



Methods of Teaching English is one of two last education classes that I'm taking at UMSL this semester. Next Fall I'm student-teaching at Kirkwood High School. It's been a long road, but I'm almost done. After attending Truman State University for one year after High School graduation in 2001, I took a break from school. Three years later, I was married with a 2-year-old daughter and working in a 2-year-old room at my daughter's daycare center. All the people I'd graduated High School with were graduating college. It was time to go back to school, I decided. I enrolled as a Music Education major because that had been my major at Truman, and it took me five semesters before I realized that I didn't really want to teach music; I wanted to teach English. Now, that goal is about to be realized, I have two beautiful daughters and life is good.

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"A child is not a vessel to be filled, but a lamp to be lit." –Hebrew Proverb

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Culture Essay and Short Story Unit

Overview

Rationale – This Unit will foster written expression skills in students, encourage students to explore the concept of culture through their own writing and selected short stories and introduce students to the literary elements of characterization and plot.

Objectives: GLE's

- CA 2, 3, 1.5
- CA 2, 3 1.5, 1.6
- CA 3 1.6, 2.4
- CA 1, 4 1.8, 2.1, 2.2
- CA 1 1.6, 2.1, 2.2
- CA 4 1.8, 2.1, 4.8

Summary Description of the Unit

Students will explore techniques such as snapshots, thoughtshots, explode a moment and shrink a century (as described in Barry Lane's *After the End: Teaching and Learning Creative Revision*) as a means to understanding characterization and plot. Students will explore culture through their own and others' writing. They will also experience the revision process through turning questions into leads and other peer-revision techniques, such as PQP. Unit will culminate in a final draft of a Culture Essay.

Resources Needed:

Computer Lab or Laptop Cart

Photographs for snapshot activity

Handouts on snapshots, thoughtshots, explode a moment, shrink a century, Ratiocination and PQP

Handout and Rubric for Culture Essay

Holt Elements of Literature – Third Course textbooks

Activboard

Final Writing Assessments for the Unit

- Final Draft of Culture Essay

YTeacher's CalendarZ

- Week 1
 - Day 1 – Discuss “What is culture?”, read aloud “Disguises” by Jean Fong Kwok, discuss culture in “Disguises”
 - Day 2 – Discuss Snapshots, snapshot activity
 - Day 3 – Discuss Thoughtshots, thoughtshot activity
 - Day 4 – Discuss Characterization, read excerpts from short stories containing good characterization, discuss how snapshots and thoughtshots are used in characterization
 - Day 5 – Read sample Culture Essays, Brainstorm ideas for Culture Essays through freewriting, webbing, quiet discussion in small groups or individual introspection, share ideas at the end of class
- Week 2
 - Day 1 – Discuss Explode a Moment, explode a moment activity
 - Day 2 – Discuss Shrink a Century, shrink a century activity
 - Day 3 – Discuss Plot, map plots of a few well known fairy tales, discuss how explode a moment and shrink a century are used in plot
 - Day 4 – Work Day, Begin Essays
 - Day 5 – Discuss PQP/Peer Review, Work Day
- Week 3
 - Day 1 – Rough Draft due, PQP/peer review
 - Day 2 – Read “Liberty” by Julia Alvarez, discuss culture in “Liberty”, find snapshots, thoughtshots, etc.
 - Day 3 – discuss characterization and map plot of “Liberty”
 - Day 4 – Discuss Ratiocination, Work Day
 - Day 5 – Teacher/student writing conferences (2nd draft due)
- Week 4
 - Day 1 – Teacher/student writing conferences (2nd draft due)
 - Day 2 – Read “Being Prey” by Val Plumwood, discuss culture in “Being Prey”, find snapshots, thoughtshots, etc.
 - Day 3 – discuss characterization and map plot of “Being Prey”
 - Day 4 – Final Draft of Culture Essay due, share excerpts with class
 - Day 5 – Make-up day

yStudent Handoutz

Culture Essay

Freshman Literature and Composition

Ms. Christensen

Your Name

The culture essay is your chance to tell us what you are all about. Feel free to explore any combination of the following: the music you listen to, your religion, your family, your ethnicity, race or economic status, your extracurricular activities, or anything else you feel says something about you. You may choose to focus on three or more aspects of your culture, or examine ***in depth*** one aspect of your culture. Writing is the exploration of ideas, and this essay will help you realize your own self-image. At the end of this unit we will be sharing excerpts of each essay with the whole class. Though it will not be graded, I encourage you to develop your unique writing voice; a stuffy formal essay is not the goal here.

Your Final Draft MUST include:

A Title

Two or more snapshots ***and*** thoughtshots

One Expand a Moment ***or*** Shrink a Century

PQP sheet from Rough Draft

Ratiocination from 2nd Draft

And must be:

Double-spaced

In 12pt font

With 1-inch margins

With an MLA format heading

YRubricZ

Freshman Literature and Composition
Ms. Christensen

Culture Essay Rubric

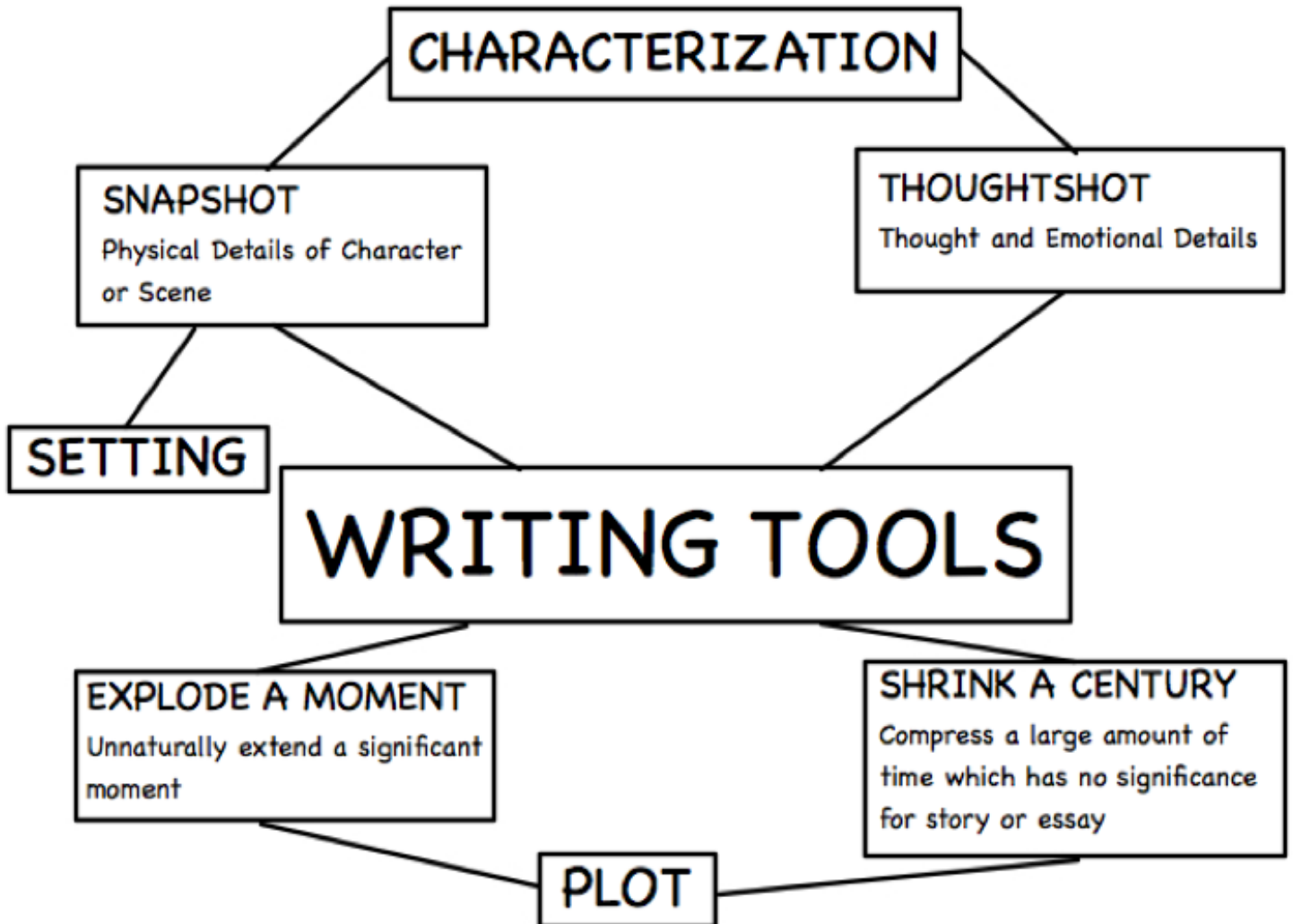
	7-8	5-6	3-4	1-2
Personal Exploration of Culture	Explores three or more aspect of student's culture, or closely scrutinizes one aspect of student's culture	Explores two aspects of student's culture, or explores one aspect at an insufficient level	Explores one aspect of student's culture in a superficial way	Very little clear exploration of student's culture
Use of snapshots <i>and</i> thoughtshots		More than one snapshot and thoughtshot are present, and fit perfectly in the context of the narrative	More than one snapshot and thoughtshot are present	At least one snapshot and one thoughtshot are present
Use of Explode a Moment <i>or</i> Shrink a Century		Explode a Moment or Shrink a Century is used effectively, fits seamlessly in the context of the narrative	Explode a Moment or Shrink a Century is present, and there is a clear connection to the rest of the text	Explode a Moment or Shrink a Century is present
	4	3	2	1
Organization	Order of paragraphs is entirely logical, transitions are smooth	Order of paragraphs is entirely logical, transitions are still a bit rough	Order of paragraphs is mostly logical, transitions are rough	Order of paragraphs is not logical
Mechanics & Grammar Usage	A very small number of errors, creates minimal distraction	A few mechanics and grammar errors, detracts somewhat from the content	A number of mechanics and grammar usage errors, detracts from the content	Many mechanics and grammar usage errors, detracts greatly from the content

PQP Sheet ___ / 1 pt

Ratiocination ___ / 1 pt

Total ____ / 30 pts

YGraphic OrganizerZ



Student Calendar

Culture Essay and Short Story Unit Student Calendar

Freshman Literature and Composition Ms. Christensen

Your name

	Overview	Assignments Due
Week 1		
• Day 1	What is culture? Read "Disguises" by Jean Fong Kwok	
• Day 2	Snapshots	Snapshot Activity
• Day 3	Thoughtshots	Thoughtshot Activity
• Day 4	Characterization <ul style="list-style-type: none"> Snapshots Thoughtshots 	
• Day 5	Discuss Culture Essay Assignment, Brainstorm ideas for Culture Essays	
Week 2		
• Day 1	Explode a Moment	Explode a Moment Activity
• Day 2	Shrink a Century	Shrink a Century Activity
• Day 3	Plot and plot mapping <ul style="list-style-type: none"> Explode a Moment Shrink a Century 	
• Day 4	Work Day, BEGIN ESSAYS	
• Day 5	Discuss PQP/Peer Review, Work Day	
Week 3		
• Day 1	PQP/Peer Review	Rough Draft
• Day 2	Read "Liberty" by Julia Alvarez	
• Day 3	Discuss characterization and map plot of "Liberty"	
• Day 4	Discuss Ratiocination, Work Day	
• Day 5	Teacher / student writing conferences	2 nd Draft, Ratiocination
Week 4		
• Day 1	Teacher / student writing conferences	2 nd Draft, Ratiocination
• Day 2	Read "Being Prey" by Val Plumwood	
• Day 3	Discuss characterization and map plot of "Being Prey"	
• Day 4	Share excerpts of Culture Essays with class	Culture Essay Final Draft
• Day 5	Make-up Day	

Selected Lesson Plans

Unit Title: Culture Essay & Short Story Unit

Date: 10 March 2009

Lesson Title: Snapshots

Course: Freshman Lit. & Comp.

Instructional Goals:

1. Define Snapshots.
2. Model writing a snapshot.

Performance Objectives:

1. Students will be able to recognize snapshots and their use in characterization
2. Students will be able to write snapshots of their own.

Rationale:

This discussion of and activity using snapshots will better students' understanding of characterization and give them a writing tool that can be implemented in their Culture Essay as well as future writing assignments.

Standards Addressed:

1. CA 2, 3 1.5, 1.6
2. CA 3 1.6, 2.4
3. CA 1, 4 1.8, 2.1, 2.2

Materials, Props, Lesson Aids:

1. Photographic writing prompts
2. Snapshot PowerPoint
3. Activboard

Time Estimate
and Teaching Strategies
10 minutes

Main Ideas/Concepts, Questions,

Introduction: PP: What is a snapshot? A snapshot is a short paragraph or part of a paragraph describing the physical aspects of a character or scene. Discuss examples from "Disguises" as displayed on Activboard.

10 Minutes

Transition: Distribute photographic prompt handouts. "We are going to practice writing our own snapshots. Each of you has a photograph depicting a compelling or interesting scene, including several people. Your assignment is to pick one person in your photo and write a

snapshot describing them.” Model writing a snapshot.

25 minutes

Main Lesson/Activity: Circulate among students, offering assistance as they write their own snapshots.

5 minutes

Conclusion: Ask students to share their snapshots aloud with the rest of the class.

Unit Title: Culture Essay & Short Story Unit
Lesson Title: Thoughtshots

Date: 10 March 2009
Course: Freshman Lit. & Comp.

Instructional Goals:

1. Define Thoughtshots.
2. Model writing a thoughtshot.

Performance Objectives:

1. Students will be able to recognize thoughtshots and their use in characterization
2. Students will be able to write thoughtshots of their own.

Rationale:

This lesson is designed to describe the thoughtshot and how it is used in characterization, as well as teach students to write their own thoughtshots. A short teacher-led discussion of thoughtshots will begin the lesson, followed by a student writing activity.

Standards Addressed:

1. CA 2, 3 1.5, 1.6
2. CA 3 1.6, 2.4
3. CA 1, 4 1.8, 2.1, 2.2

Materials, Props, Lesson Aids:

1. Thoughtshot Handout
2. Thoughtshot PowerPoint
3. Activboard

Time Estimate
and Teaching Strategies
10 minutes

Main Ideas/Concepts, Questions,

Introduction: PP: What is a thoughtshot?
A thoughtshot is a thoughtshot that looks at a character's internal thoughts and feelings, rather than the physical aspects of a character or scene. Discuss examples from "Disguises" as displayed on Activboard.

10 Minutes

Transition: Distribute thoughtshot handouts. "We are going to practice writing our own thoughtshots. You may have noticed that all the thoughtshots in "Disguises" deal with Mrs. Chen. This is because the story is written in limited omniscient 3rd person, and Mrs. Chen is the character the narrative is focused through. Your assignment is to pick

another character in the story and write a thoughtshot describing their thoughts and/or feelings.” Model writing a thoughtshot.

25 minutes

Main Lesson/Activity: Circulate among students, offering assistance as they write their own thoughtshots.

5 minutes

Conclusion: Ask students to share their thoughtshots aloud with the rest of the class.