

Day	What we did	Why
Monday	Quick Write: Photo of people on horseback	To practice “reading” a photograph, and to begin thinking about contemporary American Indians
Monday	Reading “The House”	To understand the importance of reading with a purpose
Monday	Follow-up interview	To find out more information in order to enrich your poem.
Monday	Humanities Survey	So Dr. P can find out more about you, in order to be able to better support you in your learning journey (really, that’s why!)
Monday	Naming the pod	So the pod has a name
Monday	Quick Write about cell phones in class	To start thinking about this issue, so you don’t come to the Socratic Seminar reading “cold”
Monday (Home work)	Reading Clay Shirky’s article about why he banned technology in his classroom.	To think about the impacts, both positive and negative, that digital technology can have on our learning.
Tuesday	Socratic Seminar on the question “How can we use technology to help us learn, without distracting us from our goals?”	To develop our thinking on this subject as a group, so that we can make informed decisions about technology use and multitasking throughout the year.
Tuesday	Finding sensory images in poems, and “coding” questions and connections	To notice how poets engage their readers senses, so we can do this in your own poem. Also, to begin using coding as a note-taking method.
Wednesday	Quick Write: photo	To keep “reading” a photo, and to have a sense of what a contemporary indian reservation might look like.
Wednesday	Human Atom	To develop energy and focus through moving (rather than always sitting down), and to get lots of ideas and thoughts flowing around the room
Wednesday	Reading bits of text in a circle	To start developing ideas about the book

		before we start reading, and to get in the habit of looking closely at small portions of text, as well as looking at a chapter as one big thing.
Wednesday	Highlighting physical information about the narrator, information about his situation, and information about his personality	To gain information about the book (because the first chapter is full of important information) and to notice how Sherman Alexie uses description, so you can use it in your “I sing to you” poems
Wednesday	Human sculptures	To translate text into a different “symbol system”, in order to focus on the words Alexie uses, and to develop creative responses to them. Also, to develop our skills in this kind of movement for our performance.
Wednesday	Quick Write	To make connections between the book and your own life, and to ask questions about the text so you go deeper into it and don’t take it at “face value”.
Thursday	Quick Write	Same purpose as the quick write above, but focusing on different chapters
Thursday	Photos of comics and videos of powwows	To help you develop the specificity and accuracy of the “pictures in your head” that you see while you read ATDPTI.
Thursday	Critique with Ms. Staff’s class	To help her students with their personal essays, and to get feedback from an outside audience on our poems. Also, to get away from our classroom - because that’s important sometimes!
Friday	Quick Write	To make connections between the book and your own life, and to ask questions about the text so you go deeper into it and don’t take it at “face value”.
Friday	“Background by Google”	To learn more about how ATDPTI connects to the “real world”
Friday	Poem self-critique: specificity	to identify specific descriptions, and make generic descriptions more specific (and therefore more compelling)

<u>Friday</u>	Time to work on DP	To make your DP easier to navigate for visitors, and more professional looking.
<u>Friday</u>	Time to re-submit missing assignments on Google Classroom	To get to grips with Google Classroom
<u>Friday</u>	Reflection	To think about what you did this week, remember the skills you developed, and create a record that you'll be able to return to all semester.