

Week One Lesson Plans for Writing 1

Unit One: Literacy Narrative

Lesson for Tuesday: 1/9/07

- Reading: In class. “The Poisoned Fish” by Ken Macrorie (<http://www.kristisiegel.com/engfish2.htm>)
- Assignments: **In class**, brainstorm for literacy narrative
- Class Activities: Getting to Know You, In-class reading, and Writing Exercise.

I Syllabus Run Through (25 min)

- A. Put up overhead.
- B. Have students ask questions.
- C. Collect questions.

II Getting to Know You (30 min)

- A. Have introductions after 10 minutes of talk.
- B. **One thing that they think is interesting.**
- C. Ask them if they have questions for you and tutor.

III 10 Minute Break

IV “Poisoned Fish” Read aloud and freewrite (20 min) <http://www.kristisiegel.com/engfish2.htm>

V Discussion (10 min)

- A. Questions:
 - a. When is it appropriate to use English, in your experience?
 - b. Do you like using it?
 - c. Why do you think that teachers get it when they don’t want it?
 - d. How can we stop using it?
 - e. **Key question:** Would it be appropriate to use English in a personal essay.

VI In-class Freewrite (20 min)

- A. Put up prompt, and ask students to write along with you.
- B. See if we can get a sharing of one or two at the end.

VII Go over what to do for Wednesday and where to get the readings online.

VIII Deal with Crashers.

Thursday: 1/11/07

- Reading: “Theme for English B” by Langston Hughes (located online at <http://www.poets.org/viewmedia.php/prmMID/15614>) and “Homemade Education” by Malcolm X (located online at <http://www.gwctc.commnet.edu/engesl/malcolmx.htm>).
- Assignments: **Start work on literacy narrative.** First draft due on 1/15/06.
- Class activities: Discussion (F2F and online) of Hughes and Malcolm X. In class response to readings. Check in on literacy narrative ideas.

Thursday: 1/11/07

- Reading: “Theme for English B” by Langston Hughes (located online at <http://www.poets.org/viewmedia.php/prmMID/15614>) and “Homemade Education” by Malcolm X (located online at <http://www.gwctc.commnet.edu/engesl/malcolmX.htm>).
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I Ask students to Define what “being literate” means to them (10 min)

II Group Work (10 min)

- A. In your groups, take ten minutes and come up with a definition of “literacy” that you like, and then come up with at least **two** ways that your definition applies to either Malcolm X or Langston Hughes’ pieces. Be prepared to share ideas with the whole group.

III Sharing (15 min)

A. Have each group share work.

B. **Questions:**

- a. In what ways is X’s experience of becoming literate the same or different than yours? Would you rather have leave to teach yourself what you’re interested in or go to school?
- b. What do you make of Hughes’ response to the teacher? What do you see as his point?
- c. How does knowing about Hughes and X’s history help you understand their points about literacy, and, more generally, about life?
- d. **Key Question:** What about the way that these writers told you your story got to you? How did Hughes’ images help you “see” what he meant? What about X’s writing made you engaged, mad, or something else?

IV Responding to Quote (15 min)

A. Tell them to put this “in their journal.”

B. Put up the quote, and well dig in for a few minutes after about five mintues of writing.

10 minute break

V Scavenger Hunt (20 min)

- A. Do it.
- B. Ask them about who got what.
- C. Explain the questions.

VI Questions about class and Paper (10-15 min)

- A. See what questions students have—ask them to write down questions on scratch paper.
- B. Take questions and guide students through, then move to next activity when students look to be dragging.

VII Dialogue Work (20 minutes)

- A. Share dialogue, via student helper.
- B. Ask students to imagine a dialogue in their story and write it.

- C. Share the results.
- VIII Pre-reading Work for “No Name Woman” (5 minutes)
- A. **Key Question:** Why does Maxine Hong Kingston start with a monologue from her Mother.
- B. **Vocabulary:** Hand out sheet and go over it.
- Delineated:** Outlined or defined.
 - Atavism:** recurrence of or reversion to a past style, manner, outlook, or approach
<architectural *atavism*>
2 : one that manifests atavism : **THROWBACK**
 - Equilibrium:** As Kingston uses it, balance.
 - Agoraphobia:** Fear of leaving your house/home.
 - Origami:** A primarily Japanese artform of folding paper into shapes.
- C. **Instructions:** When you read this, read with a pen. Write down reactions to it and questions. **DO NOT USE A HIGHLIGHTER. MAKE SURE TO BRING ANNOTATED PIECE TO CLASS.**

Last Day to Drop Writing 1 is this Friday (1/13/06) on Gold

Week Two

Unit One: Literacy Narrative

Tuesday: 1/16/07

- Reading: None.
- Assignments: **First draft of literacy narrative due.**
- Class activities: Peer Review. “What’s in a Name?” writing exercise. Pre-reading work on Maxine Hong Kingston.

Thursday: 1/18/06

- Reading: “No Name Woman” by Maxine Hong Kingston. The text is located at <http://www.cis.vt.edu/modernworld/d/kingston.html>.
- Assignments: **Start final draft of literacy narrative—due 1-26-08.**
- Class Activities: Discussion of Kingston. Work with annotation. Sample paper work—in class.