

# Melissa DeCosty

Hi there! My name is Melissa DeCosty and I am currently pursuing my Masters of Secondary Education degree from UMSL. My Bachelor's degree is in English Literature with a minor in Film Studies. As corny as it sounds, I truly believe that teaching is what I've been called to do with my life. There's something about being in the classroom atmosphere that excites me more than anything ever has. Throughout my academic career, I've always set goals for myself—graduate early, keep a 4.0 GPA—and the same will be true for my teaching career. I want my classroom to be a community, a stimulating environment that both engages and excites my students. The teachers I respected the most growing up were the ones that challenged me by setting high expectations for their class while also showing on a daily basis how much they cared about us, both academically and personally. Since I will be teaching English, it's crucial that my students trust me enough to be able to voice their beliefs and standpoints on the texts that we read in class. I believe in the power of a good story; I believe in the potential of every child; And, I believe I can make a difference. ☺



*Above: My parents, sister, and I when I graduated from Missouri State University.*

*Below: My sister and I at Christmas.*



*“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” ~Maya Angelou*

The Importance of Humanity: A Look into the Holocaust  
English III  
Melissa DeCosty  
Spring 2014

### *The Overview*

#### The Rationale:

The ability to care is not only a necessity for succeeding in life but also an essential component to the building of a community. This is precisely what a classroom should be: a community of individuals all striving towards the same goal of higher learning while also influencing each other to grow and prosper personally. Therefore, it is crucial that students are exposed to texts that reveal the vitality of caring for humanity as well as the heart-wrenching consequences that are possible if neglected. In an effort to execute this aim, the unit will focus on Elie Wiesel's book *Night* and Steven Spielberg's film *Schindler's List*. Both texts depict the horrifying circumstances and effects of one of history's darkest hours: The Holocaust. In *Night*, the reader learns about Wiesel's ghastly experience during this time period through his created persona Eliezer, portraying both the deterioration of humanity as well as the shaking of Wiesel's faith. In *Schindler's List*, Spielberg refuses to shy away from the utter brutality and detachment of the Nazi party towards its victims but also depicts the heroic acts of one man trying to save a nation. During this unit, the key concepts will include: the use of different mediums in storytelling, the importance of caring, and the power of sincerity to audiences. The idea is to utilize the students' empathy towards these texts to provoke deeper thinking in terms of humanity and their roles within it.

#### The Summary:

First, students will read *Night* by Elie Wiesel. Topics will include the use of point-of-view, voice, and historical context in narration. After completing the book, the class will watch *Schindler's List*, paying special attention to the affect this type of medium has on them as opposed to the previous one. Additionally, this film will allow students to see the awe-inspiring outcome that one man achieved through his immense caring for humanity. The culmination of the unit will challenge the students to create a multi-genre portfolio on a real person from the Holocaust. They will be required to use 7 genres, taken from a list of over 90 options. The goal is to capture the essence of this person's character—to comprehend that he or she actually existed—through a variety of literary mediums that the students will create: a journal entry, a tattoo, an obituary, an interview, a letter; the possibilities are endless. The students will then present their portfolios to the class and explain their choices.

#### Essential Questions:

What has the Holocaust taught society about the sacredness of human life and what can be done to promote this sentiment?

What role do different mediums play in the effectiveness of telling a story?

#### Objectives:

Common Core Standards include but are not limited to the following:

- CCSS.ELA-Literacy.W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and

limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- CCSS.ELA-Literacy.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-Literacy.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### Literacy Strategies:

- Write Arounds
- Exit Slips
- Double-Entry journaling
- Peer reviewing

#### Length of Unit:

5 weeks (50 minutes for 5 days a week)

#### Materials and Resources:

- School - approximately 30 copies of *Night* by: Elie Wiesel
  - computer lab access for at least 2 days for research for summative assessment
- Me - film *Schindler's List*
  - Elie Wiesel background summary
  - brief history of the Holocaust, complete with pictures
  - clip of interview between Elie Wiesel and Oprah walking through Auschwitz
  - lesson over the importance of point-of-view in storytelling
- Students - computer and internet access
  - paper
  - pen/pencil

#### Means of Assessment:

- Pre-assessment - take a T/F quiz that lists facts about the Holocaust (all will be true)
- Formative assessment - draft work on different genres (summative assessment)
  - peer reviewing
  - conferences with students during drafting process
  - possible pop quizzes over the reading
  - exit slips
- Summative assessment - multi-genre portfolio on real-life person from the Holocaust
  - oral presentation to class about their portfolios
  - format: rubric and written feedback

# Unit: The Importance of Humanity: A Look into the Holocaust

English III

Teacher's Calendar – Miss DeCosty

April 2014				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Meet Elie Wiesel Lesson</i></p> <p><i>HW: Read Ch. 1 of Night</i></p>	<p><i>Initial reactions</i></p> <p><i>Discussion pertaining to the theme of Faith: relationship between Eliezer and Moishe the Beadle</i></p> <p><i>HW: Read Ch. 2 of Night</i></p>	<p><i>Mrs. Schacter: A prophet? Or simply mad? (Use this topic as a prompt for a literacy strategy)</i></p> <p><i>HW: None</i></p>	<p><i>Lecture on the use of POV in literature</i></p> <p><i>Close-reading activity</i></p> <p><i>HW: Read Ch. 3 of Night</i></p>	<p><i>Horror, Hell, and Humanity: A look into the nightmare that was Auschwitz</i></p> <p><i>HW: Read Ch. 4 in Night</i></p>
<p><i>Write-Around Exercise</i></p> <p><i>Discussion to follow about what was written about</i></p> <p><i>HW: Read Ch. 5 of Night</i></p>	<p><i>Lecture on Reader-Response criticism and when to use it</i></p> <p><i>HW: Read Ch. 6 of Night</i></p>	<p><i>Reflective Write on kinship—could you abandon your father as the boy does to avoid torture?</i></p> <p><i>HW: Finish Night</i></p>	<p><i>Overall reactions to the book—pair up</i></p> <p><i>Lecture on genre</i></p> <p><i>HW: None</i></p>	<p><i>Introduction to Multi-genre project and Schindler's List</i></p> <p><i>HW: Pick 15 genres from list that are appealing</i></p>
<p><i>Begin watching Schindler's List</i></p> <p><i>Have journals out to</i></p>	<p><i>Continue watching film</i></p> <p><i>HW: None</i></p>	<p><i>Continue watching film</i></p> <p><i>HW: None</i></p>	<p><i>Continue watching film</i></p> <p><i>HW: None</i></p>	<p><i>Finish watching Schindler's List</i></p> <p><i>Gallery walk with the</i></p>

<p><i>take notes on possible people to choose for the project</i></p> <p><i>HW: None</i></p>				<p><i>people from the film + Wiesel</i></p> <p><i>HW: Choose person for project</i></p>
<p><i>Computer Lab (Day 1)—begin research on chosen person</i></p> <p><i>HW: Narrow down genres to 7</i></p>	<p><i>Computer Lab (Day 2)—continue research and begin work on genres</i></p> <p><i>HW: Do rough draft of 1 genre</i></p>	<p><i>Peer review while I have a short conference with each student</i></p> <p><i>HW: Complete another rough draft of 1 genre</i></p>	<p><i>In-class work day</i></p> <p><i>HW: Continue working on project</i></p>	<p><i>In-class work day</i></p> <p><i>HW: Complete rough draft for the project</i></p>
<b>May 2014</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><i>Peer review day—students given rubric for this activity</i></p> <p><i>Draw order for presentations</i></p> <p><i>HW: Complete project and prepare for presentation day</i></p>	<p><i>Presentations Day 1!</i></p>	<p><i>Presentations Day 2!</i></p>	<p><i>Presentations Day 3!</i></p>	<p><i>Presentations Day 4!</i></p> <p><i>Final thoughts on the project and unit</i></p>

## Initiating Lesson Plan

<b>Heading</b>	<b>English III</b> <b>Meet Elie Wiesel</b>	<b>Melissa DeCosty</b> <b>1 Class Period (50 minutes)</b>
<b>Rationale</b>	<b>Due to the solemnity of the impending unit, it is crucial that the students are prepared for the profound texts that will be covered. By introducing them to Elie Wiesel, it not only validates the reality of the events described in <i>Night</i> but also humanizes him to the students.</b>	
Objective	Students will get a brief glimpse into the life of Elie Wiesel in an effort to inspire both empathy and reverence for not only his story but also for the Holocaust in general.	
Materials	Computer (with internet access), projection screen, journals, pens/pencils, pre-assessment test	
Instructional Framework	Initiating	
Lesson Plan Format	<p>Teacher-Centered: Presentation-introduction to Elie Wiesel and the Holocaust Concept-the preciousness (abuse) of humanity</p> <p>Student-Centered: Discussion-reactions to the pre-assessment and introduction</p>	
Grouping	Whole Class, Pairs	
Materials & Resources	<p>School – Computer (with internet access), projection screen Teacher – Pre-assessment test, journals, clip of Elie Wiesel and Oprah, power point on Wiesel Student – Notebook, pen/pencil</p>	
Literacy Strategies	Exit Slip, Double-Entry Journal	
Phase One	<p>Pre-assessment: 10 minutes</p> <ul style="list-style-type: none"> <li>• Hand out T/F test about the Holocaust; emphasize that it will not be graded</li> <li>• Announce that all statements were true</li> <li>• Whole group discussion—Were some of the facts shocking? Which ones?</li> </ul>	
Phase Two	<p>Introduction to Elie Wiesel: 35 minutes</p> <ul style="list-style-type: none"> <li>• Brief power point covering the major facts of his life (complete with pictures)</li> <li>• Make sure to emphasize that these details do not truly reveal the spirit of Wiesel—Leads into the clip with him and Oprah walking through Auschwitz</li> <li>• Do double-entry journal strategy using the topic of the Holocaust—Label the left column with the heading “Facts” and students will write everything they learned that class period about it; label the right column with the heading “Reactions” and students will write about which moments affected them the most and why</li> <li>• Pair up and have students read each other’s journal</li> </ul>	

	entries. Use this time to discuss their initial reactions with each other.
Phase Three	<p>Conclusion: 5 minutes</p> <ul style="list-style-type: none"> <li>• Do Exit Slip strategy</li> <li>• Question—After having this introduction to the book, what are your expectations for <i>Night</i>?</li> </ul>
Formative Assessment	Double-entry journaling, exit slips
Summative Assessment	Will not introduce the assignment yet, but the introduction of Wiesel will reiterate the fact that the people and events in the texts of this unit were real (a key concept for the multi-genre portfolio)
Homework Assignment	Read first chapter of <i>Night</i> (through pg. 22)
Reminder	Possible pop quiz over the reading assignment at the beginning of class tomorrow

## Constructing Lesson Plan

<b>Heading</b>	<b>English III</b> <span style="float: right;"><b>Melissa DeCosty</b></span> <b>Horror, Hell, and Humanity 1 Class Period (50 minutes)</b>
<b>Rationale</b>	<b>Due to the many horrifying scenes recounted in <i>Night</i>, it is important that students are given the opportunity to voice their reactions to these disturbing moments.</b>
Objective	Students will utilize the ever-powerful write-around strategy in conjunction to the first four chapters of <i>Night</i> .
Materials	<i>Night</i> books, pens/pencils, loose leaf paper, journals, tape
Instructional Framework	Constructing
Lesson Plan Format	Student-Centered: Discussion-silent conversation about the reactions to certain traumatic scenes from <i>Night</i> Cooperative Learning-both reading and discussing each other's reactions and thoughts will offer further insight into the profundity of the book
Grouping	Small Groups (3-5), Whole Class
Materials & Resources	School – <i>Night</i> books Teacher – Journals, tape Student – Pens/pencils, loose leaf paper
Literacy Strategies	Write-Around, Exit Slip
Phase One	Introduction and Explanation: 10 minutes <ul style="list-style-type: none"> <li>• Organize the class into small groups</li> <li>• Instruct students to get out a sheet of loose leaf; put name or initials in left-hand column</li> <li>• Explain the strategy: given a prompt, write response to it until they hear “pass,” react to the next thread</li> <li>• Feel free to use the book for reference if need be, but everyone is to be silent</li> <li>• Prompt: Write about a profound and/or disturbing aspect read about thus far in <i>Night</i>. It can be a scene, detail, or even a person. Be sure to explain your choice.</li> </ul>
Phase Two	Construction: 25 minutes <ul style="list-style-type: none"> <li>• Each student will write for 2-4 minutes (use best judgment on how long to wait before saying “pass”)</li> <li>• Make sure everyone has a turn to read and respond to every thread in their group</li> </ul>
Phase Three	Reflection: 15 minutes <ul style="list-style-type: none"> <li>• Have each group share with the class one particularly interesting thread from their silent discussion</li> <li>• As a class, reflect on both the aspects discussed as well as the process used to extract these details</li> <li>• Have each student tape his or her write-around topic</li> </ul>



	<p>into journal</p> <ul style="list-style-type: none"> <li>• Do Exit Slip strategy</li> <li>• Question – Yah or Nah on the Write-Around strategy, why?</li> </ul>
Formative Assessment	Write-Around strategy, exit slips
Summative Assessment	Although the summative assignment has not been introduced yet, this writing activity gets the students thinking about which aspects of the book affected them the most and, thus, interested them the most
Homework Assignment	Read chapter 5 of <i>Night</i> (through pg. 85)
Reminder	Possible pop quiz over the reading assignment at the beginning of class tomorrow

## Utilizing Lesson Plan

Heading	English III Peer Review Day	Melissa DeCosty 1 Class Period (50 minutes)
Rationale	<p><b>It's imperative that students receive feedback on a project of this proportion from someone other than the teacher. Therefore, peer reviewing gives students the opportunity to not only assist their peers but also to realize strengths and weaknesses in their own project.</b></p>	
Objective	Students will give peer reviews to at least 3 other classmates using the provided rubric.	
Materials	Rubric sheets, multi-genre projects, pens/pencils	
Instructional Framework	Utilizing	
Lesson Plan Format	<p>Teacher-Centered: Direct Instruction-guidelines and expectations for peer reviewing on the rubric sheet</p> <p>Student-Centered: Cooperative Learning-build skills of critiquing through collaboration between the students Problem Solving-address areas of improvement with the projects</p>	
Grouping	Small groups (4-5)	
Materials & Resources	School – Nothing Teacher – Rubric sheets Student – Multi-genre projects, pens/pencils	
Literacy Strategy	Peer Review	
Phase One	Introduction: 5 minutes <ul style="list-style-type: none"> <li>• Divide class into small groups of 4 or 5</li> <li>• Must review at least 3 student projects within the group</li> <li>• Hand out rubric sheets (these will be turned in with the final project)</li> </ul>	
Phase Two	Peer Review Session: 40 minutes <ul style="list-style-type: none"> <li>• Monitor students' productiveness and voice volume; all should be diligently working</li> <li>• If students finish early, use remaining time to read over their classmates' comments on their projects</li> </ul>	
Phase Three	Conclusion: 5 minutes <ul style="list-style-type: none"> <li>• Draw names for the order of presenters; make sure students know the day they are presenting</li> <li>• Ask for volunteers to go first</li> </ul>	
Formative Assessment	None	
Summative Assessment	Completed rubrics will be turned in with the final project to assess both the productiveness and usefulness of the session.	

	This lesson will ultimately aid in the development of well-done multi-genre projects.
Homework Assignment	Complete work on projects and prepare for presentation day
Reminder	Be proud of yourselves! This was an ambition project and I can't wait to see all of the presentations showing your hard work.

# The Holocaust: Real People, Real Lives

**REFLECT. RESEARCH. REMEMBER.**



This project is truly one-of-a-kind and will produce something for each of you to be proud of at its completion! It's called a Multi-genre project and you will be creating 7 different genre pieces pertaining to your chosen person from the Holocaust. It can be someone portrayed in *Schindler's List*, Elie Wiesel, or another figure of your choosing. Note the enormity of options for your various genres on the back of

this handout. The possibilities are endless! Are you an artist? Create a magazine cover of your person. Do you like to cook? Write out a recipe he or she would have liked. The choices are yours and yours alone. At the end, each of you will present your amazing portfolios to the class and explain your reasoning behind the chosen genres. Keep in mind that these were real people and therefore should be represented with the utmost respect.

Left Picture: Elie Wiesel in 1943

Right Picture: Oskar Schindler

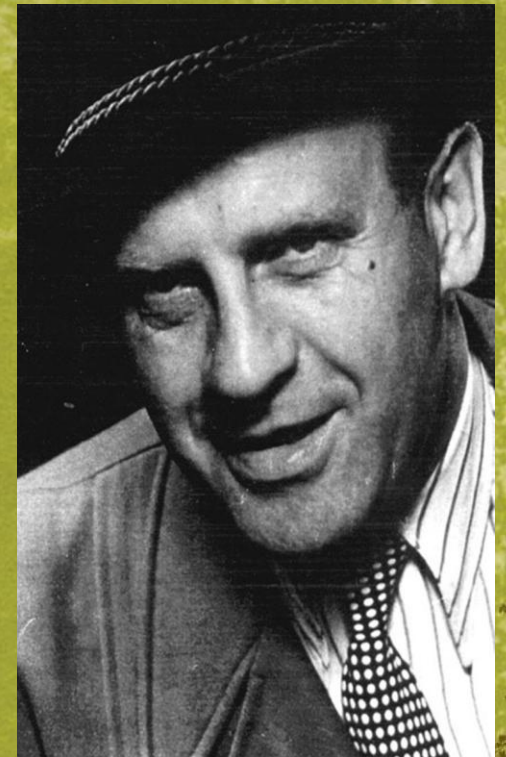
**Due Date: Tuesday, May 5<sup>th</sup>**

Criteria: Must be a real person from the Holocaust

Must use 7 different genres

Must present portfolio to the class on assigned day

**Total Points: 200**



*"Love and compassion are necessities, not luxuries.*

*Without them, humanity cannot survive."*

*~Dalai Lama XIV*

## The Genres

Wills  
Letters  
Campaign speeches  
Birth announcements  
Calendars  
Dialogues  
Newscasts  
Questionnaires  
Obituaries  
Song lyrics  
TV commercials  
Radio shows  
Shopping lists  
Speeches  
Time lines  
News releases  
Medical records  
Manifestos  
Surveys  
Historical fiction  
Telephone conversations  
Baseball (or other sports) cards  
Resumes family trees  
Dedications  
Crossword puzzles  
Cartoons/comic strips  
Menus  
Diplomas  
Eulogies

Bumper stickers  
Magazine articles  
Memos  
Myths  
Parodies  
Magazine covers  
Notes to or from the teacher  
Greeting cards  
Class notes  
Leases  
Contracts  
Textbook sections  
Parodies  
Police reports  
Brochures  
Diaries  
Children's books  
CD liners  
Invitations  
Biographies  
Telegrams  
Recipes  
Interviews  
Fiction  
Encyclopedia entries  
Epitaphs  
Poems  
Daily schedules  
Advice columns

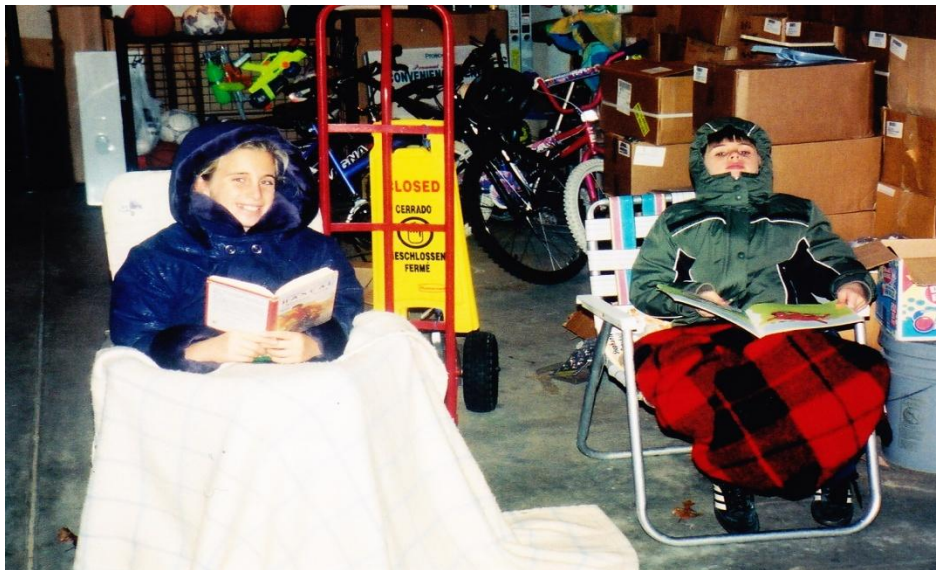
Email messages  
Fairy tales  
Catalogs  
Horoscopes  
Membership cards  
Driver's license  
Advertisements  
Book jackets  
Postcards  
Telegrams  
Schedules  
Tickets  
Eulogies  
Editorials  
Prayers  
Bulletins  
Laboratory notes  
Journal entries  
Maps  
Pamphlets  
Bottle labels  
Billboards  
Graffiti  
Psychiatrists' reports  
Tattoos  
Wanted posters

She Came, She Saw, She Read  
Final Teacher Essay  
Melissa DeCosty  
Spring 2013

Every one began the same: My name is Melissa DeCosty and I've decided to start a journal, again. This time is different, though. This time I'm going to finish it... Ah, so optimistic. At 21 years old, I still have never finished a journal and don't plan on it anytime soon. I've come to realize that the perpetual journal cycling in my life is not diminished by the fact that I've never completed one but rather is more noteworthy given the fact that I always return to writing. Even though I know buying yet another journal, when I have so many unfinished ones, is impractical, I can't help but love the crackling of new binding, the blank canvases between the covers, the excitement of perusing the shelves for my next writing companion. I've always been a word person, whether needing to write down endless checklists, always opting to write my notes instead of type them, or even just playing Words with Friends. Words, whether written or read, are my life and the foundation of my love for English.

If there's anyone who understands my passion for both teaching and English, it's my little sister, Theresa. As children, she was my little companion through it all, whether I wanted to play school with her or read together (even though she was never much of a reader). I'd always want to read in the weirdest of places, too. It was as if I wanted to place myself in an exotic setting to match the imaginative one I was reading about. One particular reading endeavor always sticks out in my mind: It was in the dead of winter and the whistling of the wind could be heard throughout the house. The snow was not yet falling but the flakes of a past storm were being whipped violently through the air, giving the illusion of a dangerous winter blizzard. My dad was working in the garage as he usually did, despite the cold, with the door open no less. Here was my opportunity—A chance for a reading adventure. So, despite having a perfectly

warm couch to snuggle up and read on, I dragged my poor sister with me to read on the outskirts of the garage door, facing head on the snowy winter land. The lawn chairs were scratchy, the coats bulky, but I was in bliss just sitting outside and reading my book with my sister. We, obviously, looked quite ridiculous hence why my mother couldn't resist capturing the moment on camera. I can't help but look at the picture and smile—*Look at those two goobers*. Let me tell you, though; I'm proud to be a goober, especially when it comes to reading.



Time has passed, but my love for literature and writing has never diminished. Therefore, when I entered Missouri State University, I chose to major in English Literature. It was a lot of long hours on the couch, writing and reading, writing and reading. It was constant! However, I'm still not burnt out and am now ready to take what I've learned and apply it to the classroom. I've read many books in my short life and I'm not ashamed to admit that my favorite series of all-time is *Harry Potter*. There's a quote that I hold onto from the final book that perfectly sums up how I feel about my discipline:

*“After all this time?”*  
*“Always.”*

I'll always love to write, I'll always love to read, and I'll always love to teach. It's just that simple.

\* \* \*

Lub-dub, lub-dub, lub-dub. I can hear the sound of my heart beating anxiously as I await the arrival of my first period students. These are the students that will witness the beginning of my teaching career. 50 minutes is all I have with them, 50 minutes to establish myself as a teacher worthy of their time, a teacher who is competent, who is fair, who is engaging, and, most importantly, as a teacher who cares about each and every one of them. Beeeeeeeeeeeep. Gulp. Well, there's the bell. Here I go!

\* \* \*

When this climactic moment finally comes, there will undoubtedly be some nerves. However, my hope is that I'll feel, more than anything, prepared. My whole life I've been a planner, complete with endless checklists and organizers to keep everything in order. This is a useful and yet crippling trait to have. It is wonderful when it comes to accomplishing goals. I make a plan to succeed therefore I will not accept failure. The detriment occurs when plans change and I must adapt. Teaching is all about being adaptable and it scares me to death! You see, that's the challenge though and why I can't wait to meet it head on. When it comes to relating to my students, I want to impart to them that I am, in fact, a real person with a life outside of these four walls. I make mistakes; I go shopping; I watch the Super Bowl; I have a personality! So many times I believe students, especially in high school, view their teachers as unable to connect with them because “They don't understand” or “They don't know what it's like.” We do, though. I plan to break this cycle by being upfront about my life with my students.



Obviously, there are certain topics that will be off-limits, but what's wrong with sharing that I saw *Silver Linings Playbook* over the weekend and it blew my mind? What's wrong with stating that if Jaime Garcia blows another start for the Cardinals I'm going to explode? In my experience, the teachers that invited me into these little nuances of their lives were the ones I felt most connected with and willing to learn from. Therefore, let it be public knowledge to my students that I absolutely love Cardinals baseball, that I am a huge movie buff, and that I love my family to pieces. Why not? It's who I am and how can I expect them to open up to me if I'm unwilling to do the same?

In fact, one of my main interests (movies) I plan on incorporating into my curriculum. My dream is to be able to offer my students as many interpretations of a text as possible and one of the ways I plan on doing this is by presenting the film adaptation of some of the novels we read. Perhaps a student will understand an important theme or concept better from the film version as opposed to the novel. That's perfectly ok! Part of my educational philosophy is the incorporation of self-discovery learning. I want my students to learn how to not only tell me the aspects they liked or disliked but also why they felt so. I believe I'm slightly unconventional as an English teacher in the fact that I'm perfectly fine with a student enjoying the movie version of a text better than the book in which it was based, just so long as we can discuss why he or she feels this way. My goal is to show students that, even if they hate reading, I guarantee there is a book out there waiting to surprise them, to entice them, to inspire them. If the film version is the way in which they hear about the book, so be it. I only ask that they read the book first in order to make an informed decision of which medium they like better.

It will be no secret to my students that I come from a background of loving to read books as well as to write. However, I fully realize that many, if not the majority, of my students will not

have had that same experience. Therefore, it's my goal to try to provoke as many "Aha!" moments in my classes as possible. These are those moments when students are surprised, inspired, even challenged from the text and are more willing to be engaged in the material due to this occurrence. Like I said, I hope to create a more dynamic learning environment through the incorporation of different mediums (film, music, works of art) as well as through real-life experiences (field trips). Not everyone is an English goober like me but if I can get my students to find joy in at least one piece of literature that we read I'll be happy.