

Recognizing and Resolving Problems
Connecting Students to Their World

6 Week Lesson Plan
8th Grade

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Rationale

Teaching extends past the students you interact with each day. It stretches past the door of your decorated classroom and past the double doors of your concrete school building. What our students learn, or don't learn, and how they apply it now, and for the rest of their lives, will shape our local communities and the world we will live in. It is essential, therefore, to provide students with the knowledge to notice current and potential problems, to instill the motivation to tackle the problems and the skills to develop workable solutions.

Constructivist theorists maintain that students learn, or construct knowledge, through past experiences and beliefs as well as from those in which they come into contact. The teacher is merely the guide who leads the students to their own learning. A psychological constructivist is one who subscribes to Piaget's theories that the child goes through a series of developmental stages (Abdal-Hagg, 1998). A child would not be guided through a learning opportunity until she or he was mature enough to make sense of that experience. At age 11 or 12, a child is developmentally able to make the transition from logical reasoning using concrete objects to abstract thinking about potential events. This theory thus indicates that teaching problem solving in relation to potential problems and problems which do not directly affect only the student would now be possible. If this had been attempted earlier in the child's education, it would have been met with failure (Atherton, 2005). The student is, so to speak, ripe for the pickin'. Social constructivists use Vygotsky's teachings and maintain that a child functions in relation to their social environment. According to social constructivists, children need context in which to learn; knowledge is gained through the child's environment (Abdal, Hagg, 1998).

School is possibly the second largest environment in which a child grows; the first would be family. Creating an atmosphere which encourages social change, motivation, problem

solving and action will give a child context for this type of behavior as they grow into adults. In fact, creating an atmosphere where learning happens in relationship to the world of the student provides a context for learning and is more meaningful than memorization tasks or non-authentic writing tasks.

“Why do I have to learn this? I’ll never use it when I’m grown-up.” Even as a first year teacher, I have already learned to dread this plaintive cry. By the time a student is in the 8th grade, s/he has attended school for at least 8 full years. They have memorized how to diagram sentences, can point out various parts of speech, and can differentiate between a compound, complex and compound-complex sentence. At least, they have memorized this information for the school year. After a summer away from learning, these facts, unconnected to a student’s schema, must be re-taught each year until they either become part of the student’s adult career or are forgotten forever. Is this because students do not need to learn correct grammar and punctuation? Obviously not. But what becomes important to these individuals once they are no longer students is the world around them. Their jobs. Their family. Themselves. And as young adults, this is also what is important to our learners: their friends, their family and themselves. This scope has to be widened and school provides the structured atmosphere in which this should happen. Students should learn their standards in an atmosphere which encourages critical thinking and problem solving. Authentic tasks which open the doors to the world around them and their place in this world will give them tasks in which they can become involved and will remember their lessons for years to come.

Can empathy be taught? Positions on this query vary, yet most agree that creating a culture where empathy is valued is essential to a child gaining this skill. Having adults around them who model this trait is a fundamental element to creating this culture; students can also

learn how others with empathy behave. Using a variety of literary devices such as poetry, speech, narrative in addition to song and graphics this unit will demonstrate that thinking of the world in terms of identifying problems that can be solved is essential to the well-being of humanity. In fact, failure solve problems as they arise can lead to stagnation and have detrimental effects on society.

Language Arts is the perfect subject to encourage communication regarding social change because it allows for personal exploration as well as ensuring students gain the skills stated in the Georgia Performance Standards. Specifically, in this lesson, students will examine different literary genres and using them to examine tone, mood, author purpose and figurative language. Students will use the texts to promote discussions and will compare/contrasts them with other texts they have read. Students will also write either a narrative or an expository essay and will proceed through draft and editing stages of writing. The unit starts with the examination of two marketing posters which almost all students have been exposed to, thus developing a schema for their understanding. They will read a poem, the subject of which is the question many students struggle with: why learn about authors who are dry and boring. Additionally, students will examine a speech meant to motivate by Martin Luther King, Jr., Redemption Song by Bob Marley and the book Feed by M.T. Anderson. Feed is a book that can be enjoyed by almost all students, both male and female. It is set in the future and incorporates young adults' lives with technology, flying, shopping, and relationships. It also involves political problems, relationship problems and problems with personal choice. So often students complain about boring text; this text promises to skirt this common complaint.

Because this lesson will be taught in a rural community, parents may voice concern because they equate learning about social change with politics associated to a political party. .

Additionally, parents may be concerned that students are learning in a non-traditional atmosphere, more guided than taught. However, because students will not be examining the value of the changes promoted by the texts, only the value of the techniques used, students will not be encouraged nor discouraged toward a specific social problem or concern. Students will not be encouraged to disclose personal information or to embrace the values of others, simply to respect them and to develop their own concerns about which to become active. As students who are engaged in their learning process, they are more likely to retain the skills they learn. The lesson applies several of levels of Bloom's Taxonomy: students will assess value (evaluation), predict and draw conclusions (synthesis), search for patterns in the different types of texts (analysis), use information to create a solution to a problem (application). They will also use this knowledge to create a presentation (comprehension).

Goals

The ultimate goal for this unit on Problem Identification and Solving is to give young adults the ability to first notice problems in our society and then the mental tools to solve them. While it would be wonderful to also provide students with the empathy and motivation to take action on their solutions, the classroom can be, at the very least, a model community where exploration and action are encouraged and valued.

Tangible goals in the form of artifacts, or exhibits, must be established to assist students in their learning process. Doing forces learning. While some might say that these exhibits are ways to assess learning, I feel that they are actually tools the students should use to organize their thoughts and force examination of their learning—both the process and the results.

Thus, students will be required to produce three tangible products which will both assist them and their instructor. The first product will be a Reflection and Exploration Journal.

Monday through Thursday, the students will receive the final ten minutes of a seventy minute class to write one to two paragraphs reflecting on either the day's class or the problem/issue they have chosen to work on. Timing for their reflection can be adjusted as necessary due to class make-up or progression of the unit. For example, in the beginning of the unit, the students may need a longer time period to allow them ample time to think through what they have participated in during the class. By the end of the unit, students will be examining the class while they are participating in it; this may require more time to write (because they have more to write about) or less time (because they need less time to ponder). Teachers must be flexible! On Fridays, students will receive twenty minutes for an exploration. The topic of this exploration will be guided by the choice of one of two 'chalkboard' topics. Examples of topics include: *How do you think the problem you have chosen to work on began and why* or *What media stars of today might become involved in your problem and what tools would they use to spread the word?* The goal of the Friday exploration is to motivate students to look outside their world at the larger picture. The Reflection and Exploration Journal is designed to be free-form; not neat nor perfectly punctuated. They will be collected at the end of each class and returned the next day. The teacher can do a spot check on several journals daily and not read each entry each day. The grading rubric follows.

After the first week of class, during which students will have examined a poem, a speech, an ad campaign, and a song which brings awareness of a problem to the public's eyes, the students will read a Feed by M.T. Anderson and then pick their own issue to tackle. Students will be encouraged to pick a problem which is local, but this will not be a requirement. 'Solving' a local problem is more authentic, however students should be allowed to work on any problem in which they are vested emotionally. The instructor will approve all problems. The purpose for

approval is merely to insure that students have chosen a problem which will not produce an ethical dilemma for the instructor and that they have chosen a problem in which they will be able to effectively research. For example, a student might not get the stamp of approval on a problem which promotes the physical harm of others or a problem in which, during research, the student would uncover sexually explicit material. The teacher could also, at the point, involve the principal and parent to allow the student to research such a problem.

During the last two weeks of class, the students would be responsible for producing a work which publicizes the problem, such as a song, a commercial, a speech, or a poster. This publicity could take any number of forms; power point presentations would be actively discouraged. Works will be presented during the last 2-3 days of the unit (dependant on how many students in class).

In addition, students will write a paper on their problem and their research process. Their research will be independent, though they can discuss their work with peers. Throughout their research process, they will have been guided by the teacher using graphic organizers. The paper will cover the following points:

- The problem/issue and why it was chosen. Why was it important to the student?
- How did the student learn more about the problem? What methods did they use?
- What did the student learn about the problem?
- After researching the problem, did the student's opinion or perception of the problem change?
- Did the student have a solution in mind before they started the research? Was the student able to put this solution aside during research? Did the student like the same solution after they were done?

- What solution(s) of the problem did the student develop based on the research?
- Present solutions to counterarguments.
- How would things be different (in the world/community...) if the problem were solved?

The paper will be completed in drafts and will include peer-editing, which will be incorporated in the grade.

Day One (Monday)

Before beginning the unit on Problem Solving, it is essential to first build and set the stage on which students' learning can occur. Learning occurs most readily when students can connect what they are expected to learn with their own lives. Additionally, providing an activity to interest and engage the students ensures that they will begin the unit with enthusiasm as well as from their own perspective

The Month Before: An introductory activity will serve as the stage building and setting prior to the actual six week unit. Preparation for the introductory activity will actually begin one month before the actual activity. Begin collecting two liter bottles, plastic milk jugs, small soda bottles and empty cardboard cereal boxes with the plastic bag discarded. Jugs and bottles should be thoroughly washed and dried. If collection is going slowly, educators can request that other teachers bring in their milk jugs and soda bottles as well. Teachers will also need paper; if scrap paper can be found, this would prevent the use of new paper.

The Wednesday Before: Begin the introductory activity on a Monday. The Wednesday prior to that Monday, alert the custodial staff that you will be conducting a lesson that involves clean litter being distributed throughout the room. Assure them that only clean bottles, empty boxes and clean, crumpled paper will be strewn about. Ask the staff not to clean your room except for the trashcans. You will clean your room on Monday at the close of the school day. Communicate this information to the administration as well. Next, calculate your average class size. For instance, if you teach four classes with 29, 22, 28 and 26 students in them, your average class size would be 26 students. Bring in three or four 30 gallon trash bags to collect the litter on Monday.

The Thursday Before: Before school begins, crumple and distribute 26 pieces of clean paper. Used paper is o.k., though do not use napkins or paper with food on them. Place the paper around the perimeters of the room. The goal is for the room to look untidy, but not for the paper to interfere with the students' learning, yet. If a student volunteers to clean up the trash, simply say 'thank you'. After that class, redistribute the paper. If a student throws some of the paper away, simply say 'thank you'. If any paper is cleaned up, note this for Monday's discussion. If a student asks why there is trash on the floor, reply that you are not sure and direct them back to the lesson.

The Friday Before: Distribute 26 more pieces of trash around the room. This time, the teacher can add a few small soda bottles if possible. Follow the same procedure as listed in "The Thursday Before".

The Monday of the Introductory Activity: Distribute 130 additional pieces of litter. You should now have 182 pieces of trash in your classroom; one piece per student per day for a week. You can place the trash in the way of the students: place the litter in their chairs, on their desks and in their path. When students come in, the room should look very cluttered. Students will need to move the litter out of their way to sit down and participate in class. The litter should, at this time, be a distraction. If no one has commented on the presence of the litter, begin a 'faux' lesson. Typically, however, students will comment on the litter in their classroom as they walk in. If students comment on the litter as they walk in, say "Yeah, it is really dirty in here, isn't it?" If no students comment on the litter, begin class by asking students to take out a piece of paper for an impromptu questionnaire on the lesson they just completed. You want to solicit their opinions so that you can make adjustments for the next time you teach the lesson. Ask them to write one thing they liked about the lesson and one thing they would change. You can let the

class continue for up to 5 or 6 minutes, the students actually giving you feedback on your previous lesson. If time passes and no one comments on the litter, collect the papers and hand three students clean plastic trash bags and instruct the class to collect the litter. Tell them to place the paper separate from the bottles or boxes. Time them to see how long it takes them to clean up all of the litter. If the class comments on the litter immediately, say “it is really dirty in here. Let’s clean it up.” You can also say “People littered”. If students comment on the litter immediately as they enter the class or as class begins, you can give the above reply. At the start of class, skip the faux assignment and give three of the students clean plastic trash bags and ask them to clean up the trash, separating the paper from the boxes and bottles. Time them. The students should be instructed to give you the bags of litter when the bags are full or when the litter is all collected.

When the litter has been collected, have the class return to their seats. Tell them that all of that litter was just one piece a day for a week from each student in the classroom. Once “cigarette butt” tossed from a car window, one “burger wrapper” dropped on the sidewalk, one soda can tossed aside each day from members of a small community. Tell them how long it took them to collect the litter. You can, at this time, also mention that no one noticed that the litter was collecting last week. If the students say they noticed, ask them why they did not take action. If the students did take action, mentioned that out of the entire class, only {2} students picked up any litter. Ask the class how long it would have taken them to collect the one item they accidentally littered right after they dropped it. What if we never dropped it, but went right to the nearest trashcan and threw it away. Would it be litter then? What makes the same piece of trash litter or not litter? If possible, allow students to speak out without raising their hands. If this is not possible, have students raise their hands and call on them. Give them three minutes to

speak about this before moving on. While they are speaking, pass out the Problem Identification Graphic Organizer.

Next ask the class to raise their hands and tell you what some other problems are that they can think of. List these problems around the perimeter of the white board or active board. The goal is to have a minimum of fifteen problems listed. If the students are listing diverse problems (i.e., problems that are local, personal, national, international, long-term, short-term, new and old), do not provide any prompts. If the students are playing off each other and the problems are similar, ask them if they can think of any problems they have heard of in the news lately? Other prompts might include:

Are there any problems that might be a result of new technology? Are there any problems you see in the school or in your town? Are there any problems we just can't seem to solve? Leave the list of problems on the board and draw a large plus sign (+) on the board. In each of the four quadrants, write one of the following words: Who, What, Where, and How/Why. Instruct the students to complete the graphic organizer as we review each quadrant in class (25 points). If students ask if they should list the problems we have already listed on the board, tell them that they can do so, but that this is not required. When the class is coming up with their own problems later in the lesson, the teacher does not want students working on a problem that does not concern them; however, some students need prompts or examples.

First, ask the students:

1. What is the definition of a problem?
 - a. (prompt:) Are all problems “bad”?
 - b. (prompt:) Do we learn anything from problems? Do they teach us anything?
2. Who do problems affect?

- a. (prompt:) How do they affect these people?
- b. (prompt:) Are some problems more important than others?
3. How/ Why do problems occur?
 - a. (prompt:) Does someone cause problems? All problems?
 - b. (prompt:) Can problems be prevented? All problems?
4. Where do we find problems?
 - a. (prompt:) Can problems grow?
 - b. (prompt:) How do we learn about problems that do not affect us directly?

As you go through each question, place students' comments in the appropriate quadrant. Encourage students to be brief. Only write a one or two word summary of each student comment in the quadrant. If the class is mature or self directed, the students can come up the board two at a time and write their own comments in the quadrants. When all of the quadrants are filled and comments have tapered off, or if the activity needs to be cut for purposes of time, the next step will be to review the comments in the quadrants. This is done by picking four of the notes in each quadrant and asking students what they think this means. Flesh out the comments through discussion. Ask the person who wrote or said the comment what they had in mind when they wrote it.

Finally, ask students if they can come up with one sentence which explains the who/what/where/and why/how of problems. Volunteers can write their sentences on the board.

Explain what the students will be covering in the six weeks to come. Students will be examining problems that people have tried to solve in the past. They will be examining citizen's songs, poems, advertising campaigns and speeches which were designed to bring about public awareness of the problem. Next students will pick a problem that concerns them, trace the origin

of the problem and follow it through history. Students will then imagine themselves 25 years in the future. Is the problem still an issue? If yes, how is the issue a problem? If no, what ended the problem?

Allow the students to re-litter the classroom.

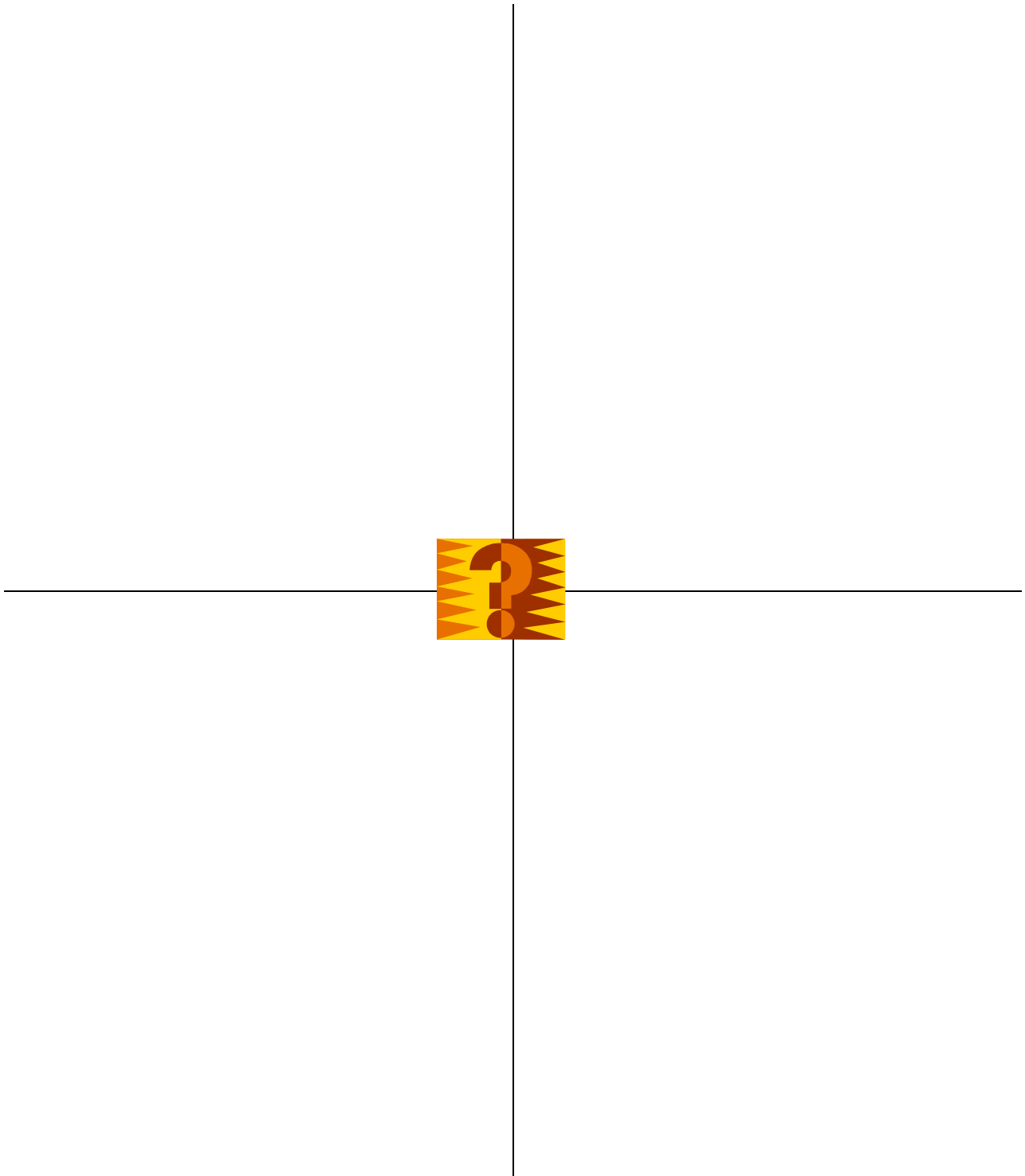
The goal of this exercise is to have students explore their own understanding of what a problem is, how they are affected by problems and how problems occur. Students should be able to place their own ideas into words in order to make their ideas more concrete and also to have them learn and value the ideas of others.

Activity Timeline

2 Minutes	Class enters
7 Minutes	Class collects litter
2 Minutes	Class settles down
5 Minutes	Teacher comments on litter and class discussion
8 Minutes	Students list problems
18 Minutes	Students answer who/what/where/why & how
15 Minutes	Student elaboration on previous comments
10 Minutes	Students summarize in one sentence
5 Minutes	Explanation of upcoming lesson
5 Minutes	Re-litter classroom; verify that all quadrants were completed and record points.

77 Minute Class

**Graphic Organizer
Problem Quadrant**



Day One (Tuesday)

- 3 Minutes Housekeeping, class settles
- 5 Minutes Class Connections
- 3 Minutes Reintroduce lesson:
- Today's activities
 - Unit as a whole
 - End product
- 5 Minutes Put pictures of three posters on active board (second option *: provide hard copies). Posters: Give a Hoot, Don't Pollute; Only You Can Prevent Forest Fires; and Keep America Beautiful's plea to stop littering with picture of a "Native American" crying. Instruct students to silently look at the posters and notice commonalities and differences between them. Ask the students to view them from different perspectives: the audience, the people who designed the posters and the people who commissioned the posters. Explain term "commissioned".
- 11 Minutes Students divide into groups of four (second option: divide the class into pre-determined groups of four). Each group receives one sheet of paper which lists questions about the different posters (entitled "What do you think?"). The groups have 10 minutes to answer the list of questions for a class discussion. Instruct the students to write the answers on the paper and to have one person who can lead the discussion for that group.
- 30 Minutes Class remains in groups, but engages in whole class discussion. Ask for one group to volunteer to lead the discussion on the first prompt. The person appointed to speak for the group should explain that group's answer. When the first group is finished, other groups can (raising hands) either add new comments or piggyback on previously made comments. Place a five minute time limit on each question. Have a new group answer the next question until all question are answered.
- Second Option: draw a tic-tac-toe diagram on the board. Put headings in each square (i.e., commonalities, differences, purpose). Instruct students to walk up to the board and write a brief comment in the square based on the group's discussion and notes. Give students 6 minutes to write comments on board). Lead class

discussion on each comment by asking for the group which wrote the comment to explain it.

- 8 Minutes Ask students, who are still in groups, if they think these posters were developed to prevent a problem or solve a problem? Is there a difference?
- 9 Minutes Can students think of additional posters that are examples of ad campaigns that were designed to solve or prevent problems? (Possible learning opportunities: the difference between a specific problem and a topic)
- 3 Minutes Summary, Questions from Class

* throughout the lesson plans, second options are provided. This is done because not every class is the same, therefore will have different needs. An educator might teach one unit five times in one day, yet have varying degrees of success based on class make up. Therefore, alternate ways of providing or discussing material are sometimes offered.



WHAT DO YOU THINK?

1. What are some things that the three posters have in common?
2. What differences do you see between the three posters?
3. What is the purpose behind the posters? Why were they made made?
4. Who is the target audience for these posters? Who were they designed to reach?
5. Do you think they were effective when they were developed (They were developed in the early 1970's)?
6. Would they be effective now? Why or why not?



WOODSY OWL
*"Give a hoot.
Don't Pollute."*



SMOKEY BEAR
*"Only you can
prevent forest fires."*



**GET INVOLVED
NOW.
POLLUTION
HURTS
ALL OF US.**



Day Two (Wednesday)

- 3 Minutes Housekeeping, Class Settles
- 5 Minutes Class Connections
- 3 Minutes Summary of previous day and reminder of today's activities
- 6 Minutes Let the class know that they are going to hear two different versions of the same song. Pass out a copy of the lyrics and have students read lyrics before listening to song.
- 4 Minutes Play Redemption Song by Bob Marley (sung by Bob Marley)
- 4 Minutes Show video (YouTube if accessible): Johnny Cash and Joe Strummer, set to video background of comic Avatar.
(second option: play Johnny Cash version, no video, play versions by: Joe Strummer, Sweet Honey in the Rock, India Arie, or Pink)
- 20 Minutes Whole Class discussion (raise hands). Prompts:
- What message is this song trying to communicate? (limit to 6 minutes)
 - Why would this message need to be communicated? (limit to 6 minutes)
 - Is this message X or timeless? (limit to 4 minutes)
 - Is it still a message that should be communicated today? (limit to 4 min.)
- 10 Minutes Instruct the class to get on the computer and research why the song was written. The students can work individually or in pairs and should answer the following questions: When was the song written? Why did Marley write the song? What was going on in Jamaica when Bob Marley wrote many of his songs?
(second option: because of computer filters and blocks, some sites may not be accessible. If this is the case, provide the class with the following points (from the website www.bobmarley.com):
- Mention that there are many versions of this song, which was originally written in 1980. It was the last song performed by Bob Marley before he died in 1981 and was also the last song he wrote and released before his death. In the 17th century, Jamaica was the world center of piracy
 - Sugar was discovered to be a profitable crop for the islands and this crop

gave the small island quite a bit of power with the English Government.

- The sugar required such a lot of labor that slaves were imported from Africa
- Jamaica became an importer of slaves for the new world; slavery were abolished in Jamaica in 1838
- In 1962, Jamaica became an independent nation. There were two political parties at this time.
- The lack of stability for the island led to quite a bit of violence Marley's songs were political and as he grew in musical popularity, he also became a political figure. An assassination attempt failed.
- One of his primary messages was one of peace, especially in some of the poorer neighborhoods in his country.
- He died of cancer in 1981.

9 Minutes Revisit prompts from Whole Class discussion. Ask the class if knowing the background of the song and performer, has your opinion changed? Why/Why not?

10 Minutes Ask the class (raise hands) if there are any songs that they can think of that were meant to solve a problem or educate people about a situation?

3 Minutes Closing comments, Questions from class

Redemption Song

Bob Marley

Old pirates, yes, they rob I;
Sold I to the merchant ships,
Minutes after they took I
From the bottomless pit.
But my hand was made strong
By the 'and of the Almighty.
We forward in this generation
Triumphantly.
Won't you help to sing
This songs of freedom
'Cause all I ever have:
Redemption songs;
Redemption songs.

Emancipate yourselves from mental slavery;
None but ourselves can free our minds.
Have no fear for atomic energy,
'Cause none of them can stop the time.
How long shall they kill our prophets,
While we stand aside and look? Ooh!
Some say it's just a part of it:
We've got to fullfil the book.

Won't you help to sing
This songs of freedom-
'Cause all I ever have:
Redemption songs;
Redemption songs;
Redemption songs.

/Guitar break/

Emancipate yourselves from mental slavery;
None but ourselves can free our mind.
Wo! Have no fear for atomic energy,
'Cause none of them-a can-a stop-a the time.
How long shall they kill our prophets,
While we stand aside and look?
Yes, some say it's just a part of it:
We've got to fullfil the book.
Won't you have to sing
This songs of freedom? -
'Cause all I ever had:

Redemption songs -
All I ever had:
Redemption songs:
These songs of freedom,
Songs of freedom.

Day Three (Thursday)

3 Minutes Housekeeping, Class Settles

5 Minutes Class Connections

3 Minutes Summary of previous day and reminder of today's activities

5 Minutes Teacher reminds the class that yesterday you listened to Bob Marley's song Redemption song and then you came up with other songs that discuss problems as a means to solve the problem or educate people about a problem. Ask the class if they came up with other songs after class ended. What about movies or television shows (excluding news shows)? The teacher should have some examples in mind if the conversation does not take off: Early Saturday Night Live, Mad Tv, Michael Moore's movies... Tell the class you are going to divide them into three groups. Each group is going to have the responsibility of leading a class discussion on their assigned question. The groups should appoint one person to take notes on the group's discussion and one person to speak. Additionally, the group does not need to come to a concensus on the topic. They need to respect everyone's opinion in the group and incorporate their ideas into the brief presentation.

Questions:

1. Are songs, television and movies (media which entertains) an effective means to communicate a problem? (Why/Why not)
2. Is it a performer's responsibility to use their popularity to try to solve problems?
3. Is it wrong to use your popularity to communicate a message you believe in? Why might happen if you do/don't?

10 Minutes Group discussion

25 Minutes Before the presentation begins, remind the class to be respectful of their classmates and to wait until the end of the presentation to join the discussion. Each group stands up, in turn, and reads their question, then explains their comments and opinions. After the group is finished, they can allow the class to ask questions or make comments. The teacher should facilitate only if necessary. The second and third group should take their turns as well. Allow 8 minutes per group.

3 Minutes Now instruct the class that they are going to read the poem I'm Sick of Learning Lochinvar by Sampurna Chattarji. Explain that Lochinvar is a character in a poem by Sir Walter Scott. The poem used to be memorized by students in Britain. Read out loud one stanza from the poem:

*O young Lochinvar is come out of the west,
Through all the wide Border his steed was the best;
And save his good broadsword he weapons had none,
He rode all unarm'd, and he rode all alone.
So faithful in love, and so dauntless in war,
There never was knight like the young Lochinvar*

Pass out copies of the Chattarji poem and provide class time to read it.

3 Minutes Ask for volunteer to read the poem out loud

9 Minutes Ask the class what they think the poem is about (raise hands)? Who is the intended audience? Can the audience be the poet?

8 Minutes Ask the class if a poem is an effective way to communicate a problem? Why would someone use this method?

3 Minutes Comments and Questions.

I'm Sick Of Learning Lochinvar

Sampurna Chattarji

I'm sick of learning Lochinvar,
I'm sick of Robert Frost,
Kept stopping by those snowy woods –
Why didn't he go get lost?

And daffodils and babbling brooks,
I don't care if they're pretty,
I'd rather read a wicked poem
About living in my city.

I don't mind the Highwayman
With that hat upon his brow!
But all that happened long ago,
Doesn't anyone write about *now*?

If someone ever asked me
(As if someone ever would!)
I'd tell them what I'd like
To make a poem good.

I'd like a poem about my dog,
Ringitt is his name
(And Ringitt is a currency –
Didn't know that – what a shame!)

Or a poem about my sister's friend
(The two of them are three)
Who comes over to our house
Only when she wants to pee.

Or perhaps a really serious one
About dragons and dragonflies

**A poem with really serious facts
Instead of only lies.**

**No poems about pirates please,
I'd prefer one on sport.
Or a super genius child who
Invented a game of thought.**

**But who's listening and where can I
Find such poems on the shelf?
Who cares, I know a better way –
I'll write them all myself!**

Day Four (Friday)

- 3 Minutes Housekeeping, Class Settles
- 5 Minutes Class Connections
- 3 Minutes Summary of previous day and reminder of today's activities
- 4 Minutes Explain to the class that today we will be reading the speech by Martin Luther King Jr. entitled "I See the Promised Land". Explain that speeches can be informative, like essays, or designed to persuade (and motivate) people, like essays. When reading I See the Promised Land, decide what the purpose of this speech is. Pass out a copy of the speech to the class. Play 55 minute excerpt from speech (found at <http://www.fmuniv.edu/urbanaffairs/mlk/page02.htm>) Instruct the class to begin reading the poem.
- 25 Minutes* Give the class time to read the speech.
- 4 Minutes Ask the class: What type of speech was this (informative or persuasive)? Why? Mention that unlike other forms of communication we have looked at over the past week, a speech requires an audience to be present. It is a more active form of persuasion than other forms we have discussed. It is tailored for a particular type of audience and also depends on the speaker for its effectiveness.
- 15 Minutes Pass out the Persuasion Map Graphic Organizer (25 points). Tell the class that they should decide what they think Martin Luther King Jr.'s purpose was for giving this speech. This purpose should go in the 'goal' box. They should next pick three reasons that they believe this to be the goal and list these in the boxes labeled "Reasons". Explain that they might find more than three reasons, but that they should just list three that they find. Then they should provide examples from the speech that proves that this is his goal and list them in the "Examples" boxes. Next the students should list at least three reasons that this speech is or is not an effective speech. These can be listed on the bottom or back of the graphic organizer.
- 15 Minutes Put the graphic organizer on active board. Ask class to walk up and put their goal, 1 reason reasons and 3 examples in the boxes. More than one student can do this,

using different color 'pen' for each person. After at least three people have listed their goals, reason and examples, ask these students to discuss their rationales.

(second option: put graphic organizer on active board or use overhead projector. Call on students to give you their goal, one reason and three examples. You will write them on the board/overhead while the student explains them and records on their own).

Ask the class if there were other goals they would like to mention or other reasons that they felt were important.

* if class finishes earlier

If the class needs less than 24 minutes to read the speech, discuss the reasons that this speech is effective—class wrote reasons on their graphic organizer.

3 Minutes Comments and Questions. Students pass in graphic organizers for evaluation.

I See The Promised Land

Martin Luther King Junior

Memphis, Tennessee 4/3/68

Thank you very kindly, my friends. As I listened to Ralph Abernathy in his eloquent and generous introduction and then thought about myself, I wondered who he was talking about. It's always good to have your closest friend and associate say something good about you. And Ralph is the best friend that I have in the world.

I'm delighted to see each of you here tonight in spite of a storm warning. You reveal that you are determined to go on anyhow. Something is happening in Memphis, something is happening in our world.

As you know, if I were standing at the beginning of time, with the possibility of general and panoramic view of the whole human history up to now, and the Almighty said to me, "Martin Luther King, which age would you like to live in?"-- I would take my mental flight by Egypt through, or rather across the Red Sea, through the wilderness on toward the promised land. And in spite of its magnificence, I wouldn't stop there. I would move on by Greece, and take my mind to Mount Olympus. And I would see Plato, Aristotle, Socrates, Euripides and Aristophanes assembled around the Parthenon as they discussed the great and eternal issues of reality.

But I wouldn't stop there. I would go on, even to the great heyday of the Roman Empire. And I would see developments around there, through various emperors and leaders. But I wouldn't stop there. I would even come up to the day of the Renaissance, and get a quick picture of all that the Renaissance did for the cultural and esthetic life of man. But I wouldn't stop there. I would even go by the way that the man for whom I'm named had his habitat. And I would watch Martin Luther as he tacked his ninety-five theses on the door at the church in Wittenberg.

But I wouldn't stop there. I would come on up even to 1863, and watch a vacillating president by the name of Abraham Lincoln finally come to the conclusion that he had to sign the Emancipation Proclamation. But I wouldn't stop there. I would even come up the early thirties, and see a man grappling with the problems of the bankruptcy of his nation. And come with an eloquent cry that we have nothing to fear but fear itself.

But I wouldn't stop there. Strangely enough, I would turn to the Almighty, and say, "If you allow me to live just a few years in the second half of the twentieth century, I will be happy." Now that's a strange statement to make, because the world is all messed up. The nation is sick. Trouble is in the land. Confusion all around. That's a strange statement. But I know, somehow, that only when it is dark enough, can you see the stars. And I see God working in this period of the twentieth century in a way that men, in some strange way, are responding--something is happening in our world. The masses of people are rising up. And wherever they are assembled today, whether they are in Johannesburg, South Africa; Nairobi, Kenya; Accra, Ghana; New York City; Atlanta, Georgia; Jackson, Mississippi; or Memphis, Tennessee--the cry is always the same--"We want to be free."

And another reason that I'm happy to live in this period is that we have been forced to a point where we're going to have to grapple with the problems that men have been trying to grapple with through history, but the demands didn't force them to do it. Survival demands that we grapple with them. Men, for years now, have been talking about war and peace. But now, no longer can they just talk about it. It is no longer a choice between violence and nonviolence in this world; it's nonviolence or nonexistence.

That is where we are today. And also in the human rights revolution, if something isn't done, and in a hurry, to bring the colored peoples of the world out of their long years of poverty, their long years of hurt and neglect, the whole world is doomed. Now, I'm just happy that God has allowed me to live in this period, to see what is unfolding. And I'm happy that he's allowed me to be in Memphis.

I can remember, I can remember when Negroes were just going around as Ralph has said, so often, scratching where they didn't itch, and laughing when they were not tickled. But that day is all over. We mean business now, and we are determined to gain our rightful place in God's world.

And that's all this whole thing is about. We aren't engaged in any negative protest and in any negative arguments with anybody. We are saying that we are determined to be men. We are determined to be people. We are saying that we are God's children. And that we don't have to live like we are forced to live.

Now, what does all of this mean in this great period of history? It means that we've got to stay together. We've got to stay together and maintain unity. You know, whenever Pharaoh wanted to prolong the period of slavery in Egypt, he had a favorite, favorite formula for doing it. What was that? He kept the slaves fighting among themselves. But whenever the slaves get together, something happens in Pharaoh's court, and he cannot hold the slaves in slavery. When the slaves get together, that's the beginning of getting out of slavery. Now let us maintain unity.

Secondly, let us keep the issues where they are. The issue is injustice. The issue is the refusal of Memphis to be fair and honest in its dealings with its public servants, who happen to be sanitation workers. Now, we've got to keep attention on that. That's always the problem with a little violence. You know what happened the other day, and the press dealt only with the window-breaking. I read the articles. They very seldom got around to mentioning the fact that one thousand, three hundred sanitation workers were on strike, and that Memphis is not being fair to them, and that Mayor Loeb is in dire need of a doctor. They didn't get around to that.

Now we're going to march again, and we've got to march again, in order to put the issue where it is supposed to be. And force everybody to see that there are thirteen hundred of God's children here suffering, sometimes going hungry, going through dark and dreary nights wondering how this thing is going to come out. That's the issue. And we've got to say to the nation: we know it's coming out. For when people get caught up with that which is right and they are willing to sacrifice for it, there is no stopping point short of victory.

We aren't going to let any mace stop us. We are masters in our nonviolent movement in disarming police forces; they don't know what to do. I've seen them so often. I remember in Birmingham, Alabama, when we were in that majestic struggle there we would move out of the 16th Street Baptist Church day after day; by the hundreds we would move out. And Bull Connor would tell them to send the dogs forth and they did come; but we just went before the dogs singing, "Ain't gonna let nobody turn me round." Bull Connor next would say, "Turn the fire hoses on." And as I said to you the other night, Bull Connor didn't know history. He knew a kind of physics that somehow didn't relate to the transphysics that we knew about. And that was the fact that there was a certain kind of fire that no water could put out. And we went before the fire hoses; we had known water. If we were Baptist or some other denomination, we had been immersed. If we were Methodist, and some others, we had been sprinkled, but we knew water.

That couldn't stop us. And we just went on before the dogs and we would look at them; and we'd go on before the water hoses and we would look at it, and we'd just go on singing. "Over my head I see freedom in the air." And then we would be thrown in the paddy wagons, and sometimes we were stacked in there like sardines in a can. And they would throw us in, and old Bull would say, "Take them off," and they did; and we would just go in the paddy wagon singing, "We Shall Overcome." And every now and then we'd get in the jail, and we'd see the jailers looking through the windows being moved by our prayers, and being moved by our words and our songs. And there was a power there which Bull Connor couldn't adjust to; and so we ended up transforming Bull into a steer, and we won our struggle in Birmingham.

Now we've got to go on to Memphis just like that. I call upon you to be with us Monday. Now about injunctions: We have an injunction and we're going into court tomorrow morning to fight this illegal, unconstitutional injunction. All we say to America is, "Be true to what you said on paper." If I lived in China or even Russia, or any totalitarian country, maybe I could understand the denial of certain basic First Amendment privileges, because they hadn't committed themselves to that over there. But somewhere I read of the freedom of assembly. Somewhere I read of the freedom of speech. Somewhere I read of the freedom of the press. Somewhere I read that the greatness of America is the right to protest for right. And so just as I say, we aren't going to let any injunction turn us around. We are going on.

We need all of you. And you know what's beautiful to me, is to see all of these ministers of the Gospel. It's a marvelous picture. Who is it that is supposed to articulate the longings and aspirations of the people more than the preacher? Somehow the preacher must be an Amos, and say, "Let justice roll down like waters and righteousness like a mighty stream." Somehow, the preacher must say with Jesus, "The spirit of the Lord is upon me, because he hath anointed me to deal with the problems of the poor."

And I want to commend the preachers, under the leadership of these noble men: James Lawson, one who has been in this struggle for many years; he's been to jail for struggling; but he's still going on, fighting for the rights of his people. Rev. Ralph Jackson, Billy Kiles; I could just go right on down the list, but time will not permit. But I want to thank them all. And I want you to thank them, because so often, preachers aren't concerned about anything but themselves. And I'm always happy to see a relevant ministry.

It's alright to talk about "long white robes over yonder," in all of its symbolism. But ultimately people want some suits and dresses and shoes to wear down here. It's alright to talk about "streets flowing with milk and honey," but God has commanded us to be concerned about the slums down here, and his children who can't eat three square meals a day. It's alright to talk about the new Jerusalem, but one day, God's preacher must talk about the New York, the new Atlanta, the new Philadelphia, the new Los Angeles, the new Memphis, Tennessee. This is what we have to do.

Now the other thing we'll have to do is this: Always anchor our external direct action with the power of economic withdrawal. Now, we are poor people, individually, we are poor when you compare us with white society in America. We are poor. Never stop and forget that collectively, that means all of us together, collectively we are richer than all the nation in the world, with the exception of nine. Did you ever think about that? After you leave the United States, Soviet Russia, Great Britain, West Germany, France, and I could name the others, the Negro collectively is richer than most nations of the world. We have an annual income of more than thirty billion dollars a year, which is more than all of the exports of the United States, and more than the national budget of Canada. Did you know that? That's power right there, if we know how to pool it.

We don't have to argue with anybody. We don't have to curse and go around acting bad with our words. We don't need any bricks and bottles, we don't need any Molotov cocktails, we just need to go around to these stores, and to these massive industries in our country, and say, "God sent us by here, to say to you that you're not treating his children right. And we've come by here to ask you to make the first item on your agenda--fair treatment, where God's children are concerned. Now, if you are not prepared to do that, we do have an agenda that we must follow. And our agenda calls for withdrawing economic support from you."

And so, as a result of this, we are asking you tonight, to go out and tell your neighbors not to buy Coca-Cola in Memphis. Go by and tell them not to buy Sealtest milk. Tell them not to buy--what is the other bread?--Wonder Bread. And what is the other bread company, Jesse? Tell them not to buy Hart's bread. As Jesse Jackson has said, up to now, only the garbage men have been feeling pain; now we must kind of redistribute the pain. We are choosing these companies because they haven't been fair in their hiring policies; and we are choosing them because they can begin the process of saying, they are going to support the needs and the rights of these men who are on strike. And then they can move on downtown and tell Mayor Loeb to do what is right.

But not only that, we've got to strengthen black institutions. I call upon you to take you money out of the banks downtown and deposit you money in Tri-State Bank--we want a "bank-in" movement in Memphis. So go by the savings and loan association. I'm not asking you something that we don't do ourselves at SCLC. Judge Hooks and others will tell you that we have an account here in the savings and loan association from the Southern Christian Leadership Conference. We're just telling you to follow what we're doing. Put your money there. You have six or seven black insurance companies in Memphis. Take out your insurance there. We want to have an "insurance-in."

Now there are some practical things we can do. We begin the process of building a greater economic base. And at the same time, we are putting pressure where it really hurts. I ask you to follow through here.

Now, let me say as I move to my conclusion that we've got to give ourselves to this struggle until the end. Nothing would be more tragic than to stop at this point, in Memphis. We've got to see it through. And when we have our march, you need to be there. Be concerned about your brother. You may not be on strike. But either we go up together, or we go down together.

Let us develop a kind of dangerous unselfishness. One day a man came to Jesus; and he wanted to raise some questions about some vital matters in life. At points, he wanted to trick Jesus, and show him that he knew a little more than Jesus knew, and through this, throw him off base. Now that question could have easily ended up in a philosophical and theological debate. But Jesus immediately pulled that question from mid-air, and placed it on a dangerous curve between Jerusalem and Jericho. And he talked about a certain man, who fell among thieves. You remember that a Levite and a priest passed by on the other side. They didn't stop to help him. And finally a man of another race came by. He got down from his beast, decided not to be compassionate by proxy. But with him, administered first aid, and helped the man in need. Jesus ended up saying, this was the good man, because he had the capacity to project the "I" into the "thou," and to be concerned about his brother. Now you know, we use our imagination a great deal to try to determine why the priest and the Levite didn't stop. At times we say they were busy going to church meetings--an ecclesiastical gathering--and they had to get on down to Jerusalem so they wouldn't be late for their meeting. At other times we would speculate that there was a religious law that "One who was engaged in religious ceremonials was not to touch a human body twenty-four hours before the ceremony." And every now and then we begin to wonder whether maybe they were not going down to Jerusalem, or down to Jericho, rather to organize a "Jericho Road Improvement Association." That's a possibility. Maybe they felt that it was better to deal with the problem from the casual root, rather than to get bogged down with an individual effort.

But I'm going to tell you what my imagination tells me. It's possible that these men were afraid. You see, the Jericho road is a dangerous road. I remember when Mrs. King and I were first in Jerusalem. We rented a car and drove from Jerusalem down to Jericho. And as soon as we got on that road, I said to my wife, "I can see why Jesus used this as a setting for his parable." It's a winding, meandering road. It's really conducive for ambushing. You start out in Jerusalem, which is about 1200 miles, or rather 1200 feet above sea level. And by the time you get down to Jericho, fifteen or twenty minutes later, you're about 2200 feet below sea level. That's a dangerous road. In the day of Jesus it came to be known as the "Bloody Pass." And you know, it's possible that the priest and the Levite looked over that man on the ground and wondered if the robbers were still around. Or it's possible that they felt that the man on the ground was merely faking. And he was acting like he had been robbed and hurt, in order to seize them over there, lure them there for quick and easy seizure. And so the first question that the Levite asked was, "If I stop to help this man, what will happen to me?" But then the Good Samaritan came by. And he reversed the question: "If I do not stop to help this man, what will happen to him?"

That's the question before you tonight. Not, "If I stop to help the sanitation workers, what will happen to all of the hours that I usually spend in my office every day and every week as a pastor?" The question is not, "If I stop to help this man in need, what will happen to me?" "If I do not stop to help the sanitation workers, what will happen to them?" That's the question.

Let us rise up tonight with a greater readiness. Let us stand with a greater determination. And let us move on in these powerful days, these days of challenge to make America what it ought to be. We have an opportunity to make America a better nation. And I want to thank God, once more, for allowing me to be here with you.

You know, several years ago, I was in New York City autographing the first book that I had written. And while sitting there autographing books, a demented black woman came up. The only question I heard from her was, "Are you Martin Luther King?"

And I was looking down writing, and I said yes. And the next minute I felt something beating on my chest. Before I knew it I had been stabbed by this demented woman. I was rushed to Harlem Hospital. It was a dark Saturday afternoon. And that blade had gone through, and the X-rays revealed that the tip of the blade was on the edge of my aorta, the main artery. And once that's punctured, you drown in your own blood--that's the end of you.

It came out in the New York Times the next morning, that if I had sneezed, I would have died. Well, about four days later, they allowed me, after the operation, after my chest had been opened, and the blade had been taken out, to move around in the wheel chair in the hospital. They allowed me to read some of the mail that came in, and from all over the states, and the world, kind letters came in. I read a few, but one of them I will never forget. I had received one from the President and the Vice-President. I've forgotten what those telegrams said. I'd received a visit and a letter from the Governor of New York, but I've forgotten what the letter said. But there was another letter that came from a little girl, a young girl who was a student at the White Plains High School. And I looked at that letter, and I'll never forget it. It said simply, "Dear Dr. King: I am a ninth-grade student at the Whites Plains High School." She said, "While it should not matter, I would like to mention that I am a white girl. I read in the paper of your misfortune, and of your suffering. And I read that if you had sneezed, you would have died. And I'm simply writing you to say that I'm so happy that you didn't sneeze."

And I want to say tonight, I want to say that I am happy that I didn't sneeze. Because if I had sneezed, I wouldn't have been around here in 1960, when students all over the South started sitting-in at lunch counters. And I knew that as they were sitting in, they were really standing up for the best in the American dream. And taking the whole nation back to those great wells of democracy which were dug deep by the Founding Fathers in the Declaration of Independence and the Constitution. If I had sneezed, I wouldn't have been around in 1962, when Negroes in Albany, Georgia, decided to straighten their backs up. And whenever men and women straighten their backs up, they are going somewhere, because a man can't ride your back unless it is bent. If I had sneezed, I wouldn't have been here in 1963, when the black people of Birmingham, Alabama, aroused the conscience of this nation, and brought into being the Civil Rights Bill. If I had sneezed, I wouldn't have had a chance later that year, in August, to try to tell America about a dream that I had had. If I had sneezed, I wouldn't have been down in Selma, Alabama, to see

the great movement there. If I had sneezed, I wouldn't have been in Memphis to see a community rally around those brothers and sisters who are suffering. I'm so happy that I didn't sneeze.

And they were telling me, now it doesn't matter now. It really doesn't matter what happens now. I left Atlanta this morning, and as we got started on the plane, there were six of us, the pilot said over the public address system, "We are sorry for the delay, but we have Dr. Martin Luther King on the plane. And to be sure that all of the bags were checked, and to be sure that nothing would be wrong with the plane, we had to check out everything carefully. And we've had the plane protected and guarded all night."

And then I got into Memphis. And some began to say that threats, or talk about the threats that were out. What would happen to me from some of our sick white brothers?

Well, I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people will get to the promised land. And I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord.

Day Five (Monday)

- 3 Minutes Housekeeping, Class settles
- 5 Minutes Class Connections
- 3 Minutes Review prior week. Return graphic organizers from day before.
- 3 Minutes Teacher tells students that tomorrow they will be reading the book Feed by M.T. Anderson. The book is a futuristic novel about a civilization who have computers directly implanted in their brains. The information link is called The Feed. In the book, the main character encounters problems and we will be examining his responses to these problems. Before we start reading, however, the class is going to take the information they have reviewed over the previous week and answer some burning philosophical questions.
- 30 Minutes Divide the class into groups of three. Pass out a piece of paper with a list of questions on it (“If a Tree Falls in the Forest”). The class should take notes in the space provided. The teacher should walk around while the class is working and help when needed, glancing at answers on sheet. While walking around, note which groups might have opposing opinions for a class ‘debate’.
- 30 Minutes Call on two groups which have differing opinions. Ask each one to answer the first question (one person should speak for each group). If necessary, point out how the two opinions are different. Ask each group to defend their opinions. Give them each 3 minutes to defend their opinion. Do this for questions # 1, 3 and 6, using the new groups, if possible, for each question.
- Second Option: if the class seems to be united on questions, have the class (raising hands) to answer the questions. Leave five minutes per question.
- 3 Minutes Questions and Answers



*If a Tree Falls in the
Forest...*

1. Define “Solving a Problem”
2. Is voicing a problem, such as the poems, songs and speeches we looked at previously, a good way to try to solve a problem?
3. What motivates someone to try to solve a problem?
4. How do you know if an attempt to solve a problem is effective?
5. How many people have to change their behavior or minds for a solution to be effective?
6. Should a person try to solve a problem even if they don't think it will make a difference?

Day 7 (Tuesday)

- 3 Minutes Class settles, housekeeping
- 5 Minutes Connections
- 3 Minutes Summarize previous day and discuss day to come.
- 8 Minutes Let the students know that at the end of class, they will begin keeping a Reflections and Explorations Journal. Have a manila folder for each student's journal. Students should turn in their journal at the end of class each day. Mondays through Thursdays, they will receive ten minutes to reflect on the class's activities. On Fridays, they will receive twenty minutes to explore a new idea. While the book is being read, the students will be given two questions and they can pick one (or both if they want). When the students are working independently on their projects, they will reflect on their topic and (explain) you will go over this at that time. The entries must be a minimum of one paragraph, but there are no other length requirements. Pass out rubric. Give students time for questions.
- 2 Minutes Introduce book Feed by M.T. Anderson by generating questions about research and information. "Before we get started reading, I just want to ask a few questions about research and information".
- 15 Minutes Question: When they (the students) want information, how do they get it? For example, if the students have to write a paper or do a project on something they do not already know about, how do they learn about that subject? (raise hands). Students will probably answer that they research it on the internet. Some students might answer that they go to the library and look "at books".
- Question: Hold up a dictionary, an encyclopedia, an Atlas, and an Almanac. Do the students ever use any of these tools? Do they know what each is for?
- Question: Why do students like to use Word on the computer instead of handwriting paper? Someone will probably mention spell-check and the grammatical help. If not, ask them if they ever use Word to fix their errors

while typing and they see the red or green line appear on their paper.

Question: Is it “good” or “bad” to use computers as tools instead of books as tools?

Take poll (draw T on board and record answers). Pick several students to explain their answer.

Question: How did students 200 hundred years ago get information? 100 years ago? 50 years ago? 25 years ago? How long have computers been relied upon? Do the students think we will still have books 50 years from now?

2 Minutes Feed is about a group of high school age students in the future. There will be slang terms that they do not understand at first, but when they hear them more then once, they will make sense.

10 Minutes Read first chapter out loud

17 Minutes Students should read quietly until it is time to write in their journal. While they are reading, put the two journal topics on the board. Write on the board that the student needs to write or paraphrase question in their journal.

10 Minutes Students write in journal. Describe the future presented by the author. Although it may be exaggerated, do you feel the author’s view is on the right track? *Or* Compare this version of the future with a version from another book you have read.

2 Minutes Collect journals

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Day Eight (Wednesday)

3 Minutes Class Settles

5 Minutes Connections

3 Minutes Any questions from previous day? Today will be a reading day. The teacher will read first, starting with the chapter entitled: “The Moon is the House of Boring”

15 Minutes Teacher begins reading the chapter entitled: “The Moon is the House of Boring”. If students have read past this section, they can listen quietly.

- 39 Minutes Students read (goal is to have them read through the end of Part Two). While they are reading, teacher puts two questions on board and passes out journals.
- 10 Students write reflection in journal. Topic: How would you describe *the feed*? Or In the first few chapters of the book, can you describe an effect *the feed* has had on the characters?
- 2 Collect journals

Day Nine (Thursday)

- 3 Minutes Class Settles; Housekeeping
- 5 Minutes Connections
- 3 Minutes Any questions from previous day? Explain that today the class will be discussing the idea of *the feed*, especially compared to the current way we get information and reading on their own. They can start reading where they left off the previous day.
- 15 Minutes Whole class discussion. Topic prompt: Do we currently have anything like the feed? Goal is for students to compare the concept of information that is fed to people against the idea of people having access to the internet with laptops, blackberries, cell phones, and other portable devices.
- 39 Minutes Students read on own. Goal is to read through the end of chapter: “The Dimples of Delglacey”.
- 10 Minutes Students write in journal. Topics: Why do you think the word School has the trademark symbol after it—what do you think school is like in the world of the feed? Or Describe Violet’s new project (explained in chapter: “Lose the Chemise”)—why was she doing it and what do you think about it?
- 2 Minutes Collect journals.

Day Ten (Friday)

- 3 Minutes Class Settles; Housekeeping
- 5 Minutes Connections
- 3 Minutes Questions from previous day?
- 29 Minutes The teacher should assess to where the majority of the class has read. The goal is to start on the chapter entitled: “Lift”. The teacher reads to students and they read along silently. Stopping point: end of chapter called “A Day in the Country”
- 15 Minutes Small group discussion. In the chapter entitled “The Dimples of Delglacey,” readers learn that not everyone has a feed and why some people don’t. This is learned as Titus and Violet are talking about democracy. Titus mentions that people could vote using the feed. The conversation then shifts to talk about Violet. What if you were having this conversation? Continue talking about the feed, democracy and the republic. You can use the computer or another tool if you find definitions.
- 20 Minutes Exploration in journal. Topics: Throughout the book you see examples of marketing. It almost seems overwhelming; every feed transmission seems to contain a commercial. How do you (or would you) handle an onslaught of advertising? *Or* Do people ever try to convince you that you need things you don’t? Give examples.
- 2 Minutes Teacher collects journals

Day Eleven (Monday)

- 3 Minutes Class Settles; Housekeeping
- 5 Minutes Connections
- 3 Minutes Questions from previous day? Discuss today’s activities. Today students will be reading independently. There will be a brief break in the middle of the reading.
- 54 Minutes Students read independently. Goal is to read through the end of Part Three.

*give 4 minute

stretch-break in middle Teacher passes out journals

10 Minutes Students write in journals. Violet's life is different than many of the other characters' lives. She seems uncomfortable about this (p. 138 for example). Would you? Why? *Or* Why do you think Violet's language is different than the other students? Use examples and explain.

2 Minutes Teacher collects journals

Day Twelve (Tuesday)

3 Minutes Class Settles; Housekeeping

5 Minutes Connections

3 Minutes Questions from previous day? Discuss the day's activities. Today will start off with a small group discussion. The teacher will read to the class for the rest of the period until it is time to write in journals.

15 Minutes Small group discussion. Who provides the information people receive on the feed? What effect does this have? Compare that to the information we receive today (i.e., from newspapers, radio, other media).

37 Minutes Teacher reads to class. Goal is to start at the beginning of Part Four. End at chapter entitled: "76.3".

2 Minutes Teacher passes out journals to class.

10 Minutes Students write in journals. Topics: You learn that not everyone has a feed. How does this affect both the people who do and the people who do not have a feed? *Or* On Page 202, Violet screams at Quendy. Why does she scream "You are feed"?

2 Minutes Teacher collects journals

Day Thirteen (Wednesday)

3 Minutes Class Settles; Housekeeping

5 Minutes Connections

3 Minutes Questions from previous day? Discuss the day's activities. Today the class

will participate in a whole class discussion after reading silently.

- 35 Minutes Students read silently. Goal is to read through chapter entitled “57.2”.
- 2 Minutes Stretch break.
- 15 Minutes Whole class discussion. Topic: Do you think the author was communicating a message in this book or just telling a creative story? What makes you think that?
- 2 Minutes Teacher passes out journals
- 10 Minutes Journal Entries. Topics: Why does Titus seem to avoid Violet? Do you understand his actions (or lack of action)? *Or* Why did the characters on the soap opera get lesions also?
- 2 Minutes Collect Journals

Day Fourteen (Thursday)

- 3 Minutes Class Settles; Housekeeping
 - 5 Minutes Connections
 - 3 Minutes Questions from previous day? Discuss day to come. Today the class will finish the book.
 - 52 Minutes Finish book.
- * provide 4 minute stretch break in the middle.
- 10 Minutes Journal Entries. Topic: provide your overall opinion of the book, what you liked, didn't like and why.
 - 2 Minutes Collect Journals
 - 2 Minutes Questions and Answers

Day Fifteen (Friday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Discuss day to come. Today the class will

discuss ethics—right and wrong by reading Jack and the Beanstalk.

- 8 Minutes Prompt to prime class for upcoming exercise:
How do YOU determine Right from Wrong? (Raise Hands)
Put some of the answers (abbreviated) on the white board or active board.
If students bring religion into discussion, you can summarize by writing “higher power” or “follows guidelines in bible” to be more inclusive.
- 35 Minutes Explain that you are about to divide the class into groups of three or four (dependant on class size) and pass out copies of Jack and the Bean Stalk (see attachment). Class is to read copies individually and then discuss, in groups, the questions put on the active board (or overhead projector). Explain that groups do not have to agree on answers, just discuss them and be respectful. Class will choose one representative from group to come up to front and write answers on active board (or on overhead sheet). Explain that there is no right or wrong answers, but that the groups should be able to explain and justify their opinions. While the class is in groups, pass out journals.
- 8 Minutes Ask the class as a whole (raise hands): In most situations, the majority of people would consider it wrong to hurt someone, steal, or cheat.
- Is it also ever wrong to NOT do something? Can inactivity be ‘wrong’?
 - Is withholding information a lie? (If you need to give an example: If you know someone did or is about to do something wrong, is it wrong to not tell someone? If you did something wrong and didn’t tell someone, is it wrong?)
- 10 Minutes Students write in journal. Question posed: Is Right and Wrong a Black and White issue or are there shades of grey involved (does situation or reason matter?). Explain your opinion and give an example.
- 2 Minutes Collect journals
- 3 Minutes Class Questions? (remind students to bring problem quadrant and ‘Tree Falls in a Forest’ Sheet tomorrow)

Jack and the Beanstalk

As told by Joseph Jacobs

There was once upon a time a poor widow who had an only son named Jack, and a cow named Milky-White. And all they had to live on was the milk the cow gave every morning, which they carried to the market and sold. But one morning Milky-White gave no milk, and they didn't know what to do.

"What shall we do, what shall we do?" said the widow, wringing her hands.
"Cheer up, mother, I'll go and get work somewhere," said Jack.

"We've tried that before, and nobody would take you," said his mother. "We must sell Milky-White and with the money start a shop, or something."

"All right, mother," says Jack. "It's market day today, and I'll soon sell Milky-White, and then we'll see what we can do."

So he took the cow's halter in his hand, and off he started. He hadn't gone far when he met a funny-looking old man, who said to him, "Good morning, Jack."

"Good morning to you," said Jack, and wondered how he knew his name.

"Well, Jack, and where are you off to?" said the man.

"I'm going to market to sell our cow there."

"Oh, you look the proper sort of chap to sell cows," said the man. "I wonder if you know how many beans make five."

"Two in each hand and one in your mouth," says Jack, as sharp as a needle.

"Right you are," says the man, "and here they are, the very beans themselves," he went on, pulling out of his pocket a number of strange-looking beans. "As you are so sharp," says he, "I don't mind doing a swap with you -- your cow for these beans."

"Go along," says Jack. "Wouldn't you like it?"

"Ah! You don't know what these beans are," said the man. "If you plant them overnight, by morning they grow right up to the sky."

"Really?" said Jack. "You don't say so."

"Yes, that is so. And if it doesn't turn out to be true you can have your cow back."

"Right," says Jack, and hands him over Milky-White's halter and pockets the beans.

Back goes Jack home, and as he hadn't gone very far it wasn't dusk by the time he got to his door.

"Back already, Jack?" said his mother. "I see you haven't got Milky-White, so you've sold her. How much did you get for her?"

"You'll never guess, mother," says Jack.

"No, you don't say so. Good boy! Five pounds? Ten? Fifteen? No, it can't be twenty."

"I told you you couldn't guess. What do you say to these beans? They're magical. Plant them overnight and -- "

"What!" says Jack's mother. "Have you been such a fool, such a dolt, such an idiot, as to give away my Milky-White, the best milker in the parish, and prime beef to boot, for a set of paltry beans? Take that! Take that! Take that! And as for your precious beans here they go out of the window. And now off with you to bed. Not a sup shall you drink, and not a bit shall you swallow this very night."

So Jack went upstairs to his little room in the attic, and sad and sorry he was, to be sure, as much for his mother's sake as for the loss of his supper.

At last he dropped off to sleep.

When he woke up, the room looked so funny. The sun was shining into part of it, and yet all the rest was quite dark and shady. So Jack jumped up and dressed himself and went to the window. And what do you think he saw? Why, the beans his mother had thrown out of the window into the garden had sprung up into a big beanstalk which went up and up and up till it reached the sky. So the man spoke truth after all.

The beanstalk grew up quite close past Jack's window, so all he had to do was to open it and give a jump onto the beanstalk which ran up just like a big ladder. So Jack climbed, and he climbed, and he climbed, and he climbed, and he climbed, and he climbed till at last he reached the sky. And when he got there he found a long broad road going as straight as a dart. So he walked along, and he walked along, and he walked along till he came to a great big tall house, and on the doorstep there was a great big tall woman.

"Good morning, mum," says Jack, quite polite-like. "Could you be so kind as to give me some breakfast?" For he hadn't had anything to eat, you know, the night before, and was as hungry as a hunter.

"It's breakfast you want, is it?" says the great big tall woman. "It's breakfast you'll be if you don't move off from here. My man is an ogre and there's nothing he likes better than boys broiled on toast. You'd better be moving on or he'll be coming."

"Oh! please, mum, do give me something to eat, mum. I've had nothing to eat since yesterday morning, really and truly, mum," says Jack. "I may as well be broiled as die of hunger."

Well, the ogre's wife was not half so bad after all. So she took Jack into the kitchen, and gave him a hunk of bread and cheese and a jug of milk. But Jack hadn't half finished these when thump! thump! thump! the whole house began to tremble with the noise of someone coming.

"Goodness gracious me! It's my old man," said the ogre's wife. "What on earth shall I do? Come along quick and jump in here." And she bundled Jack into the oven just as the ogre came in.

He was a big one, to be sure. At his belt he had three calves strung up by the heels, and he unhooked them and threw them down on the table and said, "Here, wife, broil me a couple of these for breakfast. Ah! what's this I smell?"

Fee-fi-fo-fum,

I smell the blood of an Englishman,

Be he alive, or be he dead,

I'll have his bones to grind my bread."

"Nonsense, dear," said his wife. "You're dreaming. Or perhaps you smell the scraps of that little boy you liked so much for yesterday's dinner. Here, you go and have a wash and tidy up, and by the time you come back your breakfast'll be ready for you."

So off the ogre went, and Jack was just going to jump out of the oven and run away when the woman told him not. "Wait till he's asleep," says she; "he always has a doze after breakfast."

Well, the ogre had his breakfast, and after that he goes to a big chest and takes out a couple of bags of gold, and down he sits and counts till at last his head began to nod and he began to snore till the whole house shook again.

Then Jack crept out on tiptoe from his oven, and as he was passing the ogre, he took one of the bags of gold under his arm, and off he pelters till he came to the beanstalk, and then he threw down the bag of gold, which, of course, fell into his mother's garden, and then he climbed down and climbed down till at last he got home and told his mother and showed her the gold and said, "Well, mother, wasn't I right about the beans? They are really magical, you see."

So they lived on the bag of gold for some time, but at last they came to the end of it, and Jack made up his mind to try his luck once more at the top of the beanstalk. So one fine morning he rose up early, and got onto the beanstalk, and he climbed, and he climbed, and he climbed, and he climbed, and he climbed, and he climbed till at last he came out onto the road again and up to the great tall house he had been to before. There, sure enough, was the great tall woman a-standing on the doorstep.

"Good morning, mum," says Jack, as bold as brass, "could you be so good as to give me something to eat?"

"Go away, my boy," said the big tall woman, "or else my man will eat you up for breakfast. But aren't you the youngster who came here once before? Do you know, that very day my man missed one of his bags of gold."

"That's strange, mum," said Jack, "I dare say I could tell you something about that, but I'm so hungry I can't speak till I've had something to eat."

Well, the big tall woman was so curious that she took him in and gave him something to eat. But he had scarcely begun munching it as slowly as he could when thump! thump! they heard the giant's footstep, and his wife hid Jack away in the oven.

All happened as it did before. In came the ogre as he did before, said, "Fee-fi-fo-fum," and had his breakfast off three broiled oxen.

Then he said, "Wife, bring me the hen that lays the golden eggs." So she brought it, and the ogre said, "Lay," and it laid an egg all of gold. And then the ogre began to nod his head, and to snore till the house shook.

Then Jack crept out of the oven on tiptoe and caught hold of the golden hen, and was off before you could say "Jack Robinson." But this time the hen gave a cackle which woke the ogre, and just as Jack got out of the house he heard him calling, "Wife, wife, what have you done with my golden hen?"

And the wife said, "Why, my dear?"

But that was all Jack heard, for he rushed off to the beanstalk and climbed down like a house on fire. And when he got home he showed his mother the wonderful hen, and said "Lay" to it; and it laid a golden egg every time he said "Lay."

Well, Jack was not content, and it wasn't long before he determined to have another try at his luck up there at the top of the beanstalk. So one fine morning he rose up early and got to the beanstalk, and he climbed, and he climbed, and he climbed, and he climbed till he got to the top.

But this time he knew better than to go straight to the ogre's house. And when he got near it, he waited behind a bush till he saw the ogre's wife come out with a pail to get some water, and then he crept into the house and got into the copper. He hadn't been there long when he heard thump! thump! thump! as before, and in came the ogre and his wife.

"Fee-fi-fo-fum, I smell the blood of an Englishman," cried out the ogre. "I smell him, wife, I smell him."

"Do you, my dearie?" says the ogre's wife. "Then, if it's that little rogue that stole your gold and the hen that laid the golden eggs he's sure to have got into the oven." And they both rushed to the oven.

But Jack wasn't there, luckily, and the ogre's wife said, "There you are again with your fee-fi-fo-fum. Why, of course, it's the boy you caught last night that I've just broiled for your breakfast. How forgetful I am, and how careless you are not to know the difference between live and dead after all these years."

So the ogre sat down to the breakfast and ate it, but every now and then he would mutter, "Well, I could have sworn --" and he'd get up and search the larder and the cupboards and everything, only, luckily, he didn't think of the copper.

After breakfast was over, the ogre called out, "Wife, wife, bring me my golden harp."

So she brought it and put it on the table before him. Then he said, "Sing!" and the golden harp sang most beautifully. And it went on singing till the ogre fell asleep, and commenced to snore like thunder.

Then Jack lifted up the copper lid very quietly and got down like a mouse and crept on hands and knees till he came to the table, when up he crawled, caught hold of the golden harp and dashed with it towards the door.

But the harp called out quite loud, "Master! Master!" and the ogre woke up just in time to see Jack running off with his harp.

Jack ran as fast as he could, and the ogre came rushing after, and would soon have caught him, only Jack had a start and dodged him a bit and knew where he was going. When he got to the beanstalk the ogre was not more than twenty yards away when suddenly he saw Jack disappear like, and when he came to the end of the road he saw Jack underneath climbing down for dear life. Well, the ogre didn't like trusting himself to such a ladder, and he stood and waited, so Jack got another start.

But just then the harp cried out, "Master! Master!" and the ogre swung himself down onto the beanstalk, which shook with his weight. Down climbs Jack, and after him climbed the ogre.

By this time Jack had climbed down and climbed down and climbed down till he was very nearly home. So he called out, "Mother! Mother! bring me an ax, bring me an ax." And his mother came rushing out with the ax in her hand, but when she came to the beanstalk she stood stock still with fright, for there she saw the ogre with his legs just through the clouds.

But Jack jumped down and got hold of the ax and gave a chop at the beanstalk which cut it half in two. The ogre felt the beanstalk shake and quiver, so he stopped to see what was the matter. Then Jack gave another chop with the ax, and the beanstalk was cut in two and began to topple over. Then the ogre fell down and broke his crown, and the beanstalk came toppling after.

Then Jack showed his mother his golden harp, and what with showing that and selling the golden eggs, Jack and his mother became very rich, and he married a great princess, and they lived happy ever after.

Questions for Groups

Instructions: Discuss the following questions, making notes in the spaces under each question. Your group does not have to agree on the answers, and you must allow each group member their opinion. Be respectful! Be prepared to summarize your answers for the class. When you have answered all the questions, designate one person in your group to put “bullet point” answers on the active board.

1. Was it right or wrong for Jack to sell the family cow for a handful of magic beans? If your answer is “right”, would your opinion change if the beans had not been magic?
2. Since the giant wanted to eat Jack, was it right or wrong for Jack to steal objects from the giant?
3. Remember that Jack chose to enter the giant’s house. Does this change your answer from #2?
4. If the giant stole the harp, the hen and the other valuable items in his house from humans, was it right or wrong for Jack to steal them?
5. Let’s say the giant stole the items 50 years ago. A hundred? Five hundred? Does this change your answer from number 4?
6. What if the giant stole land from humans and built a house on it. Would it be right or wrong for Jack to take the land back?

**Black
and
White**

Overhead or Outline for Active Board

Ethics

**Shades
of
Grey**

1. Right or Wrong for Jack to sell cow for magic beans?

2. Right or Wrong for Jack to steal from giant?

3. Right or Wrong; since Jack chose to enter house?

4. Right or Wrong if giant stole the items first?

5. Right or Wrong: does the amount of time change your opinion?

6. Right or Wrong: Does it change if property is land?

Day Sixteen (Monday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come (follows)
- 10 Minutes Introduction (this is truly a summarization of pervious day): Yesterday we talked about ethics. Right and wrong. Some problems begin because someone does something wrong. Others just happen innocently. Sometimes problems continue because people look the other way. There are lots of reasons that a problem may begin or continue. For example, look at water pollution. Water pollution may have begun as a simple accidental pollutant introduced into the water system. It was not done ‘on purpose’—so would you say it was wrong? But as the situation continued, it developed into a problem. Now that people know that allowing a factory’s by-products to enter the nearby lake, is it wrong to do it? Even though the same thing happened –one time it might be considered wrong and one time it might not be, because of knowledge. But once you know about a problem, do you step in? Pass out sheets that explain the three parts remaining of the following lesson. Pass out rubric for paper and publicity project (copy front and back) as well. Review with class. Make sure that class fully understands what they will be doing over the next two weeks.
- 1 Minute Next inform the students that they will be choosing a problem to work on . Students get out their problem quadrant and their sheet entitled “Tree falls in a Forest”. The quadrant was used to define and outline aspects of a problem by class. The Tree Sheet was used discuss solving problems.
- 4 Minutes Give the class time to review the two sheets.
- 20 Minutes Brainstorm with class (write answers on board or have student do it):
- What are some problems that you feel are important?
 - What are some problems that affect you?
 - What are some problems that are local? (rephrase: that happen in {insert county or town here}).

- What are some problems that affect large populations of people?
- 3 Minutes See if these problems can be categorized. Point out categories. Probable categories include: technology, communication, transportation, environmental, health.
- 3 Minutes Students need to pick a problem that they will be researching. The problem can be one of the ones listed above, but does not need to be. Communicate to students that the problem they choose needs to be something they can research. It needs to be something for which they can find an origin. They need to be able to trace its progress. It does not have to be an “old” problem. Remind them that it did not have to start as a problem.
- 10 Minutes Pass out KWL chart (worth 25 points) and student journals as students are deciding. Walk around and check to see what problem they picked. All problems must be approved by teacher. The primary reasons a teacher might not ok a project is because it would not be something the student could research and predict its progression or that it has ethical concerns. This portion of the lesson can blend with the filling out of the chart. Students can have additional time to decide upon problem; however, students should not waste time and should have an activity (below) to start on when they have decided.
- 3 Minutes Let students know that if they have not decided on their problem, they can continue thinking—but that they need to listen to the next assignment. Explain that students should write problem on subject line of chart. After the problem has been approved, students should write what they already know about the problem in the “K” column. Let them know to bring their sheet tomorrow.
- 10 Minutes Students write in journals. Question: How do you know when a situation or event becomes a problem? Provide an example. *Or* Talk about a problem that affects you that you have tried to solve and how.
- 2 Minutes Collect Journals



Yourselves and Your World

Over the next two and a half weeks, you will be working on a project in which you will be designing a product to bring awareness to a problem. You will also be preparing a paper that explains your problem, how you learned about it and what you learned.

Part One: Discover what you know, and do not know, about the problem you have chosen. Fill out a KWL chart, research the problem and create a timeline to chart its history. It is important to learn the history in order to predict the future.

Part Two: Create a work which publicizes your problem to others. You will be completing a cluster map (graphic organizer) prior to beginning. Your work can be a speech, a song, a poem, a commercial, a poster or another project which communicates the issues surrounding your problem to someone else. Remember from the first week of the lesson: different methods of communication will reach different audiences. You will be presenting this to the class. You will also be turning in a copy.

Part Three: Write a paper on the problem you have adopted, the research you have undertaken and what you have learned. Your paper must include the following:

1. What was the problem you chose and why was it important to you?
2. How did you learn more about the problem? What methods did you use?
3. What did you learn about the problem?
4. After you have learned about your problem, has your perception or opinion of the problem changed?
5. Can this problem be solved? Slowed down? Can its path be changed?
6. Did you have this solution in mind before you started research? Were you able to keep an objective mind during research?
7. Can you think of any objections that someone might have to your solution? How would you explain your solution to this person? How can you solve their objections in your solution?
8. How would things be different in your world if this problem were solved? How could you begin to make this happen?



KWL

Name _____

The Problem I have Chosen _____

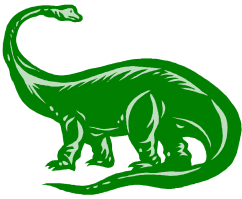
This is what I Know
about my topic

This is what I Want to
know about my topic

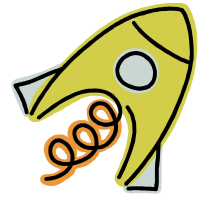
This is what I Learned
about my topic

Day Seventeen (Tuesday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Students will be working on their KWL Sheet and learn about timelines.
- 1 Minute Students get out their KWL Sheet.
- 6 Minutes Before students continue working on KWL sheet, the teacher explains what a timeline is. Part of what they will be learning about their problem will be documented on the timeline; this should help guide some of their research. Pass out Timeline and Predictions Sheet. Give students time to read sheet.
- 30 Minutes When students fill out the “W” section, they are listing what they want to know. This will be a guideline to what they will be researching about their problem. For instance, they will probably want to know when, how and why the problem began (think of the 5 W’s). They are going to be completing a timeline on the problem and they will learn more about timelines tomorrow. For now, they should think about all that they want to know about their problem to get a complete picture. Do not allow students to begin research until the teacher checks their sheet.
- 15 Minutes Students can begin researching the “L” section of the KWL chart if they get their “W” checked by teacher. They should use the library and the computer to learn the answers to the “W” questions they listed. Teacher walks around room to assist. Students may have difficulty thinking of ways to research histories of problems. For instance, if they are researching air pollution, the teacher might want to point out that they should learn about when automobiles were invented and when the Industrial Revolution began. Teacher should also use this time to pass out journals.
- 10 Minutes Students write in journals. Topics: Does the problem you have chosen affect you directly? How? *Or* What do you think the most important problem facing our nation today? Why?
- 2 Minutes Collect journals
- 2 Minutes Questions and answers



Past and Future



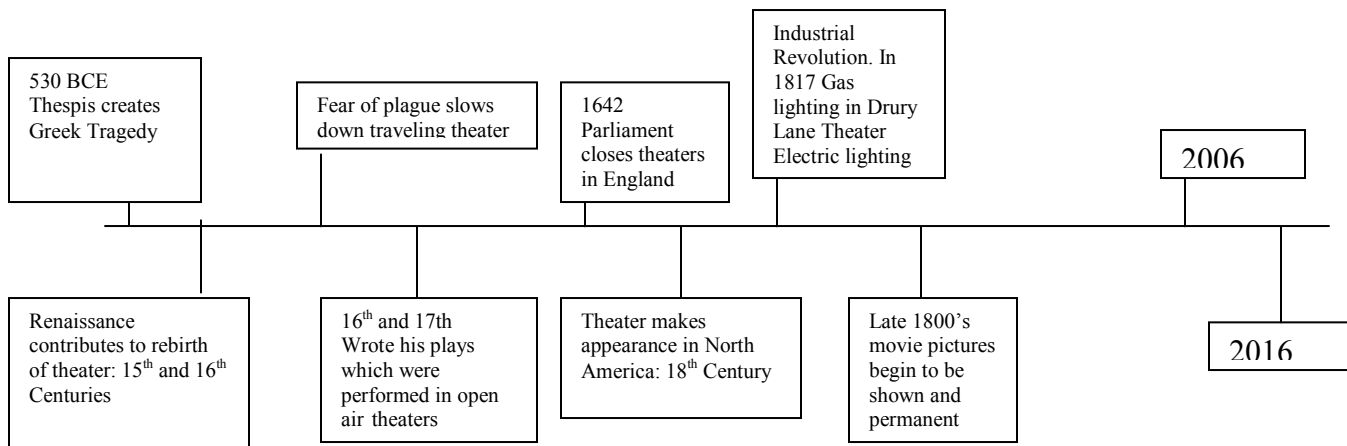
In order to predict the future, it is helpful to examine the past. How will you know the direction to go if you don't know where you've been? In the next few days, we will be discussing how to make a prediction, or educated guess. First, you will be completing a fineline, charting the history of the problem you have chosen.

Make sure that you leave room on your fineline to predict the next 10, 25 and 50 years.

A fineline is a tool to explain the history of an issue or situation. In this class, it will explain the history of your problem. Tell not only WHEN but WHY or HOW. Do not expect to find a fineline on the internet that you can copy (and even if you do, don't). You will need to think about the aspects surrounding the problem in order to learn more about it.

An example:

The Problem: The decline of live theater. This is a problem because many people have never experienced a live production and have been deprived of a necessary experience in the arts. Below is a portion of a fineline discussing this issue.



Your Timeline will be graded on the following:

- You have explained how and when the problem began
- You showed progression of problem (either how it became worse or how situation improved) over time
- Your progression is not just dates, but shows understanding of why
- You indicated current position of problem
- You allowed room for prediction of problem 10, 25 and 50 years from now

Day Eighteen (Wednesday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Students should try to finish their KWL Chart.
- 1 Minute Students Get out KWL Charts, Timeline Sheets
- 49 Minutes Students Continue Research. Students should write on back or another sheet of paper if necessary. Teacher should walk around and give assistance.
- 1 Minute Teacher passes out journal
- 10 Minutes Students write in journal. Topics: Was there one point in your problem's history that might be considered to be a climax (thus far)? In other words, is there a point in the history of your problem where the problem changed significantly? *Or* Was there anything that could have been done to change the course of your problem? What and when?
- 2 Minutes Collect journals
- 3 Minutes Question and Answer

Day Nineteen (Thursday)

*teacher should have butcher paper and markers for students to create timelines

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Students will have 15 minutes to finish researching their problem if they haven't already. After that, students should begin their timeline. If students are not finished after 15 minutes, they need to see the teacher.
- 25 Minutes Students continue researching. It is at this point that the controlled timing of the assignments can begin to break down because students will need different amounts of time to research different problems. Let students know

that they will have 15 minutes to continue researching. During this time, you will walk around and check their progress. If needed, give the students the remainder of the class to finish research. Class can also begin working on their timelines. Remind students that during their timeline will contain a prediction or problem progression.

- 25 Minutes Inform class that the timelines will be due at the end of class tomorrow. If they do not think they will be able to turn their project in at this time, they should finish research at home. Students begin working on timeline.
- 1 Minute Teacher passes out journals
- 10 Minutes Students write in journals. Topic: What is the purpose of a timeline? Give 2 examples where a timeline would be useful. *Or*
- 2 Minutes Teacher collects journals and KWL Charts
- 3 Minutes Questions and Answers

Day Twenty (Friday)

*butcher paper and makers still available for students

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come (follows). Return KWL charts
- 8 Minutes Let the students know that before they finish their timelines, they need to understand about developing educated guesses about the future. Put Future Predictions Sheet on active board or overhead projector. Give students time to read them and laugh.
- 10 Minutes Talk to students. *This talk can have input from students, however it is primarily time for the teacher to provide information to the class.* A prediction is an educated guess, not a glance into a crystal ball. Predictions are made based on past actions and trends. To guess what the future will be like, you might ask yourself: What problems were we facing 20 years ago? What solutions did we put in place to solve the problem? What problems

are we facing now? Will we need to start to solve the problem? How? Give an example:

Taking a look at the problem that was described on your timeline sheet (decline of live theater*). Based on the past, we might predict that the majority of people will not consider live theater an important artistic endeavor and it will continue to become less and less accessible to the mainstream population. On the other hand, we could also predict that because live theater has such a strong history, small theaters in local communities will become more and more popular while large theaters in cities are going to become extinct. Either situation is based on an educated guess and could happen in the near future.

- 22 Minutes Class works on timeline. They should make predictions about the future. Teacher walks around and guides students through assignment. Timelines are collected and graded according to guidelines on Timeline Sheet.
- 1 Minute Teacher passes out journals
- 20 Minutes Students write in journals: What do we need to predict the future? Why would we want to? *Or* Make three predictions for the future (50 years from now). Why might they come true?
- 2 Minutes Teacher collects journals
- 3 Minutes Questions and Answers

* this problem was picked because it is not a problem that a student would pick; students will not 'copy' this problem and timeline.

Day Twenty-one (Monday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come (follows)
- 8 Minutes Explain that students will begin on the next stage of the project now. Part two is the communication of the problem to others. This is done through a song, a speech, an advertising campaign, etc. Students can come up with

their own project, but all projects need to be approved by the teacher.

Remind the class of our first week when we looked at different ways to communicate problems. Ask class: What does this communication serve?

If students do not mention that *communication of problems raises awareness* or *starts to solve problems*, you can add this to their comments.

- 1 Minute Pass out the sheet explaining the Yourselfes and Your World project.
- 3 Minutes Give students time to read over sheet and ask questions
- 20 Minutes Give Students time to get into small groups to discuss the different types of projects and what they might do.
- 17 Minutes Students can remain in small groups. Explain that they do not have to decide what type of project they will do until the next day. Any project will need to communicate information about the problem. Students should spend the rest of class, until it is time to write in journals, organizing the information they want to communicate.
- Pass out Cluster Map Graphic Organizer. Explain that students should use this map to organize their thoughts for their project. How can they communicate the essentials of their project if they can not organize their thoughts. Students should put the topic (their problem) in the center bubble. There are four sections; not all have to be used. Students should decide what points they want to communicate to their audience. Suggest that one section could be facts of the problem, one history of the problem, one results of the problem (affects) and one the plan of action. The graphic organizer will be graded (25 points) and must be shown to the teacher before the student can begin on actual presentation (song, poem, advertisement, etc.). On the top or bottom of the graphic organizer, students should write the presentation type they will be completing for their project. Students can work in small groups. Although this work is independent (each student completes their own project), they can get support and ideas from their classmates via small group work.
- 2 Minutes Teacher passes out journals
- 10 Minutes Students write in journals. Topics: Describe the presentation you plan to

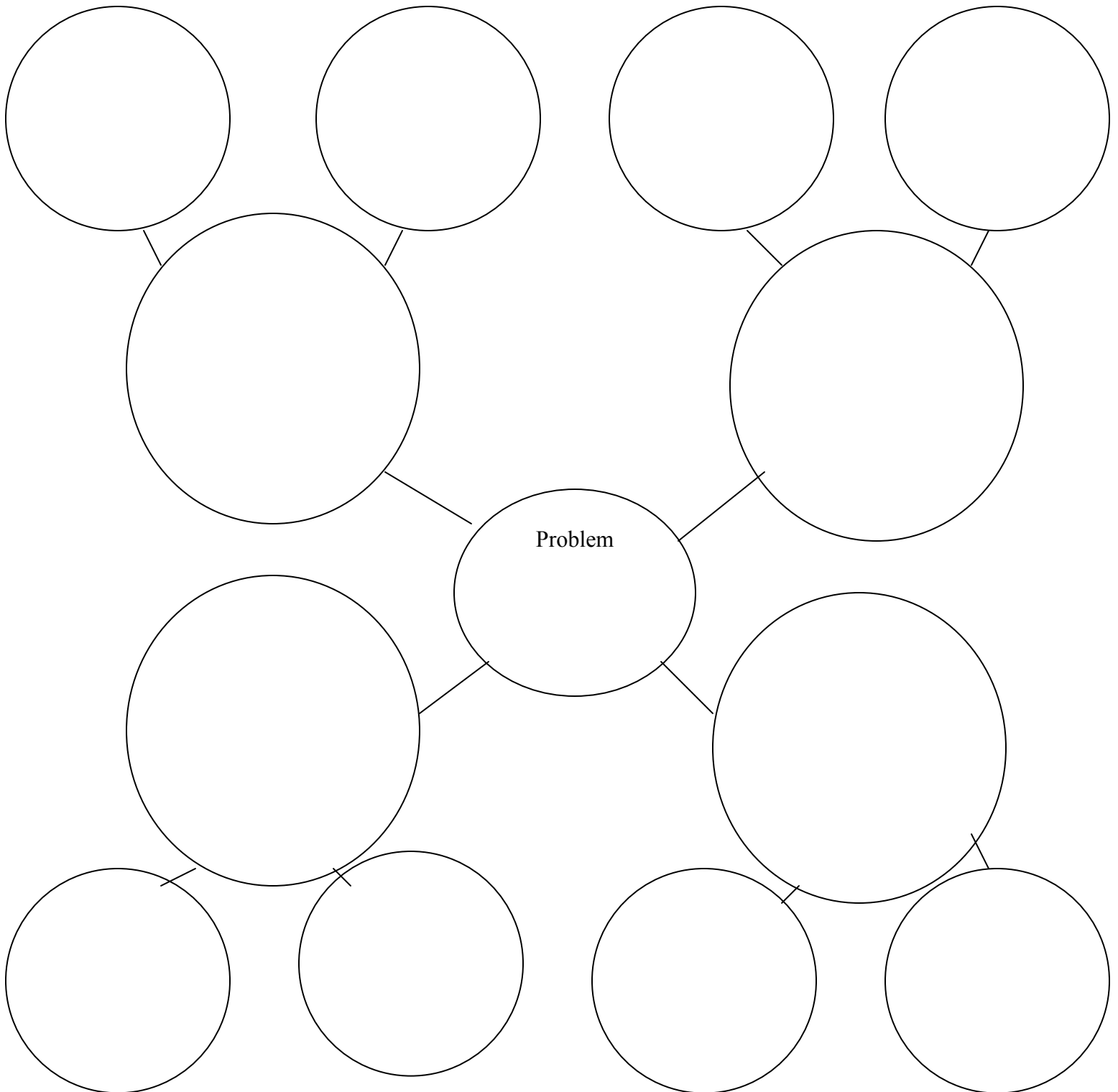
create. *Or* What do you need to communicate about your problem to your target audience? Who is your target audience?

2 Minutes Teacher collects journals

3 Minutes Questions and Answers

Name _____

Cluster Map



Day Twenty-Two (Tuesday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. The class will be working on their graphic organizer for the next 25 minutes and get it approved by the teacher when finished. Afterward, They can begin working on their projects.
- 25 Minutes Students work on graphic organizer. The teacher walks around and assists students as needed. When students finish their graphic organizer, it should be approved by the teacher. Evaluate the student's idea for a project and make sure, through one on one conversations, that the student has a 'do-able' project and that they have a understanding of how to complete the project.
- 26 Minutes Students begin work on their projects; teacher passes out journals
- 10 Minutes Students write in journals. Topic: What will the most difficult aspect of your project be and how do you plan to solve it?
- 2 Minutes Teacher collects journals and graphic organizer
- 3 Minutes Questions and Answers

Day Twenty-Three (Wednesday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Students work on their projects. They can consult with other students, though they are working on an independent project. Their project should be finished before class Monday. Return graphic organizers
- 49 Minutes Students work on their projects.
- 2 Minutes Teacher passes out journals

- 10 Minutes Students write in journals. Topic: What can history tell us about the future?
Or What can the present tell us about the past?
- 2 Minutes Teacher collects journals
- 3 Minutes Questions and Answers

Day Twenty-four (Thursday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Students continue working on their project.
- 51 Minutes Students work on their projects. Teacher goes through room and assists when needed. Students should finish their project during class. Students can work on project at home over weekend. Teacher passes out journals.
*make sure students have a 4 minute stretch break
- 10 Minutes Students write in journals. Topic: Can the future be changed? Can we change it through our actions or is it set? Explain.
- 2 Minutes Teacher collects journals
- 3 Minutes Questions and Answers. Inform students that if they do not finish their projects tomorrow, they should take it home for homework. Thus they need to bring a disk or flash drive if they need to transfer work from school to home.

Day Twenty-five (Friday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Students should finish working on their projects or it is homework.
- 41 Minutes Students work on their projects. Teacher goes through room and assists when needed. Students should finish their project during class. Teacher passes out journals.

- 20 Minutes Students write in journals.
- 2 Minutes Teacher collects journals
- 3 Minutes Questions and Answers

Day Twenty-six (Monday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Let the students know that they will be creating a paper to explain and examine their process. They already have the sheet explaining what the paper should be about. As with their projects, they can work in small groups, though they are responsible for their own paper. Students should type their paper to make it easier for a re-write after they are edited. Papers will be due at their presentation—which begin on Wednesday. Before they work on their paper, they will complete the Paper Outline Graphic Organizer.
- 51 Minutes Students get out sheet with rubric and assignment. Teacher passes out Graphic Organizer. Students first complete Graphic Organizer, then work on paper.
- 10 Minutes Students write in journals. Topic: What was the most difficult aspect of your project? The easiest?
- 2 Minutes Teacher collects journals and graphic organizer.
- 3 Minutes Questions and Answers

Paper Outline

Name: _____

What is the problem you chose & why?

Can the problem's path be altered?

How did you learn about your problem? Methods?

Evaluate your objectivity.

What did you learn?

Discuss Counterarguments.

Did your perceptions change?

Can this problem be solved and what would the results be?

Day Twenty-seven (Tuesday)

- 3 Minutes Class Settles
- 5 Minutes Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come (follows). Return graphic organizers.
- 51 Minutes Students continue work on paper. When they finish, they should get a peer to edit their paper. Remind the class: peers should edit for corrections and improvements. Make sure to point out two things that they liked about the paper as well as two things that could be improved upon. These are separate from any grammatical errors.
- 10 Minutes Students write in journals. Topic: Would you rather have a teacher edit your paper or another student? Why?
- 2 Minutes Teacher collects journals
- 3 Minutes Questions and Answers

Day Twenty-eight (Wednesday)

- 2 Minutes Class Settles
- 0 Minutes No Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Today the class will be giving presentations.
- 5 Minutes Before class has begun, you have put numbers one through 30 (or the number of students you have in class) in a hat (or bowl like object). You have also printed and cut out grading sheets for the class to evaluate their fellow students. The teacher uses the same sheet to grade the students. Two sheets will have the same numbers (the same number of students in the class). For example, two sheets will have a “1”, two will have a “2”, two will have a “3”, etc. Presentations begin! Have students pick a number from the hat. Then pass out two grading sheets to each student. The sheets have a number on the top of them. These are the presentations that these students will grade. For example: As a student, you receive two grading

sheets. One has the number 3 on the top and the other has the number 25. You will evaluate the presentations of the students who picked numbers 3 and 25.

- 0 Minutes Complete a grading sheet on each student. Put the student's number as well as name on the top of the sheet (this will be especially helpful if any students forget to write the name of who they are grading on their paper!).
- 7 Minutes Call out numbers. Students have six minutes to present their project. They should first explain what the problem is. They should explain what project they chose to do and their target audience. They should also explain why this was an important problem to him/her and then presents the project. Set timer! 8 students should have time to present.
- (allows student time to get to front of class and sit down)
(60 Minutes)
- 4 Minutes Collect graded sheets. Attach your sheet to the two student sheets.
- 3 Minutes Questions and Answers. Students should bring sheets to class the next day.

Day Twenty-nine (Thursday)

- 2 Minutes Class Settles
- 0 Minutes No Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. Presentations continue.
- 66 Minutes Continue presentations. 9 Students should have time to give presentations.
(7 per student)
- 3 Minutes Collect graded sheets. Attach your sheet to the two student sheets.
- 3 Minutes Questions and Answers.

Day Thirty (Friday)

- 2 Minutes Class Settles
- 0 Minutes No Connections
- 3 Minutes Summarize Previous Day and Explain Day to Come. We finish

presentations today.

66 Minutes Continue presentations. Students should finish presentations.

(7 per student)

3 Minutes Collect graded sheets. Attach your sheet to the two student sheets. Also collect student projects and papers.

3 Minutes Questions and Answers.

Your Name:

Presenters's Name:

Peer Grade Sheets

Topic	Strong	Average	Needs Improvement
Student identifies target audience. Target audience is clear.	10 points	7 points	5 points
Project appropriate for target audience	15 points	12 points	10 points
Students explains why project is appropriate for problem	25 points	22 points	20 points
Project is appropriate to communicate problem	20 points	15 points	10 points
Student explains why problem is important to him/her	15 points	12 points	10 points
Student describes problem clearly; you have a good understanding proble	25 points	22 points	17 points
Projects communicates problem accurately and clearly	30 points	25 points	20 points
Eye-Catching or Ear-Catching	20 points	17 points	15 points
Project draws on audience's emotion	15 points	8 points	6 points
Project can stand alone (does not need explanation)	25 points	20 points	15 points

Circle the number of points presenter receives for each topic



Your Name:

Presenters's Name:

Peer Grade Sneets

Topic	Strong	Average	Needs Improvement
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Eye-Catching or Ear-Catching	20 points	17 points	15 points
Project draws on audience's emotion	15 points	8 points	6 points
Project can stand alone (does not need explanation)	25 points	20 points	15 points

Circle the number of points presenter receives for each topic

Evaluation of Students' Work

Grading Rubric for Reflection and Exploration Journal

Possible Points: 100 for each week

- 15 points each: Monday-Thursday
 - 5 points: minimum of one paragraph
 - 10 points: paragraph(s) was a reflection of class or issue
- 40 points Friday
 - 10 points: minimum of two paragraphs
 - 10 points: incorporates class discussion/work
 - 20 points: explores topic presented

Grading Rubric for Publicity Project and Presentation

Possible Points: 200

Presentation (80 points)

(10 points) Student identifies target audience

(25 points) Student explains why project is appropriate for publicizing problem (ex: why a song is a good way to spread the word about pollution)

(15 points) Student demonstrates why this problem is important to him/her

(30 points) Student efficiently and effectively describes problem/issue

Project (120 points)

(15 points) Appropriate for target audience

(20 points) Appropriate for publicizing problem

(25 points) Accurately describes problem

(20 points*) Eye-Catching (if visual)

Draws eyes to project

Color (or lack of) use

Graphics uses appropriately

(20 points*) Ear-Catching (if audio)

Appropriate word use

Use of meter/rhythm (if necessary...poem/song)

(15 points) Draws on viewer's emotion

(25 points) Project can stand alone (does not need presentation)

* total of 15 points for eye-catching, ear-catching or combination of two if applicable

Grading Rubric for Paper

Possible Points: 200

Paper (200 points) Each topic (bullet point) is worth up to 25 points. Students which completely include each topic in their paper will be awarded 25 points for topic. Students which omit topics or cover them incompletely can lose up to 25 points for the topic.

- Problem Description-Student describes the problem efficiently and does not ramble. Reader clearly understands what problem is, who is effected by problem, why it is a problem (or how it originated).
- Importance to student-Student explains why this problem is important to him/her. Student describes if s/he has been affected by problem directly or indirectly. Student explains emotional link to problem.
- Research Methods- Student explains what methods were used to research problem (computer, library, survey, interview...) and results from research. Results are clear and logical. Fact and opinion are differentiated.
- Research Evaluation- Student reflects on research method and decides if method (s) used was appropriate and effective. If not, alternate methods are suggested.
- Solution Description- Student explains bias (did they have a solution in mind before starting), presents a series of solutions and picks one that is most appropriate for this problem. Student explains why problem should be solved in this method.
- Counter Arguments Solved- Student second-guesses any arguments which could be used to weaken solution and develops solutions for these arguments.
- Solution implementation-Student describes how to begin implementing the solution.
- Problem/Solution Reflection- Student reflects on process.

Grading Rubric for Graphic Organizers

Possible Points: 100 total

Graphic organizers (25 points each)

Graphic organizers will be used throughout the research process to assist students. They will be designed to guide the students' research process, examine solutions and the pros and cons with each solution, picking a problem and the recording and examination of information found.

Because they are tools, they will be graded on a completes/does not complete scale. Each graphic organizer will be worth 25 points.

- Four graphic organizers will be used throughout the research process. Each will be worth 25 points. Students will either receive 25 points or 0 points.

Graphic Organizers:

Quadrant

KWL Chart

Cluster Map

Paper Outline