**NEW HOMEWORK  
For 5/9/14:** Finish reading *1000 Splendid Suns* for our final class.  
Write a reflection on your journey through this book club this semester   
– feedback, commentary, any suggestions.

**OLD HOMEWORK   
For 5/2/14:** Read *1000 Splendid Suns* to p. 277.  
Write 3 pp. about the meaning of names/naming/nicknaming.

**For 4/24/14:** Read the first 155 pp. of Hosseini’s novel, *1000 Splendid Suns*.  
Continue writing the scene of the play you started in class.

**For 4/11/14:** finish reading *Detroit ’67.*  
Write 3-pp. about what reverberations this play has for you.

**For 4/4/14:** Read a new play, *Detroit ’67.*Think about how you would act out the different scenes.

Write 3 pp. getting two voices talking to each other.

**For 3/28/14**: Finish reading *The Twelve Tribes of Hattie*.  
Write 3 pp. about a man in your life, from two points of view  
First let him explain himself. Then you do it. Don’t make excuses for him.

**For 3/21/14:** Read the second 1/3 of *The Twelve Tribes of Hattie* (to p. 169).  
Write 3 pp. of some fiction: you could create a scene in a story, or write a little play. Create a scene where you have dinner with a historical figure; or write the scene of a conversation *you have not had* with somebody who is still alive and in your life.

**For 3/7/14:** Read the first 1/3 of Ayana Mathis’ novel,   
*The Twelve Tribes of Hattie* (to p. 89).  
Write a 3-pp. story about somebody who came before you. Tell us about somebody in your history—it could be a family member, or somebody you’re not related to, but whose life was important to yours. You could write from what you know, or what you imagine, or you could do some research. Where did this person come from? How did they come to be who are they now? (If you already wrote about your mother, don’t do her again.)  
  
**For 2/28/14:** No new reading.   
Create a “table of contents” for a story about what it means to be a woman (or if you identify differently, what it means to be gendered/to be who you are). Topics could include \*your earliest memory of when you knew you were a girl (or how you knew you were not); \*your story of puberty (getting breasts; getting your first period); how you thought about appearance: the importance of hair/dress/body type/body image; how you engaged in relationships; what roles you have taken;

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what expectations there were-or-are of you/what expectations you have. Then   
write one chapter of this book (about five pages).

**For 2/21/14:** Finish reading *The Glass Castle.*Brain storm a list of things you wished you learned/what you think should   
be taught in school—this could be *what* (curriculum) or *how* (pedagogy). OR  
write about something that you were taught in school that was important, that stayed with you. Write 3 pp. explaining your idea about what should be taught, and why that’s important, or telling the story about the important thing you learned and how you learned it.

**For 2/14/14:** Read the second 1/3 of *The Glass Castle* (to p. 202).Write 3 pp. describing the kind of education you got outside of school.What’s the difference between “book learning” and “**commonsense knowledge”?  
Do you believe that** "real intelligence" can be attained outside school, from life experience? (Why or why not? “Back up” your points—give lots of concrete details and examples; generalize from particular stories to make larger claims;   
and pay attention to point of view: who is talking and what does she see/hear/feel/think?)  
  
**For 2/7/14:** Read the first 1/3 of *The Glass Castle* (to p. 101).  
Write a 3-page story about being at home and being homeless.  
Think about point of view: how different does the story sound,  
when it is told from a different perspective?   
Can you write the story from two different points-of-view?

**For 1/31/14:** Read Chapter 1 of Jeanette Walls’ memoir, *The Glass Castle.*

Write three pages describing your own mother: What does she look like on the outside? What does she feel like on the inside? Be as concrete and specific as Walls is, in her first chapter, and also think about who is doing the talking: whose voice is speaking? Who are you, looking @ her? What are your surroundings?  
And who is she, looking back @ you and talking to you? What are her surroundings?