

Exploring Multiple Perspectives (Working Title)

GOALS

- Cultivate appreciation for the value of writing
- Explore the process of writing
 - Writing to Learn
 - Reflection
- The ongoing presence of multiple right answers
 - Experience multiple right answers / perspectives in responding to texts and in writing
 - Think intentionally about language and organization

STEP #1: Word Awareness

Goals

- Build awareness of the power and importance of language
- Explore the nuances of language through playful activities
- Write reflectively on the value of and need for attention to details of language in composing strong writing
- Cultivate the mindset that words matter

- Q₁ 1. (5) Fine Dining/Fine Writing. What is the difference between *eating* and *dining*? List definitions on board.
- C₁ 2. Hand out snacks—everyday (cheap) peanut butter and freshly ground peanut butter. Maybe saltines and really good crackers for spreading peanut butter. Or you can use store bought cookies and homemade cookies.
- O₁ 3. (5) Scholars can make two columns in their journals to describe the taste of each version. Share these descriptions.
- O₂ 4. (5) What is the difference between the everyday and gourmet versions? List on board next to “eating/dining? List.
- C₂ 5. (5) Then you can explain that the same concept applies to words and writing. That some everyday words (good/bad and happy/sad) are useful and functional, but, like food, there are gourmet versions of words that offer sharper flavor (here you can refer to the definitions you have on the board). That’s something you’re going to strive for in this experience.
- S₁ 6. (5) You can make a poster of the characteristics of “Fine Writing” with the definitions you have gathered. (I think it would be good to segue into the “connotations” activity since it focuses on varied words in the same family and how meaning shifts with different words.
7. Connotations.
C₂ a. throwing balls of paper
b. would you rather be?
- Q₂ 8. (10) Prompt: Why do the words you choose matter so much? (Write, then share)

9. (40) Metaphor Poem
 (15) Fold a piece of paper in 3 columns, to fit in a #10 envelope

<p>Column#1 O, Write the numbers 1-5 in this column. List 5 emotions that you have felt in the past week. Fold over this column so you only have two columns showing</p>	<p>Column#2 S, Write in approximately the same place that you wrote the emotions. List 5 colors. Not important to match the emotions. Think of the Giant box of crayola crayons—fire engine red, aquamarine, macaroni and cheese. I let kids shout out some colors just to get things going. Fold back the column when finished</p>	<p>Column#3 Write these words on the board while students are doing their colors: Door / blanket/ window/ocean/sword/ Fire/universe/cloud/ Galaxy/knife/mountain You can include any metaphor-rich words in this list. I try to put 10 words on the board Students choose five of the words</p>
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Then unfold the paper and you have five metaphors going across the page. Excitement is a tangerine cloud. Share some. (Students usually like to share.)

(8) Choose ONE of the metaphors that you've written—no mixing and matching.

Turn the paper over and write each word in the same column from the other side so that the metaphor reads across the page. Explain that you will be freewriting in each column for about 2 minutes (see below for suggestions—I elaborate a little for each column when I'm explaining). You'll announce when to switch so there won't be any interruption from column to column.

<p>Column #1 EMOTION WORD HERE Associations with the emotions Times you've felt this What the feeling feels like What you say or think when you feel this way What leads up to it</p>	<p>Column#2 COLOR WORD HERE Associations with the color (first thoughts) What objects have this color What mood/feelings/thoughts do you associate with the color Memories connected to this color led to O,</p>	<p>Column#3 METAPHOR WORD HERE Associations with this word (first thoughts) What mood/feelings/thoughts do you associate with this word? Images this word suggests Memories of and connections to this word--</p>
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(15) These are the ingredients for writing a poem. If you're comfortable writing a poem, consider these notes the preliminary sketch. If you're not comfortable writing a poem, you have the ingredients to create one. Mix and match what you have written, using what seems to fit and adding what seems necessary. The title of the poem is the metaphor unless you want to change that. About 7-10 minutes to write. Then share - popcorn, depending on time left.