

The Quest for “True Understanding”
Gathering Blue by Lois Lowry

Teacher: Jennifer Bernhard Subject: Language Arts Grade 7/8 Duration: 6 weeks

Goals and Expectations: 1.1. (Inquiry; Using Reference Tools); 1.2 (Reading); 1.11 (Writing); 1.16 (Technology as communication); 2.16 (Analyzing Human Behavior, Relationships); 2.22 (Creating Works, Making Presentations); 2.24 (Literature); 3.7 (Learning on One’s Own); 5.1 (Critical Thinking to Solve Realistic Problems); 6.2 (Acquiring New Knowledge); 6.3 (Making Connections)

Selected Content/Standards (see next page)

- | | | |
|------------------------|--|---|
| 1. Language Arts | | Reading, Writing, Speaking, Listening, Observing; Inquiry; Technology |
| 2. Social Studies | Social Institutions: Social Interactions: | Governments, Religion Conflict and Competition Compromise and Cooperation |
| 3. Arts and Humanities | Visual Arts: | Processes and Media Historical and Cultural Context |

Unit Organizer **Teens’ Talents: Building An Altruistic Community**

Essential Questions

Language Arts:

- Through reading and responding to a variety of materials, what conclusions can we draw about the meaning of *altruism* and what this means to us?
- From our study of how to build a sense of community, what conclusions can we draw about the significance of using our talents wisely?
- From using technology to investigate how teens are discovering and using their talents, what decisions do we need to make about using our own talents?
- How can we use effective skills in writing to communicate to others our ideas and feelings about teen talents and ways to create a sense of community, or other related topic?

Social Studies:

- Through inquiry into social interactions, how can we understand better what it takes to create a sense of community, and what decisions and recommendations will we make to become an altruistic community?

Arts & Humanities:

- From our study of various art works that support the literature we have read, how can we use our art analysis skills to enhance our understanding of the theme of a particular novel?
- How can we use our art, drama or dance skills to convey to others our conclusions about the meaning of *altruism*?

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Core Content addressed in *Gathering Blue* unit

Reading

- RD-M-x.0.1 Identify an author's purpose
- RD-M-x.0.2 Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage
- RD-M-x.0.3 Identify words that have multiple meanings and select appropriate meaning for the context
- RD-M-x.0.4 Know the meaning of common prefixes and suffixes to comprehend unfamiliar words
- RD-M-x.0.5 Formulate questions to guide reading
- RD-M-x.0.6 Scan to find key information
- RD-M-x.0.7 Skim to get the general meaning of a passage
- RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations*
- RD-M-x.0.9 Reflect on and evaluate what is read*
- RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues*
- RD-M1.0.11 Explain the meaning of a passage taken from texts appropriate for middle level students*
- RD-M1.0.12 Identify characteristics of short stories, novels, poetry, and plays*
- RD-M1.0.13 Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage*
- RD-M1.0.14 Analyze the relationship between events in a story and a character's behavior*
- RD-M1.0.15 Explain how a conflict in a passage is resolved*
- RD-M1.0.16 Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole)*
- RD-M-2.0.13 Identify supporting details and explain their importance*
- RD-M-2.0.14 Summarize information from a passage*

Social Studies

- SS-M-1.3.2 In order for the US government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning
- SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop*
- SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict*


Arts & Humanities

- AH-E-4.1.31 Describe works of art using appropriate art terminology*
- AH-E-4.1.39 Analyze how an artist uses various media and processes to communicate meaning in a work of art

Writing

- WR-M-14 Transactive Writing – present ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives*

*Assessment/Evaluation (formally and/or informally)

- Reading Journal, Reading Circle and Open Response rubrics
- Student designed scoring rubrics 
- Holistic Scoring Guide
- Teacher Observation

Learning Events

Reading/Writing Workshop

Engagement and pre-reading activities ☺ = positive behavior support
Literary and transactive reading – independent and collaborative (reading circles) ☺
Reading responses – prompts directed toward core content and essential questions (written/oral) ☺
Mini lessons related to reading core content, as needed
Writing to demonstrate learning/writing to learn
Portfolio-appropriate writing/transactive focus
On-demand writing
Open Response questions
Mini lessons related to writing, as needed

Arts and Humanities Workshop

Art criticism – collaborative (art circles) ☺
Performance response – art, drama, dance
Mini lessons related to core content, as needed

Guest Speaker

To reinforce the concept of altruism, a guest speaker who is active in community service could be invited at the end of the unit. The selection of the speaker would be dependent upon the cultural backgrounds, interests and needs of the students. ☺

Inquiry through Web-based activities

Teens Using Talents ☺
<http://teenink.com/Community/>
<http://teenink.com/Past/2003/September/16939.html>
<http://www.shykids.com/shykidsconfidenceA.htm>

Sports and Community Service

<http://www.cacs.umd.edu/csp/handouts/issue/recreation2002.html>
<http://www.clarku.edu/departments/athletics/community/index.shtml>
<http://www.sportinsociety.org/ais.html>
<http://www.sportinsociety.org/ais-02kentucky.html>

Community Organizations

<http://www.cisnet.org/>
<http://www.bbbsa.org/>
<http://www.seniorcorps.org/about/index.html>
http://www.nationalservice.org/stateprofiles/ky_intro.html
www.kyrm.org (Kentucky Refugee Ministries)

Community Gardens and related activities

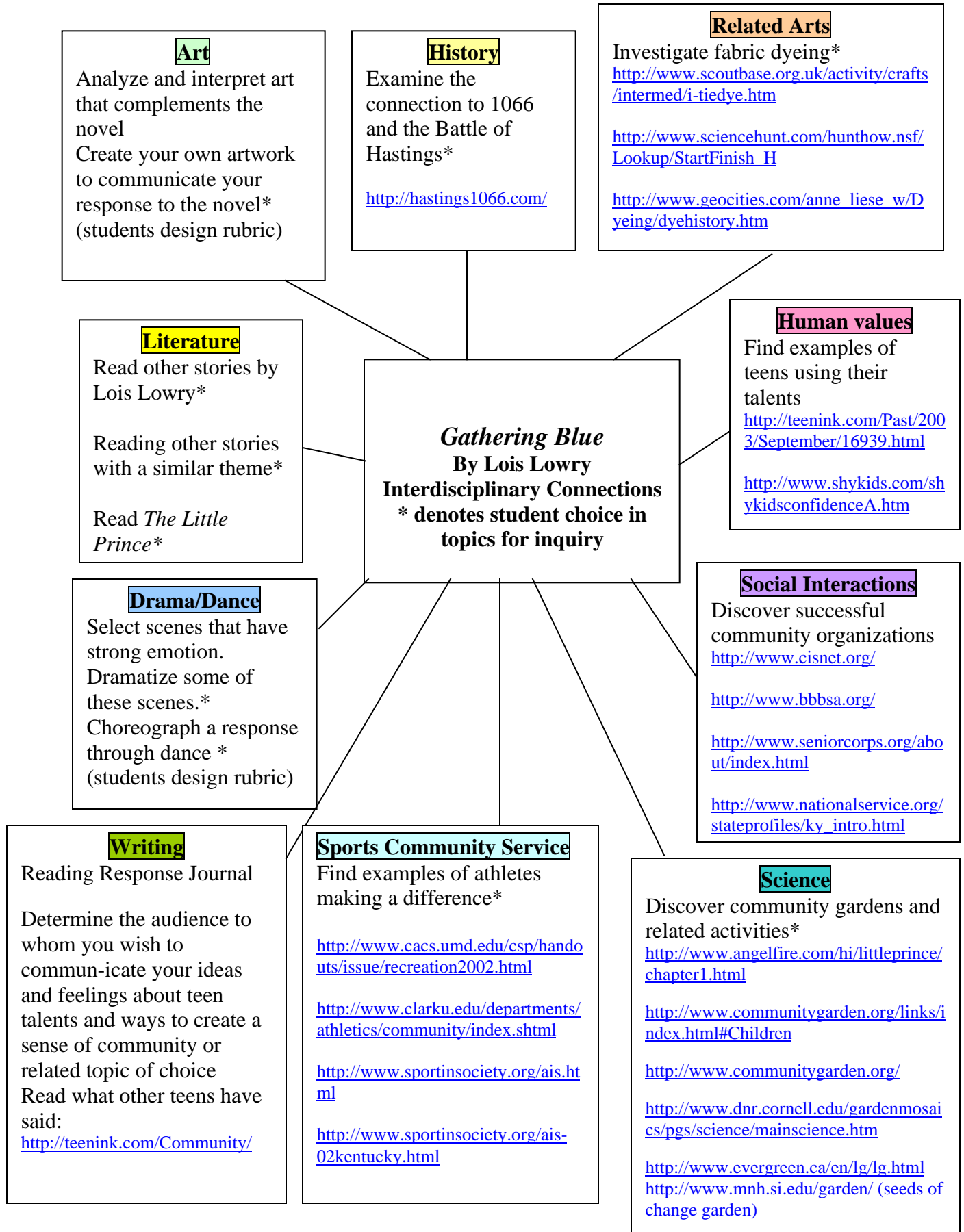
<http://www.angelfire.com/hi/littleprince/chapter1.html>
<http://www.communitygarden.org/links/index.html#Children>
<http://www.communitygarden.org/>
<http://www.dnr.cornell.edu/gardenmosaics/pgs/science/mainscience.htm>
<http://www.evergreen.ca/en/lg/lg.html>
<http://www.mnh.si.edu/garden/> (seeds of change garden)

Fabric Dyeing

<http://www.scoutbase.org.uk/activity/crafts/intermed/i-tiedye.htm>
http://www.sciencehunt.com/hunthow.nsf/Lookup/StartFinish_H
http://www.geocities.com/anne_liese_w/Dyeing/dyehistory.htm

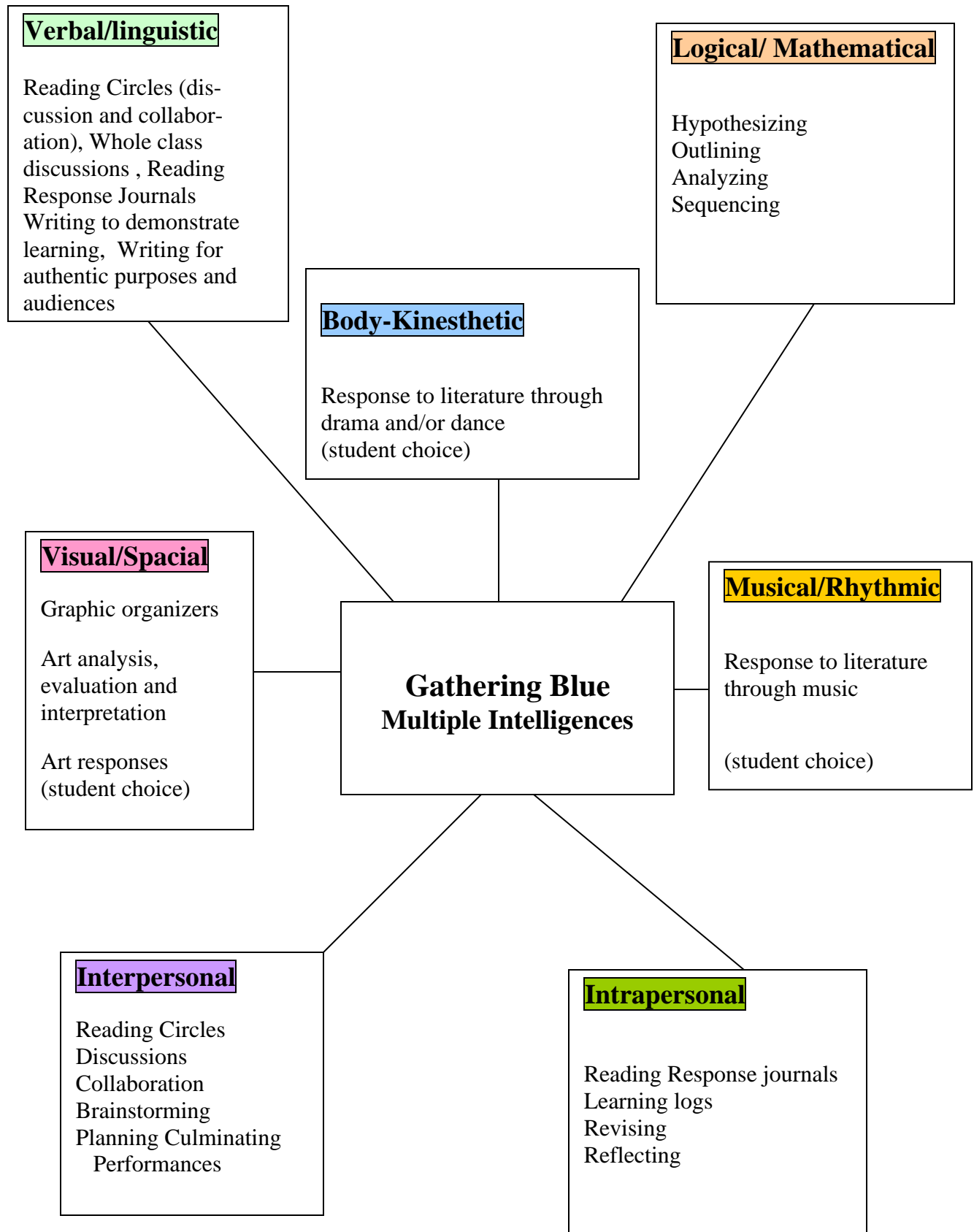
History recorded on tapestry

<http://hastings1066.com/>



| Gathering Blue Daily Plans (estimated time) | | | | | |
|--|---|--|--|---|---|
| | <i>Mon</i> | <i>Tue</i> | <i>Wed</i> | <i>Thu</i> | <i>Fri</i> |
| Wk. 1 | Introduce “Quest for True Understanding” concept; Little Prince, ch 1; Journal entry: Define person of true understanding | Students complete anticipation guide; review reading circle roles; discussion expectations, etc. | Read aloud ch. 1 Gathering Blue; model reading roles based on ch. 1 | Assign reading roles; Read ch. 2 in class; preliminary discussion HW read ch 3-5; prepare to discuss | Small group discussion; large group: identify major issues, author’s purpose, etc. Reading journal |
| Wk. 2 | Mini Lesson Literary elements (characterization, setting, plot, theme) | Change roles; read ch 6-9 HW complete reading; prepare to discuss | Discussion in small groups; debrief in large group; Reading Journal | Change roles; read ch 10-15 HW complete reading; prepare to discuss | Small group discussion; debrief whole class Reading Journal |
| Wk. 3 | Mini Lesson as needed (predicting, foreshadowing, vocab, summarizing, etc.) | Change roles; read ch 16-19 HW complete reading; prepare to discuss | Small group discussion; debrief whole class (look for elephant) Reading Journal | Change roles; read ch 20-23 HW complete reading; prepare to discuss | Discussion groups; debrief; identify major issues, topics, etc. OR – Ch. 22 |
| Wk. 4 | Read poem <i>Human Family</i> ; discuss diversity; relate to teen talents OR - Poem | Introduce art Discuss analysis process Model response | Connect art to novel; assign art analysis roles HW Reading Journal | Small group discussion; large group debriefing HW Reading Journal | Discuss interdisciplinary connections and inquiry project Computer time |
| Wk. 5 | Open Response President Bush statement Computer time | Writing Workshop Review writing for social action; developing angles brainstorming HW prewriting | On demand writing Social action prompt HW drafting | Writing workshop Mini lesson as needed Conferencing HW drafting | Writing Workshop Mini lesson as needed Conferencing HW revising |
| Wk. 6 | Writing Workshop Mini lesson as needed Conferencing HW revising | Research for final project; discuss scoring criteria HW editing | Research computer lab HW note cards | Research computer lab HW drafting | Writing/art workshop (plan culminating performances; celebration of work; guest speaker for following week) |

Many of these activities can be planned simultaneously, depending on the interests and needs of individual students; some activities can be extended depending on cultural backgrounds of students
Accommodations: text reader; type written journal entries, roles in reading and art circles can be chosen for students with special needs and/or behavioral problems, student choice in inquiry projects



FOR PARENTS

Dear Parents:

We are about to immerse ourselves in a futuristic post apocalyptic setting where many of the traditional values that we know have become lost. In this strange society, we'll become acquainted with a young man and woman whose talents are critical for recording their people's history. Sound interesting? I hope so because I would like to invite you to read this intriguing novel and come on this adventure with us.

The title of this new unit is **Teens' Talents: Building An Altruistic Community**, and the novel *Gathering Blue* by Lois Lowry will be our portal into an inquiry about what it means to be a responsible member of a community and how we can use our gifts and talents selflessly as a contribution to society. I am expecting, therefore, that your children will be engaged in a lot of self-reflection that will hopefully reinforce for them the value of community service.

Throughout this unit I will be making references to *The Little Prince* by Antoine de Saint Exupéry. I have found excerpts from the novel to be helpful in developing critical reading skills and I invite you to become reacquainted with the little prince if you have already had the pleasure of meeting him or to make his acquaintance if you have not already done so. Attached is a review that I hope will whet your appetite for further reading.

Most importantly, whether you choose to read these two novels or not, I would like to encourage you to talk to your children about what they are reading and discuss with them some of the issues that are being discussed in class, such as:

- How do institutions like government and religion help us define what a community is?
- How do we build a sense of community?
- What does altruism mean to a community and to us personally?
- Why is it important to nurture our own talents?

This unit will take approximately six weeks to complete, and I would like to invite you to the celebration of your children's work at the end of what I am expecting to be a very fulfilling journey. I am also anticipating that a guest speaker who is active in community service will be able to come to reinforce the importance of altruism for us. Watch for details in our monthly newsletter.

Thank you for your support and please don't hesitate to contact me if you have questions or concerns.

Sincerely,

J B

An Analysis of The Little Prince

by J B

“It is only with the heart that one can see rightly;
What is essential is invisible to the eye” (Saint-Exupéry, p. 73)

If out of the blue a child were to present you with a picture of what looked like a large hat and asked “does this picture frighten you,” you would no doubt answer like any sensible adult: “Frighten? Why should anyone be frightened by a hat?” (Saint-Exupéry, p. 2). But what if the hat were followed by a picture of a boa constrictor “digesting” an elephant, would you then be afraid? Of course you wouldn’t; but perhaps you would at least laugh at yourself for having mistaken the boa for a hat in the first place.

Whatever your reaction, after reading the English translation of *The Little Prince*, you will undoubtedly accept Saint-Exupéry’s unspoken challenge to become a person of “true understanding,” who sees the importance of looking beneath the surface of hats -- and anything else in life that obscures our vision -- to discover many hidden treasures.

When the author, an experienced French pilot, is forced to make a landing in the Sahara Desert, his crisis is interrupted at dawn when a small, regal, golden-haired visitor appears, and very simply but convincingly tells him to draw him a sheep, “*s’il vous plait, dessine-moi un mouton*” (Saint-Exupéry, p. 4). Thus begins the tale of the little prince’s journey from his asteroid home before eventually arriving on the seventh day on the largest planet -- earth -- and the author’s realization that there has to be more to the little prince’s simple command than at first meets the eye.

From outward appearances *The Little Prince* is a children’s book. However, this mystical adventure novel, replete with poetic metaphors, thought-provoking symbolism, and beautiful images, can be analyzed on more than one level. Once we understand the importance of seeing beneath the surface through drawings of closed and open boa constrictors, we can leave the concrete children’s world and enter an adult world of abstractions. For example, we learn that the Turkish astronomer who discovered the little prince’s home, Asteroid B-612, was laughed out of Congress when he presented his

findings to the International Congress of Astronomy because he was dressed in his clownish Turkish attire. However, when he returned in more traditional Western garb, his discovery was readily accepted. Thus, on an instructive level, our first lesson is clear: because adults are often satisfied with outside appearances, and fail to look inside, they will not know themselves or others.

Another example of an instructive lesson is the little prince's explanation of baobabs.

Now there were some terrible seeds on the planet that was the home of the little prince; and these were the seeds of the baobab. The soil of that planet was infested with them. A baobab is something you will never, never be able to get rid of if you attend to it too late. It spreads over the entire planet. It bores clear through it with its roots. . . 'It is a question of discipline,' the little prince said to me later on. . . 'You must see to it that you pull up regularly all the baobabs, at the every first moment when they can be distinguished from the rose-bushes which they resemble so closely in their earliest youth' (Saint-Exupéry p.18).

To a child, without guidance, the lesson would no doubt be lost. To an adult, however, the lesson that baobabs represent evil forces in our lives is doubtless readily evident. Although the "the rose bush test" prevents us from jumping to too many conclusions, by being encouraged to look beneath the surface, we can at least acknowledge that a baobab represents a lot more than a prolific bush, and is more likely to have a personal meaning than a universal one.

The Little Prince can also be analyzed as a satire. Through several caricatures such as the king, the conceited man, and the geographer, we don't have to look too far beneath the surface to see Saint-Exupéry's ridicule of man's obsession with wealth and power. For example, the king puts a great deal of importance into being obeyed when he orders only what would happen anyway.

He also satirizes man's fascination with science and technology. This is humorously illustrated in the story of the train-switch operator, in which dozens of dozing

passengers are routed in all different directions, never truly knowing where they are going or what they are seeking.

A final level of analysis is a religious one. It does not seem to be coincidental that the little prince arrives on earth on the seventh day and that the first creature he meets is a serpent in a garden. Further, his teachings are not unlike biblical parables. In fact *The Little Prince* has been called a “fairy-tale transposition of certain episodes in the life of Christ. Like Christ in his temple, he astounds the author with his precocity” (Graham, p. 146). He recognizes Saint-Exupéry’s drawing of the closed boa constrictor immediately, and knows that the author’s attempts to fix his engine have been successful before the pilot can tell him. When the author runs out of water in the desert, the little prince “miraculously” leads him to a village well -- even though they are in the middle of the desert without a town in sight. At the well, they share their “last supper” and the little prince give the author a lesson very similar to “the Christian ‘Love one another’” (Graham, p. 146). Another biblical similarity is that the time of the little prince’s departure from Earth is predetermined. He tells the author that he will look like he has died, but will live on. The little prince sacrifices himself because of his love for his rose - - an act paralleling Christ’s sacrifice for his love of all mankind. When the author does not find the little prince’s body at daybreak, he knows that he has returned to his “heavenly” home, leaving with “his follower a sort of Holy Ghost -- his star in the heavens and his memory (Graham, p. 146).

Perhaps the most important message in *The Little Prince* is “it is only with the heart that one can see rightly; what is essential is invisible to the eye” (Saint-Exupéry, p. 73), accompanied by the gentle and grave reminder that the best things in life are still the simplest ones, and that real wealth is giving to others.

Bibliography

Graham, Victor E. Untitled. In *Children’s Literature Review*. Vol. 10. Ed. Gerard J. Senick. Detroit, Michigan: Gale Research Company, 1986: 146

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Activity Survey

From: *“Reading Don’t Fix No Chevy’s”* by Michael W. Smith and Jeffrey D. Wilhelm

Please rank the following activities in the order that you like them. Put a 1 next to the activity you like most, moving down to a 14 for the activity you like least. Feel free to give more information about your favorite activities.

- _____ Listening to music
- _____ Hanging out with friends
- _____ Playing sports
- _____ Playing video games
- _____ Doing something mechanical, like fixing an engine
- _____ Drawing, painting, or cartooning
- _____ Reading a good book (Please give the name of your favorite book _____)
- _____ Watching a favorite sports team on TV or at the stadium
- _____ Surfing the net
- _____ Learning something new about a topic that interests me
- _____ Working on a hobby
- _____ Going to school
- _____ Watching television or going to the movies
- _____ Other (Please specify _____)

Anticipation Guide

The following questions are used to introduce issues and ideas that you will encounter in *Gathering Blue*. They are designed to encourage you to think about these ideas. We will return to these questions throughout the novel.

Mark True or False and if you don't know make a guess:

1. _____ People with disabilities are not as valued as people without disabilities.
2. _____ If someone is not able to work, he or she is not valuable to society.
3. _____ If a mother dies, her husband should give up his rights, and their child(ren) should be adopted by a husband and wife who cannot have children.
4. _____ People who are wealthy are better than poor people.
5. _____ Everyone has a talent.
6. _____ It takes time to develop a talent.
7. _____ Some people are too shy to show off their talent.
8. _____ A disabled person cannot be talented.
9. _____ If someone has a talent, he or she should be forced to use that talent to benefit a community.
10. _____ Altruism means being unselfish and using your talent for someone else's benefit.

The Little Prince by Antoine de Saint-Exupéry
The Quest for “True Understanding”

In the opening pages of the book, the narrator is lamenting his unappreciated artistic skills and shares with his readers his first two drawings. He relates that when he showed *Drawing Number One* to grown-ups he asked if it frightened them, and their response was “Why should anyone be frightened by a hat.” Consequently, he felt compelled to create *Drawing Number Two* to reveal the frightening nature of his first drawing. This disheartening experience caused him to give up his artistic endeavors at the age of 6.

However, throughout his life he would occasionally use *Drawing Number One* to test whether or not a person whom he considered to be “clear sighted” was truly a “person of true understanding.” If that person answered, “That is a hat,” he knew he couldn’t talk to that person about the wonders of the world. Instead he would talk to them about ordinary things such as “golf, politics and neckties.”

To encourage young readers to become “a person of true understanding,” show them *Drawing Number One* out of context of the book and invite them to guess what it is, telling them there are absolutely no

wrong answers. Many of them are likely to guess it is a hat. Then show them *Drawing Number Two* and explain how it came about. Tell them that once they have seen the elephant, they will never see *Drawing Number One* again as a hat. Most importantly, tell them that once they have learned to look beneath the surface of the text on a page, they are well on their way to becoming “persons of true understanding.”

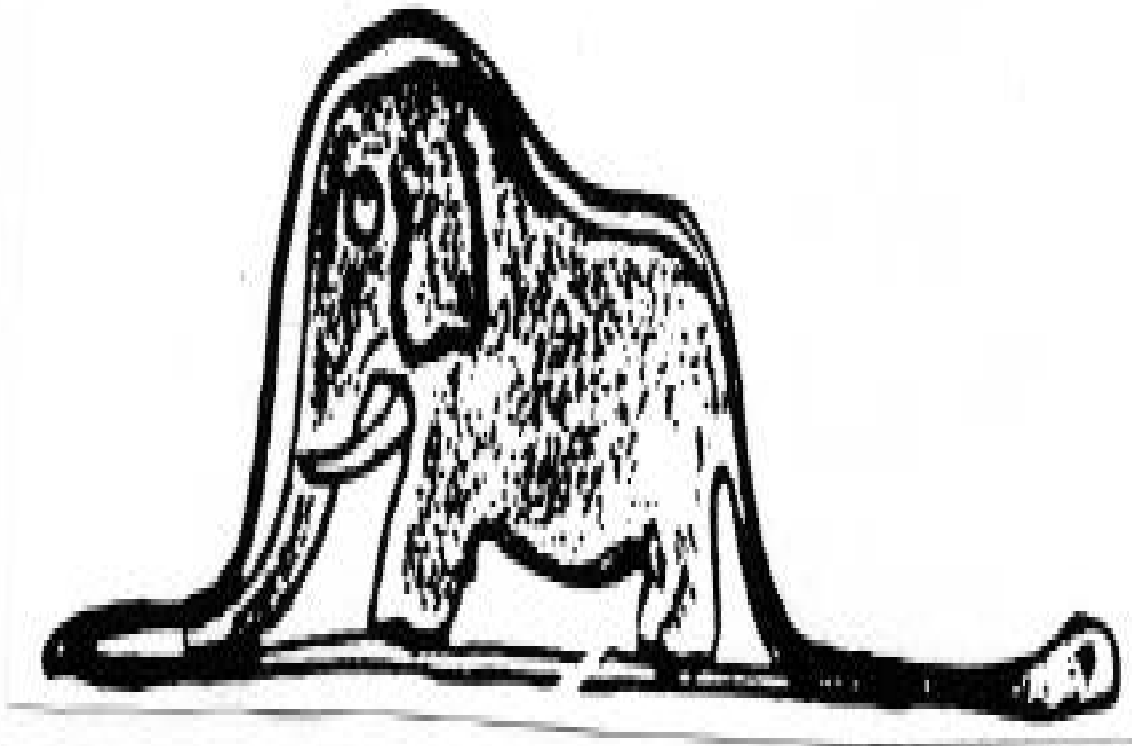
Consequently, a new group of elephant hunters emerges from the classroom! The comic is added as a reminder to “look for the elephant” once in a while and have fun while doing it!

“Once when I was six years old I saw a magnificent picture in a book. . .a boa constrictor in the act of swallowing an animal. . .I pondered deeply, then, over the adventures of the jungle. After some work with a colored pencil I succeeded in making my first drawing. . .It looked like this.”

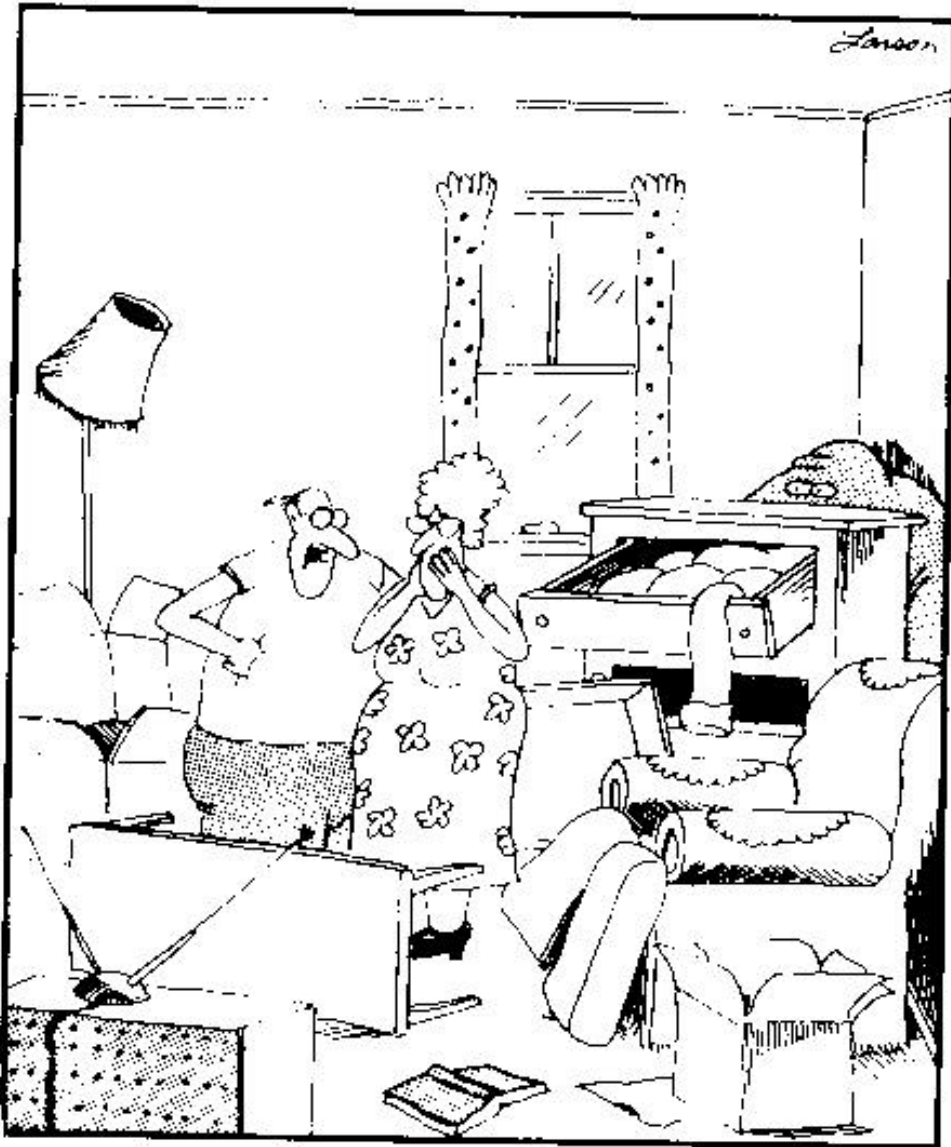


Drawing Number One

“I showed my masterpiece to the grown-ups and asked them whether the drawing frightened them. But they answered: ‘Frighten? Why should anyone be frightened by a hat!’”



Drawing Number Two



“Now calm down, Barbara. ... We haven’t looked everywhere yet, and an elephant can’t hide forever.”

Teaching Metaphor with the assistance of *The Little Prince*

In literature, as in life, people often describe one thing by comparing it to another. In a metaphor, however, a comparison is only suggested.

To give students an example, show them the picture of *The Baobabs* (chapter six) and explain that Saint-Exupéry encourages his readers to look beneath the surface of his images and make their own conclusions about what they see. For example, on the little prince's planet we learn there are baobabs:

Now there were some terrible seeds on the planet that was the home of the little prince; and these were the seeds of the baobab. The soil of that planet was infested with them. A baobab is something you will never, never be able to get rid of if you attend to it too late. It spreads over the entire planet. It bores clear through it with its roots. And if the planet is too small, and the baobabs are too many, they split it in pieces. . . So you must see to it that you pull up regularly all the baobabs, at the very first moment when they can be distinguished from the rose-bushes which they resemble so closely in their earliest youth. It is very tedious work. . .but very easy.

Baobabs



With guided questions, students come to realize that the baobabs are a metaphor used to symbolize negative occurrences in our world. Students generally have no difficulty in seeing the baobabs as representing something bad. However, the next step is to show them they need to put their hypotheses about what they think *the bad* is to the “rose-bush” test. They then realize that negative occurrences such as famine, pestilence, and other scourges of the world could never look as good as rose-bushes in their beginning stages.

Students usually can come to a consensus on three “baobabs” that should be pulled up by their roots before they take hold of one’s “planet.” For example, drugs, alcohol, and smoking are common responses, which most students agree must look very appealing in the beginning to those who try them. Consequently, the baobab metaphor gives them a lot of topics to write about in their response journals and also shows them a technique of persuasive writing, albeit a subtle one.

Using the baobab as an example helps students to see why an author uses figurative language, i.e., that the baobabs (or any other “picture”) provide a lasting image which communicates a lot of meaning in a few words. They also see that the baobabs will always look the same on the surface but underneath the “ills of society” may change over time.

Contributions to modern society from ancient civilizations

Gathering Blue takes place in a futuristic society after an apocalyptic type catastrophe. In order to understand this society, we need to have an understanding of the contributions to modern society from ancient civilizations.

K-W-L

| What we know | What we want to know | What we've learned |
|-----------------|---|--------------------|
| Government | Can these institutions be destroyed by war? | |
| Culture/customs | | |
| Religion | How do these institutions help us define what a community is? | |
| Language | | |
| Literature | What happens if a society has no record of its past? | |
| Architecture | | |
| Art | What/who determines the value of a human being? | |

Sociological

SEICRIC.ORG

Reading Circles - Kentucky Style

Background Information

Roles Sheets

This packet of information is an adaptation of Harvey Daniels' *Literature Circles* designed to meet Kentucky's middle school reading standards.

Thus, each of the reading roles for literary reading included in this packet has been aligned with Core Content for Reading. (The Core Content is identified on each role sheet for the benefit of the students as well as the teacher).

For the purpose of modeling the concept of Reading Circles to middle school students, and to reinforce the concept for those who are experienced, sample reading responses for the first chapter of *Gathering Blue* have been included.

To reinforce the reading/writing connection, the role sheets can also be used as a basis for mini lessons for the purpose of evaluating published text as well as applying lessons learned to students' writing.

Reading Assignments

Five specific roles were chosen for *Gathering Blue* (connector, discussion director, literary critic, literary luminary and word wizard). However, additional roles have been included for those who wish to use them.

Rubrics

Sample rubrics are also included. However, it is recommended that students participate in developing their own.

Reading Journal Topics

A number of reading journal topics have been designed to evaluate a student's understanding of the novel after the book has been read. However, these can be adapted for journal writing while the book is being read and additional prompts can be created for daily journal writing as issues are identified.

What Makes a Good Discussion?

- **Empathetic Listening:** Give your complete attention to the speakers, showing the students in your group that you value their contributions.

Use positive body language
Make eye contact

- **Responding to Group Members:** Expand on other group members' ideas by sharing your thoughts and feelings about what they contributed to the conversations.
- **Clarifying:** Ask questions to understand each other's ideas better.

Tell me more about. . .
What do you mean. . .?
Why do you think. . .?

- **Sharing ideas and justifying opinions:** Share parts of the book that demonstrate the core content that you are addressing and explain why they are important. Justify your opinions.

I think . . . is a good example of a metaphor because. . .

I wonder if the relationship between these two characters would have changed if they had . . .

I was surprised that the plot changed course because I was expecting . . .

This part reminds me of . . . because . . .

I don't understand why the author keeps on repeating this word . . .

I like this section of writing because . . .

I noticed. . . because . . .

I wish . . . because . . .

I think this story is really about . . . because . . .

- **Self-reflection:** Consider what has been done well, and make decisions about what needs to be improved. Set goals for the future.

Reading Circle Rubric

Name: _____

Date: _____

Book title/reading passage: _____

Expert Participant

- Brings reading material with passages clearly identified
- Brings thoughtful written comments
- Contributes significantly to discussion
- Keeps the discussion going
- Listens and responds thoughtfully
- Builds on others' comments
- Makes insightful connections to other readings and/or experiences
- Discusses author's style/literary elements, when appropriate

Active Participant

- Brings reading material with passages identified
- Brings written comments
- Contributes appropriately to discussions
- Listens actively and responds adequately
- Makes connections to other readings and/or experiences
- Discusses author's style/literary elements (when appropriate)

Willing Learner

- Brings reading material
- Understands purpose of reading circle
- Brings some written notes
- Contributes to discussions occasionally or when prompted
- Sometimes listens and responds appropriately
- Occasionally asks questions
- Shares ideas when asked

Reluctant Reader

- Not prepared for discussion
- Forgets written comments or reading material
- Conversation off-task
- Seldom listens
- Rarely responds to group
- Reluctant to ask relevant questions
- Unwilling to share ideas

Gathering Blue -- Reading Assignments

Discussion Director, Word Wizard, Literary Critic, Literary Luminary, Connector



First Reading, p 1-55, Chapters 1 thru 5 My role _____

- Ch 1 Kira’s mother dies. Kira’s possible exile
- Ch 2 Vandara claims Kira’s space
- Ch 3 Vandara’s case against Kira is taken to the Council of Guardians
- Ch 4 Jamison, the chief guardian, presides over the trial
- Ch 5 Kira’s fate is decided

Second Reading, p 56-99, Chapters 6 thru 9 My role _____

- Ch 6 Kira gets help from Matt to settle in Council Edifice
- Ch 7 Kira meets Thomas the Carver
- Ch 8 Kira is given the robe to work on; she visits Annabella with Matt and gets a color lesson
- Ch 9 Kira prepares to do her task with Thomas’ help; preparation for hunt involve Matt; a strange noise is heard

Third Reading, p 100-146 Chapters 10 thru 15 My role _____

- Ch 10 Matt tries to be an adult; revelation of Kira’s and Thomas’ “magic” powers
- Ch 11 The concern about beasts is addressed; Annabella says there are none
- Ch 12 A voice is heard in the night
- Ch 13 Kira, Matt and Thomas seek out the noise
- Ch 14 Annabella’s demise
- Ch 15 Kira and Thomas become suspicious

Fourth Reading, p 147-181 Chapters 16-19 My role _____

- Ch 16 Thomas and Kira visit Jo
- Ch 17 Kira and Thomas visit the Fen to found out where Jo came from; discover Matt is missing
- Ch 18 Jamison explains to Kira that the future is in her hands
- Ch 19 The Gathering

Fifth Reading, p. 182-215 Chapters 20-23 My role _____

- Ch 20 Matt brings Kira a gift
- Ch 21 The gift is explained
- Ch 22 The past is explained
- Ch 23 Kira receives a “bundle of threads” with which she can color future history

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Name/Group _____ Date _____

Connector—Sample Reading Response

Reflects on and evaluates what is read
Connects information from a passage to students' lives and/or real world issues

This passage made me think about deaths in my family and the first funeral I went to. I remember being really scared and my mother had to almost push me up to the casket. I cannot imagine what it would be like to face the death of someone close without having my parents to talk to and help me through a difficult time.

This passage also made me think how sad it is when someone dies, especially because you are not going to see that person again and maybe you have regrets about not spending more time in getting to know him or her.

When Matt told Kira about the women who wanted to turn her out of the village, it reminded me of stories I have heard about people fighting over the possessions of the person who died.

Name/Group _____

Date _____

Discussion Director - Sample Reading Response

Helps group explain the meaning of a passage
Analyze the relationship between events and character's behavior
Reflect on and evaluate reading

This reading made me feel both sad and curious because Kira had to leave her mother in the "Field of Leaving." It is not exactly a cheerful beginning to this story and I wonder whether it is going to get more upbeat.

I have many questions that I want to discuss with my group about this strange society that leaves its dead in a "Field of Leaving" such as:

- this story doesn't sound futuristic so when is it taking place?
- why is Kira having to face her mother's death alone?
- why isn't her uncle taking care of her?
- why is her disability affecting the way she is treated?
- why does she have to rebuild her own place to live?
- are people really as cruel as they seem?

Name/Group _____

Date _____

Literary Critic— Sample Reading Response

Describes literary elements in a passage; identifies characteristics of literary works

This story is being told in the third person. I think it would be interesting if Kira were telling it in the first person because I think we would then really know how she felt when her mother died.

The characters are coming alive through flashbacks. We find out a lot about Kira by a flashback to her mother telling her about the story of her birth. Dialog is also very revealing, especially about the young boy Matt who talks kinda weird.

The setting of this story is very important. In our culture, we have organized funerals for people who die and churches play an important role in them. So leaving dead people in a field until their spirits leave sounds spooky.

The plot is suspenseful because at the end of chapter one, we are left wondering what is going to happen to Kira. Will those mean women really turn her out? This makes us want to read on to find out what happens.

The conflict becomes clear when we find out that Kira is handicapped and the people where she lives want to throw her out.

Name/Group _____ Date _____

Literary Luminary—Sample Reading Response

Makes predictions, draws conclusions, makes generalizations

Reflects on and evaluates what is read

A passage that stood out to me and helped me really see this strange place is:

Tykes played at the edge of the clearing, scampering about on the moss-covered ground. Pine needles stuck to their naked bodies and in their hair. She smiled. She recognized each little one. There was the yellow-haired son of her mother's friend; she remembered his birth two mid-summers ago. And the girl whose twin had died; she was younger than the yellow-haired one, just toddling, but she giggled and shrieked with the others, playing catch-me-while I'm running. Tussling, the toddlers slapped and kicked at each other, grabbing toy-sticks, flailing with their small fists. Kira remembered watching her childhood companions at such play, preparing for the real scramble of adult life. Unable to participate because of her flawed leg, she had watch from the sidelines with envy.

I predict that Kira's bad leg is going to cause her a lot of trouble in this story, but I also predict that she is going to be very gutsy.

I also think that even though we know this is a futuristic society, we will find out why it sounds like they are living in the dark ages.

Name/Group _____

Date _____

Word Wizard - Sample Reading Response

Uses knowledge of synonyms, antonyms, and homonyms to comprehend a passage
 Identifies words that have multiple meanings and selects the appropriate meaning for context
 Knows the meaning of common prefixes and suffixes to comprehend unfamiliar words

There are some strange words that Matt uses in this chapter:

Draggers - people who drag the dead to the Field of Leaving?
 Twiggies - little twigs?
 Chippies - wood chips?

Some other strange words are

Cott - This must be a small cottage
 Threading - I think this means sewing
 Fen - I think this is swampland

But the strangest thing is that people's names are connected to syllables: a one syllable name is for a child; a two syllable name for a teenager, and a three syllable name for an adult - that's really odd.

Rolesheets

Name/Group _____ Date _____

Connector

Core Content: Reflects on and evaluates what is read
Connects information from a passage to students' lives and/or real world issues

My task is to find connections between the passage/book my group is reading and what's going on in my own life or the world outside. As I read, I will look for possible connections to:

- My own personal life, now or in the past
- What's happening in the news, locally or in other places
- What's happening at school or in the neighborhood where we live
- Similar events at other times and places
- Other people or problems that I've heard about
- Other writings on the same topic
- Other writings by the same author

Notes:

Name/Group _____

Date _____

Discussion Director

Core Content: (helps group) explain the meaning of a passage
 Analyze the relationship between events and character's behavior
 Reflect on and evaluate reading

My task is to develop for my group several discussion questions based on my own thoughts, feelings, and concerns about our reading. My job is to help my group talk over the big ideas in the reading and share their reactions.

As I read, I will ask myself the following types of questions to help get our discussion started:

- How did I feel while reading this text?
- Did anything surprise me?
- What motivated a character to act in a certain way? For example, was it perseverance, curiosity, greed, ambition, fear or another character trait?
- Can we tell who is the antagonist* and protagonist*? What's the conflict? How is it going to be resolved?
- Is there a recurring issue or theme in what we've read?
- Is there a drama activity that we can suggest for this reading, such as a simulation, role play, improvisation, pantomime, readers' theater, or a skit that would help our understanding of the text?
- Do I have any unanswered questions?

*antagonist Gr. *antagonistes*, adversary, opponent

*protagonist Gr. *protagonistes* – *protos*, first, and *agonistes*, an actor, the leading character or actor in a literary work

Name/Group _____ Date _____

Illustrator

Core content: Reflects on and evaluates what is read
Connects information to students' lives and/or real world events

My task is to draw some kind of picture related to the reading. I can choose:

- Sketch
- Cartoon
- Diagram
- Flow chart
- Stick-figure scene

It can be a picture of something that's discussed specifically in our book, or something that the reading reminded me of, or a picture that conveys any idea or feeling that the reading gave me.

Any kind of drawing or graphic is okay -- I can even label my illustration with words if I like.

Notes:

Name/Group _____ Date _____

Language Builder

Core Content: Identifies literary devices such as imagery and figurative language

My task is to help my group see how imagery and figurative language contributes to the story's meaning or effectiveness.

As I read, I will look for the following:

- **Symbol** -- something that stands for something else
The lion is a symbol of courage.
- **Simile** -- comparison of two unlike things
His cheeks were like roses.
- **Metaphor** -- the transfer of the qualities of one thing or person to another
Books are the souls of authors.
- **Hyperbole** -- exaggeration for effect
I've told you a million times not to exaggerate.
- **Personification** --the transfer of human qualities to something inanimate
The thunder and lightning fought all night.
- **Irony** –
 - 1) words that express a meaning that is the opposite of what is intended
Beautiful weather isn't it! (It's raining).
 - 2) an outcome that is the opposite of what was expected

Notes:

Name/Group _____

Date _____

Literary Critic

Core Content: Describes literary elements in a passage; identifies characteristics of literary works

My task is to help the group identify the story's elements and to see how the author is developing and supporting his/her ideas. While reading, I will ask myself questions about:

- **Point of View:**

Who is telling the story? Would it change if someone else told it?

- **Characterization:**

How are the characters coming alive? What is most memorable: their actions, thoughts, physical descriptions or other characters' opinions?

- **Setting:**

Is the setting making an impression? Is it adding to the plot? Would the story change if it happened in a different time and/or place?

- **Plot:**

How would I describe the plot, i.e., is it predictable or suspenseful? Has the author used any foreshadowing to stimulate my interest?

- **Conflict/Resolution:**

Is the conflict obvious yet? If so, how do I predict it is going to be resolved?

- **Theme:**

What is this story really about?

Notes:

Name/Group _____ Date _____

Literary Luminary

Core Content: Makes predictions, draws conclusions, makes generalizations
Reflects on and evaluates what is read

My task is to locate a few **special** sections of the text that I think my group should re-read (aloud or silently).

As I read, I will look to see if I can find passages that are:

- Complex -- I have to read more than once to understand
- Thought provoking -- Make me stop and think
- Controversial -- Contain an idea I don't agree with
- Informative -- Give me necessary details
- Important -- I need to understand the story
- Surprising -- Contain something I don't expect
- Funny -- Make me smile or laugh
- Well-written -- I wish I could write as well

Notes:

Name/Group _____ Date _____

Word Wizard

Core Content: Uses knowledge of synonyms, antonyms, and homonyms to comprehend a passage
Identifies words that have multiple meanings and selects the appropriate meaning for context
Knows the meaning of common prefixes and suffixes to comprehend unfamiliar words

My task is to be on the lookout for a few especially **important** words that are good examples of the author's effective word choice and usage.

As I read, I will look for:

- familiar words that stand out
- familiar words that are repeated a lot
- words that are used in an unusual way
- words that are key to the meaning of the text
- words that I think I understand but don't make sense to me in this context
- unfamiliar words that I need to look up in the dictionary

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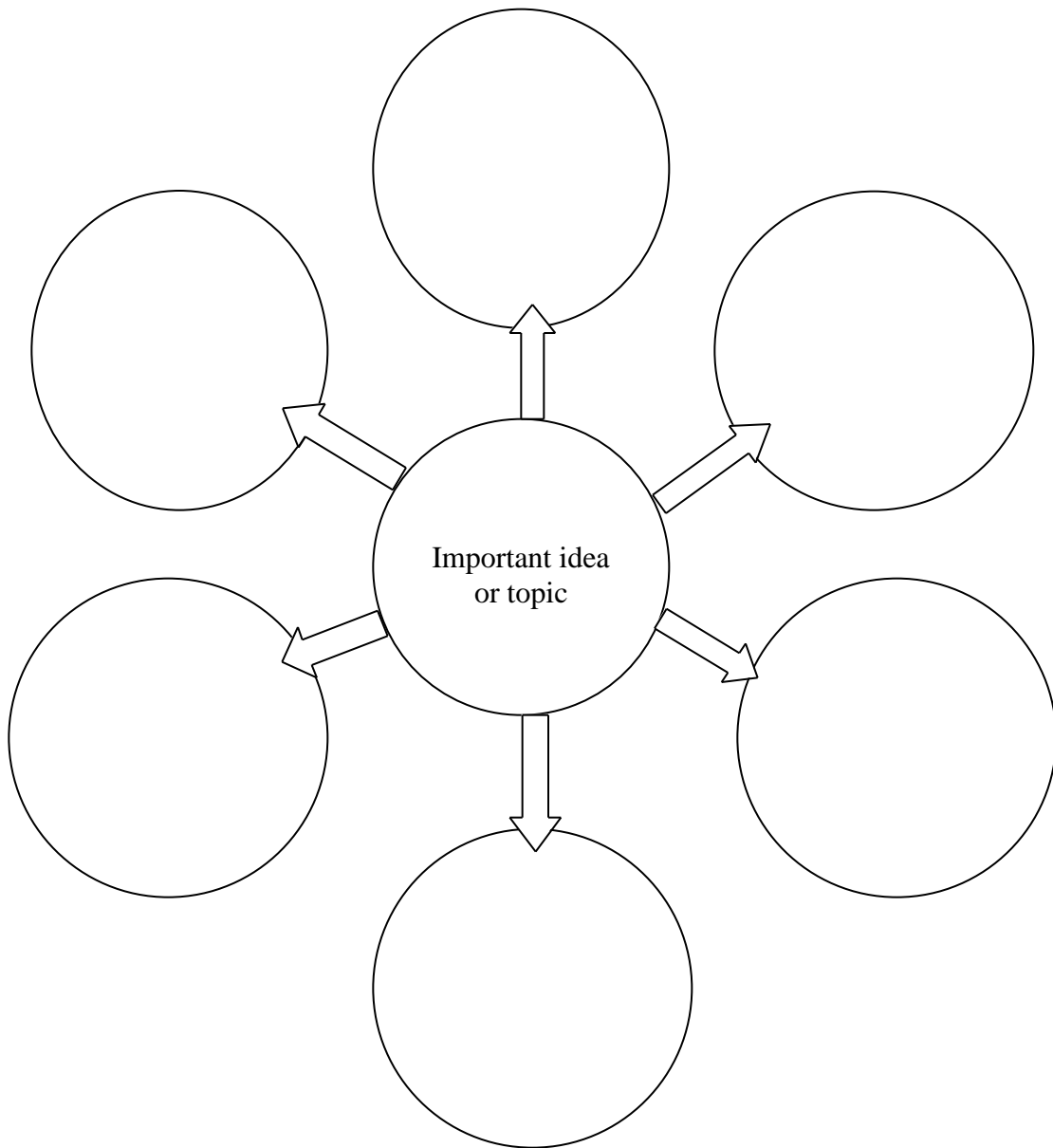
Name/Group _____ Date _____

Connector

Reading Response

Core Content: Reflects on and evaluates what is read
Connects information from a passage to students' lives and/or real world issues

My task is to find connections between the book/passage my group is reading and what's going on in my own life or the world outside.



Name/Group _____

Date _____

Illustrator

Reading Response

Core Content: Reflects on and evaluates what is read
Connects information to students' lives and/or real world events

Reading Journals

Reading Response Journal Prompts

Major Focus: Teens' Talents: Building An Altruistic Community

Core Content: Reflect on and evaluate what is read
Connect information to students' lives and/or real world issues

1. How has the story *Gathering Blue* clarified, confused, or changed your thinking about teens' talents?
2. With what character(s) in *Gathering Blue* do you identify most closely or feel the most sympathy? What is it about those characters that make you feel this way?
3. What do you think is Kira's most important character trait that has helped her overcome the adversities she faced? Explain your answer.
4. What issues in *Gathering Blue* are similar to real-life issues that you've thought about or had some experience with? How has this story clarified or confused or changed your views on any of these issues?
5. What character and/or situation in *Gathering Blue* remind you of someone and/or situations in your own life? How are they similar and how do they differ?
6. In our study of teens' talents, we have found that individuals have been successful in using their talents to make a difference in the lives of others. How has this clarified your understanding of altruism? Explain your answer.
7. From our readings and discussions, how would you define "community?"
8. Evaluate the title *Gathering Blue* now that you have finished reading the book. What is your personal interpretation of the title?
9. If you could interview the author of *Gathering Blue*, what questions would you ask?

(Based on *Response Journals* by Les Parsons)

Rubric for Reading Circle Journals

Name: _____ Date: _____

Book/passage title: _____

Beginner

- Response shows a minimal understanding of the response prompt
- Response uses no information from the text as support
- Errors in spelling, punctuation, and capitalization that interfere with communication

Learner

- Response shows a basic understanding of the response prompt
- Response uses limited information from the text as support
- Some errors in spelling, punctuation, and capitalization that do not interfere with communication

Skillful

- Response shows an understanding of the response prompt
- Response uses information from the text as support
- Few errors in spelling, punctuation, and capitalization

Expert

- Response shows an in-depth understanding of the response prompt
- Response is well developed and includes information from the text as support
- Control of spelling, punctuation, and capitalization

Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

Assessment ment

Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

OPEN RESPONSE/INFORMATION

Grade Level

7th

Class/Course/Subject Area

LA/Gathering Blue/Pres. Bush statement

Learning Goals

Goal 2: Core Concepts and Principles

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Goal 5: Thinking and Solving Problems

Students shall develop their abilities to think and solve problems. . .

Goal 6: Integrating Knowledge and Experiences

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields. . .

Program of Studies/Core Content:

Use lists, tables, charts, graphs, tables of contents, indexes, glossaries, and chapter headings to more completely understand a passage.

Apply knowledge of organizational patterns: cause and effect, comparison, contrast, and/or sequence, etc.

Identify supporting details and identify their importance in a passage.

- ✓ Summarize information from a passage.
- ✓ Connect information from a passage to related topics, real life, and/or current events.

Reading Skills:

Know the purposes for reading information

- ✓ Scan to find key information

Skim to get the gist of a passage

Formulate questions to guide reading

- ✓ Make predictions, draw conclusions, and make generalizations
- ✓ Reflect on and evaluate what is read

Know the meanings of common prefixes and suffixes to decode unfamiliar words

Identify words that have multiple meanings and select appropriate meaning for the context

Use knowledge of synonyms, antonyms, and homonyms for the purpose of comprehending the text

Level(s) of Open Response question(s)

- Knowledge
- ✓ Comprehension
- ✓ Application
- ✓ Analysis
- ✓ Synthesis
- Evaluation

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Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

Gathering Blue

In a recent interview with President George W. Bush (*Parade Magazine*, April 29, 2001), when asked how he wanted his life to be judged when it was finally over, President Bush said:

“All of us have God-given talents. And I think ultimately we’ll be judged on whether we used those talents in a positive way or in a destructive way. I hope it is written about me that I lived life to the fullest, that I realized my talents came from the good Lord and that I used them to make my community a better place.”

Analyze President Bush’s statement about how he wants his life to be judged. Based on our classroom discussions about how to identify and nurture talents and President Bush’s statement, discuss the following:

- a. How can talents be used in a destructive way?
- b. How can talents be used to make our community a better place?
- c. What decisions have you made about using your own personal talents?

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Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

OPEN RESPONSE/LITERATURE

Grade Level

7th

Class/Course/Subject Area

L/A Gathering Blue/Human Family poem

Learning Goals

Goal 2: Core Concepts and Principles

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Goal 5: Thinking and Solving Problems

Students shall develop their abilities to think and solve problems. . .

Goal 6: Integrating Knowledge and Experiences

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields. . .

Program of Studies/Core Content:

- ✓ Identify the meaning of a passage taken from texts recognized as appropriate for middle level students

Identify characteristics of short stories, novels, poetry, and plays
Describe characters, setting, plot, theme, and point-of-view

- ✓ Connect literature to real life
- ✓ Identify figurative language such as similes, metaphors, personification, and hyperbole

Analyze the relationship between events in a story and a character's behavior
Explain how a conflict in a passage is resolved

Reading Skills:

Know the purposes for reading literature

- ✓ Scan to find key information

Skim to get the gist of a passage

Formulate questions to guide reading

- ✓ Make predictions, draw conclusions, and make generalizations
- ✓ Reflect on and evaluate what is read

Know the meanings of common prefixes and suffixes to decode unfamiliar words

Identify words that have multiple meanings and select appropriate meaning for the context

Use knowledge of synonyms, antonyms, and homonyms for the purpose of comprehending the text

Level(s) of Open Response question(s)

Knowledge

- ✓ Comprehension
- ✓ Application
- ✓ Analysis
- ✓ Synthesis

Evaluation

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Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

Gathering Blue

Analyze Maya Angelou's message in the following poem *Human Family* and then answer the two questions that relate to our classroom discussions:

I note the obvious differences
In the human family.
Some of us are serious,
Some thrive on comedy.

Some declare their lives are lived
As true profundity,
And others claim they really live
The real reality.

The variety of our skin tones
Can confuse, bemuse, delight,
Brown and pink and beige and purple,
Tan and blue and white.

I've sailed upon the seven seas
And stopped in every land,
I've seen the wonders of the world,
Not yet one common man.

I know ten thousand women
Called Jane and Mary Jane,
But I've not seen any two
Who really were the same.

Mirror twins are different
Although their features jibe,
And lovers think quite different thoughts
While lying side by side.

We love and lose in China,
We weep on England's moors,
And laugh and moan in Guinea,
And thrive on Spanish shores.

We seek success in Finland,
Are born and die in Maine.
In minor ways we differ,
In major we're the same.

I note the obvious differences
Between each sort and type,
But we are more alike, my friends,
Than we are unlike.

We are more alike, my friends,
Than we are unlike.

We are more alike, my friends,
Than we are unlike.

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Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

OPEN RESPONSE/LITERATURE

Grade Level

7th

Class/Course/Subject Area

L/A Gathering Blue Chapter 22

Learning Goals

Goal 2: Core Concepts and Principles

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Goal 5: Thinking and Solving Problems

Students shall develop their abilities to think and solve problems. . .

Goal 6: Integrating Knowledge and Experiences

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields. . .

Program of Studies/Core Content:

- ✓ Identify the meaning of a passage taken from texts recognized as appropriate for middle level students

Identify characteristics of short stories, novels, poetry, and plays
Describe characters, setting, plot, theme, and point-of-view

- ✓ Connect literature to real life

Identify figurative language such as similes, metaphors, personification, and hyperbole

- ✓ Analyze the relationship between events in a story and a character's behavior

Explain how a conflict in a passage is resolved

Reading Skills:

Know the purposes for reading literature

- ✓ Scan to find key information

Skim to get the gist of a passage

Formulate questions to guide reading

- ✓ Make predictions, draw conclusions, and make generalizations
- ✓ Reflect on and evaluate what is read

Know the meanings of common prefixes and suffixes to decode unfamiliar words

Identify words that have multiple meanings and select appropriate meaning for the context

Use knowledge of synonyms, antonyms, and homonyms for the purpose of comprehending the text

Level(s) of Open Response question(s)

Knowledge

- ✓ Comprehension
- ✓ Application
- ✓ Analysis
- ✓ Synthesis

Evaluation

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Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

Gathering Blue

Based on our discussions about how to create a harmonious community, analyze the following excerpt from Chapter 22 of *Gathering Blue* in which Kira and her father are discussing the hostile ways of their people to prepare you to answer the two questions that follow:

“I was soon to be appointed to the Council of Guardians,” he went on. “It was a job with great power. Others wanted the post. I suppose it was that. Who knows? There was always hostility here. Harsh words. I haven’t thought about it in a long time, but now I recall the arguments and anger – even that morning, when the weapons were assigned –“

Kira told him, “It happened again recently, at the beginning of a hunt. I saw it. Fights and arguing. It’s always that way. It’s the way of men.”

He shrugged. “So it hasn’t changed.”

“How could it change? It’s the way it is. It’s what tykes are taught, to grab and shove. It’s the only way people can get what they want. . .”

1. In this short passage, does the author give an optimistic or pessimistic view of the way people “get what they want?” Support your answer with details from the passage.

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Core Content: Draw conclusions, make generalizations, reflect and evaluate, make connections

Rubric for Open Response

Beginner

- ❑ Response shows a minimal understanding of the response prompt
- ❑ Response uses no information from class discussions and/or text as support
- ❑ Errors in spelling, punctuation, and capitalization that interfere with communication

Learner

- ❑ Response shows a basic understanding of the response prompt
- ❑ Response uses limited information from class discussions and/or text as support
- ❑ Some errors in spelling, punctuation, and capitalization that do not interfere with communication

Skillful

- ❑ Response shows an understanding of the response prompt
- ❑ Response uses information from class discussions and/or text as support
- ❑ Few errors in spelling, punctuation, and capitalization

Expert

- ❑ Response shows an in-depth understanding of the response prompt
- ❑ Response is insightful, well developed and includes information from class discussions and/or text as support
- ❑ Control of spelling, punctuation, and capitalization

Classroom On-Demand Writing/Learning Prompt

Unit Organizer: Teens' Talents: Building An Altruistic Perspective

Major Focus: What can we learn from reading about teens' talents portrayed in adolescent literature, other reading materials, and non-print text, to communicate our ideas about building a sense of community?

Core Content: Students produce, within time constraints, a single written response to a prompt (Rubric: Holistic Scoring Guide)

Situation:

You want to pay tribute to a teenager who is doing volunteer work to solve a particular problem in your community. You feel this person deserves recognition for all he/she is doing to make your community a better place to live in. Think of a person you feel is likely to become an active volunteer and think about the special character traits that would cause him/her to do so.

Task:

Write an editorial for your local newspaper that describes this person's character traits, and give specific examples of how this person is making a difference in the lives of others. Use a persuasive technique to convince the reader that if we all followed this person's example, we would live in a nicer world. Also, convince the reader that following in his/her footsteps would be the best tribute we could pay to someone who is making a positive contribution to society. This editorial must be at least 300 words.

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Adapted from materials created by Elizabeth Dick, Oldham County

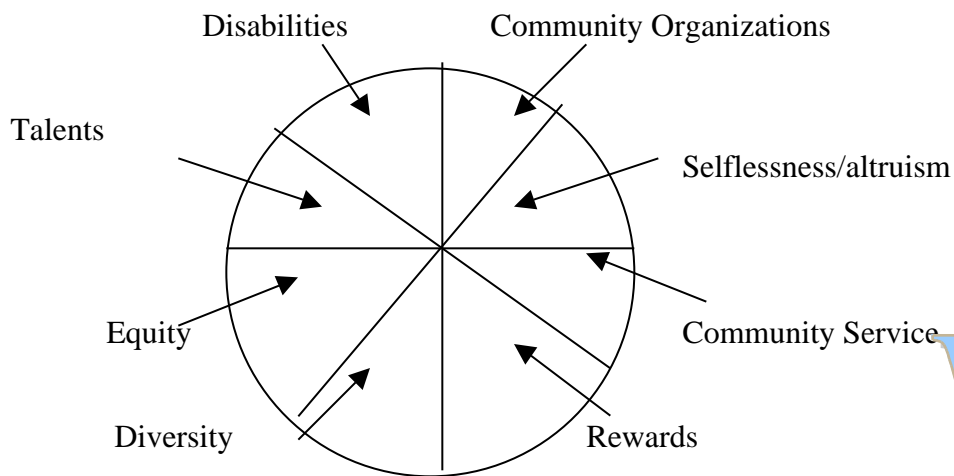
| | |
|---------------------------------|--|
| PURPOSE/AUDIENCE | <ul style="list-style-type: none"> • Have you thought about who the reader is and what that person or group would like or need to know? • Have you narrowed the topic? • Have you stayed focused on the reason for writing? • Is your voice and/or tone appropriate for the reader, your purpose, and the form you have chosen for your writing? |
| IDEA DEVELOPMENT/SUPPORT | <ul style="list-style-type: none"> • Does your writing have a main idea? • Have you supported that idea in a variety of ways? • Have you used idea development strategies appropriate for the form you are writing? • Have you anticipated and taken care of readers' needs/questions? |
| ORGANIZATION | <ul style="list-style-type: none"> • Have you organized the writing so the reader can make sense of the piece? • Does your organizational plan match the form you have chosen? • Have you organized your ideas in paragraphs? • Are you helping your reader follow your ideas? |
| SENTENCES | <ul style="list-style-type: none"> • Do your sentences start in different ways? • Are some long and some short? • Are they complete? |
| LANGUAGE | <ul style="list-style-type: none"> • Are the words interesting? • Are the verbs lively and the nouns specific? • Are the words used correctly? • Have you used language appropriate for the content, purpose, and reader? |
| CORRECTNESS | <ul style="list-style-type: none"> • Have you spelled the words correctly? • Have you used capital letters where they are needed? |

Generating Portfolio Appropriate Transactive Writing

Adapted from materials provided by Dr. Charles Whitaker, Director, ECU Writing Project

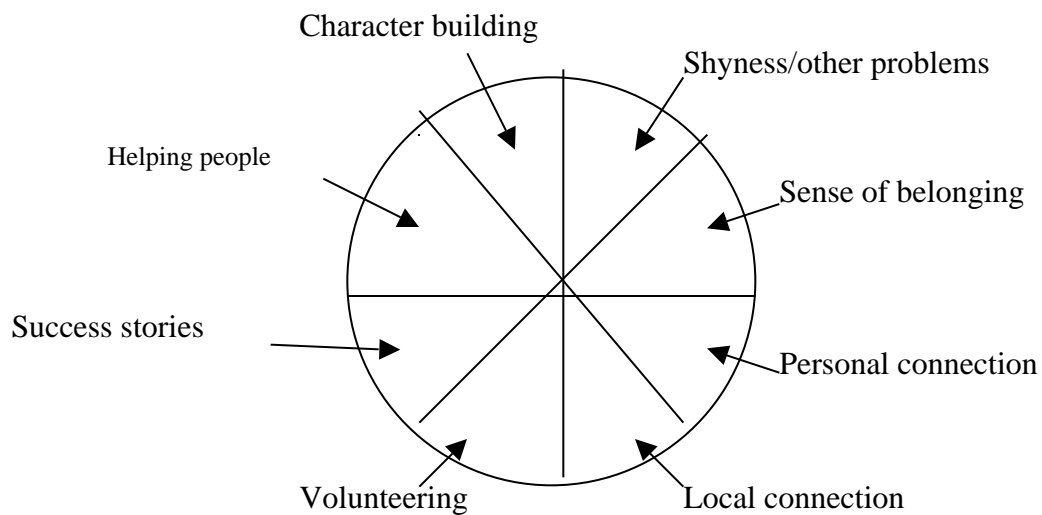
During the teaching of the content from a Unit of Study, discussion should take place about issues, questions, problems, goals, needs in students' lives that have relevance to the content being studied. These ideas are essential when teachers set up writing for authentic purposes and readers.

At the conclusion of the unit, with the teachers' help, students brainstorm by "slicing the pie" to determine topics associated with content being studied and to help define their own writing task. The issues, questions, topics, etc., that come from a 7th grade literature unit on **Building an Altruistic Community** might be divided into a "pie" as follows:



A student will then choose an issue and "slice the pie" further to help define important topics from which another choice can be made to narrow the focus for transactive writing.

For example: *Community Service*



Real World

Naturally, each of these slices can be “cut” again to narrow the focus.

Creating Angles

Adapted from materials provided by Dr. Charles Whitaker, Director, ECU Writing Project

To help define their writing task further, with the teacher’s help, students can brainstorm angles or ideas for writing. These are phrased as statements to indicate the direction the writing will take or the basic purpose the writer may develop. Here are some models to generate issues or topics:

1. Here is an issue that readers may not know about and some reasons why I think readers should be aware of it.
2. Here is a problem that has not been solved and here’s my suggestions for what should be done about this problem.
3. We need a new way of looking at a problem. I recommend this.
4. I wanted to find answers to these important questions. This is what I have found out and why I think it is important others should know what I’ve found out.
5. My own experience backs up a belief or main idea that is important for readers.
6. Although some people may agree with such and such, I do not. Let me explain and support my view so that others will accept my ideas.
7. In order to understand something or in order to do something, a person should know the answers to these questions.
8. How did all this come about? Here’s how it happened and why it is important.
9. If you are not sure about such and such, let me help you.
10. Let me discuss what makes something effective or ineffective.

Creating Titles for Transactive Writing

(memo, letter, editorial, article, speech, proposal, report, etc.)

To clarify this brainstorming strategy for students, angles can then be transformed into titles that reflect the content being studied. Not only is providing a title realistic, but also forming the title can help students with key concepts about writing: authentic, focused purpose; idea development, and reader awareness.

Here are some good tips for students to think about in creating titles:

- In creating the title, think about how you are focusing on the subject. What is an angle that can make your writing unusual? What is your main idea, and what might appeal to readers?
- Titles often include key words that tell the writer’s purpose and the content of the writing. Try to use key words in the title.
- Don’t make the title too broad or general. Use the title to establish a focus on the subject.

- Some titles have two parts. The first part is broad, for example, **Teen’s Talents**; then the writer uses a colon and gives something more specific about the subject. For example, “**Talented Teens: Using Them Wisely.**”
- Similarly, writers often use questions in their titles as a way to indicate their purpose and to try to interest readers: “**Community Service: What Are You Doing?**”
- Some titles are simply statements that have an impact: “**Giving Up A Little Free Time Pays Huge Dividends**”

Sample Titles for Transactive Writing about Community Service

(memo, letter, editorial, article, speech, proposal, report, etc..)

Here are some sample titles that could perhaps be used as models to generate students’ titles based on the content that was studied in the unit **Building An Altruistic Community?**

1. **Kids Helping Their Communities: Reasons To Get Involved!** (practical ways of getting involved and benefits)
2. **Tutoring Teens: Where Do You Fit In?** (an invitation to get involved in a tutoring program as a tutor or student)
3. **Habitat for Humanity: Can You Swing a Hammer?** (practical information about Habitat with an appeal to get involved)
4. **Community Service Builds Character** (examples of how community service helps boost selflessness)
5. **Share a Pet with Seniors: Share Reasons to Smile!** (information about taking pets to nursing homes, including research about why this is beneficial to seniors)
6. **Small Gifts: Huge Rewards** (specific details about the advantages of community service)
7. **Serving Your Community: Who Benefits?** (the benefits of community service)
8. **Make A Difference, Make A Commitment, Be A Volunteer** (an appeal to become involved in community service)

9. **Toys for Tots: Teens To Collect** (information about how teens are collecting toys to help the needy and an appeal for donations)
10. **Volunteers Needed at Animal Shelter** (an appeal for additional volunteers from a student who is already involved)

Providing Models

Students should also be shown samples of transactive writing to emulate that relate to the content being studied. (703 KAR 5:010 Choose content-area readings that represent the kind of writing students are asked to include in the portfolio). (The Internet is an immense source).

Defining Purpose and Audience

Students then define their purpose and audience for a “real-world” form. It may be helpful for teachers and students to consider two ways of looking at authentic writing:

- a. **The writing is literally authentic.** A letter is actually mailed. An article or editorial is actually published. A proposal or report is actually presented to the intended readership. A book is bound in some way and made available to readers, for example, in a school or classroom library. A written speech is actually delivered.
- b. **The writing approximates—is like—realistic writing.** The article, for example is **like** one that might appear in a “real” publication. The magazine, journal, newspaper, etc., might not actually exist, but it makes sense that a publication of that sort might exist. The article is logically **like** one that people might do for such a publication. The students’ writing approximates work that is done or might logically be done in their lives.

Completion of the following purpose statement helps students focus:

As a (role) _____, I am writing a (form) _____
 for (audience) _____ to develop my idea that (purpose)
 _____.

After this **PREWRITING** activity, the writing process continues:

DRAFTING

Teachers engage students in creating a first draft. They should be concentrating on their specific purposes, the ideas and support, methods of developing the writing, the basic organization, and reader awareness. Also, they should be concentrating on effective ways to use their experience, learning, and inquiry.

REVISING

Teachers help students with structured peer conferences and teacher-student conferences.

Teachers provide support materials and ask students to revise their writing. Students should be concentrating on accomplishing their specific purposes, providing depth of support, explaining thoroughly, adding support and explanation to help readers, organizing with logical paragraphing and effective transitions, creating clear and coherent sentences, and choosing words carefully. If there are problems in students' accuracy or understanding of content evident in the writing, those needs should be addressed.

EDITING

Teachers help students with structured peer conferences and teacher-student conferences.

Teachers provide students support materials and resources to help them edit their work. Teachers arrange for an editing workshop. Students should concentrate on sentences, word choice, grammar, spelling, punctuation, capitalization, and reference to source.

PUBLISHING

Teachers help students to prepare their work to “go public,” putting the writing in an interesting and appropriate format. Finally, students reflect on their work, teachers evaluate and respond to students.

Title of Unit: Connection to Student

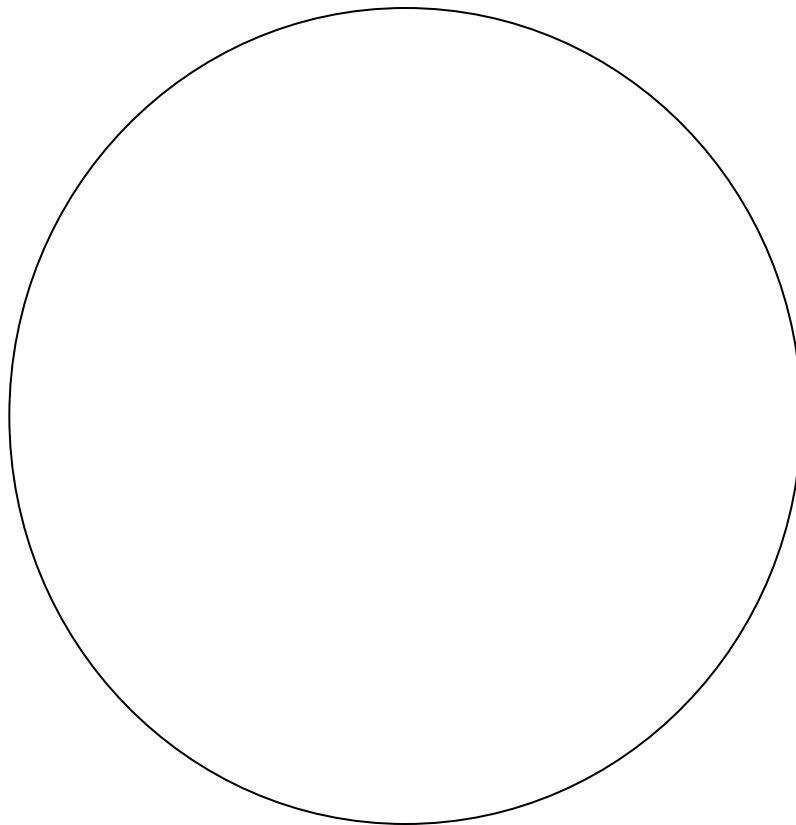
Adapted from materials provided by Dr. Charles Whitaker, Director, ECU Writing Project

Background: Our unit of study has helped us understand

We have also discovered

Directions: Focus on a specific issue, question, or topic in our unit that is of interest to you and others. Draw on your learning, your experience, and your inquiry, to write a memo, editorial, article, speech, proposal, report, etc., to develop your ideas for others.

Brainstorming: “Slice the pie” to determine your particular focus on _____



Now, select the slice of the pie you will focus on, and complete the following statement:

As a _____, I am writing a _____
your connection with this writing form
for _____ to develop my idea that _____
reader main idea, specific purpose in
writing

Articles: A Sample Structure

Title (Topics, Purpose, Angle/Focus, Reader Slant)

Adapted from materials provided by Dr. Charles Whitaker, Director, ECU Writing Project

Main Idea: Statement or Question

Introduction

One or more paragraphs

Basics: Background, Purpose/Controlling Idea, Reader Awareness

- | | | |
|--|--|--|
| <input type="checkbox"/> Story | <input type="checkbox"/> Brief summary of issue/topic description to establish purpose | <input type="checkbox"/> Reference to reader |
| <input type="checkbox"/> Quote | <input type="checkbox"/> Brief history or background to establish the need for the writing | <input type="checkbox"/> Specific purpose, controlling idea, angle |
| <input type="checkbox"/> Definition | | |
| <input type="checkbox"/> Facts, Statistics | | |
| <input type="checkbox"/> Question | | |
| <input type="checkbox"/> Reference to Experience | | |

Body

Usually more than one paragraph; developed in a logical pattern with transitions

Basics: Ideas, Support, Explanation, Reader Slant, Development to Accomplish Purpose

- | | | |
|---|---|---|
| <input type="checkbox"/> Examples | <input type="checkbox"/> Interview | <input type="checkbox"/> Hypothetical situations, Cases |
| <input type="checkbox"/> Facts, Statistics | <input type="checkbox"/> Survey Results | <input type="checkbox"/> Drawings, Photographs |
| <input type="checkbox"/> Reference to personal experience | <input type="checkbox"/> Description | <input type="checkbox"/> References to readers' needs, responsibilities, etc. |
| <input type="checkbox"/> Causes | <input type="checkbox"/> Reasons | <input type="checkbox"/> Explanations to show thinking and to help persuade readers |
| <input type="checkbox"/> Effects | <input type="checkbox"/> References to rules, law, policies | |
| <input type="checkbox"/> Predictions | <input type="checkbox"/> Eye witness account | |
| <input type="checkbox"/> Quotes | <input type="checkbox"/> Stories | |
| <input type="checkbox"/> Definition | <input type="checkbox"/> Reference to film, literature, music, art, history, principles | |
| <input type="checkbox"/> Charts, Graphs, Diagrams, Sets of data | | |
| <input type="checkbox"/> Comparison | | |

Conclusion

One or more paragraphs

Basics: emphasis and clarification of specific purpose; slant toward reader

- Return to introduction
- Quote
- Story
- Main idea
- Request
- Position
- Reference to reader
- Summary
- Emphasis on significance
- Benefits of ideas
- Recommendation

Any School News

Any Town, Kentucky

January 200-

Editorials

Kids Helping their Communities
Reasons to get involved

INTRODUCTION

BODY

Present your main idea, your position
Provide specific, relevant support
Help others know why your view is a good one
Explain your thinking
Show your awareness of others' views
Write to persuade

CONCLUSION

Adapted from materials provided by Dr. Charles Whitaker, Director, ECU Writing Project

Bernhard

Art
Circles

The Language of Art

Elements

- Line** can be two-dimensional, three-dimensional or implied
- Shape** can be divided into several types: geometric (square, triangle, circle) and organic (irregular in outline)
- Color**
- Tints -- a light value of a pure color, usually made by adding white. For example, pink is a tint of red
 - Shades -- any dark value of a color, usually made by adding black
 - Monochromatic -- made of only a single color or hue and its tints and shades
 - Color groups - warm, cool, neutral
- Form** any three-dimensional object
- Texture** the way a surface feels or how it may look. Texture can be sensed by touch and sight. Textures are described by words such as rough, silky, pebbly
- Space** positive space is filled by a shape or form. Negative space surrounds a shape or form
- Value** an element of art that means the darkness or lightness of a surface

Principles of Design

- Repetition** a design with parts that are used over and over again in a regular or planned way, usually to create a visual rhythm or harmony
- Pattern** a choice of lines, colors or shapes, repeated over and over in a planned way
- Balance**
- Symmetrical - a type of balance in which both sides of a center line are exactly or nearly the same, like a mirror image. For example, the wings of a butterfly are symmetrical
 - Asymmetrical - a type of visual balance in which the two sides of a composition are different yet balanced. The two sides are equal

without being just the same

Emphasis area in a work of art that catches and holds the viewer's attention (focal point)

Contrast a large difference between two things: for example, rough and smooth, yellow and purple, and light and shadow. Contrasts usually add excitement, drama and interest to artworks

Rhythm a type of visual or actual movement in an artwork created by repeating visual elements

Proportion the relation of one object to another in size, amount, number or degree

Movement a way of combining visual elements to produce a sense of action

Media

Two dimensional

crayon
pencil
fabric
yarn
paint (tempera, watercolor)
ink and pastels

Three dimensional

clay
papier-maché
wood
glass
metal
stone

Art processes

Two dimensional

painting
fabric design
printmaking
mosaics

Three-dimensional

ceramics
sculpture
architecture

Classification (Subject Matter)

landscape
portrait
still life

abstract
non-objective

Art Criticism

Description

Take time to look at the work and describe it objectively. Objective criticism means that you can point out each object or thing you describe.

Analysis

Analyze the evidence. Look for relationships - similarities, differences or repeated patterns - in what you have seen. You should be able to observe all of the connections you find within the work.

Interpretation

In this step, you formulate a hypothesis - a good guess - about the meaning of the work. A good interpretation explains the experience you get from the artwork.

Judgment

A critical judgment can be made after you have interpreted an artwork. Judging art is always a matter of being fair and logical.

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**Art Criticism of *The Eclipse*
as it relates to *All Summer In A Day*
by Ray Bradbury**

Description

In the picture called *The Eclipse*, I see a large black dot in the middle of several colored circles. These circles are different widths and each one is divided into different sections by small amounts of white space.

Analysis

The black dot in the center is surrounded by thin circles of cool colors in the following order: dark blue, green, dark blue, green, dark blue, light blue, blue-violet. There is a thin black circle that separates these cool colors from the much wider circles of warm colors - red, orange and yellow - which complete the picture.

Interpretation

I believe there is more than one meaning of this work as it relates to the story. For example, the bright colors reinforce the fact that the main character in the story is going to miss a spectacular sight while locked up in a closet. The black hole in the center could be the black hole of depression that we're sure the main character is going to enter because she is denied the opportunity to see the sun.

Judgment

This is a very interesting picture because you can look at it in different ways and see different images, such as a convex eyeball or a concave tunnel.

Note:

The art for use in this unit was deliberately chosen to complement the issues being discussed. Two prints were used from a transparency set provided by *Literature and the Language Arts* published by EMC Paradigm

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Name _____

Date _____

Describer

My task is to describe everything I see in the artwork, using factual, objective language. This means I will avoid terms such as pretty, ugly, weird or sloppy. I will describe only features I can point to and that other people will be able to see. I will use the following instructions as my guide:

ART FORM AND MEDIUM. Name the kind of art and the medium or process used to create it. Is the work a painting in oil or a watercolor? Is it a sculpture?

DIMENSIONS. State or estimate the dimensions of the work, such as height, width, and the depth.

SUBJECT MATTER. Name the things you recognize, such as a tree, grass, sky, people, a man or a boy.

SENSORY QUALITIES. Describe the visual elements you see. For example, “a large bright red square” or “a smooth horizontal form.”

TECHNICAL QUALITIES. Describe how the artist used materials, tools and techniques. For example, “I see thick ridges of paint.”

Name _____ Date _____

Analyst

My task is to find relationships in what I see, such as similarities, differences or repeated patterns. My analysis will include answers to the following questions:

BALANCE. Where are the major forms placed? For example, are they near the top, center, bottom, or all over? Do they follow a symmetrical, asymmetrical or radial plan? How are the empty or negative spaces planned? For example, do they have definite shapes or do they enclose spaces? Do they help to create a sense of near and far space?

RHYTHM, MOVEMENT. Is there a vertical, horizontal or diagonal structure in the work? Are there paths of movement? Where do they begin and end? Can you see rhythms in the colors, size relationships or other elements?

PROPORTIONS. Are the proportions of parts exaggerated? Are they about normal?

EMPHASIS. Is there a focal point or center of interest? Where?

PATTERN. Are there any motifs or modules repeated within the work? Are they all over patterns or repeated in just parts of the work? Is there a definite pattern of light and shadow, color or other visual elements?

Name _____ Date _____

Interpreter

My task is to formulate a hypothesis - a good guess - about the meaning of the work. My interpretation will be guided by the following four standards:

Expressive language. This describes the main sensations we get from a work. For example, we could say a work has lively lines, somber colors, sparkling highlights, energetic brushstrokes, gently curving forms, harsh shapes, swirling motions or silky textures.

Analogies. These tell how things we see in a work are related to other things we know or feel. For example, "The lively lines seem to be dancing." "The bold colors seem to be shouting."

Causes and effects. For example, we might say "The trees look sad (effect) because the lines are limp and droopy and the colors are dull (causes)," or "The limp, droopy lines and dull colors (causes) make the trees look sad (effect)."

Relationships. A good interpretation explains how the work of art is related to other ideas or events. For example, the message might be about the artist's world and culture or about human courage or frailty. It might be about the majesty of nature or the cruelty of war or a message about the beauty of color or power of the artist's imagination.

Name _____ Date _____

Judge

My task is to make a critical judgment based on careful thinking about how the work of art illustrates or connects to what we are reading.

Give Reasons: I will give reasons why the work does or does not illustrate/connect to what we are reading

Summarize the Judgment:

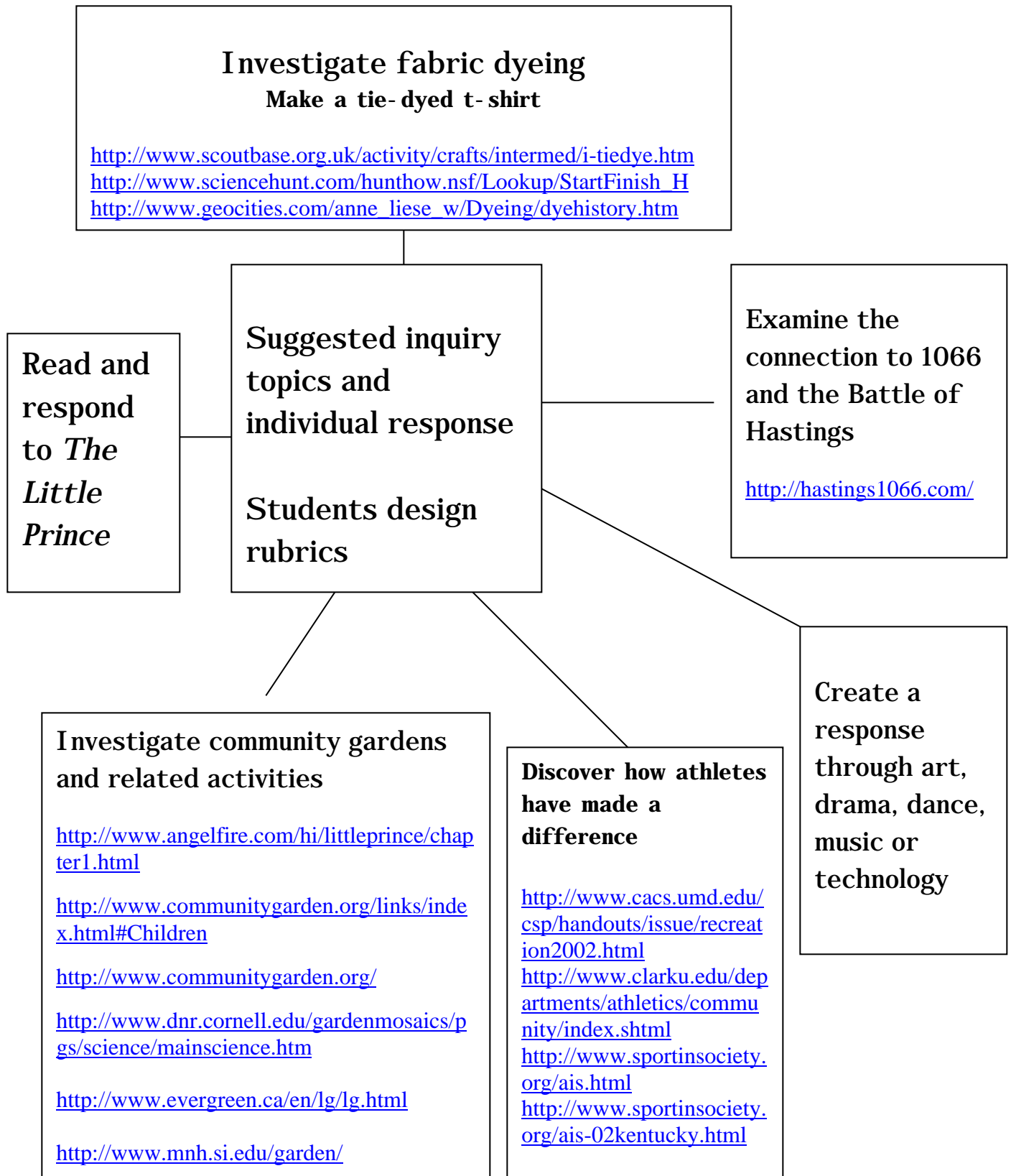
I will summarize my judgment of the strengths and weaknesses in the work as it relates to what we are reading. I can start with sentences such as:

“I think this work is (or is not) a good piece to illustrate (name of story) because. . .”

or

“I do not like this work, but it is an excellent piece to illustrate (name of story) because. . .”

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Great Web Sites for Kids Selection Criteria

Adapted from American Library Association website

http://www.ala.org/Content/NavigationMenu/ALSC/Great_Web_Sites_for_Kids/Great_Web_Sites_for_Kids_Selection_Criteria/Great_Web_Sites_for_Kids_Selection_Criteria.htm

How to Tell if You Are Looking at a Great Web Site

The Web is a lot like a flea market: there's a vast selection of sites to choose from but not a lot of order to it. Some sites are offered by reputable "dealers" and some from individuals who want to show off their personal favorite items. Sometimes it's hard to tell what's a hidden treasure, what's worth taking a look at, and what's a waste of time.

It's not hard to find sites if you use a search engine like [Hotbot](#), or a subject directory like [Yahoo](#) (or [Yahooligans](#) for kids). But how can you tell if a site you find is worthwhile?

Sometimes what is in a Web site's address can indicate the nature of the site. Sites from commercial businesses usually include ".com"; federal government sites end in ".gov," K-12 school sites often include "k12" in the address, and college and university sites often include ".edu." Sites from non-profit organizations often include ".org." A site with a tilde (~) in the address usually indicates that this page is maintained or created by an individual, rather than representing an organization, a business, or a school. Children's librarians evaluate books, magazines, tapes, and software for children to find the best of all. Web sites are no exception. On this page, we have collected some excellent sites for young people. "Children" are defined as persons of ages up to and including fourteen and Web sites for this entire age range are considered. We will share with you what we look for in a great Web site.

Notes:

- Every site does not need to meet every one of these criteria to be a great site, but the more of them a site does meet, the more likely it is to be a worthwhile place to spend time.
- The content on the Web changes faster than anything we have ever seen in our culture. Therefore, in any recommended list of Web sites, the recommendations apply only to the primary sites that are listed, not to every site linked from the primary sites.

A. Authorship/Sponsorship: Who Put up the Site?

- The name of the individual or group creating the site should be clearly stated.
- The creator should give a source for information in the site where necessary.
- The Web site author or manager should provide a way for users to make comments or ask questions.
- The Web site author or manager should be responsive to any questions regarding copyright, trademark, or ownership of all material on the site. Sites that knowingly violate copyright statutes or other laws should not be linked, listed, or recommended.

B. Purpose: Every Site Has a Reason for Being There.

- A site's purpose should be clear and its content should reflect its purpose, be it to entertain, persuade, educate, or sell.
- Advertising should be appropriate to the intended audience and should not overshadow the content.
- A good site should enrich the user's experience and expand the imagination. Sites promoting social biases (gender, racial, religious, or other types) rather than enlarging the views of the child should not be considered worthwhile sites.

C. Design and Stability: A Great Site Has Personality and Strength of Character.

- The information on the site should be easy to find and easy to use.
- The site design should be appealing to its intended audience.
- The text should be easy to read, and not cluttered with distracting graphics, fonts, and backgrounds.
- Users should be able to get around the site easily.
- Pages consisting mainly of links should be well organized and appealing to young people, and the collected links should be well chosen and useful to children exploring the subject.
- The site's design should be appropriate for the intended audience.
- The site should be [ADA \(Americans with Disabilities Act\)](#) compliant, as much as possible.

- A game or recreational site should have a clear interface and playing instructions.
- The page should load in a reasonable amount of time.
- The page should be consistently available and load without problems; stability is important.
- Required “plug-ins” or other helper applications should be clearly identified.
- The design elements and features on the site, such as searchable databases, animations, graphics, sound files, introductory and transitional pages, etc., should enhance and not hinder the accessibility and enjoyment of the site.
- The interactive features should be explained clearly.
- A user should not need to pay a fee or type in personal information (such as his/her name or e-mail address) before using the site.

D. Content: A Great Site Shares Meaningful and Useful Content that Educates, Informs, or Entertains.

- The title of a site should be appropriate to its purpose.
- A site’s content should be easy to read and understand by its intended audience.
- There should be enough information to make visiting the site worthwhile.
- If there are large amounts of information on the site, some kind of search function should be provided. There should be at least an outline of topics covered, allowing the users to find topics and move among them easily.
- Spelling and grammar always should be correct.
- The information should be current and accurate, and if the topic of the site is one that changes, it should be updated regularly. A “last updated” date is a plus.
- Links to more information on the topic should be provided.
- Graphics on the site should be relevant and appropriate to the content.
- The subject matter should be relevant to and appropriate for the intended audience.
- The viewpoint presented should be comprehensible to the intended audience.

- The skills required to use the site's features and structure should be appropriate or appropriately challenging for its intended audience.
- In informational sites, especially those used to support school assignments, quality of content should be most important. Appealing sites for general audiences that are accessible to young people sometimes provide the highest-quality content.
- Some sites, such as health and life-education sites, may include mature content. Such material should be developmentally appropriate to the information needs of youth.

ALA's Great Web Sites for Kids are currently maintained and updated by the ALSC Great Web Sites Committee

Documentation: Citing Online Sources

<http://dizzy.library.arizona.edu/tutorials/citation/mlaexamples.pdf>

Model of Student Created Rubric
(criteria will be dependent upon student choice of project)

| Needs Improvement | Satisfactory | Skillful | Expert |
|---|---|---|--|
| Mechanics | | | |
| Errors in spelling, punctuation, and capitalization that interfere with communication | Some errors in spelling, punctuation, and capitalization that do not interfere with communication | Few errors in spelling, punctuation, and capitalization | Control of spelling, punctuation, and capitalization |
| Organization | | | |
| No organizer Poor placement of work | Some organization Placement of work does not impede communication | Well organized Placement makes sense and communicates well | Superior organization skills demonstrated |
| Connection to Unit | | | |
| Shows no connection to the unit and classroom discussions | Shows some connection to the unit and classroom discussions | Shows clear connection(s) to the unit and classroom discussions | Shows insightful, well-developed connections to the unit and classroom discussions |
| Presentation | | | |
| Ineffective presentation Does not gain attention of audience | Gains attention of audience Attempts to maintain interest level | Makes connection to audience Skillfully maintains interest level | Makes insightful connection to audience Sustains high interest level |