**RCF Lesson Plan, 4-25-14**
**I. Who wrote/has brought in a play?**[use this info to decide about possible performance @ end…]

**II. For next week, keep reading** ***A Thousand Splendid Suns****,* to p. 277.
[with plans to finish it for week after, our final class….]

**III.** **Open by talking about initial reactions to the novel**
what questions do you have/what’s confusing?
what connections/reverberations to our own lives?
these are women in two different lives; the issues facing them differ…
Carmen will do some prep about the historical context,
to share as/if questions arise about that…

**III. Talking about the language:**
what words are not in English/how did/can we figure out what they mean?
share stories about when/how we learned the meaning of a word
(Sara: “resilient”; our new words in this reading group: reverberation/master status/male & female…)
where did the title of the novel come from?

**IV. how does language structure our identity?**
what are the meanings of our names? where did they come from?
go around and share these (or related stories of naming/nicknaming)
listen carefully, because we’re going
to write *each other’s* stories when we’re done…
[if it seems a good idea: do another go ‘round, about naming another…]

**V. Take time for starting to write the story of another’s name/naming**
 **VI. Writing homework is to expand on this for 3 pp:**
tell three stories of naming
(ask each other questions/ ask your friends for their stories)

**[VII. if time, interest: those who wrote plays can take charge**

**of directing the rest of us in the drama…]**