

## Template for **Designing** a Text Assignment

**Text name:** Warriors Don't Cry by Melba Patillo Beals (Menwith Hills HS)

**Objectives for this text:** Students will learn about the segregation and integration of schools in the 1950's. They will read a book contributing toward their accomplishment of the standard - Read 25 books. They will improve reading strategies and skills eg; questioning, compare and contrast, inferences, and making connections.

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>• look at text structure</li> <li>• anticipate assumptions</li> </ul>	<p>Gallery Walk (page 24) If unable to put pictures on wall due to Lack of space, attach note paper to pictures, pass around the room and have students write comments about the pictures. Do this after reading articles about racism, etc. Read Roll of Thunder, Hear My Cry -shared reading format. Introduce Vocabulary from both books.</p>
<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>	<p>Research Report - topics: Jim Crow Laws, Brown vs Board of Education, Martin Luther King, Jr., Civil Rights Act of 1964. Include a question for each topic to be answered in body of report. Research skills can be taught with this.</p> <p>Weekly vocabulary and questions for each Chapter.</p> <p>Compare and contrast Characters - This may be done within one book eg; Roll of Thunder, Hear My Cry or between both books- eg; Cassie from Roll of Thunder and Melba from Warriors Don't Cry.</p> <p>View video on Segregation - suggested title: The Era of Segregation: A Personnel Perspective</p>
<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 text's ideas</li> <li>• evaluate a text's or author's argument</li> <li>• apply the information</li> </ul>	<p>Students are to do a culminating activity.</p> <p>Choices include: Create a script from one scene of the selection. act out in class.</p> <p style="padding-left: 40px;">Create a mural that depicts some part of the selection.</p> <p style="padding-left: 40px;">Create a television commercial that advertises your selection. Videotape the commercial and play it for the class.</p> <p style="padding-left: 40px;">Create a time line for the events in your</p>

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

<ul style="list-style-type: none"><li>• connect to other texts</li></ul>	<p>selection and illustrate some of the high points of the story. Present a panel discussion in which each person handles a different component of the story.</p> <p>Write an investigative news report and interview several characters about a key event in the story.</p>