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**Education Programs Department
2007 Curriculum Collection**

Our Mission

The mission of the CHF Education Programs Department is to plant and cultivate a passion for the humanities in educational communities, offering educators and students diverse, dynamic learning opportunities. By nurturing an active personal relationship with the humanities, the CHF ignites life long learners.

Classics in Context

Sometimes, all it takes to change your mind is to consider a new perspective. CHF seeks to build upon each year's Fall Festival theme with every new season of *Classics in Context*, a seminar sequence for teachers led by renowned humanities scholars.

The series takes a fresh look at universally established and contemporary literary classics. Giving teachers a chance to renew professionally and personally, the Chicago Humanities Festival supports you in your pursuit to revive seasoned and the contemporary classic books through study and conversation, alongside your colleagues.

Within the past year we have become more dedicated to providing you with curriculum based specifically on the texts that we focus on through our *Classics in Context* literature series. With a Curriculum Developer on board to be a part of each session – to hear, firsthand, your questions, your ideas, your concerns about adapting these texts to the classroom – we are focused on helping you feel supported.

While CHF Education programs reflect the yearly, orbiting themes of the Fall Festival, our core concern remains offering programs that provide professional development resources that are both intelligent and encouraging. The determination of a teacher often informs the atmosphere of a classroom; CHF Education is dedicated to fortifying you in any way we can.

How CHF Boosts Teachers...

- Publishing valuable print & on-line educational resources
- Providing professional development programs
- Fostering a distinctive forum of ideas & supportive network.
- Helping you fulfill your CPDU and other certification requirements.
- Offering our student & teacher FREE TICKET program for Festival and year-round programs

How teachers Boost CHF...

- Using us as your first resource.
- Telling your friends and colleagues about FREE programs.
- Utilizing our great website resources.
- Posting our flyers at your school – share us with others!
- Telling us what you think about our programs - online or by mail.
- Sharing your lesson and unit plan ideas with us
- Using our student & teacher FREE TICKET program for Festival and year-round programs

Contact the Education Programs Department at 312.661.1028 x22 or education@chfestival.org



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Atonement



CREATIVE WRITING: THE EPISTOLARY NOVEL

The epistolary novel is usually written in the form of letters, although diary entries or other documents can be utilized. The word epistolary comes from the word epistle, which means letter. This form is often used because it lends a realistic credibility to the story being told; the use of missives mimics the process of real life. In recent times, emails and blogs have become part of the epistolary genre as well.

GOALS:

- 1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- 1.B.5d** Read age-appropriate material with fluency and accuracy.
- 1.C.5d** Summarize and make generalizations from content and relate them to the purpose of the material.
- 2.A.5a** Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
- 3.C.5b** Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).
- 4.A.5a** Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.

1. Decide if you would like to focus on one war or include several wars.
2. After reading Part II, assign each student a character (WWII Nurse or Soldier, Vietnam medic, priest, etc.) Ask students keep their new identities a secret.
3. Assign each student a writing partner or "pen pal." Students should only know the character, not who they really are. For example, Vietnam medic is writing to the widow of a soldier. Because this is a creative writing assignment, you could experiment and have partners cross time periods and wars – could be interesting.
4. Choose your medium.
 - a. Handwritten letters. Students write the letters and include any objects, drawings, etc. You collect the letters and deliver the mail. All letters would be filed to later create the "novel."
 - b. Email. You could create free email accounts for your students and have them exchange emails. Ask that they save them all and print them for the novel or create a website.



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c. Create a Blog

5. You can help guide the process by introducing conflicts for each character or asking questions that they must answer.
6. After you have completed several exchanges, reveal identities and ask students to find their partner. Ask students to work together to assemble their novel.
7. Discuss this form of writing as opposed to the omniscient narrator.
8. I would also highly recommend reading Stolen Voices: Young People's War Diaries, From World War I to Iraq



COMMUNITY ART PROJECT

I am basically adapting this assignment from an existing community art project called *PostSecret* created by Frank Warren. Here is a description of his book. You can also visit the website at <http://postsecret.blogspot.com>

Book Description

The project that captured a nation's imagination.

The instructions were simple, but the results were extraordinary.

"You are invited to anonymously contribute a secret to a group art project. Your secret can be a regret, fear, betrayal, desire, confession, or childhood humiliation. Reveal *anything*-- as long as it is true and you have never shared it with anyone before. Be brief. Be legible. Be creative."

It all began with an idea Frank Warren had for a community art project. He began handing out postcards to strangers and leaving them in public places -- asking people to write down a secret they had never told anyone and mail it to him, anonymously.

The response was overwhelming. The secrets were both provocative and profound, and the cards themselves were works of art -- carefully and creatively constructed by hand. Addictively compelling, the cards reveal our deepest fears, desires, regrets, and obsessions. Frank calls them "graphic haiku," beautiful, elegant, and small in structure but powerfully emotional.

As Frank began posting the cards on his website, PostSecret took on a life of its own, becoming much more than a simple art project. It has grown into a global phenomenon, exposing our individual aspirations, fantasies, and frailties -- our common humanity.

Every day dozens of postcards still make their way to Frank, with postmarks from around the world, touching on every aspect of human experience. This extraordinary collection brings together the most powerful, personal, and beautifully intimate secrets Frank Warren has received -- and brilliantly illuminates that human emotion can be unique and universal at the same time.



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ASSIGNMENT

GOALS:

- 1.B.5b** Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
- 1.C.5e** Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
- 2.A.5a** Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
- 2.A.5d** Evaluate the influence of historical context on form, style and point of view for a variety of literary works.
- 2.B.5b** Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
- 3.B.5** Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

ACTIVITY

1. Ask students to research the concept of atonement, as it exists in Christianity and Judaism. After a discussion, begin the project.
2. Preprint one side of 4 X 6 postcards with the following instructions:

You are invited to anonymously contribute an apology or atonement to a group art project. Your apology can be directly to someone or it can be a regret, fear, betrayal, desire, or confession. Reveal *anything*-- as long as it is true and you have never shared it with anyone before. Be brief. Be legible. Be creative.

Postcards can be sent, left, dropped, etc. (you decide)

3. Ask your class to leave the postcards around school. Ask them to find secret ways to get them to their fellow classmates.
4. Decide where in your school you can display the project and begin assembling the "wall of atonement" as the postcards come in.