

# Template for Designing a Text Assignment

**Text name:** WARRIORS DON'T CRY (Naples High School)

**Objectives for this text: Students will:** Make connections between the text, prior knowledge, personal experience, and other texts; research a related topic and present findings to the class; write an analytical response to literature.

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>Survey reading habits/preferences through responses to Important Book and Literary Histories.<sup>1</sup> These may form the basis for a pre-reading "forum." Discuss personal concepts about current bases for "belonging" as it applies to gangs, cliques, personal identity issues in modern-day society; also: definitions of bias, discrimination, democracy, justice, freedom, civil rights. Present book, read introduction, view overall text structure, genre; highlight and comment upon picture exhibits in the text.</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>Present terminology specific to the text; distribute vocabulary activities. Mini lessons: Comprehension Constructors, Double-Entry Diaries.<sup>2</sup> Chronology of events—develop timeline as tracking device for key episodes. Create empathy through text-to-self connections. Guided and shared reading. Discussion and revision of Cause-Effect (Racism Sample); Sample Story Map.<sup>3</sup></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> <li>• connect to other texts</li> </ul>	<p>Research project: <u>Brown vs. Board of Education</u>. Report findings. Diaries as a source of historical documents? Anne Frank, Elie Wiesel. Specific, personalized themes derived from the reading. Ex.: the need to work together for a common goal; determination, perseverance as a way of reaching one's aspirations. View video, <u>Finding Forrester</u>, analyzing the content in terms of literary elements. Also: compare-contrast. To what extent may Melba Patillo Beals' account be considered "outdated?" In a letter to the author, how would you (the student) describe the current status in a typical military community? San Francisco...pioneer or avant-garde frontier? In spite of the "break," the author does not envision a life of "crystal stairs" for her offspring. Review Martin Luther King, Jr.'s I HAVE A DREAM. To what extent is that dream fulfilled? What remains a dream deferred? As a reporter on the spot, assume a white spectator's stance and describe the integration process at CHS from his/her point of view. Compare the problems of the teen-agers in <u>Warriors Don't Cry</u> with those you think are in your school. How are they alike? How are they different? Predict future Ms. Beals would wish for her daughter.</p>

1. Tovani, Cris. 2000. *I READ IT, BUT I DON'T GET IT*. Portland, ME: Stenhouse. p.10

2. Tovani (opus cited). p.59, pp. 115-120

3. The Write Path: English/Language Arts. Avid Center, 2002. pp.44, 45.

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

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