



**Literacy Design
Collaborative**

A World Without Borders: Defining Tolerance

by Kimba J. Rael

What does the word tolerance suggest? When building a world without borders, the language we use could serve to build relationships or raze them. In this module, students will read from a critical perspective to understand how authors use language to shape our understanding of a word. Then students will form a definition of the word "tolerance" and use that insight to explain their personal perspective of the meaning of tolerance, both its intentional purpose and any potential hidden implications.

The text list represents potential texts that teachers may use during the reading process to exemplify this issue for her/his students. This module focuses on the first three: "Theme for English B" by Langston Hughes, "Public School 190, Brooklyn, 1963" by Martin Espada, and "The Certainty" by Roque Dalton.

This is a 2 week module based upon Learning Experiences 4-6 of the "A World Without Borders" Unit, the last of the 8th Grade Instructional Units, written by Amanda Bingman, Stephanie Crowell, Lauren Espinoza, Carrie Hassel, Heidi Hitch-Young, Lisa Mancuso, and Becca Nielsen (Garfield RE-2). The Sample Unit may be found here (scroll down to 8th grade): <http://www.cde.state.co.us/standardsandinstruction/instructionalunits-rwc>

Students will have knowledge of narrative, expository and argument text structures, using primary and secondary sources, and responding to a variety of different texts. They should have some knowledge with perspective and bias. With writing, students should be able to move through the writing process, understand audience and purpose. Specifically with argument writing, students should be able to provide relevant and valid evidence to support claims, identify credible and reliable sources.

GRADES

8

DISCIPLINE

 **ELA**

COURSE

Any

Section 1: What Task?

Teaching Task

Task Template 12 - Informational or Explanatory

How do authors craft their texts to help shape a reader's understanding of a word or concept? After reading two definitions of tolerance and texts about people's experiences with intolerance, write a letter to the editor of Teaching Tolerance magazine in which you define tolerance and explain how authors use word choice, develop characters, establish setting and context, or use other textual elements to make a case for [racial, gender, religious, or _____] tolerance in a culturally complex world. Support your discussion with evidence from the text(s).

Common Core State Standards

Reading Standards for Informational Text

RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

Writing Standards

W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented

W.8.2.e

Establish and maintain a formal style.

W.8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.b

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

W.8.9.a

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Reading, Writing and Communicating

- CO** Identify personal attitudes and beliefs about events, ideas, and themes in text, and explain how these shape their comprehension of text
- CO** Explain how authors use language to influence audience perceptions of events, people, and ideas
- CO** Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion

Texts

- 🔗 ["Theme for English B" by Langston Hughes](#)
- 🔗 ["Public School 190, Brooklyn, 1963" by Martín Espada](#)
- 🔗 ["The Certainty" by Roque Dalton](#)
- 🔗 [Bone disease doesn't slow Kid President's campaign by Christina Echegaray](#)
- 🔗 ["Social Media, Freedom of Speech, Tolerance" \(Blog\)](#)
- 🔗 ["Tolerance" definition from Dictionary.com](#)
- 🔗 ["Black Men and Public Space" by Brent Staples](#)
- 🔗 ["The Kind of America in which I Believe" speech by John F. Kennedy](#)
- 🔗 [FREE SPEECH, THE ONLY PATH TO TOLERANCE" by Matthew O'Brien](#)
- 🔗 ["Augusta National Admits First Women Members, Condoleezza Rice and Darla Moore" by ALEXANDRA LUDKA](#)
- 🔗 ["Is the NFL Ready for Michael Sam?" by Scott Ellman](#)
- 🔗 ["I'm an Illegal Immigrant at Harvard" by Anonymous](#)
- 🔗 [Fighting the Muslim Backlash By Vikki Vargas](#)

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Now that we have explored the concept of diversity, we will critically delve into understanding tolerance. What is tolerance? Choose an area in which our world seems particularly intolerant -- and let's explore what it would mean to be tolerant regarding that area. For example, you might identify that our world is intolerant of people under (or over) a certain age. What would it mean to be tolerant regarding age?

Extension

This will follow the unit plan written by Amanda Bingman, Stephanie Crowell, Lauren Espinoza, Carrie Hassel, Heidi Hitch-Young, Lisa Mancuso, and Becca Nielsen (Garfield RE-2) leading to a culminating TED talk (See <http://www.cde.state.co.us/sites/default/files/RWC8-AWorldWithoutBorders-storyboard.pdf> for details.). To begin preparing for public speaking, students may record a podcast of their letter to *Teaching Tolerance* magazine.

Section 2: What Skills?

Preparing for the Task

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > ESSENTIAL VOCABULARY: Students will be able to define key vocabulary for closer examination.

ACTIVE READING > ANNOTATION: Ability to initially mark a text for important ideas, intriguing lines, and literary elements (figurative language, allusions, symbolism).

ACTIVE READING > CRITICAL LITERACY: Ability to read a text from multiple perspectives.

POST-READING > ENHANCING COMPREHENSION: Ability to interpret tone and analyze the author's word choice in establishing the tone, and provide supporting evidence from text.

POST-READING > ENHANCING COMPREHENSION: Ability to interpret theme, and/or possible intention of the author, track how it is developed over the course of the text, and provide supporting evidence from text.

POST-READING > CONTENT COMPREHENSION: Ability to identify personal attitudes and beliefs about events, ideas, and themes in text, and explain how these shape their comprehension of text.

Transition to Writing

SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to discuss interpretations and perspectives surrounding the word "tolerance" and the relationship to understanding a text.

BRIDGING CONVERSATION > GENRE STUDY: LETTER TO THE EDITOR.: Ability to identify key structures, tone, and conventions of a letter to the editor.

Writing Process

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.


PLANNING > PLANNING THE WRITING: Ability to develop an outline using text structure appropriate to the genre and audience including development of claims and a strong conclusion.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>THINKING ABOUT A WORD'S MEANING How does understanding a word's meaning shape our perspectives about the deeper implications of the word and its use?</p>	<p>Formative- informal</p> <p>Listen to students' responses to consider their initial ability to connect a word's meaning to how others' react to the word's use. Some connections should be made, so students can effectively move to a more complex understanding/word.</p>	<ul style="list-style-type: none"> Think of some expressions you use everyday. Is it possible we misuse them because of how we have heard them? <p>Provide examples for students such as: guys, retarded, lame, gay, cray-cray, soft or bully</p> <p>Discuss (whole group) a few of the words' meanings and how that meaning impacts the use of the word. Do some feel more acceptable than others? Why or why not?</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>				
20 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>LOOKING AT THE PROMPT What are we going to be working towards? Circle the nouns and underline the verbs in the prompt. Using specific nouns and verbs, determine what the prompt is specifically asking you to do.</p>	<p>Students can identify what they will be reading, what product they will create, and what type of thinking they will need to engage in.</p>	<p>Post/ project the prompt on the board.</p> <p>Template Task 12</p> <p>How do authors craft their texts to help shape a reader's understanding of a word or concept? After reading two definitions of tolerance and texts about people's experiences with intolerance, write a commentary for Teaching Tolerance magazine in which you define tolerance and explain how authors use word choice, develop characters, establish setting and context, or use other textual elements to make a case for [racial, gender, religious, or _____] tolerance in a culturally complex world. Support your discussion with evidence from the text(s).</p> <p>Have students determine the Nouns/verbs in partners and ask each set of partners to take turn underlining or circling on the board. Key words to watch for: poems, essay, texts, letter, editor, Teaching Tolerance, tolerance, perspective, meaning, evidence</p> <p>and write, define, explain, support</p> <p>Discuss these words to determine what product students will create.</p> <p>Students will create an exit slip rewriting the prompt in their own words.</p>
Reading Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>PRE-READING > ESSENTIAL VOCABULARY: Students will be able to define key vocabulary for closer examination.</p>	<p>DEFINING TOLERANCE Using the dictionary.com definition, create a concept map for the word "tolerance."</p>	<p>Student completes an example sentence that demonstrates the word's meaning.</p>	<p>Have students use their technology to look up the definition for tolerance using dictionary.com.</p> <p>Provide each student with a concept map graphic organizer (see attached). Students will fill in the definition under the word in the word or concept box. Facilitate a class discussion to consider "People or Things," "Related Words," and the "Drawing." Students will fill in the boxes as they make connections.</p> <p>In small groups, students are to discuss the definition and write a possible sentence for the word using it correctly in the sentence while providing enough information to demonstrate the word's meaning. For example: "He has tolerance" is not appropriate; however, "He has tolerance because he sat next to the smelly dog even though he did not care for the smell."</p> <p>Students will write their sentences on the board for group evaluation of quality.</p> <p>Remaining elements of the concept map will be discussed and filled in as the unit progresses.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.L.8.4C : Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>				
<p>Additional Attachments:</p> <p>🔗 Vocabulary Concept Map (scroll down page)</p>				
Not provided	<p>ACTIVE READING > ANNOTATION: Ability to initially mark a text for important ideas, intriguing lines, and literary elements (figurative language, allusions, symbolism).</p>	<p>CODING STICKY NOTES Use sticky notes to track important ideas, intriguing lines, and literary elements by placing a sticky note in that section, explaining why you placed the sticky note at that moment and coding the sticky note using either color or a mark in the right hand corner (e.g. pink/IL=intriguing line, blue/ID=important idea, yellow/LE= literary element, ?=question or confusion, *= vocabulary or unknown word)</p>	<p>Students mark the text using coding/sticky notes according to the guidelines. The explanations as to why that specific moment was selected are thoughtful, relevant, and accurate demonstrating an understanding of the text.</p>	<p>Teacher begins by providing the prompt/guidelines for the use of sticky notes.</p> <p>Following the selected method for coding (color or symbol), the teacher will model through a think aloud and group collaboration the marking of the first text: Langston Hughes' "Theme for English B" paying close attention to the tone of the speaker.</p> <p>In small groups or using a fishbowl technique, students will collaboratively mark the text "Public School 190, Brooklyn 1963" by Martin Espada. The small groups will report out and share with the other groups using a literature circle format.</p> <p>For Homework, students will individually mark and consider the text "The Certainty" by Roque Dalton.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RL.8.3 : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><i>Not provided</i></p>	<p>ACTIVE READING> CRITICAL LITERACY: Ability to read a text from multiple perspectives.</p>	<p>MULTIPLE PERSPECTIVES CHART AND READER'S RESPONSE JOURNAL ENTRY A. Complete the chart viewing each of the three poems from different perspectives. B. Complete a Reader's Response Journal (RRJ) based upon your analysis.</p>	<p>A. Chart is filled in completely. B. RRJ uses textual evidence to support explanation of analysis.</p>	<p>After reading and annotating the poems, students will complete a chart viewing each of the three poems from different perspectives. The first poem will be completed as a class with the teacher modeling and scripting student responses, the second poem will be completed in groups, the third poem individually.</p> <p>The chart needs to capture the different perspectives from which the poem can be read. Students will be identifying and capturing different elements in the poems. One strategy to prepare students for this is to use the activity from the College Board's Springboard Unit "Perception is Everything" pg. 7-8. The chart that shows the different perspectives from the scenario will be replicated for each poem based upon the characteristics of the poem. Brainstorm with students which perspectives can be used. For example, possible perspectives for Hughes' poem include the speaker, the teacher, and a classmate; for Espada's poem perspectives include the student, principal, teacher, parent; possible perspectives for Dalton's poem include the Apache, the cop, the colonel, the prisoner.</p> <p>Once the charts are complete, students will write a Reader's Response Journal analyzing the differences in perspective and how each perspective impacted or influenced the interpretation of the poem.</p>
<p>Additional Attachments:</p> <p> Springboard program Multiple Perspectives from The College Board (2011)</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p>POST-READING > ENHANCING COMPREHENSION: Ability to interpret tone and analyze the author's word choice in establishing the tone, and provide supporting evidence from text.</p>	<p>INTERPRETING TONE: READING AND DISCUSSION After Reading Brent Staples' "Black men and Public Space," highlight the key words/ phrases that express the author's tone or attitude about the subject matter. Explain how these words help develop the reader's understanding of the impact these events had on the author.</p>	<p>Highlighted words/ phrases are supported by accurate interpretations and justifications of tone during the discussion.</p>	<p>In class, read Brent Staples' "Black Men and Public Space." Teacher will model fluency by reading aloud to students as students follow along. Actively stop while reading to model annotations, ask questions, and maintain student's engagement with the text. If students appear to be distracted, have students track with their fingers while reading or instruct them prior to be prepared with questions during stopping points. Another strategy would be to have students draw the scene being described while reading and sharing a different parts. There should be multiple representations to capture the various elements of his argument.</p> <p>After the text is read, ask students to react: what do they think his argument/purpose is? How do they know? What lines demonstrate this interpretation? How do these situations make the author feel?</p> <p>Define Tone. Ask students to highlight key words and/or phrases that captures the tone of the author. Students first highlight independently, then, they share with partners and discuss why they highlighted the areas they did. The group will come back together and discuss the different groups highlighted sections and rationale.</p> <p>The teacher will track students responses to evaluate each student pair's understanding.</p> <p>This is a perfect opportunity to discuss issues of tolerance and what motivated the woman to cross the street. Ask: What would you do? What is the "correct" thing to do? Why? Draw out issues of perspective and prejudice lying below the surface.</p>
40 mins	<p>POST-READING > ENHANCING COMPREHENSION: Ability to interpret theme, and/or possible intention of the author, track how it is developed over the course of the text, and provide supporting evidence from text.</p>	<p>GROUP ANALYSIS OF CURRENT EVENT Analyze your selected text/video for the impact the event has had on the author/speaker. Your group will create a poster to capture your findings using key words from the text and a visual representation to capture the impact. Other key words or ideas may be incorporated into the picture. Each group will present and explain the rationale for their work.</p>	<p>Posters will capture key ideas from the text. The quotes will be representative of the impact they feel the event had on the author/speaker.</p>	<p>Groups select one of the current event based texts/videos to analyze for the impact the event has had on the author/speaker.</p> <p>Students will be divided into groups of 3-4 people. Each group member will be assigned a role. Each group will select a current event topic to explore based upon the list of texts from the beginning of the module or any other relevant current events.</p> <p>Each group will read/view the text, discuss, and create a poster meeting the criteria.</p> <p>Group roles include: facilitator, presenter, scribe, and artist. All will help, but the artist will be the leader in the visual elements with the other group members contributing both through ideas and drawing, the scribe will take the lead for passage selection; however, all group members contribute as with the artist. The presenter/ facilitator roles can be combined for a group of three. Although one student is responsible for presenting, the teacher/students should ask all group members follow-up or exploratory questions following the group's presentation.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>20 mins</p>	<p>POST-READING > CONTENT COMPREHENSION: Ability to identify personal attitudes and beliefs about events, ideas, and themes in text, and explain how these shape their comprehension of text.</p>	<p>QUICK WRITE A. Which of the following quotes resonate with you? Why? Explain.</p> <p>Until you have learned to be tolerant with those who do not always agree with you; until you have cultivated the habit of saying some kind word of those whom you do not admire; until you have formed the habit of looking for the good instead of the bad there is in others, you will be neither successful nor happy. — Napoleon Hill</p> <p><i>I think we have to own the fears that we have of each other, and then, in some practical way, some daily way, figure out how to see people differently than the way we were brought up to.</i> — Alice Walker</p> <p><i>Children tease each other because you're short or you're tall or you're a redhead or because you're ugly or because you're smart or because you're dumb or all kinds of differences and as parents we have to deal with that and strengthen our children to be comfortable with themselves and also to show empathy and acceptance towards others.</i> Heather Wilson</p> <p>B. How do these ideas relate to the texts? Explain.</p> <p>C. To what extent or ways do your viewpoints shape your comprehension of the texts? Explain.</p>	<p>Students write for 7 minutes exploring the topic and share their views with a partner.</p>	<p>A. Post the prompt on the board. Students are to write for 7 minutes in their writer's notebook exploring their attitudes and beliefs.</p> <p>Following the writing time, select at least 4 students to share some of what they wrote. Prompt other students to discuss their feelings about the ideas raised by their peers.</p> <p>Now, post the question from B. Students are to write for 5 more minutes. Repeat the discussion and share out.</p> <p>Post question C. Students are to write for 3 minutes. Repeat the share out.</p> <p>This is intended to bridge the readings with their personal experiences as a warm-up for the Socratic seminar.</p>

Transition to Writing

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p>SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to discuss interpretations and perspectives surrounding the word "tolerance" and the relationship to understanding a text.</p>	<p>TOLERANCE SOCRATIC SEMINAR</p> <p>Students will participate in Socratic seminar and be assessed on questions generated, their responses to questions posed, and active participation.</p>	<p>use rubric from engageny.com</p>	<p>Students will need to prepare for the seminar by generating discussion questions from the texts. Questions should be centered around understanding what tolerance is, what texts exemplify their understandings, and how do they react when the topic is something that they tend to disagree with or have some bias towards. This may need to stray from a typical Socratic seminar into more of a facilitated discussion depending upon the students.</p> <p>Use the student resources to guide planning. Rubric and question generation should begin at least the class period prior to the discussion. This timeframe depends upon how much time can be allotted the day prior and the students' experience generating quality discussion questions. If necessary, use the differentiation strategies below.</p> <ol style="list-style-type: none"> 1. Provide students with the Socratic seminar rubric and protocols. Discuss having students complete a deconstruction activity of the rubric if necessary. Generate a list of norms for your discussion. 2. Discuss the intention of the seminar- we want to gain an understanding of the word tolerance and what relationship exists between tolerance/bias and reacting to a text. In whole group discussion, identify types of questions that could further the groups' understanding. Are there items that we have read that you wonder how people reacted? How does reading with a critical lens shape the way one reads? 3. Students will work in teams to develop questions. Each team of 3-4 will work together during the seminar and to develop the questions they will bring to the next class. Have each team select an area of focus: definition of tolerance/connotations, critical perspectives of the texts we read, reading poetry/essays/viewing media and individual reactions. Each group should also generate specific questions about one of the texts from the reading process. 4. Class time to work (approx 25 min.) Check in with each team while working to assist with misconceptions. 5. Day of: Begin by setting goals for the discussion part (see Paideia method). Position students in a circle. Have teams sit together in the circle. If the circle is too large, students may have one member of team at an inner circle, while the other team members "assist" from an outer circle. 6. Students will complete a self-reflection scoring afterwards. <p>Differentiation:</p> <p>Teacher may provide prompts and/or models to support students in generating questions Teacher may provide guided/structured notes for student-generated questions Teacher may provide peer assistance (translation, etc.) Teacher may provide cooperative learning groups.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				<p>Students may participate in a Socratic Seminar.</p> <p>Extension:</p> <p>Teacher may provide opportunities to lead/facilitate discussions.</p> <p>Teacher may provide opportunities to summarize findings of the group orally or in written form.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Paideia Seminar Tools (for structure, goals, and ideas) 🔗 Socratic seminar protocols and rubric 🔗 Peer and self-evaluation templates for Socratic Seminar 				
50 mins	<p>BRIDGING CONVERSATION> GENRE STUDY: LETTER TO THE EDITOR.: Ability to identify key structures, tone, and conventions of a letter to the editor.</p>	<p>GENRE STUDY: KEY ELEMENTS LIST After reading samples of letters to the editor from Teaching Tolerance magazine, the New York Times, and our local paper: identify the key features/ elements/ conventions of the genre. These are first steps into genre study.</p>	<p>Students highlight elements like formal tone, persuasive, salutation, counter-claims.</p>	<p>Whole group modeling:</p> <p>Provide students with a sample letter to the editor from the New York Times. Read it orally and discuss what students notice about this kind of writing. Provide a think aloud to model for students what to look for in the style, format, and diction of this genre.</p> <p>Paired work:</p> <p>Divide students into partners, give each a group a letter to the editor from a local paper and one from Teaching Tolerance magazine. providing students with highlighters, have them highlight areas that are similar in style, diction, or structure between the two letters. Groups will report out findings.</p> <p>Whole group element generation:</p> <p>As a class, create a list (can be generated in mind-map format) of the essential elements when writing a commentary.</p> <p>Students will use this list during the writing process.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Mind Maps 🔗 Teaching Tolerance magazine archives 🔗 New York Times Letters examples 🔗 Student News Daily Letter to the Editor Guidelines 🔗 Borgen Project Letter to the Editor Guidelines 				
<p>Writing Process</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA:</p> <p>Ability to establish a claim and consolidate information relevant to task.</p>	<p>THESIS STATEMENT</p> <p>Write a strong thesis statement using the formula T+V+A to address the teaching task.</p>	<p>Thesis statement contains the formula elements and addresses the requirements of the teaching task.</p>	<p>Review T+V+A with Students [T= topic or the word tolerance and what it means; V= strong verb (action verb); A= argument- the specific debatable point or what he/she wants to say about the impact this word has on people who have experienced intolerance)</p> <p>Each student will create a thesis statement and write it on the board. Thesis statements can be written as a part of class or as homework the night before. All students will review each other's thesis statement providing feedback on the quality, the effectiveness of addressing the prompt and its ability to meet all criteria. This can occur as papers on each students desk with the thesis statement if there is not enough board space.</p> <p>As a class, the teacher will orally review and comment as well on each thesis statement.</p>
1 hr and 30 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop an outline using text structure appropriate to the genre and audience including development of claims and a strong conclusion.</p>	<p>OUTLINE CARDS</p> <p>Create cards to plan the content of your letter. Cards will be color coded and represent the following areas: thesis, claims, textual evidence, explanation/substantiation, hook, topic, wrap-up, and final thought.</p>	<p>All cards/ areas of the outline are complete and textual evidence is relevant and supportive of the claim and thesis.</p>	<ol style="list-style-type: none"> Students will get 5 colored sheets of paper. These papers will be cut into 6 cards (in half vertically and then in thirds horizontally) Students will pick the first color (red) and write their thesis statement on this card. Students will write the first piece of textual evidence about how intolerance makes a person feel on a green card. Students will write their second piece of textual evidence on another green card and repeat for each piece of textual evidence. Students will then select an orange card and explain (justify) how that specific passage for their first piece of evidence proves their thesis. Students will get another orange card and repeat for each piece of textual evidence. On a yellow card, students will think about all they just wrote and write a sentence or two pulling the ideas together (wrap-up). Students will consider their yellow card and write their thesis in a new way on another red card. Now is the time for the hook: how will you pull your audience into what you want to say? Write this on a purple card. Also, introduce your topic in a meaningful way as part of your hook. You will create a final, memorable thought to correspond with the hook on another purple card. <p>Students now have the critical elements a well-developed piece of writing. This will be laid out in an order that students feel best moves the reader through their thinking. This is an opportunity for the teacher to explicitly discuss structure with the students because they are choosing to structure the individual parts in a meaningful way for their purpose and audience. use the teacher resources to assist in structuring the ideas appropriately for the genre and audience.</p>

	<p>Standards:</p> <p>CCSS.ELA-LITERACY.W.8.1B : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.8.1E : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.ELA-LITERACY.W.8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Letter to the Editor Planning Sheet 🔗 Letter to the Editor Template 🔗 Wiki How re: how to write a letter to the editor 			
<p>40 mins</p>	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>REVISING FOR TONE One thing good writers do is they make sure their writing is the correct tone for their audience. Your paper is a letter to the editor for Teaching Tolerance magazine. It will be formal in nature, yet appropriate for its genre and its teacher audience.</p>	<p>Student meets expectations if:</p> <ul style="list-style-type: none"> • At least five words are changed. • The replacement words are formal in tone. 	<p>*Need dictionaries, thesauri, or the internet!</p> <ol style="list-style-type: none"> 1. Provide students with a definition of tone: the way a text (or voice) sounds. Today, we will think about two tones: <i>casual</i> and <i>formal</i>. Casual is how you talk with friends and family. Formal is how you talk when you are trying to get a job, or an A on an essay. 2. Which is casual? Which is formal? Why? <p>She walked to the store and got candy.</p> <p>She ambled to the corner market and purchased confections.</p> <p>Explain how a thesaurus works, invite students to try in the next step...</p> <p>**Be sure to remind students not to use words that they don't know!</p> <p>2. With a partner: Consider the following phrases, and try to rephrase them so they are formal using a thesaurus.</p> <p>I got football after class so I wont be catching the bus until late. --></p> <p>She always gets mad when I make a joke --></p> <ol style="list-style-type: none"> 3. When you made these phrases more formal, what changed? (how long they were, the vocabulary) 4. Now, using the same tools, go back to your essays and make them more formal. 5. End of class: share out your best revision.
	<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided