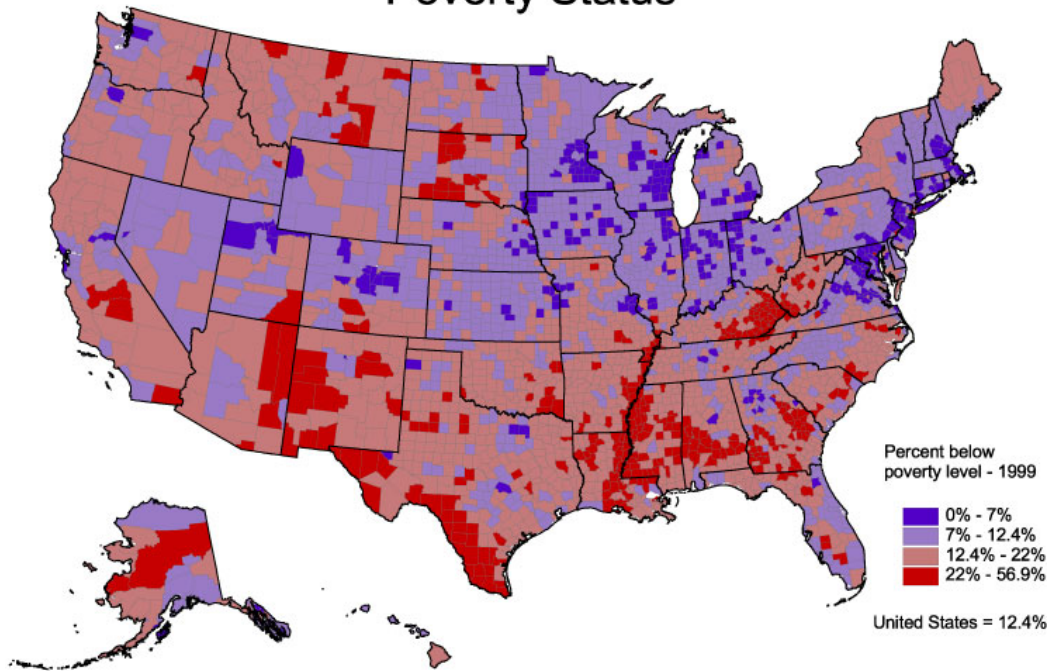


TIES 2006

Teachers in Industry for Educational Support Lights, Camera, Poverty

Poverty Status



Source: United States Census Bureau, Census of Population and Housing, 2000
Note: Alaska and Hawaii are not to scale.



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Table of Contents

	<u>Page</u>
Curriculum Unit Overview - narrative	4
Summary Chart	6
Section One (Social Studies)	7
Section Two (Algebra I)	12
Section Three (Language Arts)	16
Transfer Activity (Lights, Camera, Poverty)	23

(Lights, Camera, Poverty) Curriculum Unit Overview

Summary

Poverty exists across the world as one of the most engaging problems that will impact citizens of the United States as we move toward a global economy. Moreover, examining the problem of poverty locally will assist students in understanding how this issue affects them. Community Action Patnership, located at 719 S. Main Street Dayton, serves the homeless and many other low-income residents of the city. Within its lobby, C.A.P. has a power-point slide presentation that highlights many of its programs. The problem is that words and slides do not draw attention to many beneficial programs that are available. By creating a visual representation using video and pictures, it is hoped that many clients will take advantage of lesser known programs. C.A.P. wishes that by utilizing these programs and getting involved in them, citizens will gain a pathway out of poverty.

Students will now use our example (creation of the video and research) to explore and examine poverty in their school district and come up with possible solutions to share with each other, their community, and government officials in Riverside, Ohio. We can recommend this plan for any high school grade level, but it is specifically designed for our ninth grade freshmen academy utilizing learning objectives in preparation for the 10th grade Ohio Graduation Test. We have targeted content standards from English, math and social studies. The unit will be implemented over one semester.

Big Picture

We will get the students attention by presenting the overall problem: Currently, according to the latest U.S. Census data, the city of Riverside is ranked third in regard to the amount of people at or below the poverty level in Montgomery County. How can we, as freshmen high school students at Stebbins High School, determine the causes of poverty in Riverside and recommend possible solutions.

Preparation for the Unit

Work with . . . to:

Administrative: Many details must be coordinated to pull this unit off depending on your school schedule. Since we function in a 4x4 block schedule, we must do the same unit twice in the same year, but also must consider our math teacher which may have to come in during our homeroom/activity period to address and provide instruction and mini lessons on the math component of the unit.

Research and Preparation: We envision the following guest speakers addressing our students:

- Trudy Elder, Director, The Other Place.
- Sarah Twill, Professor, Wright State University.
- Brett Domescik, Relator, Domescik Realty
- Planning Commission Chair, City of Riverside

Logistics: In order for students to create video PSA, we plan to utilize the yearbook teacher's E-Macs. We also must have the Apple Program I-Movie loaded on the computers. Additionally, students must be trained on how to work the program. Finally, students must have access to digital cameras where they can use both the picture and video features.

Supplies and Materials: We must have access to the school's Computers-On-Wheels (C.O.W.s), digital cameras, posterboard, maps of the city/county, graphing paper, and a copy of the book "Nickel and Dimed: On (Not) Getting By in America."

Overview

On the following page is a summary of the unit including brief summaries of each of the competencies that must be taught before students approach the culminating, or transfer, activity. The individual competencies, or skills and concepts, within single subject areas that must be addressed can be considered building blocks for the transfer activity. The skills and competencies are "transferred" to a new, less defined, more open-ended context. The individual competencies, or building blocks, should be, as much as possible, "Authentic Learning Tasks" (ALTs), meaning that the competencies should be taught in as realistic a way as possible to reflect the application of the skills in a real life, or workplace, context. The summary table on the next page provides an overview of the tasks in the unit sections (ALTs), and shows how the activities in the different subject areas relate to each other. Demonstration and application of the individual subject area competencies are required for the student to effectively complete the transfer, or culminating, activity.

Curriculum Unit Summary (Unit's Title)

Section Title Social Studies	Section Title Algebra 1	Section Title English
<p>ALT 1 - Bright Lights Big City Students will write a color -coded 3.8 paragraph on the causes and consequences of urbanization. They will have to consider economic development, population growth and environmental change.</p>	<p>ALT 1 - Have's and Have Not's Students will compare average income per Riverside household versus other Montgomery county households in a graph composed in Microsoft excel. They will write an extended response on the inferences that they make from the data.</p>	<p>ALT 1 – Pride or Humility After reading two short stories about poverty, students will write an extended response considering how poverty impacts families.</p>
<p>ALT 2 – Government That Supports the Poor . . . Priceless In groups of 4 students will discover how a particular government systems deals with poverty. They will create an advertisement promoting their type of government as the best for dealing with the problem.</p>	<p>ALT 2 – Predicting Poverty Students will measure the change in poverty level in the city of Riverside through time, and graph it. They will then compose a extended response based on inferences they make from this information.</p>	<p>ALT 2 – Examining Your Surroundings After reading excerpts of a non-fiction examination of poverty, students will maintain a journal/learning log in preparation for the culminating project.</p>
<p>ALT 3 – Help Wanted? Students will describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources in Montgomery County. ??? – Trudy & Brett D.</p>	<p>ALT 3 – Dollars and Sense Students will use a survey to measure how various factors have affected different neighborhoods in the city of Riverside and graph it. They will write an extended response on how education, earnings, number of children in family, bedrooms, cars etc... produce causes and consequences.</p>	<p>ALT 3 – You Can Make A Difference After completing the culminating project, students will write a persuasive business letter suggesting solutions to the problem.</p>
<p>Transfer or Culminating Activity or Project</p> <p>Students will take on the role as a member of the Riverside Advisory Board. They will determine the causes of poverty and recommend possible solutions. They will then create and I-Movie that visually captures some of the local problems and available programs. The videos will be shown to the actual Mad River Advisory Board and used as PSA's around the community.</p>		

Please check the boxes for the subject areas that are represented in your module. These are the categories used for indexing the curriculum as it's posted to our website.

English/Communications/Language Arts

- Science/Engineering/Design
- Business/Technology
- Teamwork/Problem-solving
- Careers/Life Skills/Family & Consumer Science
- Foreign Language
- Social Studies/History/Economics/Marketing
- Media/Graphics/Art/Music
- Health/Physical Education

Section One: Social Studies

ALT 1: Bright Lights, Big City

Summary

There are many causes and consequences of urbanization. Around the world, people move to the city to find jobs and education and as a result cities experience population growth. Where there is a denser population the environment will change. This is true to most urban areas around the world and therefore a fundamental piece to a World Studies class.

Students will practice writing an extended response using the OGT rubric. We will hold a class discussion on the difference between rural and urban areas. Students will create a chart that examines the causes and consequences of Urbanization and they will use the chart to write a color-coded 3.8 paragraph.

The 3.8 paragraph takes any topic and breaks in down into 3 points. Those ideas or points are listed in the first sentence. Each point will get two supporting sentences in the order that they were listed in the topic sentence. One concludes the paragraph with a closing sentence that restates the 3 points using different words or phrases. The visual learner will underline each point a different color along with its supporting sentences. The tactile or bodily kinesthetic learning can cut and mold wax sticks to underline each point and it's support.

Competencies

1. Students will communicate by collecting information, refining the topic, and constructing support of a thesis.
2. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

Time

Students will need 80 minutes (1 block).

Materials

Notebook, colored pencils or markers, wicky sticks, supplemental video: World in the balance.

Instructions

1. Watch Nova video – World in the Balance
2. Hold a class discussion where we talk about the difference between urban and rural areas and create a T chart
3. Discuss some of the causes and consequences of urban life.
4. Record ideas on a large chart in the front of the room. The chart is broken down into 3 sections – economic development, population growth, and environmental change.
5. Students will then use the chart to create a 3.8 paragraph that describes the causes and consequences of urbanization. An overhead of the OGT rubric for extended response will be projected on the board during the writing process.

Evaluation/Assessment of Student's Competency

I will use the Ohio Graduation Test rubric for extended response to assess the students' ability to write. I will then graph the class results and post in the classroom. All students will be able to see how their class writes in comparison to other classes and it will open up discussion to possible way to improve.

Closure

I will ask students to bring an article on urbanization in Dayton. The article must address either economic development, population growth or environmental change. We will use as point of discussion the following day. They will then explore these issues on the interactive website called 3Plus-U

Section One: Social Studies

ALT 2: Government that Supports the Poor...Priceless

Summary

In this activity students will answer the question: Does our system of government affect our standard of living? Students will be introduced to the basic governments systems, structures and their functions. They will be broken up into groups where they will be assigned a government system. They will discover how that government deals with the question of poverty. Groups will report out to the class with an advertisement promoting their type of government as the best for dealing with poverty.

Competencies

1. Students will be able to explain how various systems of government acquire, use, and justify their power.
2. They will be able to analyze the purposes, structures and functions of various systems of government.

Time

160 minutes (2 blocks)

Materials

A cart of wireless computers, poster board, markers, computer paper

Instructions

1. Use PowerPoint notes to introduce different types of government.
2. Discussion bases around the question of “how do different systems of government deal with poverty?” ask students to hypothesis what they believe to be the standard of living under each government system and how each might deal with the questions of poverty.
3. In groups students will be assigned a government. Using the Internet students will
 - a. find a country with their given type of government
 - b. calculate the countries GDP
 - c. determine average income per family
 - d. identify social structure
 - e. identify government programs (healthcare, welfare, rationing ext...)
4. Students will make a poster board of their country's views on poverty
5. Students will create an advertisement promoting their type of government as the best for dealing with poverty
6. We will post all advertisements in the front of the classroom and hold a discussion on which government system we believe best deals with the question of poverty.

Evaluation/Assessment of Student's Competency

Indicate how student competency will be assessed and evaluated. Ideally, provide a rubric. Be sure to include and reference any additional evaluation tools (whether paper/pencil or otherwise) that are used. Strive for authentic assessments – demonstrations of competency, not merely written regurgitation of facts. Consider how supervisors in the workplace would evaluate an employee's performance, and what product deliverables from the employee would attest to their knowledge and competence in the particular skill area.

Making A Poster : Government vrs. Poverty

Teacher Name: **Mrs. Holzberg**

Student Name: _____

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.

Closure

Describe how you will summarize/close this ALT and lead into the next one. Suggest some workplace applications of the skills. Provide enough information, without giving all the answers away, for the student to recognize its relevance to the final culminating project you'll ask them to complete.

Section One: Social Studies

ALT 3: Help Wanted?

Summary: Bring in guest speaker from The Other Place. Trudy Elder will describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources in Montgomery County. Students will connect these ideas to homelessness in our region.

Competencies

1. Students will be able to analyze how changes in technology, transportation and communication have affected jobs and productive resources in Montgomery County.
2. Students will understand how economic conditions have contributed to conflict.
3. They will be able to describe how our changing methods of production affect how we answer the questions of what to produce, how to produce, and for whom to produce.
4. Students will research this issue locally. They will collect data and construct a world problem that supports their thesis.

Time

80 minutes (1 block)

Materials

Class set of newspapers, pencils

Instructions

1. Trudy Elder will talk about how industry has changed do to technology and how this has affected local jobs.
2. She will do a mini lesson on homelessness that includes and experiential exercise with students outside, and she will give a true/ false trivia sheet that looks at stereotypes verses actual.
3. In pairs students will construct a ratio by categorizing types of jobs in the Dayton Daily News,. They will tally the amount of technological jobs versus manufacturing and service jobs. Students will write out a word problem.

Evaluation/Assessment of Student's Competency

Students will write out their problem on a poster sized post-it. In pairs students will describe to the class what the data from the news paper reveals about jobs in Dayton. Using their data they will have to make inferences as to positive job opportunities and possible conflicts.

Closure

The lesson can be followed up with a visit to local shelters or missions. Students can get involved in other social issues and contribute through volunteering by themselves or with their families.

Section Two: Algebra I

ALT 1: Have's and Have Not's

Summary

Students will compare average income per Riverside household versus other Montgomery county households in a graph composed in Microsoft excel. They will write an extended response on the inferences that they make from the data.

Competencies

---Number, Number Sense and Operations: 4. Demonstrate fluency in computations using real numbers

---Measurement: 1. Convert rates within the same measurement system

---Patterns, Functions and Algebra: 3. Describe problem situations by using tabular, graphical and symbolic representations; 7: Use formulas to solve problems involving exponential growth and decay.

---Data Analysis and Probability: 2. Create a scatterplot for a set of bivariate data, sketch the line of best fit, and interpret the slope of the line of best fit; 6. Make Inferences about relationships in bivariate data, and recognize the difference between evidence of relationship (correlation) and causation.

Time

150 minutes

Materials

Computers with excel, papers, pencils, census data, calculators, graph paper, colored pencils

Instructions

1. First 10-20 min. of class student will work in pairs and warm up with basic equations.

2. Rate = Income/Members of the household
3. Using census data students will compare average household income in Riverside to other cities in Montgomery County.
4. Using the formula students will graph on a hard copy (graph paper)
5. After the students completed the chart and it has been checked for accuracy they will create the same graph in Microsoft Exel.
6. Each student will write an extended response based on inferences they make from this information

Evaluation/Assessment of Student's Competency

The graphs that the students create on Microsoft Exel will be imported into an IMovie that looks at the causes of poverty in Riverside and possible solutions. Their extended responses will be measured against the Ohio Graduation Rubric for writing. The instructor will graph the scores on the writing piece and post in the front of the room. Students will get a visual of how many are achieving 4's, 3's, 2's, or 1's. As a class we will talk about ways to improve extended response scores using the OGT rubric. In pairs students will verbalize their inference in the IMovie, thus creating a short clip that takes a look at the problem of poverty. This will be assessed in the culminating project rubric.

Closure

This piece of the problem based unit is valuable to understanding local poverty. It will provide a frame of reference. In analyzing average household income students will also be prepared to study exponential growth. Using data is an essential part of solving any problem. The student's data analysis will provide a backbone for the final project.

Section Two: Algebra I

ALT 2: Predicting Poverty

Summary

Students will measure the change in poverty level in the city of Riverside through time, and graph it. They will then compose a extended response based on inferences they make from this information.

Competencies

- Number, Number Sense and Operations: 4. Demonstrate fluency in computations using real numbers
- Measurement: 1. Convert rates within the same measurement system

---Patterns, Functions and Algebra: 3. Describe problem situations by using tabular, graphical and symbolic representations; 7: Use formulas to solve problems involving exponential growth and decay.

---Data Analysis and Probability: 2. Create a scatterplot for a set of bivariate data, sketch the line of best fit, and interpret the slope of the line of best fit; 6. Make Inferences about relationships in bivariate data, and recognize the difference between evidence of relationship (correlation) and causation.

Time

150 minutes

Materials

Computers, graph paper, pencils, calculators, census data, colored pencils

Instructions

Students will:

1. Use the change in a household to determine how it affects a family with regard to the poverty level in a community.
 - a. Negative: adding a minor who brings no income
 - b. Positive: adding someone who contributes to the household income
2. Graph this data using the Microsoft Excel computer software program
3. Write an extended response based on inferences they make from this information, specifically how do increases in income or loss of income produce causes and consequences to families at or near the poverty level.

Mathematical Formula:

$$Y = mx + b$$

$$\text{Income Level} = \text{Rate of change in income} + \text{or- a worker} + \text{\#of people in a household}$$

Evaluation/Assessment of Student's Competency

The graphs that the students create on Microsoft Exel will be imported into an IMovie that looks at the causes of poverty in Riverside and possible solutions. Their extended responses will be measured against the Ohio Graduation Rubric for writing. The instructor will graph the scores on the writing piece and post in the front of the room. Students will get a visual of how many are achieving 4's, 3's, 2's, or 1's. As a class we will talk about ways to improve extended response scores using the OGT rubric. In pairs students will verbalize their inference in the IMovie, thus creating a short clip that takes a look at the problem of poverty. This will be assessed in the culminating project rubric.

Closure

This piece of the project has the student analyze trends in local poverty throughout time. It forces the students to ask thought provoking questions that utilize comprehension, analyzation, and evaluation levels of thinking. The students will need apply and synthesize their in order to create a survey that they will put out into the neighborhood. Using data is an essential part of solving any problem. The student's data analysis will provide a backbone for the final project.

Section Two: Algebra I

ALT 3: Dollars and Sense

Summary

Students will create and use a survey to measure how various factors have affected different neighborhoods in the city of Riverside and graph it. They will write an extended response on how education, earnings, number of children in family, bedrooms, cars etc... produce causes and consequences.

Competencies

---Number, Number Sense and Operations: 4. Demonstrate fluency in computations using real numbers

---Measurement: 1. Convert rates within the same measurement system

---Patterns, Functions and Algebra: 3. Describe problem situations by using tabular, graphical and symbolic representations; 7: Use formulas to solve problems involving exponential growth and decay; 15 Describe how a change in the value of a constant in a linear or quadratic equation affects the related graphs.

---Data Analysis and Probability: 2. Create a scatterplot for a set of bivariate data, sketch the line of best fit, and interpret the slope of the line of best fit; 4. Describe and compare various types of studies (survey and observation), and identify possible misuses of statistical data; 6. Make Inferences about relationships in bivariate data, and recognize the difference between evidence of relationship (correlation) and causation.

Time

150 minutes

Materials

Waver for survey, computers, graph paper, colored pencils

Instructions

1. Analyze data/statistics on poverty in Riverside
2. Create a survey that will determine causes and solutions
3. Use a survey to measure how various factors have affected different neighborhoods in the city of Riverside.
4. Graph this data using the Microsoft Excel computer software program
5. Write an extended response based on inferences they make from this information, specifically how do factors (i.e. education, earnings, number in household, bedrooms, cars, children, change in income over time) produce causes and consequences to families at or near the poverty level.

Evaluation/Assessment of Student's Competency

The graphs that the students create on Microsoft Excel will be imported into an I-Movie that looks at the causes of poverty in Riverside and possible solutions. Their extended responses will be measured against the Ohio Graduation Rubric for writing. The instructor will graph the scores on the writing piece and post in the front of the room. Students will get a visual of how many are achieving 4's, 3's, 2's, or 1's. As a class we will talk about ways to improve extended response scores using the OGT rubric. In pairs students will verbalize their inference in the I-Movie, thus creating a short clip that takes a look at the problem of poverty. This will be assessed in the culminating project rubric.

Closure

Having gained insight into many of the Riverside neighborhoods by drawing a picture based on the data that they have gathered, students will now be ready to use that information as research to incorporate into their final culminating project.

Section Three: (Language Arts)

ALT 1: Pride or Humility

Summary

Students will read the fictional short stories "The Necklace" by Guy de Maupassant and the "Gift of the Magi" by O. Henry. After a brief discussion of the vice pride and the virtue humility, students will answer the question of how pride can impact poverty in both a positive and negative manner. Students will perform this task by constructing an extended response.

Competencies

Reading Process and Reading Applications

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Identify and understand organizational patterns and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
4. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
5. Analyze the author's implicit and explicit argument, perspective or viewpoint in text.

Writing Processes and Writing Applications

6. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
7. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.

Time

Time will vary depending on student ability. Student reading time for each story will be about 30 minutes each. Additionally, instructors should allocate about 35-45 minutes for students to write the extended response.

Materials

Students will need their textbook with the listed short stories available and pencil and paper to complete the extended response.

Instructions

1. Instructors should make a decision of how much time they will allow students to complete both reading assignments. The extended response can only be completed after the students have completed both reading assignments.

Evaluation/Assessment of Student's Competency

Student competency will be assessed and evaluated on the four-point rubric scale that is used to measure extended responses on the Ohio Graduation Test.

Closure

Both short stories are fictional examples of how families experience poverty, both from a positive and negative perspective. Pride and humility can play a role in one's experience with poverty. When students read excerpts of the Erhenreich's research in the next ALT, she describes her co-workers' bout with poverty and why they do or do not escape from it. Students will be able to draw conclusions by experiencing both fictional and non-fiction examples. By reading these fictional pieces, students will gain background information and life experiences (schema). This in turn will give them ideas in our culminating project.

(Unit Title) ALT One: Handout One

1. None.

Section Three: (Language Arts)

ALT 2: Examining Your Surroundings

Summary

Over the term, read chapter excerpts of the non-fiction book, Nickel and Dimed: On (Not) Getting By In America by Barbara Ehrenreich and produce a journal where students, 1.) keep a list of writing ideas, 2.) use the journal coding system, 3.) and brainstorm for answers to the PBL essential question.

Competencies

Reading Process and Reading Applications

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Identify and understand organizational patterns and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
4. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
5. Analyze the author's implicit and explicit argument, perspective or viewpoint in text.

Writing Processes and Writing Applications

6. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
7. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
8. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
9. Produce informal writings for various purposes.

Research

10. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

Time

Time will vary depending on how many excerpts the teacher has allotted time to complete. Student reading time for each excerpt should be about 10 to 15 minutes each. Additionally, instructors should allocate about 35-45 minutes for students to write or construct writing ideas, journal entries, and PBL ideas.

Materials

Students will need pencil, paper and whatever notebook they will use for their journal. Instructors will need a copy of the non-fiction book and copies or overheads of the excerpts they intend for the students to read.

Instructions

1. First, each excerpt should be read by the students. Next, instructors should determine how much time they will allow students to complete each of the three parts of the journal and plan enough time for the students to construct their entries. Finally, instructors should plan to evaluate the journal prior to the culminating activity.

Evaluation/Assessment of Student's Competency

Students can be evaluated by a rubric for their journal entries as a whole.

Closure

As the semester progresses students will get an overall perspective from this activity. While the ALT previously is more of a “before” activity designed to spark interest, this lengthy assignment will be considered more of a “during” activity where students can build on the author’s research and apply their own experiences over the course of the semester. By applying the author’s experience, students will continue to build toward the culminating project.

(Unit Title) ALT One: Handout One

1. **(Independent Reading Journal Procedures)**

We are looking for a consistent format for each entry. We require four items for every note the students write: the date in the upper corner, the title of the selection on the top line, codes positioned in the margin beside the note, and the number of each entry at the bottom of each page.

Students must write at least 10 entries for the novel.

Of the 10 entries, students should include at least 5 different types of entries, i.e. literary codes. You may only have one simple retell (SR) entry per novel.

Independent Reading Journals: Literary Codes

SR = Give a **simple retell** (summary) of a chapter or the novel as a whole.

Q = Ask (and try to answer) a **question** you have about the book that you could ask the author.

AA = Give and explain any **advice** you have for the author.

CT = Give a **critique** of the author’s work (positive, negative, or both).

PE = Connect something from a book to a **personal experience**.

EX = Give an **example** to an observation you made about the book.

J = **Judge** a character’s action or attitude.

CH = Give reasons for **choosing to read** the book.

RR = Give reasons for **re-reading** a section.

AI = Give **author information** and explain how the information is relevant or may have shaped the novel.

P = Make a **prediction**; explain your thinking.

S = In your own words, describe the **setting** of the book.

CD = In your own words, write a **description** (physical and personality) of the main **characters**.

M = Neatly draw a **map** to show important places in your book.

UE = Tell about **unexpected event** and explain what you expected.

PR = Write about a **problem** in the story and tell how it was **resolved**.

FL = Identify and explain the **figurative language** (symbols, similes, metaphors, etc.).

CC = Identify and explain any **cross-cultural** references in the novel and how that's different than what you are familiar with.

POV = Identify the **point of view**. Why do you think the author chose that POV for the novel? What effect does that have on the reader?

ALT ACT = What are some **alterative actions** that the characters could have taken? How would that change the story?

IQ = Identity and explain any **important quotes**.

Section Three: (Language Arts)

ALT 3: You Can Make A Difference

Summary

Following the culminating activity, students will write a persuasive business letter to the city council of Riverside or the Community Action Partnership Advisory Board suggesting how the problem of poverty can be corrected in the city of Riverside or Montgomery County.

Competencies

Writing Processes and Writing Applications

1. Determine the usefulness of and apply appropriate pre-writing tasks.
2. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
3. Determine a purpose and audience and plan strategies to address purpose and audience.
4. Use organizational strategies to plan writing.
5. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
6. Use a variety of sentence structures and lengths.
7. Use available technology to compose text.
8. Reread and analyze the clarity of writing, consistency of point of view and effectiveness of organizational structure.
9. Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice.

10. Proofread writing, edit to improve conventions, identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
11. Apply tools to judge the quality of writing.
12. Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphics to enhance the final product.
13. Write business letters, letters to the editor and job applications that: address audience needs, stated purpose and context in a clear and efficient manner; follow the conventional style appropriate to the text using proper technical terms; include appropriate facts and details; exclude extraneous details and inconsistencies; and provide a sense of closure to the writing.
14. Write persuasive compositions that: establish and develop a controlling idea; support arguments with detailed evidence; exclude irrelevant information; and cite sources of information.

Time

Between composing the rough draft and completing the final draft, it is estimated that students will need about 160 to 240 minutes depending on how much work is completed at home and how much lab time can be allotted at school.

Materials

Students will need notebook paper and writing utensils to complete the rough draft and a computer to complete the final draft which is intended to be mailed. Additionally, the teacher will be expected to provide the envelopes for the letters. It is expected that parents will provide the stamp.

Instructions

2. Students will need to be instructed on how to compose a formal business letter. The specific instructions will depend on the teacher and the textbook the school district is using. Once a model is identified students will need to examine their work on the culminating project and determine what angle or points they will attempt to make in their letter. Once all their arguments are constructed, students should exchange papers and conduct a peer edit. The final piece should be edited by the teacher and the students should have a chance to revise and prepare the letter to be sent to the appropriate person or governmental entity.

Evaluation/Assessment of Student's Competency

Students will be evaluated on the inserted rubric. Persuasive business writing is a skill many employers will value in the workplace.

Closure

This lesson would be considered an “after” activity where students will be able to synthesize and evaluate their work on the culminating activity.

Transfer, or Culminating, Activity (Lights, Camera, Poverty)

Culminating Project

Summary: The culminating project for the students will be the creation of an video movie that will provide solutions to the problem of poverty in Riverside, Ohio. The movie will contain conclusions that the students have reached from their work in the math, social studies and English components.

Competencies

Math:

1. Various benchmarks will be applicable depending on which of the three math projects students choose.

English:

2. Deliver information presentations that demonstrate an understanding of the topic and present events or ideas.
3. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
4. Deliver persuasive presentations that establish and develop a logical and controlled argument.

Social Studies:

5. Students will understand how economic conditions have contributed to conflict.
6. Students will research this issue locally. They will collect data and construct a world problem that supports their thesis.

Time

This project will incorporate several weeks of preparation. Students will have to learn how to operate Apple's I-Movie program, will have to take time to do research and will also require

time to complete a chosen math project. We plan to rotate students in groups of two students for six weeks. One week will be spent with each component teacher (3 weeks), and because of limited amount of Apple computers, three groups of students will rotate through the lab for one week (3 weeks).

Materials

The students will require use of the Apple computers, I-Movie software, and several digital cameras. Additionally, students will need access to the internet and several databases located in our LMC. Finally, students will need various supplies to complete the math project they choose.

Instructions

1. Students will meet with the math teacher to decide, construct and prepare one of three math projects.
2. Students will meet with the social studies teacher to conduct research in the LMC.
3. Students will meet with the English teacher to learn Apple's I-Movie software.
4. Students will take time to video tape/take pictures with their cameras of relevant information.
5. Students will have a week to construct their video on a rotating basis.
6. Students will present their videos to each other in the auditorium where teachers will evaluate their project.

Evaluation/Assessment of Student's Competency

A rubric will be designed to evaluate the final video.

Closure

Students will be able to share their videos with each other, with community members and with professionals who serve many people in poverty. It is hoped that the videos will be used as solutions by the community.