

**Guiding Questions: What do you notice about how these ERWC 3.0 activities promote literary enfranchisement? What would you add or change?**

### **Absolutely True Diary of a Part -Time Indian (9th grade)**

Activity 26D: Preparing Your Draft for Publication

Purpose: To guide students in completing electronic copies of their writing projects and finalize their interactive notebooks

Suggested Time: 15 -20 minutes plus 30 minutes writing time

After students have completed their revision and editing of their true diary projects, remind them of the expectations for their final copy including cover sheets, class information, font, and margins. When students are satisfied with their final draft, they may submit it to you electronically if you wish. However, to complete the interactive notebook, each student should print a hard copy and staple it into the interactive notebook on the left side. They should then review the interactive notebook to make sure it is complete and organized in the order in which they did the activities, so it accurately reflects their learning process during the module.

### **Age of Responsibility (10th grade)**

Activity 23: Preparing Your Draft for Publication – Gallery Walk

Purpose: To provide students with an opportunity to share and celebrate final writing projects Suggested Time: 40 minutes Students post their writing around the room, group up into triads, and engage in a “gallery walk” where they read the posted essays and leave notes on sticky notes. Ask students to post their final essays around the room. Alternatively, the essays could be placed on the desks and tables around the room. Let the students know that they will be doing a “Gallery Walk” in which they will be reading/skiming their peers’ essays, briefly discussing them, and leaving response notes. They will need to spend about five to ten minutes with each essay in order to really read it, discuss it, and make a thoughtful (short) comment. Assign students randomly to triads (e.g., by counting off). Provide students with small sticky notes so that they can leave positive comments on each piece of writing, using one of the following posted sentence starters: We noticed \_\_\_\_\_. We learned \_\_\_\_\_. We appreciated \_\_\_\_\_. Students who chose the TED Talk may wish to give their speeches. They can be invited to do this at various intervals during the gallery walk.

### **The Things They Carried (11th grade)**

Preparing Your Draft for Publication Once revision and peer review are done, consider how you’d like to have students publish their stories. Here are some options:

- A. Stories could be published as individual pages on a collaborative Web site or blog.
- B. Students could create illustrated e-books out of their stories. One fairly simple method is to create a PowerPoint presentation of their story and then convert it to an e-book.
- C. Students could create a slideshow to accompany their stories and record them as digital storytelling videos. This could be done with a tool like Screencastify or Screencast-O-Matic. Storytelling or presentation Web sites should be selected for accessibility, security, and ease of use.

A narrative writing rubric that allows feedback for continued mastery has been provided in Appendix F. Teachers should modify it as necessary to suit their students and the teaching and learning goals developed with their use of the module

### **The Danger (and Power) of Single Story (11th grade)**

In Activity 35: Making Choices as You Write – Audience Analysis and Activity 37: Analyzing Your Draft Rhetorically, students identified potential audiences for their writing. Once their draft is complete, revised, and edited, they are ready to make their writing available to those audiences. Encourage students to share their product with at least one member of their intended audience. This may be as simple as emailing their work to a friend, family member, or community member. It may be as complex as submitting their draft to a national publication. (Students gained some awareness of the submission for publication process in Activity 14: Exploring Key Concepts – Identifying Audience.)

Remind students that even a rejection letter from a publisher means that someone has read their work. Rejection letters often come with feedback or suggestions for alternative publication venues. Students now recognize single stories and have had experience creating new stories that complicate simplistic beliefs. Now is the time to courageously share their work, seek feedback from an audience outside of class, and report back with their experience of small - or large -scale publication. This activity is designed to support the narrative prompt. To promote the publication of the argumentative essay, students can read essays aloud to a small group and seek feedback on whether their audience was convinced of their claim. Remind students that Adichie’s TED Talk was an essay read aloud to convince an audience. Students can practice speaking and listening skills by engaging in this exchange of ideas.

### **Civil Disobedience (11th grade)**

Activity 41: Preparing Your Draft for Publication

If you elected to write an argumentative letter as the culminating writing task for this module, ask yourself the following questions before submitting your final draft for publication:

1. What are my target publisher’s expectations in terms of submission requirements? Are emails accepted or are hard-copy letters preferred? Does the publisher require me to include information such as my name and phone number? Are there certain formatting requirements? Hint: You will have to check out your target publication’s Web site to find this information. Usually, it appears under “contact” and “letters” sections.
2. Based on the expectations and needs of my audience, is the letter formatted properly?
3. Am I presenting my work in a way that will help me achieve my intended purpose?

OR If you elected to write and deliver an argumentative speech as the culminating writing task for this module, ask yourself the following questions before recording and uploading your final argumentative speech:

1. Based on the expectations and needs of my audience, have I provided adequate and appropriate visuals to accompany my words?

2. Based on the expectations and needs of my audience, how can I practice delivering my speech so that I project authority and credibility? What should I plan on wearing and why?
3. Am I presenting my work in a way that will help me achieve my intended purpose?
4. If I am using visuals or slides during my speech, how can I ensure they add to (rather than undermine) my authority and credibility, as well as the merits of my argument?

### **Waste More, Want More (12th grade)**

#### **Activity 34: Preparing Your Draft for Publication**

Day 12 may take place several days after Day 11 if necessary since students may need additional time to complete their projects before submitting their work. In addition to submitting their work to you for a grade, your students may also find numerous other opportunities to share their work with a wider audience. Public comment periods on proposed legislation or policy related to waste management can provide important opportunities for civic engagement. Search for current public comment periods related to your students' research and advocacy projects and encourage them to join the discussion if possible. Students who developed communication plans should also be encouraged to put those plans into action. Framing the submission of their final work as "publication" reminds students that the purpose of writing rhetorically is to send their work out into the world. Encourage students who wrote for an external audience to send their work if possible. While this may be done outside of or at the start of class, you may also choose to include this step in Activity 35: Presentation of Research or Advocacy Projects.

#### **Activity 34: Preparing Your Draft for Publication**

The final step in the writing process is ensuring your composition reaches its intended audience. Beyond submitting your work to your teacher, where else can it go? If you wrote a series of Tweets for an advocacy project, try tweeting them and see what kind of response you receive. If you wrote a letter to a local restaurant owner regarding plastic straws, send your letter. You may also be able to share your research and insights through a public comment period related to waste management if a suitable opportunity presents itself. Public comment periods frequently last for four or five weeks, allowing citizens a limited window of opportunity to respond to proposed legislation or public policy. Recent public comment periods in California have addressed bans on plastic bags, monofill dump sites (garbage dumps that allow only a single type of trash, such as tires), and chemical waste disposal. See the following link for a summary of public comments from 2017 on the California Ocean Litter Prevention Strategy:

[www.opc.ca.gov/webmaster/media\\_library/2017/11/Draft\\_Strategy\\_PublicComment.pdf](http://www.opc.ca.gov/webmaster/media_library/2017/11/Draft_Strategy_PublicComment.pdf)

### **On Leaving / On Staying Behind (12th grade)**

#### **Activity 34: Preparing Your Draft for Publication**

The final step of the composing process is to share the work with its intended audience. This will include formatting your composition for submission to your teacher, as well as sharing your work with any external audiences you may have identified, including friends and family. Consider submitting poems, articles, and creative nonfiction for publication. Jennifer Gonzalez's blog on the Web site, The Cult of Pedagogy, offers a helpful list of places to publish student writing: [www.cultofpedagogy.com/publish-student-art-writing/](http://www.cultofpedagogy.com/publish-student-art-writing/). Profile feature articles may also be submitted to school or local newspapers.