

# Template for Designing a Text Assignment

**Text name:** Warriors Don't Cry Bitburg High School

**Objectives for this text: Students will**

- be able to explain the conceptual relationships between terms related to the American Civil Rights Movement
- be able to explain key events related to the integration of Little Rock's Central High School
- make connections between the text, prior knowledge, personal experience, and other texts
- write an analytical response to literature (character analysis, analysis of author's style, thematic analysis, etc)
- create a functional document (informational brochure for new students in school)
- create a public document detailing steps an individual can take to oppose a specific injustice (poster, editorial, or letter to the editor)
- research a related topic of their choice and present their research in a 10-15 minute oral presentation with student-prepared visual aids

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;"><b>INTO</b></p> <ul style="list-style-type: none"> <li>• get students "into" the text</li> <li>• build/tap into prior knowledge</li> <li>• predict/preread</li> <li>• develop vocabulary</li> <li>• look at text structure</li> <li>• generate questions</li> <li>• anticipate assumptions</li> </ul>	<ul style="list-style-type: none"> <li>• Gallery Walk</li> <li>• New / Known Connection--Carousels</li> <li>• Concept Circle—Civil Rights Movement</li> <li>• Vocabulary Activities</li> <li>• Ch. 10 Prereading</li> </ul>
<p style="text-align: center;"><b>THROUGH</b></p> <ul style="list-style-type: none"> <li>• help students process their reading as they move "through" it</li> <li>• monitor understanding</li> <li>• determine main and sub ideas</li> <li>• make connections to prior learning and experience</li> <li>• summarize/paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline of key events on bulletin board</li> <li>• Ch. 5 Emotions Graph</li> <li>• Literary Terms Review</li> <li>• Ch. 7 Guided Reading</li> <li>• Ch. 11 Shared Reading</li> <li>• Ch. 13-14 Conjecture/Inference</li> <li>• Discussion Questions from Facing History and Ourselves Study Guides—<i>Choosing to Participate</i> and <i>Warriors Don't Cry</i> <a href="http://www.facing.org">www.facing.org</a></li> <li>• Price Comparison (Math Matters!)</li> </ul>
<p style="text-align: center;"><b>BEYOND</b></p> <ul style="list-style-type: none"> <li>• help students clarify, reinforce, and build on their understanding as they move "beyond" the text</li> <li>• graphically organize the</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Listening and Viewing—Entering CHS; use after reading to p. 95, 3<sup>rd</sup> ¶</li> <li>• Characterization—Ch. 8-9</li> <li>• Mid-Unit and Final Tests</li> <li>• Interpretive Essay (after Ch. 10)</li> <li>• Functional Document (after Ch. 14)</li> <li>• Public Document (after Ch. 18)</li> </ul>

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

<p>text's ideas</p> <ul style="list-style-type: none"><li>• evaluate a text's or author's argument</li><li>• compare/contrast ideas</li><li>• connect to other texts</li><li>• apply the information</li></ul>	<ul style="list-style-type: none"><li>• Socratic Seminar—American Anthropological Association's 1998 Statement on "Race"</li><li>• Researched Presentation</li></ul>
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**Standards this lesson addresses:**