

Minority YA Lit Anthology Project

12.02.2011

Student	9,26	BALOGH Margareta
Anthology		<i>Pollyanna</i> – Eleanor Porter
Choice	10	Excellent selection of the fragment. Begins where it has to, ends where it has to.
Introduction	6	Introduction is a warm-up activity. A small introduction to the characters wouldn't have hurt though... I suggest the part called „Introducing the novel” in the <i>Teacher's Guide</i> be adapted for children's eyes, adding an intro to the characters as well (one needs to know that Pollyanna was poor and orphan).
Words explained	9,2	Good. There are some capitalization problems. Please use diacriticals in Romanian texts. An explanation would've been needed for <i>Ladies' Aid</i> , and maybe <i>missionary barrel</i> would need an indication of it's charity character. <i>Croncănii</i> for <i>to crow</i> might be right, but not in this context. Good ex.#4 – visuals do help.
R/C questions	9	Exerc.# 6 (Reading Comprehension), and maybe Ex#8 as well, should have come before the others. Nice acronym. Maybe a couple of questions were needed to clarify Pollyanna's status - poor, orphan...
Activities	9,8	Logically ex#7 should come after #8 and just before ex#10. Ex#9 (glad concept web) belongs to the first group of exercises.
Teacher's	10	Extended intro to the writer. Good idea to mention the Pollyanna principle. Convincing guidelines (mind that yours is an <i>Arts School</i> , not an <i>Artistic school</i>).
Focus	10	
Notes		The pagination of the excerpt's paragraphs needs reformatting.

Student	8,60	BUGHEȘIU Alina
Anthology		<i>The Secret Garden</i> – Frances Hodgson Burnett
Choice	10	Ominous text... The children would lose their sleep...
Introduction	10	Clear and informative. I would've mentioned India up front though.
Words explained	9,7	OK. Indian terms explained. I don't feel <i>stiffly</i> translates well as <i>cu îngâmfare</i> . Ex#1 (“try to understand the meaning from the context”) is not very helpful (at least not with today's kids...)
R/C questions	8,5	A few more questions might have helped the R/C
Activities	6	Ex#IV & Ex#V point to a location that is not even mentioned in the excerpt; how would the children be able to guess anything about it? I think the Activities should have been more focused on what <i>this</i> text had to say. Inviting the students out of India, out of this context, might be a too far-fetched exercise in imagination. The same goes for Ex#VII. We're not even into the book, and you want the students to guess about a book that hasn't started yet!
Teacher's	9	Excellent tools for the teacher. I like your Introduction that focuses on Porter's ideology and gives insights into the book's themes. (It might be too essay-like for some teachers though... few would get the <i>shaman</i> thing, or <i>shedding miniature adults</i>) One feels the need of some indications for the exercises.
Focus	8,5	The text is adequate for the age group. Your questions are constantly leading the students out of this text...
Notes		

Student	8,56	CZAPP Eva
Anthology		<i>Fat Camp</i>
Choice	9,6	Initially seems not to be self-sufficient, but then it goes fine with the extra fragment given later.
Introduction	4	No title, no introduction. . .
Words explained	7,8	Words missing: <i>press-on name tag, despise, square footage, for a feed, switch out of, Doom & Gloom, designer water, to die to, brunch, overstuffed, lean down, anything but.., in dismay, bumper to bumper</i> (as a phrase, not as a single word), <i>upscale</i> Wrong: <i>high achiever</i> as <i>mare realizator</i> . No way!
R/C questions	9,3	Ex#1 – the last question aims too high (and depends too much on the previous ones). . . Ex #3 – good idea to have a quiz for Reading comprehension The order of the questions is not very logical. Ex#6 belongs to the first part, the Quiz (#3) could have been the first one, u.s.w.
Activities	8,7	Ex#7 – Very nice idea to give another short fragment to confirm the students' guesses. Fine crossword puzzle. One feels the need of some more activity inviting the students to look at the real world around them. . . (I see you do this in the Teacher's Guide, but it should appear in the student's part too. . .)
Teacher's	9,8	
Focus	9,7	
Notes		

Student	9,26	GHIȚ Răzvan
Anthology		<i>Outsiders</i> – L. Hinton
Choice	10	The ending creates suspense!
Introduction	10	Useful and informative.
Words explained	7,5	I feel you are too confident in the students' level of English. There are many phrases, slang words and Americanisms (many dated) in the text that you let at the mercy of their understanding (or guesses). The match/pairing exercise #1 helps a bit, but not enough. Here's a random list: <i>jet-black, jet set</i> (not meaning the same!), <i>wreck, beer blasts, asset to society, hoods</i> (figuratively), <i>souped-up cars, shirttail, flipped up, pickeled, bluff, switchblade, backed against, English Leather, choked. . .</i> Besides, I think some pictures could have given the students a better idea of the – now historicized – fashion of the 60s.
R/C questions	8	Not much in guise of Reading comprehension. Ex#6 OK (Correct <i>who do you think it refers to</i> into → <i>whom</i>). Ex#10 also belongs here.
Activities	10	Fine examples in Ex#4, but maybe an example would have been needed (from the text..?) The "Change the Narrator" exercise is insightful. Great creative exercises, inviting students to look at the world around them, and compare their own experiences with those of a historicized period / group.
Teacher's	10	Good discussions about the contexts of the novel (#6) and its narrative technique (#7)
Focus	10	
Notes		No paragraph marks (<i>alineat nou. . .</i>).

Student	5,09	HAPCA Alexandra
Anthology		<i>Pollyanna</i> – Eleanor Porter
Choice	5	The selection lacks focus. You actually selected TWO scenes of very different content. One would have been enough. The first one (Pollyanna's visit to Dr Carlton) was uninteresting for someone who has not read the book (it contains many references to events outside the scene). The whole selection is WAY LONGER than the requirements. It has 1640 words (against the 700 required), 4 pages long (against 1.5-2)!

Introduction	4	None
Words explained	6,4	Unexplained words: <i>constrainedly, anxiously, in relief, emphasis, flattering, obliging</i> (adj.), <i>'twasn't, summoned, faint, plague take, ineffectual, out of the range, queer</i> (older meaning!), <i>trailed into silence...</i> The regional, colloquial pronunciations should have been explained as well: <i>ter think, an', usin'</i> Ex#1 & 2 are very closely related, maybe they should've been made one. The first one is difficult (which words from a 4-page text??)
R/C questions	5,4	Not enough questions to cover the whole (over-lengthy) text. The accident part remains uncovered. Most of the questions are just irrelevant, referring to unremarkable details, rather than crucial facts.
Activities	5,8	Little of what you call "creative writing" is really creative. Question C.c is too vague. Question C.d points at something completely <u>out of</u> the present fragment (there's no "glad game" here).
Teacher's	3	Your lengthy Introduction is plain <u>plagiarism</u> from <i>Britannica</i> , and repeated by some 50 websites across the net. Mentioning this in the Bibliography is not the same as QUOTING it properly.
Focus	6	
Notes		9 th grade is NOT 17-18 years old! No logical sequence & development of your activities...

Student	9,62	IANCĂU Antonia
Anthology		<i>To Kill a Mockingbird</i> – Harper Lee
Choice	10	An apparent problematic choice. Upon second reading it becomes obvious that the fragment is self-standing.
Introduction	7,3	Intro to the book OK. Intro to the fragment (characters, plot moment...) lacking. It is true, much of this task is taken over by the Activities, but stil... "Race relations novel" doesn't sound well to me, and to a students would probably mean little.
Words explained	9,3	Words explained in a pair-matching exercise – good and active method. A few remain unexplained: <i>she swore out a warrant, offense</i> (=crime), <i>call into question</i>
R/C questions	10	Very good lead questions.
Activities	10	Good questions (III.6, 7) and activities (VI) that lead the student to conceptualize racial discrimination nowadays.
Teacher's	10	Nice suggestions for the "right answer".
Focus	10	
Notes		

Student	8,35	MOISA Laura
Anthology		<i>To Kill a Mockingbird</i> – Harper Lee
Choice	9,5	
Introduction	9	Fine warm-up activity.
Words explained	9	Missing: <i>frosting, talcum, curteous, bed slot, run in the family, I knew better than to...</i> , <i>the mere description of whom, duckfluff, a year my senior</i> , I am not a fan of endnote lexical explanations. I think the verbs should not have been sorted by the particle "to".
R/C questions	7	A few obscure points of the description could have been dealt with in a Reading comprehension exercise... Question 4 too vague. There are some extra questions tucked away from sight in the <i>Teacher's Guide</i> . They should have placed up front in the Student section!
Activities	7	Not inviting enough.

Teacher's	9,2	
Focus	9	
Notes		

Student	9.34	MOLDOVAN Roxana
Anthology		<i>Pollyanna</i> – Eleanor Porter
Choice	9,3	Good stand-alone fragment. A tad too short and not the most relevant.
Introduction	7	The introduction is frighteningly long for a child! Some of it might have been moved to the <i>Teacher's Guide</i> . You give away too much of the novel's themes & philosophy. The whole introduction should not be longer than 10-12 lines of text. Now it is 1.3 pages! There's some involuntary humour there: you suggest that Pollyanna & her father actually <u>lived in</u> the missionary barrel!
Words explained	9,4	OK. I like that you gave verbs in the tense/mood they are in the fragment. Romanian diacriticals missing. <i>Ladies Aider</i> would require an explanation regarding the philanthropic nature of this group.
R/C questions	9,7	Ex#2 (definition of Pollyanna) has little relevance in the fragment presented. Ex#3 and 4 are fine.
Activities	9,7	#8. Good invitation for discussion on the word DUTY. #5 Direct speech exercise good (maybe one example would have helped...) #9 The Glad game is not clear from the context, and neither from your explanations. This exercise does not belong here.
Teacher's	9,8	Not sure about your use of 1 st person account. This was supposed to sound impersonal...
Focus	9,6	
Notes		

Student	9.94	ȘUTEU Răzvan
Anthology		<i>To Kill a Mockingbird</i> – Harper Lee
Choice	10	Excellent choice of Atticus's closing argument in court – great oratory! I like that part too!
Introduction	9,7	Nice and provocative idea to completely remove the introduction and turn instead up with a guess game. Makes sense to me. I would have given a modicum of introduction though: maybe about the part of USA where this happens, maybe a few words about the author... But maybe you're right.
Words explained	9,8	What are your lexical explanations doing in the <u>footer</u> instead of the footnote area?? Words maybe needing explanation (or contextualization): <i>leveller</i> , <i>idle</i> , <i>sound</i> (as adjective). Crossword puzzle fine, if dauntingly difficult.
R/C questions	10	Well-run show of R/C.
Activities	10*	Great creative activities – there's plenty to choose from (4 exercises) I hail your introduction of a distinct section introducing "New concepts" (race, discrimination...) Excellent questionnaire, stretching the discussion even further into the students' personal experiences.
Teacher's	10*	Massive Teacher's resources: Intro (with the source clearly given), plot summary (for lazy teachers not bothering to read the book),
Focus	10	
Notes		Fresh original concept. Provocative. Not for the idle fellows.

Student	7.98	GĂITAN Anișoara
Anthology		<i>Pollyanna</i> - Eleanor H. Porter
Choice	8,8	The fragment is a bit too long. You could have edited some thoughtier sentences out.
Introduction	4	No introduction at all. The student should be informed about the relation between the three...

Words explained	9,4	Missing words: <i>furnishing, strain, thus, all the more fortunate that...</i> , <i>plain and sensible, wondrously, stairway, throw open, to sweep</i> (indicating a person's movement), <i>to sob, produced</i> (= a scoate), <i>pitifully, bureau, looking glass, joyously</i> . Good: A wide array of subject-ordered questions. (Mind that it's <u>not</u> "faces expression" but "facial expression" or "expression of one's face")
R/C questions	9,8	It's good you made a separate section "Understanding the Story" – we can retain this for the future anthology. Some ordering problems: Q4 should be the last
Activities	10	Intelligent follow-up activities.
Teacher's	3	Your introduction is USELESS . Why not just tell the teachers to go to Wikipedia for themselves and read what you have copy-pasted?! Plagiarism low style, that is! And besides you invite the teachers to make a fool of themselves by reading this text in front of the class! The key to the exercises are OK, but NOT so are your grammar errors: "exercises which involve s ", "In text are presented 3 characters"
Focus	9	
Notes		