

06 September 2016

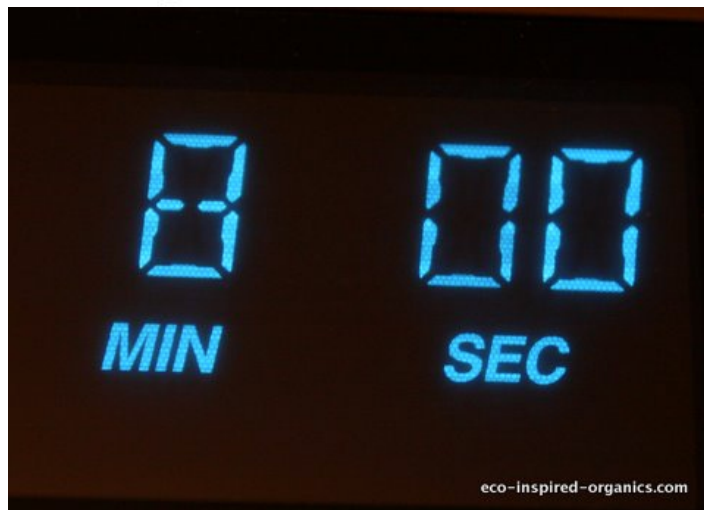


image from <http://www.theamericanphilosopher.com/wp-content/uploads/2014/08/digital-timer-set-for-eight-minutes.jpg>

Greetings, IBsters—

Today we begin to calibrate our internal clocks!

Here's how we'll roll:

- 1. WEDGE**—For roughly ten minutes, describe in excruciating detail the process you employed to prepare for today's in-class exercise. What did you learn as a result of the process? What alterations or improvements will you make next time?
- 2. Eight-Minute Mini-Lectures I**—We will set up small groups, discuss our process, and go. I will offer instructions for lecturers and observers. Remember: our goal today is to strive toward completeness in the parts of the lecture.
- 3. Short Break**—We will actually get up, move around, and gather our thoughts.
- 4. Eight-Minute Mini-Lectures II**—We'll swap roles and go again.
- 5. Mini-Lecture Debriefing**—We'll discuss our activity to compare/contrast our exercise to the IOC format, determine our proximity to the day's goal, and derive lessons that will allow us to improve.
- 6. Eight-Minute Mini-Lecture III**—We'll need a brave volunteer.
- 7. Mini-Lecture Debriefing II**—Having observed an example as a large group, we'll share our observations.

8. Nap—Or get a jump on the homework, time permitting

Tappa! Tappa! Tappa!—

Mr Leo

Homework:

In order to prepare for a large-group discussion of the assigned reading,

1. annotate the clean hard copy of Chapter 16 of *I Know Why the Caged Bird Sings*
2. prepare notes on the specific effects of specific elements of the text, using the prompts provided
3. anticipate your participation in a large-group conversation about the assigned reading.