UT APSI: Pre-AP High School English for Experienced Pre-AP Teachers

Lesson Presentations

Shelly J.

Melanie Mayer has two books, *What I Learned While I Was Teaching* and *Two Roads Diverged, and I Took Both*. She suggests providing simple stems for responses to what you’ve just read. Helps students separate paraphrase/summarize from actual literary analysis. Three main stems to post on the wall in order to show them the difference. Reflection, summarization, and basic analysis are included. Give them a bunch of shuffled notecards with examples of each, and in groups they should separate them into the three different piles, in order to practice identifying. (Materials sent to Jerry)

Lori

Post-reading activity (“Scarlet Ibis”). Symbolism in multiple different aspects. A lot of work up-front. Make lists of symbols from different categories from the reading piece. Also includes thematic topics. Give students one category at a time, and without thinking too hard about it, they choose an option from each category, filling up their page. They can either write the word for it, or draw a picture of it. They then write about each object/character and reflect on how they connect or affect one another. (Materials sent to Jerry)

Marlo Rockhold

Identifying patterns in writing, archetypes. Personality test, good for vocabulary. Tells them about themselves, but also explains and defines each archetype. Makes it personal, so then they start looking for the archetypes in the literature that they read during the school year. (Marlo will send the document to Jerry)

Jeff

*Antigone*. Read different versions and compare the two. Write the final scene, after all is said and done. Focus on textual evidence. “Rule of 7” with embedding quotes. Look for the “meat and potatoes” from that section of text. The kids must write the model scene following the same structure, diction, and vocabulary as they see in the original work.  
Holden Caulfield example. Cite and explain emphasized.

Shelly H.

“The Tell Tale Heart”. Write from the narrator’s point of view from the jail cell after being arrested.

Victoria Adebo

Amy Tan stories about immigration. “The ABC’s of Culture” project. PowerPoint: research their own background/culture/ethnicity. Example: “N” for Naming Ceremony; “P” for porridge she ate growing up. Students must choose something significant for A-Z in their project. Students must interview a family member about their family culture/history. Analyzed poems about culture and identity.

Melissa Schindler

“Lame Word Graveyard” tombstone template.  
“$5 Word of the Day” - used words that they may not understand, but expose them as much as possible.  
“Pet Conversations” - Work on narrative dialogue technique by filling in the missing punctuation of the dialogue. Answer questions about how dialogue is a function of characterizations. Showing aspects vs. telling things.

Trish Ansley

Choose among excerpts and use it as a model for their own creative writing assignment. Using poems is a great way to do this. “The Empty Suit” by Robert Phillips is great for Figure 19 from the TEKS because he is using inferences. Can pair it with clips from “Sherlock” (Benedict Cumberbatch). It can also be used to point out and also use different poetic devices. Use containers of items to let kids make inferences based on the object. Can also do this with trash from home, etc.

Eryn McGuinness

*1984* (may work with any dystopian novel, however). “Designing Your Utopia” project. Read excerpts from *Utopia* first, so kids have some context. Kids enjoy playing with the politics, and often can make connections with current events and issues. Creation of a website (use wix because it’s free and customizable); also writing an essay to accompany it.

Matthew

“Self-Reliance” paired with *The Twilight Zone* (“Number 17 Looks Just Like You”).   
Poetry Project. Poetic devices. Find 11 poems, one each for the 11 devices listed. Put them together in a book, highlight the section that demonstrates the device. Explain the author’s purpose in detail. Help kids to identify and explain occasion. Have kids make connections and explain how the use of the poetic device connects to the author’s purpose, in specific terms. Use a poem from *The Fast and the Furious 5*. “A Poet is Not a Jukebox” by Dudley Randall.

Stephanie

*Farenheit 451* Body Biography

Found Poems - Key phrases/words that the class discussion hung on the most. Have the kids use those words in their own poems.

Facebook template about the kids themselves at the beginning of the year for the teacher to get to know them.

Serena

Literature Groups. Use posters and post-it notes for the kids to use in discussion. Each kid in the group uses their own color of post-it note. Each group has a different element (theme, tone, characterization, etc.). Must provide text evidence on their post-its. After discussions, perhaps have kids switch posters and discuss what the previous group wrote on their poster. “Amusements” by Sherman Alexie.

Blakely Smith

Dinner Party Project (last project of the year). Pick a character from something the class has read during the year. Justify why they chose/identify with that character. Create a place setting that symbolizes that character (explained in their essay). Choose a food the character would bring to the dinner party. Ontological questions they have to answer from the point of view of that character. On the day of the dinner party, kids sit in their groups, and must come in character. Have conversations as their characters, with prepared conversation notecards. Can also be scaffolded for on-level.

Alison

Put kids in groups. Assign them each a few pages from *Farenheit 451*, and had to convert the text into a script with stage directions, draw out the stage. Works well as a transition from fiction to drama, but also forces them to complete a deeper analysis of the novel before moving on from it.

Cortney Kingery-Ragan

“The Most Dangerous Game” Body Biography and Keyhole Activity

“The Eyes Are Not Here” short story with questions (need to be adapted for Pre-AP). Great for discussing foreshadowing and point-of-view. Story has a twist ending for the kids.