**Fences**

I like teaching this play. It's longest thing I teach in 101 (60ish pages).

Has family dynamics that are relatable to students.

Challenges

Never have enough time. Always feels rushed. End up with 7-8 actual class periods to work with it. I want more.

Attendance drops because students get summary and analysis online and they watch the movie.

I don't have any in-class graded assignments except some quizzes.

Issues of race that I struggle with teaching as white guy.

Struggle to make it relevant to contemporary lives of students. It's set in 1957.

Kind of male centric until very end. Pretty much all male characters except for one woman, who is prominent, but she doesn't really come into her own or get celebrated until the end. And I want to underscore her prominence earlier and more consistently throughout the whole play.

There's an awesome movie adaptation that I want to incorporate.

It's a very famous play and tons of info online.

Shake things up so not just reading a scene or two as homework for every class.

Want to break the pattern of read a scene for homework. Discuss it in class. Rince and repeat. Want it to be more fluid—reading in class and out of class. Writing starts as homework and continues in class. Writing starts in class and continues as homework.

Thoughts

Is this too specific to my lesson planning and not a very universal template of assignment ideas?

Need to figure out grade breakdown and make rubrics.

Need to figure out how to have them write the essay.

Integrate the film

**Assignments – *Fences* by August Wilson (About 60 pages. Strategies to teach a long-ish text with lots of writing.)**

* Metacognitive / Reflective response to the final essay

* Analytical Essay – formal literary analysis

* Two Sentences: Question and Thesis (282)

* Idea Map and Tree Diagram – writing process planning for marks.
  + Avoid positivist model of writing process (33)

* Analytical Paragraph – formal literary analysis (microtheme? 78)
  + Present a proposition(s) for students to support, refute or modify (75)

* Real World Application – different genre and bringing thematic issues into 21C.
  + *Racism in the workplace*. Troy is the victim of racism in the workplace. But he complains and is advised to follow the proper channels, which he does. Ultimately, he is promoted and the system in place positively responds to the racist work environment.
  + *Sexist / Traditional gender roles in the household*. Rose is established as having less authority than Troy in the household. Their power dynamics are unequal/unequal. She tells Troy to meet the recruiter and sign permission paper for Cory to accept the scholarship and go to college to play football. But he’s already rejected the idea and doesn’t tell her.

* Compare/contrast versions of 1.3 – 1985 Broadway, 2010 Broadway, 2016 film.

* Creative Think Piece x2 – exploratory writing, character analysis (in class)

* Reading Response Questions – guided active reading
  + Integrate better / more intentionally in class?