

## MEET SARAH GRAHAM



*"We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. And medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman, "O me! O life! Of the questions of these recurring; of the endless trains of the faithless... of cities filled with the foolish; what good amid these, O me, O life?" Answer. That you are here - that life exists, and identity; that the powerful play goes on and you may contribute a verse. That the powerful play and you may contribute a verse- what will your verse be?"*  
- Dead Poets Society

I graduated from University of Missouri with a bachelor in English and Psychology and I hope to earn my teaching certificate and masters for secondary English education. From the moment I picked up my first book, *Angelina Ballerina*, I fell in love with books. As I grew up, I came to appreciate the infinite possibilities within literature. Each of us brings our own experiences and desires into the books we read; there is no wrong way to interpret literature because the words mean something different to everyone. As a teacher I hope to introduce my students to the idea that books are not just requirements and homework but rather the most engaging form of entertainment available. I want students to put away their iPhones and Xboxes and every once in a while pick up a book, not because it is homework but because they enjoy reading. I want my enthusiasm for the written word to be contagious and consuming. It may sound like an impossible goal, but I know that if I can convert one child into a reader then I know I can consider myself successful.

# STUDENT CALANDER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK ONE</b> 3/12-3/16	Introduction to the 1920's. Writing exercise.  Read: <i>Great Gatsby</i> Ch. 1-3	Lecture on plot/ character development Writing exercise.  Read: <i>Great Gatsby</i> Ch. 4-6	Discuss Cultural influences in <i>Great Gatsby</i> .  Read: <i>Great Gatsby</i> Ch. 7-9 <b>DUE:</b> paragraph on Subject/group plan	Final Discussion on <i>Great Gatsby</i> .  Read: 1920's Harlem Renaissance history (passed out in class)	Library Research with groups.  Read: "The Weary Blues", "I Too"
<b>WEEK TWO</b> 3/19-3/23	Introduction to Harlem Renaissance movement and history.  Read: "Theme for English B"	Discuss/ lecture on Langston Hughes.  <b>DUE:</b> List and description of Research Sources	Lecture Group Activity on poetry analysis  Read: "The Lynching"	Discussion/ lecture Writing exercise  In-Class group work on Magazine Project	Final Discussion on 1920's—Sum it up  <b>DUE:</b> Final Draft of Magazine project
<b>WEEK THREE</b> 3/26-3/30	<b>PRESENTATIONS</b>			<b>WATCH THE GREAT GATSBY</b>	

11<sup>th</sup> Grade Literature  
Ms. Graham  
Spring 2012  
**OVERVIEW**

○ RATIONALE:

American culture was changing tremendously during the 1920's. With the Harlem Renaissance, women's suffrage, prohibition and a multitude of other movements, it is a complicated time period to understand. I hope to use literature to help my students understand the significance of the Roaring 20's. This is just one section of the year but I plan on emphasizing literatures role in not only understanding history but also changing it and having my students understand that people have used writing as a tool of social change throughout time. I want to breathe new life into literature that may be considered boring or outdated through social context and understanding.

○ OBJECTIVE: I expect students to be able to understand the following by the end of the unit

- Understand significance of literature in both changing and defining history
- Analyze poetry and plot in context of history
- Understand the significance of cultural changes within the 1920's
- Be able to creatively connect culture and literature

○ MATERIALS:

- *The Great Gatsby* by F. Scott Fitzgerald
- *Norton's Anthology of American Literature* 7<sup>th</sup> Edition

○ LENGTH OF UNIT:

- Two weeks and one week for group presentations.

○ ASSESMENT:

- Will have to turn in paragraph describing topic and its significance in reference to literature and history.
  - This will be completion credit/way to check that they are on right track
- Turn in Research sources and description of what information they have pulled from each
  - This insures they are doing the project and on schedule
- Final Project Due and Presentation to the Class

## Lesson Plan (day one)

Heading	11 <sup>th</sup> Grade English Ms. Graham 1920's Magazine Project
Objectives	<ul style="list-style-type: none"> <li>• Introduce students to 1920's culture (everything from flappers to Harlem)</li> <li>• Introduce Magazine Project</li> </ul>
Reading	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Framework	Initiating
Lesson Plan Format	<p>Teacher Centered: Direct Instruction- Providing building material and information Presentation- lecture/discussion Concept- introduce new unit and understand what students already "know"</p> <p>Student Centered: Discussion/writing</p>
Grouping	Whole Class
Materials	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Literacy Strategies	Non-stop write/ brainstorm/KWL
Phase One	Ask students to write what they think about when they think about the 1920's. Non-stop write/KWL
Phase Two	Discuss what they came up with, incorporate lecture material.
Phase Three	Introduce and explain purpose of Project/give Handout
Formative Assessment	Participation points earned by turning in non-stop writing assignment
Homework	Read <i>Great Gatsby</i> Chapters 1-3/ start deciding on subject for project

## Lesson Plan (day two)

<b>Heading</b>	11 <sup>th</sup> Grade English Ms. Graham 1920's Magazine Project
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Discuss Plot development/predictions</li> <li>• Interpret Characters</li> </ul>
<b>Reading</b>	<i>The Great Gatsby</i> by F. Scott Fitzgerald
<b>Framework</b>	Constructing
<b>Lesson Plan Format</b>	<p>Teacher Centered: Direct Instruction- guiding discussion on interpretations and deeper meanings of plot/characters Presentation- discussion/small group work Concept- Help students develop an understanding of the book</p> <p>Student Centered: Discussion/group work</p>
<b>Grouping</b>	Whole Class/ Small Groups
<b>Materials</b>	<i>The Great Gatsby</i> by F. Scott Fitzgerald
<b>Literacy Strategies</b>	Group discussion and illustrating abstract concepts/Drawing
<b>Phase One</b>	Led Class Discussion on over-all thoughts of the book so far into specific interpretations of deeper concepts within plot and character development. Why is the author doing what he is doing?
<b>Phase Two</b>	Place students in small groups, each representing a character introduced in the book, have them create a verbal and/or a visual portrait of the character
<b>Phase Three</b>	Have each group present their interpretation of the characters and encourage big-group discussion on if they agree or not.
<b>Formative Assessment</b>	Participation points earned by turning in portraits with group members names written at top
<b>Homework</b>	Read <i>Great Gatsby</i> Chapters 4-6/ have summary of subject and project plan ready for tomorrow

## Lesson Plan (day three)

Heading	11 <sup>th</sup> Grade English Ms. Graham 1920's Magazine Project
Objectives	<ul style="list-style-type: none"> <li>• Connect cultural aspects of the 1920's</li> <li>• Understand significance of the time period</li> <li>• Understand the complexity of the cultural changes and discourse</li> </ul>
Reading	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Framework	Constructing
Lesson Plan Format	<p>Teacher Centered: Direct Instruction- Lead discussion on overall themes in both 1920's and the book Presentation- writing/reflection/discussion Concept- help the students relate what they have learned to the themes in the book</p> <p>Student Centered: Discussion/writing assignment</p>
Grouping	Whole Class/ individuals
Materials	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Literacy Strategies	Non-stop write/ double sided write
Phase One	Students discuss the issues within the book that reflect the 1920's. How is the author portraying this time period and is it accurate?
Phase Two	Ask students to write the two sides of the 1920's- the perception and the truth- double sided write
Phase Three	Have students share and discuss what they wrote.
Formative Assessment	Participation points earned by turning in list. Paragraph summarizing a plan and subject for magazine project is due.
Homework	Read <i>Great Gatsby</i> Chapters 7-9

## Lesson Plan (day four)

<b>Heading</b>	11 <sup>th</sup> Grade English Ms. Graham 1920's Magazine Project
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Sum up the themes of 1920' seen within <i>The Great Gatsby</i></li> </ul>
<b>Reading</b>	<i>The Great Gatsby</i> by F. Scott Fitzgerald
<b>Framework</b>	Constructing
<b>Lesson Plan Format</b>	<p>Teacher Centered: Direct Instruction- Lead discussion on overall themes in both 1920's and the book Presentation- writing/reflection/discussion Concept- help the students relate what they have learned to the themes in the book</p> <p>Student Centered: Discussion/writing assignment</p>
<b>Grouping</b>	Whole Class/ individuals
<b>Materials</b>	<i>The Great Gatsby</i> by F. Scott Fitzgerald
<b>Literacy Strategies</b>	Clustering
<b>Phase One</b>	Students discuss what they had thought they had known about the 1920's a few days before and what they know so far
<b>Phase Two</b>	Ask students to relate these concepts from the 1920's to the book- clustering ideas
<b>Phase Three</b>	Have students share and discuss what they wrote.
<b>Formative Assessment</b>	Participation points
<b>Homework</b>	Read: handout on historical Harlem Renaissance

## Lesson Plan (day five)

Library Research

Read: Langston Hughes' "The Weary Blues" and "I, Too"

## Lesson Plan (day six)

Heading	11 <sup>th</sup> Grade English Ms. Graham 1920's Magazine Project
Objectives	<ul style="list-style-type: none"> <li>• Introduce more in depth understanding of the fuel and motivations behind Harlem Renaissance</li> </ul>
Reading	<i>Norton's Anthology of American Lit. (7<sup>th</sup> Edition)</i>
Framework	Constructing
Lesson Plan Format	<p>Teacher Centered: Direct Instruction- Lecture/discussion over Harlem Renaissance overview Presentation- Present jazz music and other art represented in Harlem Concept- Help students understand there is a deeper meaning within poetry from this time period</p> <p>Student Centered: Discussion</p>
Grouping	Whole Class
Materials	<i>Norton's Anthology of American Lit. (7<sup>th</sup> Edition)</i>
Literacy Strategies	Group discussion and double sided writing
Phase One	Discuss what students interpreted from the poems and write specific examples of the poem that they believe to be significant and what they believe the author is trying to say
Phase Two	Discuss as a class/lecture on deeper meanings and have them write on other side anything that wasn't on original list
Phase Three	Have students share and discuss what they wrote.
Formative Assessment	Participation points earned by turning in list.
Homework	Read "Theme for English B"/ Sources due tomorrow



# MAGAZINE PROJECT RUBERIC

## DUE MARCH 23<sup>rd</sup>

### Participation: 25pts

- Project Outline/Draft (March 14<sup>th</sup>):
  - Possible Points: 10
  - Points Earned \_\_\_\_\_
- Research Description (March 20<sup>th</sup>):
  - Possible Points: 10
  - Points Earned \_\_\_\_\_
- Group Evaluation:
  - Possible Points: 5
  - Points Earned \_\_\_\_\_

### FINAL PROJECT (March 23<sup>rd</sup>): 75pts

- Turned in on time:
  - Possible Points: 15
  - Points Earned \_\_\_\_\_
- Correct information:
  - Possible Points: 12
  - Points Earned \_\_\_\_\_
- Organization/Format:
  - Possible Points: 12
  - Points Earned \_\_\_\_\_
- Correct Grammar/Punctuation:
  - Possible Points: 12
  - Points Earned \_\_\_\_\_
- Creativity:
  - Possible Points: 12
  - Points Earned \_\_\_\_\_
- Presentation:
  - Possible Points: 12
  - Points Earned \_\_\_\_\_

TOTAL POINTS: \_\_\_\_\_ /100pts

# READ ALL ABOUT IT!

Our Class will be publishing a Magazine



## **ASSIGNMENT:**

Write an article/ create an advertisement/write a letter to the editor. Write as though you live within the 1920's and focus on a significant aspect of the time period.

## **DUE DATES:**

March 14<sup>th</sup>

Subject/Outline approval

March 20<sup>th</sup>

List of Research Sources (4 minimum)

March 23<sup>rd</sup>

FINAL Project DUE

March 26<sup>th</sup>-30<sup>th</sup>

Presentations

