

**Teacher:** Elissa Knight

**Date:** 4/5/10 - 4/19/10

**School:** Academy of Scholastic Achievement

**Subject:** Research II

**Grade(s):** 9-12

**Overview of Class:** Students are engaged in ongoing writers workshops centered on objectives from the 6+1 traits framework. Below is a sample of a typical unit from the class. Throughout the unit they look at literature, do brainstorming free-writes, propose an independent project, create an individualized rubric for their project, write it, revise it and publish it. During this unit the theme is violence and the focus trait is author's voice.

**Prevention Strategies Utilized (and How):**

- 1) Promoting pro-social norms (Throughout the unit we will be discussing literature that addresses violence in some way. By assessing the tone in individual pieces and the body of work in general, students will be required to evaluate social norms and anti-violent sentiments.)
- 2) Increasing perception of personal risk (Students will take a survey—see attachments A & B—and will look at the results, and the emotional and physical consequences of violence. They will also be looking at pamphlets on violence and the consequences of it.)

<b>Goal:</b> Students will be able to read with fluency. Students will write and publish a project of their own choosing.				
<b>Days 1-4</b>				
<b>Objective:</b> Students will be able to identify author's voice and tone in a variety of genres, all addressing violence as one of their central themes.				
<b>Time</b>	<b>Activities</b>	<b>Illinois and SEL Standards</b>	<b>Resources</b>	<b>Assessments</b>
20 min	1) Students will read a professional piece of writing dealing with violence. 2) Students will discuss the author's tone citing the text for support of their claim.	<b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives (SEL) <b>2A.4b.</b> Use conversation skills to understand others' feelings and perspectives. (SEL) <b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. (ELA)	Day One: posters on violence Day Two: excerpt from <i>Speak</i> Day Three: <i>Lynching</i> Day Four: lyrics to <i>Drop the World</i> and <i>Suffocation</i>	Participation
20 min	Students will do a free write. They can write a response to what we read and discussed or write about a topic of their choosing.	<b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with	Student Journals (These are collections of all their unpublished work from the semester.)	Participation

		clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. (ELA)		
10 min	Students will exchange what they wrote and give feedback (two praises and one suggestion or question).	<b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement. (ELA)		Participation
5 min	Students will turn in their daily participation sheet for their daily score.		Daily points sheet. (see attachment C)	

<b>Day 5</b>				
<b>Objective:</b> Students will identify the subject, genre, audience and tone for their next project and fill out their portion of a rubric/contract.				
<b>Time</b>	<b>Activities</b>	<b>Illinois and SEL Standards</b>	<b>Resources</b>	<b>Assessments</b>
15 min	Students will fill out their portion of the rubric.	<b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. (ELA)		Rubric (see attachment D)
15 min	Students will share what they are doing with the class.			

<b>Days 6-9</b>				
<b>Objective:</b> Students will be able to identify author's voice and tone in a variety of genres, all addressing violence as one of their central themes.				
<b>Time</b>	<b>Activities</b>	<b>Illinois and SEL Standards</b>	<b>Resources</b>	<b>Assessments</b>
20 min	<ol style="list-style-type: none"> <li>1) Students will read a professional piece of writing dealing with violence.</li> <li>2) Students will discuss the author's tone citing the text for support of their claim.</li> </ol>	<p><b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives (SEL)</p> <p><b>2A.4b.</b> Use conversation skills to understand others' feelings and perspectives. (SEL)</p>	<p>Day One: excerpts from graphic novel <i>Maus</i></p> <p>Day Two: excerpt from Nazi speeches about the Jews</p> <p>Day Three: news article about violence in Chicago 4/1</p>	Participation

		<b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. (ELA)	Day Four: pamphlet on spanking	
20 min	Students will receive their rubric back with feedback and work on their independent writing project (project #3) throughout the week. Their first draft is due Friday.	<b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. (ELA)	Student Journals	Participation
10 min	Students will exchange what they wrote and give feedback (two praises and one suggestion or question).	<b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement. (ELA)		Participation
5 min	Students will turn in their daily participation sheet for their daily score.		Daily points sheet.	

<b>Day 10</b>				
<b>Objective:</b> Students will identify one thing they want to improve when they do a second draft.				
<b>Time</b>	<b>Activities</b>	<b>Illinois and SEL Standards</b>	<b>Resources</b>	<b>Assessments</b>
25 minutes	Students will share excerpts of their writing project.			Participation
5 minutes	Students will write down one objective they have for their rewrite. They will submit their drafts for review.	<b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. (ELA)		Rubric, 1 <sup>st</sup> draft

<b>Day 6-10</b>				
<b>Objective:</b>				

Time	Activities	Illinois and SEL Standards	Resources	Assessments
55 minutes	Students will type their papers. The teacher will conference with them and give feedback.	<p><b>2A.4a.</b> Analyze similarities and differences between one’s own and others’ perspectives (SEL)</p> <p><b>2A.4b.</b> Use conversation skills to understand others’ feelings and perspectives. (SEL)</p> <p><b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. (ELA)</p>	Computers	Rubric

\*Following this unit, students typed their final draft and shared it with a “member of their audience.” That person read it, offered feedback and signed it. Students brought it back and put it in a portfolio (a collection of all their final drafts). Students were not required to write about violence for this project, although many did. On May 5 and 6, there was a chat and chew, where a counselor came and talked to the students over lunch about loss and violence. She addressed the survey results during that time. The feedback from the students was very positive. The activities were meaningful, and they expressed an appreciation for having a time and space to address issues in their lives that weighed heavily upon their minds and hearts. The two days session culminated with a balloon release honoring lost loved ones.

## Attachment A

Name:

Date:

### Survey

THE NEXT UNIT WE ARE GOING TO COVER WILL LOOK AT THE THEME OF VIOLENCE AND THE SKILL OF WRITING WITH VOICE. IN ORDER FOR ME TO GATHER MORE INFORMATION AS I PREPARE FOR THE UNIT, I WOULD LIKE YOU TO HONESTLY ANSWER THE QUESTIONS BELOW.

1. Who in your life have you lost?

Name	Relationship to you	How he/she died
a)		
b)		
c)		
d)		
e)		
f)		

g)		
h)		

2. What forms of violence have you witnessed?

- Shootings
- Stabbings, cutting
- Mace
- Beatings between friends
- Beating between family members
- Other \_\_\_\_\_

3. What forms of violence have you been a victim of?

- Shootings
- Stabbings
- Mace
- Beatings between friends
- Beating between family members
- Other \_\_\_\_\_

4. Do you ever have dreams about people you have lost?

5. Do you ever have nightmares about people you have lost? (Dreams that leave you feeling anxious, upset, etc.)

6. Do you ever have dreams about violence?

7. Do you ever have nightmares about violence? (Dreams that leave you feeling anxious, upset, etc.)

8. How do most people you know handle/cope with violence and or loss?

9. How do you handle/cope with violence and or loss?

10. How comfortable are you discussing and or writing about issues of violence and loss in class?

Very comfortable    comfortable                      uncomfortable                      very uncomfortable

11. How comfortable would you be with a guest speaker coming in and talking about writing with emotion/voice as it relates to violence and or loss?

Very comfortable    comfortable                      uncomfortable                      very uncomfortable

12. If we were to set aside a special time to address this common theme in our lives of violence and loss, would you be interested in participating?

Very interested      interested      not interested      no way, no how

13. How likely is it that one of your future writing assignments will address violence and or loss?

Very likely      likely      unlikely      very unlikely

14. Are there any other suggestions you have for the next unit?



## Attachment B

### Results of the Survey on Violence and Loss

#### Demographic:

5<sup>th</sup> period-12 students (25% male, 75% female), average age 18 years, 4 months

6<sup>th</sup> period-7 students (43% male, 57% female), average age 18 years, 5 months

#### 1. Who in your life have you lost?

<b>Students</b>	<b># of people they have lost</b>	<b># they've lost to shooting</b>
Pr	8	0
Ti		
Te	7	4
Dy	7	1
Da	4	1
Na	6	Did not respond
Ja	2	0
Br	6	1
Pi	2	0
Sy	5	4
Eb	5	2
Ta	6	2
Jo	3	Did not respond
Th	1	1
Sh	1	0
La	1	0
Ke	7	2
Je	8	3

Mi	2	0
<b>total</b>	Ave=4.5	Ave=1.2

2. What forms of violence have you witness?

Students	Shootings	Stabbings	Mace	Beating (between friends)	Beating (between family)	Other
Pr	x		x	x	x	
Ti						
Te	x	x	x	x		robbery
Dy	x	x	x	x	X	Thrown out a window
Da	x		x			
Na	x			x	X	Someone set on fire
Ja						None
Br	x	x	x	x	X	
Pi	x	x		x	X	
Sy	x	x	x	x	X	
Eb	x	x	x			
Ta	x		x	x	X	Hit by car, jumped
Jo				x		
Th	x		x	x	X	
Sh		x		x	X	Depression
La	x			x	X	
Ke	x	x	x	x	X	
Je	x	x	x	x		Car crash
Mi		x			X	

<b>total</b>	78%	56%	61%	78%	67%	
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3. What forms of violence have you experienced?

<b>Students</b>	<b>Shootings</b>	<b>Stabbings</b>	<b>Mace</b>	<b>Beating (between friends)</b>	<b>Beating (between family)</b>	<b>Other</b>
Pr					X	
Ti						
Te						None
Dy			X			
Da		X				
Na				x	X	
Ja					(x)	none
Br		X	x		X	
Pi						Fights with strangers
Sy				x	X	
Eb				x		
Ta			x	x		
Jo						None
Th					X	
Sh		x				None
La						Robbed
Ke				X		
Je						None
Mi					X	
<b>total</b>		17%	17%	28%	39%	

4. How do you cope?

Students	Have nightmares about people they have lost	Have nightmares about violence	How they cope
Pr	x	x	Keep it bottled up inside
Ti			
Te	x	x	Smoke, stay to myself
Dy			drink
Da	x		Walk away, talk it out, leave it alone
Na	x	x	Not well
Ja			Cry, feel anger
Br		x	Might act violent
Pi		X	Depends
Sy			prayer
Eb			Try to keep it off my mind
Ta	x	x	Write, stay to myself
Jo		X	Stay cool
Th		X	Let it go
Sh	x	X	Depressed or stressed out
La			Stay away from areas
Ke		x	Bad/ok
Je	x	x	We all gotta go on
Mi			Never really thought of it
<b>total</b>	39%	61%	

5. How comfortable are you with the topic? (4=very comfortable, 1=very uncomfortable)

Students	Discussing it in class	Guest speaker	Setting aside a separate time to address it
Pr	3	3	4
Ti			
Te	2 (not personal)	3	3
Dy	2.5	3	3
Da	3	2	3
Na	3	3	3
Ja	4	4	4
Br	2 (not personal)	2	3
Pi	2	2	2
Sy	3	3	3
Eb	3	3	3
Ta	4 (writing), 1 (talking)—make sure it's not personal	1	3
Jo	3	2	2
Th	3	3	3
Sh	3	3	3
La	3	1	2
Ke	4	3	3
Je	3	3	3
Mi	3	2	2
<b>total</b>	Ave=2.8	Ave=2.6	Ave=2.9

**Attachment C**

Name:

Date:

Daily Score Sheet

Day	Criteria	Score
Monday	Student comes on time, is prepared and complies with all school and classroom rules. Student participates in discussions and completes all written activities.	
Tuesday	Student comes on time, is prepared and complies with all school and classroom rules. Student participates in discussions and completes all written activities.	
Wednesday	Student comes on time, is prepared and complies with all school and classroom rules. Student participates in discussions and completes all written activities.	
Thursday	Student comes on time, is prepared and complies with all school and classroom rules. Student participates in discussions and completes all written activities.	
Friday	Student comes on time, is prepared and complies with all school and classroom rules. Student participates in discussions and completes all written activities.	

**Attachment D**

Name:

Date:

**Rubric-Assignment Three**

Topic:

Genre:

Audience:

Tone:

<b>Category</b>	<b>Description</b>	<b>Point</b>
Length	The paper will be ____ pages in length.	__/20
Typing	The paper will be typed in 12 point font.	__/20
Meets	A first draft will be shown to Ms. Knight by Friday, April 16 <sup>th</sup> . A final draft will be given to Ms. Knight by	__/20

Deadline	Tuesday, May 4 <sup>th</sup> .	
Mechanics	The paper does not have errors in spelling, grammar, sentence structure, etc.	__/20
Writing Objective #1		__/20
Writing Objective #2		__/20
Format	The paper follows the proper format for the genre.	__/20
Audience	The language, message and tone are appropriate for the audience.	__/20
Proof of Presentation	The project is presented to _____ and _____ is submitted as proof.	__/20
Revisions	Student clearly makes revisions to improve their writing between their drafts (3).	__/20