

2015 OCTOBER 2015

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

Greetings, IBsters—

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. Debriefing of a Mock IOC—We'll consult our notes to discuss the example offered by a generous volunteer during the closing moments of our next class meeting.

6. Back to Angelou—We will practice a cold-start prep of Chapter 24 of *I Know Why the Caged Bird Sings* and then generate a collaborative approach to the chapter in a GoogleDoc. The invitation and instructions will arrive shortly.

Tappa! Tappa! Tappa!—
Mr Leo

Homework:

A. If we have not had sufficient time to wrap up #6 above, we will complete the assignment as homework.

B. If we have had sufficient time to wrap up #6 above, read and prepare notes on these two introductions to Shakespeare's sonnets:

i. A very brief general overview:

<http://www.shakespeare-online.com/sonnets/sonnetintroduction.html>

ii. A more IB-appropriate introduction:

<http://www.shakespeares-sonnets.com/intro.php>

Courtesy of Mr Bryans, here are some optional additional resources, for those of you eager to move to poetry:

<https://www.youtube.com/watch?v=7SrRMGfkZek>

(A 'youtube' introduction for students – a general but well articulated presentation)

<https://www.youtube.com/watch?v=LqOrZItROxs>

(An interesting discussion about understanding Shakespeare's sonnets between two professors staged at Warwick University)