

20/23 OCTOBER 2016

FEELING  
**GRATITUDE**  
AND NOT  
EXPRESSING IT  
IS LIKE  
**WRAPPING A  
PRESENT**  
AND NOT  
GIVING IT.

~WILLIAM ARTHUR WARD~

image from [https://encrypted-tbno.gstatic.com/images?q=tbn:ANd9GcR6raeCzy-eP2tNMhUSR27roWgwmSMSFuswZ\\_XNT7cGoJXpliw](https://encrypted-tbno.gstatic.com/images?q=tbn:ANd9GcR6raeCzy-eP2tNMhUSR27roWgwmSMSFuswZ_XNT7cGoJXpliw)

Greetings, Wise Fools—

Today we'll extend some earlier work in a new and more important direction. As always, read the entire class plan before beginning to follow any of the steps. Here's how we'll roll:

**1. Audio Aid**—We'll begin class today by listening to a brief provocative lecture on the relationship between happiness and gratitude.

**2. WEDGE**—Let's continue to look well down the road in the direction of that moment when we'll be telling stories about ourselves to complete strangers whose job it is to judge us-- while also crafting vivid narratives that we will share with the folks who love us most!

Open up a fresh, brand-spanking-new document and entitle it, "Parental Narrative." You'll probably want to keep this WEDGE apart from your usual pile o' WEDGES. For roughly ten minutes, tell a single story about a memorable moment you shared with your parents. Try to tell a story about an experience that could not have happened to any other HS student on the planet. Try to include specific multisensory imagery that would allow an audience of ignorant animals (college admissions officers, for example) to understand your experience vicariously. Describe both setting and important characters. After telling the tale as richly as you can, maybe offer a general claim explaining what it all means: what you learned about yourself or others or both.

**3. WEDGE Revision**—We will dedicate adequate time to revising and proofreading our tale to make it all shiny. Keep in mind that I intend to ask your parents, who will soon be reading this text, about your story (both content and quality) when I meet with them later this week.

**4. Gratitude Project II**—Using a document posted to our Moodle page, we will quickly review the elements of a persuasive thank-you note. We know that this type of writing allows us to express our appreciation while also making ourselves better people, but this particular iteration will also produce a text to which I can refer during parent conferences! I will NOT read the work that you produce, because I am not the intended audience, but I will discuss the work with your parents during our meeting.

**5. Reinforcing the Lesons of Peer Reviewing**— As a result of our desire to derive every possible lesson from each piece of writing, it is time now for you now return to your second Peer Review for the Alienation Memoir with a colder eye and then write about what you find there. The instructions are posted to our Moodle page.

**6. Back to Holden!/Getting a Jump on the Homework**—Time permitting , of course.

Tappa! Tappa! Tappa!—  
Mr Leo

**Homework:**

1. Read Chapters 14-20 in *The Catcher in the Rye*, taking notes to add to your *aide memoire* in a NEW doc. Anticipate a quiz when next we meet.
2. Upload a document containing ONLY the notes for those chapters to Turnitin.com prior to the start of our next class meeting.