

## **Making the Good Reader and Citizen Final Project**

For the culmination of our work together, we're asking you to create two different kinds of documents. The first is a set of classroom artifacts that embodies what you've learned from our time together. The second is a narrative piece in which you examine the artifact set in the context of our seminar readings and discussions.

### **Part One: Classroom Artifact Set**

At the beginning of the seminar, we asked you to identify a novel or literary piece that you teach and wanted to strengthen and revise how you ask students to read it. For this part of your final project, we are asking you to develop two things: 1) a new final project-type of assignment that you would ask students to complete in response to this literary work. By "final project," we mean a formal, culminating (summative) project that students would complete at the end of their work with the text or its respective unit. It could be an essay, multimedia project, or any other genre of your choosing—what matters is that it reflects and embodies the most important learnings you are taking away from our seminar. You can write this piece as the assignment handout you would provide to your students.

2) We also want you to consider the other ways in which you will need to change your approach to teaching this text as you prepare your students for the final project. On a separate page, with the new final project in mind, briefly outline three informal activities that you will ask students to engage as they read the book (in other words, we're asking you to think about backwards design here). These could be focused freewriting or journal prompts, different ways of leading classroom discussion, annotation instructions, revising a familiar activity or practice—anything. Our goal here is for you to think practically and strategically about how to promote different approaches to reading all along than those you may be used to working with.

### **Part Two: Exploring Theoretical Underpinnings**

For this part, we are asking you to identify and explore how our seminar readings and discussions aided and informed your revised classroom artifacts. To do so, please draw on at least three readings from our seminar and explain what you see to be the theoretical underpinnings of your classroom artifacts. What kinds of readers/readings are you promoting in these artifacts and why? In what ways does the work you have created here encourage students to perform a deeper, more complex, and/or more meaningful reading than in your past iterations? What questions do you have about the work you created and will you be bringing to your teaching in the fall? (Approx. 5-6 pages)