



**Piloting the Classroom:  
Teaching from Multiple Perspectives**

**A Thesis submitted to the Miami University Honors Program in partial fulfillment  
for the requirements of the University Honors with Distinction**

**by**

**Nicole Mary Gilmore**

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**Oxford, Ohio**

## ABSTRACT

### Piloting the Classroom: Teaching from Multiple Perspectives

By: Nicole M. Gilmore

This honors thesis serves as a teaching portfolio based on my lessons and experiences with teaching in the classroom and with individuals. I have had many experiences with teaching other than just my student teaching. I have taught in both upper-middle class schools, schools that are on “academic watch” and even a school in Belize, a different country and a different culture. Not only have I taught in the classroom but I have also had experience teaching in a military training program for future officers, Air Force ROTC. I did not realize how well all of these experiences would interconnect and improve me as a teacher until I started work on this portfolio.

Each section is dedicated to my different teaching experiences throughout the past two years. There are also notes from professors, cooperating teachers and even students that are valuable to me as a future teacher and serve to highlight my teaching experiences. Each section includes an introduction summarizing and highlighting my writings. This will give the reader a good indication of which sections are of most interest to him or her while reading the portfolio. In each section, especially the capstone paper, I discuss how each of the experiences has impacted one another. My findings and conclusions on how they all relate, come from a mixture of both my research and experiences with teaching.

The purpose of this portfolio is to allow me to have something to look back on after I have served my years in the Air Force, so I can remember the valuable education I have received at Miami University on teaching and how to be an effective educator. The education I have received here is of the utmost value and I cannot risk losing all the information and lessons I have learned through the classes and experiences here. This portfolio is one giant step to prepare myself for my future teaching career. This portfolio also serves as a tool for prospective schools that will interview me, to see examples of my work throughout my time at Miami and my experiences with teaching.





Multi-Perspective Teaching Portfolio

By: Nicole M. Gilmore

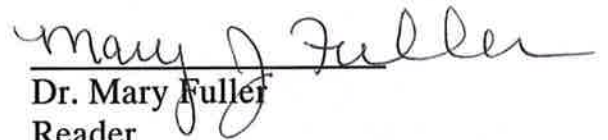
Approved By:



Dr. Tom Romano  
Advisor



Ellen Hill  
Reader



Dr. Mary Fuller  
Reader

Accepted By:



University Honors Program  
Director



## Acknowledgements

I would like to thank the following people for their guidance in building this portfolio. First, Dr. Tom Romano for advising and aiding me to making my portfolio “pop”, especially where scenes needed drama. Secondly, I would like to thank my thesis readers, Ms. Ellen Hill and Dr. Mary Fuller, for taking time to help me revise and perfect this portfolio. Without their help this portfolio would not have come together so easily. My cooperating teacher from Mason High School, Mr. Curt Bly, also helped guiding and supporting me through my student teaching process. I am a better teacher today because of his constant support. Mr. Emil Pulido also advised and guided me though my student teaching process in Belize, for which I am extremely grateful. Furthermore all of my education and methods professors at Miami University have been a strong support in my passion for teacher and fulfilling my life dream. And finally I would like to thank the Miami University Honor’s Department for their support in creating this portfolio and allowing me to have the freedom to go where I would not have otherwise thought of going with this thesis. It is because of these people that I have built a long lasting portfolio which will help me years into my teaching experiences.

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## Introduction to Portfolio

“Do you have to leave Miss Gilmore?” After several students said these words to me at the end of both of my student teaching experiences, I knew I would be hooked on teaching for life. I had two experiences, one at Mason High School and one in Belize at Belmopan Comprehensive High School. Both experiences gave me tools, knowledge and a bigger heart to continue on with my life dream of being a teacher. I can remember when I was a young girl, forcing my little brother to “play school” with me, where I would sit him in the basement and make up lessons for him to listen to and homework for him to do. This was just the beginning of my love of teaching.

My professional experiences with teaching started with my methods courses junior year at Miami University, which also included field experiences in two different schools. I continued my experiences with adapting lessons I was teaching in Air Force ROTC (Reserve Officer Training Corps) based upon what I had learned in my education classes and teaching experiences.

My love of teaching stems mostly from the students. When I first began teaching, I had a very strict style, mostly because of my age, and I wanted to make sure students would still respect me even though I was not much older than them. But as I continued, especially through student teaching, I became more relaxed and realized it was okay to joke around with students as well. I came into school everyday looking forward to what students were going to pull on me next or say to me, never once thinking about how I “*had* to go to work”. However, I managed to keep control of the classroom but allowing myself and students to be more relaxed when appropriate. These lessons I learned about teaching in the classroom helped me to improve as a future officer in the Air Force, working with and leading Airmen.

My experiences in AFROTC also helped to improve my teaching strategies and interpersonal skills. One of the most important lessons I learned through ROTC was to “take care of your people”, which I brought into my teaching and classroom, giving individual attention to students when needed as well as classroom instruction.

Everything in this portfolio is either an account of experiences I have had with teaching, valuable concepts I have learned to take with me into my future classroom, or pieces that I have written about teaching that will help me in future teaching endeavors. I write this portfolio from the heart, thinking about each of my students who made an impact on me as a future teacher, not realizing that this would touch my heart more than me making an impact on the students.

# **Resume and Teaching Platform**

# Nicole Gilmore

1864 Rich Ct ♦ Beaver Creek, OH 45432 ♦ (937-684-7275) ♦ gilmornm@muohio.edu

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## Skills Summary

- ♦ Teaching/Training from multiple perspectives
- ♦ Lesson planning
- ♦ Advising
- ♦ Tutoring
- ♦ Working with people (including peers)
- ♦ Public Speaking
- ♦ Project Planning and Organization
- ♦ Leadership
- ♦ Taking initiative
- ♦ Professional Presentations
- ♦ Project creativity

## Education

MIAMI UNIVERSITY – OXFORD, OH

### Integrated English Language Arts Education, 2012

GPA: 3.68/4.0, Major GPA: 3.94/4.0

Will be licensed to teach seventh through twelfth grade as of May 5, 2012.

## Professional Experience

### AIR FORCE ROTC

- ♦ Successfully completed and mastered field training. Experience in leading peers in extremely stressful situations.
- ♦ Operations Group Commander: Planning and organizing and teaching the leadership laboratory class for all cadets at Miami University.
- ♦ Arnold Air Society Instructor: Recreating the candidate process to enter into the professional, national, honorary and service organization in AFROTC. Planned lessons and trained cadets to be the best and most professional in the detachment.
- ♦ Mission Support Officer: Created a mentorship program for AFROTC cadets to correspond with one another and for underclassmen to talk to upperclassmen about school, ROTC, and any other questions they may have.
- ♦ Commissioning Officer: Planned and organized the entire commissioning ceremony and reception for all persons graduating and entering into the United States Air Force in May 2010 and December 2010. Initiated and more effective process for the ceremony and reception.
- ♦ Director of Education: Organized study tables for cadets each week and ordered new furniture to organize the detachment to be more “study friendly” for cadets.

### STUDENT TEACHING AT MASON HIGH SCHOOL, OHIO

- ♦ Teaching 12th grade British Literature from August 2011 to October 2011
- ♦ Gained experience teaching alone, with full control of the classroom, lesson planning, grading and professional development

### STUDENT TEACHING IN BELIZE

- ♦ Teaching 9<sup>th</sup>-12<sup>th</sup> grade English and Literature
- ♦ Multicultural experience working with teachers, staff and students in Belize

### PIANO TEACHER

- ♦ 6 years experience teaching lessons after taking lessons for 15 years

### RETREAT LEADER FOR MIDDLE AND HIGH SCHOOL STUDENTS

- ♦ Bergamo Retreat Center
- ♦ Leading peers through retreats that are focused on themselves, others, and their relationship with others and God. Lead both large groups and small groups of sixth through twelfth graders during an important step in their lives while facilitating their journey.



## RESIDENT ASSISTANT

- ◆ Advising upperclassmen during their time at Miami. Helping residents through personal, school, and other issues.
- ◆ Managing and facilitating issues that come up among residents within the building.

## LIFEGUARD

- ◆ Responsible for the safety of hundreds of people.  
Opening and closing the pool. Getting the pool ready and cleaned for the year and for each day.

## TARGET

- ◆ Managing people and guest services. Organizing the store and setting it up for the next day.

## ADOPT A SCHOOL

- ◆ Tutoring Middle-High school students in English in the Talawanda school district.

## Activities on and off Campus

- ◆ Published in the *Miami Student* School Newspaper
- ◆ Bergamo Middle/High School retreat Leader- Spring 2008 to present
- ◆ Arnold Air Society—Fall 2008-current
- ◆ National Council for Teachers of English—Fall 2008-current
- ◆ Phi Sigma Pi National Honors Fraternity—Spring 2009-current
- ◆ Scholar-Leader—Fall 2009-Spring 2010
- ◆ Unified for Unifat—Fall 2009-current
- ◆ Intramural Softball and Broomball team—Fall 2008-Spring 2012
- ◆ Lector at St. Mary's Parish, Oxford Ohio
- ◆ Carroll High School Alumni class of 2008 representative
- ◆ Adopt a School—Spring 2009
- ◆ Speech and Debate Team—Spring 2012

## Employment History

TARGET. – Beavercreek, OH

**Cashier/Guest Service/Fitting Room/Softlines, 2007 to Present**

IDLE HOUR SWIM AND TENNIS CLUB – Beavercreek, OH

**Snack Bar and lifeguard, 2006 to 2009**

WALNUT GROVE COUNTRY CLUB—Beavercreek, OH

**Lifeguard, 2008 to 2010**

RESIDENT ASSISTANT—Miami University

**August 2010 to May 2011**

## References

**Curt Bly, Cooperating Teacher**

513-349-5932, blyc@mason.k12.oh.us

**Dr. Alan Frager, Professor**

513-523-8468, frageram@muohio.edu

**Ms. Judi Murry, Supervisor**

513-907-6887, JudiMur8@aol.com

**Lt Col William Hamant, AFROTC Commander**

513-529-2031, hamantwb@muohio.edu

## **My Teaching Platform**

### **The purposes of schooling:**

- To relish in those teachable moments, not provided or planned for in the curriculum but may be some of the most important lessons learned by students.
- To learn a wide variety of information, increase knowledge, and indulge in knowledge available to students in order to really learn instead of just memorize and regurgitate.
- To give students the opportunity not only to learn but to teach, especially one another.

### **The nature and substance of student work:**

- I believe in discussion as a main source of learning. Students who discuss issues and debate with one another, may learn to support and defend themselves or alter or change their ideas as a result of discussion.
- Students should be able to do work that emphasize their strengths but also challenge and strengthen areas of improvement.
- Students work should emphasize individuality and creativity.
- Student work should have a purpose, preferably student determined purposes, in order for students to be fully engaged and take control of their learning.

### **Social Significance of student's learning:**

- I believe that learning prepares students to live in a democratic society.
- I believe that learning prepares students to interact socially and educationally.
- I believe that learning teaches students about decision making and how to make well-informed ideas, opinions and decisions.
- I believe that learning teaches students to defend and hold true to their opinions and beliefs.
- I believe that learning is important for developing fully literate and functional beings in society.
- I believe that learning provides opportunities to students that they would not otherwise be exposed to or necessarily examine themselves.
- I believe that learning expands students "comfort zone" and broaden their horizons, exposing them to diverse situations, cultures, and people.
- I believe that learning challenges students to go further in their thinking, especially to think critically.

### **The image of the learner:**

- I believe that all learners secretly want to learn but it is how the information is presented that depends on whether they show interest or not.
- I believe that every learner has a variety of knowledge that can be shared and taught to other learners.
- I believe that all students can go further than they think, but they need to be challenged and pushed.

- I believe that students can do more than what most teachers expect from them and students need to be looked at and tested with high expectations.

#### **The image of the curriculum:**

- I think that curriculum building should involve students, to an extent.
- I think that curriculum should be built around student involvement and hands on activities
- I think that curriculum should not be based just on the textbook.
- I think that the teacher should create the curriculum first, and use things such as the textbook as resources or references.
- I think that the curriculum should include a variety of resources including videos, hands on activities, and other instructional materials.
- I think the curriculum should be build so students can enjoy learning and want to explore the topic on a deeper level themselves.
- I think that the curriculum should be a guideline for teaching, not a set of rules.

#### **The image of the teacher:**

- I believe that a teacher is a mentor.
- I believe a teacher is there to guide students and not just ask the questions and then give the answers.
- I believe that a teacher must be passionate about the subject and profession, and portray to be so in order to be an effective teacher
- I believe that a teacher must be professional with students and co-workers and he or she takes on a great deal of responsibility.
- I believe a teacher has a lasting effect on students, whether for a positive or negative reason
- I believe a teacher must be confident in what he or she is doing and be confident in his or her leadership capabilities.
- I believe that teachers should have high expectations for *all* students.

#### **The preferred pedagogy:**

- I believe that inquiry-oriented teaching is the most effective.
- I believe students should have the chance to guide their own learning.

- I believe students *want* to learn and thus the teacher should be there to help them find the answers to their questions.
- I believe that school exists to help and guide students to expanding their knowledge, and a disciplined centered teaching style distracts from this idea.
- I believe discipline is important but should not completely rule a classroom.

**The preferred school climate:**

- I believe that the best school climate is one that is considerate of students backgrounds.
- I believe the best school climate is one where all students respect each other and respect their teachers, but it must first start with teachers respecting each other and teachers respecting their students.
- I believe the best school climate to be one where the students are challenged beyond their current knowledge and abilities rather than tested at the level where they already are, or they will not be able to grow and expand their knowledge.
- I believe the best school climate provides a safe and comfortable environment for all students.
- I believe the best school climate focuses on individual students on not just on students as a class or a whole.
- I believe that the best school climate give the most opportunities to all students.
- I believe the best school climate is centered around positive attitude and complaints from both teachers and students are kept to a minimum.

**My non-negotiable:**

- My non-negotiable says that students should be given the opportunity to ask about anything appropriate for the classroom, that interests them and the teacher should be willing to teach those lessons.
- I believe these “teachable moments” are some of the most valuable moments learned in school, even though they may be impromptu, the teacher should be ready to respond, or ready to make a later lesson if a longer time is needed to cover the topic.
- These “teachable moments” should not be ignored or downplayed because if students are asking questions, this shows that they want to learn and suppressing questions not related to the curriculum will minimize respect and deter students from asking later questions about the curriculum.

# **Letters of Recommendation**

MIAMI UNIVERSITY  
DEPARTMENT OF TEACHER EDUCATION  
OXFORD, OHIO

April 20, 2012

Hello,

I am pleased to write a recommendation for Nicole Gilmore, who was among the most outstanding students I have ever taught. In two of my classes, Foundations of Literacy and Methods of Reading Instruction, Nicole consistently demonstrated qualities of a scholar: she was well prepared for each class, participated actively in discussions, sought clarification and justification of key ideas, and demonstrated a high level of competence in applying the ideas and methods she learned. I found Nicole's writing to be clear, organized, and thoughtful.

Nicole's high level of intelligence, maturity, and confidence enabled her to develop advanced understandings of theories and methods of literacy instruction. Always interesting and honest, Nicole is a very positive thinker able to set ambitious goals and achieve them. She shows a high level of respect for others as well as a highly developed sense of responsibility and dedication to service, which Nicole practiced and honed for 4 years in the Air Force officer training detachment (640<sup>th</sup> Cadet Wing) at Miami University.

Nicole's student teaching experience was especially noteworthy. It was a split placement that began with 8 weeks in a highly regarded suburban high school where Nicole was mentored in teaching an academically rigorous language arts curriculum. The second placement was 8 weeks in a high school in Belize, where poverty limited the number of books in the school as well as students' expectations. In both settings Nicole's teaching was guided by principles and leadership skills that she developed in AF-ROTC, such as caring for every member of the class and clarifying the expectations for success. Many times during this semester Nicole was able to recognize students who were experiencing learning problems, counsel with them to seek the cause of the problems and lend her support, and change their direction toward classroom success.

Nicole likes challenges and responds well to them. She has the interests and skills of a scholar, combined with a desire to make a difference in people's lives. She is certain to become an outstanding teacher and leader in education. I give her my highest possible recommendation.

Sincerely,



Alan M. Frager  
Professor  
301 McGuffey Hall

513-523-8468  
frageram@muohio.edu





STUDENT TEACHING PERFORMANCE  
FINAL REPORT

Student Nicole Gilmore Semester/Year Fall/2011  
 School District Mason City Schools Building William Mason High School  
 Cooperating Teacher Curt Bly Signature [Signature]  
 Miami University Supervisor Judy Murray Signature [Signature]

Miss Nicole Gilmore's student teaching placement was at William Mason High School in Mason, Ohio. Mason is a rapidly growing community consisting of predominately middle to upper middle class residents. Mason High School operates on a trimester scheduling system in which students change classes every twelve weeks. Nicole was responsible for four classes of English IV-British Literature of about 30 students each.

Miss Gilmore's student teaching experience was quite a successful one. She always met the standards and expectations set before her, and she often far exceeded them. Nicole demonstrated a strong foundational understanding in the processes necessary to become a master teacher. Particular strengths were demonstrated in the areas of classroom management, the planning, developing, and evaluating meaningful lessons and activities, and cultivating a solid rapport with her students.

Managing a classroom was never an issue for Nicole. She immediately gained control of the classroom because her expectations for the students were clear and appropriate at all times. When a student's behavior conflicted with those expectations, Miss Gilmore dealt with the situation quickly and fairly. The ability to gain and maintain the respect of the students allowed Miss Gilmore to flourish in her development and presentation of the British Literature curriculum.

Developing meaningful lessons and activities became a main focus for Nicole right from the start. She worked to differentiate the mode of instruction in an attempt to best utilize class time, as well as, maintain a high level of student interest. Her success in this effort was never more obvious than through her work creating extension activities for each unit of study. Nicole designed a set of activities for each major study that promoted not only higher level thinking, but also engaged several of the multiple intelligences of our students. These activities really encouraged students to think beyond the standard parameters of the study and become engaged in ways they may not normally. Nicole developed and evaluated each piece based on set criteria, but with room for individual ability and interest. This individual attention to each activity really was one of the strengths of the assignment because it promoted and allowed for a unique interpretation from each student. The evaluation of the extension assignments was done in a timely manner and provided meaningful responses to student work.

Another example of Nicole's strength in planning meaningful lessons and activities was her group design for studying the history of the middle ages. Students were split into several small groups and given a short reading relating some key understanding about the middle ages. Each group was expected to develop a "lesson" that would inform their classmates on the key elements from their reading. Miss Gilmore provided clear expectations surrounding the presentations, but she also allowed for student choice and creativity in how the groups decided to meet the requirements. It was because of this flexibility that the students thrived in not only completing the task, but also gaining the valuable knowledge that came out of each presentation they observed. Miss Gilmore showed ability beyond her years in this area.

Although Miss Gilmore has shown strength in the previous areas, her greatest asset as a teacher has been the relationships she has worked to build with her students. Her caring, interested demeanor was obvious to the students from the very start of her experience. Nicole was always willing to spend the extra time to help a struggling student, relate a funny personal experience, or just simply chat before and after class. The students learned quickly that Miss Gilmore truly was interested in who they are and who they hope to become. This desire to really know her students has been the fuel that has driven Miss Gilmore's entire student teaching experience.

Nicole has been a true joy to work with. Her passion for education is obvious to anyone who spends even a little time with her. She has successfully developed into a teacher that will prove to be an asset to any school district that employs her.

**TO: WHOM IT MAY CONCERN**

**FROM: JUDITH G. MURRAY  
STUDENT TEACHER SUPERVISOR  
MIAMI UNIVERSITY**

**RE: NICOLE GILMORE**

**DATE: APRIL 12, 2012**

NICOLE GILMORE WAS A STUDENT TEACHER AT MASON HIGH SCHOOL IN MASON, OHIO, FALL, 2011. SHE WAS IN A HIGH SCHOOL ENGLISH CLASSROOM. SHE HAD A VARIETY OF EXPERIENCES INCLUDING LARGE AND SMALL GROUP INSTRUCTION, INDIVIDUALIZED INSTRUCTION, HANDS ON ACTIVITIES, AND USED TECHNOLOGY ON A DAILY BASIS. SHE WAS RECEPTIVE TO PROVIDING BEHAVIORAL/INSTRUCTIONAL MODIFICATION STRATEGIES TO ACCOMMODATE THE NEEDS OF EACH CHILD.

NICOLE TOOK ADVANTAGE OF HER PLACEMENT QUICKLY AND EAGERLY ACCEPTED RESPONSIBILITIES ASSIGNED TO HER AND PERFORMED EACH WITHOUT HESITATION. SHE WAS COOPERATIVE AND WILLING TO TAKE PART IN ALL FACETS OF THE CLASSROOM SETTINGS AND CONTINUALLY DISPLAYED A POSITIVE, ENERGETIC ATTITUDE.

IT BECAME APPARENT MS. GILMORE WANTED TO LEARN AND BECOME THE BEST TEACHER SHE COULD BE. SHE PREPARED FUTURE LESSON PLANS, MAKING PROVISIONS TO GIVE ALL STUDENTS EXTRA HELP WHEN NEEDED, AND TO REMAIN UP TO DATE ON STUDENT PROGRESS. HER LESSON PLANS REFLECTED A SOLID UNDERSTANDING OF SUBJECT CONTENT AND HER INSTRUCTIONAL GOALS WERE APPROPRIATE TO THE STUDENTS SHE WAS TEACHING. AFTER TEACHING A LESSON MS. GILMORE ALWAYS WELCOMED COMMENTS AND SUGGESTIONS WHICH SHE WOULD THEN IMMEDIATELY USE TO MAKE HER LESSONS STRONGER.

NICOLE EXPERIENCED MANY TEACHING OPPORTUNITIES THAT SHE WILL BE ABLE TO REFLECT UPON AND USE IN HER OWN CLASSROOM. SHE CREATED A CLASSROOM ENVIRONMENT THAT WAS FAIR, SUPPORTIVE, AND ACCEPTING. SHE PROVIDED STUDENTS WITH MUCH ENCOURAGEMENT ON JOB WELL DONE. SHE CAME PREPARED WITH A WEALTH OF KNOWLEDGE AND WILL DO AN EXCELLENT JOB IN HER TEACHING ENDEAVORS.

PROFESSIONALLY, NICOLE WAS VERY ORGANIZED AND APPROACHED ALL HER RESPONSIBILITIES IN A PROFESSIONAL AND EXPERIENCED MANNER. SHE WAS CONFIDENT IN THE ROLE OF TEACHER AND HANDLED ALL SITUATIONS IN A PROFESSIONAL MANNER. SHE WAS OUTSTANDING IN HER ABILITY TO MAINTAIN CLASSROOM MANAGEMENT IN ALL SITUATIONS THAT AROSE. DURING HER INSTRUCTION TIME, A STRENGTH WAS PROVIDING A SAFE AND NURTURING ENVIRONMENT.

NICOLE GILMORE HAS OUTSTANDING PERSONAL AND PROFESSIONAL QUALITIES THAT WILL MAKE HER A SUCCESSFUL TEACHER. SHE HAS A NATURAL ABILITY TO EDUCATE AND MOTIVATE. SHE WILL BE AN ASSET TO ANY SCHOOL SYSTEM.

**JUDITH G. MURRAY  
1-513-907-6887  
judimur8@aol.com  
murrayjg@muohio.edu**



# **Student Teaching Evaluations**

## **Introduction to Teaching Evaluations:**

My cooperating teacher summarizes my experience at Mason and how I did while I was teaching on my own. He says my strengths are connecting with students through personal stories and being creative with lessons, noting that some of the lesson activities I created are beyond first-year teacher level. He also notes at my ability to deal with student behavior quickly and effectively, keeping good control of the classroom throughout the lesson. He notes that my passion for teaching is my most positive trait.

Whenever I was evaluated by a supervisor I was surprisingly not nervous. This is probably because teaching came so natural to me, that I did not even realize there was another person in the room. Included here are some of the highlights from my student teaching at Mason. My supervisor agrees that I work well with students: I have a good rapport with them, know all their names, and had good interactions with them during the lesson. She also notes how I did well with starting on time, gaining student interest during the lesson and kept good attention to detail while I was teaching (especially when students were falling asleep, using proximity to help them to pay attention and let them know I was paying attention to them). A key element she notes is that "you use positive techniques in gaining/maintaining interest/attention so students stayed focused on task and at hand...you made the lesson exciting!" Most of the supervisor's comments about the lessons I taught are positive. In the beginning she noted that I can work on formatting the lesson plans to include accommodations for IEP and special needs students as well as making sure the state standards on the lesson plans, an easy fix.

My cooperating teacher also noted many aspects of my teaching that I excelled in, including strategies that were new to students but effective, such as having them be involved in the lesson by writing their examples on the board. He says that I connect with students well through humor and use a variety of teaching strategies effectively. He does not say this in the evaluation, but after one lesson I taught he told me he was so impressed, that he was going to use the lesson that I did in future years to introduce sensory description in writing. He also notes that one of my strongest traits in teaching is the rapport that I build with students. All of this is noted in the following evaluations.



# STUDENT TEACHING PERFORMANCE FINAL REPORT

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 School District Mason City Schools Building William Mason High School  
 Cooperating Teacher Curt Bly Signature [Signature]  
 Miami University Supervisor Judy Murray Signature [Signature]

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Managing a classroom was never an issue for Nicole. She immediately gained control of the classroom because her expectations for the students were clear and appropriate at all times. When a student's behavior conflicted with those expectations, Miss Gilmore dealt with the situation quickly and fairly. The ability to gain and maintain the respect of the students allowed Miss Gilmore to flourish in her development and presentation of the British Literature curriculum.

Developing meaningful lessons and activities became a main focus for Nicole right from the start. She worked to differentiate the mode of instruction in an attempt to best utilize class time, as well as, maintain a high level of student interest. Her success in this effort was never more obvious than through her work creating extension activities for each unit of study. Nicole designed a set of activities for each major study that promoted not only higher level thinking, but also engaged several of the multiple intelligences of our students. These activities really encouraged students to think beyond the standard parameters of the study and become engaged in ways they may not normally. Nicole developed and evaluated each piece based on set criteria, but with room for individual ability and interest. This individual attention to each activity really was one of the strengths of the assignment because it promoted and allowed for a unique interpretation from each student. The evaluation of the extension assignments was done in a timely manner and provided meaningful responses to student work.

Another example of Nicole's strength in planning meaningful lessons and activities was her group design for studying the history of the middle ages. Students were split into several small groups and given a short reading relating some key understanding about the middle ages. Each group was expected to develop a "lesson" that would inform their classmates on the key elements from their reading. Miss Gilmore provided clear expectations surrounding the presentations, but she also allowed for student choice and creativity in how the groups decided to meet the requirements. It was because of this flexibility that the students thrived in not only completing the task, but also gaining the valuable knowledge that came out of each presentation they observed. Miss Gilmore showed ability beyond her years in this area.

Although Miss Gilmore has shown strength in the previous areas, her greatest asset as a teacher has been the relationships she has worked to build with her students. Her caring, interested demeanor was obvious to the students from the very start of her experience. Nicole was always willing to spend the extra time to help a struggling student, relate a funny personal experience, or just simply chat before and after class. The students learned quickly that Miss Gilmore truly was interested in who they are and who they hope to become. This desire to really know her students has been the fuel that has driven Miss Gilmore's entire student teaching experience.

Nicole has been a true joy to work with. Her passion for education is obvious to anyone who spends even a little time with her. She has successfully developed into a teacher that will prove to be an asset to any school district that employs her.



**MU Standard 1: Appreciates, understands, and values diversity in individuals and school communities.**

Do you have any special needs in this class (Gifted, 504, anyone on IEP's). When you make your plans, include any accommodations (if needed). Just as you know how and when students develop and gain knowledge.

**MU Standard 2: Creates and organizational climate that supports students in their physical, cognitive, and emotional growth.**

Class started on time - gained student interest by drawing from personal experiences (Where is your favorite place to eat - favorite food? Good use of Smart Board. To do assignment on board. "To finish Beowulf" studied here account - to make connections between Beowulf and the archetype. You involved learners by asking questions / gaining their interest.

**MU Standard 3: Well-grounded in liberal education and professional knowledge.**

Students had time to look over their section - write for five minutes answering the questions on the Smart Board. What is the main idea of section 14? Followed by many "what/why" questions related to Beowulf. You walked around from desk to desk checking who was on task. Your communication skills were clear and linked learning activities to the defined objectives/goals of lesson. (Included silent reading, oral reading, written work, many varied activities, materials)

**MU Standard 4: Demonstrates skill in planning, implementation, and evaluation.**

Evidence of excellent planning - Standard / Objectives / needed assessment (To make sure students have mastered objectives and what you'll provide to re-teach for those who need extra help). It is evident you follow school / Ohio academic standards. The activities provided helped students become independent thinkers / learners / problem solvers, much reinforcement through ample time to go over questions.

**MU Standard 5: Demonstrates personal, ethical, and professional growth.**

Very well dressed - Smiled - stood or walked around the entire time / well prepared / knew all students' names. Very respectful, supportive and caring in your student interactions.

**MU Standard 6: Navigates the organizational climate and uses professional knowledge to positively impact learning environments.**

Created a learning environment - all students appeared to be on task. You motivated students to take responsibility working independently and group discussion. Environment was conducive for learning - Classroom management was no problem because you kept students busy and when appeared to remain interested. (Good observation of how well!)



Final 10:25  
13  
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Teacher Candidate: Nicole Gilmore Date: Sept. 27, 2011 Supervisor: Judy Murray

MU Standard 1: Appreciates, understands, and values diversity in individuals and school communities.

Five students in this classroom are on IEP's. You told me you are familiar with IEP's - Intervention Specialists come into room. Tests are sometimes "pull-out" - Read orally. These students are given extra time / some tests are revised / All students challenged to succeed

MU Standard 2: Creates and organizational climate that supports students in their physical, cognitive, and emotional growth.

Introduced Canterbury Tales with a Rap Video. This created active interest - <sup>video</sup> Setbook - Read part of Prologue. Rally - Used good pacing of material / ensuring students adequately mastered skills before moving on to higher level skills. You included review / practice activities along with introduction of new material. You included group work (group of 2-3) and assigned a character to quick write about.

MU Standard 3: Well-grounded in liberal education and professional knowledge.

Class started on time - used humor (when appropriate) to gain attention. Students wrote 5 elements of characterization having to do with Chaucer character - also what they thought of narrator thought of this character - with support to clarify why. Students discussed E.g. "Why - what happened here?" after oral reading. You added clarity with detailed explanation. The groups had to explain who, how, why, what (etc) questions. Skill work reinforced with variety of practice activities.

MU Standard 4: Demonstrates skill in planning, implementation, and evaluation.

Lesson plans were submitted on time and were comprehensive. Connected content to Standards (objectives, relevant to life experiences / career opportunities). Provided formal / informal environment - Students were challenged to master stated objectives (Begin study of the Canterbury Tales - Begin to make observations / connections between the characters and the narrator's viewpoint / Prepare for class presentations. Assignments: Best presentation of character out of each class with 10 pts. extra credit on test, quick writes

MU Standard 5: Demonstrates personal, ethical, and professional growth.

Professionally dressed / demeanor - Positive attitude / treated student with respect - showed enthusiasm. Pleasant facial expressions over-all personality reflected well on the educational profession. You have blended into the MASA High School Community

MU Standard 6: Navigates the organizational climate and uses professional knowledge to positively impact learning environments.

The class appeared to enjoy today's lesson (small / large group) You used positive techniques in gaining / maintaining interest / attention so students stayed focused on task at hand. The students could either draw or dress up (with props) to represent the character. Explanations / descriptions are required for either. Utilized many thought questions / all students were involved in the lesson. Make lesson exciting!







Student NICOLE GILMORE Semester/Year 1<sup>ST</sup> TERM : SEPT- NOV., 2011  
 School District BELMOPAN, BELIZE CA. Building BELMOPAN COMPREHENSIVE SCHOOL  
 Cooperating Teacher APOLINAR TZUL, M.ED. Signature [Signature]  
 Miami University Supervisor \_\_\_\_\_ Signature \_\_\_\_\_

Please provide a description of the student teacher's performance, including strengths and recommendations for growth.

The student teacher's performance can best be described as excellent, under my supervision as her Co-operating teacher. She made use of a variety of class activities to cater for students' needs and maintained excellent rapport with her students, both at the class and individual levels. For instance, the group activities were enhanced since students learned from each other, especially the less advanced ones. The assessments were done timely and feedback was always provided when test papers were returned. This enabled the student teacher to consult with students who needed extra assistance and support. In the delivery of class instruction, the student teacher was an excellent motivator, a friend and facilitator, and a confidant. She recognized excellence in all her students by praising them and announcing best grades. Her sense of humour with her students served as a useful vehicle in earning meritotomously the genuine collaboration of every individual in all the classes that she taught. The student teacher accepted challenges when she volunteered to rotate classes, to expose her to different levels of learning and teaching strategies. Her lesson plans were timely, well-thought out, and employed all of the learning domains. She maintained, throughout the eight weeks at our school, formidable rapport with members of staff and administration and always took part in staff meetings, class assemblies and school functions. The student teacher, on a side note, can get students more involved by going to the writing board and make use of technology when this applies. In short, Ms. Nicole Gilmore's performance, in my estimation, is one of excellence.



Teacher Candidate NICOLE GILMORE  
 School BERMOPAN COMPREHENSIVE SCHOOL District BEVING CA.  
 Cooperating teacher APOLINAR TZUL  
 Grade Level Form 1-4 Subject area ENGLISH  
 Midterm Date \_\_\_\_\_ Final Date 9 DEC. 2011

### ASSESSMENT OF STUDENT TEACHING

Description of ratings:

- 1 = Needs Improvement – the candidate demonstrates only limited evidence to meet the requirements in this area.  
 2 = Satisfactory Level- the candidate demonstrates clear, consistent evidence which meets all requirements.  
 3 = Exemplary Level – the candidate demonstrates clear, consistent evidence above and beyond the requirements.  
 OSTP = Ohio Standards for the Teaching Profession      Midterm =       Final =

**MU 1: Appreciates, understands, and values diversity in individuals and school communities.**

OSTP		1	2	3
1.4	Models respect for students' diverse cultures, language skills, and experiences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	Recognizes characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction, and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**MU 2: Creates an organizational climate that supports students in their physical, cognitive, and emotional growth.**

OSTP		1	2	3
1.3	Expects that all students will achieve to their full potential	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.1	Treats all students fairly and establishes an environment that is respectful, supportive, and caring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.2	Creates an environment that is physically and emotionally safe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	Motivates students to work productively and assume responsibility for their own learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	Creates learning situations in which students work independently, collaboratively, and/or as a whole class	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	Maintains an environment that is conducive to learning for all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**MU3: Well-grounded in liberal education and professional knowledge.**

OSTP		1	2	3
1.1	Displays knowledge of how students learn and of the developmental characteristics of age groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.2	Understands what students know and is able to use this knowledge to meet the needs of all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.1	Knows the content and uses specific concepts, assumptions, and skills to plan instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Understands school and district curriculum priorities and the Ohio academic content standards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	Understands the relationship of knowledge within the content to other content areas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.1	Knows about assessment types, their purposes, and the data they generate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4.1	Aligns instructional goals and activities with school and district priorities and the Ohio academic content standards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6.1	Communicates clearly and effectively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



**MU4: Demonstrates skill in planning, implementation, and evaluation.**

OSTP		1	2	3
2.2	Understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline			✓
2.5	Connects content to relevant life experiences and career opportunities			✓
3.2	Selects, develops, and uses a variety of diagnostic, formative, and summative assessments			✓
3.3	Analyzes data to monitor student progress and learning and to plan, differentiate, and modify instruction		✓	
4.3	Communicates clear learning goals and explicitly links learning activities to those defined goals		✓	
4.4	Applies knowledge of how students think and learn to instructional design and delivery			✓
4.7	Uses resources effectively, including technology, to enhance student learning			✓

**MU 5: Demonstrates personal, ethical, and professional growth.**

OSTP		1	2	3
7.1	Understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct			✓
7.2	Takes responsibility for engaging in continuous, purposeful professional development			✓
7.3	Becomes an agent of change who seeks opportunities to positively impact teaching quality, school improvements, and student achievement			✓

**MU 6: Navigates the organizational climate and uses professional knowledge to positively impact learning environments.**

OSTP		1	2	3
3.4	Collaborates and communicates student progress with students, parents, and colleagues		✓	
3.5	Involves learners in self-assessment and goal setting to address gaps between performance and potential		✓	
4.2	Uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap			✓
4.5	Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students			✓
4.6	Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers			✓
6.2	Shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health		✓	
6.3	Collaborates effectively with other teachers, administrators, and school and district staff			✓
6.4	Collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning		✓	

**MIDTERM COMMENTS:**



**GOALS FOR 2<sup>ND</sup> 8-WEEKS:**

**Final comments will appear on Final Narrative.**



# **Student Teaching Journal**

## **Mason High School**

## Introduction to Student Teaching Journal:

While I was student teaching at Mason I recorded and wrote a journal everyday so I could keep track of what I was learning, what I did well, and what I still needed to work on when I started teaching. I recorded observations and pieces of advice from other teachers as well. Many of the notes I took from my cooperating teaching in the beginning had to do with the best ways to build rapport with students, since I believe this is an important factor when teaching. I also noted experiences that I either was unfamiliar how to deal with or feel like I should have handled better. For instance, one day one of our male students came dressed to school as a girl, in a hot pink dress including high heels and a padded bra. We were surprised that none of the other students made comments in class but we were both unsure of how to handle this initially. Later my cooperating teacher called down to his counselor and dealt with it from there. But it was situations like these that I recorded that I think are important to know, not something that is taught in methods classes.

Something I realized I needed to work on most during my time at Mason was pacing. Because the classes there were an hour and fifteen minutes long, I had troubles at first fitting my lessons to take the whole bell. However, later on when I went to Belize, I had become so good at this I had troubles fitting my lessons back to the 40 minute periods. My cooperating teacher did various exercises with me to help with my pacing, such as adding in discussion questions and planning ahead in case the lesson went shorter than planned. I learned to over plan so my students wouldn't be wasting their time in my class.

By the end of my time at Mason I was doing really well with making my own lesson plans and leading my own lessons. My cooperating teacher had a good balance of giving me complete control of the classroom by leaving for periods at a time and being there to give good feedback on how I was teaching. This way my students better understood that I was the teacher they needed to come to for questions during my unit, and not my cooperating teacher. I was able to get a real-life experience of what it will be like when I am a first year teacher this way.

I noted many teaching strategies and ways to vary instruction in my daily journal as well. These included strategies such things as having groups come up with their own grading criteria and group collision activities, which allowed students to answer discussion questions and then switch groups so every student had a change to lead a discussion. I used the three tiered discussion method often, when appropriate (individual quickwrites, small group discussion, and large group discussion). In my journal I have many resources and notes on ideas for how to discussion readings rather than just the monotonous lecture each day. When I was teaching my lesson on the middle ages I made sure to mix up the activities each day so I would not lose student interest.

Finally, many of my notes include how to deal with situations that I will most definitely encounter as a teacher. For instance when a student rolled her eyes at me during class, I write about my thought process of what I was going to do, my conversation with my cooperating teacher and what I eventually did. I have many more experiences like this which I address in my journal and which will benefit me in the future, as a first year teacher looking back at my student teaching.

## **Monday, August 22, 2011**

Today Curt did a lot of introducing his theory of teaching and why we were in that class to the class. Rather than doing normal, first day of school kind of stuff like passing out books and talking about the syllabus, he focused more on why students were in the class and what they could get out of it. He put a quote up on the board (in day 1 lesson plan) and had students analyze the quote. He first had students write a quickwrite on what they thought of the quote, then divided them up into groups to discuss it, and tomorrow we will be talking in a large group about the analysis of the quote and what it has to do with his class. He follows this method a lot because it breaks up activities during the class and gives students a chance to think individually before having the chance to think in a large group. I took charge first period for about 45 minutes when Curt had to leave to get his daughter on the bus. It was mostly just classroom management since they already had their assignments. After the quote we talked about being "to'ers and through'ers", where to'ers are students who have made it to senior year and are done and through'ers are students who want to get through senior year doing everything they can to make it the best year. He didn't give them the answer but rather created a dialogue with the students before telling them what it even meant. This got them thinking, as they were pressured to come up with an answer so they weren't embarrassed in front of the class. Afterwards we discussed why the students chose British literature and what this class was going to do for them. We also talked about how we never "learned to read" but we are still learning, meaning reading situations, people, events, etc. Students were pretty responsive to his joking/relaxed/hidden meaning manner during class.

Ms Mckinnon's advice—always say no to everything. Then when you change your mind you can only seem nicer, rather than the other way around where you seem meaner.

## **Friday, August 26, 2011**

I forgot to journal all during the week but this week consisted of discussing the quote, and then talking about perspective and perception. I lead the discussion of the difference between perspective and perception and the three little pigs videos. I did better each time. I need to work on responding to what students say during the discussion. Also, when I have more knowledge on the topic I should be able to contribute more to the discussion.

During a fire drill Curt pretended he was a drill sergeant (very comedic, got student's attention and other administration appreciated how quickly he got things done). GOOD IDEA! Had students line up on the line and stand at attention.

Curt jokes around with students A LOT. He says sometimes it is okay to get off topic and let students go for a few seconds but then eventually you have to bring the conversation back.

## **Monday August 29, 2011**

First of all today we had a boy, named David\*\* come in dressed as a girl...like totally down the the hot pink nails and toe nails, high heels, pink dress with leggings, long hair, makeup, and stuffed bra. I didn't really know what to think of this but Curt said it was probably a call for attention so he emailed his counselor to let him know. It turns out David did this all last year but Curt had never seen this. So apparently it is normal behavior. If we would have known David better (like later on in the year), we would have talked to him ourselves, pulled him aside.

Then after school I was making copies in the copy room and when I walked out there was two students making out, rolling around on the floor. It was very awkward but I walked by and said, "Hey, watch it!" Went and told another teacher and then she said just to take their names next time and they can be suspended.

So today was mostly about management, what to do in VERY awkward situations, and keeping my confidence. In class we prepared for class presentations of the reading material. We had students take a section and do a drawing-representation of their section and explain it to the rest of the class. This activity seemed to go very well.

### **Tuesday, August 30, 2011**

Today was presentations of the reading sections. Curt mostly just added to what the students were saying about their presentations, adding extra content and background information.

### **Wednesday, August 31, 2011**

Today we finished up presentations and then transitioned into "What is a hero". I lead the discussion for the last 3 periods. I am becoming more confident in front of the classroom, letting them know that I am in charge. One of Curt's suggestions last week was to not worry so much about the points I want to make but to play off of what the students are saying and then work my points into that. Sometimes the students will bring them up for you. Responding to what students say during discussion is important. I was worried during the first period that I lead that I was not talking for long enough. Curt said not to worry about that and do not try to stretch it out, just go with the natural flow. If some classes seem to be very dry, call more students up to the podium. He follows a pattern of quickwrite first, talk in small groups and then large group discussion. This way ALL students have something to say when they get called up to the podium or are called on in class discussions.

I also learned a lot about managing the classroom today. While I was talking, there were quite a few side conversations going on. Curt said to walk around the room, stand where the students are talking and lead the discussion from there. Also when students are doing seat work or having small group discussions to walk around the room to make sure they are staying on topic and to be there if they need help (rather than staying at my desk).

We also have been stressing all week active reading: asking questions, making connections, drawing conclusions (the Dr. Frager stuff). In everything the students read they are supposed to make notes on the side to show they actively read that reading.

I have begun to make my own lesson plans for the medieval time period.

Curt's advice- it's all student-centered. Everything you do needs to be about the student. During presentations don't be tempted to do work, listen and make sure they know you are listening. Say this in the interview too. "If you are a good teacher you should be able to teach anything", meaning class is less content based than people think. It is more about discussion and strengthening knowledge.

Ms Mckinnon's advice- you need something to separate yourself from the students (especially as a young female teacher. When she was young she used how she dressed to separate herself. She says be mean to start out and then you can always change to being nice. Now that she is older (30) she can joke around with the students more. She has also become more confident with each year she teaches.

### **Tuesday, September 6, 2011**

Today Curt's son was sick so he stayed home and called me the night before and said I might be teaching the whole day. Which I did. A sub came in but he didn't do anything but come in and click the powerpoints for me. This was my first full day as a teacher, by myself! Ahhhh! It was a little rough at first because they were Curt's lesson plans and we never really got a chance to work on them so I was

going in cold. The first period I ended half an hour early haha :/ I've noticed that something I need to work on is pacing. 2<sup>nd</sup> period was gone and then 4<sup>th</sup> period I ended with only 15 minutes left and by 5<sup>th</sup> bell I went all the way until the end of the period. First period was rough because it was like pulling teeth to try to get the students to participate in the discussion. I've been trying out Curt's strategy of messing around with the students but at the same time being strict. That is a little hard for me too, trying to figure out my teacher personality, especially when I am so close in age to all of them. I have to be really careful about what I say but it is also hard because this is technically not my classroom so they see Mr Bly as the teacher and then look at me funny when I teach, or at least that's how I feel. But I remember having a student teacher once in music theory class, and I preferred when the actual teacher taught. So idk it's hard. But the kids are starting to talk to me a little more, mostly boys though. It's easier to joke around with them because they won't cry. I really wish I could call Ms. Wourms and ask her how she did it...stayed so strict but joked around with her students at the same time...

### **Wednesday, September 7**

Today was prime time so we had a department meeting and for the last 45 minutes we met with the three teachers who teach Brit Lit. It was really helpful to hear the different ideas about how to teach the same thing. It also helped when we got to Canterbury Tales and a bunch of the ideas I have come up with the other teachers mentioned.

Even the teachers didn't know everything. They were discussing whether the Dragon in Grendel is the same dragon as the one in Beowulf. It was nice to hear that they didn't know either even though they have been teaching this for years, since I don't know the answer to that question either. Goes to show that Dr. Frager's interpretation and making meaning theories seem to be pretty true. They collaborated on how many writing assignments their students should do that way their classes are somewhat balanced at least.

Dr. Frager would love this too—they talked about Academic Rigor and hitting each of the standards only in different ways. One of the teachers for an assignment has her students memorize a sonnet and perform it. They have to dress up and she reserves the stage for them to perform. She talked about how she also had all her students do an analysis and creative writing piece during the trimester.

Canterbury Tales information: She has them decide whether each character is worthy or corrupt and have a line to support their answer. Curt has his students auction of the characters and then divide into groups (like what I am doing), read the excerpt, represent their character and his/her policy. We only discuss 10 characters because going through all of them takes too long. Then he takes questions from the group presentations and tests them on only those 10 characters.

The AP teacher has her students take a test and designs it so that they bomb them and then lets them for 15 minutes, get with a partner and discuss/change answers. This is to get them discussing the text. She also lets them have open note/open book because she is more interested on the process and she can expect more from the students in their answers. Since vocab has disappeared from the curriculum this year, we are including vocab on the test from the text. The AP teacher also on her tests, tests them on the text they have been studying but then also does an unseen text portion, where the students have to read the poem and then right an essay, and they do not know beforehand what the poem is.

### **Thursday, September 8, 2011**

Today I had to have my first hard conversation with a student. When I was walking around the room making sure they were on task and in task, I stopped to have a conversation with the students on the text in Beowulf. When I walked away I noticed that Meg rolled her eyes at me. I gave her a look at



the time to let her know that I saw it. Then I told Curt that I was going to talk to her after class. He said she would probably deny it and say that that's not what she was doing. That is exactly what she did. I just said, "Meg, I don't know what this was about or what you meant by it but it look like to me that when I came over and conversed with your group, you rolled your eyes at me". I gave her a chance to explain and she was just like "oh no no no I was rolling my eyes at myself." I knew she was obviously lying but I didn't want to call her out on it so I was just like, "Well just so you know that's not what it looked like and it is really disrespectful to roll your eyes at any teacher." She continued to deny it, so I was just like, "Just be careful in the future, because you never know how it is going to be interpreted." And let her go. She walked out. I was shaking.

#### **Friday, September 9, 2011**

I like how Curt is varying his instruction with the teaching of Beowulf. The first day we read each of the sections out loud and stopped and started, explaining certain things in the sections that were confusing and then we would summarize as a group and discuss each section after the reading. Yesterday we had the students get into groups of 3 or 4, assigned them one of the sections from 4-7, and had them answer 4 or so questions (in lesson plan), and then come up with a summary of their section. Then they all presented to the class. Today we did an acting out of section 8 of the text, the fight between Grendel and Beowulf. Curt was the narrator and then three students acted out what he was saying from the text. It made it entertaining and memorable for the students. Monday we are having students get into groups and do the same thing, explain, summarize, make a connection. But then we do an "group collision activity" where we mix up the groups and then one person represents each section and they have to explain to the rest of their group about their section. This makes them responsible for the material. We are there to guide, support, and make sure they are staying on task. I like how he does something every day. Keeps it from being monotonous.

#### **WEEK 4**

#### **Monday and Tuesday September 12-13, 2011**

Both of these days lead the whole class by myself. Monday was mostly a work day where the students were divided into 4 groups based on the section of Beowulf they were leading. Then after they answered all the questions for their section and had a good summary we divided the groups up again (a group collision activity) so that there was someone in each new group explaining each section. And then the students taught each other their sections. I like how each day we have studied Beowulf Curt has come up with a different way to review so it does not become repetitive. The first day we read in class and went step by step to get students into the text. We have also done group presentations of sections, acting out the Beowulf, Grendel scene (which was quite amusing) and then this group collision activity.

Tuesday was my second day (since my birthday) teaching all day. We finished reviewing the end of Beowulf. I really got a lot of practice leading a discussion. I created questions for them to quickwrite on that way they all had something to say when we got to the large group. I also had my first observation today. She came during 4<sup>th</sup> bell so I had 1<sup>st</sup> and 2<sup>nd</sup> bell to practice, which was awesome because then Curt gave me things to work on during 4<sup>th</sup> bell. The day was all mine too because after he observed me first bell he left so that I had full control of the classroom. My observer said that I am going to be an excellent teacher and had tons of positive things to say. I think by 4<sup>th</sup> bell I did much better with managing as well as relating to the students, and building off their comments during discussion. That is one big thing I need to work on, so that everybody feels as if their comment was at least somewhat meaningful to the discussion. Fourth bell I handled this really well. I was like a rock star. I knew the subject material really well by this point, I was able to answer questions, and manage the classroom as well. One student fell asleep and I yelled, "DYLAN AM I THAT BORING??" and then he

proceeded into telling me why he was so tired and then I was like, "Yeah good story". The class laughed and I also got him to pay attention for the rest of the bell. I started off the bell with asking a question of the day, "What is your favorite restaurant/food". They really enjoyed that and I had their attention for the rest of the bell. I felt like a real teach 4<sup>th</sup> and 5<sup>th</sup> bell. One thing I need to work on is letting students get off topic at some points but then bringing us back. That helps them respect me as well as pay attention better because I have their interest. Fifth bell is my favorite. They are very interactive and always treat me as the teacher. They get way off topic sometimes and they are a little harder to manage at some points but I have the best teacher-class relationship with them. I can joke around with them more as well—which is good because it build rapport.

They also did group work today. I walked around and answered questions, made sure they were doing what they were supposed to. Dr. Brook's "on task and in task" idea. I have been using a lot of methods that I learned during cohort during student teaching. I think it is really rewarding to see it play out in the "real live classroom" and practice those theories I learned.

Also need to work on in the beginning not relying so much on notes for discussion. Improved by 4<sup>th</sup> bell because I already knew what I wanted to talk about without looking at notes.

Story- students were asking what my first name was. I kept telling them, "Miss" haha.

Curt's advice—Especially for 1<sup>st</sup> bell, start off with being off topic. Ask them a question, bring up a point. That way you are not halfway through your discussion by the time some of them are mentally engaged.

### **Wednesday, September 14, 2011**

Today was just direct instruction all day on "The Seafarer". I observed while Curt taught. Today was prime time so the class time was much shorter and there was not time for anything else besides lecture/large group discussion of text.

During prime time we talked about the teenage brain and how it develops. We learned about many brain disfunctions that lead to things like anxiety disorder, mental illness, bipolar disorder, etc. (Camomile tea helps with anxiety). It was a good overview of what to do when you face these situations. Then we also talked about Mason's blue dot program where students can go to a teacher and say, "I have a blue dot problem" and the teacher will completely stop everything they are doing to help that student. The rest of the meeting was just administrative things.

### **Thursday, September 15, 2011**

Today was their first test. Curt put on music and turned out the lights while they worked because research shows that you can concentrate better with soothing music. I have mastered the art of the "daddy Gilmore stare". A couple of the students were talking during the test and all I had to do was look at them and they stopped immediately. I am building a great rapport with the students and seem to have pretty good control over the classroom, especially since I was able to do that. Things I have really learned about classroom management is proximity. It works wonders. If students are talking all I have to do is walk over and teach from that part of the room and they will stop soon if not immediately.

I have begun to grade their notebook assignments. They only had to turn in two of the many entries they did this unit and I have been checking to make sure everything is there as well as thoroughness, especially for the texts we talked about in class.

Curt is grading the tests this time around but I will be grading the Middle Ages tests, since that is my unit. I begin my unit on Tuesday.

### **Friday, September 16, 2011**

Today the students just had a lab day to work on their papers. I helped them come up with thesis statements and develop their argument while they were working.

I had to watch over another class at the beginning of first period. I used the old, "In case you haven't noticed I am not.....people say we look a lot alike and get us mixed up but I am Miss Gilmore." They enjoyed that. Then we talked about weekend plans and then Curt came in and made them get up and speak about a current political issue for two minutes...which was entertaining and relevant to the class. When I came back, Curt had told them I was in the military and so they became very interested in that, quieted down and listened to me talk about the military. It was cool.

This hasn't been my best writing this week because I waited until Friday to try and recall every day this week. I'm going to work on trying to do my journal each night to manage this better. I have begun to feel what it is like to experience a full work load with having to grade papers, plan lessons, grade multitude of other projects and tests, and do Miami's project all at the same time. The other day one of the supervisors said, "With teaching you are never ever going to be ahead or even on time. You are always going to be behind." How dare people call teaching a part-time job. We do more work than any profession, because our "job" isn't done when we go home. Most of the work we do is at home and then we perform when we come into the classroom. But its all for the kids. It's all about them. That is why we are here. And I am lovin it, despite how busy I am and little sleep I have been getting.

### **WEEK 5—Sept 19-23**

Okay So I was really bad last week and didn't journal a single day. BUT I did start the first day of my unit on Tuesday. I began with teaching the middle ages history, aka, having the students prepare presentations on the history so that they wouldn't get stuck having the teacher with the worst history background on the planet having to teach them. So Tuesday was my first day. I made sure to introduce the lesson and I also passed out a bunch of paper work: The pre-test, the character maps, the middle ages calendar and something else I can't even remember right now. Anyway, Curt said next time not to overwhelm them so much on the first day of the unit. The first day I need to pull them in and get them started on their presentations since that's the fun part of their assignment. I especially didn't need to pass out the character maps on the first day since I didn't even explain or give any background to the Canterbury Tales. So I had to recover from this on Wednesday. Second period gave me an extremely hard time on Tuesday. Especially since they were the first class that Curt just totally disappeared. They kept asking where he was and if I was going to grade them easy and blah blah blah. Wanted to know my first name, kept trying to see if they could get me off track. It was extremely difficult and the first day in student teaching where I wanted to cry.

Curt and I discussed things to work on and most of it was just what I already mentioned. The students got way too overwhelmed with all the worksheets and this giant assignment that I didn't even explain. They didn't even know what questions to ask. Fourth and Fifth period I decided to hold out on passing out the character maps altogether. On Wednesday, in 1st and 2nd period I took time to clarify. I admitted I made a mistake of not explaining or giving any background. They appreciated this. I did a mini-lesson on characterization, which went very well. I had them choose an example from any movie or cartoon and we went through the elements of characterization with that character. I find almost all the students tend to be more involved in the lesson when I do something that they are able to relate to (not



related to school), even for first period who is half asleep. I also did the mini lesson on characterization in the afternoon periods and then passed out the character maps. This went much better and there were a lot more questions asked. Also, I gave a pre-test on Tuesday which encompassed everything we will be covering in the middle ages (history, literary devices, and elements of literature). I found out that I also needed to give them a purpose to the pre-test, that it wasn't for a grade but to be honest and to tell them that it was for me personally to see where they were and how much they know about the topic already.

Something Curt says I really need to work on is much introduction to class. And I know this. I really just want to get started but for first period especially, I need to spend the first 2 or so minutes off topic to bring them in and catch their attention. Thursday was presentation day and I had some awesome and not-so-awesome presentations. I gave them the choice of how to present their sections and some groups really took it to the next level. One group did an animation on powerpoint...which was awesome. I was very happy with how this assignment went. I just needed to make sure to have discussion points ready for each of the sections to bring up in case the groups missed them, which I did.

Friday was jammed=packed=full of information with extremely short periods. I gave the introduction to the Canterbury Tales and Chaucer, introduced and talked about a frame story and discussed irony and the different types. We took a pre-test on irony first. I just had powerpoints to guide me through the introduction, which helped a lot and then I would stop and go more into depth into the things I needed to go in depth into. You can see on my lesson plan the different things we talked about for The Canterbury Tales and frame stories. Again, getting the students involved by coming up with examples from things they are interested in really helped. Only thing is I need to make sure I know exactly what a frame story is before I teach it. First and Second periods I was explaining it wrong :/

My irony lesson was the best. We had a large group discussion, then wrote on the board, referenced the song, "Isn't it Ironic?" and then watched a you-tube video. There was probably more varied instruction on this day than any day. This has been my favorite day so far. All students were getting involved answering questions and coming up with examples. Everyone really enjoyed my you-tube video. They didn't do so hott on the irony pre-quizzes, but I didn't expect them to. I actually hoped they wouldn't so that way I would have much to teach them. Monday is the real quiz and the teaching of the 7 deadly sins!

Meg's advice--always act confident and don't let them get you off track because they will push you and just keep rolling. They don't care.

\*\*All student name are pseudonyms so as to retain confidentiality

## Final Reflection for Mason Student Teaching Experience

Now that I have come to an end of the first part of my student teaching, one quality that I have improved upon sticks out among the others. I have noticed as compared to day one of my teaching, I have really improved upon confidence. I think part of this comes with building rapport with the students but I also have seen this growth in myself. I have always been a person who does not mind talking in front of a large group of people, but that does not mean I would not be nervous. Honestly, when I first discovered I would be teaching seniors I was scared to death. I was thinking, "They are only 4 years younger than me, how are they going to think I know what I am talking about? Will they even listen to me?" I was not nervous for the first day of student teaching, but I was my first day in front of the class, leading the discussion. But this went away after the first couple days and I much more sure of myself as a teacher and leader of the classroom (which I think will help me as an Air Force officer as well). I used to become anxious when students asked questions because what if I did not know the answer? Now, I know what to do in that situation. I know that it is okay to tell the students that I do not know but I will find out. I think I am also much better at giving off the sense of confidence, that I am the teacher. At first the students may have wondered if I really knew what I was talking about but because I have become much better at building that confidence, I think some of them really trust me. Seeing how I can improve in confidence also has helped me with my worries of leading young airmen in about a year. Mostly likely the airmen will be around the same age as these high school students, and so the confidence I have built here can be carried over into my leadership as an officer as well.

Something else I have improved upon is my teaching techniques, specifically group discussions. Something we talked about on the first day I lead a discussion was responding to student responses whether relevant or totally off; making the student feel like their comment was useful, whether it lead us in a totally different direction or kept us right on track. I became much better at doing this as the year went on because of practice. Knowing how to steer a completely off-track comment into something meaningful for the discussion to help students understand the ideas or themes, is useful as a teacher. I still have much room for improvement, which will come when I have my own classroom and dive more into depth with the content knowledge. Having never studied *any* of the texts that I taught, I think also has proven to me that I can be flexible. I only had a surface-level understanding of the texts for a teacher, but once I have my own classroom someday, and know what I will be teaching I will be able to dig into the content more to have both the breadth and depth of knowledge for the class.

I also have become better at flexibility. Almost every day I have had a plan and it has either completely changed or been altered somewhat. I think I became better at this when I learned that I needed to over-prepare. I needed to have three activities planned instead of one in case one failed, we ran out of time or students just did not understand. This was beneficial when schedules changed, students were absent for long periods of time, or my plan for the day backfired by first period. I was better able to switch around my plan for the day when I "planned not to go by my plan".

Some techniques or qualities that I think I could still improve upon as a teacher is my introduction to the class. I think that I have definitely improved this since the beginning of the year, but I am always so eager to start the lesson, I often forget that just because the bell rings does not mean

students are ready for class. I am still working on finding that balance between letting the class get off topic but not so off topic it ruins the atmosphere or dynamic of the class that day.

Something that I have always had a hard time with is thinking on my feet. When students make a comment that is not relevant or not appropriate for the discussion, or even just saying something rude to me or another student, I tend to freeze up, not in a way where I do not say anything but more so I think of something better I could have said later. I know this happens with most people but I feel if I could become better at knowing what to say in these situations it would help with the flow of the class and students respect for me and each other. For now my saying has become, "moving on..." which I found has worked. I have definitely been able to work on this throughout the semester but there is still room for growth in this area, since I become totally thrown off, especially by comments directed at me.

Overall, I can see that teaching is where I need to be. Even though it is what I have wanted to do since I was four, I also think that I have a talent for it. Obviously, I am not the almighty-best-teacher-in-the-world and think I am awesome, but because of student teaching I have become confident in the fact that I have chosen the right profession. I think that I not only have somewhat of a talent for teaching but I also enjoy it. I look forward to coming to school to interact with the students (not exaggerating here). Although this is job, I honestly do not dread going to work, like I do when I work at target over breaks. This type of "work" is fun for me. I enjoy making plans and coming up with creative ideas in the hope that students will also enjoy coming to class. It might be a bit of a stretch to say that I LOVE grading, but I do enjoy being able to see the growth of students' learning because of the lessons I have taught. It is so rewarding to have a student who is totally lost understand something because of the way I explained it or guided them to that understanding. It was especially rewarding to see the improvement of students' scores from the Middle Ages unit pre-test to the final unit test.

I definitely still have much to work on as a teacher over the years and am certainly not perfect, especially since I have only been doing this for eight weeks, but those eight weeks have given me the reassurance, the practice, and the knowledge about teaching that I need to keep going. My experience has been rewarding for me as a future teacher and as a person. If I can learn what I have learned in eight weeks, I cannot even begin to imagine what I do not know about teaching. There is so much more to await me, especially since Mason is one of the top high schools. This has been good for me to have the atmosphere to practice what I learned in my methods classes. But depending on the school where I will be teaching in the future, I might not have the same experience. Having the ability to have a good experience from the start will make me stronger for future endeavors with teaching.

- Watch the "shushing"
- Use wait time,  
raised eyebrows,  
etc...

- Wait for flow  
to quiet
- Bowd throat over  
flow

9/20

## Period 1

- Provide all instructions prior to passing out pretest.
- Pacing?
- Make Amanda use a pass
- How can you build interest after a pre-test? Will you review it?
- Cut off the Pre/Test. Open spots aren't a bad thing.
- Why read the intro? Is there a purpose other than filling time?
- Do they really need the character chart now? Don't buy them  
huge paperwork. Get to the activity. That is where you will grab them.
  - They aren't ready for this I don't think
  - You haven't taught characterization yet.
  - You will surely have to review this again
- If you overload them early, you might lose them...
  - \* Not sure if they know yet what to ask...
- Don't focus on what they "can't" do in presentation, but rather what you expect of them in each category
- This was better later... Solid job going thru each type of presentation
- watch "over correct" w/ Andrew...
- Finish instructions before breaking them up
  - Direct the groups to a location in the room.
- Maybe a brief "intro" to the Prologue?
- watch joking too much w/ Tyler etc... They might run away left so to speak.

# **Lesson Plans**

## **Mason High School**



## Introduction to Mason High School Lesson Plans:

I started teaching my first day at Mason High School. My cooperating teacher had to leave for first period and I was on my own, with another teacher there just to supervise. It was because I had to jump head first into student teaching that I accomplished so much during my time there. By the second week I was leading discussions on Beowulf and co-teaching with the regular classroom teacher. I also started working individually with students by week two, and started grading papers by week one. This gave me an advantage since all four periods were British Literature, I was able to observe during first period and then start teaching by the second period.

By the start of week four I was teaching all on my own. I had developed a whole unit on the Middle Ages to teach *The Canterbury Tales* as our central text and other pieces of literature including *Gilgamesh*, *Le Morte d'Arthur*, and *Gawain and the Green Knight*. I first developed the lessons on my own, creating my own lesson plans and activities and after, my cooperating teacher gave me his resources for the unit.

The hardest part of creating this unit for me was I was going at the same pace as all the students. I had never read any of these texts and so sometimes I would be reading it the night before the students did coming up with my discussion questions and plans for the next day. I realized that this is a hurdle I will have to overcome during my first year of teach as well. My biggest weakness for developing this unit was keeping up with the content. Because I had never studied the material before I started student teaching, I was not an expert of the literature. But my cooperating teacher reassured me that I would learn the content the more years I taught and we were going to focus mainly on the logistics of teaching.

During this unit I started by having students divide into groups and create a presentation based on their short section of Middle Ages history. I gave the students full freedom to do whatever they wanted, while setting a rubric to give some guidelines. Some students did a PowerPoint but others were more creative in this area by creating a skit and one group even created a computerized animation. Another activity I did with the students when we got into the prologue of *The Canterbury Tales* is have them either dress up as or draw their assigned characters. Surprisingly many of the students chose to dress up as their character. The point was to have the best representation of that character out of all four British Literature classes in order to receive extra credit points on the test. I received good feedback on these activities from both my cooperating teacher and students.

In the classroom my students also began to know me for finding relevant but hilarious "you-tube" videos on what we were studying for the day. They were ready for an exciting lesson when I would pull up you-tube with videos on irony, the seven deadly sins, and frame stories. I learned how to learn technology in the classroom very well and use it to vary activities during the lesson.

The last main highlight of this unit was at the end I had all the students write their own frame story, based on what we had learned in *The Canterbury Tales*. However, the lesson was set up so that students would receive an A on the assignment as long as they fulfilled all the requirements (which included using iambic pentameter, rhyming couplets, describing five characters, and using a frame story

format like in *The Canterbury Tales*). This way students were able to have fun with the assignment, learn to like writing without having to worry about what grade they were going to receive. This allowed students to be flexible and creative with what they were writing about. I received many excellent stories which I showcase later on in this portfolio.

Assignments I created for this lesson included a character map, for students to outline characteristics of the characters in *The Canterbury Tales*, after we had our lesson on characterization. I also made up the final test entirely on my own. Besides creating exciting lessons and activities, I had good experience creating evaluations for students as well. I also had much experience with grading essays during the *Grendel* and *Beowulf* unit on perspective and perception.

Overall, this unit was a success as my first whole unit I created. It had its challenges and excitements but I felt very accomplished after having created this unit on my own and learning from its successes and challenges.



# Middle Ages Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
	Day 21 <u>Middle Ages History</u> Pre-test Prepare group presentations <i>Homework-Read The Canterbury Tales Prologue and complete Character Maps</i>	Day 22 PRIME TIME Finish Group work and Begin Presentations with discussion <i>Homework-Reading and Character Maps</i> <i>Be prepared to present in class tomorrow</i>	Finish Presentations and discussion <i>Homework-Reading and Character Maps</i>	Introduction to Canterbury Tales and Chaucer <i>Homework-Reading and Character Maps (due Monday)</i>
26 <u>The 7 Deadly Sins</u> Discussion <b>Due-Reading and Character Maps</b> <i>Homework-identifying the 7 deadly sins and heavenly virtues with a Canterbury Tales character</i>	27 Study of Character in the prologue Quickwrite/begin presentation planning <i>Homework- Character representations tomorrow</i>	28 PRIME TIME Character Presentations/discussion <b>Due- character representations</b> <i>Homework-Read the Pardoner's Tale and answer journal questions</i>	29 Finish Discussion of the Big Picture Canterbury Tales <i>Homework- completed reading of the Pardoner's Tale and journal questions for Monday</i>	30 PERIODS 1-2 COLLEGE DAY Writer's Workshop <i>Homework- completed reading of the Pardoner's Tale and journal questions for Monday</i> <i>--Start work on Your Frame Story Characters</i>
3 The Pardoner's Tale <b>Due- Completed reading of the Pardoner's Tale and questions</b> <b>--Characterization for frame story</b>	4 The Romance Hero Chivalry and Courtly Love <i>Homework- Read "Sir Gawain and the Green Knight" and journal questions</i>	5 PRIME TIME Sir Gawain and the Green Knight Discussion <b>Due: reading and questions</b> <i>Homework- Read the Day of Destiny and journal</i>	6 <u>The Day of Destiny</u> Discussion <b>Due: reading and journal</b> <i>Homework- STUDY!!</i> <i>Rough Draft of Frame Story Prologue for Monday</i>	7 TEST DAY <b>Due: Notebook entries</b> <b>Extension projects</b> <i>Homework-rough draft of writing assignment due Monday</i>
10 Writer's Workshop <i>Homework- Final Draft due TOMORROW!</i>	11 Peer Review Day <b>Due: Your Frame Story prologue creative writing assignment</b>	12	13	14

## Middle Ages Pre-test

Name \_\_\_\_\_

### History:

1. What was the social system of the Middle Ages called? How was it organized?
2. List TWO important values of the Middle Ages?
3. Briefly explain one big event during the middle ages that greatly influenced the course of English history and English literature? There are several.

### Literature:

1. Who wrote the Canterbury Tales?
2. Briefly describe what Canterbury Tales is about.
3. Who was a popular king of medieval times?
4. What is a Romantic Hero?

### Literary Elements:

1. What is a ballad?
2. Give the definition of irony along with an example.
3. Describe what a frame story is.
4. Give an example of a couplet.
5. What is iambic pentameter?

### Characterization

1. List the 5 elements of characterization (use the back if you need more room)

## British Literature A

Lesson Plan Schedule  
Day 21: Middle Ages  
September 20, 2011

### Objective(s):

1. Prepare for study of the Middle Ages
2. Learn and understand the history of the middle ages well enough to explain to the rest of the class

### Materials:

Computer lab, drawing paper and utensils

### Procedure:

#### Objective 1:

1. Take a pre-test of the Middle Ages (15 minutes)

#### Objective 2:

1. Students will fill out outlines of the main ideas of each section and then be assigned a section to present to the class. (10 minutes)

2. Students will choose how to present their section. Ideas are listed below, teacher can approve other ideas:

- *Powerpoint- no more than 3 slides. Do not read from the slides, only use as a tool to help*
- *Art work- will need to also provide an explanation of why you represented the section the way you did*
- *Skit- act out your section. It must be done effectively, appropriately and with a narrator to explain what is going on. There will be a question and answer period afterwards with a brief explanation of why you did what you did. Make sure you are getting the main point across*
- *Quiz- give a pre-quiz to the class and then discuss the questions afterwards, making sure to bring out the main ideas*
- *Create a quickwrite and then lead a discussion*

3. Groups will present their section to the class. They will be given the class period to prepare their 3-5 minute presentation.

### Assessment:

1. Group presentations-  
did the group get their main point of their section across effectively? 0-5pts  
Was the presentation creative/interesting? 0-5 pts  
Participation in group 0-5pts

### Homework:

1. Be prepared to present in class tomorrow



## INTRODUCTION TO THE MIDDLE AGES -- BLY

Materials Needed: Elements of Literature, Sixth Edition  
Read: The Middle Ages, pages 111-129

Directions: There are 10 main sections in this introductory essay . . . They are listed below. Write down **three important facts** from each section presented by your classmates. Be sure to identify the BIG IDEA for each section followed by a couple supporting facts.

Group 1: *The Norman Influence*

1. **BIG IDEA-**

2.

3.

Group 2: *Feudalism: From the Top Down*

1. **BIG IDEA-**

2.

3.

Group 3: Knights in Shining Armor & This Rise of the Romance

1. **BIG IDEA(s)-**

2.

3.

Group 4: Women in Medieval Society: **No Voice, No Choice & Chivalry and**  
Courtly Love: Ideal but Unreal

1. **BIG IDEA(s)-**

2.

3.

Group 5: The New City Classes: Out from Under the Overlords

1. **BIG IDEA-**

2.

3.

## **THE GREAT HAPPENINGS**

Group 6: The Crusades: Bloodbath Over the Holy Land

1. **BIG IDEA-**

2.

3.

Group 7: The Martyrdom of Thomas a Becket: Murder in the Cathedral

1. **BIG IDEA-**

2.

3.

Group 8: The Magna Carta: Power to (Some of) the People

1. **BIG IDEA-**

2.

3.

Group 9: The Hundred Years' War (1337-1453) The Arrow is Mightier than the Armor

1. **BIG IDEA-**

2.

3.

Group 10: The Black Death

1. **BIG IDEA-**

2.

3.



History of the Middle Ages  
Group Presentations Rubric  
Knight or Knight's Lady \_\_\_\_\_

Did the group get across the main idea of their section with supporting details?  
Requirements: Main idea clearly stated, supporting details, presentation effectively represented those ideas

1                      2                      3                      4                      5

Was the presentation creative and interesting?

Requirements: The group did not just read off a powerpoint or paper, all members of the group participated

1                      2                      3                      4                      5

Did you participate in the group?

Requirements: Active not only during the presentation but during group preparation time as well

1                      2                      3                      4                      5

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History of the Middle Ages  
Group Presentations Rubric  
Knight or Knight's Lady \_\_\_\_\_

Did the group get across the main idea of their section with supporting details?  
Requirements: Main idea clearly stated, supporting details, presentation effectively represented those ideas

1                      2                      3                      4                      5

Was the presentation creative and interesting?

Requirements: The group did not just read off a powerpoint or paper, all members of the group participated

1                      2                      3                      4                      5

Did you participate in the group?

Requirements: Active not only during the presentation but during group preparation time as well

1                      2                      3                      4                      5

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History of the Middle Ages  
Group Presentations Rubric  
Knight or Knight's Lady \_\_\_\_\_

Did the group get across the main idea of their section with supporting details?  
Requirements: Main idea clearly stated, supporting details, presentation effectively represented those ideas

1                      2                      3                      4                      5

Was the presentation creative and interesting?

Requirements: The group did not just read off a powerpoint or paper, the presentation was appropriate for the section and creative as well as informative

1                      2                      3                      4                      5

Did you participate in the group?

Requirements: Active not only during the presentation but during group preparation time as well

1                      2                      3                      4                      5

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## British Literature A

Lesson Plan Schedule  
Day 22: Middle Ages  
September 21, 2011

### Objective(s):

1. Learn and understand the history of the middle ages well enough to explain to the rest of the class

### Materials:

Computer lab, drawing paper and utensils

### Procedure:

#### Objective 1:

1. Introduction to the Canterbury Tales and explanation of character maps. Will go more into depth Thursday-Friday but feel free to get started.

2. Students have time to prepare their presentations in class. (20 minutes)

3. Students will choose how to present their section. Ideas are listed below, teacher can approve other ideas:

- *Powerpoint- no more than 3 slides. Do not read from the slides, only use as a tool to help*
- *Art work- will need to also provide an explanation of why you represented the section the way you did*
- *Skit- act out your section. It must be done effectively, appropriately and with a narrator to explain what is going on. There will be a question and answer period afterwards with a brief explanation of why you did what you did. Make sure you are getting the main point across*
- *Quiz- give a pre-quiz to the class and then discuss the questions afterwards, making sure to bring out the main ideas*
- *Create a quickwrite and then lead a discussion*

3. Groups will begin their presentations in class today.

### Assessment:

1. Group presentations- did the group get their main point of their section across effectively? 0-5pts  
Was the presentation creative/interesting? 0-5 pts  
Participation in group 0-5pts

### Homework:

1. Active Reading of Canterbury Tales Prologue with character maps
2. Be prepared to present in class tomorrow if you did not go today

## British Literature A

Lesson Plan Schedule  
Day 23: Middle Ages  
September 22, 2011

### Objective(s):

1. Learn and understand the history of the middle ages well enough to explain to the rest of the class

### Content Standards(s):

### Materials:

Groups need to have their presentations completed

### Procedure:

1. Group Presentations of sections in Middle Ages history

Presentations will include:

- Main ideas of the section
- Creative representation
- Connection to the contemporary or medieval culture

### Assessment:

1. Group presentations- did the group get their main point of their section across effectively? 0-10pts  
Was the presentation creative/interesting? 0-5 pts  
Participation 0-5pts

### Homework:

1. Active Reading of Canterbury Tales Prologue with character maps

# Canterbury Tales

## Reading Guide

**Purpose for Reading-** Read Canterbury Tales to become familiar with the characterization of the pilgrims in the story based on how the narrator portrays the characters.

**You will:** 1. map the characterization of 6 characters of your choosing using the chart below

2. organize all the characters that Chaucer introduces to us into categories and

3. note places of irony

1. Organize all the characters into each of the three categories. Then: circle the characters that the narrator idealizes and put an X next to the characters that he portrays in a negative light. Draw lines between characters who are related or travel together and write how on the line. Finally put a "+" next to the female characters. Use these categories: (Examples are shown)

Feudal System:  
Knight

Church:  
Prioress

City:  
Cook

2. Create character maps for 6 characters of your choosing. Use the chart below

Character	Looks and Style of Dress	Philosophy	Pilgrim's Actions	How others respond to the character	Quote that depicts character

Character	Looks and Style of Dress	Philosophy	Pilgrim's Actions	How others respond to the character	Quote that depicts character

3. Note examples of irony in the text. Write the quotation and the page number. You should note at least 6 different places where the Chaucer uses irony.

## British Literature A

Lesson Plan Schedule  
Day 24: Middle Ages  
September 23, 2011

### Objective(s):

1. To have an understand of Chaucer and why he wrote the Canterbury Tales
2. Explain what a frame story is and give an introduction to the Canterbury Tales
3. Talk about irony

### Materials:

Powerpoints, videos

### Procedure:

#### Objective 1:

1. Introduction of topic through powerpoints and video clips. Discussion will follow. (20 min)

#### Objective 2:

2. What is a frame story and how does it relate to the Canterbury Tales? (10 min)
  - What is a frame story?
  - Ask students to get into groups around them and come up with a list of frame stories
  - Example: Large group- how is this a frame story?  
[http://www.youtube.com/watch?v=W7cL-wLkt-M&safety\\_mode=true&persist\\_safety\\_mode=1&safe=active](http://www.youtube.com/watch?v=W7cL-wLkt-M&safety_mode=true&persist_safety_mode=1&safe=active)
  - Talk in large groups about frame stories and examples. How is Canterbury Tales a frame story?

#### Objective 3:

3. Pre-quiz at beginning of class
4. Discussion of Irony (10 min)
  - What is irony? The different types? Come up with examples in small group after we define
  - Lyrics of song by Alanis Morissette  
<http://www.azlyrics.com/lyrics/alanismorissette/ironic.html>  
  
<http://www.youtube.com/watch?v=FYq2d7iKKhk>
  - Purpose of irony in Chaucer's story? Where is it used?
  - Mark places in the prologue during your story where you find irony



PURPOSE-read Canterbury Tales and while mapping characterization, note places where Chaucer uses irony

**Assessment:**

1. Observation of participation, bringing prior knowledge and experience
2. Irony Pre-quizzes

**Homework:**

1. Completed active Reading of Canterbury Tales Prologue (Pages 142- 164)with character maps (DUE TUESDAY)
2. Read the introduction to Chaucer on page 135
3. LOOK OVER NOTES FROM TODAY DURING THE WEEKEND

Well Isn't that Ironic?

Name the three main types of irony and give an example for each

1.

Example-

2.

Example-

3.

Example-

---

Well Isn't that Ironic?

Name the three main types of irony and give an example for each

1.

Example-

2.

Example-

3.

Example-

---

Well Isn't that Ironic?

Name the three main types of irony and give an example for each

1.

Example-

2.

Example-

3.

Example-

**Objective(s):**

1. Introduce and Know the 7 deadly sins and how they relate to Canterbury Tales
2. Know the 7 virtues

**Content Standard(s):**

**Materials:**

Powerpoints, videos, articles, character maps due today

**Procedure:**

Objective 1:

1. The 7 Deadly sins introduction (with powerpoint and below videos). (20 min)

<http://www.youtube.com/watch?v=KUeVuFM9B34>

Spongebob and the 7 deadly sins: (10 min)

<http://www.facebook.com/topic.php?uid=111743592169210&topic=22>

2. Journal:

Which of the 7 deadly sins do you think is the worst and why? Which do you think is the hardest not to fall for? Why?

3. Discussion:

- Share journal at the podium
- How does this apply to literature?
- What are some examples of the 7 deadly sins today (media, movies, etc?)
- Where in Canterbury Tales do we see the 7 deadly sins?

Objective 2:

4. The 7 Virtues:

<http://www.youtube.com/watch?v=nM39VKdeaQw>

[http://en.wikipedia.org/wiki/Seven\\_virtues](http://en.wikipedia.org/wiki/Seven_virtues)

**5. Discussion:**

- How do these oppose the 7 deadly sins?
- What are modern day examples of these 7 heavenly virtues (where can they be seen, movie, books, media?)
- Where in Canterbury Tales do we see these 7 Heavenly virtues?

**Assessment:**

1. Completion check of Character maps

**Homework:**

1. Scan over the Prologue to Canterbury Tales again and see if you can identify places where the 7 deadly sins and 7 heavenly virtues appear. Mark them on your character maps with a different color pen

# SpongeBob and The 7 Deadly Sins

I have been a fan of *SpongeBob Squarepants* for years and think that the depth of the characters is one of the things that really makes this show work. Ever since I heard Mr. Lawrence say (in an audio commentary on the Season 1 DVD's) that Stephen Hillenburg based the 7 main characters on the 7 Deadly Sins, I couldn't help but be very fascinated. I think I've figured out which character is each one.

## 1. Sloth-Patrick

Sloth is the sin of laziness, or unwillingness to act. Obviously this is Patrick. He lays under a rock all the time and doesn't really do anything. In fact in the episode "Big Pink Loser" he got an award for doing nothing the longest.

## 2. Wrath-Squidward

Wrath involves feelings of hatred and anger. Squidward hates his life, usually hates SpongeBob, and is pretty much angry most of the time.

## 3. Greed-Mr. Krabs

Obviously Mr. Krabs is greedy and desires money. How could Greed not be Krabs? He actually sang about the power of greed in "Selling Out".

## 4. Envy-Plankton

Plankton is envious of Mr. Krabs because The Krusty Krab is a success while The Chum Bucket is a failure. His envy drives him to try to steal the Krabby Patty secret formula.

## 5. Gluttony-Gary

I actually think this one is pretty funny. Did you ever notice the running gag in Spongebob where they say "don't forget to feed Gary" or Sponge says "I gotta go feed Gary". Gary even ran away that time when SpongeBob forgot to feed him. Gluttony usually refers to the overindulgence of food so I'm guessing this one fits him pretty well.

## 6. Pride-Sandy

Sandy takes a lot of pride in who she is and where she comes from. She takes pride in the fact that she is from Texas and likes to let everyone know it. She also takes pride in the fact that she is a mammal and a land creature, like in the episode "Pressure" where she tried to prove land critters were better than sea critters.

## 7. Lust-SpongeBob

Ok, I know what your thinking. It does seem a little weird and curious at first but I have given it a lot of thought. Lust in one definition is "excessive love of others". I think this one works best for Spongebob. He shows his love of others with his overeagerness to do good and help people. If anything is true about SpongeBob its that he loves everyone around him, even if they don't exactly love him back.

From: <http://www.toonzone.net/forums/showthread.php?190291-SpongeBob-and-The-7-Deadly-Sins>





# All Seven Deadly Sins Committed At Church Bake Sale

The Onion

December 12, 2001 | [Issue 37:45](#)

GADSDEN, AL—The seven deadly sins—avarice, sloth, envy, lust, gluttony, pride, and wrath—were all committed Sunday during the twice-annual bake sale at St. Mary's of the Immaculate Conception Church.

In total, 347 individual acts of sin were committed at the bake sale, with nearly every attendee committing at least one of the seven deadly sins as outlined by Gregory the Great in the Fifth Century.

"My cookies, cakes, and brownies are always the highlight of our church bake sales, and everyone says so," said parishioner Connie Barrett, 49, openly committing the sin of pride. "Sometimes, even I'm amazed by how well my goodies turn out."

Fellow parishioner Betty Wicks agreed.

"Every time I go past Connie's table, I just have to buy something," said the 245-pound Wicks, who commits the sin of gluttony at every St. Mary's bake sale, as well as most Friday nights at Old Country Buffet. "I simply can't help myself—it's all so delicious."

The popularity of Barrett's mouth-watering wares elicited the sin of envy in many of her fellow vendors.

"Connie has this fantastic book of recipes her grandmother gave her, and she won't share them with anyone," church organist Georgia Brandt said. "This year, I made white-chocolate blondies and thought they'd be a big hit. But most people just went straight to Connie's table, got what they wanted, and left. All the while, Connie just stood there with this look of smug satisfaction on her face. It took every ounce of strength in my body to keep from going over there and really telling her off."



Patti George (far right) commits the sin of envy as she eyes fellow parishioner Mary

While the sins of wrath and avarice were each committed dozens of times at the event, Barrett and longtime bake-sale rival Penny Cox brought them together in full force.

"Penny said she wanted to make a bet over whose table would make the most money," said Barrett, exhibiting avarice. "Whoever lost would have to sit in the dunk tank at the St. Mary's Summer Fun Festival. I figured it's for such a good cause, a little wager couldn't hurt. Besides, I always bring the church more money anyway, so I couldn't possibly lose."

Moments after agreeing to the wager, Cox became wrathful when Barrett, the bake sale's co-chair, grabbed the best table location under the pretense of having to keep the coffee machine full. Cox attempted to exact revenge by reporting an alleged Barrett misdeed to the church's priest.

"I mentioned to Father Mark [O'Connor] that I've seen candles at Connie's house that I wouldn't be surprised one bit if she stole from the church's storage closet," said Cox, who also committed the sin of sloth by forcing her daughter to set up and man her booth while she gossiped with friends. "Perhaps if he investigates this, by this time next year, Connie won't be co-chair of the bake sale and in her place we'll have someone who's willing to rotate the choice table spots."

The sin of lust also reared its ugly head at the bake sale, largely due to the presence of Melissa Wyckoff, a shapely 20-year-old redhead whose family recently joined the church. While male attendees ogled Wyckoff, the primary object of lust for females was the personable, boyish Father Mark.

Though attendees' feelings of lust for Wyckoff and O'Connor were never acted on, they did not go unnoticed.

"There's something not right about that Melissa Wyckoff," said envious and wrathful bake-sale participant Jilly Brandon, after her husband Craig offered Wyckoff one of her Rice Krispie treats to "welcome [her] to the parish." "She might have just moved here from California, but that red dress of hers should get her kicked out of the church."

According to St. Mary's treasurer Beth Ellen Coyle, informal church-sponsored events are a notorious breeding ground for the seven deadly sins.

"Bake sales, haunted houses, pancake breakfasts... such church events are rife with potential for sin," Coyle said. "This year, we had to eliminate the 'Guess Your Weight' booth from the annual church carnival because the envy and pride had gotten so out of hand. Church events are about glorifying God, not violating His word. If you want to do that, you're no better than that cheap strumpet Melissa Wyckoff."

# British Literature A

Lesson Plan Schedule  
Day 26: Middle Ages  
September 27, 2011

## Objective(s):

1. Begin study of the Canterbury Tales
2. Begin to make observations/connections between the characters and the narrator's viewpoint
3. Prepare for class presentations

## Content Standard(s):

1. Explain how voice and then narrator affect the characterization, plot, and credibility

## Materials:

Presentation materials, technology

## Procedure:

### Objective 1:

1. Introduce Canterbury Tales with rap video (5 minutes)

[http://www.youtube.com/watch?v=Fc8XPv\\_qstA](http://www.youtube.com/watch?v=Fc8XPv_qstA)

### Objective 2:

2. Students are divided into groups of 2-3 and assigned a character to quickwrite about. Write down any lines you find specifically interesting and why, the 5 elements of characterization having to do with your character, and what you think the narrator thinks of this character (with support). (5 minutes)

### Objective 3:

3. Students will discuss in groups after the quickwrite about their character and prepare presentations on this character for tomorrow. Students can either draw or dress up (with props) to represent the character. Explanations and descriptions are required for either. (60 minutes)

4. During the presentations the groups must explain the following:

- Who is your character? (What do they do/what are they supposed to do?)
- How their representations fits the character
- Read an excerpt of importance about their character
- Does the character represent a 7 deadly sin or heavenly virtue?
- Places of irony
- What the narrator thinks of your character (with support)

## Assessment:

1. Best representation of character out of each class will be 10 points extra credit on the test
2. Quickwrites

## Homework:

1. Be prepared to present character tomorrow

## British Literature A

Lesson Plan Schedule  
Day 27: Middle Ages  
September 28, 2011

### Objective(s):

1. To continue our study of the Canterbury Tales
2. Understand specific characters of study through group presentations

### Content Standard(s):

#### Materials:

Camera, projects

#### Procedure:

1. Class Presentations 3-5 minutes each and in-depth discussion of the characters
  - Who is your character? (What do they do/what are they supposed to do?)
  - How their representations fits the character
  - Read an excerpt of importance about their character
  - Does the character represent a 7 deadly sin or heavenly virtue?
  - Places of irony
  - What the narrator thinks of your character (with support)

#### Assessment:

1. Best representation out of all 4 classes will earn 10 extra credit points on the test.

#### Homework:

1. Active Reading of the Pardoner's Tale (Questions to answer will be given tomorrow)

# British Literature A

Lesson Plan Schedule

Day 28: Middle Ages

September 29, 2011

## Objective(s):

1. To finish our discussion from yesterday, character representations
2. To point out issues Chaucer brings up in his prologue and the narrator's point of view by looking at the bigger picture

## Materials:

Character maps due, technology

## Procedure:

### 1. Finish Presentations

Class Presentations 3-5 minutes each and in-depth discussion of the characters

- Who is your character? (What do they do/what are they supposed to do?)
- How their representations fits the character
- Read an excerpt of importance about their character
- Does the character represent a 7 deadly sin or heavenly virtue?
- Places of irony
- What the narrator thinks of your character (with support)

### 2. Papers

### 3. Quickly Introduce the Pardoner's Tale

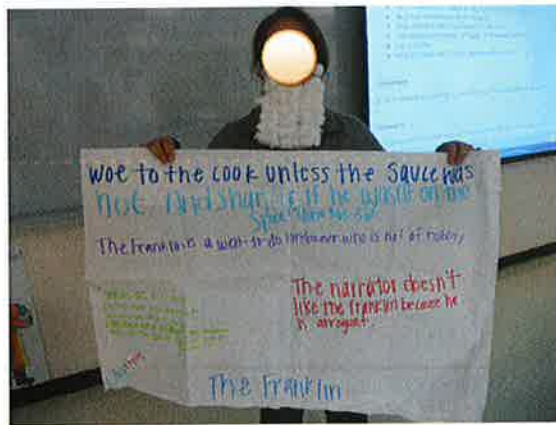
## Assessment:

1. Observation of individual students' understanding of the text and characters

## Homework:

1. Completed Reading of the Pardoner's Tale for tomorrow with questions:
  - a. Reading Check: 1-4
  - b. Thinking Critically: 5, 7-9
2. Look over creative writing assignment for this unit. Posted on Edline.





Examples of some of the student's costumes

# British Literature A

Lesson Plan Schedule  
Day 29: Middle Ages  
September 30, 2011

## Objective(s):

1. To continue our review of proper writing techniques and common mistakes to avoid
2. To Introduce creative writing assignment and begin work on characters

## Content Standard(s):

### Materials:

Creative Writing Assignment, character description guides

### Procedure:

#### Objective 1:

1. Powerpoint and discussion of Anglo-Saxon papers. (Things to NEVER do in an analysis paper and mistakes to avoid.)
2. Ms. Gilmore's 2 BIG Rules!

#### Objective 2:

1. Review of a frame story and introduce assignment.
2. Students will use the period to begin work on their characters in their story, using the elements of characterization that we have learned. Guidelines for the assignment are on the handout.

### Assessment:

1. Are students understanding the elements of characterization and other devices such as satire, irony, and form?

### Homework:

1. Be working on your frame story (rough draft due Oct 10)
2. Periods not in class need to look over the creative writing assignment frame story for homework **THIS IS PERIODS 1 AND 2. COME READY WITH QUESTIONS ON MONDAY!!**
3. Pardoner's Tale with questions (Reading Check: 1-4, Thinking Critically 5, 7-9)

# British Literature A

Lesson Plan Schedule  
Day 30: Middle Ages  
October 3, 2011

## Objective(s):

1. To discuss the Pardoner's Tale and the big issues Chaucer brings up

## Materials:

Pardoner's Tale Questions, movie

## Procedure:

1. Summary of the Pardoner's Tale in small groups (5 minutes)
2. Watch The Pardoner's Tale. Look for irony/satire/characterization. Follow along in your book.
3. Small group discussion of review questions and questions below (10 minutes)
4. Large group discussion (20 minutes)
  - Summary of the Pardoner's Tale
  - Re-read the Pardoner's description in class. Characterize the Pardoner based on the prologue description and what he says in the prologue before his story.
  - Point out the places of irony. You should be able to find at least 3
  - What message is Chaucer sending? How does he use Satire?
5. Show the other two cartoon tales
  - Summarize these tales. What are their issues? Do they have any other deadly sins/virtues? How are they ironic? What message is Chaucer trying to send?

## Assessment:

1. Observation of understanding for each student

## Homework:

1. Be prepared to write about characters for Creative Writing Assignment. You should be filling out the characterization charts to help you out.

## British Literature A

Lesson Plan Schedule  
Day 31: Middle Ages  
October 4, 2011

### Objective(s):

1. Know the attributes of a Romance Hero and be able to identify them
2. Understand the importance of Chivalry and Courtly Love in Medieval Culture

### Content Standard(s):

### Materials:

Powerpoints, article

### Procedure:

#### Objective 1:

Introduction—Shrek Clip

1. Powerpoint to introduce the Romance and the Romantic Hero. Discussion (15 minutes)

(<http://www.loyno.edu/~MidAges/medievalromance.html>)

2. Small Group and large group (10 minutes)

- How does this differ from the epic hero archetype? How are they the same?

3. Use the article below as an extra resource to compare and contrast the heroes we have studied

(<http://www.luminarium.org/medlit/medheroes.htm>)

#### Objective 2:

1. Introduction to Chivalry and Courtly Love (look at the rules) and relate to modern times (10 minutes)

- Read the article and talk about certain rules in class

2. Introduction of *Sir Gawain and the Green Knight* (page 229)

3. Quickwrite—tell your story about being a knight or a knight's lady. Take her out on a date or if a lady, be taken out on a date. Make sure to follow the rules of chivalry and courtly love (10 min)

- Quickwrite Sharing (5 minutes)

### Assessment:

1. Observation of understanding for each student
2. Journal questions

**Homework:**

1. Read "Sir Gawain and the Green Knight" pages 229-237
2. Write down places where you see elements of the Romance Hero that we discussed in class in Gawain. How does this story follow the pattern? How is it different from the story of the epic hero?
3. In addition answer questions 1, 2, 7
4. VOCAB SHEETS DUE **THURSDAY!**

## Romance

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Def – A medieval verse narrative chronicling the adventures of a brave knight or other hero who must undertake a quest and overcome great danger for the love of a noble lady or high ideal.

Elements of Romance:

- |  |                       |
|--|-----------------------|
| 1. a near-perfect hero   | 2. an evil enemy      |
| 3. a quest   | 4. a test of the hero |
| 5. supernatural elements                                       | 6. good vs. evil      |
| 7. female figures who are usually maidens ( in need of rescue) |                       |

## Romance cont.

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- Usually chronicled the adventures of a brave knight
- The heroic character is bound by the code of *chivalry* (*loyalty to his lord and ready to serve the oppressed*)
- The hero also adheres to the philosophy of courtly love



# Rules of Courtly Love

The following set of rules is based on the *De Amore* of Andreas Capellanus, as adapted in Appendix 1 of Ann S. Haskell's *A Middle English Anthology* (Detroit: Wayne State UP, 1985).

1. Marriage should not be a deterrent to love.
2. Love cannot exist in the individual who cannot be jealous.
3. A double love cannot obligate an individual.
4. Love constantly waxes and wanes.
5. That which is not given freely by the object of one's love loses its savor.
6. It is necessary for a male to reach the age of maturity in order to love.
7. A lover must observe a two-year widowhood after his beloved's death.
8. Only the most urgent circumstances should deprive one of love.
9. Only the insistence of love can motivate one to love.
10. Love cannot coexist with avarice.
11. A lover should not love anyone who would be an embarrassing marriage choice.
12. True love excludes all from its embrace but the beloved.
13. Public revelation of love is deadly to love in most instances.
14. The value of love is commensurate with its difficulty of attainment.
15. The presence of one's beloved causes palpitation of the heart.
16. The sight of one's beloved causes palpitations of the heart.
17. A new love brings an old one to a finish.
18. Good character is the one real requirement for worthiness of love.
19. When love grows faint its demise is usually certain.
20. Apprehension is the constant companion of true love.
21. Love is reinforced by jealousy.
22. Suspicion of the beloved generates jealousy and therefore intensifies love.
23. Eating and sleeping diminish greatly when one is aggravated by love.

# Rules of Courtly Love

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24. The lover's every deed is performed with the thought of his beloved in mind.
25. Unless it please his beloved, no act or thought is worthy to the lover.
26. Love is powerless to hold anything from love.
27. There is no such thing as too much of the pleasure of one's beloved.
28. Presumption on the part of the beloved causes suspicion in the lover.
29. Aggravation of excessive passion does not usually afflict the true lover.
30. Thought of the beloved never leaves the true lover.
31. Two men may love one woman or two women one man.

# British Literature A

Lesson Plan Schedule

Day 32: Middle Ages

October 5, 2011

## Objective(s):

1. To Understand the concepts in "Sir Gawain and the Green Knight" and how it relates to the Romantic Hero

## Content Standard(s):

### Materials:

Gawain Movie

### Procedure:

#### Objective 1:

1. Summary and discussion of questions in large group (30 minutes)
2. Watch movie in class and relate to the reading. How is it similar? What is more clear now that we have been able to watch it? What elements of medieval culture are seen in the movie versus the story? (30 minutes)

### Assessment:

1. Observation of understanding for each student
2. Reading questions

### Homework:

1. Frame Story
2. Vocab due TOMORROW!
3. Tests, notebook requirements FRIDAY!
4. Extension projects for Middle Ages Unit—deadline extended until Monday

## British Literature A

Lesson Plan Schedule  
Day 33: Middle Ages  
October 6, 2011

### Objective(s):

1. To Understand the concepts in "The Day of Destiny" and how it relates to Medieval culture and our study of the Romance hero, including chivalry and courtly love.

### Content Standard(s):

### Materials:

Youtube videos, swords, test worksheets

### Procedure:

Objective 1:

1. Discussion in groups of questions (10 minutes)
  - Group one- question 1 and summary of page 216-217
  - Group two-question 2 and summary of page 218
  - Group three-question 3 and summary of page 219
  - Group four-question 4 and summary of page 220-221
  - Group five-question 5
  - Group six- question 6 and summary of page 222
2. Large group discussion of text (30 minutes)
3. Youtube video of the end of "The Day of Destiny" followed by discussion. (10 minutes)  
<http://www.youtube.com/watch?v=luOzte9Ugck&feature=related> (for King Arthur Discussion)
4. Test prep

### Assessment:

1. Observation of understanding for each student
2. Reading questions

### Homework:

1. TEST TOMORROW
2. Rough draft of frame story due Monday
3. Extensions due Monday

## British Literature A

Lesson Plan Schedule  
Day 35: Middle Ages  
October 10, 2011

### Objective(s):

1. To demonstrate knowledge and understanding of our studies of characterization, irony, and frame stories well enough to be shown through the student's own writing of a frame story.

### Materials:

Lab

### Procedure:

1. Work on frame stories in lab during class. Have your "final draft" ready for tomorrow

### Assessment:

1. Rough draft completed?

### Homework:

1. Frame story. "Final Draft" workshop in class tomorrow. You should have your frame and character descriptions written out.

## British Literature A

Lesson Plan Schedule  
Day 36: Middle Ages  
October 11, 2011

### Objective(s):

1. To demonstrate knowledge and understanding of iambic pentameter, irony, rhyming couplets, and satire through writing a creative frame story.

### Materials:

Lab, questions

### Procedure:

1. Writer's Workshop (Introduction)

2. Issues in papers:

Discuss these issues in relation to how to improve our creative writing

- Example of a rhyming couplet that needs work
- Example of a part of the paper that you are having a hard time with
- Example of a iambic pentameter line
- Example of a character description
- Verbs

3. Read-Aloud

- Read aloud your frame story to your partner. The partner should be asking these questions while listening. Each person should read through twice. The first time should be just listening. The second time you should jot things down related to these questions.
  1. What is the frame of the story? Who are the characters and where are they going? What is the common thread that ties them together?
  2. Can I get a clear picture of each of the characters in my head? How can you make your descriptions stronger? What is missing?
  3. Highlight all the verbs. Where can we make these verbs stronger/more exciting?
  4. Do couplets make sense? How can I add/or cut words out of lines to fit the iambic pentameter rhythm?

### Assessment:

1. Understanding of editing/revising/making creative writing better.

### Homework:

1. FINAL DRAFT OF FRAME STORY DUE TOMORROW!! (Bring printed...do not wait until class to print it out)



# Middle Ages Unit Test

## Study Guide

Test Date: Friday, October 7

1. Have an in-depth understanding of the following texts:
  - a. *The Canterbury Tales* Prologue
  - b. *The Pardoner's Tale*
  - c. *Sir Gawain and the Green Knight*
  - d. *Le Morte d'Arthur*
2. Know and Understand the middle ages history:
  - a. Know how the Middle Ages in England came about
  - b. Know the events that led to the end of the Middle Ages period
  - c. Know the important aspects and events of the Middle Ages culture
3. Know the elements of a Romantic narrative and the Romantic hero and be able to apply to *Sir Gawain and the Green Knight*. You should be able to reference both the excerpt from the text and the entire narrative that we watched in class.
4. Know the elements of characterization and be able to apply to *The Canterbury Tales*.
5. Know the three types of irony and be able to apply them to any of the texts we have studied.
6. Know and understand the middle ages history:
  - a. Know how the Middle Ages in England came about
  - b. Know the events that led to the end of the Middle Ages period
  - c. Know the important aspects and events of the Middle Ages culture
7. Understand chivalry and courtly love and how courtly love falls into the idea of chivalry. Be familiar with the general Rules of Courtly love.
8. Know and be able to identify the Seven Deadly Sins and Seven Heavenly Virtues and be able to apply characters in *The Canterbury Tales* to each
9. Be familiar with elements of a frame story
10. Know the middle ages vocabulary terms

# Middle Ages

## Notebook Requirements

Possible notebook entries to collect:

1. History Outlines
2. 7 deadly sins and 7 heavenly virtues quickwrite
3. *The Pardoner's Tale* questions 1-4, 5, 7-9
4. *Gawain and the Green Knight* questions 1, 2, 7
5. *Gawain and the Green Knight* elements of the romantic hero
6. *Le Morte d'Arthur* questions 1-6
7. Middle Ages Vocabulary
8. Character Maps

Others you might have (won't be collected):

1. Notes of characters from the Prologue
2. Notes on irony
3. Notes on the Romantic narrative and romantic hero
4. Any other notes you took in class

# Middle Ages Unit Test

## British Literature

### Section 1: Middle Ages History

True/False: A=True, B=False

1. Feudalism was based on a religious concept of hierarchy
2. Women of the middle ages had similar political rights as men
3. King Henry directly ordered his knight's to kill Thomas A Becket
4. Towards the end of "The Hundred Year's War" the Knights were the most well equipped military
5. William the Conqueror claimed he had a right to the throne of England

Multiple Choice: Choose the BEST answer

6. William the Conqueror was
  - A. French
  - B. Swedish
  - C. Danish
  - D. German
7. The signing of the Magna Carta by King John at Runnymede signaled the
  - A. alliance of English barons with the Pope
  - B. aristocrats' interest in the rights of freedmen
  - C. The King's heightened power over the people
  - D. renewal of older, democratic ideals
8. The bubonic plague greatly impacted feudalism because
  - A. it increased attention to health and hygiene
  - B. increased the common person's reliance on the monarchy
  - C. killed all classes equally
  - D. caused a labor shortage, giving the lower class more power
9. In the middle ages, women
  - A. had control of marriage only
  - B. never controlled their husband's estates
  - C. never improved their status
  - D. held status only according to their husbands'
10. Once people started living in cities, which medieval practice came to an end?
  - A. Religious piety
  - B. feudalism
  - C. classical studies
  - D. fighting dragons

## Section 2: Literary Devices and Vocabulary

*Multiple Choice: Choose the BEST answer from the following choices*

11. All of the following are Rules of Courtly Love except:
- A. Suspicion of the beloved generates jealousy and therefore intensifies love
  - B. Marriage should not be a deterrent to love
  - C. Love cannot coexist with avarice
  - D. One can have more than one courtly love
12. An example of dramatic irony would be:
- A. We know the merchant is actually poor but the rest of the characters think that he is rich
  - B. The Monk is heavier-set when he is supposed to vow to a life of poverty
  - C. The Nun swears "by St. Loy" when that is a saint who is famous for refusing to swear
  - D. The Pardoner preaches against greed but he, himself is greedy
13. An example of situational irony would be:
- A. The Nun, whose name is Eglatyne, shares a name with a Romantic hero
  - B. We know the relics that the Pardoner carries are fake but the rest of the characters think they are real
  - C. The narrator says, "oh what a pity" when saying the Wife of Bath is deaf
  - D. None of the Above
14. An example of verbal irony would be:
- A. The narrator says, "oh what a pity" when saying the Wife of Bath is deaf
  - B. The Monk is heavier-set when he is supposed to vow to a life of poverty
  - C. The narrator talking about the merchant says, "He was an excellent fellow all the same; To tell you the truth I do not know his name.
  - D. None of the Above
15. The purpose of satire is...
- A. so that the author can make fun of someone or something
  - B. the use of exaggeration in order to bring about social reform
  - C. to be ironic
  - D. create a sense of sarcasm throughout the entirety of a narrative

**Vocabulary:** Match the word to its definition. Use each letter only once.

- A. Sundry
  - B. Entreaty
  - C. Abstruse
  - D. Frugal
  - E. Pardons
16. not wasteful
17. hard to understand
18. kind indulgence, forgiveness for a sin
19. earnest request or petition
20. various or diverse

### Section 3: The Canterbury Tales, Sir Gawain and the Green Knight, Le Morte d'Arthur

*Multiple Choice, Matching, True and False*

21. Chaucer's main objective in the General Prologue to *The Canterbury Tales* was intended to do all of the following **EXCEPT**:

- A. satirize church customs
- B. describe The Tabard Inn
- C. introduce the characters
- D. distinguish "good" and "bad" characters

22. The pilgrims are traveling to Canterbury to

- A. Visit the shrine of Thomas Becket
- B. buy religious relics
- C. avoid the plague in London
- D. protest the closing of churches by the Pope

23. The General Prologue provides the characterization of the "nine and twenty" pilgrims, or their

- A. personality traits
- B. tendency towards good vs. evil
- C. worldly possessions
- D. all of the above

24. In order to reveal his characters Chaucer uses all of the following techniques **EXCEPT**:

- A. telling us directly what they are like
- B. describing how they look and dress
- C. providing descriptions of their homes
- D. presenting character's actions

25. Chaucer uses irony and satire in the prologue to make commentary about all of the following **EXCEPT**:

- A. the military of the time
- B. the church
- C. women
- D. heroes in medieval literature

**Match** the following characters to their deadly sin. Each choice is only used once.

- A. Lust
- B. Sloth
- C. Gluttony
- D. Greed

26. Wife of Bath

27. The Pardoner

28. The Monk

29. The Franklin

30. Which of the following characters does the narrator depict as virtuous?

- A. The Nun
- B. The Reeve
- C. The Parson
- D. The Miller

**True/False, A=True, B=False**

31. The Nun is more concerned with social status than being a good nun

32. The Reeve treats his lord with generosity and therefore is a man of good character

33. The Parson is a good man but afraid to tell people of nobility that they are sinful

34. The Knight owns a lot of nice possessions but he does not flaunt them around other people

35. The Merchant is an honest man

### ***The Pardoner's Tale***

36. The Pardoner earns money from all of the following **EXCEPT**:

- A. preaching against Greed
- B. selling relics and papal pardons
- C. begging
- D. stealing from the collection basket at church

37. The three rioters go looking for Death because they:

- A. want to repent their sins
- B. know he has a bushel of gold
- C. plan to avenge a friend's death
- D. want to banish him from England

38. Which of the following best describes the ending of The Pardoner's Tale?

- A. All three rioters become rich
- B. Death steals the gold florins
- C. All three rioters meet Death
- D. Death takes the old man

39. The Pardoner's motto may best be summed up by:

- A. Money is the root of all evil
- B. Ashes, ashes, we all fall down
- C. Don't count your chickens before they hatch
- D. Do as a say, not as I do

40. The Pardoner's tone towards his way of making money can be described as all of the following **EXCEPT**:

- A. He knows what he is doing is wrong
- B. Hypocritical
- C. He's just trying to survive
- D. Does not care



### ***Sir Gawain and the Green Knight***

41. The Lady of the castle attempts to seduce Sir Gawain because she
- A. wants to play a trick on her husband
  - B. is secretly attracted to Gawain
  - C. is ordered to by her husband to test Gawain
  - D. is no longer allowed to live in the castle
42. Which of the following statements is NOT true?
- A. Sir Gawain agrees to give whatever he wins to the lord at the end of each day.
  - B. Sir Gawain agrees with the Green Knight to exchange one strike for another
  - C. Sir Gawain agrees to meet the lady after the second battle with the Green Knight
  - D. Sir Gawain agrees to go to the Green Chapel and face the Green Knight's blow.
43. Sir Gawain feels ashamed after his confrontation with the Green Knight for all of the following EXCEPT:
- A. He flinched
  - B. By keeping the sash, he violated the code of chivalry
  - C. He lied to save his life
  - D. He was too cowardly to show up a year and a day later
44. We learn that the lady of the castle is the wife of
- A. The Green Knight
  - B. Sir Gawain
  - C. King Arthur
  - D. Both a and b
45. Which of the following answers are true?
- A. Sir Gawain survives
  - B. Sir Gawain is a hero
  - C. Sir Gawain is fully loyal
  - D. Sir Gawain gets his head chopped off
- AB. A and B  
BC. B and C  
CD. C and D

### **Le Morte d'Arthur**

46. Who does King Arthur dream of on Trinity Sunday?
- A. Queen Guinevere
  - B. Sir Lancelot
  - C. Sir Gawain
  - D. Merlin
47. Modred dies as a result of his battle with Arthur
- A. true
  - B. False

48. What does Arthur ask Bedivere to do with Excalibur?
- A. protect it
  - B. give it to his son
  - C. throw it in the lake
  - D. bury it with him
49. Excalibur is King Arthur's what?
- A. Horse
  - B. Sword
  - C. Right to the crown
  - D. Wedding Ring
50. What does the inscription HIC IACET ARTHURUS, REX QUONDAM REXQUE FUTURUS mean?
- A. Here lies Arthur, the once and future King
  - B. Here lies Arthur, our forever king
  - C. Here lies Arthur, the king of Kings
  - D. Here is Ms. Gilmore, who is the best teacher of all time!

(Long) Short Answers: Choose two to write about (15 points each)

- S1. List the 5 elements of characterization. Pick a character from the Prologue to *The Canterbury Tales*, AND characterize them using those 5 elements of characterization
- S2. Describe what "courtly love" was during the middle ages. What were the basic elements of courtly love and how did it fit into the medieval ideals of chivalry?
- S3. How does Chaucer's *Canterbury Tales* reflect aspects of the medieval culture? Use at least 2 characters to support your answer and give specific details.

Extended Response: Choose one (20 points)

- E1. Describe how Gawain is the epitome of a Romantic Hero. First define what a romance is and then using the 7 elements of the Romantic hero which we discussed in class, discuss how at least 5 of those elements in "Gawain and the Green Knight" fit the elements of a Romance narrative. Make sure to refer to specific details from the text.
- E2. Explain how irony is used in "The Pardoner's Tale" Knowing what we know from his description, the Pardoner's Prologue, and his tale, you should be able to note at least 5 places of irony and describe why they are ironic. Make sure to refer to specific details from the text.

**EXTRA CREDIT (2 points)**

Describe Ms. Gilmore's TWO BIG RULES!

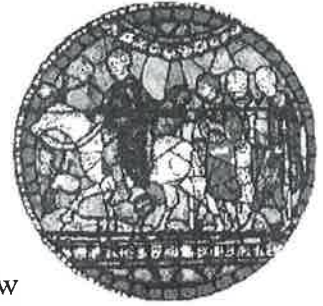
Name \_\_\_\_\_

## Contemporary Pilgrim's Tale

Write your own contemporary version of Geoffrey Chaucer's *Canterbury Tales*.

Who are your "pilgrims" and where are they going?

- Sporting Event
- Concert
- Senior Skip Day
- Graduation Practice



You will loosely follow Chaucer's *Canterbury Tales*:

- Begin by telling your reader what the destination is and how many "pilgrims" *in all* are on the journey/at the destination?
- Who are your pilgrims? The Cutter, The Girlfriend, The Anorexic, The Steroid Stud—get the picture?
- Give a brief description of **FIVE** of your "pilgrims" using . . .
  - **Characterization**, or the method used by a writer to develop a character. This method includes (1) showing the character's appearance, (2) displaying the character's actions, (3) revealing the character's thoughts, (4) letting the character speak, and (5) getting the reactions of others.
- You will let your reader know about your "pilgrims" through characterization, just as Chaucer did. Refer to the chart on the back of this sheet to help you along.
- Remember: Bad characters are depicted through **satire**, not direct statement.

Have a little fun with this story (without being obscene or vulgar!):



- Give your story a creative title: "Saturday School Stand-by," or "Big Game, Big Trouble"
- It has to be typed, 12-point, Times New Roman, single spaced; it should run between 1 ½ to 2 pages, *but it doesn't have to be in MLA style (make sure your name is on it)*.
- **Must be written in iambic pentameter (sort of)**
  - 10 syllables per line
  - Rhyming couplets
- **Be sure to use all studied elements of Characterization!**

# Prologue to CONTEMPORARY *Canterbury Tale*

Directions: Describe how you will use CHARACTERIZATION to describe your pilgrims.



Pilgrim ▼	Pilgrim's Looks & Style of Dress	Pilgrim's Philosophy	Pilgrim's Actions	How Others Respond to Pilgrim

**Other Items to Consider:**

1. *What will your frame story be? How will you get all of these characters together? Where will they be going?*
  
2. *Describe your "society/culture". Remember, society is a "loose" term for this assignment. Basically, you need to identify what social issue or circumstance you want to highlight in your writing. It could be as small as a function here at MHS. Think about what commentary you may have to make.*

## Contemporary Tale Peer Review

1. Does the author meet ALL requirements of the assignment? If no, the author can't receive an A on the assignment.

Prologue Requirements	10 syllables per line Rhyming couplets	12 pt. Single spaced 2 pgs	Clear Frame Story 5 Characters Intro to "story"
6	1		

2. Does the narrative effectively use all aspects of characterization? Rate each category on a scale of 1 to 6.

Pilgrim's Looks & Style of Dress	Pilgrim's Philosophy	Pilgrim's Actions	How Others Respond to Pilgrim
6 5 4 3 2 1	6 5 4 3 2 1	6 5 4 3 2 1	6 5 4 3 2 1

Comments:

3. Is the social commentary easy to identify? Are there elements of satire? Rate the use of satire and social commentary on a scale of 1 to 6 and briefly explain what you perceive it to be.

6                      5                      4                      3                      2                      1

4. Rate the overall *entertainment value* of the piece. Did you find it funny, sarcastic, etc...? Give a score and explain what you found most entertaining about the piece.

6                      5                      4                      3                      2                      1

Scale for points 2-4. If author receives a 1 in category 1, then scale drops to other score.

6=100(85)    5=98(84)    4=96(83)    3=94(82)    2=92(81)    1=90(80)

Grade \_\_\_\_\_

Author's Name \_\_\_\_\_



## Character Analysis

Pick another Canterbury Tale and give an in-depth analysis of that character based on what you learned about them through the prologue and their tale. For instance, when we studied the Pardoner's Tale we learned that the Pardoner was hypocritical in that he was preaching about not being greedy and yet, he himself, is guilty of greed.

Make sure to point out things in the tale such as satire and irony, their sin or virtue that they represent that give readers more of an insight into the character than what just the prologue describes. Use quotes to support your claims.



Finally, give your opinion of the character. Compare what you now know about the character from reading their tale to how the narrator describes and depicts the character in the prologue.

### Requirements:

At least 2 pages in length

*Analysis of the character means you are going in-depth into their characterization. Don't just re-describe the character. Remember the 5 elements of characterization when writing your analysis paper.*

Use research from other sources if needed but make sure to cite correctly.

Any places of Irony/satire?

# Storybook

Create a story book of 6-8 characters from the Canterbury Tales. You will need to emphasize the qualities of their character in your drawing.

Requirements:

- Representational drawing of 6-8 Characters from The Canterbury Tales Prologue
- Each character must be on a separate page
- You will also write somewhere on the page a quote from the Canterbury Tales prologue that you think best depicts that character.
- At least 4 of the characters have to be different than the ones we studied and discussed in class.
- Make sure you show elements of characterization in your drawings. Write a short paragraph on the back of how your drawing depicts Chaucer's description of the character)

Things to think about:

Your depiction of the character is not just their appearance. You must include and represent elements of how Chaucer characterizes them in your drawings as well



## Tell Your Tale

After reading the prologue of the Canterbury Tales, where we were able to get a brief description of the each of the characters, we read one of the Tales the characters told. Now you get to tell a tale.

Choose one of your characters from your prologue and tell their tale. It must be at least 2 pages written in rhyming couplets or iambic pentameter. You have more freedom with this part of your story, but make sure you are still using correct poetic form. This is NOT an essay or a prose piece.

### Requirements:

Extended tale of at least one of your characters from the prologue

Dialogue must be included

Must be at least 2 pages

Use of irony

### Things to think about:

Remember the elements of characterization (speech, thoughts, appearance, what others think about them or act towards them, and actions). Make sure these elements of characterization are portrayed throughout your tale.



# **Project Learning Curve**

# Project Learning Curve

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## Adolescent and Young Adult Integrated English Education

Nicole Gilmore

10/24/2011

An in-depth analysis of student learning based on school curriculum and course content. Unit of study is Middle Ages culture and literature. The period of time studied covers about three weeks and students studied are twenty-eight ranging from struggling students, students on IEP's and 504's and high-performing students.

## **Section 1: Lesson Foundation**

1. I am currently teaching in a British Literature class for college preparation students. This class is a requirement for all seniors to graduate. The first trimester of class covers the Anglo-Saxon period to the Renaissance. I am teaching the Middle Ages period. This unit is three weeks long, which seems like a long period of time to analyze my instruction, but the way I organized and instructed the lessons will meet all of the requirements for the school curriculum and for the Project Learning Curve. The unit I am teaching on the middle ages focuses mostly on characterization and the study of the archetypal hero throughout literature. The central text for this unit is *The Canterbury Tales* by Geoffrey Chaucer, which allows for an in-depth study of characterization, the archetypal hero, and literary and rhetorical devices including irony, satire, and frame stories. The supporting texts include *Gawain and the Green Knight* and *The Day of Destiny: from La Morte D'Arthur*, which allows for connection to the history of the Middle Ages period.

### **Ohio Academic Content Standards and Grade-Level Indicators (Grade Twelve)**

#### **Reading Applications: Literary Text**

1. *Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g. individual vs. nature, freedom vs. responsibility, individual vs society), using specific examples of character's thoughts, words, and actions*
2. *Analyze the historical, social, and cultural context of setting.*
8. *Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g.-through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.*

#### **Literary Text Benchmark (Grade Twelve)**

- A. Explain ways characters confront similar situations and conflict
- C. Recognize and analyze characteristics of subgenres and literary periods

The goal of this unit is to have students be able to understand how to apply the elements of characterization in order to understand how the literature connects with the culture of the Middle Ages, and see the progressive change of the archetypal hero throughout time by analyzing the characters in Medieval literature. Students will also be expected to analyze the text in relation to the history of the culture of the Middle Ages. They will use their analysis of the characters in *The Canterbury Tales* to relate to and reflect upon the history and culture of the Middle Ages. The conflict of the characters being studied in the Middle Ages unit is *good versus evil*. We will use the texts for an in-depth study of characterization and what the authors are commenting on from the culture by how and when they use



rhetorical techniques (such as irony, symbolism, and satire) to reflect upon this theme in the literature of the time. For instance, in our study of *The Canterbury Tales* we will relate and compare specific characters, such as women, and how Chaucer portrays them to what the role of women actually was in the Middle Ages. Students will begin to see that Chaucer uses techniques such as irony and satire to comment on issues concerning the church, the military, and women of medieval society.

By the end of the unit, the students will be expected to analyze the texts relating to these standards and grade-level indicators. They will need to list the elements of characterization (thoughts, speech, actions, appearance and reactions of other characters) and characterize characters of *The Canterbury Tales* and how it relates to the Middle Ages (standard 8). They will also be expected to comment on the culture and history of the Middle Ages based the use of irony, satire, and symbolism of the characters from *The Canterbury Tales*(standard 2). Finally they will need to comment on the universal theme of *good versus evil* through the study of the archetypal hero in all of the texts studied throughout the unit (standard 1).

2. The students have previously been taught elements of the archetypal hero, outlined by Joseph Campbell, through the study of the epic poem, "Beowulf" and the novel *Grendel* during the Anglo-Saxon unit which was right before my unit of study of the Middle Ages period. Students related their previous knowledge of heroes throughout history, the media, and their own lives to Campbell's outline of the elements of what a hero usually contains. They wrote analytical essays on the archetypal hero in *Beowulf* as well answered objective-test questions on the end-of-unit test. Before their study of British literature the students are not exposed to this study much and thus it is a new idea to examine for almost all students.

In relation to the content standards, students studied characterization based on perspective and perception in the study of *Grendel* and *Beowulf*. They also related the characters from both the novel and the epic poem to the culture of the Anglo-Saxon period, specifically the study of characterization of the hero and how it comments on the historical, cultural and social context of the time. "Evaluate authors use point of view and style to achieve specific rhetorical and aesthetic purposes" (standard 8) was studied directly through the study of perspective and perception and how the two are altered based on how the author presents the point of view in the story. *Grendel* is the counter story to *Beowulf* from a different perspective. So students were well prepared and understood this concept thoroughly before diving into this content standard for the Middle Ages.

Students are taught from their first year in high school about active reading, which is a strategy for reading comprehension. While reading a piece of literature the students must write annotations in the margins that contain questions about the text, connections to what is happening, and applying prior knowledge and previous experience to what they are reading. This strategy works well for the students and I continued to use it through my teaching of the texts as well. The students are required to actively read all of the texts assigned. But so it does not becoming repetitive or meaningless, only some of the time do they actually have to make annotations and the other times they must either make the

connections in their head to ask themselves what is going on, do a quickwrite at the end of their reading, or answer comprehension questions.

In the future the students will be continuing their study of the hero through Shakespeare's play, *Hamlet*, in which they compare and contrast their view of the hero throughout the trimester from the beginning of the Anglo-Saxon period to the end of the Renaissance period. They will be expected to bring knowledge from both the Anglo-Saxon unit and the Middle Ages unit into their study of the hero and *good versus evil*. They will also be looking at an in-depth study of Hamlet's character in which our study of characterization will give the students the prior knowledge ground to begin. They will also need to connect what they learned about the hero in the Middle Ages period to the hero of the Renaissance. All of our focus of study including perspective verses perception, characterization in relation to the cultural and historical context, and use of rhetorical techniques to comment on those issues will also be continued to be studied in the Renaissance period. Students will have a firm ground of understanding before diving into the next time period.

3. Instruction was differentiated for all students by the many different instructional strategies I used for each lesson. The classes were an hour and fifteen minutes long each day so I had to make sure students stayed with me for the entirety of the period. The best way to do this was to break up my instruction using different strategies and resources every twenty minutes. I will explain later the specific resources and strategies used.

Students were also allowed to pick their own seats, so they could choose to sit based on how their seating and surroundings affected their learning. Modifications could be made if problems with seating were persistent.

Instruction was also differentiated not just in the same day but also throughout the unit. Rather than sitting in front of the class lecturing every day some days I used direct instruction, others included group work, and bringing in various subjects (including history, art, theater, and public speaking). Some days we would act out scenes from the texts, others we would go page by page summarizing and analyzing characters and issues based on the narrator's use of literary devices. We started the unit with a study of the history in which groups were assigned a section and had to draw a picture representing that section. These were only some of the techniques used (I will go more into depth in Section 1.4) but it was good for students to have something different occurring every day so that instruction was not repetitious and tedious.

This differentiation of instruction developed opportunities for multiple intelligences for all students. Students are required to do an extension project for each unit, which allows them to individually go beyond our study in class on the time period. But they are allowed to choose one of three different extensions. One was directed towards artistic abilities (drawing), another was for those more creatively inclined with writing a creative piece, and the third choice was for those who prefer more straight-forward writing and could write an analytical piece.

Besides the in-class differentiated instruction, I also used differentiated instruction as a tool for assessment methods. I individualized instruction and assessment by knowing about the students and how they best learned or tested. This was not an automatic understanding and did take a couple weeks for me to have a good idea for each individual student, especially for those not on IEPs because they did not have paperwork indicated how they needed individual instruction and evaluation. In these cases I made sure to have individual conferences with students, making them aware of my concerns or their points of strength they could use to aid their weaknesses. Having individual conferences with students allowed me to better understand how their personality best fit with them as a student. For all students, not just those on IEP's, I always allowed for more time on tests if needed (except in specific instances, I did not allow time to be an indicator for them to show what they knew about the topic). I allowed all students to come ask me for help, receive extra instruction on lessons (which they took advantage of), and extra time on assignments, including extension projects and papers. It was important for me to learn that as a teacher that I need to understand that students are not just students and their home life and out-of-school-life may affect their learning, whether they are on an IEP or not.

During the day I also made sure to call on more than just the students who raised their hands. Not all students were brave enough to raise their hand, even if they knew the answer. Most of the time, it was actually the students on IEP's who were fully participating and volunteering in class. It was the students who liked to stay quiet in their corner that I needed to make sure were understanding the material. I used flashcards with all of the students names on them during discussion and instruction to call on them. This was only after they had prepared for the discussion individually or in a peer group, so everyone in the class was prepared to say something other than "I don't know" when called upon. This allowed to me make sure all students were not only understanding the material but also staying on-task mentally during the instruction.

4.<sup>1</sup> Three Tier Discussion Method: Differentiated instruction was only one instructional strategy I used throughout the unit. Instruction was also differentiated throughout the day on discussion days. I used a three-tier strategy which included individual thinking, group thinking, and then large group discussion. This way all students would be prepared with something to say, rather than just using the "cold-call" method and going straight to large group discussion, calling on students and expecting them to answer. Having a discussion question prepared on paper (through use of a quickwrite), enabled them to participate when we would move to groups of two or three for discussion.

Cooperative Learning: Small group discussion allowed them to share ideas and maybe look at something they did not understand or think about before. This use of peer groups often worked well in preparing them for a large group discussion, where they would feel more comfortable speaking in class because they had already explored the same issue or question individual and with one or two other students. I found this method to be particularly effective for multiple reasons. Not only were they then prepared for large group discussion, but it also allowed for students who are not as comfortable speaking out in a large group to speak with just a couple other students. This worked not only for

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<sup>1</sup> Instructional strategies and supporting materials are underlined, but many of them flow together from paragraph to paragraph

students on IEP's but all students in the classroom. Sometimes the individual component would be assigned for homework so that there would be more time for discussion in the classroom.

Interdisciplinary Methods: I applied this strategy to the multiple-intelligences differentiated instruction. For instance, when students drew pictures of the historical representations, they first needed to outline themselves the big ideas and supporting ideas of their section, then they discussed in their group how they were going to represent their section through a picture, powerpoint, play, or other presentation. Then we had presentations in front of the whole class where they explained their representation as well as questions relating to their section (this was the large group discussion). So the three tier process was not a "cookie-cutter" method, meaning every day was not just a quickwrite, small group thinking, and large group discussion, but this method was also in itself differentiated.

Supporting Materials: Other than just differentiated instruction, another strategy I used was making sure to break up instruction about every twenty minutes. Because the class periods were so long (seventy-two minutes), it was important to break up instruction so students remained and exhibited on-task behavior. The use of the three-tier discussion method allowed for this. I also used multiple resources such as technology (social media discussion boards, you-tube videos), extra articles, handouts, the textbook, powerpoints, research, and movies to aid in my instructional strategies. I used technology every day to add to the lessons by showing videos or movie clips related to the topic of discussion. Students were expected to use technology in the class when they had to research the history of the middle ages, present their history projects and write the final frame story poems.

Direct Instruction, tools, technology: Some days were mostly direct instruction but I made sure to use multiple resources within the direct instruction. I became notorious with my students for using entertaining and valuable you-tube videos to add to the topic of the day. I made sure the videos were appropriate and related to the culture of their age group (which is a reason why the students found them entertaining). Within daily instruction I made sure to include direct instruction, group work, some sort of technology (whether it was a discussion board on facebook or a you-tube video), and providing extra research or articles on the topic to the students. This was what an average single lesson included. Throughout the unit I would also have students act out scenes from the text we were studying, for *The Canterbury Tales* prologue they were given the opportunity to draw or dress up like their character in order to represent him or her which added to our discussion of characterization and commentary on the social, historical, and cultural context of the Middle Ages. Quickwriting was another method I used, mostly as a tool before small or large group discussion.

Student-led instruction: A couple days I also let students teach the class, which based on research of instructional strategies, the best way to know if one has learned something is to be able to teach it oneself (Sajjad, 2010). Students also were able to practice public speaking when called to the podium to share a quickwrite or discussion question. And finally a strategy which I discussed earlier which mostly applied to individual study was active reading.

Guided Thinking (Zone of Proximal Development): My instructional strategies always included some sort of direct instruction, visual aids, individual and guided thinking. The guided thinking was

different than direct instruction. I used the strategy of the zone of proximal development, where I would challenge students to think beyond what they normally would themselves, but not too far where they are thrown off or confused. Through discussion if I was trying to have student to understand a specific points I would guide them in the right direction by asking questions and point out parts of the text to aid and point the direction of their understanding. But at the same time, there was always much room for interpretation and personal commentary, not just how I or the author of the text thought of an issue.

## British Literature A

Lesson Plan Schedule

Day 24: Middle Ages

September 23, 2011

### Objective(s):

1. To have an understand of Chaucer and why he wrote *The Canterbury Tales*
2. Explain what a frame story is and give an introduction to *The Canterbury Tales*
3. Discuss irony and Chaucer's purpose for the use of irony

### Content Standard(s):

Reading Applications: Literary Text

*2. Analyze the historical, social, and cultural context of setting.*

*8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g.-through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.*

### Materials:

Powerpoints, you-tube videos with projector

### Procedure:

Objective 1:

1. Introduction of topic through powerpoints and video clips. Discussion will follow. (20 min)

Objective 2:

2. What is a frame story and how does it relate to the Canterbury Tales? (10 min)
  - What is a frame story?
  - Ask students to get into groups around them and come up with a list of frame stories
  - Example: Large group- how is this a frame story?  
[http://www.youtube.com/watch?v=W7cL-wLkt-M&safety\\_mode=true&persist\\_safety\\_mode=1&safe=active](http://www.youtube.com/watch?v=W7cL-wLkt-M&safety_mode=true&persist_safety_mode=1&safe=active)
  - Talk in large groups about frame stories and examples. How is Canterbury Tales a frame story?

Objective 3:

3. Pre-quiz at beginning of class (5min)
4. Discussion of Irony (25 min)



- What is irony? The different types? Come up with examples in small group after we define
- Lyrics of song "Ironic" by Alanis Morissette  
<http://www.azlyrics.com/lyrics/alanismorissette/ironic.html>  
  
<http://www.youtube.com/watch?v=FYq2d7iKKhk>
- Purpose of irony in Chaucer's story? Where is it used?
- Mark places in the prologue during your story where you find irony

**Assessment:**

1. Observation of understanding, bringing prior knowledge and experience (informal assessment)
2. Irony Pre-quizzes (formative assessment)

**Homework:**

1. Completed active Reading of Canterbury Tales Prologue with character maps (DUE TOMORROW)

PURPOSE-read Canterbury Tales and while mapping characterization, note places where Chaucer uses irony

**Accommodations and Modifications:**

Students on IEP's will have the option of going to take the quiz in the resource room or have the quiz orally read to them. They will also be given extra time if needed during class to work on the quiz. I will walk around to make sure both students on IEP's and students who are struggling who are not on IEP's are on task and understand all of the directions. Students will be given the opportunity to ask for extra help and receive one on one instruction with the teacher if they do not understand the material.

**Reflection:**

This lesson was one of the most successful lessons of the unit. Students were entertained by videos and involved in the discussion. The only point in the process I would have changed would be to provide a specific example of irony from *The Canterbury Tales*. After I assessed the student's character maps, it was clear that they were not quite sure how to identify specific examples of irony from the text. Providing them an example actually from the text would have been useful and helpful for all students.

## Section 2: Assessment Plan

1. The types of assessment techniques I used during this unit included short answer and essay test and quizzes, homework, class participations, a creative writing piece, and two pre-assessments and post-assessments. The first of the two pre-assessments was to test their knowledge on the middle ages in short answer format asking about the characters from *The Canterbury Tales* and how they directly reflected the social, cultural, and historical context of the medieval society (Reading Standard 2). They were also assessed on the five elements of characterization and how that fit in with reading standard one, where the characters faced similar conflicts. The students were assessed on the same concepts, in a different test format at the end of the unit. This test consisted of multiple choice, short answer, and essay questions. So this post-assessment was similar to the pre-assessment in the way it tested the concepts learned from the unit.

The other pre-assessment was a pre-quiz on irony, to see what the students already knew. They were tested on the three different types of irony to see if they could identify, define, and explain all three types. This was a short answer formatted test. That same day I taught the lesson on irony and the first thing we did in class the next day was take the exact same quiz as a post-assessment. The questions and format of the test were the same for this pre and post-assessment. This lesson and quiz on irony fits into the eighth standard of *reading literary text* by teaching what irony is and how it works. We used this concept throughout the rest of the unit in all of the texts we discussed. Both pre and post assessments covered all the standards and benchmarks for the entire unit as well as fit the curriculum for the course.

2. The first pre-assessment was given on day one of the unit. To ease the nerves of the students I prefaced the pre-test by being honest and explaining that the reason for this pre-test was to see what they already knew about the topics we would be covering. They understood that they pre-test would not be for a grade but that it would help them significantly to know all the concepts on the pre-test in-depth to do well on the end-of-unit test. There was not a time limit on this test so that students were not affected by other limitations besides just being able to explain and write what they already knew about the material. For the final end-of-unit test, the students were given the entire period (an hour and fifteen minutes) to work on the test. It is not that the post-test was longer than the pre-test but that they had learned enough to be able to write for the full amount of time. The post-test was fifty percent writing and fifty percent objective questions. Students were instructed on what was expected during the test. I allotted more time for the test to those who did not finish by the end of the bell.

The second pre-test was given before the lesson on irony. I handed it to them as they walked in the door and instructed the students to just fill out what they knew. We finished the lesson on irony that day, there was a weekend in between and first thing Monday morning, they took the post-test, for a grade, with the same questions in the same format. They were allotted about 10 minutes for both the pre-assessment and post-assessment for this quiz.

With my pre and post-assessments I included a variety. The first tests were different in the format but similar in content. There was also a whole unit in which the information was covered. There

was no time limit for either the pre or post assessment. For the second pre and post assessment on irony, time was limited, the time in between assessments was only one lesson day, and the questions on the post assessment were the exact same as those on the pre-assessment. This variety allowed a good comparison of data for each of the tests. The first pre and post-assessment was graded on a percent scale (out of 100 points) while the second pre and post assessment was graded using point values (out of 10).

3. The following is a comparison of the pre and post assessment scores. The graph below is only one of bells taught, the most average class out of all four. The courses for each bell were the same but this bell had a good range of student abilities and students on IEP's as well. Students on IEP's are included in the overall graphs and taken out into graphs three and four, to show a more focused comparison. The scores are compared individually for each of the twenty-eight students to show achievement and improvement from the pre-assessment to the post-assessment.

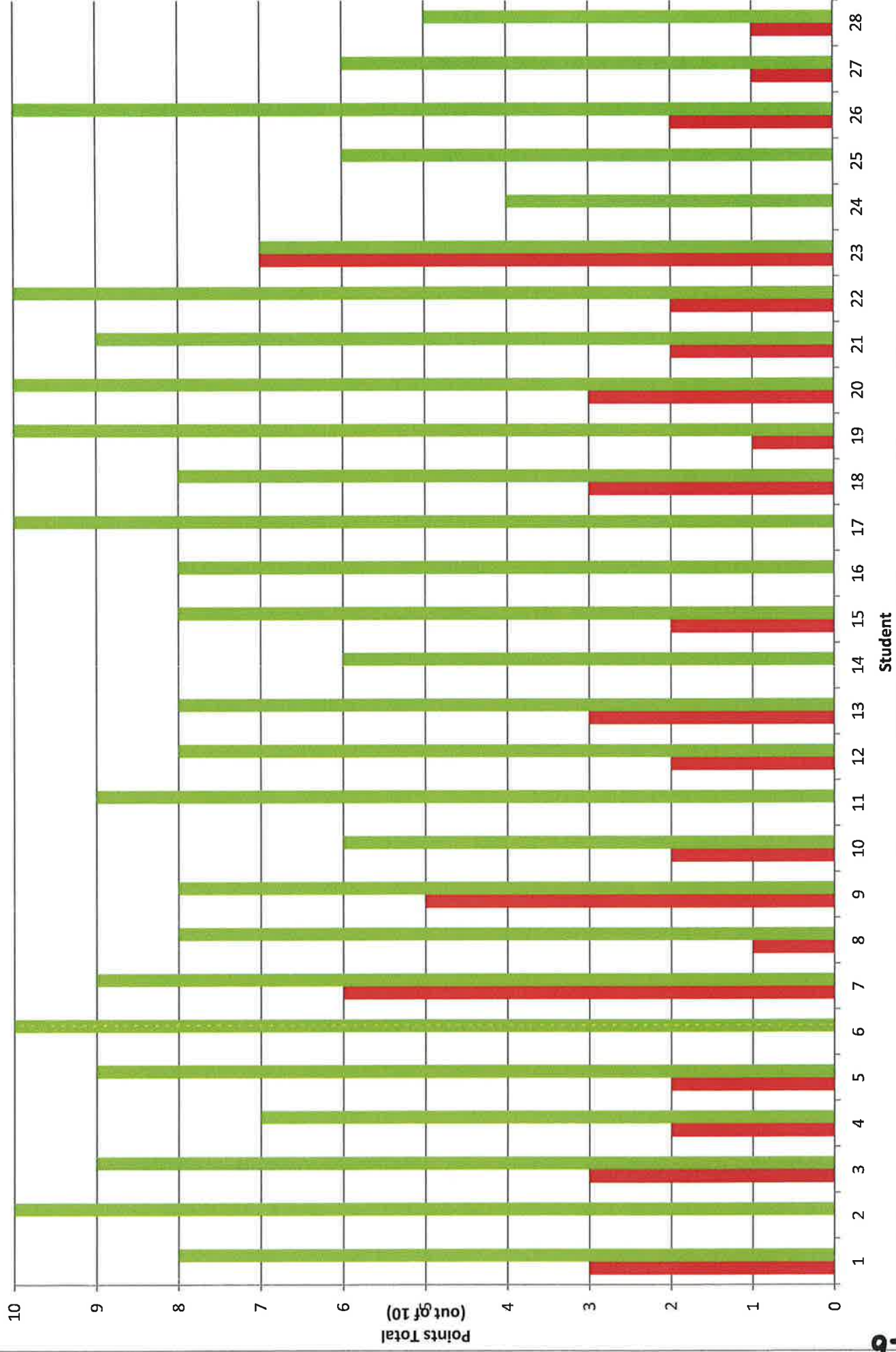
From the graphs below, one can see that on both pre and post assessments, every student improved their score by some margin. For the irony quiz, the average point increase from pre assessment to post assessment was six points. Seven students scored the full ten points on the post assessment, and of those seven, three of those had scored a zero on the pre-assessment. A total of eight students scored a zero on the pre-assessment (28% of students), and of those students, they increased their score on average of 8 points by the post assessment. This shows a significant increase in scores and understanding, since the quiz was short answer, from the pre-assessment to the post-assessment.

On the second test, the Middle Ages Unit Test, students performed similarly from the pre-assessment to the post-assessment. Out of all twenty-eight students, the average percent increase from the pre-assessment to the post-assessment was 68%. Of those twenty-eight students, four students scored a zero on the pre-assessment and on average increased their score by 72%. Two students scored over a one-hundred percent on the post-assessment, but their average increase from the pre-assessment was 83%, a showing a significant increase in understanding of the material. No student scored below or the same as their pre-assessment score.

For the students on IEP's, the average was a seven point increase on the irony quiz. Two students scored a zero and significantly increased their scores. One student scored a ten out of ten on the post assessment. The average score on the pre-assessment for these students was a 1.6, while the average on the post assessment was an 8.2, showing a large range of understanding of the material. On the Middle Ages unit test, the average percent increase of score for students on IEP's was 60%. The average on the pre-assessment was 17% while the average on the post-assessment was a 77%, again, showing a significant amount of understanding of the material, and success of the unit taught.

# Irony Quiz Pre and Post Assessment Comparison

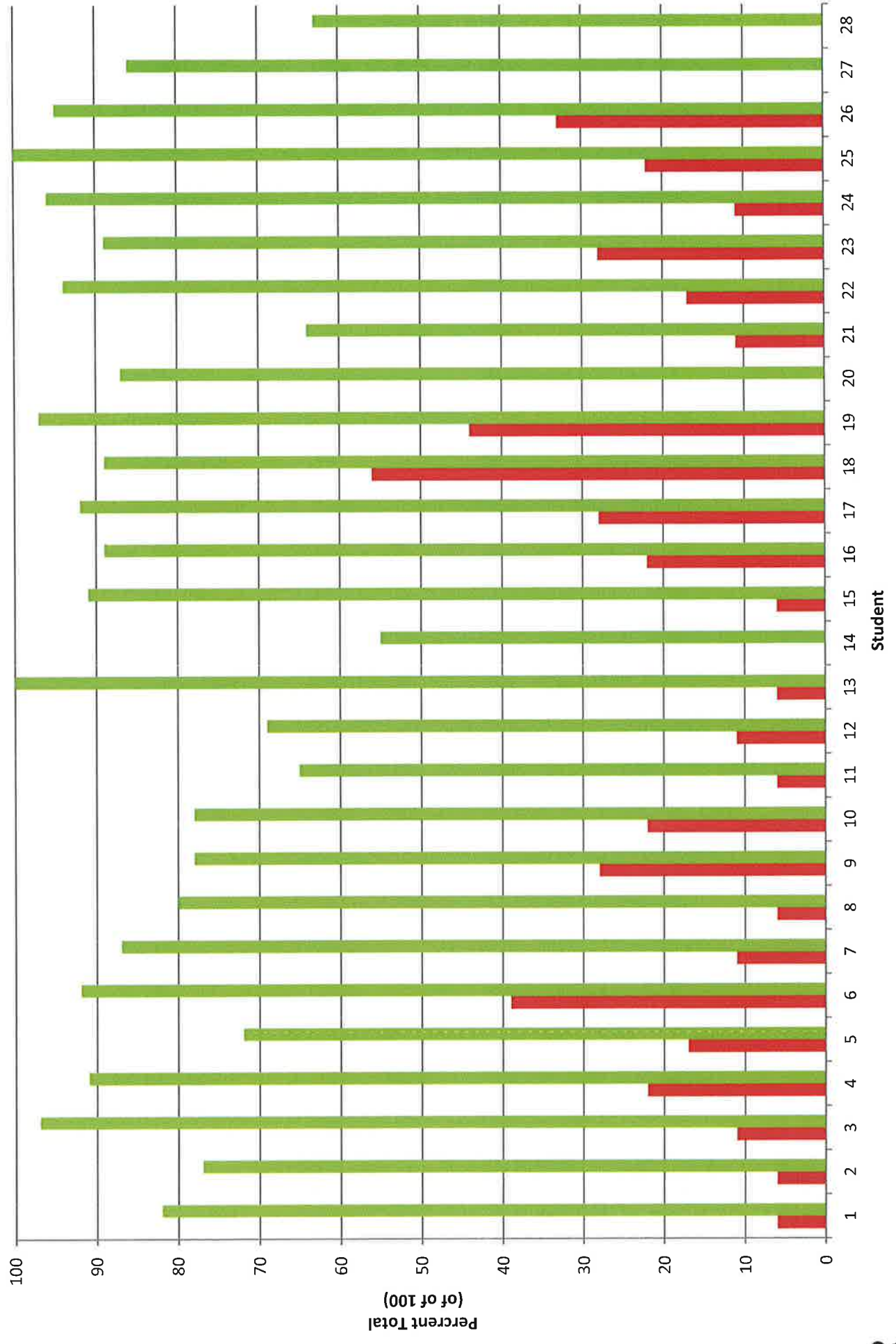
■ Pre-test  
■ Post-test



# Middle Ages Unit Test

## Pre and Post Assessment Comparison

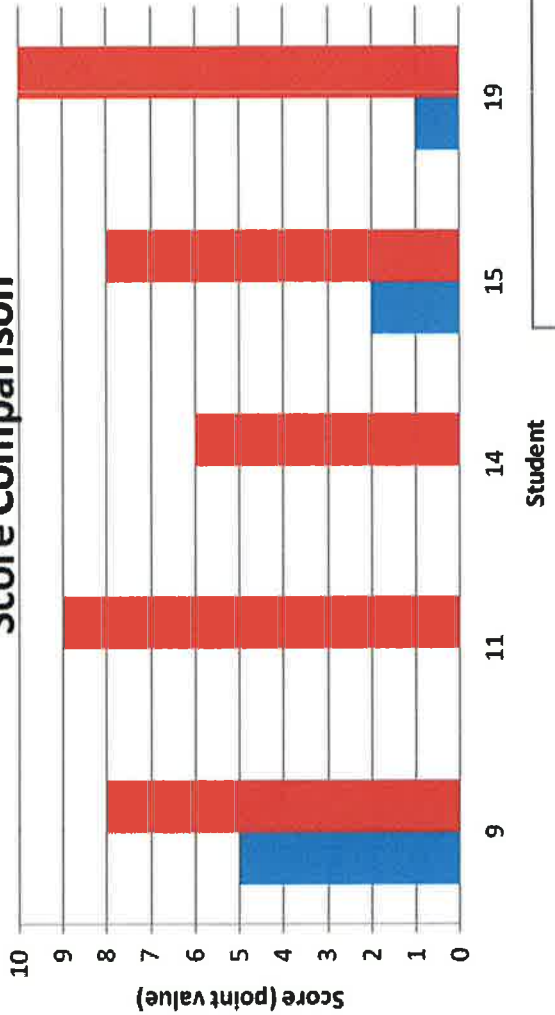
■ Pre-Test  
■ Post-Test





### Students on IEP's Irony Quiz

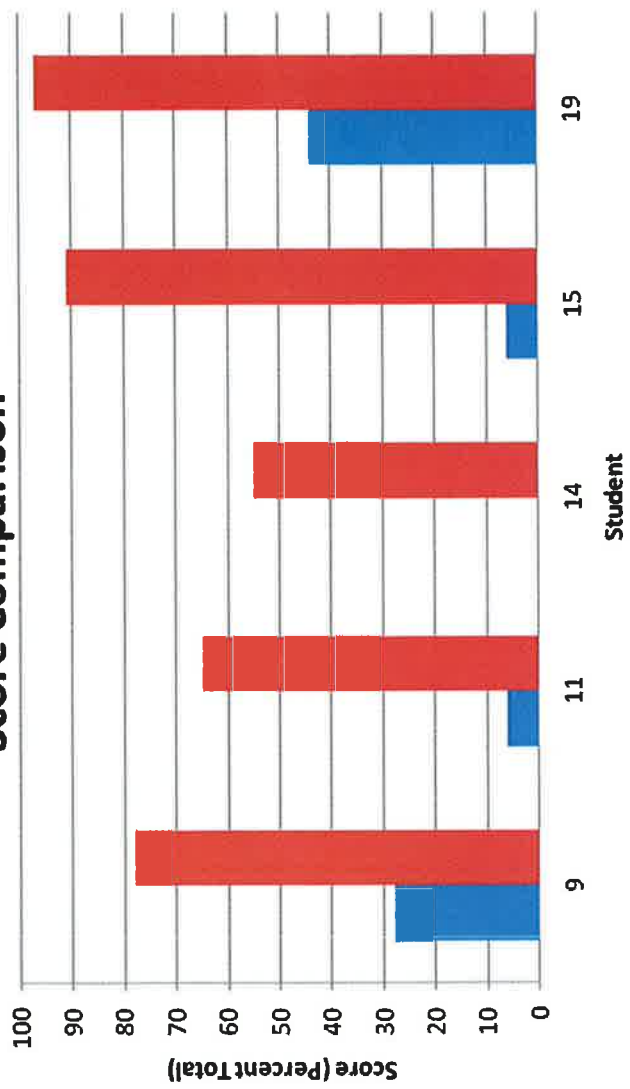
#### Score Comparison



## Students on an IEP Pre and Post-Assessment Comparisons

### Students on IEP's Middle Ages Unit Test

#### Score Comparison



### **Section 3: Research Knowledge Base**

1. A method that can incorporate many of the instructional strategies that I employed is cooperative learning, which is a research based method for teaching in the classroom. Cooperative learning suggests that students work together, in groups to learn and teach each other. Sharing knowledge between students has been claimed to be one of the most effective ways of learning (Chiu, 2004). It supports my method of the three tiered discussion (or the think-pair-share method), where students first work individually, then in small groups then come to a large group discussion. When they are able to think on their own first, everyone is able to contribute to the group, and then the group work, or the cooperative learning, allows ideas to be shared and meshed in order to bring more profound ideas and questions to the discussion. This also allows for students to make connections by bringing in prior knowledge and previous experience (Dr. Frager's EDT246 class 2010). Although cooperative learning is an invigorating teaching strategy to use, there still must exist some direct instruction using this method including: directions, goals, specific outcomes, and emphasis on content. I would make sure to have a list of questions to guide, but not limit the students on their peer discussion. I was also aware of which students were in which groups as to have a variety of students but also an effective group of students working together (Stahl, 1994).

Another research-based method that I used as well as the high school where I was teaching, is active reading. Active reading is a method for reading comprehension. It allows for students to make connections, ask questions, and bring in that prior knowledge and previous experience in order to better understand and comprehend the text which they are reading. Active reading is not just simply highlighting the text. It is an intellectual exchange and interaction with the text (Stahl 1992). Students were expected to show that they were actively reading by making notes in the margins of the texts; however, without them realizing they were teaching themselves without a teacher even having to be present. This better prepared each student for the discussion the following day. I also employed active reading when we had an in-class review of a text. When referring to text or reading excerpts, I would stop and ask questions or allow for students to make comments, to ensure active reading and active listening of the reading (Dr. Frager's EDT346 class 2010).

The zone of proximal development supports almost all strategies I used during the middle ages unit. The zone of proximal development is, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Saul 2010). Through the method of scaffolding, the teacher is able to give students enough direction to push them in their learning where they would not normally go on their own, but not too far that they become confused or start to resist. Vygotsky also stressed the idea of cooperative learning in order to aid in the use of scaffolding for the zone of proximal development. The goal is that the student's "zone" will keep increasing each time a new concept is learned using scaffolding (Saul, 2010)

2. An assessment strategy I practiced was essay writing. I firmly believe, and back up with research in the idea that writing is a process. There is no end to writing, only a point where one stops writing. Donald Graves supports this idea with his idea of the three step writing process: prewriting,



writing, and re-writing. Writing is always a process (Murray, 2009). Prewriting is “anything that takes place before writing”. So drawing, brainstorming, creating charts, outlines, anything that begins the thought process of writing can be considered prewriting. “Writing is the act of producing a first draft” while rewriting is “the reconsideration of subject, form, and audience” (Murray, 2009) I used this process thought out by Graves every day. The students had multiple writing assignments, which active reading and handouts guided them for prewriting, then they had the individual study where they would do the writing, and they were always aloud to rewrite their papers. I also aloud for rewriting on some essay tests. If students could justify why they did not meet the requirements of the extended response on the test the first time, I would work with them to make sure they understood and aloud for revision. This was only on an individual basis, as the teacher determined appropriate.

Another assessment technique I used was extended response quizzes and tests. Extended response give students the ability to express their thought process and show understanding and mastery of material rather than just memorizing dates and ideas, which objectives assessments test. Penny Kittle says, “I expect everyone to write well, I believe every student will. Some students will need more time and support than others, and I will give it to them. I structure independent writing time for all students so I can be available for re-teaching some” (Kittle, 2008). This supports my assessment technique of essay tests, allowing students to express ideas and this will also show the teacher where the student still needs help in understanding, if at all. Allowing students to show their thought process also allows them to bring out their voice in writing.

She also supports my technique of peer review and one-on-one conference with students. “As a part of creating end notes to explain the process used to create the piece of writing, a student has to evaluate his writing using our list of qualities. This puts the student and me on similar ground with evaluation” (Kittle, 2008). Having students evaluate their own work first, holds them responsible for their writing before the teacher review the writing. This is part of the process of writing, and helps to reinforce the idea that writing is a process.

Using the writing process on formative assessments, including essay tests, allows students to show everything they have learned about the subject or unit. I was better able to understand if a student really understood all aspects of the unit more so from the essays than the objective questions. Some students would perform and “A” quality on the objective part of the test but more poorly on the essay portion of the test. This allowed me to realize which students needed more intervention and extension on the lessons and units, and specifically which part of the lesson the student needed extra help.

#### Section 4: Student Learning Evidence

1. The graphs show significant improvement of *every* student for both assessments. For neither of the assessments did a student do worse on the post-assessment than the pre-assessment. On the irony quizzes, student twenty-three performed the same on both quizzes. The reason for him not improving is because he did not follow the directions for the quiz both times. The quiz clearly stated to list, define, *and* give an example. He forgot to do the latter of the three thus, affecting his score. However, several students did not perform as well as they could have for this same reason. Several students missed that there were three parts to the quiz, and could have received a couple extra points if they had followed directions. I could have better improved to make sure this was not a variable by making sure to say in class that they do all three parts, rather than assuming they would read directions. Another variable that might have affected this quiz was the fact that there was a weekend in between when I taught the lesson and when the post-assessment was given. This could have affected the students learning either negatively or positively. It can clearly be seen that none of the students performed worse, so this shows that they knew and understood the information well enough to retain over the weekend; therefore, the lesson proved effective.

The first pre and post assessment on the middle ages unit had similar results. This test consisted of short answer, just like the quiz, but also extended response and objective questions. A variable that could have contributed to this is the fact that the first pre-assessment did not have objective questions. Some students perform better on objective tests and others on essay tests, so I combined the two to make sure the students were able to show everything they had learned during the unit. Students were also allowed to use their notes on the test, because writing is a process. So as long as they understood the material and took good notes during discussions they should have been able to perform well for their abilities. This assessment was more concerned with showing how much students learned over a period of the whole unit based on content related to the three standards listed in section one. No students received a failing grade on either of the post assessments, when most students did for the pre-assessments, proving that the teaching techniques and methods for the lessons were effective.

The students on IEP's, were some of the students who improved the most from both pre-assessments to both post assessments. Student fourteen who received a grade of zero on both pre-assessments increased her score by over fifty percent both times. My hypothesis is that if there would have been a mid-assessment given students would have shown an even larger increase in scores by the post-assessment, since they would begin to realize what they were going to be tested on during the final test.

Based on the data above I was able to see who I needed to give more individual attention to during class or before and after school. Intervention and extension activities were determined on a individual basis, by the scores and percentage of improvement on each assessment. Having 120 students, it was hard to give too much attention to each individual student but seeing these graphs and data helped to give a focus to which students needed the attention. I held individual conferences with students and allowed them to "revise" their tests by explaining some of the concepts to me orally. This way if their writing was not so strong, I could tell if they understood the material by how they explained

it to me in person. I did this on a fair basis for both students on IEP's and students not on an IEP or 504, based on their scores and performance on the essays. I did this because I believe assessments should be an evaluation of student progress of learning and less about regurgitation of material.

2. While teaching the Middle Ages unit I was not only evaluating the students' progress but mine as well. I noticed one idea that improved greatly on was confidence and I think this directly correlates with student progress as well. As I became more confident in what I was teaching throughout the unit, students' scores began to increase. This was not only with the pre and post assessments but other assessments given as well, including the creative writing piece due after the tests. Doing this project has been rewarding and reassuring. Seeing how students could improve of a score of zero to a passing score within just one lesson gave me confidence in my teaching abilities. It also reassured me that I was teaching the students right, that I am supposed to be a teacher, and that the lessons which I created were not complete failures.

My cooperating teacher says he does not use the method of formal pre and post-assessments, but he will informally assess students, usually by discussion to see what they already know about the topic or unit. This can be effective as well but it was significant to be able to see hard data of student growth. As a beginning, inexperienced teacher, this data is important to analyze the effectiveness of my teaching and realizing what needs to be changed about a lesson or teaching method based on student performance. It would be impractical to say that I could give a pre and post assessment for every lesson taught, but I think it is an important tool to use, so that students may also see their own improvement.

This technique will come into play in my future teaching, because I have seen how rewarding it is to evaluate data of student growth. Analyzing my own teaching is an important part of being a teacher. Teachers must constantly re-evaluate their teaching methods because of a variety of variables that could affect student performance, such as the climate of the school, the dynamic of the classroom, the individual and class-wide personalities of the students, and teacher-student rapport and relationships. It is also an effective tool to use like a checklist. I am able to ask if I am differentiating instruction, using different instructional strategies, different assessment techniques, and making sure to clearly define the goals and outcomes for the lessons or units. Understanding what students already know before beginning to teach them will be necessary for me as a teacher.

My cooperating teacher told me that often times when a student teacher is in the room, students struggle because of this. But he believes my teaching was effective enough that students did not suffer from my taking over the course. Not only do I have his word to support this but the hard data and evidence gathered from this project as well. This will be a tool I bring to my future classrooms in order to be a constant evaluator of students and myself.

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\*Significant amount of research also taken from notes from Dr. Alan Frager's 2010 EDT246 and 346: Teaching reading strategy classes and Dr. Tom Romano's 2010 and 2011 EDT427 and EDT428: Teaching Writing classes.

**Belize Teaching Blog**  
**Comprehensive High School**

## Introduction to Belize Teaching Blog:

While I was in student teaching in Belize, I kept a blog of my experiences while teaching. It was very different from my experience at Mason and even though I had taught for eight weeks, I had many new challenges to encounter.

I would say my main lessons I had to learn while teaching in Belize were classroom management and accountability. My cooperating teaching in Belize was not as apt to give me feedback as I was used to with my teacher at Mason. The classroom was mine and the students were my students, some days my cooperating teacher would not even show up. Towards the beginning of my time there I started to realize I was also responsible for holding myself accountable as well as my students. In my blog I talk about how I started to realize it was easy to slack off on my teaching in Belize and eventually I decided I was going to create the best lesson plans ever for the next week. I did create some pretty fun lessons like an "Amazing Race" and letting students act out Shakespeare's *A Midsummer Night's Dream*. But these successful days did not come without some challenging days while hitting cultural barriers.

In my blog I discuss how I handled situations like being whistled at my first week of student teaching and learning the new language Creole. I also talk much about my host family, who both parents were also teachers and helped me throughout my teaching process at Belmopan Comprehensive School (Compre). I also talk about individual students who I helped, like one who cheated on a homework assignment and another whose mother passed away while I was teaching. The hardest part about teaching at Compre, was realizing that every student there had some kind of struggle they were dealing with. Many students cannot even afford to go to school at all, or at home they do not have three meals a day so that their parents can afford to send them to school. In my blog, one can see the progress of certain students that I tend to talk more about and really connected with while I was there. The progression from my first day to my last day of teaching is significant, especially with certain students that are highlighted throughout.

I also had many accomplishments and good feelings along with the struggles and the bad days. In fact, I had more of the good than the bad. I had to adapt my teaching style a little because while I was at Mason I tended to joke around with students more and I slowly realized that I could not joke around so much with students at Compre, or I had to do so in a different way. I would not say that I learned more during either experience; rather I learned different concepts and strategies. While the Mason placement was focused more on the logistics of how to be a teacher, my Belize placement tested me on holding myself accountable, having complete control of a classroom as I will when I am a teacher, classroom management practices, discipline of the students and even more importantly, myself.

This blog is an insight into my thoughts as well as the experiences I encountered while teaching in Belize. Most of all Belize taught me that students are real people. They are not robots to be fed information and be expected to spit it back out. They all have stories to tell and other places they come and go other than school. I began to realize that professionalism is not just keeping a distance between teacher and student in the classroom, but professionalism is expanded to showing I care for individual students. I found it actually was appropriate for me to have personal conversations with students or

play soccer with other teachers and students after school. The American system has teachers so scared out of their wits that one foot across a line will get them fired. It was nice learning in a more relaxed zone that I do not have to be afraid to care about students as people, and not just their performance as students, while still maintaining a professional student-teaching relationship.



# Culture shock?

"My name is Jose and I like white girls". This is how I was greeted by a student today when I had them go around the room and play a game so that I could learn their names. Obviously, I was in shock and did not know how to react. If I was still back in America this would have been an easy situation for me to handle with a joke or bringing out "strict Ms Gilmore". But coming into a brand new country, a new school, new classroom, with new students and this being my first interaction with students from the school, I was speechless. I quickly pretended I didn't hear what he said and moved on to the next student. But this was not the only student who treated both me and another girl I was with at the school today. Honestly it was weird being a "minority". I feel like I stuck out like sore thumb. I am used to being able to walk down the halls at Mason or even back at my own high school and no one giving me a second look. Here everyone was staring at us, blowing us kissing, winks, and making comments. None that made me feel unsafe, but anything that a high school student back in America would do as well. I guess I just noticed it more here because I am a minority. I am sure I will become more comfortable in situations like these as times goes on, but it was shocking for my first day.

But the students are not "bad students". Boys are still boys and girls are still girls, just like how they would act in Ohio. But students really respect and look up to their teachers, which is not always the case in America. They are expected to stand up whenever a teacher enters the room and say "Good morning/afternoon Ms. Gilmore", or whoever the teacher may be. Once the teacher greets them they are allowed to sit back down. They call all teachers "Miss and Sir" when in the hallways or in the lunchroom.

So far my biggest hurdle I will need to jump over is the language barrier. They all speak English, but they all prefer to speak creole (a mix between Spanish and English). Even some of the teachers were speaking it today and I felt very out of place. In the classroom, I am constantly saying, "what? what?". It does not help that the classrooms are made of concrete, with absolutely nothing to absorb the sound. There are actually several buildings and the "hallways" are outside. So each classroom is separate and you cannot get from one to the other without walking outside. The doors and windows are open at all times since it is so hot. So one can imagine, especially the teachers, what it is like trying to teach in these conditions when communication between the students and teacher is hard already. With time, I will become used to the situation, just as I did with my placement at Mason. The students in my last period were already teaching me some creole at the end of class. Something like "wayguyon"...or at least that's what it sounded like, which means "what's going on" or "what's up". I have much to learn...

Although it sounds like it was a rough day from the stories I have told, I also enjoyed it. The students are fun, energetic and ready to learn. I will be just observing this week and then I will start to take over some classes next week. The teacher I am with teaches all grades 9-12 so I am not sure which ones I will be taking over yet. It is good that Raul and Glenise are in the same school as me because anytime I saw them throughout the day I had an instant sense of comfortness and a breath of fresh air. I know that they will be there to help me out and back me up in any situation.

Something else interesting about the schools is that the students do not switch rooms, the teachers do. All the students stay in the same classroom the whole day and the teachers are the ones going from room to room. I can see both pluses and minuses to this method.

I just had a good conversation with Patrick and Christopher. They gave some good ideas of things to say to students in situations like I experienced today. I am getting along so well with them. They are like younger brothers, but they also look out for me (just like my Matt Matt :) ) We were playing tag in the

backyard last night and I was also teaching them how to play the game "ninja"...they make me feel like a kid again, which I love. So I am having a blast here, and I am sure the school part will get better and I'll feel more comfortable as time goes on.

Although I am enjoying my time here, I am really missing my students at Mason. I kept thinking of the time today and what class I would be teaching if I were back at Mason. I am sure I'll feel the same way when I leave here but I miss the atmosphere, the students whom with I built a good rapport, and the teachers I began to become friends with. However, I guess that is one thing I will have to get used to as a teacher: saying goodbye to students over and over.

We are getting together tonight with all the host families at my house (it is nice having my "family" be the ones in charge of the program because everyone always comes here). We are having a potluck and going to be able to share all of our experiences at the different schools.

Stay tuned for pictures to come this week. For now, I dedicate this post my my Mason family, students, teachers, and the K fam : ) Sending you all my love, thoughts and prayers. Can't wait to see what another Belizian tomorrow will bring.

## Taking Ownership, Making Meaning!

At field training I learned never to take a longer than 30 second shower for granted. Here, I have learned never again to take a hot shower for granted. There is only cold water here. Although, I must admit after my first run today since I have been here a cold shower did feel rather refreshing. This has been my toughest adjustment, even not having a cell phone has been surprisingly easy (thanks to skype).

I have learned to make adjustments and modifications with what I have. For instance, I worked out today and found items around the house, such as big water bottles, to use for weights (my LA Fitness friends would be proud). =)

This morning we went to the market. I find my days here beginning between 5am and 5:30am mostly because my body is still used to the Mason schedule and Belize is 2 hours behind Ohio. But by then it is light outside. The market was exciting. It seemed like a mix between one of Ohio's festivals, a thrift store, and a fruit/vegetable farm. I limited myself and only bought one dress and the movie "Bridesmaids" (Steph, I totally thought of your retelling of that one scene). The market is so different than American stores, grocery and retail. You can buy 10 banana's for one Belizian dollar, which is 50 cents in the United States, amazing right? I bought the DVD for two American dollars. So exciting! I feel as if I will be frequenting the market every Tuesday and Friday.

School was MUCH better today. I put my serious teacher face on and didn't accept any comments, looks, or disrespect from the students. They know now that I mean business. I have learned that Belize teaches much different than America, not that it is bad, just different. Although, I do have to say waaaaay too much reading aloud (Dr. Frager would faint on the spot). For all those non-English Ed majors, to summarize, our cohort has spent the past 2 years learning reading aloud=very bad. But today the last period of the day my teacher was having the students read "A Midsummer Night's Dream" by Shakespeare. He assigned them parts and then was going to have them read out loud. I asked if I could make a suggestion and had the students who were assigned parts get up and act out the scenes. I taught them how to put emotion into what they were saying and really get into it. I think, or at least I hope, they

enjoyed it.

I've been trying not to make my posts so long, but it's the English teacher and the writer in me that I just can't help myself. Dr. Romano is to thank there! In that case, I will dedicate this post to all my wonderful Education teachers back at Miami. Whether they read this or not, thank you for everything you have done to prepare us all for this experience. It is your teachings and guidance that has helped me to be able to stay strong and take my passion for teaching and add it to the classrooms here in Belize.

## Oops

Just a short post tonight since it is so late (late being 10pm ha!) I have gotten used to going to bed at 9pm when it has already been dark for 3 or 4 hours and waking up around 5am to just relax around the house, skype with Ryan and the parents, or go on a run (yes ma, with other people). I find waking up early and having time to do things in the morning is quite relaxing. Although today when I was running I started to get chased by a dog (scariest part of my experience so far) but I screamed so loud the dog got scared and ran the other way! Of course, the dog was smaller than Sparky but still...Yikes!

Today at school was interesting. I am becoming more comfortable with the students in order to tell them when they are being inappropriate. For instance, one of my classes, which is all boys, reminds me of one of my classes at Mason. They are wild but they are starting to really grow on me. Today we had a long conversation at the end of class about my eyes because they are not used to seeing blue eyes. Then as I was leaving one of the students said, "Miss, give me your eyes". And I was like "That is inappropriate. It is not respectful and you need to respect me just as you would any of your other teachers." And he apologized and became real quite. Turn out, later when I asked Glenise what "Give me your eyes means", it only means that they are complimenting me and saying they like my eyes....woops! But at least now they know that I am not just some pushover teacher who they can get away with saying anything too.

Glenise has that same class later and she said it was so funny because they were all talking about how "scary" my eyes are...like I should be in a horror movie and my eyes should just pop out of the dark. They probably thought this because when the teacher was teaching today they weren't paying attention so I gave them the "daddy look" as we call it in my family, which as kids Matt Matt and I always cowered away to the next room and tried not to look our dad in the eye. I have mastered this look during my student teaching and totally wipped it out today. Glenise was teasing them and threatened if they don't behave for me during my class she is going to send me and my creepy eyes to their house at night. HA!

After school we all got together for dinner and Ellen took us out. It was a nice fancy dinner (finally all that money we paid for tuition at Miami this semester and haven't even been taught by any professors at Miami is going to good use =P ) It was good to bond with some of the other students on the trip. I am starting to become close with the other girl that is at my school with me. We are very much alike, which is nice to have someone that I get along with to see everyday.

Still really missing my students at Mason. Someone gave me the great idea today to see if I can get my cooperating teacher from back at Mason to set up skype during one of the periods so I can see how they are doing. That would make my whole week!

Well I guess my "short" posts really aren't that short. This post goes out to my two awesome roommates from last year, Rachel and Elizabeth because I miss you girls so much! I'll have lots of stories to share

with you upon my return. To them and everyone else, halfway through the semester, just keep going strong!

## Be Good

I haven't been feeling well the past two days. It might be the combination of flying, change in climate, food, or whatever. But I went home early from school today to lie down. I feel much better now but I just found out that the head of the English department (who has been working with Erica and I on everything so far concerning our student teaching) called Glenise to see how I was doing. I was totally in amazement. The people here are so caring and thoughtful, which is a nice refreshment.

My students were very well behaved today. Apparently when I didn't show up to my junior class right away they kept asking the teacher where I was (so cute)! I guess I am starting to build a good rapport with them and I'll probably feel the same way about leaving Compré HS as I did Mason, but I still feel like I have this connection with the students and my cooperating teacher that I left behind. But it is so funny how students don't change depending on location, culture, or school. Today another teacher and I caught a couple of students roaming the "halls" (in this case their hallways are outside. But it is no different than students at Carroll, or Mason or any HS for that matter. I also have the class clowns, the no-it-alls, the attitude boys and girls, those who think they know more than me, the quiet students, the shy students, the jocks and the athletes. They're all there. I've come to realize being a high school student is universal.

I have taken up the phrase "be good" which is one that Ms. Wourms and I used to always say to each other back when I was in High School. For those that don't know, Ms. Wourms was a high school English teacher of mine who greatly influenced me to become an English teacher who passed away last month. I often think of her when I am talking to my students. I say her "be good" phrase in honor and memory of her in hopes that I can one day be as influential teacher as her. My students love it when I tell them that and always reply with a "yes miss" or "I always am Miss" and a smile. My hope just like any teacher, is that I will be able to make an impression on the students here before I leave. Tonight I dedicate this post in honor and memory of Ms. Diane Wourms. Thank you for being my inspiration and my guardian angel throughout my student teaching.

## I Do

I am starting to become acclimated to the environment and culture of the school. I have become much better at letting students know I am the teacher and they cannot get away with inappropriate comments or their tricks that all students like to try.

Yesterday one of my classes that I am aiding my teacher with had a big project due. Before my teacher came in one student admitted to me that he did not do the assignment but then turned one in as I collected them. Turns out he had someone else do it for him. I told him that was not acceptable and he was either going to have to tell my teacher himself or I would tell him. He was not cooperating at all. He also lied to me and told me his name was Rico when I knew that was not it when all of the other students laughed. I took him outside of the classroom and used the "start out stern and then be nicer" technique. I asked him why he did not tell me his real name but what I was most concerned about was why he had another student do his work for him. I asked him if he was going to tell the teacher or if he was going to have me do it and then he would get in trouble. He said he was totally prepared to just get in trouble, but I was not prepared for that for him.



I took him aside after class again and made him sit down with me and work on the assignment. Of course, all the other students made jokes when I told him to come with me but as I started working with him I could tell there was more to him than just a jokester and a liar. All students have that "other personality" that teachers do not see. After working him on the assignment for awhile I found out that the reason he did not do it was because he did not understand how to do it (which makes sense, because there was never really any explanation by the teacher), and two, he doesn't have the type of home life for homework. He kept saying, "I don't have time"; not in the American sense that we are involved with so many sports and extracurricular activities, but in the sense that his home life does not allow for homework time.

After we finished the assignment he said it was much clearer and he totally understood what to do. I had him turn in the assignment that he did himself. As I was working with him he even became excited asking if he could try one of the questions himself and having me to check and make sure he was doing it right. All he needed was a little individual attention and explanation. Student X wants to be an architect when he is finished with school. I want to help him get there. I made sure he knew that he can always come to me for extra help and I will work with him to make sure he turns in all of his homework for the rest of the year, homework that is actually his work. I see that there are more to my students than just being a student. Some go home and work until midnight in order to support their families and then do not have time for homework or studying if they want to have a good night's rest. Does this make them a bad student? I am making a commitment to my students early. I am not going to leave any student behind because of matters out of their control. I have learned to love teaching more than I already loved it before I started. I love the aspect of being in front of the class, or that "being in charge" instinct that exists within Gilmores. But most of all I have to learned teaching because of the students. My cooperating teacher at Mason and Glenise have both told me the same thing, "It is all about the kids". And for that I say, "I do" to my past, present, and future students.

This post is dedicated to another very special English teacher of mine. Thank you Mr. Hemmert for inspiring me that even in the toughest of times to keep going. You have touched more students than you realize. Even if I can do for one student what you have done for me I will be blessed.

I do.

## Hurricane Day, I think?

No school today! Why you ask? Supposedly, hurricane Rina is supposed to hit Belize any second. They use the schools here in Belize as hurricane shelters so everyone from the Islands come here to get away from the storm. We received a little bit of rain this morning and then it was sunny the rest of the day, so unfortunately classes are back on for tomorrow (fortunately the hurricane has not come...yet). Even as a teacher I still love days off of school.

I goofed around with my brothers today and tried to convince Rolando to hang out with me. We all have a running joke in the family because Rolando loves to make up excuses not to hang out but somehow, even with two days off of school for him, he still managed to figure out how to lock himself up in his room all day. He even told the boys to tell me when I came home that he wasn't there (jokingly of course haha). He is funny and really fun to bug! haha

We also had lunch with the groups 13 of us and then half of the girls came over to my house and we all

watched "Bridesmaid's"...one of the funniest movies I have ever seen. It was a pretty fun "snow" day, as we would call it...only with hurricane days, you're not stranded and you can actually go places, do things, and see people!

I have started full time in some of the classes. My freshmen class is my favorite so far. We are doing a lesson on poetry and I have been having fun with it. Although, my teacher tells me the day of what I am going to be teaching. So everything I have done so far is kind of improvised but I also just used techniques taught by Dr. Romano and Dr. Frager and ones I learned at Mason still stored in my brain. But being able to be flexible and create a lesson on the spot I think is a sign of a good teacher right?

My teacher has absolutely loved my lessons though. I tried quickwriting on the first day and group work on the second day, two things which they have never done before. I don't know if it was that the lesson went really well or they were excited to have someone new teaching them, but they loved class that day. They were excited to volunteer to share and write. My teacher said can never get them to volunteer. I was somewhat supervised by our student teaching supervisor. He just so happened to be visiting the school when I was teaching and decided to come watch. He said he thought I did a wonderful job as well. It was a good confidence booster in how I am doing here.

Also, a couple of weeks ago when I taught a lesson on characterization, I guess my teacher must have been bragging about how well I did with the lesson. The head of the English department asked me to come and teach that to his classes yesterday. So I did and they all responded with enthusiasm and excitement to the lesson. The head of the department said he was even taking notes on the lesson to see if he could learn from me! (which is an odd turn around). I'm not trying to get a big head or anything but it is very fulfilling to know I am at least doing something right with my teaching and at least my teaching isn't a hurricane!

Thanks, parents, for helping me to get to where I am (and not just in terms of Belize). You have helped my little girl dreams and wishes to come true. It is your guidance, support, prayers and many years of receiving "daddy looks" and "finger pointing" (enough that I can have the look and the finger down pat) that have helped me to start to be the teacher I am, even though I have so much more to grow. This one is dedicated to you : )

## And Alexander Type of Day

Ever hear of the children's book "Alexander and the no good very bad terrible horrible day"? Today was an Alexander day. It was one of those days where I wish I was back at Mason because when I had the "Do I really have what it takes to be a teacher?" breakdowns at least my cooperating teacher from Mason could always make me feel better and pick out something that I did right when I was thinking I did everything wrong.

The students were just off the walls today. It was most likely a combination between it being Friday and being out of uniform (no wonder my teachers never liked out of uniform days). They were rude, disrespectful and I have never been so frustrated and angry. It didn't help that my cooperating teacher here threw me to the dogs when he totally left the school today because I am teaching the class...so he just left early. I guess there isn't a rule against that in Belize. I definitely had to bring out my mean side all day today (which I don't like doing because I want to be that "likeable" teacher). But I tried being stern and that didn't even work. I told one girl she needed to get out her book and she just sat there filing her nails

pretending she didn't hear a word I said. That's what really fumed me. I had a talk with them at the end of class about how do they really want me to go back to the United States with my only idea of Belizian students being that they are disrespectful? Then I built them back up a little bit and made sure that we would all be ready for our discussion on Monday (we'll see...I am probably going to have to give a pop quiz).

Two of the more well-behaved students came up to me after class and wanted to talk about what happened. One girl brought up how it was just a different culture for me and another young man, who is really analytical asked if I really wanted to be a teacher (haha). I think their talking to me was supposed to make me feel better but it didn't. I basically had a breakdown after school (my first one of student teacher thus far). Students can really get to you.

I am feeling better now. My host parents and my real parents helped to cheer me up a little. We went out to eat for tacos and beer tonight with my host family...the taco's were yummy! Tomorrow we are taking an adventure to San Ignacio where we will go swimming, horseback, riding, hiking, and also see the Mayan Ruins.

Dedicating this one specifically to my cooperating teacher at Mason. Really missing your guidance and support and so thankful I had that for at least 8 weeks, since I am kind of on my own now. Good night to everyone!  
Posted

## I Could Get Used to This Halloween

Today was a much better day altogether. Students listened, they cooperated, and it seemed as though they even enjoyed my lesson on "A Midsummer Night's Dream". And my freshmen always seem to enjoy the lessons. They are so cute, especially since they still listen to what you say at that age. All students around the school are starting to get to know me. The class that I taught last week for the head of the English Department saw me as I was passing by today and they were all like "Miss Miss! Hi Miss Gilmore" It was too cute. Then I made them all list the 5 elements of characterization from my lesson last week before they could go anywhere. I even made one of the students whom I ran into at the post office list them off before he could leave. Such a mean teacher...but they love it!

Besides my Belizian halloween I also had an American Halloween. I was able to have dinner with my Ohio family tonight and "hand out" candy through skype. I just stayed on skype with the family for about two hours hanging out, talking, and "sitting" at the dinner table with them. It definitely helped to ease my homesickness that started setting in this weekend. It was good to see my little brother too. I've missed him so much. He is the student director of a play this week at our high school. My parents are going to try to get skype to work during the performance so I can see his introduction at least and maybe the play. Thank goodness for modern technology!

Dedicating this post to my little brother, Matt Matt tonight. Good luck with all those crazy actors during tech week this week. Don't let Mrs. Fish and Mrs. Weitz get too stressed out...its your job to keep them calm! Miss you so much!



I did not post yesterday because I was more in a reflective mood than a writing mood. Normally I would go on a walk or sit under a tree and just have "me time" but by the time I woke up from my nap after school yesterday it was dark! I was so exhausted, probably because my teacher did not show up yesterday so I was a sub. It would be totally illegal in the US to have me teach with out a supervisor there but I guess here that is okay. Its like free labor for them. Its a good thing I really like teaching! Although, for the classes that I do not teach I had a rough time. They were trying everything out on me, including having computers out, not listening to me when I told them to tuck their shirts in, it felt more like babysitting than teaching. Thank goodness Glenise teaches here too because I had her come at the beginning of one of my classes that I knew would give me trouble. Sure enough, they did and she worked her magic and they were quiet and cooperative for the rest of the class.

One class I told them if they could be cooperative I would be the student and they could all be the teachers. I had them spend the entire class teaching me creole. They loved it. Now I can say about 5 phrases:

weyadey (where are you?)  
I waaa eee pooor (I want to eat pork)  
I liii ya hecaw (I like your hair)  
Ha a goooo dey (Have a good day)  
Waaagoo-on (what's up)  
runway (go away)  
gal (girl)

No idea if these are the correct spellings but this is somewhat what creole sounds like. Now you know why I am having so much trouble understanding my students! Although, yesterday at the market Glenise and a lady talked in creole and I understood everything they said without even realizing it was creole. I'm getting better at this!

I went on a field trip during the first two periods of the day to the Mexican Embassy for their celebration of the "Day of the Dead" which is huge in Mexcio. It was a long day--I needed that two hour nap!

Time to go teach some "Midsummer Night's Dream". I'm having the students do pictoral representations of each of the scenes...something different for them. They were getting bored of doing the same thing day after day. Now is the time for me to try ideas, methods, and techniques, since I don't really have any restriction here.

Even after the rough days I still love teaching. I guess that's a good sign that I've picked the right profession after wanting to be nothing else since I was 5 years old!  
Here's to all the teachers in my family (Sarah, Auntie Anne, Nanny, Dad, Kris...yes Kris, you are family now) If you ever have any advice I'll gladly take it. Thanks for what you do!

## Success!



Today was a success. Not only am I starting to build build rapport and respect between the students and myself, but my lessons are going

great as well. I have to start from scratch since I do not really get much guidance from my cooperating teacher, so like I said last time, I'm pretty much free reign to try anything.

Today, in teaching my students poetry, I did an activity with them that they seemed to really enjoy. They read a poem by a Belizian author called "Child Eating Mango", which I decided to teach about sensory details. There are so many different ways to teach one poem. I brought in an item for each of the 5 senses. First we discussed the sensory descriptive words in the poem. Then I introduced each of the items one by one and had them do a 2-3 minute quickwrite on what that item made them think of as they experienced it. They smelled my peppermint spray from Bath and Body Works, tasted a candy corn, listened to a song by Beethoven, and saw a picture of Miami University. Most of them have never eaten candy corn before and it was surprising that most of the students said the Beethoven song reminded them of a "Tom and Jerry" chase. But they all loved this activity. It seems like they do not do much writing, which is my expertise. So we do at least one quickwrite every two days (a quickwrite is like a 5 or so minute writing where you don't put your pencil down the entire time and you just write on the topic). One student described the picture of Miami as "the most beautiful place I have ever seen. I can honestly say I have never seen a place as beautiful as this". Maybe I should send that quote to the admissions office. HA!

With my seniors they are drawing pictures to represent each of the scenes of "A Midsummer Night's Dream". They are divided into groups and each group has a different scene. I am grading them on how best they represent what happens in that scene, but there are some amazing artists in that class.

I am also starting to have an understanding between the students and I that they can't get away with just anything when I am in charge. Yesterday after school one of my students who I have had problems with before winked and blew me a kiss. I was walking away so I told him it was inappropriate and not to do it again. Then, today when I came in we had a conversation about why it is inappropriate, not respectful towards me or any female, and that if he wouldn't do it to any other teachers then he shouldn't do it to me. I believe her really understood my point. I saw him at the end of the day and he was waving and smiling "hi Miss, Hi Miss!" Another student from that class is writing a poem for me and drawing me a picture. I least I am getting him to write : )

I would also call today a success because about 10 minutes ago these EXACT words came out of Rolando's mouth when he was introducing me to his friends from University of Belize, "Nicole is my best friend in Belmopan". I was so excited I almost had tears in my eyes. He is quite the hoot lately though. Such a jokester. And it is even funnier with him saying certain things because of the way he talks. The other night he was locked out when he returned home around 11pm so he came and knocked on my window. I had already been asleep for 3 hours so he scared me like crazy. But he tapped ever so lightly on the window and said, "Neecole...can you let me in"? Then on Halloween he kept telling me Happy Birthday because I am a witch apparently. He just finished saying that he is going to be "very lovely" to me for the rest of this month since it is Panama's independence month but then he said, "But next month, be prepared!" The entire household cracked up laughing. These might be some of those "you have to be there" moments but I am just very happy that he is starting to warm up to me. He is a very funny character.

Since tonight seems to be about making friends, the post tonight goes out to *my* best friend from high school back home, Caitie. Thanks for keeping me sane and being there for me through everything, school related and not. Even thousands of miles away you're there for me at the touch of a facebook post. Like you said today, "this is why we're best friends". Love you!

Good night to the other sides of the world!

Toronto69Nov 4, 2011 07:32 AM

Hi Nicole, Success is the best motivator. I'm glad you are having that experience. Were your students able to read *Midsummer Night's Dream* silently? Representing a scene is more a matter of interpretation that artistic ability. What they include in their representation will reflect their values and sense of what is important. It can be a good opportunity for them to read from the text to support the interpretation.

Alan

## Field Trip

I've had the writing "blah's" as a friend of mine so perfectly described it today. I believe I am three days late with updates about Belize. I promise I am still alive and doing better than ever! Friday was probably one of the most exhausting days of my life. I supervised a high school field trip (no wonder field trips in high school were so rare!) We went down to Placencia, where our group will be going for Thanksgiving. It is about a 3 hour bus ride away so we left at 6 o'clock in the morning and did not return until about 6:30pm. Looooong day! The students that were going were going for a science class where they had to time the waves and figure out things with the ocean and sand and the tide (I don't know, I'm not a science person, never have been and never will be). It was actually more of a pleasure trip because they spent about 15 minutes doing the work and the rest of the time was free time. Erica and I hung around our head of English department, who is actually quite hilarious. He is so serious, or so he seems, but he makes these comments every once in a while that just crack us both up.

For instance, the other day we had a department meeting for English and at the end of the powerpoint he was like "By the way, when someone says you are one in a million, they are wrong. You are actually 1 in 200 million. Then he showed a picture of an female egg with bunch of sperm swimming to it and continued, "YOU MADE IT! You were the fastest, the best, and you got there first. You beat everyone else. Congratulations...you ARE special". I guess this must be normal because the other teachers just smirked a little but Erica and I couldn't stop laughing. That would never fly in an official meeting in the US.

Anyway, off topic a little bit, but back to the field trip. It was mostly just walking around the beach and in town. Erica and I were able to get a good idea of the land for when the rest of us go for Thanksgiving. The bus ride home is what really tired us out. Us teachers were so exhausted, the kids were more energized than ever. Singing songs, yelling, laughing, being goofy (Oh how I miss high school...sometimes). Although two students from one of my classes that gives me a hard time came and sat by me and asked, "Miss, when are you going to teach our class?" They are the class that I do not teach. They kept talking about how much I am their favorite teacher and they really want me to teach them. They are the class that always talk about how pretty and creepy my eyes are. I'm going to talk with the teacher on Monday and see if I will be able to teach them, since they wanted me to so bad. Actually, I know he will say yes. He will probably be really excited to have me teach them.

Then when we finally got home from the field trip, the bus dropped us off at the school. The school is only about a 2 minute walk from my house, I can see the school from my front yard. But I started to walk

back and my students were like "Miss Miss! Do you want us to walk you home?" So cute! I feel as if I am finally starting to be accepted AND respected here.

I miss my family but I feel at home here as well. I really feel like God guided me in this direction because on some days I feel as if I am making a difference too. This is what I have been looking for my whole life. I wouldn't mind coming back here someday to teach, in fact I would love to do that. I feel like I would actually be needed here and I could do something for the kids. I love the people in the town and even the students now. Don't worry family, I am still going to come home! :) As I said the first night, God always has a plan. And I full-heartedly believe that this is where I am supposed to be.

This post tonight is for my mother, who kept reminding me that everything would work out the way it was supposed to. She never fails to keep my head up and help me to stay positive. She was the one who knew everything would work out and reminded me of that, even when I was in my glummiest of funks about not going to Germany. I know I would have loved Europe, but then I would not have been given this rewarding experience, which has even shown me a glimpse of where I want to go in life.

This is my "field trip" of life!

## My New Friend...finally!

Tonight was all about hanging out with Rolando. Yes...He actually spent a significant amount of time with me tonight and I feel like I can actually call him a good friend now. He needed to make a cake for one of his classes and he asked for my help (not to mention he asked for help for the first time on his literature homework last night...he received an A on it today). Now when I say I "helped" him I mean I baked the cake while he sat in his room on facebook and every once in a while popped his head in to sneak a lick of cake batter or ice cream. He did walk to the other side of town with me to get the ingredients and in the mean time made up a song to the tune of "Tonight's gonna be a good night" and changed the words too "Nicole is a crazy girl woووоооооо" and just kept going. Glenise says there is never a dull moment in the house because it is so entertaining to hear us tease each other non-stop. He is like a big brother to me (even though he is a year younger).

We had a good time making the cake though. To get back at him for having me bake and decorate the whole thing I put an "N" on the top of it for Nicole. Now he is going to have to explain to his class why there is an "N" on the top of his cake. hahaha. I amused myself. I eventually added an "R" later for Rolando too...but he's still going to have to tell the whole class that I made the cake!

Nothing too exciting happened in school today. Although, ironically, I did teach a poem to my freshmen titled "Nothin". My seniors did their poster presentations on "A Midsummer Night's Dream" and there are some AMAZING artists in the class. I am keeping all of the posters and putting them in my teacher portfolio.

I was not doing much during my planning periods today so I made a video for my students back in the US at Mason High School to see what my teaching is like back in Belize. I still miss them very much and so I wanted to share pictures with them. But it is also a good video for family and friends to see if you are interested (I am proud of it, seeing as how I am not technologically talented). Now lets hope I can upload it to this blog.



Even though he won't be reading this, I'm going to dedicate this post to my new friend/big brother Rolando. I love Christopher and Patrick, my little brothers here, but it is also nice to have someone my own age to hang around, especially since he is actually starting to hang around me!

## Teaching in the Raw



raw/rô/Adjective:

2.(of a material or substance) In its natural state; not yet processed or purified

This definition is perfect for today. Today was Glenise's birthday so I baked my famous cookie cake for her. While I was mixing in the sugar in the raw, I decided that this was the perfect title for this post.

I was not ready for school today. With my freshmen I was teaching a poem, completely written in creole, so I did not understand it one bit. How am I supposed to *teach* a poem, when I don't even understand it. I tried looking things up online about it but I guess Belizians don't publish much about their poets. I did not feel prepared at all, I didn't know what activity I was going to do with them. I am also beginning to feel burnt out with teaching poetry for 4 weeks straight. In my classroom, I would just integrate poetry here and there so students do not get burnt out either. But its not my classroom so I have to work with it.

When I arrived in class, the students were actually very cooperative today. We finished our discussion from yesterday on the poem, "Nothin". And in fact, we probably had the best discussion I've had with any group of students since I started student teaching. We talked about murder and if it is ever "okay" if a person is starving, with a family to take care of, for instance, killing, lying, cheating, stealing. We had a great discussion, including some controversy. There was rigor...Dr Frager...you would be proud! They would give me a simple answer and I would be like "tell me more" or my favorite question "why?" One student said, "There is always a better solution. No matter how poor, how hungry or sick, or anything you can always get to where you need to be, but it might not be the easy way. Sometimes we are going to have to take the hard way" Wow! I was ready to fall off my feet. This was one of those teaching moments that I strive for and live for being a teacher. In a project I did for Dr. Romano last year I said my non-negotiable for teaching would be not to let those "teachable moments" go by, whether related to the curriculum or not. This was one of those. This took up about the whole 40 minutes of class. There was about 6 or 7 minutes left at the end where I took the students outside, had them spread out anywhere they wanted and

just write. They could write about anything they wanted, and I wasn't going to read it. I want to get them to learn to LIKE writing. I certainly didn't learn that until college, with Dr. Romano. I want them to know that writing isn't always about getting a grade or regurgitating what they learned. I want them to want to write, to love it, to feel it, to embrace it. I saw them doing that today.

Some students really took advantage of this opportunity and took solitary time under a tree and even spent half of their "break" time writing (they get a 20 minute break after 3rd period). I was so proud. The lesson I was ready to be a complete failure was the best of my student teaching so far. I've learned that a *good* teaching doesn't *need* resources. A good teacher can teach anywhere, anytime, with anything. Obviously resources make a difference and can add to the teaching, but the resources aren't the teacher. I am the teacher. I came from having every resource you can image, technology and material wise to having only desks and a white board in the classroom. I am learning to adjust, especially after today. I think this is a good experience for me to learn to teach without those resources; to experience "raw teaching" as I would call it.

I start the poetry lesson with my seniors tomorrow as well. More poetry. Good thing I took so many writing and poetry classes at Miami! I have a wealth of ideas for activities in my head. I want to make sure they know poetry isn't just about reading and finding meaning in the poem. It is about making your own meaning; making connections to the poem through your own prior knowledge and previous experience. Another moment where Dr. Frager would be proud.

We had a nice birthday party for Glenise tonight. Family came and I surprised her with the birthday cake. It was a good family night...I love those back home!

I've found I enjoy "teaching in the raw". I am still in my "natural unprocessed state". It shows me who I really am as a teacher and it shows me how much I really *want* to be a teacher. I have enjoyed it no matter what has been thrown at me. Even after the bad days I look bad, learn from them, and continue on knowing that teaching is where I am supposed to be. Teaching in the raw allows me to connect with the students on a more personal level (still professionally of course). This is great because they are what teaching is all about. They are what makes me love this. I don't even see it as a job. Since day 1 at Mason, I have never considered teaching a job, in fact, I didn't even associate it with that word until right now. Teaching is my passion. The students are what keeps me going. They are there for me just as much as I want to be there for them.

With that said, this post is dedicated to all my students, Mason and Belize. None of them will be reading this but I owe them a thanks for what they have all done for me.

## National Treasure

My seniors are becoming bored with the everyday, come in, answer questions, and leave. So I decided to do something new today. My idea was partly stolen from my mother and partly from a Leadership Laboratory event that I planned for ROTC last year. I decided to create my activity off one of the best movies ever created, National Treasure.

Every year for Christmas, my mom writes out clues that lead to another clue, that lead to another clue (you get the picture) and eventually leads to our final Christmas present. Sometimes it takes us an hour, last year I think it took us three or four. It gets harder and harder every year. One year our present was on



top of the fan, another time it was in the drying, and I think last year it was under Sparky's bed. All of the clues are in rhyme and it is like trying to solve little riddles in order to figure out where the next clue will be. I did this with my students yesterday.

We are starting the unit on poetry this week so I created a rhyme for the directions and all of the clues were in rhyme, which led them to different places around the school. Each clue had the title of a poem that we are going to be studying on the front. The 4 groups raced against each other to see who could come back with all of their "poems" first. One of the clues led to me and they had to answer questions about our discussion from the day before before I would give them the next clue. They absolutely loved it. I have this class last period of the day everyday during the week except Wednesdays. They are always wild and not wanting to pay attention since it is the last period of they day. So I think this was a good activity to get them up and moving, running around the school to get out some of that energy. It was something different for them getting to go out of the classroom, and not just sit there and answer questions about what the poem "means". I was extremely happy with how the activity went, especially since the students all gave me positive feedback from it as well.

Besides becoming angry with my freshmen yesterday it was a really good teaching day. The freshmen just would not listen and I even went on a rant about how they were being extremely rude, carrying on their own conversations when we are having a classroom discussion. It went much longer than that but that was the gist of it. And even after I finished that whole thing they acted like I never said anything and went right back to talking to each other. My blood pressure rose pretty high. My teacher also didn't show up to class because he didn't realize that it was Thursday and he thought he had that period free.....

But for the most part I was pleased yesterday. Even in that freshmen class I did have students participating and enjoying the discussion. I tried a new format where we circled up so we could all see and face each other, rather than being in rows. They were actually quieter than they normally are that way. It was something new for them. I'm becoming more comfortable in the classroom with all of my students, especially since I'm starting to better be able to understand creole. Who knows...I might come home speaking creole if I keep going at this rate! haha

This post is dedicated to my Nanny. It is her birthday today 11/11/11 and she is 93. She was an English teach as well and I have taken much of my classroom management techniques from hearing her stories throughout the years and how she handled certain situations. Happy Birthday Nanny!! I love you so much! I'll have a post later today too with today's events. Stay tuned!

## Its those little "teacher moments"...

Remember Rico? The student from week 2 who lied to me about his name and turned in work with his name on it that was not his work? The student who I decided, for some reason, I was going to work with and help through English class, even though I wasn't teaching the class? I had my most favorite, shining teacher moment the other day, and it was because of him.

Belize does not have any rules of "student confidentiality" and grades. The teachers say the grades out loud to the whole class all the time. The 3rd years (juniors) had a grammar test on Thursday. Most of them did alright, but my teacher announced the 3rd, 2nd, and 1st place "winners", those with the highest grades in both 3rd year technical classes (that would probably be equivalent to a "basic" level class in the states). There were a couple of students who failed but overall everyone did alright. When he announced

the top grade, out of both classes (about 40 students), as a 96% (the next highest grade being an 86%) he said my student's name! I won't say his name for various reasons, but the one who told me his name was Rico (which apparently means "nice" in Spanish). I have taken up calling him "Mr Nice" instead of his real name...all the students love it. Anyway...I was so astonished, and so was he. Ever since that day where I helped him through his project he has had the highest respect for me. He always smiles a giant bright white smile when he sees me in class and isn't afraid to ask for help. I don't know if I had any influence on his grade but I sure would like to think that he did. I have never been more proud of anyone before. I'm going to grasp onto this moment tightly for the rest of my teacher career. In the days where I become tired and burnt out, I'm going to remember this moment.

Other students around the school are also starting to get to know me. I had one student come up to me the other day, whom I have never met, and ask why I don't teach 2nd year's and that he wants me to come teach his class. Then, as I passed another group of students they asked the same thing. It is such an awesome feeling to have students WANT you to teach them. I can't believe I am half way done here...only 4 more weeks of teaching!

I'm going to do another post for the rest of this weekend because it is going to be super long if I do it all on one post. Keep reading for the happenings of this weekend!

## An Anchor on My Heart

My heart is heavy tonight. A student's mother just passed away at the end of last week. Glenise and Raul went to the funeral and have gone several times to talk to the family. The boy is not doing so well and neither is the father. The reason she died? She had a kidney failure...but that was not the reason, the reason was money. She was on this medicine that required her to take it every 4 days, and it cost \$450 a month (that's 225 US Dollars). She and her husband could not afford it any longer, and after 8 days of not being able to take the medicine, she passed. The husband is the monetary support of the family but he cannot read or write, or speak English. He told Glenise, through tears, that his wife was the main support of the family. She is the one who pushed her kids to keep going to school, she took care of the finances (since he could not read or understand bills and paychecks), she took care of every household detail. The boy is longing for his father to be strong for him and yet the father is afraid. He makes \$25 a day...about \$13 US dollars. He is not sure he will be able to continue to pay for school for the boy. (In Belize families have to pay for students to go to the government schools too). Glenise reassured him that we'll figure out a way to keep him in school and provide lunches for him.

But this still makes me feel empty.

Yes, I have mentioned before that I feel God guided me here to Belize for a reason, thinking that it was a teaching reason. But I feel like I not only need to do something, but I want to do something. I know I can't solve all the world's problems in one swish and flick of a magic wand but I can start somewhere right? But my problem is I can't decide where to start. There are so many ideas swarming my brain. Do I go help to tutor the father, help him learn English? Do I start a program once I get back to the US to send tutors down to Belize to help people like the father and his son? Do I ask for a collection at church for the money to go someplace or to someone? Do I start an organization at Miami? If so, I wouldn't even know where to begin and for what purpose the organization would be that would be different than all the others already existing.

I have already made the decision that when I start having my own pay check I am going to sponsor a student in Belize to be able to go to school. One of my favorite students, Marco, (yes, I admit it...I have favorites) told me today that he lives in San Martin, a small village a couple miles from the center of Belmopan. At least when I saw this village the people wash their clothes and bathe in the river, and live in clay/straw houses. It is a much "poorer" side of town from the American perspective. For the most part the people there embrace their culture and are happy with their way of living. But not realizing until I had time to kill with students, that Marco was from this village. It turns out he has a sponsor from the US that pays for his uniforms, school expenses, and books. Marco said he tried for a couple years to get a sponsor before he was finally able to. He also said if Marco can perform well in school and get good grades, his sponsor has promised to bring him to the United States, his eyes lit up when he was telling me this part.

A student who I talk to everyday and joke around with everyday, I never knew this. This only is one more "eye-opening" experience for me while teaching. I know that this is not specific to Belize. There are students in the US who experience similar situations, and that is the part of being a teacher that I will need to focus more attention to; knowing my students not just as students but where they come from as well.

This is why my heart is heavy tonight. Not that I "feel sorry" for people but because I feel the need and want to do something. I want to make a difference, which sounds so cliché but there isn't a better way to do it. I feel more so than ever God as brought me here to do *something*. It is just figuring out the something that is the hard part. In the meantime I'll be saying lots of prayers for students like the first one I mentioned and Marco. I'll also be praying that God helps guide me to what he is trying to tell me. I'll take help in the prayer department :)

Tomorrow also would have been Ms. Wourm's 60th Birthday. So take a moment if you have time to say a prayer for her and her loved ones. She definitely was a teacher who KNEW her students.

## The Perfect Teaching Day

Today was a good teaching day. My freshmen were completely cooperative and involved in the lesson, my seniors opened up to me more than any other students I have had, I taught the Juniors, who I normally don't teach, and I played soccer after school with some students who also opened up to me.

Yesterday was a rough teaching day but I felt like I needed to write more about what I was feeling and thinking yesterday than what happened. Yesterday my freshmen were totally uncooperative, talking when I just finished lecture on not talking while I am talking, doing other work while I am teaching and just being rude and disrespectful. I invented a new system..."quality time with Ms Gilmore"...which is not a good thing. I told them if they take my time then I'm taking their time. They will have to spend either their break, lunch, or after school doing what I want them to do since they couldn't do it during class. Two students have earned quality time already. Maybe now they are starting to realize that I won't accept them treating me as their babysitter, that I am their teacher, there to teach. At least they seemed to get the concept today. I had the head of the English department also come in to observe so that I could get some feedback (since I haven't been getting that). This may have also been part of the reason why they were so well behaved. I returned a test today that most of the students performed below a 75% because of one section. I told them that this would not be their final grade because it is my role as a teacher to evaluate them to make sure they understood what I was teaching. They obviously didn't. So I retaught the lesson

and am letting them do a modified version of that section of the test for extra credit points added on to their test. They seemed to appreciate that. Yesterday another one of my students did not turn in her homework. She said, "Miss it is because you always make us do these writings and then you don't even grade them". I was upset because I have tried explaining to them that every piece of writing they do is not going to be for a grade. I want to get them practicing writing and enjoying writing--not just writing because it is for a grade. But today there was much better communication between us because they *allowed* me to teach.

I am starting "Where I Am From" poems with my seniors. I did not write one of these until I was in college but it was one of my favorite poems I wrote and it is a great teaching tool and way to build rapport with students. They have to write about where they are from...not just literally like a piece of land, but about their past, what experience have made them who they are. We did a workshop today to get them started on it. When I went outside to check on some girls a couple of them looked close to tears. They said "Miss we don't want to share these. This is very hard to write because most of us have been through a lot". I understood her point and consoled them saying that they would never be forced to share anything they did not want to. I also related it back to a previous lesson we had had on *why* we study poetry. They seemed much more comfortable after I talked with them a bit. One girl did come up to me and tell me all about what she wants to write about. And another asked if she could start writing hers tonight instead of waiting for class tomorrow. I would say they like this assignment already...which puts a smile on my heart (especially for this class).

I also taught the juniors (or 3rd years) today. They are studying grammar...my expertise. I did not have to plan the lesson either...I jumped right up there and just starting teaching. This was the second 3rd year class though. My teacher taught the first one, which I had a very hard time restraining myself not to ask to take over, because I could tell the way he was explaining it the students didn't understand at all. I knew if I could just say one thing it would become much clearer to them. Not to say that I know more than my teacher, because I know I don't, but it was killing me. So I asked him if I could teach the second 3rd year class and he was all excited about that. And so I did. I loved it and it seemed that they enjoyed having me teach (this is the class with Rico, "Mr Nice").

One of the students in that class is on the soccer team (they call it football here). I tried so hard to go to one of their games last week but I could not find the field anywhere. So I told him that I would make it up to the team (I have almost the whole team as my students) if he could find people who wanted to play and we would get a game going--boys against girls. He took full advantage of that and we played today. It started out with just 5 of us but students were stopping by on their way home from school and jumping in and play, another teacher eventually came to play as well. By the end we had about 14 players. And I had a blast. I have probably not touched a soccer ball since I was cut from the team my freshmen year of high school. (Maybe a little bitter...but not very much anymore). I was actually not terrible for not having played in so many years (probably because being "good" at soccer runs in my Gilmore blood). We just kept playing and before we knew it 2 and a half hours had gone by. I haven't played a sport for that long since my golf matches, which used to go on and on for 4 or 5 hours. We were having so much fun we didn't even notice the time until we saw the sun starting to go down. Of course, my team won both times (and I scored about 3 of the goals and assisted in a few more!) I met a few other students who I do not teach and walked one student home so she would not have to walk by herself and she lives close to me. She opened up to me a little bit about her home life on the walk home and then gave me a hug before she went inside. So cute! I only hope that I can be such an influential teacher as some of my teachers were.

I'm going to have to dedicate this blog to one of my close friends from high school, college, and beyond.



He is currently studying for his masters in Ireland but even from so far away he always gives me encouragement on teaching and life. He always checks up to see how teaching is going and how I am doing. He shared this video with me tonight that made the perfect ending to such a great teaching day. I encourage you to watch it. It is a poem, orally interpreted by Taylor Mali, a strong advocate for the profession of teaching. This put me in such a great mood, I wanted to be in the audience screaming and cheering as I was watching it. Here is the link:

<http://www.youtube.com/watch?v=RxsOVK4syxU&noredirect=1>

## A Come to Jesus Talk

I have found my greatest weakness in teaching---discipline. I have no problem being harsh, giving "the look", and having "come to Jesus talks" with students, but when it comes to actually punishing them...yeah...not so good at that part. My dad always called them "come to Jesus talks" when I was a little girl, being disruptive in church, and we would have to go have a talk outside. I strongly disliked those! But I am finding myself using them quite often with my students because I would rather have a talk with them to figure out the problem and how to fix it rather than give them a detention which may or may not solve anything. Which I guess is good practice for my job in the Air Force in about a year.

Wednesday was a crazy busy day. I had two other student teachers, the head of the English department AND the principal of the school observing me in class. And I taught all the classes that I don't normally teach as well. It wasn't so much that they were coming to observe me but because the students are starting to become more comfortable with me and taking advantage of me. It is not that I am doing anything wrong classroom management wise it is still just figuring out what works here and what doesn't. Something that would probably work in my classroom at Mason doesn't necessarily work here. But I received positive feedback from all of them about my teaching, that was reassuring from such important people.

Yesterday I had a rough day with my seniors. Not all of them, just two boys. They disrupt the class everyday, don't listen when I tell them to sit in their seats, and all sorts of nonsense. I told them I wanted to talk to them after class and I caught them running away immediately after the bell rang. I told them to come back and they wouldn't. I eventually got in the same place as them to have a talk. They wouldn't look at me (which I told made me even angrier), and they wouldn't respond to my questions. I have a feeling they have some problems in their home life but after I was done "tearing them down" for being so disrespectful and disruptive in class, I made sure to tell them good things about them as students and that they can be very beneficial to the class if they would learn to sit and do their work. Still nothing. We left the talk, none of us feeling any better. I talked to the head of the English department and he has given me permission to give detentions. So they are on their last straw. Next time anything happens, the mean Miss Gilmore comes out. This was the highest my blood pressure has risen too while teaching. I have never in my life had one person be so extremely rude to me. Turns out one of them has already had 5 detentions and a suspension this term! Good practice I guess for what I will be encountering in my future years of teaching.

This weekend we are going to Garifina festival in Dangringa. It is one of the largest festivals during the year and everyone in Belize goes. It is an all night festival so we will be up late tonight and spending the day on the beach on Saturday. Rough life...

Hope everyone is feeling the holiday spirit. It definitely doesn't feel like the holidays in the slightest bit here...I feel like I am still in Summer. Not complaining though. Hope everyone has a relaxing weekend before the big Thanksgiving week! I'll be back with a post about the weekend on Sunday!

## Memorable Moments, Memorable Teachers



This post is dedicated today to my drama club directors from High School, Mrs. Fisher and Mrs. Weitz.

Mrs. Fisher always taught me that you have to have a little fun in the classroom. She would start out everyday of class with a "joke of the day". I remember coming home from school my first day of high school and saying to my mom "I think I have my favorite teacher"...because she made me feel so welcome in the classroom as a scared and nervous little freshmen. I have learned much from her about how to be a "good" teacher in the sense of making sure students know you care about them and that is it OK not to be so serious all the time and to lighten up and have a little fun. Mrs. Weitz was good at teaching me that as well, especially about how just a simple smile can go such a long way.

One of my classes that I am not necessarily assigned to teach, but pretty much end up teaching anyway, is studying to get ready for their mock interviews. All the seniors do mock interviews at the end of the term to get ready to interview for a job some day. I have been doing practice interviews with them for the past 2 weeks. They do the interviews in front of the whole class and then we talk about what went well and what could have been done better. Yesterday I decided to show them what NOT to do in an interview. They all were allowed to interview me and ask me the questions. They loved that.

I went outside the room and made my hair a mess and held my sweater over my shoulders "Grease" style. I came in chewing gum with a "cool kid" walk. They instantly were entertained. I was back in high school, using my acting skills and using improvisation. I put my feet up on the desk and allowed them to ask me questions, all of which I answered in some relation to how awesome I was. They were roaring with laughter. One girl ended up recording it and I jokingly threatened them all with "F's" if it ended up on facebook or you-tube. haha.

But I have learned that teaching is not all about skill and technique. It is also about acting. Sometimes even when you are in the worst of moods you have to act like it is the best day of your life. Sometimes when things are on your mind you have to put on a different face, the only thing on your mind is the students. Sometimes you tell the same joke 4 times a day, pretending it is just as funny or it is the first time you have heard it. All 4 times! It is all about the students. Having fun in the classroom is allowed. But there is also a time and a place for it. I would never have been able to do that with my two classes that have been giving me trouble. I knew this class was more mature and able to handle it and I think it also helped to build rapport. All day long the students would point at me around the campus and say "Miss Gilmooore!!!" and start laughing. It seems they enjoyed class and so did I. Hopefully it is something they will remember and learn from, and they will remember what is allowed in an interview and what to avoid.

I still remember certain things like that from when my teachers would be fun in the classroom, grade



school and high school. I still remember my 6th grade teacher, Miss Musakia's speech about "if you hear thunder, you are close enough to be struck by lightning. Seek shelter immediately, not under a tree, because that's the worst place to be"...that's word for word...I remember it because of how animated she was when saying it. Or Ms. Brun's, from 7th grade, "I know something you don't know" in a sing-songy voice in relation to the definition of irony. Or the party we were allowed to have in 3rd grade, Ms. Bazany's class, just because we all stood up and said, "Good morniiing Ms. Bazany" when she walked in the classroom. Or singing the French verb conjugations of "to be" to the tune of "Hi ho" or singing "head, shoulders, knees, and toes" in Madame Rike's French class. Or Mr Hemmert's "Why is a Duck?" Or Mr. Hoefler's routine of walking over to the window, opening it, striding over the the other side of the room, slamming the door, the coming back to the center pounding his fist on the desk and proclaiming, "today we pray for....?" waiting for students to offer up something to pray for that day. Every. Single. Day. He must have done this 6 times a day for however many decades he has been teaching....he still was doing it when Matt Matt had him. Or Dr. Frager pounding into our heads, in college, that we don't "figure out meaning" of literature, we MAKE meaning. Or how Mr. Pulido, the head of English department here at Compre, put a banana with a smiley face on it on my desk yesterday and a grapefruit with a cartoon that he drew on it this morning.

All these things are unforgettable. These are teachers that obviously did or said something in some way that I was able to remember many years later. I want to be that teacher. I don't care if students remember my name or even what I look like. But I want them to remember 5, 10, 15 years later what they learned because I was able to make it interesting or entertaining. This is so cliché, but learning really can be fun!

## Now that's what I call teachin'

The past three days of teaching have been my absolute BEST since I have been teaching in Belize. Remember how I said I wanted to go out with a bang with my lessons? Well, I ended up staying up pretty late on Sunday night, later than I have during all of my student teaching, to make these awesome lesson plans (but I was easily distracted that night as well, contributing to how late I was awake). Let's just say, as I was going to bed, Raul was waking up to make his lesson plans. ha!

Anyway, I started teaching the junior technical classes this week instead of the freshmen. The freshmen started reading a book that I have never read, so I didn't know how I was going to teach it. That is okay, because I have been wanting to teach the third tech students anyway; they are studying grammar, my expertise! I spent Monday teaching subject and object pronouns, somehow making it interesting because I had all the students who never pay attention, paying attention AND participating in class. Tuesday I reviewed that and reviewed compound, complex and compound-complex sentences. I did a very dramatic animation of "compounding" a piece of paper so they would never get the three mixed up again. It worked so far because today they still remembered. Today we talked about idiomatic expressions and proverbs and the difference between the two. This was perfect because last night, Rolando had all of his friends from Panama and Mexico over for some birthday cake. They had just had a test yesterday about idiomatic expressions in English so we were talking about them and how to use them. So that definitely helped me to prepare for my lesson today. I made a crossword puzzle for them to fill out with all the clues being the meaning of the expressions and the actual crossword being the expressions. I have never heard my class be so quiet and never seen them work so diligently! It seems like they actually enjoyed learning, without even realizing they were learning! Perfect!

In my Fourth Arts class (senior literature) we continued our study on poetry. I gave them a quiz on Monday, which they all did really well on so I felt like I actually accomplished teaching something to them. They are the first class that I was frustrated with the first couple weeks that made me wonder if I could even be a teacher. So I always feel a little uneasy if I am actually teaching them something or not. Yesterday we had a group presentation on the poem and today we just spent the class saying our goodbyes and me telling them that I really did enjoy having them in class, even though sometimes it didn't seem like it. Rasheed, one of the students in that class had come to me the day before, gave me a homemade cinnamon roll and said, "Miss we don't want you leaving back to the states with a bad impression of us in your head". Ah! I wanted to cry! It was too cute! I made sure today that they knew I loved them and wouldn't be going back with a bad impression of them. They all wrote me notes today on a piece of paper that I am going to be glueing on a picture we took together. Their notes all said how they really didn't want me to leave and they are going to miss me teaching them. They even told me in person that they don't want their regular teacher to come back because they understand everything when I teach them. One girl, Samantha said, "I didn't even understand a single word of "A Midsummer Night's Dream" until you got here, Miss". Those are moments and words that I am going to hold on to, knowing that I actually DID do something here for the students (I have never been quite sure).

When I walked into the classroom of my freshmen on Monday they all started cheering and jumping up and down when I walked in the classroom, since I had not been there since the Tuesday before, because of my illness. I was so overwhelmed with happiness. I also got a letter from one of the students in that class who has never said a word to me or even spoken up in class. She said, "I will miss you Ms. Gilmore. You teach very well and nice and you bring spirit to literature. You read good and clear. I understand you well. You are always happy and nice. Hope you come back and visit us. We will miss you so much. And Happy Merry Christmas in advance". I want to tear up all over again just reading that. This whole saying goodbye to student thing is what is going to be the hardest for me as a teacher. I'm already not very good at saying goodbyes. I have even received a couple more letters from students about how they enjoyed my teaching and do not want me to leave. I don't want to leave them! I know my freshmen and another one of my senior classes are planning some sort of surprise for me tomorrow. They are so cute because they are trying to be so secretive about it. They keep mentioning "the activity" on Thursday and when I asked them about it they said, "don't worry about it, Miss". And the freshmen asked the teacher who teaches the period after me if they could use her class that day too. I wonder what those goobers are up to...

This has been by far the best teaching week of my student teaching. Not just because students are telling me that they think I am a great teacher but because I know I really pushed myself this week. When I was teaching in the US, I always felt good about my lessons because my cooperating teacher pushed me really hard to be such a good teacher. I don't have that positive pressure on me here so I have to put it on for myself...which isn't always easy. But that is what I wanted to do this week so I walk into class feeling prepared and walk away feeling really good about how my lessons went. I am not saying that I slacked off on lessons other weeks, I just know, I can feel it, that I put more effort into planning ahead for this week. However, I still keep the same energy and jump all around the classroom just as much as other weeks. haha!

I did have only one bad thing happen this week. One of my students in the fourth arts class, Jose, gave me some problems today. We were talking about their mock interviews coming up on Friday (the reason why today was my last day with them) and how they are going to spend tomorrow getting ready with hair and nails, etc. The girls were talking about getting their hair permed and I was like "Jose...are you going to get your hair permed too?" totally just joking with the class, just like I used to do at Mason. I had no idea he was going to react in the way he did. I picked the wrong student to joke with. He totally shut off for the

rest of the class and would not say a word or even look at me. When I tried to talk to him one on one after class to apologize and made sure he knew I wasn't picking on him, just making a joke, he told another student to tell me he had nothing to say to me. When he finally came out of the classroom I tried to talk to him and he stormed away not even paying attention to the fact that I was talking. Now, at this point, I had never been angrier in my life. I said, "Jose you can't just walk away when a teacher is talking to you." He kept walking. I wasn't going to chase him around the school so I let him go. I also wanted to cry because I have never had a student be so rude to me before, especially since it wasn't really anything so offensive that I said, or at least I didn't think so. I talked to another teacher and she said that she thinks he probably has something else going on at home that was bothering him this morning. It makes sense, but I'm still a little bit upset over the issue. But the good things far outweighed the bad today and this week!

Well my hand is cramping up so I think that is a sign that I need to stop typing and go to bed. 11 days until I am home! It will be bitter-sweet. Dedicating this tonight to all my teachers who made a difference in my life: hopefully I'll be able to do that for students someday, if not today!

## The True Side of Students

What can I say? Today couldn't have been a better day of teaching! My students were all so cute and excited about their little surprise parties they planned for me. Ahhh I don't want to leave. I was able to keep my composure but they had me in tears several times today. The first class I had was the 4th form Business class (the one where I did the what not to do in an interview example a couple weeks ago). I feel like we didn't even get to know each other well as I did with my other classes, but they were so excited about surprising me. They made cupcakes and gave me a booklet that they had all written notes in. One girl gave me some perfume and they all had such nice things to say. One little boy, the Vice President of the school, came up to me and said he was going to miss me "sooooo much". Why I asked him why he just said, "I don't know, I just know I am really going to miss you!". Water works all over again!

Then, one of my third technical classes (juniors) also planned a surprise for me. This is the class with almost all boys, except for 2 girls. This time I was actually surprised because I didn't think they would be planning anything. They had made me a cake as well and gave me a beautiful set of earrings and a little engraved box that says, "Belize" on it. It was way more than I expected or even thought of! The boys were so funny trying to get me to give them hugs...they have been trying to do that all semester long. I finally gave in and gave them each a goodbye hug. Reminded me exactly of what my students did at Mason. It still amazes me that no matter what culture I am in or race, ethnicity, or whatever is the majority, student act so similar. They are still students!

Then, the big one came. The bell rang for me to go to my first year class (freshmen) and they caught me halfway on the way to class and ambushed me (they must not have been ready). They made sure we walked nice and slow to the classroom and went a very roundabout way. When I got to the classroom all the lights were out and the door was closed. When I walked in they all yelled "surprise!" They went all out! The room was decorated with balloons, they had music, candy, nachoes with homemade cheese dip, and a Nicole-sized cake (like a personal pan pizza haha)! They even asked the teacher who taught after me if they could borrow her class to make the party longer. I was so proud of them how they put this all together themselves and planned it. I was able to talk to some students one-on-one as well and get to know them better, since 8 weeks really isn't enough to do that. I will write more about that tomorrow because I do not want to change the mood of my post.



In my fourth arts class, only 4 of them showed up, because they are getting ready for their mock interviews tomorrow. We just sat and talked about what they want to do after graduation and I got to know them better as well. One girl, Valorie, who is soooo shy and doesn't really say much is a beautiful poet but her parents do not want her to write. She was explaining to me that they tell her they think it is a waste of time. I am telling you...if she were to submit her work to a publishing company her poems would be published on the spot. She said she eventually wants to make a book one day. And she is using the "Where I'm From" poem that I taught them and had them write as the opening piece :) teacher moment! Anyway, this girl who is so so smart but so shy and quiet teared up today when I was saying goodbye. That broke my heart too. She wrote a poem for me saying thank you for listening and showing that I cared. Who knew I could have such an influence on a student?!

Today was emotional in itself but tomorrow is my real last day! I am going to have a very hard time because I have enjoyed student teaching way too much. I am not ready to go back to taking classes and being the student. I am going to have to find something for me to do next semester that involves teaching. I have already been in contact with Ellen, the head of the student teaching department, to start my organization at Miami to sponsor children in Belize to go to school. We'll see how that goes! Its a work in progress. I am also working with Glenise and going to meet several children tomorrow that need help.

I'll keep you all updated on that tomorrow and how my last day goes. Ready but not ready! Its going to be an emotional day for many reasons!!

## Its Only the End of the Beginning

Well I had my last day. It was tough, rough, and everything in between. It was even harder than saying "see you later" to my Mason students because here my goodbyes were actually goodbyes to some. I do not know when I will be able to return, but hopefully it won't be long. If Uncle Sam doesn't call me up too fast, I hope that it can be after graduation. The students here couldn't stop asking and pleading with me to come back before the school year was over. They even asked if I could stay just one more day. This warmed my heart, especially coming from high schoolers. I was doused with numerous letters from students, explaining their gratitude for teaching them, begging me not to go, and expressing how much they are going to miss me. Here are a couple of stories from yesterday that I would like to share.

"My name is Jose and I like white girls." Remember this story? I believe it was my second blog post or very early on. It was my first day of school when I had the students go around and introduce themselves. Well turns out, his name isn't really Jose, it is Wilbur. And Wilbur has cancer. He is in my freshmen class and I had a chance to talk more one-on-one with him during the surprise party on Thursday. Wilbur has always been one of the quieter students in the classroom but also a very good student. I never had to call him out or write his name on the board. On Thursday Wilbur was explaining that he doesn't even know what kind of cancer he has but that he had to go to Michigan when he was 6 for treatment and then he came back to Belize and the cancer was gone. Now it is coming back. He showed me where he had been pricked with about 50 needles that morning. My heart broke in more and more pieces the longer I talked to him. He is only 13. Yes, I know this kind of thing happens all the time but when you really get to know a student and spend so much time with him/her I believe it makes it even harder...actually, I know it makes it even harder. Wilbur said he would write me emails and keep me up to date how he is doing...if he can find a computer. The medical treatment here in Belize isn't the best either so it all depends on the money on how much treatment he will be able to receive. Wilbur needs lots of prayers.

Remember the student who I posted about a few weeks ago who lost his mother because the family could not afford her treatment anymore? I met him yesterday. Glenise said he is starting to lose focus in school and will just blank in the middle of class. His name is Darlin (and he is such a darling too). He was very quiet when I talked to him but I could tell something was going on in his head. I told him not to stress out about paying for school, that we would find a way to take care of that for him as long as he promised to work hard and stay focused during class; that is what his mom wanted him to do, is finish school. I broke down in tears after he walked away, he is certainly stronger than I could ever be; not even a month after his mom passed away and he is back in school on his own will. Darlin needs lots of prayers.

I also met a young girl named Jasmille. She is the happiest little girl I have met who has so many family issues. She has two younger sisters and lives with her mom. Their dad ran away from them and they have no idea where he is. The mom wants to work but she cannot find a job. After I met the girl, I met the mother the next day in school. The mother is thinking about giving her children away because she cannot even afford to feed them. She sold the bed, but kept the mattress, and sold the rest of the furniture in their house. For now, Glenise is providing enough money so that Jasmille can get to school each day and at least have something to eat at lunch. Despite all of these issues, everytime I saw Jasmille at school she was smiling. Even when I saw her with her mom the next day at school she ran up and gave me a big hug, telling me that she was just telling her mother about me. Jasmille needs lots of prayers.

All of these students need prayers but I feel like they need more than that as well. They have so much love to share in their hearts. I have been brainstorming and organizing my thoughts the past week on how to start an organization somewhere, somehow to raise money to sponsor children to go to school and provide at least one meal for them at school. I talked to Raul and he said it would only cost \$500 Belize (\$250 American dollars) to sponsor one child for a whole year, which would cover tuition and books. (Many of the students at Compre didn't have books for class because they cost so much and they do not have the funds...which significantly hinders the ability to teach and their ability to learn). I have talked with a couple people at Miami and I am going to talk to my priest back home to see if I could collect money through church. Glenise is going to open up a bank account here in Belize specifically for my fundraising back in the US. 100% of everything I and others raise will go to the students. I still need to work out details but I feel like something is at least starting form. I need this. Because I can't come back here and teach right away, which is what I would want to do, I feel like I need to do something. I don't want it to be just raise money and then give it to the students and be done with it. I also am working on something to have people make cards and write letters to send. I also plan on writing places like Target (at least I'll have an in there), K-mart, Wal-mart, etc to get school supplies and funding to send down all those supplies. I still have a lot of organizing to do but I've decided I can't just leave Belize and be done with it. The students still need help, and if I can't be here to give them knowledge I need to do something else!

So I am asking for, if you were planning on giving me a gift for Christmas, just money and prayers to help me sponsor one of these children to go to school. I do not want anything else. I just need some sort of fund to begin so I can at least help out one child. Don't worry about giving anything if you weren't planning on giving me a gift for Christmas, but if you were that is all I want! And if you can't give anything please just remember these three students specifically, and so many others in your prayers. Sometimes prayer can be the best gift you can give!

All-in-all my last day was hard but I would not give up this experience for anything. I had a hard time saying goodbye to the teachers as well, especially Mr. Pulido, the head of the English department. He always took care of us. I'll have to share more notes that students wrote to me at another date, when I

have time to reread through all of them. Remember Mr. Rico? The young man who I had troubles with doing his own work? He came up to me yesterday, gave me a big hug, and said because of me he promises to work hard in English class, always do his homework, and always do his own work. He also signed the card their class gave me as "Mr. Rico, aka, Mr. Nice...I'll miss you the most!". Another waterfall down my face (not in front of them of course). My experiences here in Belize and at Compré have been ones I will hold near and dear to my heart for a lifetime. Eventually I will come back someday and I cannot wait for that day. I feel as if I have made a home here. I have grown in my friends and family and I have so many memories to look back on. The easy part is over...the saying goodbye. The hardest part is yet to come: leaving this place and all these people (especially my host family and Rolando, who leaves today) and only having the memories to look back on. They will be good ones for sure, but it will be rough, especially the first couple of weeks. This has become the "norm" for me. However, I am excited to see all my family and friends back home. That will make the transition much easier. Wow...I am so blessed and lucky to have so many people that love me and that I can call family from so many different places!

## My Last Week, but not My Last Post!

Its 7am (6am Belize time) and my body has woken up like clockwork. I'm so used to waking up between 5:30 and 6am every day and the sun being way up in the sky already. Right now its dark and I'm the only one awake so what better to do than finally write this blog post! I'm going to try to think all the way back from last Saturday and work from there.

Last Saturday we took Rolando back to the airport. I went with Glenise and Raul to Belize City to send him off. It was a very hard goodbye. I'll just say I needed to wear my sunglasses inside after saying final goodbyes...

He gave me a bookmark as a goodbye gift that says "Belize" on the front and then on the back is engraved "Rolando and Nicole hanging out in Belize 2011. Best Friends Forever". More tears. It is nice to know that I have made such a great friend here in Central America who would always look out for me. Although when we got back home Liam (the 2 year old grandchild) has taken up many Rolando-isms. Rolando used to always say phrases like "Ayyyyye Nicole" and "crazy Neecole". One night out of no where Liam was sitting at the dinner table and all of the sudden just started saying "Ayyyyye Neecole Neecole". Everyone roared with laughter. And now he says it whenever he sees me and apparently when I'm not home too. He has also picked up other things that Rolando used to say too me. Its very adorable.

After we dropped Rolando off, Glenise and Raul took me around Belize City to do some Christmas shopping. They say not to go to Belize City alone because it is very dangerous but there were so many people there that day because of the Christmas parade and I was with two local Belizians so I felt very safe. I kept equating Belize City to New York City. It looked like it and the atmopshere felt like it. They actually had big shops in Belize City, nothing like anywhere else we had been. I was able to do a little Christmas shopping and then we stayed for the parade. The parade was very different than American parade. It was still very big and long but you could get so up close to the floats that you could touch them. They didn't keep anyone roped off and they even had some of the crowd following some of the floats and different parts in the parade. People would just go behind a float that was playing music and start dancing in the parade. It was a good time. We didn't get home until 10:30 at night. Raul said, "When Rolando says he got back to home at 10:30 at night we can say...so did we!" We had not planned on staying there for so long.



Sunday was all the grandkids baptisms. There were 5 of them. My little Liam was the best behaved and he was so excited to be baptized. After he was finished he said, "I'm baptized now I can get the white cookie at church!" Another Liamism we had to laugh at. Afterwards we had a baptism party at Mel's house (Raul's daughter, Liami's mom). There was tons of family there that I hadn't even met yet. We had a big barbeque and there was an open bar for the adults. It was a pretty big deal. I enjoyed hanging out with all the kids and eventually got a couple of them to dance with me at the party. It was another fun filled family day!

On Monday Shanna, Michelle, and I went back to Placencia for our last beach trip. We stayed at the same place as before, the West Wind Hotel right on the beach. We just spent a couple of days there to relax and enjoy our last few days in Belize. We would spend the day on the beach and then watch a movie and then go out to dinner and sit at the restaurant and just people watch. We were finally able to watch "Ides of March". Awesome movie, and Miami has the opening scene in it!! On night I was going to the bathroom and all of the sudden I saw a cockroach skidding across the floor. For anyone who knows my original "cockroach in the bathroom" story from when I was 7 years old...this didn't go so well for me. I started screaming "Shanna, Michelle...COCKROACH". It crawled under the door before I could do anything and we lost track of it. Michelle went to get some bug spray and I swore I was not going to fall asleep until we killed that cockroach. I wasn't going to have a bed partner! Just as we were forgetting about it, it crawled out. Lots of screaming and bug spray later, the cockroach was dead. But it was still in our room so we went and got Lisa to get it out for us. Yes, we were being total girls but when it comes to cockroaches I don't care how girly I have to be. In between all the screaming we were laughing so hard and looking back on it we keep making fun of ourselves. It was a good bonding experience and a good story to tell someday haha!

Michelle and I went back to barefoot bar that night and just people watched for a while. We met some more people from Australia who invited us to sit at their table. One guy tried to tell me he was from Wisconsin at one point. But I know that Wisconsin accent too well, I called him out on it. Definitely from Australia. I always enjoyed meeting different people from all over the world. That was my favorite part. Everyone has such a unique story as to why they were in Belize, what they were doing, and who they were traveling with. Some people didn't even meet their traveling buddies until they were in Belize. We tried looking for Eddie, the local that hung out with us all the first time we were in Placencia, but no luck. We didn't find him either Monday or Tuesday night when the three of us went back to Barefoot Bar for more socializing and people watching. But we still had a blast and a fun girl's night.

The only thing really bad that happened the whole trip is I had my debit card stolen at some point. I didn't realize it until Tuesday morning but it must have fallen out of my wallet at some point the day before and whoever found it took it. I ended up getting it back after walking the Peninsula about 3 times and going to all the places where I even took my wallet out of my purse. I was getting so stressed out because no one was being helpful. The people at the bank said I would have to come back at 2:30pm because that is when they service the ATM (their ATM's take your card after 10 seconds to prevent people from taking it out of the ATM), the police station wouldn't let me borrow a phone to call to cancel my card, and the people at barefoot bar wouldn't call the guy who was working the night before to see if anyone turned it in. I made a final stop at the tourism center, pretty much in tears at that point. The girl there, Jolie, checked the Placencia facebook page and someone had sent a message saying they found a card for "Nicole Gilmore". I could feel the tension in my body relax instantly. Jolie called him and he said he would bring my card to the tourism center around 1pm. When I went back to get it, he said he had found it laying by the Chinese supermarket on the other end of the peninsula. This made me nervous because we were nowhere near there the day before. I checked my online accounts and someone had used it at a place called

"Me and U Restaurant" and charged \$3 Belize dollars to it (\$1.50). You can't buy anything in Belize for \$3 besides a beer...I hope they enjoyed it!

In the midst of all of this I was very frustrated and stressed out. In Belize, the men are a lot more open to saying what they think. Even in a group of 12 girls we would get hooted and hollered at constantly. We always heard things like "hey baby", "hey sexy" or "sexy white girls". We got used to it by the end of our trip but when I was walking around looking for my card and a man said "hey sexy baby" I had had it. I had always wanted to say something to one of them and I took this opportunity. I told him off. I said "Do you honestly think that is a compliment?" He looked at me aghast. I said, "seriously why does everybody here always say 'hey sexy' its not a compliment its rude and I don't appreciate it!" He was still in shock and was like, "Well what should I say?" I replied with "You should say, 'hi...how are you today?'" So he came back with "Hi...how are you today" I replied with fine and asked him how he was and then when he said good I said, "Good...that's better. Thank you." And then walked away. By the look on his face he had never had anyone tell him off like that before. I was very surprised. Another Belizian heard me lecturing this guy and he stopped to have a conversation with me on the way home about respecting women and how he totally agrees that the men in Belize are disrespectful when it comes to saying things like that. He told me he was raised by his grandparents so he knows how to respect a woman...his words. He was very sweet. He introduced himself as Mark, told me that he hoped I would have a better day and then I kept running into him the rest of the time we were in Placencia. It was pretty funny.

We left Placencia about mid-day on Wednesday to go back to Belmopan. When I returned home, the family was gone because they had gone to Belize City for the afternoon and were not back yet. It was very lonely in the house. I was used to at least Rolando always being home. So I decided to bake some Christmas cookies.

Thursday morning Shanna and I went to ATM cave (Actun Tunichil Muknal). It is an ancient Mayan cave and is a full day's tour. We took a bus ride from Belmopan to Tea Kettle village where our tour guide picked us up and we had to drive on a dirt road for another hour to even get into the woods. Once we got to the entrance we hiked for about an hour. Our tour guide's name was Martin and he was pretty awesome. He would stop to do little things with us along the way like teach us how to crack open nuts from the trees and tell us what certain plants were (we found a chocolate tree!) This hiking wasn't like Ohio hiking though. We had to tramp across the river several times; the water was just about up to our belly button. Once we got to the entrance of the cave (about 2 miles later) we stopped to change into swim suits because we were going to be doing some swimming in the cave. Before we entered Martin allowed us to jump of this small cliff into the water to get used to the water. It was just me and Shanna, two couples from Australia, and a couple from Chicago. We didn't know each other in the beginning of the trip but we knew each other VERY well by the end. We had to swim in the water to even get in the cave. The rest of the cave included a lot of swimming and climbing on and around rocks. We definitely got a good workout. At one point Martin had us turn off all our headlights and we put our hands on the shoulder of the person in front of us and he guided us through pitch black. I'm telling you--it was so black I could not tell the difference between having my eyes open and having them closed. That is the most dark I have ever seen. The experience of trusting someone you've never met to get you through such darkness was very surreal. I have many pictures from this experience that I will need to post later...this post is already extremely long. Once we made it about 2 hours into the cave, we reached the "most sacred area" of the cave where the Mayan people lived. We had to take off our shoes and put on socks. We climbed up some rocks, barefoot, and got further and further away from the river. There was one point where we had to climb up a rock that had been steps made by the Mayan people to get up, but not like steps we are used to. We still had to maneuver a certain way to make sure we didn't fall. Then there

was another point where we climbed up a ladder held by two ropes at the top to get into the "sacrifice chamber". This was an experience that you could never get anywhere in the United States. There were Mayan artifacts laying on the ground, exactly where they had found them, untouched. Although, it would have been very easy to just go up and touch them. There was a skull laying on the ground, and when we got to the sacrifice chamber there was a full skeleton just chillin' on the ground. I have never seen or experienced anything like this before. I know I say this to just about everything I do in Belize, but this had to have been my favorite thing I did. It was all of my favorites: hiking, swimming, museum-like experience, being one with nature, all in one! We went back through the cave, swam back through the river, hiked back through the woods and walked across the rivers, had lunch and went home. By the time Shanna and I got back to Belmopan it was 6pm...a full 12 hour day! And oh...I wasn't finished yet. We had the staff Christmas party for my school that night.

I got ready and Glenise and Raul took me to the party. It was at a very nice restaurant and all the teachers were excited to see me after being gone for only a week. We ate food, exchanged KK gifts (secret santa...they call it Kris Kringle), played some games, and did a lot of dancing. And I danced the night away! Mr. Pulido did a dance with me and then all of the other teachers kept asking to dance with me. Raul taught me how to Latin dance and I got better and better as the night went on. I had an absolute blast with all my fellow teachers. Apparently the next day at school I was the talk of the staff room. Glenise said all the teachers were saying they didn't know I was that outgoing and they had so much fun with me. When I went to visit the school one more time on Friday all the teachers, including ones I had never even talked to, kept coming up to me and saying "I heard you had fun last night" ...this was before I knew that they had all been talking about me. It was also funny that night because my KK who's name I had picked twice after putting a name back because I didn't know who she was, had picked me too. We were always ment to be each other's KK's! I gave a speech at the staff party in front of so many teachers. Before student teaching I would have been really nervous about doing that. This time I didn't think twice about it and it was all impromptu. This whole student teaching experience had definitely boosted my confidence. Glenise and Raul kept me out until 1am because we were having so much fun. Mr. Garbutt, the principal, said we kept the party going for another hour just for "Ms Gilmore". haha!

On Friday, Shanna and I just spent the day in Belmopan. I was very sleepy with such a busy day the day before. We went to the market and then to our coffee house, Formosa, one more time to say goodbye to Andy, the guy who owns it. I also visited the school one more time to say goodbye to my kids and fellow teachers. The kids were so funny. I had only been gone a week and they were yelling "Miss Gilmore!!!" and were so excited to see me. They were begging me not to leave and then were fighting for who was going to get the last hug from me. One girl told me that she didn't want me to leave because I teach "very good". She said "I understand everything when you teach but when the regular teacher teaches, I can't even understand what he is saying. I don't want you to leave!" It was a nice compliment but made it even harder to leave.

The rest of the day was taken up by packing and then Glenise and Raul took me out to a nice dinner with the family and Liam. Liam was my little buddy that night. He made sure that they didn't go anywhere "without Nicole" and he even slept over at our house that night because he wanted to sleep in Nicole's room. He finally warmed up to me just as I was about to leave...just like Rolando, which, of course, didn't make it any easier to leave.

On Saturday we exchanged gifts and recipes and said goodbyes. It was a very rough morning. I was not ready to leave or say goodbye. My family gave me a shirt that says "Belizian Gial" (creole for girl), another running shirt that says "somebody in Belize loves me", a deck of Belize playing cards and two

Ragae and Rastafarian Christmas CD's. It was so cute that they gave me a running shirt because they know I like to run every morning. After Raul made my special request for breakfast, French Toast, I said my final "see ya later" to the boys and then they took Shanna and I to the airport. I was so stressed about my bags being under 50 pounds and getting through security with my extremely heavy carry-on luggage, I wasn't as emotional at the airport as I thought I would be. But Glenise said I always have a home in Belize and am always welcome back to their house...which I will definitely be taking them up on that offer sooner than later.

And now I'm back home and it is a weird experience. I feel like I am in a dream. It is 9am and the sun is just now coming back up. But that's not even the weirdest part. Not hearing creole, seeing so many white people, seeing so much consumerism...I have a feeling I'm going to have a hard time being back for a while. The best part of yesterday, though, was seeing my family. I have missed them so much and I was up until 2am talking and telling stories. Yes, I still have stories even after all these blog posts.

But don't worry this still isn't the last blog post. I still want to write about everything that Belize taught me, what I learned about teaching, and the "only in Belize" moments, the phrase that Shanna and I came up with for moments that could only ever happen in Belize. I also have many many pictures to post. So don't give up on reading my blogs yet. I still have plenty to write. Especially, I'm sure, with the reverse culture shock I am most likely going to experience in the next couple of days. I will also keep you updated on how starting my organization to raise money for students at Compre is going...everything is starting to fall into place!

Thank you to all you dedicated readers. I'll be back soon with more! And hopefully your eyes don't hurt after this extremely long post...but I had to get it all out there. There was so much more of Belize to share with you!

**Lesson Plans**  
**Comprehensive High School**  
**(Belize)**



## Introduction to Belize Lesson Plans:

Creating lesson plans in Belize was much different than creating lesson plans back in the United States. Lesson plans were expected to be turned in by Monday morning of each week and the head of the English department would review them. But resources were not as at the tip of the fingers, so often times I had to write out my lesson plans.

I was given two classes to teach: first form (freshmen) and fourth form arts (seniors). In my first form I started with a lesson on poetry and eventually started teaching a novel. In the fourth form arts class, they focus more on poetry and novels whereas in a business class they would focus on technical writing and job related English. I started by teaching *A Midsummer Night's Dream* and by the time I left, we were studying Caribbean poetry. I was learning the poetry at the same time the students were learning. When I came into the Belize, the students just came into class each day, read *A Midsummer Night's Dream* aloud and then would leave, without any discussion. When I began taking over I incorporated multiple disciplines in my teaching strategies and had them act out the scenes besides just reading them. When they began to get used to my teaching style, I had them read the scene or act for homework so we could discuss it in class the next day. I did various activities with them such as breaking them into groups by scene and having them visually depict the scene without any words. By the time I left students were telling me that that they did not understand what was going on in this play until I started teaching.

When we entered the poetry unit I started by doing an introduction to poetry with an "Amazing Race". Each clue was a poem that lead to another clue somewhere around the school. The students enjoyed this activity and were more motivated to learn poetry than before. We started out with a discussion of why we study poetry and the methods for which we were going to go about studying each poem: that we would be making our own meaning, instead of searching for the Author's meaning. Each person was assigned a poem to present and they could choose to present however they wanted as long as they had some sort of creativity, included discussion and an acceptable interpretation of the poem. I received good feedback from students on this new way of studying poetry for them.

In my first form class, I did a lot of quickwrites with them. This is something that they had never been introduced to before and I used three tiered discussion format of quickwrite, small group discussion, and large group discussion, sometimes eliminating a step. The students were used to having a lecture on what each poem meant as well. But although they were averse to it at first, by the time I left students had done more free writing than they had in their lives, and many of them even learned to like writing. Some Fridays I would let them go outside and choose a spot on the compound to just reflect and write on anything they wanted. I received good feedback from them as well on this new method of learning poetry for them.

I had also taught a few lessons of the third form (juniors) technical classes, which focused more on grammar. Here and there my teacher would have me teach a lesson, especially when I asked, because grammar is my expertise. These classes were full of mostly male students, so the hardest part was the classroom management. But after a few days of teaching them, when they began to learn my



style and that I would not be a pushover, they were very well behaved, participating in lessons. I used techniques that seemed obvious to me but new to them: such as letting them come up and write examples on the board, or explaining things in examples that were relevant to them. In a lesson on characterization, we related all the elements of characterization to SpongeBob. The head of the English Department was so impressed with this lesson that he had me come and teach this lesson to his classes as well.

Overall it was a very different experience creating and teaching lessons but rewarding as well. I learned not to take things like an overhead projector or even a computer for granted. I had to alter my teaching that I was used to at Mason (including use of a variety of entertaining you-tube videos) to accommodate all students at Compre. It gave me the chance to see teaching from another perspective besides the fortune of having every resource I needed at my fingertips. It also made me appreciate more the art of teaching, that I cannot rely on sources such as you-tube to do the teaching, but I will have to learn to be entertaining myself, sometimes putting me outside of my comfort zone.

## Form 4 Arts

Lesson Plan Schedule  
Monday, October 24

### Objective:

1. To have students understand Act 4 of "A Midsummer Night's Dream"

### Materials:

Copies of Act 4, scene one

### Procedure:

Objective 1:

1. Have students role play Act 4, scene 1 of "A Midsummer Night's Dream"
2. Arrange desks so students are in a half circle and create a stage.
3. Stop and start during the reading to have a discussion and make sure students know what is going on
4. Have students write a short paragraph on a summary of what has happened so far and a summary of Act 4, scene one so students can begin to have a portfolio of understanding for the test.

### Assessment:

1. Student understanding

### Homework:

1. Summary paragraphs

## **Form 4 Arts**

Lesson Plan Schedule  
Tues-Thursday Oct 25-27

### **Objective:**

1. To have students understand Act 4 and Act 5 of "A Midsummer Night's Dream"

### **Materials:**

Copies of Act 4, scene two and all of Act 5

### **Procedure:**

Objective 1: (Repeated each day)

1. Have students role play each scene of "A Midsummer Night's Dream"
2. Arrange desks so students are in a half circle and create a stage.
3. Stop and start during the reading to have a discussion and make sure students know what is going on
4. Have students write a short paragraph on a summary of what has happened so far and a summary of each scene so students can begin to have a portfolio of understanding for the test.

### **Assessment:**

1. Student understanding

### **Homework:**

1. Summary paragraphs

## **Act 5, Scene 1**

### Directed Reading Activity:

What is the purpose of the play within a play?

What similarities does it share with Romeo and Juliet?

What similarities are there between Pyramus and Thisbe and the rest of the main action of "A Midsummer Night's Dream"?

What is satire? Where can we see satire in "A Midsummer Night's Dream"?

What is the purpose of "dreams" in the play? Where do we see them? What are dreams?

## 4A1 Lesson Plan

### Week 10

Monday October 31, 2011

**Objective:**

To have students understand Act 5 of "A Midsummer Night's Dream" and the concept of a play within a play

**Materials:**

Books

**Procedure:**

1. Pop quiz—have students summarize what happened in Act 5, which they read for homework
2. Circle up and discuss big issues in Act 5
3. Prior Knowledge—who has ever been part of a play? What goes into making a play?  
Discussion—What happens here? Why is this a funny scene? What issues come up

**Assessment:**

1. Pop quizzes graded for understanding of the act

**Homework:**

None

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Tuesday, November 1, 2011

**Objective:**

To have students understand "A Midsummer Night's Dream" in its entirety

**Materials:**

Large pieces of poster paper and books

**Procedure:**

1. Break students up into groups and have each group do a drawing representative of what happens in that scene. No words on the poster only pictures

**Assessment:**

1. Understanding of what happens in each scene of the book

**Homework:**

Finish posters

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Wednesday November 2, 2011

**Objective:**

To have all students understand what happens throughout the play and the big issues Shakespeare brings up throughout the play

**Materials:**

Posters from student groups

**Procedure:**

1. Have groups present their posters to the class and we will have a class discussion scene by scene on the issues Shakespeare brings up in "A Midsummer Night's Dream"

**Assessment:**

1. Student understanding of scenes from "A Midsummer Night's Dream"

**Homework:**

None

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Thursday November 3, 2011

**Objective:**

To continue our study of the issues in "A Midsummer Night's Dream" and finish scene representations

**Materials:**

Posters from groups

**Procedure:**

1. Same as yesterday

**Assessment**

1. Student understanding of scenes from "A Midsummer Night's Dream"

**Homework:**

None

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Friday November 4, 2011

**Objective:**

To finalize our study of "A Midsummer Night's Dream" and its analysis

**Procedure:**

1. Watch scenes from the movie and see how it compares to the actual Shakespeare version of the play
2. Directed Reading Activity:

Why are scenes represented in the way they are

Are characters similar to how Shakespeare describe them? What is the same/different?

Does the movie version stay true to the actual play? Find evidence to support your answer.

**Assessment:**

1. Student understanding of film comparison

**Homework:**

None

## 4A1 Lesson Plan

### Week 11

Monday November 7, 2011

**Objective:**

To have students know and understand all of "A Midsummer Night's Dream" in full.

**Materials:**

Books and posters

**Procedure:**

1. Students will present their posters to the class with their 6 questions they had to answer last week (characters, plot, setting, analysis, etc).
2. We will discuss in class any other issues pertaining to each scene of the play

**Assessment:**

1. Posters and presentations:
  - 30 points-poster: does it accurately represent the scene
  - 30 points-presentation- do the students get across all of the important information from the scene, not just a summary
  - 30 points—6 questions answered about setting, plot, characters, etc
  - 10 points—Act 5 quiz from last week

**Homework:**

None

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Tuesday, November 8, 2011

**Objective:**

To have students know and understand all of "A Midsummer Night's Dream" in full  
To finish poster presentations in class

**Materials:**

Books and posters

**Procedure:**

1. Students will present their posters to the class with their 6 questions they had to answer last week (characters, plot, setting, analysis, etc).

2. We will discuss in class any other issues pertaining to each scene of the play

**Assessment:**

1. Posters and presentations:

- 30 points-poster: does it accurately represent the scene
- 30 points-presentation- do the students get across all of the important information from the scene, not just a summary
- 30 points—6 questions answered about setting, plot, characters, etc
- 10 points—Act 5 quiz from last week

**Homework:**

Bring in a poem you have written for Thursday

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Wednesday November 9, 2011 (Might have to switch with Thursday)

**Objective:**

To begin our lesson on poetry and an introduction to why we study poetry.

**Materials:**

Clues on flashcards for poems

**Procedure:**

1. Scavenger Hunt Activity around the school. Students will be given “clues” that lead them to different places around the school to find the list of poem that they will be studying for the term.
2. Once each group finds their four poems we will come back to the classroom and compare and share.

**Assessment:**

1. Student participation in scavenger hunt activity

**Homework:**

Bring in poem to read for Friday

---

Thursday November 10, 2011 (Might have to switch with Wednesday)

**Objective:**

Understand *why* we study poetry and what use it can give us in life.

**Materials:**

Poems to read to the class

**Procedure:**

1. Read a couple of poems before class
2. Discussion questions:
  - a. Why do you think we study poetry?
  - b. What use can it be to you in everyday life?
  - c. What is poetry's purpose? As a reader? As a writer?
  - d. Do we always have to analyze poems for meaning or can we just enjoy the aesthetics?
  - e. What do you think it means to "make meaning" of the poem?
3. Example of oral reading of a poem

**Assessment**

1. Student understanding of why we study poetry.

**Homework:**

Bring in a poem you have written to share with the class. If you do not have one, write one about anything that is on your mind

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Friday November 4, 2011

**Objective:**

Conclude our introduction to poetry with listening and talking about poems that students have written in the past.

**Procedure:**

1. Listen to poems written by students

**Assessment:**

1. Student understanding of why we study poetry and what others writings around us can give us

**Homework:**

None

## 4A1 Lesson Plan

### Week 12

Monday November 14, 2011

**Objective:**

Students will understand in full *why* we study poetry and its purpose in life.

**Materials:**

Class poems, my poems

**Procedure:**

1. Finish poetry read arounds
2. Read a couple of my poems
3. Finish figuring out which poems we are going to be studying
4. Introduce "poem" project: each student will be assigned a different poem to present each week during our study of poetry

**Assessment:**

1. Understanding of material

**Homework:**

None

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Tuesday, November 15, 2011

**Objective:**

To introduce the "Where I'm From" poem assignment

**Materials:**

Where I'm From poem

**Procedure:**

1. Share mine and another student's "Where I'm From" poems with the class
2. Directions for assignment
3. Writing workshop—have students do diagrams, and aid in figuring out what they want to write about

**Assessment:**

## 1. Understanding of Assignment

### **Homework:**

Begin writing "Where I'm From" poems

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Wednesday November 16, 2011

### **Objective:**

To have a work day on "Where I'm From" poems and give students the opportunity to ask for help and questions

### **Materials:**

poems

### **Procedure:**

1. Work day for students

### **Assessment:**

1. Student participation in scavenger hunt activity

### **Homework:**

"Where I'm From" poems due Friday

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Thursday November 17, 2011

### **Objective:**

Students will understand that we must first be able to write our own poetry before we can begin to interpret the poetry of other authors. This helps us to bring meaning to the poems.

### **Materials:**

Directions for "Color Walk" activity

### **Procedure:**

1. Students will go outside and write down all the colors that they see and where they come from
2. We will come back to the room and write about a specific "color" that popped out to them.
  - a. What is it about that color that made it stand out
  - b. What does it remind you of?
  - c. How does it make you feel?
  - d. What is the color associated with?
3. Discuss what this has to do in relation to poetry



**Assessment**

1. Student understand and participation in "Color Walk" activity

**Homework:**

"Where I'm From" poems due tomorrow!

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Friday November 18, 2011

**Objective:**

To share "Where I'm From" poems with the class and discuss and practice how to properly "orally read" a poem

**Procedure:**

1. Listen to poems written by students

**Assessment:**

1. "Where I'm From" poems

**Homework:**

We will be studying two poems next week...beginning a more in-depth study of the poems. Students who have these two poems need to have their projects ready.

5 places for each group to go, 4 groups

In order to study poetry you must first begin  
With all the places you study in  
I have created a little game  
Of each of the poem's name  
You will read the clues aloud  
And try to win if you want to be proud  
You must follow each clue  
And guessing the next place to go is what you must do.  
Once you have all 5 poems in your hand  
Return to the classroom if you want to land  
Your place as number one  
In this little game you might have just won.  
I'll hand out your clues to you  
Then your group may begin doing what you must do  
Remember to follow the rules  
Or you will most definitely become fools!

Clue 1: back of success sign  
This place determines your success  
In hopes that you might find the right guess.  
Success= (effort x day1)+(effort x day 2)...

Clue 2: security entrance  
Never fear  
The people here  
Safely keep you  
While being in school is what you do

Clue 3: Cafeteria  
Hungry? Take your pick  
Just be careful you don't get sick  
Cookies, ice cream, chips, and pop  
How will you ever stop?

Clue 4: Staff room door  
Sir, Sir, Miss Miss!  
You come here with questions of bliss  
At this door you will stand  
But dare not enter or you'll be banned.

Clue 5: Me  
Now you're going to be put to the test  
Sorry, but now is not the time to rest.  
Come find me, I'll give you the next clue  
But not before you do what you answer a question or two

Last: your journey has come to an end, now back to the classroom, you I must send

## 4A1 Lesson Plan

### Week 13

Monday November 21, 2011

**Objective:**

Students will understand in full the poem "This is Dark Time, My Love"

**Materials:**

Book

**Procedure:**

1. Read poem in class
2. History to Poem
3. Directed Reading Activity:
  - a. Prior Knowledge/experience—what questions do we need to ask (not answer yet)
  - b. Why does the author juxtapose guns and soldiers with nature?
  - c. What is the effect of the repetition of "my love"
  - d. What meaning can you make of the last line of the poem? What is threatened by the soldiers if not life itself?
4. Dissecting the poem stanza by stanza
5. Literary terms to know: personification, juxtaposition

**Assessment:**

1. Observation of individual understanding of material through discussion

**Homework:**

None

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Tuesday, November 22, 2011

**Objective:**

To introduce the "Where I'm From" poem assignment

**Materials:**

Book

**Procedure:**

1. Student presentation of poem "This is Dark Time, My Love" (Sasha and Valerie)

**Assessment:**

Class presentation:

- Group was fully prepared—10 points
- Classmate performance rating—10 points
- Group effectively understood and explained the poem—25 points
- Creativity in presentation—25 points
- Oral explanation of poem—25 points
- Any posters/slideshows/visual aid—5 points

**Homework:**

None

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Wednesday November 23, 2011

**Objective:**

To begin study of "Dulce et Decorum Est"

**Materials:**

Books

**Procedure:**

1. Class taught by Mr Tzul

**Assessment:**

**Homework:**

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Thursday November 24, 2011

**Objective:**

To Understand "Dulce et Decorum Est"

**Materials:**

Book

**Procedure:**

Class taught by Mr Tzul

**Assessment**

**Homework:**

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Friday November 25, 2011

**Objective:**

To Give students the opportunity to write poetry themselves.

**Procedure:**

1. Class taught by Mr. Tzul

**Assessment:**

**Homework:**

**Presentation Schedule:**

This is Dark Time, My Love—Tues Nov 22 (Sasha, Valorie)  
Dulce et Decorum Est—Fri Nov 25

Ol' Higue—Mon Nov 28  
Le Loupgarou—Wed Nov 30  
South—Mon Dec 5  
To an Athlete Dying Young—Wed Dec 7

Theme for English B—Mon Dec 12  
Dreaming Black Boy—Wed Dec 14  
Test Match Sabina Park  
Epitaph

## 1Y8 Lesson Plan

### Week 10

Monday October 31, 2011

**Objective:**

To finish group presentations from last week on "Siam Silence", "Turbulence", and "Belize"

**Materials:**

Groups and posters

**Procedure:**

1. Group presentations of questions. Make sure all students understand

**Assessment:**

1. Observation of understanding of the assignment and presentations.

**Homework:**

None

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Tuesday, November 1, 2011

**Objective:**

To have students understand who Zelma Jex is and the interpret a meaning of "What colour is a Man"?

**Materials:**

Books

**Procedure:**

1. Read poem in class twice (once just to listen, twice to analyze)
2. Prior knowledge—have you ever been discriminated against because of your color? Give an example
3. Discussion—Have students answer the "during reading" questions with a partner
4. After reading—write about a time that you experienced discrimination because of your color. If you would describe yourself as a color what would it be? (Don't just consider your skin...consider your personality)
5. Introduction of "Where I'm From" poems

**Assessment:**

1. Understanding of the poem and interpretations from students



**Homework:**

None

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Wednesday November 2, 2011

**Objective:**

To have make sure students are able to interpret, "Zinc" and the meaning of the poem.

**Materials:**

Books

**Procedure:**

1. Prior Knowledge—what is otamonaoeia
2. Read "zinc"
3. Why does the author use "ratatata" and how does he use it? Do you see a pattern
4. Discuss the "during reading" questions in class
5. Begin work on "Where I'm From" poems

**Assessment:**

1. Student understanding of scenes from the poem

**Homework:**

None

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Thursday November 3, 2011

**Objective:**

To understand how imagery is used in poetry

**Materials:**

Peppermint spray, computer for thunderstorm, picture of a beach, candy corn

**Procedure:**

1. Read and discuss the elements of "Child Eating a Mango"
2. Prior Knowledge---where are the sensory details in this poem?
3. 5 sense activity:
  - a. Begin with each sense, have students write about what each of the items makes them think of. Does it bring back memories of childhood? Is it a new sense? Does it make you

want to do something or go somewhere? Does it make you miss someone or something? Give details

- b. Sight-picture of a beach, smell—peppermint spray, sound—thunderstorm, touch--,  
taste—candy corn
4. Talk about sensory details and description (personification and alliteration)
5. How can this be applied to our “Where I’m From” poems

**Assessment**

1. Student understanding sensory details in poetry

**Homework:**

Begin “Where I’m From” poems

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Friday November 4, 2011

**Objective:**

To finish activity from yesterday and give students time to work on “Where I’m From” poems

**Procedure:**

1. Finish activity from yesterday
2. Use class time to work on “Where I’m From” poems and give students help

**Assessment:**

1. Are students almost finished with “Where I’m From” poems

**Homework:**

Rough draft of poems due Monday

NAME: \_\_\_\_\_

## POETRY TEST ONE

November 4, 2011

### Multiple Choice Questions (5 points each):

- 1. What was the underlying message of the poem "Turbulence"?**
  - A. Freedom
  - B. Being afraid of the unknown
  - C. Determination will get you through
  - D. How to fly an airplane
  
- 2. What was the message that we learned from the poem "321738"?**
  - A. Determination
  - B. Patriotism
  - C. Loving who you are and where you come from
  - D. Both B and C
  
- 3. Siam Silence is about two men discussing what?**
  - A. Pride in their country
  - B. Tea and Spring Rolls
  - C. A trip to Mexico
  
- 4. Onomatopoeia is:**
  - A. Sensory description words
  - B. Words that sound like what they do
  - C. A poem that is a song
  - D. an exaggeration of words
  
- 5. What does the word turbulence mean?**
  - A. being understanding
  - B. being determined
  - C. a big fight
  - D. A great commotion or agitation

### Short Answer Questions: (25 points each)

- 4. Give TWO words of sensory detail for EACH of the 5 senses:**

Smell-  
Touch-  
Sight-  
Hear-  
Taste-

- 5. Give FIVE examples of onomatopoeia:**

- 6. What is the significance of "What Colour is a Man"? In your own words tell what does this poem teaches us? Do not just think about skin color or colors that can be *seen*. Use the back for more room.**

## 1Y8 Lesson Plan

### Week 11

Monday November 7, 2011

**Objective:**

To introduce the poem "Nothin"

**Materials:**

Poetry book

**Procedure:**

1. Discuss the "Before Reading" questions in class and read the poem.
2. Ask the students how they would teach me this poem.
3. Have students divide into partners and come up with one question about the poem that they have for the class
3. Example of an oral interpretation

**Assessment:**

1. Observation of understanding of the poem

**Homework:**

Bring in a poem from home or one that you have written that you will orally interpret for the class and bring in an object that you don't mind cutting (magazines, pictures, paper, etc)

---

Tuesday November 8, 2011

**Objective:**

Create poems from "Nothing". Students will create a collage during class from the items that each of the members of their group brings in. We will also go outside to collect items to add to the collage.

**Materials:**

Items for collage. Posterboard

**Procedure:**

1. Divide students into groups of 3
2. Have students create a collage on the items available to them

3. At the end of the period students will write about their collage, the experience, what does this “mess” mean? Students will be able to understand how they can create something from nothing!

**Assessment:**

1. Collage and writings from each of the students

**Homework:**

Bring in poem for oral interpretation

---

Wednesday, November 9, 2011

**Objective:**

Read and Understand “Look Mr. Engineer” and be able to orally interpret poems

**Materials:**

Books

**Procedure:**

1. Discussion of poem TBD
2. Oral interpretations activity—practicing with a partner

**Assessment:**

1. Understanding of the poem and interpretations from students

**Homework:**

Have oral interpretations ready for tomorrow

---

Thursday November 10, 2011

**Objective:**

Master the art of orally performing a poem, not just reading aloud

**Materials:**

Student poems

**Procedure:**

1. Student oral interpretations of poems.

**Assessment:**

1. Student engagement with material

**Homework:**

Oral performance

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Friday November 3, 2011

**Objective:**

Grasp the concepts in the poem "Pressure" and begin to dig deep into students will to write

**Materials:**

Books

**Procedure:**

1. Finish Oral interpretations
2. Discussion of poem "Pressure" TBD

**Assessment**

1. Student involvement in discussion

**Homework:**

None

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## 1Y8 Lesson Plan

### Week 12

Monday November 14, 2011

**Objective:**

To begin study of the poem "Pressure"

**Materials:**

Poetry book

**Procedure:**

1. Quickwrite—have you ever been "pressured" into doing something? Explain the situation
2. Discussion—what are the different meanings of "pressure" in this sentence

Connotation and denotation—does "pressure" have a positive meaning attached to it or negative? Explain

3. What other stanzas can we create as a class that deal with "pressure"

**Assessment:**

1. Observation of understanding of the poem and participation in discussion
2. Collect letters to a politician

**Homework:**

None

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Tuesday November 15, 2011

**Objective:**

To begin and introduce our study of drama

**Materials:**

none

**Procedure:**

1. Discussion:
  - a. Prior knowledge—what is drama? Who has ever seen a play? What happened?
  - b. What are the parts of a play?

- c. What all goes into making a play?
- d. How is a play written?
- e. What is the purpose of plays?

**Assessment:**

- 1. Participation in Discussion

**Homework:**

None

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Wednesday, November 9, 2011

**Objective:**

Read and Understand "Dog and Iguana"

**Materials:**

Books

**Procedure:**

- 1. Discussion of play TBD—discussion in large group circle, dramatization

**Assessment:**

- 1. Understanding of the play and interpretations from students

**Homework:**

None

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Thursday November 10, 2011

**Objective:**

To have a discussion on the changing role of women in society

**Materials:**

Play

**Procedure:**

- 1. Discussion questions TBD

**Assessment:**

1. Student engagement in discussion

**Homework:**

None

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Friday November 3, 2011

**Objective:**

Grasp the concepts of a play well enough to write our own "mini plays" with characters and stage directions

**Materials:**

Pen and paper

**Procedure:**

1. Students will get into groups of 4 to create their own play
2. They will decide on plot and setting first and then characters
3. They will decide who is going to play what character and what is going to happen in the play
4. "Create a commercial"
5. They must also write out stage directions and descriptions of characters on the written format of the play

**Assessment**

1. Student understanding of what goes into a play

**Homework:**

Have play written for Monday

---

## 1Y8 Lesson Plan

### Week 13

Monday November 21, 2011

**Objective:**

To understand the elements of performing a drama.

**Materials:**

Groups need materials for presentations

**Procedure:**

1. Group performance of "Dog and Iguana"
2. Discussion of the play and its elements
3. Discussion of how the group performed: what went well, what could have been changed? How did each of the elements of drama come into play. Will need discussion from ALL group members.

**Assessment:**

Participation and effort into group performance (based on role—director, actor, costume designer, etc)—50 points

Performance overall (how it all came together) —25 points

Creativity, group work, and clear understanding of a drama—25 points

**Homework:**

Group 2 be ready with performance tomorrow

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Tuesday November 22, 2011

**Objective:**

To have a group performance of "Riding Haas" and discussion of important elements in the play

**Materials:**

Group performance materials

**Procedure:**

1. Group performance of "Riding Haas"

2. Discussion of the play and its elements
3. Discussion of how the group performed: what went well, what could have been changed? How did each of the elements of drama come into play. Will need discussion from ALL group members.
4. Journals—organize writings to be turned in for Monday

**Assessment:**

Participation and effort into group performance (based on role—director, actor, costume designer, etc)—50 points

Performance overall (how it all came together) —25 points

Creativity, group work, and clear understanding of a drama—25 points

**Homework:**

Prepare Journals for next week Monday

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Wednesday, Thursday, Friday—Taught by Mr. Tzul

## 4A2 Lesson Plans Week 15

Monday, December 5

**Objective:** To read and understand themes in the poem "South".  
To have student presentations on the poem.  
Student should be able to make meaning of the poem "South" and discuss the issues with each other.

**Materials:** student Presentations, A World of Poetry

**Procedure:** Students & groups will have prepared a presentation for the class

**Assessment:** Preparation - 10pts      Understanding of poem - 25pts  
Class grading - 10pts      Creativity - 25pts  
Visual aid - 5pts      Oral explanation - 25pts

**Homework:** none

Tuesday, December 6

**Objective:** 1. To be able to understand what inspires us to write poetry.  
2. To build understanding of writing details  
3. To ~~evaluate~~ or elaborate on types of poetry learned thus far.

**Materials:** Students will need notebooks

**Procedure:** 1. Students will walk around campus, making observations and writing down colors and objects. - 5-10 minutes  
2. When we return we will write about the experience and go into depth about the color, what it makes us think of, memories etc.

**Assessment:** Possibly collect the quickwrite for review.

**Homework:** "To an Athlete Dying Young" presentation group tomorrow.

Wednesday, December 7

**Objective:** 1. To read and understand themes and issues in "To an Athlete Dying Young"  
2. To have student presentations on the poem.

**Materials:** Student Presentations, A World of Poetry

**Procedure:** Student groups will have prepared a presentation for the class

**Assessment:** See Monday's assessment

**Homework:** None



Wednesday, December 7

Topic: Paragraph Writing

Objective: students will be able to pick out the main idea of any paragraph or students.

1. Quick techniques for recognizing the main idea will be taught.

Materials: Language Skills, book 3 p 134-135

Procedure:

1. Definition of main idea
2. How to find main idea
3. Practice on page 134

4. Have students write a short paragraph about what they will do over the weekend

Extension: 5. Students will trade papers to find the main idea of the paragraph - share out loud a couple

Assessment: Collect student paragraphs and main idea markings

Homework: None

Thursday, December 8

Topic: Introduction to Descriptive Writing

Objective: students will write description based on the 5 senses-- a technique for descriptive writing

Materials: book, peppermint spray, candy corn, picture, something to touch, music

Introduction: when writing we need description to keep it interesting but there are many different techniques to do that. Disclaimer!

Procedure: 1. List out the 5 senses

2. Have students look, feel, touch, taste and smell each designated object. They will write for 2 minutes on how they feel what the sense makes them think of, and describing it.

3. If time permits we will share in class.

Extension: 4. List some other ways you think writers, like you, may use description.

Assessment: Looking for and listening for description from students

Homework: None

Friday, December 9

Topic: Goodbye to Ms. Gilmore and Finish lesson from yesterday

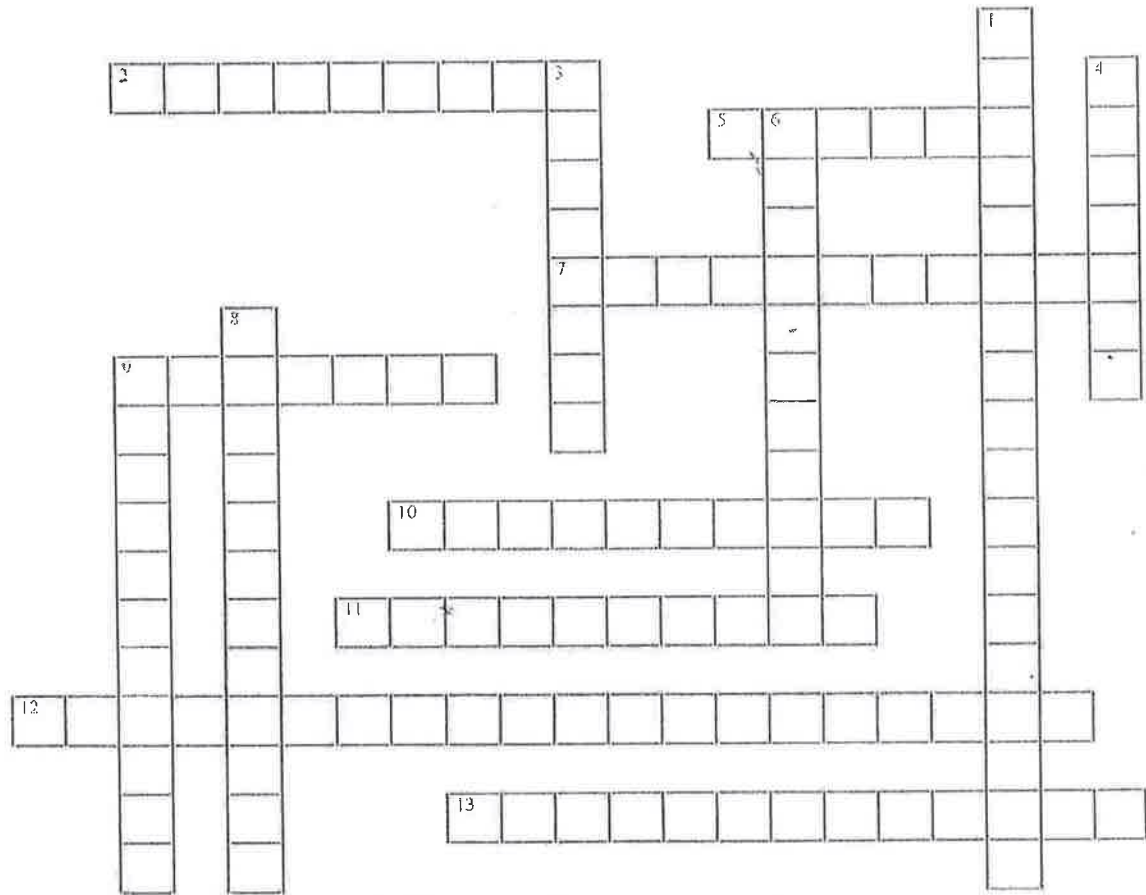
Procedure: 1. Finish lesson yesterday

2. Goodbye to students

3. Discussion in class of my teaching, their motivation, etc

Assessment: Assessment and feedback as me as a teacher

Homework: None.



## Idiomatic Expressions

### ACROSS

- 2 Very worried
- 5 Addicted to something
- 7 Ready to go, everything is going as planned
- 9 Very happy
- 10 Perfect
- 11 In trouble
- 12 To spill a secret
- 13 Not worrying, going to be wild and crazy

### DOWN

- 1 Doing everything yourself with no help
- 3 Somebody who is dating two people at once
- 4 The perfect person for you
- 6 Extremely happy
- 8 To be the one in charge means you...
- 9 Someone who is lazy

**WORD BANK:** COUCHPOTATO, INHOTWATER, INFULLSWING, FITTHEBELL, CALLTHESHOTS, LETTHECATOUTOFTHEBAG, HOOKED, CHARMED, TWOTIMER, MRRIGHT, ONCLOUDNINE, LETMYHAIRDOWN, PADDLINGMYOWNCANOE, COLDSWEAT

Gilmore  
Tzul Power Lessons

Strategies:	Student group presentation		
Activities:	student presentation of "Le Loupgaru"		
References:	A world of poetry		
Evaluation:	Rubric for presentations (same as Monday's)		
Subject:	Literature	Class:	4A2
		Date:	12/1/11
Topic:	Poetry		
Objectives:	<ol style="list-style-type: none"> <li>1. To understand the poem "Le Loupgaru" in full through discussion</li> <li>2. To introduce new literary devices</li> <li>3. Students will understand Lit Devices on their own to be able to use them</li> </ol>		
Key Concepts:	Supernatural theme		
Strategies:	Discussion, YouTube videos		
Activities:	Group discussion of poem's themes and issues		
References:	A world of poetry		
Evaluation:	Observation of understanding of poem "Le Loupgaru"		

Subject:	Literature	Class:	4A2
		Date:	12/2/11
Date:			
Topic:	Writing Poetry		
Objectives:	<ol style="list-style-type: none"> <li>1. To be able to understand what inspires us to write poetry</li> <li>2. To build understanding of details in writing</li> <li>3. To evaluate on poems learned thus far.</li> </ol>		
Key Concepts:	Color Walk Activity - Quiz on poems thus far		
Strategies:	How to build writing ideas/inspiration, Quickwrite		
Activities:	1. Students will walk around campus for "color walk" activity, writing down colors and writing about the color		
References:			
Evaluation:	Poetry quiz on poems: "This is Dark Time, My love", "Le Loupgaru", "Dulce Et Decorum Est", and "Zlithet"		

*If it is to be it is up to me.*



Gilmore

### Tzul Power Lessons

Subject: Lit	Class: 4A2	Date: 11/28/11
Date:		
Topic: Poetry		
Objectives:		
1. Students will be able to understand the poem "Oz Higue"		
2. Students will be able to identify literary devices in "Oz Higue"		
3. Students will be able to have a discussion of issues in "Oz Higue"		
Key Concepts: Literary Devices and <sup>love theme</sup> supernatural		
Strategies: Group presentations of poem		
Activities: 1. student group presentation		
References: A world of Poetry		
Evaluation: preparation - 10pts      Understanding - 25pts      Oral pres - 25pts classmate Rating - 10pts      Creativity - 25pts      Visual - 5pts		

Subject: Lit	Class: 4A2	Date: 11/29/11
Date:		
Topic: Poetry		
Objectives:		
1. Students will be able to identify themes of "Oz Higue"		
2. Students will be able to think independently about issues in "Oz Higue"		
3.		
Key Concepts: Literary Devices + Supernatural theme		
Strategies: Think, Pair, Share. Poetry Activity. Previous Knowledge and Directed Reading Activity Questions		
Activities: Small group Discussion of Poem		
References: A world of Poetry		
Evaluation: observation of each student understanding		

Subject: Lit	Class: 4A2	Date:
Date: 11/30/11		
Topic: Poetry		
Objectives:		
1. Students will be able to understand "Le Loup Garu" in full.		
2.		
3.		
Key Concepts: Literary Devices and Supernatural theme		

If it is to be it is up to me.

**Capstone paper**  
**The Air Force and Teaching:**  
**How the Two are Related**

## **My AFSC (Air Force Specialty Code): Teacher**

"I don't care if I get in trouble," is what a student said to me after admitting that he cheated on a homework assignment by having another student do it for him. At this moment I realized this was not acceptable not just because he cheated but because he did not care. I could not say, "okay, you're call". I cared too much. There had to be an underlying issue; a reason why he cheated and a reason why he did not care. "What is your name young man?" "Rico" he said while the rest of the class laughed. Becoming more agitated because the students were not cooperating and my supervising teacher was not paying attention, I asked again what his name was. He continued to tell me "Rico" when I could clearly see on his paper that was not the name he had written and he would laugh every time he received some attention from his fellow students.

I have known since I was four years old that I wanted to be a teacher. I used to always say, "I am going to be in the Air Force just like my daddy". Little did my four year old self know that I could pursue all of my dreams of being a teacher, officer, astronaut, dancer, actress, and everything I wanted to do at once. However, little did my older self realize that I actually could pursue my dreams and be in the Air Force and teach at the same time. My experiences in AFROTC (Reserve Officer Training Corps) have taught me much about being a future teacher in a classroom of middle to high school age students just as much as my teaching experiences have helped with preparing me to be an officer in the Air Force. When people find out I am in AFROTC and then find out that I am an education major before I can even get out another word, they bud in with "well what are you going to do with that in the Air Force"? I smile, giving them a short answer because I know it would be too long to explain and they cannot possibly understand because they have not experienced what I have in mixing these two anomalies together. Both incorporate leadership, professionalism, evaluation, as well as many other concepts I will discuss later. But ultimately, all these qualities fall under the definition of an effective leader, which is addressed by both the world of education and the Air Force. The two intertwine and my experiences in both have helped me on my journey to becoming both an educator and an officer in the United States Air Force.

### **What ROTC has taught me about being a teacher:**

I have wanted to be a teacher since I was four years old, but I did not realize why until I was twenty-one years old. When I completed my student teaching I realized that teaching is not only something I am passionate about, but something I am good at doing. This is because I had so much practice training cadets in ROTC the semester before.

While I was student teaching, I was never nervous. Everyone that I talked to about their first day of student teaching explained how they were so nervous. I thought maybe I was doing something wrong because I did not share their nerves. But then I realized I had so much experience with training people, talking in front of people, giving briefings, and teaching lessons in AFROTC the past few years that I no longer needed to be nervous. The first things ROTC gave me to become a better teacher is confidence. This helped me to gain respect with my students. They saw that I was confident in what I was teaching and how I interacted with them.



ROTC has also taught me that it is important to first “take care of your people” before I expect the job or mission to be completed. When I was at field training, my flight commander would always say, “take care of your people”, meaning do not leave any one behind and make sure the people are ready and able to complete the mission. I kept this in mind during my teaching and I remembered not to treat students as machines, but to remember just four years ago when I was a high school senior. I believe this also made my student teaching go smoothly since I was able to connect with the students, relating to them and remember that they also have things going on in their lives.

While I was teaching in Belize I had a student who, lied to me about his name, saying that it was “Rico”, and then admitted to me that someone else did his homework. I began to realize he was one of those students that needed extra attention. This is one of those moments when I realized my passion for teaching connected with my Air Force dream entirely. Thinking he would get away with it because I was not the “real” teacher, he was completely wrong. In fact, I probably cared more than the regular classroom teacher did. I pulled him aside and said his two options were either to not turn in the assignment and do it himself later or turn it in but tell the classroom teacher what he did. When he chose the latter and I explained then I was going to have to tell him he said, “I don’t care if I get in trouble”.

Most student teachers would leave it at that. But keeping in mind the various things I had learned in ROTC about taking care of your people first I pulled him aside and made him explain to me why he did not do the homework, why he initially lied to me about his name, and why he did not care if he was in trouble. He said, “Miss, I just didn’t understand the assignment”. The more I talked to him I realized he also had problems at home. After school he went to work every day to help his family with money and did not have time for homework. I made him sit outside the classroom with me for the rest of the period and I explained the assignment as well as techniques for completing the assignment until he could understand it himself. He was even becoming excited asking, “Can I try this one by myself?” while I was helping him. For the rest of that semester he had the utmost respect for me and never turned in a late or copied assignment while I was teaching. The rest of his class also saw that I was not going to be a pushover teacher and that I cared about each of them not only as a class, but as individuals. I took care of my students not just as students, but as people. I often checked up on Mr. Rico to see how life at home and in his other classes was going for him. Before I left he wrote me a nice letter before I left and explained that he never missed or cheated on an assignment again because of me. That one act of caring about a student, which took me all of thirty minutes, made a huge difference in his life and mine as well. This is one of those students I will never forget because he reminded me of what being a good and caring teacher incorporates.

This same concept relates to how I will be treating my Airmen when I become an officer. Throughout ROTC we always hear about “taking care of your Airmen” and treating them as humans. Because this was so ingrained in my brain and I had the chance to practice it several times throughout experiences in ROTC, I remembered to apply this when I was teaching as well. And now that I have seen such a positive experience come out of taking care of my students, I will remember even more to do so when I am taking care of Airmen. It not only helps the mission, but it gives the people under me, whether students or Airmen, respect for me and the willingness to work towards the mission as well.

My biggest weakness with student teaching was grading. I did not like doing it and it took more time than it did for me to plan a whole week's lessons. Whenever it came to grading 120 four-page essays about the characters Grendel and Beowulf it was so tempting to read part of the essay, skim the rest, and assign a grade, especially after school on a Friday. But then I would remember how I would think in high school, "the teacher probably is not even going to read this" and would talk myself into taking a good ten to fifteen minutes on each paper reading fully and responding adequately. Although grading in the teaching field is more written evaluation, with some oral feedback, it relates to evaluation and reporting in the Air Force as well.

I found that students were more likely to improve writing when I responded with positive and constructive comments rather than correcting smaller, detailed mistakes such as grammar and spelling. Paul Diedrich says, "Noticing and praising whatever a student does well improves writing and more than any kind or amount of correction of what he does badly. It is especially important for the less able writers who need all the encouragement they can get" (Freisinger 174). ROTC and the Air Force are the same way. My Airmen are going to be more likely to improve in my counseling or feedback sessions if I give them positive feedback and how they can use those strengths to improve. I knew this about giving feedback before I started my student teaching because of my ROTC training. Thus, when I would respond to papers, I avoided the temptation and I at least made sure to tell the student what they were doing well and give them some encouragement on their writing. We worked together in class on common errors that were made in papers, and held editing sessions to correct those mistakes. This way, my corrections were not all grammatical and technical and I could comment more on the content.

Many students in those classes did not like nor did they think they were good at writing either, but the only way to change that attitude was to point out their strong suits. In a research study by M. Walker, she proved that giving positive feedback and constructive criticism is more effective than just correcting mistakes. The article *Enhancing Feedback* describes, "at the end of the year, students who received all positive response and students who received balanced response were evaluated as making the same progress in their writing. Students who received only negative response made no progress" (University of Edinburgh 2012). I had one student who was failing the class and had the worst attitude out of all my students at Mason High School. She was constantly blaming me, telling her counselor that it was my fault she was failing. She claimed that I was not learning anything and I refused to help her. It was later found out that she was a compulsive liar, but I made sure to respond to her papers with positive comments as well as constructive criticism. When she wrote a frame story poem, which was one of her best pieces of writing, I made sure to tell her that. She had already heard so many criticisms on what she was doing wrong in the class, I figured it would give her some encouragement to know that she wrote something well. I had her share the piece in class, she wanted to rap it and I let her and afterwards she was more open to participating in class. By helping her realize her strengths and then letting her showcase her piece of work to the rest of the class. I had made her feel important and that there was something she could do right. Although she ended up still failing the class because it was too late to bring her grade up, I could tell she learned from the assignment and the experience. Having known that airmen like to be treated as "real people" not just robots, helped me to realize that students are the same way. Each of my airmen are going to have different strengths and weaknesses with diverse

backgrounds, but it is capitalizing on those strengths and helping them to realize they do have something to contribute is going to be what makes them *willing* to contribute.

### **What teaching has taught me about being an Officer:**

The art of building rapport is not as simple as it sounds. Throughout teaching I realized building a rapport is an important immediate aspect of teaching and leading airmen. If one does not have rapport with students, then students will be less likely to perform well in the classroom and will not be willing to perform to the best of their ability. Rapport is not the same as being liked as a teacher. Rapport is about building a professional and relatable relationship. The relationship is centered on around trust. Rapport is also not something that comes after one day. Both the teacher and the students must do things to get to know one another. As a teacher I would do activities that incorporated standards set by the state, but built the first few assignments in a way that I could get to know each of the students as people as well.

This is the concept of treating students as “real people” not robots that suck in information and spit it back out. I highly disagree with current standards set by the government for education because it tests students more on how well they test and not how much they have improved or learned over a period of time. Computerized grading machines do not tell this about students, teachers do. Therefore, it is my responsibility as a teacher to give individual attention to students as well as classroom attention. If a student is failing and he or she has received a 60% on the next exam, according to the state that is still below minimum standards but the teacher can see that this student has significantly improved. This is why getting to know the students and Airmen is important. A variety of factors can play into how a student performs: home life, social life, work or job situation, history in school, etc. If the teacher knows the student as a person and not just as another number in the classroom, the teacher can more effectively focus on that student’s needs.

I had a student who was probably one of my smartest students in the class. He read more books than I did and was one of the only ones to adequately participate in discussions. But when it came to writing essays, he knew the information he just did not know how to show it. He would write just enough to get by, instead of elaborating, leaving gaps in his writing. After talking to his mother in a conference my cooperating teacher and I realized that this has always been an issue he has struggled with. I made sure to talk to the student independently and we came up with strategies to improve this. I explained that I could not completely change how he would be tested, because being able to write effectively was still important and he needed to learn that concept but we changed so that he could explain to me orally the information and then I would give him a few extra points for the essay question. I wanted to know if he knew the information, not just if he could write effectively. We also continued to work on effective writing methods and ways to improve. Because I knew this student I was able to adjust teaching methods to fit his learning methods. I allowed other students to do this as well, giving them equal opportunities.

Building of rapport and focusing on individuals is important for leading airmen as well. They may expect me not to know anything because I will only be a second lieutenant. It will be important for me

to balance still remaining professional, but building a solid rapport with the airmen as well so that we can have a relationship of trust, which is important for successfully completing missions. It will be important that I know the people working for me in case they do need taken care of or have any special accommodations (without favoritism of course). Focusing solely on the mission is not effective unless I know the people who will be working for me as well.

My dad has always said, "You don't have to like the person, but you must respect the rank". This has applied to teaching and my Air Force training more than I ever thought it would. I was able to learn from my weaknesses in ROTC, which I improved upon during my student teaching and thus have improved upon in terms of becoming a better future Air Force officer. My biggest weakness throughout ROTC was worrying about being liked. Because I was leading my peers I was constantly worried and adapting my leadership styles so that people would still like me. I learned that this is definitely not the way to go, but I also learned methods for being respected, even if not everyone likes me. It was easier not to worry about being liked when student teaching because I knew I was not there to make friends. This will be the same when I am active duty in the Air Force. It is harder in college, because the people I was leading were my friends. And even if I am put in charge of my friends, I have had practice in keeping the line of professionalism and not showing favoritism in the workplace.

During my student teaching in Mason, I had a whole class period that gave me troubles just because they thought I was a *student* teacher. They at first thought that I would not be as strict and began to think that they did not have to work as hard for me as they did for their regular classroom teacher. My second period always acted like they could not stand me by asking things like, "When is our real teacher coming back? Do you really even know this stuff? You never taught us that!" At first I would become very flustered by these comments, not understanding why all my other classes seemed to enjoy having me there this group of students wanted me out of there as fast as possible. In the beginning I let it get to me and eat me up, thinking about how I had students that did not like me. I wanted to be everyone's favorite teacher But slowly, after talking to my cooperating teaching, I began to realize that wanted to be liked by everyone is not realistic, but I have to still show all of them respect so they have no reason not to respect me back. For instance, after a while I would begin to recognize that yes, I was just a student teacher, and just like them I am still learning. But I also asked them for feedback on lessons I taught, often making adjustments if I had made a mistake, while still retaining control of the classroom. This helped me as a teacher because I was holding myself to the same expectations I expected from my students. The same will be true in the Air Force. I will need to first hold myself accountable before expecting the same from Airmen.

I realized that the students are the ones receiving my teaching services, so they are going to be the best feedback I could receive. However, I kept a good balance between letting them have a say and letting them realize I was also trying to learn, but still maintaining control and leadership in the classroom. This helped with my "being liked" issue. I found ways that I could have students still have respect for me, even if they did not necessarily like me. I learned from these techniques so that when I am an officer or commander in charge of a flight of Airmen, who may not like me before they even meet me, to hopefully still give them some amount of respect for me. Not having a big head, thinking that I know everything as a second lieutenant is certainly part of that. Going to those who have more



experience than me, even though they may be lower ranking than me, will also give those under me the impression that I am interested in and care about what they are doing; an important concept to know for being a teacher and being an officer in charge.

Another weakness of mine in ROTC that I hurdled during student teaching was the issue of not delegating work, and wanting to do it all myself. This stems from an issue of not trusting that people will do it the way I want it done; thus, I have to do it myself. Although as a teacher, I am expected to do all my grading myself and other aspects of my job myself, there are certain areas where I should allow other teachers and students to help me. For instance, I found it much easier to create a unit on Middle Ages literature when I had resources and ideas from dialogue with other teachers rather than just creating everything from scratch. I still created the lesson plans myself but I obtained ideas and either used or altered them to make them my own lessons. I also allowed students to participate in determining grading requirements for a couple assignments during the semester. This gave them the sense that they had some control over their grade, instead of me just being the "grade giver". Allowing for help from other people, while making sure my job was not done all for me was a good balance. This is something that I have had a much easier time with this semester in ROTC now. It is easier for me to ask for help or assign tasks to other cadets rather than believing that everything needs to be all done by me. I would not make it as a teacher or a second lieutenant if I kept that mindset. But an important aspect of delegating is that I must still remain responsible for the tasks. If I assign a task to an Airman, I should be checking up on them, asking if they need anything from me or any other resources, not because I do not trust them, because I am still responsible. This will also give the impression that I am not just giving away tasks because I do not feel like doing them myself.

Before my student teaching, if someone in ROTC would ask me a question, I had a hard time telling that person I did not know the answer. I would make up an answer closest to what I did know, hoping they would not realize. When I was teaching Beowulf in my British literature class, a student asked a question about a specific line to which I had no idea what the correct answer was. My first reaction was to make up an answer and squiggle my way out of an answer altogether asking him what he thought it meant. Afterwards my cooperating teacher told me, "It is okay to admit you do not know. The students sometimes have the idea that you are not a good teacher if you don't know everything, they expect you to know everything. But most of the time all students will have even more respect for you if you say, 'that is a good question, I do not know, but I know how to find out and I will get back to you. But you have to make sure to always follow up and find out the answer'". I found out the answer to the students question and the next day admitted that I was not completely sure when he asked me but I found out now. The next time this happened I said exactly what my cooperating teacher had told me. When I came back with an answer for the students they were all impressed that I had remembered to check it out. I realized that as a person in a leadership position, whether it is students or airmen, they can see through fake answers and wiggling out of situations. Admitting I am wrong has always been a weakness of mine but teaching taught me how important it is to realize that I will not know everything, especially as a first year teacher, and it is okay to admit that I was wrong and correct this mistake. This directly correlates to being a second lieutenant. My airmen will have zero respect for me if they can see right through my fake and not genuine answers. Part of being a leader is admitting when I am wrong and

finding out the answer when I do not know. This will give me respect with my future students and airmen.

### **How I have combined ROTC and teaching:**

Contrary to what one may believe, I have many “teaching” experiences within ROTC. Second semester of my sophomore year I was put in charge of the Arnold Air Society candidate class, a professional and honorary organization for cadets in ROTC to join. The cadets must go through a process of training to better knowledge of the Air Force and professionalism in the cadet corps as well. When I was put in charge of this program, I decided I was going alter the current program. When I had gone through the candidate process it mostly consisted of coming into class, taking a quiz, having a uniform inspection, usually getting yelled at and then going home. I wanted to candidate process to not only be beneficial to the cadet but to teach them something as well. I started by creating lessons plans and having a new focus area for the classes each week. Some weeks we focused on group leadership activities, others on service in the community, physical training, and some weeks on Air Force and squadron knowledge. I set it up so that cadets were beyond prepared for the final event, which would determine their eligibility to enter into the organization. I also altered the final event to make it have more purpose to what we had been learning the entire semester and to test cadets and hold them accountable for that information. After my two semesters were over, the basic premise of the class that I had altered and created stuck and it is what the candidate trainers still use today.

This was my first experience with teaching in the Air Force. However, the most influential and the position that taught me the most about teaching is when I was assigned “Operations Group Commander”, second in command of the detachment. At first I was overwhelmed because this is the most demanding position in ROTC, having to plan everything that ROTC does on a weekly basis. But as I started planning out the next semester over the winter break, I realized that this was the perfect job for me. I call it my “student teaching semester of ROTC”. Besides creating the two hour lessons each week, and teaching concepts, I was expected to create, “Operations orders” (Ops), which detailed what the mission of each lesson was, where it would be taught, materials needed, and each of the objectives that would be taught and how much time was spent on each objective. Each Ops order was like creating a lesson plan and defining the standards that would be taught.

The way leadership labs had been run in the past was becoming very repetitive so I decided to change the way this was run as well. It was important to be aware of how the cadets would best learn the concepts needing to be taught. “The concept of learning style has three implications for teachers. First, it reminds us of the need to vary instruction, since no instructional approach will be preferred by all students...Second, awareness of learning styles can increase our sensitivity to differences in our students, making it more likely that we will respond to our students as individuals. Third, it suggests that teachers should encourage students to think about their own learning, that is, to develop their metacognition” (Kauchak 95). Because people learn best by doing, I decided to incorporate many “hands on” activities during our training sessions. Besides just giving PowerPoint presentations, I assigned cadets to explain, demonstrate, and then there would be an activity afterwards for them to



practice what they had learned. They would also later on a different LLAB be tested on that skill that they learned.

My idea for this came from the educational philosophy of “progressivism” which is “an educational philosophy emphasizing curricula that focus on real world problem solving and individual development” (Kauchak 199). By giving students real world practice they can better learn concepts rather than just listening and recording information. Progressivism is learner-centered. “Constructivism is consistent with progressivism and its precursor, pragmatism. All three emphasize concrete experiences, real-world tasks, and the central role of the individual in determining reality and promoting learning”( Kauchak 95). Thus progressivism, constructivism, and pragmatism, three philosophies of education, all support that students being able to experience and use “hands on” real-world application of materials is the best and most effective method of learning. Thus, using this philosophy for creating Leadership labs was appropriate for teaching future Air Force members concepts they would need to know how to apply rather than just knowing the information.

An example of when I applied this type of strategy is a lesson when we were learning about land navigation and how to use a compass. In my methods classes I had learned about the “teach, model, practice, evaluate” strategy, in which students can learn by the teacher modeling and then practicing what has been taught. My freshmen year I remember being taught how to use a compass, but it was all powerpoint, and I left knowing less that I did before I walked in the room. When I set up the lesson on land navigation, I acquired a full set of compasses and as the person was teaching how to use a compass, I had them demonstrate and then allow the rest of the cadets to practice. They all also had maps of Miami University to make it relatable to them. Making lessons relatable to students is also very important, especially when they use the common phrase, “I’m never going to use this in real life” arises. After they had time to practice with the compasses and maps, a few weeks later they were tested on their land navigation abilities based on what they had learned. They were held accountable for their learning but evaluation. Purpose is extremely important in teaching lessons and accountability both in the classroom and in the Air Force. Without purpose, motivation and effectiveness will decrease.

The Air Force can apply this type of philosophy to current training programs such as Bystander Intervention Training (BIT), suicide prevention, and sexual assault prevention. Currently these programs are heavily focused on powerpoint and just providing information but by using a more progressivist approach. By practicing the methods that are being taught, these programs could be more effective. If Air Force members were aware of these educational philosophies as well as others, training programs could be adapted and created to fit the needs of the airmen. My knowledge and experience with educational philosophies will be beneficial if and when I am put in charge of developing training programs for a unit. I will be able to understand and know how to apply learning styles, and educational philosophies to create the most effective program.

One particular activity that I spent the semester developing, was the final LLAB of the semester. During the semester cadets had learned about convoy procedures, medical and self aid buddy care techniques, group leadership, security procedures, and what to do in certain situations of combat. Myself and the rest of the central staff developed activities during the semester, other than powerpoints

to teach these subjects. At the end of the semester I took the cadets to Peffer Park and we did a simulated combat activity incorporating everything the cadets had learned during the semester. They had to low crawl through the sand and grass, perform well on their leadership through certain obstacles, and eventually locate a fallen "pilot" while avoiding water balloon attacks from "terrorists". They also had to use the land navigation skills they had learned earlier in the semester. My philosophy on creating LLAB's was influenced by the teaching strategies and techniques I had been learning in my methods classes.

However, I would not have been able to put into action the LLAB's I had created without my staff. I created all the LLAB's but they were the ones who helped put the ideas into action. It is also important as a teacher and future officer to give credit to those who deserve the credit, making sure their work gets noticed. Those who are under me will appreciate having their work recognized and possibly respect me more for giving them proper recognition, instead of taking it all for myself. Even though I created the lessons, they would have been ineffective without the staff I had to give input and other ideas to make the lessons and activities even better. Collaborating with other teachers will also be a large part of my profession as a teacher just as collaborating with other officers and Airmen will be important as a second lieutenant.

### **My experience in Belize**

My experience teaching in Belize was much different than my experience at Mason however, I still learned much that can be applied to my future profession as an officer in the Air Force. Teaching in Belize was more about classroom management than the other things I had learned previous (more so how to write lesson plans, how to interact with students, administrative aspects of teaching, etc). I walked into a class my first day at the high school and a student whistled at me. Because I had already had two months experience teaching and three years experience in ROTC, I knew how to handle the situation. The Air Force has four steps for intervening in a situation: "make a considered decision to intervene, use supportive and assertive interaction skills, involve the person with the problem in developing the solution, put the issue in perspective" (Nath 245). Had I not had that experience and knowledge, however, I most likely would have ignored the situation, trying to pretend it never happened. Instead I pulled the student aside, remaining calm.

"Jorge, did you think what you just did was appropriate?" He stared down at the ground.  
"Jorge, look at me. Is what you just did respectful to a teacher?"

"No miss", he shyly answered looking down at the ground.

"Tell me why you did it". I was trying to get him to interact with me but, in Belizean culture, making eye contact is intimidating, especially for students. Instead of grilling him on what he should and should not be doing, I asked him questions in order to get him to think of why he did what he did. He continued to look down at the ground, but eventually conceded that his behavior was inappropriate and disrespectful.

This is one method for handling a counseling session in the Air Force is called the nondirective approach. "This approach to counseling is counselee centered. The counselor requires the counselee to take responsibility for solving the problem. This approach is usually more relaxed and focuses on self-discovery, therefore taking longer than the directive approach" (Nath 267). This method was appropriate to use for this student because his behavior was not going to change unless I helped to guide him to correct the behavior.

To involve the airman in his or her feedback allows them to think through the situation rather than just being told what is wrong, which will most likely result in their learning from the situation and not doing it again. However there are certain situations that call for no dialogue and the counselor to do all the talking. This is called the *directive approach*. "This approach to counseling is counselor-centered. It is a simple quick approach to problem solving that provides short-term solutions" (Nath 267). In this case the counselor does most of the talking. This is appropriate when the airman or student has committed the same violation several times or such a serious violation that he or she warrants punishment, other than just the counseling session. This should be immediate feedback. There is one more form of feedback called the eclectic approach which blends both directive and non-directive approaches. All three of these are appropriate for teaching as well and because I have had practice with them in ROTC, it helped me when I had to employ any of these three counseling methods during my student teaching and vice versa. My practice with counseling and feedback with students will help me with my career in the Air Force.

There is a saying that says, "praise in public, punish in private". I adapted this to my teaching as well. I made sure the class knew when a student was performing well, but they also knew if a student acted out in class that I was going to pull him or aside to talk. I avoided punishing them in front of everyone but all the students could see that the behavior exhibited in class was not appropriate, since I asked to talk to him after class. This has another effect that keeps other students from acting out, because they see that I *will* handle the situation but they do not know what I am going to say when I talk to them in private. Airmen will also be more appreciative by being pulled aside for criticism rather than being criticized in front of peers or even other superiors. I learned to guide students and airmen, not just hand them the answers.

Besides how to handle management situations of teaching applied to the Air Force, I also had to learn to keep myself accountable. At my first student teaching placement, I was supervised very well and was constantly given feedback on how I was doing. My cooperating teacher in Belize was not as apt to give me feedback nor keep me accountable for the classes he had assigned me to teach. It was easy to slack off, spending more time socializing than creating the next week's lesson plans. But if I did that I never felt right the next week while teaching nor did I feel I should have respect from the students if I was not prepared. After I realized I was going to need to keep myself accountable I set standards for myself in the lesson plans and how I was going to teach each class, even going above what the school expected. I varied the lessons, one day doing an "Amazing Race" type lesson to introduce poetry. The students seemed to become much more involved in the class when I had prepared myself adequately.

The same is true for my Air Force career. The airmen are not going to want to do the work, if I, myself, have not even done it. And I will have supervisors to give me feedback and evaluate my work, but the majority of my work in the air force, I will be accountable. I will have the option of slacking off or holding myself to a higher standard. And if I am going to expect my airmen to hold themselves to a high standard, I better hold myself to an even higher standard first. This also taught me that it is okay to ask for feedback from others. Since I was not receiving any feedback from my cooperating teacher, I asked the head of the English department and the principal to come in and evaluate my teaching. I received comments on both what I was doing well and things I had not even realized I should change. I was in a different culture so these teachers knew how to handle their students, but some of the techniques I had learned in the United States were not working in Belize. Techniques like requiring students to stay after school and talk to me, if they were disrupting class, they would just simply not show up. By asking for feedback from the experts, I was able to better myself as a teacher in their culture as well. I will experience this in the Air Force. It will be beneficial for me to ask for feedback from supervisors and subordinates even without a formal feedback session. This way I will know immediately where I need to improve and better myself in my profession. My experience in Belize lead to me to know that it is okay not to be an expert at everything but I need to work towards expertise through practice, accountability and constant feedback.

Because of my experiences combining teaching and the Air Force, I firmly believe that the Air Force could use more education majors. No, I will not be teaching in a high school teaching British Literature or all about the Canterbury Tales. But I have had experiences which I could not have had anywhere else which will help me to become an officer than understands and knows how to interact with my airmen. The Air Force could benefit from teaching education courses to its members. Now when people ask me before giving me the chance to explain, "well what are you going to do with an education major in the Air Force," I can know that I will use my major every day, whereas he or she may never relate touch their expertise learned in college. I can smile and think, "more than you will ever understand".

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**Operations Orders**  
**Lessons plans created for**  
**AFROTC**  
**Leadership Lab**

### **Introduction to Operations Orders:**

These “Ops orders” are what I created each week for our activities in AFROTC. They are much like lesson plans, as they include the Mission or objective for the day, a time table account of the activities for the day, materials needed, standards to be completed and how much time is devoted to each one, and details of the lessons to be taught. The first Ops order for week one, is the full lesson plan, while the other ones are just excerpts to eliminate repetitiveness. Some Ops orders include additional attachments and information for the lessons and activities for the day. These come after the actual lesson plan or ops orders.

As part of my job as “Operations Group Commander” I also had to create an “Operations Plan” to outline the lessons and activities that would be taught during the semester. This is the first document in this section. It also includes a timetable of the time allotted to each objective or standard for each class throughout the entire semester.

For more details on operations orders and my job related to them refer to “My AFSC: Teacher”, which is a detailed account of how my experience in ROTC and my education major relate to one another, each helping me to improve at the other.



# 640th Cadet Wing OPERATIONS PLAN S11

C/Lt Col Nicole Gilmore  
1 January 2011



*This Operations Plan (OPLAN) outlines how objectives will be completed for Air Force Reserve Officer Training Corps (AFROTC) Detachment 640 during the Fall 2010 semester. Objectives for Leadership Laboratory are specified by T-508 09-10. Unless otherwise noted, activities and objectives apply to all Detachment 640 cadets. This OPLAN is subject to change without notification. Confirm latest edition with COG/CC.*

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**a. Operation WINTER STORM: CANCELLED**

TIME	ACTIVITY	LOCATION	OBJECTIVES	
1520	Formal Report	Millett West Concourse		
1525-1540	Initial Knowledge Quiz	Millett West Concourse	1, 2, 3, 4, 28	0min
1541-1551	Introduction to Drill Briefing (300)	Room 61	5, 6,	0min
1555-1615	Drill stations: Guideon--Derr	Millett South Concourse	5, 6, 7, 9, 10, 28, 29, 31	0min
1615-1635	Drill Stations: How to do an FDE-- Zukauskas	Millett West Concourse	5, 6, 7, 10, 13, 28, 29, 31	0min
1635-1655	Drill Stations: Often forgotten:(Leaving&returning to ranks, double/quick time, at ease march, positions, command voice)--Caudill	Room 61	5, 6, 7, 10, 28, 29, 31	0min
1655-1715	Review Competition ( <i>points towards honor flight</i> ) <i>1 person from each flight per question</i>	Millett West Concourse	5, 6, 7, 8, 9, 10, 28, 29, 31	0min
1715-1720	Announcements, Final Remarks and Dismissal	Millett West Concourse		

**c. Operation ESCHATON (LLAB3):**

TIME	ACTIVITY	LOCATION	OBJECTIVES	
1520	Formal Report	Millett West Concourse		
1525-1540	Initial Knowledge Quiz	Millett West Concourse	1, 2, 3, 4, 28	15min
1541-1551	Introduction to Drill Briefing (300)	Room 61	5, 6,	10min
1555-1615	Drill stations: Guideon--Derr	Millett South Concourse	5, 6, 7, 9, 10, 28, 29, 31	20min
1615-1635	Drill Stations: How to do an FDE-- Zukauskas	Millett West Concourse	5, 6, 7, 10, 13, 28, 29, 31	20min
1635-1655	Drill Stations: Often forgotten:(Leaving&returning to ranks, double/quick time, at ease march, positions, command voice)--Caudill	Room 61	5, 6, 7, 10, 28, 29, 31	20min
1655-1715	Review Competition ( <i>points towards honor flight</i> ) <i>1 person from each flight per question</i>	Millett West Concourse	5, 6, 7, 8, 9, 10, 28, 29, 31	20min
1715-1720	Announcements, Final Remarks and Dismissal	Millett West Concourse		

**d. Operation HOLY GRAIL (LLAB4)—Honor Flight**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett West Concourse		
1525-1710	Honor Flight <i>Prepared by CW/IG Flights Led by 200's</i>		1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 16, 19, 23, 24, 28, 29, 31	105min
1710-1715	Debrief/Winner		29	5min
1715-1720	Announcements, Final Remarks and Dismissal	Millett West Concourse		

**e. Operation KLIP KLOP (LLAB5):**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett West Concourse		
1525-1543	Expeditionary Station 1 <i>Transit 1543-1545</i>	Millett East Concourse	7, 28, 31, 34	20min
1545-1603	Expeditionary Station 2 <i>Transit 1603-1605</i>	Millett West Concourse	7, 28, 31, 34	20min
1605-1623	Expeditionary Station 3 <i>Transit 1623-1625</i>	Millett South Concourse	7, 28, 31, 34	20min
1625-1643	Expeditionary Station 4 <i>Transit 1643-1645</i>	Room 61	7, 28, 31, 34	20min
1645-1715	C-Staff Discretion	Millett West Concourse	7, 19, 28, 31, 34	30min
1716-1720	Announcements, Awards, & Dismissal	Millett West Concourse		

**f. Operation SUNDOWN (LLAB6)**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett West Concourse		
1526-1715	Carreer Day	Around Millett	8, 23, 28, 30, 31	110min
1716-1720	Announcement & Dismissal	Millett West Concourse		

**g. Operation CHOCOLATE FROG (LLAB7):**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett West Concourse		
1525-1615	Guest Speaker on Health and Wellness	Room 61	22	50min
1615-1625	Spring Break Safety Briefing	Graves Lounge	22, 28	15min
1625-1645	Commander's Call	Graves Lounge	32	20min
1545-1715	GLP <i>Drill Game</i>	Millett West Concourse	10, 13, 19, 28, 31	30min
1715-1720	Formal Report & Announcements	Millett West Concourse		
45 mins	Mentorship Throughout the Week		21	

**SPRING BREAK**

**h. Operation APPLE OF EDEN (LLAB8):**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett West Concourse		
1526-1715	Operation National Treasure	Around Millett	5, 6, 7, 10, 19, 23, 24, 28, 31, 33	110min
1716-1720	Announcements, Awards, & Dismissal	Millett West Concourse		

**i. Operation KUDOS (LLAB9)--Feedback:**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett West Concourse		
1525-1555	Holm Center Training Manual	Millett West Concourse	20, 28	30min
1555-1610	??	Graves Lounge		
1610-1625	PR briefing	Room 61	17, 26, 31	15min
1625-1650	GLP: <i>Drill game</i>	Stations around Millett	5, 6, 7, 9, 10, 19, 28, 31	25min
1650-1705	GMC/POC separate feedback	Around Millett	28, 29, 31	15min

1705-1720	Formal Retreat and Reveille	Flag Pole	5, 6, 9, 10, 26, 28, 31	15min
	<i>Midterm Feedback throughout</i>	Millett	28, 29, 31	120min

**j. Operation NEMESIS (LLAB10)—Warrior Flight:**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett South Concourse		
1525-1710	Warrior Flight <i>Prepared by CW/IG</i>	Millett Concourses	1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 16, 19, 23, 24, 28, 29, 31	105
1710-1720	Announcements, Warrior Flight Winner, Dismissal	West Concourse		
45 mins	Mentorship Throughout the Week		21	

**k. Operation (LLAB11):**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1525	Formal Report and Overview	Millett West Concourse		
1525-1715	<i>Joint Field Day (GPS around campus/convoy procedures, SAB, downed pilot, etc) Exercise around campus Running different places</i>		+7, 12, 22, 28, 31, 34	110min
1715-1720	Announcements, Final Remarks and Dismissal	Millett West Concourse		
45 mins	Mentorship Throughout the Week		21	

**l. Operation (LLAB12):**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
	Formal Report/ Overview/ Announcements	TBA		
1520-1720	Military Ball	TBA		120min
45 mins	Mentorship Throughout the Week		21	

**m. Operation (LLAB13)--PR:**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
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0900	Formal Report, Overview & Announcements	Millett West Concourse		
0900-1100	Presidential Review	Millett	8, 17, 23, 24, 26, 27, 31	120min
1100-1200	Reception	Millett West Concourse		
45 mins	Mentorship Throughout the Week	Campus	21	

**n. Operation (LLAB14):**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1523	Formal Report & Overview	Millett		
1525-1625	Operations TBD <i>Possibly Commander's Call</i>	Millett		110min
1714-1720	Announcements & Dismissal	Millett West Concourse		
45 mins	Mentorship throughout the week	Campus	21	

**o. Operation (LLAB15)—Color Flight:**

TIME	ACTIVITY	LOCATION	OBJECTIVES	TIME
1520-1523	Formal Report & Overview	Millett West Concourse		
1525-1700	Color Flight <i>Prepared for by CW/IG Awards Ceremony Prepared by 200's</i>	Millett	5, 6, 7, 9, 10, 11, 13, 16, 19, 23, 24, 28, 31	100min
1700-1720	Change of Command, Awarding, Announcements & Dismissal	Millett West Concourse	8	20min
45 mins	Mentorship throughout the week	Campus	21	

**3. Fall 2010 Objective Allocation:** The objectives have been tentatively laid out in the tracking spreadsheets that follow. The spreadsheets are not all-encompassing; most objectives are planned to be completed more than 100% by the end of the semester. The only outstanding objectives are 28 for 300's with 125 minutes left, and 32, commander's call for AS100, 200, and 300 cadets. These objectives are not met because of a Llab cancellation. Objective 32 could possibly be completed during LLAB14.

FTP will complete objective 22 and 26 during a morning run and reveille. They will complete the outstanding Holm Center Training manual (objective 20) during PR practice in April by reading the manual. They will meet the last of the Commander's call objective (objective 32) during their bag drag at the end of the semester.

SPRING 2011 AS100 OBJECTIVES

Objective	Min left from Sem 1	Lab1	Lab 2--CANCELLED	Lab 3	Lab 4	Lab5	Lab6	Lab7	Lab8	Lab9	Lab10	Lab11	Lab12	Lab13	Lab14	Lab15	Total	Left	last semester	Total Min completed	required	% complete	Complete?
1	0			15	105					105						100	325	-325	33	358	30	#####	X
2	0	25		15	105					105						100	350	-350	95	445	30	#####	X
3	6			15	105					105						100	325	-319	24	349	30	#####	X
4	0			15													15	-15	160	175	30	583%	X
5	97			90	105		110	55		105						100	565	-468	238	803	120	669%	X
6	0			90	105		110	55		105						100	565	-565	263	828	360	230%	X
7	0	25		90	105		110			105	110	110				100	755	-755	893	1648	240	687%	X
8	0	60				110							120			20	310	-310	795	1105	600	184%	X
19	104	25			105		110	25		105							370	-266	856	1226	960	128%	X
20	30							30									30	0	0	30	30	100%	X
21	0																0	0	360	360	240	150%	X
22	62	5						15	50			110					180	-118	58	238	120	198%	X
23	0				105	110	110			105			120			100	650	-650	408	1058	120	882%	X
24	0				105		110			105			120			100	540	-540	270	810	60	#####	X
25	0																0	0	190	190	180	106%	X
26	50							15					120				135	-85	100	235	150	157%	X
27	120												120				120	0	0	120	120	100%	X
32	120	60															60	60	60	120	180	67%	X
<b>Total</b>																	<b>5295</b>		<b>4803</b>	<b>#####</b>	<b>3600</b>	<b>281%</b>	

LLAB14



SPRING 2011 AS200 OBJECTIVES

Objective	Min left from Sem 1	Lab1	Lab 2-CANCELLED	Lab 3/FTP1	Lab 4	Lab5	Lab6/FTP2	Lab7	Lab8/FTP3	Lab9/FTP4	Lab10/FTP5	Lab11/FTP6	Lab12/FTP7	Lab13	Lab14/FTP8	Lab15	Total	Left	Last semester	Total Min completed	required	% complete	Completed?
7	0	25		80	105					25	60	100			110	100	605	-605	893	1498	240	624%	X
8	0	60				110								120	110	20	420	-420	830	1250	420	298%	X
9	0			45	105			55			60				110	100	475	-475	225	700	90	778%	X
10	105			105	105			55	75			55			110	100	605	-500	135	740	240	308%	X
11	0			85	105				75	25	60	100			110	100	660	-660	577	1237	240	515%	X
12	90								75			55			110		240	-150	0	240	90	267%	X
13	0			25	105				75						110	100	415	-415	125	540	120	450%	X
14	163						110			65					110		285	-122	17	302	180	168%	X
15	0			75			110		120	65	60	100			110		640	-640	200	840	120	700%	X
16	0			20	105										110	100	335	-335	85	420	60	700%	X
17	60					15											135	-75	0	135	60	225%	X
18	30			30			110		120	100	60	100			110		630	-600	0	630	30	2100%	X
19	104	25			105			25								100	255	-151	856	1111	720	154%	X
20	60							30									150	-90	0	150	60	250%	X
21	0																0	0	360	360	240	150%	X
22	62	5						15									20	42	58	78	120	65%	
23	0				105	110				35	60				120	110	640	-640	255	895		#####	X
24	0			20	105				45	35					120	110	535	-535	125	660		#####	X
25	0																0	0	190	190	180	106%	X
26	140					15											135	5	100	235	240	98%	
27	120																120	0	0	120	120	100%	X
32	120	60									50	10					60	60	60	120	180	67%	
34	0														110		170	-170	200	370	180	206%	X
<b>Total</b>																	<b>7530</b>		<b>5291</b>	<b>12821</b>	<b>3930</b>	<b>326%</b>	

SPRING 2011 AS250 OBJECTIVES

Objective	Min left from Sem 1	Lab1	Lab 2--CANCELLED	Lab 3/FTP1	Lab 4	Lab5	Lab6/FTP2	Lab7	Lab8/FTP3	Lab9/FTP4	Lab10/FTP5	Lab11/FTP6	Lab12/FTP7	Lab13	Lab14/FTP8	Lab15	Total	Left	Last semester	Total Min completed	required	% complete
1	0				105											100	205	-205	33	238	30	793% X
2	0	25			105											100	230	-230	95	325	30	##### X
3	6				105											100	205	-199	24	229	30	763% X
4	0																0	0	160	160	30	533% X
5	97				105			55								100	260	-163	238	498	120	415% X
6	0				105			55							110	100	370	-370	263	633	360	176% X
7	0	25			105			55		25	60	100			110	100	580	-580	893	1473	240	614% X
8	0	60				110								120	110	20	420	-420	795	1215	600	203% X
9	0				105			55			60				110	100	430	-430	225	655	90	728% X
10	105				105			55	75			55			110	100	500	-395	135	635	240	265% X
11	0				105				75	25	60	100			110	100	575	-575	577	1152	240	480% X
12	90								75			55			110		240	-150	0	240	90	267% X
13	0				105				75						110	100	390	-390	125	515	120	429% X
14	163			110			110			65					110		395	-232	17	412	180	229% X
15	0			110			110		120	65	60	100			110		675	-675	200	875	120	729% X
16	0				105										110	100	315	-315	85	400	60	667% X
17	60							15					120				135	-75	0	135	60	225% X
18	30			110			110		120	100	60	100			110		710	-680	0	710	30	##### X
19	104	25			105			25								100	255	-151	856	1111	960	116% X
20	60							30					120				150	-90	0	150	60	250% X
21	0																0	0	360	360	240	150% X
22	62	5						15									20	42	58	78	120	65% PT
23	0				105	110				35	60			120	110		540	-540	408	948	120	790% X
24	0				105				45	35				120	110		415	-415	270	685	60	##### X

PR  
pra

PT



25	0														0	0	190	190	180	106%	X	AM
26	140														135	5	100	235	240	98%		run
27	120														120	0	0	120	120	100%	X	Bağ
32	120	60													60	60	60	120	180	67%		
34	0														170	-170	200	370	180	206%	X	
<b>Total</b>																<b>6367</b>	<b>14867</b>	<b>5130</b>	<b>290%</b>			

**SPRING 2011 AS300 OBJECTIVES**

Objective	Min left from Sem 1	Lab1	Lab 2-CANCELLED	Lab 3	Lab 4	Lab5	Lab6	Lab7	Lab8	Lab9	Lab10	Lab11	Lab12	Lab13	Lab14	Lab15	Total	Left	Last semester	Total Min completed	required	% complete	Completed?
19	104	25			105	110	110	25		105						100	470	-366	856	1326	X	#####	X
20	30							30									30	0	0	30	30	100%	X
21	0																0	0	360	360	210	171%	X
22	122	5						15	50			110					180	-58	58	238	180	132%	X
23	0				105	110	110			105				120		100	650	-650	x	####	X	#####	X
24	0				105	110	110			105				120		100	540	-540	x	#####	X	#####	X
25	0																0	0	190	190	180	106%	X
26	20							15						120			135	-115	100	235	120	196%	X
27	60													120			120	-60	0	120	60	200%	X
28	1175	25		95	105	110	110	120	60	105	110	110				100	1050	125	925	1975	2100	94%	
29	440	25		80	110			120		110						100	545	-105	160	705	600	118%	X
32	90	60															60	30	60	120	150	80%	LLAB14?
<b>Total:</b>																<b>3780</b>	<b>2709</b>	<b>6489</b>	<b>3630</b>	<b>179%</b>			

SPRING 2011 AS400 OBJECTIVES

Objective	Min left from Sem 1	Lab1	Lab2	Lab3	Lab4	Lab5	Lab6	Lab7	Lab8	Lab9	Lab10	Lab11	Lab12	Lab13	Lab14	Lab15	Total	Left	Last semester	Total Min completed	required	% complete	completed?
19	104	25		105	110	25	105									100	470	-366	336	806	X	#####	X
20	30					30											30	0	0	30	30	100%	X
21	0																0	0	360	360	210	171%	X
22	122	5				15	50	110									180	-58	58	238	180	132%	X
23	0			105	110		110			105				120		100	650	-650	230	880	X	#####	X
24	0			105	110		110			105				120		100	540	-540	125	665	X	#####	X
25	0																0	0	190	190	180	106%	X
26	20					15								120			135	-115	100	235	120	196%	X
27	60													120			120	-60	0	120	60	200%	X
28	575	25		95	110	110	110	110		105	110	110				100	990	-415	925	1915	1500	128%	X
29	455	25		80	110			120		110						100	545	-90	145	690	600	115%	X
30	160	60					110										170	-10	620	790	780	101%	X
32	30	60															60	-30	60	120	60	200%	X
<b>Total:</b>																	<b>3890</b>		<b>3149</b>	<b>7039</b>	<b>3720</b>	<b>189%</b>	

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**SPRING 2011 AS700 OBJECTIVES**

Objective	Min left from Sem 1	Lab1	Lab 2--CANCELLED	Lab 3	Lab 4	Lab5	Lab6	Lab7	Lab8	Lab9	Lab10	Lab11	Lab12	Lab13	Lab14	Lab15	Total	Left	Last semester	Total Min completed	Required	% complete	completed?
19	104	25			105		110	25		105						100	470	-366	336	806	X	#####	X
20	30							30									30	0	0	30	30	100%	X
21	0																0	0	360	360	210	171%	X
22	122	5						15	50			110					180	-58	58	238	180	132%	X
23	0				105	110	110			105				120		100	650	-650	230	880	X	#####	X
24	0				105	110	110			105				120		100	540	-540	125	665	X	#####	X
25	0																0	0	190	190	180	106%	X
26	20							15						120			135	-115	100	235	120	196%	X
27	60													120			120	-60	0	120	60	200%	X
28	0	25		95	105	110	110	120		105	110	110			100	990	-990	925	1915	600	319%	X	
29	455	25		80	110			120		110					100	545	-90	145	690	600	115%	X	
31	940	25		80	105	110	110	120		105	110	110		120	100	1095	-155	660	1755	1500	117%	X	
32	30	60															60	-30	60	120	90	133%	X
<b>Total:</b>																		<b>3189</b>	<b>8004</b>	<b>3570</b>	<b>224%</b>		

*Note: There are some outstanding objectives. Refer to Operations Orders for plan.*

## ANNEX A – LEADERSHIP LABORATORY OBJECTIVES

1. The following format will be used for listing objective compliance in Operations Orders:

- a. Objective # (Applicable AS Classes):** *Leadership Laboratory Objective.*
- i. Description or overview of when, where and/or how the objective is met.
  - ii. # Minutes Trained: Class Trained/Required

For example:

- a. Objective 32 (IMT, FTP, ICL, SCL, ECL):** *Comprehend issues and topics given in a Commander's Call environment.*
- i. This objective is met through critically listening to and actively applying the commander's vision.
  - ii. 60 Minutes Trained: IMT 120/180, FTP 120/180, ICL 120/150, SCL Complete, ECL Complete.

2. The T-508 10-11 specifies the following objectives for Leadership Laboratory and the associated Samples of Behavior:

**Objective 1 (IMT):** *Know the Air Force and AFROTC grade structure and insignia.*

1. List Air Force enlisted grade structure by insignia and name.
2. Identify Air Force officer grade structure by insignia and name.
3. Name the AFROTC grade structure.

**Objective 2 (IMT):** *Know the Air Force and AFROTC Chain of Command.*

1. List the current Air Force and AFROTC chain of command.
2. Identify the chain of command from the President of the United States to you as a cadet.

**Objective 3 (IMT):** *Know the AFROTC Honor Code.*

1. State the AFROTC Cadet Honor Code.
2. Define each element of the Cadet Honor Code.
3. Know procedures for reporting suspected Cadet Honor Code violations.
4. Identify misuse of the Cadet Honor Code.
5. Recognize the difference between breaking a rule and violating the Cadet Honor Code.

**Objective 4 (IMT):** *Apply proper courtesies and procedures associated with the United States flag.*

1. Describe the history of the American flag.
2. Recall proper courtesies rendered during ceremonies conducted outdoors involving the American flag.
3. Recall proper courtesies rendered during ceremonies conducted indoors involving the American flag.
4. Describe how to properly display the flag.
5. Identify proper procedures involving disposal of the American flag.

**Objective 5 (IMT):** *Apply individual and flight drill positions.*

1. State the reason for and the benefits of drill and ceremonies in the AFROTC program.
2. Identify select drill cadences.
3. Define select drill terms and their definitions.
4. Perform the four drill formations.

**Objective 6 (IMT):** *Apply basic individual and flight drill movements.*

1. Explain individual and flight movements.
2. Demonstrate individual and flight movements.

**Objective 7 (IMT, FTP):** *Apply effective followership and teamwork skills.*

1. Explain how communication is essential to an effective team.
2. Summarize the importance of working as a team.
3. Give examples of an effective team.
4. Explain the traits of an effective follower.
5. Demonstrate effective followership and teamwork skills in completing ELPS.

**Objective 8 (IMT, FTP):** *Know the environment of an Air Force officer.*

1. Outline how an Air Force base operates.
2. Describe the environment in which the Air Force officer functions.
3. Outline the responsibilities associated with being an Air Force officer.
4. Explain how communication, confidence, planning, teamwork, and Air Force core values relate to being an effective officer.

**Objective 9 (FTP):** *Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.*

1. Describe when the guidon is carried.
2. Describe positioning of guidon bearer.
3. Demonstrate the different commands/movements associated with the guidon.

**Objective 10 (FTP):** *Apply the principles of advanced individual and flight drill movements in LLAB.*

1. Drill formation pre-quiz.
2. Describe advanced individual drill movements.
3. Explain advanced flight drill movements.
4. Demonstrate advanced individual drill movements.
5. Perform advanced flight drill movements.

**Objective 11 (FTP):** *Apply the skills needed to be an effective flight commander.*

1. Identify and use correct voice commands.
2. Name and demonstrate positions of a flight commander.
3. State and perform flight commander movements.

**Objective 12 (FTP):** *Know road guard procedures.*

1. Give examples of drill commands required to move a flight from one location to another.
2. Explain the use of road guards while moving the flight.
3. Describe proper road guard procedures when crossing an intersection.
4. Demonstrate proper road guard procedures.

**Objective 13 (FTP):** *Apply proper flight drill evaluation (FDE) procedures.*

1. Demonstrate the procedures for the FDE.
2. Perform effective drill commands to move a flight through a flight drill evaluation.

**Objective 14 (FTP):** *Know proper dorm maintenance procedures and requirements.*

1. Identify Field Training (FT) dorm maintenance requirements.
2. Demonstrate FT dormitory maintenance requirements as described in the Field Training Manual.

**Objective 15 (FTP):** *Know the mental, physical and administrative requirements of Field Training.*

1. Explain the objectives of FT.
2. Summarize activities and training events typically scheduled at FT.
3. Identify the FT Manual and the importance of learning its material.
4. Describe how the T-203 is used at FT.
5. Understand the FT evaluation system.
6. Outline entitlements provided by FT orders.
7. Summarize the administrative policies relating to FT reporting and attendance.
8. Explain the reason why a cadet would be dismissed from FT.
9. Identify what a cadet should do to prepare physically and mentally for FT.

**Objective 16 (FTP):** *Apply proper open ranks inspection procedures.*

1. Explain how to effectively execute all positions associated with an open ranks inspection.
2. Demonstrate the commands and movements undertaken in performing the open ranks inspection.

**Objective 17 (FTP):** *Know key personnel parade procedures.*

1. Know how to execute key cadet officer functions associated with the parade ceremony.
2. Demonstrate key officer commands and movements undertaken in performing the parade ceremony.

**Objective 18 (FTP):** *Know Field Training (FT) military decorum.*

1. Explain how to address FT staff members.
2. State how to report to FT staff members.
3. Identify the responses to use with FT staff.
4. Define saluting procedures at FT.

**Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.*

1. Develop camaraderie and esprit de corps through participation in group activities.
2. Work as a team and demonstrate the ability to work within a group to accomplish a goal.
3. Use and refine leadership characteristics as defined by the AS300 curriculum.
4. Improve physical fitness.

**Objective 20 (IMT, FTP, ICL, SCL, ECL):** *Comprehend the principles of the Holm Center Training Manual (HCTM).*

1. Explain the rationale for the HCTM.
2. Give examples of guidelines when applying the HCTM.
3. Summarize how your superiors set expectations.
4. Describe your obligations as a subordinate.

**Objective 21 (IMT, FTP, ICL, SCL, ECL):** *Apply leadership and followership skills through a cadet mentor program.*

1. Define the characteristics/styles of a mentor.
2. List the rules of mentoring.
3. Establish a Cadet Mentoring Program.

**Objective 22 (IMT, FTP, ICL, SCL, ECL):** *Know the principles of Air Force Health and Wellness.*

1. State AFROTC weight/body fat check requirements.
2. Identify the components of the AF physical fitness test.
3. Explain the significance of the Chief of Staff's "Fit to Fight" policy.
4. Identify healthy lifestyle choices.

**Objective 23 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force customs and courtesies.*

1. Recognize customs and courtesies expected of cadets to peers, superiors, and subordinates.
2. Identify proper forms of saluting and recognize who and when to salute.
3. State common customs and courtesies associated with AFROTC and military service.
4. Identify the proper courtesies displayed during informal and formal activities.

**Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.*

1. Define the history and purpose of uniforms.
2. Describe the AFROTC cadet uniform in detail.
3. List when it is appropriate to wear your uniform.
4. Describe the placement of the various cadet insignia and badges.
5. Identify various fitting requirements such as length of trousers, skirt, flight cap placement, etc.
6. State AFROTC grooming standards.

**Objective 25 (IMT, FTP, ICL, SCL, ECL):** *Know the proper procedures and history behind the Air Force Dining-In/Out.*

1. Define the history and purpose of the Air Force Dining-In/Out.
2. Identify the rules and protocol of the Dining-In/Out in order to participate in the activity.



**Objective 26 (IMT, FTP, ICL, SCL, ECL):** *Comprehend how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.*

1. Explain the proper procedures for reveille.
2. Describe the proper procedures for retreat.
3. State the proper procedures for parade.
4. Demonstrate commands and movements during reveille and retreat ceremonies.

**Objective 27 (IMT, FTP, ICL, SCL, ECL):** *Apply the AFROTC Awards and Decorations program in a formal awards ceremony.*

1. Participate in a unit formal awards ceremony.

**Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*

1. Plan and execute successful LLAB objectives to ensure the GMC cadets are adequately trained to complete FT and become AF officers.
2. Operate the cadet corps using leadership and management information learned throughout the AS curriculum.
3. Demonstrate effective leadership traits through proper execution of customs and courtesies, protocol, and dress and appearance.

**Objective 29 (ICL, SCL, ECL):** *Apply proper feedback and performance evaluation.*

1. Explain the importance of performance feedback and evaluation.
2. Explain how to conduct a performance feedback session.
3. Provide performance feedback and evaluation to cadet wing subordinates.

**Objective 30 (SCL):** *Comprehend topics of importance to cadets about to enter active duty.*

1. Outline travel and pay entitlements.
2. State the process and options for household goods shipments.
3. Define the purpose of the Air Force Sponsor Program.
4. Explain how to report and in process at the first duty station.
5. Explain how to report into your unit of assignment.

**Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

1. Demonstrate leadership, management and problem-solving ability within the cadet corps through special projects/positions.

**Objective 32 (IMT, FTP, ICL, SCL, ECL):** *Comprehend issues and topics given in a Commander's Call environment.*

1. Explain the relevance of the Honor Code in the AFROTC environment.
2. Describe the implications of violating the Honor Code in the AFROTC environment.
3. Give examples of important safety issues affecting AFROTC cadets.
4. Summarize the Air Force policy on sexual assault and sexual harassment.
5. State the proper procedures for reporting sexual assault and/or harassment incidents.
6. Describe the warning signs and signals of depression and impending suicide.
7. Explain the steps cadets may take to intervene in or report impending suicides.

**Objective 33 (IMT, FTP, ICL, SCL, ECL):** *Physical Training (PT).*

1. Participate in Physical Training activities.

**Objective 34 (FTP):** *Comprehend the Expeditionary Requirements of Field Training.*

1. Demonstrate the basic components of being an expeditionary airman.
2. Describe the basic steps involved in identifying and reporting IEDs and UXOs.
3. Demonstrate a working knowledge of land navigation.

## **ANNEX B – OPERATIONS ORDERS**

1. Operations Orders for any given week of the semester will be signed, posted and distributed by COB on the Friday before that week. Preliminary approval for LLAB activities will be discussed at least two weeks to prior to the applicable LLAB. A signed copy will be posted at the detachment and electronic copies will be distributed via email and posted on Blackboard.
2. Several items will be collected and compiled by the COG/CC for inclusion in Operations Orders. This includes but is not limited to Operations for Physical Training, Field Training Preparation, Safety, Warrior Reach, Drill, and Flag Detail. Suspenses for these submissions are listed in Annex D.
3. Objective relevance and compliance will also be listed in the Operations Orders. The tracking of objectives, while not readily visible from the Orders, is available upon request to the COG/CC.
4. The basic outline starting on the following page will be used for the formatting of Operations Orders (letterhead not included). Italicized items need to be changed.



## **ANNEX C – LEADERSHIP LABORATORY FEEDBACK PROGRAM**

1. The Leadership Laboratory Feedback Program is intended to improve future LLABs by collecting information on what went well and what did not go well at LLAB. This includes all aspects from planning and execution to activities, enjoy ability, and relevance.
2. The basic format of the feedback evaluation is to allow flight commanders to comment on whether or not they feel that the objectives of the applicable LLAB have been met. The objectives trained and the minutes allocated to each will be listed on the form. Another form will be made available to the cadre for similar purposes.
3. Completion of the form is required in conjunction with the weekly staff report for FLT/CCs and optional for all other cadets. Feedback received from these forms will be collected by squadron commanders and discussed at the following CStaff meeting.
4. The following basic items are included on the evaluation for cadets but can be expanded or changed depending on the activities of the Operation:

**Leadership Laboratory Objective Compliance and Evaluation**  
**Operation NAME HERE**  
**LLAB#, DATE**

**AS Year: \_\_\_\_\_**

The following information will be used to evaluate whether objectives for the applicable LLAB have been successfully met as well as the overall quality of the LLAB for both improvement and continuity purposes. Honest comments and opinions are encouraged and will be taken constructively.

### *Chart of applicable objectives trained per class*

- 1) Do you have any specific comments regarding the above listed objectives, how these objectives were met, the minutes trained per objective, or any other discrepancies for the applicable LLAB?
- 2) What went well or did not go well for this LLAB and was it an effective training exercise?
- 3) Overall, how would you rate this LLAB? (Outstanding, Excellent, Satisfactory, Marginal, or Unsatisfactory)
- 4) Additional comments:

5. An example of the full Cadre After Action Report for LLAB1, Fall 2010 for reference follows:

**Leadership Laboratory Cadre After Action Report  
Operation KICKN' IT OFF  
LLAB1, 26 Aug 10**

OBJ	IMT	FTP	ICL	SCL	ECL	Description	MET?
2	5					<i>Know the Air Force and AFROTC chain of command.</i>	
7	24	24				<i>Apply effective followership and teamwork skills.</i>	
8	60	60				<i>Know the environment of an Air Force officer.</i>	
19	24	24	24	24	24	<i>Apply learned information during esprit de corps activities.</i>	
22	7	7	7	7	7	<i>Know the principles of Air Force Health and Wellness.</i>	
23	7	7	7	7	7	<i>Apply proper Air Force customs and courtesies.</i>	
24	7	7	7	7	7	<i>Apply proper Air Force dress and grooming standards.</i>	
28			24	24	24	<i>Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.</i>	
29			24	24	24	<i>Apply proper feedback and performance evaluation.</i>	
30				60		<i>Comprehend topics of importance to cadets about to enter active duty.</i>	
31					24	<i>Apply leadership, management and problem-solving skills in special projects/positions.</i>	
32	60	60	60	60	60	<i>Comprehend issues and topics given in a Commander's Call environment.</i>	

**Cadre Present:**

**Objective Compliance Comments/Recommendations:**

**Leadership Laboratory Comments/Recommendations:**

TRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets

## ANNEX D – CADET OPERATIONS GROUP MASTER SUSPENSE LIST

	SUSPENSE	FOR	TO	DUE			
<b>Week 1</b>	Llab1 Ops Submitted	COG/CC	COC	10-Jan	Tuesday	1200	X
	Llab 1 Ops Posted	COG/CC	COC	10-Jan	Tuesday	COB	X
	PT2 Ops Submitted	MX SQ/PT	COG/CC, COC	11-Jan	Tuesday	1400	X
	FTP1 Ops Submitted	FTP/CC	COG/CC, COC	11-Jan	Tuesday	1400	X
	Flag Detail 2 Submitted	MX/D&C	COG/CC	11-Jan	Tuesday	1400	X
	Llab2 Ops Submitted	COG/CC	COC	10-Jan	Tuesday	1200	X
	Llab2 Ops Posted	CW/CC	COC	14-Jan	Friday	COB	X
<b>Week 2</b>	OPLAN Submitted	COG/CC	COC	19-Jan	Wednesday	1200	
	PT3,4 Ops Submitted	MX SQ/PT	COG/CC, COC	18-Jan	Tuesday	1400	X
	FTP2,3 Ops Submitted	FTP/CC	COC/CC, COC	18-Jan	Tuesday	1400	X
	Flag Detail 3,4 Submitted	MX/D&C	COG/CC	18-Jan	Tuesday	1400	X
	LLAB3,4 Ops Submitted	COG/CC	COC	18-Jan	Wednesday	1200	X
	Week 3 Ops Posted	CW/CC	COC	21-Jan	Friday	COB	X
<b>Week 3</b>	PT5 Ops Submitted	MX SQ/PT	COG/CC, COC	21-Jan	Friday	1400	X
	FTP4 Ops Submitted	FTP/CC	COC/CC, COC	21-Jan	Friday	1400	X
	Flag Detail 5 Submitted	MX/D&C	COG/CC	21-Jan	Friday	1400	X
	LLAB5 Ops Submitted	COG/CC	COC	24-Jan	Monday	1200	
	Week 4 Ops Posted	CW/CC	COC	28-Jan	Friday	COB	X
<b>Week 4</b>	PT6 Ops Submitted	MX SQ/PT	COG/CC, COC	28-Jan	Friday	1400	
	FTP5 Ops Submitted	FTP/CC	COC/CC, COC	28-Jan	Friday	1400	X
	Flag Detail6 Submitted	MX/D&C	COG/CC	28-Jan	Friday	1400	X
	LLAB6 Ops Submitted	COG/CC	COC	31-Jan	Monday	1200	
	Week 5 Ops Posted	COG/CC	COC	4-Feb	Friday	COB	
<b>Week 5</b>	PT7 Ops Submitted	MX SQ/PT	COG/CC, COC	4-Feb	Friday	1400	
	FTP6 Ops Submitted	FTP/CC	COC/CC, COC	4-Feb	Friday	1400	
	Flag Detail7 Submitted	MX/D&C	COG/CC	4-Feb	Friday	1400	
	LLAB7 Ops Submitted	COG/CC	COC	7-Feb	Monday	1200	
	Week 6 Ops Posted	CW/CC	COC	11-Feb	Friday	COB	
<b>Week 6</b>	PT8 Ops Submitted	MX SQ/PT	COG/CC, COC	11-Feb	Friday	1400	
	FTP7 Ops Submitted	FTP/CC	COC/CC, COC	11-Feb	Friday	1400	
	Flag Detail8 Submitted	MX/D&C	COG/CC	11-Feb	Friday	1400	
	LLAB8 Ops Submitted	COG/CC	COC	14-Feb	Monday	1200	
	Week 7 Ops Posted	CW/CC	COC	18-Feb	Friday	COB	
<b>Week 7</b>	PT9 Ops Submitted	MX SQ/PT	COG/CC, COC	18-Feb	Friday	1400	
	FTP8 Ops Submitted	FTP/CC	COC/CC, COC	18-Feb	Friday	1400	
	Flag Detail 9 Submitted	MX/D&C	COG/CC	18-Feb	Friday	1400	
	LLAB9 Ops Submitted	Me	COC	21-Feb	Monday	1200	
	Week 8 Ops Posted	CW/CC	COC	25-Feb	Friday	COB	
<b>Week 8</b>	PT10 Ops Submitted	MX SQ/PT	COG/CC, COC	25-Feb	Friday	1400	
	FTP9 Ops Submitted	FTP/CC	COC/CC, COC	25-Feb	Friday	1400	
	Flag Detail10 Submitted	MX/D&C	COG/CC	25-Feb	Friday	1400	
	LLAB10 Ops Submitted	COG/CC	COC	28-Feb	Monday	1200	



	Week 9 Ops Posted	CW/CC	COC	4-Mar	Friday	COB
<b>Week 9</b>	PT11 Ops Submitted	MX SQ/PT	COG/CC, COC	4-Mar	Friday	1400
	Flag Detail11 Submitted	MX/D&C	COG/CC	4-Mar	Friday	1400
	LLAB11 Ops Submitted	COG/CC	COC	14-Mar	Monday	1200
	Week 10 Ops Posted	CW/CC	COC	18-Mar	Friday	COB
<b>Week 10</b>	PT12 Ops Submitted	MX SQ/PT	COG/CC, COC	18-Mar	Friday	1400
	Flag Detail12 Submitted	MX/D&C	COG/CC	18-Mar	Friday	1400
	LLAB12 Ops Submitted	COG/CC	COC	21-Mar	Monday	1200
	Week 11 Ops Posted	CW/CC	COC	25-Mar	Friday	COB
<b>Week 11</b>	PT13 Ops Submitted	MX SQ/PT	COG/CC, COC	25-Mar	Friday	1400
	Flag Detail13 Submitted	MX/D&C	COG/CC	25-Mar	Friday	1400
	LLAB13 Ops Submitted	COG/CC	COC	28-Mar	Monday	1200
	Week 12 Ops Posted	CW/CC	COC	1-Apr	Friday	COB
<b>Week 12</b>	PT14 Ops Submitted	MX SQ/PT	COG/CC, COC	1-Apr	Friday	1400
	Flag Detail14 Submitted	MX/D&C	COG/CC	1-Apr	Friday	1400
	LLAB14 Ops Submitted	COG/CC	COC	4-Apr	Monday	1200
	Week 13 Ops Posted	CW/CC	COC	8-Apr	Friday	COB
<b>Week 13</b>	PT15 Ops Submitted	MX SQ/PT	COG/CC, COC	8-Apr	Friday	1400
	Flag Detail15 Submitted	MX/D&C	COG/CC	8-Apr	Friday	1400
	LLAB15 Ops Submitted	COG/CC	COC	11-Apr	Monday	1200
	Week 14 Ops Posted	CW/CC	COC	15-Apr	Friday	COB
<b>Week 14</b>	Week 15 Ops Posted					

*This Suspense list is subject to change at the discretion of the COG/CC, CW/CC, or COC*



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "SHOWCASE SHOWDOWN" LLAB 01, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'SHOWCASE SHOWDOWN' is to complete several mandatory briefings to include a Commander's Call as well as to complete Spring 2011's in-processing paperwork as applicable. Time has also been allotted to allow flight commanders to interact with and begin organizing his or her respective flight and further explain the chain of command.

**a. Date:** Thursday, 13 January 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	Long Sleeve Blues	Long Sleeve Blues/Civilian Equivalent
1520-1720	Long Sleeve Blues	Long Sleeve Blues/Civilian Equivalent

**3. Operations:**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Announcements	Culler 046	
1525-1530	CW/CC's Introduction and Welcome <i>C/Col Stanhouse</i>	Culler 046	
1530-1630	Commander's Call <i>Lt Col Hamant</i>	Culler 046	8, 30, 32
1630-1650	Additional Briefings	Culler 046	21, 23, 24
1650-1715	Flight Time, Organizational Time and Initial Feedback,FTP intro	Culler 046	2, 7, 19, 28, 29, 31
1715-1720	Announcements, Final Remarks and Dismissal	Culler 046	

**a. Operation *SHOWCASE SHOWDOWN*:**

**b. FTP Operations:** There are no FTP Operations Associated with this Llab. However, the FTP environment is still applicable.

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
11 Jan 0800	ABU	Huguely	Derr	Wild	
11 Jan 1700	ABU	Gibson	Thomas, M	Leblanc	Singer
13 Jan 0800	LS Blues	Gilmore	Alexander	Hewitt	
13 Jan 1730	LS Blues	Zukauskas	Smith	Lord	Young
14 Jan 0800	Service Dress	Hoff	Mooney	Thomas, R	
14 Jan 1700	Service Dress	Davidson	Illig	Hornberger	Stewart

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

#### 4. Objective Compliance:

**a. Objective 2 (IMT):** *Know the Air Force and AFROTC chain of command.* This will be met by a Flight Commander discussion during flight time.

**b. Objective 7 (IMT, FTP):** *Apply effective followership and teamwork skills.* This objective is met through the interactions between the flight commander and their flight.

**c. Objective 8 (IMT, FTP):** *Know the environment of an Air Force Officer.* This objective is met during the Commander's Call.

**d. Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.* This objective is met during flight and organizational time.

**e. Objective 21 (IMT, FTP, ICL, SCL, ECL):** *Apply leadership and followership skills through a cadet mentor program.*

**f. Objective 23 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force customs and courtesies.* This topic is discussed during briefings.

**g. Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.* This topic is discussed during briefings.

**h. Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.* This objective is achieved during flight and organizational time.



- i. Objective 29 (ICL, SCL, ECL):** *Apply proper feedback and performance evaluation.* This is met during initial feedback sessions and flight time.
- j. Objective 30 (SCL):** *Comprehend topics of importance to cadets about to enter active duty.* This is met during the Commander's Call.
- k. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.* Objective met during initial feedback session.
- l. Objective 32 (IMT, FTP, ICL, SCL, ECL):** *Comprehend issues and topics given in a Commander's Call environment.* This objective is met through critically listening to and actively applying the commander's vision.

**5. Logistics:**

**a. Materials, Services, and Equipment:**

- i. Materials: Applicable Paperwork
- ii. Equipment: Audio/Visual Equipment: Projector/Laptop for Briefs

**b. Supplementary Cadet Tasking:** Dress and Grooming Standards Briefing: C/J. Smith and C/Trau, Customs and Courtesies Briefing: C/Wild, Mentorship Briefing: C/Dukes

**6. LLAB1 Warrior Knowledge:**

- a. AS100: All applicable knowledge*
- b. AS200: All applicable knowledge*
- c. AS300: All applicable knowledge*
- d. AS400/700: All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

**2 Attachments:**

- 1. Safety Annex, Week #1
- 2. Physical Training Operations, Week #1

1st Ind, DET 640/COC

10 Jan 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

Approved  Disapproved

*TRISHA M. LOEDE*, Capt, USAF  
Commandant of Cadets

MEMORANDUM FOR 640TH CADET WING

FROM: OS SQ/SE

SUBJECT: Safety Annex, Week #1

1. Important Phone Numbers

- a. McCullough-Hyde Hospital: 523-2111
- b. Miami Health Center: 529-3000
- c. CAPP/SMT (campus transport): 529-2277
- d. Oxford Police Department: 911
- e. Miami Campus Police: 529-2222
- f. Poison Control: 800-222-1222
- g. Fire Department (non-emergency) 523-4321

2. Training Activities

- a. LLab
  - i. Locations: Millet
  - ii. Facility Info: West Concourse
  - iii. Hazards: N/A
- b. Physical Training
  - i. Locations: Millet
  - ii. Facility Info: West Concourse
  - iii. Hazards: Running on stairs, slippery floor

3. Equipment

- a. First Aid Kits, Water Fountains, Safety Annex, Cell Phone

4. Field Planning

5. Authority

- a. COC: Capt Loede
- b. CW/CC: C/Col Stanhouse
- c. OS SQ/SE C/Lt Cripe
- d. Tuesday PT Advisor: C/Lt Cripe
- e. Friday PT Advisor: C/Lt Cripe
- f. LLab Safety Advisor: C/Staff

///signed///  
STEVE CRIPE, C/Lt, AFROTC  
Safety Executive

10 January 2011

MEMORANDUM FOR 640<sup>th</sup> CADET WING

FROM: MX SQ/PT

SUBJECT: Physical Training Operations, Week #1

**2. Monday PT**

a. Location: **REC Center**

b. Operations: TIME           ACTIVITY  
0630-0635: Static Stretching  
0635-0640: PFA Preparation  
0640-0650: 10 Minute Individual Run  
0650-0725: Individual Workout/Team Sports  
0725-0730: Static Stretching/Dismissal

**1. Tuesday PT:**

a. Location: **West Millett**

b. Operations: TIME           ACTIVITY  
0630-0635: Static Stretching  
0635-0640: PFA Preparation  
0640-0650: 10-Minute Run  
0650-0715: Flight Stairs/Body Builders/Jump Rope/Planks  
0715-0725: Timed Team Relays  
0725-0730: Static Stretching/Dismissal

**3. Friday PT:**

a. Location: **REC center**

b. Operations: TIME           ACTIVITY  
0630-0635: Static Stretching  
0635-0640: PFA Preparation  
0640-0650: 10 Minute Individual Run  
0650-0725: Individual Workout/Team Sports  
0725-0730: Static Stretching/Dismissal

///Signed///

KAYNE HERR, C/1 Lt, AFROTC  
Physical Training Officer



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "WINTER STORM" LLAB 02, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'WINTER STORM' is to start the semester with an introduction to drill and complete several step-by-step drill processes. It will also give cadets an introduction to the knowledge they will need to know for the semester.

**a. Date:** Thursday, 20 January 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	Long Sleeve Blues	Civilian Attire LS Blues to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	Long Sleeve Blues	Long Sleeve Blues/Civilian Equivalent
1520-1720	Long Sleeve Blues	Long Sleeve Blues/Civilian Equivalent

**3. Operations:**

**a. Operation WINTER STORM:**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520	Formal Report	Millett West Concourse	
1525-1540	C-Staff Discretion	Millett West Concourse	1, 2, 3, 4, 28
1541-1551	Introduction to Drill Briefing	Room 61	5, 6,
1555-1615	Drill station 1	Millett South Concourse	5, 6, 7, 9, 10, 28, 29, 31
1615-1635	Drill Station 2	Millett West Concourse	5, 6, 7, 10, 13, 28, 29, 31
1635-1655	Drill Station 3	Millett West Concourse	5, 6, 7, 10, 28, 29, 31

1655-1715	Review Competition	Millett West Concourse	5, 6, 7, 8, 9, 10, 28, 29, 31
1715-1720	Announcements, Final Remarks and Dismissal	Millett West Concourse	

**b. FTP Operations: FTP 1**

**1.Mission:** The purpose of the first FTP session is to have an ORI, FDE, GLP and a command voice station where a different 200 will lead the ORI, FDE and GLP and the Cadet Flt/CC must get to each station on time. The 200's will be graded on the ORI and FDE and also evaluated will be the 200 leading the GLP. The purpose is to review this material then move on to new material the following weeks. The flight will march to each station helping complete objective 10.

**2.Operations:**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	West Concourse	
1526-1545	ORI	South Concourse	7, 9,10, 15, 16, 24
1546-1610	FDE	West Concourse	9,10,11,13, 15
1611-1645	GLP	South Concourse	7,10, 11,15
1646-1715	Command Voice Stations	West Concourse	7, 10,11, 18
1715-1720	Announcements, Final Remarks and Dismissal	West Concourse	

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
18 Jan 0800	LS Blues	Huguely	Gomez	Wild	
18 Jan 1700	LS Blues	Gibson	Leblanc	Singer	Thomas, M
20 Jan 0800	LS Blues	Hewitt	Manners	Alexander	
20 Jan 1730	LS Blues	Young	Zukauskas	Lord	Smith
21 Jan 0800	Service Dress	Hoff	Patterson	Thomas, R	
21 Jan 1700	Service Dress	Stanhouse	Hornberger	Illig	Stewart

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)



#### 4. Objective Compliance:

- a. **Objective 1 (IMT):** *Know the Air Force and AFROTC grade structure and insignia.*
- b. **Objective 2 (IMT):** *Know the Air Force and AFROTC Chain of Command.*
- c. **Objective 3 (IMT):** *Know the AFROTC Honor Code.*
- d. **Objective 4 (IMT):** *Apply proper courtesies and procedures associated with the United States flag.*
- e. **Objective 5 (IMT):** *Apply individual and flight drill positions.*
- f. **Objective 6 (IMT):** *Apply basic individual and flight drill movements.*
- g. **Objective 7 (IMT, FTP):** *Apply effective followership and teamwork skills.*
- h. **Objective 8 (IMT, FTP):** *Know the environment of an Air Force officer.*
- i. **Objective 9 (FTP):** *Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.*
- j. **Objective 10 (FTP):** *Apply the principles of advanced individual and flight drill movements in LLAB.*
- k. **Objective 11 (FTP):** *Apply the skills needed to be an effective flight commander.*
- l. **Objective 13 (FTP):** *Apply proper flight drill evaluation (FDE) procedures.*
- m. **Objective 15 (FTP):** *Know the mental, physical and administrative requirements of Field Training.*
- n. **Objective 16 (FTP):** *Apply proper open ranks inspection procedures.*
- o. **Objective 18 (FTP):** *Know Field Training (FT) military decorum.*
- p. **Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.*
- q. **Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.*
- r. **Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*
- s. **Objective 29 (ICL, SCL, ECL):** *Apply proper feedback and performance evaluation.*
- t. **Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

#### 5. Logistics:

- a. **Materials, Services, and Equipment:**
  - i. Knowledge Quiz
  - ii. Competition Questions
- b. **Supplementary Cadet Tasking:**
  - i. POC leading each station

#### 6. LLAB1 Warrior Knowledge:

- a. **AS100:** *All applicable knowledge*
- b. **AS200:** *All applicable knowledge*
- c. **AS300:** *All applicable knowledge*
- d. **AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

2 Attachments:

1. Safety Annex, Week #2
2. Physical Training Operations, Week #2

1st Ind, DET 640/COC

*10 Jan 11*

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

Approved  Disapproved

TRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "ESCHATON" LLAB 03, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'ESCHATON' is to start the semester with an introduction to drill and complete several step-by-step drill processes. It will also give cadets an introduction to the knowledge they will need to know for the semester.

**a. Date:** Thursday, 27 January 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PT's to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	ABU/FTU	ABU/PTU
1520-1720	ABU/FTU	ABU/PTU

**3. Operations:**

**a. Operation : ESCHATON**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520	Formal Report	Millett West Concourse	
1525-1540	C-Staff Discretion	Millett West Concourse	1, 2, 3, 4, 28
1541-1551	Introduction to Drill Briefing	Room 61	5, 6, 28
1555-1615	Drill station 1	Millett South Concourse	5, 6, 7, 9, 10, 28, 29, 31
1615-1635	Drill Station 2	Millett West Concourse	5, 6, 7, 10, 13, 28, 29, 31
1635-1655	Drill Station 3	Millett West Concourse	5, 6, 7, 10, 28, 29, 31

1655-1715	Review Competition	Millett West Concourse	5, 6, 7, 8, 9, 10, 28, 29, 31
1715-1720	Announcements, Final Remarks and Dismissal	Millett West Concourse	

**b. FTP Operations: FTP 1**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	West Concourse	
1526-1545	ORI	South Concourse	7, 9,10, 15, 16, 24
1546-1610	FDE	West Concourse	9,10,11,13, 15
1611-1645	GLP	South Concourse	7,10, 11,15
1646-1715	Command Voice Stations	West Concourse	7, 10,11, 18
1715-1720	Announcements, Final Remarks and Dismissal	West Concourse	

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
25 Jan 0800	ABU	Mooney	Gomez	Herr	
25 Jan 1700	ABU	Dukes	Illig	Leblanc	Taylor
27 Jan 0800	ABU	Gilmore	Ravak	Lord	
27 Jan 1730	ABU	Polizzi	Cripe	Fingers	Singer
28 Jan 0800	Service Dress	Morris	Garza	Hoff	
28 Jan 1700	Service Dress	Zukauskas	Roman	Davidson	Stewart

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 1 (IMT):** Know the Air Force and AFROTC grade structure and insignia.

**b. Objective 2 (IMT):** Know the Air Force and AFROTC Chain of Command.

- c. **Objective 3 (IMT):** *Know the AFROTC Honor Code.*
- d. **Objective 4 (IMT):** *Apply proper courtesies and procedures associated with the United States flag.*
- e. **Objective 5 (IMT):** *Apply individual and flight drill positions.*
- f. **Objective 6 (IMT):** *Apply basic individual and flight drill movements.*
- g. **Objective 7 (IMT, FTP):** *Apply effective followership and teamwork skills.*
- h. **Objective 8 (IMT, FTP):** *Know the environment of an Air Force officer.*
- i. **Objective 9 (FTP):** *Apply correct guideon procedures during cadet drill & ceremonies practice and official functions.*
- j. **Objective 10 (FTP):** *Apply the principles of advanced individual and flight drill movements in LLAB.*
- k. **Objective 11 (FTP):** *Apply the skills needed to be an effective flight commander.*
- l. **Objective 13 (FTP):** *Apply proper flight drill evaluation (FDE) procedures.*
- m. **Objective 15 (FTP):** *Know the mental, physical and administrative requirements of Field Training.*
- n. **Objective 16 (FTP):** *Apply proper open ranks inspection procedures.*
- o. **Objective 18 (FTP):** *Know Field Training (FT) military decorum.*
- p. **Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.*
- q. **Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.*
- r. **Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*
- s. **Objective 29 (ICL, SCL, ECL):** *Apply proper feedback and performance evaluation.*
- t. **Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

## 5. Logistics:

### a. Materials, Services, and Equipment:

- i. C/Maj Derr—copies
- ii. Review competition questions

### b. Supplementary Cadet Tasking:

- i. POC leading each station

## 6. LLAB1 Warrior Knowledge:

- a. *AS100: All applicable knowledge*
- b. *AS200: All applicable knowledge*
- c. *AS300: All applicable knowledge*
- d. *AS400/700: All applicable knowledge*

7. **Administration:** Questions about or deviations from the ‘Order of the Day’ shall be coordinated through your respective Chain of Command.



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "HOLY GRAIL" LLAB 04, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'HOLY GRAIL' is to practice professionalism, knowledge and working as a team concepts that have been taught and learned thus far in the semester. Cadets will get a chance to lead flights in competitions and one flight will be recognized as the honor flight winner.

**a. Date:** Thursday, 3 February 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PT's to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	LS Blues	LS Blues
1520-1720	Service Dress	Service Dress

**3. Operations:**

**a. Operation : HOLY GRAIL**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1525-1710	Honor Flight <i>Prepared by CW/IG</i>		1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 16, 19, 23, 24, 28, 29, 31
1710-1715	Debrief/Winner		29
1715-1720	Announcements, Final Remarks and Dismissal	Millett West Concourse	



**b. FTP Operations:** 200's will be divided into Alpha, Bravo, and Charlie flights for Honor Flight.

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
03 Feb 0800	LS Blues	Stanhouse	Manners	Smith, J	
03 Feb 1730	Service Dress	Perez	Young	Smith, D	Jones
04 Feb 0800	Service Dress	Hewitt	Taylor	Wild	
04 Feb 1700	Service Dress	Huguely	Hornberger	Trau	Alexander

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

#### 4. Objective Compliance:

**a. Objective 1 (IMT):** Know the Air Force and AFROTC grade structure and insignia.

**b. Objective 2 (IMT):** Know the Air Force and AFROTC Chain of Command.

**c. Objective 3 (IMT):** Know the AFROTC Honor Code.

**d. Objective 5 (IMT):** Apply individual and flight drill positions.

**e. Objective 6 (IMT):** Apply basic individual and flight drill movements.

**f. Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.

**g. Objective 9 (FTP):** Apply correct guideon procedures during cadet drill & ceremonies practice and official functions.

**h. Objective 10 (FTP):** Apply the principles of advanced individual and flight drill movements in LLAB.

**i. Objective 11 (FTP):** Apply the skills needed to be an effective flight commander.

**j. Objective 13 (FTP):** Apply proper flight drill evaluation (FDE) procedures.

**k. Objective 16 (FTP):** Apply proper open ranks inspection procedures.

**l. Objective 18 (FTP):** Know Field Training (FT) military decorum.

**m. Objective 19 (IMT, FTP, ICL, SCL, ECL):** Apply learned information during esprit de corps activities.

**n. Objective 23 (IMT, FTP, ICL, SCL, ECL):** Apply proper Air Force customs and courtesies.

**o. Objective 24 (IMT, FTP, ICL, SCL, ECL):** Apply proper Air Force dress and grooming standards.

**p. Objective 28 (ICL, SCL, ECL):** Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.

- q. **Objective 29 (ICL, SCL, ECL):** *Apply proper feedback and performance evaluation.*  
r. **Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

- i. jugs
- ii. knowledge
- iii. ORI forms

**b. Supplementary Cadet Tasking:**

- i. POC leading each station

**6. LLAB1 Warrior Knowledge:**

- a. *AS100: All applicable knowledge*
- b. *AS200: All applicable knowledge*
- c. *AS300: All applicable knowledge*
- d. *AS400/700: All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

*Emily M. Stanhouse*

EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

**2 Attachments:**

- 1. Safety Annex, Week #4
- 2. Physical Training Operations, Week #4

1st Ind, DET 640/COC

18 Jan 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

  X   Approved        Disapproved

*Prisha M. Loede*  
PRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
840th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "KLIP KLOP" LLAB 05, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'KLIP KLOP' is to teach cadets about various expeditionary requirements.

**a. Date:** Thursday, 10 February 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	ABU/FTU	ABU/FTU
1520-1720	ABU/FTU	ABU/FTU

**3. Operations:**

**a. Operation : KLIP KLOP**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1525-1543	Expeditionary Station 1 <i>Transit 1543-1545</i>	Millett East Concourse	7, 28, 31, 34
1545-1603	Expeditionary Station 2 <i>Transit 1603-1605</i>	Millett West Concourse	7, 28, 31, 34
1605-1623	Expeditionary Station 3 <i>Transit 1623-1625</i>	Millett South Concourse	7, 29, 31, 34
1625-1643	Expeditionary Station 4 <i>Transit 1643-1645</i>	Room 61	7, 28, 31, 34
1645-1715	C-Staff Discretion	Millett West Concourse	7, 19, 28, 31, 34

1716-1720	Announcements, Awards, & Dismissal	Millett West Concourse	
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**b. FTP Operations: FTP 2**

Time	Activity	Location	Objectives
1520-1525	Formal Report and Overview	West Concourse	
1526-1715	Dorm Maintenance	Almost O	14, 15, 18
1715-1720	Announcements, Final Remarks and Dismissal	West Concourse	

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	Millett	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
9 Feb 1700	ABU	Dukes	Alexander	Herr	Sobota
10 Feb 0800	ABU	Miller	Hausfeld	Fink	
10 Feb 1730	ABU	Perez	Gaisford	Cassidy	Muddamalle
11 Feb 0800	LS Blues	Mooney	Sch lindwein	Wilcox	
11 Feb 1700	LS Blues	Nardelli	Gomez	Caudill	S. Trau

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.

**b. Objective 19 (IMT, FTP, ICL, SCL, ECL):** Apply learned information during esprit de corps activities.

**c. Objective 28 (ICL, SCL, ECL):** Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.

**d. Objective 31 (ECL):** Apply leadership, management and problem-solving skills in special projects/positions.

**e. Objective 34 (FTP):** Comprehend the Expeditionary Requirements of Field Training.

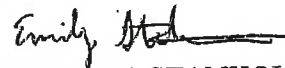
**5. Logistics:**

- a. Materials, Services, and Equipment:**
  - i. props**
  - ii. Sign/Countersign: cherry/coke**
  
- b. Supplementary Cadet Tasking:**
  - i. POC for each station**

**6. LLAB1 Warrior Knowledge:**

- a. AS100: All applicable knowledge*
- b. AS200: All applicable knowledge*
- c. AS300: All applicable knowledge*
- d. AS400/700: All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.



EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

2 Attachments:

- 1. Safety Annex, Week #5
- 2. Physical Training Operations, Week #5

1st Ind, DET 640/COC

*HEB11ML*  
*31 Jan 11*

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

Approved  Disapproved



TRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "SUNDOWN" LLAB 06, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'SUNDOWN' is to expose cadets to a variety of careers available in the Air Force. This will be designed to help 300's who will be listing job choices in the near future and give GMC cadets knowledge about opportunities available to them in the Air Force.

**a. Date:** Thursday, 17 February 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	LS Blues	LS Blues
1520-1720	LS Blues	LS Blues

**3. Operations:**

**a. Operation : SUNDOWN**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1526-1715	Carreer Day	Around Millett	8, 23, 28, 30, 31
1716-1720	Announcement & Dismissal	Millett West Concourse	

**b. FTP Operations:** FTP environment will remain throughout LLAB.

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	Millett	PTU



	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
16 Feb 1700	ABU	Derr	Illig	Leblanc	Garza
17 Feb 0800	LS Blues	Gilmore	Ravak	Lord	
17 Feb 1730	LS Blues	Polizzi	Cripe	Fingers	Singer
18 Feb 0800	ABU	Morris	R. Thomas	Hoff	
18 Feb 1700	ABU	Zukauskas	Davidson	Roman	Stewart

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 8 (IMT, FTP):** *Know the environment of an Air Force officer.*

**b. Objective 23 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force customs and courtesies.*

**c. Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*

**d. Objective 30 (SCL):** *Comprehend topics of importance to cadets about to enter active duty.*

**e. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

**b. Supplementary Cadet Tasking:**

**6. LLAB1 Warrior Knowledge:**

**a. AS100:** *All applicable knowledge*

**b. AS200:** *All applicable knowledge*

**c. AS300:** *All applicable knowledge*

**d. AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "CHOCOLATE FROG" LLAB 07, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'CHOCOLATE FROG' is to inform cadets of Air Force Health and Wellness Standards as well as to expose cadets to a variety of knowledge about keeping their bodies healthy and fit to fight.

a. **Date:** Thursday, 24 February 2011

b. **Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

c. **Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

d. **Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	ABU/FTU	ABU/FTU
1520-1720	ABU/FTU	ABU/FTU

**3. Operations:**

a. **Operation : CHOCOLATE FROG**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1525-1615	Guest Speaker on Health and Wellness	Room 61	22
1615-1625	Spring Break Safety Briefing	Graves Lounge	22, 28
1625-1645	Commander's Call	Graves Lounge	32
1545-1715	GLP <i>Drill Game</i>	Millett West Concourse	10, 13, 19, 28, 31
1715-1720	Formal Report & Announcements	Millet West Concourse	
45 mins	Mentorship Throughout the Week		21

**b. FTP Operations: FTP 3**

Time	Activity	Location	Objectives
1520-1525	Formal Report and Overview	West Concourse	
1526-1600	Superman Drills	West Concourse	15,18, 24
1600-1715	Road Guard procedures and FDEs	Parking Lot by Millet	10, 11, 12, 13, 15, 18
1715-1720	Announcements, Final Remarks and Dismissal	West Concourse	

**c. Physical Training: See Attachment for detailed breakdown**

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
16 Feb 1700	ABU	Sobota	Patterson	McLemore	Thomas, M.
17 Feb 0800	ABU	Stanhouse	Manners	Smith, J.	
17 Feb 1730	ABU	Gibson	Young	Smith, D.	Jones
18 Feb 0800	ABU	Hewitt	Taylor	Wild	
18 Feb 1700	ABU	Huguely	Hornberger	Trau, J.	Thomas, A.

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. 10, 23, 19, 21, 22, 28, 31, 32 Objective 10 (FTP):** Apply the principles of advanced individual and flight drill movements in LLAB.

**b. Objective 19 (IMT, FTP, ICL, SCL, ECL):** Apply learned information during esprit de corps activities.

**c. Objective 21 (IMT, FTP, ICL, SCL, ECL):** Apply leadership and followership skills through a cadet mentor program

**d. Objective 22 (IMT, FTP, ICL, SCL, ECL):** Know the principles of Air Force Health and Wellness

**e. Objective 23 (IMT, FTP, ICL, SCL, ECL):** Apply proper Air Force customs and courtesies.

**f. Objective 28 (ICL, SCL, ECL):** Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.

**g. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions*

**h. Objective 32 (IMT, FTP, ICL, SCL, ECL):** *Comprehend issues and topics given in a Commander's Call environment.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

**c. Supplementary Cadet Tasking:**

**i. C/Herr and C/Cripe-Spring Break Briefing**

**6. LLAB1 Warrior Knowledge:**

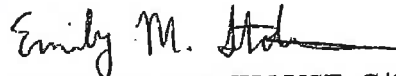
**a. AS100:** *All applicable knowledge*

**b. AS200:** *All applicable knowledge*

**c. AS300:** *All applicable knowledge*

**d. AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.



EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

**2 Attachments:**

1. Safety Annex, Week #7

2. Physical Training Operations, Week #7

1st Ind, DET 640/COC

7 Feb 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

  X   Approved        Disapproved



KRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets



DEPARTMENT OF THE AIR FORCE  
 MIAMI UNIVERSITY  
 640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "APPLE OF EDEN" LLAB 08, Spring 2011

1. **Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

2. **Mission:** The purpose of operation 'APPLE OF EDEN' is to create an "esprit de corps" atmosphere in the detachment while exposing cadets to conflict situations. It will be a time-pressured atmosphere in which cadets must successfully complete various activities during a specific time block.

a. **Date:** Thursday, 3 March 2011

b. **Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

c. **Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

d. **Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	ABU/FTU	ABU/FTU
1520-1720	ABU/FTU	ABU/FTU

3. **Operations:**

a. **Operation : APPLE OF EDEN**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1526-1715	Operation Apple of Eden	Around Millett	5, 6, 7, 10, 19, 23, 24, 28, 31, 33
1716-1720	Announcements, Awards, & Dismissal	Millett West Concourse	

b. **FTP Operations: FTP 4**

Time	Activity	Location	Objectives
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1520-1525	Formal Report and Overview	West Concourse	
1526-1610	Dorm Maintenance Review	Almost O	14, 15,18
1610-1640	Operation SCATTER	Almost O	7, 11, 14, 15,18
1641-1715	SBI	Almost O	18, 23,34
1715-1720	Announcements, Final Remarks and Dismissal	West Concourse	

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	Millett	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
2 Mar 1700	ABU	Dukes	Alexander	Herr	Sobota
3 Mar 0800	ABU	Miller	Hausfeld	Fink	
3 Mar 1730	ABU	Perez	Gaisford	Cassidy	Muddamalle
4 Mar 0800	LS Blues	Mooney	Sch lindwein	Wilcox	
4 Mar 1700	LS Blues	Nardelli	Gomez	Caudill	S. Trau

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 5 (IMT):** Apply individual and flight drill positions.

**b. Objective 6 (IMT):** Apply basic individual and flight drill movements.

**c. Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.

**d. Objective 10 (FTP):** Apply the principles of advanced individual and flight drill movements in LLAB.

**Objective 11 (FTP):** Apply the skills needed to be an effective flight commander.

**e. Objective 14 (FTP):** Know proper dorm maintenance procedures and requirements.

**f. Objective 15 (FTP):** Know the mental, physical and administrative requirements of Field Training.

**g. Objective 18 (FTP):** Know Field Training (FT) military decorum.

**h. Objective 19 (IMT, FTP, ICL, SCL, ECL):** Apply learned information during esprit de corps activities.

**i. Objective 23 (IMT, FTP, ICL, SCL, ECL):** Apply proper Air Force customs and courtesies.



**j. Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.*

**k. Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*

**l. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

**i. video**

**ii. Props**

**b. Supplementary Cadet Tasking:**

**i. All Cadets must bring in an item for Deployed Soldiers (from the list) in order to enter room 61**

**ii. POC for each station**

**6. LLAB1 Warrior Knowledge:**

**a. AS100:** *All applicable knowledge*

**b. AS200:** *All applicable knowledge*

**c. AS300:** *All applicable knowledge*

**d. AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.



EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

**2 Attachments:**

**1. Safety Annex, Week #8**

**2. Physical Training Operations, Week #8**

1st Ind, DET 640/COC



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "KUDOS" LLAB 09, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'KUDOS' is to give feedback to flight members on performance thus far in the semester. Both GMC and POC will be evaluated by their flight commanders and C-Staff will also evaluate their flights. There will also be time for POC and GMC to give feedback separately. Cadets will be taught the Holm Center Training Manual as well.

**a. Date:** Thursday, 17 March 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	SS Blues	SS Blues
1520-1720	SS Blues	SS Blues

**3. Operations:**

**a. Operation : KUDOS**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1525-1555	Holm Center Training Manual	Millett West Concourse	20, 28
1555-1610	PR Briefing	Room 61	17, 26, 31
1610-1640	GMC/POC separate feedback	Millett	28, 29, 31
1640-1700	Retreat/Reveille procedures/Drill Practice	Stations around Millett	5, 6, 7, 9, 10, 28, 31
1705-1720	Formal Retreat and Reveille	Flag Pole	5, 6, 9, 10, 26, 28, 31

	<i>Midterm Feedback throughout</i>	Millett	28, 29, 31
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b. **FTP Operations:** FTP atmosphere remains in place.

c. **Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	Millett	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	Millett	PTU

d. **Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
16 Mar 1700	SS Blues	Derr	Patterson	Leblanc	Garza
17 Mar 0800	SS Blues	Gilmore	<del>Ravak</del>	Lord	
17 Mar 1730	SS Blues	Polizzi	Cripe	Fingers	Singer
18 Mar 0800	SS Blues	Morris	Hoff	Thomas, R	
18 Mar 1700	SS Blues	Zukauskas	Roman	Davidson	Stewart

e. **Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

f. **OPR:** C/Lt Col Nicole Gilmore

g. **Safety:** See Safety Annex (Attachment 1)

#### 4. Objective Compliance:

a. **Objective 5 (IMT):** Apply individual and flight drill positions.

b. **Objective 6 (IMT):** Apply basic individual and flight drill movements.

c. **Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.

d. **Objective 9 (FTP):** Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.

e. **Objective 10 (FTP):** Apply the principles of advanced individual and flight drill movements in LLAB.

f. **Objective 17 (FTP):** Know key personnel parade procedures.

g. **Objective 20 (IMT, FTP, ICL, SCL, ECL):** Comprehend the principles of the Holm Center Training Manual (HCTM).

h. **Objective 26 (IMT, FTP, ICL, SCL, ECL):** Comprehend how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.

i. **Objective 28 (ICL, SCL, ECL):** Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.

j. **Objective 29 (ICL, SCL, ECL):** Apply proper feedback and performance evaluation.

**k. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

**i. HCTM slides**

**b. Supplementary Cadet Tasking:**

**i. POC for Holm Center Briefing**

**ii. Flight Commanders give Midterm feedback (prepare over SB)**

**iii. C/Mooney-PR briefing**

**6. LLAB1 Warrior Knowledge:**

**a. AS100:** *All applicable knowledge*

**b. AS200:** *All applicable knowledge*

**c. AS300:** *All applicable knowledge*

**d. AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

*Emily M. Stanhouse*

EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

**2 Attachments:**

1. Safety Annex, Week #9
2. Physical Training Operations, Week #9

1st Ind, DET 640/COC

21 Feb 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

Approved  Disapproved

*Prisha M. Loede*

PRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "MONGOOSE" LLAB 10, Spring 2011

1. **Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

2. **Mission:** The purpose of operation 'MONGOOSE' is to provide an "esprit de corps" atmosphere for all cadets, provide an opportunity for an informal military ball, and allow cadets to interact in an atmosphere outside of the normal LLAB. This environment will be constructed as a farewell to the seniors who will be commissioning and a good luck to the sophomores who will be going to field training in the summer.

a. **Date:** Thursday, 24 March 2011

b. **Time:** ??: Cadets will be formed up as directed at 1520 sharp.

c. **Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

d. **Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	SS Blues	SS Blues
1520-1720	??	??

3. **Operations:**

a. **Operation : MONGOOSE**

TIME	ACTIVITY	LOCATION	OBJECTIVES
	Formal Report/ Overview/ Announcements	TBA	
?	Military Ball	Top Deck, Skippers	8, 19, 28, 31
45 mins	Mentorship Throughout the Week		21

b. **FTP Operations:** FTP atmosphere will be less formal but still applies.

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	Millett	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	Millett	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
23 Mar 1700	SS Blues	Sobota	Wild	McLemore	Thomas, M
24 Mar 0800	SS Blues	Stanhouse	Manners	Smith, J	
24 Mar 1730	SS Blues	Gibson	Young	Smith, D	Jones
25 Mar 0800	SS Blues	Hewitt	Taylor	Mooney	
25 Mar 1700	SS Blues	Huguely	Hornberger	Trau, J	Thomas, A

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 8 (IMT, FTP):** *Know the environment of an Air Force officer.*

**b. Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.*

**c. Objective 21 (IMT, FTP, ICL, SCL, ECL):** *Apply leadership and followership skills through a cadet mentor program.*

**d. Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*

**e. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

**i. Senior Slideshow**

**b. Supplementary Cadet Tasking:**

**i. 200 skit for seniors**

**6. LLAB10 Warrior Knowledge:**

**a. AS100:** *All applicable knowledge*

**b. AS200:** *All applicable knowledge*

**c. AS300:** *All applicable knowledge*

**d. AS400/700:** *All applicable knowledge*





**DEPARTMENT OF THE AIR FORCE  
AIR FORCE ROTC DETACHMENT 640  
MIAMI UNIVERSITY**

17 Mar 11

**MEMORANDUM FOR DETACHMENT 640**

The following are additional Operations for Operation MONGOOSE:

**Military Ball:**

**Time: 1800-2000**

**Place: Decibel (Above 45 East) \*Note—this is different from the original Ops Orders**

**UOD: Civilian clothes for POC and GMC. Must be professional business attire and appropriate.**

//signed/nmg/17Mar//

NICOLE M GILMORE, C/Lt Col, AFROTC  
COG/CC



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "NEMESIS" LLAB 11, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'NEMESIS' is for cadets to compete for the title "Warrior flight" during an intense time-constrained atmosphere. Cadets will have to perform various activities as a flight in possibly the following categories: PT, warrior knowledge, previous briefings or information. FTP will be leading the flights during the competition and also tested on knowledge that they should be learning throughout the semester.

**a. Date:** Thursday, 31 March 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	ABU/FTU	ABU/FTU
1520-1720	ABU/FTU	ABU/FTU

**3. Operations:**

**a. Operation : NEMESIS**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett South Concourse	
1525-1710	Warrior Flight <i>Prepared by CW/IG</i>	Various places around campus	1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 16, 18, 19, 23, 24, 28, 29, 31
1710-1720	Announcements, Warrior Flight Winner, Dismissal	West Concourse	
45 mins	Mentorship Throughout the Week		21

**b. FTP Operations:**

FTP will be participating in and leading various parts of Warrior Flight for part of LLAB.

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	Millett	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
31 Mar 0800	ABU	Miller	Hausfeld	Fink	
31 Mar 1730	ABU	Perez	Gaisford	Cassidy	Muddamalle
1 Apr 0800	LS Blues	Dukes	Schindwein	Wilcox	
1 Apr 1700	LS Blues	Nardelli	Gomez	Caudill	Illig

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 1 (IMT):** Know the Air Force and AFROTC grade structure and insignia.

**b. Objective 2 (IMT):** Know the Air Force and AFROTC Chain of Command.

**c. Objective 3 (IMT):** Know the AFROTC Honor Code.

**d. Objective 5 (IMT):** Apply individual and flight drill positions.

**e. Objective 6 (IMT):** Apply basic individual and flight drill movements.

**f. Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.

**g. Objective 9 (FTP):** Apply correct guideon procedures during cadet drill & ceremonies practice and official functions.

**h. Objective 10 (FTP):** Apply the principles of advanced individual and flight drill movements in LLAB.

**i. Objective 11 (FTP):** Apply the skills needed to be an effective flight commander.

**j. Objective 13 (FTP):** Apply proper flight drill evaluation (FDE) procedures.

**k. Objective 16 (FTP):** Apply proper open ranks inspection procedures.

**l. Objective 18 (FTP):** Know Field Training (FT) military decorum.

**m. Objective 19 (IMT, FTP, ICL, SCL, ECL):** Apply learned information during esprit de corps activities.

**n. Objective 23 (IMT, FTP, ICL, SCL, ECL):** Apply proper Air Force customs and courtesies.

- o. Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.*
- p. Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*
- q. Objective 29 (ICL, SCL, ECL):** *Apply proper feedback and performance evaluation.*
- r. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

- i. Road Guard Materials**
- ii. All cadets must bring a water bottle and a set of PT's**

**b. Supplementary Cadet Tasking:**

- i. Warrior Run Planning**
- ii. Drivers?**

**6. LLAB1 Warrior Knowledge:**

- a. AS100:** *All applicable knowledge*
- b. AS200:** *All applicable knowledge*
- c. AS300:** *All applicable knowledge*
- d. AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.



EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

**2 Attachments:**

- 1. Safety Annex, Week #11
- 2. Physical Training Operations, Week #11

1st Ind, DET 640/COC

21 Mar 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "SASSAFRAS" LLAB 12, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'SASSAFRAS' is to expose cadets to various expeditionary training requirements. There is also an opportunity for cadets to learn specific requirements for wearing all uniforms as we transition into wearing short sleeve blues more. Cadets will also learn about an aspect of leadership: being an effective follower.

**a. Date:** Thursday, 7 April 2011

**b. Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	SS Blues	SS Blues
1520-1720	SS Blues	SS Blues

**3. Operations:**

**a. Operation : SASSAFRAS**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1525-1545	Uniforms Fashion Show	Graves Lounge	24, 28
1545-1605	Commander's Call: <i>How to be an effective follower</i>	Graves Lounge	32
1605-1625	Station 1: <i>Convoy Procedures</i>	Millett West Concourse	7, 28, 31
1625-1645	Station 2: <i>Land Navigation</i>	Millett West Concourse	7, 28, 31

1645-1705	Station 3: <i>Entry Control Point/Vehicle Search</i>	Millett West Concourse	7, 28, 31
1705-1715	Drill Knock Out Competition	Millett West Concourse	19, 28, 31
1715-1720	Announcements, Warrior Flight Winner, Dismissal	West Concourse	
45 mins	Mentorship Throughout the Week		21

**b. FTP Operations: FTP5**

TIME	ACTIVITY	LOCATIN	OBJECTIVES
1520-1525	Formal Report and Overview	South Concourse	
1526-1625	DFAC Procedures	South Concourse	7, 9, 11, 15, 18, 23
1626-1715	Operation ANGRY BIRDS	South Concourse	7, 10, 11, 12, 15, 18
1715-1720	Announcements, Final Remarks and Dismissal	South Concourse	

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett Lawn	PTU
	Friday	0630-0730	Millett	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
7 Apr 0800	SS Blues	Gilmore	Ravak	Patterson	
7 Apr 1730	SS Blues	Polizzi	Cripe	Fingers	Singer
8 Apr 0800	SS Blues	Morris	Hoff	Thomas, R	
8 Apr 1700	SS Blues	Davidson	Garza	Roman	Stewart

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.



- b. Objective 9 (FTP):** *Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.*
- c. Objective 10 (FTP):** *Apply the principles of advanced individual and flight drill movements in LLAB.*
- d. Objective 11 (FTP):** *Apply the skills needed to be an effective flight commander.*
- e. Objective 12 (FTP):** *Know road guard procedures.*
- f. Objective 15 (FTP):** *Know the mental, physical and administrative requirements of Field Training.*
- g. Objective 18 (FTP):** *Know Field Training (FT) military decorum.*
- h. Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.*
- i. Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.*
- j. Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*
- k. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

- i. Convoy cars**
- ii. GPS and maps/compass**
- iii. Someone's vehicle**

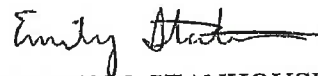
**b. Supplementary Cadet Tasking:**

- i. Cadets to wear each uniform**

**6. LLAB1 Warrior Knowledge:**

- a. AS100:** *All applicable knowledge*
- b. AS200:** *All applicable knowledge*
- c. AS300:** *All applicable knowledge*
- d. AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.



EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

**2 Attachments:**

- 1. Safety Annex, Week #12**
- 2. Physical Training Operations, Week #12**



DEPARTMENT OF THE AIR FORCE  
 MIAMI UNIVERSITY  
 640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "MATTERHORN" LLAB 13, Spring 2011

1. **Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

2. **Mission:** The purpose of operation 'MATTHORN' is a capstone Leadership Laboratory for cadets to apply all previously learned information during LLABs to this LLAB. Cadets will use information to apply it to leadership projects and be tested on *use* of knowledge of leadership skills and especially use of information from previous LLABs.

a. **Date:** Thursday, 14 April 2011

b. **Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

c. **Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	ABU/FTU	Civilian Attire ABU/PTU to AES class

d. **Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	ABU/FTU	ABU/FTU
1520-1720	ABU/FTU	ABU/FTU

3. **Operations:**

a. **Operation : MATTERHORN**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1525-1545	Information Briefing	Room 61	7, 19, 28
1545-1600	Convoy to Peffer Park	Miami U	7, 19, 28, 29, 31, 34
1600-1715	Operation MATTHORN	Peffer Park	7, 19, 28, 29, 31, 34
1715-1720	Announcements, Warrior Flight Winner, Dismissal	West Concourse	
45 mins	Mentorship Throughout the Week		21

**b. FTP Operations: FTP6**

TIME	ACTIVITY	LOCATIN	OBJECTIVES
1520-1525	Formal Report and Overview	West Concourse	
1526-1715	Operation ALCHEMY	Peffer Park	11, 15, 18, 34
1715-1720	Announcements, Final Remarks and Dismissal	South Concourse	

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	Millett	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
7 Apr 0800	ABU	Stanhouse	Manners	Perez	
7 Apr 1730	ABU	Gibson	Young	Smith, J	Jones
8 Apr 0800	ABU	Hewitt	Taylor	Mooney	
8 Apr 1700	ABU	Huguely	Hornberger	Wild	Thomas, A

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.

**f. Objective 15 (FTP):** Know the mental, physical and administrative requirements of Field Training.

**g. Objective 18 (FTP):** Know Field Training (FT) military decorum.

**h. Objective 19 (IMT, FTP, ICL, SCL, ECL):** Apply learned information during esprit de corps activities.

**Objective 21 (IMT, FTP, ICL, SCL, ECL):** Apply leadership and followership skills through a cadet mentor program.

**j. Objective 28 (ICL, SCL, ECL):** Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.

**Objective 29 (ICL, SCL, ECL):** Apply proper feedback and performance evaluation.

**k. Objective 31 (ECL):** Apply leadership, management and problem-solving skills in special projects/positions.

**Objective 34 (FTP):** *Comprehend the Expeditionary Requirements of Field Training.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

- i. Information Briefing**
- ii Vehicle**
- iii Jump ropes**
- iv water balloons**
- v. Maps**

**b. Supplementary Cadet Tasking:**

- i. Drivers for Convoy**
- ii. POC leaders for each station**
- iii. GMC and POC leader for convoy**

**6. LLAB1 Warrior Knowledge:**

- a. AS100: All applicable knowledge**
- b. AS200: All applicable knowledge**
- c. AS300: All applicable knowledge**
- d. AS400/700: All applicable knowledge**

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

  
EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

2 Attachments:

- 1. Safety Annex, Week #13
- 2. Physical Training Operations, Week #13

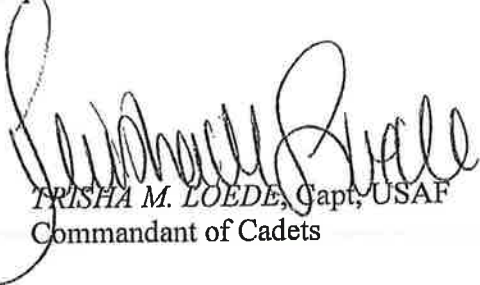
1st Ind, DET 640/COC

6 Apr 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

Approved  Disapproved

  
TRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets



DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "NIGHTFALL" Canoe Trip, Spring 2011

1. **Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

2. **Mission:** The purpose of operation 'NIGHTFALL' is a makeup for a LLAB that was cancelled during LLAB2. This is an "esprit de corps" environment and activity for cadets to participate in outside of a normal LLAB environment. Cadets will be canoeing, testing their strength and team working abilities

a. **Date:** Friday, 15 April 2011

b. **Time:** 1400-1630: Cadets will be formed up as directed at 1400 sharp.

c. **Uniform:**

Time  
1400-1630

POC  
Civilian Attire

GMC  
Civilian Attire

3. **Operations:**

a. **Operation : MATTERHORN**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1345	Report to detachment	Millett Detachment	
1400	Leave Millett via Convoy		
1415	Arrive at Hueston Woods	Hueston Woods	
1415-1440	Brief by company	Hueston Woods	7, 19, 22, 28, 31, 32, 33
1440-1615	Canoeing!	Hueston Woods	7, 19, 22, 28, 31, 32, 33
1630	Leave Hueston Woods		

e. **Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

f. **OPR:** C/Lt Col Nicole Gilmore

g. **Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

- a) **Objective 7 (IMT, FTP):** *Apply effective followership and teamwork skills.*
- b) **Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.*
- c) **Objective 22 (IMT, FTP, ICL, SCL, ECL):** *Know the principles of Air Force Health and Wellness.*
- d) **Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*
- e) **Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*
- f) **Objective 32 (IMT, FTP, ICL, SCL, ECL):** *Comprehend issues and topics given in a Commander's Call environment.*
- g) **Objective 33 (IMT, FTP, ICL, SCL, ECL):** *Physical Training (PT).*

**5. Logistics:**

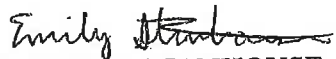
**a. Materials, Services, and Equipment:**

- i. Convoy Drivers
- ii. Swimsuits/clothes able to get wet

**b. Supplementary Cadet Tasking:**

- i. C/Herr-Safety Officer

**6. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

  
EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

1 Attachment:

1. Safety Annex


1st Ind, DET 640/COC

13 Apr 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

Approved  Disapproved

  
TRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets





DEPARTMENT OF THE AIR FORCE  
MIAMI UNIVERSITY  
640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "MAGIC CARPET" LLAB 14, Spring 2011

**1. Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

**2. Mission:** The purpose of operation 'MAGIC CARPET' is to give cadets an opportunity to participate in a formal Presidential Review ceremony where they will learn proper parade procedures, key personal procedures and be able to apply the awards and decorations program in a formal awards ceremony.

**a. Date:** Saturday, 23 April 2011

**b. Time:** 0645-1000: Cadets will be formed up as directed at 0645 sharp.

**c. Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	SS Blues	Civilian Attire SS Blues to AES class

**d. Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	SS Blues	SS Blues
1520-1720	SS Blues	SS Blues

**e. Saturday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0645-1000	Service Dress	Service Dress

**3. Operations:**

**a. Operation : MAGIC CARPET**

TIME	ACTIVITY	LOCATION	OBJECTIVES
0645	Formal Report, Overview & Announcements	Millett West Concourse	
0645-0800	Presidential Review Practice/Dress Rehearsal	Millett Gym	8, 17, 23, 24, 26, 27, 31
0900-1100	Presidential Review	Millett Gym	8, 17, 23, 24, 26, 27, 31
45 mins	Mentorship Throughout the Week	Campus	21

**b. Practice Days and Times**

DATE	TIME	ACTIVITY	LOCATION	OBJECTIVES
20 Apr	1800-2000	Practice	Millett Gym	
21 Apr	1530-1730	Practice	Millett Gym	8, 17, 23, 24, 26, 27, 31
22 Apr	1530-1730	Practice	Millett Gym	21

**c. FTP Operations:**

TIME	ACTIVITY	LOCATION	OBJECTIVES
21 Apr 1530-1730	Read HCTM during PR practice	Millett	20

**d. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	Millett	PTU
	Friday	0630-0730	RSC	PTU

**e. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
21 Apr 0800	SS Blues	Miller	Hausfeld	Fink	
21 Apr 1730	SS Blues	Gilmore	Cassidy	Gaisford	Muddamalle
22 Apr 0800	Service	Herr	Sch lindwein	Wilcox	
22 Apr 1700	Service	Nardelli	Illig	Caudill	Alexander

**f. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**g. OPR:** C/Lt Col Nicole Gilmore

**h. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 8 (IMT, FTP):** Know the environment of an Air Force officer.

**b. Objective 17 (FTP):** Know key personnel parade procedures.

**c. Objective 20 (FTP):** Comprehend the principles of the Holm Center Training Manual (HCTM).

**d. Objective 23 (IMT, FTP, ICL, SCL, ECL):** Apply proper Air Force customs and courtesies.

**e. Objective 24 (IMT, FTP, ICL, SCL, ECL):** Apply proper Air Force dress and grooming standards.

**f. Objective 26 (IMT, FTP, ICL, SCL, ECL):** *Comprehend how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.*

**g. Objective 27 (IMT, FTP, ICL, SCL, ECL):** *Apply the AFROTC Awards and Decorations program in a formal awards ceremony.*

**h. Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*

**5. Logistics:**

**a. Materials, Services, and Equipment:**

**b. Supplementary Cadet Tasking:**

**6. LLAB14 Warrior Knowledge:**

**a. AS100:** *All applicable knowledge*

**b. AS200:** *All applicable knowledge*

**c. AS300:** *All applicable knowledge*

**d. AS400/700:** *All applicable knowledge*

**7. Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

  
EMILY M. STANHOUSE, C/Col, AFROTC  
Cadet Wing Commander

2 Attachments:

1. Safety Annex, Week #14
2. Physical Training Operations, Week #14


1st Ind, DET 640/COC

13 Apr 11

MEMORANDUM FOR 640 CW/CC

This Operations Order has been reviewed for compliance with AFROTCI 36-2017 and the 10-11 Mission Directive.

Approved  Disapproved

  
TRISHA M. LOEDE, Capt, USAF  
Commandant of Cadets



DEPARTMENT OF THE AIR FORCE  
 MIAMI UNIVERSITY  
 640th CADET WING



MEMORANDUM FOR 640TH CADET WING

FROM: 640 CW/CC

SUBJECT: OPERATIONS ORDERS, "ORCHID" LLAB 15, Spring 2011

1. **Order of the Day:** This memorandum shall serve as the 'Order of the Day' for the applicable LLAB week.

2. **Mission:** The purpose of operation 'ORCHID' is to end the semester with honor flight, one final competition between flights. Cadets will be tested on all information and knowledge taught throughout the semester as well as physical stamina and team work

a. **Date:** Thursday, 28 April 2011

b. **Time:** 1520-1720: Cadets will be formed up as directed at 1520 sharp.

c. **Tuesday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1700	SS Blues	Civilian Attire SS Blues to AES class

d. **Thursday Uniform:**

<u>Time</u>	<u>POC</u>	<u>GMC</u>
0800-1520	ABU/FTU	ABU/FTU
1520-1720	ABU/FTU	ABU/FTU

3. **Operations:**

a. **Operation : ORCHID**

TIME	ACTIVITY	LOCATION	OBJECTIVES
1520-1525	Formal Report and Overview	Millett West Concourse	
1525-1645	Honor Flight	Various places around Millett	5, 6, 7, 9, 10, 11, 13, 16, 19, 23, 24, 28, 29, 31, 33
1645-1700	Presentation of Awards	Miami U	32
1700-1715	Change of Command	West Concourse	8, 32
1715-1720	Announcements, Warrior Flight Winner, Dismissal	West Concourse	

45 mins	Mentorship Throughout the Week		21
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**b. FTP Operations: FTP7**

TIME	ACTIVITY	LOCATIN	OBJECTIVES
1520-1525	Formal Report and Overview	West Concourse	
1526-1645	Operation TIME HACK	Various Places around Millett	6,7,8,9,10,11,12, 13,14,15,16, 18,23,24,34
1645-1720	Awards Ceremony and Change of Command	Millett West Concourse	32
1715-1720	Announcements, Final Remarks and Dismissal	West Concourse	
	Optional: 200's can ask 300's questions about Field Training	Room 61	

**c. Physical Training:** See Attachment for detailed breakdown

PT	DAY	TIME	LOCATION	UOD
	Monday	0630-0730	RSC	PTU
	Tuesday	0630-0730	RSC	PTU
	Friday	0630-0730	RSC	PTU

**d. Flag Detail:**

DATE	UOD	Cadet 1	Cadet 2	Cadet 3	Cadet 4
28 Apr 0800	ABU	Derr	Patterson	McLemore	
28 Apr 1730	ABU	Polizzi	Cripe	Fingers	Singer
29 Apr 0800	ABU	Morris	Hoff	Thomas, R	
29 Apr 1700	ABU	Davidson	Roman	Stewart	Huguely

**e. Authorization:** T-508, 10-11 Mission Directive, AFROTCI 36-2017, OPLAN S10

**f. OPR:** C/Lt Col Nicole Gilmore

**g. Safety:** See Safety Annex (Attachment 1)

**4. Objective Compliance:**

**a. Objective 5 (IMT):** Apply individual and flight drill positions.

**b. Objective 6 (IMT):** Apply basic individual and flight drill movements.

**c. Objective 7 (IMT, FTP):** Apply effective followership and teamwork skills.

**d. Objective 8 (IMT, FTP):** Know the environment of an Air Force officer.

**e. Objective 9 (FTP):** Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.



- f. **Objective 10 (FTP):** *Apply the principles of advanced individual and flight drill movements in LLAB.*
- g. **Objective 11 (FTP):** *Apply the skills needed to be an effective flight commander.*
- h. **Objective 12 (FTP):** *Know road guard procedures.*
- i. **Objective 13 (FTP):** *Apply proper flight drill evaluation (FDE) procedures.*
- j. **Objective 14 (FTP):** *Know proper dorm maintenance procedures and requirements.*
- k. **Objective 15 (FTP):** *Know the mental, physical and administrative requirements of Field Training.*
- l. **Objective 16 (FTP):** *Apply proper open ranks inspection procedures.*
- m. **Objective 18 (FTP):** *Know Field Training (FT) military decorum.*
- n. **Objective 19 (IMT, FTP, ICL, SCL, ECL):** *Apply learned information during esprit de corps activities.*
- n. **Objective 23 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force customs and courtesies.*
- o. **Objective 24 (IMT, FTP, ICL, SCL, ECL):** *Apply proper Air Force dress and grooming standards.*
- p. **Objective 28 (ICL, SCL, ECL):** *Apply leadership and management skills in supervising the cadet corps or through advanced leadership experiences.*
- q. **Objective 29 (ICL, SCL, ECL):** *Apply proper feedback and performance evaluation.*
- r. **Objective 31 (ECL):** *Apply leadership, management and problem-solving skills in special projects/positions.*
- s. **Objective 32 (IMT, FTP, ICL, SCL, ECL):** *Comprehend issues and topics given in a Commander's Call environment.*
- t. **Objective 33 (IMT, FTP, ICL, SCL, ECL):** *Physical Training (PT).*
- u. **Objective 34 (FTP):** *Comprehend the Expeditionary Requirements of Field Training.*
5. **Logistics:**
- a. **Materials, Services, and Equipment:**
  - b. **Supplementary Cadet Tasking:**
6. **LLAB15 Warrior Knowledge:**
- a. *AS100: All applicable knowledge*
  - b. *AS200: All applicable knowledge*
  - c. *AS300: All applicable knowledge*
  - d. *AS400/700: All applicable knowledge*
7. **Administration:** Questions about or deviations from the 'Order of the Day' shall be coordinated through your respective Chain of Command.

*Emily Stanhouse*  
 EMILY M. STANHOUSE, C/Col, AFROTC  
 Cadet Wing Commander

2 Attachments:

1. Safety Annex, Week #15
2. Physical Training Operations, Week #15



# Operation MATTERHORN

## Detailed Plan

**Overall Mission:** Complete a series of GLPs and past learned procedures to complete a task. This is a capstone LLAB in which cadets will be performing all the knowledge that they have learned thus far.

**Overall Objective:** Complete each of the GLPs to obtain weapons, find and save the pilot Cadet Gibson

**Rules of Engagement and Situation:** included in initial powerpoint briefing

### At Millett:

1520	Form up and report in
	Transit to room 61
1525-1540	Briefing in room 61
	Transit to cars
1545-1600	Convoy to Peffer Park (planned by C/4c Smith)-Plan due by noon Wednesday April 12, 2011 (See attachment 1 for plan)

\*Note FTP cadets will be forming up at Peffer park at 1520 sharp. They will not report to Millet

### At Peffer Park: Cadets will transit into the following stations

1600-1608	Station 1
1608-1610	Transit
1610-1618	Station 2
1618-1620	Transit
1620-1628	Station 3
1628-1630	Transit
1630-1638	Station 4
1638-1640	transit
1640	All flights at Station 5

\*Note-Cadets will be using a map and compass to locate the following locations in between each station

Flights will proceed in the following order for stations:

**Alpha-1, 2, 3, 4, 5**

**Bravo-3, 4, 1, 2, 5**

**Charlie-4, 1, 2, 3, 5**

Flight commanders need to assign the following responsibilities within each flight:

1. Navigator-person who is in charge of compass and map for entirety of LLAB
2. Doctor (and safety officer)-leader for all SAB procedures (does not have to do all them but will be in charge), and for real life safety threats
3. 5 Leaders: one for each GLP

## Operation RUNAWAY

(C/Maj Zukauskas)

1. **Location:** From the bottom of the hill to sand volleyball court (marked with a #1 on the map)
2. **Mission:** Cadets have to get away from the enemy by doing buddy rushes and low crawls. Cadets will buddy rush from point A to point B and then low crawl across the sand volleyball court, get up do 10 jumping-jacks and go back in reverse.
3. **Objective:** Every Cadet must successfully get to the end and back without “dying” within the allotted time, 7 minutes. Flights who complete the objective within 7 minutes will receive 2 water balloons. If the flight does not complete the GLP in under 7 minutes, the flight will only get 1 water balloon.
4. **Rules of Engagement:** The POC in charge will determine who “dies”. This includes, heads popping up, improper procedures for buddy rushes and low crawls or anything the POC in charge determines inappropriate for this GLP. The person who dies will be required to go back to the beginning and start over. Any quibbling with the POC in charge will disqualify the flight member for the rest of the GLP and the flight will lose a water balloon.

## Operation JAILBREAK

(C/Maj Caudill)

1. **Location:** The end of the Peffer Park parking lot near the gates (marked with a #2 on the map)
2. **Mission:** Cadets have to properly execute all Entry Control Point and Vehicle Search procedures for this GLP. The POC in charge will make sure that the flight is following each of the steps for both. Cadets must find all IEDs within the vehicle in addition to following proper procedures to the driver of the vehicle.
3. **Objective:** Cadets will have 7 minutes to successfully complete all the steps necessary in maintaining and Entry Control point when an unidentified vehicle approaches the ECP. Then cadets will have to properly search the vehicle for IEDs. The POC in charge will determine the performance and if all correct steps are followed, all IEDs are found and the GLP is completed within the allotted amount of time the flight will receive 3 water balloons. One water balloon will be taken away for each infraction: if the operation is not completed or if not all steps are followed or IEDs found. One more water balloon will be given if cadets complete in under 6 minutes.
4. **Rules of Engagement:** The POC in charge will determine if the flight properly executed all the steps. He or she should also have a list of each of the steps for maintaining and entry control point so as to stay standardized for each of the flights. Make a check next to each step they complete and each IED that they find. Quibbling with the POC in charge will cause loss of water balloons.

## Operation DEATHLYHALLOWS

(C/Lt Col Young)

1. **Location:** In between the two tall trees (marked with a #3 on the map).
2. **Mission:** The flight will be required to cross a contaminated area before being able to rescue their pilot. There will be jump ropes and “bombs” set up that the flight must all successfully cross. But everyone is blind and cannot talk until they get to the other side. This means that the first person to go can only be directed by motions other than talking. Once cadets cross to the other end they will be able to see and talk to help the rest of their cadets successfully get to the other side.
3. **Objective:** To get all flight members across to the other side. Three water balloons will be awarded if the flight successfully gets all people across under the amount of time, 7 minutes. Balloons will be taken away for the following infractions: not completing the GLP in the allotted time. One more balloons will be awarded if the flight can do it under 6 minutes.
4. **Rules of Engagement:** . If a bomb is hit or moved that person plus the person before them must go back and start over. If anyone is caught cheating (opening eyes or talking when not supposed to) the flight will forfeit this GLP and lose all water balloons. The POC in charge has the right to determine this. Quibbling with the POC in charge will also cause the cadet to be disqualified and the flight to lose a water balloon.

## Operation REDEMPTION

(C/Col Stanhouse)

1. **Location:** Underneath metal structure (marked on map with #4)
2. **Mission:** A part of C/Gibson’s plane has been found. It is unsure if it is contaminated and should be treated as an Unexploded Ordinance. Cadets must move the UXO (football/dodgeball) up and over the metal object.
3. **Objective:** Cadets must get the ball up and over the metal object, handling it carefully but not touching it. Three water balloons will be awarded for successfully completing this GLP. One will be taken away for each infraction: not completing the GLP in the allotted time, 7 minutes, or completing the GLP but not properly handling the UXO. One will be awarded if the GLP is completed properly and in the amount of time allotted.
4. **Rules of Engagement:** The only objects they will be given is a few jump ropes, a stretcher, and a couple orange cones. The UXO cannot drop or be handled roughly or they will have to start over each time. Discrepancies are determined by the POC in charge and any quibbling will cost the lost of weapons (water balloons).

## Operation INTRUDER

- Flights led by C/Col Stanhouse, C/Lt Col Gilmore, C/Maj Zukauskas
- Enemy hiding in the woods: C/Caudill, C/Young, C/Nardelli

1640	All Cadets arrive at Station 5
	Begin Riddles
1650	First flight to complete riddles will start on the trail
1655	2 <sup>nd</sup> flight will start on the trail
1700	Last flight will start on trail

1. **Location:** Back corner by fire pit (marked with a #5 on the map)

2. **Mission:** Once successfully answering three riddles cadets will enter the woods on the Peffer park trail leading up to the bluffs. They will have a map of where to go. There will be a POC leader following behind the flights to make sure everything goes as planned.

3. **Objective:** To follow the trail, avoid all distractions, find C/Gibson and perform SAB on him. Once he is nursed back to health, Cadets will be allowed to leave the bluffs and return back to base to give a SALUTE report on everything that happened while they were in the woods.

#### 4. Rules of Engagement:

The following cadets will play “the enemy” while in the woods and these will be their roles:

C/Young-Enemy 1

C/Caudill-Enemy 2

C/Nardelli-Enemy 3

(look at map for specific placements of where to hide).

- These POC will be hiding in the woods. It is the duty of enemy 1 to have the cadets answer three knowledge questions correctly before they are allowed to continue on in the path/cross the bridge. Once they do so, she will allow them to pass cooperatively.
- Enemy 2 will be hiding under the bench/behind a tree/in a tree (just do not be seen). You will automatically fire upon the cadets with your weapons (water balloons). You will be the “do not fire unless fired upon person). Keep firing and try to hit some of the cadets in the flight. If they are hit they must complete SAB on their injured people before being allowed to continue. POC leading the flight will be allowed to say what the injuries of the people are. You may stop firing when they have hit and “killed” you.

- Enemy 3 will “look somewhat suspicious” but be hiding his or her weapons. This enemy will require the cadets to do challenge procedures on the enemy. They must successfully complete all procedures, including sign/countersign and what to do if the enemy does/does not cooperate and to properly detain enemy if given wrong countersign.

That will be the final challenge and cadets will climb up the rest of the way to the bluffs will they will find C/Gibson, perform SAB and then turn around to go back and do the SALUTE report.

All cadets should be back by 1715. Any cadets back earlier should use the time for flight time and debrief.

### **Riddles:**

1. The beginning of eternity, The end of time and space, The beginning of every end, And the end of every place (the letter 'e')
2. Until I am measured, I am not known. Yet how you miss me, When I have flown. What am I? (time)
3. A plane crashed and every single person on board this flight were killed yet there were survivors. Explain how? (the married people lived, the single people died)
4. It goes up but at the same time goes down. Up toward the sky and down toward the ground. It's present tense and past tense too; come for a ride just me and you. What is it? (a see-saw)
5. I dig out tiny caves in which I store Gold and Silver I build bridges of Silver I make Crowns of Gold, The Smallest you can imagine, Sooner or later you will need me, yet you're afraid of me. Who Am I? (the dentist)
6. What has a head, a tail, but no body? (a coin)

MEMORANDUM FOR DETACHMENT 640

FROM: C/Smith

SUBJECT: Llab Convoy Details for 14 April 2011

1. The following are the drivers/car leaders/passengers for the convoy:

<u>Redhawk 1</u> d: Stanhouse l: Fink (radio) 1. Young 2. Hoff	<u>Redhawk 2</u> d: Gilmore l: Cassidy 1. Jones 2. Taylor 3. Dukes	<u>Redhawk 3</u> d: Sobota l: Wild (radio) 1. Thomas, A 2. Fingers 3. Schlindwein	<u>Redhawk 4</u> d: Herr l: Thomas, R 1. Gaisford 2. Gibson 3. Morris
<u>Redhawk 5</u> d: Perez l: Trau (radio) 1. Illig 2. Huguely 3. Caudill	<u>Redhawk 6</u> d: Zukauskas l: Roman 1. Stewart 2. Hausfeld 3.	<u>Redhawk 7</u> d: Polizzi l: Wilcox 1. Smith (radio) 2. Mooney 3.	

A. Each car will have a driver, a leader, and 2-3 passengers. The leader's job is to assist the driver with directions, speed limit, and using the radio at checkpoints. The leader, if in Redhawks 1, 3, 5, or 7, will radio in at departure from Millett, at the checkpoint, and upon arrival at Peffer Park. Each leader will be given a copy of the directions, distances, checkpoints, speeds, etc. The leader will be positioned in the front passenger seat of the vehicle.

2. Directions:

- A. Head south out of the Millett parking lot toward E Sycamore St.
- B. Turn left at E Sycamore St. (0.1 miles)
- C. Turn right at Tallawanda St. (0.3 miles)
- D. Turn left at E High St. (0.2 miles)
- E. Take the 2nd right onto S Patterson Ave. (0.7 miles) (checkpoint)
- F. Continue onto Millville Oxford Rd. (0.1)
- G. Turn right into the entrance of Peffer Park and park in the parking lot.

3. Checkpoints: There will be one checkpoint throughout this convoy. This checkpoint is at the intersection of E. High Street and S. Patterson Avenue. When the 1st, 3rd, 5th, and 7th car hit this checkpoint, the leader of the car will radio to let the rest of the convoy know of their status. (Only Redhawks 1, 3, 5, and 7 have radios because we only have access to 4 radios.)

4. The approximate time of travel is 5 minutes. Redhawk 1 will depart from Millett Hall at 1540, and each car will follow behind Redhawk 1 in consecutive order. The deputy convoy commander, C/4c Fink, will be in Redhawk 1. The convoy commander, C/4c Smith, will be in Redhawk 7 to make sure the



departure runs smoothly. Upon departure from Millett, the convoy commander will radio in the departure of Redhawks 2, 4, and 6 because they do not have a radio in their cars. Upon arrival of Peffer Park, the deputy convoy commander will radio in the arrival of Redhawks 2, 4, and 6.

5. The drivers must follow the speed limits posted along the roads throughout the convoy and keep a distance of at least 2-3 car lengths from the vehicle in front of them.

//Signed/jas/13 April 2011//

JENNIFER SMITH, C/4c, AFROTC

CONVOY COMMANDER

## Drill Dance-Off

1. Assign a leader
2. You have 20 minutes to plan and practice a drill competition. You will be showing the detachment your best moves and working together as a team to come up with the most creative, but professional drill competition. You will be evaluated on creativity, professionalism, team work, overall marching, flight commander's control of the flight, and ability to stay in bounds. You are still required to be marching as a flight during the competition, but you may make up or own drill movements (ie—"do the Elvis, march") in which your flight must do whatever you decided for that movement. (You may not use that one). You will perform your drill dance off at the end of the 20 minutes. Try to be the most creative out of all the flights but make sure you are working as a team to put this together and that it shows. Good luck!

How you will be evaluated:

	Excellent (3 points)	Good (2 points)	Average (1 point)	Poor (0 points)
Creativity of Drill Movements				
Professionalism of flight				
Noticeable team work				
Marching (in between movements)				
Flight Commander's presence				
Stay in Bounds?				
Overall Performance				
Overall Creativity (only one flight per category)				
TOTAL:				

Notes:

1. Take one point off for every time the flight goes out of bounds (starts off as excellent, 3 points).
2. Team work is graded on how well the flight listens to their flight commander's commands and their ability to stay together as a flight after the commands are called.
3. Creativity will be divided into 2 sections:
  - a. The movements that the flight decided upon for their competition.
  - b. The flight with the best and most creative competition (decided by each individual C-Staff member will receive an extra 3 points, the next will receive 2 points, and the last will receive 1 point).---Decided at the end.

Each of the 6 C-Staff members will evaluate the flights and tabulate points for the winner of the Drill Dance off!!

**Portfolios, Essays, and  
Platforms  
Methods Classes**

## Introduction to Field Experiences:

These essays, mini-portfolios and multi-genre papers, give a good insight to how my field experience went during my methods courses. It is also interesting to look back and see it from a different perspective now that I have had more experience teaching. These papers are all about teaching from the reading perspective and from the writing perspective.

The first portfolio is a look at what I learned from my field experiences and methods class, my first *real* introduction to teaching. I had two different field experiences, my first one also being at Mason High School and my second placement being in an “academic watch”, middle school, which had recently upgraded from “academic emergency”. Here I also had two different experiences, which taught me that I can and will be happy teaching anywhere, no matter the age or the socio-economic class. What I believe is most notable about this portfolio is my quickwrite that I did day one of methods classes junior year. In the writing I said, “I’m not sure I want to teach. What if they don’t like me? What if I’m that teacher nobody wants? What if I can’t stand those pestering kids at my desk asking to go to the bathroom every ten seconds? What if I don’t know what I’m talking about?? They’ll know! They’ll see right through me. They’ll tell everyone I am that old grouch English teacher”. Boy, have my views changed drastically two years later. I have grown to understand that not every student is going to like me, what to do in situations when I do not know the answer or what I am talking about, and that I still love teaching and students when they are pestering me. My teaching style has become to just pester them right back and they like to see that I am human. Looking at this portfolio is emotional for me because I can really see my improvement from before I had any experience professionally teaching to not being able to wait to have my own classroom.

The second portfolio titled, “Teachable Moments” is a multi-genre account of my experience at the “academic watch” school. I did not have a good experience here with the cooperating teacher, and learned more about what not to do as a teacher, but still made the best of it. I concluded that my non-negotiable, what I will never let myself forget for as long as I am teaching, is to not let go of those “teachable moments” that arise in the classroom, whether on curriculum or not.

The third piece is a dramatic narrative of my first experience teaching at Mason High School. I describe the good, the bad, the not-sure-what-to-do moments, interactions with students, and my thoughts throughout the whole process. This first experience with teaching is what hooked me for life.

My last two pieces are my views on literacy instruction based on my experiences and what I learned in my “teaching literacy” classes. I talk about the importance of academic rigor in the classroom and then how to use the text with instruction, but not as the main source of instruction. These accurately describe my views on literacy instruction and how to teach reading to students, in the classroom and individually. All of these pieces are included with instructor comments.

Name Nicole Gilmore

Score (15)/15 a real pleasure to see you "fly"

NCTE Standards

- 2.3 Demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates
- 3.1.2 Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA
- 3.2.2 Use writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching

5 Oral Presentation (5 points; NCTE 3.2.1, 3.2.2):

non-negotiable teachable moments

- 4.7—5 Energy, alertness, clear purpose, strong voice, undeniable physical presence, substance and sense of passion/conviction, within time limit
- 3.7—4.6 Steadiness, good voice, good posture, maybe nervous but controlled, clear
- 2.5—4.6 Low energy level, rambling or blurring of purpose, weak voice, poor body presence, nervousness, little substance, little sense of passion/conviction, well under/over time limit

poem  
you read the poem well

Final Assessment—ten areas (10 points; NCTE 3.1.1, 3.1.1)

- Exemplary 9.8—10: All areas are represented. Artifacts are substantive. Explanations are clear, convincing, and sometimes surprising.
- Excellent 9.3—9.7: All areas represented. Explanations clear and convincing. Artifacts substantive.
- Superior 8.7—9.2: All areas represented. Explanations show clear, sound thinking.
- Satisfactory 7.5—8.3: Each artifact is accompanied by a clear explanation, one or more areas missing.
- Unacceptable 0—7.4: Some or all explanations are brief or perfunctory, one or more areas missing.

10

★ Yes/No

1 Visual element to symbolize your final self-assessment, your thematic grand conversation

what a winning photo! I love the reflection

Yes/No

2 Proof of Membership in NCTE

★ Yes/No

3 Notes from a conference or other collaboration with an instructor

★ Yes/No

4 Written response of attendance at professional meeting, event, speaker

Dal: Lama and love how you turned the rules to teaching

Yes/No

5 A lesson or strategy you will take into student teaching

thesis

★ Yes/No

6 Your Accomplishment: "The Light Bulb" - and another fine piece of reflection - must be the EDT 180B kicking in!

★ Yes/No

7 Your Struggles or Difficult Learning:

Tatum "I am a girl of adventure"

★ Yes/No

8 Skill/attitude/stance you need to develop, learn, or improve

thinking on feet

★ Yes/No

9 One non-negotiable in ILA/teaching and why are you passionate about it

embrace teachable moments - "points of wonder"

Yes/No

10 Your Growth/Development/Change: In what way have you developed, grown, or changed in your attitude about teaching integrated language arts? What is true about you in December that was not in August? The change could be something drastic, something subtle, or something you grown more resolute about.

air force personality student "

P. 16 The roof is peaked.  
My interest was piqued.



**Learning Portfolio**  
*Running the race*

**Nicole Gilmore**  
12/14/2010



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## Race Day

My visual element is a picture of me crossing the finish line of a half-marathon that I ran this year. This was a huge accomplishment for me because I have never been in to or good at running. But I spent the entire semester training for this day and it was a feeling of euphoria after I completed the 13.1 miles of the race.

This is what this semester has been like for me. I have been not only training to run a half-marathon but I have also been training all semester to teach. While training I was given many resources and tips for training and race day but ultimately running is an individual sport and it all comes down to just myself. Training for teaching is the same way. This semester our methods block professors have been giving us all the resources and tips we will need for teaching one day. But in the end it is up to us whether to use those resources, use my training, and teach to the best of my ability. During training there were times where running was easy and I couldn't believe I had never tried this before. But there were also darker times where two weeks before the race I could not run more than a mile without having to stop and one week before the race I injured my leg. But I managed to pull through and complete the race despite all these difficulties trying to tear me down. For the most part, the race was all mental. I had done the training and I had run long distances before so I knew my body could handle it but the question was whether I was able to handle it.

Again, I think of the same things while training for teaching. Even during field there were those time where I was so happy with myself for what I had accomplished. But, especially during the middle school experience, I was worn out, frustrated and just wanted to go home but I had to keep pushing through. This is only a piece of what student teaching will be like, which is yet another training tool for real world teaching someday. It is going to be highly mental. I have had a whole semester of methods behind me so I know that I can do it but the question is whether I can mentally handle for not just two weeks this time but a whole semester and then many whole years of physical and mental strain of teaching. It is going to be my training that helps me sustain through the exciting moments and the rough days. It is going to be my training the helps me know what to do when a student says, "This is dumb. I hate reading and writing". It is going to be my training that helps me cross the finish line.

I'm ready. I'm ready for race day. It's not coming for a while, I still have more training to do. Student teaching will be my half marathon. It will be my practice for even bigger and better things to come. The race will come and go. I'll feel the stress and the euphoria once again. There will be times when I want to quit but those little rewarding moments will be what keeps me going. There will be times when I hurt my leg or run out of breath. But once race day finally comes I have a feeling I'm going to cross the finish line and say, "Ok, next up: the marathon".

## The Light Bulb

During my middle school field experience I taught a lesson to the students on respect. I gave them three rules in order for us to have a discussion that day: stay in your seat, do not talk while someone else is talking, and raise your hand. I asked them a question about if they had ever done something they regretted. Immediately students raised their hands. We had a good discussion going already. Diamante told a story about how he regretted fooling around with a friend on his bicycle one time. What he did caused his friend to be seriously injured. Claire talked about how she got angry at her mom one night and left the house. She came back the next day to find her mom dead. Finally one student raised his hand and said he had a question but quickly took it back and said, "No nevermind, you just gonna think I'm talkin back to you." I encouraged him to go on. He asked, "What about you? What do you regret?" I knew at this point the students were engaged.

After discussion regret and what we all thought respect meant we read "Thank you Ma'am" by Langston Hughes. The students were to read for the purpose of finding elements of disrespect and respect. When I gave this assignment to the students I expected they would come up with responses for the discussion. And they did. This was the most involved I had seen the students the whole two weeks. We started a discussion about why they all fought so much in school, respecting their parents, and how much disrespect they gave their teachers. One student even got on another student who was acting out during the discussion, "Dude-- we was just talking bout respect. Why aint you respectin yo friends?" I was surprised by student responses and thought through this discussion they all really learned something about respect. And even more, the students followed the three rules.

This was a big accomplishment for me on my path to becoming a teacher. At this point I knew I had the ability to take control. I had been so down the whole week after observing such bad teaching and poor classroom management I was beginning to wonder if this is actually how teaching in the real world was, no matter what you knew or had learned. But I was able to stand up in front of three periods who had not done any work or been in engaged in the class all week. I had every single pair of eyeballs glued to me, ears wide open, and I knew I could take this control and turn it into something good. I saw the light bulb for the first time that day. I had not even experienced this with my high school students. I saw that light bulb. It was like the cold winters days that I would spend hours with my father putting up Christmas lights on the house and then waiting the rest of the day for it to be dark so we could plug them in for the first time. It was also a sense of peace, a sense of accomplishment and a sense of pride. This is what seeing the light bulb in the classroom was like for me. I have never had that feeling of being the one to help someone get something. These students knew and they understood the purpose of this lesson. And that to me is not only a professional accomplishment, but a personal accomplishment as well.

# The Struggle

Nicole Gilmore '12

I see

Violence

Murder

Drugs

Death

I want it to change

I don't want to be the victim of prejudice

Because of my skin color

I want to learn

but how can I in this world?

People arrest me at the bus stop because

I'm black

They don't know

They just don't know

I just want someone to care

I fight because I have to

My daddy tells me I need to defend myself

I don't want to look weak

I could get killed out there.

Every day is a struggle

For

my life

People think

That I don't want to learn

So I might as well not try if they aren't going to

try

To teach

Me.

I see

Sadness

Loss

Struggle

Hope

I want it to change

Because of your skin color

I don't want you to think you can't learn

But how can you in this world?

They just don't know

How to act around you.

You act cold and pretend you don't care

When I see you just want someone to care

Why do you fight so much?

You fight against people and fight against learning

Reading won't kill you, I promise.

Every day is a struggle

For

Your education

They tell me you don't care

That you don't want to learn

Try

To teach

You.

I'll

## The Struggle

I started writing this poem after we read "Teaching Young Adolescent black males" by Tatum. I continued writing and revising after being in field a second time and experiencing having to teach these black males. It was very difficult at times and put Tatum's book into perspective for me. I was able to write a double voice poem, one side being the teacher who wants to teach these students and the other side being the student who wants to learn but does not want to admit it.

I was definitely a struggle being in this classroom with these students who mostly just cared about getting a passing grade and not really about learning. It was hard to get them to do the work and hard to get them to even be quiet or sit in their seats. I think this is going to be something I struggle with in the future as well but I am not giving up. I enjoyed doing this field experience because of the students. Although I came home exhausted every day most days I also had a smile because even though I was only there for two weeks I feel as though I had accomplished something, at least when I got to teach in the classroom. I talked to a former high school teacher of mine about this who also teaches in a similar situation and she said, "teacher is 40% content, 60% heart". Which is so true. I learned through this experience that I am going to struggle, especially when I have the "difficult student" or when almost every student in my class is on an IEP but I also learned that this is where I feel I want to be and where I need to be. I do not want to give up on these students. They need good teaching more than good students do.

I saw so much poor teaching while in field that it makes me unable to wait to get out there and teach what I have been taught this semester. I only saw two weeks of it so I know that it is probably even much harder than it looked for two weeks, but I am willing to take that struggle, to take on that challenge. I am a girl of adventure. And for me, struggle is an adventure. It is like someone saying to me, "I know you can't do it, Nicole" so it just makes me want to try even harder and prove them wrong. Well I am not going to prove anything to anybody but I want to help these students be able to prove to society, to the department of education, or anyone who tells them they can't that yes, they can. I want to be their guide down that path of success.



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## Notes from my collaboration with a teacher.

These are notes from my conference with my first field experience teacher after I taught a lesson in high school. This was the first time I had taught a lesson to real high school students who were not my peers so I was very nervous. I was also intimidated because I had such a great mentor teacher that I wanted to live up to her 14 years of experience in one day, which needless to say did not happen, but she gave me some great feedback.

The lesson I taught was on privilege. The students had just gone on a field trip that week and did service projects in "Over the Rhine". For most of the students this was their first experience with homeless men, women, and children. It was an eye opening experience for them and I wanted to capture this in my lesson. I first had them to a quick write and had them write for someone who did not have a voice. Just like Dr. Romano does, I shared mine and then gave them ten minutes and wrote with them. I was surprised by some of the responses I got back. We then had a discussion about what privilege was, how people earn privilege, and what are some privileges each of them have. The question even came up of do people earn privileges or are they just given to them. This was a very deep discussion and I was proud of my students and of myself. But there is definitely room for improvement. Some of the notes my teacher gave me I improved upon in the second field experience and others are going to take more work and I develop myself as a teacher.

Some things my teacher mentioned are that I need to work on not getting so nervous at first, take deep breaths and slow down. I knew I was nervous before I even began teaching this lesson but this was probably because these students were two or three years younger than me and they had an excellent teacher. I did not get nervous at all during my second field experience and I got to teach or at least interact with the students every day. She also said to work on my wait time. There was too long of a pause after I asked the students to share their quick writes. She said this could have been avoided by calling on someone and then having that person call on the next person who was going to share their quick write.

I also need to be more clear in some of the questions that I ask. Sometimes the students did not know what I was asking. I also gave a clear purpose for reading the article but then ruined it by saying, "and mark anything else you find interesting". This is just something I know I need to work on, with being confident in what I say and not worrying about repeating myself or being unsure of whether people understood me. I tend to talk too long sometimes and am not clear and to the point so then I just end up doing the opposite and confusing people anyway. I also did better with this during my second field experience. She also said to have my students pair and share during the lesson and this way I would get more and better responses. I got so nervous during my lesson that I forgot to do this. Finally my teacher said to make sure to know some of the historical context of what I am teaching, even if it is not history. But for the article that I taught it would have been helpful to know when the article was written. When a student asked me, "What about affirmative action? This article is not relative at all", I did not know how to respond. My teacher had to come in and help me and tell the students that the article was written before affirmative action. This would have definitely been helpful to know before I taught. All of these notes she gave me were great and I want to keep them because I will use her comments and advice for my student teaching and lessons I teach in the future.

### The Dalai Lama's Rules to Live By:

1. "The problem isn't religion—its power and people use religion as an excuse"
2. "All life has the right to survive: the people, dogs, and even the bumblebees"
3. "Happiness comes from the inside, not the outside"
4. "Be true to oneself. Make up your mind and be dedicated—don't be a Christian one day and a Buddhist the next"
5. "Variety will create inner peace"
6. "The media is very important in stopping oppression. The media should tell just as much of the good as the bad because humans are naturally good"

### Nicole's Rules to Teach By:

1. "The problem isn't the schools—its teaching strategies and people use the school's financial status as an excuse"
2. "All students have the right to learn: the AP students, the students with exceptionalities, and even the troublemakers"
3. "Love of teaching comes from the inside, definitely not the outside".
4. "Be true to oneself. Make up your mind and be dedicated—don't bash oral reading one day and teach it the next".
5. "If variety creates inner peace than variety also creates learner engagement"
6. "The media is very important in stopping oppression. The media should show the good teaching that is going on in schools not just the bad. But the bad catches the interest of the public more than the good."

## The Dalai Lama's Visit

The crowd of 10,000 people in Millett and thousands more watching the broadcast erupted as the Dalai Lama entered the stage. He proceeded to sit down on the couch because he said he wanted to be more relaxed. As he began to speak of happiness, he untied his shoes, set them aside and sat cross-legged on the couch. He proclaimed, "More comfortable this way". The Dalai Lama spoke for an hour and a half about happiness and our modern world today, every once in a while having to use his translator to remember words. He wore his Miami visor and sunglasses because he said he wanted to see the people.

This was an both educational and personal development for me to experience this. My mom and I sat just a few rows away from the stage listening intently. He had many inspiring things to say, some of which I had not thought of before or made me think differently. I come from a very Catholic family but I could see the beliefs of Buddhism being applied to my life as well. Of course the Dalai Lama said, "Be true to oneself. Make up your mind and be dedicated—don't be a Christian one day and a Buddhist the next". This is important to keep in mind. Being a very indecisive person I know one thing that I will never be indecisive about is my faith but applying certain practices of Buddhism into my Christian faith could work very well. He said that even though he is a Buddhist he has a high respect for all religions, just as long as those people stay true to what they believe. He said that "Happiness comes from the inside not the outside". We cannot rely on others to make us happy. We may have other people who add to our happiness but you cannot rely on other people for your happiness. I like this idea. I think this is one example of how a principle of Buddhism can be applied to any religion. I can still believe what I believe but I can also believe that I must create my own happiness, whether this be by proclaiming the word of God or living his word through service.

The Dalai Lama also addressed all the disputes about religion that occur in the modern world. But he claims that it is not the argument over which religion is right or dominant but it is a feud for power. He said, "The problem isn't religion—its power and people use religion as an excuse." I believe that this can be applied to many arguments in the world today. People do not want to admit what they are really arguing for is power and so they blame it on other things such as religion, money, or poor teaching.

I could apply many of the things that the Dalai Lama said during his speech and question-answer session to teaching. I believe that it is important for teachers to stay true to themselves and to their own education. At Miami we learn about how oral reading is bad and giving the students the freedom of what to write is good. But yet, almost all of us in our cohort saw the opposite of this in our second field experience. It think this is because teachers after being out of developing their own education for so long and being bogged down by the demands of teaching forget what they learned. One of my English teachers from high school told me, "It is so hard to just be lazy as a teacher. It is hard to actually do your job." I think this is so true. It is hard to keep going. It is hard to not do oral reading everyday, especially when you have student whom you know won't do the reading, it is hard to spend time teaching comprehension strategies. It is hard to teach and it is hard to stay true to yourself during teaching. But from what the Dalai Lama said about living, teachers can create rules for themselves for teaching.

## Lesson Plan Artifact

### Professional Preparation

**Skill to be taught:** How to write thesis sentences

**Purpose:** To teach students the correct process and procedures of writing a thesis sentence as well as what is appropriate depending on the content of the paper.

**Ohio Academic Content Standard:** Grade 12: Writing Process (262): "1. Generate Writing ideas through discussions with others and from printed material, and keep a list of writing ideas."

Grade 12: Writing Process (262): "3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing."

Grade 12: Writing Conventions (265): "1. Use correct spelling conventions, 2. Use correct capitalization and punctuation, 3. Use correct grammar."

Grade 12: Communication: Oral and Visual (266): "Critique the clarity, effectiveness and overall coherence of a speaker's key points."

### Execution of Lesson:

**Explicitly Stated Rule:** A thesis statement identifies the focus for your writing. It usually highlights a special condition or feature of the subject, expresses a specific feeling, or takes a stand. You can use the formula below to help you form this statement. You need to know, too, that you may revise your thesis statement a few times during the writing process as you find new information.

A specific subject + a limited focus = and effective thesis statement

### **Practice or Demonstration for In-Class Activity:**

Example: Children suffering from malnutrition have little chance of living, long productive lives.

Give a couple more examples of writing prompts and discuss in class how students would write a thesis statement for that prompt.

Have students spend about 5 minutes writing a thesis statement in their notebooks for their papers they are about to write. Once the students have their thesis statements have them write it up on the board. The teacher and the students together critique each thesis sentence up on the board for how to clarify it, make it more specific, and make it an argument.

### **Extension:**

Students will take the suggestions from the teacher and other students to rewrite their thesis for homework before beginning their essay.

### A Lesson that I will take with me into Teaching

I observed my teacher during my first field experience doing this lesson. I thought it was very effective because I had never seen writing thesis sentences being taught this way. It was effective because every student was able to have their thesis sentence critiqued as well as each student got practice writing thesis sentences. I wrote about this in my field notebook because it was something that I wanted to remember to bring with me into teaching. I thought it was great that students were helping each other with their sentences and were taught an effective lesson on writing thesis sentences that was not just a worksheet or was not just a set up for a five paragraph essay. I created this lesson plan after seeing this done by two different teachers in field, in an AP literature class and in a regular Senior English class. This can be used in any English class to teach the beginning to writing good argumentative and purposeful essays.



## Hot, Hot, Hot!

One thing that I need to develop or improve to become a better teacher would be thinking on my feet. My artifact for this also is the notes that my teacher in my high school field experience gave me after teaching a lesson. I know while I was teaching the lesson on privilege I had difficulty thinking on my feet. This is something that is one of my weaknesses in general when I am speaking in front of people. I like to think out everything that I am going to say before I say it. Whether I'm giving briefings for ROTC, toasts at a dinner, or going to confront a friend or professor about something I like to know what I am going to say so that I do not say something wrong or forget anything. This is how it was with teaching as well. This is where one of my strengths can also be a weakness. I like to plan everything ahead. But when it comes to teaching, this cannot be the case. I will not have time to think of everything I am going to say to the class. I also cannot anticipate every student question that comes my way.

During the lesson on privilege a student asked me, "How is this relevant? What about affirmative action?" I did not know how to respond to this question because in way he was right. My mentor teacher had to help me out. I could have avoided this by just knowing when the article was written but I froze and did not know what to tell the student. Also, because I was so nervous I forgot that I was going to have the students pair and share before beginning the class discussion. I was too ready to get the lesson started and thinking ahead of what I was going to say next that I forgot the steps in between. I need to slow down, and learn to just go with the flow. I will still need to lesson plan and get ready for each class day but I can't expect to be ready for everything that happens during the day. I also *have to* expect that things won't go the way I planned and be ready to go wherever the lesson or the students take me.

This also happened during my second field experience when we were discussing respect and regret. I asked the class if they regretted anything and one girl responded, "I left my mom one night when I was angry." I asked her what happened. "She died." I froze again and I did not know how to respond to this. Being who I am I wanted to give her a big hug but that would not have been professional and also this girl had only known me for about a week. If I had been her full time teacher I could have pulled her aside after class and talked to her but this was not the case. Although this is somewhat different than the first experience it still addresses that one of my weakness is thinking on my feet.

With the confidence that I have built up this semester I have also had practice with being able to think on my feet. I also had practice with this during this year for ROTC. I am surprised how much learning methods for teaching and ROTC connected this semester. It was my first semester in a supervisory role and I also had much practice with teaching, even though it was not English. But many of the things I learned in my methods courses I was able to apply to teaching in ROTC. I also have a new job next semester. I will be second in command which means that I have to make all the "lesson plans" for everything we do in ROTC. This will be great practice for me for making plans, teaching, and definitely thinking on my feet. I will be able to take what I learn from this practice in ROTC not only into my profession as a future officer but also as a future teacher.

## Something Important to Do

Red. Red. Your face is red.  
You're angry. No response?  
How can I be of help?  
What can I do?  
Are you angry at a friend? Did they want to fight?  
Or are you angry at your parents who left you homeless last night?

Blue. Blue. Your eyes are blue.  
I see the streaming tears down your face  
But only you can tell me how to help  
There must be something you want to share.  
Are you sad because your brother killed your father?  
Or you got angry and left your mom and she died that night?

Brown. Brown. Your hands are brown.  
You must spend all day in that dirt  
Digging deep. You dig all night.  
I wonder if you ever find anything.  
Do you dig to run away from the now?  
Is being punk your only way out?

Green. Green. Your brain is green.  
I can see in your eyes it switch as fast as a traffic light.  
The gears are turning  
The thoughts are roaming  
Now will you ever ask that question?  
Why does it seem you just don't care?

Purple. Purple. Your tongue is purple.  
There's so much to ask  
But you've been tongue tied for so long  
You don't even know what to say.  
Why do they ignore you so much?  
Are you afraid they'll beat you again?

Black. Black. Your skin is black.  
They tell me you can't do it.  
They say there's no hope.  
Just as long as you pass that OAA and graduate high school  
That's all they really care about.

My face is red with fire.  
I'm motivated to teach you what you want to know.  
Don't worry, I got this.

I understand what needs to be done.  
Yes, there are standards I know. That's no biggy.  
It's the teaching that's going to be tough.  
But that's okay, because I have something important to do.

My eyes are blue.  
They sparkle every time a student asks a question.  
My stomach leaps at every wonder  
And my eyes zoom for who is going to join in.  
You might make me frustrated sometimes,  
But that's okay, because I have something important to do.

My hands are brown.  
Dirty with chalk, ink pen, and left over eraser.  
Anything I can do to help so you can be good too.  
You may not understand that I'm helping you.  
But that's okay, because I have something important to do.

My brain is green.  
Always on the run.  
New ideas overflowing  
There's so much going on  
But that's okay, because I have something important to do.

My tongue is purple.  
I have to bite is so hard to make sure not to talk  
When students are leading the discussion, there is no need for me  
I want to chime in but it would disrupt the flow.  
You may not be staying on curriculum  
But that's okay, because I have something important to do.

My skin is not black. My skin is white.  
Or maybe you're white and I'm black.  
What's the difference?  
I am not here to give you an easy A.  
Or ignore you because you want to know why something is the way it is?  
Or make excuses for you  
Or even pass you just to make the school look good.  
Our only difference is that you're the student and I'm the teacher.

Every moment that leaps in front of my teachery presence  
Important enough for your knowing  
You better believe you're gonna know.  
We may not stay on task, or even do a lesson I planned on doing.  
But that's okay, because I have something important to do  
I will not give up  
And I will not give in.

### Something Important to Do

This is my non-negotiable. After seeing what I did in my second field experience I refuse to give in to only teaching the curriculum and no futher. My non-negotiable is I will embrace every teachable moment that enters into my classroom and come my way. Sometimes this moment may take a minute to explain or it may take the entire class period. But if it is a legitimate question that a student has or a current concern I believe that it is important to discuss this within the classroom. Students are in school to learn whether it is the curriculum assigned by the state or points of wonder from the students.

Sometimes there are current events going on in the world or even in the students live that it would be more important to discuss this than the lesson that was planned for that day. I know times I have had teachers or professors who have adjusted a syllabus and lesson for the day to discuss something that was important but they have also somehow related it to the course. When I was in EDL204, this was the year that the blackout riot happened at Miami. We discussed the behavior of Miami students and related it to what we were talking about at the current time in the class. This is an example of how interest of students can be peaked while following the curriculum at the same time.

I understand a teacher cannot stop class every two minutes to go over a topic unrelated to the class but I think it is important that they at least try to address important issues that arise. When I was in field one student asked our teacher, "Why do you think people fight so much?" This was at a school where students were fighting two or three times a day. All the teacher replied to with was, "I don't know honey, sit down and do your work." My heart sunk. I wanted to step up there and have this discussion with the whole class. And so I did. Just not that day. When I was given the opportunity to teach a lesson we discussed respect and I brought up the question about fighting. We had a great discussion going and some students admitted that fighting was not respectful while others were defending why they fought. "Well if you just walk away you will look like a chicken." "I gotta defend myself man", "It makes you look punk". We had a good discussion for the rest of the class period. This related and fit into my lesson very well and at the same time it peaked student interest because it related to events that occurred often in their life.

There were many moments that the teacher let go and told her students to "just do your work". But I would have handled it differently. And I have vowed now that no matter where I teacher, whether it is in a school like this or a school like my first field experience, which was very well off, I will not let those little moments seep through my fingers. I will grasp them, hold them tight and share them with my students. Teaching is all about embracing those moments that try to slip by. I will not give in to the stress of lesson planning, frustration, and fatigue. I will teach those teachable moments, at least the ones that will meaningful to my students and will give them a new perspective or make them think about something in a way they hadn't before.

This poem addresses many of the troubles I saw in my field experience. It is a promise I have made for myself as a teacher. A promise for myself and a promise for my students. I will not give up and I will not give in.

Can even take you to the moon.

I'm not sure I want to teach. What if they don't like me? What if I'm that teacher no body wants? What if I can't stand those pestering kids at my desk asking to go to the bathroom every 10 seconds. What if I don't know what I'm talking about? They'll know! They'll see right through me. They'll tell everyone I am that old grouchy English teacher.

Nicole Gilmore

## Confidence Queen

This first quick write we did is my growth and development since the beginning of the class. I have always known I have wanted to teach but I was almost too nervous, which is odd for me. I normally do not get nervous in front of people but for some reason when I thought about teaching I knew it was natural for me to teach but since we had not done any type of learning about teaching yet I was not very confident.

But that changed throughout this semester. During my first field experience I got to teach a lesson on privilege. I was more nervous than I could remember in years. I was going to be teaching students who were only two or three years younger than me. I knew they wouldn't take me seriously. I slowly started to calm down after about fifteen minutes of the lesson. We started to get a good discussion going about privilege after a while and they were actually starting to take me seriously! After teaching this lesson and collaborating with my teacher for feedback I felt a little more confident in my teaching abilities.

It was not until this past field experience that I knew teaching was my calling. It is where I am supposed to be and what I am supposed to do. My stern military character came out whenever a student was misbehaving. Normally my teaching/student personality stays separate from my Air Force training personality but in this case it came in handy. I tend to be a quiet person, except for when I need to be loud and stern. I had practice this summer and this semester in ROTC and I did not have to yell at the kids but my practice with disciplining came in handy with classroom management, which the classroom I was observing lacked. But I also became more confident in teaching and interpersonal development with the students. I used to always be afraid of students not liking me but because I taught certain lessons, related to the students, and showed that I was interested in the personal lives, they said they were all sad to see me go. I was able to do some creative teaching with a lesson on writing how-to essays and a lesson about respect. I cannot think of the last time I was so excited as when I saw the students I was teaching "get it". They understood the message I was trying to get out about respect and they were participating. I challenged all of them to respect each of their teachers the rest of the day. I told them to surprise their teachers by calling them ma'am and sir and not talking back or getting into arguments with other students. I wish I could have stayed longer to see if they kept what they learned that day stuck with them.

I learned so many lessons about teaching in both field experiences. I learned more about teaching and discussion strategies in the first field experience and in the middle school I learned more about classroom management and interpersonal interaction with the students. I can answer those questions that I wondered about at the beginning of the year. I know the things I need to do to teach what I need to teach and have the students like me. I know that I might not be able to stand students asking to go to the bathroom constantly but I also know how to prevent that. I know what to do to avoid not knowing what I'm talking about. I know how to be assertive but at the same time not be a grouchy old English teacher. I am more confident personally and I am more confident professionally.



Thorough, deep, and wide-ranging  
look at your experience, Nicole

**Rubric For Multigenre Field Experience Paper (EDT 427/527)**

Name of Student Nicole Gilmore Total: 15/15

Title of Paper Teachable Moments Date Submitted 11/23/10

NCATE/NCTE Standards:

- 3.2.3 Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes.
- 3.2.4 Demonstrate, through their own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes.
- 3.4.2 Produce different forms of written discourse and understand how written discourse can influence thought and action

A-/A=14—15 B-/B/B+=12.6—13.8 C-/C/C+=11.3—12.4 D-/D/D+=10—11

--- **Structure, required elements, visage (A—6, B—5.3, C—4.7, D—4.2)**

.9 Title (1)

- 1 MGP has original, meaningful title that piques reader's interest and indicates the writer's stance. Such a stellar title is often surprising, delightful, and playful.
- .88 MGP has original, meaningful title
- 0—.87 MGP has no title or one that simply names the subject or assignment

2 Visage of the Paper (2)

Except p. 12  
How could you  
improve  
visage there?

- Visage of the MGP is **appealing** (readable font and type size—at least 12 point, larger with some fonts), graphic variety/strong visual element, well-paragraphed for easy reading physically & psychologically, wide margins—at least 1 inch on left and right)
- 1.8 Although the MGP may not be particularly appealing to the eye, there is nothing about the visage that hinders the reading experience, like poor paragraphing, small type size, unreadable font, blockish bold print, narrow margins
- 1.5 Visage unremarkable
- 1 Visage of some sections or pages are difficult to read or unappealing

2 Repetend (2) (a repetend is the repetition of an image, a detail, a genre, an action, a recurring pattern)

[Name your repetend]: Teachable Moments: How it happened and how it should have happened scenes.

- 2 The use of the repetend is deft and surprising, not only adding unity and integration to the mgp but also a fulfilling aesthetic quality. More than one repetend may be featured in the paper.
- 1.6—1.8 Repetend is present and adds unity and integration to the mgp
- 1.4 Repetend is present but just window dressing, like clip art
- 0 Repetend is missing

\_\_\_ **Note Page (1) [not every genre needs a notation on the Note Page]**

- 1 Note Page entries add pertinent information about the creative process and/or genre selection or field experience that deepens the experience of reading. In essence, the Note Page becomes a powerful genre itself. Watchword for a notation is *insight*.
- .88 Note Page contains entries that add information
- 0—.87 Note Page is perfunctory and/or adds little insight to help reader understand creative process or genre selection

\_\_\_ **Quality of Multigenre Paper (A—9, B—8, C—7.1, D—6.3)**

Shows an **extended examination** of a substantive aspect of the field experience. The mgp is long enough to become immersed in the world of the paper.

Excellent Good Acceptable Weak

Key scenes/incidents are rendered in **dramatic narrative**, not narrative summary. Some scenes read with the detail of a novel or memoir

Excellent Good Acceptable Weak

*I didn't read any full-fledged dramatic scenes.*

Shows **skill in the use of language** (which involves the use of active verbs, sensory detail/imagery, dialog, clarity of context, surprises of language and ideas). It is evident that the writer is a skilled language user.

Excellent Good Acceptable Weak

Writer has "**weeded the garden.**" Writing is sharp and tight. Sloppy language, extra verbiage has been cut. There is a good reason for the inclusion of each genre/subgenre.

Excellent Good Acceptable Weak

Demonstrates **sophisticated understanding and execution of genre**. A variety of genres, subgenres, & strategies communicate and reward readers with meaning

Excellent Good Acceptable Weak

Usage, grammar, spelling, and punctuation are **correct or appropriate**. When deviations from convention appear, writer breaks rules with clear intentions.

Excellent Good Acceptable Weak



# Teachable MOMENTS

*Those little moments in the classroom that can make a big difference.*

**Nicole Gilmore  
Multigenre Paper  
EDT427  
Dr Romano  
November 24, 2010**

\*All names are pseudonyms

**Teachable Moment: \teach-A-ble MO-ment\, noun**

1. A teachable moment is an unplanned opportunity that arises in the classroom where a teacher has an ideal chance to offer insight to his or her students. A teachable moment is not something that you can plan for; rather, it is a fleeting opportunity that must be sensed and seized by the teacher. Often it will require a brief digression that temporarily sidetracks the original lesson plan so that the teacher can explain a concept that has inadvertently captured the students' collective interest.(Lewis, 2010)

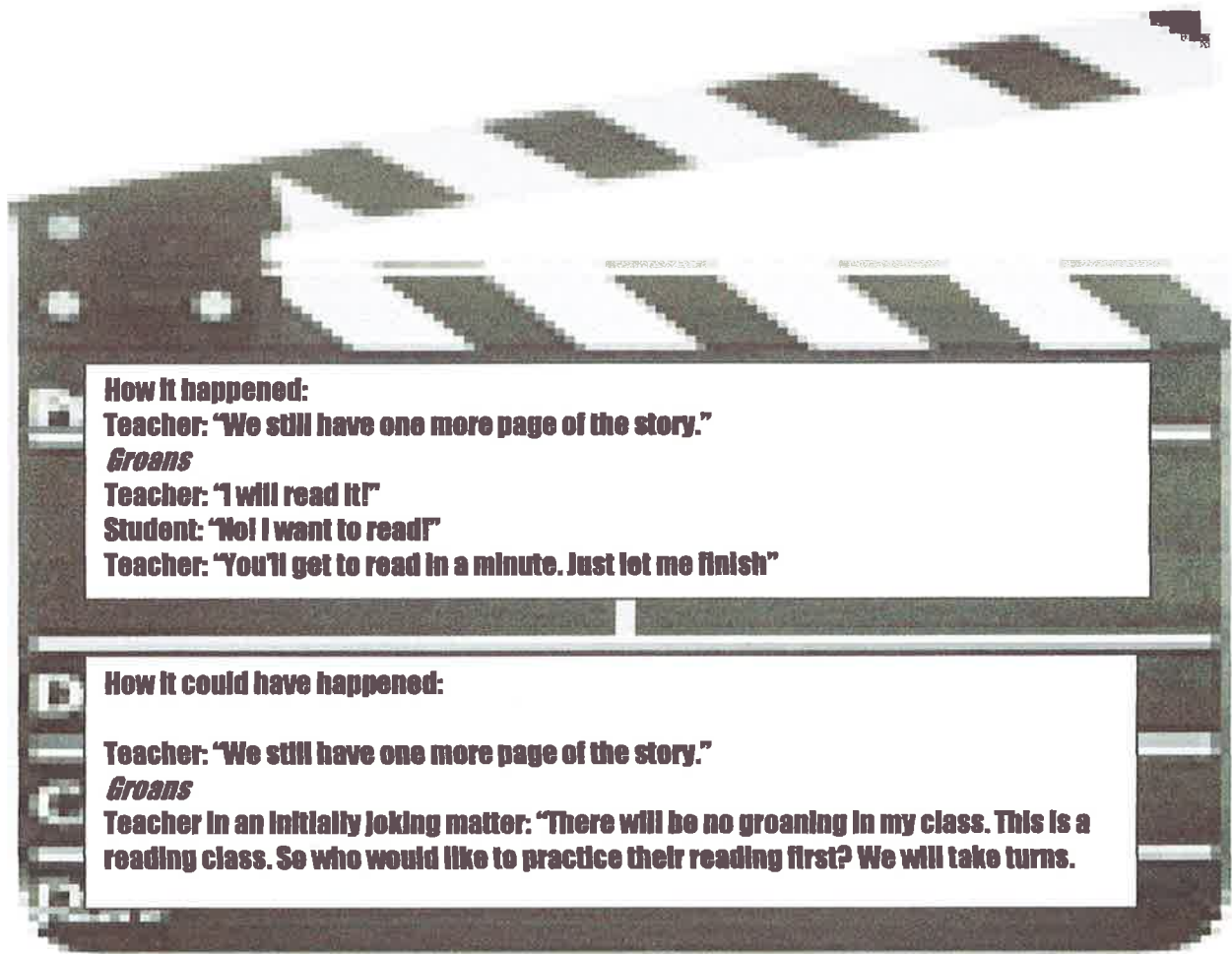
*Rewind*

*I play it over in my head  
So many moments waiting to be taught  
I wish I could teach  
Please? May I take over?*

*You want to learn, at least I can see  
Bored as you may be  
There are sparkles of learning in your eyes  
And gears twisting and clicking up in your brain.*

*And yet, it's dead. The moment is dead.  
The wheels want to keep turning  
But without that little bit of grease  
They're stuck.  
They can't.*

## The One Where the Student Wants to Read

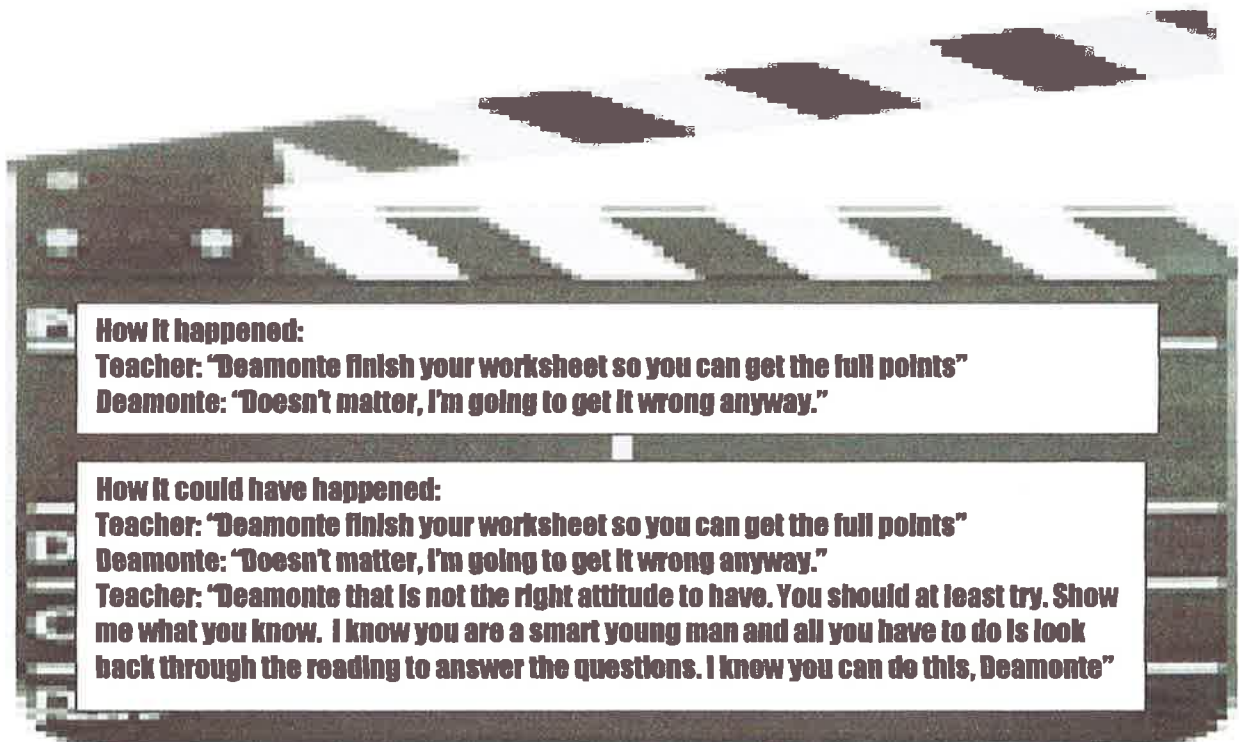


*"Teacher's don't wait around for teachable moments to occur. They make them happen every day" (Daniels, 2005)*





## The one where the student thinks he can't



### Field notes

Today I taught the students how to write "how-to" essays. I created a worksheet so that they would understand what all is expected to go into a how-to essay. The lesson went extremely well. The students listened the best they have listened to a teacher all week. They participated, asked questions and were ready to learn. To start, I had the students explain to me how to make a peanut butter and jelly sandwich and then I made a sandwich based on their directions. This engaged the students right away. Then each student had to pick their own topic and write a how-to essay based on what they learned about giving clear directions. The teacher even used took my worksheet to use this lesson for her afternoon classes!

*How to do well in School  
(A Teacher's Version versus a student's version)*

*Make mistakes. Learn from them. Write too much. Trust the gush. Stay in your seat. Ask questions about assignments and ask question about life. Learn something new every day. Ponder thoughts that come into your head. Relax. Come to class on time. Be ready to be challenged. Have the will to succeed. Don't be afraid others will tease you. Participate in class. Get plenty of sleep. Do your homework. Show you care. Volunteer to volunteer. Read until your eyes hurt and write until your hand cramps up. Follow your dreams. Strive to do your best. Listen to your students and listen to your teacher. Respect friends, teachers, family, administrators, yourself. Respect everyone. Prepare for every class. Walk down the path less traveled by. Smile. Stay positive. Love learning. Take pride in those "ah-hah" moments. Try. School is only what you make of it. Make of it a shelter, a safe-haven, a home.*

# HOW TO PAPER

A How-to essay either tells the reader how to do something or describes how something is done. As you write your process essay, consider the following:

First Paragraph:

What are you trying to explain how to do?

Why is it important?

Who does the process affect?

Second paragraph:

What materials are needed for this?

How long does the process take?

Third paragraph:

Write your steps using transitional words

Transitional Words:

**First, Second, Third**  
**Before**  
**During**  
**Immediately**  
**Next**  
**Then**  
**Finally**

14/15

Bell 1

I am trying to explain how to get good grades in school. This is important because people want to get good grades and be successful in school. This process affects people who want to get good grades in school.

The materials that are needed is a note book & your brain and books that you need is your classes and a calculator. This process will take you all the way till you graduate from college and so on if you want to be a teacher and you have to take notes.

First: When the teacher is saying something important you can write what he/she is saying and write down what the homework is in that class.

Next: If the teacher gives you time to do work. get most of it done so in other classes you can just have that work.

Then: When you go home you can do the work that you didn't finish in the other classes.

Finally: if you have words to study that will be the only home work you have to go over your notes that you do and study these. That is how you get good grades in school.

Good transition words but write in paragraphs form

# Teach Able Moment

(My Résumé)

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## Objective

To better facilitate student learning in all aspects of school, education, and life with the idea that no student has a worthless or dumb question.

## Experience

When: 2000 BC to present

Where: The classroom

- Answering questions from all points of view
- Facilitating discussion among students
- Asking questions as well as answering questions
- Sometimes topics are not directly related to class material
- Tying in myself with class material
- Straying from curriculum for a good reason
- Always having a point
- Generating writing ideas
- Instilling thought
- Challenging students and teachers

## Education Creation of the Earth to present

- The experiences and minds of students
- Graduate School—constantly being developed by the thoughts of teachers and students

## Leadership

0001 to present --Manager of Teaching right from wrong

0001 to present --Director of Persuading good habits

0001 to present --Member of Embracing the minds of millions

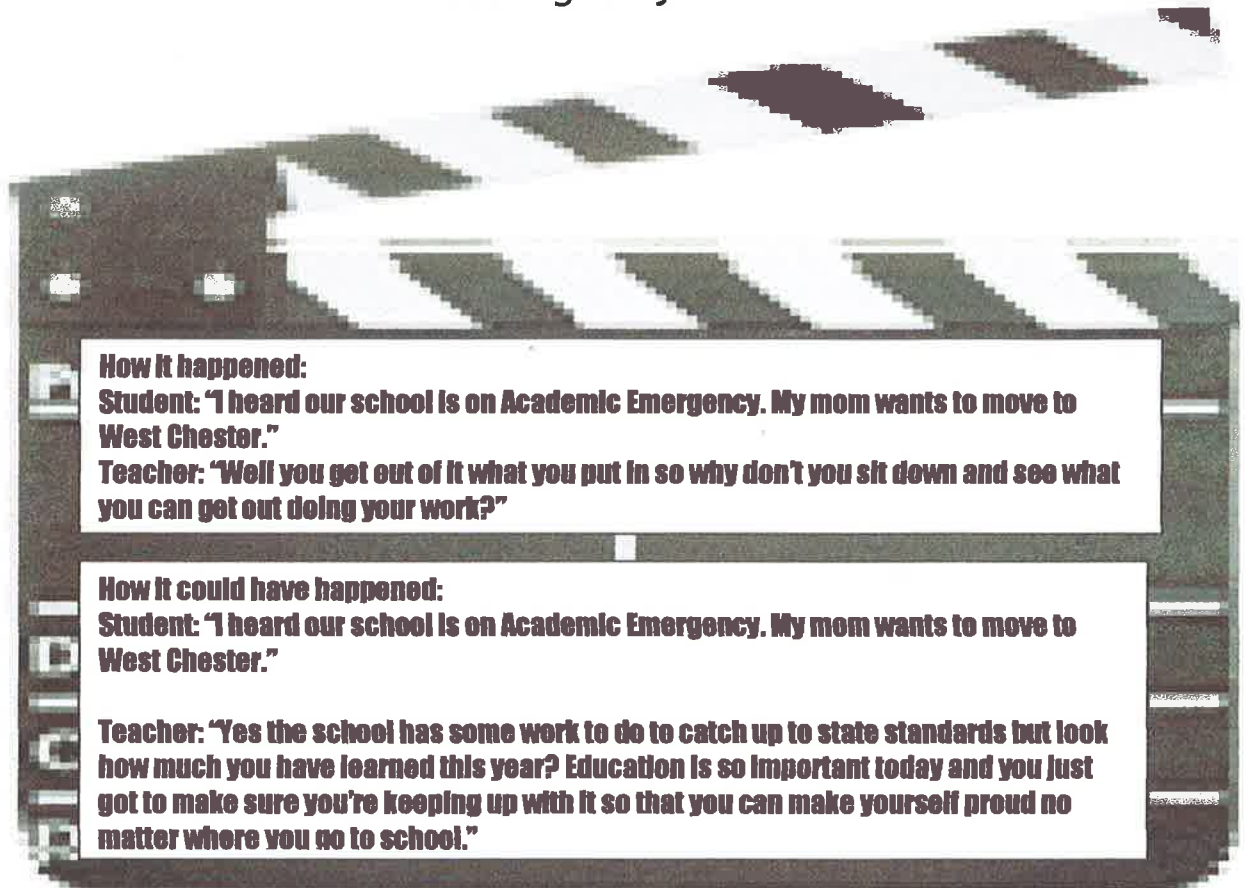
## Awards

Aug 2002	The "ah-hah" moment award
Nov 2001	The light bulb above a student's head award
Nov 2010	Most ignored moment by teachers award
May 2012	Most embraced moment by teachers award
May 2012	Valuable lesson learned award
May 2012	Questions most asked before I happen award
April 2012	Sparking the most conversation and participation in classrooms award

## Personal Note

Please allow me into your classrooms. I guarantee that I will provide an educational and rewarding experience for both teachers and students. I promise you I am the best for the job!

## The One Where the Student Knows about Academic Emergency



*"The term "teachable moment" is common in the professional language of many teachers. We use it to describe the times when we have found a valuable and authentic opportunity to teach something useful—something we think needs teaching—to someone who needs to learn it and who is ready to learn it right then. It is our everyday way of describing the instantiation of "perfect timing" in a teacher-student learning interaction"*  
(Glasswell, 2009).



## How to Teach

*Love teaching. Love what you do. Show you care. Know your students. Don't give in to the pressures of bad teaching. Stick to your guns. Be tough. Don't let students crawl all over you; they'll turn into animals. Come prepared. Let the students surprise you. Have high expectations. Don't let it be all about the grades; let it be all about the learning. Have fun. Do it because you want to, not because you have to. Talk to students individually. Answer their ridiculous questions; they are not ridiculous to each of them. Make a learning experience out of everything. Have discussions with your students. Stray away from the curriculum every once in a while. But most importantly, embrace those teachable moments. Don't let them slip between your fingers without even a whisper of thought. These are the moments that will stick with children forever.*

### **A Recipe for Teaching Teachable Moments**

#### **Materials:**

**½ cup of not-quite-sure-about-this**

**¾ cup curiosity**

**1 question**

**A dash of TLC (tender, loving, care)**

**½ cup reassurance**

**3 cups of discussion**

**1 string**

- 1. Have the student mix the not-quite-sure-about-this with curiosity**
- 2. The teacher will then add in a dash of TLC**
- 3. Shake reassurance rigorously for about a minute before adding to the mixture (\*note sometimes this may take longer depending on the students and the teacher)**
- 4. Add in three cups of discussion**
- 5. Beat the question until it resembles a liquid**
- 6. Bake for about 10-15 minutes (\*note-time varies per teachable moment. Some take 1-2 minutes while others could take a whole class period)**
- 7. Let sit for about 30 seconds. This will allow students to think about what just happened or come up with a writing topic.**
- 8. Use a string to tie up loose ends and connect the moment to the curriculum if needed.**
- 9. This makes a full classroom size serving (about one lesson learned per student).**

## The One Where the Student Asks about Fighting

### How it happened:

**"Mrs. K, do you know why people fight all the time?"**

**"No" said Mrs. K exasperatedly. "Sit down in your seat and do your work hun"**

**"I think it's because they want to be popular?"**

**"You think so, huh" Mrs. K said as she rummaged through her papers.**

**"Yeah because if they're white they'll think they're a punk and if they hit somebody they'll be popular" continued the student"**

### How it could have happened:

**"Mrs. K, do you know why people fight all the time?"**

**Teacher: "Well why do you think people fight so much"**

**"I think it's because they want to be popular and if they're white they'll think they're a punk and if they hit somebody they'll be popular"**

**Teacher: "That is a very interesting idea, Jamiah. What does everyone else think?"**

**Student: "I think people fight so they can defend themselves and they won't look weak"**

**The dialogue continues for the rest of the class.**

## Field Notes

Today I taught my last lesson to each of the three periods. Michelle and I taught a lesson on respect. We started out by asking the question if anyone had ever done anything they regretted. I was so surprised by how many teachable moments came up during this lesson because of how engaged the students were. After several students told stories about events or things they did that they were not proud of one boy asked, "Can ask you guys a question? No never mind. You gonna think I'm being smart". "No go ahead" I encouraged. "Ok what about you two? What do you regret?" This was amazing that this student brought this up. Then we started getting into a discussion about what respect meant. With all the problems this school has with fighting and because of a question a student brought up earlier in the week I decided to ask, "Why do you think people fight so much? Is that respectful?" The students responded with, "Sometimes, I mean, you gotta defend yourself. You can't just walk away, you'll look weak." It was amazing hearing all the responses these students gave and how they perked up all the sudden when we discussed fighting and respect. By the end of the day all the students agreed that they needed to respect their teachers, their friends, and themselves more. Almost every student admitted that he or she was not respectful at least some point in the day. I challenged them to be respectful to their teachers for the rest of the day. And that included 1. Stay in your seat. 2. Do not talk while someone else is talking. 3. Raise your hand if you want to talk. The students said they were sad to see us leave because then they would "have to go back to reading out loud, doing worksheets, and taking tests". Michelle and I really took hold of those teachable moments and cherished each one.

# Its style you know?

## Top 10 tips so that you can fit in at school Even in Uniform you can look cool

### Tip 1: Slit in pants

By cutting the seams of your pants up to your ankle bone, your pants will lie nicely on your shoes and everyone in school will want to be just like you. You not only get to show off your ankles but you get to keep up with the latest styles as well.

### Tip 2: Studded belts

Those darn teachers never fail to make sure that if you have belt loops you are wearing a belt as well. But you might as well look cool while doing it. Wear a belt with studs. It doesn't matter what color. But by following this latest trend you'll become a stud yourself.

### Tip 3: Colorful accessories

Girls-have a favorite necklace or hair clip. If it is full of rainbow colors you are on the right track to fitting in. Try to wear everything that you can add to the uniform that is many colors—your shoes, your boots, your studded belt, your hair accessories, necklaces and earrings. You sure will brighten up those classrooms!

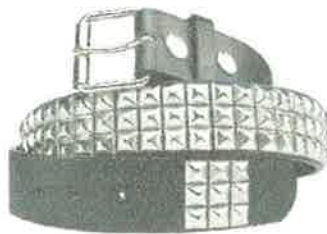
### Tip 4: Brushing the hair for "waves"

Boys- Ever see hair that you just gotta have? We guarantee that

once you see these waves, you'll want them too. It only takes a couple minutes of brushing a day and adding in gel. Soon everyone will be goggling over your perfect waves.

### Tip 5: Princess Crown

Want to be a princess for a day? Now you can. The newest trends are to wear a silver sparkly crown on top of your head. Don't be the only one who isn't a princess. This will complement your colorful accessories as well.



### Tip 6: Wearing your pants below the butt

Wearing a uniform isn't cool. But now you can be if you just lower those pants below the waste. Show off your good side. Let your sense of cool shine.

### Tip 7: Boots for girls

Shoes are out. Boots and slippers are in! Don't wear those old gruddy boring tennis shoes to school anymore. You should

be wearing the slippers that keep your feet nice and warm or those boots that emphasize your awesome body. Hey...feet want to look good too!

### Tip 8: Carrying around a hair brush

Still trying to perfect those waves? Carry a hairbrush in your pocket. So then whenever your teacher isn't looking you can pull it out and continue to brush your hair. It will feel good and give you extra time to make sure those waves come in perfectly.

### Tip 9: Forgetting your pencil

Don't bring pencils to class. Your teacher will have plenty for you to use. If you bring your own they'll probably get lost or stolen anyway. So use your resources and just use the teacher's. Everyone else does it too.

### Tip 10: Fighting

Come on, you need to defend yourself. Angry about what someone called you at lunch? Ever just wish you could get your anger out all at once. Go on, defend yourself. Don't be weak, but the tough guy. The worse that can happen is Friday school!

## The One Where the Students Don't Like Reading

### **How It happened:**

**All seventh grade students are reading *Chains* by Laurie Anderson.**

**Jasmine: "Did you hear the new girl got a referral her second day of school? She said the book was racist because it's about slavery"**

**Jade: "Yeah then she told the teacher that it wasn't educational"**

**Jasmine: "Then Mrs. J said when she had a high school diploma and a college degree then they could talk about what was educational"**

**Jade: "Mrs. K why are they making us read a racist book?"**

**Mrs. K "Your teacher didn't pick it that book herself. You have to read that book because that is what the rest of seventh grade is reading"**

**Jade: "Well I don't want to read it. Reading is dumb. It's boring."**

### **How it could have happened:**

**Jade: "Mrs. K why are they making us read a racist book?"**

**Teacher: "Well Jade, why do you think the book is racist? They say history has a tendency to repeat itself. So why don't we all take a look at what racism is and the importance that this book relates to all of our lives and our history."**

### **Or like this:**

**Jade: "Well I don't want to read it. Reading is dumb. It's boring."**

**Teacher: "Reading can be enjoyable. It can take you into worlds you have never been to or teach you something new. You just have to learn to apply what you are reading to your own life. What is something you like to read, Jade?"**

## *The Oath of Office*

I, (state your full name) having been appointed a teacher in the field of AYA students do solemnly swear that I will support and defend the teachable moments of the classroom against all enemies, students and teachers, that I will bear true faith and allegiance to the same, that I take this obligation freely, without any mental reservation or purpose of evasion, and that I will well and faithfully discharge, the duties of the office which I am about to enter, so help me God.





# End Notes for Teachable Moments

## **Rewind**

I wrote this piece during field experience when I was so motivated after the first day to teach. After seeing how the teacher was teaching and how the students were acting, I wanted to see if I could do a better job. Although this was a rough field experience I enjoyed it and learned so much from it. I learned to love each student individually, despite their flaws, and this ensured for me that teaching is definitely what I want to do, no matter who or where I am teaching.

## **The One Where... (repetend)**

During my experience I noted several times where there were these "teachable moments" in the classroom that did not necessarily have to do with the curriculum. But the teacher could have taken a couple minutes to answer these questions the students were having, which I thought were particularly deep for seventh graders. I structured the rest of my multigenre paper around these teachable moments, because I almost think that these are the most important ideas learned in school. They are the moments that will stick with students for years and maybe the rest of their lives. But it is up to the teacher to recognize these moments and embrace them, teaching students every little bit they can, whether it has to do with the lesson plan of the day or not. Now, I know teachers cannot be stopping every five minutes to teach something that is off-topic from the day, but the point of teachable moments are that students learn what they are curious about, which often pertains to their own lives. The idea of teachable moments is very widely researched as well. For each teachable moment I observed and included I wrote how it actually happened and how I would have handled the situation if I had been the teacher.

## **The Struggle**

I started writing this after reading the chapters by Tatum. Here I expanded after spending two weeks with the very students that Tatum describes in his books. I understand what he was talking about better because I experienced it. I wrote this double voice poem as a student who wants to learn but just doesn't know if he can and a teacher who wants to teach the student but just doesn't know if she can.

## **How to do well in School**

These next three pieces relate to a lesson that I taught. I taught a lesson on writing "how-to" essays, which taught the students that they had to use very clear and precise language when giving directions. The first piece is my version of how to do well in school (in a creative writing way, not according to my lesson. Then, I include the worksheet that I created for the students to use while writing their essays. Immediately afterward I included the essay writing by a student who did write "how to get good grades in school". It is interesting to compare what I say (as a teacher) to what he says (as a student) students must do in order to get good grades in school. Later on, I add a "How to Teach" poem to go along with "How to do well in School" and give both sides of a teachable moment; the student side and the teacher side.

### **Teach Able Moment**

This is a résumé personifying a teachable moment applying to work in the classroom. It lists all of its experience, education, leadership and awards just like any other résumé would do. The flows very well into the next piece.

### **Its Style You Know?**

I was inspired to write this by a conversation I had with one of the male students. I was interested why males always had a hairbrush in their pocket and would take it out when the teacher was not looking or why they all cut slits in the seams of the bottom of their pants. When I asked the student he said, "It's like a trend. Like fashion. Its style you know?" I noted other fashion trends that these students had that seemed odd to me and wrote them as a magazine article appealing to seventh grade students. Many of these things can create discussions or teachable moments in the classroom, only the students could be teaching the teacher, just like this student taught me.

### **The Oath of Office**

I adapted this from the Air Force Officer's Oath of Office and changed a few words. I believe that it is important for every teacher to remain true and dedicated to his or her beliefs and methodologies within teaching. After teaching for a while bad habits and teaching practices can become tempting but teacher have to trust that their education is telling them right and stick to their guts!

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Rubric For Personal Response Experiment to Meet NCTE Standards  
3.2.2, 3.7.2 & 4.8

Name of Student Nicole Gilman Total 14.4/15  
 Title of Paper \_\_\_\_\_ Date Submitted \_\_\_\_\_

NCTE Standard 3.2.2	Use writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching
NCTE Standard 3.7.2	Use teacher-researcher models of classroom inquiry to inform their own study and teaching
NCTE Standard 4.8	Engage students in making meaning of texts through personal response.

A-/A=14—15      B-/B/B+=12.6—13.9      C-/C/C+=11.25—13.8      D-/D/D+=10—11

5 Quality of formal lesson plan to guide personal response experiment (5)

*An ambitious, substantive, socially conscious lesson.*

<b>Exemplary</b> 4.7—5	Appropriate benchmark and indicator(s) are clearly noted Lesson plan features a “lead” that grabs students’ attention Lesson plan is clear about what students will respond personally to—attached, if that is practical. Prompt solicits varied, individual responses, not one right answer thinking
<b>Acceptable</b> 3.7—4.69	Appropriate benchmark and indicator(s) are clearly noted “Lead” to lesson plan is functional and clear Lesson plan is clear about what students will respond personally too—attached, if that is practical. Students’ personal responses are not guided toward one right answer
<b>Unacceptable</b> 0—3.6	Benchmark and indicator(s) are not indicated. Mundane “lead” to lesson, little about it to inspire or engage students. Students not required to engage explicitly in personal meaning making. Lesson plan might be missing.

9.4 ~~9.4~~ Quality of paper discussing the personal meaning making experiment (10)

*I have a strong sense of your experience Nicole. You tackled an important and difficult topic. I thought you would have even more resistance.*

<b>Exemplary</b> 9.3—10	Contains rich description of context and prompt to elicit personal meaning making Important scenes are rendered with dramatic narrative, characters are vivid with interesting details about them, dialog/quotations are used to add meaning and appealing visage to the text. Word choice is precise, thoughtful, and, sometimes, surprising in the best sense Writing contains appropriate punctuation, grammar, usage, and paragraphing. Candidate reflects and reaches conclusions about how the experiment went, the content of the lesson, and student learning. To support her conclusions the writer weaves in quotations from the students. Candidate discusses clearly and thoughtfully how she might change the prompt in the future or why she would keep the experiment exactly the same. Sample pages from candidate’s teacher-researcher field notebook are attached Candidate meets in peer response groups to discuss observations and findings during field experience
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*only thing I hungered for were examples of some of those quickwrites that so inspired you.*

REV RUBRIC\_PERSONAL RESP\_10/3/09

Acceptable	Description of context and prompt to elicit personal meaning adequate. Word choice is serviceable
7.5—9.29	Some important scenes are told or rendered ineffectively. Nothing special, surprising, or precise about word choice Candidate reflects and reaches conclusions about how the experiment went, the content of the lesson, and student learning Candidate discusses how she would change or not change the experiment in the future Errors of grammar, punctuation, usage, and paragraphing are present, but not distracting to the point of damaging content Sample pages from students' teacher-researcher notebook are attached Candidate meets in peer response groups to discuss observations and findings during field experience
Unacceptable	Any combination of the following:
0—7.49	Inadequate description of the context and the prompt to elicit personal meaning. Word choice is unremarkable, prosaic. Writer's reflections and conclusions are missing, weak, or unsupported. Discussion of how the writer would change or not change the experiment in the future is perfunctory or missing. Errors of grammar, punctuation, usage, and paragraphing are embarrassing Sample pages from students' teacher-researcher notebook missing or inadequate Candidate does not participate in peer group discussion of field experience

Nicole Gilmore  
EDT427  
Field Experience 1

Professional Preparation: (75 minute lesson)

**Skill to be taught:** Voice and Privilege and how the two relate

**Purpose:** To have students reflect on their personal experiences and read “White Privilege: Unpacking the Invisible Knapsack” to define privilege, linking it to voice and power.

**Ohio Academic Content Standards, Grade 12:**

- Writing Applications 1a (p 263): Write reflective compositions that use personal experiences as a basis for reflection on some aspect of life.
- Writing Processes 1 (p262): Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- Reading Processes 1 (p260): Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

**Materials:**

- Notebook for quick write
- 30 copies of “White privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh

Execution of Lesson:

**Attention Getter:** I understand that you have been learning a lot about poverty and were able to experience a little during your field trip this week. Today will give you a chance to not only reflect on the experience and what you have learned but to pull all your new knowledge and everything you might be feeling together to spill it out on paper. As you have learned, you have to use your voice to speak for those whose voices are not heard. So to start, what are some privileges you have as high school students?

**Activity:**

Free write for 10 minutes. “Write about a voice that is not your own. Tell their story. It could be someone you met on the field trip or someone you already knew. Be creative. Do not just summarize what happened, use dialogue and description, or write a poem. This will connect to the memoir you did earlier this and the reflection you just turned in.” First I will share my example to the rest of the class so they have an understanding of the prompt. Then we will share writings out loud.



**Extension:**

Next we will read the article “White privilege: Unpacking the invisible Knapsack” to explore how to define privileges. We have already talked about personal privileges. After the reading I will ask these questions:

1. After reading the article how can privileges be defined?
2. Are privileges are automatic or earned? Use examples from the reading.
3. What are some of the privileges you are given based on social class? Compare to what you saw during your Over the Rhine Experience.
4. How can privileges be used to benefit those who are “less privileged” What did you learn from the reading and your experience about the poverty culture? How are privilege and voice related?

Students will get into groups of two and share their responses with each other. Then we will have a large group discussion about thoughts and ideas stimulated from the article. In the end we will related how this all ties back into poverty and how that affects or is affected by voice and power.

To Be, or not To Be (a Teacher)

I have never been so excited to teach before. I was finally getting to do what I have been wanting to since I was five. I strutted into my high school on the first day, 45 minutes early and ready to learn in the field about teaching. I was anxious to meet my cooperating teacher and talk to her about the lessons I would want to teach. But when I met my teacher she was scurrying around the room gathering papers together for the field trip that day. Ok, so I would just start observing her class tomorrow. Except not. The whole week was a mess because of the field trip this week and homecoming the next. I did, however, eventually get to teach a reading and writing lesson.

Being at the school where I taught was such a different experience from my four years of high school. There were so many students and the building was huge! I was amazed at the large selection of courses students could choose from for each requirement. This school was like a mini-Miami. The teacher I was placed with taught a multicultural literature course, a class much like one I just took last semester in college. I was amazed this class was not only offered, but required for senior students to graduate. At this school, the classes were an hour and fifteen minutes long, rather than the forty-five minute classes I was used to. I was both intimidated and eager to teach for a whole seventy-five minutes.

I did get to observe my cooperating teacher that Tuesday and Friday and I could tell she was a great teacher from the first day. She had great rapport with her students and knew how to engage them in conversation. The field trip that the students attended was to Over the Rhine, in Cincinnati, where they each did a service project that engaged them with the homeless. Their lesson for this section of the course was on poverty. So when they returned from the field trip students were able to connect what they had seen to the and articles they read in class.

My teacher told me on Thursday I would be able to teach second period the following Monday. I immediately began making notes in my notebook of lessons that I would want to teach. *What would I have the students write about? What would we discuss? Oh dear, How am I going to keep them engaged for the whole hour and fifteen minutes.* The day was mine.

I reviewed my lesson plan with my teacher on Friday and she looked it over and said it sounded great. I chose the article, "White privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh to discuss in class after doing a short, ten minute quick write. She gave me a few suggestions to improve

*where did  
the article  
come from?*

"Very good. So you are saying that all of these things that you get because of a job are a privilege?" I wanted her to talk more. She nodded. "So what about having a job? Is that in itself a privilege?" I made sure to scan the whole room. Nods of agreement. I was beginning to feel more comfortable and at ease with being in front of the class.

None said that having a job skewed initiative?

"So then back to my original question. How do we define privilege?"

A girl with long blonde hair who sat in the first row raised her hand. I didn't know her name.

"Yes, you? What is your name?"

"Allie".

"Ok Allie how would you define privilege?"

"I think it is something that you have that gives you an advantage over someone else. Like you get to do or have something that someone else doesn't have". *Ok good we are on the right track.*

"I have an article for you guys to read. Read this article actively to examine how to define privileges... and mark anything else you find interesting." *Ugh. I have been in Dr. Frager's class for 2 semesters. I know better. Why did I say that? I am supposed to say a clear and defined purpose to read this article. Not just "mark anything that you find interesting". Well, too late now.*

Fair enough

The whole class focused except for two girls who sat in the back and talked and giggled with each other, while refusing to read. They repeatedly glanced over at me to see if I was going to call them out. *Could I do that?*

So you never dealt with this?

After about fifteen minutes I brought the class back to discussion. "So what are your reactions to this article?" *Dang it. I did it again. Purpose, Nicole, PURPOSE!*

I was excited when Andrew, who never participated, decided to speak. Until I learned what he had to say. "Well I don't agree with this at all. Why is she saying whites have more privilege? What about affirmative action? This is not relevant to today at all." *Gulp.* There was a frog in my throat. I couldn't speak. This is what I had been afraid of. How do I respond to this? Mrs. J spoke up from the back of the classroom. "Look at the date on this article. It is from 1988. So everything that she is talking about then is relevant to that time period but if you really think about it. It still has relevance to today." *Whew.* This gave me a good point on which to continue. I knew what I wanted to say now.

I like you slowing down to get their names


"The author is saying that she is given all these privileges automatically. Let's take a look at the part of the article, second page first paragraph, where she talks about privilege as dominance. Do you agree that privilege means dominance? Or better yet do you think that privileges are given to us automatically or that they have to be earned?"

Silence again. I thought I had them, but I guess I lost them again. *CRAP! I forgot about pair and share! Maybe this discussion would be going more smoothly if I had remembered to do pair and share, but I completely forgot, and it was too late now. I'll just call on someone.*

I called on Nina, a quiet girl in the back of the room.

"Well I think you have to work really hard for privilege. Like my dad...he didn't have everything he does today and now he does because he worked really hard."

"So you are saying privileges are earned, not automatic?" *This could turn into something good.* "Your dad worked hard to earn those privileges but do you live off of some of those privileges he earned just by being born into the family? Do we all automatically get privileges because others earned them for us? *Whoa!* All of the sudden there were about ten hands waving in the air. I felt three feet taller. Now I felt like a teacher. I was getting students engaged in the discussion and teaching them something they had never before thought about in depth.

I asked them how this all related  back to the quick write that we did. "So then back to what we talked about in the beginning of class, how do voice and privilege relate?" I was amazed by many of their answers. We connected voice and privilege to power, which without my being aware, was one of the essay prompts for their synthesis essay coming up at the end of that week. I was so excited about the thoughts that the class was sharing. Even some people who had not participated the entire week were participating.

A boy in the back corner of the classroom spoke up. "I think some people are just content where they are. It is harder if they are born privileged and then become homeless rather than if you are homeless from the time you were born. These people do not know any other way so some people just don't bother with trying to change. It isn't that they don't care or don't have the will power to get out of their situation, sometimes they just don't see the need for it, since that is what they are used to."

Wow! This was the best comment of the whole day. My insides were turning and I was fighting the smile. I wanted to leap up and shake his hand. I chose to end the discussion on this point. I was so thrilled I had taught 29 students, and at least a portion of them had shown that they got something out of the discussion. And I am sure another portion did as well, they just chose not to participate.

"If you have something that you wanted to say and did not get the chance to do so or did not know how to say it, you can write me a little note at the bottom of your quick write to show that you got something out of the discussion today." Very few students took advantage of this but when I read through their quick writes, I was yet again amazed. Some of the language and dialogue these students used painted such a clear picture in my mind I felt like I was on the field trip with them. Granted, I did not teach them how to write like this but I was excited that my prompt brought this type of writing out in most of the students of that classroom. There were a couple students who did not write about what I had asked but I made sure to comment on all the papers, encouraging them to rewrite and revise these stories and improve them to make better stories, since most of the students had a great start to a wonderful piece of writing.

*Here again  
let me see  
some of the  
writing*

This was my first day of teaching. I actually taught a real lesson to real high school students. My students were engaged and they learned. I felt so accomplished. I did it. Now I am more comfortable with what I want to do and what I want to become. I already know I can teach. It is in my blood. But this confirmed that this is what I want to do for a living. I am now past the fork in the road—I am on the path to becoming a teacher!

\*\*\*

Even though the two weeks that I observed this teacher and class was, according to the teacher, two of the most crazy and stressful weeks of the year, I did learn many important aspects to being a teacher other than just teaching. For instance, learning how to deal when a student from class gets up in the middle of class and runs away, or when a student passes away, or when technology does not work and that was what the whole lesson depended on for the day.

I also learned many things from teaching my lesson. I was only able to teach one, but my cooperating teacher gave me great feedback. I showed that I was nervous when I first started talking. But she said she noticed that I became more comfortable as the lesson continued. Additionally, I

learned that I need to work on wait time. I have the opposite problem that most people have; I tend to wait too long instead of not waiting long enough.

Also, if I would have remembered to do pair and share, this would have helped immensely in getting students to participate in the discussion. They were a little hesitant about expressing their ideas and sometimes I did not clearly state the question, like when giving my purpose. My teacher also gave me the idea to call on someone initially, when sharing the quick writes, but then have that person call on the next person to share. Then the students are held accountable for what they wrote.

I know I am by no means a perfect teacher; I am only a teacher in practice. But this was the first stepping stone that I built for myself in order to climb the ladder. One of the most exuberating moments of this experience was to see a light bulb go on over a student's head. During my lesson I saw several times a student go from not understanding, to at least having an idea and sharing it with the class. Each student that I help is another rung on the ladder. And although it may be a fairly tall one, it is not only what waits for me at the top, but each rung that helps me get there, that makes me passionate about wanting to be a teacher.

*Nicole invents a word!*



Student Name Nicole Gulmore Date 11/22/10

## Field Experience #2 Essay

## Rubric for Evaluation

### 14 **15** points (excellence in the focus, writing clarity & strong support)

- The essay focuses entirely on the relationship of academic rigor and one other aspect of education (such as high-stakes testing, curriculum, learning to read or the like).
- The essay makes a claim (stated early in the paper); the rest of the paper supports it.
- There is strong support for the claim. The support is based on actual observations and experiences of teaching reading. Strong support means clear details (verbatim or paraphrase) about what was said by the teacher and students during reading lessons.
- The essay very clearly defines "academic rigor." References are made to Jago's book and quotes are used without ventriloquism.
- Word choice, spelling and grammatical usage meet very high standards. No actual names of people or places are used. A reference section of texts cited is included. Citations include date, publication information, and page #s. Titles & sub-headings highlight key ideas.

### 11 12 13 points (some of the criteria below are evident)

- The essay explores the relationship of academic rigor and one other aspect of education.
- The essay may mostly narrate the field experience but not in a way that supports the claim.
- Actual observations and experiences of teaching reading are included in the essay. They may be too brief or not connected to main ideas in the essay.
- The essay defines key terms, like "academic rigor," but a clear understanding of Jago's views on this idea may be missing.
- Word choice, spelling and usage are acceptable. No actual people or places are named. Titles and sub-headings may be unhelpful or missing completely. Citations may be incomplete.

### 6 8 10 points (some of the criteria below are evident)

- The essay addresses academic rigor but not another aspect of education.
- The essay lacks a claim and support and is mostly a narrative about the field experience.
- Few actual observations and experiences of teaching reading are included.
- There is a lack of clarity in explaining "academic rigor."
- Word choice, spelling and usage are not acceptable. Actual people or places may be named. Titles and sub-headings may be unhelpful or missing completely. Citations may be incomplete.

### 0 1 3 5 points (some of the criteria below are evident)

- Lack of clear focus on the relationship of academic rigor and another aspect of education.
- The writing lacks depth in exploring the topic and/or supporting the claim with experiences and observations from the field experiences.
- Serious problems with word choice, spelling and usage. Actual people or places may be named. Titles and sub-headings may be unhelpful or missing completely. Citations may be incomplete.

Comments: Wow! This is a powerful essay — strong in your insight into learning + expectations, strong in the clarity of your examples + explanations, & strong in your understanding of academic rigor. I feel privileged to have had the opportunity to read it! I hope you will share it with others + re-read it!

November 22, 2010

### The Unheard Voice

I did not realize what academic rigor *was* until I experienced two weeks of what it *was not*. During my field experience, I discovered that students naturally want to learn, and it is the responsibility of the teacher to cultivate that and make the classroom academically rigorous through various means. I was introduced to the idea of academic rigor by Carol Jago, an English teacher and author of *With Rigor for All*. I was placed in a school which is categorized on academic emergency. And through my observations with my teacher, that is how at least my teacher treats her students. Without realizing it, she does not expect them to succeed and thus, does not make the classroom academically rigorous because she does not think the students will participate or care about their education. The students do every aspect of reading and writing that as a prospective teacher, I have learned I should not do. I heard many times the students are only concerned with grades and making sure they pass the course. The students put on the persona that they do not care that they are learning. At the same time they do or say things during the day, without realizing it, that show they want to learn. The classroom is set up so all they have to do is complete work in order to get their passing grade, whether they learned or not. This hinders being able to teach with academic rigor in this class.

[ In order to teach with academic rigor, teachers need to have high expectations for student learning. ] This supports need for discussion, using testing that teaches, and the crucible of composition.

### Discussion

High expectations about students' reading support the use of discussion of texts. When students read they should be checking for comprehension of the story as they read. Otherwise students after reading the story students may not comprehend anything they read. The students' reciting voice is what is talking to them rather than their conversation voice. But the teacher needs to make sure to include comprehension checks while reading so that the students' are conversing with the story as they read. Through doing pre-reading activities, setting a purpose for reading, and discussing the text afterwards, students will be more engaged with the learning and will comprehend the text better. But the teacher has to hold the students to these high expectations; that they will listen to their conversation voice during reading and want to comprehend the text. The teacher has to expect students to perform to higher standards. Students will perform up to what is expected of them. So if the expectations for a class are low, the students are going to perform to low standards. Discussion of texts will

specific in this!

good observation!

good claim!

also help students to make connections and make meaning from the texts they are reading. Asking questions other than those just based on content of the story will challenge students to think more about the text as a whole: the purpose, and their meaning made from it, and the grand conversation.

Discussion generates thinking about a grand conversation rather than just figuring out what certain characters said or did. When talking about classroom discussion, Jago alludes to Yvonne Hutchison, "she asserts that we must assume that all students have important things to say but that many of them are unfamiliar with the rules of scholarly discourse" (Jago, 43). This ties into expectation. Teachers should not only assume that students have something important to say, but they should expect it. Without this assumption, it makes it hard to have an academically rigorous classroom if students are not expected to learn above or even at their grade level.

good use of this very relevant quote!

In my seventh grade class, every day the teacher starts reading a story aloud, then has the students get into groups of five or six and finish reading the story aloud. Then they do worksheets created by the book publishers and then take a quiz that same day on the story. I believe the teacher "teaches" in this way because she does not expect her students to be able to perform to a higher level. She does not assume that each student has something important to say and she does not teach them the proper way to have a discussion in the class, because they do not have any discussions in class. My teacher said to me, "You have to read aloud to them to get them into it or they will not do it themselves". She does not have expectations for her students to read, comprehend, or do their work. But she also does not do any activities that engage students with the text, such as discussion. Her only evaluation method is how many questions they complete on the worksheets. If the teacher were to use discussion as an evaluation method, she would be able to get a better understanding of how her students are comprehending the story. She would also be able to elicit prior knowledge and personal experience to get students to make connections to the story before and during the reading. But by not doing these academically rigorous activities, she shows that her expectations for the students are low.

good description

wactly

I taught a lesson to the students on respect. I gave them three rules in order for us to have a discussion that day: stay in your seat, do not talk while someone else is talking, and raise your hand. I asked them a question about if they had ever done something they regretted. Immediately students raised their hands. We had a good discussion going already. After discussion regret and what we all thought respect meant we read "Thank you Ma'am" by Langston Hughes. The students were to read for the purpose of finding elements of disrespect and respect. When I gave this assignment to the students I expected they would come up with responses for the discussion. And they did. This was the most involved I had seen the students

the whole two weeks. We started a discussion about why they all fought so much in school, respecting their parents, and how much disrespect they gave their teachers. One student even got on another student who was acting out during the discussion, "Dude-- we was just talking about respect. Why aint you respectin yo friends?" I was surprised by student responses and thought through this discussion they all really learned something about respect. And even more, the students followed the three rules. This was because I taught the students how to have a discussion and expected them to respond well. I expected the students to relate to the story through personal experience and applying prior knowledge; thus, this class was academically rigorous for the students.

this lesson is strong support for your claim about expectations

great example!

### Testing that Teaches

High expectations about students' reading also supports teachers using testing that teaches. Jago says, "As I have indicated previously, every time teachers of literature are given an objective test, they undermine their students' confidence in themselves as readers" (Jago, 97). She says that testing this way only sends the message to students that there is only one correct answer, teachers have all the answers, and the only purpose for reading is to answer questions. This is how my classroom in field is set up. Students are only expected to read to answer worksheet and quiz questions on objective tests. The expectations are low, and again this creates a classroom that is not challenging nor academically rigorous for the students.

Key quote!

The seventh grade is currently reading the book *Chains* by Laurie Anderson. The students were discussing how they thought this book was racist and they do not need to read it. I thought this would be a perfect moment to take advantage of and have a discussion about why they are reading the book, its purpose, and if racism is present in the book what purpose does it serve? Instead when the students said, "This book is not educational and we should not read it in school because it is racist", the teacher replied with, "Your teacher didn't pick the book herself. You have to read it because it is what the rest of the seventh grade is reading." This only made the student respond with, "Well I don't want to read it because reading is dumb, it's boring."

great example!

I assume that the student responded like this because she has never been taught reading for more than just being tested on it. In this English class all the students do is read stories and answer objective questions about the vocabulary in the story or what certain characters said and did. It is not challenging them to read for any other purpose. The students are expected to test on these stories the same day they read them, but most cannot even answer the worksheet questions because they did not comprehend the story. When I walked around the classroom and asked students about the story they just read, they could not answer

good explanation!



a single question about what happened. The teacher did not expect them to understand the story, she only expected them to read out loud together, finish the story and finish the worksheet in time to take the test. These low expectations of student reading are only fostered by objective questions that the students must answer. These tests do not challenge students nor do they create an environment for academic rigor to be cultivated. Again, in order to use testing that teaches students, teachers must first have high expectations for the students, meaning that they expect their students want to read and want to learn past the level of answering A, B, C or D. They must ask high level questions in order to support an academically rigorous classroom.

### The Crucible of Composition

High expectations about students' writing supports the use of writing with a crucible of composition. Many times writers do not discover their best ideas until they are well into the writing process. Even during this essay, I am making discoveries about my experience that I had not thought about yet. Writing in the classroom needs to be designed in a way that lets students write what is on their mind, in response to a text read in class or it could be almost anything that the student is concerned about or questioning. This is even good to do before a discussion of a text, because students have the opportunity to write their thoughts, discover new thoughts and develop those thoughts before having to share them out loud. It stimulates intellectual thoughts and discussions. But this is only possible with an academically rigorous classroom. Again, the teacher has to give students the challenge in writing as well as reading. He or she needs to expect great things from students' writing in order to receive great writing. Having high expectations of students for an academically rigorous classroom means writing to explore, not just to answer questions about places, character, and setting.

Academic explanation

My teacher in field gives students twenty-five percent of the grade based on their journal entries. She makes them keep a journal for writing but it is deceiving. The students write on a topic assigned to them that has no relation to any texts or learning they do in the classroom. One day they wrote about their favorite food and why. That may be an interest to some students but it is not challenging students connect their thoughts to the class. It would be hard to make discoveries while writing on that topic. Also, the teacher grades them based on how much they write. They are expected to write a whole page (twenty-six lines) for every entry, and they have about eight entries during the quarter. Because many of these students have problems with using correct grammar and spelling in writing, she does not expect them to write with a higher level of thinking. She does not challenge them in any way to think about lessons from the class or lessons from their life. Many of the students in this school have problems with their home life and that effects how they do in school, their learning and their

Good observation

discipline. But the teacher expects the students to act in this way and does not do anything to try and change that. If the students were more engaged with the lesson, readings and writings done in class they probably would not act out so much.

There are many moments that would have made excellent writing topics in the students journals. One day a student asked, "Mrs K, why do you think people fight so much?" The teacher replied with, "I don't know honey, sit down and do your work." This would have been an excellent chance to either have a discussion with students about fighting, since it happens at least four times a day in this school, and do a writing on it as well. The student wanted to keep going, "I think people fight so much because they want to be popular and if they think if they hit someone in front of their friends, they will be popular." The student showed that she wanted to learn. But the teacher did not expect her to want to learn and told her to be quiet again. In an academically rigorous classroom, this could have turned into a day-long discussion. The teacher could have brought in readings about fights and teenagers behavior. She then could have given students the chance to write their thoughts as an essay or in their journal, applying it to their lives.

great example!

→ exactly!

This is only one example of how high expectations in a classroom could provide opportunities to expose students to the crucible of composition. There are so many more moments like these that could teach students lessons that they need to know based on their background through reading and writing. Rather than thinking of writing as a job, the students could use writing as a tool for discovery. The only writing that students do in the seventh grade class besides the assigned topics, which also have an assigned length, are very structured essays. The teacher said, "You have to tell them exactly what you want in each paragraph or who knows what you will get". But Jago argues differently. She says, "Clearly student writers need more guidance and structure than an accomplished essayist like Epstein, but I fear that if we nail students to an artificial structure like the five-paragraph essay, they will never know the intellectual joy of discovering what they think as they write" (Jago, 112). And that is the path that these students are headed down. The teacher does not expect students to produce "quality" writing if they do not have a very structured assignment. She does not expect that they students will make discoveries as they write. She does not expect the students to write unless she tells them they *have* to and that they will be graded on it. But for an academically rigorous classroom, all these expectations must be present. The crucible of composition gives students a chance to test their thoughts and ideas without worrying about being correct or getting a grade. It gives students to the chance to not only practice writing but practice thinking and practice responding to a text in other ways than just tests. This crucible of composition writing also elicits higher thinking, but it is only possible with higher expectations of students.

(insightful contrast!)



## Conclusion

Jago says, "Real power resides in literature—the power to move us and make us more than what we have been...In my class, we do not have time for five-paragraph essays and multiple-choice tests; we have too much real reading and writing and talking to do" (Jago, 113). This *real* reading, writing and talking can only happen in an academically rigorous classroom, where the teacher not only challenges but also has high expectations for his or her students. There are many aspects to academic rigor in the classroom, but if teachers have low standards for their students, then those teachers can say goodbye to academic rigor. From both my experiences in field, the first being exceptionally academically rigorous, and the second being almost none, I have gained a good understanding of what is needed for academic rigor. In the first experience, I was placed in a very well off school and there was some sort of academic rigor every day in the classroom. During the first experience, the teacher held her students to a very high standard and expected them to perform well. During this second experience, it was the opposite. But academic rigor is almost more important in schools where students are struggling in many areas and the school is placed on a level of academic emergency. It is more important that teachers have higher expectations for these students who are already "failing" according to the state, rather than just letting them get by so they can pass without actually learning anything. My teacher said on one of the last days of field, "I never fail a student because I just don't want to deal with what would happen. I want to keep the parents off my back." Although the teacher cannot do much about a student's home life, he or she has to take every advantage in the classroom to help students become better learners. And this means challenging students and holding them to a higher standard, no matter the classification assigned to the students at the school.

yes - this is an issue of social justice!

## Work's Cited

Jago, Carol. (2000). *With rigor for all: Teaching the classics to contemporary students*.

Portsmouth, NH: Heinemann.

Student Name Nicole Gilmore Date Oct 4, 2010

Field Experience #1 Essay

Rubric for Evaluation

**14** 15 points (excellence in the focus, writing clarity & strong support)

- The essay focuses entirely on the text as participant, the text at object, or both.
- The essay makes a claim clearly (stated early in the paper); the rest supports it.
- There is very strong support for the claim. The support is based on actual observations and experiences of teaching reading. Very strong support means clear details (verbatim or paraphrase) about what was said by the teacher and students during the reading lessons. *more needed here*
- The essay very clearly explains key terms, such as text as participant and/or the text as object. The writer shows a strong understanding of Bernhardt's article & quotes from it are used without ventriloquism. A reference section include full, accurate publication information.
- Word choice, spelling and grammatical usage meet very high standards. No actual names of people or places are used. Original titles and sub-headings are helpful to the reader.

**11 12 13** points (some of the criteria below are evident)

- The essay focuses mostly on the text as participant, the text at object, or both.
- The essay makes a claim but it might not be clear or used to focus the support.
- There are comments about text use (participant or object) based on actual observations and experiences of teaching reading. The support may lack clear details (verbatim or paraphrase) about what was said by the teacher and students during the reading lessons.
- The essay may lack clarity in explaining key terms. The writer shows some understanding of Bernhardt's article. Quotes may be used with ventriloquism. Citations may be incomplete.
- Word choice, spelling and grammatical usage may not meet high standards. Names of actual people or places may be used. Titles and sub-headings may be unhelpful or missing.

**6 8 10** points (some of the criteria below are evident)

- The essay addresses the text as participant, the text at object, or both.
- The essay may lack a claim related to text use (participant or object).
- The essay may mostly be a narrative about what the student did during the field experience.
- Lack of clarity in explaining key terms, such as text as participant and/or the text at object.
- The writing may not maintain a high standard of spelling and grammatical usage. There are problems with using actual names & places. References, titles & sub-heads may be missing.

**0 1 3 5** points (some of the criteria below are evident)

- The essay does not explore the text as participant, the text at object, or both.
- The essay is basically a narrative about what the student did during the field experience.
- There is a serious lack of credible observations about reading instruction.
- Very serious problems with the mechanics of writing (spelling, grammar, word choice), use of names, and/or references.

Comments: *Terific essay, Nicole, showing a strong understanding of our study of reading instruction.*

*You are came to an excellent understanding of a grand conversation - issue or debate - through your observations. Your writing was clear but more ~~too~~ specific examples of*

October 4, 2010

## The Text: Just another Student in a Desk

### Introduction

I never understood *how* to teach reading until I taught my first Directed Reading Activity. I understood *why* it was important that students learned certain kinds of information but as for methods and best practices so that students actually learned and remembered what they learned, I had no idea until I explored the idea of the text as a participant and the text as an object. Elizabeth Berhardt says that the text as an object means readers look at the text as "whether written materials are 'true' and 'accurate' reflections of the subject matter as determined by community standards" (Berhardt, 32) and that the text as a participant means that the text does not contain the truth but gives readers a chance for interpretation.

When teachers use the text as a participant they allow students to take part in their learning as well, rather than the teacher giving the students everything they need to know. When the text is a participant this means the text is not the authority. The text is like a student sitting in a desk. All the other students can refer to "it", or whoever wrote the text, for more information or an opinion on the issue. When the text is a participant, the students participate in a discussion, using each other to generate a conversation. The text also participates in that conversation, sometimes adding in its thoughts or opinions about the issue. The text is not the sole source of information, but it is also not ignored. It is important to use relevant information from a text to generate a discussion. When teachers treat the text as a participant, they are guiding student learning rather than teaching facts stated in a text. There are several reasons why teachers treat the text as a participant. Teachers want to focus on an issue, give their students a variety of resources about a topic, and allow students to interpret. All of these things help student to take ownership of their reading and learning.

scientific  
explanation

good  
claim

### The Issue, not the Text

Teachers treat the text as a participant because the class structure is focused more on a grand conversation or issue rather than facts remembered from texts. Using the text as an object would be to have students read an article or passage and then answer questions about the text from their memory based on the reading they just did. Using the text as a participant would give students the chance to understand what they are looking for while reading the text and then participate in a discussion, incorporating the text into the discussion after the reading, rather than just trying to recall what they read. Treating the text as a participant is divided into

good  
explanation!

before, during and after the reading. Focusing on the issue and not just the text encompasses all three of these parts of reading, whereas the text as an object might just focus on after the reading.

Bernhardt says, "The text does not contain truth per se, but raw material for building or constructing understanding" (Bernhardt, 33). A key part of the text as a participant is understanding. Where the text as an object might be focusing on the truth of the text and remembering <sup>info</sup> facts and details, the text as a participant focuses on understanding the text. What meaning do the students make from the text? Why are students reading this text? How does it relate to the course? Teachers use texts as a participant to add to course material rather than designing the course around the text. When the text is the participant, students learn to use the text as a resource, rather than the truth.

good support

During my field experience, I observed a multicultural literature course, which focuses on diversity of cultures and diminishing stereotypes. During the two weeks that I observed this class, the students were on the section of poverty. At the beginning of the first week they went on a field trip to Over the Rhine in Cincinnati, where they did different service projects involving the homeless. After they returned from the trip part of the rest of the week was spent reflecting on the trip, what the students learned and experienced. During this week the students heard two guest speakers, one was a woman who used to be homeless and what she is doing personally to overcome her poverty and her struggles with stereotypes, and the other was a man who runs programs for those who want to aid in service toward the homeless. This first speaker was there more to tell the students her story but the last speaker, did not just speak to the students, he had them participate in a discussion to further their knowledge. Also during this week students were given readings on poverty, homelessness, and stereotypes. They also watched a Dateline MSNBC video that talked about poverty in Athens, Ohio, which hit home for many students since they live in Ohio. They also listened to and read a radio broadcast on the The War over Poverty. The students had all of these resources to facilitate the discussion that happened over the next week about poverty.

a text  
also  
a text

good example!

key point!

The focus during the two weeks was on the issue of poverty, not just one text. Students spent several weeks learning about the issue through various resources, often relating back to a text that they had read, but never just the text. The teacher wanted students to get an understanding of poverty. She constantly told her students, "The thing about stereotypes is not that they are untrue but that they are not the whole story". Students were able to gain an understanding of this issue through their discussions of the topic, which encapsulated several texts as well as personal experience, previous knowledge, and other resources provided to them. The teacher made sure that the text was a participant so that students could learn about the issue of poverty through a variety of means, as well as using each other during discussion.

## The Text is not the Only Source of Information

Teachers treat the text as a participant to give students a wider variety of information, using many resources, not just one. When the text is used as a participant, it gives teachers the opportunity to use many texts to widen the variety of resources and expand the knowledge of a topic available to students. When the text is used as an object, usually one text is used and that text is the truth. What that text says is used in discussions, if there are any, and used for questions on tests and essays. Students are required to know and memorize information in the text. But when the text is the participant, students gather information from more resources than the text, and are able to take control of their learning, making connections between all the resources.

key point!

Bernhardt says, "They found that rather than being dependent on individual elements in texts (that which is traditionally tapped in instruction), comprehension seemed to be a process of taking individual elements of text and building them into a configuration that is "understanding". Thus, comprehension of the text is not a simple process of finding 'the' meaning, extracting it, and reproducing it" (Bernhardt, 33). Therefore, students seem to learn more when they can make connections themselves, rather than allowing the text to make connections for them. Giving students a copious amount of information on the topic being discussed, rather than just one text, not only allows the text to be a participant, but allows the student to take control of his or her understanding of the material.

good point

In a grand conversation, the text becomes a participant. Rather than the sole purpose for reading be to gather facts from the text, the grand conversation, the issue or debate, <sup>exactly!</sup> becomes the information. The information is not just facts or statistics but a wide variety of knowledge. The text is not the authority. Students can decide to agree with the text or not to agree with the text and create a conversation based on that issue rather than creating a conversation about what is important to remember from the text. Dr. Alan Frager says, "When we want to learn a lot, we need to understand the context in which the information is being presented. When the context—the issue or debate—is clear, then the information can be interpreted, clarified, questioned, evaluated, and judged for importance" (Frager, 39). Students are provided with a variety of information from which to formulate their side of the conversation. They use prior knowledge and experience along with the text to make a strong argument. Readers decide if they want the text to be truth based on their knowledge gained from a wide variety of sources, not just because the teacher says the text is the truth. Through the grand conversation, not just through the reading of the text, the students learn.

relevant quote - thanks for re-reading my article.

In the class that I observed, first the teacher asked about the students' personal experiences during the field trip. The students were very eager to tell their stories from the trip, some very surprised by what they had experienced since most of the students had never



had any kind of contact with poverty or homelessness. The students also discussed the female guest speaker that came and spoke to them about her personal experience. They enjoyed this speaker because rather than reading about the story in an article, they were able to see this person who had gone through all these experiences personally. After this students were given articles concerning poverty to read. Some were stories of people in poverty, others were the history, and one was even about those who try to aid others who are homeless. The students had all of these resources to refer to before even reading these articles.

key point about prior knowledge

During the two weeks that I observed, the teacher *only* used the text as a participant. She never used the text as an object and never completely ignored the text. When students would make a comment in discussion, she would be sure to ask for more information from the text, wanting more from the student and challenging them to go a step further in their thinking each time. The teacher used such a large variety of resources that the students were really able to gain an understanding of the issue of poverty. They did not just read an article for information about poverty. They understood it because they experienced contact with poverty, read about it, watched a video on it, heard speakers on it and most importantly discussed it as a class. The teacher did not just assign these texts for homework or to do oral reading in class. She had the students read silently in class so that she would be sure they actually read the texts, allowing them to make connections and make meaning, to bring quality content to the discussions. Poverty was the context of discussions and the students took ownership of their learning each time they participated in a discussion and used the variety of resources given to them on the topic to focus on the lesson and not just the texts.

evidence from classroom discussion is needed for support

### Interpretation

Teachers treat the text as a participant to allow more room for interpretation, rather than right or wrong answers. When the text is an object, students are required to know and memorize information in the text rather than making their own interpretation from the text. But when the text is the participant, the grand conversation is the knowledge that students are learning and the text becomes part of that conversation; thus, allowing for interpretation of the text to bring it into the conversation. The more resources students have before having a discussion in class, the greater and more in depth the conversation will be. When one text is the only resource students are given, students are limited in how they can interpret the text because they do not have a vast amount of knowledge on the topic. This is when the text becomes an object, which leads to the text becoming the authority. If students do not have enough information to know whether they agree or disagree or at least have some opinion of the text, they automatically assume the text is truth and then the discussion of the text is limited. The discussion then becomes spouting out information and listing facts from the text rather than understanding, comprehending, and interpreting to make one's own meaning.

yes — but this now seems repetitive



"A natural extension of the text as a participant perspective is that each reader in a classroom, including the teacher, has his or her own meaning constructed regarding the subject matter" (Berhardt, 33). When the text is the participant, it allows for students to make their own meaning from the text. They can refer back to prior knowledge and experience or even previous articles and passages that have been used in the course to add to the discussion, not just one text. The discussion in the classroom is then surrounded by the issue and not just facts from the text. Furthermore, in order for the text to be used as a participant, it is important during the discussion that students cite relevant information from the text. There must be a proper balance between not using the text as complete authority but also not ignoring the text. Interpretation is a large part of the text being a participant. When the text is the participant, there exists more freedom and leeway for students to interpret and then participate in a discussion.

Frager says, "Students see knowledge as definite, known and expressed by someone else as information. They see school as a process of those without the important information getting it from those who have it" (Frager, 33). This is why teachers use texts as a participant and not an object. If teachers use texts as an object, students look to the teachers and the text as the source of information that they must know, understand and memorize. In a classroom where the text is the participant, the student takes ownership of the information. He or she reads the text in context of the grand conversation that is being learned and make his or her own interpretation of the text to fit into that context. Teachers use the text as a participant to enhance student learning. Students will learn more if they take control and ownership of their learning than if they look to the authority for answers to what they "are supposed to know".

Good point - I hope you will illustrate it with an example

During the second week of field experience, I taught the students a lesson on privileges. I asked questions that incorporated prior knowledge and experience before even giving them the article to read. I asked them questions relating to their field trip and as Mason High School students. I asked them how they would define privilege and what are some privileges that they as an individual feel they have. I gave them the article "White privilege: Unpacking the Invisible Knapsack", by Peggy McIntosh, and told them to read for the purpose of how to define privilege. After the students were done reading I asked them the first question based on the purpose for reading. "So after reading this article, how is privilege defined?"

One student raised his hand and said, "I do not agree with this article. Why is she saying whites have more privilege? What about affirmative action? I don't think this is relevant". Then another student raised her hand to participate. We had gotten a little off topic, not answering the purpose for reading so I brought the students back to the purpose by asking how the author of the text defines privilege. We discussed privilege as automatic and something that is earned. One student related how her father was born very poor and in poverty and he would never be

this is very good but too brief. More needed to show understanding + ownership

where he is today without how hard he worked and she would probably not even be sitting in this high school if he did not earn that for her.

The students were doing a great job of constantly relating my questions back to the text and to their personal experience. Through my instruction the students understood that we were not just talking about the text, but we were talking about the issue of privilege and poverty as a whole. The article they read talked about white privilege but we were able to relate what she wrote about white privilege to poverty, which was the current focus of the course. This was a great example of how the text was used for students to interpret. Some students were angered by what the author was saying. Some students thought that privilege was automatic while others interpreted the article to say that privilege had to be earned. There was a debate and a grand conversation going on. Student interpreted the text differently because I made sure that the text was only a participant and not the object of the lesson. I was constantly asking students to tell me more information about what they were saying and to relate back to their field trip. We never reached an agreement in the class on the issue, but that helped students to formulate their own opinion on poverty and privilege. Because I did not treat the text as the authority, having all the answers about privilege, and I did not lecture the students on privilege, but rather facilitated their discussion, the students were able to gain ownership of their learning.

Those students who were participating in the discussion showed me that they understood the topic overall. They did not just spit out information that the text had given but connected everything they had learned up to this point about poverty to the text. Even those who did not participate still had been in the class, had done all the activities the teacher had given, and read the text that I had given them, so even though they did not outwardly show that they had an opinion on the issue, the variety of resources given to them allowed for them to interpret all the information and formulate their own opinion of poverty and privilege. Students also kept connecting what this text had to say to other texts they had read during the course. Rather than asking me questions of what they needed to know from the text or what I knew about the issue, students took control of their learning by making meaning from the text. I never told a student that something they said was right or wrong, but rather would ask them to tell me more, which would lead to other students participating in the discussion so students could understand, comprehend and interpret the text in order to make meaning.

### Conclusion

There are several consequences that the teacher avoids when treating the text as a participant rather than an object. When the text is the participant the learning is about the

good start but more elaboration of the concept is needed

specific examples needed

ideas first and then the text helps a student to develop or argue those ideas. Furthermore, when the learning is about an idea or conversation, there exists a purpose for reading. Students are first engaged in a conversation about the ideas before they even know what they will be reading. Next, the students are given a purpose for reading that relates to the questions that were previously asked. After the reading, the conversation continues but goes more into depth, using the text for support and concrete examples of ideas and interpretations along with personal experience and previous knowledge. This engages students so that they stay away from relying solely on the text to learn and instead develop their thoughts and ideas. This allows for the teacher to teach a topic instead of a reading. When the topic is being discussed, the teacher can use a variety of resources other than just a text. This widens what the teacher can teach and what the student can learn. The breadth of knowledge learned and explored is greater overall when the text is used as a participant. Students learn from each other as well. They learn to go beyond seeing the text and teacher having all the answers, which constrains thought, and expand their knowledge by delving into the depths of the grand conversation.

#### Works Cited

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**Rationale Against Censorship  
of  
*The Help*,  
by Kathryn Stockett**

### **Introduction to Book Rationale:**

This book rationale defends the use of *The Help*, by Kathryn Stockett to be taught in the classroom. Censorship of books by schools, districts, libraries, teachers, and parents is becoming more and more common as the idea of “protecting the children” is becoming more important than “instructing the students”. There are some books that are inappropriate for certain ages, but for the most part, most book that are censored should not be, as they could serve as valuable instruction and education for students in the classroom. Society today is concentrated too much on sheltering students when they may choose to seek out the information which is being censored from them on their own. If this is the case, the students are left with this possibly controversial material on their own instead of having a professional teacher and other classmates to guide them through discussion of the difficult material. Hiding concepts like racism, which still prevalent in the world today, violence, sex, sexual orientation, war, and other controversial subjects is not going to help to better educate young adults on these subjects. But teaching and having discussion of these topics through literature is important and beneficial in the classroom.

*The Help* is a fictional novel concerned with the oppression of African American women in the south during the civil rights movements. Some of the controversial topics include racism, historical accuracy, and violence. However, the lessons that it serves and provides trumps the controversial subjects that Stockett writes about. It is fiction, because the stories are created but it touches on real history of the United States that is often hidden from society. This rationale is an in-depth defense of why *The Help* should not be censored, and should be allowed to be taught in every classroom and included on the shelves of every library.

*The Help* by Kathryn Stockett

Nicole Gilmore

**Introduction**

At one point in their lives, every teenager can relate to being ostracized by friends or parents because of their beliefs or attitudes. They may also relate to being conflicted by doing what is easy and what is right. Kathryn Stockett's *The Help* (2010) is a compelling novel about a young female combating the hate and racism during the 1960's in Jacksonville, Mississippi. A fictional story based on her own experiences, Kathryn Stockett writes the novel so that the readers are brought into the minds of three pivotal characters, Skeeter, Aibileen and Minny. The three of them work together to secretly write a novel about what it is like for African American women to work for a white household during the civil rights movement. The story is risky and funny at times, bringing in some truth to what life was actually like but all through fictional characters, events, and interactions.

Common problems with society that are addressed in *The Help* include race, violence, and rights of women. According to a study done by Opinion Research Corp (2006) for CNN in "Poll: most Americans see lingering racism—in others" people in the United States see racism as a problem, but it differs from those of white origin and African American descent. For African Americans, 49% of them saw racism as a "very serious problem" in the United States, while only 18% of white Americans shared that view. Thirty five percent of African Americans and forty-eight percent of whites said racism in the United States was "somewhat serious". But all of those that took the poll, only thirteen percent of whites and twelve percent of African Americans consider themselves racially biased. According to the article, "University of Connecticut professor Jack Dovidio, who has researched racism for more than 30 years, estimates up to 80 percent of white Americans have racist feelings they may not even recognize" (p. 1). This is why it is important to teach these topics in schools. Many people do not even realize they have racial tendencies and may be exhibiting acts of racism. Educating at a young age from the beginning is the first step to minimizing this problem. Stockett addresses this problem in *The Help* by showing what serious racism is like from both the white and African American side by putting us in the minds of three different characters.

There still exists today, hate groups against African Americans such as the Ku Klux Klan. On the KKK website (2010), they address that they're ultimate goal is political power, but "putting Klansmen and Klanswomen in office all the way from the local school board to the White House" (p. 1). They also suggest that they will do this by brining white people back to power. Parts of their platform state, "The recognition that America was founded as a White nation, put America FIRST in all foreign matters, the first and only concern of our government should be for the citizens of the United States, stop all foreign aid immediately, abolish ALL discriminatory affirmative action programs, and put American troops on our border to STOP the flood of illegal aliens" (p. 1). Although many of these things seem non-violent, and they advocate that that they are a non-violent organization, the KKK is known for its violence against African Americans and the repowering of white people. It is groups like this that teens and young adults need to discuss to have an understanding of why they believe what they do, to avoid these racist tendencies in their future. Not only do we have hate groups, but even in as recent of history as 1968, people were lynching (killing by hanging) black people for minor offenses, or even for entertainment. *The Leadership Conference* (2012) in "Hate crimes against African Americans" suggests "according to the FBI's HCSA report, more than twice as many hate crimes were reported against African Americans as against any other group" (p. 1). Hate crimes, racial discrimination, and even just racial bias is a serious problem in the United States, and needs to be addressed to and educated on for young adults.



On *Wikipedia's* (2012) description of *The Help*, it lists what awards Stockett has one for this book, from 2009 to 2011, *The Help* was on *The New York Times* best seller list. It was also number nineteen on Amazon's list of best book so of the year in 2009. Other awards that it has won include the Indies Choice Book Award in 2010, Townsend Prize for fiction in 2010, *The Christian Science Monitor* best book in 2009, and several other awards for books on fiction from 2009 to 2011.

Christina Chioma, in *The Blue Bookcase* (August 2011), states that this is a fourth grade reading level and up. Although some topics such as violence and graphic scenes may not be appropriate for fourth graders, this shows that this book is appropriate not only for adults, but for middle school and high school students as well. (p. 1)

Motoko Rich (2009) in *The New York Times* suggests, "With its intimate portrayals of the maids' relationships with their employers and the children they care for, *The Help* appeals to readers who feel they are getting a behind-the-scenes peek into a dark period in the country's history" (p. 1). As this review states, it addresses problems that have occurred in history, appealing to young adult readers through fictional characters and events. However, the fact that it is fiction does not diminish its value, especially since the issues of race, hate, and violence are so prevalent in today's America as well. *The New York Times* quotes another reviewer stating, "On Ms. Vazquez's blog, *Coffee, Books and Laundry* (at [melissa-coffeebooksandlaundry.blogspot.com](http://melissa-coffeebooksandlaundry.blogspot.com)), she wrote: "I cannot recommend *The Help* enough! If you haven't read it, you are missing out on a fantastic book, that is sure to be a classic" (p. 1).

There are over thousands of positive reviews of *The Help* from both experts and readers who comment on the book online. The praises of the novel far outweigh the minimal number of negative reviews. Therefore, any arguments against *The Help* are moot and cannot combat all the discussion and positive influence this book could have on students and thus this novel should be used in every classroom and school library.

### Plot Summary

*The Help* is a post-modern style book dividing it into three different perspectives of the same story that all fit together. The three characters include Aibileen, a black maid, Minny Jackson, another stubborn black maid, and Skeeter, white middle-class college graduate. Aibileen takes care of the household of Elizabeth, mostly looking after her little girl, Mae Mobely. Elizabeth does not pay much attention to her daughter Mae Mobely, and Aibileen is constantly feeling pity for the girl who has a mother that does not love her. She tries to give her the love that she is not receiving from her mother, because Abilene's son died about two years previous.

Minny is a stubborn black maid who always speaks her mind, even to the white people. She used to be employed by Miss Hilly and Miss Hilly's mother, but when Miss Hilly sends her mother off the live in a nursing home, she fires Minny and tells the whole town that she caught Minny stealing silver, which is a lie. With the help of Aibileen Minny is able to find work again with Miss Celia, a white lady whom none of the other white ladies want anything to do with; mostly because Miss Hilly claims that Miss Celia stole her boyfriend and married him. Minny helps Miss Celia to learn how to cook and keeps the house clean, while Miss Celia refuses to tell her husband that she is keeping a maid. Skeeter has recently graduated from Ole Miss College and wants nothing more than to find a writing job with a newspaper or be a journalist. Her mother is disappointed that she did not come home from college with a husband and urges that she find a good job that will expose her to many young

gentlemen, not encouraging her will to be a journalist. After being turned down for several journalism jobs, she is hired for a job writing an advice column on housekeeping and cleaning. Since Skeeter knows nothing about cleaning, she seeks help from Aibileen, who is an expert.

In the meantime Skeeter wonders where the maid that worked at her house and basically raised Skeeter has gone. Constantine wrote letters to Skeeter all throughout college and when she returned she was gone and her mother told her that she left to go live with family in Chicago. When Skeeter asks her mother what happened to Constantine she tells this story over and over again, not giving any more details. Skeeter seeks out the details from Aibileen who is reluctant to tell her what really happened because she knows too much. Aibileen lets slip one day that Skeeter's mother fired Constantine but when Skeeter mentions this to her mother she becomes defensive and refutes the statement.

After more consulting with Aibileen, Skeeter one day decides that she wants to write a book on how it is for a black maid to work with a white family. She wants to write about the good, the bad and the ugly. She asks Aibileen, who is reluctant at first, in fear that she may never find a job ever again if it comes out that it is her, but soon gives in and is joined by Minny Jackson as well. The three of them work together telling stories and writing, all in secret.

While this is happening, Minny finds out the reason that Celia seems so lazy and does not want to tell her husband, Johnny about keeping a maid, is because she keeps having miscarriages and is afraid Johnny will leave her if he finds out. She never tells him that she is pregnant. Besides attempting to befriend the other white ladies, she keeps to herself and is nicer to Minny than any white person.

While working on the book, Minny eventually tells a story of a "terrible awful" thing that she did to Miss Hilly after she fired Minny and lied to the whole town. She was planning on keeping this a secret but she tells about how she baked a pie with her own waste and fed it to Miss Hilly. With Minny being known for her cookies, Miss Hilly ate it and was so embarrassed, she never told anyone about the incident. All the while, Miss Hilly is striving for her "Home Help Sanitation Initiative" that will require all houses of white people to have a separate bathroom for the black maids. Elizabeth gives in and builds one, mostly for the image, despite being tight on funds. Miss Hilly urges others to do the same.

Skeeter does not dare tell her mother or even her new love and boyfriend, Stuart about what she is working on. Skeeter misplaces part of her manuscript one day and Miss Hilly finds it, questioning her about it. Skeeter is starting to get a taste of what the black maids go through when talking to Miss Hilly, their anxiety, nervousness and disdain. Skeeter also finds out the truth of Constantine; her mother fired Constantine for really no good reason other than not wanting to be embarrassed in front of the other white ladies at the luncheon at her house. All of these incidents told to her by Aibileen and Minny go into Skeeter's book which is published and titled *The Help*.

Skeeter's book instantly becomes a best seller but after she admits that it was her doing, Stuart calls off the engagement, Minny's husband is fired from his job and she leaves him because he threatens to kill her and hurt the children. Miss Hilly threatens to sue Skeeter for publishing those stories and seek revenge on all the black maid's whose stories are included in the book. She also convinces Miss Leefolt to fire Aibileen, who is then left jobless. Skeeter is offered a writing job in New York, and after much deliberation and encouragement from

Aibileen and Minny she accepts the job, leaving almost nothing behind because she has lost all her friends, except for those of the black community that have come to love her. But it is too dangerous for her to stay.

### Literary Qualities and Summary of Reviews

In determining whether a book is a novel, Dorothy Petitt suggests the literary criteria for evaluating a novel by its unity, theme, plot, characters, and dialogue (1961, pp. 128-133). *The Help* by Kathryn Stockett is by definition, a novel. It fulfills the length requirements, reaching 530 pages of intense suspense and internal conflicts within and among characters. It is structured in a post-modern style, separating the story into three perspectives, telling each story at different lengths and in no specific order. This structure does not destroy the qualities of the novel rather strengthens its vitality because it gives the reader and in depth insight into three different characters thoughts and actions, rather than the traditional one character in first person narratives. The story is a historical fiction, taking in parts of history to structure the novel, but the actual story and characters being fiction. It is different from any other novel in that it gives the same story from two different perspectives: the black maid living in 1960's society, and a white middle-class female living in that same society during the civil rights movement. This novel is structured to model the same idea that it values: considering different perspectives and perceptions during an era of crisis and turmoil (pp. 128).

The novel works as a unified element because the story is told from three different perspectives but they all mesh together by character interactions and setting. The novel works as a frame story. It is presented as a whole, which introduces all the characters but then separates it by telling the stories of three different characters within that frame. A frame story is defined as, "a secondary story or stories embedded in the main story; a narrative providing the framework for connecting a series of otherwise unrelated stories" (dictionary.com, "frame story"). *The Help* fits this structure because the main story is about the disorder and separation among white and black people during the civil rights movement. The secondary stories are those of Aibileen, Skeeter, and Minnie. These stories add to the framework story as well by giving more detail and eventually connecting with each other as the characters interact. There are different alternatives or perspectives presented in the story which ultimately are tied together giving the story a wholeness quality (p. 128-129).

Several themes of *The Help* include society and class, race, love, violence, and justice. The emerging theme which encompasses all of these is justice among classes. This does "emerge as a controlling element to which all other aspects can be seen to contribute" (pp129). It does address the theme of the individual in society in which the reader is introduced to Skeeter, who goes against the norms of a white college-aged female of her time and two black maids who are forced to fit their roles, one complying and the other resisting her role. While the novel addresses this universal theme it is still unique because of how closely it looks at the different characters and their experiences and interactions with one another. It addresses a very fragile topic not only of the society of the mid 1900's but one that can even be considered fragile today. It is unique in the fact that it incorporates elements of non-fiction into a fictional plot and is written in a way that the reader is able to connect to the characters and despise other characters. The characters signify the universal truth of trying to go against the norms of society, teaching about what can be accomplished if one possesses courage to not "go with the flow". The theme is developed by first introducing the backgrounds of the three main characters and eventually complicating the plot when Aibileen and Minnie decide to help Skeeter, creating an intense setting as they tell their stories as black maids working in a white household in secret. Smaller stories of each of the characters are told to break up this main plot, giving background to why what the three characters are doing is so dangerous. The smaller stories, such as Minnie giving Miss Hilly a pie made of feces and Aibileen potty training Mae-Mobley, add significant meaning

beyond the main plot. These smaller stories help the reader to connect with the characters and give more of an understanding to the theme, placing the reader as if he or she is actually watching the plot unfold (p. 129).

Even though the plot is divided into the perspectives and stories of three different people, it still follows in chronological order, with occasional flashbacks to give more background into the characters and details of the plot. The story which dominates the plot is the one where Skeeter is writing a book in which she enlists the help of the black maids to tell their stories of what it is like working for a white family. Other stories such as Miss Hilly's work to get all white houses to have a separate toilet for their black maid, Minnie working for Miss Celia, and Aibileen taking care of Mae Mobley, all add to the stories which show the reader what it is like for them working in a white household, exactly what Skeeter wants to write about. All of the stories are interconnected, sometimes backtracking to tell how certain events came about. Minnie eventually tells the story of what she did to Miss Hilly, halfway through the novel, even though we know there is something so terrible that she did not want to talk about it ever again from one of the first chapters (p.130).

The events of the plot are shaped by the characters because they are the ones in which the plot surrounds. The novel starts out with what seems like three different stories but slowly begins to bring them all together through the writing of Skeeter's book. The novel is different because it does not have a single point of view. Because it tells the story from three different perspectives, there are three points of view: a stubborn black maid, a compliant black maid, and a white middle class female recently graduated from college. Giving these three different points of view helps the reader not only to empathize more with the characters but also give understanding to *why* Skeeter wants to write her book in the first place. The readers would not have that understanding if they did not hear stories like the separate toilets or Miss Leefolt not taking care of Mae Mobley to give them perspective from the black maid's point of view. This allows for the readers to be brought into the story and gain an advantage over all the other characters. Since the author has chooses to speak in first person from three perspectives he achieves "unity, immediacy, and significance while compensating for limited authority" (p. 130). He gives each of the stories authority by having them being told in first person, but also creating a character, Skeeter, who is a white person and has sympathy for the black maids.

The novel dives beneath the surface of just a white woman writing a story about black maids, because we are given some of their stories before Skeeter even knows. The readers understand the danger that they put themselves in when Minnie and Aibileen finally agree to help Skeeter, which did not come easy. The events told in first person acquire a dramatic immediacy and keep the reader going. For instance, when Minnie is in the kitchen thinking about what she would do if Mr. Johnny came home, not knowing that Miss Celia had decided to hire a maid, Mr. Johnny comes walking up the driveway and Minnie has to act quickly to hide. The reader is left in suspense while the story is switched to the introduction of Skeeter and then back to more of Aibileen's story before eventually coming back to what happens to Minnie. The events outside of the narrator's observation are handled because Stockett overlaps some of the stories by telling the other perspective. For example, when Skeeter is trying to get Aibileen to agree to help her with the book the readers are given the story of the confrontation from Skeeter's side and then from Aibileen's side. The readers see that Skeeter thinks she is being genuinely nice and helping Aibileen, especially when she goes to her house to talk to her. But Aibileen is annoyed with Skeeter because Skeeter just shows up on her doorstep without calling. At this point we can see that Aibileen still sees Skeeter as any other white women. Although the readers are never given the perspectives of the antagonists of the story, for instance, Miss Hilly, it allows the readers to develop passion for what is also Skeeter's intent: to give the "black perspective" when so much of society attends to the perspective of the white person. But Stockett still shows that all people, black and white, making some white people nice, others ignorant, and some like Miss Hilly



just plain nasty. She also makes Minnie, stubborn and her husband abuses her. Stockett strives to add these elements into the plot to show that neither “side”, black or white, is better than the other (p. 131).

Furthmore, this novel is proven literature because of how Stockett develops her characters. Each individual character, main and supporting, is created with detail and different from others. Miss Hilly is one of the antagonists white Skeeter is portrayed as the protagonist. Yet, Minnie and Aibileen still have their qualms with Skeeter as she tries to envelope herself around the culture of the black maids. Even though this might seem like what the black maids *want* white people to do, the readers see from Aibileen’s perspective this is not the case. While she still thinks Skeeter is “nicer” than Miss Hilly she sees her as a white woman who will be just like all other white women in the society and treat the black maids just as all the others do. Aibileen eventually puts her stereotypes away and opens up to Skeeter, encouraging Minnie to do the same. Each even that happens is characteristic and expected of the characters participating. It is expected that stubborn Minnie would do something so horrible as to make a pie made out of feces to get back at Miss Hilly for spreading rumors about her, but it would be out of character for Aibileen to do that. It is *expected* that Miss Leefolt will follow what Miss Hilly tells her to do because she wants to fit in with all the other ladies, even though she does have the same income so she has to compensate. It is *expected* that Skeeter would be the one to speak her mind during a blind date, hating ever second of it; whereas, if it was Miss Hilly she probably would have been trying to swoon the man no matter how rude he was to her. Therefore, the plot and the characters are mutually interdependent (p. 132).

The novelist knows more about the characters than she is telling at first, but eventually throughout the novel the stories begin to unfold revealing more about each character. We learn what Miss Hilly did to her mother, sending her off to a nursing home. We learn what really happened with Constantine, when her mother fired her to impress her friends and we learn that the reason Miss Celia seems so lazy is because she has a history of having miscarriages and does not want her husband to find out. But the whole time we know something is going on with each of these characters but Stockett does not reveal what it actually is until later on. This allows the readers to connect with the characters more as well because the readers are finding out at the same time the characters are finding out. The round character, the one who develops fully, is Skeeter, who changes throughout the course of the novel. She starts off as a college graduate, unsure of herself but overconfident in her ability to get a job in writing. Once she finally gets job writing about housekeeping, something she knows nothing about, and enlists the help of Aibileen she begins to develop as a more confident and empathizing character. She eventually has the confidence to publish her book, despite what it will do to her relationship with her “friends”, including Miss Hilly. Miss Hilly never changes, all the way until the end she remains as the villain, seeking to do harm to others, but thinking it is in the best interest of society, mostly paying attention to her wants and needs. This gives a great contrast between two main white characters of the story, which because of their differing personalities and interests, creates the conflict of the novel (p. 132).

The dialogue in the novel furthers along the plot as well as adding to the characterization of each of the characters. The readers are given a bit of African dialect when reading the stories of Aibileen and Minnie, to help put them more into their perspective. The dialogue between the white heads of the house and the black maids is most deserving of attention. It is also interesting to note that the males in the story are not given much attention and rarely *any* dialogue. This is portrayed as a female war. When Aibileen is trying to potty train Mae Mobley she lets the child use her outside “black bathroom”. When Mae Mobley refuses to use the inside bathroom and runs outside to Aibileen’s bathroom, the dialogue from Miss Leefolt and Aibileen reveals how serious this issue is. The readers are also given Aibileen’s thoughts during this event and Aibileen blames herself for letting Mae Mobley use her bathroom in the first place because it caused her mother to scream and yell at her, even though she was using

the potty. This exchange of dialogue and the revealing the thoughts of the three characters gives the novels more significance as the reader can see there is often a difference in what is said and what one *really* wants to say; like when Miss Hilly forces Aibileen to thank Miss Leefolt for putting in the outside bathroom, when all Aibileen wants to do is refuse and say nothing (p. 133).

The dialogue also reveals the characters relationships to each other. The dialogue between Aibileen and Miss Leefolt is more respectful while the dialogue between Minnie and Miss Celia, is more like Minnie is the dominating character, telling Miss Celia what to do, rather than what would be expected. The dialogue advances the story by given the readers and actual account of what happened and what is happened rather than a recount or retelling of the story. The dialogue in the novel serves to clarify character (p. 133).

According to the dissertation outlined by Dorothy Pettit, *The Help* can qualify as a novel based on its setting, plot, characters, theme, and dialogue. This novel constructed by Kathryn Stockett exceeds the criteria for fiction, as can be witnessed by the many reviews written about this novel. After several attempts Stockett's novel was added to the best seller list and is highly recommended by many reviewers.

*Blogcritics* (2010, March 21) recommends this novel: "My humble praise for this work can only add to the voluminous praise Kathryn Stockett has already received for *The Help*. The story she tells is a must-read to expose the plight of American "colored" women who eked out their existence under the heavy thumbscrews of white women and men in the American South. Her tale is not easily forgotten. It should not be. It is an emotional ride, at times filled with disgust, hatred, sorrow; but then relief, joy, and a small dose of happiness as its God-spirited characters develop strength to live on in spite of ego-shattering bigotry. *The Help* will stay with you. It will not disappoint." Her tying in of how it acknowledges aspects of history and connects to the emotions of the reader gives it its uniqueness from any other historical fiction. *The Christian Science Monitor* (2011, February 21) asserts this position by commenting "*The Help* by Kathryn Stockett is very down to earth and the characters are truly lifelike". Her characters are in fact lifelike because of the contrast between perspectives, perception, dialogue and thought constant throughout the novel.

The novel eventually reached the New York Times number one best-seller in which reviews had even more positive comments about the novel and its validity. *Time Magazine* (2011, March 7, p. 23) reaffirms its cultural importance in society. "A modern classic, *The Help* has been a cultural touchstone for the millions of readers who have cheered on Skeeter, laughed with Minny, and hissed at Hilly. The noble and strong Aibileen, has become a heroine for countless fans whose letters have poured in from all over the world" (p. 23). Again, showing how the readers connect to the characters in more ways than a normal novel, this review asserts its importance in a still racially conflicting society. Furthermore this review continues to suggest, "*The Help* has been on bestseller lists for longer than any other hardcover fiction title since *The Da Vinci Code*. **It was USA Today's 2009 Book of the Year and has been published in thirty-seven countries around the world" (p. 23)**. All of these reviews reiterate the ideas that the novel has a cultural importance in society and it connects to its readers in ways most novels strive to do but do not always succeed in doing, this novel far exceeds those expectations of its readers. The book becomes lifelike by these connections and its efforts in telling the whole story and the whole truth by offering different perspectives: the white side, the black side, the female side, the different ages, the maids, the rich, the poor, the educated, those with strong voices because society gives it to them, and those who have no voice but have the courage to speak out anyway. This novel strives for change and encouragement of change. It sends out its message by modeling that message itself. Finally, Amy Einhorn, publisher of the book asserts, "This is a beautifully written work of fiction" (Einhorn, 2011).



### Theoretical Support and Redeeming Values

*The Help* contains many problems that are relatable to teens but at the same time it is an excellent novel for young adults to read because of the many relatable problems it presents to teenagers. Although none of the main characters are technically middle or high school aged, at least one of the main characters, Skeeter, experiences much of what a young adult female might face. Research from theorists and the writings of experts such as Robert Havighurst (1952), Erik Erikson (1968), Lawrence Kohlberg (1980), Ann Ross and Karen Olsen (1993), The Ohio Department of Education (1990), and Louise M. Rosenblatt (1995) will be used to justify the use of *The Help* in classrooms in the following paragraphs.

Rosenblatt (1995) states, "There are useful and harmful forms of escape. Anything that offers refreshment and a lessening of tension may have its value in helping us to resume our practical lives with renewed vigor" (p. 39). Here Rosenblatt is explaining how students can read literature as a form of escape from their own lives. *The Help* is a great example of one of those "escape novels" no matter with which character the reader chooses to identify themselves. If the reader chooses to identify with Skeeter, maybe he or she is looking for some "escape" or answers to problems with not fitting in socially. Identifying with Aibileen might be the character for a student who gets pushed around or always does what he or she is told to do, while Minny is the character that students would want to be like, stubborn, but always getting in trouble. By watching how these characters work through their problems and issues, students can get a sense of relief from their own lives for a while.

Additionally Rosenblatt states, "for the student to understand a work of literature, it not only involves his whole past experience but includes as well "the historical, social, and ethical context into which he must fit the particular work" (p. 113). Students bring their past experiences and prior knowledge into reading a novel, which is going to give every student a different experience while reading the book. Depending on their previous experiences, will depend on which characters the readers identify with, what they take from the book, what themes are most prevalent and what "historical, social, and ethical" lessons the student can learn from the novel. In *The Help* students will learn about the historical treatment of African Americans in Jacksonville, Mississippi, a variety of social lessons based on the interactions between Skeeter and her "peers", Skeeter and her parents, and interactions among other characters. There are also ethical questions raised on whether a citizen should still follow the law when one knows that it is immoral or unjust, which is what Skeeter tries to do with her secret meetings with Aibileen and Minny to write the book. This is an important question to explore for young adults when teaching morals, law, and ethics and what to do when the three contradict each other. This is an overarching theme in the book but there are many others that the students can choose to subconsciously learn while reading the book based on their prior knowledge about the subject and previous experiences, either relating to or unrelated to the certain characters in the book.

Furthermore, Rosenblatt addresses the social concept when reading a novel. She states, "Children raised with a strict set of ideas may become bewildered when social pressures force new responses to certain conditions" (p. 129). Skeeter experiences this in a variety of realms throughout the novel. She is expected to follow her peer, her best friend, Ms. Hilly, join their organization and work for her motive to have a white houses have a separate bathroom for the black maids. Secretly Skeeter hates her for this and how she treats the black maids but at the same time cannot stand up to her right away because she would also be outcaste. Young adults are constantly going through this, having to go with their peer group, giving into pressures and not speaking out because they want to be accepted, even when they know they are going against their beliefs and morals. Identifying with Skeeter gives students options for speaking out when one does not have the courage to confront peers face-to-

face. Students read into Skeeter's mind and know that she does not like Ms. Hilly but she has to try to pretend otherwise. Although Skeeter is a college graduate, this is a prevalent and inherent concept that both middle school and high school students can identify with: being different and being left out.

Skeeter also has social problems with her mother. Her mother is upset because she did not come home from college with a husband, disapproves of her writing, and wants her to concentrate on a job that will find her a man. Skeeter does not want any of these things. She wants to focus on her writing, her passion. This is another concept young adults can relate to: following dreams or passions and disapproval by parents. Watching the interaction between Skeeter and her mother and being able to identify with Skeeter gives students that sense of escape from problems they might be experiencing with their own parents. The fact that Skeeter is portrayed as "right" or "good" in this novel as opposed to her parents could also give teenagers a sense of triumph, since that is usually not the case in reality, with teenagers constantly being told they are wrong because they are too young or have not experienced enough in life.

Ross and Olsen identify life skills such as: trustworthiness, truthfulness, active listening, no put-downs, and personal best. They explain how students do not just come with social skills, teachers must teach them life skills. *The Help*, especially with one of the main characters, Skeeter, is a great tool for helping teach these life skills. There is a great deal of trust between the three lead characters, Skeeter, Minny and Aibileen. The two maids trust that Skeeter is not going to tell their stories all over town or talk about what "terrible" things they have been saying about white people. Skeeter has to trust that they will not say anything to her white peers about the secret book she is working on. Even though trust is extremely low in Jacksonville, Mississippi, especially between white people and black people, these three manage to hold that bond of trust between each other. Truthfulness is another lesson young adults can learn from this novel. For instance, Aibileen and Minny have to be completely truthful when telling their stories to Skeeter, even when Minny is embarrassed about telling the feces pie story.

Truthfulness lacks when Skeeter's mom refuses to tell her the whole truth about what happened to her former maid, Constantine, and that brings to build some animosity not only between Skeeter and her mother and but the readers and the mother as well, tying the readers closer to Skeeter. Ironically, when reading this book one would expect that most of the trustworthiness and truthfulness would occur between those of the same race, but that is actually what causes deception and it is those who are of the opposite race that tend to trust each other more. Another example occurs between Minny and Ms. Celia when Minny has to trust that Ms. Celia will eventually tell her husband about having a maid and Ms. Celia trusts Minny working in her house from the start, unlike many of the white females in the book. There is also more trust between Skeeter and Aibileen than there is between Skeeter and Ms. Hilly or Ms. Leefolt. Furthermore none of the ladies in the will allow Ms. Celia into their peer group. They refuse to answer her phone calls and even hide from her when she knocks on the door. They treat a fellow white peer the same or even worse as they do the black maids. This goes to show that trustworthiness is not a basis of race but on true character.

The life-skill of "no put-downs" is most prevalent in this novel. Put-downs in this novel can be defined as segregation, mal-treatment, and treatment of other people. Ms. Hilly and Ms. Leefolt are probably the worst of the white characters in this novel in relation to how they treat their maids. Even when Aibileen is able to potty train Mae Mobley, Ms. Leefolt screams until she is red in the face because Mae Mobley uses Aibileen's bathroom, which is the white ladies claim are dirty and full of diseases. She has no respect for even her own daughter (another example of the "parents are bad, children are good" concept" that young adult like to relate too). Ms. Hilly has no problem saying nasty things about black maids right in front of Minny and Aibileen, and even tells lies about Minny

stealing silver from her when that never occurred. The “put-downs” in this story are intense and can even become violent but they show young adults how “harmful words” that seem so simple can turn into something more serious (like Ms. Hilly eventually trying to sue Skeeter and threatening Aibileen for publishing the story about what happened to her with the pie). The entire novel is filled with lessons on what can happen if people put someone down versus what happens if people try to build friendships with others, even with people who are different than oneself.

Skeeter also strives for her “personal best” no matter what roadblocks she encounters, whether that be her mother, her peers, or lack of experience. She wants to be a journalist and a writer and she keeps going for it with each struggle she encounters. She finds a job that she knows nothing about to get her started and has Aibileen help her, the beginning of their relationship. She hides from her mother and the rest of the community the book that she is writing and the fact that she is not as interested in boys as everyone wants her to be. She wants to concentrate on herself first before being in a relationship. She strives for her personal best. When she is encountered by the editor who says she needs to write more interesting stories, she comes up with the idea for the book about what it is like for black maids to work in a white household. Even when Aibileen refuses to help Skeeter at first, Skeeter is motivated and eventually gets the help she needs to make what she wants happen. This shows that striving for your personal best is going to have a positive outcome for you and could help others along the way, a good lesson for socially developing young adults.

E.J. Erikson concentrates on identity in *Identity: Youth and Crisis* and youth searching for who they are and who they want to become. He states, “To be a special kind, we have said, is an important element in the human need for personal and collective identities—all, in all sense, pseudo species”. He explains how youth have the ability to construct their identities as much as the culture and social world construct their identities. He continues to write, “In youth, ego strength emerges from the mutual confirmation of individual and community, in the sense that society recognizes the young individual as a bearer of fresh energy and that the individual so confirmed recognizes society as a living process which inspires loyalty as it receives it, maintains allegiance as it attracts it, honors confidence as it demands it” (p. 241). Youth depend on the social world as much as the social world holds expectations for youth. Young adults can be heavily influenced by literature and its characters.

*The Help* serves as a good example for a young adult who is searching where he or she fits in with the social world; one who feels as if he or she goes against the norms set by society but may not have the courage to step outside of those norms. Skeeter is a good example for those youth. She steps away from the norms completely by going behind the backs of her family and friends to do what she really wants to do and at the same time help the black maids, who will not speak up themselves for fear of their lives. She does it secretly, however, faking the identity that her family and friends expect her to be. This is a great novel for those youth struggling with self-identity versus cultural identity, as they read how Skeeter, Aibileen and Minny are all able to develop their sense of identities by working, secretly, together.

Lawrence Kohlberg (1981) writes in *The Philosophy of Moral Development* writes on the states of moral development in youth, including: He argues that teaching moral development in the classroom should not be a hidden curriculum but taught out right, but at the same time the topic is subjective based on the teacher’s morals and values.

Kohlberg states, “The problem, however, is to define these “positive values”(p. 185). We may agree that ‘positive values’ are desirable, but the term conceals the fact that teachers, children, and societies have difference

ideas as to what constitutes ‘positive values’. *The Help* explores the definition of “positive values” and seeks to go outside the boundaries of how they are defined by society. Jacksonville, Mississippi in the 1950’s would define “positive values” as women finding a husband, hiring a maid, giving to charity, having friends just like oneself, and working for “The American Dream” making sure to segregate oneself from the African American community. Characters in *The Help* define their own “positive values” or at least step outside of those boundaries. Skeeter, Aibileen, and Minny working together is a hot issue, which is shown because they must meet secretly and in private. Even how Miss Celia treats Minny is not the “normal” way a person treats their maid. Usually a white person does not show any hospitality towards his or her maid. Miss Celia does just that, offering her tea and food and letting Minny teach her how to cook. She treats Minny as a normal person. This is a great book for discussion on what society deems as “positive values” and what if those values conflict with personal morals? It teaches students to be proactive members of society rather than to accept the norms and just be another addition to society. The discussion of whether Skeeter is right in her motive to secretly write a book is beneficial to society or if she out steps her boundaries *too* much could be explored. Also, did she write the book for the benefit of changing the status quo of society or was it for her benefit to become a writer? By looking at Kohlberg one can see that not only is *The Help* an excellent novel for dissecting the identity of oneself and one’s position in society but it is also a tool to look at the wider, broader depictions of society and one’s place in society.

Robert J. Havighurst in his book, *Developmental Tasks and Education*, writes how youth best develop. In his chapter “Developmental Tasks of Adolescence” (pp. 43-50) he specifically talks about the young adult age group and shows how *The Help* is an appropriate novel for students to read and relate to characters.

He suggests, “The period from twelve to eighteen is primarily one of physical and emotional maturing...although the changes of adolescence are mainly internal to the body and the personality, the experience of adolescence is very much affected by the society in which the youth is growing up” (p. 43). He also discusses youth’s placement in society just as Kohlberg and Rosenblatt addressed. To achieve identity youth must accomplish a task which Kohlberg defines as “they must become persons in their own right—persons who are in charge of their lives, who know *who* they are” (p. 44). For a youth, or any person in that matter, to figure out who they are is not a simple task. When looking at all the factors of society that affect youth today: media, television, social media sights, constant networking through use of technology, and having almost any resource available to them as the touch of the finger, figuring out identity is even more complicated. There exists an even more constant worry for fitting in socially as youth today now also must worry about how many friends they have on Facebook or what someone else is saying about them in a blog, not just on the school playground. Youth must begin to also figure out their role in society. One book is most likely not going to do that for an individual *but* it can certainly have an impact.

Even after graduating college, and achieving a degree, Skeeter is still trying to figure out who she is and where she fits in among her family, social group, and finding an acceptable partner. She is probably in the same place that a twelve to eighteen year old would be, not on maturity or intellectual level, but on a “fitting in” and “finding oneself” level. Readers can associate with the problems and issues Skeeter faces in her struggle to fit in among all these realms. Although she does not have social media or various means of technology to worry about as well, readers can still apply how she overcomes society’s embargoes on her willingness to venture out of those norms. They can apply how she interacts with Miss Hilly, her supposed best friend, and how she completely disagrees with her on every subject, but still manages to be the “better person” in the end. This piece of literature is an essential tool for the identity question in everlasting struggle to figure out *who* we really are.



According to The Ohio Department of Education (1990) “schools play an important role in promoting moral development in the nation’s youth” (p. i). With this being said, despite the many contradictions on whether morals and values should be taught in school, it is inevitable, especially when reading literature that this will be the outcome in a classroom. The teacher might not advocate for a position on a moral but literature allows for the exploration of problems, decisions, and beliefs, morals, and values. *The Help* is an example of a model that allows for teaching lessons and drawing beliefs and values based on those lessons.

The Ohio Department of Education provides a list of these character developing lessons that can and should be taught in schools, “compassion, courtesy, tolerance, honesty, self-discipline, diligence, responsibility, self-respect, courage, and integrity”(p. 1). It states, “the ultimate goal of education is the positive influence of student behavior. Students who are committed to these basic American values will gain respect for themselves and others and will work to improve the social and natural environment for all” (p. 1). By teaching literature these values can be easily integrated into the curriculum with *The Help* serving as an excellent novel for teaching each of these values. By following Skeeter, she encounters many problems and roadblocks throughout her mission to be a writer and eventual outcome of getting novel published. But she exhibits each of these qualities and remains true to herself, making one of the protagonists of the novel. At the same time, Miss Hilly is the exact opposite of this type of character. Miss Hilly is not respectful towards the black maids, she is too self-centered, she is not honest with her peers, she does not show compassion to anyone except herself, she has zero tolerance, especially when people, no matter who they are, do not do things her way. She most definitely is not a character exhibiting integrity, courage, and positive diligence. Therefore, Miss Hilly is portrayed as the antagonist in the novel as an example of what *not* to be. Students are given both sides of each of these character values to live by and through reading the novel they can learn who they want to become by the characters set before them and how they act and interact with other characters. Most likely, young adults will be more willing to sympathize with Skeeter and feel animosity towards Miss Hilly, setting the example for what type of character to strive for being.

Dr. Martin Luther King (August 1963, pp. 1-2) was an expert on the civil rights movement, a prevalent theme in *The Help*. His *I Have a Dream* speech, in talking about how America has denied negro Americans the right to life, liberty, and the pursuit of all man that is supposed to be guaranteed for all Americans, he explains, “It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro” (p. 1). And fatal it is for the white ladies in *The Help*, especially Miss Hilly, for underestimating characters like Aibileen and Minny. She talks about them like they are diseased animals to their face and within ear shot to other characters in the book. Miss Hilly never suspected that Minny would come out with the story of the pie. She never suspected her once best friend, Skeeter, would help black women to tell their stories and have their voices heard. It becomes fatal for her when by the end of the novel, all of the characters know her “pie” story, even though she tries hide that it was not her. She is given her own medicine. This is an important lesson for young adults to learn: that bullying other people is going to have consequences, either in the long run or in the short run but ultimately “what goes around comes around”. Young adults should be taught benevolence towards other people, rather than putting down those who are different than them. This is a strong novel for teaching against bullying.

Another expert on the topic of racism is Lary Dane Brimner (2011) who writes many books, including ones for children on this topic. Talking about the Supreme Court decision in *Brown vs. Board of Education*, he explains how change did not come for the Negro people even after this decision. He quotes Reverend Fred. L. Shuttlesworth who was almost killed by the Ku Klux Klan, “We thought that that decision itself would do a lot for attitude but it resulted in hardening the attitude of the southern states” Brimner continues, “Segregation

remained a social custom, especially in the South, where it often was mandated by Jim Crow laws. Jim Crow laws were segregation ordinances, and they covered every aspect of life in the South” (pp. 19-20). He argues that this new ruling by the Supreme Court, only angered the southern states, and we see this in *The Help*. Jacksonville, Mississippi was one of the worst racist places in the United States at the time. The hatred and killings of black people was so widespread, as readers can identify in the novel. Skeeter even is punished by Hilly for being in possession of the Jim Crow laws at one point in the novel. Discussing these issues without sugar coating information is important for young adults, especially so they are not sheltered and kept ignorant from the way the world really is and was. Educating the youth on the past for the present and future will benefit all America and its citizens to avoid the same mistakes made in the past, especially since racism strongly exists today.

Racism can cause bullying, especially in schools. Students should have the right to the first amendment freedom of speech and expression, even inside schools. Although some alterations are made it was determined in the *Tinker v. Des Moines* case that “students do not shed their rights at the schoolhouse doors” (*The Law of Journalism and Mass Communication*, 2010) (p. 122). Just like students do not give up their free speech, they should not give up their right to learn, or be required to do so. But many students are afraid to express themselves because of the fear of being bullied. The Department of Education and Skills (2006) outlines in their article, *Bullying around racism, religion, and culture*, how to combat bullying in regards to racism in the school. It suggests “Freedom of thought and expression is an important value and should be protected in schools as in wider society. It is crucial, in classroom discussions, that pupils should be able to think aloud and to form ideas and opinions through dialogue, debate and disagreement. Freedom of expression is not, however, an absolute value. For it has to be balanced with the equally important right not to be threatened or abused” (p. 87). Bullying occurs because students are “different”, whether this is defined by culture, race, or religion. *The Help* addresses all three of these issues and can be important for students in finding the courage to participate in the classroom without the fear of being bullied. *The Help* is set in the 1960’s but Skeeter experiences similar bullying that many students experience in schools today. Hilly kicks her off *The League Organization* and replaces her as editor of the newsletter without confronting her first. She even attempts to tell her sick mother that Skeeter wrote the book, in attempt to “get Skeeter into trouble”, a childish act, but prevalent in middle and high schools. Skeeter being bullied is mostly psychological, but that is much of the bullying that occurs today as well, especially when dealing with race.

*Bullying around racism, religion, and culture* gives many ideas to use in the classroom to combat bullying, including lesson ideas to use in the classroom. It gives five principles for teachers to follow. These include: Acknowledge that racism exists in wider society, and that it can lead to racist bullying in schools, let the pupils know where you stand, listen to children and young people, involve children and young people in solutions, and implement strategies for both prevention and intervention” (pp. 26-28). Following these can help create a good discussion climate for talking about controversial issues such as race and class and how the two relate, a major theme addressed in *The Help*. Finally it provides that “No child should have to experience bullying of any kind and each of us involved in education has a role ensuring it is not tolerated (p. 6). It is the duty of teachers to not only prevent bullying, but to educate on it as well.

Another theme in *The Help* in which experts have examined is teens and social groups. *Skeeter* experiences being pushed out of her social group and ends up with no friends and loses her fiancé because of the book she is working on publishing. Abraham Maslow, an expert on the needs of human beings, “belonging” as one of the five needs. Bob Poston (2009) studies Maslow’s theories in depth in *An Exercise in Personal Exploration: Maslow’s Hierarchy of Needs*. It is important as educators to understand Maslow’s theories because he focuses much attention on education. “The social level generally becomes the priority only after the physiological and



safety needs have been sufficiently met and maintained. A sense of belonging can be felt when an individual becomes more focused on the desire to build relationships with others. This includes the desire for a romantic partner, to have close friends, and maybe to get married and have children” (p. 350). Only when people’s sense of safety is met can he or she move to the next level of belonging and eventually self-esteem and self-actualization.

When Skeeter has no one left to turn to, no friends, family, or a loved one, she begins to feel isolated, alone, and fears a little for her safety. The only people she somewhat connects with are the maids, especially Aibileen. Because her psychological needs are not met, she begins to feel unsafe in her present situation and home. She does not feel as though she belongs to any group and her self-esteem also begins to lower. She is not confident that her book will even be published and when her fiancé leaves her, she is more concerned with her appearance. The level of belonging must be established because of its effect on one’s self-esteem” (p. 350). If young adults do not feel as though they belong to a peer group, especially at school, it will begin to have an effect on their self-esteem and can ultimately affect their education. Looking at Maslow’s Hierarchy of Needs, one can see the importance of *The Help* in balancing the need to belong and the need to do what is right or just. Eventually Skeeter, without even realizing, does belong. The black community accepts her and shows their love to her all signing a copy of the book. After she has this acceptance, she goes on to New York to be a writer, her life-long dream. This goes to show how young adult’s social groups that really care about them, might not be who they think, and they just have to keep looking, someone will accept and love them.

Another theme, the parent-teen relationship is addressed with Skeeter and her mother. At some times she absolutely cannot stand her but when her mother becomes ill, she almost feels guilty and feels like she is going to disappoint her by publishing the book. She cannot be honest with her mother. She also resents her mother for letting go of their help and Skeeter’s friend Constantine. Robert Bent (August 1990), an expert on children and their relationships to their parents comments in *Forgiving Your Parents* on the feeling of guilt towards parents, “forgiving our parents does not depend upon their availability; it is the act itself that creates the possibility for change” (p. xxv). He suggests that reconciling with parents starts with forgiveness and that is what Skeeter must ultimately do when her mother is on her death bed. Students can face many discrepancies with their parents from small disagreements to serious issues such as abandonment and abuse. It is important to discuss these topics with teens. There are so many books written on how to parent teens, but few are written on what children should do when they are not getting along with their parents. *Forgiving Your Parents* does just that, but *The Help* gives an example of rebuilding that relationship with parents. Students can model what they learn from Skeeter, and the bad parent-teen relationship that is touched on in *The Help* can be turned into a positive discussion for students on how to bandage that relationship.

### **Objectives, Teaching Methods, and Assignments**

This section will outline the learning objectives and standards that can be achieved by using *The Help* in an academic setting. This information comes from the *Ohio Academic Content Standards English Language Arts* (Ohio Board of Education, 2004) book. This novel is geared toward older young adults but can be used in from an eighth grade learning level, thus the standards achieved will be outlined from a ninth grade student to average the appropriate reading levels.

*Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard*  
*Ohio Benchmarks, Grades 8-10*  
*Grade Level Indicators for Grade 9*

**Benchmark A.** Apply reading comprehension strategies to understand grade-appropriate text.

Grade Level Indicator 1: Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing, and making inferences and drawing conclusions.

Activity/Discussion: After an assigned reading, begin the class discussion with a quickwrite on what they think will happen next. Have them write a short “what happens next” part of the story by comparing and contrasting the characters and using inferences to create a well thought out story based on what has already happened in the novel.

**Benchmark C.** Use appropriate self-monitoring strategies for comprehension.

Grade Level Indicator 3: Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in the text.

Activity/Discussion: Towards the beginning of the novel, have students read assigned chapters without any assignments. In class the next day assign a guided reading with discussion questions that will guide them to skim through the already read chapters, summarize what has happened, and recall information. Then, form into a large group to discuss the assigned questions.

*Literary Text Standard  
Ohio Benchmarks, Grades 8-10  
Grade Level Indicators for Grade 9*

**Benchmark A.** Analyze interactions between characters in literary text and how the interactions affect the plot.

Grade Level Indicator 1: Identify an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues, and soliloquies.

Activity/Discussion: After a lesson on the five elements of characterization (appearance, speech, actions, thoughts, and interactions with other characters), have students complete a character map on each of the main characters: Skeeter, Hilly, Aibileen, Minny, and Ms. Leefolt. The character map should outline each of these elements for each character. Only do this halfway through the novel as an assignment, not something to outline throughout the entire novel, since the characters can change, but use it then at the end too look back on how the characters developed or did not throughout the novel.

**Benchmark B.** Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.

Grade Level Indicator 2: Analyze the influence of setting in relation to other literary elements.

Activity/Discussion: How would this novel be different if set in Dayton, Ohio rather than Jacksonville, Mississippi? Are there any parallels in the world today to the violence inflicted on the African American maids in Jacksonville in the 60’s, not necessarily having to do with race? This discussion could lead to hate crimes being committed on homosexual people or treatment of the mentally disabled.

**Benchmark C.** Identify structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

**Grade Level Indicator 3:** Identify ways in which authors use conflicts, parallel plots, and subplots in literary texts.

**Activity/Discussion:** Divide students into groups and have them choose a conflict from the novel between two or more characters. Have them write a script for the conflict and act it out to the class.

**Grade Level Indicator 4:** Evaluate point of view used in literary text.

**Activity/Discussion:** Discuss how the novel would be different if the story was told from a third person point of view, or even just from Skeeter's point of view. What value is added to the novel by having the readers know three different points of view of the story? What do we learn about Skeeter from Minny and Aibileen that we do not know from her story and vice versa? Create a chart to organize these characteristics. Start in groups of three and then move to a large group discussion. This can be combined with **Grade Level Indicator 1**, in which students also characterize the character indirectly by what other characters say about them.

**Benchmark E.** Analyze the use of a genre to express a theme or topic.

**Grade Level Indicator 6:** Analyze how an author's choice of genre affects the expression of a topic or theme.

**Activity/Discussion:** Introductory discussion: Why does Stockett choose to write this book as fiction? Would you have read the novel had it been an accurate historical account of a black woman living the 1960's in Jacksonville? Have students research the history of Jacksonville at that time and compare what they learn from the history to what they learn in the book. Assign groups to present information in whatever format they want: PowerPoint, skit, lecture, animation, etc.

**Benchmark F.** Identify and analyze how an author uses figurative language, sound devices, and literary techniques to shape plot, set meaning, and develop tone.

**Grade Level Indicator 7:** Explain how foreshadowing and flashbacks are used to shape plot in literary text.

**Activity/Discussion:** Does Stockett use any foreshadowing or flashbacks in her novel? Guide students to talk about Skeeter and her relationship with Constantine. Why does the novel start where it does instead of when she was younger and we could be introduced to Constantine as a character? How would this change the tone of the novel?

**Grade Level Indicator 8:** Define and identify types of irony, including verbal, situational, and dramatic, used in literary texts.

**Activity/Discussion:** After a lesson on the three different types of irony, with examples, have students divide into three groups (six if the class is large) and pick out examples of their type of irony assigned to them throughout the novel. Write them down and then bring back to the large group to discuss why their example was or was not a true example of irony.

**Grade Level Indicator 9:** Analyze ways in which the author conveys mood and tone through word choice, figurative language, and syntax.

Activity/Discussion: Assign each student a chapter. Have them skim through the chapter and write down words that stick out to them: either words that are used multiple times, are colorful, or are unique to the story. Afterwards have students do a quickwrite picking one of those words and writing about it for the allotted amount of time. Have students discuss how their moods were different or similar in their pieces verses how Stockett uses that word in her novel.

*Writing Process Standards  
Ohio Benchmarks, Grades 8-10  
Grade Level Indicators for Grade 9*

**Benchmark A.** Formulate writing ideas and identify a topic appropriate to the purpose and audience.

Grade Level Indicator 1: Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

Activity/Discussion: Have students actively read certain chapters of the novel. Avoid having them do active reading throughout the whole novel in order to avoid turning them off to the aesthetics and enjoyment of reading the novel. During the chapter that they do actively read, have the students ask questions and have a conversation with the text. This will generate ideas for discussions and writing ideas when discussing the novel.

**Benchmark C.** Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice, and transitions between paragraphs, passages, or ideas.

Grade Level Indicator 7: Use a variety of sentence structures and lengths (e.g., simple, compound, and complex sentences; parallel or repetitive sentence structure).

Activity/Discussion: Have students do an in-class quiz or essay on a dynamic character in the novel answering the following questions: how has the character changed or developed throughout the novel? How have the people they interact with changed or remained the same? Give them time to edit their papers before turning in a final copy.

Grade Level Indicator 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.

Activity/Discussion: Teach a lesson on the differences between perspective and perception and how the influence a story being told. Assign students a character analysis essay comparing two characters using perspective and perception. Allow students to peer edit their papers in class and then revise overnight to turn the essay in the next day.

Grade Level Indicator 9: Use precise language, action verbs, sensory details, colorful modifiers, and style as appropriate to audience and purpose and use techniques to convey personal style and voice.

Activity/Discussion: Teach a lesson on the sensory writing by doing a 5 senses activity in which the students are introduced to a sense and then must do a 5 minute quickwrite about that sense. Do this activity only with senses related to the novel, such as the sound of Hilly's scream or the taste of one of Minny's pies. This will get them to use colorful words and senses related to the novel.

**Benchmark E.** Apply tools to judge the quality of writing.

Grade Level Indicator 16: Apply tools (e.g., rubric, checklist, and feedback) to judge the quality of work.

Activity/Discussion: After students write their character analysis essay, have them peer edit their papers and have them each fill out a rubric or feedback sheet for the essay they are grading. Make sure to include expectations such as well thought out comments and why they gave them a specific number on the rubric, rather than just circling random numbers. Let them know the teacher will be looking at their feedback on the papers to determine if it is quality feedback or was rushed through. Teach a lesson on how to give quality feedback on essays or written material.

*Writing Applications Standard  
Ohio Benchmarks, Grades 8-10  
Grade Level Indicators for Grade 9*

**Benchmark A.** Compose narratives that establish a specific setting, plot, and a consistent point of view, and develop characters by using sensory details and concrete language.

Grade Level Indicator 1: Write narratives that sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense), use a range of strategies and literary devices including figurative language and specific narration, and include an organized, well-developed structure.

Activity/Discussion: Have students pick three characters from their neighborhood and develop a story based on those characters. Make sure the students describe the characters well but they should not have to be completely invented. Give expectations that the main character should have to interact with the two other characters, setting needs to be given, there needs to be a plot (a reason these characters are in a story), and a conflict. Have students share their stories in class. As long as all requirements and expectations are met, students will receive an A so that they may concentrate on creativity while writing the story.

**Benchmark B.** Write responses to literature that extend beyond the summary and support references to the text, other works, other authors, or to personal knowledge

Grade Level Indicator 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 prior knowledge.

Activity/Discussion: Have students write an essay on the historical relevance of *The Help*. They may choose to write on a specific person, event, or issue, related characters, events and interactions of the text to those events. Since many of the events in the novel are fiction, these should be used as references instead of the thesis of the essay. Thesis's should be well developed and give some interpretation of the text that has not been too thoroughly discussed in class. Topics examples include: perspective and perception, the civil rights movement, and treatment of black maids in the south in the 1960's, the actual verses the text's interpretation. Students can choose other topics not listed as well.

### Additional Teaching Activities and Discussion Questions

1. Who was your favorite character? Why? How does this character develop throughout the story?



2. Why do you think Hilly is such a great mother to her own children but nasty to anyone that does not believe the same things she does? Do you know anyone like this in your life? Without using names, when have you experienced someone who outlawed you from their group because you refused to believe something they did or do something everyone else was doing?

3. Do you think the characters Aibileen, Minny, and Skeeter would have been different had they not lived in Jacksonville in the 1960's? What insights to Skeeter's character can we gather from her choosing to go to NYC at the end of the novel?

4. As the one main male character in the novel, what does Stuart reveal to us about Skeeter? Does she have some flaws even though she is the protagonist? What would be her biggest character flaw?

5. How can we parallel racism to events of today? Even looking at today's news what events that happen in *The Help* could be similar, not by subject but because of cause and effects?

6. Looking at what Minny did for revenge, was it justified because Hilly is portrayed as such a nasty person? What is the farthest you have ever gone to get revenge on someone?

7. Would you be able to sacrifice doing what is right and losing all your friends, respect from family, and a fiancé, or sticking with the easy thing to stay with the in-crowd? What would you say you would do? What would you actually do?

8. How has this novel changed your attitudes or actions based on how you treat people? How do you treat people of different ethnicities, race, gender, abilities, etc differently, either on purpose or not? How are you or are you not more aware of how you treat all people in general because of this novel?

### Possible Objections

Objections to *The Help* are on subjects include but are not limited to obscene and bad language, religious ideas, racial ideas, and non-accurate information. Censorship is a controversial topic in the world of literature. John Simmons (1989) states in his article "Censorship to the YA Book: A Column" that there are two fundamental rights that the topic of censorship makes collide: right of freedom of expression and local control. He argues, "When the right to read, an important dimension of the freedom of expression, takes the form of assigning "certain" readings in a given school system these fundamental rights collide" (p 14). The need for students to be able to read a variety of topics, including ones that are controversial is a part of their being raised as American citizens. Hiding the truth from youth is not going to make controversial issues go away, but instead, worsen them.

*The School Protest Movement: 40 Questions and Answers* (1986) (pp. 50-54), by Edward Jenkinson, "Appendix A: Common Targets of Censorship" speaks on topics that typically tend to be banned by schools.

The main argument of *The Help* is that it is not an accurate depiction of the south during the civil rights movement and that Stockett does not accurately depict the characters. Critics of the book say that the two African American women, Aibileen and Minny talk in an African American vernacular but the white women like Hilly and Skeeter do not speak with a southern accent. Furthermore, critics argue that the dialect in which Aibileen and Skeeter speak is not accurate. They also go on to say that this book still supports all the stereotypes of the time by having Aibileen and Minny speak in a black vernacular but the white people do not, perhaps making the white people seem more intelligent. But the book was created as fiction. It brings to light real issues through fictional



events, characters, and interactions. It is a more interesting way to introduce a history lesson on these times in the south, making sure to separate this fictional story from fact. The novel is more used to look at the character development in the book than as an historical account of events. But that does not mean that it cannot be a part of the study of black women in the south or the civil rights movement.

Number nine on Jenkinson's list includes, "literary works that contain profanity or "questionable" language" (p. 51). Another issue that arises in "The Help" is that the "N" word is used several times throughout the book. According to an article by Nickolas Karolidas and Lee Burrell (1985) in "Celebrating Censored Books" the number one concern from parents when concerning censorship issues is obscene and bad language (p. 102). The fact that teaching *Huckleberry Finn* had and still has a hard time making into classrooms because of the use of this word, does not make it any easier for *The Help*. But this word is not used abundantly and when it is used, it serves a purpose. It shows the real-life feelings of white people towards African Americans during that time and vice versa. Fear of a word is only going to increase fear of the subjects it relates to; thus, one of the reasons that the issues Stockett brings up in her book seem to have been ignored throughout history. The use of this word has a rough history in American society but students will potentially find a way to it themselves. Mentioning the word, its history, and having a lesson or discussion on words and connotations associated with them throughout history would be an intriguing lesson to go along with this book.

Some parents may also object to the amount of religious references made throughout the book. These are mostly by Aibileen, when referencing "The Lord" as "Law" and talking about praying and worshiping. Many parents may object to this book being taught in schools because of the amount of religious influence it could have on their children while reading. Although Skeeter is relatively non-religious, even the other white women, including her mother are very religious. But the religious references made in the book are not meant to impose any beliefs on any of the characters, even, or the readers, instead characterize people in the book, like Aibileen with strong qualities and traits to make them more believable.

Jenkinson (1986) continues with number eight on her list explaining that, "novels, stories, poems or plays that portray conflicts between children and their parents or between children and persons of authority in which children question the decisions or wisdom of their elders" (p. 51). Parents could also argue against the amount of disloyalty Skeeter shows to her parents. She constantly lies and disobeys them, even though it seems her parents raised her well. The parents are made to seem as the "bad guys" in the story even though she never once tells them the truth and goes against all of their teachings, whether they were actually morale ones or not. But Skeeter's objections with her parents are made to develop her character from the seemingly naïve and dependent young girl to one who eventually goes above the law to help those in need, even though she knows it will hurt her family and friends. The novel is meant to show her struggle with doing what is easy and what is right. She becomes independent and yet still shows love towards her family, especially with her mother's struggle with cancer. She hurdles back and forth between her loyalty to her family and the loyalty she now has to help the black maids and finish what she has started. This conflict with her parents and herself only shows her courage and can show students that doing the right thing for the betterment of humanity may be hard. This happens for Skeeter when she loses the man she falls in love with and all of her friends because of what she is doing with the book.

Censors may also argue with the issue of race altogether. Jenkinson lists this as number fifty-seven on her list: "sexist and racist stereotypes" (p. 54). The fact that the book is fiction and not a historical account, mean that it could have several inaccuracies of race, including stereotypes and may seem demeaning to a specific race. It could be demeaning to the black people because they are all maids and might be depicted as "stupid" because of

the use of the African American vernacular. However, all white people in the novel, except Skeeter, are the antagonists. All the African American people are the holy, God-loving, can-never-do-wrong people. The white people are the ones committing all the crimes against humanity and not being punished. Although this is the sole issue with the civil rights movement, some critics argue that the book is still biased and therefore not an accurate depiction of the times. However, that is the whole issue the book is trying to shed light upon: the oppression of the black people in the south during the period after slavery and the civil rights movement. It shows that even after slavery was abolished, life in the south was not a picnic for African Americans. Hiding this intricate piece of history from students does not do anything good for American society. The issues with stereotypes are not that they are untrue but that they can institute hate within people. This novel is trying to do just the opposite.

Anissa Ford shows us in her article, "History and Creativity Collide in *The Help* angers historians" (2011) that the Association of Black Women Historians criticized this book all around. They write, "*The Help's* representation of these women as a disappointing resurrection of Mammy—a mythical stereotype of black women who were compelled, either by slavery or segregation, to serve white families. Portrayed as asexual, loyal, and contented caretakers of whites, the caricature of Mammy allowed mainstream America to ignore the systemic racism that bound black women to back-breaking, low paying jobs where employers routinely exploited them" (p. 1). However, they ignore the book's creative objective to shed light on a still prevalent subject in America: racism. It brings to life the dire quality of life for black American women in Jacksonville, Mississippi, which does have some historical truth. Indeed it is a work of fiction and nowhere does Stockett ever claim her book to be a non-fiction novel. Therefore, she brings to the surface a historical time in American society through the creative use of fiction.

Marjorie Heins (2001) suggests, "that is, all of us consume and process art and entertainment, but what we use we make of it depends on context, predisposition, and personality" (p.199). Heins suggests that students should be allowed creativity in the meaning they gather from reading, instead of being told what to read and how to interpret it. Fiction can be very important in shedding light on historical events or periods. Reading *The Help* and the conditions of the women and how they were treated seems like reading about a story in a foreign country because this part of history is often ignored. But it is one that needs to be resurfaced in the school classrooms since it is still a problem in an American society today, just through different ways other than the oppression of black maids.

Other issues that concern censorships are value and violence. Jenkinson (1986) lists violence number seventeen on her list while number forty-six states, "assignments that ask students to make value judgments or assigned literature that prompts students to question values judgments made by others" (p. 46). The violence issue briefly comes up with Minny and her husband Leroy, who beats her. The beatings and violence get more explicit towards the end of the novel. There are also several references to violence in relation to the oppression of African Americans in the neighborhood. The values question is one that has come up throughout history of the American school system; whether values should be taught in the classroom or left for home.

But many students do not come from a home where proper values are taught to them. Students spend the majority of their childhood in school, so the teachers and administration there has the ability to greatly influence a child's thoughts, actions, and future. Taking every opportunity to open students up to positive values and making good decisions is the responsibility of schools. The values that could be contradictory in *The Help* are that Skeeter breaks several laws and severs many relationships in order to write her book. But it is for the betterment of human kind in the civil rights movement and teachers could take many different approaches to teaching this. The lessons do not have to be centered on the right morals and values, but rather a discussion on

whether what Skeeter did was moral and ethical would be educational and an intellectual discussion for all students. It supports critical thinking instead of instituting values on students.

### Why the Book should not be Banned

In the modern day school system, teachers are afraid to go the extra mile and go above and beyond what is asked of them for lesson plans for fear of losing their jobs. There exists so much control over teachers in *what* and *how* they can teach that their lesson plans are often strained. Not only do teachers have to fear the school board but also what parents of each of the students they teach will say. Chances are, at least one parent is going to disagree with a topic, lesson, assignment, or novel that is being taught. Dave Marsh in his *50 ways to Fight Censorship*, (The National Council for the Teachers of English and the Intellectual Reading Circulation, 1993) gives the reason people are so “afraid” of these “banned books” in *Common Ground*, a pamphlet published for fighting censorship. He states, “No book is safe from the censors. What they fear is an open exchange of ideas. They’re worried that once you slip onto the raft with Huck and Jim, or watch Henry Miller banging against the soft walls of the universe, or experience James Baldwin’s *Amen Corner* it may change you. And they’re right” (p. 1).

If a book serves as a good academic purpose which opens students up to new ideas and discussion, it should be included in the classroom. What Marsh is saying is that people are afraid of these new ideas. Parents do not want schools imposing values or ideas in their children that they cannot control. But this is the problem with censorship of books. It is limiting the possibility of discussion of those new ideas. Students are still apt to find the book themselves and read it without any supervision or classroom discussion, which could have worse consequences than a teacher guiding the students through a book with potentially controversial topics. The issue of race and hate crimes in the United States still exists today. Even though we have come a long way with electing an African American president, the issues have not disappeared. The only way these problems with racism or fear of those who are “different” is going to mellow is by educating and discussion. Hiding these issues will only increase the fear and ignorance of the topic. *The Help* is a novel which deals with the issue of race but in a carefully constructed way so that the characters are fully developed and their characterization throughout the novel can also be studied. The hardships that Skeeter goes through and the things she gives up, like her fiancé and friends, in order to do what she thought was right can be a positive message to all teenagers. Hiding this book from them will do no good.

*The Help* is a good novel for an aesthetic reading experience, or for students to enjoy what they read without having to pick out grammar and language elements throughout. Philip Anderson (1994) (pp. 3-16) in *In Defense of the Aesthetic: Technical Rationality and Cultural Censorship* gives reasons for why reading novels from different cultures is important. He suggests, “Aesthetic language experience is necessary for cognitive growth and aesthetic experience in general is necessary for cultural understanding” (p. 4). Literature can open up for discussion, especially for multicultural reading, in which students may not be as informed or educated about. Having the teacher as well as fellow classmates there to guide understanding and comprehension of different cultures is necessary for reading novels that deal with issues such as race and hate groups, as *The Help* does. It is better that the students have that support there instead of having to struggle through such difficult or unfamiliar topics on their own. Censorship of cultural topics does more harm than good.

The National Council for Teachers of English (1981) suggests in *The Student’s Right to Read*, “We can safely make two statements about censorship: first, any work is potentially open to attack by someone, somewhere, sometime, for some reason; second, censorship is often arbitrary and irrational” (p. 1). Censorship of

certain ideas and topics can be necessary but censorship from educating and discussing these topics is never acceptable. This article also addresses censorship of racial and ethnic issues:

“Literature about ethnic or racial minorities remains "controversial" or "objectionable" to many adults. As long as groups such as African Americans, Pacific Islanders, American Indians, Asian Americans, and Latinos\* "kept their proper place"--awarded them by an Anglo society--censors rarely raised their voices. But attacks have increased in frequency as minority groups have refused to observe their assigned "place." Though nominally, the criticisms of racial or ethnic literature have usually been directed at "bad language," "suggestive situations," "questionable literary merit," or "ungrammatical English" (usually oblique complaints about the different dialect or culture of a group), the underlying motive for some attacks has unquestionably been racial” (p. 1).

As this article suggests, it is important to have literature that addresses multiple cultures. *The Help* addresses the issue of segregation and how risky it was to cross those lines of mixing races. Having discussions on this issue can prevent history like this from preventing itself and parents, school boards or even teachers who try to censor students from learning about this might be xenophobic, and it would be against the principles on which this country was founded to continue those ideas to other generations of students.

Taking away books from the classroom also limits the first amendment right of freedom of expression. Margaret Sacco (1990) in “How to Combat Censorship” quotes George Bernard Shaw as saying, “No child should be shielded from mischief and danger, either physical or moral, in the library or out of it. Such protection leaves them incapable of resistance when they are exposed to it as they finally must be, to all the mischief and danger of the world” (p. 1). Many parents like to shelter their children from the world. They want books on racism and disagreements with parents banned because they do not want to their children to know that exists, hoping they will stay from it their whole lives. However, that does quite the opposite. Every child is going to face racism in the world, whether a victim, perpetrator or bystander and to different degrees. But if watching the consequences of a hate crime occur is the first time they are exposed to this type of hatred in the world, they are going to be unfamiliar with what to do or how to handle the event physically and emotionally. Opening students up to just as much of the “ugly” in the world is going to educate them and prepare them for confronting unpleasant events. No school, state or government should take that right away from a teacher to guide students into discovering more about their world than they already know or what is being hidden from them.

### Alternative Books

Bonham, F. (1965). *Durango Street*. Dutton.

Rufas Henry is a black parolee leader of a teenage gang. He comes to realize after a violent fight that violence does not solve problems.

Recommended for grades 7 and up

Bonham, F. (1972). *Hey, Big Spender*. Dutton.

Cool, a black teenager is hired by an older vagrant to help to poor by contributing half of a million dollars to help the poor. He becomes upset by the constant bothers and hustlers of those who want money as well as all the people he must reject giving money to. It is a novel concerning the struggle between being concerned about oneself and being selfless.

Recommended for grades 6 and up

- Books, B. (1987). *The Moves Make the Man*. Harper & Row.  
Jerome Foxworthy, who is a black basketball player, teaches a talented white athlete, Bix Rivers, the details and good moves to become even better at basketball. But as he teaches him, he realizes that he cannot coach him on the right moves to make in life.  
Recommended for grades 5-9
- Butler, O. E. (1988). *Kindred*. Beacon Pr.  
A black woman living in the twentieth century is snatched from her house and time travels to the South in times of slavery. She confronts what it is like to live in the South, especially when her husband, who is white joins her and they must hide that they are married or suffer even worse consequences.  
Recommended for grades 7 and up
- Cooper, P. (2006). *I is someone else*. New York: Delacorte Press.  
Stephen, fifteen-year-old boy in 1966, searches for his brother who has run away by traveling through the Middle East. He discovers many things throughout the journey including a secret from his past which he must not face and learn to cope with.  
Recommended for grades 10-12.
- Danzinger, P. (1974). *The cat ate my gymsuit*. Dell.  
Marcy has poor self image as she only sees herself as fat, with mousy hair and zits. She is unhappy but a teacher befriends and helps. When she organizes a protest against the suspension of this teacher she is suspended. It is a novel of young girl outcaste for trying to help another person.  
Recommended for grades 6-9
- Elliot, Z. (2010). *A wish after midnight*. New York: AmazonEncore.  
A fifteen year old girl, Genna, wishes that she could get out of her neighborhood in Brooklyn, New York. To her surprise her wish comes true but she is whisked back into the civil-war era where she must fight for her life, her rights and her individuality.  
Recommended for grades 7-9
- Green, J. (2010). *Will Grayson, Will Grayson*. New York: Dutton.  
When two boys discover they both have the same name, Will Grayson, they become best friends until one's best friend begins dating the other. Their lives become intertwined and the dynamics of their relationship is written about in a play.  
Recommended for grades 9-12
- Hanes, M. (1972). *Lovechild: A self portrait*. Lippincott.  
An autobiographical account of the struggles a mother must face with peers and judgements of others when she decides to keep her child.  
Recommended for grades 9 and up
- Johnson, A and E. (1968). *Count me gone*. Simon and Schuster.  
A story of a male protagonist who struggles to fit in and find himself.  
Recommended for grades 6-9
- Lee, H. (1960). *To kill a mockingbird*. (50th anniversary ed., Vol. 5). New York: Warner Books, Inc.  
Scout, Jem and Dill begin to mock a man named Boo Radley when Atticus puts a stop on it trying to convince them to see life from another person's perspective. This is one example of Atticus's looking out



for other people. It happens again when he defends a black man from raping a white woman which subjects his children to mockery and abuse.  
Recommended for grades 7-9

Montgomery, L. (1908). *Anne of Green Gables*.

Anne Shirley is an orphan who is mistakenly adopted by an older couple who hoped to have a boy instead. Struggling with self-identity issues, playful hatred for a boy, and not fitting in with friends, she begins her new life in Green Gables.  
Recommended for grades 8-9

Neufeld, J. (1969). *Edgar Allen*. New American Library.

A white minister and his wife adopt a black child but are pressured to give the child away. This causes conflict in the family, especially for the father and his oldest son.  
Recommended for grades 6 and up.

Samuels, G. (1974). *Run, Shelly, run*. Signet.

Shelly runs away from her home because of her alcoholic mother and abusive stepfather. But when she runs away she is confronted with more problems at a state training school and continues to run away. She thinks that she is unloved and unwanted, and does not have a good relationship with her mother. She ends up living with a neighbor that does love her and she begins to learn more about herself.  
Recommended for grades 7 and up

St. Anthony, J. (2006). *The summer Sherman loved me*. New York: Farrar, Straus & Giroux

Margaret, age twelve, spends the summer in conflict trying to figure out her feelings with a neighborhood boy who claims to love her at the same time her relationship with her mother is changing.  
Recommended for grades 5-8

Stirling, N. (1969). *You would if you loved me*. M. Evans.

The main character is confronted with issues of being devoted to a worthy cause and having to make decisions that may make her an outcast from the "in-crowd".  
Recommended for grades 6 and up

Taylor, M. (1976). *Roll of thunder, Hear my cry*. Dial.

Cassie is a member of a black family struggling during the Depression. She faces problems on a day-to-day basis such as struggling to pay the taxes and maintain their farm. Both parents work all day, the father on the railroad and the mother as a teacher to try to make money to support Cassie and the other children. They are encountered with night raiders, burnings, and humiliations through the struggle as Cassie begins to learn why their farm is so important to the family.  
Recommended for grades 8 -10

Taylor, T. (1977). *The cay*. Avon.

Philip is blinded and stranded on an island in the Caribbean with Timothy, an old black man. Timothy teaches Philip lessons to survive and eventually gives up his life to save Timothy. Philip learns to overcome his prejudices.  
Recommended for grades 7 and up

Twain, M. (1885). *The adventures of huckleberry finn*. New York: Bantam Books.

Huck Finn, a runaway teenager meets a runaway slave, Jim. Instead of turning him in, the two befriend each other and journey down the river, working together to survive.  
Recommended for grades 9-12



Vigilante, D. (2011). *The trouble with half a moon*. New York: G. P. Putnam's Sons

Dellie is dealing with several tragedies at once: her brother has recently passed away and it has a detrimental effect on her mother as well as the constant conflicts with her best friend. She reaches out to a boy often ignored by the "in-crowd", befriends him and learns much about herself in terms of holding onto hope and faith.

Recommended for grades 5-8.

### Author Biography

According to Kathryn Stockett (2009) herself, she graduated from the University of Alabama with a degree in English and Creative Writing. She grew up in Jacksonville, Mississippi, where the story takes place but moved to New York City after graduation working in magazine publishing. *The Help* was her first novel but it took her five years to write and was rejected sixty times before finally being sponsored by an agent, Susan Ramer. *The Help* has now made the *New York Times'* Best Seller List and has been published in thirty-five countries and made into a motion picture film. While she was growing up she was raised by an African American woman, Demetrie, who helped around the house with five children. She has told of her experiences, much like the help, with Demetrie coming along with their family and only being able to get into "white places" if she was wearing her white uniform. The story of *The Help* is much of what it was really like in Jacksonville in the 60's and 70's, right down to the separate bathrooms on the outside of the house. Her brother's maid, Abilene Cooper sued her for using her likeness in the book but the judge dismissed the case and Stockett claimed she had only met Cooper briefly.

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# **Examples of Student work**

## Introduction to Student Work:

### Student A:

This student was one of my students in Belize. He had been giving me trouble since day one and instead of giving him detention for not completing his homework, I had him write a poem. I told him he was allowed to write on any subject he wanted. After several weeks he still had not given me a poem. When he told me he could not think of what to write about, I told him to tell me about himself. The next week he handed me this poem and told me it was my turn to write him a poem. I was surprised at how deep his writing was, and how close to a "Where I'm From" poem his writing turned out to be without me ever mentioning anything about those kinds of poems. He tells me in the poem about the village he comes from and the hardships he goes through. I never expected this to come from this student, but this taught me the lesson of not holding students to *my* expectations of them and to let them have the freedom to write, because sometimes, that may be the only freedom they have.

### Student B:

The next two are the "Where I'm From" poems I did with my fourth form arts class in Belize. When we were doing our lesson on poetry we also wrote our own poems. After sharing some of my writing with them I let them have free reign with this assignment but I also guided them along the way, helping them to create a map of where they wanted to go with this assignment. I also held individual conferences with the students to help them realize where they wanted to go with it. This student surprised me the most. I could never get him to cooperate or participate in class. In fact, my instruction time was down to about twenty-five minutes per day for this class because he was so disruptive and giving him detentions or talking to him after class was not helping either. When he turned in his poem, his honesty and use of language surprised me. This was the first writing assignment I had received from this student and more so he turned it in early, before any of his classmates.

### Student C:

This student was one of the most dedicated in the class. However, she came from a rough home life in a different way. She was so talented at writing and art but her parents did not like the idea of her writing and would not allow it. She was not even allowed to go on a field trip to a poetry conference in Belize City because her parents did not want her to have anything to do with writing, even though this is where she really shined. She subtly tells about the struggles she has faced in life but different from most students who say they are "struggling". She struggles with her peers because she is smart and with her parents because she is good at school. Her poetic voice and honesty in this piece is touching.

### Student D:

I had troubles with this student from day one. He was one of my students at Mason and I could never get him to do or turn in any assignments. For some reason, I really cared too that he did not try. He was so smart and he was one of the ones to participate in class the most, but he just never did homework. For some reason, I could not let him be like that and every day I would try something new

to get him to do his homework. Telling him that he really needed an "A" on this next paper in order to start doing well in the class, something spoke to him and he was really excited about the frame story assignment. He wrote about something he was interested in, cars, and excelled on the assignment. He even asked if he could share it in class, something he never wished to do. I was so proud of him for his writing and his willingness to share in class. This was one of my shining teacher moments.

Student E:

This is the student who had issues in relation to his gender, coming dressed as a female to school. He was always a quiet student and none of the other students really talked to him much. On expository essays and tests he did not do so well, however, when it came to creativity he excelled. When we pictorially represented the characters from *The Canterbury Tales*, his group won the contest. And this piece is one of the best pieces I received for the frame story assignment. This just goes to show that no matter what kinds of issues students are having in their lives, sometimes they need the freedom in the classroom to either let it all out or show that there is something they can be good at doing. For this student, creativity and depth in writing was his release from the social pressures he faced during the school day.



I am from

I am from a little village, called  
San Martin

I am from

I am from Spanish town

Don't come around

where we listen to Spanish music Regueton

I am from the forest where nature breeze  
blow

You can recognize my ethnicity from  
the way I lift my eye brow

And yes you know

I am from

Call it brown

Call it pride

Call it easy ride

I am from the old track  
with the Gangs Crew on my back

I am from where you have to move your  
head along with your neck

where Gang fight to earn respect

I have been growing too slow, call it  
slow life

slow time, fast crime

I am from where football is all

where you get hit with a machete or a mall

I am Concrete. I am from San Martin.

~~\_\_\_\_\_~~  
BCS / 4th Apt  
2/11 / 11

"Where I'm from"  
GETHO LIFE

I come from a family of five  
we always did what need to be done to stay alive  
even on the streets where you needed to be aware to survive

The cops, the foms and all the girls  
nugs brought us all the trouble in the world  
it's a hell of a life where I come from

This is because we were hated  
by the gongs they walk with they  
guns aword, all the time doing all  
sorts a game with intentions of not  
spending anytime behind slings

The police come inspecting  
looking for clues and signs  
while in the Getho where I'm  
from they committ the most crime

I come from the slums where the  
little children throw bombs  
A place where times were hard

A place where you had to be a  
rebel to live abroad  
even through the struggles where  
I come from I still look to  
the sky and pray to the lord.

November 17, 2011

## Where I Am From

I come from perfection,  
 I come from my family;  
 I am from the zoo  
 Where I walk every day,  
 Watching my brothers play.  
 I come from my father's hugs,  
 I come from the soft rugs,  
 That cover the kitchen floor;  
 I come from a cookies on the table  
 After a busy day of school.

I come from the pouring rain,  
 I come from the growing grass,  
 Where everyone is sane.  
 I come from a loving smile  
 That tells me I've done wrong.  
 I'm from the kisses on my cheek,  
 At night, when my mother  
 Tucked me into bed.  
 I am the product of obedience,  
 I am a child of God.

I was born from the fear  
 That I wouldn't always do my best;  
 Longing for the stars and  
 Setting my goals beyond the moon.  
 I arose out from the pockets of jealousy.  
 I was reborn from ridicule;  
 The pings of everyone's words.  
 Where I am from everyone is perfect.  
 Where I am from everyone  
 Knows their place; I stand alone.

I am from closed doors  
 And cold, cold floors;  
 I am from weeping diamonds  
 And imprisonment of happiness.  
 I am from reigning in tears  
 And being strong even  
 Through the sheet of darkness.  
 I am from the depths of fear  
 Where I hide after  
 Being jilted and slighted  
 Like a dog's toy.

I come from a well of music!  
 I come from alignment of notes;  
 Those played by my father  
 When I felt like his daughter,  
 And those notes humming in the  
 Waves of the sea – where I am from.  
 Where I am from, music surrounds  
 Like the happiness that appears inside  
 After I've had myself a good cry.  
 Where I am from, we'd rather sing  
 Instead of talk at all!

I am from confidence,  
 I am borne of dreams;  
 I am from the realm  
 Of water where control  
 Of self, there is drowned.  
 I come from a compulsive  
 Perfectionist disorder.  
 Looking back, at the life I've lived,  
 Isn't the reason why quite obvious?

I am from a perfectionist's world,  
 I am from the dreamland,  
 Where I learned to cover  
 The sloshing of the swash  
 Beneath my bare feet.  
 I am from the world of insanity  
 That I've fabricated in the  
 Crevice of the little space  
 Allotted me, in this world  
 They call free.

But most of all, I am from  
 The land beside the Caribbean Sea,  
 The land where water splashes,  
 The drum beats catches;  
 And the loud explosion  
 Of the stampeding cultures,  
 Swarming like vultures.  
 I am borne of water,  
 Beside the Caribbean Sea.

I come from the perfectionist's world.  
 I have become insane of the sane.

V&gt;P

Adam Doty

### Road Trip

A couple of strangers are going for a trip  
Going to a cruise in driving different whips  
They all meet at the school it's a new club  
One jock, A prep, a mechanic, and a boy with a vdub.  
The first to arrive is a jock named jimmy  
He must be rich cause he has a brand new orange hemi  
Its orange and it roars a new challenger you see  
He is proud he sits on his hood spinning his keys  
Jimmy is tall, six foot two, his hair blonde and his eyes bright blue  
But no matter how handsome inside is the true  
Jimmy is lonely and sad at the world around  
No matter his friends, home there no love to be found  
So he goes for this drive to leave this place  
He goes to escape the pain, he's ready to race  
The next to arrive is a Camaro, cherry red  
He thought it was the fastest or so he said  
The boy climbs out of the car his name is peter  
Dressed out in Abercrombie he's got a 5.7 liter  
The prep gets out wiping down his ride  
Wearing a Chevy hat showing his pride  
He comes off as cocky and that's what you hear  
But deep down inside he's drowning in tears  
His parents split, he lives with his dad  
It's all fine until fathers drinking gets bad  
Dad cuss's and fight and says horrible things  
Peter's Camaro is an escape, it's his wings



Jimmy looks at him and gives him a smile  
Peter chuckles and says, race? Quarter mile!  
The next to roll up is a piece of ford muscle  
Just the sound makes the other guys rustle  
He just got done buying a new project car  
A gorgeous black mustang on cobra r's  
He is the mechanic Adam is his title  
His mustang sounds beefy even at idle  
Adam shuts the car down, and gets out  
His car is the fastest he has no doubt  
Adam is happy inside and out, although he is poor  
But money doesn't matter when his foot's on the floor  
He's wearing dickies and a Valvoline shirt  
His hands and nails are covered with grease and dirt  
The others don't like him, cause he drives fords fury  
The speed of his car has the others worried  
The last to show up is a boy named matt  
His wagon matches him because it is Phat  
Its lowered with wheels, an inch off the ground  
Not a straight line in sight the whole car is round  
Matt is quiet and is also very shy  
The other's think he is strange like Mr. Bly  
Everyone is ready to go on the journey  
Miles to go and they are in a hurry  
The Chevy is leading the way to the meet  
While Adam is about to turn up the heat  
With a downshift and wheels spinning in the rain  
The car juts sideways across three lanes



He slams into the wall the others fear  
His foot was stuck to the floor its still in gear  
Adam opens the door his mind still in a daze  
To show he is ok his hand does raise  
The others pull over to try to help  
Adam says it's just a busted door and a bad belt  
Matt just laughs and gives him a belt  
"As for the door it looks like it has melt!"  
No Adam says as he laughs at the joke  
Look at this thing its fine, nothings broke!  
They start driving and see that its fine  
But it's definitely not as pretty as an earlier time  
They continue on and the Camaro breaks down  
Adam opens the hood and says you stupid clown!  
They all laugh cause the battery not tight  
Here peter do something useful hold the light  
The group is all laughing and coming together  
They make it to the car meet in beautiful weather  
The judges come out and take a look at the cars  
They look at the mustang with fresh battle scars  
What happened to this one the judge asked?  
Jimmy looked over and said Adam had a blast.

### Inside Purgatory

In purgatory, though known before death,  
 Five sit before me, awaiting judgment.  
 What crimes they commit, for lust or for rage,  
 In what sinful acts would they have engaged?  
 Behold in this ward, the truth will be told  
 Repent and restore them, each to their own.  
 These five "people," a term I use lightly,  
 They sit and stare at walls, oh so quietly.  
 They've been forced into here; the N.P. ward,  
 In hopes that shortly, they'd return home.  
 But who might we have, I ask to myself,  
 What mortals be here to edit themselves?

### The Social Worker

Furthest right sits, a man of pure pride,  
 For being the same that he'd find inside.  
 He knew what would come, and what to expect,  
 Fallacy, false hope, and lies at their best.  
 To be of them, the monolith optimist,  
 While others below will force against it.  
 This is the way that the "healthy" man works,  
 These are the thoughts, and they come with no perks.  
 For the man broken down has proven this way,  
 Suggest life is worthless? Is he insane?  
 Or has he found truth where others would lie?  
 Has he stumbled on what's been denied?  
 In these struggles, he breaks down in tears,  
 And undoes some work which had taken years.  
 He spoke to a patient; how right he was,  
 That there was no hope, no god, no love.  
 The patient agreed, and left a note,  
 Next to his body, hanging on a rope.  
 This man was to blame, no pride would be had.  
 Rehabilitation, before he goes mad.

### The Secretary

A submissive trait; a gender role sticks,  
 To force a young girl to somewhere like this.  
 As if it were her fault she'd be stricken,  
 And hurt and raped, or so it is written,  
 On papers filed, on her attacker,  
 Some she'd once referred to as master.  
 A sick practice, maybe, uncommon? No.  
 For she is just one of many to go.  
 Perhaps if she could survive through her mess,

Surely she'd show others in distress,  
That there is a hope, for all of them too,  
That maybe life isn't truly that cruel?  
But such a stretch, and for someone so hurt,  
Like she'd been taken and dragged through the dirt.  
As luck would have it, she's both female and white,  
Criteria fits to make the headline.  
How fortunate, she, to have found her faith,  
But just for how long will she be deemed "safe?"

#### **The Director**

A smug little punk sits inside my room,  
With a leather jacket, the back says "Doom,"  
A director, I suppose you could say,  
What he films isn't exactly "okay."  
As he would record scenes of nudity,  
Sell them out in a fashion so rudely.  
Living made off the bodies of others,  
Parasite's hungry; feeds off another.  
But not for that does he sit in my chair,  
Addicted to heroin, and takes it like air.  
Though calm and relaxed, he seems so now,  
Will he be later, when his blood runs out?  
The drugs, a disease not easily cured,  
But likely his voice will never be heard.  
An outcast to others, a mouse among cats,  
Perhaps not a mouse, he's more like a rat.  
Eyeing the one girl who sits skewed to him,  
But never the less, his lust is his sin.

#### **The Ward Patient**

Another, I know, I've read up his file,  
An import, from another asylum.  
Why he has moved, I am not quite sure,  
It's rumored he simply knows how it works.  
He's been in the system longer than I,  
Cracking the workers who work with the guy!  
An impressive feat, he, for one with no hair,  
Perhaps he lost it from sitting in chairs,  
Just like that one, and stressing himself out,  
Knowing no matter how much he would shout,  
They'll never let him go, he's a danger outside,  
Oddly enough, he seems a reasonable guy.  
As he picks at his nails, twitching a lot,  
I wonder what's boarding his train of thought.  
If I had to guess, he's thinking escape,  
or maybe he's given up, and accepted his fate?

So much time to think, as he sits and stares,  
Sitting in that room, and in my chair.

### **The Young**

If I had to pin it, this kid's but a fool,  
Overthinking mortality, deeming life too cruel.  
What a silly young boy, he sits and ponders,  
How did I get here? I imagine he wonders.  
To wish death upon him, before his time,  
An attempt at drowning, his friend saved his life.  
Though begging for death, he kicked and he screamed,  
and begged that his acquaintance would let him be.  
Though his friend knew better, the conclusion would be  
But an endless nightmare for the family.  
To remind him of that, and reasons to live,  
No longer, he thought, did he have life to give.  
But still, he can sit in my domain,  
Crossing his legs, his head hanging in shame.  
I find he can leave, and no reason why,  
Why waste my time on someone who's fine?  
Take him out of his nightmare, and leave in glee,  
The fear in the past, so he can be free.

# **Notes from Students**

### **Introduction to Notes from Students:**

These are notes I received from students both at Mason and Compre. They are thank you letters, letter of how I impacted their learning, and very sweet notes to me as a teacher. These letters are probably more influential to me as a teacher, even more so than evaluations and recommendation letters because I have firsthand accounts of how I impacted those who are receiving my "teaching services". Many students also orally thanked me and told me how I impacted their learning. Before I left Compre, all my students threw me a surprise party and wished that I would come back to teach them again someday. This small act by students said more than words on an evaluation of my teaching could ever say. These students told me about how they did not understand what they were studying until I came and they really liked my teaching. Whether really true or not these kind and thoughtful words by students impacted my future teaching. I know that I want to teach for the students, to be that teacher that is always there for them. As long as I keep that in mind I will never be able to slack off or give up on teaching and these letters serve as my reminder to that.



# CERTIFICATE OF APPRECIATION

This certificate is awarded to

NICOLE GILMORE

in recognition of valuable contributions to

BELMOPAN COMPREHENSIVE SCHOOL



*M. Guzman*  
Signature

9/18/11  
Date

*Emil Pulido* HOD  
Signature

9/18/11  
Date



**Belmopan Comprehensive School**

Ring Road, Belmopan, Belize C.A.

☎: 822-2253/802-1502

Fax: 822-0229

email.: [comprebz@yahoo.com](mailto:comprebz@yahoo.com)

web-site: [www.bcs.edu.bz](http://www.bcs.edu.bz)

Ag. Principal: Mr. Walter Garbutt

Vice Principals: Mr. Israel Gonzalez, Mrs. Maria Hutchinson

December 9<sup>th</sup> 2011

To: Ms. Nicole Gilmore

The Board of Management, Administration, Faculty, Student Body and Parents thank you for your kind and valued service to our beloved institution for the past three months.

We hope your experience has been rewarding, educational and enjoyable. Your smiles, cooperation, pleasant and willing service to our students and institution are highly appreciated.

We wish you the very best in all your future endeavors. We love you and will never forget your kind service to us.

Sincerely,

Mr. Wayne Bevens  
Chairman  
Board of Governors

Mr. Walter Garbutt  
Principal

Mr. Emil Pulido  
Head of English Department

To: Mrs Nicole Schubert

It's cold outside,

but our hearts are warmed

by thoughts of

loved ones like you!

Happy Holidays

We were fortunate to  
have you touch our  
lives for a short time.  
A short time that has  
created long and lasting  
memories.

Love and best wishes

Walter Garbutt 610-1589

waltergarbutt@yahoo.com

To: Mis. Gilmore  
From: Daniel Diaz

I want to thank you for all you've done. I wish that you could have stayed a little longer, but I know you want to go back home. We all will miss you, I know you achieved your gold. Don't forget about us. Although I never got the chance to really know you, I saw that you were someone that was kind, beautiful, open hearted and loving. I hope you go home and tell all your friends and family about the time you spent at Belmapan Comprehensive school. I ~~want~~ want you to remember me as the boy who drew the amazing painting in 3 technical 1. By closing off I and all of my classmates ~~want~~ want to wish you a merry christmas and a happy and blessed New year. May your christmas and New year be very good and wonderful.

Poem

Your Truly

You came to us, we gave you  
a little fuss.

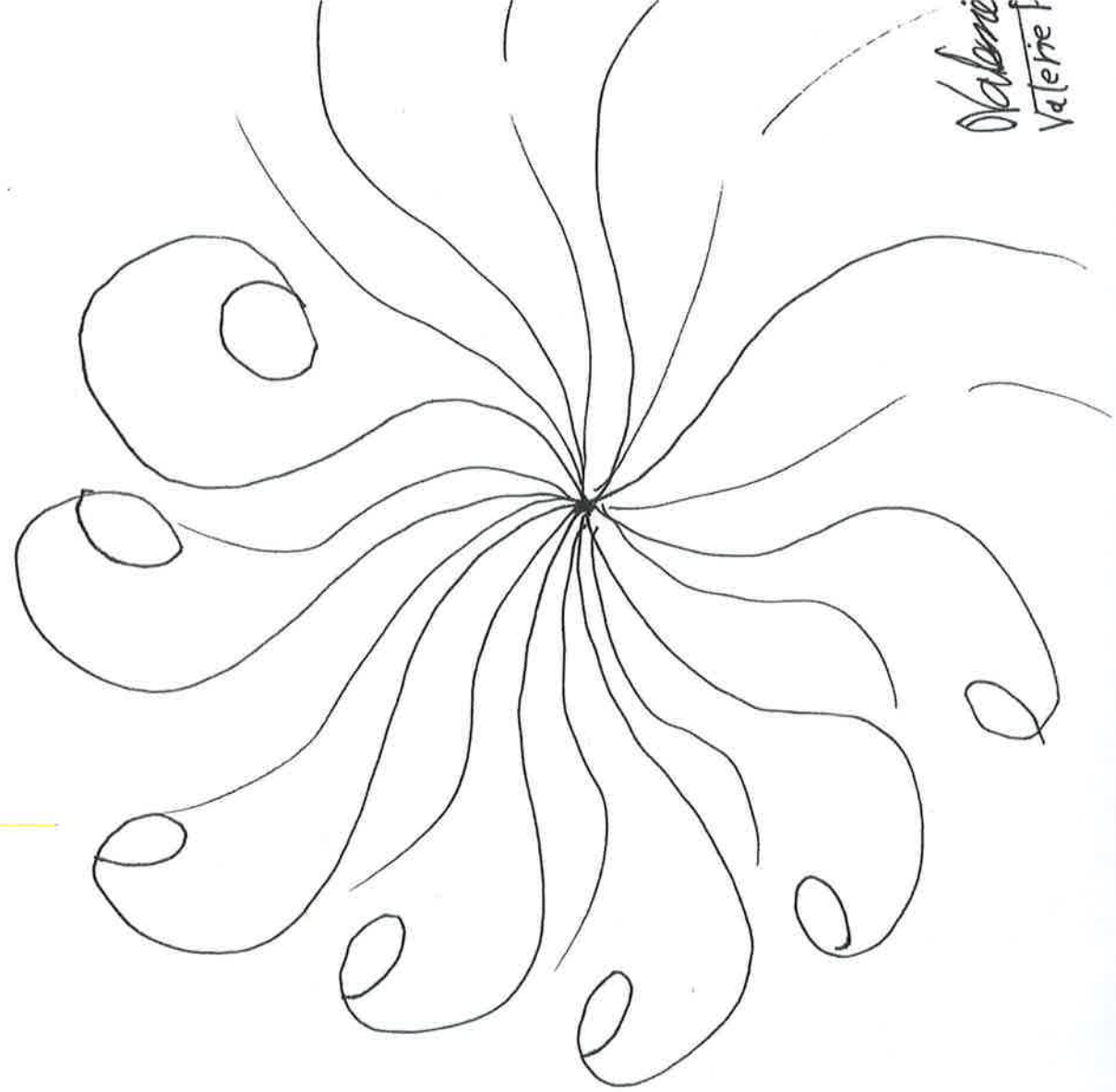


You thought us knowledge  
And now you are going  
Home with a lot of  
Courage.

\* Read these  
line through  
And you'll live  
the true meaning  
I was really telling  
you.



Long Way



Valerie  
Valerie F

We have come a long way,  
And good bye, we say today.  
We have created a headache,  
Or maybe have given a belly ache.  
Though we sat in your class,  
Pretending we all had this class;  
You have meant something to us  
And if our game of tags,  
Was a little rough,  
Please spare us some fuss.  
For we are from ourselves,  
And everyone is different.  
You've meant a great deal,  
And with these words I'll seal;  
Please come back,  
When you find a lack,  
Of fun and antics us  
terribly so! I hope Uncle Sam,  
Sends your happiness  
Back someday; I feel,  
With your trouble,  
For I too have come from the rubble.





*Nichole Gilmore*

*Miss Nichole M Gilmore*

*The  
wonderful  
class of 4<sup>th</sup>  
Business 1*

*"Weh d goan?"*

*"I wah eat pork!!!"*

*"y u d cut ur eye ata me?"*

*"shet up!!!"*

*"dah me dis!!!"*

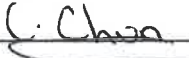
*We will miss u miss Gilmore!!!!!!*

- | Girls   | Comments   |
|---|--|
| 1) Natalie Cucul <del>Natalie Cucul</del>         | Hope you had a good stay in BelBe.   |
| 2) Ashley Stevens <del>Ashley Stevens</del>       | it was great having you here!  |
| 3) Jasmine Arce <del>Jasmine Arce</del>           | you will greatly be missed Ms. Gilmore. I wish you a safe trip. Love the shoes! Take care bye! |
| 3) Dorothy Griffin <del>D. Griffin</del>          | I'll miss you! Hope you have a safe trip back.   |
| 4) Brittney McKenzie <del>Brittney McKenzie</del> | we'll miss you 4 <3.   |
| 5) Tisha Locke <del>Tisha Locke</del>             | bye!!!.  |
| 6) Kellene Usher <del>Kellene Usher</del>         | ☺ Hope you had a great stay... wish you the BEST in life!!! Goodbye                            |
| 7) Beatrice Welch <del>B. Welch</del>             | Best wishes hope to see you in the future -  |
| 8) Emerita Cho <del>Emerita Cho</del>             | hope you enjoyed been with us and hope u'll come back again!                                   |
| 9) Bernardita Cho <del>Bernadita Cho</del>        | I'll truly miss you Mrs. Nicole! Hope u enjoyed 4B1. we'll never forget u!                     |
| 10) Ana Medrano <del>Anayaud</del>                | I will miss you!! <3   |
| 11) Andrea Valdez <del>A. Valdez</del>            | I love you and we'll miss you.   |

12) Marlen


Amaya  Hope you had great time here in Belize!!

13) Christina

Chun 

Boys

14) Evan

Arana  I will miss u alot But u will always B  
in my HEART.

15) Fareek

Banner 

16) Tyrel

Sheppard 


17) Ellis

Santos 


18) Dion

Anthony 

19) Melvin

Escalante 


20) David

Sanchez  I will miss u!! BYE! C3


21) Florentina

Cal  Wish you the best in life!!!

22) Po-Han

Yen 

23) Jonah

Welcome 

24) Aaron  
Tech

*Aaron*

bye miss i had fun.

Aaron  
has the chicken  
pox.

25) Cecilia

Rash *Cecilia Rash*

26) Kareem

Martinez *K-Martinez*

27) Izel

Nicholas

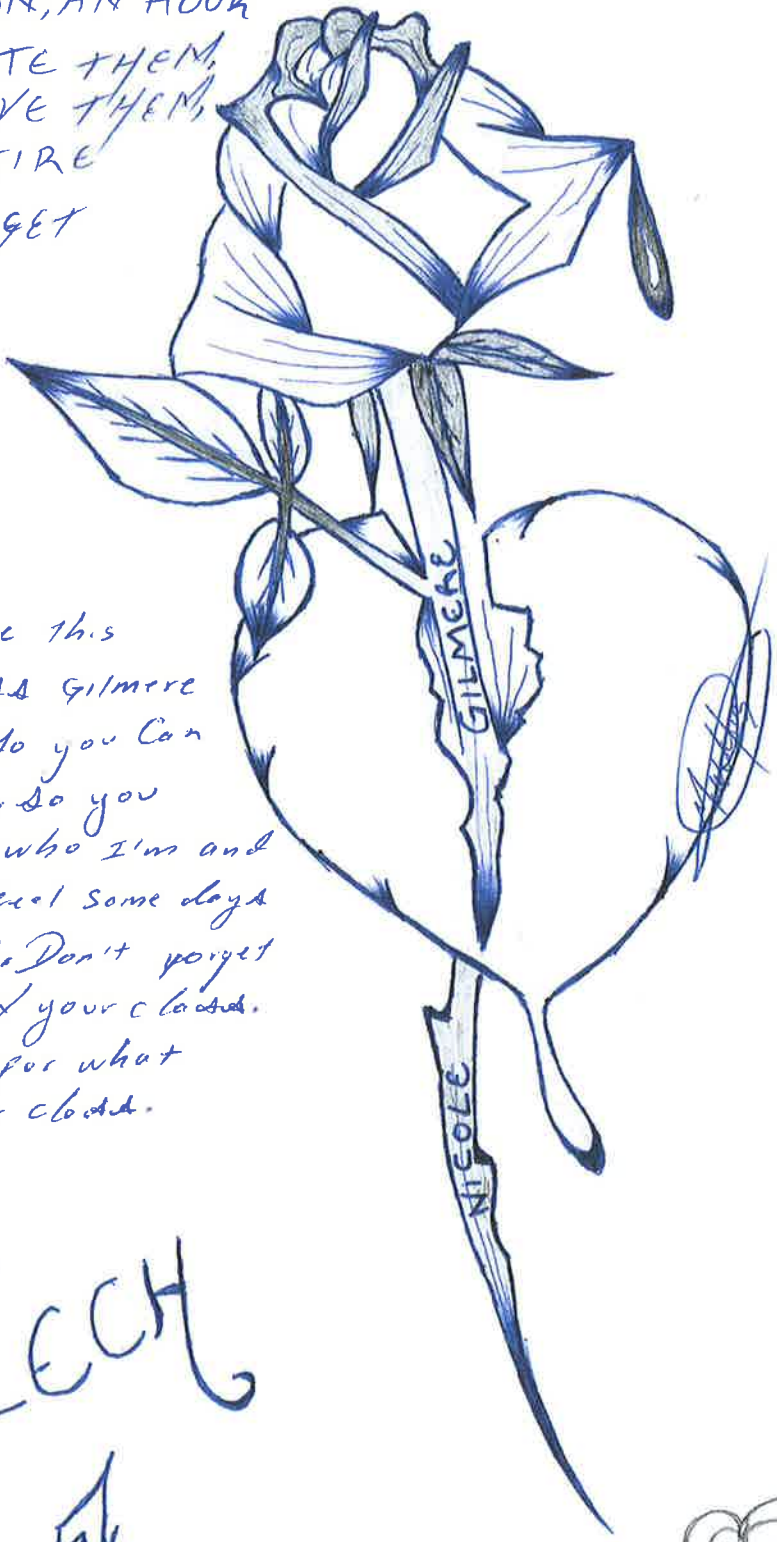
*Izel* I'll miss you!!!

Affair  
Bon Voyage in your  
teaching endeavours!  
And bless you eternally!



# Life is Short

THEY SAY IT TAKES A  
MINUTE TO FIND A SPECIAL  
FRIEND/PERSON, AN HOUR  
TO APPRECIATE THEM,  
A DAY TO LOVE THEM,  
BUT AN ENTIRE  
LIFE TO FORGET  
THEM.



Hi, pe you love this  
Drawing miss Gilmore  
I Drew it so you can  
Remember me, so you  
don't forget who I'm and  
who make you feel some days  
very special. Don't forget  
how I acted in your class.  
I Appreciate for what  
you did in our class.

3<sup>RD</sup> LECH  
1

MISS  
NICOLE  
GILMORE



### 3rd Technical 2

In Appreciation of your Invaluable Service to our Class.

You are gone back home but we will always remember you.

Date: 07/12/11

Hope the best!!!



"I'll miss you the most."  
↑ Mr. NICE A.K.A (PICO)

Welcome



3rd 12

ZWANL.COM

Mr. PICO

PLEASE RETURN SOON SOMEDAY

We all enjoyed the times being with you Ms. Gilmor

### Students of 3rd Technical 2

Claudia High Niqe  
 Samuel Opellana RYAN M  
 M. Salazar E-Max ALLEN A.K.A Mr. NICE  
 Jose. Linares Abiel PERAZI'll miss you!  
 Josias Marquez Dany MENDEZ  
 Jilberth Hernandez Jose Magaña  
 ASHANTO KHABURN Vanessa



Hi Ms. Gilmore,

This is one of your students from your most favorite class 4<sup>th</sup> bus I. I just want to let you know that you will be missed greatly. Although sometimes the class can be a bit unpleasant or a bit disrespectful everyone will miss you very much. And you will never be forgotten. I don't have an email to give you but I guess I could get yours right? Anyways I wish you the best and hope that were always on your heart & mind.

Love your  
Shoes

from your  
Student,  
Jasmine Arce

You will  
greatly be  
Missed by the  
Class of 4<sup>th</sup> bus  
I.

Leydi Menendez.  
1<sup>st</sup> year 8

BCS  
24<sup>th</sup>/11/2011

Literature

Free Write Outside:

Ms. Gilmore is a great teacher I would like Ms. Gilmore to stay and teach her in Belize but its sorry to say that she is going back to the United States of America, but I wish she Graduate from the University with Honour.

And I know that your parents are happy with what you want to be After you graduate from the university to be a teacher

It would be great as a student to have you as a teacher because you can express very well and that way we can understand better than just to stand up their with no expression. I know that our classmates from 1<sup>st</sup> year 8' cause you to stress out, and

sometimes you got angry and I apologize to you miss gilmore. And let me tell you that your a beautiful young girl.

Thank you for helping Mr. Tzul teach us.  
I wish you luck.



Tertrudis Santos

November 2011

B.C.S.

1 yr 8

Lit

I will miss you  
Ms. Gilmor.

I will miss you ms. Gilmor. you  
teach very well. and nice you  
bring spirit to literature. you  
read good and clear. I understand  
you well. you are always happy  
and nice. Hope you come back  
and visit us. We will miss  
you so much. And Happy ~~ae~~ Merry  
Cristmas in advance.

Sincerely yours:  
Tertrudis Santos.

# Miss Gilmore

Dear miss Gildmor:

I will miss you alot! Hope you never  
4 forget us. I will really miss you  
alot. You are beautiful, and really a  
nice person and kind to me. My face  
~~is~~ Book is Santos.Jertrudis.gmail@Com.  
Hope we can communicate to each  
other...

What I like of you?

Well first of all i like the way you  
look really nice. I like your smile  
and your character. I really liked  
the way you teach you will be  
a nice teacher. I will miss you.

Have a Happy merry Christmas  
and a happy new year wish  
You the best on your way Home.

I Will miss you miss!!

From Jertrudis Santos  
With love !!

JERTRUDIS  YOU!!



Dear Ms. Gilmore,

I am so sorry what has happened on the last class we had together. But I have analysed the problem and it was only a joke. I did not have a good night at home that is why I felt like this. But I will forgive you and I hope you forgive me too. I hope that in the future we would become friends and just talk about our future plans. I will be going to Study Psychology at the University of Mexico. And from there I will take on with my responsibilities that I will face in me and I already in my mind already forgive you. I also hope you enjoyed your stay here in Belize and would take those wonderful memories back to the US. Enclosed is a gift from me to you. I hope you enjoy this. You are a wonderful and good teacher. I learned a lot from you. I will never forget you.

Thanks a lot.

~~Jose Hernandez~~

You are all the nice things  
that a special friend should be,  
and your friendship is a year-round gift  
of happiness for me.

From: Jose Hernandez  
To: Ms. Nicole Gilmore

Dear Miss Gilmore,

I wish you the best of luck in South America + in your teaching career in general. I know that you will be an amazing teacher someday + that any student who has you will be very lucky. Don't forget about us although with some of the kids in our class, that may be difficult. Take care of yourself.

Sincerely,

Shannon Allen

