APSI – ASU Jonesboro, 2014

Teacher Lesson Ideas

“American Dream” Interview Assignment: Interview four people from different age groups to discover what each person’s American Dream is. Write a paper about results.

Comparative Literary Analysis to generate interest and build cultural background information: two different tragic heroes (characterization, tone, external/societal differences) – suggested use with Macbeth and Native Son. Present papers. Possible help: Campbell’s 12 Steps to a Hero’s Journey AND The Incredibles

Project per novel – Find something that represents that character and present at the end, usually incorporating an interview.

Medicine Bag – collect things throughout the novel that represent something from the story/character in story and explain the connection at the end for each item.

Sentence Opening Sheet – four columns:

1. number every sentence in the draft you’ve written (or what you’ve read)
2. first word of each sentence
3. number of words in each sentence
4. “special” – analysis (syntax, literary devices within sentence, etc.)

Devices – Students choose five literary devices and create a PowerPoint presentation – 10 slides, 2 examples per device, allowed to present non-examples. Suggested to use songs as examples (generate student interest). Can present PowerPoint without standing up and speaking (accommodation).

Style – Selection from House on Mango Street to discuss the different people presented in the piece. Discussion about why author used particular devices to describe characters (hair in particular). Students must write their own vignette mimicking the author’s style and their own connection with family members (two paragraphs). Shows purpose for particular devices used.

Chalk Talk (could be used as pre-test or formative assessment) – Select general topic to place in the center of the whiteboard - students must be silent for 7 minutes and use the time to write thoughts or questions on the board. Afterward, have discussion about comments.

Small Group Dialectical Journal Entries – Then returning to large circle for whole group discussion.

Test Day Activities: Students have a reception hall to use for testing, gather there beforehand and have breakfast and encouraging talk before the exam. Also, post bulletin board of encouragement that students can see prior to testing. Send hand-written “thank you” notes for students who score 3-5.

Mind Maps: Students create a visual aid for character, novel, topic, etc. 10-15 images on a paper (no words, use colors, cover the entire page) that they feel represent that topic or devices used in that piece. They have to explain each picture on the back and present a few of the ideas behind the images to the class.

Book – Bridges Out of Poverty: staff read this book for better perspective. Students used with Jane Eyre to have better perspective of her struggle and how far she has come. Accompanied with workbook and tests to see if you know how to survive poverty or how to deal with wealth.

Bookmark Project – Choose favorite Mark Twain quote (no duplicates allowed), graphic, and student’s name. Laminate and give students bookmark to use during novel study.

Moment of Solitude – after reading and studying this, students write their own. Then, students debate their issues and teacher chooses best ones to present at a city council meeting.

Research Paper – providing scholarly articles as reference to better acquaint students with the voice and format of that type of writing.

Student Led Discussions – after a short piece of fiction, generate discussion questions on their own (after explaining what makes a good discussion question), vote on a discussion leader AND vote on a skeptic (who is to ask for more explanation when points are made).

“Wanted” Poster – used with excerpt from Beowulf: Picture and description underneath. This leads in to a character analysis

Levels of Questions – Write three questions for each level for completion grade, teacher collects level two and level three questions and hand back to students (having added enough in from teacher so there will be enough). Students have discussion over the questions, responding to questions and commenting on other remarks. Student-led, talk a minimum of 30 seconds, not over 3 minutes. No repetition of something that has been said.

Silent Wednesday – students had discussion questions and led their own discussion while teacher was silent.

Independent Reading – Annotated reading log: how many pages they’ve read at each time, brief plot summary, character traits with textual citation, unfamiliar vocabulary, literary devices with explanation/text where it’s used, notes/commentary. Turn in when book is finished.

Self-Portrait Anthology – Poetic language in poetry and prose. Three section project:

1. Self-portrait (photograph that has been enhanced with Photoshop, drawing, not just normal picture), Preface – characterization piece (what makes them who they are), 5 published poems about who they are in the writing of someone else, Annotated Bibliography about how those poems relate to them
2. Poems from class that they have gone over, annotated, modeled, etc.
3. Creative Writing – compose four different types of poems

Figurative language in everyday life – Find (four columns): Lyrics, title/artist, literary devices used, written analysis about purpose of literary devices. Then, create posters OR PowerPoint presentation OR essay

Point of View and Purpose: “The House” – short piece about two boys sneaking into a house, have students just read it at first. Then, have students read again as a home buyer and annotate importance. THEN, have students read and annotate as a thief. Discussion about point of view and purpose.

Mixed Tape/CD – Songs that relate to each character, why they chose that particular song

Questioning Activity – Manifest Destiny on screen and have students ask questions about picture. Start out slow, but questions become more in depth and result in analysis.

Character Analysis on Chrome – create shapes on Tagzedo.com about themselves

Sporkle – word clouds, try and guest literary piece

11th grade pairing with 3rd grade class – poetry analysis

Character Analysis based on Biblical allusions of ladies in Jane Eyre. Eye for an Eye vs. Turn the Other Cheek. Collect allusions as you go and eventually create an essay. Students choose which they agree with more and have to write the essay on the opposite.

Debate: Lit vs. Lang with strict rules covering allusions, plot, characterization, point of view, etc.

Not Restating the Prompt: Type introduction paragraph (no names), posted around classroom with a comment sheet next to it. Carousel walk with students required to make at least three comments (constructive commentary or positive commentary).

Book: Literature Circles – Different groups assigned different novels and assigned specific jobs individually. They would read independently throughout the week and report back to their group with their job having been completed (hopefully) to share/discuss with the rest of the group reading their novel.

Project – students chose Greek god and conducted research (Roman counterpart, symbols, colors, etc.). Presented in poster form – laminated and posted in hall. Students had come up with the design for the project.

Tone – “Tone Dictionary” in their notebooks. Define 24 tone words, then break students into group and assign 6 words per group. Each group is given the same sentence and convey the different tones with body language, voice, etc.

Tone – Illustrated Tone Book