Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ AM/PM: \_\_\_\_\_

English I: Week 9/15-9/19

**Essential Questions:**

* **Unit EQ:** When memories are faulty, when people’s understanding is lacking, what does it mean to be truthful when retelling an experience from our past? How do we most accurately and effectively convey an important experience to another human being?
* **Week EQ:** How can tangible objects effectively describe someone’s personality?

**Goals for the Week:**

1. (Due Tuesday 9/16) Finish Gender Issues essay and print out before class tomorrow
2. (Due Wednesday 9/17) Post gender essay to digital portfolio
3. (Due Wednesday 9/17) Post reflection on two of the eight essential words to digital portfolio
	1. See “Essential Word Reflection” for directions
4. (Due Thursday 9/18) Read chapter 1 of *The Things They Carried*
5. (Due Monday 9/22) Post *The Things They Carried* Essay Prompt #1 to digital portfolio
	1. See “*The Things They Carried* Memoir Prompt #1” for instructions and example
6. Extra Credit: Read one of these articles: “What Your Desk Says About You,” “The Psychology of Stuff and Things” or “What Do Your Belongings Say About You?” Write a brief, 4-5 sentence summary of the article and how you believe it relates to *The Things They Carried*.

**Schedule for the Week:**

|  |  |  |
| --- | --- | --- |
| **Day** | **In Class Work** | **Homework** |
| **Monday 9/15** | * No School
 | * Finish essay and print out before class tomorrow
* Bring permission slip to school
 |
| **Tuesday 9/16:** Wrapping up Gender Issues | * Final Socratic Seminar on Gender Issues
* Upload essay to DP
* Introduce “Essential Word Reflection” and give time in class to work on it
 | * Upload gender issues essay to DP
* Upload Essential Word Reflection to DP
* Bring *The Things They Carried* to class for a book count
 |
| **Wednesday 9/17:** Introduce Memory Unit | * Photo Gallery Walk
* Watch Feasts documentary
	+ Part 2: <https://www.youtube.com/watch?v=JFt8-WdstQA>
	+ Part 3: <https://www.youtube.com/watch?v=jl25Uf9RpdA>
 | * Complete “Photo Gallery Walk and Feasts Video” assignment
* Bring in object that represents a family member
* Bring *The Things They Carried* to class tomorrow for first read aloud
* **Come to Open House!!!**
 |
| **Thursday 9/18:**  Begin reading *The Things They Carried* | * Share out object that represents a loved one
* Begin reading chapter 1
* Begin handout
* Introduce writing prompt
 | * Finish reading chapter 1
* Complete “Soldiers’ Possessions” assignment
* Begin writing prompt: The Things They Carried Memoir Prompt #1 (due Monday)
 |
| **Friday 9/19:** Field trip and debrief | * Morning: Field trip to the Museum of Contemporary Art in Downtown (MCASD): 9:25am to 12:00pm
* Afternoon:
	+ Quiz
		- Dia de los Muertos documentary
		- Chapter 1 *The Things They Carried*
		- Essential questions
	+ Debrief art museum experience
	+ Answer any questions on memoir prompt
 | * Complete Memoir Prompt #1
* Upload Memoir Prompt #1 to DP
 |

**Socratic Seminar Questions**

*Directions: Please answer the following in your writer’s notebook in order to prepare for our In-Class Socratic Seminar.*

1. From your research on gender and listening to your peers, if you could change one thing about gender norms in our culture to improve our lives, what would it be and why? Cite your Gender Issues paper if possible.
2. For you personally, do you think that the gender stereotypes help you or hurt you? Why? Cite your Gender Issues paper if possible.
3. Reflecting on our study of gender issues: What was the best/most helpful thing we did in class in order to understand gender differences?
4. What could I do differently to make this study more powerful for next year’s kids? Are there any classroom norms (everyday practices and attitudes we’d like to discuss to improve our classroom working environment)?

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**Essential Word Reflection**

*The Essential Words that we created this year for the banners represent the ideas we want to live by as a class. This includes how we treat each other, but the Essential Words go beyond our relationships with each other. They encompass everything we do including the way we approach and carry out our writing.*

***Directions:*** *Reflect on your gender issues essay. Think about the process of writing this essay, from drawing out the gender stereotypes, watching the “Like a Girl” video, reflecting on how stereotypes affect you, researching an issue that was important to you, creating an outline, giving and receiving feedback from the musical chairs activity, and using the weekend to write a final draft. Look at all of the essential words and their definitions. Choose TWO of the essential words and write a half-page to a full page reflection on how you put these two words into practice during the process of writing this essay. Use specific examples for each word (see my example below for how specific I’d like you to get). Upload this reflection to your DP when it is finished.*

**For those of you who like structure:**

* **Intro Paragraph:** State the two essential words you’d like to reflect upon.
	+ The two essential words I’d like to discuss for my Gender Issues paper are \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **Body paragraphs:** Explain how you used (or didn’t use) the essential word when crafting this essay.
	+ I strived for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I \_\_\_\_\_\_\_\_\_\_\_\_\_.
* **Conclusion paragraphs:** Explain your goals for your next essay and any questions, concerns or fears you have about writing your next paper.
	+ For my next paper, I’d like to keep doing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . I would like to improve upon \_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Essential Words:*

1. ***Quality:*** The word quality means putting your best effort on something to make it presentable and so that it exceeds other work. It means to excel in all aspects of life from classwork to physical endeavors.
2. ***Collaboration:*** Collaboration means that a group works together to find/create a solution by sharing ideas and incorporating everyone's skills and talents into the project. It means having everyone come together or working together to create something better.
3. ***Determination:*** The word determination means that you have the will and encouragement to do something even if it might be challenging. It means to keep trying if even if you fail.
4. ***Boldness:*** BOLD! When we think about this word, we think of courage, bravery, of standing out, and of being different. It means to have courage.
5. ***Thoughtfulness:*** The word thoughtfulness means to think about others. It means to make someone feel better. It means to think about how others feel.
6. ***Kindness:*** Kindness means going out of our way to help others.
7. ***Challenge:*** The word challenge means something hard to accomplish: a goal with a lot of difficult phases. It means trying to figure something out.
8. ***Uniqueness:*** The word unique means that you are special. No one is like you, and no one can be like you. It means to do what you want and not what others want you to do. It means that being odd doesn’t matter if it makes you happy.

***Example Reflection:***

Janna Bunosky

English I

Janna

9/15/14

Gender Issues Reflection: Quality and Collaboration

 Out of all of the essential words, I’d like to reflect on how I strived for quality and collaboration when creating my gender issues paper.

Throughout the process of writing this essay, I strived to create a quality essay. To me, quality means that the product is my best work. I tried to make this paper my best work by researching many texts on my topic and also by purposefully planning the structure of the paragraphs.

I researched many texts before writing this essay. At the start of my research, I remembered a text from my *Cognition and Learning* class at USD that related to the topic of gender differences in the classroom. I dug up an old copy of that article and reread it. I also did a lot of google searches using various keywords to see if any studies refuted the findings from the article I had already read. I wanted to see particularly what more current research had to say, since my article was published in 1985. I found that the current research reported similar results as my initial paper and stated their findings in less eloquent words and with less explanation as to the causes of their findings. That’s why I chose to use the initial article, even though it was older.

The second way that I tried to create a quality product was by carefully planning out the structure of the essay. When I finally sat down to write the paper, I first outlined my ideas to make sure that my argument flowed logically from one idea to the next. Since the goal of my paper was to explain why I thought the inequality of student voices in the classroom was such an important issue to address, I wanted to first explain the gender differences in voice in the classroom. I did this by sharing statistics on how often girls were interrupted compared to boys, and how often girls spoke compared to boys. Both of these statistics showed that boys dominated the conversations. In addition to these statistics, I also thought that my personal experiences were important in helping the reader understand why I thought this issue was so important. So, I wrote about what I was seeing in my own classroom and in my family. I know that personal information often shows bias, and in explanatory papers, oftentimes we want to shy away from personal experiences and just state the facts, but in this case, I thought that my personal experiences shed more light on the importance of this issue than just the facts.

 The other word that I would like to reflect on is collaboration. I realized that I didn’t collaborate with others on this paper as much as I would have liked to. I wrote this paper by myself, and ultimately for myself. During class, one of my students mentioned how redundant my topic sentences were. If I had a student or a teacher proofread my paper before I photocopied sixty of them for my students, maybe one of those editors would have suggested some rephrasing to make the wording more appealing to students. This is very difficult for me. I really struggle with showing others my work because I lack confidence as a writer and fear what others will say about my work. However, I know the benefit of collaborating with others, and so I need to push myself to be bold and brave and get my work into someone else’s hands.

For my next paper, I still want to spend the same amount of time researching and reflecting on the topic as I did for this paper. I think that was what made this paper as good as it was. In addition to this time and effort, I would like to collaborate with at least one person. I want that one person to read my paper and to give me feedback on how they think I can make it better. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Photo Gallery Walk and *Feasts* Video**

***Directions:*** *Answer the following questions in your writer’s notebook:*

1. Photo Gallery Walk: Create a table like the one below in your writer’s notebook. For each of the photos you visit, fill out the table.

|  |  |  |
| --- | --- | --- |
| **What is going on in the photo? Describe the object/activity in as much detail as possible.** | **What does this possession say about the person? Why?** | **Who or what does this possession remind you of from your own life? Why?** |
|  |  |  |
|  |  |  |

1. Feasts Video: While you are watching the video, look for answers to these questions.
	1. What objects did the family use in order to bring back the dead? Write as many as you can think of.
	2. Do you agree more with the host’s idea of death (that death is an unhappy occasion), or more with the family he visited (that death can be a joyous occasion worth celebrating)? Why?
	3. What value did the host of the documentary find in celebrating Dia de los Muertos at the end?
	4. Think about the people who are important in your life. If you were to make an altar to them, or to celebrate their life, what objects would you bring to represent them? Why would those objects best represent them?
	5. **Bring one of those objects tomorrow to share with the class.**

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**Soldiers’ Possessions**

**Directions:** Read chapter one of *The Things They Carried.* In your writer’s notebook, make a three columned table like the one below. For three of the soldiers introduced in the chapter, fill out the table.

|  |  |  |
| --- | --- | --- |
| **Name of Soldier** | **What does O’brien say that this person carried?** | **What do these possessions say about this person?** |
| Soldier #1: \_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| Soldier #2: \_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| Soldier #3: \_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Museum of Contemporary Arts Questions**

**Directions:** Answer three out of the four questions in your writer’s journal:

1. What do you notice about the artwork and about the museum? This could be an initial reaction as you walk into the room: a smell, a sight, a sound, something that the museum guide told us, something your peer says, a reaction to an image, etc.
2. How does James Drake’s exhibition relate to what we’ve been studying about memory?
3. If you were to use James Drake’s technique to convey your thoughts and your past experiences, what images would you choose to recreate? How would you display them? Why?
4. How do you feel about contemporary art at this moment? Do you think it’s awesome amazing fantastic, horrifyingly boring and pointless, or somewhere in the middle? Why?

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***The Things They Carried* Memoir Prompt #1**

***Prompt:*** *What do you or someone you love carry?*

***Directions:*** *Write a one page memoir on the everyday objects that you or someone you love carries with them in order to honor the person that they are. Like in Tim O’brien’s first chapter, write about the concrete objects that you or this person carries with them on a daily basis, as well as the emotions and ideas that you carry with you. For each object/idea/emotion, describe in detail using physical descriptions, memories associated with these objects, and explanations for why these objects are important. See my example below for ideas.*

*Remember that this first draft is your pen vomiting words onto a blank white page. Vomit all over the page. Make it drip with word vomit, meaning write whatever comes to your mind in response to the prompt. If this is a prompt that captivates you, we’ll refine it later for the Dia de los Muertos exhibition, so don’t worry just yet about it being perfect. This is your place to experiment and try random ideas out.*

**For those students who like requirements and structure:**

1. For each object you describe, use the sentence starter:
	1. He/she/I carried \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Include 3 tangible objects using multiple adjectives describing that object’s physical characteristics.
	1. *Example: She carried red, glossy nail polish that she was saving for a special occasion*
3. Include 3 intangible objects. For each intangible object, explain what that intangibleness looks like in that person’s life.
	1. *Example: I carry anxiety. I fidget a lot. I can’t keep my arms still. I bite my nails, pull my hair, pick my scabs. If you held me, I’d probably feel like a bird in your hands. Wings twitching to take off and fly.*
	2. *Example: I carry my thoughts. I’m always thinking, except when people actually think that I‘m thinking, and ask me what’s on my mind. Then I always seem to be fresh out of ideas to share. Usually my thoughts during the morning drive are on the day ahead, on the students I’ll see.*

**For those who don’t like requirements and feel your creativity is being stifled by Ms. Janna’s over-planning, just provide a mixture of tangible and intangible objects that you think best conveys that person you’re trying to describe to your reader.**

Janna Bunosky

English I

Ms. Janna

9/15/14

*The Things They Carried* Memoir Prompt #1

I carry my electronic key to the classroom every morning while the sky is still dark. I carry my green satchel which contains my work computer--a big bulky Dell that has a white label with my name and the school in big capital letters: JANNA BUNOSKY HTHCV.

I carry my coffee from Starbucks--a lipstick stained “grande blonde roast with room.” So many times I’ve said those words. I used to go to the Starbucks in OB and the lady always smiled at me and knew my name, though I’m realizing now that I didn’t know hers. Now, I leave too early in the morning to go to that one. I drive 35 minutes everyday to school and 35 minutes back. I carry patience during the drive. I usually carry a tune too. haha I’m always singing in the car. It never sounds very good but then again, it’s only me to hear.

I carry my thoughts. I’m always thinking, except when people actually think that I‘m thinking, and ask me what’s on my mind. Then I always seem to be fresh out of ideas to share. Usually my thoughts during the morning drive are on the day ahead, on the students I’ll see. I’m always thinking of them, but when I finally stand up in front of them, I sometimes feel that I forget to address them as people. Instead I treat them like a unit, a mass that I need to get moving in the same direction--read this, write that, let’s discuss this, let’s prepare for college, for the world ahead, for a life you aren’t living yet. I forget they live a life now, and for that, I often feel sorry and sometimes even start the class again. This time with a “Good morning,” or “How are you?” and I try to look into their eyes, even if they don’t look into mine. It’s not their job to look into mine, but it is my job to look into theirs.

I carry anxiety. I fidget a lot. I can’t keep my arms still. I bite my nails, pull my hair, pick my scabs. If you held me, I’d probably feel like a bird in your hands. Wings twitching to take off and fly. Heart throbbing. I’m a flight risk. Of that, there is no doubt. I’m a Janis Joplin, a Bob Dylan, a Led Zepplin, a Holden Caulfield and most of all, a Holly Golightly. One day, I’ll just up and leave. Maybe I’ll wander the streets of some beach town like OB. Maybe I’ll rent a U-Haul and try teaching English in some God-forsaken town in the middle of who-knows-where. Or, maybe I’ll just hide under the covers in my bed and stare up at the ceiling. That’s a form of leaving too, maybe the most drastic kind.

I’m usually carrying too many things. Every morning, I have trouble opening the door. I carry my binder, my backpack with yoga pants and a t-shirt, I carry my satchel and my coffee and somehow, there are no more hands to grab my keys and open the door. My arms are full. I need another set of arms is what I need. And if those arms came attached another human being, well that might be nice too.

But I think I can carry a lot. My boyfriend said once, “You’re a lot stronger than you think.” I try to remember that. It’s just that I’m so absent-minded. It’s hard to be strong and confident when you’re forgetful. People are always reminding you of things, and you’re always remembering appointments after you’ve missed them, that sharp sinking feeling of disappointing others.

I carry my phone, which now has a y-shaped crack on the screen. I’m always dropping it on the concrete floors of the classroom or along the sidewalks when I walk my dogs--my fingers are like butter when it comes to that phone.

I carry hope. I want to be a good teacher. I guess that also means I carry fear, because I fear I won’t be. But most of the time, I carry hope. I understand books in a way that might creep other people out. I understand people and motives. I care. My teacher friends tell me that’s over half of the battle. I’ll let you know after this first year if that’s true or not.

Dia de los Muertos Project:

The Things We Remember



**Essential Question:**

1. When memories are faulty, when people’s understanding is lacking, what does it mean to be truthful when retelling an experience from our past? How do we most accurately and effectively convey an important experience to another human being?
2. How is the way a pinhole camera captures an image on photo paper similar and different from the way our minds capture and remember experiences?

**Project Overview:**

* Students will examine the essential role that memories play in Dia de los Muertos: how people are comforted by the idea of having their loved ones honored and remembered.
* Students will read *The Things They Carried* in order to identify how O’brien portrayed his memories in the most accurate effective way that he could while telling lies or embellishing the truth. They will identify how he attempted to honor these men with this book.
* Students will attempt to find the most effective way of honoring and remembering their own loved ones by responding to a variety of writing prompts, bringing in items from their past, drawing and taking photos in an effort to discover the most effective way of conveying an experience to another human being.

**Texts:**

* *The Things They Carried* by Tim O’Brien
* “Eleven” by Sandra Cisneros
* “The Whore’s Child” by Richard Russo
* “Bullet in the Brain” by Tobias Wolff
* How Stuff Works: Memories
* “Superman” by Sherman Alexie

**Product:**

* A collection of attempts at conveying memories
	+ Brief memoirs as responses to writing prompts
	+ Objects from their past
	+ Photos taken to reconstruct memories
	+ Drawings of memories
* A refined version of a chosen memoir.
* An artist statement describing how the photo compliments the memoir