

14/15 November 2016



The Museum of Natural History

This image and many other photographs of places Holden visits can be found at <https://roadtrippers.com/stories/holden-caulfields-new-york-a-catcher-in-the-rye-trip?lat=40.80972&lng=-96.67528&z=5>

Greetings, Wise Fools—

Please remember to download the docs you need from the Moodle page and then disconnect your wi-fi connection. Here's how we'll roll today:

i. WEDGE—Challenge yourself to experiment with a little bit of empathy for Holden. As we discovered as we took our first look at Holden in the museum, Holden experiences a sort of painful tension between his desire for change and his desire for stasis. “Wise Fools,” as their name suggests, tend to experience similar types of tension as they navigate the space between childhood and adulthood. Have you ever wanted everything to be different while also hoping that nothing would ever change?

Instead of writing solely about your feelings, tell a story about a time when you felt internal conflict. Emulate Holden by combining *internal* descriptions of what you felt with *external* description of your surroundings. Sort of like Holden does....

2. Another Foray into Lyric Poetry—We'll enjoy together "One Flesh," by Elizabeth Jennings. We will employ our usual procedure:

- A. We'll hear the poem, perhaps more than once, in the voices of student volunteers.
- B. We'll clarify tricky vocabulary, thanks to a student volunteer.
- 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 "One Flesh: 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 not.
- H. We'll get a jump on the homework (see class plan item #3 below).

3. Speedwrite—Our prompt today will be "*Analyze the ways in which parents are presented and discussed by the speaker 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: *Analyze the ways in which parents are presented and discussed by the speaker 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.