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“Transcending Writing Modes: Making the Writing Real”

Grade Level and Subject: Honors English 10: American Literature

Abstract:

“How vain it is to sit down to write when you have not stood up to live.” –Thoreau

This project consists of two separate units. The first part deals with writing modes. In Ohio, there is a state-wide graduation test that forces students to write in the three major writing modes: expository, narrative, and persuasive. Therefore, this part attempts to do two things: practice the writing modes while giving students an experience to write about.

The second part of the unit is a small research paper called “History It’s Where You Live”. Any place that has existed for any length of time usually has books and local sites of historical interest. Since it also usually restricted in interest to local people, instructors can teach primary and non-Internet sources as a valuable part of research.

Unit 1: Writing Modes

Duration: The first unit is sporadic: occurring every other week. They get a prompt on the fourth Monday of school and it will be due the following Friday. (In three instances, the prompt will either be assigned Tuesday or collected Thursday because of scheduling conflicts.) This will continue a total of 12 times, ending in mid-March, the week before Ohio’s state-wide test.

Materials:

- ✓ notebooks
- ✓ pens
- ✓ I used a book on local history for prompts 5 and 6, *The History and Legends of Rogues’ Hollow* by Russell W. Frey, which I am making my students purchase because they have the research paper connected with it as well.
- ✓ Day in nature field trip (prompt #3) requires site (mine is Mill in Rogue’s Hollow) and bus.
- ✓ Prompt #1 requires a packet called “Historic Sites in Doylestown” (see separate document)
- ✓ 12 prompts (appendix A)
- ✓ rubric for prompt evaluation (appendix B)

Outline(Lesson Plan):

- ✓ The prompts, though not explicit, will alternate between expository, narrative, and persuasive, which are the three modes to appear on our statewide test.

- ✓ The prompts will be inspired either by quotes from Thoreau or Emerson, which we do a unit on in the spring, or other things we read over the course of the year.
- ✓ There are 12 total prompts: 4 of each “mode” before the test. (appendix A)
- ✓ Before each writing, they will need to perform an experiential task that connects them with the writing (act it out), which will be graded as well. Then they will need to produce a well-developed essay or story (respond).
- ✓ On the day the prompt is assigned, discussion, readings, or activities will take place.
- ✓ On the day the prompt is collected, small group discussion and evaluation will take place using a rubric that is a modified version of the state-wide rubric. (see appendix B)

OBJECTIVES (from Ohio Language Arts course of study: grade 10):

Writing Processes:

#2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).

#3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.

#4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.

#5. Use organizational strategies (e.g., notes, outlines) to plan writing.

#6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.

#8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.

#9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.

#16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Writing Applications

#1. Write narratives that:

- a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
- b. use a range of strategies and literary devices including figurative language and specific narration; and
- c. include an organized, well-developed structure.

#2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

- #4. Write informational essays or reports, including research that:
- b. provide a clear and accurate perspective on the subject.
 - c. create an organizing structure appropriate to the purpose, audience and context.
 - d. support the main ideas with facts, details, examples and explanations from sources
- #5. Write persuasive compositions that:
- a. support arguments with detailed evidence;
 - b. exclude irrelevant information; and
 - c. cite sources of information.
- #6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Unit 2: “History: It’s Where You Live”

Duration: This Unit will take place during 12 class periods approximately 50 minutes long.

Materials:

- ✓ Note cards (100-200)
- ✓ Chalk Board
- ✓ chalk
- ✓ Book resources on place you live (in this case, Doylestown and Rogues’ Hollow)
- ✓ Historian on area (if do interview day 5)
- ✓ Library
- ✓ Computer lab
- ✓ LCD panel
- ✓ Assignment outline (appendix D)
- ✓ Topic choices (appendix E, but instructor needs to adapt to their location)
- ✓ Rubric for outline and note cards (appendix F)
- ✓ Reference book on research students use (ours is *Elements of Writing: Fourth Course Elements of Writing: Fourth Course* 1993 ed. by Holt Rinehart Winston)
- ✓ www.easybib.com for citation
- ✓ revision sheet for students (appendix G)
- ✓ rubric for grading (appendix H)

Outline (Lesson Plans):

Day 1

Objective: to understand the research project on Doylestown; define primary and secondary sources; identify where they can research about a place; recall how to make source and index cards

Materials: handout on “History: It’s Where You Live” (appendix C), *Elements of Writing* book pages 410-419

Assessment: discussion

Procedure:

1. ask them what they think of when they think of historical places
2. ask them what they know about Doylestown and Rogues’ Hollow
3. pass out worksheet

4. have them turn to page 410 of *Elements* and discuss purpose of paper, audience, and tone for paper
5. discuss where to find information, then compare to list on 414-415; define primary and secondary sources
6. review how to make source and information cards (use drawings on board to copy onto notes; ours is a process they have used since 5th grade; use the process your students learned)
7. if time, note differences between sources on pages 416 to 418

Day 2

Objective: choose a topic of interest for research paper; conduct primary reading if need to

Materials: handout of topics(appendix D), a small group of students (I am letting up to 4 share so the cost is \$5.00 each) should have a copy of Russell Frey's The History and Legends of Rogues' Hollow; chalk board; chalk

Assessment: discussion

Procedure:

1. have students who are sharing a book move close to one another
2. pass out topic selection sheet; no one in same class can share a topic (if only 42 students in both classes, no one shares a topic)
3. when a student has a topic AND can tell me one specific reason it interests them, write the topic number on the board(requiring them to look in book)
4. brainstorm in small groups places to find information

Day 3-4, 6

Objective: gather information relevant to their topic and record on note cards

Materials: TEACHER: library

STUDENT: note cards; copy of Frey's book

Assessment: student research with teacher supervision and aid as needed

Procedure:

1. point out useful resources in library
2. give period to select and record important information on note cards

HOMEWORK: ALL RESEARCH MUST BE DONE BY DAY 7

Day 5

Objective: interview local historian for facts and leads on resources and people

Materials: Mary Mertic: President of local Rogues' Hollow Historical Society

Assessment: question and answer session

Procedure:

1. introduce Mrs. Mertic or other guest speaker and state objective of day
2. give students the period to question Mrs. Mertic

Day 7 and 8

Objective: create an outline and thesis statement after conducting research

Materials: TEACHER: copies of rubric for outline and note cards(appendix E)

STUDENT: *Elements* book pages 423-425; completed note cards; note book paper; pen

Assessment: teacher approval of thesis

Evaluation: 100 points for combined note cards and outline

Procedure:

1. have students get out note cards
 2. go over pages 423-425 together
 3. go over how to write a thesis
 4. pass out rubric and go over
 5. give rest of period to work as I begin to assess note cards
- HOMEWORK: NOTE CARDS AND OUTLINE DUE DAY 9

Day 9

Objective: understand plagiarism and how to write an original research paper

Materials: TEACHER: LCD panel; turnitin.com

STUDENT: *Elements* page 426-435; note cards; outline

Assessment: teacher-led questioning

Procedure:

1. collect outlines (should have 2 copies: one for me and one for them) and rubric (should be done with index cards)-need to grade in two days
2. discuss what to do now that the information is gathered and outlined and read page 426
3. discuss the problem of plagiarism and show them turnitin.com
4. give time for questions
5. read over 427-435 if time (shows how to integrate quotes and gives sample paper)

HOMEWORK: begin rough draft at home using note cards and outline; save as .rtf document; bring to class Day 10

Day 10-11

Objective: use available technology to compose text and prepare it for publication

Materials: TEACHER: computer lab; instructions on board or LCD panel of computer lab: one inch margins; name in upper right hand corner with page number; heading on first page; title

STUDENT: something to save paper on; note cards; outline

Assessment: teacher monitoring

Procedure:

1. explain to students they have two days to create their rough drafts for their paper in class; show formatting issues on LCD panel
2. pass out final rubric so they are clear on expectations (appendix G)
3. give rest of period to work

Day 12

Objective: use technology to aid in revision and editing of research paper

Materials: TEACHER: computer lab with Microsoft "track changes" capability; LCD panel to show students how to revise and comment

STUDENT: rough draft of paper

Assessment: peer revision

Evaluation: 25 points

Procedure:

1. show students how to use track changes and turn it on and bring up rough draft
2. pass out revision worksheet and go over (if have technology, could put it on their computer) (appendix F)
3. have students switch places with one another and revise and run spell check and grammar check

4. if time, have students switch again
5. at end, save revised copy with a two at end of whatever student saved it as
HOMEWORK: use peer's revision (saved as document2) and your own judgment to produce a solid 4 research paper due in 3 school days (I am doing a small unit on clauses to give them time to work on it out of school.)

Day 13

Objective: reflect and share on research project

Materials: TEACHER: extra rubrics if needed; large envelopes to store research

STUDENT: final drafts of paper; note cards; electronic version of paper (can e-mail me as attachment)

Assessment: rubric; discussion

Evaluation: 150 points

Procedure:

1. pass out envelopes if needed and show them what to put in them: final copy of paper; note cards; electronic version of paper
2. collect alphabetically
3. share findings
4. debrief. Put questions on board: Everyone has 30 seconds to respond to one question. After that, open it up for open discussion. What did you like? What was frustrating? What did you learn you didn't know before about your topic? What did you learn about research? Any thing I should do differently?

OBJECTIVES (from Ohio Language Arts course of study: grade 10):

Writing Processes:

- #1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- #2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
- #3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
- #4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
- #5. Use organizational strategies (e.g., notes, outlines) to plan writing.
- #6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
- #7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
- #8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
- #9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience

and purpose, and use techniques to convey a personal style and voice.

#10. Use available technology to compose text.

#11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.

#12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.

#13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice

#14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.

#15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

#16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

#17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Writing Applications

- #4. Write informational essays or reports, including research that:
- a. pose relevant and tightly drawn questions that engage the reader.
 - b. provide a clear and accurate perspective on the subject.
 - c. create an organizing structure appropriate to the purpose, audience and context.
 - d. support the main ideas with facts, details, examples and explanations from sources; and
 - e. document sources and include bibliographies.

Research

#1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

#2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

#3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).

#4. Evaluate and systematically organize important information, and

select appropriate sources to support central ideas, concepts and themes.

#5. Integrate quotations and citations into written text to maintain a flow of ideas.

#6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.

#7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

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Appendix A

Unit 1: Writing Modes

THE PROMPTS

NARRATIVE PROMPTS:

PROMPT #2

Act it out and respond: Go on an adventure outdoors for at least two hours. Take a journal with you. Record the weather, the noises, the location around you...anything you feel might help you remember it later. Make your own travel journal, using an excerpt from Thoreau's *A Week on the Concord and Merrimack Rivers* as a guide.

At length, on Saturday, the last day of August, 1839, we two, brothers, and natives of Concord, weighed anchor in this river port; for Concord, too, lies under the sun, a port of entry and departure for the bodies as well as the souls of men; one shore at least exempted from all duties but such as an honest man will gladly discharge. A warm drizzling rain had obscured the morning, and threatened to delay our voyage, but at length the leaves and grass were dried, and it came out a mild afternoon, as serene and fresh as if Nature were maturing some greater scheme of her own. After this long dripping and oozing from every pore, she began to respire again more healthily than ever. So with a vigorous shove we launched our boat from the bank, while the flags and bulrushes courtesied a God-speed, and dropped silently down the stream.

Our boat, which had cost us a week's labor in the spring, was in form like a fisherman's dory, fifteen feet long by three and a half in breadth at the widest part, painted green below, with a border of blue, with reference to the two elements in which it was to spend its existence. It had been loaded the evening before at our door, half a mile from the river, with potatoes and melons from a patch which we had cultivated, and a few utensils, and was provided with wheels in order to be rolled around falls, as well as with two sets of oars, and several slender poles for shoving in shallow places, and also two masts, one of which served for a tent-pole at night; for a buffalo-skin was to be our bed, and a tent of cotton cloth our roof. It was strongly built, but heavy, and hardly of better model than usual. If rightly made, a boat would be a sort of amphibious animal, a creature of two elements, related by one half its structure to some swift and shapely fish, and by the other to some strong-winged and graceful bird. The fish shows where there should be the greatest breadth of beam and depth in the hold; its fins direct where to set the oars, and the tail gives some hint for the form and position of the rudder. The bird shows how to rig and trim the sails, and what form to give to the prow that it may balance the boat, and divide the air and water best. These hints we had but partially obeyed. But the eyes, though they are no sailors, will never be satisfied with any model, however fashionable, which does not answer all the requisitions of art. However, as art is all of a ship but the wood, and yet the wood alone will rudely serve the purpose of a ship, so our boat, being of wood, gladly availed itself of the old law that the heavier shall float the lighter, and though a dull water-fowl, proved a sufficient buoy for our purpose.

PROMPT #5:

Act it out: Ray Bradbury is inspired by the world around him. When he wrote “The Lake”, which you just read, he says:

Swiftly, I set about remembering that day with my typewriter. By late afternoon, “The Lake” was finished and I was in tears. I knew that at long last, after years of dumb obfuscation, I had turned inward, discovered whatever might be original in my head, and caught it on paper. (Bradbury viii)

Now it’s your turn to find your *October Country* kind of inspiration. Read one of the following stories of Doylestown in *Rogues’ Hollow: History and Legends*. Story choices:

- p.14: man kills wife with a singletree of a farm wagon
- p.19: Peg-leg Pete
- p.20: the lost gun
- p.37: the ghost of Chidester Mill
- p.55 and 88-89: saw devil
- p. 55: Wooden Mill haunted
- p.57-58: Had pet monkey
- p.70-71: joke on doctor with corpse
- p.79: Newell Collins
- p. 82: big snake
- p. 86: Tramp threatened
- p.90: twin ghosts
- p.93: ghost of old man with beard
- p.94: coal miner’s ghosts
- p.96: picks and shovels dance

Respond: Fill in the details and see if you can bring flesh to Russell Frey’s bare bones version of the story. Try to use all of the key elements of the story.

PROMPT #6

Act it out: Read a different story from *Rogues’ Hollow: History and Legends*. Story choices:

- p.14: man kills wife with a singletree of a farm wagon
- p.19: Peg-leg Pete
- p.20: the lost gun
- p.37: the ghost of Chidester Mill
- p.55 and 88-89: saw devil
- p. 55: Wooden Mill haunted
- p.57-58: Had pet monkey
- p.70-71: joke on doctor with corpse
- p.79: Newell Collins
- p. 82: big snake
- p. 86: Tramp threatened
- p.90: twin ghosts
- p.93: ghost of old man with beard
- p.94: coal miner’s ghosts

p.96: picks and shovels dance

Respond: This time you can do purely as Ray Bradbury does, using something as little as a noun phrase for inspiration. Write your own story, it does not even have to be a “ghost story” or urban legend.

PROMPT #8

Act it out: Over the next two weeks, find two days in a row where you can disconnect yourself electronically. Let your friends know if you have to, but you can’t use your cell phone socially, watch TV, check your e-mail, get on my space, listen to your i-pod, listen to the radio. If you are bored, talk a walk and think about this quote from Thoreau’s “Life Without Principle”:

“In proportion as our inward life fails, we go more constantly and desperately to the post office.”

Respond: Tell (in OGT world, this means tell a story) about your experience, or write a story that occurred to you when you had so much time to think.

EXPOSITORY PROMPTS:

PROMPT #1

Act it out: Visit one of the historic sites in Doylestown from the packet. Read the site information from the packet while you are there. (This may be done in a group of up to 4.) Make notes on your packet of any traces of history you might notice.

Respond: Even though Thoreau was more about the natural world, he did say: *“It’s not what you look at that matters, it’s what you see.”* It is more easy to “see” in the world not invaded by man, but it is not impossible to “see” the history that man creates.

Explain what you saw. What traces of the sites history could you see? If you saw nothing, go back and look again. You weren’t looking hard enough.

PROMPT #3

Act it out: We will be going to “The Mill in Rogue’s Hollow” during school. Please make every effort to attend. Please wear pants and walking shoes. Bring a notebook and writing utensil.

Inspiration quote: “Nature will bear the closest inspection. She invites us to lay our eye level with her smallest leaf, and take an insect view of its plain.” -Henry David Thoreau

Inspiration quote: “A man’s interest in a single bluebird is worth more than a complete but dry list of the fauna and flora of a town.” -Henry David Thoreau

Take out when print out. While there, instruct students they may not talk while we are on the path. When they find something interesting, they are to either draw it in detail or record as many details about it as they can in their notebook. Once they find their object, they must stay with it for at least 20 minutes. Stop activity 20 minutes after last student has started. (inspired by Tina Brown’s nature journaling.) Do not give respond part until after get back to school (on bus ride back).

Respond: While we were there, you were instructed to take close notes (either by using drawings or words) on something in nature. Now you must explain it without naming

specifically what it is. Use plenty of details. Try to create a sequence expository text piece. (start at the base of the tree and work up or start at the mouth of the river and go downstream, etc.)

PROMPT #7

Act it out: Start observing how people use analogies to explain the complexities of life. “Life is like a box of chocolates...” “An ogre is like an onion...” “Life is a highway”. “I am unwritten...” Think of something you could compare yourself to: a car, an animal, a color, etc. Why could you compare yourself to that? What do you know about yourself that makes that true?

When you think you have something, read the quote from Thoreau and respond to the prompt:

“All perception of truth is the detection of an analogy.”

Respond: Compare yourself to something else. Develop the ways that you are similar and/or different. However, don’t just go for the surface similarities, find the deeper similarities. If an analogy is good, it makes sense on many levels. Try to explain the many levels to the reader.

PROMPT #9

Act it out: Read “Civil Disobedience” by Henry David Thoreau, and then read “I Have a Dream” and “Letter from Birmingham City Jail” by Martin Luther King, Jr.

Respond: Martin Luther King Jr. was inspired by Thoreau’s essay. Cite at least three times in King’s writings where you can see the echoes of Thoreau. What are they? Make sure you provide and cite the quotes from each to support your explanation.

PERSUASIVE PROMPTS:

PROMPT #4

Act it out: Before class, read the following excerpt from Emerson’s essay “Politics” and be prepared to discuss its meaning:

Hence, the less government we have, the better,--the fewer laws, and the less confided power. The antidote to this abuse of formal Government, is, the influence of private character, the growth of the Individual; the appearance of the principal to supersede the proxy; the appearance of the wise man, of whom the existing government, is, it must be owned, but a shabby imitation. That which all things tend to educe, which freedom, cultivation, intercourse, revolutions, go to form and deliver, is character; that is the end of nature, to reach unto this coronation of her king. To educate the wise man, the State exists; and with the appearance of the wise man, the State expires. The appearance of character makes the State unnecessary. The wise man is the State. He needs no army, fort, or navy,--he loves men too well; no bribe, or feast, or palace, to draw friends to him; no vantage ground, no favorable circumstance. He needs no library, for he has not done thinking; no church, for he is a prophet; no statute

book, for he has the lawgiver; no money, for he is value; no road, for he is at home where he is; no experience, for the life of the creator shoots through him, and looks from his eyes.

Take out when do lesson plans. The day after prompt is assigned, do not teach. Allow them to conduct themselves in whatever manner they wish, but be present...just in case. If they ask what they are doing today say, “The wise man would know.” Hopefully, by the end of the period, they say the metaphor of authority and State.

Respond: Emerson creates an argument for smaller government, with the possibility of no government. Create your argument in which you agree and elaborate on his argument or disagree and explain the flaws of his argument.

PROMPT # 10

Act it out: Think of someone you know who either gets treated badly or treats others badly. On a sheet of paper, write down their name. Think of something you can do to make them feel better. Some act of kindness might make them be nicer to others or open up. Write it down. For at least four days, carry out your act of kindness. Record their reaction. At the end of the time, read the quote from Thoreau and respond the prompt:

“If you would convince a man that he does wrong, do right. But do not care to convince him. Men will believe what they see. Let them see.”

Respond: Do actions speak louder than words? Do men “believe what they see”, or do they see what they want to see? Can your actions change someone else’s behavior? Use your experiences from this past week to support your ideas.

PROMPT #11

Borrowed and adapted from Janet Burnes

Act it out: Research another generations fashions (either talk to your older relatives or look on the internet) and find clothes that represent that generation. You don’t have to spend a lot of money. You could even alter some of your clothes and hair to make it fit that generation if money is an issue. You **MUST** wear the clothes either to school or in public for one whole day.

OR

Dress like a professional for a day at school. It must be an apparent effort to look dressy, and it can not take place if your entire team is dressed up, too. (I can see if you do the pre-write for this one!) At the end of the time, read the quotes from Thoreau and respond to the prompt:

“Every generation laughs at the old fashions, but follows religiously the new.”

OR

“It is an interesting question how far men would retain their relative rank if they were divested of their clothes.”

Respond: Explain your experience. How did you dress? Why? How did people react to you? How did you feel dressed up differently? Do clothes matter? Why/why not?

PROMPT #12

Act it out: Read the following quotes from Thoreau:

As a single footstep will not make a path on the earth, so a single thought will not make a pathway in the mind. To make a deep physical path, we walk again and again. To make a deep mental path, we must think over and over the kind of thoughts we wish to dominate our lives.

AND

“If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.”

This type of thought still takes form today in ideas like “The Secret”. But is it true? Try it out. Write down one thing that is holding you back and one thought that might help you “get ‘er done”. Come up with a device to remind you to switch your thoughts, like a rubber band to snap your wrist or a note card with your new thought on it. Do this for at least four days, and then respond to the prompt.

Respond: Can your thoughts determine your life? Use facts, personal experience or other anecdotes to support your argument.

Appendix B

Rubric for Unit 1: The Writing Modes

Basis: Here is the writing rubric used to grade our Ohio Graduation Test. I included only the only the top three scores for two reasons. The first is that students must average at least a 4 on the OGT (Ohio Graduation Test) to pass with confidence. The second is that this is an honors class, so getting a merely passing score, like a 4, is barely acceptable for the college bound student. I then took the traits and created a rubric on rubistar that laid them out more clearly.

Holistic Rubric for the Ohio Graduation Test

Writing

6 This is a superior piece of writing. The prompt is directly addressed, and the response is effectively adapted to audience and purpose.

It is exceptionally developed, containing compelling ideas, examples and details. The response, using a clearly evident organizational plan, actively engages the reader with a unified and coherent sequence and structure of ideas. The response consistently uses a variety of sentence structures, effective word choices and an engaging style.

5 This is an excellent piece of writing. The prompt is directly addressed and the response is clearly adapted to audience and purpose. It is very well-developed, containing strong ideas, examples and details. The response, using a clearly evident organizational plan, engages the reader with a unified and coherent sequence and structure of ideas. The response typically uses a variety of sentence structures, effective word choices and an engaging style.

4 This is an effective piece of writing. While the prompt is addressed and the response adapts to audience and purpose, there are occasional inconsistencies in the response's overall plan. The response is well-developed, containing effective ideas, examples and details. The response, using a good organizational plan, presents the reader with a generally unified and coherent sequence and structure of ideas. The response often uses a variety of sentence structures, appropriate word choices and an effective style.

6+1 Trait Writing Model : Writing Rubric

Teacher Name: **Mrs. Kager**

Student Name: _____

CATEGORY	6=25 points each	5=22 points each	4=18 points each	3,2,1=0 points each/redo
Focus on Topic (Content)	The prompt is directly addressed, and the response is effectively adapted to audience and purpose.	The prompt is directly addressed and the response is clearly adapted to audience and purpose.	While the prompt is addressed and the response adapts to audience and purpose, there are occasional inconsistencies in the response's overall plan.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	It is exceptionally developed, containing compelling ideas, examples and details.	It is very well-developed, containing strong ideas, examples and details.	The response is well-developed, containing effective ideas, examples and details.	Supporting details and information are typically unclear or not related to the topic.
Organization	The response, using a clearly evident organizational plan, actively engages the reader with a unified and coherent sequence and structure of ideas.	The response, using a clearly evident organizational plan, engages the reader with a unified and coherent sequence and structure of ideas.	. The response, using a good organizational plan, presents the reader with a generally unified and coherent sequence and structure of ideas.	There is little to no organizational plan.
Style issues	The response consistently uses a variety of sentence structures, effective word choices and an engaging style.	The response typically uses a variety of sentence structures, effective word choices and an engaging style.	The response often uses a variety of sentence structures, appropriate word choices and an effective style.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

Average Score was a ___/6. Therefore, your grade is: _____/100

Appendix C

Unit 2: research of place Introduction

History: It's Where You Live

Introduction: If you live in a place that has existed for any length of time, chances are you history. In a town like Doylestown, a town over 175 years old and that has the infamous Rogues' Hollow as part of it, that history is rich and diverse. Your assignment over the next four weeks is discover one part of it.

The assignment:

Tomorrow, you will choose your topic. You are to research over the next two weeks on that topic. At the end of that time, you are to prepare an outline and write a typed, double-spaced 3-4 page paper.

What you will need:

- 100 lined note cards
- a copy of Russell Frey's book
- pen
- *Elements of Writing* or *Writer's Inc.* book for reference
- An electronic copy of your final draft

What you will need to do:

- interview one person who knows about your topic (by phone, e-mail, or in person)
- possibly go to the main library, county records, churches, historic buildings or graveyards for information
- go to your historic location and take pictures(if possible) for bonus points

Timeframe:

- Days 1-2: introduction/topic selection
- Days 3-6: research (including a speaker)
- Day 7: note cards due/ begin outline
- Day 8: outline
- Day 9: outline due
- Day 10-11: rough draft days in computer lab
- Day 12: revise in computer lab
- Day 13: papers due

(This takes place over four weeks because we will not work on writing mode days, which is roughly one day/week. We also have a three day break for Thanksgiving.)

Appendix D

Unit 2: research of place

Topics for research

Industry

- 1) importance of coal
- 2) 200 mines in Doylestown
- 3) Life a Doylestown coal miner
- 4) How mines figure in to Doylestown's economic prosperity
- 5) Dangers of coal mining
- 6) Kinds of mines of Rogues' Hollow
- 7) Where coal miners lived
- 8) Silver Creek Mining Company
- 9) Mills (Woods Grist Mill and Angfang)
- 10) industry of original Doylestown (besides coal mining)

Schools/chuches

- 11) one room schoolhouses
- 12) High church
- 13) Any church in Doylestown: past or present
- 14) Hazel Harvey (the teacher)
- 15) History of any school building in Chippewa Local

Rogues' Hollow

- 16) Name of Rogues' Hollow (may be too small; may have to branch out)
- 17) Route 169
- 18) Saloons of Rogues' Hollow
- 19) Life from 1860 to 1875 (the wild time of the Hollow)
- 20) Counterfeit money in Rogues' Hollow

People

- 21) Original residents of Hollow
- 22) Samuel Chidester
- 23) Sarah Lyon Chidester
- 24) Sieberlings in Doylestown
- 25) Galehouse family
- 26) Angfang family
- 27) Gillaspie family
- 28) Abraham Tawney
- 29) Bill Collier
- 30) James Adams
- 31) Notorious visitors: Jesse James and Blinky Morgan

Misc.

- 32) Importance of 1840
- 33) Doylestown in 1856
- 34) Doylestown in 1873
- 35) Doylestown in 1892

- 36) Doylestown in 1912
- 37) Doylestown in 1941
- 38) Doylestown today
- 39) cemeteries of Doylestown
- 40) men from Chippewa Township in Civil War
- 41) "Doughboy" statue
- 42) influence of Ohio Canal on mining industry

Appendix E
Unit 2: Rubric for Note cards and outline

Name _____

**Research Report : Note cards and outline: research of
place**

CATEGORY	4	3	2	1
Note card organization	all note cards follow correct format=25 points	less than 20 note cards did NOT follow the correct format=20 points	less than 40 note cards did NOT follow the correct format=15 points	note cards were done, but did not follow the format=5 points
Note card information	paraphrase, quote, and partial quotes were easy to follow; one fact/card=25 points	paraphrase, quote, and partial quotes were easy to follow most of the time; most had one fact/card=15 points	hard to tell if paraphrase, quote, or partial quote; some had one fact/card=10 points	too many facts on one card or did not cite quotes= 5 points
Outline format	follows page 118 of Elements book requirements with 0-2 mistakes=25 points	follows page 118 of Elements book requirements with 3-5 mistakes=20 points	follows page 118 of Elements book requirements with 6-10 mistakes=15 points	follows page 118 of Elements book requirements with numerous mistakes=5 points
Outline Content	easy to follow; at least two main topics, no A without a B, no 1 without a 2=25 points	somewhat easy to follow, gets off-topic at least once; at least two main topics, no A without a B, no 1 without a 2=20 points	a fit unfocused; at least once does not follow rule: two main topics, no A without a B, no 1 without a 2=15 points	unfocused and unsupported, but attempted=5 points

_____/50 notecards done

Total:_____/100 points

(if you have less than 50 note cards, the percentage done will then be multiplied by the 100 point total to get your final score.)

Appendix F

Unit 2: Peer revision sheet for research rough draft

(Note: If done on computer by tracking changes, this can be condensed into a checklist or reference.)

Name of writer _____

Directions: Pass this sheet along with your rough draft to a person I specify in the room. The person in the room will then answer questions regarding your writing in the first column. You will then have someone else edit your writing using the same sheet who will answer in the second column. Readers: Please answer the questions based on what they wrote. If you don't know an answer because they did not include it, write "DID NOT DO". Writer: Please look over their comments carefully and make the necessary adjustments before you begin your final draft. This activity is worth 25 points.

1. Opening paragraph questions:

- What is the topic of this paper?
- What are the reasons they are going to discuss in the paper?

2. 1st idea questions:

- What is the topic of this section?
- Do they do the parenthetical citations correctly? (first word from Works Cited p.#).
- Are there quotes integrated nicely? Note where you could improve the flow of ideas.
- Note any grammar errors.

3. 2nd idea questions:

- What is the topic of this section?
- Do they do the parenthetical citations correctly? (first word from Works Cited p.#).
- Are there quotes integrated nicely? Note where you could improve the flow of ideas.
- Note any grammar errors.

4. 3rd idea questions:

- What is the topic of this section?
- Do they do the parenthetical citations correctly? (first word from Works Cited p.#).
- Are there quotes integrated nicely? Note where you could improve the flow of ideas.
- Note any grammar errors.

5. Closing

- Does it feel abrupt? If it does, why?

- Is the thesis somewhat restated?

Appendix G

Unit 2: final paper rubric

Research Report : History Is Where You Live

CATEGORY	4=25 points	3=20 points	2=15 points	1=5 points
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
flow of ideas	Ideas flow nicely. Own wording and thoughts put into paper. No abrupt changes.	1-2 areas of paper where ideas did not flow or wording felt forced.	many times in paper where ideas did not flow or wording felt forced.	Wording not own for most of paper (If plagerized, get an automatic 0)
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

Total: _____/150 points

Comments: