

**How Do We Connect?
Exploring the Theme of Connection Through the Language Arts**

English 10-1

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How Do We Connect?

Exploring the Theme of Connection Through the Language Arts

Theme: Connection

Grade: ELA 10-1

Timeline: 15 lessons - 45 minutes each

Unit Overview:

How Do We Connect is a unit designed to teach English Language Arts (10-1) students about a variety of communication styles, and why they are important. It is designed to teach students about themselves, and how they connect with others. The materials and resources used have been selected to provide students with a variety of techniques to express themselves and grow.

Essential Questions:

- How do we relate to other people?
- How does a person's perspective influence their actions?
- How does form affect your understanding of the text?
- How can we create meaning through text analysis?
- How can we communicate through writing?

Reflection: At the end of each class students will be given the opportunity to write their thoughts about the book, lesson, discussion etc., in a journal. This journal is designed to give the students an opportunity to reflect on their own knowledge and opinions, as well as communicate with the teacher and receive feedback. Students will hand these journals in for feedback 2 - 3 times each week.

Mini-Lessons:

At varying points throughout the unit, the teacher will introduce mini-lessons with the intention of expanding the students thinking on a specific topic, or enhancing their understanding of a reading. These mini-lessons include a "stereotyping game", creating an identity collage, and creating character place mats. These lessons will help students become aware of what they understand about the lesson and what they might have questions about.

Stereotypes:

The idea behind this game is to get students thinking about stereotypes that are present in the world around them, and whether or not they are true.

Students will have a stereotype placed on their forehead, and the teacher will ask students questions about the students (who would be helpful, etc.) Students will have the opportunity to guess which stereotype they are, if they wish. Class discussion and journal to follow activity.

Collage:

Once completed, this activity will be put on display in the classroom. Students will create a collage of images that they feel communicate how they connect with people around them (through sports, volunteering, speaking, etc.).

Character Map:

This activity will be completed after the first day of reading Fishtailing. The format of the book can make following the plot somewhat confusing, so the character map will help students make sense of what is happening. They will be required to map out each character, showing how they connect to the other characters.

Place Mat:

Upon reading a poem, students will split into groups of four to complete this activity. Students will receive a large sheet of paper that is split into four quadrants, with a blank space left in the middle of the sheet. Each student will have a square to fill in with information about the poem such as; intended audience, theme, purpose, layout, meaning, situation, etc. When finished, students will compare information and compile all of the similar information in the center (like a Venn Diagram).

Assessment & Evaluation:

Students will be required to hand in written work or present at various points throughout the unit. Students will need to respond personally to the materials they have read or seen. Students will also be required to present their own ideas to the class in order to facilitate greater learning and conversation. The unit includes a journal, three assignments (described below), and a final written paper.

Making the Content Relevant:

The texts used throughout this unit are all aimed at Canadian, high school students. The issues presented will be prominent in the lives of high school students. The aim of this unit is to present these issues in a way that will be enjoyable and interesting for students, and that will encourage them to grow as learners and writers.

Texts:

The main text being used is Fishtailing. It will be read in-class either as a group or on their own if students wish. Other texts being used can be viewed in the Assignments and Calendar sections.

General & Specific Learner Outcomes:

- Please see “Learning Outcomes Organizer” in the appendices.

Employment of the Six Language Arts

Reading	Writing	Speaking/ Listening	Viewing	Representing
<ul style="list-style-type: none"> • Independent reading • Participation in class reading 	<ul style="list-style-type: none"> • Journal entries • Essay • Rationales for major assignments 	<ul style="list-style-type: none"> • Class discussion • Reading out-loud • Listening to fellow students and teacher read 	<ul style="list-style-type: none"> • Video clips • Small group presentations 	<ul style="list-style-type: none"> • Poetry Slam Presentation • Puppet Show • Collage

Texts and Materials:

- **Main Text:** *Fishtailing*
- Daily lesson materials are recommended as described below:

Lesson 1	<ul style="list-style-type: none"> • Stereotyping Activity: stickers • <i>Fishtailing</i> trailer - http://www.youtube.com/watch?v=q3YDBlpTJug
Lesson 2	<ul style="list-style-type: none"> • Class set of <i>Fishtailing</i> • “Inspiration” or other computer concept mapping software
Lesson 3	<ul style="list-style-type: none"> • Class handouts for Final Essay (See Appendix 1)
Lesson 4	<ul style="list-style-type: none"> • Handout: Types of Dramatic Readings • Video: “How to Read a Poem Aloud” - http://www.loc.gov/poetry/180/p180-howtoread.html
Lesson 5	<ul style="list-style-type: none"> • Video: Brene Brown on Vulnerability - http://on.ted.com/BJTB
Lesson 6	<ul style="list-style-type: none"> • Handout on Scene Re-write (See Appendix 1)
Lesson 7	<ul style="list-style-type: none"> • Handout on Puppet Show (See Appendix 1)
Lesson 8	<ul style="list-style-type: none"> • Essay writing resources
Lesson 9	<ul style="list-style-type: none"> • Students must bring any materials needed for their puppet shows
Lesson 10	<ul style="list-style-type: none"> • “Stage” for student to perform their puppet shows

Lesson 1	<ul style="list-style-type: none"> • Stereotyping Activity: stickers • <i>Fishtailing</i> trailer - http://www.youtube.com/watch?v=q3YDBlpTJug
Lesson 11	<ul style="list-style-type: none"> • Examples of Slam Poetry • Shane Koyczan "This is my Voice" - http://www.youtube.com/watch?v=FHczVzGfyqQ&feature=related • Shane Koyczan "Beethoven" - http://www.youtube.com/watch?v=ppwowTJg0ml • Brief Guide to Slam Poetry: http://www.poets.org/viewmedia.php/prmMID/5672 • Poetry Place Mats: http://thepoetryfactory.com.au/placematverse.html
Lesson 12	<ul style="list-style-type: none"> • Exemplar of Poetry Slam Assignment: http://www.loc.gov/poetry/180/p180-howtoread.html
Lesson 13	<ul style="list-style-type: none"> • Computer and projector for presentation of Poetry Slams.
Lesson 14	<ul style="list-style-type: none"> • Poem: "Where the Mind is Without Fear" by Rabindranath Tagore - http://www.poemhunter.com/poem/where-the-mind-is-without-fear/

Unit Overview				
Day 1 <ul style="list-style-type: none"> • Stereotyping Game • Discuss "how do we connect?" • Show trailer • Collage "how do we connect?" 	Day 2 <ul style="list-style-type: none"> • Begin reading <i>Fishtailing</i> to the class • Discussion about what happened • Character Map • Journal 	Day 3 <ul style="list-style-type: none"> • Continue <i>Fishtailing</i> • Introduce Essay Project • Learning Log 	Day 4 <ul style="list-style-type: none"> • Continue <i>Fishtailing</i> • Dramatic Reading of <i>Fishtailing</i> • Journal 	Day 5 <ul style="list-style-type: none"> • Finish <i>Fishtailing</i> • Brene Brown TED Vulnerability • Journal
Day 6 <ul style="list-style-type: none"> • <i>Scene Rewrite in Prose Due</i> • Journal 	Day 7 <ul style="list-style-type: none"> • Introduce Puppet Show • Flex Day • Journal 	Day 8 <ul style="list-style-type: none"> • Review how to write essays • Work on Essay for last half 	Day 9 <ul style="list-style-type: none"> • <i>Outline/ Essay Proposal Due</i> • Begin Puppet Show Assignment 	Day 10 <ul style="list-style-type: none"> • <i>Puppet Show Due</i> • Journal on Puppet Show

Unit Overview				
Day 11 <ul style="list-style-type: none"> • Introduce Slam Poetry • Poetry place mats • Journal 	Day 12 <ul style="list-style-type: none"> • Poetry Slam Assignment • Journal 	Day 13 <ul style="list-style-type: none"> • <i>Poetry Slam Due</i> • Journal on Rationale 	Day 14 <ul style="list-style-type: none"> • Students share materials on connection • Q & A on Essays • Journal 	Day 15 <ul style="list-style-type: none"> • <i>Essay Due</i> • <i>Final Call for Assignments</i> • Flex Day

Modifications for Enrichment/Special Considerations:

- *Fishtailing* could also be used in the ELA 10-2 curriculum because it is a quick read using relatively simple language. More class time may be needed for assignments and instruction. All texts could be read in class to allow for immediate discussion and assessment of understanding.
- Depending on the strengths of the students *Fishtailing* can be read as a class or individually as needed.
- Extensions may be given for assignments if the teacher finds that the original time limit is insufficient.
- If the teacher finds that certain students are having extreme difficulty with the poetic format of the journal assignment some or all journal entries may be written in prose provided they still meet the requirements for reflection.
- If the teacher finds that they are teaching a particularly strongly academic class each journal entry may be required to include specific additional components. For example, specific poetic devices or forms could be required.
- This unit may be expanded to suit the requirements for advance English Language Arts courses. Objectives may be altered to encourage higher-level thinking and analysis of text. More difficult supplementary poetry resources could be included as well. General expectations for all projects should be elevated, and discussions could be more student-centered with the teacher acting as the facilitator.

Connections to Other Areas of Curriculum and/or Other Language Units:

ICT Outcomes (Division 4)

F.3 - Students will demonstrate a moral and ethical approach to the use of technology

4.2 record relevant data for acknowledging sources of information, and cite sources correctly

4.3 respect ownership and integrity of information

P.1 - Students will compose, revise and edit text

- 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects

P.3 - Students will communicate through multimedia

- 4.1 select and use, independently, multimedia capabilities for presentations in various subject areas
- 4.2 support communication with appropriate images, sounds and music
- 4.3 apply general principles of graphic layout and design to a document in process

P.4 - Students will integrate various applications

- 4.1 integrate a variety of visual and audio information into a document to create a message targeted for a specific audience
- 4.2 apply principles of graphic design to enhance meaning and audience appeal

P.6 - Students will use communication technology to interact with others

- 4.1 select and use the appropriate technologies to communicate effectively with a targeted audience

Assessment:

• *Formative*

Since poetry can be a tricky concept for many students to grasp this unit provides for a great deal of formative assessment to track student progress. Student will write in a journal on a daily basis, and this journal will be collected by the teacher every two to three days to track student understanding. Formative assessment may include group discussion, in-class assignments (dramatic readings, scene re-write), essay outlines, and teacher feedback on the poetry journal and other assignments.

• *Summative*

Poetry Journal (15%)

Puppet Show -- alternative scenario (15%)

-- student rationale

-- teacher assessment (see rubric in appendix 1)

Poetry Slam Powerpoint -- choose a poem from the book (15%)

-- student rationale

-- teacher assessment (see rubric in appendix 1)

Journal Re-write (15%)

Essay -- Thematic Question (40%)

Reflections and Rationale:

The first choice we made in designing our unit was what the theme/name of the unit should be. We wanted to create a unit that would be relevant for students and get them engaged in their learning. We chose to base our unit around the discussion “how do we connect?” because high school students are at a point in their lives where they are building or changing relationships with the people in their lives. It is important for students to realize how they connect with people (good or bad), and how they can improve these connections. This unit really focuses on General Outcome 1 in the program of studies which concentrates on the exploration of thoughts, feelings, ideas and experiences.

We also wanted to use projects and in-class activities that would keep students engaged. We decided to read the majority of Fishtailing as a class because the format of the book can be difficult to understand. Reading together and having discussions at the end of each chapter/section, will ensure that students all understand what is happening, and are at the same point in the book. However, we understand that some students are stronger than others, and we would give them the option to read on their own, but still participate in group discussions.

We also wanted to give students the opportunity to communicate their knowledge in different ways, as some students are not strong writers. This is achieved through the puppet show and poetry powerpoint. We also feel that as discussed in class, one of the purposes of language arts is to expand students’ thinking and experiences. This is why we have chosen to have students write their journals in poetry. Most students dislike writing poetry, but we think it is important for them to practice, and to also see that poetry does not have to be flowery, or old fashioned, and that it can be a great way to communicate their own thoughts.

We also realize how important formative assessment is, and giving students quality, timely, feedback. That is why we really like the idea of having students keep a journal. This way we can get their comments on how the unit is going, what they like, what they don’t and we can also see what kind of understanding they are having of the content. As teachers, it is really helpful, and it can be helpful for the students to get feedback from their teachers on a daily basis.

In the section “Connections to Other Areas of Curriculum and/or Other Language Units” we listed a series of ICT outcomes that are covered by this unit. Below is a brief description of the way each of these outcomes are met:

F.3, 4.2, and 4.3: Particularly for the essay assignment students are required to search for information. By reviewing proper essay writing techniques we are requiring students to take responsibility for the information found, and credit it where appropriate.

P.1, 4.1 Again the most obvious example of how this outcome is met is the essay assignment. This assignment allows students to demonstrate the writing and editing

skills that they have learned over their schooling years. It helps students excel in their knowledge of writing.

P.3, 4.1, 4.2, 4.3 This is an ICT outcome directly related to the Poetry Slam Powerpoint presentation. It will allow students to communicate their knowledge of connection and personal ideas based on a poem they wrote or found. And allows for students to become more adept to using different forms of multimedia, and not just writing an essay.

P.4, 4.1, 4.2 The Poetry Slam Assignment as well as the other creative assignments included in this unit allow students to create something more than just a visual or audio presentation. They can incorporate both, and can be targeted at a specific audience. Furthermore, aesthetic appeal is a focus of these creative assignments.

P.6, 4.1 This can be targeted at the puppet show and/or the poetry slam assignments. They both allow for students to communicate to others, and allows them to use more than just verbal cues.

The activities used in this unit allow for many chances for students to use different mediums. By incorporating many different types of assignments we hope to allow students to both express themselves in the way they feel most comfortable, and to allow opportunities for students to work on their Language Arts-related areas of need. The activities permit the students to communicate and form connections with their classmates, and hopefully allow them to develop a better understanding of the idea of connection, and how important it is to connect to others.

All of the assignments have a relation to General and Specific Outcomes. This allows the teacher and the students to try new ideas, and still stay within the curriculum. The specifics of how this unit fulfills the requirements of the Program of Studies can be found in the Learning Outcomes Organizer in Appendix 3.

We are proud of the unit we have created, and believe that it could be used to great advantage in the classroom. The theme of “connection” is a definite strength of this unit. This theme is both easily relevant to all students, giving it easy appeal, and general enough to be very flexible in the resources and assignments used. The unit plan is well organized, which should make it easy for teachers to incorporate into their classroom, but the topic is rich enough to allow for modification as well.

A potential weakness of this unit is its heavy reliance on assuming that students have a substantial pre-existing knowledge of poetry. We allotted very little time to teaching the technical aspects of poetry, so this unit would probably be best used as a follow-up to a more in-depth poetry unit.

A second potential weakness of this unit is the tight timeline. Although we did include two “Flex Days”, this unit still requires the teacher to stay on schedule for it to be completed in a reasonable amount of time. The way it is currently designed would be best suited to an academically strong class with the ability to stay on task and work

independently. The timeline would absolutely have to be adjusted to accommodate a weaker class.

For two members of the group creating a unit plan was a new experience. Fortunately we had the guidance of a more advanced student to keep us on track. The experience was very enjoyable, and our group worked well together. None of the members of this group are English majors, which presented a challenge. Once we decided on a topic though we had little trouble. However, finding resources was a challenge for us all as we had little idea of where to begin to look. As non-English majors this assignment was a welcome challenge, and the skills we learned from it will undoubtedly come in handy.

Appendix 1: Assignments

Assignment #1: Poetry Journal

Weighting:

Journal

15%

Due Date: On-going

Assignment Overview:

Students will write in a journal in primarily poetic form as a means to explore the themes discussed in class. Students will be given approximately ten minutes at the end of every class to write in their journals on the topics covered in class or as a response to a prompt provided by the teacher or a fellow student. This journal will also be used for reflection on the other assignments included in this unit. These reflections can be written in prose to assist in clarity. The journals will be collected every two to three days to allow the teacher to respond to the entries and monitor student progress.

Outcomes:

Students will listen, speak, read, write, view, and represent to...

1.0 explore thoughts, ideas, feelings, and experiences.

- Students will discover possibilities and extend awareness by experimenting with language, image, and structure.

2.0 comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively.

- Students will construct meaning from text and context, understand and appreciate textual forms, elements, and techniques, and respond to a variety of print and nonprint texts.
- Students will also understand and appreciate textual forms, elements and techniques.

3.0 manage ideas and information.

- Students will focus on purpose and presentation form in their writing.

4.0 create oral, print, visual, and multimedia texts, and enhance the clarity and artistry of communication.

- Students will consider and address form, structure, and medium, and improve thoughtfulness, effectiveness, and correctness of communication.

Requirements:

Upon completion of this assignment students should have the following:

- at least one journal entry for every class devoted to this unit.
- each journal entry should be written in poetic form unless otherwise instructed.

Assessment:

Poetry Journals will be assessed using the following rubric, which will be distributed prior to the start of the assignment.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge of the form required for response journal	<input type="checkbox"/> demonstrates limited knowledge	<input type="checkbox"/> demonstrates some knowledge	<input type="checkbox"/> demonstrates considerable knowledge	<input type="checkbox"/> demonstrates thorough knowledge
Thinking/ Inquiry • critical thinking skills show in responses to questions • inquiry skills in analysing, and interpreting information and forming conclusions to questions	<input type="checkbox"/> uses critical thinking skills with limited effectiveness <input type="checkbox"/> <input type="checkbox"/> uses inquiry skills with limited effectiveness	<input type="checkbox"/> uses critical thinking skills with moderate effectiveness <input type="checkbox"/> <input type="checkbox"/> uses inquiry skills with moderate effectiveness	<input type="checkbox"/> uses critical thinking skills with considerable effectiveness <input type="checkbox"/> <input type="checkbox"/> uses inquiry skills with considerable effectiveness	<input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness <input type="checkbox"/> <input type="checkbox"/> uses inquiry skills with a high degree of effectiveness
Communication • communication of information and ideas in journal writing pieces • connections of personal ideas, feelings, and experiences in response journals	<input type="checkbox"/> communicates information and ideas with limited clarity <input type="checkbox"/> <input type="checkbox"/> connection of personal ideas to writing is limited	<input type="checkbox"/> communicates information and ideas with some clarity <input type="checkbox"/> <input type="checkbox"/> connection of personal ideas to writing is moderately effective	<input type="checkbox"/> communicates information and ideas with considerable clarity <input type="checkbox"/> <input type="checkbox"/> connection of personal ideas to writing is considerably effective	<input type="checkbox"/> communicates information and ideas with a high degree of clarity <input type="checkbox"/> <input type="checkbox"/> connection of personal ideas to writing is highly effective
Application • application of language conventions in response journals	<input type="checkbox"/> uses language conventions with limited accuracy and effectiveness	<input type="checkbox"/> uses language conventions with some accuracy and effectiveness	<input type="checkbox"/> uses language conventions with considerable accuracy and effectiveness	<input type="checkbox"/> uses language conventions with a high degree of accuracy and effectiveness

Assignment #2: Puppet Show

Weighting:

Presentation:	10%
Rationale:	5%
Total:	15%

Due Date: _____, 20__

Class Time: 1 class to work on, 1 class to present

Description:

The purpose of this assignment is to have students rewrite an ending to an event in the book, and act out through presenting a puppet show. They may choose which scene from the book they would like to rewrite. Students will have one full class to prepare their rewritten scene in groups of 3-4. Students will be required to present their puppet show in front of the class.

In addition to this presentation, students will be required to hand in their script, and a rationale of why they chose the scene, as well as why they chose to end the scene the way they did.

Outcomes:

Students will listen, speak, read, write, view and represent to...

1. Explore thoughts, ideas, feelings and experiences
 - a. Discover possibilities, form tentative understandings, interpretations and positions
 - b. Consider new perspectives
5. Respect, support and collaborate with others
 - a. Appreciate diversity of expression, opinion and perspective
 - b. Work within a group, cooperate with others, and contribute to group processes

Requirements:

Upon completion of this assignment students should have the following:

- 5 minute puppet show
 - o text, music and images, which will help communicate the theme and meaning of their puppet show
- A copy of the puppet show they have written (with references)
- A minimum of 1 page rationale as to why they chose to do their puppet show the way they did, and how their presentation added to their classmates understanding of the book and the idea of communication.

Assessment:

The following rubric will be provided to students prior to the beginning of this assignment:

CATEGORY	4	3	2	1
Problem/Conflict	It is very easy for the audience to understand the problem the characters face and why it is a problem.	It is fairly easy for the audience to understand the problem the characters face and why it is a problem.	It is somewhat evident to the audience what problem the characters are facing.	It is not clear what problem the main characters face.
Solution/Resolution	The solution to the character(s)' problem is easy to understand and is logical. There are no loose ends.	The solution to the character(s)' problem is easy to understand and is somewhat logical.	The solution to the character(s)' problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Playwriting	Play was creative and really held the audience's interest.	Play was creative and usually held the audience's interest.	Play had several creative elements, but often did not hold the audience's interest.	Play needed more creative elements.
Staying in Character	Puppeteers stayed in character throughout the performance.	Puppeteers stayed in character through almost all of the performance.	Puppeteers tried to stay in character through some of the performance.	Puppeteers acted silly or showed off.
Scenery	Scenery was creative, added interest to the play, and did not get in the way of the puppets.	Scenery was creative and did not get in the way of the puppets.	Scenery did not get in the way of the puppets.	Scenery got in the way of the puppets OR distracted the audience.

Assignment #3: Powerpoint Poetry Slam

Weighting:

Presentation	10%
Rationale	5%
Total:	15%

Due Date: _____, 20__

Class Time: 3 days

Description:

The purpose of this assignment is to have students express a personal experience through poetry. They may choose to create their own poem, or read a poem found elsewhere. Students will use a powerpoint presentation to help communicate the meaning, and tone of the poem through text, images, sound, etc.

Students will be required to read their poem in front of the class, with the help of their powerpoint.

In addition to this presentation, students will be required to hand in a written summary of why they chose the poem, as well as each element (photo, music, etc.), and how they hoped to connect or communicate with their classmates.

Outcomes:

Students will listen, speak, read, write, view and represent to...

1.0 explore thoughts, ideas, feelings and experiences

- discover possibilities and experiment with language, image and structure
- express preferences, and expand interests

2.0 comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively

- construct meaning from text and context, discern and analyze context
- relate form, structure and medium to purpose, audience and content
- relate elements, devices and techniques to created effects

Requirements:

Upon completion of this assignments students should have the following:

- 2-3 minute powerpoint which includes
 - text, images, and/or music which helps communicate the theme and meaning of their chosen poem
- A copy of the poem they have written, or chosen to read (with references)
- A minimum 1 page rationale as to why they have chosen their poem, and how their powerpoint added to their classmates understanding (template attached)

• **Assessment:**

Presentations will be assessed using a checklist which will be distributed prior to start of assignment.

The written portion of the assignment will be graded using a rubric (included below).

CATEGORY	4	3	2	1
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Presentation	Well-rehearsed with smooth delivery that holds audience intention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.

Rationale - relating graphics to text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the theme of the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.
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Assignment #4: Journal Entry Re-write

Weighting:

Journal Entry Re-write

15%

Due Date: _____, 20__

Assignment Overview:

Students will choose one poem from the book *Fishtailing* and re-write it in prose. Students should stay true to the story in this assignment, but they should seek to enhance the reader's sense of setting, mood etc. through the use of vivid description and dialogue. This assignment will be completed individually in class.

Outcomes:

Students will listen, speak, read, write, view, and represent to...

1.0 explore thoughts, ideas, feelings, and experiences.

- Students will discover possibilities and extend awareness by experimenting with language, image, and structure.

2.0 comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively.

- Students will construct meaning from text and context, understand and appreciate textual forms, elements, and techniques, and respond to a variety of print and nonprint texts.
- Students will also understand and appreciate textual forms, elements and techniques.

3.0 manage ideas and information.

- Students will focus on purpose and presentation form in their writing.

4.0 create oral, print, visual, and multimedia texts, and enhance the clarity and artistry of communication.

- Students will consider and address form, structure, and medium, and improve thoughtfulness, effectiveness, and correctness of communication.

Requirements:

Upon completion of this assignment students should have the following:

- a typed copy of their re-write totaling at least one page in length.

Assessment:

Journal Re-writes will be assessed using the following rubric, which will be distributed prior to the start of the assignment.

Category	4- Above Standards	3- Meets Standards	2- Approaches Expectations	1- Below Standards	Score
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few creative details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story.	
Setting	Many vivid descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.	
Dialogue	There is an appropriate amount of dialogue to bring the characters to life, and it is always clear which character is speaking.	There is too much or too little dialogue in the story, but it is always clear which character is speaking.	There is not quite enough dialogue in the story, but it is always clear which character is speaking.	There is not enough dialogue, and it is not clear which character is speaking.	
Conflict	It is very easy for the reader to understand the problem the characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It isn't easy to understand the problem the main characters face.	It isn't clear what problem the main characters face.	
Accuracy	The author stays true to the main elements of the original plot.	The author mostly stays true to the original plot.	The author makes a few major diversions from the original plot.	The author does not stay true to the original plot.	

Assignment #5: Thematic Exploration of Connection

Weighting:

Essay

40%

Due Date: _____, 20__

Assignment Overview:

How do we connect? Students will explore this question during class time and on their own time in an essay format by citing the materials presented in class. Sources such as Wendy Phillips' *Fishtailing*, Brené Brown's TED talk on vulnerability, and the various poems and quotes discussed in class should be the focus of the essay, as well as the ideas that resulted from class discussion and personal exploration in students' poetry journals. Students should have a well-formed and clearly defined thesis coupled with evidence to support their main idea. This assignment will be used as a summative assessment of students' understanding of the main concepts of the unit as well as their ability to explore a given topic using class materials.

Outcomes:

Students will listen, speak, read, write, view, and represent to...

1.0 explore thoughts, ideas, feelings, and experiences.

- Students will discover possibilities and extend awareness.

2.0 comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively.

- Students will construct meaning from text and context, understand and appreciate textual forms, elements, and techniques, and respond to a variety of print and nonprint texts.

3.0 manage ideas and information.

- Students will focus on purpose and presentation form, evaluate sources and assess information, and form generalizations and conclusions

4.0 create oral, print, visual, and multimedia texts, and enhance the clarity and artistry of communication.

- Students will consider and address form, structure, and medium, and improve thoughtfulness, effectiveness, and correctness of communication.

Requirements:

Upon completion of this assignment students should have the following:

- a 2-3 page word processed, double spaced essay which includes
 - a defined topic with a clear thesis statement related to the essay question "how do we connect?"

- at least 3 pieces of evidence to support their thesis statement

Assessment:

Essays will be assessed using the following rubric, which will be distributed prior to the start of the assignment.

Category	4 - Above Standards	3 - Meets Standards	2 - Approaches Standards	1 - Below Standards	Score
Theme	Author's treatment of the theme is exceptionally detailed and provides a fresh perspective.	Author's treatment of the theme is sufficiently detailed, but their perspective is somewhat unoriginal.	Author's treatment of the theme is perfunctory and lacks sufficient detail.	Author rarely addresses the theme and includes few relevant details.	
Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed, but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 4 or more pieces of evidence that support the thesis.	Includes 3 or more pieces of evidence that support the thesis.	Includes 2 pieces of evidence that support the thesis.	Includes 1 or fewer pieces of evidence.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Many sentences are well constructed, but there is little variation in structure.	Few sentences are well-constructed or varied.	

Category	4 - Above Standards	3 - Meets Standards	2 - Approaches Standards	1 - Below Standards	Score
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Appendix 2: Lesson Plan for Day 1

ELA 10-1: How do we connect?

Day 1 - Lesson Plan

Time: 45 minutes

General & Specific Learning Outcomes:

Students will listen, speak, read, write, view and represent to...

1.0 Explore thoughts, ideas, feelings and experiences

- Form tentative understandings, interpretations and positions
- Consider new perspectives

5.0 Respect, support and collaborate with others

- Use language and image to show respect and consideration
- Appreciate diversity of expression, opinion and perspective
- Cooperate with others, and contribute to group processes

Lesson Outcomes:

Students will...

- Participate in discussion about stereotypes and how this may affect how we connect with others
- Appreciate and respond to the opinions of their classmates
- Form their own opinions regarding personal connections
- Create a collage representing how they connect with others

Resources:

- Stereotype stickers
- Fishtailing book trailer - <http://www.youtube.com/watch?v=q3YDBlpTJug>

Materials:

- Open space (circle of chairs) for stereotype game
- Smartboard & computer
- Class computers, internet & printer
- Magazines
- Collage paper, scissors & glue

Introduction: (5 minutes)

Chairs should be arranged in a circle when the students walk in. Direct students to take a seat at one of the chairs.

- Explain the stereotyping activity to the students
 - you will place a sticker on their forehead, and will then lead a discussion which they will participate in

- Remind them not to give it away to their classmates

Body:

Activity 1: (10 minutes)

Stereotyping Activity

- Place a sticker (with stereotype written on it), on each student's forehead
- Begin asking questions and having students answer
 - "Who would be helpful organizing a school event?"
 - "Who would you not want to be at that event/would cause problems?"
 - "Who is most likely to be at a school sporting event, and where?"
 - "Who would not show up to a school event? Why?"
- Have students that wish to guess what stereotype they are, and remove stickers

Activity 2: (15 minutes)

Class Discussion

Have students remain in their seats and pose the following questions for discussion:

- Are stereotypes true? If not, how did you answer questions during the previous activity?
- Why do stereotypes exist?
- How do stereotypes affect how you interact with those around you?

Activity 3: (12 minutes)

While students are thinking about how they connect with those in their lives, get them to create a collage. The collage should fit on an 8.5 x 11 inch piece of paper which will be placed on a bulletin board. Pictures or text on the collage should demonstrate how each student connects with those around them (in and out of school).

Students can use pictures and text from magazines or print photos (if necessary).

Closure: (3 minutes)

Have students clean up, and explain that we will continue the discussion of connection next class when we begin reading the novel Fishtailing.

End class by showing the book trailer.

Assessment:

Assessment for this class will be formative only. Through class discussion and completion of the collage, the teacher will gain insight into students' opinions and knowledge of what it means to connect.

Sponge Activity:

If students finish early they can begin writing in their journal. They should answer the following questions:

- What was your experience with the stereotyping activity? Did you like it? Why?
- In what ways do you connect with people around you? What are ways you could improve connections with friends or family?

Appendix 3: Learning Outcomes Organizer

GLO#1: Students will explore thoughts, ideas, feelings, and experiences.	GLO #2: Students will comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively.	GLO #3: Students will manage ideas and information.	GLO #4: Students will create oral, print, and multimedia texts, and enhance the clarity and artistry of communication.	GLO #5: Students will respect, support, and collaborate with others.
1.1 Discover possibilities	2.1 Construct meaning	3.1 Determine inquiry or research requirements	4.1 Develop and present a variety of print and nonprint texts	5.1 Respect others and strengthen community
<ul style="list-style-type: none"> • Poetry Journal • Puppet Show • Poetry Slam • Journal Entry Re-write • Essay • Discussion • Stereotyping Game • Collage • Character Map • Poetry Placemat 	<ul style="list-style-type: none"> • Poetry Journal • Puppet Show • Poetry Slam • Journal Entry Re-write • Essay • Discussion • Stereotyping Game • Collage • Character Map • Poetry Placemat 	<ul style="list-style-type: none"> • Essay • Character Map 	<ul style="list-style-type: none"> • Poetry Journal • Puppet Show • Journal Entry Re-write • Essay • Collage • Character Map • Poetry Placemat 	<ul style="list-style-type: none"> • Stereotyping Game • Puppet Show • Discussion • Poetry Placemat
1.2 Extend awareness	2.2 Understand and appreciate textual forms, elements, and techniques	3.2 Follow a plan of inquiry	4.2 Improve thoughtfulness, effectiveness, and correctness of communication	5.2 Work within a group

GLO#1: Students will explore thoughts, ideas, feelings, and experiences.	GLO #2: Students will comprehend literature and other texts in oral, print, visual, and multimedia forms, and respond personally, critically, and creatively.	GLO #3: Students will manage ideas and information.	GLO #4: Students will create oral, print, and multimedia texts, and enhance the clarity and artistry of communication.	GLO #5: Students will respect, support, and collaborate with others.
<ul style="list-style-type: none"> • <i>Poetry Journal</i> • <i>Puppet Show</i> • <i>Poetry Slam</i> • <i>Journal Entry Re-write</i> • <i>Essay</i> • <i>Discussion</i> • <i>Stereotyping Game</i> • <i>Collage</i> • <i>Character Map</i> • <i>Poetry Placemat</i> 	<p>2.3 Respond to a variety of print and nonprint texts</p>	<ul style="list-style-type: none"> • <i>Essay</i> 	<ul style="list-style-type: none"> • <i>Essay</i> • <i>Poetry Journal</i> • <i>Discussion</i> • <i>Puppet Show</i> • <i>Poetry Slam</i> • <i>Journal Entry Re-write</i> • <i>Poetry Placemat</i> 	<ul style="list-style-type: none"> • <i>Poetry Placemat</i> • <i>Puppet Show</i> • <i>Discussion</i> • <i>Stereotyping Game</i>
	<ul style="list-style-type: none"> • <i>Poetry Journal</i> • <i>Puppet Show</i> • <i>Poetry Slam</i> • <i>Journal Entry Re-write</i> • <i>Essay</i> • <i>Discussion</i> • <i>Collage</i> • <i>Character Map</i> • <i>Poetry Placemat</i> 			

