does Medea seem temporarily insane, or as though she is a cold-blooded, calculating murderer?

Week 2:

Monday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 1. Attendance.
- Agenda:
 - 20 Minutes: I will pass out and explain the instructions and rubric I created for “Putting Medea on Trial,” and answer any initial questions about the assignment. Once all concerns are addressed to the students’ satisfaction, we will assign roles.

- 20 minutes: Students will write their top 3 choices for participating in the trial, as well as a rationale for why they want one of these roles, and why they feel they are the most qualified person for that job.
- 10 minutes: Students will write three reasons Medea should be declared innocent, and three reasons she should be found guilty of the crime. This serves as brainstorming for when the roles are announced the following day.

Tuesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 2.
- Agenda:
 - 10 minutes: After reading the student choice lists and rationales the day before, I will assign the roles. Some roles are easy, since only one person will likely request it; however, the rationales are useful for the ones that several people may want to do. I will type the student names next to the role on a Word document, and put it up on the Smart Board to reveal the results. Once everyone knows how they are expected to participate, they will sit with the appropriate group, and begin planning.
 - 42 minutes: The Defense attorneys will work together developing their strategy, and the Prosecuting attorneys will do the same. All characters will sit together and help one another flush out ideas for their Body Biography and narrative poem. The Psychologists will complete a web-quest, which will provide them with appropriate terminology to use while testifying. Since these are AP students who have learned to search the web appropriately earlier in the semester, I did not synthesize sites for them. The film makers will begin scripting how they want the polished "Snapped" video episode to portray this trial, as well as coordinate getting materials I cannot provide. Thus, this day is to be used for gathering all necessary information. For homework, students should work diligently to finish synthesizing all needed information.

- 3 minutes: Students will put my room back in order for the next class, and wait patiently to be dismissed after the bell has rung.

Wednesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 3. Attendance.
- Agenda:
 - 35 minutes: Students will get themselves into the same groups as the previous day, and organize the research everyone has gathered. The attorneys should decide on a strategy to employ; the psychologists will join the appropriate team of attorneys and participate in this planning; the characters will continue to work on their own character analysis/ Body Biography activities; the judge and bailiff will synthesize the necessary information for their research paper; the film crew will collaborate on a finished script for questions and answers during the behind the scenes shots for the “Snapped” episode.
 - 5 minutes: Straighten up my room, and students will wait patiently to be dismissed after the bell rings.

Thursday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 4. Attendance.
- Agenda:
 - 45 minutes: Students will be working in the same groups as the previous day. The witnesses should finish the Body Biography sketches in class, and finish them at home. The psychologists will rehearse being questioned by the attorneys seeking their help for 20 minutes, then use the rest of the time to work on the research paper topic described in the handout. The judge and bailiff will continue working on their expository research papers, as well as talk about procedures together. The attorneys, after rehearsing with the psychologists, will create questions for their witnesses, as well as questions for the opposing

counsel's witnesses. These questions are to be completed for homework, so they can prepare these witnesses in class the following day. The film crew will take a pass and go the Media Center to test angles, lighting, etc... and create the courtroom set up. They will also build the interview room, a closed space where they will film the characters and attorneys reactions to the case and trial.

- 5 minutes: All students will return to class, straighten up the room, and wait patiently to be dismissed from class after the bell rings.

Friday:

- Sponge:

- 5 minutes: Daily Language Practice, day 5. Attendance.

- Agenda:

- 45 minutes: Each role will have different expectations on this day. The attorneys will call their witnesses one at a time for a 5-8 minute rehearsal of their questions and the predicted questions coming from cross examination. When characters are not rehearsing, they are to be working on the narrative poem that goes with their Body Biography. The judge and bailiff, and the two psychologists, should be finished with the rough draft of their research papers. They will read one another's work and participate in peer conferencing using Bless, Press, Address, and Express methods. The film crew will capture all still shots needed, and provide each person participating in the interview box a list of questions they are expected to answer.
 - 5 minutes: Students will return my classroom to its original state, and wait patiently for dismissal.

Week 3:

Monday:

- Sponge:

- 5 minutes: Daily Language Practice, day 1. Attendance.

▪ Agenda:

- 40 minutes: Each witness character will display their Body Biography and narrative poem around my classroom. The rest of us will walk around and hear each of their presentations and fill out an evaluation rubric as shown in the handouts, sort of like a Science Fair. There are 6 characters, with 5 minutes to present their work, and the other left over time used to set up their display.
- 10 minutes: Students will score their rubrics for each presentation, and also write a response in the "Comments" section, offering praise and suggestions for improvement. These rubrics and comments will serve as an exit ticket for the audience; they will turn them into the appropriate folder on their way out the door.

Tuesday:▪ Sponge:

- 5 minutes: Daily Language Practice, day 2. Attendance.

▪ Agenda:

- 45 minutes: Each set of attorneys will have 22 minutes to do a full rehearsal with each of their witnesses in the Media Center, away from the opposing side. While not rehearsing, the witnesses and attorneys will rotate turns in the interview booth with the film crew taping their excerpts or the final "Snapped" episode. The judge and bailiff will be present for both rehearsals. I will be working closely with the film crew on this day, to help with editing, lighting, or any other unforeseeable problem that may occur, like a grouchy Media Specialist =).
- 5 minutes: Students and I will return to my classroom, where they will sit and wait for dismissal.
- After School: After school on this day, students are expected to stay and physically set up the fake courtroom in the library. Also, the film crew will play what they have edited so far, and the rest of us will provide feedback. All that should be left to film is the actual courtroom scenes.

Wednesday:

- Sponge:
 - None. Students are to have worn their costume to school, and report straight to the Media Center. The AP Government students, our jury, is also given the same instructions, so that ample time is provided for the mock trial to occur.
- Agenda:
 - 55 minutes: Students will put on part one of the mock trial. The prosecuting attorneys are putting on their case with their witnesses, and the defense attorneys are cross examining them. The jury is taking notes over which to deliberate the next day, and the film crew is making sure that all equipment is working properly. Students will be dismissed by the bell.

Thursday:

- Sponge: None. Students should have again come to school in costume, ready for participation in the activity.
- Agenda: Students are to report to the Media Center for day two of the trial, and resume their places. The film crew will signal when everything is ready. The defense attorneys are calling up their witnesses, and the prosecutors are cross examining them. The jury is still taking notes for deliberation. Again, students will be dismissed by the bell. **
NOTE** The jury has AP Government later in the school day, so they will deliberate and come to a verdict in that class. The final verdict will be read aloud on the afternoon announcements.

Friday:

- Sponge:
 - 5 minutes: Journal: Personal responses to this assignment should be written in their class journal, including their reactions to the jury's decision announced the day before.
- Agenda:

- 45 minutes: Each film crew member will take a group of their classmates to a work station, where they will all collaborate as they edit what they've filmed. All ideas are to be respected and recorded, then handed in to the film crew member. The film crew is expected to polish the video over the weekend, for it will be broadcast over the classroom televisions during both lunches Monday of the next week. A comment box will be posted outside my classroom door, so that students who only saw the trial via the "Snapped" episode can leave us constructive feedback.
- 5 minutes: Students will reorganize my classroom and wait to be dismissed.

Week 4:

Monday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 1. Attendance.
- Agenda:
 - 10 minutes: Students will help me hang up all the Body Biographies and poems, and any other left over props from the mock trial around my room. They will also set up the comment box for student feedback after the film airs during the lunches. This box will be left up for the rest of this week. I will read the previous day's comments to the class as part of the warm-up activity, so students can discuss the feedback.
 - 10 minutes: I will distribute the next text, Kate Chopin's *The Awakening*, as well as information about the author for them to read and annotate independently. They are to read the first 10 chapters by Wednesday.
 - 20 minutes: I will show them this great video, discussing Regional Realism as a literary period, as well as Mark Twain, Charles Chestnutt, and Kate Chopin: <http://www.learner.org/resources/series164.html>
 - 10 minutes: These students have read *The Adventures of Huckleberry Finn* and other short stories written by Twain, as well as excerpts of Chestnutt's

collections, *Walking the Color Line*. Thus, we will discuss what information was new to them, as well as what they can predict about what's to come in Chopin's text. Students will be dismissed after the bell rings.

Tuesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 2. Attendance.
- Agenda:
 - 5 minutes: I will distribute the handout and rubric created for Fishbowl Discussions, read it with the class, and ask/answer any initial questions. I will tell them that today's assigned reading is written by the same author of our novel, and we are going to rehearse how to participate in this type of discussion.
 - 15 minutes: Students will read Chopin's short story, "Story of an Hour," silently, and respond to five questions I created, asking them to analyze situational and verbal irony, as well as evaluate the themes, and how they convey feminist ideals.
 - 5 minutes: The Fishbowl groups are formed by who is sitting in their grouped desks, and I will ask that one student from each group come draw a piece of paper with chapter numbers from *The Awakening*: 1-10, 11-20, 21-30, 31-39. The group who draws the first set of chapters will go into the Fishbowl for the rehearsal. I chose this because, since they are going first in the activity, I want them to have a chance to rehearse it first. They will not have a model to view, like the other groups.
 - 25 minutes: The lucky group will sit in the middle cluster of desks, and the rest of us will sit around them, just as the handout describes. After the first 10 minutes of discussion, I will signal to the other students, letting them know it's okay for them to tag someone out and contribute to the discussion. I will also participate in the discussion, modeling the types of questions or comments that facilitate critical thinking and analysis. The bell will dismiss the discussion, if all goes well,

and they have a lot to say. These responses should be uploaded in the discussion areas dedicated to it on the class Wiki.

Wednesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 3. Attendance.
- Agenda:
 - 5 minutes: Students will rearrange desks in a large circle around the room, except for the four grouped together in the middle of the room (the fishbowl).
 - 35 minutes: The first group will participate in the fishbowl discussion for chapters 1-10, as the rest of us listen carefully and take notes, including comments they want to make when I signal that it's okay for students to tag one another out (after the first 10 minutes). Students are expected to come with at least two questions each to initiate an in-depth discussion about the novel. This is a student-led activity; the only time I will jump in is if they are way off topic, or completely misinterpreting something about the book. Complete instructions are described earlier in this unit.
 - 10 minutes: Students will write a synthesis journal, which reflects everything they found valuable (or not) about what they viewed and/or said in the fishbowl. This journal is to help students develop ideas about the text as they read and discuss it; doing them all to the best of their ability will earn them a 100 in participation at the end of the unit.

Thursday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 4. Attendance.
- Agenda:
 - 5 minutes: The students and I will read a brief autobiography of Susan Glaspell, as well as a few interesting facts about "Trifles," her famous one act play.

- 30 minutes: The students and I will read the play, Reader's Theater style, including a reader of all stage directions in a particularly dramatic voice (for fun). I will check for understanding and comprehension with brief stops while reading.
- 10 minutes: A large group discussion will follow reading the play. I will facilitate the Socratic style discussion by emphasizing characterization, irony, symbols, and historical context within this play, as well as connections they make between this text, "Story of an Hour," and *The Awakening*. I will also note that I would like to see further exploration of text to text synthesis in the Fishbowl discussion the next day.
- 5 minutes: Students will quietly continue discussing their ideas in their small groups until the bell rings and they are dismissed.

Friday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 5. Attendance.
- Agenda:
 - 5 minutes: Students will rearrange desks to form a circle around the four fishbowl desks.
 - 35 minutes: The same procedure will be implemented from Wednesday's first fishbowl discussion. The chapters of *The Awakening* in focus are 11-20, and as explained the previous day, analytical and evaluative questions that synthesize all three texts introduced thus far should be included in the discussion.
 - 10 minutes: Students will compose a journal which synthesizes their ideas, comments, questions, and observations during the fishbowl discussion.

Week 5:**Monday:**

- Sponge:
 - 5 minutes: Daily Language Practice, day 1. Attendance.
- Agenda:

- 40 minutes: To continue this multi-genre approach to learning, students will read two poems, "I'm Wife—I've finished that," by Emily Dickinson, and "Sting," by Sylvia Plath in small groups. They will then collaboratively analyze and evaluate these works using TPCASTT, a strategy for interpreting and understanding poetry that I taught earlier in the semester.
- 10 minutes: I will request all groups to cease their discussions, and to participate in a whole class discussion of what they had to say in their small groups. We will discuss the titles, connotations, tones, shifts, and themes briefly, and they will be told that in the next Fishbowl discussion (chapters 21-30) these poems, as well as the other texts introduced in this unit, should be incorporated in text to text connections, analysis, and evaluation. When the bell rings, I will dismiss the class.

Tuesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 2. Attendance.
- Agenda:
 - 5 minutes: Students will rearrange the desks to form a circle around the grouped desks in the center of the room for the fishbowl discussion.
 - 35 minutes: In focus in the fishbowl are chapters 21-30 of *The Awakening*. As noted earlier in the week, students are expected to synthesize common literary elements found in the poems, the one act play, the short story, and *Medea*, as well as pose in-depth questions limited to Chopin's work. The procedure will be the same as described in the handout.
 - 10 minutes: Students will compose their third reflective journal, synthesizing their comments, questions, and observations during the Fishbowl Discussion. When the bell rings, I will dismiss the students.

Wednesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 2. Attendance.
- Agenda:

- 40 minutes: In small groups, students will use TPCASTT to interpret two new poems: “Phenomenal Woman,” by Maya Angelou, and “Ego Tripping,” by Nikki Giovanni. While they are working, I will be sitting in with each group to observe and occasionally participate in their discussions.
- 10 minutes: I will request that students cease their small group discussions, and offer their group’s thoughts to the class when prompted. A healthy debate is encouraged.

Thursday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 4. Attendance.
- Agenda:
 - 5 minutes: Students will arrange the desks in the appropriate formation for Fishbowl Discussions.
 - 35 minutes: This is the final Fishbowl Discussion meeting; thus it will focus on chapters 31-39, the end of the book. This group should evaluate the symbols, motifs, themes, characters, and other literary devices in the text as a whole, as well as any common elements between each of the texts introduced in this unit. The procedure will remain the same as the other meetings, as they are described in the handout.
 - 10 minutes: Students will compose their final reflective journal, synthesizing their thoughts, contributions, comments, questions, and observations from that day’s Fishbowl Discussion.

Friday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 5. Attendance.
- Agenda:
 - 10 minutes: I will deliver a brief lecture, accompanied by images and text on the Smart Board, of Sojourner Truth and Gloria Steinem’s biographies, accomplishments, and impact on society.

- 35 minutes: Students will read and discuss two speeches: “Ain’t I a Woman” (Truth), and Gloria Steinem’s 2002 speech to the Commonwealth Club. Both are fairly short; AP students should have no problem reading them, analyzing the language employed in them for persuasive techniques, and connecting these speeches to the other texts introduced in the unit. If time does run out, however, students may finish their analysis as a group on the class Wiki in a discussion forum over the weekend.
- 5 minutes: Students may use this time to coordinate a meeting time for the class Wiki forum, if necessary, or they may continue discussing until the bell rings and I dismiss them.

Week 6:

Monday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 1. Attendance.
- Agenda:
 - 10 minutes: We will finish our discussion of the two speeches from class, pulling up the class Wiki on the Smart Board for references to the online dialogue journal as needed.
 - 40 minutes: The final three poems in the unit will be introduced: “Women,” by Alice Walker, “Barbie Doll,” by Marge Piercy, and “The Mother,” by Gwendolyn Brooks. Students are to discuss these works in small groups, first. Then, students must choose one poem, and compose a TPCASTT analysis essay of it for homework. It should be posted to the appropriate discussion forum on the class Wiki within two days. Any remaining class time should be spent doing this individual analysis.

Tuesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 2. Attendance.
- Agenda:
 - 10 minutes: I will distribute and explain the instructions and rubric for the multi-genre project. Students’ initial questions and concerns will be addressed.
 - 35 minutes: I will introduce the multi-genre writing project to the class by showing them past student samples, as well as the one I write in Dr. Fecho’s course last fall. These samples will be shown on the Smart Board and explained while reading them aloud.

- 5 minutes: Students will peruse the genre list and star the ones that they feel are their strengths, and may possibly be used in their project.

Wednesday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 3. Attendance.
- Agenda:
 - 20 minutes: Revisit the webquest saved on the class Wiki. They completed this activity earlier in the semester; students researched American and French feminist theory and criticism. They will choose one element of one of these ideologies to research in-depth, and incorporate into their writing project
 - 25 minutes: Students will research their chosen topic on the internet, as well as with tangible materials in my classroom and resources in the school library.
 - 5 minutes: Students will shut down their laptops, bookmark useful sites, and wait to be dismissed.

Thursday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 4. Attendance.
- Agenda:
 - 45 minutes: Students will continue their research, as described above.
 - 5 minutes: Students will get ready for dismissal.

Friday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 5. Attendance.
- Agenda:
 - 45 minutes: Students are to begin synthesizing their research and planning their multi-genre writing project. They should be drafting ways to incorporate the theory into the total story, while still using characters, verse, and plot from five of the works introduced in the unit. If students chose to work collaboratively with a partner, they should decide who is responsible for the specific genres they want to use. Organization is the key to success.
 - 5 minutes: Students will get themselves ready to be dismissed.

Week 7:

Monday:

- **Sponge:**
 - **5 minutes:** Daily Language Practice, day 1. Attendance.
- **Agenda:**
 - **45 minutes:** Students should have completed most of the first draft over the weekend. This is the final day of class where the entire period is dedicated to the initial drafting process. Students are to use their time wisely, and be able to completely finish the first draft before we meet for class tomorrow.
 - **5 minutes:** Students will wrap up their writing and discussing, if working with a partner, and wait patiently to be dismissed.

Tuesday:

- **Sponge:**
 - **5 minutes:** Daily Language Practice, day 2. Attendance.
- **Agenda:**
 - **5 minutes:** Students will form peer conferencing circles, so that they can begin revising their multi-genre project.
 - **40 minutes:** Students will bless, press, and address one another's work in peer conferences. A handout is provided for students to take notes during the conference, but students should also use the "review" feature on their laptops to save comment bubbles of suggestions and praise. Due to the required length of these Multi-genre Writing Projects, students will need more than one day to finish this process.
 - **5 minutes:** Students will make sure to save their notes to their work, shut down their laptops, and wait patiently to be dismissed from class.

Wednesday:

- **Sponge:**
 - **5 minutes:** Daily Language Practice, day 3. Attendance.
- **Agenda:**
 - **5 minutes:** Students will get back into their peer conferencing circles and rearrange the desks.
 - **40 minutes:** Students will finish the first round of peer conferencing for their Multi-genre Writing Projects. They should be conversing, writing notes on the peer conference worksheet, and saving comment bubbles as needed on their document.
 - **5 minutes:** Students will make sure to save their notes, shut down their computers, and wait to be dismissed.

Thursday:

- Sponge:
 - 5 minutes: Daily Language Practice, day 4. Attendance.
- Agenda:
 - 5 minutes: Students will arrange desks as needed for their second round of conferencing.
 - 40 minutes: This time, students and/or partners will work on their second drafts while rotating to sit with me for student-teacher conferences. Whether discussing their work and ideas with me, each other, or independently, time is to be used for polishing this project.
 - 5 minutes: Students will move desks back, if necessary, save their work to their flash drives or laptops, and wait to be dismissed.

Friday:

- Sponge:
 - 5 minutes: Daily Language Practice. Attendance.
- Agenda:
 - 5 minutes: Students will arrange desks as needed for their second round of conferencing.
 - 40 minutes: Similar to the previous day, students and/or partners will work on their second drafts while rotating to sit with me for student-teacher conferences. Whether discussing their work and ideas with me, each other, or independently, time is to be used for polishing this project. By the end of class on this day, I should have been able to meet with each person and group. If not, then I will stay after school and meet with anyone left.
 - 5 minutes: Students will move desks back, if necessary, save their work to their flash drives or laptops, and wait to be dismissed.

Week 8:**Monday-Thursday:**

- Sponge:
 - 1 minute: None. Due to staying on track to finish presentations in four days, I will bypass the grammar sponges, and simply take attendance.
- Agenda:
 - 50 minutes: Students will pull up their project on the Smart Board by saving their work to a flash drive and opening it on my computer. Four groups or individual projects need to present each day, so each person or pair will get approximately

13 minutes to present their work to the class. The audience will write their praises and constructive criticisms on an exit ticket, and drop it in the shoe box next to the door on their way out when dismissed. I will read all comments and synthesize the general feedback beneath the teacher evaluation rubric, and take it into consideration before putting a final score on it and giving it back to the students.

Friday:▪ **Sponge:**

- 20 minutes: First, I will take attendance. Then, I will distribute a self-reflection sheet, on which they will discuss how they felt about doing a project like this one, rather than a traditional research paper. I will ask for them to talk about what they liked, what they would change or improve, to analyze how effectively they learned the material in a writing project such as this one, and to evaluate the experience.
- 30 minutes: I will collect their written evaluation and comments, and then ask for students to talk with me in a large group discussion. Some people express themselves better when talking, rather than writing, and I want to allow students to express their opinions in a way that plays to their strengths.
- 5 minutes: Students will get themselves ready to go, and wait patiently to be dismissed for a great, homework-free weekend.

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