



**Literacy Design
Collaborative**

Surviving the Fire: Coping with Life's Changes

by Wendy Sass and Juliana I. Thompson

Adapted from "Default Informational/Explanatory Module: Prototype Skills Only"

Before beginning this module, students should have read *Jane Eyre* and *Wide Sargasso Sea*.* In this module, they will read various informational texts including a chapter from a college textbook and a work of literary criticism and will interpret real world statistics. At the end of the module, they will write a feature article for the school newspaper detailing how young adults might develop coping strategies to react to life's changes.

*You may implement this module without reading the two novels by substituting other texts for some mini-tasks.

GRADES

11 - 12

DISCIPLINE

 **ELA**

COURSE

 **A.P.
English
Literature
and
Composition**

PACING

 **12hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

How do the protagonists of Jane Eyre and Wide Sargasso Sea react to a rapidly changing world? After reading the novels and informational texts on coping strategies, write a feature article for the school newspaper in which you explain how young adults might develop strategies to survive life's changes. Support your discussion with evidence from the texts.

D 2

Give two example/s from past or current issues to illustrate and clarify your position.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**RI.11-12.7****Focus**

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.

W.11-12.2**Focus**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.a

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

AP English Language and Composition**ELC.5.**

Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions.

Texts**⌚ The Fated Modernist Heroine: Female Protagonists in Jane Eyre and Wide Sargasso Sea**

- ❑ Chapter 71: Coping Skills from 21st Century Psychology: A Reference Handbook
- ❑ Suicide Statistics from SAVE
- ❑ Business Insider: What is the key to survival in a constantly changing environment?
- ❑ Atlantic Monthly: The Age of Social Transformation
- ❑ Standing outside the Fire (song lyrics)
- ❑ "Parents Grapple with Teen's Suicide" (feature article from Chicago Tribune)
- ❑ "Features Go beyond Facts" by Tom Hallman
- ❑ Qualities of a Feature Story (Read, Write, Think from NCTE)
- ❑ The Guardian: Tips for Writing a Feature Article
- ❑ Smart Tips for Writing a Feature Article
- ❑ The Secret to Writing Stronger Feature Articles

Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

		Not Yet	Approaches Expectations	Meets Expectations	Advanced
		1	2	3	4
Focus		Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea		Attempts to establish a controlling idea, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research (when applicable)		Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development		Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization		Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions		Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding		Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Not provided

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

ACTIVE LISTENING: Ability to connect to content through listening to contemporary music.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ANNOTATION AND QUESTIONING: Ability to respond to the text and ask questions about the reading.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text

CONTENT COMPREHENSION: Ability to justify an assertion by synthesizing information from multiple texts.

UNDERSTANDING TEXT STRUCTURE OF A FEATURE ARTICLE: Ability to identify key components of text structure

Transition to Writing

SEMINAR: Ability to actively listen and discuss texts

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to identify and master terms essential to completing the writing product

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH:

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	<p>ACTIVE LISTENING: Ability to connect to content through listening to contemporary music.</p>	<p>JOURNAL ENTRY Listen and read along to the Garth Brooks song "Standing outside the Fire." As you listen, underline examples of paradox, irony, and imagery that the writer uses to develop his attitude toward overcoming obstacles. Then, write a journal response in which you describe a similar experience of overcoming obstacles. Use specific textual evidence from the song in your writing.</p>	<p>Meets if students clearly and coherently recount a personal experience in at least one paragraph with textual evidence from the song</p> <p>Does not meet if students fail to provide a personal experience and/or textual evidence from the song</p>	<ol style="list-style-type: none"> 1. Distribute song lyrics of "Standing outside the Fire." 2. Have students read song to themselves and underline examples of paradox, irony, and imagery. (5 minutes) 3. Play music video of song and ask students to identify examples of paradox, irony, and imagery that support the writer's attitude toward overcoming challenges. (5 minutes) 4. Discusses responses to song. (5 minutes) 5. Ask students to write about a time where they overcame a challenge. Have them compare their experiences to what is expressed in the song. They should refer to specific lyrics. (10 minutes) 6. Ask students to share responses with a buddy and then with the class. (5 minutes) <p>Differentiation</p> <p>For students who struggle, allow them to review the definitions of paradox, irony, and/or imagery in their literary term notebooks.</p>
Standards:				
<p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>				
Additional Attachments:				
standing outside the fire 2.pdf Standing outside the fire.pdf "Standing outside the Fire" lyrics "Standing outside the Fire" music video				
30 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>DO WHAT CHART AND EXIT SLIP</p> <ol style="list-style-type: none"> 1. Read the task prompt with your group members. Then, underline all of the actions (or verbs) the task prompt is asking you to do and record them in the "Do" column of the "Do What Chart" on your handout. Next, underline 	<p>Level 1: Students identify elements of the task prompt and paraphrase the task prompt using some appropriate transition words to indicate the order. Students make a few revisions to their</p>	<p><i>The goal of this lesson is to teach students how to process task demands through specific analysis of a task prompt. Students are asked to identify the verbs and direct objects in a task prompt and then restate the prompt in their own words. Finally, students share their work with a peer for feedback and revise their writing. This lesson assumes that students have been taught how to use transition words and engage in a peer edit writing activity.</i></p> <p>The student will:</p>

	<p>the direct objects the verbs are referencing and record them in the "What" section of the chart.</p> <p>2. Restate the task prompt in your own words in the "Write About It" section of your handout. Be sure to include all elements of the task.</p> <p>3. Share your writing with a partner. Use the checklist to provide and receive feedback. Lastly, complete the "Exit Slip" portion of the handout in which you rewrite the task prompt in your own words making revisions based on the feedback you received.</p>	<p>work after receiving feedback.</p> <p>Level 2: Students identify all elements of the task prompt and accurately paraphrase the task prompt using appropriate transition words to indicate the order. Students make revisions to their work after receiving feedback.</p> <p>Level 3: Students identify all elements of the task prompt and accurately paraphrase the task prompt using appropriate transition words to indicate the order. Students make thoughtful revisions to their work after receiving feedback.</p>	<ol style="list-style-type: none"> 1. Work with his/her discussion group to underline and identify all of the actions that the task is asking them to do (i.e. the verbs in the task). 2. Participate in class discussion to share the verbs and respond to the question "_____ (insert verb) what?" (i.e. to identify the direct objects). 3. Complete a "Do What Chart." 4. Restate the task using his/her own words in the "Write About It" section of the handout. 5. Share his/her paraphrased task with a partner. 6. Use a checklist to provide and receive feedback. 7. Complete the "Exit Slip" portion of the handout in which he/she rewrites the task in his/her own words making revisions based on the peer feedback. <p>The teacher will:</p> <ol style="list-style-type: none"> 1. Assign students to cooperative groups of 4 students. 2. Distribute the "Do What Chart" handout to students. Have students write the task prompt next to the word "Task" on their handout. 3. Direct students to read the task aloud in their group and identify/underline all the actions the task is asking them to do and record the underlined words in the "Do" column of the chart. 4. For students brand new to task analysis, the teacher should model this process first and think aloud as they deconstruct the task demands. 5. Ask various group representatives to share one of the actions they identified. Some examples might include analyze, discuss, interpret, and argue. 6. Record the responses on the board/chart for all to see, and ask the question "_____ (insert verb student shared) what?" Record the latter for all to see and ask students to record the information on their charts. 7. Ask each group to number each "do what" in the order they will complete the necessary actions. <p><i>NOTE: This activity is a great place to review/revisit transitions. Provide the students with a list of transitions or a set of transitions cards, and ask them which transitions they might use in their task analysis to ensure actions are stated in the proper sequence. This is also an opportunity for students to consider their strengths and weaknesses in terms of the task demand. Model how to reflect upon which actions in the task may be more or less challenging to complete. Think aloud about how this self-assessment may affect the order in which you complete the necessary actions in the task.</i></p> <ol style="list-style-type: none"> 8. Ask each student to complete the "Write About It" section on the handout by using the completed do/what chart to restate the teaching task in his/her own words. 9. Ask students to exchange their versions of the task with a shoulder partner and check the response for accuracy by using the criteria listed on the handout. To identify shoulder partners, each student should be paired up with one person who is sitting next to him/her. (Students will consider the following questions: Does the response include all actions on the chart? Are the actions stated in a specific
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			<p>order? Did the student use transitions to indicate the order?)</p> <p>10. Allow time for students to make revisions and complete the "Exit Slip" portion of the handout.</p> <p>11. Ask one person from each group to share his/her restated task.</p>
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Standards:

CCR.W.2 : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Additional Attachments:

[Do What 2.pdf](#)

[Do What 1.pdf](#)

[Do_What_Chart_Template.docx](#)

20 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>ANTICIPATION GUIDE Evaluate each statement to agree or disagree, and then read the statistics to provide evidence to your previous evaluation.</p>	<p>Not Yet Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose.</p> <p>Approaches Expectations Presents appropriate details to support and develop focus, controlling idea or claim, with minor lapse in the reasoning, examples, or explanations.</p> <p>Meets Expectations Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.</p> <p>Exceeds Expectations Presents thorough and detailed information to effectively support and develop the</p>	<p>Anticipation Guides prepare students for reading new material and/or listening to introductory lectures over new material. This activity is particularly useful when you are preparing to teach content that students may already know about—and may have some misconceptions about! The beauty of the AG is that it begins by having students state what they already think about the topic and then gives them an opportunity to revise their thinking. The questions on the AG make students more focused readers of the text. AGs also require students to cite evidence to support their original or new position on the facts presented in the text. After completing an AG, students have excellent notes over the material. AGs help students learn to take better notes by having them not only write down main ideas but also evidence for those ideas.</p> <ul style="list-style-type: none"> • Begin by converting the most important information from the text into short statements. These statements should challenge preconceived ideas and pique student interest in the material. Next, present the statements to students—either on a screen or board (for them to copy) or on a prepared handout. Give students a response option (Agree or Disagree). • After students complete their responses, you might have a class discussion of their responses or have students discuss their responses in small groups. You could even poll the class for answers and give percentages of agreement/disagreement for each statement. (These percentages can later be compared with correct answers.) • Now the students are ready to read the material, watch the video, or hear the lecture. As students interact with the material, they should be trying to determine whether their pre-reading responses were correct, adjusting their initial responses as needed. They should also gather evidence to support both their correct and incorrect responses. Students may read in
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		<p>focus, controlling idea, or claim.</p>	<p>small groups (perhaps the same group with whom they first discussed pre-reading responses) or individually. After students complete the AG, begin discussion by asking what surprised students. Ask students to share before and after responses as well as their explanations. As students discuss their final responses, the instructor can address any confusion or misunderstanding students still have.</p>
<p>Collaboration Grouping Procedures</p> <p>On your own: In the space to left of each statement, place a check in the true or false column.</p> <p>In small groups: Compare your answers and discuss why you have agreed or disagreed with the statement.</p> <p>On your own: Read the statistics and annotate the textual evidence to confirm or refute your original prediction beside the statement.</p> <p>In small groups: Defend your point of view – politely but firmly. Has your experience aligned with the statistics?</p> <p>Whole group discussion: How are the plot events of <i>Jane Eyre</i> and <i>Wide Sargasso Sea</i> examples or non-examples of the statistics?</p> <p><i>Adapted from Fisher, Douglas, William G. Brozo, Nancy Frey, and Gay Ivey. 50 Content Area Strategies for Adolescent Literacy. Upper Saddle River, NJ: Pearson, 2007. Print.</i></p>			
<p>Standards:</p> <p>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.</p>			

Additional Attachments:

[Ant-Guide.pdf](#)[Anticipation Guide.pdf](#)[Anticipation Guide Suicide Statistics.docx](#)

Reading Process

50 mins	<p>ANNOTATION AND QUESTIONING: Ability to respond to the text and ask questions about the reading.</p>	<p>IT SAYS, BUT I THINK</p> <p>What is a hero/heroin? Students will read a work of literary criticism on <i>Jane Eyre</i> and <i>Wide Sargasso Sea</i>, and they will practice annotating statements that resonate and questioning other claims (using a T-chart). At the end, they will summarize the central ideas of the text.</p>	<p>Exemplary - Complete notes and thorough summary demonstrating clear understanding of the text</p> <p>Good - Complete notes and summary demonstrating basic understanding of the text</p>	<ol style="list-style-type: none"> Distribute copies of "The Fated Modernist Heroine: Female Protagonists in <i>Jane Eyre</i> and <i>Wide Sargasso Sea</i>." Instruct students to get highlighter(s) and pens/pencils and create a T-chart that says "It says" on left column and "But I Think" on right column. Review annotating and questioning the text with all students. Model annotating and questioning portions of the text using the first 3 paragraphs using available SMART board. <ul style="list-style-type: none"> Ask students for annotations; ask them to consider things they agree with (make an annotation) and
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		Needs Work - Incomplete notes and/or inadequate summary demonstrating a lack of understanding of the text	<p>disagree with (make a notation on the T-chart) as they read the text. Encourage varied responses for the same piece of text to help students understand that it is ok that their responses may vary.</p> <ul style="list-style-type: none"> Ask students to follow along and copy initial annotations. <p>5. Instruct students to finish reading/annotating the text and creating their T-charts.</p> <p>6. At the end of the independent reading time, students will work with a partner to review each other's annotations and T-charts.</p> <p>7. Students will ask their peers clarifying questions if they do not understand their peer's annotations.</p> <p>8. At the end of this exercise, students should summarize the article.</p>
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Standards:

RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Additional Attachments:

[DOC111015-11102015082317.pdf](#)

[DOC111015-11102015082326.pdf](#)

1 hr	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CORNELL NOTES</p> <p>How might individuals respond to stress? Complete Cornell Notes for each section of Chapter 71 "Coping Skills." Then, using these notes, write a summary demonstrating your understanding of the text.</p>	<p>Exemplary - Complete notes and thorough summary demonstrating clear understanding of the text</p> <p>Good - Complete notes and summary demonstrating basic understanding of the text</p> <p>Needs Work - Incomplete notes and/or inadequate summary demonstrating a lack of understanding of the text</p>	<p>1. Review how to take Cornell Notes using JMU's Learning Toolbox. (5 minutes)</p> <p>2. Distribute the text of Chapter 71 "Coping Skills" from <i>21st Century Psychology</i> and the Cornell Notes handout for Chapter 71 "Coping Skills." (5 minutes)</p> <ul style="list-style-type: none"> Indicate to students that the headings already printed on the left side are merely that, headings. Students should write key points from each section under the heading as well as add notes for each key point in the right column. Students should summarize each page of notes at the bottom of the page. <p>3. Using the SMART board, model taking Cornell Notes using the introduction section of Chapter 71. Students copy teacher's notes on their handouts. (5 minutes)</p> <p>4. Ask students to read Chapter 71 and take notes using the Cornell method. (30 minutes)</p> <p>5. Ask students to share their notes with a partner to see if they have adequately covered the key points of the chapter and page summaries. (5 minutes)</p> <p>6. Instruct students to write a summary of the entirety of chapter 71. (5 minutes)</p> <p>7. After students have composed their summaries, ask them to share out their summaries with the class. If needed, discuss if any improvements should be made.</p>
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			(5 minutes)
<p>Differentiation: If students seem overwhelmed by the complexity or amount of reading or if time is an issue, you may use the Jigsaw approach. Divide students into home groups of three. Assign each student to an expert group of page 1, page 2, or page 3 of the Cornell Notes. Expert groups meet to discuss their assigned portions and complete the Cornell Notes. Then, they return to home groups and share their findings. Once the Cornell Notes have been completed, the home groups will write a summary of the entire chapter.</p>			

Standards:

W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Additional Attachments:

[DOC111015-11102015082335.pdf](#)

[Coping Skills.pdf](#)

[Cornell Notes for Ch. 71.docx](#)

[Cornell Notes from JMU's Learning Toolbox](#)

50 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CLOZE READING GRAPHIC ORGANIZER After reading each chunk of the text, create a short (10 words or less) summary on your graphic organizer. Then ask a question, make a connection, or come up with an idea about what you just read.</p>	<p>Student has created a series of accurate summaries of the text, and included relevant questions or commentary as well. These responses clearly indicate a comprehension of the text.</p>	<ol style="list-style-type: none"> Model chunking and summarizing the first section of "The Age of Social Transformation" (<i>Atlantic Monthly</i> by Peter Drucker). Then, model how to develop a question, connection, or idea. Have students copy down what you did. Put students in pairs, and have them chunk the subsequent chunks and create one question, connection, or idea per chunk. Remind students that main ideas are specific about who, what, where, and why.
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Standards:

CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Additional Attachments:

[CopyofAoS-T-SierraKameronJordan.pdf](#)

[The Age of Social Transformation \(*Atlantic Monthly*\)](#)

[Cloze Reading Template](#)

50 mins	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main</p>	<p>FINAL WORD PROTOCOL While reading the text, you will annotate and/or take notes on at least</p>	<p>Annotations and/or notes meet expectations if they</p>	<ol style="list-style-type: none"> Briefly explain steps 2-6 and answer any questions students have. (5 minutes) Divide the class into groups of four. Assign each person one of the following roles: facilitator (monitors the process), timekeeper (monitors the
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supporting elements of a text.	three compelling ideas and cite textual evidence for each. Then, you will engage in sharing ideas and listening and responding to ideas from other students in your group. Finally, you will summarize the main ideas of your conversation.	<ul style="list-style-type: none"> ● include at least 3 compelling ideas ● cite at least 3 pieces of textual evidence ● refer to other students' ideas ● contain an appropriate summary of the class's key discussion threads 	<p>time), speaker #1 (begins the first round), and reporter (reports out to the whole class). (5 minutes)</p> <ol style="list-style-type: none"> 3. Students read the text (Business Insider article "What is the Key to Survival in a Constantly Changing Environment?") and annotate and/or take notes on at least 3 compelling ideas from their reading. Students must cite textual evidence for each compelling idea. (10 minutes*) 4. Speaker #1 has up to <i>3 minutes</i> to share one of his/her compelling ideas and textual evidence with the group. The speaker describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote? The facilitator ensures no one may speak other than Speaker #1. The other group members should take notes on the speaker's comments. (3 minutes) 5. Moving clockwise, each person has up to <i>1 minute</i> to address the speaker's idea. The purpose of the response is to expand on the presenter's thinking about the quote and the issues raised for him or her by the quote, to provide a different look at the quote, to clarify the presenter's thinking about the quote, and/or to question the presenter's assumptions about the quote and the issues raised (although at this time there is no response from the presenter). The facilitator ensures no one may question or comment other than the assigned speaker. The first speaker should take notes on the other group members' comments. (1 minute) 6. When all four have had a chance to speak, Speaker #1 has up to <i>1 minute</i> to give the "final word," which should synthesize and reflect on the other three student's observations. Now what is s/he thinking? What is his or her reaction to what s/he has heard? (1 minute) 7. Speaker #2 (the person to the left of Speaker #1) chooses and cites a different idea, and students should repeat steps #4-6. (5 minutes) 8. Repeat step #7 for Speakers #3 and #4. (10 minutes) 9. The reporters will share with the whole class on the key threads of their conversations. Ask all students to summarize the reading. (10 minutes)
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*The time for Step #2 depends on the length and complexity of the assigned text.

This protocol is adapted from the National School Reform Faculty's Final Word protocol.

Standards:

SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.8.2 : Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Additional Attachments:

What is the Key to Survival in a Constantly Changing Environment? (Business Insider)

55 mins

ESSENTIAL VOCABULARY

VOCABULARY: Ability to identify and master terms essential to understanding a text

VOCABULARY CAROUSEL

Students will work in small groups to learn new definitions of avoidance behaviors (denial, projection, minimize, passivity, procrastination, defeatism), discuss ideas about words, create visual representations of words, and brainstorm positive coping strategies with which to replace each avoidance behavior.

Meets Expectations

- Posters have correct definition of each word clearly displayed
- Posters show evidence of students silently discussing key ideas
- Posters have a visual that clearly illustrates a prominent focus of the word

Before class:

The teacher will create one poster for the 6 key avoidance behaviors:

- DENIAL (If I ignore it, maybe it will go away.)
- PROJECTION (It's not my fault, so it's not my responsibility.)
- MINIMIZE (It's not that big of a deal.)
- PASSIVITY (I'm sure everything will work itself out.)
- PROCRASTINATION (I'll get to it later.)
- DEFEATISM (It's too late now.)

Each poster will have the word listed at the top of the paper. In the middle of the paper, the teacher will draw a circle. (The circle should be large enough for students to draw a visual representation in, but small enough to allow each group to write about the word outside of the circle.)

The teacher will create groups of three students and will assign each group a color. The teacher needs to provide each student with a marker of that color.

Based on the number of the students in the class, the teacher may choose to create multiple sets of posters and have students rotate through one set of papers.

During class:

1. The teacher will divide the class into small groups and provide one color of marker for every student in each group (e.g., blue group, green group, red group, etc.). Assign each group to one vocabulary word (i.e., this is their home-group poster).*

2. The students will have five minutes to SILENTLY write what they think the word means or some other

		<p>description of the word (e.g., examples, non-examples, synonyms, antonyms, characteristics of the word, etc.). Students should respond to other comments on the poster (e.g., smiley faces or checkmarks to show agreement, question marks to show confusion, etc.) (5 minutes)</p> <p>3. The students will rotate through the other five stations and SILENTLY interact with the comments on the posters. The students should keep their assigned markers throughout the rotations. (25 minutes, which is 5 minutes for each poster)</p> <p>4. When students return to their home-group posters, they will TALK about the words and the written discussions on the posters. As a group, they should decide on an image that represents the word. They will create that picture inside the circle. Then they will discuss a POSITIVE coping strategy that would replace the avoidance behavior listed on their chart. (15 minutes)</p> <p>5. (If needed) - If you have created multiple sets of posters, ask the groups who investigated to meet up and discuss a recap of their brief discussion and share their pictures. Choose one representative from the two groups to report out their findings. (5 minutes)</p> <p>6. The groups will report out their pictures to the whole class. (10 minutes)</p> <p><i>Differentiation:</i></p> <p>*If students are uncomfortable working in groups chosen by the teacher, assign groups and post names four days before having students complete the activity. Explain to students each day that they will work in these groups (list them out to students every day until the activity).</p>
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Standards:

CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Attachments:

- [1110151130.jpg](#)
- [1110150851.jpg](#)
- [1110150851b.jpg](#)
- [1110151128.jpg](#)

40 mins	CONTENT COMPREHENSION: Ability to justify an assertion by synthesizing information from multiple texts.	SECRETS (Q3 ESSAY) Throughout the ages, humans have struggled with keeping secrets or confessing their shortcomings. In <i>Coping with Stress</i> (2001), C.R. Synder claims that "people who tend to keep	Q3 generic rubric.pdf	1. Review the major components of brainstorming, planning, and drafting a Q3 essay. 2. Explain to students that they will have 40 minutes to complete the essay and encourage them to use knowledge obtained through the informational texts in this module to support their assertions about a literary work. 3. Give students time to write.
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	<p>secrets have more physical and mental complaints, on average, than people who do not... [including] greater anxiety, depression, and bodily symptoms such as back pain and headaches. [...] The initial embarrassment of confessing is frequently outweighed by the relief that comes with the verbalization of the darker secretive aspects of the self" (200, 205).</p> <p>Select a novel, play, or epic poem of literary merit in which keeping secrets creates hardship for a character. Then write a well-developed essay analyzing how secrets function in the work as a whole and what that secret reveals about the character. Do not merely summarize the plot.</p>		4. Score the essay using the AP English Literature Q3 generic writing rubric.
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Standards:

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 discipline-specific tasks, purposes, and audiences.

W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Additional Attachments:

[SecretsQ3.pdf](#)

20 mins	UNDERSTANDING TEXT STRUCTURE OF A FEATURE ARTICLE: Ability to identify key components of text structure	CORNELL NOTES Read the four texts about writing feature articles. As you read, complete Cornell Notes on lead, description, quotes, anecdotes, background information, and any other pertinent parts.	Meets Expectations <ul style="list-style-type: none"> Notes section is thorough and detailed Summary shows a thorough understanding of feature articles 	1. Provide students a copy of the Cornell Notes handout and the four articles. 2. Ask students to read the articles and annotate for the five words: lead, description, quotes, anecdotes, and background information. Ask them to put a star beside any other pertinent information. 3. Ask students to transfer information from the articles to Cornell Notes handout. 4. Ask students to summarize the prominent components of a feature article.
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Standards:

RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn

Surviving the Fire: Coping with Life's Changes

from the text, including determining where the text leaves matters uncertain.

Additional Attachments:

[Feature Article Cornell Notes.pdf](#)

["How to Write a Profile Feature Article" \(NY Times\)](#)

["Tips for Writing a Feature Article" \(The Guardian\)](#)

[Qualities of a Feature Article \(NCTE\)](#)

["Features Go beyond Facts" \(SPJ\)](#)

[Cornell Notes Feature Article.docx](#)

20 mins

UNDERSTANDING TEXT STRUCTURE OF A FEATURE ARTICLE:

Ability to identify key components of text structure

ANNOTATING A FEATURE ARTICLE

Read the feature article from the Chicago Tribune "The Aftermath of a Teen's Suicide" and annotate it for the five components of a feature article.

Meets Expectations

- Students correctly annotated the article for the 5 components
- Students thoroughly summarized the article

1. Give each student a yellow, pink, green, blue, and orange highlighter. Each color represents one of the five components of a feature article.

- Yellow: Lead
- Pink: Description
- Green: Quotes
- Blue: Anecdotes
- Orange: Background information

2. Pass out a copy of the feature article from the Chicago Tribune ("The Aftermath of a Teen's Suicide"). Have students annotate for each component.

3. Ask students to summarize the article by answering the following question: "Describe the aftermath of a teen's suicide."

Standards:

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.

Additional Attachments:

["The Aftermath of a Teen's Suicide" \(Chicago Tribune\)](#)

Transition to Writing

1 hr

SEMINAR: Ability to actively listen and discuss texts

FISHBOWL SEMINAR

Compare and contrast the fate of two protagonists you have read about. Engage in a fishbowl seminar in which you actively listen and discuss one question and actively listening and taking notes on two additional questions.

- What coping strategies did Jane Eyre possess that Antoinette Cosway did not?
- What coping strategies did Holden Caulfield (*Catcher in the Rye*)

Rubric for Socratic Seminars

[Screen Shot 2015-08-11 at 3.24.02 PM.png](#)

Before class: Arrange the desks into two circles. The inner circle should have seats for 1/3 of the number of students in your class. The outer circle should have seats for the other 2/3 of the class. Place a copy of the Rubric for Socratic Seminars on each desk.

During class:

1. Divide the class into three groups. Instruct Group 1 to sit in the inner circle and Groups 2 and 3 to sit in the outer circle. Ask students to read the rubric. (5 minutes)

2. Explain the process for respectfully participating in a fishbowl discussion by summarizing Steps 3-6 for students and answer student questions about the rubric for scoring. (5 minutes)

3. Ask Group 1 to think about and jot a few speaking notes on the question

	<p>possess that Zachery ("Life after High School") did not?</p> <ul style="list-style-type: none"> • What coping strategies did Nora Helmer (<i>A Doll's House</i>) possess that Edna Pontellier (<i>The Awakening</i>) did not? • What coping strategies did Hester Prynne (<i>The Scarlet Letter</i>) possess that Abigail Williams (<i>The Crucible</i>) did not? 	<ul style="list-style-type: none"> • "What coping strategies did Jane Eyre possess that Antoinette Cosway did not?" <p>4. Have Group 1 begin to discuss their question. While Group 1 is discussing their question, Groups 2 and 3 will actively listen and take notes on what Group 1 says.</p> <p>5. At the end of Group 1's discussion, Group 1 will write a summary of their discussion as an answer to their question and Groups 2 and 3 will write "What I Would've Said" in response to group 1 question.</p> <p>6. Repeat the Steps 3-5 for groups 2 and 3 with their questions.</p> <ul style="list-style-type: none"> • Group 2: What coping strategies did Holden Caulfield (<i>Catcher in the Rye</i>) possess that Zachery ("Life after High School") did not? • Group 3: What coping strategies did Nora Helmer (<i>A Doll's House</i>) possess that Edna Pontellier (<i>The Awakening</i>) did not? <p>7. Ask students to use the rubric to self-assess themselves. Then, they should justify their grade with specific evidence from their notes, summary, and/or comments.</p>
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Standards:

SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Additional Attachments:



[1116151236.jpg](#)

[Rubric for Socratic Seminars](#)

50 mins	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to identify and master terms essential to completing the writing product</p>	<p>VOCABULARY CAROUSEL</p> <p>Students will work in small groups to learn the definitions of prominent characteristics of feature articles (lead, description, quotes, anecdotes, and background information), discuss ideas about words, and create visual representations of words.</p>	<p>Meets Expectations</p> <ul style="list-style-type: none"> • Posters have correct definition of each word clearly displayed • Posters show evidence of students silently discussing key ideas • Posters have a 	<p><i>Before class:</i></p> <p>The teacher will create one poster for the 5 key vocabulary words of the unit:</p> <ul style="list-style-type: none"> • LEAD • DESCRIPTION • QUOTES • ANECDOTES • BACKGROUND INFORMATION. <p>Each poster will have the word listed at the top of the paper. In the middle of the paper, the teacher will draw a circle. (The circle should be large enough for students to draw a visual representation in, but small enough to allow each group to write about the word</p>
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		<p>visual that clearly illustrates a prominent focus of the word</p> <p>outside of the circle.)</p> <p>The teacher will create groups of three students and will assign each group a color. The teacher needs to provide each student with a marker of that color.</p> <p>Based on the number of the students in the class, the teacher may choose to create multiple sets of posters and have students rotate through one set of papers.</p>
		<p><i>During class:</i></p> <ol style="list-style-type: none"> 1. The teacher will divide the class into small groups and provide one color of marker for every student in each group (e.g., blue group, green group, red group, etc.). Assign each group to one vocabulary word (i.e., this is their home-group poster).* 2. The students will have five minutes to SILENTLY write what they think the word means or some other description of the word (e.g., examples, non-examples, synonyms, antonyms, characteristics of the word, etc.). Students should respond to other comments on the poster (e.g., smiley faces or checkmarks to show agreement, question marks to show confusion, etc.) (5 minutes) 3. The students will rotate through the other five stations and SILENTLY interact with the comments on the posters. The students should keep their assigned markers throughout the rotations. (25 minutes, which is 5 minutes for each poster) 4. When students return to their home-group posters, they will TALK about the words and the written discussions on the posters. As a group, they should decide on an image that represents the word. They will create that picture inside the circle. (10 minutes) 5. (If needed) - If you have created multiple sets of posters, ask the groups who investigated to meet up and discuss a recap of their brief discussion and share their pictures. Choose one representative from the two groups to report out their findings. (5 minutes) 6. The groups will report out their pictures to the whole class. (10 minutes) <p><i>Differentiation:</i></p> <p>*If students are uncomfortable working in groups chosen by the teacher, assign groups and post names four days before having students complete the activity. Explain to students each day that they will work in these groups (list them out to students every day until the activity).</p>

Standards:

CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Attachments:



Writing Process

40 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> ● Creates an outline or organizer. ● Supports controlling idea. ● Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> ● Provide and teach one or more examples of outlines or organizers. ● Invite students to generate questions in pairs about how the format works, and then take and answer questions. ● Include lead, description, quotes, anecdotes, and background information.
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Standards:

W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

30 mins	INTRODUCTORY PARAGRAPH:	CREATING A LEAD How can I write a lead?	Met: Students will be able to write an effective lead. Not Met: Students will be unable to write an effective lead.	Exercise 3: Writing Basic News Leads INSTRUCTIONS: Write only a lead for each of the following stories. As always, correct errors in spelling, grammar, punctuation and AP style if necessary. Consult the directory in your textbook for the correct spelling of names used in the scenarios.
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1. There was an accident occurring in your city at 7:10 this morning at the intersection of Post Road and Rollins Avenue. Charles R. Lydon was driving north on Post Road and proceeded to enter the intersection in his van at a speed estimated at 40 mph. His van struck a fire engine responding to an emergency call, with its lights and siren in operation. Two firemen aboard the vehicle were hospitalized; however, their condition is not known at this point in time. Lyden was killed instantly in the serious and tragic accident. Authorities have not yet determined who was at fault. The truck was traveling an estimated 25 mph and responding to a report of a store fire. However, it was a false alarm. Lydons van was totally destroyed. Damage to the truck was estimated at \$50,000.

2. There was a report issued in Washington, D.C. today. It came from the Highway Loss Data Institute, an affiliate of the Insurance Institute for Highway Safety. It shows that there are advantages to driving big cars. A study by the institute found that small two-door models and many small or midsize sport or specialty cars have the worst injury and repair records. Many of these small cars show injury claim frequencies and repair losses at least 30 percent higher than average, while many large cars, station wagons and vans show 40 percent to 50 percent better-than-average claim records. According to the analysis, a motorist in a four-door

Oldsmobile Delta 88, for example, is 41 percent less likely than average to be hurt in an accident.

3. An article appeared today in the Journal of the American Medical Association. The article concerns the dangers of hot dogs. "If you were trying to design something that would be perfect to block a child's airway, it would be a bite-size piece of hot dog," says a researcher. He concluded that children under 4 should "never be given a whole hot dog to eat," and that hot dogs should never be cut crosswise. The hot dogs are so dangerous that every five days, it is estimated, someone, somewhere in the United States, chokes to death on them. Other risky foods for young kids up to 9 years of age include: candy, nuts, grapes, apples, carrots and popcorn.
4. The family of Kristine Belcuore was grief-stricken. She was 51 years old and died of a heart attack last week. She left a husband and four children. Because her death was so sudden and unexpected, an autopsy had to be performed before the funeral last Saturday. It was a big funeral, costing more than \$7,000. More than 100 friends and relatives were in attendance. Today, the family received an apologetic call from the county medical examiner. Mrs. Belcuore's body is still in the morgue. The body they buried was that of a woman whose corpse had been unclaimed for a month. The error was discovered after the medical examiners office realized the month-old corpse had disappeared. Someone probably misread an identifying tag, they said. Also, the family never viewed the remains, they kept the casket closed throughout the proceedings. A relative said, "We went through all the pain and everything, all over the wrong body, and now we have to go through it again."
5. It's another statistical study, one that surprised researchers. For years, researchers thought that advanced education translated into greater marriage stability. Then they discovered that marital disruption is greater among more highly educated women than any other group (except those who haven't graduated from high school). Now a sociologist at The Ohio State University has conducted a new study which explains some of the reasons why women with graduate degrees are more likely to be graduated from their marriages as well. The key fact seems to be timing. Women who married early, before they began graduate school, are more likely to have established traditional family roles which they find difficult to change. When the wife goes back to school and no longer wants to handle most of the housework, it causes resentment on the part of the husband. If the husband refuses to pitch in and do his share, it creates tension. Such unhappiness on both sides often leads to divorce. Indeed, a third of the women who began graduate school after they were married ended up separated or divorced. By

comparison, only 15.6 percent of those who married after they had finished an advanced degree ended up divorced or separated. They seem more likely to find husbands supportive of their educational goals.

6. The Department of Justice, as it often does, conducted a crime-related survey. It questioned long-term prisoners. It found that new laws limiting the ownership of guns do not discourage handgun ownership by career criminals. The report concludes, however, that even though curbs on legitimate retail sales of guns have failed to attain the goal of keeping weapons out of the hands of criminals, the laws still may serve other useful functions. The report explains that criminals get their weapons most often by theft or under-the-counter deals. The department surveyed 1,874 men serving time for felonies in 11 state prisons and found that 75 percent said they would expect little or no trouble if they tried to get a handgun after their release from prison. Fifty-seven percent had owned a handgun at the time of their arrest. Thirty-two percent of their guns had been stolen, 26 percent acquired in black market deals, and others received as gifts from family and friends. Only 21 percent had been bought through legitimate retail outlets.
7. Thomas C. Ahl appeared in Circuit Court today. He pleaded guilty last week to robbing and murdering two restaurant employees. In return for pleading guilty prosecutors promised not to seek the death penalty. He was sentenced today. Ahl is 24 years old, and the judge sentenced him to two life terms, plus 300 years. It is the longest sentence ever given anyone in your state. Ahl will be 89 before he can be considered for parole. The judge explained that Ahl had a long history of violence and brutality, and that the public deserved to be protected from him. There had been no reason for him to shotgun the two employees to death. Ahl himself admitted that they had not resisted him in any way.
8. The International Standardization Organization, which is composed of acoustics experts, today opened its annual convention. The convention is meeting in Geneva, Switzerland. Delegates from 51 countries are attending the convention, which will continue through Sunday. An annual report issued by the organization warned that noise levels in the world are rising by one decibel a year. If the increase continues, the report warned, "everyone living in cities could be stone deaf by the year 2020." The report also said that long-term exposure to a noise level of 100 decibels can cause deafness, yet a riveting gun reaches a level of 130 decibels and a jet aircraft 150.
9. A 19-year-old shoplifting suspect died last Saturday. Police identified him as Timothy Milan. He lived at 1112 Huron Avenue and was employed as a cook at a restaurant in the city. A guard at

		Panzer's Department Store told police he saw Milan stuff 2 sweaters down his pants legs, then walk past a checkout line and out of the department store. The guard then began to chase Milan, who ran, and 3 bystanders joined in the pursuit. They caught up with Milan, and, when he resisted, one of the bystanders applied a headlock to him. A police officer who arrived at the scene reported that Milan collapsed as he put handcuffs on him. An autopsy conducted to determine the cause of death revealed that Milan died due to a lack of oxygen to the brain. Police today said they do not plan to charge anyone involved in the case with a crime because it "was a case of excusable homicide." The police said the bystanders did not mean to injure Milan or to kill him, but that he was fighting violently—punching and kicking at his captors and even trying to bite them—and that they were simply trying to restrain him and trying to help capture a suspected criminal, "which is just being a good citizen."
		<p>10. Several English teachers at your city's junior and senior high schools require their students to read the controversial book, "The Adventures of Huckleberry Finn." The book was written by Mark Twain. Critics, including some parents, said last week that the book should be banned from all schools in the city because it is racist. After considering their complaints and discussing them with his staff, the superintendent of schools, Gary Hubbard, announced today that teachers will be allowed to require reading the book in high school English classes but not in any junior high school classes. Furthermore, the superintendent said that it will be the responsibility of the high school teachers who assign the book to assist students in understanding the historical setting of the book, the characters being depicted and the social context, including the prejudices which existed at the time depicted in the book. Although the book can no longer be used in any junior high school classes, the school superintendent said it will remain available in junior and senior high school libraries for students who want to read it voluntarily. The book describes the adventures of runaway Huck Finn and a fugitive slave named Jim as they float on a raft down the Mississippi River.</p> <p>11. Students will then pair up and share their leads.</p>

Standards:

W.11-12.3 : Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Additional Attachments:

Writing a Feature Lead

40 mins	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an	ROUGH DRAFT ARTICLE Write a feature article for	Met: Students have completed a rough draft with	Utilizing the informational texts and applying the outline and lead already created, students will spend 40 minutes preparing a rough draft of the article. Remind
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initial draft with an emerging line of thought and structure.	the school newspaper in which you explain how young adults might develop strategies to survive life's changes. Make sure you include at least two examples from past or current issues to illustrate and clarify your position.	appropriate components of the feature article, as well as incorporate two examples from past or current issues to illustrate and clarify position. Not Met: Students have an incomplete rough draft; have not used appropriate components of feature article; incorporates one or fewer examples from past or current issues.	students to include description, quotes, anecdotes, and background information.
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Standards:

W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.**W.11-12.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

50 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	GROUP PEER REVIEW 1. Read "The Secret to Writing Stronger Feature Articles" from Writers' Digest. 2. Assign the following roles to each group member for peer review: Clarity Crusader (also look for "lead"), Proofreader (also look for "background information"), Structure Czar (also look for "description"), and Example Exemplar (also look for "quotes and anecdotes"). 3. Read each others' papers in your assigned role; giving feedback to help improve each others' writing. 4. Respond to the closing question: How did this process help to improve your paper? Be sure to include specific details in your response.	Meets Expectations if Student: <ul style="list-style-type: none"> Provides specific examples that will improve their peers' writing. Offers feedback to their peers that is respectful. Reflects on the feedback received to their own paper and plans revisions. 	Note to Teacher: Attached are a set of student handouts (see Peer Review Roles under Student Handouts) to help students with this process. This can be done using the Peer Review Roles handouts or in a number of other ways: <ul style="list-style-type: none"> Have students come to class with four copies of their essay. Each student gets a copy of the essay and makes comments directly on their copy of the essay. Have each student bring a single copy of their essay to class. Each student has a different color of a highlighter and a pen and make comments on the single copy of the essay. Project a copy of the student handout on the board. Have each student bring a single copy of their essay to class and photocopy a full class set of the Peer Review Roles handout. Students get different colors of highlighters and make comments linked to highlighted parts of the essay on the handouts provided. Direct Instruction: Review each of the roles for students. If students are not familiar with these roles, direct instruction may be necessary. This would probably take a single class period. <ol style="list-style-type: none"> Present each of the roles to the class. Give the students a sample copy of a paper for them to edit. Focus on one of the roles. Together, with you modeling and then students giving their ideas, go through the paper in this role. Do the same for each of the roles.
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			<p>5. Ticket out the door: Students write on a 3 x 5 card or small slip of paper about how this process helped to improve their paper. Remind the students that it is important to include specific details during this closing writing activity.</p> <p>Practice:</p> <ol style="list-style-type: none"> Students move to groups of four students and receive the Peer Review Roles handout. Based on strengths, students will assign roles within their groups Students will pass their papers to each of their group members until each student has reviewed all three papers. Ticket out the door: Students will write on a 3 x 5 card or small slip of paper about how this process helped to improve their paper. Homework: Students will make necessary changes to their work based on their peers' feedback.
Standards:			
CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
10 mins	<p>REVISION, EDITING, AND COMPLETION ></p> <p>FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>POLISHED FEATURE ARTICLE</p> <p>Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. <p><i>None</i></p>
Standards:			
CCR.W.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.			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- ‰ The Fated Modernist Heroine: Female Protagonists in Jane Eyre and Wide Sargasso Sea :
<https://s.ldc.org/u/gc4f9vdtau9fctdy8e9v8vdn>
- ❑ Chapter 71: Coping Skills from 21st Century Psychology: A Reference Handbook :
<https://s.ldc.org/u/6ey47y9za7jk7w57src7vti3g>
- ‰ Suicide Statistics from SAVE : <https://s.ldc.org/u/81dw5qkrn4wj9dpxuwgid4o8f>
- ‰ Business Insider: What is the key to survival in a constantly changing environment? :
<https://s.ldc.org/u/cvkj9u380gw2rlsg52j3ou36p>
- ‰ Atlantic Monthly: The Age of Social Transformation :
<https://s.ldc.org/u/4qh49o3ltknc3j5y0kyujhxg>
- ‰ Standing outside the Fire (song lyrics) : <https://s.ldc.org/u/12posbu1fc71zahctn30qb0v>
- ‰ "Parents Grapple with Teen's Suicide" (feature article from Chicago Tribune) :
<https://s.ldc.org/u/g7nk3tku2q1vv97wmih5ye98>
- ‰ "Features Go beyond Facts" by Tom Hallman : <https://s.ldc.org/u/d6tywq9bzrupqnznzkp9p2fui>
- ‰ Qualities of a Feature Story (Read, Write, Think from NCTE) :
<https://s.ldc.org/u/9eukcoi06s2to91nq3l15xfyh>
- ‰ The Guardian: Tips for Writing a Feature Article : <https://s.ldc.org/u/3yjapb7i7wvppbimqne4ezh0y>
- ‰ Smart Tips for Writing a Feature Article : <https://s.ldc.org/u/qnc1s0g9m06hzmemmdqa75mm>
- ‰ The Secret to Writing Stronger Feature Articles : <https://s.ldc.org/u/427te5vh0j8nel84rd2l8a70h>