**Educating Esme Assignment**

1. p.28- Esme makes an alphabet museum in which students are assigned a letter and bring in something interesting beginning with that letter in order to help improve her student’s phonetic and reading abilities

* Empowerment- although students are assigned a letter, they have choice on what item beginning with that letter to bring in
* Interest- since students have a choice in what to bring in, they will likely bring in something interesting to them

2. p.29- Esme sets up a classroom library where students can read non-textbooks or real books

* Caring- Esme is seen as caring because she financially provided the books for the classroom library

3. p.32- Esme sets up a conflict resolution meeting for students who have disagreements to solve them

* Empowerment- after the first couple of meetings the students were in charge of the meetings unless Esme had to interfere in an emergency
* Success- even though the students were in charge of the meetings Esme mediated the first couple of meetings to help guide the process, and she still had the ability to intervene in an emergency

4. p. 75- Esme sets up a time machine that is an old refrigerator box covered with aluminum foil and other decorations with books inside

* Interest- the time machine creates a a lot of interest, suspense, and curiosity for students that have not gone inside of it
* Caring- Esme took the time and effort with the help of some of the students to put together the time machine for her students

5. p. 89- Esme made Billy teach the class for a day because of his misbehavior

* Success- Esme helped Billy in teaching the class by helping decide on what lessons to teach and assignments to giver
* Caring- although Billy might have not seen it this way, Esme provided Billy support in teaching the class which was better than him getting suspended

6. p.103- Esme’s class had a Native American powwow in which they painted themselves, made headdresses, and learned a rain dance based off of research.

* Success- students were provided with the resources they were needed to decorate themselves and learn more about Native American culture by directly engaging in it
* Interest- students were very interested in doing the powwow, as they were able to learn more about Native American culture by having fun
* Caring- Esme provided the resources like the face paint and research to help the students in the powwow and learn more about Native American culture

7. p. 124- Esme took students on a field trip to the Historical Society

* Success- the museum provided the resources (like the tour guide) to help Esme’s students learn more about topics like the American Revolution
* Interest- the trip increased the student’s interest and curiosity on history

8. p. 148- Esme wears a sari that Akila (one of her students) gave her

* Interest- students in Esme’s class were probably interesting in what Esme was wearing and why; as this could cause students to investigate further
* Caring- Esme wearing the sari shows her respect of other cultures, and really had a positive impact on Akila, as well as her mother

9. p. 156- Esme has a Storyteller’s Workshop in which students give dramatic performances on folktales

* Success- Esme trained and provided the resources for the students to succeed in the performances
* Caring- Esme gave her time, effort, and provided resource as well as moral support for the students

10. p.182- Esme had the students write letters to the next group of fifth grade students

* Usefulness- this is useful for the current students in Esme’s class because they get to apply what they learned to help the next set of students in her class, and future students will read these letters and know what to expect in Esme’s class