**Marquice: MS/HS Date: Wednesday 11/9**

**Eastside | Unit 1 - Session 1 | Nonfiction | Norming**

**Goal/Essential Question: Create a safe nurturing space that helps inspire and build students to their desired creative selves. By the end of this session, students will compose a letter that encompasses revealing details/specificity and vulnerability to read aloud.**

Students arrive to chairs displayed in a semicircle. They are asked to pick up their journal and accompanied untitled readings for the day. During this time, as more students arrive, they will have the choice to talk quietly, go over the anonymous readings, or decorate their journals as they see fit. Teaching Artist names, will be displayed on the board or humongous note pad as students trickle in. Once all or the majority of the students have arrived, no later than 4:30pm, students will begin with introductions.

1. Student introductions (15 minutes)
* What is your name?
* Where you’re from?
* Why are you here? (Have them write on the board. Before student returns to their seat, stop them at the center of the semicircle and ask the last two questions.)
* What are your writing goals?
* Tell us the best advice you’ve received or your biggest fear.

Teaching artists will introduce themselves using the same questions above

**BxB Program Overview: As a part of the norming theme in this lesson, students will be briefly enlightened on what’s to come within this yearlong partnership. This will lay out the expectations put on them by being a part of this program, as well as the expectation they should have for the teaching artists in leading them to their desired writing goals.**

1. Program overview (15 minutes)
* Deep program and Block by Block
* BxB goal ( Creating Critical Thinkers)
* BxB outcome (publishing + performance)
* BxB structure (8 week units and expected number of pieces)
* Rules for Deep journals
* Arriving on time
* Time to be picked up (Between 5:45pm-6:00pm)

**A Performance of Vulnerable Transcripts: Students will be asked to take out their untitled anonymous readings to skim through the text. It will be revealed at this time that the authors behind the pieces are the teaching artists standing right in front of them. The creators will then recite their work while the students read along. This intimate display will allow students to find comparisons with their BxB instructors and encourage them to go “Deep” in their own stories.**

**Reading #1: “The Dedication” by Trelani**

**Reading #2: “Dear Daddy” By Marquice**

1. Critical Questions (20 minutes)
* What stuck out?
* Where did you connect/disconnect?
* Who was the intended audience?
* What shocked you?
* Form/genre?
* Revealing details/specificity (have them write on the board)
* 3 Ps

**Activity: After an insightful discussion, students will be asked to create what they would consider to be a safe space. Together, they will establish the culture of the space, group norms, and expectation of respect for and from others.**

1. Creating the culture
* Draw a circle on the board and start with vulnerability
* Have students come up and add to the circle what they believe creates a safe space to be “free.”

**Writing Prompt: Write a letter to your former self, a particular subject, relative, or age range. Use specific details to paint a picture of your emotions with words. Refer to teaching artists’ transcripts (20 minutes).**

1. Share and discuss
* Use same questions used in reading
* Closing Remarks