Presentation Sign Up Sheets

Day One (Thursday):

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________

Day Two (Friday):

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
Lesson Fourteen: “SRI Presentation Day”

Focus: The purpose of this lesson is to provide students with a safe space to practice their speaking and visually representing skills. To complete an SRI, students must be able to connect with a text on a personal level, formulate opinions based upon prior knowledge, use symbolism to determine cutouts for plot, characters, author, and scene, and effectively communicate ones chosen actions via verbal communication. This project is the culminating piece to the first part of this unit and uses all six language arts upon its creation and demonstration.

Objectives:
1. Students will be able to effectively communicate their ideas through verbal speech.
2. Students will be able to effectively visually represent elements of True Diary through the creation of symbolic cutouts.
3. Students will be able to view and listen to presentations made by other students and pick out key details for discussion.

Materials:
• SRI/Paper Assignment Sheet
• SRI/Paper Cutout
• Presentation Sign up Sheet

Strategies:
• Symbolic Story Representation
• Using Art and Drama to connect to texts

Procedure:
1. Have students come in and quietly get into their seats. Tell students who are not presenting that they are required to write down the main ideas of each presentation and to keep track of any questions they might have for a presenter to ask at the end of a presentation.
2. Begin presentations, following the sign-up sheet.
3. Assess students’ SRI presentations based upon the rubric.
4. Collect written notes from students not presenting.

Assessment:
1. I will know that students will be able to effectively communicate their ideas through verbal speech through their success in explaining their choices during their SRI presentations.
2. I will know that students can visually represent elements of True Diary through the effectiveness of the cutouts they produced for their SRI presentations.
3. I will know that students can view and listen to presentations made by other students and pick out key details for discussion by the quality of their notes taken during other students' presentations.
Lesson Fifteen: “SRI Presentation Day”

Focus: The purpose of this lesson is to provide students with a safe space to practice their speaking and visually representing skills. To complete an SRI, students must be able to connect with a text on a personal level, formulate opinions based upon prior knowledge, use symbolism to determine cutouts for plot, characters, author, and scene, and effectively communicate ones chosen actions via verbal communication. This project is the culminating piece to the first part of this unit and uses all six language arts upon its creation and demonstration.

Objectives:
1. Students will be able to effectively communicate their ideas through verbal speech.
2. Students will be able to effectively visually represent elements of True Diary through the creation of symbolic cutouts.
3. Students will be able to view and listen to presentations made by other students and pick out key details for discussion.

Materials:
- SRI/Paper Assignment Sheet
- SRI/Paper Cutout
- Presentation Sign up Sheet

Strategies:
- Symbolic Story Representation
- Using Art and Drama to connect to texts

Procedure:
1. Have students come in and quietly get into their seats. Tell students who are not presenting that they are required to write down the main ideas of each presentation and to keep track of any questions they might have for a presenter to ask at the end of a presentation.
2. Collect papers from all students.
3. Begin presentations, following the sign-up sheet.
4. Assess students’ SRI presentations based upon the rubric.
5. Collect written notes from students not presenting.

Assessment:
1. I will know that students will be able to effectively communicate their ideas through verbal speech through their success in explaining their choices during their SRI presentations.
2. I will know that students can visually represent elements of True Diary through the effectiveness of the cutouts they produced for their SRI presentations.
3. I will know that students can view and listen to presentations made by other students and pick out key details for discussion by the quality of their notes taken during other students' presentations.
Lesson Sixteen: “Our Community”

Focus: The purpose of this lesson is to introduce the second portion of this unit: how students can impact and shape their own community. To begin this portion, students will first complete an opinionnaire exploring the issues they believe are most important in their community. In a traditional classroom, I would use the results of this opinionnaire to determine what project we would take on as a class. Because I do not have a class currently, however, I pre-chose the concept of hunger to use as our topic. For this reason, some of the opinionnaire questions address hunger more specifically than other issues. This lesson helps students get into the mindset of service learning and engages their interest in our project.

Objectives:
1. Students will be able to assess needs in their local community through the use of an opinionnaire.
2. Students will be able to articulate their own experiences with community service through a personal writing exercise.
3. Students will be able to conclude why it is necessary to be active and engaged members of a community through discussion.

Materials:
- “Community” poem by Starhawk
- Opinionnaires
- “Service Learning Basics” Handout

Strategies:
- Enacting Prior Knowledge
- Engaging Student Opinions
- Encouraging Empathy Development
- Service Learning
- Pair and Share
- Popcorn read

Procedure:
1. Pass out copies of “Community” by Starhawk; have students read silently, then in partners, and then read it to them as a whole class.
2. Discuss the meaning of the poem as a whole group and how it relates to students’ previously conceived ideas about community. Potentially ask: How does Starhawk’s view of community compare to your own? What do you think the phrase “community means strength to join our strength” means? Do you feel free in your community? Why or why not?
3. Pass out opinionnaires. Give students five minutes or so to complete.
4. Pair and share answers; have students explain why they chose particular answers
5. Discuss as a group opinionaire answers
6. Explain that we will be participating in a service learning project which will be explained in more detail on Thursday. Pass out Service Learning Basics Handout. Popcorn read handout sheet. Ask for any questions students may have about the handout.
7. Tell students to write a personal reflection for 10 minutes or so about community service projects in which they have participated. Have them write about what they did, how often they did it, and if it was successful or not and why. If they have not previously participated in community service, have students write about activities they might be interested in.
8. Have one or two students share reflections.
9. Host a brief discussion asking students to explain why they think it is important (or why they think it is not important) to be active and engaged members of a community?
10. Assign homework: one page reflection about problems within our local community, specifically focusing upon how hunger impacts the lives of members in our community every day.

Assessment:
1. I will know that students will be able to assess needs in their local community through their successful completion of opinionaires and one-page homework responses.
2. I will know that students can articulate their own experiences with service learning through the quality of their in class personal reflection responses and verbal contributions in class discussion.
3. I will know that students can conclude why it is necessary to be active and engaged community members through their ability to contribute to our final class discussion.
“Community” by Starhawk

Somewhere, there are people

to whom we can speak with passion

without having the words catch in our throats

Somewhere a circle of hands

will open to receive us,

eyes will light up as we enter,

voices will celebrate with us

whenever we come into our own power

Community means strength that joins our strength

to do the work that needs to be done.

Arms to hold us when we falter.

A circle of healing.

A circle of friends.

Someplace where we can be free.

(From the text Dreaming the Dark)

http://www.couragerenewal.org/blog/103-parker-entries/365-where-do-you-find-community
Community Opinionaire

For the following questions, write a T if you believe the statement is true and write an F if you believe the statement is false. These questions will NOT be graded and are used only to assess your beliefs/opinions about particular issues in our community. Please answer as honestly as you possibly can.

_____ I believe that it is important to volunteer.

_____ Volunteering brings joy to all parties.

_____ It is not important for me to be an engaged member of my community.

_____ My individuality is more important than my community participation.

_____ Hunger is a key issue in our community.

_____ Lack of educational resources is a key issue in our community.

_____ People who have less than me need my help to thrive.

_____ Every person deserves the right to a hot meal.

_____ Poverty and hunger are linked hand in hand.

_____ Communities should join together and help one another in good and bad times.

_____ I do not like to volunteer.

_____ Volunteering makes me uncomfortable.

_____ I sometimes get nervous when working with people that are much different from me.

Please write down any concerns you may have about volunteering and write down one issue in our community that you feel needs to be addressed:
Service Learning Basics

- Service Learning is more than volunteering! It involves goals, manageable steps to complete toward a larger goal, and collaboration among students, teachers, school staff, and the larger community.

- Service Learning is a commitment! Once we begin our project, we will work every day to complete our goals. It involves the everyday participation and one hundred percent effort of every member of our class.

- Service Learning pushes comfort zones. It requires you to step outside of the box, think critically, and engage in insightful ways with many different types of individuals from all walks of life. Don’t be afraid to test your limits!

- Service Learning has five basic elements/steps investigation, planning, action, reflection, and celebration. We will be completing each of these steps throughout the course of our project.

- Service learning requires differentiation. This is an educational term for different people working on different elements of one idea. We might all be working on different parts of the project at different times, but we are working together to complete our ultimate goal.

- Service Learning requires respect and responsibility. Your class was selected carefully to participate in this unit because of the high levels of respect and responsibility you have demonstrated throughout the year. Continue your great reputation as a class by respecting yourself and others and taking responsibility for your actions!
Lesson Seventeen: “Hunger in Context”

Focus: The purpose of this lesson is to illustrate the hunger issue and its impacts on our local community. Students will read various non-fiction and informational texts detailing very specific statistics about hunger in our specific community. Students will read the texts, analyze the data, and discuss ways in which the numbers come alive in their own community. It links easily to the lesson on the previous day as it builds upon an issue addressed and selected as the main problem in our community.

Objectives:
1. Students will be able to analyze nonfiction and informational texts for statistical information.
2. Students will be able to apply statistical information from nonfiction and informational texts to their daily lives, connecting numeric information to verbal applications.
3. Students will be able to complete their own primary research through the usage of various databases and academic search engines.

Materials:
- “Hunger in Indiana” Article
- “Children and Hunger” Article
- “What is Research” and “Boolean Basics Handout” Handout
- Computers/online capabilities
- Access to research databases

Strategies:
- Quick writing
- Applying information to daily occurrences
- Research techniques
- Whole group discussion
- Small group discussion
- Modeling
- Scaffolding

Procedures:
1. Write quick write prompt on the board: How have you seen hunger affect our community? (We will not be sharing these, so you can write as personally as you would like). Give students 5 minutes or so to write.
2. Pass out both the “Hunger in Indiana” article and the “Children and Hunger” article.
3. Have students read the articles in pairs or individually (their choice).
4. While reading, have students take notes about statistics or data information that stood out to them as particularly interesting or applicable for their community.
5. Get back together as a full group and write down information students copied as interesting onto the board.

6. Discuss how these facts manifest themselves in daily lives. For example, ask: “Have you ever participated in a food drive or volunteered at a food bank like described in the “Hunger in Indiana” article? What about the statistics surprised you? How do you think hunger is manifested in our community? Do you agree with the information presented in “Children in Hunger” that argues that hunger can affect school readiness and achievement? Why or why not?”

7. Pass out research information handouts.

8. Read over the handouts, discussing the best ways to research topics and strategies in academic databases and search engines.

9. Ask students to use the information provided to research and find one article that provides more information about hunger in Indiana. Students can either work in partners or individually. Tell them some good key words to use might be: “hunger”, “Indiana”, “food insecure”, and “Feeding America”.

10. Have students pick out 3 crucial facts from the article to share, and have each student or group stand up and share their three facts with the class.

11. Compile all of the research students shared in their presentations and create a “Hunger Fact Book” as a class for use and consultation throughout the remainder of the unit.

Assessment:

1. I will know that students will be able to analyze nonfiction and informational texts for statistical information by their quality of the notes they take while reading the two articles presented.

2. I will know that students can apply this statistical information to their everyday lives by their ability to effectively participate in the full class discussion outlined in procedure 6.

3. I will know that students can complete their own primary research by their success in finding applicable articles and facts for class discussion about hunger in Indiana.
Hunger in Indiana

With each Tyson Foods truck delivery, we have asked our local partners to tell the story of hunger in their state and showcase the good work of volunteers and donors. On Tuesday, June 22, we will deliver a truckload to benefit all the food banks serving the Hoosier State. Our friends at the Second Harvest Food Bank of East Central Indiana in Muncie are serving as the lead local partner. Here is their story:

A man at a food distribution site in Indiana said he was there because, “My wife has cancer and our medical bills are so high we don't have much left for food.” A young mother living in a household of ten said she was there to get food for her children; she had not eaten herself for two days. “Thank you so much” she said, “we really need this.”

Hunger has many faces in Indiana. Indiana regional food banks and the local charities with which they partner serve 700,000 low-income Hoosiers annually and nearly half are children and seniors. The clients served by Indiana’s food bank network are employed, unemployed, disabled, and elderly; they are rural, suburban and urban families. Many are single parents. Most are living far below the poverty line, and a growing number are falling from the middle class into poverty. Hunger is everywhere, but it is a problem that can be solved.

Indiana’s regional food banks along with the charities they support provide hands-on opportunities for thousands of Hoosiers to make a difference for neighbors in need. Volunteers pack boxes, fill shelves, labor at pantries, raise money, provide information, push brooms, enter data, console clients, and advocate for hunger relief measures throughout Indiana. Donors support events, write checks, give food and provide a tremendous energy stream in the work of alleviating and ending hunger. The food industry from the farm to the distributor stands behind this statewide mobilization of resources as this critical network pulls together to feed neighbors in need.

It is not an easy job but as Indiana continues to feel the stress of a battered economy our residents are digging deeper and giving more to see that neighbors are fed. Hunger in America found that eleven percent of Hoosier households are food insecure – they just don’t have enough nutritionally adequate and safe foods or they do not have the ability or certainty to acquire foods in socially acceptable ways. Four percent of
Hoosier households have very low food security, they are reducing food intake and disrupting eating patterns due to insufficient resources for food—they are hungry.

Statewide, more than 36 percent of client households are experiencing "very low food security" – referred to as hunger in federal statistical reports. This means that one or more household members don't have enough food to eat.

An estimated 117,900 Hoosiers receive emergency food assistance each week from a food pantry, soup kitchen, or other agency served by the member food banks of Feeding Indiana's Hungry, Inc. the state food bank association and Feeding America, the nation’s food bank network.

Among key findings of the Hunger in America 2010 Indiana State Report on emergency food distribution are the following:• 16% of client households with seniors 65 or older have very low food security. • 25% of adults in client households are working either full-time or part-time, and 33% of clients reported a job as the household's main source of income. • 2% of all households surveyed received government welfare assistance such as Temporary Assistance to Needy Families (TANF) in the month prior to the survey. • 4% were homeless at the time of the survey. • 24% of clients reported that they or someone in their household do not have access to health insurance. • 57% of clients had unpaid medical or hospital bills. • 37% of client households report receiving SNAP benefits. • 64% of clients were non-Hispanic white clients; 30% were non-Hispanic black clients; 8% were Latino or Hispanic.

What is most distressing is that clients regularly must choose between food and other necessities, or may not eat at all from time to time. While we celebrate the tremendous work done by Indiana residents to end hunger, we recognize that there is much yet to do. Indiana’s food bank network provides critical services while mobilizing resources from throughout the state and the nation to end hunger is this land of plenty.

Children and Hunger

44% of children in East Central Indiana are food insecure. Food insecurity is the limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways. In East Central Indiana 54% of our children participate in the school lunch program and 49% in the school breakfast program. Right now, these children may go to bed hungry tonight. This problem is preventable. Second Harvest Food Bank of East Central Indiana recognizes the severe implications hunger has on children’s physical and mental health.

Inadequate nutrition or food insecurity has adverse affects on:

Physical Health: Hungry children suffer from two to four times as many individual health problems, such as unwanted weight loss, fatigue, headaches, irritability, inability to concentrate and frequent colds, as low-income children whose families do not experience food shortages. The infant mortality rate is closely linked to inadequate quantity or quality in the diet of the infant’s mother. Stunting (low height for age) in children also results from inadequate nutrition. Iron-deficiency anemia in children can lead to adverse health effects such as developmental and behavioral disturbances that can affect children’s ability to learn to read or do mathematics, and increased susceptibility to lead poisoning. Anemia remains a significant health problem among low-income children.

Child Development: Food insecurity puts children in jeopardy of developmental risk. Developmental risk is an uninterrupted existence of vulnerabilities that is characterized with the slow or unusual development of children in areas such as speaking, behavior, and movement, which increases the likelihood of later problems with attention, learning, and social interaction. Pregnancy women who are undernourished are more likely to have low-birthweight babies. These infants are more likely to suffer delays in their development and are more likely to have behavior and learning problems later in life.

School Readiness and Achievement: Children from food insecure households are more likely to struggle in their academic development. Food insecure children are more likely to be ill and absent from school. Food insecurity has a negative impact on children’s ability to learn in school. School aged children who are food insecure cannot concentrate or do as well as others on the tasks they need to perform to learn the basics. Research indicated that low-income children who participate in the School Breakfast Program show an improvement in standardized test scores and a decrease in tardiness and absenteeism.
compared to low-income students who do not eat breakfast at school.

**Behavior and Mental Health:** Insecurity about whether a family will be able to obtain enough food to avoid hunger, also has an emotional impact on children and their parents. Anxiety, negative feelings about self-worth, and hostility towards the outside world can result from food insecurity. Food insecurity has also shown to be associated with suicide and depressive disorders among 15 to 16 year old children.

Article From: [http://www.curehunger.org/AboutHunger/ChildrenandHunger.aspx](http://www.curehunger.org/AboutHunger/ChildrenandHunger.aspx)
What is Research?

"Research is formalized curiosity. It is poking and prying with a purpose."
~Zora Neale Hurston

research

studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws
From: http://www.merriam-webster.com/

Remember that research is searching again and again (re search). In the process of doing research, you will be looking at information that others have looked at before, trying to see something that they have not seen.

Research is:

• Driven by a question or problem that then guides the process.
• Seeking information with a clear goal in mind.
• A process, which works best when done step-by-step. The steps may need to be repeated, as the process is reiterative.
• Collection and interpretation of data in an attempt to resolve the problem or answer the question.
• Going beyond facts and old ideas.
• Taking a new look at the information and taking a stand.

Research is not:

• Just gathering information
• Rearranging facts
• Combining a paragraph from an encyclopedia with a couple of paragraphs from web sites. That's plagiarism.
• Rewording each phrase and citing each source. That's just a summary of facts with someone else's name on them.

Words for the wise student:
Remember, you must know what you are looking for in order to find it.
Allow for surprises- you may find possibilities more fascinating than you imagined.

"The way to do research is to attack the facts at the point of greatest astonishment."
~Celia Green
Good Databases for Searching:

- JSTOR
- Academic Search Premiere
- Project Muse
- EBSCO Host
- Inspire
- Google Scholar

Keywords:

- If you cannot find what you are looking for when researching, try to change your keywords for better research success. Look up synonyms for words in your search for more results.

Handout from: https://rpc.elm4you.org/guide/support_materials.php
Boolean Basics

Despite the intimidating name, Boolean search techniques are quite simple to learn and can make your search much more effective. The system was developed by English mathematician George Boole in the mid-19th century, and was instrumental in the development of computers and search engines. Much of the information on the Web is highly unstructured. Boolean techniques provide a way for you to bring structure to this unstructured environment. They give you the ability to narrow your search to a reasonable number of potentially useful possibilities thereby increasing the likelihood of success.

A Boolean search uses AND, OR and NOT, the primary operators of Boolean logic, to limit and refine a search. A Venn diagram can help illustrate how this works. See http://kathyschrock.net/rbs3k/boolean/

Boolean can be particularly useful when searching databases. Some databases assume that words be adjacent. If your search returns few or no results, try inserting AND between the words.

- **AND**
  AND means "I want only documents that contain both search terms"
  Results retrieved when using AND will include results containing both (or all) of the search terms used. The results will not include those documents containing only one of the search terms. AND narrows your search.
  The AND operator can be used to chain a number of search terms or phrases together, and all will be contained in any results. Example: Chicago AND "Sears Tower" AND "Navy Pier" would only return documents that contained all three terms or phrases.
  Search Tip: AND should be your most frequently used Boolean operator.

- **OR**
  OR means "I want documents that contain either search term; I don't care which one." It broadens a search and makes it less focused. Results retrieved when using OR will contain either the first search term or the second or both together. False results can be common using the OR operator. Example: Europe OR France
  Search Tip: Use OR to string together synonyms.

- **NOT**
  NOT means “I want documents that contain the first word/term, but not the second.”
  Results retrieved using NOT will contain only items containing the first search term. Items containing the second term will be excluded, as will any items including both terms. Take care when using NOT in order to avoid overly limiting your search. Example: Vikings NOT Football

- **Wild Card**
  Use ? as a wild card within a word. (Find WOMAN and WOMEN using WOM?N.)

- Add an asterisk * to the stem of a word to search for variations of the word. (FARM* to retrieve FARMING and FARMERS.)

Handout from: https://rpc.elm4you.org/guide/support_materials.php
Lesson Eighteen: “Hunger in Context Continued”

Focus: This lesson is a continuation of Week 4 Day 2! Whatever was not completed during that class period will be completed/discussed today! The purpose of this lesson is to illustrate the hunger issue and its impacts on our local community. Students will read various non-fiction and informational texts detailing very specific statistics about hunger in our specific community. Students will read the texts, analyze the data, and discuss ways in which the numbers come alive in their own community. It links easily to the lesson on the previous day as it builds upon an issue addressed and selected as the main problem in our community.

Objectives:
1. Students will be able to analyze nonfiction and informational texts for statistical information.
2. Students will be able to apply statistical information from nonfiction and informational texts to their daily lives, connecting numeric information to verbal applications.
3. Students will be able to complete their own primary research through the usage of various databases and academic search engines.

Materials:
- “Hunger in Indiana” Article
- “Children and Hunger” Article
- “What is Research” and “Boolean Basics Handout” Handout
- Computers/online capabilities
- Access to research databases

Strategies:
- Quick writing
- Applying information to daily occurrences
- Research techniques
- Whole group discussion
- Small group discussion
- Modeling
- Scaffolding

Procedures:
1. Write quick write prompt on the board: How have you seen hunger affect our community? (We will not be sharing these, so you can write as personally as you would like). Give students 5 minutes or so to write.
2. Pass out both the “Hunger in Indiana” article and the “Children and Hunger” article.
3. Have students read the articles in pairs or individually (their choice).
4. While reading, have students take notes about statistics or data information that stood out to them as particularly interesting or applicable for their community.
5. Get back together as a full group and write down information students copied as interesting onto the board.
6. Discuss how these facts manifest themselves in daily lives. For example, ask: “Have you ever participated in a food drive or volunteered at a food bank like described in the “Hunger in Indiana” article? What about the statistics surprised you? How do you think hunger is manifested in our community? Do you agree with the information presented in “Children in Hunger” that argues that hunger can affect school readiness and achievement? Why or why not?”
7. Pass out research information handouts.
8. Read over the handouts, discussing the best ways to research topics and strategies in academic databases and search engines.
9. Ask students to use the information provided to research and find one article that provides more information about hunger in Indiana. Students can either work in partners or individually. Tell them some good key words to use might be: “hunger”, “Indiana”, “food insecure”, and “Feeding America”.
10. Have students pick out 3 crucial facts from the article to share, and have each student or group stand up and share their three facts with the class.
11. Compile all of the research students shared in their presentations and create a “Hunger Fact Book” as a class for use and consultation throughout the remainder of the unit.
12. Homework assignment: 1 pg. response to research experience. Discuss the difficulties and challenges of using academic databases to gain further insight and information.

Assessment:
1. I will know that students will be able to analyze nonfiction and informational texts for statistical information by their quality of the notes they take while reading the two articles presented.
2. I will know that students can apply this statistical information to their everyday lives by their ability to effectively participate in the full class discussion outlined in procedure 6.
3. I will know that students can complete their own primary research by their success in finding applicable articles and facts for class discussion about hunger in Indiana.
Lesson Nineteen: “Our Proposal”

Focus: The purpose of this lesson is to introduce students to our project proposal for our service learning project. In a traditional classroom setting, we would be writing our proposal together on this day. But, because I do not have actual students currently, I have written the proposal and we will work today on making changes and accommodations for students whenever necessary. The goals of today are to introduce students to our project, its purpose, and its goals. This lesson links to bring together the knowledge we have discovered about ourselves through the True Diary section and the statistical information we have learned from our hunger research section.

Objectives:
1. Students will be able to examine a project proposal and effectively construct meaning from the information provided.
2. Students will be able to engage in meaningful conversation about a project at hand and can articulate any changes or concerns they may have personally with the project.
3. Students will be able to explain and apply the grammatical and usage conventions necessary when writing a project proposal.
4. Students will be able to collaborate with peers in small groups and as a full class to achieve a common goal.

Materials:
- Class Project Proposal
- Committee Sign-up sheet
- Paper/Pencils
- Chalk/Chalkboard

Strategies:
- Deconstructing a text
- Popcorn Reading
- Making Meaning
- Small group work
- Full class collaboration
- Differentiation
- Think and Ink
- Quick writing

Procedure:
1. Write quick write prompt on the board: “What do you think is your biggest strength? What is your biggest weakness? What do you bring to group work that is interesting/unique/important?"
2. Give students 5-6 minutes to work on their responses.
3. Provide time for sharing in partners and full class sharing.
4. Pass out copies of project proposal. Have students read individually, then popcorn read as a class.
5. Take time to talk over any questions, concerns, and suggestions for revision in our project proposal.
6. Begin discussion of conventions of project proposals. Include: Introduction, Literature Review, Procedure, and Budget. Make sure to explain to students the importance of formal and professional language when writing project proposals. Grammar and conventions matter!
7. Have students write their own introductions to our project, explaining its goals and its importance for our community. Give them about 10 minutes.
8. Share introductions in pairs and as a whole class.
9. Pass around Committee Sign-up sheet. Explain that everyone in class will be responsible for designing flyers, calling for donations/community support, writing/presenting poetry, etc. but that specific committees are necessary to head particular aspects/events and to be the liaisons for the local community.
10. Announce that tomorrow will be our fieldtrip. Explain that, in the parent letter, it was explained that students will be engaging in volunteer work at Second Harvest Food Bank. Students MUST wear closed toe shoes tomorrow or they will not be able to participate on the fieldtrip.

Assessment:

1. I will know that students can effectively examine a project proposal and create meaning through their abilities to discuss the merits of the proposal and propose suggestions for improvement during procedure five.
2. I will know that students can engage in meaningful conversation and articulate their concerns through their contributions to class discussion about questions/concerns/suggestions for improvement of our project proposal.
3. I will know that students can explain and apply the grammatical and usage conventions of a project proposal through their creation of their own introductions for our project.
4. I will know that students can collaborate in small groups and as a whole class for completion of a common goal through their work ethic during sharing and ability to sign up for committees cooperatively.
Project Proposal

INTRODUCTION

Hunger is a major issue in our community. Research shows that 44 percent of children in East-Central Indiana are food insecure. Poverty and hunger seem to go hand in hand, and we can easily see the effects of hunger and poverty in our community everyday. For our project, we hope to help alleviate some of the struggle for families in our community by hosting a "Poetry Slam for Change", i.e. a poetry slam designed to raise monetary donations for the Second Harvest Food Bank.

LITERATURE REVIEW

(Here is where I would include research compiled by students during the two previous lessons.)

PROCEDURE

1. Provide students with firsthand experience at the Second Harvest Food Bank.
2. Teach students appropriate ways to advertise and write professional letters to gain support.
3. Help students write poetry to present during the Poetry Slam.
4. Organize final details necessary for Poetry Slam.
5. Put on Poetry Slam.
6. Reflect upon our success/Invite speaker from Second Harvest to share.

BUDGET

This project should not require any additional funds.
Committee Sign-Up Sheet

Publicity
1.
2.
3.
4.
5.

Poetry Specialists
1.
2.
3.
4.
5.

Second Harvest Liasons
1.
2.

School Liasons
1.
2.

Business Partners Liasons
1.
2.

Video Staff
1.
2.

Copy Editors
1.
2.
3.

Research Specialists
1.
2.
Lesson Twenty: “Experience it Firsthand”

Focus: The purpose of this lesson is to provide students with firsthand experience at Second Harvest Food Bank. This experience is crucial for students to be able to understand the inner workings of a food bank and to understand where the money from our fundraiser is going, which should increase their motivation and desire for success. This lesson is the culminating point of the week, building upon experiences and interactions from Week 4.

Objectives:
1. Students will be able to experience the inner workings of a food bank and articulate in written communication how these experiences shape their perspectives of hunger in our community.
2. Students will be able to participate cooperatively in small and large groups with peers, their teacher, and other adult leaders from Second Harvest.

Materials:
- Fieldtrip Permission Forms
- Student Emergency Contacts and Health Information

Strategies:
- Small Group work
- Modeling
- Effective Communication
- Responding to an experience with text

Procedure:
1. Leave school by bus.
2. Arrive at Second Harvest Food Bank.
3. Have students split into groups/tasks assigned by Second Harvest Staff.
4. Work alongside students and Second Harvest Staff.
5. Give students breaks, lunch break when appropriate. At lunch, have students fill out “Teamwork Self-Evaluation Sheet”.
6. On bus ride home, explain that students will write a 1 pg. response for homework about their fieldtrip experience, explaining what they thought of the experience and how it helped them to shape their own perspectives. We will discuss our responses and our experience in depth on Monday.

Assessment:
1. I will know that students can articulate their experiences at Second Harvest and its impacts upon their own perspectives of hunger through their one page written response.
2. I will know that students can participate cooperatively in small and large groups with a variety of individuals through their successful completion of tasks at Second Harvest.
Teamwork Self-Evaluation

Name: ________________________________

Now that you are more than halfway through your experience at Second Harvest, please rate your participation in team activities. I have been observing, but I want to hear from you how you think your participation has been. If you think you have participated effectively, engaged with team members, and have communicated respectfully, give yourself a five. Work your way down, giving yourself a one only if you have caused major problems within group work or feel like you haven’t worked at all. Please be as honest as possible!

Circle one Number:

| 5 | 4 | 3 | 2 | 1 |

Reason for Number:
(Write Below)
Lesson Twenty-One: “Extra, Extra: Read all about it!”

Focus: The purpose of this lesson is to teach students how to effectively use flyers/written advertisements to create interest for our Poetry Slam event. Students will focus on selection of persuasive word choice combined with design/visually representing to create a final flyer piece. These flyers will be posted around the school, and the top voted flyer will be sent to our local newspaper to serve as the advertisement for our event. Before beginning this activity, we will briefly reflect upon our experiences at the Second Harvest Food Bank.

Objectives:
1. Students will be able to verbally articulate their opinions/experiences at Second Harvest in a full group setting.
2. Students will be able to visually represent their thoughts in a persuasive manner by effectively designing flyers for our Poetry Slam.
3. Students will be able to assess the effectiveness of visual persuasive materials and articulate the qualities of a successful visual persuasive piece.

Materials:
• Computers/Internet Access
• Printing Capabilities
• Effective Visual Persuasive Communication Handout

Strategies:
• Full class sharing
• Modeling
• Small Group Work
• Whole class discussion
• Technology Engagement
• Critical Assessment

Procedure:
1. Ask students if anyone wants to share their fieldtrip reflections.
2. Discuss these reflections, talk about experience briefly. Potentially ask: What did you gain from going to Second Harvest? How was it beneficial? What would you have changed about the experience?
3. Pass out Effective Visual Persuasive Communication Handouts and read over handout, discussing elements as questions arise.
4. Model my flyer example for students. Place it on the document camera for students to reference during their creation time.
5. Place students in pairs by interests (try to group one artist and one writer together). Give them time to work on designing their flyers.
6. Have students print their flyers and place them randomly on the chalkboard.
7. Number the flyers.
8. Have students complete a walk through of the flyers and cast their vote for the most effective flyer on a slip of paper.
9. Host a brief discussion about effectiveness of flyers...ask students to describe why they voted for the flyers that they chose. Ask them to articulate the qualities of an effective piece.
10. Count the ballots and announce the winning flyer to be published in the newspaper...submit winning flyer to newspaper

Assessment:
1. I will know that students can verbally articulate their Second Harvest experiences through their contributions to our beginning class discussion.
2. I will know that students can visually represent their thoughts in a persuasive manner through the creation of their flyers for the Poetry Slam.
3. I will know that students can assess the effectiveness of visual persuasive materials through their ability to discuss the qualities of an effective piece.
Effective Visual Persuasive Communication Handout

Basic Tips:

- Less is more! It is most effective to include minimal amounts of words and maximum amounts of “white space” to keep readers from being distracted.
- Chunk your information...Organize it in ways that make sense when a reader is simply glancing for a few seconds at your flyer.
- Use bullet points to emphasize information clearly.

Steps for Designing an Effective Flyer:

1. Find one or two eye-catching images to include on your flyer. Be sure that they are either 1. Clipart or 2. Public Domain Images. You can find public domain images here: http://www.public-domain-image.com/

2. Think of a catchy, creative Headline for Flyer...place this at the top of your flyer in bold font.

3. Include basic who, what, where, when, and why information.

4. Add brief paragraph information (if necessary). If more information should be communicated to readers besides just that covered in step 3, write it here in clear and concise paragraphs. Use effective and persuasive language.

5. Organize the placement of your information on the flyer page, being sure to place emphasis upon the most important pieces.

6. Consider alignment when placing all of your pieces together.

Handout designed from information from http://designshack.net/articles/graphics/how-to-design-an-awesome-flyer-even-if-youre-not-a-designer/
Who: Miss Saulmon’s 9th grade Honors Class

What: A Poetry Slam for Change to raise money for Second Harvest Food Bank

Where: The High School Commons

When: Saturday, May 18, 2013 from 2 p.m.-4 p.m.

Why: To help those in need in our Community

Want to help those in need in OUR local community? Come to our “Poetry Slam For Change”!

Tickets are $5 a piece. This includes poetry presentations and snacks donated by generous community organizations. All proceeds from the event will go to Second Harvest Food Bank. Come support our students and our community in this great cause!

Contact Miss Saulmon’s Class: jasaulmon2@bsu.edu or call the High School’s phone number
Lesson Twenty-Two: "Dear Mr./Mrs. ________"

Focus: The purpose of this lesson is to provide students with the skills necessary to write a professional and persuasive letter. The goals of today’s lesson are to provide students with the grammatical knowledge and information necessary to write a professional letter and to provide students with a "safe space" to practice these skills before sending their letters out to community organizations. This lesson builds upon effective communication strategies taught in the previous lesson, only instead focuses more upon written communication versus visual communication.

Objectives:
1. Students will be able to list the grammatical/usage elements of a formal/professional letter.
2. Students will be able to apply their knowledge of grammatical/usage elements to create their own formal/professional letters.
3. Students will be able to persuasively communicate their ideas through written language.

Materials:
- "What’s in a Letter?” Handout
- Paper/Pencil
- Chalkboard/Chalk
- Model letters from previous students, the Internet
- Community Organizations/Businesses Sign-up sheet

Strategies:
- Modeling
- Full class discussion
- Quick writing
- Listing characteristics
- Popcorn Reading
- Applying Mini Lesson knowledge
- Peer Editing

Procedure:
1. Update students with information about the flyer submitted to the newspaper.
2. Ask students to write for 2 minutes or so about what they know about writing formal/professional letters.
3. Have students share what they wrote...write a list on the board of characteristics they list.
4. Pass out the formal letter model handout.
5. Give students 2-3 minutes to read on their own, and then discuss grammatical elements used in the sample letter.

7. Pass around Community Organizations/Businesses sign-up sheet and have every student sign up for one business. This is the recipient of their professional letter.

8. Have students begin working on their letters. Stress that it is crucial to consult the handout and sample letter when writing.

9. Collect letters at the end of week 5 day two. Take them home to read and decide on grammatical skills/mini lessons needed.

10. On beginning of week 5 day 3, teach mini lessons necessary for students based upon the errors in their letter drafts. (Examples: Punctuation to use in formal letter writing, paragraph alignment, Letter header, etc.)

11. Emphasize persuasive language...model an example sentence of “Would you please donate to our event?” versus “Your monetary donation would drastically impact the success of our event and aid in our main goal: helping our larger community and solving the issue of hunger.”

12. Have students peer edit and revise letters, looking for grammatical errors and ways to make language more persuasive.

13. Allow students to make changes to their letters and have them bring them to me for one final skim before they place their letters in envelopes and address them to be sent out to businesses.

14. Send out letters tonight.

Assessment:

1. I will know that students can list the grammatical/usage elements of a formal/professional letter by their contributions to the full class characteristic listing discussion.

2. I will know that students can apply their grammatical knowledge of a formal/professional letter through the accurate creation of their own formal letters.

3. I will know that students can persuasively communicate their ideas through the accurate creation of their own formal letters.
Model Letter

123 Elm Ave.
Treesville, ON M1N 2P3

November 23, 2008

Mr. M. Leaf
Chief of Syrup Production
Old Sticky Pancake Company
456 Maple Lane Forest, ON 7W8 9Y0

Dear Mr. Leaf:

Let me begin by thanking you for your past contributions to our Little League baseball team. Your sponsorship aided in the purchase of ten full uniforms and several pieces of baseball equipment for last year's season.

Next month, our company is planning an employee appreciation pancake breakfast honoring retired employees for their past years of service and present employees for their loyalty and dedication in spite of the current difficult economic conditions.

We would like to place an order with your company for 25 pounds of pancake mix and five gallons of maple syrup. We hope you will be able to provide these products in the bulk quantities we require.

As you are a committed corporate sponsor and long-time associate, we hope that you will be able to join us for breakfast on December 22, 2008.

Respectfully yours,

Derek Jeter

Derek Jeter

“What’s in a Letter?” Handout

1. SENDER’S ADDRESS:
The sender's address usually is included in letterhead. If you are not using letterhead, include the sender's address at the top of the letter one line above the date. Do not write the sender's name or title, as it is included in the letter's closing. Include only the street address, city, and zip code.

2. DATE:
The date line is used to indicate the date the letter was written. However, if your letter is completed over a number of days, use the date it was finished in the date line. When writing to companies within the United States, use the American date format. (The United States-based convention for formatting a date places the month before the day. For example: June 11, 2001.) Write out the month, day and year two inches from the top of the page.

3. INSIDE ADDRESS:
The inside address is the recipient's address. It is always best to write to a specific individual at the firm to which you are writing. If you do not have the person's name, do some research by calling the company or speaking with employees from the company. Include a personal title such as Ms., Mrs., Mr., or Dr. Follow a woman's preference in being addressed as Miss, Mrs., or Ms. If you are unsure of a woman's preference in being addressed, use Ms. If there is a possibility that the person to whom you are writing is a Dr. or has some other title, use that title. Usually, people will not mind being addressed by a higher title than they actually possess. To write the address, use the U.S. Post Office Format.

4. SALUTATION:
Use the same name as the inside address, including the personal title. Use the personal title and full name followed by a colon. Leave one line blank after the salutation.

5. BODY:
For block and modified block formats, single space and left justify each paragraph within the body of the letter. Leave a blank line between each paragraph. When writing a business letter, be careful to remember that conciseness is very important. In the first paragraph, consider a friendly opening and then a statement of the main point. The next paragraph should begin justifying the importance of the main point. In the next few paragraphs, continue justification with background information and supporting details. The closing paragraph should restate the purpose of the letter and, in some cases, request some type of action.

6. CLOSING:
The closing begins at the same vertical point as your date and one line after the last body paragraph. Capitalize the first word only (for example: Thank you) and leave four lines between the closing and the sender's name for a signature. If a colon follows the
salutation, a comma should follow the closing; otherwise, there is no punctuation after the closing.

FORMATTING:

Block Format

When writing business letters, you must pay special attention to the format and font used. The most common layout of a business letter is known as block format. Using this format, the entire letter is left justified and single spaced except for a double space between paragraphs.

Font

Another important factor in the readability of a letter is the font. The generally accepted font is Times New Roman, size 12, although other fonts such as Arial may be used. When choosing a font, always consider your audience. If you are writing to a conservative company, you may want to use Times New Roman. However, if you are writing to a more liberal company, you have a little more freedom when choosing fonts.

Punctuation

Punctuation after the salutation and closing - use a colon (:) after the salutation (never a comma) and a comma (,) after the closing. In some circumstances, you may also use a less common format, known as open punctuation. For this style, punctuation is excluded after the salutation and the closing.

Handout adapted from: http://owl.english.purdue.edu/owl/resource/653/01/
Community Organizations/Businesses Sign-Up Sheet

1. YMCA
2. United Way
3. Kiwanis Club
4. Lions Club
5. Mrs. Wicks
6. Silvertowne
7. Winchester Speedway
8. McDonalds
9. Arbys
10. Burger King
11. Pizza Hut
12. Pizza King
13. Velia’s
14. China House
15. Dixie’s Dance Studio
16. Melton’s Tanning and Video
17. City of Winchester
18. Winchester Community Foundation
19. Bogie’s Ice Cream
20. House of Flavors
21. Robert G. Oliver, Attorney
22. Athena Club
23. Rotary Club
Lesson Twenty-Three: “Dear Mr./Mrs. ________ Continued”

Focus: The purpose of this lesson is to provide students with the skills necessary to write a professional and persuasive letter. The goals of today’s lesson are to provide students with the grammatical knowledge and information necessary to write a professional letter and to provide students with a “safe space” to practice these skills before sending their letters out to community organizations. This lesson builds upon effective communication strategies taught in the previous lesson, only instead focuses more upon written communication versus visual communication.

Objectives:
1. Students will be able to list the grammatical/usage elements of a formal/professional letter.
2. Students will be able to apply their knowledge of grammatical/usage elements to create their own formal/professional letters.
3. Students will be able to persuasively communicate their ideas through written language.

Materials:
• “What’s in a Letter?” Handout
• Paper/Pencil
• Chalkboard/Chalk
• Model letters from previous students, the Internet
• Community Organizations/Businesses Sign-up sheet

Strategies:
• Modeling
• Full class discussion
• Quick writing
• Listing characteristics
• Popcorn Reading
• Applying Mini Lesson knowledge
• Peer Editing

Procedure:
1. Update students with information about the flyer submitted to the newspaper.
2. Ask students to write for 2 minutes or so about what they know about writing formal/professional letters.
3. Have students share what they wrote…write a list on the board of characteristics they list.
4. Pass out the formal letter model handout.
5. Give students 2-3 minutes to read on their own, and then discuss grammatical elements used in the sample letter.
7. Pass around Community Organizations/Businesses sign-up sheet and have every student sign up for one business. This is the recipient of their professional letter.
8. Have students begin working on their letters. Stress that it is crucial to consult the handout and sample letter when writing.
9. Collect letters at the end of week 5 day two. Take them home to read and decide on grammatical skills/mini lessons needed.

10. On beginning of week 5 day 3, teach mini lessons necessary for students based upon the errors in their letter drafts. (Examples: Punctuation to use in formal letter writing, paragraph alignment, Letter header, etc.)
11. Emphasize persuasive language...model an example sentence of "Would you please donate to our event?" versus "Your monetary donation would drastically impact the success of our event and aid in our main goal: helping our larger community and solving the issue of hunger."
12. Have students peer edit and revise letters, looking for grammatical errors and ways to make language more persuasive.
13. Allow students to make changes to their letters and have them bring them to me for one final skim before they place their letters in envelopes and address them to be sent out to businesses.
14. Send out letters tonight.

Assessment:
1. I will know that students can list the grammatical/usage elements of a formal/professional letter by their contributions to the full class characteristic listing discussion.
2. I will know that students can apply their grammatical knowledge of a formal/professional letter through the accurate creation of their own formal letters.
3. I will know that students can persuasively communicate their ideas through the accurate creation of their own formal letters.
Lesson Twenty-Four: “Peer Interest”

Focus: The purpose of this lesson is to teach students how to use video technology to persuasively orally communicate their ideas. Students will use their knowledge of persuasive communication learned thus far throughout the unit to create a PSA video to be shown to the high school community to gain peer interest in attending our Poetry Slam. Students must use their knowledge gained from the advertisement activity and letter writing activity to create a persuasive and effective PSA. Students must also consider their audience, consider skills of visual representation, and consider their own skills and talents to contribute to a full class project.

Objectives:
1. Students will be able to identify key elements of a video Public Service Announcement and explain their functions/purpose.
2. Students will be able to apply their knowledge of video PSAs and their knowledge of their school community audience to create their own PSA.
3. Students will be able to employ their knowledge of persuasive communication and visual design to create an effective PSA.
4. Students will be able to represent themselves in professional and respectful ways when addressing audiences of their peers.

Materials:
- Sample video clips of PSAs (YouTube)
- Video Camera
- Paper/pencils
- Computer Access
- Project Assignment Sign-up Sheet

Strategies:
- Differentiation
- Modeling
- Listing Characteristics
- Full Group Discussion
- Small Group Work
- Collaboration
- Examining Perspective/Audience

Procedure:
1. Place students into groups of 4-5.
2. Have students watch one of these four PSA videos: PSA: Stop Bullying http://www.youtube.com/watch?v=_C7sd_UDU0, PSA: Not Acceptable R Word http://www.youtube.com/watch?v=T549VoLca_Q, PSA: Tolerance, Dear
3. While watching, have students list characteristics they notice taking place in their PSA. Provide them with an example to get them started. (i.e. I noticed that my PSA focuses on one compelling speaker)

4. Join together as a whole class and share characteristic lists, emphasizing elements that seem to appear on more than one list. As they share, write characteristics on the board.

5. Talk about PSAs as a genre, reflecting upon characteristics that appear most often. Ask: What must be included in a Public Service Announcement for it to be effective?

6. Have students volunteer for positions/roles for our PSA…talk through the responsibilities and skills necessary for each PSA and help students to resolve differences when some students want to sign up for the same role. Serve as a hands-off leader here, entering into the conversation only when necessary.

7. Begin with tasks for PSA…writers should be writing script with actor/actors assistance, camera crew should be determining setting, lights, backdrop, etc., editing team should be finding appropriate background music, effects, etc. and communications liaison team should be meeting with principal and other school members that will help show video to school.

8. Allow groups to work as long as necessary, emphasizing reports from groups about their progress every 10 minutes or so. Walk around and work with groups when they need help.

9. Emphasize persuasive language, imagery, and professionalism to all groups. Emphasize that the message should appeal to the intended audience, their peers.

10. Begin putting pieces of PSA together…do a run through and practice as a full class with everyone’s parts.

11. Record the PSA.

12. Watch as a full class, talking about the strengths and weaknesses of piece.

13. Share PSA with school, emphasizing peer attendance at our Poetry Slam.

**Assessment:**

1. I will know that students can identify key elements of a PSA through their contributions to the characteristic listing discussion.

2. I will know that students can apply their knowledge of video PSAs through their ability to create their own video PSA for their peers.

3. I will know that students can employ their knowledge of persuasive communication and visual design through their use of these skills effectively in their PSA video.

4. I will know that students can present themselves in respectful and professional ways when addressing their peers through their presentation and dispositions during the creation of and recording of their PSAs.
Project Assignment Sign-Up Sheet

Writers
1.
2.
3.
4.
5.
6.

Actors/Actresses
1.
2 (if wanted).

Camera Crew
1.
2.
3.
4.
5.

Editing Team
1.
2.
3.
4.
5.

Communications Liaisons
1.
2.
3.
4.
5.
Lesson Twenty-Five: “Peer Interest Continued”

Focus: This lesson is a continuation of Week 5 Day 4! Whatever was not completed during that class period will be completed/discussed today! The purpose of this lesson is to teach students how to use video technology to persuasively orally communicate their ideas. Students will use their knowledge of persuasive communication learned thus far throughout the unit to create a PSA video to be shown to the high school community to gain peer interest in attending our Poetry Slam. Students must use their knowledge gained from the advertisement activity and letter writing activity to create a persuasive and effective PSA. Students must also consider their audience, consider skills of visual representation, and consider their own skills and talents to contribute to a full class project.

Objectives:

5. Students will be able to identify key elements of a video Public Service Announcement and explain their functions/purpose.
6. Students will be able to apply their knowledge of video PSAs and their knowledge of their school community audience to create their own PSA.
7. Students will be able to employ their knowledge of persuasive communication and visual design to create an effective PSA.
8. Students will be able to represent themselves in professional and respectful ways when addressing audiences of their peers.

Materials:

- Sample video clips of PSAs (YouTube)
- Video Camera
- Paper/pencils
- Computer Access
- Project Assignment Sign-up Sheet

Strategies:

- Differentiation
- Modeling
- Listing Characteristics
- Full Group Discussion
- Small Group Work
- Collaboration
- Examining Perspective/Audience

Procedure:

14. Place students into groups of 4-5.
15. Have students watch one of these four PSA videos: PSA: Stop Bullying [http://www.youtube.com/watch?v=_C7sd_UDU0], PSA: Not Acceptable R

16. While watching, have students list characteristics they notice taking place in their PSA. Provide them with an example to get them started. (i.e. I noticed that my PSA focuses on one compelling speaker)

17. Join together as a whole class and share characteristic lists, emphasizing elements that seem to appear on more than one list. As they share, write characteristics on the board.

18. Talk about PSAs as a genre, reflecting upon characteristics that appear most often. Ask: What must be included in a Public Service Announcement for it to be effective?

19. Have students volunteer for positions/roles for our PSA…talk through the responsibilities and skills necessary for each PSA and help students to resolve differences when some students want to sign up for the same role. Serve as a hands-off leader here, entering into the conversation only when necessary.

20. Begin with tasks for PSA…writers should be writing script with actor/actors assistance, camera crew should be determining setting, lights, backdrop, etc., editing team should be finding appropriate background music, effects, etc. and communications liaison team should be meeting with principal and other school members that will help show video to school.

21. Allow groups to work as long as necessary, emphasizing reports from groups about their progress every 10 minutes or so. Walk around and work with groups when they need help.

22. Emphasize persuasive language, imagery, and professionalism to all groups. Emphasize that the message should appeal to the intended audience, their peers.

23. Begin putting pieces of PSA together…do a run through and practice as a full class with everyone’s parts.

24. Record the PSA.

25. Watch as a full class, talking about the strengths and weaknesses of piece.

26. Share PSA with school, emphasizing peer attendance at our Poetry Slam.

Assessment:

5. I will know that students can identify key elements of a PSA through their contributions to the characteristic listing discussion.

6. I will know that students can apply their knowledge of video PSAs through their ability to create their own video PSA for their peers.

7. I will know that students can employ their knowledge of persuasive communication and visual design through their use of these skills effectively in their PSA video.

8. I will know that students can present themselves in respectful and professional ways when addressing their peers through their presentation and dispositions during the creation of and recording of their PSAs.
Lesson Twenty-Six: "Ode Workshop"

Focus: The purpose of this lesson is to provide students with a space to write poetry for our Poetry Slam, as well as to teach students about the many different forms and varieties of poetry. The ode is a great form to start with, as it emphasizes deep feeling and descriptive language, along with great use of imagery. Students will use the skills they learn from this lesson to help them write other forms of poetry such as ballads and sonnets.

Objectives:
1. Students will be able to state the elements of an ode.
2. Students will be able to apply their knowledge of elements of an ode by creating their own example odes.
3. Students will be able to demonstrate their verbal presentation skills through the readings of their ode poetry to our full class.

Materials:
- "Ode to a Nightingale" by Keats
- Ode Elements Handout
- Paper/Pencils
- Various random objects in a bag

Strategies:
- Quick writing
- Small group sharing
- KWL Charts
- Modeling
- Whole Group Sharing
- Imitation Poetry

Procedure:
1. Write quick writing question on the board: "Do you like to write poetry? What is your comfort level with poetry...I being you feel like you have no idea where to begin and 10 being you are the next great American poet! Why?"
2. Give students 5 minutes or so to write.
3. Have students share in small groups of 2-3 and then give students the opportunity to share with full class if desired.
4. Ask students to list as much as they know about odes...write their information on the board.
5. Pass out Ode Elements Handout. Compare their lists to the information in the handout and discuss similarities and differences.
6. Bring up "Ode to a Nightingale" by Keats on the document camera. Help talk students through the rhyme scheme, meter, and language of the poem. Mark these
elements with students' help. Ask questions like: “What do you notice about the rhyme scheme of the poem?” and “What is interesting about the length of each of the stanzas?” to get students headed in the right direction.

7. Review elements of ode. making sure students can restate information.
8. Walk around with bag of random items and have each student draw one item out of the bag blindly. This will be the subject of his/her ode.
9. Give students time to work on their ode to their specific item. Help them by verbally modeling my brainstorming process for my own item, including descriptive details I might use, senses I might evoke, and ways to make a seemingly unimportant item into an item worthy of an ode.
10. Have students share their odes with the full class, emphasizing performance elements of volume, inflection, and drama.
11. Reflect as a full class upon odes that were shared, talking about word choice, rhyme scheme, etc.
12. Assign homework: write an additional ode about a topic of your choice.

Assessment:
1. I will know that students can state the elements of an ode when reviewing ode elements in procedure number 7.
2. I will know that students can apply the elements of an ode through their successful creation of their own odes with the usage of these elements.
3. I will know that students can demonstrate verbal presentation skills through their successful implementation of volume, inflection, and drama when presenting odes to the full class.
“Ode to a Nightingale”

John Keats

My heart aches, and a drowsy numbness pains
My sense, as though of hemlock I had drunk.
Or emptied some dull opiate to the drains
One minute past, and Lethe-wards had sunk:
'Tis not through envy of thy happy lot,
But being too happy in thine happiness,
That thou, light-winged Dryad of the trees,
In some melodious plot
Of beechen green and shadows numberless,
Singest of summer in full-throated ease.

O, for a draught of vintage! that hath been
Cool'd a long age in the deep-delved earth,
Tasting of Flora and the country green,
Dance, and Provençal song, and sunburnt mirth!
O for a beaker full of the warm South,
Full of the true, the blushful Hippocrene,
With beaded bubbles winking at the brim,
And purple-stained mouth;
That I might drink, and leave the world unseen,
And with thee fade away into the forest dim:
Fade far away, dissolve, and quite forget
What thou among the leaves hast never known,
The weariness, the fever, and the fret
Here, where men sit and hear each other groan;
Where palsy shakes a few, sad, last gray hairs,
Where youth grows pale, and spectre-thin, and dies;
Where but to think is to be full of sorrow
And leaden-eyed despairs,
Where Beauty cannot keep her lustrous eyes,
Or new Love pine at them beyond to-morrow.

Away! away! for I will fly to thee,
Not charioted by Bacchus and his pards,
But on the viewless wings of Poesy,
Though the dull brain perplexes and retards:
Already with thee! tender is the night,
And haply the Queen-Moon is on her throne,
Cluster'd around by all her starry Fays;
But here there is no light,
Save what from heaven is with the breezes blown
Through verdurous glooms and winding mossy ways.
I cannot see what flowers are at my feet,
Nor what soft incense hangs upon the boughs,
But, in embalmed darkness, guess each sweet
   Wherewith the seasonable month endows
The grass, the thicket, and the fruit-tree wild;
   White hawthorn, and the pastoral eglantine;
   Fast fading violets cover'd up in leaves;
   And mid-May's eldest child,
The coming musk-rose, full of dewy wine,
   The murmurous haunt of flies on summer eves.

Darkling I listen; and, for many a time
   I have been half in love with easeful Death,
Call'd him soft names in many a mused rhyme,
   To take into the air my quiet breath;
Now more than ever seems it rich to die,
To cease upon the midnight with no pain,
   While thou art pouring forth thy soul abroad
In such an ecstasy!
Still wouldst thou sing, and I have ears in vain -
   To thy high requiem become a sod.

Thou wast not born for death, immortal Bird!
   No hungry generations tread thee down;
The voice I hear this passing night was heard
   In ancient days by emperor and clown:
   Perhaps the self-same song that found a path
Through the sad heart of Ruth, when, sick for home,
   She stood in tears amid the alien corn;
   The same that oft-times hath
Charm'd magic casements, opening on the foam
   Of perilous seas, in faery lands forlorn.

Forlorn! the very word is like a bell
   To toll me back from thee to my sole self!
   Adieu! the fancy cannot cheat so well
As she is fam'd to do, deceiving elf.
   Adieu! adieu! thy plaintive anthem fades
Past the near meadows, over the still stream,
Up the hill-side; and now 'tis buried deep
   In the next valley-glades:
Was it a vision, or a waking dream?
   Fled is that music: - Do I wake or sleep?

From: http://englishhistory.net/keats/poetry/odetoanightingale.html
Ode Elements Handout

**Topic Elements**

*Describe/celebrate a topic that is not traditionally thought of as something to be celebrated (ex. a stapler, a cell phone, etc.)

*Emphasize the senses (smell, taste, touch, see, hear)

**Stanza Length**

*Each stanza should be 10 lines long

**Rhyme Scheme/Meter**

*Rhyme Scheme Pattern of ababcdecde (Lines 1 and 3 rhyme, lines 2 and 4 rhyme, lines 5 and 8 rhyme, lines 6 and 9 rhyme, lines 7 and 10 rhyme)

*Meter tends to follow iambic pentameter, with 8th line instead in iambic trimeter

-**Iambic Pentameter:**

  *if YOU | would PUT | the KEY | inSIDE | the LOCK*

  *da DUM | da DUM | da DUM | da DUM | da DUM*

-**Iambic Trimeter**

  *come WITH | me NOW | my SON*

  *da DUM | da DUM | da DUM*

Think about poems like “Ode to a Nightingale” by Keats

Information from: [http://www.volecentral.co.uk/vf/ode.htm](http://www.volecentral.co.uk/vf/ode.htm)
Lesson Twenty-Seven: “Epitaph for Hunger”

Focus: The purpose of this lesson is to create multiple Epitaphs for Hunger to be read at our Poetry Slam for Change. The goals of this lesson are to teach students the basic format for epitaphs, to explore the history of epitaphs, and to create our own epitaphs for hunger. Students will apply their knowledge of poetic language and form learned in the previous day’s lesson to write these brief, poetic reflections on life and death.

Objectives:
1. Students will be able to explain the elements of an epitaph and the use of the epitaph throughout history.
2. Students will be able to apply their knowledge of elements of an epitaph by creating several of their own example epitaphs for hunger.
3. Students will be able to demonstrate their verbal presentation skills through the readings of their epitaph poetry to our full class.

Materials:
- Gravestone cut-out sheets
- Markers/Colored Pencils/Crayons
- Various Epitaph examples throughout history

Strategies:
- Using Art to express ideas
- Think and Ink
- Imitation poetry
- Modeling
- Small group work
- Whole group discussion
- Verbal Presentation
- Exit Slips

Procedure:
1. Ask if anyone wants to share the additional ode they wrote for homework last night...give five minutes or so for students to share.
2. Ask students to brainstorm silently for a few minutes about what they know about epitaphs, and then have them share to the full class while you write down characteristics.
3. Place various epitaph examples throughout history up on the document camera. Ask students to read each and think about its meaning.
4. Talk about how the historical period or the group writing the epitaph influences its meaning/goals.
5. Explain to students that we will be writing “Epitaphs for Hunger”, pretending that hunger is “dead”. Explain that this involves knowledge of personification strategies and epitaph elements.
7. Give students time to work on their own epitaphs. If they have extra time, allow them to write an additional epitaph.
8. Have students share their epitaphs with the full class, emphasizing performance elements of volume, inflection, and drama.
9. Reflect as a full class upon epitaphs that were shared, talking about word choice, rhyme scheme, etc.
10. Assign exit slip: “How does an epitaph fit into your idea of poetry?”

Assessment:
1. I will know that students can state the elements of an epitaph through their successful participation in discussion during procedures two and three.
2. I will know that students can apply the elements of an epitaph through their successful creation of their own epitaphs with the usage of these elements.
3. I will know that students can demonstrate verbal presentation skills through their successful implementation of volume, inflection, and drama when presenting epitaphs to the full class.
Epitaphs Throughout History

Greek:

Go tell the Spartans, thou that passest by
That here, obedient to their laws, we lie.

(Simonides of Ceos)

Roman:

May the Earth lie light upon the tree

Old English:

Good friend, for Jesus's sake forbear
To dig the dust enclosed here;
Blest be the man that spares these stones,
And curst be he that moves my bones.

(Shakespeare)

Modern Day Parodies:

If you can read this, you are standing too close.
Epitaphs from: http://www.britannica.com/EBchecked/topic/190350/epitaph
Write your Epitaph in the Gravestone:
Lesson Twenty-Eight: "Ballad Workshop"

Focus: The purpose of this lesson is to introduce students to the ballad poetry form and provide them with a safe space to practice this genre for use in our Poetry Slam. The goals of this lesson are to get students comfortable with the ballad as a form, to encourage students to use the Internet to find poems they enjoy, and to provide students with necessary skills for presenting poetry in a public space. This lesson builds upon the verbal presentation skills taught throughout this week thus far. It also encourages students to think about the similarities and differences in poetic forms.

Objectives:
1. Students will be able to explain the elements of the ballad genre.
2. Students will be able to apply their knowledge of the ballad genre to create their own ballads.
3. Students will be able to employ their knowledge of the ballad genre and of basic Internet search engines to find an additional ballad that fits their interests.
4. Students will be able to demonstrate their verbal presentation skills through the readings of their ballad poetry to our full class.

Materials:
- Ballad Elements Handout
- "Rime of the Ancient Mariner" by Coleridge (Part I)
- Paper/Pencils
- Computer/Internet Access

Strategies:
- Quick writing
- Small group sharing
- KWL Charts
- Modeling
- Whole Group Sharing
- Imitation Poetry

Procedure:
1. Write quick write prompt on the board: What do you know about ballads? Can you think of any ballad songs, poetry, etc. that you know?
2. Give students 5 minutes or so to write.
3. Share in small groups and as a full class.
4. Copy down student responses on the board...make note of information that seems to fit together and information that seems to contradict each other.
5. Pass out Ballad Elements Handout...read as a group and answer questions when necessary.
6. Put “Rime of the Ancient Mariner” by Coleridge up on the document camera. Read through part one together as a class, talking about and discussing elements that align with those listed on the handout.

7. Give students time to write their own ballads about a topic of their choice. Make sure they are following the standards set on the handout.

8. Have each student share their ballad, focusing upon volume, inflection, and drama.

9. Tell students that tonight for homework they will be finding an additional ballad written by another poet. Show how a basic web search on “Google” will turn up many different results. Tell students to make sure their chosen ballad fits the elements described in class today to receive credit.

Assessment:

1. I will know that students can explain the elements of a ballad through their contributions to the discussion during procedures four and six.

2. I will know that students can apply their knowledge of ballad elements through their successful creation of an elementally appropriate ballad.

3. I will know that students can employ their knowledge of the ballad genre and basic Internet search engines through their successful locating of an additional ballad of their choice by another poet.

4. I will know that students can demonstrate verbal presentation skills through their successful implementation of volume, inflection, and drama when presenting ballads to the full class.
"Rime of the Ancient Mariner" Part I
Samuel Taylor Coleridge

It is an ancient Mariner.
And he stoppeth one of three.
'Byt thy long grey beard and glittering eye,
Now wherefore stopp'st thou me?'

The Bridegroom's doors are opened wide,
And I am next of kin;
The guests are met, the feast is set:
May'st hear the merry din.'

He holds him with his skinny hand,
'There was a ship,' quoth he.
'Hold off! unhand me, grey-beard loon!'
Eftsoons his hand dropt he.

He holds him with his glittering eye—
The Wedding-Guest stood still,
And listens like a three years' child:
The Mariner hath his will.

The Wedding-Guest sat on a stone:
He cannot choose but hear;
And thus spake on that ancient man,
The bright-eyed Mariner.

'The ship was cheered, the harbour cleared,
Merrily did we drop
Below the kirk, below the hill,
Below the lighthouse top.

The Sun came up upon the left.
Out of the sea came he!
And he shone bright, and on the right
Went down into the sea.

Higher and higher every day,
Till over the mast at noon—'
The Wedding-Guest here beat his breast.
For he heard the loud bassoon.

The bride hath paced into the hall,
Red as a rose is she;
Nodding their heads before her goes
The merry minstrelsy.
The Wedding-Guest he beat his breast.
Yet he cannot choose but hear:
And thus spake on that ancient man.
The bright-eyed Mariner.

And now the STORM-BLAST came, and he
Was tyrannous and strong:
He struck with his o'ertaking wings,
And chased us south along.

With sloping masts and dipping prow.
As who pursued with yell and blow
Still treads the shadow of his foe.
And forward bends his head,
The ship drove fast, loud roared the blast,
And southward aye we fled.

And now there came both mist and snow.
And it grew wondrous cold:
And ice, mast-high, came floating by,
As green as emerald.

And through the drifts the snowy cliffs
Did send a dismal sheen:
Nor shapes of men nor beasts we ken—
The ice was all between.

The ice was here, the ice was there,
The ice was all around:
It cracked and growled, and roared and howled,
Like noises in a swound!

At length did cross an Albatross,
Thorough the fog it came:
As if it had been a Christian soul,
We hailed it in God's name.

It ate the food it ne'er had eat,
And round and round it flew.
The ice did split with a thunder-fit;
The helmsman steered us through!

And a good south wind sprung up behind;
The Albatross did follow,
And every day, for food or play.
Came to the mariner's hollo!

In mist or cloud, on mast or shroud.
It perched for vespers nine:
While's all the night, through fog-smoke white.
Glimmered the white Moon-shine.'

'God save thee, ancient Mariner!
From the fiends, that plague thee thus!—
Why look'st thou so?'—With my cross-bow
I shot the ALBATROSS.
Ballad Elements Handout

1. **Form:** (will depend upon transcription) A regular stanza form: 2-line, 4-line, or 8-line; May include a refrain, or the refrain may be part of the stanza structure; A regular rhyme scheme: AABB or ABAB; Rhythm tends to be regular; Regular repetition of lines or parts of lines; Incremental repetition: the alteration of a line or part of a line each time it is repeated;

2. **Narrative:** Full of "unanswered questions;" Often begins *in medias res*, in the middle of plot: the motives and introductory exposition will be lacking, the time and place will be unclear; Ends abruptly, often leaving unanswered questions; Lacks descriptive detail, including character traits: generalizations and necessary details of setting and action are all that appear; Simplifies emotion, often leaving its interpretation up the reader.

3. **Used to develop narrative:** Dialogue: often in question-answer format, generally alternates between two speakers; 3rd person, limited narration (limited to the knowledge of what happens in the ballad), if there is a narrative voice (an exception being American ballads, which are often in 1st person); Lack of comment from narrator; Anticipation as events escalate rapidly to an ending.

4. **Subject matter:** Because they were a form which served the lowest as well as the highest levels of society, the "characters" in traditional ballads range from the humble to the valiant and grand; They often are concerned with the most basic needs, actions, and fears of man - death, greed, murder, courage, love, stubbornness, carelessness, loyalty and the supernatural; No attempt at a "happy ending" - in fact, endings are often sad, lonely, and unpleasant for one or all the "characters."

Information for handout from:
http://www.leasttern.com/Poetry/poems14.htm
Lesson Twenty-Nine: “Sonnet Workshop”

Focus: The purpose of this lesson is to introduce students to the poetic form of the sonnet and allow them to practice writing a sonnet for presentation at our Poetry Slam. The goals of this lesson are to get students comfortable with the sonnet as a form, to study one of the greatest sonnet writers of all time, and to provide students with necessary skills for presenting poetry in a public space. This lesson builds upon the verbal presentation skills taught throughout this week thus far. It also encourages students to think about the similarities and differences in poetic forms, while building their skills to write one of the most complex forms of poetry.

Objectives:
1. Students will be able to explain the elements of the sonnet genre.
2. Students will be able to apply their knowledge of the sonnet genre to create their own ballads.
3. Students will be able to articulate Shakespeare’s role in sonnet creation and analyze the form, meter, and rhyme scheme of one of his sonnets.
4. Students will be able to demonstrate their verbal presentation skills through the readings of their sonnet poetry to our full class.

Materials:
• Sonnet Elements Handout
• Shakespeare’s “Sonnet 18”
• Paper/Pencils
• Chalk/Chalkboard

Strategies:
• Quick writing
• Small group sharing
• KWL Charts
• Modeling
• Whole Group Sharing
• Imitation Poetry

Procedure:
1. Write quick write prompt on the board: “What do you think of when you think of sonnets? How much background knowledge do you have about this genre?”
2. Give students 5 minutes to write...share in small groups and then in large groups.
3. Write characteristics on the board, emphasizing characteristics that seem to contradict. Try to come up with a class consensus of which characteristics work.
4. Pass out Sonnet Elements Handout...discuss characteristics and answer questions as they arise.
5. Compare handout to information on KWL chart. Ask: How accurate was our class description?
6. Put Shakespeare’s “Sonnet 18” up on the document camera. Have a volunteer student walk us through the marking of this poem, noting meaning, meter, rhyme scheme, etc. Discuss how this poem follows or breaks our characteristics. Introduce Shakespeare’s role in the sonnet genre.

7. Give students time to write their own sonnets, focusing upon the characteristics listed and/or modeling after Shakespeare’s style.

8. Have students share their sonnets, emphasizing volume, inflection, and drama.

9. Discuss effectiveness of sonnets presented and also presentation style. Emphasize that students should feel comfortable reading their own poetry at this point.

10. Assign homework: Pick at least two of your favorite poems from this week that you want to share at our Poetry Slam.

Assessment:

1. I will know that students can explain the elements of a sonnet through their contributions to the discussion during procedures three and six.

2. I will know that students can apply their knowledge of sonnet elements through their successful creation of an elementally appropriate sonnet.

3. I will know that students can articulate Shakespeare’s role in sonnet creation and analyze the form, meter, and rhyme scheme of one of his sonnets through their participation and contributions to class discussion in procedure six.

4. I will know that students can demonstrate verbal presentation skills through their successful implementation of volume, inflection, and drama when presenting sonnets to the full class.
Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,

And often is his gold complexion dimm'd;

And every fair from fair sometime declines,

By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade

Nor lose possession of that fair thou owest;

Nor shall Death brag thou wander'st in his shade,

When in eternal lines to time thou growest:

So long as men can breathe or eyes can see.

So long lives this, and this gives life to thee.

http://www.shakespeare-online.com/sonnets/18.html
## Sonnet Elements Handout

### Elements:
- 14 Lines long
- Rhyme Scheme: ABAB CDCD EFEF GG.
- Rhythm: Iambic Pentameter

### Content:
- Your First Stanza should introduce the poem, explain a problem or situation, and introduce what you’ll be talking about.

- Your Second and Third Stanza should *investigate* the poem… what are the feelings involved? Exploring the story/conflict/situation introduced in the first stanza

- Your Rhyming Couplet at the end should resolve the poem, or provide a dramatic twist to the story.

Example Sonnets: Think Shakespeare!

Worksheet adapted from: spawilliams.files.wordpress.com/2010/09/sonnet-worksheet1.doc
Lesson Thirty: “Poetry Slam Practice”

Focus: The purpose of this lesson is to provide students with the opportunity to fully practice our Poetry Slam before we have our event the following day. The goals of this lesson are to reiterate the skills necessary for successful public speaking, to build confidence in students, and to provide students with practice interacting with community/audience members. We will practice in the Commons, the same place where our event will happen the next day. I will also ask a few English classes to act as our mock audience and encourage students to interact with this audience like they are the parents and community members that will be in attendance at our event. This lesson is truly the culmination of all of my students’ work with poetry and public speaking thus far.

Objectives:
1. Students will be able to effectively communicate their ideas through verbal speech.
2. Students will be able to respectfully interact with community members.
3. Students will be able to articulate our project’s purpose and goals.

Materials:
- Lectern/speaking stand
- Microphone/speakers
- Tablecloths
- Donated Snacks from Community Organizations
- Tickets/Ticket Table
- Donation Box

Strategies:
- Verbal Presentations
- Role Playing
- Expressing Empathy

Procedure:
1. Have students go to their assigned committee locations (publicity should be selling tickets, video team should be getting equipment set up, liaisons should be interacting with specific groups, etc.)
2. Help students practice mingling, interacting with adults, etc. I should be at the snack table making sure everything is in place here.
3. Begin program, having students engage with each of their parts, following the program.
4. End with speech from me, explaining student growth and our hope for our community.
5. Help students practice mingling again, thanking community members for their support, and articulating our mission.
6. End practice and have students help finish setting up Commons for tomorrow's event.

**Assessment:**

1. I will know that students can effectively communicate their ideas through their ability to interact with community members and formally present their poetry, emphasizing volume, inflection, and drama.

2. I will know that students can respectfully interact with community members through their practice interactions and mingling with "mock" community members.

3. I will know that students can articulate our project's purpose and goals through their ability to express empathy during their formal speaking parts/poetry presentations and through their informal interactions with the audience.
"Hungry For Change: A Poetry Slam" Program

- Introduction/Explanation of Goals
- Words from Second Harvest Food Bank
- Special Thanks Section
- Poetry Presentations
- Student Personal Reflections
- Miss Saulmon's Reflections
- Invitation to Reception Following
- Closing Speech
Lesson Thirty-One: “Celebration, Discussion, and Guest Speaker”

Focus: The purpose of this lesson is to allow students a space to discuss their experiences with the Poetry Slam, to celebrate successes, and to talk about ways to potentially improve the slam next year. Today’s experience also involves a guest speaker from Second Harvest who will tell students the final count of monetary donations they raised and also explain how these donations will specifically impact our local community. This lesson is the final component of a service learning project, involving both celebration and reflection.

Objectives:
1. Students will be able to express their opinions about the success of our Poetry Slam through verbal and written communication.
2. Students will be able to effectively listen to a speaker to comprehend main ideas and supporting details.
3. Students will be able to evaluate the effectiveness of our service learning project and express suggestions for improvement.

Materials:
- Celebratory Cake
- Juice
- Video of Poetry Slam
- Paper/Pencils

Strategies:
- Quick writing
- Small group discussion
- Full class discussion
- Listening Strategies
- Evaluating Success

Procedure:
1. Write quick write prompt on the board: “How do you think our Poetry Slam went overall? What parts seemed to go over well? What parts do you think needed improvement?”
2. Have students get cake and drinks to celebrate.
3. Give students 5 minutes to write, and then have them share in groups of 3, then share as a full class.
4. Write down student responses on the board in two columns: “What worked” and “What Didn’t work”.
5. Reflect upon the lists, talking about why particular aspects of the event were successful and why others were not.
6. Have students share their ideas and suggestions for future improvements of event.
7. Introduce guest speaker from Second Harvest and have the speaker present their materials, including the final amount of monetary donations we raised and where that money will go/what that money will do for our community.
8. Have students take notes during this presentation, emphasizing main points and supporting details of the speaker’s presentation.
9. Give students time to ask questions of the speaker.
10. Assign homework: Write a one page reflection of your experiences overall. How has this experience/unit changed you personally?

Assessment
1. I will know that students can express their opinions about the success of our Poetry Slam through their contributions in full class conversation and the effectiveness of their written homework responses.
2. I will know that students can effectively listen to a speaker by their ability to take notes that focus upon main ideas and supporting details of the presentation.
3. I will know that students can evaluate the effectiveness of our service learning project through their ability to express ideas and suggestions for improvement of the project for future years.
Lesson Thirty-Two: “Portfolio Work Day”

Focus: The purpose of this lesson is to introduce students to their final project for the entire unit: a portfolio of selected works. Students will compile works they have completed over the past seven weeks and write rationales for how these pieces represent their growth and their thinking. Students will then create a brief presentation to give to the class about their portfolio. This project involves reading, writing, listening, speaking, viewing, and visually representing and emphasizes all skills taught throughout this unit. It allows for student choice and differentiation, which allows students to show their skills in ways that make the most sense to them personally. It is a very appropriate assessment for our unit.

Objectives:
1. Students will be able to interpret informational texts and apply their knowledge gained from the informational text (the project handout) to complete an assignment.
2. Students will be able to discuss elements of a rubric and analyze how rubric categories are similar and different.
3. Students will be able to view a model presentation and be able to assess elements of the presentation that make it effective.
4. Students will be able to effectively manage their work time and work independently toward the creation of a portfolio.

Materials:
- Final Portfolio Assignment Sheet
- Portfolio Rubric
- Portfolio Presentation Sign up Sheet
- Sample portfolios from previous years
- Extra binders (if needed)
- 3 hole punch
- Paper/Pencils
- Computers with word processing abilities

Strategies:
- Modeling
- Quick Writing
- Check Understanding
- Individual Conferencing
- Popcorn Reading
- Whole Class discussion
Procedure:
1. Write quick write prompt on the board: "Throughout the past seven weeks, what assignment/activity/project are you most proud of that you completed? Why?"
2. Give students 5 minutes to write, then do partner sharing and full class sharing.
3. Explain to students that, instead of a final test, students will be compiling and completing individual portfolios of their best work over the unit.
4. Pass out Final Portfolio Assignment Sheet and popcorn read it, pausing for questions whenever necessary.
5. Pass out Portfolio Rubric and read through as a class, discussing and highlighting differences between categories.
6. Pass around various portfolios from previous years as samples. Talk about the merits of each and how each portfolio reflects the student’s personality and personal accomplishments.
7. Model a sample portfolio artifact presentation, covering all elements necessary.
8. Have students talk in small groups and then large groups about my presentation, evaluating its strengths and weaknesses.
9. Provide students with a large amount of time to work on portfolio/portfolio presentations.
10. While working, call up individual students and hold conferences, discussing what artifacts they chose and why. Help students who seem to be struggling and motivate students who are on their way.
11. Pass around portfolio sign-up sheet. Tell students that whatever they do not finish on the second day of class work will be homework. Emphasize that this project is the culminating portion of this entire unit and they should put a lot of time and effort into its creation.

Assessment:
1. I will know that students can interpret informational texts and apply their knowledge to create projects showing their understanding through the successful completion of their Portfolio projects/presentations, and their ability to ask effective questions about the assignment whenever necessary.
2. I will know that students can discuss elements of a rubric and analyze rubric categories through their ability to successfully engage in whole class conversation about rubric categories.
3. I will know that students can view a model presentation and discuss elements of effectiveness in the presentation through their ability to actively participate in discussing elements of my presentation as a whole class.
4. I will know that students can effectively manage their work time through their effort toward independently completing their portfolio/presentations during provided in class work time.
Final Portfolio Assignment Sheet

Throughout this unit, you have been creating and compiling many pieces of your best work. To represent your growth as a student and to serve as a final assessment piece for this unit (instead of a large test or paper!) you will be submitting a portfolio with various pieces of class work. To successfully complete this portfolio, you must include the pieces listed below plus a number of your own choice pieces, and must write a paragraph rationale for each piece included explaining: 1. The purpose of the selected piece 2. When it was created within the context of the unit (i.e. Week 1, week 5, etc.) and 3. What you learned through the creation of this piece. A model will be provided to you and in-class time will be dedicated to working on this portfolio, but it will also require out of class time from you! Below, find the list of items you must include.

- 4 Quick write prompts from various times during the unit
- Double Entry Diary
- Character Exploration Sketches from Day 2
- Reader-Response Diagram from Day 3
- Conversational Roundtable Graphic Organizer from Day 6
- 3 other choice activities from Weeks 1-3 (True Diary section)
- SRI Cutouts/Accompanying Paper
- 1 Reflective Response from either Day 16, Day 18, or Day 20
- Advertisement or Letter
- 1 Ode
- Epitaph for Hunger
- Either ballad or sonnet
- Reflection from Day 31

This project should be reflection of your growth as an English student and as an individual through the course of this unit. Have fun with it! Make it your own. It does not need to be in traditional paper format. You can scrapbook it, make it a powerpoint, website, multimedia presentation, etc. Just know that you will not only be creating this portfolio, but presenting it to the class too in a brief 5 minute presentation to the class. During this presentation you will choose one artifact and rationale to share with the class. Once again, have fun with this and make it your own!

Due: May 23rd or May 24th, 2013
Final Portfolio Evaluation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (6)</th>
<th>Good (5)</th>
<th>Needs Improvement (3)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>All necessary items are included, including all rationales. Portfolio is neatly organized in 3 ring binder or pocket folder and can be navigated with ease.</td>
<td>All necessary items are included, including all rationales. Portfolio is organized, but is not neat and it is difficult to navigate its contents.</td>
<td>One necessary item is omitted from portfolio OR portfolio is not at all organized and is difficult to navigate.</td>
<td>Two or more necessary items are omitted from portfolio.</td>
</tr>
<tr>
<td>Rationales</td>
<td>Addresses all three questions (purpose, context, what was learned) in a highly effective manner, using specific details and events as support for statements.</td>
<td>Addresses all three questions in an effective manner, but leaves out some of the specific details necessary for an excellent score.</td>
<td>Omits one of the three required questions OR does not write rationale in paragraph form.</td>
<td>Omits two or more of the required questions AND does not write rationale in paragraph form.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Clearly displays an artifact and rationale in a highly effective way for best representation of learning over the unit. Understands audience and tailors presentation with audience in mind.</td>
<td>Displays an artifact and rationale, but does not illustrate how this piece is the best representation of his/her learning over the course of the unit.</td>
<td>Omits either the artifact or rationale OR does not tailor presentation to audience.</td>
<td>Omits either the artifact or rationale AND does not tailor presentation to the audience.</td>
</tr>
<tr>
<td>Grammar/Usage</td>
<td>0-1 Substantial Grammatical Errors in Portfolio/Rationales</td>
<td>2-3 Substantial Grammatical Errors in Portfolio/Rationales</td>
<td>4-5 Substantial Grammatical Errors in Portfolio/Rationales</td>
<td>More than 5 Substantial Grammatical Errors in Portfolio/Rationales</td>
</tr>
<tr>
<td>Peer Evaluations</td>
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Peer Presentation Evaluation Sheet

Presenter’s Name: __________________________________________

My Name: __________________________________________

Artifact Presented: __________________________________________

Overall, I give this presentation a: (Circle one)

Give a presentation a 5 if you thought the student did a great job explaining his/her chosen artifact and rationale, explaining how it is the BEST REPRESENTATION of his/her learning during this unit. Make sure the speaker designed their presentation with the audience (our class!) in mind. Work down from there, only giving a presentation a 1 if you truly believe that the presenter SEVERELY lacked in many of the requirements for the presentation.

| 5 | 4 | 3 | 2 | 1 |

Reason for Number: (Write Below)
### Presentation Sign Up Sheets

**Day One (Thursday):**

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**Day Two (Friday):**

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Lesson Thirty-Three: “Portfolio Work Day Continued”

Focus: This lesson is a continuation of Week 7 Day 2! Whatever was not completed during that class period will be completed/discussed today! The purpose of this lesson is to introduce students to their final project for the entire unit: a portfolio of selected works. Students will compile works they have completed over the past seven weeks and write rationales for how these pieces represent their growth and their thinking. Students will then create a brief presentation to give to the class about their portfolio. This project involves reading, writing, listening, speaking, viewing, and visually representing and emphasizes all skills taught throughout this unit. It allows for student choice and differentiation, which allows students to show their skills in ways that make the most sense to them personally. It is a very appropriate assessment for our unit.

Objectives:
1. Students will be able to interpret informational texts and apply their knowledge gained from the informational text (the project handout) to complete an assignment.
2. Students will be able to discuss elements of a rubric and analyze how rubric categories are similar and different.
3. Students will be able to view a model presentation and be able to assess elements of the presentation that make it effective.
4. Students will be able to effectively manage their work time and work independently toward the creation of a portfolio.

Materials:
- Final Portfolio Assignment Sheet
- Portfolio Rubric
- Portfolio Presentation Sign up Sheet
- Sample portfolios from previous years
- Extra binders (if needed)
- 3 hole punch
- Paper/Pencils
- Computers with word processing abilities

Strategies:
- Modeling
- Quick Writing
- Check Understanding
- Individual Conferencing
- Popcorn Reading
- Whole Class discussion
Procedure:

1. Write quick write prompt on the board: “Throughout the past seven weeks, what assignment/activity/project are you most proud of that you completed? Why?”
2. Give students 5 minutes to write, then do partner sharing and full class sharing.
3. Explain to students that, instead of a final test, students will be compiling and completing individual portfolios of their best work over the unit.
4. Pass out Final Portfolio Assignment Sheet and popcorn read it, pausing for questions whenever necessary.
5. Pass out Portfolio Rubric and read through as a class, discussing and highlighting differences between categories.
6. Pass around various portfolios from previous years as samples. Talk about the merits of each and how each portfolio reflects the student’s personality and personal accomplishments.
7. Model a sample portfolio artifact presentation, covering all elements necessary.
8. Have students talk in small groups and then large groups about my presentation, evaluating its strengths and weaknesses.
9. Provide students with a large amount of time to work on portfolio/portfolio presentations.
10. While working, call up individual students and hold conferences, discussing what artifacts they chose and why. Help students who seem to be struggling and motivate students who are on their way.
11. Pass around portfolio sign-up sheet. Tell students that whatever they do not finish on the second day of class work will be homework. Emphasize that this project is the culminating portion of this entire unit and they should put a lot of time and effort into its creation.

Assessment:

1. I will know that students can interpret informational texts and apply their knowledge to create projects showing their understanding through the successful completion of their Portfolio projects/presentations, and their ability to ask effective questions about the assignment whenever necessary.
2. I will know that students can discuss elements of a rubric and analyze rubric categories through their ability to successfully engage in whole class conversation about rubric categories.
3. I will know that students can view a model presentation and discuss elements of effectiveness in the presentation through their ability to actively participate in discussing elements of my presentation as a whole class.
4. I will know that students can effectively manage their work time through their effort toward independently completing their portfolio/presentations during provided in class work time.
Lesson Thirty-Four: “Portfolio Presentations”

Focus: The purpose of this lesson is to provide students with a safe space to practice their speaking and visually representing skills. The portfolio compilation and presentation represent students’ best work during the past seven weeks of this unit. This project is the culminating piece of this unit and uses all six language arts upon its creation and demonstration.

Objectives:
1. Students will be able to effectively communicate their ideas through verbal speech.
2. Students will be able to effectively visually represent their growth as an individual and the span of their thinking skills through creating and presenting portfolios with included rationales.
3. Students will be able to view and listen to presentations made by other students and assess the effectiveness of each presentation.

Materials:
- Portfolio Assignment Sheet
- Portfolio Presentation Rubric
- Peer Evaluation Sheets
- Presentation Sign up Sheets

Strategies:
- Listening Strategies
- Visually Representing
- Verbal Presentations

Procedure:
1. Have students come in and quietly get into their seats. Tell students when they are not presenting that they are required to complete a peer evaluation sheet for each presenter.
2. Begin presentations, following the sign-up sheet.
3. Assess students’ presentations based upon the rubric.
4. Collect written notes from students not presenting.

Assessment:
1. I will know that students will be able to effectively communicate their ideas through verbal speech through their success in explaining their choices during their portfolio presentations.
2. I will know that students can visually represent their growth as an individual and the span of their thinking skills through the effectiveness of their portfolio presentations’ ability to express their growth.

3. I will know that students can view and listen to presentations made by other students and evaluate the effectiveness of these presentations through their ability to peer review presentations accurately and fairly.
Lesson Thirty-Five: "Portfolio Presentations"

Focus: The purpose of this lesson is to provide students with a safe space to practice their speaking and visually representing skills. The portfolio compilation and presentation represent students' best work during the past seven weeks of this unit. This project is the culminating piece of this unit and uses all six language arts upon its creation and demonstration.

Objectives:
4. Students will be able to effectively communicate their ideas through verbal speech.
5. Students will be able to effectively visually represent their growth as an individual and the span of their thinking skills through creating and presenting portfolios with included rationales.
6. Students will be able to view and listen to presentations made by other students and assess the effectiveness of each presentation.

Materials:
- Portfolio Assignment Sheet
- Portfolio Presentation Rubric
- Peer Evaluation Sheets
- Presentation Sign up Sheets

Strategies:
- Listening Strategies
- Visually Representing
- Verbal Presentations

Procedure:
5. Have students come in and quietly get into their seats. Tell students when they are not presenting that they are required to complete a peer evaluation sheet for each presenter.
6. Begin presentations, following the sign-up sheet.
7. Assess students' presentations based upon the rubric.
8. Collect written notes from students not presenting.

Assessment:
4. I will know that students will be able to effectively communicate their ideas through verbal speech through their success in explaining their choices during their portfolio presentations.
5. I will know that students can visually represent their growth as an individual and the span of their thinking skills through the effectiveness of their portfolio presentations' ability to express their growth.

6. I will know that students can view and listen to presentations made by other students and evaluate the effectiveness of these presentations through their ability to peer review presentations accurately and fairly.
Works Cited and Source Materials


List of Source Materials for Unit:
(Listed by URL for quick reference)

Daily Participation Rubric:

SRI Activity Idea:

Smoke Signals Trailer:
http://www.imdb.com/title/tt0120321/

Reader-Response Criticism Guide Information:
Information adapted from Ch. 5 of Critical Encounters in High School English by Deborah Appleman and Purdue OWL

“An Indian Father’s Plea”:

Conversational Roundtable Activity:

“Endless Search”:
http://www.uramamurthy.com/gems/gem95.html

“Community” by Starhawk:
http://www.couragerenewal.org/blog/103-parker-entries/365-where-do-you-find-community

“Hunger In Indiana”:

“Children and Hunger”:
Article From: http://www.curehunger.org/AboutHunger/ChildrenandHunger.aspx

“What is Research” Handout:
Handout from: https://rpc.elm4you.org/guide/support_materials.php

“Boolean Basics” Handout:
Handout from: https://rpc.elm4you.org/guide/support_materials.php
“Effective Visual Persuasive Communication” Handout:
Handout designed from information from http://designshack.net/articles/graphics/how-to-design-an-awesome-flyer-even-if-youre-not-a-designer/

Model Letter:

“What’s in A Letter” Handout:
Handout adapted from: http://owl.english.purdue.edu/owl/resource/653/01/

“Ode to a Nightingale”:
http://englishhistory.net/keats/poetry/odetoanightingale.html

“Ode Elements Handout”:
http://www.volecentral.co.uk/vf/ode.htm

Epitaphs Throughout History:
http://www.britannica.com/EBchecked/topic/190350/epitaph

“Rime of the Ancient Mariner”:
http://www.poetryfoundation.org/poem/173253

“Ballad Elements Handout”:
Information for handout from: http://www.leasttern.com/Poetry/poems14.htm

“Sonnet 18”:
http://www.shakespeare-online.com/sonnets/18.html