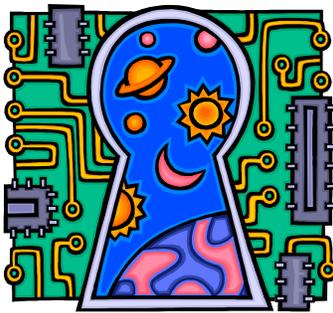


Getting to the Core

English Language Arts
Grade 11 Unit of Study

“Do I Dare?”



Final Revision: April 4, 2014

STUDENT RESOURCES

TABLE OF CONTENTS

<u>Contents</u>	<u>Pages</u>
Lesson 1: Preparing the Learner: Introduction	
Resource 1.1 <i>“Desiderata” by Max Ehrmann</i>	1-2
Resource 1.2 <i>Reflection Prompt</i>	3-5
Resource 1.4 <i>Anticipatory Guide</i>	6
Resource 1.5 <i>Dyad Share</i>	7
Resource 1.6 <i>Tree Map</i>	8
Lesson 2: How Beliefs Are Formed	
Resource 2.1 <i>What is Voice?</i>	9
Resource 2.3 <i>Reflection Quick-Write</i>	10
Resource 2.4 <i>“Daughter aims high, hits target”</i>	11-14
Resource 2.5 <i>Vocabulary Practice Worksheet: Idioms</i>	15
Resource 2.6 <i>“Daughter aims high, hits target” Double-Entry Journal</i>	16
Resource 2.7 <i>Academic Conversation Placemat</i>	17
Resource 2.8 <i>How Are Beliefs Influenced?</i>	18-19
Resource 2.9 <i>AP Essay Scoring Rubric</i>	20
Resource 2.10 <i>SAUSD District Writing Assessment Rubric</i>	21
Lesson 3: Preparing the Learner: Poetry Analysis	
Resource 3.1 <i>TP-CASTT Poetry Analysis</i>	22
Resource 3.4 <i>TP-CASTT Poetry Analysis PowerPoint Notes</i>	23-26
Resource 3.5 <i>Poem: “Choices” by Nikki Giovanni</i>	27
Resource 3.6 <i>Ticket out the Door Paragraph</i>	28
Lesson 4: Beliefs and Actions in Prufrock	
Resource 4.1 <i>“The Lovesong of J. Alfred Prufrock”</i>	29-33
Resource 4.2 <i>Clarifying Bookmark</i>	34
Resource 4.4 <i>Jigsaw Presentation Planning Chart</i>	35
Resource 4.5 <i>Describing J. Alfred Prufrock</i>	36
Lesson 5: Performance Task: This I Believe Essay and Podcast	
Resource 5.1 <i>Belief and Action Chart</i>	37
Resource 5.3 <i>What Do You Think?</i>	38
Resource 5.4 <i>Team Record Sheet</i>	39
Resource 5.5 <i>“This I Believe” Prewriting Activities/Essay Assignment</i>	40-42
Resource 5.6 <i>Supplemental Exercises for Prewriting Assignment 3</i>	43-44
Resource 5.7 <i>“This I Believe” Essay Rubric</i>	45
Resource 5.8 <i>Self-Edit Checklist for “This I Believe” Essay</i>	46
Resource 5.9 <i>“This I Believe” Essay Peer Edit</i>	47
Resource 5.10 <i>“This I Believe” Podcast/Presentation Rubric</i>	48
Resource 5.11 <i>Podcasting Instructions</i>	49-50
Resource 5.13 <i>Submitting Podcasts to Google Drive - Student</i>	51-52
Resource 5.14 <i>How to Upload Documents or a Link to Edmodo</i>	53

Desiderata

By Max Ehrmann

- 1 Go placidly¹ amid the noise and haste, and remember what peace there may be in silence.
- 2 As far as possible without surrender be on good terms with all persons.
- 3 Speak your truth quietly and clearly; and listen to others, even the dull and ignorant; they too
- 4 have their story.
- 5 Avoid loud and aggressive persons, they are vexations² to the spirit.
- 6 If you compare yourself with others, you may become vain and bitter;
- 7 for always there will be greater and lesser persons than yourself.

- 8 Enjoy your achievements as well as your plans.
- 9 Keep interested in your career, however humble; it is a real possession in the changing fortunes
- 10 of time.
- 11 Exercise caution in your business affairs; for the world is full of trickery.
- 12 But let this not blind you to what virtue there is; many persons strive for high ideals;
- 13 and everywhere life is full of heroism.

- 14 Be yourself.
- 15 Especially, do not feign³ affection.
- 16 Neither be critical about love; for in the face of all aridity⁴ and disenchantment it is as perennial⁵
- 17 as the grass.

- 18 Take kindly the counsel of the years, gracefully surrendering the things of youth.
- 19 Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with
- 20 imaginings.
- 21 Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with
- 22 yourself.

¹ Calmly, peacefully

² Things that cause annoyance

³ Put on an appearance of

⁴ Lack of interest or imaginativeness

⁵ Lasting for an indefinitely long time

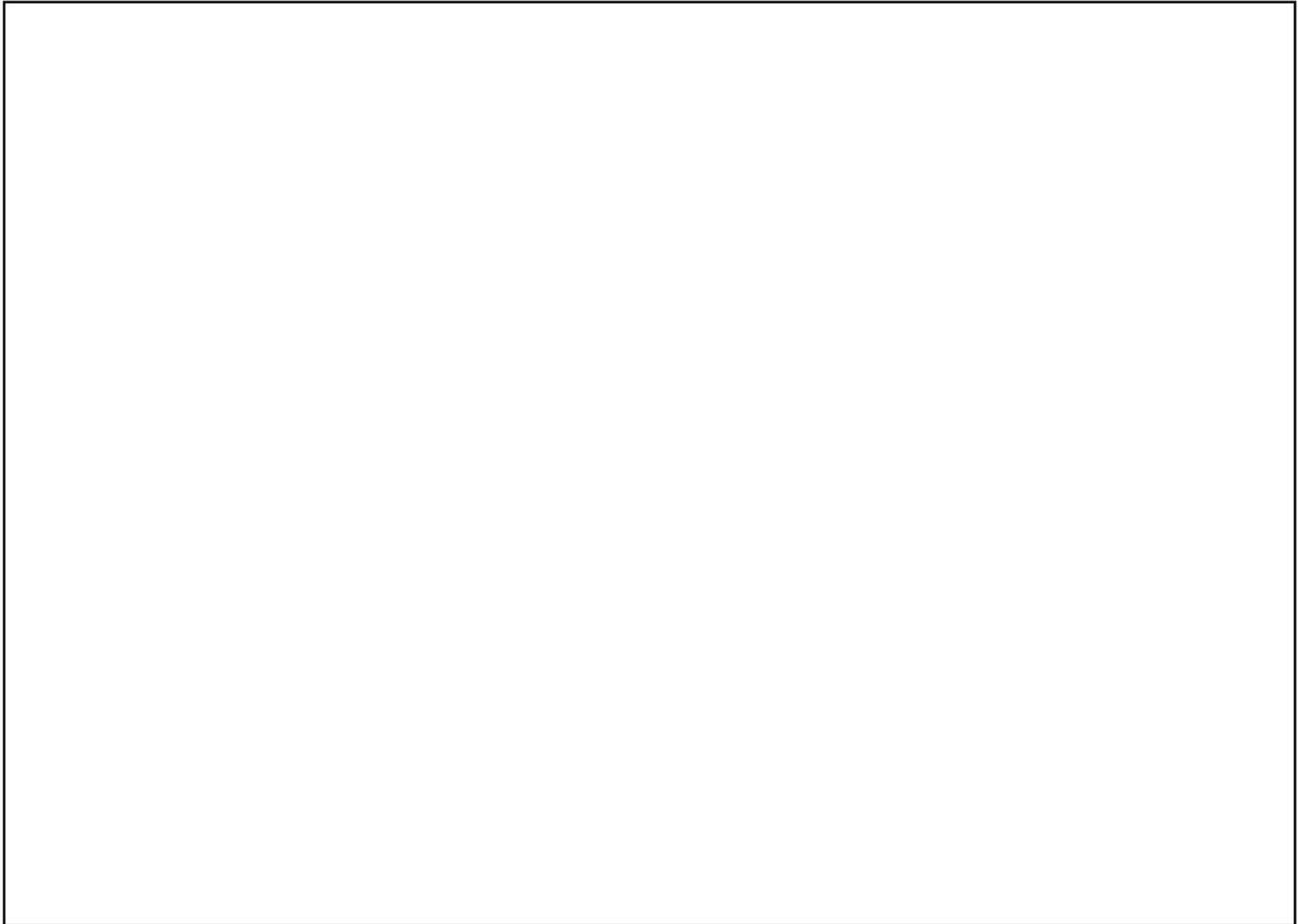
23 You are a child of the universe, no less than the trees and the stars;
 24 you have a right to be here.
 25 And whether or not it is clear to you, no doubt the universe is unfolding as it should.

26 Therefore be at peace with God, whatever you conceive Him to be,
 27 and whatever your labors and aspirations, in the noisy confusion of life keep peace with your
 28 soul.
 29 With all its sham⁶, drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to
 30 be happy.

© Max Ehrmann 1927 (now in the public domain)

⁶ Imitation, fraud or hoax

Bubble Map: Evidence of Writer’s Voice in “Desiderata” by Max Ehrmann



My understanding of the narrator’s personal philosophy based on the poem is as follows:

Anticipatory Guide

Decide whether you agree or disagree with the statements below, and write down the reasons for your opinion. Then work with a partner to discuss what you wrote. Use the language on **Resource 1.5: Dyad Share** to guide your discussion.

Statement	I Agree	I Disagree	My Reasons
1. I have at least one core belief that guides my life.			
2. My beliefs are grounded in everyday life.			
3. My beliefs are influenced by my family.			
4. My beliefs are influenced by my life situations.			
5. My beliefs will influence my future.			
6. I will be lost in life if I don't have beliefs.			

Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Anticipatory Guide (**Resource 1.4**):

STUDENT #1: I will begin by reading statement #1. (*Read statement.*) Based on my own experiences, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that...

STUDENT #2: I respect your opinion. I also agree/I do not agree with this statement because...

Now I will read statement #2. (*Read statement.*) Based on what I know I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that...

STUDENT #1: Thank you for sharing your opinion. I agree/disagree with this statement because...

Now I will continue by reading statement #3. (*Read statement.*) Thinking about my own life, I would have to say that I agree/do not agree with this statement. One reason for my opinion is that...

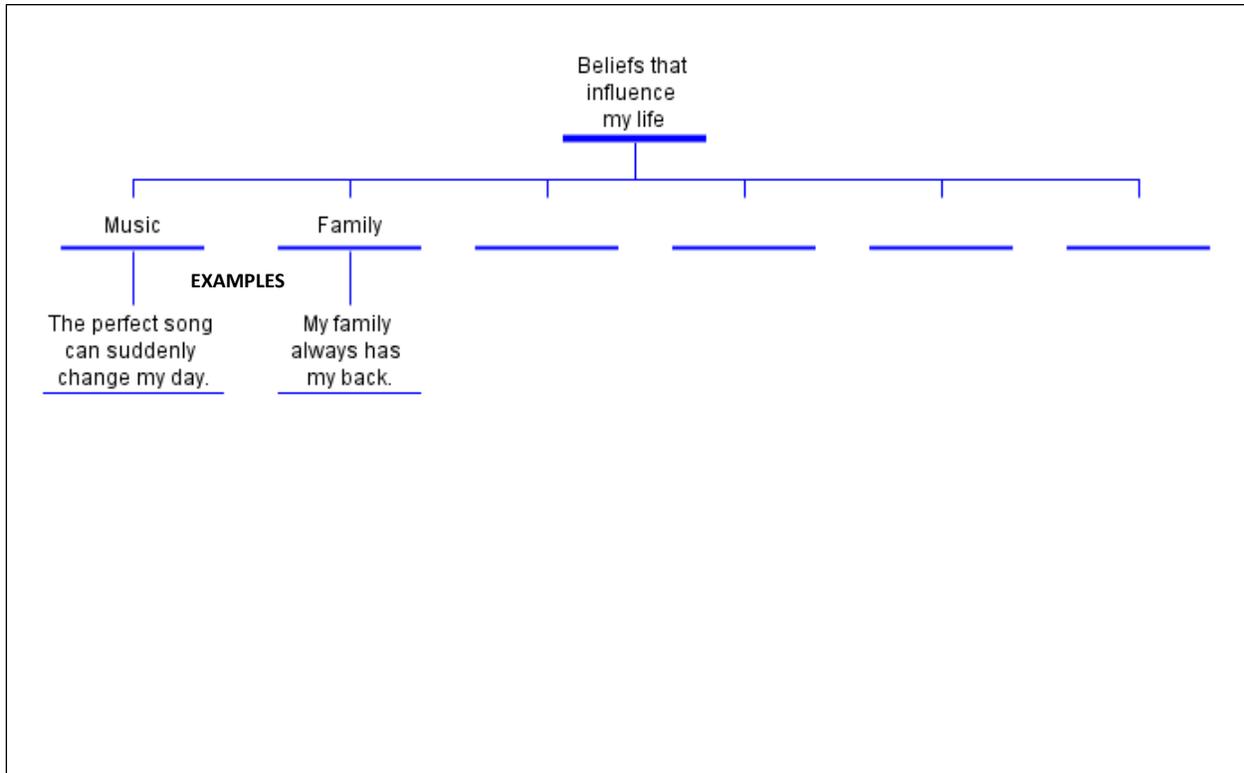
STUDENT #2: I appreciate your point of view. Based on my own experiences, I would say this statement is true/not true, so I will agree/disagree. I feel this way because...

(Continue through all the statements.)

Tree Map

Create a Tree Map with 6-10 categories of what’s important to you in life. Sample categories may include: family, friends, education, love, health, death, conflict, music, etc.

For each category, write a key belief that somehow influences your life.



What is Voice?

Discovering an author's voice in a "This I Believe" podcast

Voice is the characteristic of your writing that allows you to express your individuality; voice expresses the person behind the words. It is as unique as your fingerprint. Planning for voice involves carefully choosing words that will help show the listener how you feel about your ideas. Voice is how you make your writing passionate or enthusiastic; it's how you make your writing memorable.

As you listen to the "This I Believe" podcast, record words and phrases that demonstrate to you how the podcast's author feels about the subject. Record your words/phrases in this box; then complete the sentence below. Be prepared to share, explaining your choices.

Words or phrases that show the author's voice:

The words the author chose to tell her story revealed how she felt about the subject by...

After listening to the podcast, record how you feel about the author's subject and how you can relate her story to your own life. Use words that reflect your *own* voice, not the voice of the author. Then share what you wrote with a partner.

Listening to the podcast made me feel _____ because...

When I think about the subject of the podcast, I am reminded of my own life when...

Adapted from:

Daughter aims high, hits target

The Aldays overcome fear, confusion to send their youngest to one of the nation's best schools.

By **MARIA SACCHETTI**

The Orange County Register

SANTA ANA – Salvador Alday's daughter is carrying on about a school he has never heard of in a city he has never seen.

"Dad," Gloria says, leaning against the fence in the family's tiny yard, where her father usually lingers after work at the flower nursery. "I want to go to college. I want to go to San Francisco."

Eyes narrowed, his creased face looks toward the street, but he is listening closely.

He and his wife, Petra, have always wanted their children to finish their education, including college. He worked, and she ran the house. They **monitored**¹ homework, went to parent conferences, and bought a set of World Book encyclopedias so the children could study.

But only Gloria had ever asked to leave, and it **caught her father off guard**.² She is about his height now, but he sees danger in things he thinks his daughter does not: the busy streets, the crime at night. She is young and full of adventure. He is old and full of fear.

He tells her it is better for her to study nearby, like her brother, who went to Cal State Fullerton.

"Why?" his daughter keeps asking him. "¿Por qué?"

"No," he answers each time.

Two years later, he would find himself slightly **dazed**³ at John Wayne Airport, sending her much farther away than San Francisco.

Pause for understanding. What are Gloria and her father in disagreement about? Underline the evidence that shows how each feels and circle the evidence that shows why.

The fear

In his native Abasolo, a ranching town in the Mexican state of Durango, Salvador was known for his sense of adventure - a "man's man," Petra, 56, said with a laugh. But that was more than 30 years ago, before he became a father and his view of the world was rearranged. In Mexico, he worried about police shakedowns. In California, he lived in terror of crime. One young immigrant was killed right in his neighborhood.

He hides the fear behind a **stern facade**⁴, but over the years his hair has turned white and his shoulders have stooped. He cries easily at graduations, weddings and when Gloria went to her senior prom.

1 monitor (verb): to watch, keep track of, or check usually for a special purpose

2 caught off guard (idiom): to be surprised by someone by doing or saying something they were not expecting

3 dazed (adjective): stupefied, stunned

"When I got married, I started to be afraid. When I had a child, I was afraid even more," Salvador, 58, said in Spanish, sitting on the upholstered couch in his living room. "I started to have fear and fear and fear."

He and Petra have always encouraged their children to study and go to college, but he still saw Gloria as his little girl. He didn't see the **array**⁵ of choices before her, from state universities to **prestigious**⁶ private colleges around the country.

"It wasn't that my dad didn't want her to go to college," Benjamin, 35, the Aldays' oldest son, said. "He didn't want her to go away."

The Aldays have sacrificed all their lives so that their children could get an education. Petra stayed home to care for the seven children, though her income would have helped. She attended every parent meeting at the schools, dragging all her children along if necessary.

She never learned English, but when a paperwork **glitch**⁷ almost caused Gloria to miss a science fair, Petra marched to the school to demand an explanation. Gloria went to the fair and won first prize.

"For my children, I would go anywhere," Petra said with a smile.

When Gloria turned 15, they bought her a computer instead of throwing her a quinceañera, a popular coming-out party for girls.

Thirteen years ago they bought a house, and Petra turned it into a **shrine**⁸ to education. Diplomas, plaques and trophies blanket the walls. A childhood essay by Cruz Alday, 29, now an Orange County deputy sheriff, is taped to the wall above the kitchen stove.

The children weren't allowed to work until they finished high school. Only Benjamin, the oldest, dropped out of high school to work despite his parents' protests.

"What would be better than a university?" Petra said, and her husband nodded in agreement.

But Petra and Salvador had little formal education in Mexico. To succeed, the children would depend on their own **initiative**⁹ as well as extra attention from counselors, teachers and even community members. Some had help, and some didn't.

Six of the seven Alday children finished high school. Most attempted college, but so far only three have stuck it out.

Gloria, the youngest at 18, had the highest grades and was involved in everything from the debate team to field hockey. She was second in her graduating class at Santa Ana High School this year.

She also had the most help. Her counselor quickly processed her college applications. Her field-hockey coach found her a place to stay when she toured universities in the Northeast. A school-district employee urged her to apply to Harvard, something Gloria had never considered.

4 stern (adjective): having a definite hardness or severity of nature or manner
Facade (noun): a false, superficial, or artificial appearance or effect

5 array (noun): a large number

6 prestigious (adjective): having prestige; honored

7 glitch (noun): a minor problem that causes a temporary setback

8 shrine (noun): a place that filled with items connected with someone or something that is important to them

9 initiative (noun): the energy and desire that is needed to do something

Still, without her family's support, college would have been impossible. Her mother supplied details for the college applications, such as the family income and Social Security numbers. And Petra asked her sons, mainly Benjamin and Cruz, to help her persuade Salvador to let Gloria go away to school.

"Remember that we've lived our lives. Now it's up to them," Petra told her husband late at night, when everyone had gone to bed. "What can we leave them? Just their studies."

Pause for understanding. What do the Aldays think about education? Why do they feel that way? Underline or highlight the evidence that supports your assertion.

Decisions

In the beginning, Gloria had her heart set on the University of California, Santa Cruz. But as the school district employee had suggested, she also applied to some of the nation's best private universities, such as Harvard.

Yale University, which costs \$37,000 a year for tuition, room and board, was also in her stack of applications. **On a lark¹⁰**, she applied there too.

A few months later, the letters arrived. Every school said yes - except for Harvard. Gloria began to forget about Yale.

Then, the day of her senior prom, a packet arrived from Connecticut.

Yale wanted her. And they were willing to pay most of the bill.

Gloria froze. She couldn't tell her father. It had been two years since their argument in the yard, but she still didn't want to hear him say "no."

Instead she gave the letter to her older brother Cruz, who told their father. After Gloria went to the prom, Cruz settled on the concrete stoop with Salvador, and translated the letter aloud into Spanish.

"Yale is one of the best universities in the country," Cruz told him. "They don't let just anyone in."

Later, Benjamin dropped by. "We have no choice but to let her go. That's the way it is," he told his father. "Gloria needs what that school has."

Pause for understanding. What do you think Salvador is going to say about Gloria possibly going away to Yale? Why would he say that? Underline or highlight the evidence that supports that prediction.

Departures

Nobody can remember when Salvador said yes to Gloria. But everyone knows that he stopped saying no.

Now his daughter is going to Yale, in New Haven, Conn.

¹⁰ on a lark (idiom): as something done for fun

"Near New York," Gloria told him, so he could picture it.

He only knows it is far away from California.

"Are you sure?" he kept asking her, before she left. Gloria always said yes.

Finally, during a visit to a doctor, a man he respects, he brought up his daughter's plans to leave.

"Something could happen to her," Salvador said.

But the doctor said the same thing as everyone else.

"If she wants to go," the doctor said, "let her go."

On the day Gloria left in August, Petra and Salvador, their children and cousins **scrambled**¹¹ into a **caravan**¹² of cars and trucks to **escort**¹³ her to the airport. It took nearly an hour to say goodbye in the lobby: Two dozen hugs and cheeks to kiss, and blessings to receive from her parents.

By the end, Gloria was in tears. Salvador needed to sit down.

"OK," Benjamin said finally, clapping his hands. "Let's go."

As Gloria left, her family stood near the entrance, waiting patiently. They watched as Gloria **wound**¹⁴ her way through airport security, Salvador with his sons and Petra up front, waving high in the air so Gloria could see her before she left.

The next day, as promised, Gloria called her parents.

She was fine, she told them. She was fine.

Pause for understanding. How does Gloria's family feel about her leaving? How does Gloria feel? Underline or highlight the evidence.

11 scramble (verb): to move or climb over something quickly

12 caravan (noun): a group of people or animals traveling together on a long journey

13 escort (verb): to go with (someone or something) to give protection or guidance

14 wound (verb): past tense of wind; to follow a series of curves and turns

Vocabulary Practice Worksheet: Idioms

What is an idiom? An idiom is a form of expression natural to a language, person, or group of people. It is figurative, not literal.

Examples: Kick the bucket: to die
 Throw in the towel: to give up

In our reading, we encounter two idioms:

 Caught off guard : to be surprised by someone by doing or saying
 something they were not expecting
 On a lark: as something done for fun

CONNECT TO THE TEXT

1. What **context clues** in the text help you to understand the meanings of these idioms?

A. Caught off guard: _____

B. On a lark: _____

PRACTICE APPLYING MEANING

Use the two idioms we encountered in our reading in your own sentence:

A. Caught off guard: _____

B. On a lark: _____

EXTENSION

What are some idioms that you have heard? How do you use idioms in your everyday life?

Academic Conversation Placemat

ELABORATE

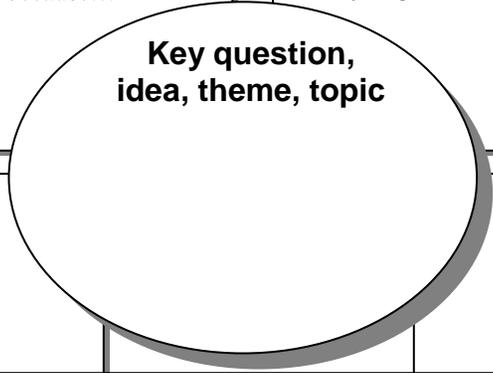
Prompt starters:
 Can you elaborate on...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Tell me more about...
 How is that important? How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?

Response starters:
 I think it means...
 In other words,
 More specifically, it is ... because...
 Let's see, an analogy might be...
 It is important because...

Support Ideas with Examples

Prompt starters:
 Can you give an example from the text?
 Where does it say that?
 What are examples from other texts?
 What is a real world example? Are there any cases of that in real life?
 Can you give an example from your life?

Response starters:
 For example,
 In the text it said that...
 Remember in the other story we read that...
 An example from my life is
 One case that illustrates this is...



PARAPHRASE

Prompt starters:
 Is that clear?
 Can I hear what you heard?
 Does that make sense?
 Do you know what I mean?
 What do you think?
 I'm not sure of all that I said.

Response starters:
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...

SYNTHESIZE

Prompt starters:
 How can we summarize what we discussed?
 How can we bring these ideas together?
 What is our conclusion?

Response starters:
 We can say that...
 It boils down to...
 We can agree that...
 Even though some might think that..., we conclude that...

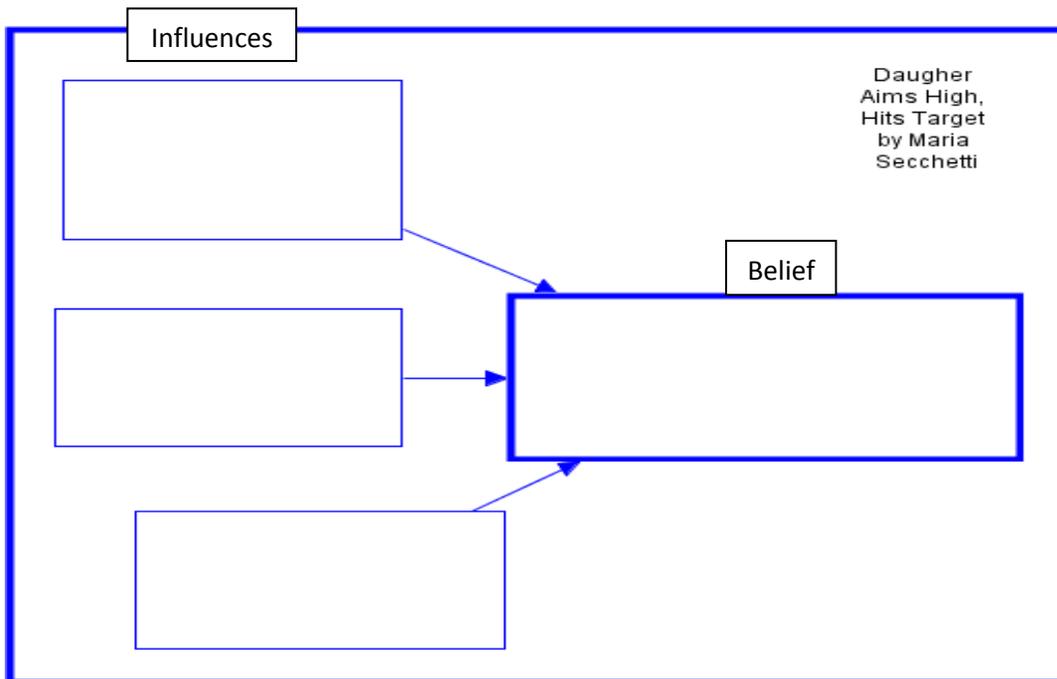
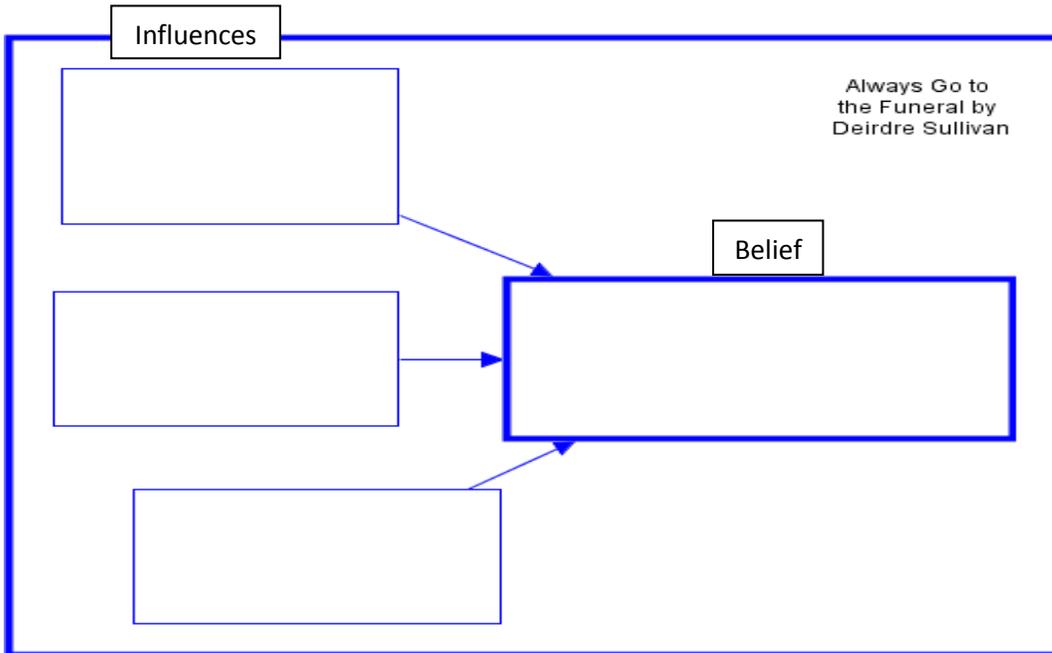
Build on/Challenge Another's Idea

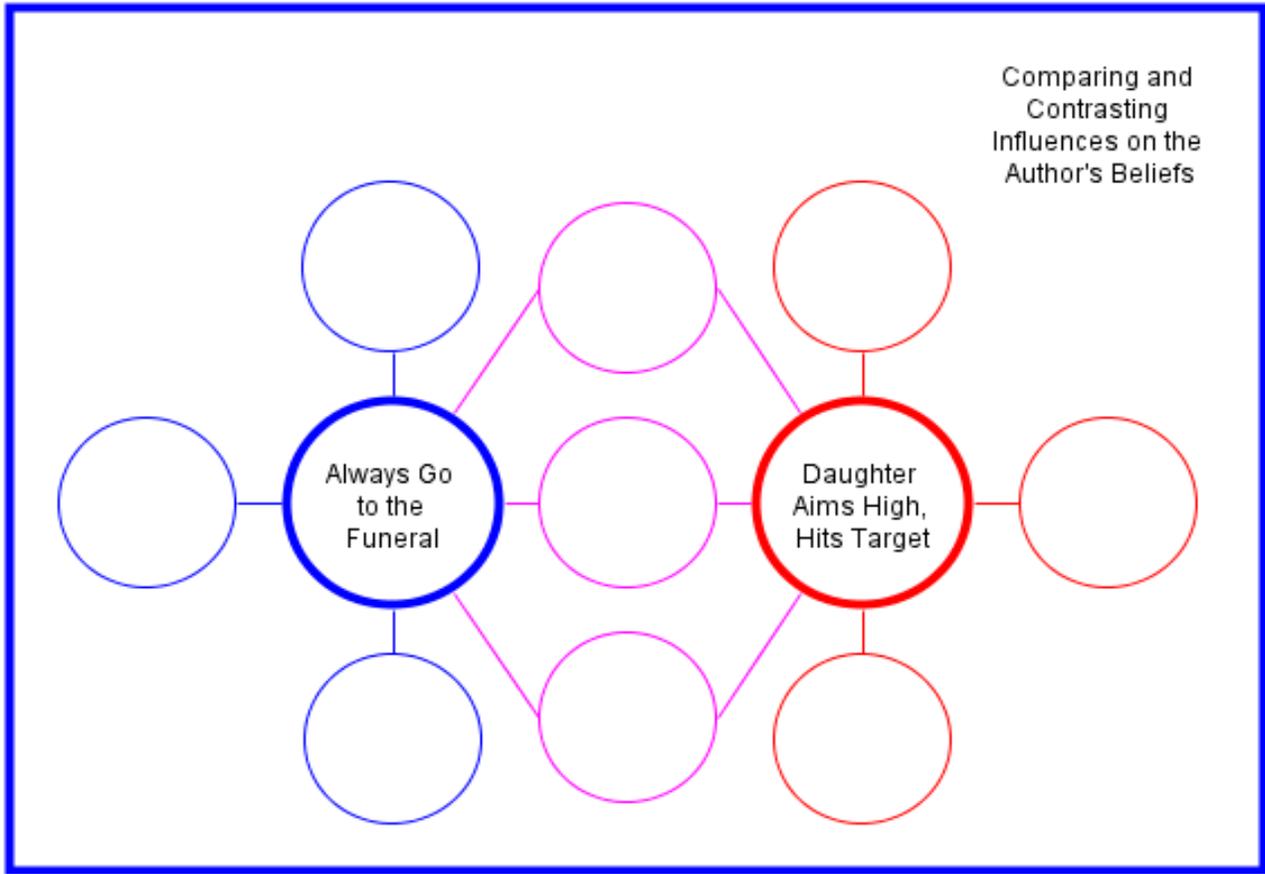
Prompt starters:
 How can we add to this idea of...
 What other ideas or examples relate to this idea?
 What else could support this idea?
 Do you agree?
 What contradicts this?
 What are other points of view?

Response starters:
 I would add that...
 Building on your idea that..., I think...
 That idea connects to...
 I see it a different way. On the other hand...
 Let's stay focused on the idea of... Let's get back to the idea of...
 That makes me think of...

How Are Beliefs Influenced?

In the one-sided Multi-Flow Maps below, record how the beliefs of the main subjects of each of our nonfiction pieces were influenced. Then, compare the similarities and differences between the two Multi-Flow Maps in a Double Bubble Map on the next page.





Analyze the results of your one-sided Multi-Flow and Double Bubble Maps. What do these results show you about how beliefs are developed and influenced by the people around us?

How have your beliefs been influenced, or shaped, by the people around you?

AP Essay Scoring Rubric

Student: _____ Paper: _____
 Score: _____

Score	Description
9–8 A+/A	<ul style="list-style-type: none"> <input type="checkbox"/> responds to the prompt clearly, directly, and fully <input type="checkbox"/> approaches the text analytically <input type="checkbox"/> supports a coherent thesis with evidence from the text <input type="checkbox"/> explains how the evidence illustrates and reinforces its thesis <input type="checkbox"/> employs subtlety in its use of the text and the writer’s style is fluent and flexible <input type="checkbox"/> has no mechanical and grammatical errors
7–6 A–/B+	<ul style="list-style-type: none"> <input type="checkbox"/> responds to the assignment clearly and directly but with less development than an 8–9 paper <input type="checkbox"/> demonstrates a good understanding of the text <input type="checkbox"/> supports its thesis with appropriate textual evidence <input type="checkbox"/> analyzes key ideas but lacks the precision of an 8–9 essay <input type="checkbox"/> uses the text to illustrate and support in ways that are competent but not subtle <input type="checkbox"/> written in a way that is forceful and clear with few grammatical and mechanical errors
5 B	<ul style="list-style-type: none"> <input type="checkbox"/> addresses the assigned topic intelligently but does not answer it fully and specifically <input type="checkbox"/> shows a good but general grasp of the text <input type="checkbox"/> uses the text to frame an apt response to the prompt <input type="checkbox"/> employs textual evidence sparingly or offers evidence without attaching it to the thesis <input type="checkbox"/> written in a way that is clear and organized but may be somewhat mechanical <input type="checkbox"/> marred by conspicuous grammatical and mechanical errors
4–3 B–/C	<ul style="list-style-type: none"> <input type="checkbox"/> fails in some important way to fulfill the demands of the prompt <input type="checkbox"/> does not address part of the assignment <input type="checkbox"/> provides no real textual support for its thesis <input type="checkbox"/> bases its analysis on a misreading of some part of the text <input type="checkbox"/> presents one or more incisive insights among others of less value <input type="checkbox"/> written in a way that is uneven in development with lapses in organization and clarity <input type="checkbox"/> undermined by serious and prevalent errors in grammar and mechanics
2–1 D/F	<ul style="list-style-type: none"> <input type="checkbox"/> combines two or more serious failures: <input type="checkbox"/> does not address the actual assignment <input type="checkbox"/> indicates a serious misreading of the text (or suggest the student did <i>not</i> read it) <input type="checkbox"/> does not offer textual evidence <input type="checkbox"/> uses textual evidence in a way that suggests a failure to understand the text <input type="checkbox"/> is unclear, badly written, or unacceptably brief <input type="checkbox"/> is marked by egregious errors <input type="checkbox"/> is written with great style but devoid of content (rare but possible)

Comments:

SANTA ANA UNIFIED SCHOOL DISTRICT HIGH SCHOOL WRITING ASSESSMENT SCORING GUIDE

	6 This essay demonstrates advanced writing ability.	5 This essay demonstrates highly proficient ability.	4 This essay demonstrates proficient writing ability.	3 This essay demonstrates basic writing ability.	2 This essay demonstrates below basic writing ability.	1 This essay demonstrates far below basic writing ability.
Writing Task	Insightfully addresses all parts of the writing task.	Thoroughly addresses all parts of the writing task.	Adequately addresses the elements of the writing task.	Addresses only parts of the writing task.	Addresses only one part of the writing task.	Does not address the writing task.
Thesis and Support	Contains a meaningful thesis or controlling idea which is thoroughly supported with specific and relevant examples and textual evidence (if applicable).	Contains a thesis or controlling idea which is well supported with details and examples.	Contains a central idea or thesis which is adequately supported with details.	Contains a central idea which is supported with limited details.	May lack a central idea and uses limited details.	May lack a central idea or does not include supporting details.
Organization and Focus	Maintains a logical and seamless organizational structure , includes coherent paragraphs , and effective transitions between ideas.	Maintains a logical organizational structure , includes paragraphs , and transitions between ideas.	Maintains a mostly logical structure , includes paragraphs and some transitions between ideas.	Offers an inconsistent organizational structure and may not include paragraphs or transitions (or transitions are awkward).	Lacks an apparent organizational structure and transitions , but reader may still follow overall argument.	Lacks an organizational structure which greatly hinders understanding.
Audience	Consistently demonstrates a clear sense of audience.	Demonstrates a clear sense of audience.	Demonstrates a general sense of audience.	Demonstrates some sense of audience.	Demonstrates little sense of audience.	May demonstrate no understanding of audience.
Sentence Structure and Language	Consistently provides a variety of complex sentence types and uses sophisticated and descriptive language	Consistently provides a variety of sentence types and uses precise and descriptive language.	Provides a variety of sentence types and uses some descriptive language.	Includes little variety of sentence types but demonstrates some understanding of sentence structure. Uses basic or predictable language.	Demonstrates little understanding of sentence structure but meaning is evident Often uses limited or confusing vocabulary.	Demonstrates no understanding of basic sentence structure and uses vocabulary which lacks ability to convey meaning.
Written Conventions	Contains very few or no errors in conventions and demonstrates an excellent command of the language.	Contains few errors in conventions and demonstrates a good command of the language	Contains some errors but these do not interfere with overall understanding.	Contains many errors in conventions but overall meaning is evident.	Contains many errors in language which often interfere with understanding.	Contains many serious errors in conventions which consistently interfere with understanding.

TP-CASTT Poetry Analysis

TITLE: Consider the title and make a prediction about what the poem is about.

PARAPHRASE: Translate the poem line by line into your own words on a literal level. Look for complete thoughts (sentences may be inverted) and look up unfamiliar words.

CONNOTATION: Examine the poem for meaning beyond the literal. Look for figurative language, imagery, and sound elements.

ATTITUDE/TONE: Notice the speaker's tone and attitude. Humor? Sarcasm? Awe?

SHIFTS: Note any shifts or changes in speaker or attitude. Look for key words, time change, punctuation.

TITLE: Examine the title again, this time on an interpretive level.

THEME: Briefly state in your own words what the poem is about (subject), then what the poet is saying about the subject (theme).

TP-CASTT Poetry Analysis PowerPoint Notes

TP-CASTT is an ACRONYM for...

Title

Paraphrase

Connotation

Attitude

Shift

Title

Theme



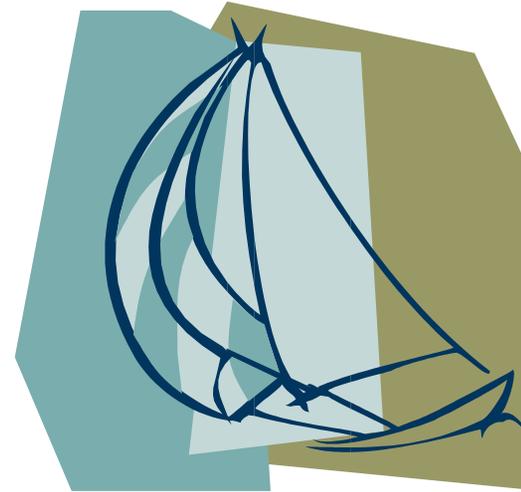
Title: George Gray

by Edgar Lee Masters

What *predictions* can you make about the poem from the title?

George Gray By Edgar Lee Masters

I have studied many times
 The marble which was chiseled for me—
 A boat with a furlled sail at rest in a harbor.
 In truth it pictures not my destination
 But my life.
 For love was offered me and I shrank from its disillusionment;
 Sorrow knocked at my door, but I was afraid;
 Ambition called to me, but I dreaded the chances.
 Yet all the while I hungered for meaning in my life.
 And now I know that we must lift the sail
 And catch the winds of destiny
 Wherever they drive the boat.
 To put meaning in one's life may end in madness,
 But life without meaning is the torture
 Of restlessness and vague desire—
 It is a boat longing for the sea and yet afraid.



Title: What are your initial (first) thoughts about the poem? What might be the theme of the poem?

Paraphrase: Describe what happens in the poem, *in your own words*.

Connotation: What might the poem mean beyond the literal level? Find examples of imagery, metaphors, similes, personification, symbolism, idioms, hyperbole, alliteration, rhyme scheme, rhythm, etc. and think about their possible connotative meanings. Consider the emotional feelings that the words may give the reader.

Attitude: Describe the *tone* of the poem. What is the poet's attitude toward the subject of the poem? The speaker's attitude? Find and list examples that illustrate the *tone and mood* of the poem (these show attitude).

Shift: Is there a shift (a change) in the tone or speaker of the poem? Where does the shift happen in the poem? What does it shift from and to?

Title: Look at the title again. Have your original ideas about the poem changed? How? What do you think the title means now?

Theme: What is the overall theme of the poem? What insight, understanding, lesson, or truth are we supposed to have after reading this poem?

CHOICES by Nikki Giovanni

1 If i can't do
 2 what i want to do
 3 then my job is to not
 4 do what i don't want
 5 to do

 6 It's not the same thing
 7 but it's the best i can
 8 do

 9 If i can't have
 10 what i want . . . then
 11 my job is to want
 12 what i've got
 13 and be satisfied
 14 that at least there
 15 is something more to want

 16 Since i can't go
 17 where i need
 18 to go . . . then i must . . . go
 19 where the signs point
 20 through always understanding
 21 parallel movement
 22 isn't lateral

 23 When i can't express
 24 what i really feel
 25 i practice feeling
 26 what i can express
 27 and none of it is equal

 28 I know
 29 but that's why mankind
 30 alone among the animals
 31 learns to cry

The Love Song of J. Alfred Prufrock

By T.S. Eliot

*S'io credesse che mia risposta fosse
A persona che mai tornasse al mondo,
Questa fiamma staria senza piu scosse.
Ma perciocche giammai di questo fondo
Non torno vivo alcun, s'i'odo il vero,
Senza tema d'infamia ti rispondo °.*

°These words are spoken by Count Guido da Montefeltro, a damned soul in the Eighth Circle of Hell in Dante's Divine Comedy. He says "If I thought my answer were to one who could return to the world, I would not reply, but as none ever did return alive from this depth, without fear of infamy I answer you."

Let us go then, you and I,
When the evening is spread out against the sky
Like a patient etherized upon a table;
Let us go, through certain half-deserted streets,
5 The muttering retreats
Of restless nights in one-night cheap hotels
And sawdust restaurants¹ with oyster-shells:
Streets that follow like a tedious² argument
Of insidious intent
10 To lead you to an overwhelming question....
Oh, do not ask, "What is it?"
Let us go and make our visit.

In the room the women come and go
Talking of Michelangelo.

15 The yellow fog that rubs its back upon the window-panes,
The yellow smoke that rubs its muzzle³ on the window-panes
Licked its tongue into the corners of the evening,
Lingered upon the pools that stand in drains,
Let fall upon its back the soot that falls from chimneys,
20 Slipped by the terrace, made a sudden leap,
And seeing that it was a soft October night,

¹ sawdust restaurants: cheap restaurants with sawdust on the floor.

² tedious: boring, long and repetitive

³ muzzle: the projecting part of an animal's face made of the nose and jaws

Curled once about the house, and fell asleep.

And indeed there will be time

For the yellow smoke that slides along the street,

25 Rubbing its back upon the window panes;

There will be time, there will be time

To prepare a face to meet the faces that you meet;

There will be time to murder and create,

And time for all the works and days of hands

30 That lift and drop a question on your plate;

Time for you and time for me,

And time yet for a hundred indecisions,

And for a hundred visions and revisions,

Before the taking of a toast and tea.

35 In the room the women come and go

Talking of Michelangelo.

And indeed there will be time

To wonder, "Do I dare?" and, "Do I dare?"

Time to turn back and descend the stair,

40 With a bald spot in the middle of my hair—

(They will say: "How his hair is growing thin!")

My morning coat, my collar mounting firmly to the chin,

My necktie rich and modest, but asserted by a simple pin—

(They will say: "But how his arms and legs are thin!")

45 Do I dare

Disturb the universe?

In a minute there is time

For decisions and revisions which a minute will reverse.

For I have known them all already, known them all:

50 Have known the evenings, mornings, afternoons,

I have measured out my life with coffee spoons;

I know the voices dying with a dying fall

Beneath the music from a farther room.

So how should I presume⁴?

55 And I have known the eyes already, known them all—
The eyes that fix you in a formulated phrase,
And when I am formulated, sprawling on a pin,
When I am pinned and wriggling on the wall,
Then how should I begin

60 To spit out all the butt-ends of my days and ways?
And how should I presume?

And I have known the arms already, known them all—
Arms that are braceleted and white and bare
(But in the lamplight, downed with light brown hair!)

65 Is it perfume from a dress
That makes me so digress?
Arms that lie along a table, or wrap about a shawl.
And should I then presume?
And how should I begin?

.

70 Shall I say, I have gone at dusk through narrow streets
And watched the smoke that rises from the pipes
Of lonely men in shirt-sleeves, leaning out of windows?...

I should have been a pair of ragged claws
Scuttling across the floors of silent seas.

.

75 And the afternoon, the evening, sleeps so peacefully!
Smoothed by long fingers,
Asleep ... tired ... or it malingers,
Stretched on the floor, here beside you and me.
Should I, after tea and cakes and ices,

80 Have the strength to force the moment to its crisis?
But though I have wept and fasted, wept and prayed,

⁴ presume: believe something to be true, behave overconfidently, or take advantage of someone

Though I have seen my head (grown slightly bald) brought in
upon a platter,
I am no prophet—and here's no great matter;
I have seen the moment of my greatness flicker,
85 And I have seen the eternal Footman hold my coat, and snicker⁵,

And in short, I was afraid.

And would it have been worth it, after all,
After the cups, the marmalade, the tea,
Among the porcelain, among some talk of you and me,
90 Would it have been worth while,
To have bitten off the matter with a smile,
To have squeezed the universe into a ball
To roll it toward some overwhelming⁶ question,
To say: "I am Lazarus, come from the dead,
95 Come back to tell you all, I shall tell you all"—
If one, settling a pillow by her head,
Should say: "That is not what I meant at all;
That is not it, at all."

And would it have been worth it, after all,
100 Would it have been worth while,
After the sunsets and the dooryards and the sprinkled streets,
After the novels, after the teacups, after the skirts that trail along
the floor—
And this, and so much more?—
It is impossible to say just what I mean!
105 But as if a magic lantern threw the nerves in patterns on a screen:
Would it have been worth while
If one, settling a pillow or throwing off a shawl,
And turning toward the window, should say:
"That is not it at all,
110 That is not what I meant, at all."

.

⁵ snicker: laugh disrespectfully

⁶ overwhelming: extremely large, overpowering

No! I am not Prince Hamlet, nor was meant to be;
Am an attendant lord, one that will do
To swell a progress, start a scene or two,
Advise the prince; no doubt, an easy tool,
115 Deferential⁷, glad to be of use,
Politic, cautious, and meticulous⁸;
Full of high sentence, but a bit obtuse⁹;
At times, indeed, almost ridiculous—
Almost, at times, the Fool.

120 I grow old ... I grow old ...
I shall wear the bottoms of my trousers rolled.

Shall I part my hair behind? Do I dare to eat a peach?
I shall wear white flannel trousers, and walk upon the beach.
I have heard the mermaids singing, each to each.

125 I do not think that they will sing to me.

I have seen them riding seaward on the waves
Combing the white hair of the waves blown back
When the wind blows the water white and black.

We have lingered¹⁰ in the chambers of the sea
130 By sea-girls wreathed with seaweed red and brown
Till human voices wake us, and we drown.

⁷ deferential: polite, showing respect.

⁸ meticulous: extremely careful and precise

⁹ obtuse: slow to understand

¹⁰ lingered: waited around; delayed leaving.

Clarifying Bookmark

Directions: When directed, stop to discuss the poem. First choose how you are going to respond to the text from the left-hand column, and then select a sentence starter from the right column to begin your response.

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...

Classroom Discussion: You may use these sentence starters to help you respond to other students' questions.

What I can do	What I can say
I am going to respond to another student's question.	In response to _____'s question, I believe that...
	I was confused about that too, but I think it means...
	After discussing _____, my partner and I decided that...

Jigsaw Presentation Planning Chart

Directions: Your group will be responsible for becoming experts in one section of the poem. You will then teach that section to a group of your peers.

Your section is line numbers: _____

Your presentation should include 1) a reading of your section of the poem, 2) your explanation of what the section means, and 3) your analysis of where in the poem the speaker dares to take action and where he does not.

1. What does this section mean?

Where in this section does J. Alfred Prufrock dare to take action?	Where in this section does J. Alfred Prufrock NOT dare?

Describing J. Alfred Prufrock

Adjectives: Adjectives are words that describe nouns or pronouns.

Directions: Come up with five adjectives to describe the character traits of J. Alfred Prufrock. You can use the list below to help you select words that describe the character, or come up with your own. For each adjective, provide evidence from the poem that proves that J. Alfred Prufrock embodies the trait you selected.

able	conceited	desperate	grim	imaginative	loyal	pretty	self-conscious	successful
adventurous	considerate	disagreeable	handsome	indecisive	messy	prim	selfish	tall
ambitious	cooperative	energetic	happy	independent	mischievous	proper	serious	thoughtful
bold	courageous	excited	hard-headed	intelligent	neat	proud	short	thrilling
bossy	creative	fancy	hard-working	inventive	patriotic	quiet	shy	timid
brave	curious	fearful	helpful	joyful	pitiful	reserved	simple	tireless
bright	dainty	friendly	honest	keen	plain	respectful	simple-minded	uncertain
busy	daring	fun-loving	hopeful	lazy	pleasing	responsible	smart	unselfish
cheerful	dark	funny	humble	light-hearted	poor	rich	strong	wild
compassionate	demanding	gentle	humorous	lovable	popular	sad	studious	worried

Name _____

Belief and Action Chart

How do beliefs affect thoughts and actions?

In each box use textual evidence from previous readings to identify the belief, traits and actions of Prufrock (The Love Song of J. Alfred Prufrock) and Gloria Alday (Daughter aims high, hits target). In the last column identify your own belief, traits and actions.

	J. Alfred Prufrock	Gloria Alday (from OC Register)	Me
Belief			
Traits			
Actions			

What Do You Think?

In the space in front of each belief statement, write an “A” if you agree or a “D” if you disagree.

_____ Life is fair.

_____ Words can hurt.

_____ Police are your friends.

_____ What goes around comes around.

_____ How you act in a crisis shows who you really are.

_____ Love conquers all.

_____ People learn from their mistakes.

_____ You can’t depend on anyone else; you can only depend on yourself.

_____ If you smile long enough, you become happy.

_____ Miracles do happen.

_____ There is one special person for everyone.

_____ Money can’t buy happiness.

_____ Killing is wrong.

_____ Doing what’s right means obeying the law.

Team Record Sheet- Belief Statement

Choose a belief that is common to all group members. Record your common belief in the space below. Then each member of the group should tell a story that either shows the belief in action or explains why the storyteller believes what s(he) does. Make notes as each group member shares his/her story.

Belief Statement: _____

Story by: _____
 Group member name

This I Believe Introduction

For this essay, you will write a personal or familiar essay in which you explain something you believe in (your personal philosophy). In the essay you will tell a story of recognizing that belief and discuss the role the belief plays in your life. The following outlines some of the introductory ideas you should keep in mind.

Style: A personal or familiar essay should be written in your voice and from your perspective. While you are watching your grammar more carefully than you might in everyday writing, you are still writing as you.

- Do not use words that are not natural to you.
- Do not use the personal pronoun you. Instead, use I/me/my when referring to your own experience, or we/us/our when extending that to society as a whole. When appropriate use the specific nouns: i.e. women, men, student, teachers, teens, dragons, etc.
- Purpose: The purpose of this essay is simply to explain your belief.
- Do not try to convince or preach to your readers. Simply explain what it is you believe and why you believe it's important.

Audience: The audience for this essay is a general audience. Think of this as simply talking to your friends, family, or peers.

Topic Guidelines: When choosing your topic, be sure to select something that is truly meaningful to you. Avoid writing about trivial or illegal activities.

Finally, remember we begin with the prewriting assignments, so take it one step at a time.

This I Believe Prewriting Assignments

Prewriting Assignment 1

Begin finding your topic by making a list of things you believe are important and writing a brief discussion of each. Narrow your ideas down and be specific. For example, do not just say, “I believe in serving the community.” What is it about that that you believe? Helping other people? Being a part of something bigger than yourself? Using your talents to give back to the society that raised you? Discuss the specific ideas.

You should have at least **three beliefs** and each should have a paragraph explaining what it is.

Prewriting Assignment 2

Now, it’s time to decide which of the beliefs you explored in Prewriting Assignment 1 you will write about. Once you **have chosen one**, think of a time when you realized how important this belief is. Write the story of that moment. Work to thoroughly create a feeling for and picture of that moment. Use dialogue and description to do this. You should develop at least 2-3 well-developed paragraphs for this assignment.

Prewriting Assignment 3

Finally, it’s time to fully explain why this belief is so important. You may use some of what you wrote in Prewriting Assignment 1 to get you started. Here are some things you may talk about. You do not have to write about all of them. You should develop 2-3 paragraphs for this assignment.

Why does this belief make your life or anyone’s life better?

Why is your life or anyone else’s life less without this?

How does this make our world, society, or community better, fuller, or richer?

How does this solve a problem we face in our daily journey through life?

This I Believe Essay Assignment

Begin work on putting this essay together by reviewing rubric. Once you've done that, look over your prewritings, especially prewriting 2 and 3, and consider them in the context of the samples we've read and the discussions we've had about this essay and this type of writing. Use your prewritings as a start to your essay. Remember, your goal is to explain what you believe. You are not supposed to try to convince others to believe it too, just explain what it is you believe and why you believe it using your story or stories (narrative/s) to support your points. You may need to add to or omit things from your prewriting, and you may decide to take a very different path. It's all okay.

This essay is a personal or familiar essay. As such, you need to be writing in your **voice** and you need to use the personal pronouns *I/me/my*. Avoid the use of the pronoun *you*. If you want to extend your points outside of yourself, use the collective *we*, or the specific group: young people, students, Americans, women, men, etc.

General Requirements

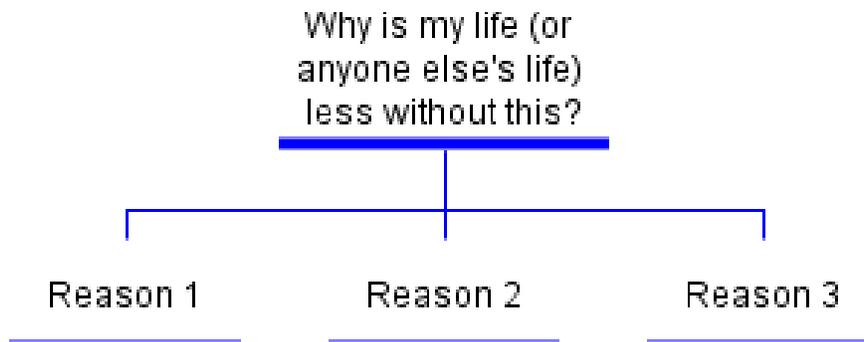
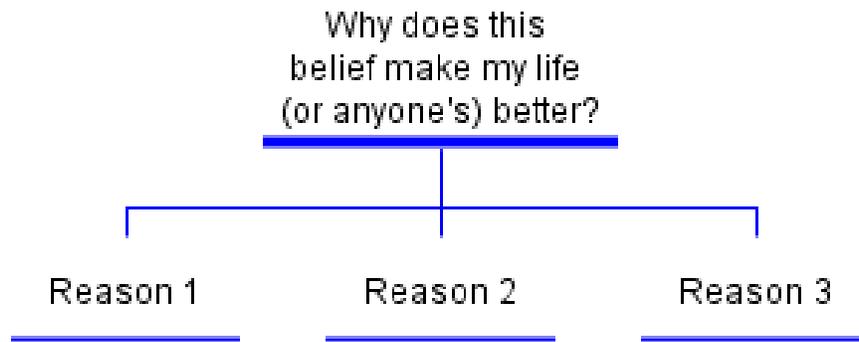
Remember to write about something that is truly meaningful to you; avoid writing about trivial or illegal activities. Be creative!

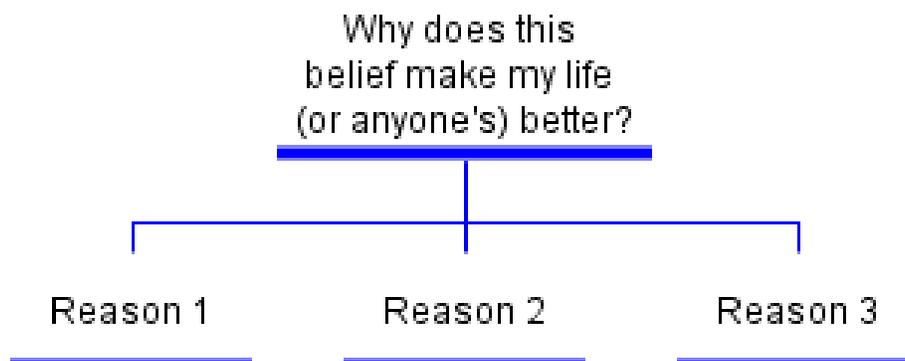
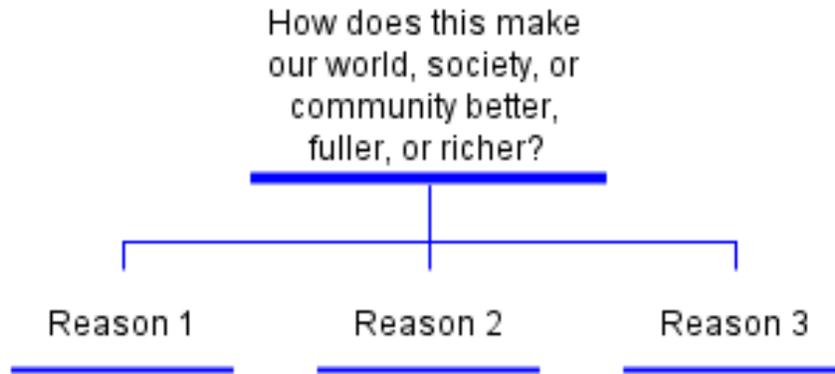
Supplemental Exercises for Prewriting Assignment 3

In order to help you develop your ideas, you may wish to complete one or more Tree Maps exploring the reasons why your chosen belief is so important.

Write your belief here: _____
_____.

Now choose one or more of the following Tree Maps and add your own reasons. Copy the Tree Map(s) on your own paper to give yourself more room to write.





After making your Tree Map(s), organize your reasons into a paragraph. Remember to start with a topic sentence, provide your reasons, and finish with a concluding sentence. For each Tree Map that you make, you should write one complete paragraph.

“This I Believe” Essay Rubric

	4	3	2	1
Thesis/Focus	One core belief is explicit and developed throughout essay.	Core belief is clearly stated with evidence of development.	Multiple beliefs are listed with little development.	Belief statement is not evident.
Purpose	Tells a story that is grounded in the events of everyday life; links to the essence of daily life philosophy and to the shaping of personal beliefs .	Tells a story that is connected to the belief .	Tells a story that is somewhat connected to the belief , but is difficult to follow.	Tells a story that is not connected to the belief or does not tell a story.
Organization/ Transition	Demonstrates unique or effective organization; maintains focus throughout; uses a variety of transitional devices uniquely/effectively.	Demonstrates organization; maintains focus throughout; uses a variety of transitional devices.	Demonstrates ineffective organization; attempts to refer to a single topic; transitional devices are limited.	Demonstrates limited or no organization; does not stay on topic; limited or no transitional devices.
Details/ Elaboration	Unique, rich, insightful, and effective use of details to support belief; details effectively show rather than tell.	Effective use of relevant details support the belief; details mostly show rather than tell	Limited use of details ; details tell rather than show.	Lacks details for the belief or details do not enhance the belief.
Point of View	Consistent use of first-person point of view.	Mostly consistent use of first-person point of view.	Inconsistent use of first-person point of view.	Uses second person (you) point of view.
Writer’s Craft <ul style="list-style-type: none"> • Vocabulary • Voice • Tone • Style 	<ul style="list-style-type: none"> • Rich vocabulary, vivid language; sophisticated word choice. • Powerful sense of voice throughout piece, appropriate for purpose. • Tone is consistently personal and positive. • Effective use of sentence variety to enhance voice and meaning. 	<ul style="list-style-type: none"> • Consistently varied and effective use of vocabulary; clear and appropriate word choice. • Strong sense of voice. • Tone is mostly personal and positive. • Effective use of sentence variety. 	<ul style="list-style-type: none"> • Basic or limited vocabulary; some incorrect word choice. • Emerging sense of voice. • Tone preaches or judges. • Ineffective use of sentence variety. 	<ul style="list-style-type: none"> • Weak vocabulary; word choice interferes with meaning. • Lacks writer's voice. • Tone is unclear or negative. • Limited or no use of sentence variety.
Mechanics	Few errors that do not interfere with meaning.	Some errors that do not seriously interfere with meaning.	Many errors that sometimes interfere with meaning.	Errors seriously interfere with meaning.

Overall Score: _____

Name: _____

Self-Edit Checklist for *This I Believe* Essay

Ideas:

- Do you clearly state what it is you believe?
- Do you share interesting experience(s) that support what it is you believe?
- Do your details make the story come alive?
- Does your essay facilitate the readers'/listeners' interest?

Organization:

- Is the content of your essay organized logically with fluid transitions that capture and holds the reader/listener's attention throughout?
- Do you 'hook' the listener in?
- Do you have an inviting introduction?
- Do you have important details that support your belief and add to the interest and depth of your essay?
- Do you have relevant examples or stories that interest the reader/listener and help to develop your main idea?
- Does your conclusion 'loop' back to your introduction, unite the important points of your essay and leave the reader satisfied?
- Are your transitions used well and help to solidify the message of your essay?

Voice:

- Does your voice in this essay help to perfectly capture your belief and why it is one that you hold dear?
- Does your voice hold the reader's/listener's interest and convince them of the value of your belief?
- Is your voice strengthened with your personal thoughts and feelings?

Word Choice:

- Do the words you choose perfectly capture this belief and why you value it?
- Do you use specific nouns, verbs, modifiers, and or literary devices such as metaphors to create clear pictures in the minds of your readers/listeners?
- Do your word choices evoke an emotional reaction in your readers/listeners?
- Do your word choices reflect your attempt to be concise and precise?
- Does your essay contain 500 words or less?

Sentence Fluency:

- Do your sentences show variety in their length?
- Do your sentences vary in how they begin?
- Do your sentences create a rhythm that supports and enhances the message of your essay?
- Do your sentences capture the essence of your belief?

This I Believe Essay Peer Edit

Directions:

- Answer each of the following questions with a minimum of **FOUR** sentences. The more details you give your partner, the better his/her essay will turn out. Your editing task is worth **50** points, so do it well!

Author: _____ Editor: _____

1. Is there an original title beyond “This I Believe Essay”? Does the title capture the essence of the paper?

2. Does the essay communicate a belief? **Yes No** What does the author believe in?

3. Does the author tell a story? Is s/he showing why s/he believes in the topic they chose? Does s/he support it well?

4. Does the essay have good organization and flow?

5. Is it personal? Do you get a sense of the person behind the words? Does the author possess a voice? Does s/he assert his/her belief statement?

6. Does the author **SHOW** more than s/he **TELLS**? Does s/he render imagery and details that allow you to be placed into the narrative?

7. Are there a variety of strategies used to tell the story, such as dialogue, figurative language, quotes, metaphors, etc.?

8. Is there strong fluency (no fragments, run-ons, comma splices), appropriate, varied and precise diction (word choice), polished grammar, punctuation, capitalization, apostrophes, usage, etc.? Hence, is it clear, focused, and concise?

9. Do you as the reader connect, understand/or empathize with the person’s belief? Do you feel like you have shared an experience with him/her? Does s/he make you see the belief through his/her lens?

10. What word(s), phrase(s) or sentence(s) are the best part of this essay? Highlight at least one especially well-written line.

Name: _____ Date: _____

“This I Believe” Podcast/Presentation Rubric

CATEGORY	4	3	2	1
Organization	Podcast/presentation has an introduction and a clearly structured body of content followed by a brief summary. Extremely well planned to flow smoothly.	Podcast/presentation has an introduction, a body of content and a summary. Lacks flow from beginning to end.	Podcast/presentation is missing an element, making understanding difficult.	Podcast/presentation is not organized and is hard to follow.
Content	Podcast/presentation has a clearly stated purpose and presents personal examples to support purpose.	Podcast/presentation may have a stated purpose, but does not provide enough examples to make thinking clear.	Podcast/presentation does not clearly state its purpose and/or provide necessary examples.	Podcast/presentation is unfocused; does not have a clear purpose and/or no meaningful examples given.
Voice	The speaker reads in a calm voice, enunciation is clear, and the flow of narration is uninterrupted. The presentation is professional sounding.	The speaker reads in a calm voice, enunciation is mostly clear, and the narration may have pauses or slight interruption.	The speaker reads in a rushed or broken-up style. Some words are difficult to understand; the narration has distracting elements.	The speaker does not clearly enunciate; words are rushed or interrupted with coughing or laughter.
Peer Review Comments	Comments reflect understanding of main idea of the Podcast/presentation. They further the class conversation.	Comments reflect understanding of the main idea of the Podcast/presentation, but do not further the class conversation.	Comments mimic the Podcast/presentation content without reflecting on it. They do not further the conversation.	Comments are off track and do not connect with the Podcast/presentation.

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Podcasting



To create your podcast you will need a microphone and Audacity must be installed on your computer. Audacity will work on any Mac or Windows computer and may be downloaded for free here: <http://audacity.sourceforge.net/download/>

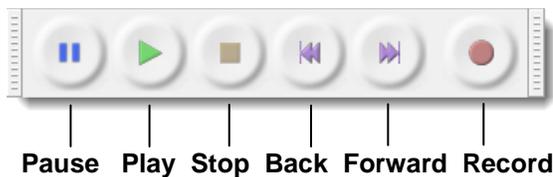
Important Note: If students plan to create a podcast on one type of computer, such as an Apple Mac, the finished podcast can only be replayed later on that same type of computer. **Mac podcasts must be played on a Mac, and Windows (Dell and HP) podcasts must be played on Windows computers.** If you would like to create a podcast on one type of computer and still play it on another brand of computer later, you can do so by downloading an MP3 converter to use with Audacity. The MP3 podcast can be played on any computer and directions for creating this file type with Audacity may be found here: <http://www.sausd.us/Page/16059>

Using Audacity to Create Your Podcast

Step 1: Launch Audacity and verify it recognizes your microphone by looking at the settings next to the microphone icon. Once plugged-in, the name of your microphone will usually appear. If it does not, open the drop-down menu and search for your brand name. Audacity should choose this for you, so you would normally use the default setting and not have to make any changes to your input.

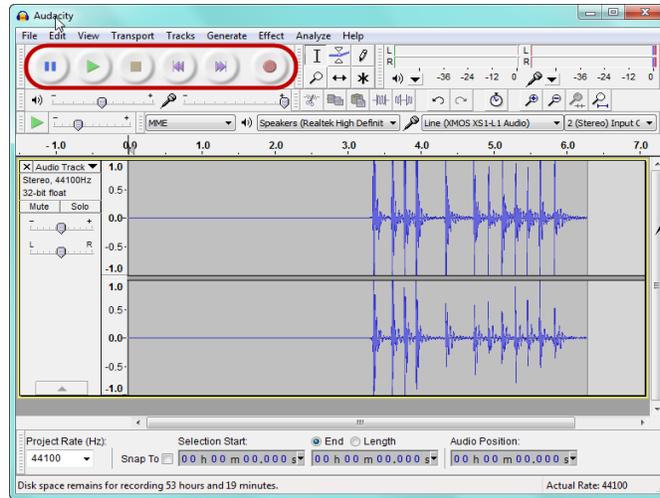


Step 2: Use the Transport Toolbar to create your recording.



To record, adjust your volume settings for the microphone and click the red **Record** button. Begin speaking. Use the **Pause** or **Stop** buttons while recording or playing back.

Note: Each time you hit the **Record** button, a new sound file will be created. Scroll down the page to view each recording. If you are not happy with a recording and would like to delete it, click **Edit, Undo Record** on the top tool bar.



Step 3: Publish your recording. Click **File, Export**. A window will appear so you to provide a name for the podcast file. Be sure to choose a location on your computer where the file will be saved and easily retrievable, such as your **Documents** folder. Click **OK** on the final window.

Submitting Podcasts to Google Drive

Student Instructions for Using Personal Google Drive Accounts

To ensure that your podcast will be accessible and playable on any computer, you must upload it to Google Drive (also called Google Documents).

File Limitations:

- Uploaded files can be up to 1GB.

Supported File Types:

- Google drive stores any file format you choose, but sharing MP3 files will allow them to be played on any computer or media player.

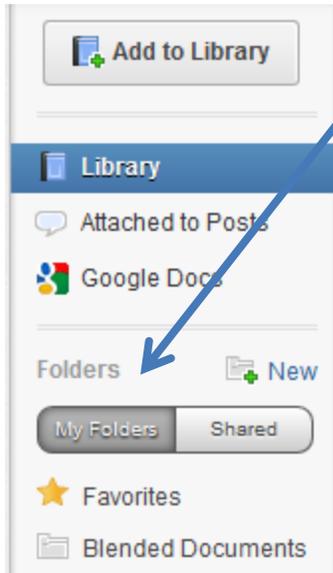
Steps to Publishing Your Podcast:

1. Record your podcast using Audacity or a similar program.
2. Edit your podcast, making sure that everything is perfect.
3. Save your file as a supported file type.
 - a. See “File Limitations” and “Supported File Types” above.
 - b. **DO NOT SKIP THIS STEP. YOUR PODCAST MUST END WITH ONE OF THE FOLLOWING EXTENSIONS TO BE PLAYABLE: MP3** file types will play on any computer; **WAV** files will play on Windows; **AIFF** files will play on Mac.
4. Upload your video to Google Documents (or Google Drive).*
 - a. Log in to your Google Drive account (not gmail). www.google.com. If you do not have a Google Drive account:
 - i. Click the “Sign in” button.
 - ii. Click on the “create an account for free” link.
 - iii. Fill in the required information on the right.
 - iv. Write down your username and password.
 - v. When ready, click the “Next step” button.
 - vi. On the “Create your profile” page click the “Next step” button.
 - vii. Click the “Get started” button.
 - b. Once you’ve signed in, click the “Drive” link at the top of the page.
 - c. Click the upload button (it is red with a picture of a white hard drive and an arrow pointing up.)
 - d. Click “Files...”.
 - e. Navigate to your podcast file and select it.
 - f. Uncheck the “Convert documents . . .” option.
 - g. Click the “Start upload” button.
 - h. Wait while Google processes your file. (This can take 5 to 10 minutes.)
 - i. Refresh the page.
 - j. Find your file and click on it to test it out. If it doesn’t play, please reread the instructions.

5. Share the link to your file.
 - a. In Google drive, click on your podcast file.
 - b. Click on the “Share” button in the middle bottom of the screen.
 - c. Under “Who has access”, click “change” and select “Anyone with the link”. Then click “save”.
 - d. Copy the link at the top of the box (it should be highlighted). Click “Done.”
 - e. Submit your video by completing the form at the following Web address:
[NOTE TO TEACHER: YOU WILL NEED TO INSERT A LINK TO YOUR GOOGLE FORM HERE]
 - f. To answer the last question, you will need to paste the link to your video that you just copied.

How to Upload Documents or a Link to Edmodo

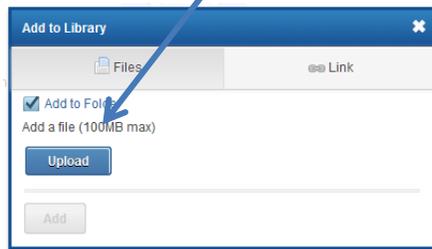
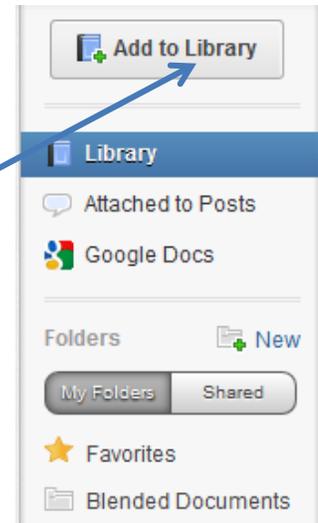
Once you are logged into your Edmodo account, click on the Library icon at the top of the page.



In the left column, choose the folder you wish to add the document.

If you do not have a current folder you can easily make one by clicking on *New* and selecting which group you wish to create one in.

Next click on *Add to Library*. Add a file or link by clicking on *Upload*.



Choose the file you wish, click *Open* then *Add*...

Edmodo does not have a built-in video player. If you upload a video file, students will have to download the file to watch it on their computers. They recommend embedding a video from a site such as youtube.com or schooltube.com. Both sites have the embed link available. Copy and paste it into the “link” facebox in your post.

Important! Your library has limited storage. Each file can be no greater than 100MB. Edmodo does not currently support .GIFs but supports all other file types for photos.

Edmodo offers a full-featured application for the iPhone, iPod Touch and iPad available for free from the iTunes App Store. With the app you can upload screenshots, photos, or videos from your camera role. You can now open files from other supported apps within Edmodo and vice versa.

Weblink: <http://help.edmodo.com/teachers/mobile/edmodo-for-iphoneipod-touch/>