

<a href="#">TAPPP Home Page</a>	<a href="#">TAPPP Mission</a>	<a href="#">4400 Syllabus</a>	<a href="#">4401 Syllabus</a>	<a href="#">4410 Syllabus</a>	<a href="#">4460 &amp; 4470 Syllabus</a>	<a href="#">1999-2000 Schedule</a>
<a href="#">READ 4030 Schedule</a>	<a href="#">Virtual Library</a>	<a href="#">Portfolio Rubric</a>	<a href="#">Unit Rubric</a>	<a href="#">Quality Assurance Contract</a>	<a href="#">Send to Faust</a>	<a href="#">Send to St. Pierre</a>
<a href="#">Send to Sekeres</a>	<a href="#">Send to Smagorinsky</a>	<a href="#">Smagorinsky Home Page</a>	<a href="#">Faust Home Page</a>	<a href="#">St. Pierre Home Page</a>	<a href="#">Links Index</a>	<a href="#">TAPPP Graduates</a>

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Relationships are a fundamental part of the human experience. As Aristotle says, "He who is unable to live in society, or who has no need because he is sufficient for himself, must either be a beast or a god." As people, our ability to form relationships with others is what defines our individuality and at the same time, unites us with other people. With very few exceptions, humans begin experiencing relationships from the time they are born and they continue to live with these relationships or the memory of these relationships until the moment that they depart life. Because relationships are such a fundamental part of the lives that we lead, it is important that we attempt to explore these ties and the affects that they have on our lives.

According to Erikson's theory of personal development adolescents are in a state of determining their own identities. "They struggle with questions such as : Who am I? What makes me unique? What is important to me? (Meece 326)." Because Erikson believed that development was a lifelong process, failure to discover an identity in our adolescence or early adulthood could potentially be disruptive to any further development. By discovering the relationships that people have in their own lives and the effects that these relationships have on the way that we think and we react to various situations, it is our hope that the students will have a better chance of developing their own identities, which will eventually help to bolster continued development.

Relationships, to a certain extent, can be considered a universal among people. It is a common experience base that can unite people from different cultures and backgrounds. This establishment of a "common ground" is another reason that exploring relationships through literature and written expression would be a worthy classroom endeavor. To ensure the most beneficial learning experience for the students, the curriculum of the classroom should concern itself with the issues that are important to the student.

As high school students, their is an incredible interest in the connections that people form with others and with themselves. Rosenblatt discusses a heightened awareness in teenagers regarding their position in the world around them, in reference to themselves and others.

The adolescent becomes more conscious of himself as a member of a family and a community. He

becomes eager to impress others, to gain their friendship and, and to be admitted into special groups, particularly of his peers. This often leads to intense self consciousness about his own personality and to great interest into the ways in which people influence one another (86).

Students are struggling to discover a sense of who they are and the role that they play in the relationships that they have formed with the people around them. This is evidenced in the actual behaviors and conversations of the students. Watching and listening in the hallways of any high school, the observer is likely to hear conversations about dating, parents, friends, rules and other issues the teenagers find important. The tones of these conversations will range from anger to excitement. The potential exists to experience all of these emotions through the presence or absence of relationships in our lives. We can explode in jealousy at the accomplishment of a sibling or we collapse in the pain of the loss of a lover. We can celebrate the release of a political prisoner or we can tremble in the confusion of a personal defeat. As humans, we may not understand all the emotions that we have, but we experience it; we know it. It is this type of universal knowledge that will allow us as teachers to provide a common starting place for all of our students.

Literature is one of the greatest resources that we have for exploring the human experience with relationships. These experiences are a unifying theme that can be explored through almost every genre or style of literature imaginable. The human struggle to understand the relationships in their lives is evidenced through the works of literary greats such as William Shakespeare and through the song lyrics of modern musicians like Kurt Cobain. It is our hope that by using a variety of works that explore a variety of relationships, our students can find an appreciation for the use of literature in their own lives.

Literature offers an easy exploration of relationships because of its use of characters. It is our hope that the students during this unit will be able to encounter a character in the literature that we have chosen, and use this character's actions and emotions to infer a certain type of relationship. According to *Fostering the Reader's Response*, "Practice in drawing inferences from the basic sources of implication is the essential prerequisite for developing a sophisticated reading script for literature (Smagorkinsky and Gevinson, 58). This essentially means that if students want to learn to read and comprehend literature then they must be able to make inferences about the characters and the activities that are unfolding throughout the work. It is our goal to devise activities that will allow our students to become better readers and ones who understand literature.

The overall objective for our unit is to allow students to define what friendship, love, family and society means to the characters that we have encountered through the literature and to begin to define these things in their own lives. The introductory activity , the journaling and one writing assignment have all been designed in the hopes that the students will develop a strong sense of the relationships in their own lives. The introductory activity has been designed to promote self examination and to create a common starting point for all of the students in the class. After the students participate in an activity designed to identify the qualities of their own personal relationships, we will work as a class to generate our definition of the different relationships we encounter as people. We will continue to work with these definitions throughout the unit, seeing how they apply or fail to meet the experiences of the characters that we encounter. The students will also use their journals as places to respond to the works and the characters that we encounter in our unit in personal ways. The journals are places designed to allow the students to write about how they feel in response to what we are doing and how what we are doing relates to their lives in some way. The journals will be a way for us to monitor the connections that students are making and to determine the student's reactions to our activities. The writing assignment is

designed to be a personal reflection on the advice given to the students from authority figures. This assignment is a way for students to express their opinions on the advice given to them and how it effects the relationships that they have with the authority figure. They are allowed to get as personal as they would like with the assignments, but they are not required to write non-fiction. Therefore, any student who is uncomfortable with revealing parts of their lives with their class members have the freedom to adopt a persona for their paper. The personal aspects are an important part of this unit, but no child will be forced to share personal information beyond their opinion.

The other activities in the unit are designed to promote the development of opinions about the aspects of the relationships that we encounter in the unit. The definitions that we created as a class will be continually revised as we attempt to apply them to the characters and voices that we visit in the unit. We will do a close investigation of poetry and song lyrics that were all selected as examples of different relationships. We will investigate William Shakespeare's Romeo and Juliet and several short stories that develop and expand a myriad of relationships. The students will be designing character maps to accompany their study of this complex work, as a way to promote a better understanding of the characters and the relationships that they are involved in. There will also be a project that requires the students to demonstrate their understanding of story excerpts by designing a book jacket . Students will also do collaborative writing and other activities that will allow them to demonstrate the things that they have learned.

Our final assessment of this unit will be an opportunity for the students to express their ability to make inferences about the characters that we have explored during this unit. They will be asked to define the major relationships that we have encountered through this semester, using the voice of a character. This activity is a comprehensive look at the understanding of the inferences that the students can demonstrate about relationships, with the completion of this unit. Throughout this unit, we have designed activities in the hope that the students will better their skills on inferring meaning from the characters and their situations as presented to them through the text. We attempted to explore a variety of relationships, including familial, friends, platonic, social, romantic, personal and societal. We used such a broad range of relationships to provide the students with many avenues for connection. We also presented so many different examples of relationships through literature, to promote a better understanding that literature is fundamentally about relationships; it is about experience or the hope for experience.

This unit has the potential to allow students to take steps towards determining their own identity by realizing that their experiences are unique, yet the emotions are universal enough to be experienced by their classmates and demonstrated through literature. This unit is also designed in the hopes that students can improve their reading skills, allowing them to appreciate literature in a more comprehensive way.

### Unit Objectives

To keep a journal, in which the students respond to the literature that we read, with a focus on relationships as they occur in their own lives or in the lives of the characters.

To design a Book Jacket as a demonstration of their understanding the relationships in the literature that we have read.

To produce a life map that reflects the student's interpretation of a character's life, relationships and perspectives based on Romeo and Juliet.

To write a comparison essay , in order to demonstrate the differences found between the written version

of Romeo and Juliet and the 1996 movie version.

To do a collaborative creative writing piece, modeled after Girl, that reflects the understanding of the advice and the use of style in their own papers.

To Create a Character Interest inventory that demonstrates a solid understanding of the relationships that the characters in the literature we have read. Students will use the voice of one of the characters to demonstrate an understanding of relationships, by defining various relationships through the "eyes" of that character.

To incorporate daily oral language activities into the weekly activities of the unit to encourage better grammar and mechanic skills.

To complete several in class writings designed to further enhance their writing skills and to promote more exploration of the topic of relationships.

## Freshman English Syllabus for Unit on The Spectrum of Relationships

### Unit Description

The purpose of this unit is to allow you to closely investigate and explore the personal experience of human relationships. We will spend class time investigating the definitions of different relationships as they are encountered in our own lives and in the lives of the characters in different pieces of literature. The emphasis of this unit is to allow you to discover the effects that relationships have on the lives of the people that they involve. There will be several reading and writing assignments in this unit designed to make you think and infer your own conclusions about the works that we have encountered. We have chosen to study relationships, because it is a common ground to which everyone can relate. Use your personal experiences in this unit, they will enhance your understanding of the characters in the stories and add a unique and powerful flavor to your writing.

Major Unit Objectives: At then end of this unit, it is our hope that you will have developed several skills.

1. You will be able to identify and recognize the different types of relationships.
2. You will be able to identify the qualities that contribute to certain types of relationships.
3. You will examine the relationships in your own personal life and attempt to discover how these relationships affect your personal identity.
4. You will be able to read and infer meaning from the texts that they are presented, by investigating the personality and relationships of the characters in the works of literature.
- 5 You will use the voice of one of the character's in this unit to demonstrate their definitions of these various types of relationships.
6. You will be able to express your understanding of a character's relationships through :
  1. Writing
  2. Life Maps
  3. Character Interest Inventory

#### 4. Book Cover Design

#### 5. Class Discussion

#### Unit Content:

You should have received the following things that will prepare you for this unit:

1. A student assignment calendar that covers the months of February and March
2. A list of all the Course Materials
3. A reminder of all of the Class Procedures and Policies
4. A reminder of how grading will work for this class overall

#### Class Requirements and Policies

1. You are expected to come to class daily and bring with you the items needed to participate fully in the class activities of the day. for example if it is a day of reading, you are expected to bring your textbook. Please remember that you never know when you might need to write something down, so always bring some form of writing utensil. (Also be aware that crayons serve their purpose but they are sometimes very difficult to read. )
2. You, as a student in this class, have the right not to share any information that makes you feel uncomfortable. All of the activities have been designed with the intention to allow for a freedom of choice. If you have a problem with an assignment, please come see us and we will work together to determine an alternate assignment.
3. Please be aware that assignments are due on the date specified on your calendar. If you have met some overwhelming circumstances please let us know and we will be glad to work with you. However because you are aware of all the due dates for the unit, we expect the assignments to be turned in on the specified date. If you chose not to turn in the assignment on time, it will be considered a lack of class participation.
4. We expect you to put effort into all the assignments that you do for this class. If you will put effort in to your work , then you will succeed in this class. Please understand that we will respond honestly to all of your work, in order to help you improve. we are aware that each person in this class is unique. There are a wide variety of skills and weaknesses in this class. It is our goal, to help you develop these skills and to improve on these weaknesses.
5. If you are going to be absent on any given date, then it is your responsibility to gather the information that was presented in class. It is your responsibility to get the phone number of someone dependable in the class. Use it and find out what you missed.
6. When your are handing in assignments , please feel free to turning anything that you think pertains to the assignment. for example if you wrote a poem and it took you 27 tries, turn in all 27 drafts. (Remember to secure them together and to include an explanation as to why you felt all of these drafts were necessary).



## Unit Specifics

### Journals:

The journals that you will be keeping for this unit are to include personal reflections on the different topics that are mentioned in class. Some of the writings will be longer than the others and unless there is a specific form that is required through the instructions then your responses can be in the most appropriate form for you. Please recognize that these journals will not be marked for mechanics (spelling, usage, grammar) but that we need to be able to read them. Journals will be turned in every Friday and returned every Monday. On Monday, during the first 10 minutes of class, you are required to do freewriting in your journals.

### In-Class Writings:

The writings that are done in class and on occasion, finished for homework are considered part of your class participation grade. The writings will elicit responses that will focus on content, but remember that if you want to be understood, you must write clearly!!!

### Group Activities:

This is an opportunity for you to benefit from the knowledge of your peers. Use the opportunities that you have in this class to gain other people's opinions and to learn to better express your own. Remember that group work assumes that more than one person will be doing the activity, and if there is discussion that someone did not pull their fair share of the work load, then that person will be penalized for not completing an assignment.

### Grading:

The grading procedure that we follow for our classes is probably different from anything that you have encountered thus far. Our grading is based on the following expectations.

Completion of all the Assignments : On time and following all instructions

Class Participation : This includes regular attendance, participation in class discussion as a speaker and a listener, preparation for class, and willingness to participate in all classroom activities.

There will not be traditional grading on the work that we do in this class. Instead, we will make sincere comments on your work that will reflect the weakness and skills displayed in the work. These comments will be individual and specific to the work that has been done on the projects. It should be considered a springboard for improvement. The following is the grading criteria for the class:

To receive an "A" for this class you must complete all assignments and turn them in on time. The quality of all your assignments must be such that the effort that you put into the work is evidenced. There should be a conscious effort on your part, as a student, to identify the weaknesses and strengths in your work, and make improvement on these, the focus of all your assignments.

To receive a "B" in this class you can have no more than one instance of not completing an assignment and no more than one instance of failure to participate in class. If you can successfully meet the criteria for an "A" with the exceptions mentioned here, then you will receive a "B" in the class.

To receive an "F" in the class a student simply must fail to meet any of the requirements that allows them to receive an "A" or "B" in the class. If the student fails to participate in class or fails to complete two assignments they will receive a failing grade for this class.

You may have noticed that we do not offer the possibility of getting a C in this class. Average work is not acceptable for our classroom. We expect that students will produce above average to excellent work.

We have chosen to use this type of grading in our class because we believe that you as students will learn more, in an environment that is not overly concerned about the grades given to every piece of work. We would like for our class to emphasize that grades do not always accurately reflect the amount of knowledge learned in a class.

We look forward to exploring the themes of this unit and the literature included with you. We hope that you have times when you question the purposes of this and your abilities to finish all the work that you must get done, yet you continue on. We believe that this is the sign of a true student who is learning!

Journal Rubric:

This rubric should be included in your journal every week, when you hand it in for grading. Without this rubric, your journal will incomplete.

Week 1 Week 5

Intro activity \_\_\_ Movie Interp \_\_\_

DOL 1 \_\_\_ Movie Interp \_\_\_

Character POV \_\_\_ DOL 8 \_\_\_

DOL 2 \_\_\_

Song Lyrics \_\_\_ Punctual \_\_\_

Week 2 Summary \_\_\_\_\_

Bell Jar or ... \_\_\_

DOL3

ETRMC \_\_\_ Week 6

Freewriting \_\_\_

Punctual \_\_\_ Lottery \_\_\_

DOL 9 \_\_\_

Summary \_\_\_\_\_ DOL 10 \_\_\_

Week 3 Punctual \_\_\_

Freewrite \_\_\_

R&J 1 \_\_\_ Summary \_\_\_\_\_

DOL 4 \_\_\_

DOL 5 \_\_\_ Week 7

Freewriting \_\_\_

Punctual \_\_\_ DOL 11 \_\_\_

Characters \_\_\_

Summary \_\_\_ Play relations \_\_\_

DOL 12 \_\_\_

Week 4

Freewrite \_\_\_ Punctual \_\_\_

R&J 2 \_\_\_

DOL 6 \_\_\_ Summary \_\_\_\_\_

DOL 7 \_\_\_

Week 8

Freewriting \_\_\_

Punctual \_\_\_ Raven \_\_\_

Summary \_\_\_ Punctual \_\_\_

Summary \_\_\_

Materials

\* "The Lady of Shalott" by Alfred, Lord Tennyson

\* The Gift of the Magi

\* "A Man Said to the Universe" by Stephen Crane

\* excerpts from Gulliver's Travels by Johnathan Swift

\* "A General Review of the Sex Situation" by Dorothy Parker

\* Girl by Jamaica Kincaid

\* "My Sister" by Juliana Hatfield (song lyrics)

\* "Verse Chorus Verse" by Kurt Cobain (song lyrics)



- \* "The Highwayman" performed by Loreena McKennitt
- \* The Lottery by Shirley Jackson
- \* excerpts from Orlando by Virginia Woolf
- \* excerpts from The Bell Jar by Sylvia Plath
- \* "Perfiria's Lover" by Robert Browning
- \* Romeo and Juliet by William Shakespeare
- \* "The Enamel Girl" by Genevieve Taggard
- \* "I Wandered Lonely As a Cloud" by William Wordsworth
- \* "Sonnet 116" by William Shakespeare

#### POSSIBLE EXTRA WORKS:

- \* A Raisin in the Sun by Lorraine Hansbury
- \* Hills Like White Elephants by Ernest Hemingway
- \* The Outcasts of Poker Flat by Bret Harte
- \* "I Got a Name" by Zachary Gold (taken from Appendix B of UUN)
- \* Everything That Rises Must Converge by Flannery O'Connor

#### Lessons and Activities

\***Relationship Priorities Assignment:** This lesson will be the first of the unit and is intended to draw students into the idea of thinking about the important relationships which shape their lives. The students start out by writing the seven most important relationships of their lives down on paper. They are then asked to pretend that they must do away with one of these relationships and scratch it off their list. They continue this until they are down to one relationship on their paper. This last one is presumably the most important of their lives and the students are asked to explain why and write about this relationship in their journals.

**Objective:** The purpose of this assignment is to encourage the students to think about the relationships in their lives which help to make them who they are. We felt that this would be an effective way to begin the unit on Relationships.

\***Song Lyrics:** This activity is designed to be a fun and interesting conclusion to the study of poetry for this unit. Since people generally have a very different relationship with music than that which they have with reading or simply speaking, we think that hearing words in a song and relating this to poetry will

help students to understand the language and possible effects of poetry. The teacher will bring in song lyrics and allow the class to actually listen to the songs as they are reading the words. The songs played will have specific relationships suggested in their lyrics and the students will be asked to talk about and write their responses to this musical form of poetry.

Objective: The students should attempt to realize the connections in style and language between poetry and song. This connection will hopefully strengthen the students' understanding of the poetry read in class.

\*Key Concepts and Ideas Handout: This handout will be referred to several times throughout the unit as a focal point for discussions and a starting point for journal entries. The handout consists of questions and thoughts that we most want the students to think about while studying the many types of relationships presented in the unit.

Objective: The students will be encouraged to use the Key Concepts Handout to fuel their own writing and discussions. We hope that it will serve as a guide for the students' responses and thoughts regarding what is being read in class.

\*Character Interest Inventory: This will be one of the most influential writing assessments of this unit and will come at the end of the six weeks. In this activity, the students will be asked to choose one character from any of the works that we have read in the unit and complete an in-depth Interest Inventory on that character. The Interest Inventory itself will be a set of questions that the teacher has prepared and that are ambiguous enough to be applied to anyone. Students will receive their own copy of the Interest Inventory questions. The challenge will be for the students to use these simple questions to demonstrate intense aspects of their character's personality and life. The student should focus on expressing his/her full knowledge of that character through this activity. The interest inventory will ask simple questions but will require detailed answers. In the interest of the unit's emphasis on relationships, the students should focus on portraying their character's ideas about friends, family, love, society, and self through this assignment.

Objective: This assignment is designed to show the students' knowledge of what has been read in class as well as to allow the students to show their appreciation of one work in particular. By allowing the students to choose, we hope to encourage their best work. The idea is to give the students the opportunity to show what they have learned from the class readings.

\*Journal: We really want our students to focus a great deal of attention on writing so we will be asking them to keep a journal of the works that we read. This journal can include poems, letters, stories, reminders, memories, or anything that the material inspires the student to write. There will be assigned topics from time to time but we will always include an alternative topic to ensure that the student's natural inclinations are not overlooked. The journals will be taken up periodically to chart the student's work and participation.

Objective: The journal should serve as a reflective activity, an opportunity to practice different writing styles, and an opportunity for the student to expound on his/her ideas about what is going on in class. The general purpose of including the journal is to keep the students writing as much as possible and thus to encourage better writing skills.

\*Drama and Acting: All of the plays that we will be studying throughout this unit will be read and acted out in class in some way. The students may want to make up their own endings to certain plays, create

new characters, or add whole scenes. At times we may simply act out the play as it is written. The students are also encouraged to write as much drama as they like for their journals.

**Objective:** Given that our major work for this unit is *Romeo and Juliet*, we want the students to experience the play in the manner for which it was written. Drama is meant to be acted and we hope that the students will gain a more clear understanding of the language and action of the story by becoming more physically involved in the reading of the play.

**\*Shopping for Poetry:** This is a fun way for the students to begin a creative writing response. The activity starts by cutting up poems onto small sheets of paper and then having students look through them, discuss them, and then choose three or four for class discussion and response. There will be six poems to choose from and we will set up four stations around the room with two poems at each station so that it will be easier for all of the students to maneuver about the room. Each student will read each poem and the class will decide as a whole which three poems of the six are chosen for class discussion.

**Objective:** This activity should get the students interested in the language and style of writing that is used when composing poetry. It will require them to read six poems of very different style and this will expose them to several types of poetry. The students can become familiar with which style they like best by being asked to choose three from the six to discuss.

**\*Book Jacket Design:** This is a creative project that will go along with the excerpts of writings that are included in this unit. Students should work in groups to design a cover for the book from which their assigned excerpt is taken. This book cover should reflect what the students feel the excerpt is saying about relationships, how the students react to this perception, and speculations about what the rest of the book might be about. The book covers can be done in the form of drawings, paintings, words, pieces of text, cut-outs from magazines, or any other way in which the ideas of the book can be represented.

**Objective:** This assignment is intended to allow the students to interact on a more direct level with the excerpts that are being read for class. This activity will also hopefully promote group work and a collaborative effort at understanding. We feel that the artistic nature of this project also opens up further opportunities for the students to show their comprehension of the works read.

**\*Life Map:** This activity will be a useful and fun way for the students to demonstrate their understanding of the unit's major work, *Romeo and Juliet*. Students should choose a character from the play and construct a map composed of drawn pictures, words, magazine cut-outs, etc. showing aspects of that character's life which the student finds important. The Life Maps should emphasize the character's progress through the story and changing relationships.

**Objective:** This activity should give the students a more clear and tangible understanding of the play and encourage them to read carefully. We hope that viewing the Life Maps of their classmates will spur students to consider more than one perspective when reading any work.

**\*Essay-Writing:** This assignment is intended to foster writing skills. The students will be asked to write a comparative essay on the reading of the play *Romeo and Juliet* and the film version. Students should write this essay in a formal fashion and include quotes from both the play and the movie. The essay should be between 5-8 pages long and should consist of a detailed comparison and contrast. Students should focus on displaying their ideas about the effects of the play versus the effects of the movie. Their opinions about which is better may be included.

Objective: This assignment is intended to give the students experience in formal writing skills and essay construction.

\*Advice Column:

## ACTIVITIES FOR DAILY ORAL LANGUAGE INCLUSION

### Grammar Presentations

This activity is included so that the students continue to learn the grammar needed but are permitted to do it in a fun and creative way. The students will pair themselves up early on in the unit and the teacher should assign a part of speech or writing to them and inform them of what date their group will present to the class. Presentations will begin in the second week of the unit and will occur twice a week on Tuesdays and Thursdays until all groups have presented. These grammar presentations are entirely open to creative license. As long as the student is giving correct information about the part of speech/writing that he/she has been assigned, the presentation can be anything from a song, poem, story, play, drawing, and so on. The purpose of allowing the students to teach themselves is to encourage them to be independent thinkers. We have also found that students often learn more from one another than they do from the teacher and we want their learning to be a fun and memorable experience.

## Converting Slang Phrases Into Formal English

Our intent with this activity is to allow the students to recognize the importance of using formal English when necessary. The activity shows them in a direct way how to change everyday, habitual slang into formal words and sentences. We will be using slang phrases that we hear the students saying, phrases that the students hear on TV or radio, or any other phrases/words that the students would like to see changed into formal English. We think that by taking formal English and applying it to regular language and speaking, the students will find formal English more applicable and understandable.

## Vocabulary Study/Vocabulary Baseball

Improving and expanding vocabulary is important to our unit on relationships because words are the primary way in which we communicate with one another. We wanted the students' experiences with new vocabulary to be fun and interesting. We do not want them to be afraid to use new words. So we have tried to veer away from the standard vocabulary-study practices of copying the word and then copying the definition. All of our vocabulary exercises involve the students in using the words and actually writing with them. At the end of the unit, we have planned to play Vocabulary Baseball with the students to remind them of the words we have studied throughout the unit and to get them excited about using those words. In Vocabulary Baseball, the students break up into two teams. Players from each team come one at a time to the front of the room and the teacher reads off a vocabulary word to them. The player must spell the word and either give its definition or use it correctly in a sentence. Points are scored by performing this correctly. We hope that this enables the students to see that the vocabulary is accessible and fun to use.

## Key Concepts and Ideas

- \* What is friendship?
- \* What is a family?
- \* What is love?
- \* What does it mean to be independent?
- \* What causes people to be enemies? What draws friends together?
- \* What makes a good leader?
- \* How does the influence of society affect relationships?
- \* What is a relationship with self?

- \* What is unique about the relationships between siblings?
- \* What is unique about the relationships between parents and children?
- \* How do relationships between people change? Why does this happen?
- \* How does it feel when relationships end? Can it ever be a positive experience?

## CHARACTER INTEREST INVENTORY

Directions: This is the interest inventory that you are to fill out for your chosen character. You should answer these questions on separate sheets of paper. Remember! This inventory is designed to ask simple questions but require in-depth answers! Do not write one or two sentences about each question and think that you have fulfilled the requirements of this assignment. Try to include as much information about the story as you can and feel free to be very creative with this! If you cannot find the answer to one of the questions in your story, make it up how you would like it to be! This is the final assessment grade that you will get for this grading period--do your best work!

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- \*What is your name?
- \*When were you born and where?
- \*Where do you live now?
- \*Where do you like to go to think and be alone?
- \*What is your favorite pastime?
- \*What is the best part of your life? Why?
- \*Who are you closest to in your life?
- \*Do you have many friends? Who are your best friends?
- \*Do you get along with your parents? Why or why not?
- \*Do other people's opinions have much influence on what you do, say, or think?
- \*What do you plan to do with your future?
- \*What is your most valued possession?
- \*What is the best thing that has ever happened to you? The worst?
- \*How do you feel about the relationships in your life? Are you satisfied?
- \*What would you change about your relationships with the people in your life?
- \*Would you change anything about yourself?
- \*What is your secret dream?

## VOCABULARY FOR UNIT ON THE SPECTRUM OF RELATIONSHIPS



ACQUIESCENT PERPETUATE

ANECDOTAL DISSEMINATE

ALLUSIVE SULLIED

APPREHENSIVE EMBELLISHED

BEMUSED UNDAUNTED

COMPLACENT FOUNDERING

CONTENTIOUS WANING

DIDACTIC WHEEDLE

DROLL FOREGO

EPHEMERAL BURLESQUE

ERUDITE TACITURN

EXULTANT FLUIDITY

GROTESQUE LETHARGY

INIMICAL ADORN

LOFTY BRAVADO

LUGUBRIOUS MINCE

NARCISSISTIC EMBEZZLE

ORATORICAL ALCHEMY

PEDAGOGICAL MAGNATE

PEDANTIC ROUT

RHETORICAL DENUDE

RHETORICAL QUESTION SYNCOPATION

RIGHTEOUS TROWEL

SANGUINE PALLET

SARDONIC RESERVOIR

SCORNFUL PROSELYTIZE

SOLICITOUS SALUTATION

TEMPERED DENOUEMENT

WHIMSICAL GRIMACE

FRUGAL APPROBATION

SKEWED SNEER

EXCRUCIATING GLOAT

TANGENTIAL DEFAMATORY

IMPERVIOUS TOME

MOMENTOUS TRESTLE

SQUANDER LAUDATORY

BELIE SAGA

EXPEDITIOUS LIONIZE

NECESSITATE AMICABLE

CAPRICIOUSNESS PHILANTHROPIST

INANITY DRENCH

SENILITY RAMPART

ANTIPATHY HARBINGER

CONCURRENCE COMMISERATE

PROCURE AFFABILITY

ENTRALL GULLIBILITY

MONOTONOUS MAVERICK

EXPATRIATES

CURTAILED

SUPERFLUOUS

SAMPLE JOURNAL PROMPTS FOR ROMEO AND JULIET

\*What kind of love do Romeo and Juliet share? Is it long-lasting?

\*What do you think the age-old feud between Capulet and Montague started from?

\*How are expectations of young men and young women different in this time period as opposed to now?

\*What similarities do you see between this story and your own life?

\*Which character in this play is the most villainous? The most innocent?

- \*Who is to blame for the deaths of Romeo and Juliet?
- \*How important is religion in this play?
- \*What images stick out in your mind as you read this play?
- \*Describe what you think Romeo, Juliet, or any of the other characters of the play look like.
- \*Think about all the secrets that are kept in this play and try to write as many down as possible.
- \*Convert your favorite passages in the play into modern English.
- \*What is true love?
- \*Write a letter to Shakespeare telling him how he could have made the play better.
- \*Retell part of the story from the perspective of a character.
- \*Write an obituary for one of the characters that dies.
- \*Point out specific places in the text which foreshadow the tragedy of the end.

## GENERAL OVERVIEW OF UNIT ON THE SPECTRUM OF RELATIONSHIPS

### AN EIGHT-WEEK UNIT FOR NINTH GRADE

What to expect each week:

- \* Every Monday: pick up journals to read responses from teacher; freewriting in class
- \* Every Tuesday/Thursday: group grammar presentations
- \* Every Wednesday: DOL--vocabulary activities
- \* Every Friday: DOL--converting phrases into standard English (phrases heard in class, on radio, TV) students turn in journals beginning the second week

### WEEK ONE

- \*Introduction to ideas of the unit, hand out syllabus and calendar
- \*Introductory Activity: Prioritize Most Important Relationships

--Brainstorm about all the different types of relationships and have students tell what their definitions of family, friendship, and love are.

--Students should write down the seven most important relationships in their lives (these must be individual relationships; for instance, relationship with mom, relationship with dad). Students pretend that one of these relationships must be taken from their lives and they must choose and discard that relationship and repeat this until they are down to only one (the most important relationship in their lives).

--HW: The students should journal about why they chose that last relationship as the most important, how they felt as they eliminated the others, and at one point did the decisions become really difficult.

\*Transition: Discussion of Key Concepts and Ideas; influenced by handout generated by teacher and from brainstorming activity and journal assignment

--Each student will receive the Key Concepts handout and should keep and refer back to it more than once during the unit as different characters and works are considered.

--This handout will also be used to generate journal topics.

\*Introductory Activity: Shopping for Poetry

--Poems will include: "The Lady of Shalott," "A Man Said to the Universe," "A General Review of the Sex Situation," "Perfiria's Lover," "The Enamel Girl," and "I Wandered Lonely As a Cloud"

--The teacher will have overheads of all six poems so that when the students choose the class can discuss and view the poems without having to run so many copies.

-- There will be four stations with two poems at each one.

-- The students should choose three of these poems to discuss in class; each student will have to read each poem individually and the class will decide as a whole.

--After the students have chosen the three poems that they want to discuss, the class as a whole will begin talking about the first poem--we will again make use of the Key Concepts and Ideas handout. We will encourage the students to point out images, interests, comparisons to their own relationships, personal meanings, and interpretations.

\* The class will discuss all three poems with guidance from the Key Concepts and Ideas sheet and their own responses to the poetry. Teachers will share own interpretations, images, and meanings throughout these discussions with the class

\*HW: Students should attempt to write a poem about the most important relationship in their lives (presumably the one that they chose on the first assignment) or respond to the speaker of one of the poems that is read in class.

\*Transition: song lyrics and sonnet: activities to conclude our look at poetry

--The song lyrics activity will entail actually listening to the songs in class as well as reading the lyrics on paper.

-- The song lyrics study will include "My Sister," "Verse Chorus Verse," and "The Highwayman": Students will be asked to pay attention to the relationships suggested by the songs and how the language and rhythm of the songs affects their meanings.

--The sonnet that will be used to accompany the song lyrics will be Sonnet 116 by William Shakespeare. We will be reading this aloud in class and discussing the sonnet's suggestions about love-relationships. We will go over the makings of a Shakespearean sonnet.

\*HW: journal writing assignment in which the students should either compare and contrast the song lyrics and sonnet and how the different styles affected their readings or attempt to write their own Shakespearean sonnet.

## WEEK TWO

\*Excerpts from Orlando, Gulliver's Travels, and The Bell Jar will be read in class. After discussing the ideas about relationships with society and self that these works suggest, the students will be assigned to groups of four.

--Book Jacket Design: The students may choose their own groups and they will be assigned to one of the above excerpts. Students should create a Book Jacket Design for their specific excerpt. The Book Jacket should represent what the students' understood by reading the excerpts, what they feel the book is saying, and how they perceive its meaning. These designs can be drawn, written, painted, etc.

\*Everything That Rises Must Converge reading in class

\*HW: journal entry from the perspective of Julian's mother or the black woman

\* "Sure You Can Ask Me A Personal Question" reading in class

\* In-class writing assignment in which students compose poem in the same format as Diane Burns; we will share these aloud in class (voluntary)

## WEEK THREE

\*Present and turn in Book Jacket Designs on Monday

\*Introduction to Shakespeare: show teacher-made character maps of Shakespeare and his life/history; use this as a model to show students what is expected in their own LifeMaps

--The lifemap assignment will require students to choose a character from the play, identify what is important to that character's life, personality, and changes, and represent these ideas in the form of a map of the character's progress or life. The map can be done in drawn pictures, painting, words, pieces of text, song lyrics, or any other form of representation that the students can come up with.

\*Begin Romeo and Juliet: reading aloud in class; students may volunteer for roles and all will be expected to read at some point. Some scenes will be acted out in class.

--We will spend approximately two weeks reading in class

--Homework will consist of reading whatever we did not finish in class that day

\*In-class writings on relationships developing in the play, portraits of the characters, requiems for the dead, interviews with characters

## WEEK FOUR

\* Continue reading and finish Romeo and Juliet

\*Quotable quotes will be discussed and included in a journal entry

\*Journal entries will be based on student response, teacher questions, and ideas about the play

--See attached examples of journal questions

\*Instructions for LifeMap project

## WEEK FIVE

\*Watch the 1996 version of the film Romeo and Juliet (PG13)--parental permission; if permission cannot be acquired we can watch the 1970? Version (PG) -- two and a half days

\*Students share LifeMaps

\*Thursday and Friday: Writing Workshop/In-Class Essay on comparisons between the film and text versions of Romeo and Juliet; Rough Draft or outline due by the end of class on Friday

## WEEK SIX

\* Turn in essays on Monday

-- Lottery simulation: As the students walk in the door they must choose a card from a box of notecards that the teacher is holding. The students must keep the cards out on their desks while the teacher is reading the story aloud in class. One of the notecards will have a black dot on it. The teacher reads The Lottery aloud to the class. At the end of the story, the class will find out who has the black dot and we will jokingly say that this person fails (mimicking the death of the person with the black dot in the story). This activity is meant to show the students a closer perspective of the events in the story and to give them a more personal connection with what has been read.

\* Reading and writing assignment with Girl; Advice writing project

\* Reading The Gift of the Magi, journal writing in which students talk about what they would sacrifice their most valued possession for

## WEEK SEVEN

\*Reading "A Poison Tree" in class; talking about allegory, discussion of relationships with emotion and how these affect life

\*In-class writing: Students imagine that their emotions take physical form

\*Begin reading A Raisin in the Sun; discussion of name symbolism, family relationships

\*Play-Writing Assignment

## WEEK EIGHT

\*Continued work on Play-Writing Assignment and presentations

\*Assessment Activity: Character Interest Inventory

--The students will be allowed to show their knowledge of the works we have covered in this unit by completing an extensive interest inventory for a character that they may choose from any of the characters which we have studied in any of the readings. The students are permitted to choose their character, as opposed to being assigned one, in order to ensure that their best and favorite reading is the one that they are assessed by. The interest inventory is designed to ask general questions but provoke intense answers and the students' abilities to give these types of answers will show their comprehension



of what has been read during this unit. In keeping with this unit's emphasis on the myriad of types of relationships in human life, students will be encouraged to show, through their interest inventories, their understandings and perceptions of the relationships that their characters are involved in. The students must define friendship, family, society, love and themselves from the perspective of one of the characters in the pieces that we have used in the These definitions must demonstrate through specific examples from the stories an understanding of the relationships that these characters have and how that directly relates to who they are, how they are perceived and their interests.

--See attached interest inventory

\*One full day of review of works and ideas covered in unit

\*One full day of Vocabulary Baseball to review vocabulary from the unit

\*Last day: Presentations of Character Interest Inventories; In-class reading of "The Raven"

--Final journal writing: students retell the poem from the perspective of the raven

## DAY BY DAY GUIDE FOR UNIT ON: THE SPECTRUM OF RELATIONSHIPS

### DAY ONE

25 min. Take attendance, introduction to concepts of unit, hand out syllabus and student calendars: go over with students

5 min. Students brainstorm about all the different kinds of relationships

10 min. Introductory Activity: Priority of Relationships--Students begin by writing the seven most important relationships in their lives

10 min. Students are asked to take one relationship away and continue taking the relationships off their list until they are down to one on their page--the idea is to get the students to realize the importance of the relationships in their lives.

HW: Students should write a journal entry about why they chose that last relationship as the most important, how they felt as they went through the activity, and at what point the decisions became really difficult.

### DAY TWO

10 min. Attendance, Teachers hand out and go over Key Concepts and Ideas Sheet

10 min. Assignment of Grammar Presentations: students choose their partner, teacher compiles a list of these partnerships and each student is informed of what part of speech they will be responsible for and on what date they are expected to present to the class

5 min. Explanation of Introductory Activity: Shopping for Poetry (borrowed from Inside Out Kirby and Liner).

20 min. Students move from station to station in the room, reading over all six poems for the activity

5 min. The class as a whole votes for the three poems they want to discuss in class

## DAY THREE

10 min. Attendance; DOL--Vocabulary: 8 words with definitions on the board for students to copy; the students may begin writing a short fictional paragraph using these eight words in their journals-- this is to be finished for HW

20 min. Guided discussion of the first poem. The poem will be visible on an overhead projector and students are encouraged to discuss their ideas. Teacher contributes knowledge to the reading of the poem and gives whatever history of the poem/author is appropriate.

20 min. Guided discussion of the second poem. Students are encouraged to think about how the Key Concepts and Ideas sheet ties in with the poems.

HW: Students should write a journal entry from the perspective of one of the characters in either poem discussed for today. Tell how this character sees the world, his/her relationships, and what is valuable to that character.

## DAY FOUR

20 min. Attendance, Guided discussion of the third poem.

5 min. Explanation of Song Lyric study, students receive copy of first song: "My Sister" by Juliana Hatfield

5 min. Class listens to the song and reads along

5 min. Teacher asks questions about what kind of relationship is described in the song, students respond and give opinions, teacher hands out lyrics to second song: "Verse Chorus Verse" by Nirvana

5 min. Class listens to the song and reads along

10 min. Questions and comments about the two songs, how they relate or do not relate, what kind of language is used, affects of listening to versus reading the words

## DAY FIVE

5min. Attendance; DOL--Converting slang sentences into formal English: sentences will be written on board

2 min. Teacher passes out lyrics to "The Highwayman" performed by Loreena McKennitt

8 min. Class listens to the song and reads along

10 min. Questions, comments, and opinions about the three songs and the relationships within them

10 min. Introduction to Shakespearean Sonnet, handout for students on Shakespearean Sonnet--includes copy of "Sonnet 116"

10 min. Reading "Sonnet 116" aloud in class and discussing its suggestions about love-relationships

HW: Students should write a journal entry in which they should either compare and contrast the song lyrics and sonnet and how the different styles affected their readings or attempt to write their own Shakespearean sonnet.

## DAY SIX

10 min. Attendance and passing out copies of excerpts from Orlando, Gulliver's Travels, and The Bell Jar; students should be free writing in their journals for this first ten minutes

10 min. Read the Orlando excerpt aloud in class

10 min. Teacher asks for student response to the reading; What kinds of relationships do they see in the story? How does the story affect them? Does it remind them of their own lives or anyone they know?

10 min. Read the Gulliver's Travels excerpt in class

10 min. Discussion of Swift's relationship to society, use of satire

HW: Students should read the excerpt from The Bell Jar and jot in their journals about what kind of relationship the main character has with herself and with society. If students do not wish to write on this topic, they may write a letter to the world from the main character explaining her feelings of exclusion and uselessness.

## DAY SEVEN

10 min. Grammar Presentation from Group #1

10 min. Sharing of ideas generated in journal writings concerning The Bell Jar

10 min. Explanation of Book Jacket Design project; students get into groups of four

20 min. Students work in groups and begin brainstorming, jotting, and designing their Book Jackets

(if supplies such as paper, markers, glue, glitter, string, etc. are needed, these items will be available in class if the students do not have access to them at home)

## DAY EIGHT

50 min. Full class period to work on Book Jacket Designs. Students may bring in materials or use the ones in class.

## DAY NINE

10 min. Attendance; Grammar Presentation from Group #2

5 min. Introduce Flannery O'Connor and her story

35 min. Reading Everything That Rises Must Converge (students may choose if we read it aloud as a class or if they prefer to read it silently on their own)

HW: Students should write a journal entry imagining that either Julian's mother, or the black woman has a chance to have a last word, talking freely about what he or she felt deep down. The students should write what they think that character might say. If they prefer, the students may do a memory-writing in which they try to record as specifically as possible an incident from their past that they wish had turned out differently.

## DAY TEN

7 min. Attendance; DOL--converting slang sentences into formal English

10 min. Sharing of ideas students wrote in journals regarding Everything That Rises Must Converge; students turn in journals

5 min. Reading "Sure You Can Ask Me a Personal Question" aloud in class

3 min. Explanation of in-class writing assignment on this poem

15 min. Students compose a poem in the same format as "Sure You Can Ask Me A Personal Question"

10 min. Sharing of poems aloud in class

## DAY ELEVEN

10 min. Attendance; students receive journals back with teacher responses; freewriting on the prompt of "something red"

25 min. Students present Book Jacket Designs to the class and then turn them in

15 min. Introduction to Shakespeare: Teacher gives background information about Shakespeare, shows lifemap of Shakespeare and his life/history as a model to show students what is expected of them when they do their own life maps

## DAY TWELVE

10 min. Attendance; Grammar Presentation from Group #3

40 min. Reading aloud Romeo and Juliet Act I, scenes 1-4

HW: Read scene 5 and write a journal entry from either the perspective of Romeo or Juliet about what has been going on in the first act. Include your own personal feelings about the relationships that you see developing in the beginning of the play. Do you think these relationships are strong? Weak?

## DAY THIRTEEN

10 min. Attendance; DOL--8 new vocabulary words: The students should use these words somewhere in the journal entry that they write for homework this evening.

30 min. Reading and acting out R&J Act II, scenes 1-4 (any reading not finished in class should be finished for HW)

10 min. In-class journal assignment on the famous balcony-scene; students should rewrite this portion of the text into modern English and tell how the scenario would be different if set in 1999

HW: Read scenes 5 and 6 to complete Act II

## DAY FOURTEEN

10 min. Attendance; Grammar Presentations from Group #4

25 min. Talking about what occurred in last night's reading; Reading R&J Act III, scene 1

10 min. In-class writing in which the students should construct a name poem for either Capulet or Montague; or write a requiem for either Mercutio or Tybalt.

5 min. Sharing of journal entries in class (voluntary)

HW: Read scenes 2 and 3

## DAY FIFTEEN

10 min. Attendance; DOL--converting sentences into formal English

10 min. Talking about reading from last night, sharing ideas; students turn in journals

25 min. Reading R&J Act III, scenes 4 and 5

5 min. Begin writing a portrait of Romeo, Juliet, or Friar Lawrence as they appear in these last two scenes (this should be completed for HW over the weekend)

## DAY SIXTEEN

10 min. Attendance; students get journals back--freewriting on the prompt "sky"

15 min. Sharing written portraits with the class

25 min. Reading R&J Act IV, scenes 1-3; quotable quotes are written on the board by the teacher

HW: Students should write a journal entry using one or more of the quotable quotes in any creative way that they choose.

## DAY SEVENTEEN

10 min. Attendance; Grammar Presentations by Group #5

25 min. Reading R&J Act IV, scenes 4 and 5

15 min. Students write an in-class interview with either Lady or Lord Capulet asking questions about their daughter's "death" and what they think brought it about. (This may be finished for HW)

## DAY EIGHTEEN

15 min. Attendance; DOL--8 new vocabulary words: Students should scramble these words to make new ones with similar meanings and share these with the class

25 min. Reading R&J Act V, scene 1-2

10 min. In-class descriptive writing assignment: Students should visualize themselves as the entombed Juliet as if she were awake and alone. Be highly descriptive of what she sees, smells, feels, and thinks. (finish for HW if necessary)

## DAY NINETEEN

10 min. Attendance; Grammar Presentations by Group #6

5-8 min. Sharing writings from the day before on Juliet's experience in the tomb

20 min. Reading and acting out R&J Act V, scene 5

15 min. Discussion on students' reactions/responses to the play; students begin writing a letter to Shakespeare in which they may ask him questions about the play, suggest their own additions or revisions of the work, or talk about whatever they feel is relevant to their perception of the piece (this can be finished for homework)

## DAY TWENTY

10 min. Attendance; DOL--convert Shakespearean sentences into modern formal English

10 min. Sharing letters to Shakespeare from the day before; students turn in journals

10 min. Hand out instructions for LifeMap project and reacquaint students with the teacher-made LifeMap of Shakespeare so that they have a visible reference

20 min. Students begin work on their LifeMaps for whichever character from R&J that they choose

## DAY TWENTY-ONE

50 min. Full class period for watching the 1996 movie version of Romeo and Juliet

HW: Students should think about the modern adaptations that this film makes to Shakespeare's text and then rewrite one scene from the play in a futuristic setting. This will be done in their journals.

## DAY TWENTY-TWO

50 min. Full class period for watching the 1996 movie version of Romeo and Juliet

HW: Students should record in their journals all of the differences that they see between the movie and the text and include how these changes affect their understanding of the play.

## DAY TWENTY-THREE

20 min. Finishing up the movie

20 min. Sharing, presenting, and turning in LifeMaps

10 min. DOL--Vocabulary activity: 8 new words and definitions on the board--Students should come to the front of the room one by one as the teacher assigns them a word and they should use this word to somehow describe themselves or something that they have seen, done, or heard.

## DAY TWENTY-FOUR

10 min. Attendance; Grammar Presentations by Group #7

15 min. Explanation of R&J Essay Assignment and Writer's Workshop

25 min. Writer's Workshop: Students may brainstorm ideas for their essays, begin drafting, talk to the teacher about ideas, peer edit, etc.

HW: Students should come to class the next day with a rough outline for their essays or a rough draft

## DAY TWENTY-FIVE



50 min. Full class period for Writer's Workshop; outlines or rough drafts should be checked by the teacher before the end of class; Students turn in journals

## DAY TWENTY-SIX

10 min. Attendance; students receive journals back; freewriting

Completed essays due at the beginning of class

Students take a notecard as they come in the door for the Lottery simulation

30 min. Teacher reads The Lottery aloud to the class

10 min. Students find out who has the notecard with the black dot; guided discussion of the story based on the Key Concepts sheet and the students' response; What does this story say about relationships with society and tradition? Are there any parallels in our world?

HW: Students should write a continuation of The Lottery in their journals. They are encouraged to make up a new ending, add new characters, tell what happens next, etc. If they prefer, students may write about a tradition that they feel is unfair or harmful.

## DAY TWENTY-SEVEN

10 min. Attendance; Grammar Presentation by Group #8

10 min. Students should read Girl silently at their desks

10 min. Guided discussion of the story based on Key Concepts sheet and student ideas

10 min. Explanation of group Advice writing assignment; students get into groups of 3-4

10 min. Students begin working in their groups on ideas for their presentation of Advice writing

## DAY TWENTY-EIGHT

10 min. Attendance; DOL--8 new vocabulary words: Students should use these words to write a paragraph or two describing their favorite object.

40 min. Class time to work on Advice project in groups

## DAY TWENTY-NINE

10 min. Attendance; Grammar Presentations by Group #9

25 min. Groups present their Advice projects to the class and turn them in

15 min. Begin reading The Gift of the Magi and finish for HW

## DAY THIRTY

10 min. Attendance; DOL--convert slang sentences into formal English; students turn in journals

15 min. Teacher and students converse about the story from the day before, what the students got out of the story, how they react to the sacrifices made by the characters, refer to Key Concepts sheet

25 min. Students write an in-class journal entry about the person, object, idea, or belief that they would sacrifice their most treasured possession for.

### DAY THIRTY-ONE

10 min. Attendance; students receive journals back; freewriting

10 min. Teacher explains allegory

2 min. Teacher reads "A Poison Tree" aloud to class

8 min. Students respond to reading, tell opinions, discuss what relationships they see in this poem

15 min. In-class journal writing: students imagine that the strongest emotion they have ever felt can take the form of a creature, plant, element, or object and describe what this creature, plant, etc. would look like, how it was made, what it can do.

5 min. Sharing of emotion writings with class

### DAY THIRTY-TWO

10 min. Attendance; Grammar Presentation by Group #10 (probably the final group)

30 min. Reading aloud A Raisin in the Sun Act I, scene I

10 min. Guided discussion of name symbolism in the play, refer to Key Concepts sheet, student response about what they can tell about the relationships in this family so far

HW: Read scene 2

### DAY THIRTY-THREE

10 min. Attendance; DOL--8 new vocabulary words: Students should use these words in a paragraph describing their families or friends

40 min. Reading aloud A Raisin in the Sun Act II, scenes 1 and 2

HW: Students should draw a rough sketch in their journals of whichever character in the play interests them most. Students should also read scene 3

### DAY THIRTY-FOUR

10 min. Attendance; students share drawings and talk about why they chose that character

40 min. Reading aloud A Raisin in the Sun Act III

HW: Students should write a journal entry detailing what they believe the strongest relationship in the play is and whom it is between. If they prefer, the students may write a new or continued ending to the story.

### DAY THIRTY-FIVE

10 min. Attendance; DOL--converting slang sentences into formal English; students turn in journals

10 min. Teacher explains Play-Writing Assignment

30 min. Students may work alone or with one other person on their Play-Writing assignment

#### DAY THIRTY-SIX

10 min. Attendance; students receive journals back; freewriting on the prompt "shell"

40 min. Students work on Play-Writing assignment and should come into class the next day ready to present or perform

#### DAY THIRTY-SEVEN

25 min. Students present Play-Writing assignments and turn them in

10 min. Teacher explains and hands out the Character Interest Inventory

15 min. Students use class time to begin their Character Interest Inventories

#### DAY THIRTY-EIGHT

50 min. Full class period to review works read in this unit; students ask questions and answer teacher questions, the class makes a list of characters on the board, major ideas of each work, what students remember most from each work, review of all types of relationships covered in these works

#### DAY THIRTY-NINE

50 min. Full class period to play Vocabulary Baseball with all of the words studied in this unit

#### DAY FORTY

25 min. Students present Character Interest Inventories to class.

15 min. Teacher reads "The Raven" aloud in class

10 min. Students write final journal entry retelling "The Raven" from the raven's perspective