

10/13 NOVEMBER 2016



The Central Park Carousel, 2013

image from <http://my.telegraph.co.uk/mynewyorktravels/files/2013/07/1.jpg>

Greetings, Wise Fools—

Please follow our new start-up procedure:

1. Read the entire class plan.
2. Download from the Moodle page to your hard drive any documents that we will consult during class.
3. Open an on-board word processor for WEDGE.
4. Anticipate that I will come by to verify that you have shut down your wi-fi access.
5. Begin following the steps in the class plan.

Here's how we'll roll today:

1. WEDGE—In the penultimate chapter of *The Catcher in the Rye*, Holden visits a zoo and a carousel. And I KNOW that every single one of you heard the Symbol Alert Alarm ringing in your heads! But I'm also anticipating that this whole group of empathetic readers also felt pangs of nostalgia for the special places that you visited when you were very young. So, for roughly ten minutes, write about a special place you visited when you were young. Describe that happy place

in two ways: provide multisensory imagery to provide *external* description and reveal your *internal* feelings. Because Holden always does both, right?

2. Foray into Poetry—We'll take a look together at "We Are Going," by Oodgeroo Noonuccal. We will employ our usual procedure:

- A. We'll hear the poem, perhaps more than once. We'll employ student volunteers.
- B. We'll clarify tricky vocabulary. One student will open a dictionary for us.
- C. We'll read the poem again so we can hear it in more voices.
- D. We'll pair & share to consider two preparatory questions:
 - i. What do you think the poem is about, or, what is the experience being described?
 - ii. What areas in the text are difficult for you to understand?
- E. We'll resort to a fresh reading by a member of the class.
- F. We'll break into small groups to tackle some guided questions about the poem. You will find a document entitled "We Are Going: Questions" on our Moodle page. You may also want to consult a handout posted to the Moodle page entitled "Glossary of Terms for Lyric Poetry."
- G. We'll work as a whole class to collaborate on responses to the questions, or perhaps not.
- H. We'll get a jump on the homework (see class plan item #3 below).

3. Speedwrite—Our question today will be "How does the speaker capture the disappearance of a culture in this poem?"

Tappa! Tappa! Tappa!—
Mr Leo

Homework:

Complete a Speedwrite draft and upload it to Turnitin.com prior to the start of the next class meeting.

Your Speedwrite must

- Be submitted in MLA ms format.
- Present the prompt immediately after the header information: *How does the speaker capture the disappearance of a culture in this poem?*
- Offer a single-sentence arguable [C→E] thesis that answers the question and reveals a minimum of three (3) supporting points. Label the thesis clearly.
- Draft a minimum of three (3) complete body paragraphs, each of which contains
 - a complete ¶TS (transition + [C→E] claim) clearly linked to the thesis
 - sufficient textual evidence in the form of direct quotations
 - citations for textual evidence (N.B. When citing a lyric poem, use line numbers.)
 - sufficient reasoning to explain the ways in which the evidence supports the ¶TS
 - appropriate literary terms
 - a concluding summary sentence that does not contain textual evidence.

N.B.: You are not writing a complete essay: Title, Intro, and Conclusion are not required.

Length: 350 words minimum/400 words maximum.

Reveal the word count at the end of the document.