**Lesson Plan for Riverside, 2/21/14***Hayley will copy all handouts Thursday night: Carmen will bring poster sheets, Jody markers*

**I. Introductions (Sasha** will figure this out—and do it!)   
 **II. (1/2 hr—Hayley)**   
Invite folks to read aloud your essays about   
something you learned in school that was important--  
or about what you WISHED you had learned, but didn’t.  
***(2 of us will write out the main ideas that emerge on the poster sheets)***

**Collect these stories (and any corrections from last week you want to give us?)  
Also hand out the stories of home/homelessness that we typed up from last week.**Offer to give 1-on-1 feedback on your writing: let us know if you want to   
work on grammar or structure or other technical issues in your writing.  
  
**Ask those who haven’t read to call out other things** they wish-they-learned,  
or to tell stories about what-they did.

**III. (1/2 hr—Sara, with back-up from Jody)**   
Each Monday night, the 7 of us spend 1 ½ hours making up Friday’s lesson plan,  
talking with each other about the material—what strikes us,  
what we think might interest you—and figuring out what   
questions/activities might get you engaged in talking about it.  
We keep asking ourselves: what’s the way in? What will open up the text?   
One of the fun challenges of teaching is to draw out what people already know –   
like thoughts about the characters, connections to experiences or other books, etc. –   
and then also to push all of us to think hard and come to some new ways of understanding.   
  
**Today, you get to plan the lesson.** We’re going to break into 7 groups  
(with one of us in each of them), to create a lesson plan for our last discussion  
of *The Glass Castle.* What interests you about the novel? What don’t you understand?  
What would you like the class to discuss? How will you structure that discussion?  
Figure out both what your focus will be, and what activity you will do, to get folks focused.

**IV.(1/2 hr—Anne)** Sharing our lesson plans: how to get us to talk about what interests us?  
  
**V. (to end-Carmen**) **Hand out homework assignments:**   
No reading (we are still arguing about the next book!)—but there is extra writing!  
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   
(if you are writing about that identity; if you were not a girl, how you knew that)  
\* 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  
\* expectations there are of you/what expectations you have  
**Then write one chapter of this book—about five pages.**