

ID

voice:vision:identity™

Sample Lesson



SCHOLASTIC

1**SLIDE SHOW****BANG!**

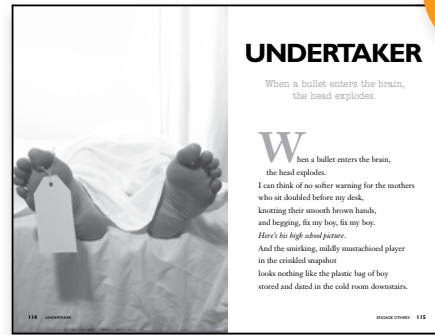
This slide show presents students with the grim reality of violence and its effect on individuals, our communities, and those who are left behind.

Raw Write
in ID Journals.

THEME: violence

LESSON #9 ESSENTIAL QUESTION:

Is violence the solution—or the problem?

ANTHOLOGY**2****UNDERTAKER**

—a poem by Patricia Smith

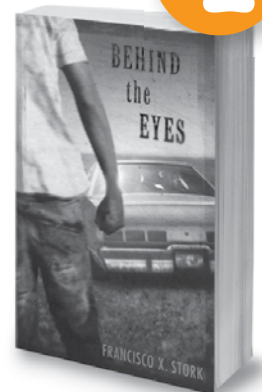
Students will participate in a shared reading of this persona poem, told through the narrative voice of an undertaker preparing the body of a victim of gang violence.

Raw Write
in ID Journals.

3**WRITING OPTIONS**

After Raw Writing in response to the slide show and anthology selection, students will have three options for further writing.

- WRITE A PERSONA POEM
- INVESTIGATE LEGAL LANGUAGE: COMPARISON CHART
- REFINE RAW WRITING

EXTENSIONS**4****BEHIND THE EYES**

—a novel by Francisco X. Stork

Hector makes a fateful misstep that derails his plans to escape the gang conflict in his community. Will this intelligent, “different” teen be able to get back on track in the violent setting of a Texas juvenile facility?

Lesson overview

Each lesson in ID voice: vision: identity centers on a theme-based essential question that is aligned with one of the four foundational learning platforms. By incorporating these platform into each lesson, student are guided to independence and competence through a process of engagement with each other and with literacy. The sample lesson presented here will help you frame 1 of 16 inquiries, each centered on a theme-based essential question and aligned with one of the four foundational learning platforms. As you become more at ease with the ID format, you will be increasingly able to incorporate the conceptual layers of the program into each lesson, guiding students to independence and competence through a process of engagement with each other and with literacy.

A lesson map on the opening page of each lesson gives a snapshot of the arc of each inquiry. There are four basic stages to each lesson, following Dr. Tatum’s teaching path from tutorial through reading, writing, and extension activities.

1. Each lesson opens with a Slide Show that addresses the essential question—an emotionally and intellectually challenging kick-off for the broader inquiry, which plunges students into real-world issues. The Slide Show also gives rise to the first Raw Write in response to what is seen and discussed.
2. The Slide Show is followed by a short, substantive, thematically linked selection from the ID Anthology, to be read aloud to the whole group. Each selection serves as a mentor text for the inquiry.
3. Students now go deeper into writing after self-selecting one of three writing options: writing that is related to the ID Anthology selection, writing based on research into the Slide Show topic, or writing to refine an earlier piece.
4. The final phase of each lesson extends the inquiry by connecting to other, longer literature—focusing on the trade books.

1 SLIDE SHOW

BANG!

This slide show presents students with the grim reality of violence and its effect on individuals, our communities, and those who are left behind.

Raw Write in ID Journals.

2 ANTHOLOGY

UNDERTAKER

—a poem by Patricia Smith

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Raw Write in ID Journals.

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4 EXTENSIONS

BEHIND THE EYES

—a novel by Francisco X. Stork

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THEME: violence

LESSON #9 ESSENTIAL QUESTION:

Is violence the solution—or the problem?

self engage others build 105

Essential question grabs students’ attention and sets up the dialogue about a specific social justice issue.


Theme provides a means of framing the discussion, the readings, and the writing for each lesson.

Lesson overview

Each lesson opens with a slide show that addresses the essential question

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SLIDE SHOW: ADDRESS AN ESSENTIAL QUESTION



BANG!

SET UP

Prepare to view the slide show for this session. Before sharing it, you may wish to print out the slides for yourself and preview the notes for each one. These notes contain information that not only supports the slides but also may serve to prompt student research or deeper discussion of the issue being examined. Some of the slides in "BANG!" include graphs and statistics that may require explanation as you view the show with students.

VIEW SLIDE SHOW

Play the slide show. Invite students to react verbally to the images and information. Model connecting the slide show content to contemporary or local events whenever possible. Pause on the final slide, which offers students scaffolding for responding to the essential question, as they address it in the discussion and Raw Write that follow.

DISCUSS

Point out that the slide show perspectives represent different responses to violence.

Ask:

- Which response spoke to you most deeply? Which persuaded you most? Why and how?
- How did these perspectives highlight the issue of gang violence? What are some of the barriers to stopping violence?
- How can we respond to the destructive nature of violence? What do you think about the role of justice in your lives?

Slide show illuminates the theme and social justice issue for each inquiry. It also introduces the essential question and demands an emotional response—all while making students smarter about important, relevant topics.

Slide show notes are offered as optional support. You may wish to let students experience each slide without additional commentary. In that case you can use the notes for questions or for revisiting the slide show.

Slide shows can be found in the Teacher Support folder of the ID Teacher Resource CD-ROM.

Scripted think-aloud and talking points are provided for teachers who might need additional support with discussions, especially about sensitive or emotionally charged topics.

Students—and the teacher—are encouraged to capture their reactions to the slide show through Raw Writing in their ID Journals.

Additional information and tips are provided in orange. Teacher as Writer includes specific suggestions for enriching the collective writing experience.

NOTE: The slide show presents an unflinching view of its topic; content may include disturbing imagery. You may wish to preview it before sharing with the class.

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ID JOURNAL: PUT YOUR VOICE ON RECORD

RAW WRITE #1

PROMPT

In your ID Journals, you and your students should capture ideas and reactions—in any writing format—to the slide show and discussion. Writing may relate to imagery, information, literary passages, and/or the inquiry itself. Writers can ask themselves:

- How does violence in my community make me feel? Think?
- How have journalists and authors expressed their attitudes about violence?
- What are some ways I could respond to violence? What are a citizen's responsibilities? Accepting responsibility for the consequences of one's actions? Considering the rights and interests of others? Adhering to moral principles?

Allow time for participants to formulate their responses.

SHARE

- Model appropriate discussion by sharing your own raw reaction to the slide show.
- Encourage volunteers to share their writing with partners or with the group.
- Solicit constructive feedback on each piece shared.

TEACHER AS WRITER

You play a critical role as a member of the classroom writing community. When sharing your own writing, be open to students' comments and critiques. Your commitment to writing and sharing will inspire reluctant student authors to do the same.

Point out to students that good words enrich writing. Encourage students to collect words that interest them, whether or not the words seem useful at the moment. They can mine their word lists when they refine their written pieces.

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Lesson overview

Students now go deeper into writing after self-selecting one of three writing options

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WRITING OPTIONS: MOTIVATE, ENGAGE, GET SMARTER

Students can choose to deepen their engagement with language by writing in the literary genre of the anthology selection, researching a social justice issue, or refining a piece of writing from their ID Journals.

OPTION 1: WRITE A PERSONA POEM

In a persona poem, such as "Undertaker," the persona narrates the poem. Support students' understanding of this form with prewriting questions:

- Will your persona represent you, or a character you create?
- What are your persona's physical traits? Where and with whom does he/she live?
- What might your persona think? Feel? See? Hear?
- What is your persona's greatest fear, goal, or challenge?

Student Support: ID Writing Resource 9 (Who Am I?: Persona)

OPTION 2: INVESTIGATE LEGAL LANGUAGE: COMPARISON CHART

The perception that juvenile crime is growing in scope and degree and that the consequences faced by young people are too lenient has led to laws like California's Proposition 21, under which youths as young as 14 are tried and incarcerated as adults.

Ask students to work in small groups to read the portions of Prop 21 on ID Research Framework 9, and to rephrase the "legalese" in students' own words. Have them discuss and debate:

- alternatives to harsh punitive measures such as Prop 21.
- the balance between community safety and the needs of the individual.
- the importance of civic involvement and of education about legal and judicial frameworks relating to violence in our society.

Have students use **Try This** on the Research Framework to extend their inquiry by comparing legal responses and punitive measures for similar offenses in other states.

Student Support: ID Research Framework 9 (It's the Law: Investigate Legalese Around Juvenile Crime); ID Research Worksheet

OPTION 3: REFINE RAW WRITING

Challenge students to refine a piece from their ID Journals. Encourage them to pay special attention to the word choice of the piece, and to "write as readers" by asking themselves: *Is my message clear? Have I organized the piece so the reader knows what my main idea is? Does my voice come through in my writing? Have I used some strong verbs or colorful phrases that grab the listener?*

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Students read their writing aloud and engage in meaningful peer evaluation, supported by the ID Assessment Resource reproducible.

ID Assessment Resource provides framework and language for peer and self-evaluation. Available in the Student Support folder of the ID Teacher Resource CD-ROM.

Students have three options for further writing.

Writing Resource reproducible brings focus to relevant feature or aspect of writing. Available in the Student Support folder of the ID Teacher Resource CD-ROM.

The Research Worksheet and inquiry-specific Research Framework reproducibles help students organize research and investigate topics. Available in the Student Support folder of the ID Teacher Resource CD-ROM.

TAKE THE AUTHOR'S CHAIR

In the ID Classroom, it is important that everyone have the opportunity to take the author's chair to share their work.

Start off this session by sharing one of your own pieces, encouraging students to critique your work. Talk about how you might continue to revise your piece, based on students' feedback.

Then challenge students to share and refine a piece of their own. As students occupy the author's chair, invite peers to listen carefully, appreciate the work, and provide feedback on its strengths as well as one aspect that could benefit from further development.

ASSESSMENT SUPPORT

Suggestions for the one who is sharing:

- If you chose to write a persona poem, talk about how you developed your persona, who he or she is, and how you approached the task. If you chose to write something else, talk about how you chose your topic.
- Note your perspective. Is it personal? Cultural?
- Identify specific areas of your writing to refine at a later date.

Suggestions for listeners:

- Try to understand the writer's thinking message.
- Try to understand the writer's feeling message.

Suggestions for evaluation and feedback:

- Is the writer's message clear? Is the main idea clear?
- Does a clear voice come through?
- If appropriate to the piece, does the writing incorporate facts or quotes that help pull the reader in?
- Is the writing meaningful—to the writer, to the readers, and to the community outside the classroom?
- Has the writer made careful word choices in this piece?

Encourage students to use their established assessment language.

Student Support: ID Assessment Resource

"I refuse to live and create from a defensive position. I write to fight."

—Nwazike Shange

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Lesson overview

The final phase of each lesson extends the inquiry by connecting to other, longer literature – focusing on one trade book

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EXTENSIONS: INVITATION TO LITERATURE



BEHIND THE EYES

—a novel by Francis X. Stork

SPOTLIGHT THE TRADE BOOK

In this book, Hector, a good student and avid reader, has his “difference” tested when he is involved in a serious violent crime. Pitch the book by reading a memorable section such as the passage from pages 80–81 that begins “Something told Hector that the new kid didn’t belong,” and ends “Hector held his gaze for a few seconds before turning back to the food servers.”

Challenge students to observe as they read how the character in this book gains self-definition and regains authority over his life in spite of his grueling experience in a juvenile facility.

READ AND DISCUSS

Reading and writing can take place independently, with a partner, or in small groups. (See Book Group Support, below.) Discussion can be in small groups or with the whole class. This trade book supports the target inquiry and provides additional support to students for reading and writing in different forms and for different purposes and audiences.

 Student Support: ID Book Guide *Behind the Eyes*

BOOK GROUP SUPPORT

Students may or may not read *Behind the Eyes* as a culmination of this unit on violence. Some students may still be working through another book independently or with their book group.

For support on running your classroom book groups, see page 29 of this guide. As a way to bring the whole class together, remind students of the other titles linked to this platform.

engage others:

- *The Absolutely True Diary of a Part-Time Indian*, by Sherman Alexie
- *The Hunger Games*, by Suzanne Collins
- *Students on Strike*, by John A. Stokes

Encourage students to share text-to-text connections and insights, from both a writer’s and a reader’s perspective.

Extension lessons give students the opportunity to further explore the literary themes, ideas, and voice of an award-winning author.

Discussion and book group suggestions give options for working trade book into your classroom in flexible ways, depending on the students’ interest, reading pace, and learning styles.

Book Guide reproducibles include framework for reading, analyzing, and responding to the trade books. Available in the Student Support folder of the ID Teacher Resource CD-ROM.

We, the authors, will seek
to use language to define who we are,
build and nurture resilient beings,
write for the benefit
of others and ourselves,
and use language
prudently and unapologetically
to mark our time
and mark our lives.

This we agree to,
with a steadfast commitment
to the ideals of justice, compassion,
and a better humanity for all.

To this end, we write!

To this end, I write!

For more information about ID voice vision identity
please contact your local account executive

EAST:

1-800-423-3264 — or 1-800-423-3264

WEST:

1-800-423-3264 — or 1-800-423-3264

or visit www.scholastic.com/ID