

Heroes and Villains CTY Course Syllabus

Date		What?	How?
Monday Day One	Morning	Class introductions.	Icebreakers: Brief introductions, name and adjective memory circle.
		Establish rules and administrative details.	Students receive two Post-it notes and record one thing they want to occur in class and one thing they don't want to see. Review and sign the Honor Code and Acceptable Computer Use Policy.
		Establish prior knowledge.	Pre-Assessment.
		Build a cohesive, caring community and safe academic environment. Establish the importance of communication and understanding.	Create a human knot and ask students to untangle themselves. Do another one without talking. Read the poem "Risks." Discuss what lines are meaningful to us and share a risk that each of us is taking over the summer.
		Introduce ideas and preconceived notions of heroes and villains.	Brainstorm: What is a hero/villain? Break class into two groups, allow them to write answers on board, then share why they chose some of their key words.
		Encourage reflection on the topic of the day	Journal.
	Afternoon	Describe traits of myths. Analyze myths from around the world and connect to the society from which they come.	Read a variety of myths (from the Yoruba, Inca, and Mayan cultures). Discuss why they are myths, what function they serve, and why they might have been important to the people.

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		<p>Compare/contrast different versions of similar myths.</p>	<p>Read “The Ages of Man” from Greek mythology. Compare and contrast to the origins of man that we see in other myths. Connect to present world. Introduce the Word Wall, where students can post new and interesting words and receive prizes for using them correctly in speech or writing.</p>
		<p>Develop vocabulary skills and increase words students know and can use comfortably.</p>	<p>Create a vocabulary challenge by listing categories (including “look up a new word”) and giving students a beginning letter for each of the words they will use. (Similar concept to Scattergories.)</p>
		<p>Create well-developed, interesting characters with histories and personalities.</p>	<p>Discuss what sort of things we would want to know about a new person. Relate to character building and development. Talk about creating vivid characters. Give each student a slip of paper with four objects that might be found in someone’s pockets. Create a character who might carry those things around with them.</p>
<p>Tuesday Day Two</p>	<p>Morning</p>	<p>Encourage reflection on the topic of the day</p>	<p>Journal.</p>
		<p>Introduce students to the Greek myths.</p>	<p>Give a brief overview of mythology and Greek times. Read aloud the myth about the creation of the world and the Greek pantheon. Read “The Palace of Olympus” in Graves.</p>

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		Analyze myths in terms of cultural context and archetypes. Develop speaking skills in class presentations.	Have class split up into groups and each reads a myth about a different god or goddess: Hera, Athena, Hermes, Demeter/Persephone, Ares/Hades/Aphrodite. Students analyze the myth and share their findings with the class.
	Afternoon	Familiarize students with Greek hero myths. Interpret myths and synthesize data into a modern, performable format.	Split the class into three groups, each reading one hero myth from Graves: "The Labors of Heracles", "Jason and the Golden Fleece", and "Theseus/Perseus". Each class will write and perform a brief skit demonstrating the quest each hero went on and the tasks he accomplished.
		Analyze activity and compare/contrast differing heroic figures.	Class discussion: How are these heroes similar? Different? How do they act? What can this tell us about the kind of behavior Greeks prized?
		Review basic plot elements to be sure all students have the same necessary knowledge.	Look at plot line taped to the wall in yarn. Place the names of plot elements (conflict, rising action, climax, etc) in their proper spots and review what each term means.
		Introduce the hero's journey. Get class thinking about examples and categorizing familiar stories and examples into the monomyth.	PowerPoint presentation (if available) on Jung, Campbell, and the hero's journey. Ask class for examples of archetypes and each step of the hero's journey.

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		Transform new information about hero's journey into a different format.	Pair up and have each pair randomly select a portion of the hero's journey. Depict this element without using words, letters, or symbols. Hang on plot line in appropriate spots when finished.
Wednesday Day Three		Encourage reflection on the topic of the day and allow students to catch up on old work.	Journal. Allow students time to finish hero's journey picture and share their illustrations with the class.
		Creatively represent self and modern ideas in the mythological tradition.	Have students create themselves as gods or goddesses. Use colored pencils to design throne and symbols. Share with the rest of the class and hang on the wall when done.
		Ensure that all students have enough background knowledge to appreciate the text.	Discuss the <i>Iliad</i> and its place in Greek mythology. Review the events leading up to the Trojan War.
		Allow students a chance to interact with the text and feel what it would have been like to be a Greek hero on the battlefield.	Give each student a character from the <i>Iliad</i> , color-coding nametags by Greek or Trojan army. Teacher reads selections of text from the <i>Iliad</i> and intersperses commentary about the action on the battlefield; characters act out the movements. Have passages chosen at key points to have students read in character.
	Afternoon	Continue activity with the <i>Iliad</i> .	Continue activity with the <i>Iliad</i> .

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		<p>Make critical judgments on the text based upon reading, explanations, and the physical re-enactment of the major scenes.</p>	<p>Discussion: What made someone a hero in the time of the <i>Iliad</i>? What is honor and how does it relate to heroism? What do we think of Achilles—would you want to be his friend? How do these heroes compare to our heroes from yesterday?</p>
		<p>Analyze the effect of setting on a text.</p>	<p>Read “The Fairies” from <i>Perrault’s Fairy Tales</i>. Discuss what would happen if we moved the story to the present? What things clue us into time period of a story? What would happen if we moved the story to downtown DC? Discuss how setting can act as a metaphor, and look at typical mythical/fairy tale settings.</p>
		<p>Investigate how a change in setting changes the story.</p>	<p>Take out character scene from yesterday. Move action to a completely different setting (time or place). Have students write a different version of the scene. How does this change things?</p>
		<p>Develop creative writing skills. Demonstrate understanding of myths by imitating the style with original plots and characters.</p>	<p>Students write their own myth using the god or goddess they created this morning. Use elements from our previous discussions about myths and think of modern scenarios that might need to be explained.</p>
<p>Thursday Day Four</p>	<p>Morning</p>	<p>Encourage reflection on the topic of the day.</p>	<p>Journal. Allow time to continue work on myth of god or goddess.</p>

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		<p>Pique interest in talking about monsters and look forward to Greek monsters and Grendel.</p>	<p>Everybody gets a piece of paper folded in three sections. Everyone draws a monster's head in the top box and folds it over so the next person can't see it. Pass it around the circle, with the next person drawing the body, the third person drawing the head. When all three people have drawn, pass the monster one more time and write a short description of what/who it is. Share.</p>
			<p>Discussion: What stories about monsters have we read? Why do we have stories about monsters? Is someone like Medusa a monster?</p>
		<p>Give background information necessary to understanding the book or providing interesting details.</p>	<p>Introduce the time period of Beowulf. Talk about the language's progression from Old English to modern English. Play a short clip of someone reading the Old English aloud.</p>
	<p>Afternoon:</p>	<p>Select criteria that will be used to evaluate and discuss the text. Focus students onto key elements in the text and story.</p>	<p>Go over worksheet of things to look for in the text: ironic understatement, alliteration, heroic boasts, kennings, etc. Pose questions to think about while reading: What religion is this work focused on? What do we think about Grendel?</p>
		<p>Allow a chance for both strong readers and strugglers to succeed by providing background information and getting students started.</p>	<p>Begin reading aloud, lines 70-319. Have students continue silently up to line 862. When students are done, review comprehension to make sure everyone is understanding the style and the different words.</p>

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		Work together as a class to make decisions about the puppet show that will serve as a culminating activity.	Puppet brainstorm for time, place, characters, and plot. Students brainstorm ideas for the elements of their play, then vote and narrow the choices down. Students write down the jobs (script-writer, puppet-maker, set-designer) in the order they would like to do them and hand the lists in.
Friday Day Five	Morning	Encourage reflection on the topic of the day.	Journal.
		Character analysis and a deeper look at the work the class has been reading.	Discussion: Go over the elements of <i>Beowulf</i> from worksheet. Discuss Beowulf's character and Grendel's monster status.
		Work on silent reading skills and comprehension strategies.	Read the next selection in <i>Beowulf</i> , lines 1232-1887. Start with reading aloud if the students enjoyed that the day before, then allow then time to read silently.
		Through role-playing, students become involved in the text and characters and build comprehension and connections.	Students assume roles of characters in the novel (Beowulf, Hrothgar, Grendel, Grendel's mom, etc) or reporters. The reporters' job is to get the scoop on the new hero in town, Beowulf, and what really happened in the mead-hall. Allow students time to become familiar with role or brainstorm questions. Interviewers will ask questions to two characters and the characters must respond in a way fitting the book.
		Utilize listening skills and the ability to write a "non-fiction" piece based off a text (the interview) or an opinion article arguing a particular point of view.	Interviewers write a short news article, and characters write an editorial from their point of view.

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	Afternoon	<p>Assist students in learning about research tools, especially online. Think creatively about an inanimate object and adopt a new point of view in writing.</p>	<p>Computer lab: Brainstorm a list of inanimate objects (or places) that are common in <i>Beowulf</i> or, if students have background knowledge, in Arthurian legends. Students choose one object to research online and write a creative monologue from the voice of their object.</p>
		<p>Develop vocabulary skills and increase words students know and can use comfortably.</p>	<p>Word wall: Brainstorm emotions on board. Each pair of students must then find a different word for each emotion to replace the word "said." Prizes go to the largest number of words, the most unique, and the most descriptive. Tally word wall stars and give prizes to the winner.</p>
		<p>Develop skills for working in groups and be able to think creatively about hands-on, student-centered activity.</p>	<p>Puppet workshop: Committees will meet individually and begin drafting process. Script-writing group must answer questions relating their tale to a hero's journey; puppet makers must show me a design for each puppet, and set designers need to have a plan and a picture.</p>
Monday Day Six	Morning	<p>Get students' mind warmed up and ready for class. Develop an appreciation for the English language and its nuances.</p>	<p>Have Old English riddles available for students. Talk through the first one as a class and allow time to work on the second and third. Students who are particularly quick with them and interested may create ones to try and stump their classmates.</p>

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		Transfer knowledge and interpretations of a text into a different medium.	Read the final selection of <i>Beowulf</i> , lines 2200-3028. As students finish have them begin storyboarding an important scene in the epic. Imagine we are creating a class movie of <i>Beowulf</i> . Depict the action of a scene in an 8-panel strip.
		Get students to think critically about the text and the characters.	Discussion on the end of <i>Beowulf</i> . Why have Beowulf die in the end? What is he like as a hero? What are the monsters he fights like? Look at the conflict between Christianity and paganism in the text.
		Make connections between ancient texts and more modern and popular ones.	Read about the dragon, Smaug, from <i>The Hobbit</i> . Compare him to the portrayal of the dragon in <i>Beowulf</i> .
		Encourage reflection on the topic of the day.	Journal.
		Provide background knowledge on historical details and progression of texts. Interact with history by physical action.	Talk about how Arthur might have lived if he was a real king. Give students cards with events written on them and have students organize themselves into a timeline across the room. Talk about progression of Arthurian legends over time.
		Provide texts giving the background for future legends and stories the class will read.	Read about Arthur's childhood and rise to power, pulling the sword from the stone, etc.
Afternoon		Use examples in text to make a point. Synthesize rules of society based on characters' actions.	Discussion: What is chivalry and why might it have been so important back then? Hand out rules of chivalry and ask students to create a skit demonstrating each one. Which of these rules still apply to us today?

Date		What?	How?
		Develop skills necessary to work in groups and reach consensus. Work together to reach a common goal.	Puppet workshop: Each committee should be finalizing decisions and starting on their task.
Tuesday Day Seven	Morning	Encourage reflection on the topic of the day.	Journal.
		Analyze literature and evaluate what a text might have meant to a different society.	Read "Sir Gawain and the Green Knight." Talk about what traits of heroism we see in the legend.
		Work on silent reading skills and comprehension. Develop ability to work in groups.	Split class into groups and assign each group an Arthurian legend to read. Groups must then present their legend to the class in whatever means they choose (skit, dialogue, pictures, etc.)
		Identify literary term and apply it to current class work.	Review symbolism and brainstorm some common examples of symbols that stand for another idea or person. Create a shield for one of the character in each myth using symbols to represent the character. Explain to class why those symbols were chosen.
	Afternoon	Identify common objects in a particular kind of literature.	Arthurian bingo: Using the words brainstormed by the class in the morning, create Bingo boards for the archetypal characters and objects that are seen in the legends.
		Provide a well-rounded look at both the heroes and the villains from the legends. Compare these ideas of heroism and villainy to those we've already read.	Read about Morgan leFay and discuss villains in King Arthur. Who are they? Do we need a villain? Are Arthur's flaws or losses a result of the villain's deeds?

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		Observe how writings from different time periods may refer to each other, and how more modern writers draw on these legends to add meaning and excitement to their works.	Read a passage or two from Don Juan and compare the poet's idea of knighthood to Arthur's idea.
		Transfer stories from one medium to another. Develop creative writing skills and ability to write in detail based off photographic prompts.	Give each student a painting depicting an Arthurian type of scene. Have students write their own Arthurian myth describing what's going on in the picture. What does the picture depict? What action leads up to it or follows it?
Wednesday Day Eight	Morning	Encourage reflection on the topic of the day.	Journal.
		Give thought-provoking background information to spark discussion.	Present some key points about fairy tales and their history. Who wrote them? What purposes did they serve?
		Compare and contrast different versions of the same fairy tale. Predict reasons why authors might have made these changes.	Look at different versions of classic fairy tales and discuss the differences. (Grimm's Cinderella vs. Perrault's Cinderella; Little Red Cap vs. Little Red Riding Hood) What purpose does each fairy tales serve? Why would someone change the story from its first form?
		Review archetypes, then observe a real application of archetypes in a story that twists the idea of traditional hero-figures in fairy tales.	Talk about different archetypes of characters we see. Read "Bluebeard" and "The Princess and the Mountain Dweller" to see two versions of a similar story using slightly different archetypes. Draw a Venn diagram for the two stories. Which is more traditional? What difference do the changes make? Which one appeals to you more?

Date		What?	How?
	Afternoon	Introduce new literary terms. See how other authors have used these terms in their works.	Define and give examples of parody and satire. Look at written versions of parodies of fairy tales: parodies on Little Red Riding Hood and Cinderella. What elements of the stories do they usually poke fun at? How effective is this?
		Identify examples of archetypes and parody. Evaluate effectiveness and intended purpose for the viewer.	Watch <i>Shrek</i> . Students will keep a list of examples of archetypes, heroes, villains, etc, and will be asked to identify ways the movie parodies traditional fairy tales. (A worksheet will be provided.) Discuss findings of the movie as a class. Why does this movie use so many parodies of other movies?
		Demonstrate teamwork skills. Start a project and follow it through to the end. Creatively demonstrate knowledge through various means.	Puppet workshop: All committees should have started work on their real job. By the end of the class, the script should be up to the challenges, Puppets should have basic features, and the base for our stage should be designed and starting to be built.

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Thursday Day Nine	Morning	Encourage reflection on the topic of the day.	Journal.
		Highlight the importance of careful observation skills.	Morning warm-up: Have class stand in two lines facing each other. Give them two minutes to study the person across from them. Then, everyone turns around to face the wall and alters two visible aspects of their appearance (can be as big or as small as they choose). Partners must identify what has changed.
		Utilize the critical eye students developed in previous exercise to help their writing become more descriptive and more alive.	How does this relate to writing? (Looking at details and describing scenes and characters carefully. Use more than one sense to describe an object.) Have students choose an object and write a descriptive paragraph about it using at least three senses.
		Make judgments based off of archetypes. Understand different characters in fairy tales and how point of view affects a story.	Give each student an archetype role to assume. Have students picture different scenarios and write what they would do in each one if they were their archetype. At end, have students read answers aloud and have class guess what archetype they represented.
		Using the concepts for character development, parody, and archetypes, students will synthesize the information to create their own version of a fairy tale.	Choose a fairy tale (either one that the class has read or one that the student is already familiar with) and rewrite it from the point of view of the villain or a minor character.

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		Analyze the writing process by having students think about what was difficult for them and why. Look at ways authors can manipulate stories.	Discuss writing assignment: Ask for volunteers to read their stories so far. Was this a difficult task? How does the story change when we look at it from a different point of view?
	Afternoon	Think critically about the history of this nation and its effect on the stories the people tell.	Show “American images,” ranging from patriotic pictures to photographs of segregation. Brainstorm things students think about when they see each picture. How can we reconcile this dichotomy? Discuss idea of American dream. Is it a myth? A folk tale?
		Pursue a myth through different texts. Compare and contrast how it appears to different authors and in different time periods.	Read Declaration of Independence and selection of Martin Luther King, Jr. sermon. What does each document have to say about the American dream?
		Analyze a poem, identifying literary devices and commenting on their use.	Perform a close reading as a class of one of Langston Hughes’s poems. Look for imagery and symbolism. Break class into groups and give each group a poem to do a similar task with. When all students have found imagery, symbolism, and answered a few key, thought-provoking questions about each poem, have groups read their poem to the class and present their findings.
		Work cooperatively to produce a puppet show. See a piece of work through to completion.	Students should be close to finishing puppet show. Script should begin wrapping up individual parts and tying whole piece in together; main puppets should be made; set should be painted with only details left to complete.

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Friday Day Ten	Morning	Encourage reflection on the topic of the day.	Journal.
		Interpret new myths and songs using previously discussed archetypes and formulas for heroes and their journeys. Compare and contrast new knowledge with the old.	Read about Daedalus in Greek mythology. How does this act as an intellectual quest? How does this compare to any of the heroes we've read about so far? Play "I Need to Know" from <i>Jekyll</i> musical. Discuss what kind of person might be singing this—is he a hero? Is this a kind of quest?
		Identify previous notions and biases about a work. Recognize that readers bring something to the text, too.	Gather a list on the board about things students expect to see happen in <i>Jekyll and Hyde</i> (from students who have not already read it). Why do so many students have preconceived notions about the work? How might this affect our reading?
		Identify techniques authors use to affect the reader. Critique the effectiveness of such techniques.	Read paragraph with detail about the London street near the door. Have students close their eyes to visualize the scene, and tell them a man exits the door. Ask students to describe what they see. Why did they see that kind of a person? How does the author use setting to create mood and expectations?
	Afternoon	Interpret a piece of literature and provide character analysis based on textual evidence.	Read first selection of <i>Jekyll</i> . Have some questions about characters prepared for students to answer as they read. After students are done, review questions and the rest of the reading.

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		Develop vocabulary skills and increase words students know and can use comfortably.	Word Wall activity: Students use boards and a Round Robin technique to formulate lists of more creative, descriptive ways to say boring words like good, bad, happy, or sad. Each student will have a chance to write on each section of the board. Students choose words on board to create word spectrums, demonstrating in color varying intensities of words. Stars awarded to most unique word and best match between colors and words.
		Demonstrate teamwork skills. Start a project and follow it through to the end. Creatively demonstrate knowledge through various means.	Puppet workshop: Script group should be typing a final product and other two groups should have everything but the finishing touches on their objects.
Monday Day Eleven	Morning	Encourage reflection on the topic of the day.	Journal.
		Interpret a piece of literature and provide character analysis based on textual evidence.	Allow time to continue with first reading assignment of <i>Jekyll</i> . After students are done, review questions and the rest of the reading.
	Afternoon	Use peers to help with the editing process.	Review how to hold a peer writing conference. Come up with list of dos and don'ts. Have students choose their favorite work and work in small groups or with partners to read each other's work and make constructive comments.
		Effective questioning and answering techniques. Choose what information is vital for understanding characters.	Who am I? Students get a name of a hero or villain taped to their back and by asking yes or no questions, they must figure out what character they are.

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		Work together to accomplish a common goal. Learn editing skills and attention to detail.	Puppet workshop: All groups should put finishing touches on their part of the presentation. Students may share their work with the class and help out groups that need assistance.
Tuesday Day Twelve	Morning	Encourage reflection on the topic of the day.	Journal.
		Interpret a piece of literature and provide character analysis based on textual evidence. Think critically about traits that make a character a hero.	Listen to “Transformation” and “Alive” as introduction to today’s reading. Read second selection of <i>Jekyll</i> . Have questions ready for students to think about as they finish the novella.
		Allow students a chance to finalize a piece of writing and make it look professional. “Publish” student work in an end-of-session anthology.	Computer lab: Students will type up a final copy of the work they chose to edit. Students should print out two copies, and if they are done early, they can illustrate one copy for the class anthology, a compilation of writing from all members of the class.
	Afternoon	Look at clues in the text to describe characters in depth. Determine antihero status based off of textual evidence.	Discuss the novel. Create a chart on the board for Dr. Jekyll and Mr. Hyde and their status as heroes or villains. Which character fits into which category? Introduce the idea of the antihero. Talk about examples of other antiheroes in literature and film.
		Perform close reading of literature and lyrics to create a full picture of a character.	Brainstorm what Jekyll and Hyde might have had to say to each other. Listen to “Confrontation” and discuss how this represents the characters of Jekyll and Hyde and the conflict between the two of them.

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		Organize thoughts into a coherent essay. Write analytically about a scholarly topic. Compare and contrast two elements of literature.	Students will write a comparing/contrasting essay for something we've read over the course of the session. May look at themes, journeys, heroes, or works in general to compare and contrast.
		Prepare speaking, presentation, and dramatic skills for puppet show.	Decide on roles for puppet show. Rehearse and have both teachers and students critique performance.
Wednesday Day Thirteen	Morning	Encourage reflection on the topic of the day.	Journal.
		Investigate how different cultures had different ways of expressing stories visually.	Storytelling with pictures: look at Greek vases and show how they were used to tell portions of myths. Choose vases and match with stories we're familiar with. Show examples of ancient European tapestries and talk about the stories that might be represented. Connect with stories we've read in this class.
		Investigate definition of comics and graphic novels and discover roots for characters class is familiar with and will be studying.	Read Chapter One of <i>Understanding Comics</i> . What are comics? What are some examples of ancient comic-like things? What makes comics different from graphic novels? Brief history of the American comic book and superhero.
	Afternoon	Observe how modern authors draw from history to create their works. Provide class example of a superhero at the beginning of his journey.	Read selection from <i>Kavalier and Clay</i> as boys create their own superhero. How do they decide what to create? How does this reflect the history of comic books?

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		Develop common vocabulary for talking about graphic novels as a class.	Read and discuss <i>Understanding Comics</i> , section in which author talks about different ways to transition from panel to panel. What might we expect to see in <i>Duck Heart</i> ?
		Make predictions based off of evidence on the page. Look for details and make careful observations.	Look at first page of graphic novel. Ask students for observations—what do they see? What might that mean? What predictions can they make? Talk about how to read “images” as well as texts.
		Apply knowledge of graphic novels.	Begin reading <i>Duck Heart</i> . Have questions on board for students that finish early.
		Practice makes perfect!	Rehearse puppet show.
Thursday Day Fourteen	Morning	Encourage reflection on the topic of the day.	Journal.
		Evaluate the course and the instructor. Provide means to determine student learning.	Conduct SPEs and post assessment.
		Read a graphic work and use text and images to analyze the work.	Read the final selection of <i>Duck Heart</i> .
		Evaluate characters, their motivations, and how they fit in to typical archetypes.	Discuss the characters in <i>Duck Heart</i> . Are they heroes? What makes them heroes? What about the villains?
		Examine a different culture’s visual storytelling techniques.	Talk about the history and conventions of manga. How is it different/similar to American graphic novels? Read selections of <i>Magic Knight Rayearth</i> and plot out how story follows hero’s journey.
		Practice makes perfect!	Rehearse puppet show.

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	Afternoon	<p>Draw connections between previous works and hero's journeys and the visual depiction in this story. Interpret how artist uses lines to accomplish what authors do with words.</p>	<p>Discussion: What is the hero's journey like in this story? How is the story told through black and white pictures? How is emotion or action depicted without using too many words?</p>
		<p>Present class work to the rest of the camp. Celebrate our accomplishments.</p>	<p>Perform the puppet show for other students at the camp.</p>
		<p>Examine a different culture's visual storytelling techniques.</p>	<p>Talk about the history and conventions of manga. How is it different/similar to American graphic novels? Read selections of <i>Magic Knight Rayearth</i> and plot out how story follows hero's journey.</p>
		<p>Draw connections between previous works and hero's journeys and the visual depiction in this story. Interpret how artist uses lines to accomplish what authors do with words.</p>	<p>Discussion: What is the hero's journey like in this story? How is the story told through black and white pictures? How is emotion or action depicted without using too many words?</p>
Friday Day Fifteen	Morning	<p>Encourage reflection on the topic of the day.</p>	<p>Journal.</p>
		<p>Celebrate students' accomplishments.</p>	<p>Class awards ceremony where students receive certificates. Students will create and then take home copies of class anthology.</p>
		<p>Display our culminating project from the three weeks.</p>	<p>Presentation of puppet show for parents</p>
		<p>Closing Ceremonies.</p>	<p>Closing Ceremonies.</p>