

### Sample Activities and Assignments: English 1A vs. English 1AEX

	Lesson: Read <i>Pedagogy of the Oppressed</i> Chapter 2 by Paulo Freire and write an essay applying his ideas.	
	<b>English 1A</b> 75 minutes twice per week	<b>English 1AEX</b> 110 minutes twice per week
<b>Pre-Reading</b>	<p>Watch and discuss a TED talk about Logan, a middle school student who learns all by independent study. (25 minutes)</p> <p>Instructor presents background about Paulo Freire and critical pedagogy. (5 minutes)</p> <p>Instructor paraphrases Paragraph 1. (5 minutes)</p> <p>Students paraphrase Paragraphs 2, 3 and 4 in groups and share with the class. (25 minutes)</p> <p>Introduction to annotation. (5 minutes)</p>	<p>Watch a TED talk about Logan, a middle school student who learns all by independent study. (15 minutes)</p> <p>Write a journal reflecting on Logan’s educational experience and whether it would work well for you. (10 minutes)</p> <p>Discuss your response with a group and then with the full class (15 minutes)</p> <p>Instructor presents background about Paulo Freire and critical pedagogy. (5 minutes)</p> <p>Break (10 minutes)</p> <p>Introduction to annotation (5 minutes)</p> <p>Read pages 72-74 together (popcorn reading). Annotate as we read. (10 minutes)</p> <p>Students paraphrase Paragraphs 2, 3, 4, 5 and 6 in groups and share with the class. (40 minutes)</p> <p>Introduce double-entry journal Write one notation in double-entry journal (5 minutes)</p>

<p><b>At-Home Reading</b></p>	<p>Read <i>Pedagogy of the Oppressed</i> pages 72-79</p> <p>Annotate reading for interesting ideas, difficult passages and unknown words/terms.</p>	<p>Read <i>Pedagogy of the Oppressed</i> pages 72-79.</p> <p>Annotate reading for interesting ideas, difficult passages and unknown words/terms.</p> <p>Complete double-entry journal</p>
<p><b>Post-Reading Activities</b></p>	<p>In groups, choose one interesting idea, one difficult passage, and one unknown word/term to explain to the class.</p> <p>Discussion: When have you experienced the banking method in your own education?</p>	<p>Working in groups, identify and define challenging words and terms.</p> <p>Present terms and definitions to the class.</p> <p>Think/pair/share activity.</p> <p>In groups, choose one interesting idea, one difficult passage and one unknown word/terms to explain to the class.</p> <p>Discussion: When have you experienced the banking method in your own education?</p> <p>Choose passages from double-end journal to write paragraphs about.</p> <p>Share paragraphs with the class.</p>
<p><b>Essay Prompt</b></p>	<p>1200-1500 Words</p> <p>Using Paulo Freire’s ideas about education, analyze an educational experience from your own life. You might choose a formal school experience such as a particular class you took or a specialized school you attended. Or you might choose an extra-curricular educational experience, such as music lessons, foreign language lessons, sports practice, book club, archery camp, or art lessons. In what ways did the teacher use (or fail to use) the banking or problem-posing methods? How successful was this</p>	<p>1200-1500 Words</p> <p>Using Paulo Freire’s ideas about education, analyze an educational experience from your own life. You might choose a formal school experience such as a particular class you took or a specialized school you attended. Or you might choose an extra-curricular educational experience, such as music lessons, foreign language lessons, sports practice, book club, archery camp, or art lessons. In what ways did the teacher use (or fail to use) the banking or problem-posing methods? How successful was</p>

	experience at promoting student learning?	this experience at promoting student learning?
<b>Essay Preparation</b>	<p>Homework:</p> <ul style="list-style-type: none"> <li>• Freewriting</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Review of basic essay structure</li> <li>• Create essay outline</li> <li>• Write introductory paragraph</li> <li>• Peer review of essay draft</li> </ul>	<p>Homework:</p> <ul style="list-style-type: none"> <li>• Freewriting</li> <li>• Quote discussion activity</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Review of basic essay structure</li> <li>• Review of body paragraph structure</li> <li>• Review of introductory paragraph structure</li> <li>• Create essay outline</li> <li>• Write introductory paragraph</li> <li>• Write one body paragraph</li> <li>• Peer review of essay draft</li> </ul>
<b>Essay Due-Date Activities</b>	<p>Lesson on vague and wordy language.</p> <p>Revise three sentences from your essay to turn in as lab work.</p> <p>Proofread entire essay for vague and wordy language.</p> <p>Turn in essay.</p>	<p>Lesson on vague and wordy language.</p> <p>Practice activity identifying and correcting vague and wordy language in a sample paragraph.</p> <p>Share corrected sample paragraphs with the class.</p> <p>Revise three sentences from your essay to turn in as lab work.</p> <p>Proofread entire essay for vague and wordy language.</p> <p>Turn in essay.</p> <p>Write essay reflection assignment.</p>