**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…]**