1. Should I offer more of a definitive project with specific assignments?

*I think something to tie the poems together would help. At the moment, I think I’m reading a list of poems followed by your own analysis of this poems, occasionally adding how students may interpret the poems. It’s unfortunate the pandemic interrupted your lessons.*

*I think you should play to your strengths and offer a unit plan as a webtext. The beginning of the webtext could have the scholarship that supports using social justice poetry and then offer what you would do and why. What kind of assessment would you use? What kind of class activities? etc. And then you can organize the webtext using headings and subheadings. Then the webtext becomes a living resource for other teachers interested in social justice!*

1. Does my thesis statement support the rest of my document?

*I think so. Really setting up the problem (see #4) could help showing the significance.*

1. Have I included enough sources for the assignment?

*If you use the opening part for scholarship that supports your unit 1 plan, I’m curious if you can locate any other teacher-scholars who do similar work? In this way, you position seems more convincing for others, I’m sure! But you’re also putting your own spin on the lesson.*

1. Additional Comments Welcomed!

*The introduction resonated with me, as a reader. The personal reflection on being an educator of students who believe they will die very young shows the need for a solution. The solutions maybe social justice poetry. But I think the problem can be a little bigger. Why might current literature curricula help with this? What are their limitations that social justice poetry may address in better ways?*

*At the moment, the webtext has large and long paragraphs. Perhaps this would be fine if you were writing an essay, but here you’re writing for the web and how often scan rather than read text fully. I suggest break up the paragraphs into small chunks, and then have a bit more headings. For example, the Analysis title can be more descriptive and it looks like you’re addressing subsections within that section, so those subsections could use titles, too. This can help readers better navigate your webtext and follow your ideas. The design of the text is as much a rhetoric as the content you write.*

*One other suggestion is taking advantage of web writing. You can link readers to the poetry or books you mention, helping them easily find where they can purchase the work. Also consider rhetorically about using videos or images. For example, may you show students someone reading a poem instead of asking them to read the poem? This may help students access content more easily and demonstrate their knowledge in ways other students can.*

*Looks like the top navigation will be clickable so readers can jump down to different parts of the webtext. To do that, you can refer to this link for directions:*

<https://blog.hubspot.com/marketing/jump-link-same-page>