

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>1. Students will be able to interpret multiple texts from the literary perspectives of reader response, postcolonialism, and gender by writing responses to the texts using these perspectives.</p>	<p><u>Pre-Assessment:</u></p> <ul style="list-style-type: none"> • Writing prompts on current knowledge of literary perspectives. <p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> • Class discussions • Written response paragraphs <p><u>Post-Assessment:</u></p> <ul style="list-style-type: none"> • Essay test 	<p>These writing prompts are beneficial in providing current student knowledge about the literary perspectives of reader response, postcolonialism, and gender.</p> <p>Throughout the discussions on the literary perspectives, students will participate in class discussions which will demonstrate their building knowledge on the literary perspectives.</p> <p>In addition, the written response paragraphs will provide students with practice in writing from the perspectives of different literary theories.</p> <p>The essay test will demonstrate the students' accumulated knowledge of the literary perspectives and their ability to analyze pieces of literature from different literary perspectives.</p>	<p>Some students with linguistic difficulties may participate in class discussions through written responses.</p> <p>Written and oral directions as needed.</p> <p>Extended writing time for Jeff and Mina.</p>
<p>2. Students will be able to facilitate writing workshops.</p>	<p><u>Pre-Assessment:</u></p> <ul style="list-style-type: none"> • Writing prompt on what is expected in a writing workshop <p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> • Critiquing guides 	<p>The writing prompt will elicit current student knowledge about expectations in a writing workshop. Students should have a starting point of what they think happens in a writing workshop.</p> <p>Throughout the workshop, students will complete critiquing guides containing information about their</p>	<p>One-on-one consultations with teacher as needed.</p>

	<p><u>Post-Assessment:</u></p> <ul style="list-style-type: none"> • Portfolio 	<p>peers' pieces of writing. These guides will help students in evaluating and critiquing their peers' writing. They will also show students' achievement of the expectations of a writing workshop.</p> <p>The portfolio will provide students' collected work throughout the workshop, including pre-assessments, workshop worksheets, and final pieces of writing.</p>	<p>Choices for portfolio presentation, e.g. PowerPoint, binder, etc.</p>
<p>3. Students will be able to construct a purposeful two-page letter to a real person over the course of one school week.</p>	<p><u>Pre-Assessment:</u></p> <ul style="list-style-type: none"> • Write a one-page length letter to a friend about what is on your mind <p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> • Class discussions • Quiz on elements of a letter <p><u>Post-Assessment:</u></p> <ul style="list-style-type: none"> • Final two-page letter 	<p>By writing a short letter, students will demonstrate their current skills in letter-writing.</p> <p>During class discussions, students will help create a list of the elements of a basic letter.</p> <p>Also, the quiz will demonstrate that students can identify the elements of a basic letter.</p> <p>Throughout the writing workshop, students will construct two-page purposeful letters that will show students' knowledge of the elements of a letter, their use of Standard English, and the development of writing voice.</p>	<p>Stephania will need the quiz read to her orally.</p> <p>Different assessment rubrics for ELL students.</p>

The focus of this unit plan is on perspectives in literature and the world. The first part will be about literary perspectives, or theories, that students will use to interpret and analyze different pieces of literature. The second part will focus on workshops. During the workshops, students will learn how to critique their peers' written work and how to facilitate their own workshops. The last part is about letter-writing, which includes the elements of a letter, the use of Standard English, and the development of writing voice. The following is how each part of the unit plan will be assessed.

For Objective 1, students will be able to interpret multiple texts from the literary perspectives of reader response, postcolonialism, and gender by writing responses to the texts using these perspectives. For the pre-assessment, I will give the students a writing prompt before discussing each literary perspective. The written responses to these prompts will serve as the students' current knowledge about the literary perspectives. I will score these with check minuses, checks, and check pluses. For the formative assessment, I will assess students' responses during class discussions, which will demonstrate the students' building knowledge of literary perspectives. Also, after each discussion on each literary perspective, I will have the students write a response paragraph on analyzing a piece of writing using the literary perspectives. I will score these assessments with number grades, as these responses will serve as a few of many grades. For the post-assessment, I will administer an essay test, which will contain three pieces of writing, from which students will choose one and analyze in a three- to five-paragraph essay using one of the three literary perspectives. I will give number points (out of 25) for four criteria (clarity, adherence to a thesis, use of theory, and grammar) for the essay.

For Objective 2, students will be able to be self-sufficient and productive during writing workshops. For the pre-assessment, I will have students respond in writing to a prompt about

what is expected in a writing workshop. I need to know the students' current level of knowledge of writing workshops in order to address concerns and to teach what happens in writing workshops. I will give check minuses, checks, and check pluses accordingly for these written responses to the prompt. For the formative assessment, students will complete critiquing guides containing questions that address particular parts of their peers' writing. These guides will aid students through evaluating and critiquing their peers' writing. I will provide available points for each question and give number grades for the worksheets as they are completed. As a post-assessment, students will assemble a portfolio (either in binder form or in a PowerPoint presentation) of all the work they have completed during their writing workshop, including pre-assessments, their workshop critiquing guides, and final pieces of writing (letters). I will provide a rubric that will assess each part of the portfolio and give final number grades according to that rubric.

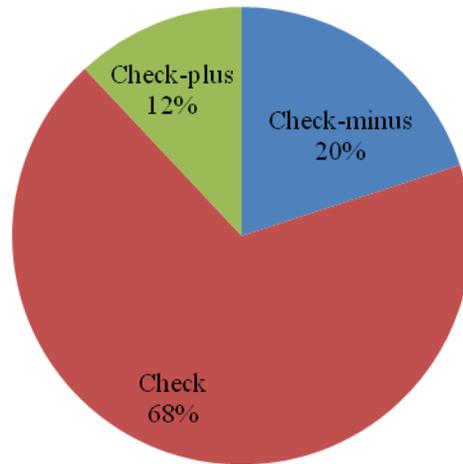
For Objective 3, students will be able to construct a two-page letter that adheres to the rules of Standard English and letter-writing to a real person over the course of one school week. The pre-assessment will consist of a practice letter, one page in length, to a friend about what is on the students' minds at the time of writing. This will allow the students to clear their minds and also demonstrate their current skills in letter-writing. I will grade these practice letters with check minuses, checks, and check pluses. For the formative assessment, I will give number grades for students' responses during class discussions about letter-writing. In addition, I will give a quiz that will receive a number grade based on an answer key and that will assess students' ability to identify the elements of a basic letter. For the post-assessment, I will use rubrics to assess the final drafts of students' two-page letters to people to assess their knowledge of the elements of a letter, use of Standard English, and writing voice.

May 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Objective 1 Intro. to Lit. Theory Pre-assessment: current knowledge of lit. theory Unpack lit. theory	4 Objective 1 Intro. to Lit. Theory Read fairy tales Discuss narration and perspective Formative assessment: rewrite a fairy tale	5 Objective 1 Intro. to Lit. Theory Students share revised fairy tales Discuss perspective in <i>The True Story of the Three Little Pigs</i>	6 Objective 1 Reader Response Pre-assessment: current knowledge of reader response Discussion of reader response	7 Objective 1 Reader Response Read Blake’s “The Sick Rose” Discuss interpretations Formative assessment: written responses of analysis	8
9	10 Objective 1 Postcolonialism Pre-assessment: current knowledge of postcolonialism Discuss postcolonialism	11 Objective 1 Postcolonialism Read excerpt from <i>Annie John</i> Analyze using postcolonialist perspective Formative assessment: paragraph of analysis	12 Objective 1 Gender Pre-assessment: current knowledge of feminism and masculinity Unpack feminism and masculinity	13 Objective 1 Gender Look at and discuss magazine images Watch clips from <i>The Bridges of Madison County</i> Discuss portrayal of gender Formative assessment: responses to pictures and clips	14 Objective 1 Essay test on reader response, postcolonialism, and gender	15
16	17 Objective 3 Letters Pre-assessment: one- page letter to a friend Discuss different letters Form a list of letter elements and format	18 Objective 3 Letters Quiz on letter formatting Students and teacher write a practice letter	19 Objective 2 Workshop Pre-assessment: what is a writing workshop? Discuss critiquing guides and use to critique practice letter Homework: write two-page letter to a real person	20 Objective 2 Workshop Students workshop letters using critiquing guides Formative assessment: critiquing guides	21 Objective 2 Workshop Students workshop letters Finish final drafts Formative assessment: final letters Post-assessment: portfolio	22

23	24	25	26	27	28	29
30	31					

Pre-Assessment Results for Objective 1



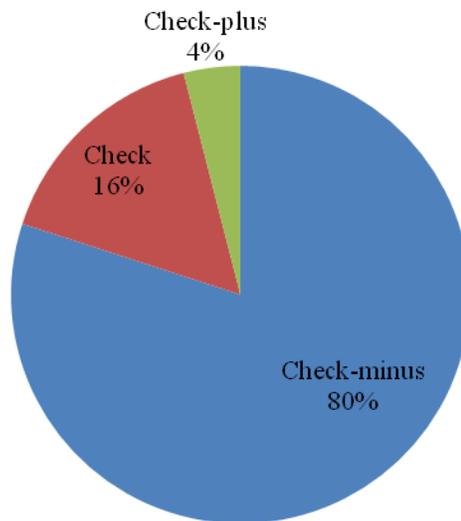
Percentages are out of 25 students

Objective 1: Students will be able to interpret multiple texts from the literary perspectives of reader response, postcolonialism, and gender by writing responses to the texts using these perspectives.

Pre-Assessment: Students will write in response to prompts about reader response, postcolonialist, and gender theories. The writing prompts will provide the students' current knowledge of each literary theory.

Analysis: According to the results, out of 25 students, 20 of them (80%) received check and check-pluses. This means that the students had basic knowledge of each literary theory. In addition, the students may have had some lessons about the literary theories, or they have learned about it on their own. However, I would still discuss the history and meaning of each literary theory, as they will need this knowledge in order to analyze pieces of writing using these literary perspectives. Five of the students (20%) received check-minuses for their responses. This does not mean that these students have performed poorly; it means that I need to immerse them in the history, use of, and meaning of the literary theories that they would need to know so that they can analyze and discuss pieces of literature using literary theory.

Pre-Assessment Results for Objective 2



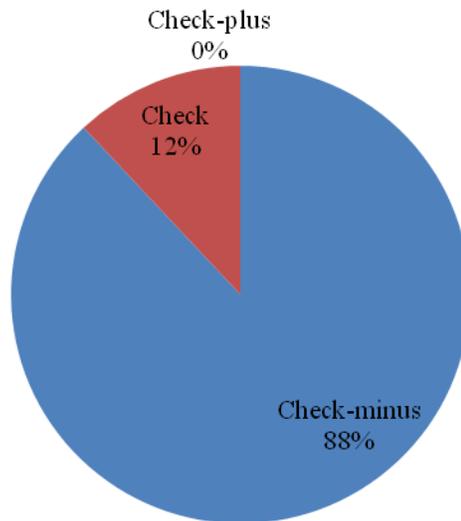
Percentages are out of 25 students

Objective 2: Students will be able to facilitate writing workshops.

Pre-Assessment: Before I implement the writing workshop for the students when they write letters, I will have them do some free-writing about their current knowledge of expectations in a writing workshop.

Analysis: According to the results, 20 students (80%) received check-minuses. This does not mean that they did not answer the prompt; they all wrote their thoughts on the subject. The results mean that they do not know what a writing workshop is or what they are supposed to do during a workshop. Four students (16%) had some basic knowledge of what happens in a writing workshop. I think that maybe these students have had experience with writing workshops in other classes, or they learned about workshops on their own. Since one student (4%) understood the dynamics of a workshop, I will discuss at length the expectations of a writing workshop. I will write on the board the students' ideas of a writing workshop, and during our discussion, I will fill in information that they will need in order to facilitate their own workshop. The goal is for them to run their own workshop without me leading them; however, I will still monitor their progress by walking around the room and asking questions.

Pre-Assessment Results for Objective 3



Percentages are out of 25 students

Objective 3: Students will be able to construct a purposeful two-page letter to a real person over the course of one school week.

Pre-Assessment: I will have the students write a one-page letter to a friend describing what is on their minds. They will demonstrate to me their current knowledge about writing a letter and it will also clear their minds before class begins.

Analysis: I was a little bit surprised that none of the students received a check-plus. This shows me that the students do not have the required knowledge to write a letter because their skills are not on par, or they did not receive training prior to this class. Twenty-two students (88%) received check-minuses; these results show me that they have not written letters before. Three students (12%) received checks, which means that they have written letters in previous classes or in their own lives. During the class, I will have the students help me to generate a list of what should be in a letter (date, greeting, body, audience, purpose, closing, etc.). We will write a practice letter together on an overhead projector that we will then critique during the writing workshop. The students will be able to hear the discussions about letters and see a visual of what a written letter with all of its elements should look like.

During the unit, students will be able to interpret multiple texts from the literary perspectives of reader response, postcolonialism, and gender by writing responses to the texts using these perspectives. Students will be able to do so by way of pre-assessments of writing prompts that will demonstrate their current knowledge of each literary perspective. During class discussions, we will unpack each literary theory and talk about their histories and uses in analyzing literature. We will look at several pieces of literature from each literary perspective. To assess what the students have learned about literary theory, I will administer an essay test on which the students will choose one piece of literature and write a three- to five-paragraph essay of analysis using the specified literary theory.

Students will be able to facilitate writing workshops after a pre-assessment writing prompt that will show the students' current knowledge of the expectations of a workshop. I will lead a discussion on writing workshops, and then I will tell the students that I will expect the students to participate, which includes giving constructive criticism (I will explain what this means) and writing comments on the critiquing guides (I will instruct the students in how to fill these out). The guides will help the students when they are reading and critiquing their classmates' work in small groups of four or five, which will then allow them to facilitate their own workshops while I monitor their progress by visiting each group and asking for feedback on their progress.

Finally, students will be able to construct a purposeful two-page letter in Standard English to a real person over the course of one school week. I will first give a pre-assessment that involves the students writing a one-page letter to a friend about what is on their minds, which will show me the students' current skills in letter-writing. I will then have a discussion on what elements go into a letter, such as the date, addresses, greetings, audience, purpose, and so on. I will have the students help me generate a list of these elements on the board. Then, the students and I will draft a practice letter on an overhead projector. The discussions and the practice letter on the overhead projector will allow them to hear and see what letter-writing entails. Then, I will have students draft their two-page letters during the writing workshop, using the critiquing guides, the elements of letters, and written Standard English.

To create a positive classroom environment, I have four simple guidelines that I call the Four BPs, which I will introduce on the first day of class. First, the students should Be Positive. They should come to class with a good attitude and show respect to their classmates, teacher, and anyone who visits the classroom. They should be objective during discussions and welcome new ideas. Second, the students should Be Polite. They may speak after they raise their hands and I call on them; all students will listen to when their classmates are speaking, and when they are done, they may have a turn. I will not speak over the students, and they will not speak over me. Also, the students should cooperate with each other during group work and class discussions. I would like it if the students can be polite to one another, even if they are not friends. Third, the students should Be Productive. During class discussions, group work, or independent work, students should participate and generate the assigned work. Fourth, students should Be Prompt, which means they should hand in assignments and come to class on time (unless sickness or something else excusable prevents them from doing so). To model these behaviors, I will also adhere to the guidelines.

During the unit, I will use a television (or computer and projector) when I show clips from *The Bridges of Madison County*. This will allow the students to see how gender is portrayed beyond the pages of literature. Also, I will use the overhead projector when drafting a practice letter with the students, which will allow the students to see the formatting of a letter.

Prerequisite knowledge:

Students must have comprehensive reading and writing skills.

Objective:

Students will be able to write a paragraph in which they will rewrite a fairy tale from the perspective of a different character or an outsider observing what is happening.

GSEs:

R-12-5: Analyze and interpret literary elements within or across texts, citing evidence where appropriate by...

R-12-5.4: Explaining how the narrator's point of view, or author's style, or tone is evident and affects the reader's interpretation or is supported throughout the text(s).

W-12-4: In written narratives, students organize and relate a story line/plot/series of events by...

W-12-4.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view.

NCTE Standards:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Significance:

I think it is important for students to study perspectives because it gives them a chance to view and discuss literature from different angles. Studying perspectives will also allow students to realize that not only do their experiences inform their reading and writing but also societal and global influences.

Methodology and Learning Activities:

I will use a cooperative learning approach.

1. I will begin the class by reading two rewrites of "Little Red Riding Hood." After each one, I will ask the students what is so different about them as compared with the original fairy tale. I will shape the discussion around narration and perspective.
2. Then, I will break the students into pairs. I will have each pair decide on a fairy tale to discuss between them and write their own versions of the fairy tale from a different perspective. I will ask them to produce one paragraph. I will also participate in writing and also walk around the classroom to monitor their progress.
3. I will then ask for volunteers to read their paragraphs aloud. Also, while they are reading aloud, I will have the students write down what they find significant about the rewritten fairy tales.

4. I will ask a series of questions about the different perspectives. How did writing from a different perspective, or in other words, changing the narration, alter the meaning of the fairy tales? How did reading and hearing the altered fairy tales affect the meaning of the original ones? What did you like about altering the fairy tales?

5. Deborah Appleman writes in *Critical Encounters in High School English* about an English teacher who reads the children's book, *The True Story of the Three Little Pigs by A. Wolf*, to his students (20). Following this teacher's example, I will also read this book to the students.

6. I will then ask what the students noticed happening to the story of the three pigs. How did the wolf's narration/perspective transform the original story? Does the story of the three pigs feel more complete having heard the wolf's side of the story?

Assessment:

I will use the student pairs' rewritten fairy tales to assess their use of perspective.

Prerequisite knowledge:

Students must already have knowledge of feminism and masculinity. They must also have proficiency in essay writing.

Objective:

Students will be able to write a statement about the construction of gender as viewed in the film, *The Bridges of Madison County*. In addition, students will be able to write an analytical essay about gender as it is portrayed in other pieces of non-print media.

GSEs:

R-12-8: Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by...

R-12-8.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant.

W-12-14: In reflective writing, students explore and share thoughts, observations, and impressions by...

W-12-14.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus.

NCTE Standards:

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Significance:

While many gender studies in texts emphasize feminism, it is important to also study masculinity. Gender is a construction, and students will be able to discuss what they know about gender expectations after they view the film.

Methodology and Learning Activities:

The students and I will have a discussion about gender in terms of the characters in *The Bridges of Madison County*.

1. Before we start to watch the film, I will pass out one picture to each student that I will have cut out from magazines that show men and women doing various activities. I will ask the students to write a response to their pictures about the depiction of men and women in the media. I will write driving questions on the board. What are the men and women doing in the pictures? What do the men and women look like (clothing, facial expression, etc.)? Does the man or the woman seem to have more power in the picture? How do you know? Why are these media depictions significant? Do these depictions influence people's ways of thinking about gender?

3. I will show the students clips from the film and tell them to write down what they notice about gender as they watch the film. Also, I will stop the clips at times to ask what the students find significant about the portrayals of gender.

4. After watching the clips, I will ask students what they noticed about gender. What does the film seem to be saying about femininity? What are the expectations of being a mother and a daughter? Does the film condemn Francesca for wanting to be more than what society wants her to be? What does the film say about masculinity? What does it mean to be a father and a son? What are the responsibilities of the two genders? How do the characters react to their gendered roles? How would the portrayal of the characters in terms of gender change if the film were directed by a woman?

3. I will have the students write an exit slip of a statement about gender in the film.

4. As a homework assignment, I will ask the students to think about how they worked through the film by using feminism and masculinity. I will provide them with a list of movies, commercials, and other non-print media from which the students can choose to analyze from the perspective of gender, both feminism and masculinity. They will also write an essay on their analysis of gender as it is portrayed in the non-print media they choose to view.

Assessment:

I will use the students' responses to the magazine pictures and exit slips about the film as assessments of their view of the construction of gender, both femininity and masculinity. I will also use their essays on analyzing another piece of non-print media to assess their application of the gender lens.

Prerequisite Knowledge:

Students will have read and discussed Tim O'Brien's "The Things They Carried," Louise Erdrich's "The Red Convertible," a letter from Mary Shelley's *Frankenstein*, a letter from Beethoven, a letter from Abigail Adams to John Adams, and William Carlos Williams's "This Is Just to Say."

Objective:

Students will be able to construct a thoughtful one-page letter to a real person using the elements of letters, written Standard English, and writing voice and keeping in mind audience and purpose.

GSEs:

W-12-10: Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

W-12-9: In independent writing, students demonstrate command of appropriate English conventions by...

W-12-9.1 Applying rules of Standard English usage to correct grammatical errors.

NCTE Standards:

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Significance:

I want my students to know how to write a letter because they will have to write letters for resumes and in their later occupations. Writing letters is also a good way for students to develop their writing voice and to be able to identify use points of view in their writing.

Methodology and Learning Activities:

I will use the inquiry method to teach students how to construct a letter.

1. The students and I will look at various types of letters, such as a love letter (Beethoven), a "sticky note" letter (Williams), and formal letters (Shelley).
2. From these letters, the students and I will form rules and guidelines about writing letters. These rules and guidelines include proper letter formatting (greeting, body, closing), using written Standard English, keeping in mind audience and purpose, and developing a strong writing voice. We will also discuss different letters for different purposes.
3. After we have compiled a list of rules (written on the board), the students and I will write a sample letter to a character from one of the texts we discussed. In writing this letter, we will adhere to the rules and guidelines we made together and to the rules of Standard English.

4. Then, as an ongoing writing project, I will have the students write their own letters, which will also adhere to the rules and guidelines of letter-writing and written Standard English. The ongoing project will involve the students bringing in written/typed drafts of their letters to be workshopped in small groups (four to five students).
5. Before they start the process, I will give a mini-lesson about workshopping, which involves giving suggestions for revisions and edits.
6. I will give the students critiquing guides that will help them evaluate and critique their peers' writing. While the students are talking and revising in small groups, I will walk around and ask about questions or give clarifications. The project may include conferences with the teacher if the students have any other reservations or questions that their classmates did not address.

Assessment:

I will use the students' final drafts of their letters to assess how they have applied the rules of letter-writing and written Standard English.

Letter from Beethoven

Good morning, on July 7

Though still in bed, my thoughts go out to you, my Immortal Beloved, now and then joyfully, then sadly, waiting to learn whether or not fate will hear us - I can live only wholly with you or not at all - Yes, I am resolved to wander so long away from you until I can fly to your arms and say that I am really at home with you, and can send my soul enwrapped in you into the land of spirits - Yes, unhappily it must be so - You will be the more contained since you know my fidelity to you. No one else can ever possess my heart - never - never - Oh God, why must one be parted from one whom one so loves. And yet my life in V is now a wretched life - Your love makes me at once the happiest and the unhappiest of men - At my age I need a steady, quiet life - can that be so in our connection? My angel, I have just been told that the mailcoach goes every day - therefore I must close at once so that you may receive the letter at once - Be calm, only by a calm consideration of our existence can we achieve our purpose to live together - Be calm - love me - today - yesterday - what tearful longings for you - you - you - my life - my all - farewell. Oh continue to love me - never misjudge the most faithful heart of your beloved.

ever thine
ever mine
ever ours

(Source: <http://www.romanceclass.com/lovelettersofgreatmen/beethoven3.asp>)

“This Is Just To Say”
by William Carlos Williams

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold

(Source: <http://www.poets.org/viewmedia.php/prmMID/15535>)

TO Mrs. Saville, England

St. Petersburg, Dec. 11th, 17-

You will rejoice to hear that no disaster has accompanied the commencement of an enterprise which you have regarded with such evil forebodings. I arrived here yesterday, and my first task is to assure my dear sister of my welfare and increasing confidence in the success of my undertaking.

I am already far north of London, and as I walk in the streets of Petersburg, I feel a cold northern breeze play upon my cheeks, which braces my nerves and fills me with delight. Do you understand this feeling? This breeze, which has travelled from the regions towards which I am advancing, gives me a foretaste of those icy climes. Inspirited by this wind of promise, my daydreams become more fervent and vivid. I try in vain to be persuaded that the pole is the seat of frost and desolation; it ever presents itself to my imagination as the region of beauty and delight. There, Margaret, the sun is forever visible, its broad disk just skirting the horizon and diffusing a perpetual splendour. There--for with your leave, my sister, I will put some trust in preceding navigators--there snow and frost are banished; and, sailing over a calm sea, we may be wafted to a land surpassing in wonders and in beauty every region hitherto discovered on the habitable globe. Its productions and features may be without example, as the phenomena of the heavenly bodies undoubtedly are in those undiscovered solitudes. What may not be expected in a country of eternal light? I may there discover the wondrous power which attracts the needle and may regulate a thousand celestial observations that require only this voyage to render their seeming eccentricities consistent forever. I shall satiate my ardent curiosity with the sight of a part of the world never before visited, and may tread a land never before imprinted by the foot of man. These are my enticements, and they are sufficient to conquer all fear of danger or death and to induce me to commence this laborious voyage with the joy a child feels when he embarks in a little boat, with his holiday mates, on an expedition of discovery up his native river. But supposing all these conjectures to be false, you cannot contest the inestimable benefit which I shall confer on all mankind, to the last generation, by discovering a passage near the pole to those countries, to reach which at present so many months are requisite; or by ascertaining the secret of the magnet, which, if at all possible, can only be effected by an undertaking such as mine.

These reflections have dispelled the agitation with which I began my letter, and I feel my heart glow with an enthusiasm which elevates me to heaven, for nothing contributes so much to tranquillize the mind as a steady purpose --a point on which the soul may fix its intellectual eye. This expedition has been the favourite dream of my early years. I have read with ardour the accounts of the various voyages which have been made in the prospect of arriving at the North Pacific Ocean through the seas which surround the pole. You may remember that a history of all the voyages made for purposes of discovery composed the whole of our good Uncle Thomas' library. My education was neglected, yet I was passionately fond of reading. These volumes were my study day and night, and my familiarity with them increased that regret which I had felt, as a child, on learning that my father's dying injunction had forbidden my uncle to allow me to embark in a seafaring life.

These visions faded when I perused, for the first time, those poets whose effusions entranced my soul and lifted it to heaven. I also became a poet and for one year lived in a paradise of my own creation; I imagined that I also might obtain a niche in the temple where the names of Homer and Shakespeare are consecrated. You are well acquainted with my failure and how heavily I bore the disappointment. But just at that time I inherited the fortune of my cousin, and my thoughts were turned into the channel of their earlier bent.

Six years have passed since I resolved on my present undertaking. I can, even now, remember the hour from which I dedicated myself to this great enterprise. I commenced by inuring my body to hardship. I accompanied the whale-fishers on several expeditions to the North Sea; I voluntarily endured cold, famine, thirst, and want of sleep; I often worked harder than the common sailors during the day and devoted my nights to the study of mathematics, the theory of medicine, and those branches of physical science from which a naval adventurer might derive the greatest practical advantage. Twice I actually hired myself as an under-mate in a Greenland whaler, and acquitted myself to admiration. I must own I felt a little proud when my captain offered me the second dignity in the vessel and entreated me to remain with the greatest earnestness, so valuable did he consider my services. And now, dear Margaret, do I not deserve to accomplish some great purpose? My life might have been passed in ease and luxury, but I preferred glory to every enticement that wealth placed in my path. Oh, that some encouraging voice would answer in the affirmative! My courage and my resolution is firm; but my hopes fluctuate, and my spirits are often depressed. I am about to proceed on a long and difficult voyage, the emergencies of which will demand all my fortitude: I am required not only to raise the spirits of others, but sometimes to sustain my own, when theirs are failing.

This is the most favourable period for travelling in Russia. They fly quickly over the snow in their sledges; the motion is pleasant, and, in my opinion, far more agreeable than that of an English stagecoach. The cold is not excessive, if you are wrapped in furs--a dress which I have already adopted, for there is a great difference between walking the deck and remaining seated motionless for hours, when no exercise prevents the blood from actually freezing in your veins. I have no ambition to lose my life on the post-road between St. Petersburg and Archangel. I shall depart for the latter town in a fortnight or three weeks; and my intention is to hire a ship there, which can easily be done by paying the insurance for the owner, and to engage as many sailors as I think necessary among those who are accustomed to the whale-fishing. I do not intend to sail until the month of June; and when shall I return? Ah, dear sister, how can I answer this question? If I succeed, many, many months, perhaps years, will pass before you and I may meet. If I fail, you will see me again soon, or never. Farewell, my dear, excellent Margaret. Heaven shower down blessings on you, and save me, that I may again and again testify my gratitude for all your love and kindness.

Your affectionate brother,
R. Walton

(Source: Shelley, Mary. *Frankenstein*. Ed. D. L. MacDonald and Kathleen Scherf. 2nd ed. Peterborough, Ontario: Broadview, 2004. 49-52.)

Letter from Abigail Adams to John Adams
March 31, 1776

"I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors.

"Do not put such unlimited power into the hands of the husbands.

"Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

"That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute; but such of you as wish to be happy willingly give up -- the harsh tide of master for the more tender and endearing one of friend.

"Why, then, not put it out of the power of the vicious and the lawless to use us with cruelty and indignity with impunity?

"Men of sense in all ages abhor those customs which treat us only as the (servants) of your sex; regard us then as being placed by Providence under your protection, and in imitation of the Supreme Being make use of that power only for our happiness."

(Source: <http://www.thelizlibrary.org/suffrage/abigail.htm>)

Prerequisite knowledge:

Students must have basic knowledge of what a literary theory is and have proficient writing skills.

Objective:

Students will be able to write a response paragraph using the postcolonial lens to questions about an excerpt from Jamaica Kincaid's *Annie John*.

GSEs:

R-12-16: Generates a personal response to what is read through a variety of means...

R-12-16.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective).

W-12-14: In reflective writing, students explore and share thoughts, observations, and impressions by...

W-12-14.2 Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection.

NCTE Standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Significance:

It is important for students to interpret texts from the postcolonialist perspective because it offers students a new way of looking at texts that give voices and identities to the colonized. Using postcolonialism to interpret texts also broadens the realm of literature to include multicultural texts.

Methodology and Learning Activities:

I will use direct instruction for this lesson.

1. I will first hand out an excerpt from *Annie John* and a series of questions (see attached) and explain that the students and I will look at this text from a different perspective called postcolonialism.

2. I will first talk about culture, which includes the traditions, clothing, food, music, religion, sports, housing, and so on of a group of people. Then I will explain how postcolonialism is a perspective that allows readers to interpret texts from the point of view of people who were once colonized by a dominant colonizing culture (most often the British). The people who were colonized are often left with the remnants of the dominant culture, which changes their culture and the formation of their identity. Postcolonialism is the analysis of the history and culture of texts of authors who come from countries that were once under the colonial rule of such

European powers as England, Spain, and France. This perspective also helps students to see the difficulties of forming identities in a dominant culture.

3. I will also talk about hybridity, which is the melding of the cultures of the colonizers and the colonized. What happens to the colonized country? What problems might arise from hybridity?

4. I will mention that the setting of *Annie John* is Antigua, a beautiful island in the Caribbean that was once under British rule. To help students visualize the locations of Antigua and England, I will show them a map of the two countries. It will help students to realize that even being thousands of miles away, England could still hold control over Antigua. We could talk about the culture and history of Antigua before discussing the literature.

5. I will then have a student read the excerpt aloud. During the reading, I will ask that the students highlight/circle/underline anything they see of remaining British culture.

6. The students and I will discuss the postcolonialist implications of the excerpt, using questions that accompany the excerpt. What does Annie John's reaction to the picture of Christopher Columbus indicate about colonization? How has the education in Antigua affected Annie John and the development of her identity after British colonization? How do you think education has affected the cultural identity of Antigua?

7. I will then have the students write a short paragraph on the question sheet in answer to any of the three questions.

Assessment:

I will use the students' paragraphs in response to any of the three questions to assess their interpretation of the excerpt from the postcolonialist perspective.

Excerpt from Jamaica Kincaid's *Annie John*

“...Miss Edward had launched into a harangue about what a worthless bunch we were compared to the girls of the past. In fact, I was no longer on the same chapter we were studying. I was way ahead, at the end of the chapter about Columbus's third voyage. In this chapter, there was a picture of Columbus that took up a whole page, and it was in color...In this picture, Columbus was seated in the bottom of a ship. He was wearing the usual three-quarter trousers and shirt made of maroon-colored velvet. His hat, which was cocked up on one side of his head, had a gold feather in it, and his black shoes had huge gold buckles. His hands and feet were bound up in chains, and he was sitting there staring off into space, looking quite dejected and miserable. The picture had as a title “Columbus in Chains,” printed at the bottom of the page...How I loved this picture – to see the usually triumphant Columbus, brought so low, seated at the bottom of a boat just watching things go by...I wrote under it the words ‘The Great Man Can No Longer Just Get Up and Go.’ I had written this out with my fountain pen, and in Old English lettering – a script I had recently mastered...I traced the words with my pen over and over, so that the letters grew big and you could read what I had written from not very far away. I don't know how long it was before I heard that my name, Annie John, was being said by this bellowing dragon in the form of Miss Edward bearing down on me” (77-78).

Questions on *Annie John*

1. What does Annie John's reaction to the picture of Christopher Columbus indicate about colonization?
2. How has the education in Antigua affected Annie John and the development of her identity after British colonization?
3. How do you think education has affected the cultural identity of Antigua?

Part I: Learning Goals

Learning Goals:

- At the end of this three week unit, students will have read multiple texts from different literary perspectives.
- At the end of this three week unit, students will have participated in writing workshops.
- At the end of this three week unit, students will have constructed a purposeful two-page letter, using literary texts as examples.

Part II: Unit Objectives

	Content Standards	Bloom's Taxonomy
Objective 1: Students will be able to interpret multiple texts from the perspectives of reader response, postcolonialism, and gender by writing responses to the texts using these perspectives.	NCTE: 1, 12 GSEs: R-12-13, R-12-14.3	Application
Objective 2: Students will be able to be self-sufficient and productive during writing workshops.	NCTE: 10, 11 GSEs: R-12-17.2, W-12-11.2	Evaluation
Objective 3: Students will be able to construct a purposeful two-page letter in Standard English to a real person over the course of one school week.	NCTE: 5, 10 GSEs: W-12-10, W-12-11.3	Synthesis

Part III: Rationale/Purpose

While students are reading and interpreting texts from multiple literary perspectives, they will benefit from exposure to multicultural texts and different ways of discerning meanings and interpretations from literature. The students will look through the perspectives of reader response, postcolonialism, and gender. They will experience what it is like to view literature through different lenses in order to construct new interpretations. It is important to use these different literary perspectives because readers often develop different interpretations based on their experiences. According to Deborah Appleman in *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*, reader response “provided students with a way to engage personally with literature, opened up the possibility of multiple interpretations of individual texts, and made our students the meaning-makers of texts” (49). However, reader response is limiting in that students do not take into consideration the importance of history, social class and gender, which all influence the writing of texts. By employing the three perspectives, students will discover that when they study the historical events of postcolonialism surrounding the texts, how their own experiences influence their interpretations, and how gender influences writers’ and characters’ choices, they will read the texts and interpret them in new ways.

In addition, students will greatly benefit from learning how to write letters through peer workshops. Students will build communication skills as well as become critical readers by voicing their criticisms of each other’s written work. They will learn how to improve their own writing through reading others’ work and providing suggestions for improvement. Moreover, it

is important for students to learn how to write letters because they involve the issue of voice, which should be clear in addressing the audience and stating the purpose for writing. Letter-writing is necessary in many professions as well as in acquiring occupations, funding, and admittance to programs. It is beneficial to write letters because it helps to develop the writing voice.

Through participating in this unit, students will be able to interpret texts from multiple literary perspectives. By the eleventh grade, students will have the prerequisite skills to read various texts and to interpret them mostly through reader response, which limits the opportunity for new interpretations. Also, students will have learned to work cooperatively in groups to interpret texts, and in participating in this unit, students will have the opportunity to display their cooperative learning skills in peer workshops by reading and suggesting improvements for their classmates' written work. Since the most important elements of letter-writing are audience and purpose, students will have the prerequisite skills to write several compositions that require mindfulness of audience, which would be the teacher, and the purpose for writing, which would be a thesis. Through writing letters, students will learn how to adapt their audience and purpose and to develop their writing voice. Furthermore, eleventh-grade students will soon be applying for jobs and colleges, many of which require cover letters and letters of intent. Developmentally, this unit that culminates in writing letters will coincide with the students' needs beyond high school.

Reflective Essay

Advice to Young Teachers:
Never pretend
to be a Snow White
by sticking an apple on your desk.

Over the course of the semester, I have been humbled, surprised, overwhelmed, but above all delighted by my experiences in middle and high school. The world is a diverse place, and I know that just from being in the classrooms of Woonsocket Middle School and Warwick Veterans Memorial High School. From reading Robert Frost's complex poem "Ghost House" in Beth Wheeler's sixth grade class to discussing gender roles in Greek mythology in Andrea Hainey's ninth grade honors class, I can see and hear from homework and discussions how much the students already know and how much they, as well as I, still need to learn.

In both lessons that I taught, with the middle school lesson taught with Kathryn, I appealed to the students' senses and prior knowledge. While discussing "Ghost House," I asked if they have ever explored woods near their homes or any other places they have not been to and wondered about what happened before they arrived there. The students responded enthusiastically with some stories about finding old stone walls and being in the woods. In my other lesson about Greek mythology, I gave the ninth graders a journal prompt: If you could be any figure in Greek mythology, who would you be and why? The written responses I received were indicative of their personalities as far as I could observe. Based on the teaching experiences in both classes, I learned how diverse the student population is; for example, some students did not volunteer ideas in class, and based on what other students said, I knew that their thought processes were varied, possibly due to their life experiences. By gaining this knowledge about diverse learners, I can anticipate how students may react to lessons and how they think.

Since I know that students learn differently, I incorporated several ways of delivering

information and demonstrating concepts through various class activities into my lessons. With Kathryn, I developed a lesson that emphasized highlighting images in poetry by thinking critically about those images in a class discussion and illustrations. The students and I communicated through oral discussion, written responses, and interpretive drawings of images that they displayed on a document camera. This lesson appealed to visual, linguistic, spatial, and intrapersonal learners, as they saw their classmates' drawings, which they analyzed for the class, discussed the poem, and the students were able to make personal connections to the poem. The second lesson with the ninth graders addressed similar learning styles, as the students responded to a journal prompt in writing (intrapersonal and linguistic), viewed a chart of gender roles displayed by mythic figures (visual), discussed critical thinking questions in pairs (linguistic and interpersonal), and drew interpretive pictures (spatial).

Throughout both lessons, I constantly asked students probing questions, and I asked for further explanations to support their answers. The lessons' assessments comprised students' oral responses during class discussions and their interpretive drawings, which incorporated what they learned about the image/mythic figure and explanations for their choices, for which I gave them positive feedback. By using these pedagogical skills in the lessons, I created positive learning environments, in which I encouraged the students to participate by asking thought-provoking questions to which they responded enthusiastically and honestly.

Both of these lessons were collaborative efforts. For the middle school lesson, Kathryn and I combined our ideas for teaching about images in poetry and developed a lesson that contained discussion-based and artistic elements; Mrs. Wheeler and Dr. Cook liked our ideas and encouraged us to continue with them. Our collaboration enhanced the lesson that Kathryn and I co-taught in the sixth-grade class. My high school lesson was not as well developed at first, even

though I had the Greek myth texts that Dr. Hainey suggested I use and I had a solid perspective for the lesson. From suggestions for improvement from Dr. Cook and Dr. Hainey, I added more class activities and meaningful assessments (a quiz and homework). With these additions to my lesson plan, the lesson was more enhanced and filled the class period with various activities. Through professional collaboration with colleagues, I was able to successfully build lesson plans that were implemented with confidence and earnestness.

In a previous class activity, Dr. Cook asked her Practicum students to think of what strengths and areas of improvement we want to carry with us like balloons through our student teaching and eventually our teaching careers. The three strength balloons I will carry with me are: organization, as I arrange activities and materials in advance; deliberateness, because I speak clearly and with purpose; and pacing, since I take my time with each lesson component to ensure students' understanding and participation. The three improvement balloons I will have are: confidence, because even though I know and love the material, I get nervous sometimes; voice, for I speak clearly but need to learn to project; and authority, because I feel I do not have enough experience with classroom management. If I hold fast to these balloons, I hope to become a teacher that carries my sincerity and love of literature – and not one that “pretends to be a Snow White” – throughout my career, and I hope to ensure the students' as well as my own success in the classroom.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Preparing to Teach Portfolio
Rubric Cover Sheet

Name:

Student ID: 0354119

Date: 3/24/10

Program/Major: Secondary Education / English

For programs that have content requirements – Advisor: Johnson, Janet D.

Content GPA

3.784

Calculated Content GPA

All requirements for content courses have been met

Checked box

Content Advisor Signature (Handwritten signature)

5/26/2010
Date

Revised Implemented Lesson Plan

Checked box

Pass

Empty box

Not Pass

Teacher Candidate Mini-Work Sample

Checked box

Pass

Empty box

Not Pass

OR

Implemented Lesson Plan (Rubric Attached)

Empty box

Reflection Essay (Rubric Attached)

Empty box

AND

Disposition Self-Evaluation (Rubric Attached)

Checked box

Disposition Faculty Evaluation (Rubric Attached)

Checked box

All Degree Courses Have Been Successfully Completed

Checked box

IF NOT – List outstanding courses

Overall GPA

3.847

This candidate is [Checked] Recommended

[Empty] Not Recommended for Student Teaching

Department Chair Signature

Date



Feinstein School of Education and Human Development

Candidate Disposition Self-Evaluation Form

Name: ..

ID#: 0354119

Teacher Preparation Program: Secondary Education

Major: English

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1 (rarely) to 4 (almost always) for each item.

	Rarely (1)	Sometimes (2)	Frequently (3)	Almost Always (4)
1. Seek feedback from multiple perspectives and make appropriate adjustments (Self-Reflection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Self-monitor progress (Self-Reflection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Upgrade knowledge and skills regularly (Lifelong Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Take initiative and is self-motivated (Lifelong Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Manifest respect toward students (Advocacy for Children and Youth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Advocate for the well-being of students in schools (Advocacy for Children and Youth)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Manifest sensitivity to the needs and values of diverse learners (Respect for Diversity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Establish rapport and communicates well with diverse audiences (Respect for Diversity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Demonstrate strong communication skills (Collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Use feedback constructively (Collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Demonstrate good organization skills (Professional Work Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Complete work in timely manner (Professional Work Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Candidate:

Date:



Feinstein School of Education and Human Development

Faculty (Practicum/Methods) Disposition Evaluation Form

Name: _____

ID#: 0354119

Teacher Preparation Program: Secondary Education

Professional Education GPA: _____

Major: English

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

	Rarely (1)	Sometimes (2)	Frequently (3)	Almost Always (4)
1. Seeks feedback from multiple perspectives and makes appropriate adjustments. <i>(Self-Reflection)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Self-monitors progress <i>(Self-Reflection)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Upgrades knowledge and skills regularly <i>(Lifelong Learning)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Takes initiative and is self-motivated <i>(Lifelong Learning)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Manifests respect toward students <i>(Advocacy for Children and Youth)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Advocates for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Manifests sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Establishes rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Demonstrates strong communication skills <i>(Collaboration)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Uses feedback constructively <i>(Collaboration)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Demonstrates good organization skills <i>(Professional Work Characteristics)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Completes work in timely manner <i>(Professional Work Characteristics)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Evaluator: _____

Date: _____

ID#: _____

Feinstein School of Education and Human Development

Teacher-Candidate Mini Work Sample

Rubric Scores

Candidate

EMPID 0354119

Program: English Education

College Supervisor: J. Cook

Date 5/10/2010

Total of Rubric Scores for Tasks:

I. Learning Goals and Unit Objectives	4	4	4	6	6	6	Total	30 /36
II. Assessment Plan	6	6	5	6	6	6	4	Total 39 /42
III. Design for Instruction	6	4	5	6	5	3	Total	29 /36
							Total	98 /114

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Learning Goals (RIBTS 2)	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	4
Part II				
Alignment with National, State or Local Standards (RIBTS 2)	Unit objectives are not aligned with national, state or local standards.	Some unit objectives are aligned with national, state or local standards.	Most of the unit objectives are <u>explicitly aligned</u> with national, state or local standards.	4
Classification of Unit Objectives (RIBTS 5)	Unit objectives are not significant, challenging, or varied.	Some unit objectives are somewhat significant, challenging, and <u>varied</u> .	All unit objectives are significant, challenging, and <u>varied</u> .	4
Clarity (RIBTS 8)	Unit objectives are not stated clearly and are activities rather than learning outcomes.	Some of the unit objectives are clearly stated as learning outcomes.	Most of the unit objectives are clearly stated as learning outcomes.	6
Appropriateness For Students (RIBTS 3)	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	Some unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	Most unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	6
Part III				
Rationale / Purpose (RIBTS 4)	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	6

TOTAL 30 /36

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part 1				
Visual Organizer Format (RIBTS 9)	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> • how the objectives are aligned with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments. 	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> • how <i>some</i> of the objectives are aligned with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate. 	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> • how <i>all</i> the objectives are aligned with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students 	6
Multiple Forms of Assessment (RIBTS 9)	<p>The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	6
Alignment of Unit Objectives and Assessments. (RIBTS 9)	<p><i>None</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>All</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	5
Justification for Assessment Methods (RIBTS 9)	<p>Complexity The assessment methods selected do not seem capable of doing the job—one finds oneself asking,</p>	<p>Matching of assessment methods to unit objectives and context seems adequate, but this</p>	<p>The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.</p>	6
	<p>"Why did the candidate assess the unit objective that way?"; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.</p>	<p>information has to be inferred or searched for; or, some of the methods might be improved.</p>		

Adaptations Based on the Individual Needs of Students (RIBTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	6
Part II				
Rationale (RIBTS 9)	Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.	6
Scoring Procedures (RIBTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>All</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	4

TOTAL 39 /42

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIBTS 8)	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	6
Unit Visual Organizer (RIBTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	4
Lesson Plans (RIBTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of</p>	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	Heavy reliance on textbook or single resource (e.g., work sheets).	of resources.	resources makes a clear contribution to learning.	
Alignment with Learning Goals and Unit Objectives (RIBTS 2)	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	6
Classroom Climate (RIBTS 6)	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	5
Use of Technology (RIBTS 2)	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.	3

reading
writing
aloud?

TOTAL 79 / 36



Feinstein School of Education and Human Development

Critical Analysis of Media Lesson

Name:



ID#:

035 4119

GPA:

Teacher Preparation Program: English Education

Major:

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the Professional Development Reflection. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

In this lesson, the candidate:

		Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1.	Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA (NCTE, 4.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Engages students in critical analysis of different media and communications technologies and their effect on students' learning (NCTE, 4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Creates opportunities and develop strategies that permit students to demonstrate, through their own work, the influences of language and visual images on thinking and composing (NCTE, 3.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Create opportunities and develops strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes (NCTE, 3.2.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy (NCTE, 3.2.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating images for <u>a variety of audiences</u> (NCTE, 3.2.4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Uses a variety of ways to assist students in creating and critiquing a <u>wide range of print and nonprint texts for multiple purposes</u> and helps students understand the relationship between symbols and meaning (NCTE, 3.2.5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Understands media's influence on culture and people's actions and communication, reflecting that knowledge not only in her own work but also in her teaching (NCTE, 3.6.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Uses a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrates learning opportunities into classroom experiences that promote composing and responding to such texts (NCTE, 3.6.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and uses current technology to enhance their own learning and reflection on their learning (NCTE, 3.6.3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator:

Date:

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIBTS 8)	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	6
Unit Visual Organizer (RIBTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the <u>learning goals</u>.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the <u>learning goals</u>.</p>	4
Lesson Plans (RIBTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of</p>	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	Heavy reliance on textbook or single resource (e.g., work sheets).	of resources.	resources makes a clear contribution to learning.	
Alignment with Learning Goals and Unit Objectives (RIBTS 2)	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	6
Classroom Climate (RIBTS 6)	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	5
Use of Technology (RIBTS 2)	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.	3

reading
with
aloud?

TOTAL 29/36



Feinstein School of Education and Human Development

Critical Analysis of Media Lesson

Name: [REDACTED]

ID#: 035 4119 GPA:

Teacher Preparation Program: English Education

Major:

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the Professional Development Reflection. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

In this lesson, the candidate:

		Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1.	Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA (NCTE, 4.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Engages students in critical analysis of different media and communications technologies and their effect on students' learning (NCTE, 4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Creates opportunities and develop strategies that permit students to demonstrate, through their own work, the influences of language and visual images on thinking and composing (NCTE, 3.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Create opportunities and develops strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes (NCTE, 3.2.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy (NCTE, 3.2.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating images for <u>a variety of audiences</u> (NCTE, 3.2.4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Uses a variety of ways to assist students in creating and critiquing a <u>wide range of print and nonprint texts for multiple purposes</u> and helps students understand the relationship between symbols and meaning (NCTE, 3.2.5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Understands media's influence on culture and people's actions and communication, reflecting that knowledge not only in her own work but also in her teaching (NCTE, 3.6.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Uses a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrates learning opportunities into classroom experiences that promote composing and responding to such texts (NCTE, 3.6.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and uses current technology to enhance their own learning and reflection on their learning (NCTE, 3.6.3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator:

Date: