

Quotable Quotations Unit Overview

By Tina Kelly and Jill Dunderdale, George St. Middle School

Phase One- Introducing the Writing Project

Introduction to the unit: (Teachers present the unit.) YOU have probably heard a family member say: *If you don't have anything nice to say, don't say anything at all*, or *Don't count your chickens before they hatch*. What about, *Slow and steady wins the race*. Some of these quotations are as old as time. Why have they survived and what do they mean? Let's talk about the power and purpose behind a quote.

Brainstorm: Are quotations valuable? Explain. Why do you think they have survived the test of time?

During this unit of study, you will have an opportunity to choose or create a quotation and delve deeply into its meaning. You will be asked to express and develop your ideas in a five-paragraph essay. You will also be expected to create/draw a symbol for your quotation, one that represents its main idea or message. Once you have completed your symbol drawing, you will be asked to transfer your drawing onto a lino block (special printing material) and make a print of your symbol. From there, the sky's the limit. You can use your print as the cover of your own book of quotations or as your personal letterhead logo. The list is endless.

Let's take a look at the end product (Tone and Hope, our own George Street Middle School art specialists) will share theirs, and discuss the process). Question and answer time will be provided.

Phase Two- Analyzing Writing Models

Examining a five-paragraph essay exemplar, creating a rubric and a graphic organizer (class activity)

During this stage, you will be asked to examine a five-paragraph essay exemplar in which the writer-a student like yourself-delves deeply into the meaning of his/her chosen quotation. We want you to deconstruct the essay, paragraph by paragraph, and identify the purpose and components of each paragraph. In a sense, you will be working backwards. What might the graphic organizer for this essay look like? (Share.) Next, create the outline. Your teacher will record your findings on the white board in outline form. Please copy down these notes for future reference. They will be your "road map"/rubric should you

need assistance. Let's include some time to discuss what you feel works and doesn't work. Tell me, for example, about the parts that are particularly effective.

Phase Three- Sharing the Writing Process

Teacher model: model and process shared

Here the teachers involved will choose a quotation and apply the same procedure we are expecting you to use, in order to create a five-paragraph essay. In other words, your teachers will discuss their chosen quote amongst themselves, brainstorm and create a web, write a draft, edit the draft, and then produce a good copy. We will share our final draft with you at which time we will discuss our experience and have a question and answer period.

Phase Four- Collaborative and Interactive Writing

Class-constructed five-paragraph essay

Ideas for possible symbol drawing shared

As a class, with a student recorder at the white board, we will construct a five-paragraph essay in response to our school motto: A quitter never wins; a winner never quits. We will construct a web (our graphic organizer), and then use that web to help us build our essay together. Discussion, and references made to your exemplar web and rubric will be encouraged.

Phase Five- Independent Writing Process

Independent essay construction (Discussion, Plan using graphic organizer, Draft, Final Copy)

You are on your own. It is hoped that you will make use of the discussions and experiences of the lessons leading up to this point to help you along the way. Use the charts, outlines, exemplars and reference books whenever they are required.

Remember that when you are working on a piece of independent writing, silence is golden.

Stage Six

Symbol drawing/print-making begins

At this stage, you can now begin brainstorming with your classmates about your ideas for an appropriate symbol drawing. Your teachers will provide you with reference material as

well. There will be a good selection of symbol drawings to examine and discuss. You will recognize many of these symbols; others will be new to you. Read their history for a richer appreciation of their meaning. You are encouraged to borrow ideas and/or use them as a springboard to create your own. Once you have settled on an image/symbol, begin to sketch it out. Do as many “drafts” as you need until you are satisfied. If you can’t get the shape you want, look through some of the art books in the class. You can trace a shape if you want. If your classmate is an artist, get some guidance from him/her.

Do your good copy on a piece of tracing paper. Be sure to use pencil. Make sure your drawing will fit on the piece of lino block provided. Transfer your drawing by laying it face down on the lino block and rubbing and/or tracing over your outline. Make sure not to move your tracing paper during this process. Lift the tracing paper off the block. You should be able to make out your symbol.

Begin carving out your symbol drawing as instructed by our George Street specialists. Err on the side of caution at first; avoid making deep cuts. If your first print doesn’t meet with your approval, you can “edit” it by making cleaner and perhaps deeper cuts the next time.

Once you have successfully carved your image on the lino block, you are ready to make your first print. Using a brayer and printing ink, proceed as instructed. Be sure to leave a boarder so that you can write your quotation beneath or around your print.

Share your final product with you classmates. See if they can make the connection between the symbol drawing and the quotation. Even at this stage you can make alterations. Perhaps there’s just one last thing you would like to add or change.