

Alignment to Unit Goal

The first unit of the school year is anchored to the theme of “chasing success”. *Walk to the Jetty* is the second anchor text provided by the *Collections* textbook. The narrative follows Annie, a seventeen year-old-girl who has decided that she must leave home and pursue success elsewhere. Before boarding the ship that will take Annie to her future, she cannot help but to look back and introduces the reader to a variety of childhood memories. It is important for students to consider the children that they were and how their experiences shape their visions of success as well as the adults that they will become.

Alignment to Week’s Goals

This week is dedicated to identity and the cultivation of self-awareness because students must have an intimate understanding of who they are if they are to write a quality college application essay. The song or slam poem activity will grant students the opportunity to explore and affirm their own experiences in a classroom setting while critically engaging in the following question: how does my identity inform my conception of success? The process will also facilitate an opportunity for students to reevaluate their post-high school aspirations and to consider how their environment has influenced their expectations in life.

Learner Objectives

Students will be able to *relate* Annie’s transition from childhood at home to adult elsewhere, as they will soon be making the same transition.

Students will be able to *examine* the song model provided and *employ* similar strategies in their own song (or poem).

Students will be able to *construct* elements from *Walk to the Jetty* in a new medium and adapt their experiences to fit the constraints of the assignment, directly tying students’ lives to the central theme.

Common Core Standards

CCSS.ELA-LITERACY.W.11-12.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.W.11-12.6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

(9/19) Week 3, Day 3 – Song or Slam Poem

CCSS.ELA-Literacy.SL.11-12.5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Resources

Dry erase marker and eraser, white board, digital projector, computer, screen, *Walk to the Jetty* song/slam poem hand out, Internet access, Ludacris – Growing Pain lyrics handout with modeled marginal notes, student devices (cellphone/tablet/laptop).

Activities

Ludacris – Growing Pains

- Instructors will distribute a lyrics handout with modeled marginal notes, which will provide students with an example of how profound memories and allusions may be masterfully woven in a cohesive creative piece.
- Students will listen to the song once and take additional notes. Students will be asked to, as individuals, write down three things that you learn about Ludacris’s childhood through the song and make an inference of how it shaped his future (or vision of success).

Walk to the Jetty Song/Poem

- Instructors will divide students into four groups and introduce the in-class song/poem assignment. Instructors will issue a rubric too each group and display instructions in the front of the room using the digital projector, in order to reinforce the verbal instruction.
- Instructors will own the classroom space and walk around the room, making him or herself available to individual students who seek affirmation or constructive feedback on their output.