Now let's look beyond reading to deeper issues in literacy. While we have identified how students get “off track,” we also need to include how to reach them in order to get them back on track. This is where multicultural education plays the strongest role in addressing literacy. Multicultural education practices are designed to get students back on track as well as keep them on track in a challenging and meaningful learning environment. We feel that such an environment requires looking at literacy in three ways: as critical, community and cultural. We will focus on those three aspects of literacy and the core concepts and values in multicultural education that will help you use the activities. The concepts and values addressed impact the power of the newspaper as a classroom resource, and its overall contribution to student success and teacher effectiveness in literacy education.

**Literacy: More Than Meets the “I”**

Literacy in any language is about the ability to communicate and understand what is being communicated. We begin that process of understanding soon after we are born. Our environment first shapes our capacity to read, speak and listen. In school we are supposed to learn how to identify letters, sounds, spell, pronounce, decode and manipulate language. Understanding, however, is a function beyond simply recognizing a cluster of words or phrases; it also entails determining the context affecting understanding. How one “reads” or “writes” or expresses oneself is informed through context. For instance, every subject discipline has its own language. This language is designed to identify, name and categorize the world and the environment. Mathematics, for example, has its own terms and symbols for understanding the world, as does science, social studies and geography, art, music, physical education, etc. Also, think about how expression through written, verbal and body language is often informed by culture. Consequently, it’s easy to see that the concept of literacy is hardly linear. Literacy is multidimensional within multicultural parameters, which are vast and changing.

The International Reading Association lists over 30 types of literacy in its Literacy Dictionary. For the purposes of both teacher and student guides, we will limit the discussion to three—critical, community and cultural. These three aspects of literacy are relevant to how this guide is organized and the impact of the newspaper and multicultural education on adolescent literacy.

**Why Critical, Community and Cultural Literacy**

It is completely reasonable that we could spend a minimum of a book apiece [which has been done already (see Bibliography)], defining critical, community and cultural literacy; however, it is important to address what those words mean in context with the materials that follow. Critical, community and cultural literacy are threaded together to address three major aspects of adolescent literacy:

- Loss of desire and excitement around reading which is particularly true for students from the middle grades through high school
- Lack of meaningful inquiry for students in and out of school
- Isolation of youth in their self-defined world

Promoting adolescent literacy requires the following:

- Providing success in complex reading, writing and inquiry (thereby solving the motivation problem, which most observers agree comes from continuing failure to succeed)
- Developing skills to process information about the world students actually live in (thereby providing the “experience”)


Addressing their personal needs in relation to the needs and concerns of others (thereby addressing egocentricity and isolation)

**Critical Literacy**

Critical literacy is defined in two ways: as necessary and as the ability to inquire, analyze, understand and respond constructively. There is no debate that literacy is a primary goal of schools and a primary function of U.S. society. What does not get discussed in schools is the social and cultural value of literacy. Students need to be *asked* why literacy is important, not just *told* that it is necessary. If we insist as educators that our students must be critical thinkers, let them be critical about the topic of literacy and how it is critical as a measurement tool in the country we live in. Let them discuss the social and economic impact it has on opportunities and schooling.

Allowing students to be critical about what they read, why they read, and why they need to know what we say they need to know, could go a long way to alleviating resistance and frustration to learning for teacher and student.

**Community Literacy**

The fundamental challenge of adolescents is to situate themselves in the world, not as unthinking copycats of adult behavior but as inquiring, autonomous people making choices and understanding the context in which they live their lives. They develop this understanding based on relationships with their friends, family, neighbors and community members and with the world as a whole. Consequently, in order to maximize their effectiveness in the classroom, school, home, community and nation, they must know and want to learn more about one another and how to become critical thinkers. One way to do this is to provide more meaningful real-world experiences in the classroom and establish critical literacy through community. Our suggestion: Read the newspaper, which provides real-world learning.

Literacy is the responsibility of every community that learners are involved in. This means at the very least, the school community, family/caregivers, friends/classmates, neighborhood and national community including our politicians and advocates. All these communities and the individuals that make up these communities have an impact on the concept and content of literacy.

To illustrate the many resources that various communities have, we have included a mind map of additional resources (see Attachment Q). These resources, many of which are free, low-cost or widely accessible, can help address almost every conceivable school, student situation and access, and financial consideration. While the Internet is a vast source of information, we are aware that not every school or student has access to it. The places on the map show what an incredible diversity of options we have at our disposal including the Internet. The more students are exposed to those options, the more skills they can develop at a very grounded level. Tap these resources whenever you can.

**Cultural Literacy**

If you have ever watched the television show “Who Wants To Be a Millionaire,” or if you have seen the antics of Bugs Bunny and Elmer Fudd, you already have an idea of what cultural literacy is about. We have established that literacy is more than just “words,” that it also evolves from a community of teachers and learners. Literacy is also culturally bound. Cultural literacy is imbedded in the information we teach in schools as deemed worthy to teach and becomes part of the “norm” of knowledge. This is information that highlights the events, people, places and things that are determined to be necessary to know or be familiar with in order to be perceived as smart or “well read.”
To illustrate the idea of cultural literacy, let’s again turn to the example of the television game show “Who Wants To Be a Millionaire.” The questions posed are usually about information that is general “common” knowledge and some trivia. Think about if a contestant were asked about the moral of one of Aesop’s Fables. Now imagine if that same contestant were asked about Anansi, the Spider. Depending on what that person has been exposed to, either one of these questions would be a challenge or neither would get in the way of the million-dollar quest. Exposure is the only way a person is going to understand what is being indicated. What can happen in the classroom is that not understanding particular cultural references can be taken as general ignorance. These references are often unexamined as part of a particular cultural norm. This “norm” is learned. Schools usually share Aesop’s Fables and not stories of Anansi. We must not mistake unfamiliarity with illiteracy.

Here is another example of how this hits the perception of student ability. We know of a story of a Korean student who had been in the United States for two years. His only struggle was gaining confidence in his ability to express himself in English. Given a few moments, he was able to think in English and get a good flow going. Part of his learning materials was an SAT preparatory book. At one point he was given the assignment to write a response to the practice essay test question that started with the phrase “every cloud has a silver lining.” Needless to say, no bells went off for him (another one of those phrases in which meaning is taken for granted). He had no idea what that phrase meant. It didn’t matter that he knew the meaning of each word individually, the phrase simply did not make sense. Had this been on the actual test he was taking, his lack of response might have been attributed to some type of literacy incompetence, which would have been far from the reality of his situation.

This is not a debate on the relevancy and content of cultural literacy. The simple fact is that it does exist and adds to the many layers of literacy. Consequently, one of the reasons we have integrated multicultural educational practices into this guide is so that we begin with the stories and information our students already have to share. Cultural literacy is about two things: acknowledging the important cultural references of other cultures and also recognizing that within the U.S. culture, we use and borrow meanings that may only make sense to us. We have become so familiar with them that we do not remember how we know, we just know. Ultimately, for our students’ sake, we must be careful about the assumptions we have arrived at about their cultures and what they understand as their cultural norms.

**Multicultural Education, the Newspaper and the Lessons**

Since the 1980s, there has been a growing body of work focusing on the pedagogy and curriculum instruction of multicultural education. While not an entirely new concept in education, there has been an increased reaction to the reality that the educational system and practices in the United States are failing teachers and students. We often use or hear the phrase that the world is becoming increasingly multicultural or that we now live in a more pluralistic society. The concept of the melting pot has gradually been disproved as assimilation has come against resistance to conform. The truth is that the world has always been a dynamic mosaic of cultures and experiences, and now we are seeing that mosaic reflected more distinctly in schools.

In its simplest definition, multicultural education is aimed at providing basic, fundamental and equitable education for ALL learners, not “regardless of” their backgrounds, abilities and economic conditions but in “conjunction with” their lived realities. Additionally, educational practices and the school environment must also develop a critical consciousness by involving political, social, economic and historical perspectives other than that of the mainstream. We do not directly take on all these levels in this guide. However, we do provide activities that involve some form of cultural exploration. We live in a world of cultural treasures—school, community, global, ethnic/racial, etc. Newspapers report, respond, reflect and lead to the multiple treasures of culture and the map to direct our exploration.
There is no question that “doing” multicultural education is challenging, subject to growth spurts and plateaus, and is a constantly evolving process. In its most desired form it is an ongoing process and a constant state of consciousness. It can be draining as well as energizing work. Perhaps most importantly, it can be an effective process that can enhance, engage and enrich your students' learning experiences. Try it out and let us know what you think.

For purposes of this guide and its relevance to literacy there are four components from multicultural education that drive the content of the activities:

**Context:** By using the relationship themes of self and self, self and peers, self and family, self and community, and self and world we address the issue of context. Context simply means teaching from a point of interest in the lives of students that will encourage and motivate their desire to continue participating in the learning process.

**Multisensory:** By utilizing Howard Gardner’s multiple intelligences (now nine in number) and offering activities that respond to a variety of learning and teaching styles, we are able to suggest other access doors through which to promote literacy—within the classroom, at school and at home.

**Interdisciplinary:** Literacy is the charge of all subject disciplines. Consequently, we have gone one step further to suggest the connection each activity has to the various disciplines across the curriculum.

**Dialogic:** Many of the activities we have provided feature open-ended discussion and thinking. We firmly believe that students must take ownership of their own learning. They must talk with you and one another about what they are learning. We also know that we do not often give adolescents opportunities to express themselves; as a result, the communication that is integral to their overall learning and inquiry is inhibited. We size up our leaders and politicians mostly on the grounds of how they present themselves and the content of their knowledge, not primarily on their test scores. We owe our children the opportunity to express themselves with our guidance in ways that lead to constructive and productive outcomes. Effective communication requires a great deal of practice, as do the lessons in this guide.

Empowering adolescents requires that their learning be couched in a meaningful context, situated in their lives, interdisciplinary and dialogic. Marrying literacy, the multicultural concept of context and the newspaper will concretely support the goals of Newspaper In Education Week, the mission of the International Reading Association and the National Council of Social Studies. As students explore the newspaper, they will discover the treasures that it and the community hold toward improving reading and literacy.
Core Activity 1: Who Am I?

Focus
Students will explore how they characterize themselves, first using nouns and adjectives they find in the newspaper, then expanding that list to include other nouns and adjectives.

Attachments
Reading Instruction (B), Divergent/Convergent Thinking (J), Interview (K)

Materials
Newspaper, Mind Map Starter Sheet, paper and pen or pencil, highlighter or scissors, and scotch tape.

NOTE: after a step means allow 20 minutes for this activity.

Step 1—Discuss with the students how we talk and think about another person—using positive and negative terms. Have the students find an article about someone in the newspaper and have them characterize that person, making a list of words they think describe that person based on the story or what else they might know about the person.

Step 2—Ask the students to give you some of the words they have come up with. As they do so, put them on the board according to whether they are nouns or adjectives, but don’t tell the students how you are organizing the list. See if they can tell you the difference between the two, after you have at least five or six words on each side. Then discuss the difference between nouns and adjectives.

Step 3—Now go to the Mind Map Starter Sheet. Have the students write their names in the middle of two starter sheets. Have them go through the paper again, this time looking for nouns and adjectives that describe them. They can use a highlighter or cut out the names or just circle them. Have them write or tape the words onto their mind maps.

Step 4—Once they have two or three words each, have them finish their map by adding other words they think apply. We suggest you make a “rule” of having them write only positive words about themselves. (If a student has trouble with this, tell him to think of a time when he did something nice for someone and describe himself in the third person.)
Step 5—Now have them return to the paper and see if they can find some people who might share some of the same nouns and adjectives. The students should notice how nouns are digital (you either are the noun or not) and therefore limiting; adjectives are analog (you might have more or less of a characteristic than someone else) and therefore wider ranging. You might share the same adjectives with a person who has few or no nouns in common with you. You might be a Latina female—not a golfer—and still be “excellent” like Tiger Woods.

Evaluation

Have students read an article about a person in the news. Have them circle the nouns and adjectives and place them in their respective categories.

Multiple Intelligence Activities for Core Activity 1

Linguistic

- Have the students imagine their wildest dream has come true. Have them write a newspaper article reporting on their achievement. Have them find a similar article in the newspaper to use as a model.
- Have the students imagine that they live to be 110 years old. When would their obituary be published? What would they like it to say? Have them find an obituary of someone older than 60 to use as a model.

Mathematical

- Use the mind map information to create a table showing the most to the least used nouns and adjectives from all the people in this group. Rank the items from most to least. Calculate each item as a percent of the whole.
- Using the sports section and one other section of the newspaper, make a list of all the people mentioned by name and the adjectives used to describe them. Divide these adjectives into “positive” and “negative.” In which section would you expect to see more positive adjectives? Were there more positive adjectives in that section?

Spatial

- Take your top four positive characteristics and develop a personal coat of arms. Use pictures to illustrate the words.
- Design a newspaper “front page” using the mind maps from your group. Be sure to use your newspaper’s front page as a model so that you vary size and kind of type and situate pictures appropriately.

Musical

- Using a drum and at least one instrument (perhaps the human voice) that plays notes, develop “songs” to illustrate the characteristics of people in your group. Choose tempos that match the people’s own tempos. Ask your class to listen to your songs and see if they can identify the people. If you only have a couple of people, get some additional people’s mind maps to use.
- Put your descriptions of yourself into a rhythm and rhyme sequence. Write “headlines” for your description of yourself.
Kinesthetic

- Create a dance for each adjective on your list. Be sure to show a variation in how that adjective is expressed and where you think you are on that scale of variation.
- Imagine that you are a dog or cat or horse or some other animal that has all the positive characteristics you put on your list. Act out a scene in which you are that animal. Have your classmates guess what animal and what characteristics you are illustrating.

Interpersonal

- This activity takes three people where one interviews another. A third person takes notes about the answers. The person who conducted the interview then writes a paragraph about what s/he had learned and the person taking notes checks to see if the quotations are accurate. See if you all agree on what was actually said. Switch places until each one of you has had a chance to play each role.
- Get a group of six or more together in a circle. As you call out a positive characteristic on your mind map, you take two steps forward. If anyone else had one of the other characteristics, they also step forward. Everyone calls out his or her characteristics, so everyone gets to step forward.

Intrapersonal

- Identify some nouns and adjectives you would like to have on your list. Find those nouns and adjectives in the newspaper and circle. Who are the people that are being described?
- What other types of words or phrases besides nouns or adjectives are used to describe people (e.g., adverbs, metaphors and similes)? Find out what they are and write at least three sentences using them to describe other aspects of yourself (or use a mind map). Now take all the information you have gathered and write a paragraph describing how you see yourself.

Naturalist

- Take each characteristic on your list and make a list of the following that share that characteristic: a plant, a flower, an animal, a car.
- Who in your class is most like the following: a rose, a cat, a gurgling mountain stream, an ocean, a wispy cloud? Pick something like this for each person in your class. Go to a person you really like and find out if they like what you picked for them.

Existentialist

- What is the most important noun describing you? Why do you think this noun is most important? What would have to be different in your life in order for that noun not to be important?
- The answer to who you are changes over time. Which of the items on your mind map do you think might change over time? Write a paragraph about why you might change and whether you think that is a good thing.
Taking It Home

Make a list of three positive adjectives describing each member of your family. After dinner, have the group gather around the table and see if they can guess who belongs to each set of three attributes. Ask your parents or guardians to separately make a list of three positive adjectives about you. Have them write them on a sheet of paper with your name underneath. Take them to school and give them to your teacher without looking at them.

(Note to the Teacher: Once the students bring their lists back, check them to make sure their adjectives are positive, and then pick one set for each student. Read them out loud in class the next day and ask the students to guess which person is being talked about. If students come without one, you make up a set for them, so no one is left out. No one loses with this game, since if someone guesses the wrong person, it only means you think those positive traits belong to that person.)

Older Students

Imagine you are 10 years older. How will your mind maps change from now? Write a short article about yourself as if some accomplishment of yours is newsworthy. Did you get a promotion, write something, invent something or make a million dollars? Use your new mind map words in your article.

Younger Students

Go to the comics. Pick a comic strip character you like. Make a mind map of adjectives and a mind map of nouns for that character. Is that character a lot like you or not much like you? Highlight the things you like best about the character.

Reading Notes

If your students need decoding help, spend time making sure they understand the words and can use them in writing.

In the student’s process, decoding comes before strategic reading. If your students are generally reading below sixth-grade level, you will be better off modeling how to do this core activity. You might start with a comic, because you can see faces and interactions, then do a sports article. Then do a news article. The students will then be able to find their way through the activity. If you do this, go from your demonstration to having them describe themselves. You could then have them do the core activity at home, bringing in a mind map of the person they read about.

Decoding

The actual act of writing the nouns and adjectives on the board can be the beginning of the decoding activity for this lesson.

First, have them write the words in their notes as you write on the board. Then, make sure they know the meaning of the words by having them come up with a synonym or an antonym. You may want to send them to the thesaurus for help with this. You may also want to have them write sentences using the word. The sentence should be written so that if a younger child were reading the word for the first time, s/he
would be able to tell what it meant. For example, you might pick up the word “tireless” from the sports page. A synonym might be “persistent.” An antonym might be “weak” or “easily tired.” A sentence to help a younger child might be, “Michael Jordan was tireless in his commitment to practice; he was often the first to arrive and the last to leave and the hardest worker while he was there.” For words that seem to cause trouble, have them create personal flash cards and use them throughout the day.

Even if you decide this level of decoding is unnecessary for your group, you may want to develop vocabulary lists from each activity. Some of the activities in the student guide can be used to build and expand vocabulary, a very important activity in grades 6 through 12. Deconstructing words into “root” words can be very helpful in the decoding process.

Strategic Reading

This first lesson lets them choose their own story. Some may go to the comics; others will go to sports or news. If you get some of both, you may want to refer to Attachment H, “Interpreting Communications,” to talk about how we use visual cues to construct meaning and how that makes reading tougher than just listening.

You may also want to refer to Attachment I, Fact vs. Interpretation, since the students will be describing a person based on what they read. When they give you a description, you can ask how they arrived at that conclusion, and take them back to the actual words in the paper. Attachment J, Thinking, may also be helpful to you.

All of the above activities are “strategic” activities, requiring the students to make conclusions based on evidence. Helping them “walk through” how they made those conclusions will build their “strategic” muscle. Take them back to the tact whenever possible so they learn to track their own thinking process.
Core Activity 2: Cultural Identity

Background Information

Cultural identity is a big part of who we are as individuals. Although some of us are more aware than others of who we are ethnically and culturally, this identity is a part of who we all are and how others see us. Acknowledging and understanding our cultural identities are at the very essence of understanding ourselves and understanding others. From there, we can share and hear each other’s stories and relate not only to the stereotypes and discrimination but also to the individual struggles, joys and shared realities.

Focus

- Students will create graphs of cultures represented in their classroom while exploring their own identities and the impact culture has on who they are.
- Students will create a demographic graph of cultural groups mentioned in the newspaper.

Attachments

Cultural Identity (E); Critical Thinking (J); Dialog (L)

Materials

All sections of the newspaper, Cultural Identity (CI) Starter Sheet; Data Collector Worksheet (optional); Culture Impact Worksheet, copier machine

NOTE: 🕒 after a step means allow 20 minutes for this activity.

Step 1—Have students note the different cultures and nationalities that are represented or reported on in the newspaper (use Data Collector Worksheet). Name the culture or nationality and the section where it was found it in the newspaper. Make sure to make a distinction between local/community references and national and international.

Step 2—Fill out the Cultural Identity Starter Sheet.

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Step 3—Using the Culture Impact Worksheet, choose three aspects of culture that you feel are most important to you or have the most impact on your ethnic/cultural identity. (Add items from the initial list on the CI Starter Sheet.) Ask students to think about the following questions: How do these values affect your identity? How does culture impact your life? Just because you were born within a particular culture, does it mean you identify with it? It is quite possible to experience cultures within cultures? How and when?

Step 4—Divide class into groups of three. Have students share their feelings and observations with their classmates. Make sure everyone gets a chance to share. Students should listen for: What aspects did you have in common? What was different? How comfortable are you in sharing aspects of your cultural identity with your peers? With your teacher? Do you deliberately pick “safe” (as you define it) items like food rather than perhaps religion? Why and what impact did you think revealing “unsafe” aspects would have on your “image”?

Step 5—Gather the information from the Cultural Data Collector Worksheet and the Cultural Impact Worksheet. Divide students into two groups. One group will handle all the data gathered from their classmates about the observations of the different cultural groups found in their newspaper. They must name and categorize each cultural group and create a graph interpreting the data. The other group will gather their classmates’ data of the cultural groups and categorize and graph the data representing the cultural demographics shared in the class. [You can allow natural leadership to emerge between the two groups or assign members of the group specific tasks. Each group will need counter, individuals to track the number of each cultural group, graph designers, etc.]

Evaluation

Students create two graphs or charts: one that represents the cultural demographics within their classroom, the other a sample of who, culturally and nationally, the newspaper covers. They must discuss their findings. They might also, write about what interesting information they may have discovered about themselves, about their classmate(s), and/or about their newspaper’s coverage of various ethnic and/or cultural groups.

Multiple Intelligence Approaches to Core Activity 2

Linguistic

- Find books and magazines featuring stories about your culture in your school library or local library and produce a bibliography for your teacher and classmates. Choose at least one of the books or magazines. Write a review as to what the content was about and how you think the book or magazine reflected your experiences.
- Share an activity with an interpersonal group.

Logical/Mathematical

- Review the newspaper. Do you notice any pattern as to when and how sections, articles, advertisements, comics, etc. feature any discussions on “culture”? Predict the odds during one week that an article on a particular culture will occur. What type of information would you need to make such a prediction?
Intrapersonal

- Ask all your teachers from each subject area for resources and information each might have related to your cultural group. Organize a list of resources (which can be articles, books, people in the school or community, etc.) in the school by subject area and distribute it to the class. (The teacher will need to photocopy your research.) Also, identify local newspapers that feature information about your cultural group. Look for features or special sections.

- After learning about all the richness of cultures shared by yourself and your classmates, choose a culture you would like to learn more about and state at least one reason why. What are the ways you would go about finding additional information? Are there sections in the newspaper that can lead you to different events or happenings that would help your inquiry? List the ways you would approach this and the questions you would ask in order to learn more. From what you know from your own experiences, what sort of similarities and differences did you learn about in reflection to your own cultural identity?

Naturalist

- Explore stories of your culture that feature nature or animals. (These stories are often misnamed myths or folklore.) Use the newspaper and look up local storytelling events happening in your community that you might attend, or look up book reviews that may be a special feature of your local newspaper.

- Determine what flower and bird represent the state you live in and the country you claim your ethnic identity. Would you pick a different animal or part of nature for either place? If so, what would it be and why?

Existentialist

- Take a map and place pins in the countries of origins as represented by the members of your class as revealed from the class graph. Connect the pinpoints with yarn or string.

- Pick one of the Seven Wonders of the World or a cultural icon such as a building or a monument and write an editorial piece on its cultural significance. If you learned any new information, include how it has affected your perspective on your identity.

Extension Activities for Core Activity 2

Taking It Home

Have students interview a member of their community about their country or their ancestors’ country of origin. The story could include elements of an original culture, which is still a part of present day. They may also include what has changed culturally as a result of immigrating to the United States. For those students who have indigenous ancestry and know their story, they might interview a family or community member about the effects that immigration had on them as indigenous people. (See attached “Impact of Culture on Identity Sheet” which has a list of elements that a culture can experience change.)
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This activity is designed to explore how the newspaper covers different aspects of culture or cultures. This can be a learning tool towards what gets covered in the newspaper as well as what and who is not reflected in the newspaper.

- Students will be given the opportunity to explore their cultural identities reflected in the newspaper.
- Using the newspaper, all students will have the opportunity to create a visual display of their cultural identities.

**Materials**

- All sections of the newspaper, Cultural Identity Starter Sheet, scissors, glue or scotch tape, different colored paper.

**Step 1**—Scan newspaper for headlines, ads, pictures, comics and/or articles; cut out and collect elements that reflect or represent aspects of your cultural identity. (Collection may include people, events or places in the news.)

**Step 2**—Students should organize their clippings into a collage, a photo essay or a mini-poster. They must integrate words and/or sentences from the previous activity (or their journal, if they keep one) to highlight or allude to why they picked that particular newspaper clipping and its relationship to his or her culture.
Cultural Identity Starter Sheet

1. When I see or hear the word “culture” I think about:

2. When I see or hear the word “culture” I would draw:

3. What sounds, rhythms or music do you think of when you think of culture?

4. Where do we get information about culture? (Name at least three places.)

5. I identify myself as being a part of the following groups (name all the groups you see yourself belonging to; order is not important):

6. I would identify myself as belonging to the following ethnic or cultural group(s). Why?
Impact of Culture on Personal Identity

Choose three aspects of culture from below you feel are most important to you or have the most impact on your ethnic/cultural identity:

- Language
- Communication (verbal/nonverbal)
- Food
- Country of origin
- Emphasis on sports
- Clothes
- Gender
- Money (economic status)
- Expression of emotions
- Emphasis on nature
- Emphasis on family relationships
- Age
- Importance of school/education
- Religion/spirituality
- Politics

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Background Information

We often associate adolescents with being consumed about image in one way or another—what they look like; are they in the in- or out-group; what kind of reputation do they have, etc. Adults are not far removed from such critical inquiry themselves. In fact, as adults we often have an “image” of the students we deal with on a day-to-day basis. Presumption of attitude and academic success can and has been based on the type of images we have of our students.

On one basic level this activity seeks only to address the multiple dimensions of the word “image,” such as: literally meaning a picture; a choice we make for ourselves about how we want others to see us; what another person or other people dictate for us; and to “size up” who people are based on what they look like or how they behave.

On another level this activity could easily be the beginning discussion of much larger issues around image. These issues would include but are not exclusive to: the power of peer pressure; the power of symbols in society; “adultism,” which is about conflicts between young people and older people; assumptions, biases, prejudice and racism; racial and gender profiling; sexism and homophobia; “ableism”; and other forms of oppression fueled by stereotyping.

Focus

- Students will talk about different definitions of “image” as a concept, as socially and culturally constructed, and literally.
- Students will also work with metaphors and descriptive words.

Attachments

Critical Thinking (J); Dialog (L); Definitions of Image (P); Fact vs. Interpretation (I); Understanding Responsibility (M)

Materials

All sections of the newspaper—pre-cutout pictures of people who illustrate a variety of images as well as evoke an emotional response. Look for pictures of young people as well as adults.

NOTE: 🕒 after a step means allow 20 minutes for this activity.
Step 1—Have the students go through the newspaper and first cut out pictures that grab them, speak to them or catch their eye. Then direct them to look at the writing, in particular, using headlines for pictures that are created with words.

Step 2—Have the students write down all the words they can think of that relate to image—however s/he perceives the word’s meaning. For example, responses may include “picture,” “being cool,” “figure,” etc.

Step 3—Open up the discussion to the entire class and evaluate what other words are generated. (You or your students should continue keeping a running list of the words mentioned.)

Step 4—Talk about some of the places where we see images or get ideas about images (for example, in entertainment media—the Internet, videos, books, sports, music, film, TV; at home; the newspaper; at school; friends and family including parents/guardians and other adults).

Step 5—Distribute your pre-cutout pictures, two pictures per group of four students. The students should brainstorm/discuss the image types that each person projects. What does hairstyle say about them, their clothes, their overall style, do they have money, or not? What other ways do we decode image? What are ways in which we (can) alter our image (i.e., physically, behaviorally, associations)? What are some aspects of image that adults may be concerned about that a young person may not be and vice versa?

Step 6—Conduct a specific conversation concerning the question: Do issues around image affect friendships? If so, how? If not, why not? How do these assumptions play themselves out by gender, physical ability, race or sex? (For younger students you could ask: Why do we tease people who have a certain image. Who gets teased and why? Is teasing ever okay?]

Step 7—Discuss definitions and concepts of image (see Attachment P).

Step 8—Have students take the remaining minutes to write about what they think is one of the most powerful and influential aspects about image and provide three reasons why they believe it to be so.

Evaluation
Students engage in discussion, verbal and/or written, on examining the process of how we “see” things. Students generate individually or as a class, a list of synonyms associated with the word image and its multiple meanings. (Students may be encouraged to use a thesaurus.)

Multiple Intelligence Approaches for Core Activity 3

Linguistic
- From the class synonym list, develop cards for a game like Password or Pictionary.
- As you are watching the news on TV, note in your journal some key images that stick in your mind. Get the day’s paper and/or the next day’s paper and see if you can find those images in the
newspaper. How were they reported and how do they compare to what you remember from the TV newscast?

**Logical/Mathematical**
- Is it logical that people make assumptions based on appearances? When does it make sense to assume something about a person or situation, or is it ever an appropriate response? Give examples to support your theory.
- Which section of the newspaper is mostly made up of pictures? Do you notice a pattern in the design and format of a newspaper? Choose a section. On a piece of paper, roughly draw and label the contents and/or headings. Would you design the page differently? If so, how and why? Why not?

**Spatial**
- Create a photo essay using pictures of your friends and the activities you share.
- Take a good look at your friends/classmates (use at least one, no more than four). Note what they wear (color, style, how an item is worn, etc.) over a given week. Also, note what you are wearing as well. Be aware of anyone who wears makeup or jewelry, or has any body piercings, tattoos or variety of hair colors. Sort out what style everyone has in common. What are some of the differences? Create an image with the parts of you and your friend(s) that are different.

**Kinesthetic**
- Using the words associated with an image (from Step 1 using synonyms), act out what you would do using your body to project that image. Are some words harder to act out than others? If so, why do you think that is?
- Check out the sports page. Can you find male and female athletes mentioned? What sports are they playing? What is the image that people have about athletes? Are those images the same for male and female athletes? How is the image of a male athlete different from a female athlete? Are these images reflected in the newspaper’s coverage of male and female athletes?

**Music**
- Close your eyes and listen to a cut of one of your favorite music pieces. Listen again, and this time write down what sorts of images comes into your mind as you are listening. If the music you selected had lyrics, now choose another piece of music that has no words, perhaps just instruments or harmonies, and write down those images as before. How did the words affect your mental images? How did the music with just the music convey different images? In other words, what instruments, tone, tempo, accents, etc. produced what type of mental picture?
- What icons can you find in the newspaper that indicates that music is somehow involved? What are they and in what section did you find them?

**Interpersonal**
- Name a time that you experienced conflict because of some aspect of your image. What was it, what or who caused it, how did you feel about it, and how was it resolved (if at all)? Was this the best possible resolution? (Or what resolution would you suggest?)
- Poll your friends to learn what part of the newspaper they like best and why? Did they pick your favorites or were you surprised?
Intrapersonal

- Identify a part of your image you are proud of that your friends, classmates or family members do not like. What will happen if you change or don’t change?
- Pick one aspect of yourself that you would like to improve. Draft a plan with a goal and the steps as to how you will make that happen.

Naturalist

- Images in nature are often used to explain situations in the human world. For instance, we say, people fight like “cats and dogs.” Can you name other instances in which this is the case? Review your local newspaper to get some ideas.
- What type of images do certain animals project or symbolize. Pick an animal that represents you. Now do the same for a friend, classmate or teacher. How do the animals compare in personality?

Existentialist

- In one column make a list of the positive characteristics of one of the leaders in your class. (List at least three but no more than nine.) Now read the newspaper and find individuals in leadership positions. Now, in the next column list three to nine leadership characteristics of the person in the newspaper. How do they match up? What items were the same, which were different? What does it mean if they match or not?
- Pick five things in the newspaper now that you think will still be fashionable 10 years from now. Are these things what you and your friends feel are en vogue? Look at advertisements or even the sports section. You can even include attitudes that are present today that you think might still be around. Write down the names of these items and explain why they will survive the 10 years.

Extension Activities for Core Activity 3

Taking It Home

Read an article in the newspaper. Watch the news on television. (If there is no TV at home or the student is not allowed to watch TV, listen to a news station on the radio.) Compare and contrast the stories. How did the newspaper create an image of the situation? (What language did the reporter use?) How did it differ from the television reporter’s version? Other factors influencing image may include sound.

Younger

Write about an image in the newspaper that made you sad and one that made you happy or excited.

Older

Take home with you a copy of the pictures you saw in class, or take a different newspaper article and cut out one or two pictures of young people. (Save this article.) What do members of your family think of the person or people they see in the pictures? How do their responses compare with your classmates’ responses?
Core Activity 4: A Piece of the Story

Background Information

Often we are thrown images from the media as a way not only to report news and happenings but also to solicit an emotional response. It also happens that because of bias certain pictures can be misinterpreted or have more than one interpretation. How pictures are taken as well as what pictures are taken of news events and people also affect how we “see” them literally and figuratively.

Focus

- Using comparison and sequencing of words and events, students will construct meaning from a part of a picture or advertisement found in the newspaper.

Attachment

Fact vs. Interpretation (I); Divergent and Deductive Thinking (J); Image (P)

Materials

A part of a picture or entire picture, which can be of a serious scene (e.g., accident) or happy occasion (keep the accompanying article); a movie advertisement with critic’s comments plastered all over it (clip an accompanying review of the movie that gives an indication of what the movie may be about); and Piecing It Together Worksheet.

NOTE: after a step means allow 20 minutes for this activity.

Step 1—Distribute the article(s), picture(s) and advertisement(s) to groups of three students. Give students some time to think about the Five W’s—who, what, when, where, why—and how in relationship to what they think may be happening. Have them note what clues there are using to put the content together. Those that have a piece of a picture can draw or describe the remaining portion.

Step 2—After students write down the whole story, the rest of the story or the rest of the picture they should report it to the class.

Step 3—Now give them the piece as it was written or pictured in its entirety. Have them determine the Five W’s and how as they did in Step 1. In the chart provided have them write down what elements and clues they had as part of the story. In the other column write down what was actually reflected in the full story/picture. How was their version similar or different?
Step 4—Lead a discussion about how words and images can be deceiving or misleading? How can they represent more than one meaning? Were they surprised at their findings?

Step 5—Can they relate to a time in their lives when they reacted before they had the “full” story? Or a time when they were misunderstood because of some assumptions their friends or classmates made about them? Don’t these assumptions come up when they belong to particular groups, or clubs, or participate in certain activities like sports?

Evaluation

Students identify what visual and word clues they used to determine the rest of the story or construct the rest of the picture.

Students work with the concepts of bias and assumptions and identify how their relationships with their peers are affected.

Multiple Intelligence Activities for Core Activity 4

Linguistic

- Rewrite one of the stories from the perspective of someone else mentioned in the article. How would s/he have seen things or explained what happened?
- Working with the Kinesthestic group, choose an article to read out loud while the Kinestethic group acts out the scene. Try rewriting the article in iambic pentameter, Shakespeare’s preferred rhythm.

Logical/Mathematical

- Take one section of the newspaper and find all the numbers. Is there a pattern to the numbers? What do the numbers represent? Does it depend on the section of the newspaper? If so, what “type” of numbers go with each section? Which section(s) do you think will have the most numbers? (Don’t forget about the circulars!)
- Looking through the newspaper, when are numbers large or small? What is the logic in having numbers of various sizes?

Spatial

- Using a picture from the newspaper, cut out the part of the image that you think would most impact how a person would interpret the scene. In other words, what part of the image has the most impact on what might actually be going on in the scene. You can also read the accompanying article to determine what is supposed to be going on.
- Working with the Interpersonal group, take pictures of the four different scenes and figure out what emotions they were trying to convey. Assess which of your pictures is closest to their intention.

Music

- Create a rhythm that is designed to repeat itself. After starting the pattern and going through it twice, see if your classmates can determine what comes next in the sequence.
Provide the music for the scene that the Kinesthetic, Linguistic and Interpersonal groups are working on.

**Kinesthetic**
- Working in teams and without speaking, have one individual strike a pose. Then have the next person join in response to the initial pose and so on using all members of the team until you have a complete story. Your classmates and teacher(s) can guess what the whole story is about, and then you can each reveal what part of the story your pose represented.
- Recreate a scene in the newspaper or an advertisement for a movie in the entertainment section. You will work with the Linguistic and/or the Interpersonal groups.

**Interpersonal**
- Working with the Spatial group in teams of four, pick four different emotions. Write down what emotions you will project. Using the same people, standing in the same place without moving your feet or wheels but using all other parts of your body (no sounds) express the four different emotions while the spatial group takes your pictures. After the Spatial group guesses what you were doing, let them know if they were right or not.
- Working with the Kinesthetic and Linguistic groups, you will pick an individual mentioned in the article who does not have any quotes listed and determine what might that person’s point of view may be. Create the dialog or the response and work with the Linguistic group to see where it would be appropriate for you to speak your part. If you have decided to use a movie ad, choose one of the lesser-featured characters.

**Intrapersonal**
- Create a coat of arms for yourself with three images that represent values. Are these images in the newspaper?
- If you could be any section of the newspaper, which one would it be and why?

**Naturalist**
- Using the newspaper, pick a scene that has nature in the background. How does the background affect the meaning of the picture? Does it add to the picture or does it matter? Try to find a picture where the background is important to the meaning of the whole picture.
- Of all the parts of your house or neighborhood where there is some nature around, describe the place where you would feel most at home. Would you invite a friend to this place? What is most comforting about it?

**Existentialist**
- Say why you think that pictures and words bring out certain emotions or reactions from people. Or take the saying, “a picture is worth a thousand words.” Why is that so?
- Consider a literature or comic book you have read which you have also seen as a movie. Describe the differences in the impact that each had on you. Was the book more or less powerful? Did the characters look the same in motion as you had pictured them?
Taking It Home

Take home one of the pictures or movie reviews you viewed in class. Ask one of your siblings, parents or guardians what s/he thinks is happening in the picture. How different was his or her interpretation from yours? Was it similar? Let them know what was actually happening in the picture based on the article or review that you read.

Younger

Take your favorite musician, film or sports star and describe what your favorite image is of that person and why.

Older

Observe four people in your school that you do not know. Based on how they are each dressed, guess what kind(s) of music they like. Write a brief description of what they are wearing, and indicate the music you feel that they might listen to, marking it down as “assumed” music of choice. Then tell them you are doing a survey for class and ask them what music they like. Include what they like on your survey by marking it down as “actual” music of choice. Calculate your success average.
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Core Activity 5: Fun With the Family

Background Information

While this activity in itself is straightforward, it is still important to have a dialog with students about the meaning of family. Oftentimes we might assume that most people experience family in much the same way as others do. Because individuals are from a particular background, we assume we know something about them and their family dynamics. Regardless, to ensure that the teacher and the students are comfortable in expressing themselves, we recognize it is important to at least acknowledge the various ways that families might be represented in the classroom. This is to hopefully minimize students’ disinterest or disassociation by leaving them out from the beginning or embarrassing them with regard to family issues. It may happen, for instance, that a student chooses to use his or her “gang” family to complete the following activity. Allowing this to happen does not mean that gang activity is condoned; on the contrary, it will provide a better place to discuss the issues affecting a student’s participation in school.

Focus

- Students will identify, read and write about entertainment activities shared by themselves and their family members.

Attachments

How to write a newspaper article (C and D); Dialog (L)

Materials

Newspaper sections—Entertainment, Local Events and Sports

NOTE: 🔴 after a step means allow 20 minutes for this activity.

Step 1—First, discuss what makes a family. Discuss different types of families. For example, one-parent, two-parent, guardian relative, foster home, adoption, etc. Second, address the assumptions that people make about families. What is defined as a typical family? Does it vary from culture to culture? Do all families live in houses? Are there homeless families? Do all families get along? Write these assumptions on the board. Are the assumptions accurate as far as each student is concerned? (Students do not necessarily have to explain how their situation is different but can at least acknowledge that it is.)

Step 2—Using the newspaper, have students find activities that each member of their family would enjoy. For example, going to the movies, traveling, watching a favorite TV show, hunting, fishing, swimming,
skiing or being spectators at sporting events. They can use an activity both reported on in the paper or
upcoming advertised events. They should take each member of their family and find three activities that
they each like to do. (You could have them use a Venn diagram.)

Step 3—Have students pick for themselves three things they have never done and would like to try.

Step 4—Have students think of a story where they have been told something about a family
member—not one currently living with them (perhaps a grandparent, an aunt or uncle, or a great-
grandparent). The students will then find and list three things in the paper that they think this family
member would like to do.

Step 5—The students then write a newspaper article as if they were the person actually doing one of those
activities. It might be an action report if they like traveling, or a movie review if they like to go to the
movies. If they have chosen someone from another time, tell them to be prepared to say why they think
that person would like the activity if it did not exist in their time.

Evaluation

Students demonstrate their skills by completing the newspaper article about their family member.

Multiple Intelligence Activities for Core Activity 5

Interpersonal

□ Using the information you gathered earlier, find an activity that all members of your family would
enjoy doing together. If there is no one thing everyone would enjoy, figure out how to put together a
family outing that had something everyone would enjoy.

□ Write a short play in which all the members of your family are sitting together trying to plan an
outing. Be sure each one expresses what s/he likes to do and tries to “sell” the rest on that activity at
some point.

Linguistic

□ Write a scene in which you and the family member least like you visit a foreign country together. Be
sure to include interactions with the other culture. You may have to do some research to find out
about the other place.

□ Look at the restaurant reviews in the paper. Now think of a restaurant you sometimes visit with your
family (yes, McDonald’s counts). If you never go to a restaurant, imagine that you and your parent or
guardian is eating at the school cafeteria. Write a review as if you were writing for the newspaper. Be
sure to include what your companion ate and how that person liked it.

Mathematical

□ You have been given $1,000 to spend on the three new activities you selected for yourself. Figure out
if this is enough or if you need more. Plan the budget for each one. If it is not enough, write a
proposal explaining why you need more.
In your group, have everyone make a mind map of activities s/he likes to do. Now, how many of those have you found mentioned, covered or advertised in the newspaper? What percentages of things would you like to do that are in the newspaper? What percentage of those things are offered at a discount or are provided at more than one price, with the different prices reported in the newspaper? Now, figure out the most you would spend for each of those activities and the least. How much money could you save if you did them all at the lowest price? Calculate the savings for one person, then determine what the difference would be if every member of your family went, too.

**Spatial**
- Map out travel directions to your family’s favorite place to go. Say how far away it is from your home and list three other places about the same distance from your home but in different directions. Draw a map showing how to get to each one of these places from your home.
- Find pictures of families in the newspaper. Place them on a map of the world according to where they live.

**Intrapersonal**
- Of the three “new” activities you have selected, which ones do you think other members of your family would enjoy? Why or why not?
- Make a list of ten fun things you would like to do in your life—imagine you will live to be at least 100, so you have plenty of time to do them. Which family member, if any, would you take on each of these excursions? Would you take anyone, or would your rather go it alone? Why or why not? Write the answers to this question in your journal.

**Kinesthetic**
- Make a list of all your senses. Which of your favorite activities require which senses? How many of your favorite activities are active rather than passive? Map out each of your favorite activities to a picture of your body, illustrating which senses are used.
- Consider each member of your family. What is each person’s strongest sense? What is their weakest? Is there any sense in which all members of your family are strong? Do the things you like to do relate to the strongest sense in any way?

**Musical**
- Go to some musical event with your family or listen to a favorite recording together. Write a commentary on the performance using the opinions of your family members. Now, find a review of that song or event in the newspaper and compare what you wrote with what the music critic wrote. Do you agree with that person or not?
- Ask parent(s) or guardian(s) for samples of music they listen to. Identify the kinds of music and find an event in the entertainment section of the newspaper that includes the kind of music they like. Ask them to take you and to tell you why they like it.

**Interpersonal**
- Have three classmates pose as if they were doing the new activities you have selected. Ask other classmates if they can guess what the activities are. Keep changing the pose until the other classmates guess correctly.
Conduct a family meeting. Have everyone in the family look through the newspaper for something they would like to do. Then, get the whole family to agree on a couple of activities to do as a group. Figure out how much money it will take and ways you will work to earn it together. Make sure how you make the money is fun—and legal, too.

**Naturalist**

- Look in the newspaper and learn how many outdoor activities or events are being held in your community. Find three activities that you would like to do and see if any of your family members would like to do it with you. If no one enjoys outdoor outings, have a friend go with you, then write a story about what you enjoyed and read it to your family.

- Using data from the newspaper over the past several years, figure out the best weekend in the spring to go on a camping trip. What kind of clothing would you pack for your area? Is any of it on sale in the newspaper right now?

**Existentialist**

- Ask all the members of your family if they could tell you two important things to know about life, what would they say. Don’t be afraid to ask the young kids too—you might be surprised.

- What do you have most in common with the other members of your family? What do you have least in common? Does it seem as if you belong in another family entirely? If so, what would your “new” family be like?

**Extension Activities for Core Activity 5**

**Taking It Home**

Take home the article you wrote about a family member and share it with your family. If there is someone still alive who knows the person written about, or if that person is still alive, read the article to him or her and see if you got it “right.”

**Older**

For older youth, have them take one of the activities they have never done but would like to do and learn more about it through books or the Internet. Then have them plan a trip, including budget, time and so on, taking at least one family member along. Have them write a newspaper article imagining how wonderful the event would be if they could actually do it. Tell them to imagine a perfect day, doing this new activity.

**Younger**

For younger youth, have them write a newspaper article about their most favorite activity to date. They should answer the Five W’s and How. Students should pair up and tell the story first before writing it.
Core Activity 6: Family Food Origins

Background Information

Food preparation and consumption are important activities in creating and maintaining relationships among people. At one time meals were the centerpiece of every family in good or bad times. Despite the advancements in food preparation, family meals still have a cultural base and/or a regional flavor. As a result of more and more families’ relocation to the United States, the accessibility of certain foods has become more apparent as people continue to prepare food as close to their cultural origins as possible. Some mainstreamed grocery stores even have an “ethnic” food section, which addresses the tastes of their customers.

There are three different ways that newspapers generally cover food topics. The Food section of the paper is devoted to a particular food preparation activity. Recipes and stories of individuals who provided the recipes are included in this section. Also, usually on the same day, the major grocery stores in town provide information about weekly specials. Sometimes these include local “ethnic” grocery stores and sometimes they do not. On a separate day from the ones mentioned above, the section may also contain restaurant reviews.

Focus

- Students will use the newspaper to go “shopping” at the grocery store while also learning about the local and global connections to regional and international cuisine.

Attachments

Cultural Identity (E); Dialog (L); Planning for a Goal (O)

Materials

Sunday newspaper advertisements and circulars; weekday food advertisements; Food Shopping Worksheet; Yellow Pages

NOTE: 🛒 after a step means allow 20 minutes for this activity.

Step 1—Have all the students write down their perfect “food day.” What would they eat, when and how much, and with which members of their families (includes adopted family, extended family, etc.—see Core Activity 5).
Step 2—Have students work in groups of three. Students should compare their food days, making a note if their day includes any special meals prepared with family recipes, how many are fast food meals, how many are prepackaged or microwaveable-type foods. Have each group list these on the board in three columns.

Step 3—In their groups students will use the newspaper to go shopping. They should look at all the ads and circulars and decide which two stores they will go to. They should figure the costs based on which stores have the lower prices (based on one item per ingredient). If they cannot find all the ingredients advertised, they should “guess” how much they will need and how much it will cost. Remind them to factor in the season of the year, because some foods are more costly at one season than another.

Step 4—Now compare results. Which meals were the most costly? What meals could be put together completely using the ads in the newspaper? Which ones could not be completed and why?

How many are aware of some neighborhood grocery store where their family goes that may have some of the “missing” items?

Step 4—Now, have the students on a separate list brainstorm about all the foods or meals they like that they think have some “ethnic” heritage or regional association, including “favorites” to any foods they can think of.

Step 5—Divide the class into the following groups with each area having at least two people: Asia, Africa, North America, South America, Central America, the Caribbean, the Middle East and Europe. Identify as best they can where certain foods or meals they have mentioned come from. Wherever possible they may indicate a specific region such as New England Clam Chowder or Louisiana Gumbo. Some meals are associated with particular groups or regions but have their origins in other places. For example, although pasta is a food originally from China, it is better known as from Italy. Students may even realize that some meals and foods can overlap.

Out of all the meals or foods generated from the favorites and the ethnic/regional list, select at least one for each group.

Step 6—As a group, fill in all the ingredients that come from a different country or region.

Step 7—Next, look at the Yellow Pages section devoted to restaurants of different ethnic cuisines. Map the restaurants to the foods.

Evaluation

- Students produce meals for the lowest price based on the shopping circulars.
- Students map the ethnic restaurants in their neighborhood as they reflect the ethnic foods/meals they thought generated to the brainstorm list.
- Optional: Create a Food Guide that includes the class recipes and the map of restaurants. In addition to providing some information about the region of origin of the recipes, they may also include how they personally relate to the food and what they discovered about themselves.
Multiple Intelligence Activities for Core Activity 6

**Linguistic**
- Describe what you enjoy and/or what you do not like about one of the foods, meals or recipes that you have been talking about. Create a poem expressing your food, meal or recipe likes and/or dislikes. Recite it to the class, a teacher or a friend. How was it received?
- Scan the newspaper for words or phrases that are commonly associated with food and family. For example, stove, barbecue, picnic, dining room table, “it’s breakfast time,” etc. Using all the information you have learned, generate a vocabulary list and create a crossword puzzle, clues and all. Take it home and see if someone there can solve it. (You can also give it to one of your teachers.)

**Mathematical**
- Visit a grocery store near your home and “complete” all of the meals. Compare the results with other classmates who went to different stores perhaps in different neighborhoods. Were they able to find all the ingredients? Why or why not? Were some stores less expensive than others?
- Take at least three recipes and categorize the ingredients. What are the spices, liquids and dry goods? What do all the recipes have in common? What makes them distinctive? Are these recipes ones that you might try at home? Who do you know that might enjoy them and why?

**Spatial**
- A new food product line is about to be distributed. Imagine what the new food product line may be and create a logo to go along with the new line.
- Create a new vegetable or fruit using the following choices: ugli fruit, kiwi, mango, guava, rhubarb, snow peas, winter melon, chives, tamarind and cassava. What would it look like? Draw a sketch of this new creation. (Make sure you do some research to be sure which ones are a fruit or a vegetable and what it actually looks like.)

**Musical**
- Find music that corresponds to the areas of food origin. This may require a trip to a restaurant to listen to the type of music selected. Feel free to ask someone who may know what the name of the selections they are playing and why they chose it?
- Find a restaurant review in the newspaper (refer to Core Activity 5). Rewrite the review emphasizing how the music does or does not enhance the restaurant and the meals.

**Kinesthetic**
- Prepare a homemade meal with bread made without an electric breadmaker, a salad with nuts and homemade ice cream. Figure out which is hardest to do and why.
- During your paper route you walk a total of five miles and it takes you one-and-a-half hours to complete the route. How many calories would you burn? What would you have to eat to replace those calories that you burned? If you ran the route would you burn more calories?
Interpersonal

Using the Yellow Pages, pick two restaurants that you have mapped out in the community and that you can get to easily. Conduct an interview with the owner about what inspired him or her to serve the type of ethnic food(s), what his or her cultural background is, and who and how they service the eating needs of the community. You may also ask what recipes they use to prepare the food—if it is not a secret.

Watch for the special Food section in your local newspaper. Look at the style and layout. What format do the articles have? Pick one you like. Write a piece using a family member or caregiver or school food service person that reflects a similar style as the one in the article you like. For example, you may conduct an interview, eat a sample of food and write a food review.

Intrapersonal

If you are a meat and junk food eater and had to become a vegetarian who does not eat food, what would be the hardest two things to give up and why? If you are already a vegetarian, what was the hardest thing to give up? Do you eat a lot of junk food?

If you had the opportunity to open up a new restaurant in your neighborhood, what type of food would you serve? What would your menu look like? Write the kind of review you would like to receive.

Naturalist

Determine what are the best times to buy particular fruits and vegetables in your neighborhood. Use the sales circular to give you an idea of what items are seasonal. Interview the grocer at one of the stores to find out where particular fruits and vegetables come from—do they come from local farms or from farms in other parts of the country or world?

Find out about the various ways that fruits and vegetables may be preserved for freshness in the store. Are there ways that are environmentally friendly? Are there some that are not? How would eating habits change in the United States if fruits and vegetables were not preserved? Write a report detailing your findings.

Existentialist

Write an editorial piece on the phrase “You are what you eat.” You may include what the virtues of being either a vegetarian or a carnivore.

Many people of cultures through the practice of fasting achieve a higher spiritual consciousness. If fasting is something practiced in your culture, write about its significance. When and why would fasting occur? For how long? Find out about a culture different from your own that also fasts. Compare and contrast your findings. Now, if fasting is not practiced in your culture that you are aware of, write about the past and present cultural significance of fasting in a culture that does fast. Are members of this culture in the United States? As best as you can determine, have their fasting habits changed?
Extension Activities for Core Activity 6

Taking It Home

Have them check out the store their family usually shops at. Does it have an “ethnic” foods section? If so, what countries or cultures are represented there? How can they tell? Does it have a “health foods” section? If so, what kinds of foods are included there? Does their family regularly buy some of those foods? Does their family shop at smaller groceries for some specialty items? If so, what are the items and where do they shop?

Younger

Have them create a special recipe book with all their favorite food and where they go to get them in the neighborhood.

Older

Create some sort of special class day to prepare some of the meals of your choosing. They should get into groups and organize how exactly they will prepare the meals. They may want to use the newspaper to determine the approximate cost for that week of the items they will need. This is also a great opportunity to incorporate any parents/caregivers.

Suggested Resources


Counihan, Carole M. and Steven L. Kaplan, eds. Food and Gender: Identity and Power (Food and Nutrition in History and Culture (1998).


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Core Activity 7: Wanted ... Alive and Thinking

Background Information

This core activity is an opportunity for students to learn about the skills they have and will need, and those they are exposed to in their schools. This activity is also designed to create a forum to discuss the significance of the skills learned in school and where they might apply in the “real” world. Additional activities encourage exploration of their wants and needs and the options (job and financial) they have in supporting their dreams. The classifieds are used to buy, sell and find items, and to post jobs.

Focus

- Students will investigate the jobs in their community and learn about the skills necessary to function in particular jobs. They will work on determining what types of jobs require particular skills, which are related to the school curriculum (math, science, writing, drawing, acting, etc.).

Attachments

Writing (D); Dialog (L), Understanding Responsibility (M), Planning for a Goal (O)

Materials

Newspaper classifieds (this core activity uses the Help Wanted section, the additional activities use the other classified sections), Mind Map Starter Sheet

Teacher Preparation

Create an ad sheet by cutting out “Help Wanted” ads from the newspaper representing a variety of jobs, including those traditionally called skilled and unskilled labor. Look also for a mixture of jobs that require skills found in each discipline area of study in your school (e.g., science, good readers, math/accounting, good listeners, physical education, etc.). Paste clippings onto paper and make copies. Label each ad with a number, letter or other form of notation related to their learning. (You may want to enlarge the ads if your copier has that function.)

NOTE: 🕒 after a step means allow 20 minutes for this activity.

Step 1—Distribute the ad sheet. Divide students into groups of four. Each group needs to read and review the jobs listed on the ad sheet. Each group should assess what skills at least four of the ads are addressing. What types of jobs require particular skills—math, science, writing, drawing, acting, etc.? They should also note any salary suggestions, benefits and the location of the job, if indicated.

ﺊ
Step 2—Each group will report out to the whole by citing the ads they chose by their notation, reading the ads and then the skills suggested. (Members of the group can take turns doing different tasks.) Keep a running list of skills by placing them in categories that fall under the subject disciplines in your school. For example, for an accountant, place skills under math; for an architect, place under drawing or art.

Step 3—Have students create some sort of map or graph indicating location, job type and salary. Have them discuss the following questions: Why is it important to know how to read and write? Identify some jobs where reading and writing are not important. Does that diminish the importance of the job? Do those types of jobs receive the same salaries as those requiring “academic” skills?

Step 4—Direct the students to use the Mind Map Starter Sheet to identify their skills. They must name at least three skills but no more than 10. (They can answer: “I am good at…,” “I like to…,” and/or “My favorite subject(s) in school is…."

Step 5—Have students go back to their mind maps and match up their skills with what they wrote down for the job skill requirements.

Step 6—Elicit discussion using these questions: What skills are jobs looking for? How would you acquire these skills? Who has access to learning these skills? What resources exist in the community for exposure to certain types of skills? What types of jobs require education beyond high school? What do all jobs have in common?

Step 7—Based on what they have learned about themselves and the needs and requirements regarding several job opportunities, the students should spend 10 minutes free-writing why reading and writing can be an important part of their lives. If they do not feel that reading and writing are as important to success as everyone says, then have them write about their impressions and the steps they will need to take to achieve or maintain the life they desire.

Evaluation
Students can identify particular skills found in the Help Wanted section as they correlate to various academic subjects. (See Evaluation Match Game sample below.)

Multiple Intelligence Activities for Core Activity 7

Linguistic
- Look in the “For Sale” section of the classified ads. Write the story behind why a person put a particular item up for sale. Pick such an ad from the section of the classifieds that provide descriptions of items that people are selling. If an ad says, “must move; have to sell,” write about why the person has to move, where the person is moving or why he/she/they have to sell the item(s).
- Using one of the jobs you have read about, write about why the job is important to the community.
Logical/Mathematical

- Take a section of the jobs that provide locations. Write down the job title and its location. Graph where the various jobs are taking place in the community. Do you notice a pattern?
- Pick a job that suggests a salary. Look at other classified ads with items for sale. Pick some items that you would like to purchase. Based on your salary, what and how many items could you afford assuming you do not have other bills or financial obligations? How much money would you have remaining? How much more would you need?

Spatial

- Look at the classified section. Do you notice a pattern as to how it is laid out and how the information is organized? What are the patterns? Draw and label a scheme showing what that pattern is.
- Look for jobs that require building something. Organize your findings into two lists—jobs that have you building something inside and jobs that have you building outside. Pick the one you think you may enjoy the most and write a paragraph explaining why.

Music

- Create an original jingle for an advertised job or sale item.
- Look for a classified ad selling a musical instrument that you would like to have. While listening to music in the background, write about why it is important to you to have the instrument. Describe how the instrument will sound when you are playing it? Who would you play it for—yourself, a group of friends, strangers or family members?

Kinesthetic

- Find a job in the newspaper that will require greater physical dexterity (e.g., physical education teacher, dance instructor, fitness instructor, personal trainer), and write about why such a job would be of interest to you. What are the skills you possess that would be important to the job?
- Pretend you have an interview for a physical fitness job. Put together a fitness routine or regimen to perform as part of your job interview. You must write down the purpose of the routine and the exercises that you are going to present. You may or may not include music.

Interpersonal

- Find someone who is doing a job in your community (school or neighborhood) that you think is interesting. Conduct an interview with that person. What type of questions would you ask? What are you curious about knowing? After conducting the interview, write it up. Also include what your perceptions of what you thought the job would be about and how they compared or contrasted your findings.
- Describe the job of being a student. What are your daily activities? How do you prepare to go to work? What responsibilities do you have during the day and at night? How much of your life revolves around school? What are some positive aspects of your job? What are some drawbacks? Should everyone have your job?
Intrapersonal

- Describe your dream job. Why is it your dream job? Would you be working for yourself or within a company or organization? What skills would you be using in this job? Does this job already exist somewhere? If so, where? How could you find that out? List six steps toward getting the job of your dreams. Is it listed in the newspaper?

- Write your responses to the following questions: At what age would you retire? After retirement, how will you spend your time and money? What did you do before you retired? How did you prepare for your retirement? What would be the differences between retirement and working?

Naturalist

- Find jobs in the newspaper that would require you to work with the environment or animals. Do these jobs focus on extracting resources or using animals to further the human condition, or do they involve conservation or protest against cruelty to animals? Where are these jobs located within your community? Are there a lot of opportunities for such type of work? Does the answer to that question have anything to do with where you live?

- Find a job that requires working outdoors that you think you would enjoy. Write a paragraph detailing why you think you would do well at that job. What experience and skills do you have that make you a good candidate for the position? Write a “position wanted” ad for this job.

Existentialist

- Briefly thumb through the Help Wanted section of the classifieds. Jot down nine types of jobs (by their sections) that one could do. Just by reviewing your list, think about why jobs are important. Why is it important that people work and do certain jobs? What is the difference between doing work and doing a job?

- Look for the type of job you think would have an impact on the world. Where would you start looking for such a job? What would the job entail? What kinds of jobs can make a difference or have a profound impact on the world? Are such jobs advertised in the newspaper? Are there people in the news that already hold the job? If so, who are they?

Extension Activities for Core Activity 7

Taking It Home

Ask two family members about the types of jobs they may have and describe them to you. As you take notes, jot down what they do and what skills they use on the job. Try to find that job or a similar one in the newspaper classifieds. Compare what they said they do with what is asked in the advertisement. Does it match up? What is different? Do job advertisements give you the whole picture of what you might be doing? Or you may ask the question of what would they like to do or wish they could do. Try to find them that job they would want in the classifieds. Be sure to show them what you found.

Younger

Write about the jobs you do in the classroom. Write about the job your teacher does in the classroom. Using a Venn diagram, compare your jobs with that of your teacher’s. What do you both do? What things are different? Are those differences because you are the student and s/he is the teacher, or is it something else?
• Write a cover letter responding to one of the jobs that you think you might like doing.

• Write a resume. You may want to include the following headings: name, address (mailing or e-mail), contact number, work history, skills, special awards, clubs or organizations, and an objective. Arrange the headings in the order that best highlights your special skills.
**Evaluation Match Game**

Link the job heading or position to the subject in which a student would be most exposed to the job skills required. Use a line to make the link. The student may also use circles with the subject disciplines as a heading and cluster all the related jobs within the circle (students can look for overlapping skills). In order to be more specific, a Venn diagram may be used in looking for skill overlap.

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Subject:
- Math
- Social Studies
- Music
- Art
- Science
- Health
- Shop
- Home Economics
- English
Core Activity 8: All-Around Good Sports

Background Information

Sports and athletics are an integral part of our culture and community. In fact, it is one way that culture can be defined. Whether or not we are participants, spectators, or completely disinterested in sports or sporting events, there is still a significant impact that sports has on our lives. This influence shows up in the language we use, the clothes and shoes that we wear, and the traffic that we can encounter before and after sporting events.

Focus

- Students will connect team names to the communities they represent and in the process have an opportunity to make the connections between their community, culture and sports by renaming (or naming) their school’s girls’ and boys’ teams.

Attachments

Thinking (J); Dialog (L)

Materials

All newspaper sections as applicable; see handouts at the end of this activity on the NHL, MLB, NFL, NBA and WNBA sports teams (we recommend using the NHL, NBA and WNBA handouts to correspond with the school year); Team Name Categorization Chart.

NOTE: 🕒 after a step means allow 20 minutes for this activity.

Step 1—For three minutes students will look through the newspaper and pick out all the places they see aspects of “sports.” This would include players, sporting equipment in advertisements, trademarks and logos such as Nike’s Swoosh, etc.

Step 2—Distribute the handout listing names of sports teams. In gender-mixed groups of four, have students define to the best of their ability what the team names represent.

Step 3—Introduce the state/region list, which will help them determine what the team names represent.
Step 4—Students will generate lists categorizing the names into what they represent or are related to: weather, animal/insect, ethnicity, nature, object or color, industry/job (e.g., Pistons, Senators); people classification or American Indian reference (e.g., Wizards, Braves or Redskins).

Step 5—Elicit a dialog on the names. Are teams named because of some aspect of their region or community? If so, what is the connection? Is that connection to the community still true today? Would it be relevant? How would they find out?

Step 6—Have students rename or name their local school sports team. In groups of four, pick three names reflecting some aspect of their community.

Step 7—Write all the suggestions and have each group explain the significance of the names they chose. As a class, vote for one name for both the girls’ and boys’ teams. Raise the point to emphasize the issue of whether or not boys’ and girls’ teams need to be named the same—for example, Bobcats and Lady Bobcats, Lions and Lady Lions.

Step 8—As a class, agree on the major points that should be included in the history and significance of the name chosen. Each student gets to write one sentence. Those who like to draw can create the new logo to go with the new name.

Evaluation

Students identify a school name that genuinely reflects an aspect of their community experience.

Multiple Intelligence Activities for Core Activity 8

Linguistic

- Using the Sports section, find 10 verbs and learn 10 synonyms.
- Watch a sporting event at your school, in the community or on TV. Report on the game.

Logical/Mathematical

- Take the current standings of one sport and calculate how many games the last-place team needs to win to become the first-place team, assuming the current first-place team wins only 30 percent of its remaining games.
- Calculate the percentage of coverage given to the various sports in your newspaper’s Sports section. By measuring the columns given to various sports, what percentage covers women’s, girls’ and high school sports?

Spatial

- Compare the dimensions of five different sports fields. Draw and overlay the fields. What patterns do you notice? Does the size of the ball and the equipment used affect the size the field?
Learn about the dimensions of a basketball court and a hockey rink. Determine where is the best place to put a camera for the best shots. After you have determined this for yourself, call your local sports photographer at the newspaper and ask if s/he agrees with you.

**Music**
- Develop a new team song, cheer and/or chant for the new team you and your classmates just made up.
- Make up a song that incorporates all the teams that your local professional sports team competes against. If you don’t have a local professional sports team, use a team that is most reported on in your local newspaper.

**Kinesthetic**
- Play an inning of baseball using the newspaper, with each participant picking a team and a particular inning from that team’s game the day before. Whoever’s team scored the most runs in that inning wins.
- Take the various team names you saw earlier in the core activity. In small groups reenact one of the sports by playing the sport as if you were what that team name represents—for example, a Wizard versus a Warrior or a Sting versus a Spark.

**Interpersonal**
- Conduct an interview with a sports team member from your school. Find out how she or he “gets up” for the game, and what role, if any, does the mascot or team name play in this motivation.
- Write about a team name or mascot—collegiate or professional—that represents a group of people—for example, the Vikings in football or the Indians in baseball. How do you think those people feel about the name? Should their feelings be taken into consideration?

**Intrapersonal**
- List six qualities you feel make a good athlete. Are those qualities that you have? Are these qualities applicable to men and women, boys and girls? If not, how would they differ?
- You have just won a gold medal in the sport of your choice. Write about the victory, what it took for you to get there and what it means to be a champion. What advice do you have for others that may be struggling to achieve their own personal goals? Is it different for individual or team sports?

**Naturalist**
- Take one of the teams named for a natural element. If the team actually reflected the actual element then how would the team members behave? What would be their strengths or their weaknesses? Consult with the Kinesthetic group.
- Of all the teams you know that are named for a natural element, which team would you like to play on and why?

**Existentialist**
- See if you can find two sports in the sports section that are not football, basketball, baseball, ice hockey, tennis, golf, track and field, horseracing or car racing. Where are these two sports played? In
the United States? Why do you think they don’t have a major news following like the other sports mentioned above? Is there a cultural or economic significance?

- It is often said that playing sports builds character. What does that mean? What does it mean to you? Do you think that it is true? What might that mean to someone who does not play sports?

**Extension Activities for Core Activity 8**

*Taking It Home*

Take home the above activity and see if any family members can identify the teams and meaning. If you know about the significance of any of the team names, share that information after they try to figure it out first.

*Younger*

Pick a sports team. Generate a list of key vocabulary words to describe the name or logo.

*Older*

Pick a sports team name/logo. Write about the image as if you were describing it to someone who has never seen it before.

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**National Hockey League (NHL)**

**Atlantic Division**
- New Jersey Devils
- New York Islanders
- New York Rangers
- Philadelphia Flyers
- Pittsburgh Penguins

**Central Division**
- Chicago Blackhawks
- Detroit Red Wings
- Nashville Predators
- St. Louis Blues
- Columbus Blue Jackets

**Northeast Division**
- Boston Bruins
- Buffalo Sabres
- Montreal Canadiens
- Ottawa Senators
- Toronto Maple Leafs
Southeast Division
- Atlanta
- Carolina
- Florida
- Tampa Bay
- Washington
- Thrashers
- Hurricane
- Panthers
- Lightning
- Capitals

Northwest Division
- Calgary
- Colorado
- Edmonton
- Vancouver
- Minnesota
- Flames
- Avalanche
- Oilers
- Canucks
- Wild

Pacific Division
- Anaheim
- Dallas
- Los Angeles
- Phoenix
- San Jose
- Mighty Ducks
- Stars
- Kings
- Coyotes
- Sharks

Women's National Basketball Association (WNB)

Eastern Conference
- Charlotte Sting
- Cleveland Rockers
- Detroit Shock
- New York Liberty
- Washington Mystics

Western Conference
- Houston Comets
- Los Angeles Sparks
- Phoenix Mercury
- Sacramento Monarchs
- Utah Starzz

National Basketball Association (NBA)

Atlantic Division
- Boston Celtics
- Miami Heat
- New Jersey Nets
- New York Knicks
- Orlando Magic
- Philadelphia 76ers
- Washington Wizards

Midwest Division
- Dallas Mavericks
- Denver Nuggets
- Houston Rockets
- Minnesota Timberwolves
- San Antonio Spurs
- Utah Jazz
- Vancouver Grizzlies
### National Football League (NFL)

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<th>NFC East</th>
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<td>Houston Oilers</td>
<td>San Diego Chargers</td>
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<td>California Angels</td>
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<td>Boston Red Sox</td>
<td>Cleveland Indians</td>
<td>Oakland Athletics</td>
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<td>Detroit Tigers</td>
<td>Kansas City Royals</td>
<td>Seattle Mariners</td>
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<td>New York Yankees</td>
<td>Milwaukee Brewers</td>
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Core Activity 9: Business and Development

Focus
- Students will gain a global perspective by comparing companies and corporations as well as learn about youths who are entrepreneurs.

Attachment
Writing (D), Thinking (J), Negotiating (N), and Planning for a Goal (O)

Materials
Newspaper; the Internet.

NOTE:  after a step means allow 20 minutes for this activity.

Step 1—Using the main section of the daily paper, the students make a list of the businesses mentioned, either in the news or in the ads; and one of the countries mentioned.

Step 2—Of the businesses mentioned, students should determine which are local, U.S. only, or multinational. If they are not sure, they should try to find the company Web site and decide after they have read the information there. From the company’s Web site the students can determine the number of employees and their gross income for the previous year. Next have the students do the same with the countries mentioned, but instead determine the gross national product and the number of inhabitants for each country. Locate the countries on a world map.

Step 3—Go to the Internet and find out about youth-owned businesses. Have the students determine where the businesses are, what they do, the number of employees and their revenues.

Step 4—Organize the class into groups of four students each. Have them imagine they have $1,000,000 to invest in this company they own and run. How would they spend it? What type of company would they start, and what product or service would the company provide, and to whom would the company market? What if they had $1,000? What technology would they promote and how would they go about it? Would their answer be different if you had $100,000,000? Have them look into two international investment groups, the World Bank and the Global Fund for Women. How do their investment strategies compare to one another and to the ones the students developed?
Step 5—Tell the students to choose a third-world country mentioned in the newspaper. Ask them to imagine living in that country. Could they start the same business there? If so, why or why not?

Evaluation

Students present a group report comparing and contrasting their findings based on the questions in Steps 4 and 5.

Multiple Intelligence Activities for Core Activity 9

*Linguistic*
- Create a crossword puzzle using either formal or commonly used names for Fortune 100 companies, their principal products and their countries of origin. (This activity could also be shared with Logical/Mathematical.)
- Write a story about a person in a foreign country who decides to come to the United States to run a big corporation. Now find a biography of someone whose life was actually like that and see if your story matches up to it.

*Logical/Mathematical*
- If the average income of a country is the gross national product divided by the number of inhabitants, find the average income of the five richest and five poorest countries in the world. Create a table using the results. Be sure to keep the units consistent.
- Find a report on three to five of the richest people in North America. Compare those figures to the gross national product of the countries of the world. How do the numbers compare?

*Spatial*
- Create a chart showing how many people speak what language as a first language and where those languages are spoken.

*Interpersonal*
- Pick a country from your list of countries mentioned in the newspaper. Take a woman’s issue in that country and imagine you are representing the Global Fund for Women. What project would you fund? What resistance might you meet? Discuss your thinking.
- Pick five classmates to help with the company you invented. What skills do each bring that would be especially helpful to you and the success of your company?

*Intrapersonal*
- Take one of the local companies advertising in your newspaper. Imagine that you are named to head that company. What skills do you have that would help you do a good job? What areas would you want to work on?
- Go through a day in your life now: list all the businesses you interact with. Now imagine that you are living in a village in the Andes. How many of these businesses would likely be in your life? How would that change your life?
Musical

- Take a company listed in the stock market report. Take their stock market designation and use it in a jingle advertising their products.
- Use the musical sounds and/or instruments associated with one particular region in Africa and rewrite a song associated with a North American or British company so that it sounds as if the company is African-based. Now change it to a Russian-based sound.

Kinesthetic

- Work with the musical group (see first activity under “Musical” above) and choreograph a commercial to go with the jingle.
- Take five companies from the Fortune 100 list and create a skit in which workers from each company demonstrate how they do things differently.

Naturalist

- Look into the issue of ozone. How do businesses add to this problem and what are the proposed solutions? What can you do to help or is there really even a problem? Where in the world is the deterioration of the ozone also significant? What businesses are contributing to this deterioration? Is this place technologically advanced or not? Write an essay about this for your class.
- What is the air quality in your area? What factors affect it, and what do you think it will be like in 10 years? Compare your area to the air in developing countries like China or Ecuador. Is theirs better or worse and why? Does the quality of the air in those countries matter to us? (For instance, does it matter whether they are in the southern or northern hemisphere?)
- Make a list of organizations that address the issues posed under this category. Can these issues/subjects be found in the newspaper?

Existential

- What is business and development anyway? How can business advance the development of the human race? Do businesses always promote or produce products and services that are good for everyone in some way? Can some products or services be good for some and not for others? How? What do you think? What evidence supports your opinion?
- In the 1930s President Franklin Roosevelt presided over a plan that redistributed wealth in the United States, on the grounds that there were too few rich and too many poor people. Some people in his time feared a revolution if a readjustment was not made. Does that kind of difference exist today among the countries of the world? Should the U.S. do something to redistribute the wealth before there is a “revolution”? Create a dialogue about this with your classmates. Be sure to use accurate data.

Extender Activities for Core Activity 9

Taking It Home

- List all the types of businesses that you can find at home and on your way to school. (Include carts and street vendors as well)
Look into LINCOS, a project in Costa Rica, which provides computers in a boxcar-like set-up powered by solar energy. Have the students look into the notion of “sustainable development.” How important is solar energy in the United States?

For Younger Students

Have the class make a list of their favorite toy(s) and game(s). The class should be divided so that there are several groups, each with one toy or game to focus on. Now each group must determine where that toy is manufactured, how much the workers are paid and how much the top companies who make that product earn in profits each year. They should develop a chart to track raw materials to the finished product—where the toy is sold, to whom and for how much. After collecting all this data, they may propose a new toy or game or make a modification on a current toy or game that they would like to see. Send in the suggestion to the appropriate person and department in the company. (Note: You could also do this activity with clothes and clothing companies such as Tommy Hilfiger, Nike, Reebok, FuBu, Ralph Lauren, Levis, Old Navy, The Gap, etc.)

For the Older Students

Older students may go to the business section of the newspaper and take, for example, a company from the NASDAQ and from the Dow Jones list. From these lists, they can compare the two companies both for size, growth and number of countries they are located. They will be able to design a marketing plan for products that they can enter or grow in some foreign market. They will first need to study the culture of the country to decide how best to grow a product in that country. (For example, they would not be promoting business suits for women in Afghanistan, since women in that country are no longer allowed to work outside the home.)

For All Students

Students should get into groups of four. Tell them to imagine they are starting a Global Fund for Youth. How would they raise money? How would they spend it? Develop a one-sentence mission statement that represents the goal they would have for this Global Fund for Youth. Then have the groups make presentations to the class explaining their plan and why they chose to work on the issue they selected. (If they get enthusiastic, do not discourage them. Oprah Winfrey has done shows featuring students, some of whom were teenagers, who did just this sort of thing.)
Core Activity 10: Youth Around the World

Focus

- Students will examine how youth around the world are reported about in the newspaper. They will consider the existing dangers and opportunities, and what they must do to respond.

Attachments

Fact vs. Interpretation (I); Conducting an Interview (K); Understanding Responsibility (M)

Materials

News, Sports and Business sections of the newspaper; the Internet

NOTE: after a step means allow 20 minutes for this activity.

Step 1—Using the News, Sports and Business sections of the newspaper, cut out all stories mentioning youth (people under 18 years of age). If pictures accompany the story, keep them aside as well.

Step 2—Create two lists: Which stories report of danger and which report triumph or achievement? Are there any stories about “using” children, perhaps getting them to buy things?

Step 3—How many different countries are represented in Step 2? Are youth more likely to be in danger in economically poor countries? Do you have enough data to make a conclusion? Are there other factors besides economics that might help predict whether children are in danger, like political climate, culture, weather conditions and religion? If so, what would you predict about these influences? Do some of them have more impact on youth than adults? Why or why not? Two items that might tell us something about how youth are cared for in a country are literacy rates and infant death rates. Using the countries from Step 2, compare literacy rates and infant death rates. Make a chart and rank them all including the U.S. Ask students if they are surprised at their findings.

Step 4—Consider the following threats: disease, violence, hunger, economic exploitation. Divide the class into groups of four. Have each group pick one threat to a country that interests them and then learn where the youth of that country who are the same age are in danger from that threat. Use back copies, or archives, of the newspaper, or go to the Internet. Have them learn more about that country or area, so that they can describe the threat and what, if anything, youth can do about it. Some Internet sources may also provide recent news from that country.
**Interpersonal**

- Staying with the country you studied above, what sports are popular in that country? Are they team or individual sports? What about that culture would encourage one and discourage the other or encourage or discourage both?

- Staying with the country you studied above, is there a difference in how boys and girls are treated? Does the threat affect one more than the other? Are they given the same opportunities? Compare the country you studied with the U.S. Write an editorial for your local paper.

**Intrapersonal**

- Imagine that you are living in the country you studied. Write a journal entry reporting on a day in the life of someone who is really threatened by a situation you have studied. Do you ever have similar feelings?

- Imagine that you are a pen pal and have just received from your friend the journal entry you just wrote. Write a letter in reply.

**Naturalist**

- Find out the last time your newspaper reported on some person or country suffering from famine. Study a story of a person or country to find out why famine exists. If there was a lack of food, what crops would you grow there to help them? What food would you send them in the meantime? (Make sure there is a surplus of that food somewhere in the world.) If they were hungry even though plenty of food was available in their city or country, what else could you do to help?

- Find out how much land it takes to raise beef, lamb, chicken and pigs. Learn how many people can be fed per acre. Compare that to broccoli, soybeans and cabbage. How many more people could we feed if we did not eat meat? (You may want to get help from the Math group.)

**Existentialist**

- If the best measure of a civilization is how it cares for its children, how would you rank these countries: Costa Rica, United States, China, Uganda and India? Why?

- Newspapers sometimes tell stories of heroism, in which a parent sacrifices himself to save a child. In some countries this would be considered not heroic, but foolish. If a parent is dead, who will care for the child? What do you think about this question?

**Extension Activities for Core Activity 10**

**Taking It Home**

Have the students take the paper they have prepared home to their parents or guardians to ask what they think. Do they have additional suggestions? Did they realize such a problem existed? Take notes if you want to include any of their suggestions in your final report.

**For Older Students**

Have them write a newspaper feature or design a Web page showing what they have learned. Write an editorial urging youth to take action to work on the problem. See if the youth in the country they have
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selected have done something on this same issue. (We include, for example, a copy of a paper done by youth in Uganda about the AIDS epidemic, provided by friends.)

For Younger Students

Have each student choose either sports or entertainment. Then have them research the papers in the last week or so as to learn how many people less than 18 years of age are featured in articles. Have them track what countries the people are from and see if they can discern any patterns about successful youth. Is there an ideal age for a singing star, film star, or track or gymnastics star? Is there an ideal country to be born in? Have them compare the entertainment field notes with the sports field notes. Do girls seem to have more chance in one area than another?
This purpose of this section is to address how this guide relates to the various subject disciplines in schools. It is a given that a teacher’s guide designed to promote adolescent literacy would be heavily favored in a Language Arts classroom, and rightly so. However, as part of our charge that community literacy involves the whole school community, all the disciplines have a tie-in to each of the core activities. You have the benefit of the multiple intelligence activities that we provided for each core activity.

Across the curriculum is designed to connect each of the core activities to each of the subjects. Here are some suggestions and ways to think about how the various themes can be directly applied to math, science, social studies, music, art and physical education (PE). We anticipate that you will come up with your own connections as well; this is just to get you started. Also, even if an activity doesn’t “fall” under your discipline, but is completely applicable to your classroom and way of teaching, by all means, put it into action for your students.

SELF AND SELF

Who Am I?

*Math*

- Identify activities and calculations that relate to students’ immediate environment. This may include basics like height in feet and inches and centimeters or length of appendages in relationship to the rest of their body. This information might be integrated in a word problem, a geometry question or part of a statistics and data analysis project.

- To reinforce the core activity’s exploration of nouns and adjectives, do the same mind map activity but have students identify the nouns and adjectives that are used in math problems.

*Science*

- Using the technology section of the newspaper, answer the question: How does one define herself or himself in the technological world?

- Looking at the classification of humans, one could explore who we are as human beings. What does it mean to be a human being? How does that separate us from other animals and mammals or insects?

*Social Studies*

See Cultural Identity (below).

*Music*

Use musical instruments, symbols and tempos to have students describe themselves in “musical” terms. They might also reflect on the “personalities” of various instruments. The students could describe themselves as they would an instrument or even by playing the instrument they feel characterizes them.
**Art**

Using mind maps to brainstorm before they create:

- Identity portraits
- Monologue about themselves
- An interpretive dance
- A sculpture or paper mache model of themselves

**PE**

Using the Sports section, reflect on how athletes are described differently from other people in the news.

**Cultural Identity**

In our opinion, there is no discipline that cannot connect to cultural identity. On one hand, it is an opportunity for any teacher to simply learn more about their students. Secondly, every subject discipline has a cultural component and comes with its own cultural context. Part of the exploration in multicultural education is acknowledging that the curriculum is based on a cultural foundation, most commonly Eurocentric. Additionally, what we choose to teach, consciously and unconsciously, is part of a political, social and historical construct.

For a subject like Social Studies, students can fill out particular parts of the Cultural Identity Starter Sheet for any culture they may be learning about. For example, a student may imagine himself as a young person living in a particular culture and responding to the questions as if he were that person. It is entirely possible that you might give him the sheet to fill out before he learns about a culture to see what he already knows. It is up to you to make it time-sensitive if you wish. So, for instance, you may imagine it is the era of European colonization of the Indigenous Peoples and Settlement. The students would use the Cultural Identity Starter Sheet and take on the perspective of a family member from England and a Plains Indian family member and compare their cultural experiences.

**Self and Peers**

**Image**

**Math**

Symbols are images designed to affect how we see a problem and how we solve a problem. Create a comparable activity exploring how “symbols” in math lead us to what we are supposed to understand about the problem.
Focus on image could be literal—a picture. How do we see? How is an image created? What is behind the creation of a still image versus a moving image? How does the eye process a visual image? How do sight-impaired or blind people see? What technology is used to aid how they navigate in the world?

**Social Studies**

- Extend this core activity to include the power of symbols. What are some of the symbols that are used in peer relationships? How does our image about ourselves affect our peer relationships and their relationship with us? Depending on your interests, you may take on an investigation of gang symbols, Greek life symbolism, clubs and campus groups.
- Study of icons, buildings, monuments and geographic wonders are also possibilities in investigating concepts in image.

**Music**

Different types of music often solicit various images. For some, classical music can be soothing and calming. When someone listens to an opera, his or her image may be a Viking woman with a helmet of horns on her head and long blond pigtails. One might use this core activity to directly explore what people’s impressions are of varied music. Rap, New Age, the Blues, Euro Classical, Jazz, Country, Gospel, Bluegrass, Techno, Popular, etc., vary in style, presentation and lyrics. People often have an image, albeit correct or incorrect, of individuals who like to listen, play and create music in any of the musical styles. What about the people who are on the charts for a particular music? What assumptions do we make about them? What is the image they market for their audience of listeners?

**Art**

Using any or all the concepts of image the students have explored in this core activity, they can go on to represent image in a variety of media. For example, the actors in the group can create drama exploring peer pressure issues and the “messages” (based on perception) that students have about students, students have about the adults in their lives, and students think the adults in their lives have about them. (Visual artists can support the theatre of skit production as well. Dancers could contribute to the choreography.)

**PE**

Image is a key component in sports and athletics especially where body image is concerned. By using the core activity here you could address the following questions: How does body image translate into a healthy human being? When doesn’t it? If you are called “fat” does that mean you cannot and should not participate in sports? If you are “skinny” does that automatically mean you are in shape? How does body image correlate to the various sports activities on a high school level? On a college level? On a professional level? What are some of the image challenges that athletes have that other individuals do not?

- Those who participate in sports are often assumed to carry a certain image, not always positive. For example, words like “dumb jock,” “tomboy” or “wimp” come to mind. This image and expectation
may vary from school to school or from high school to professional sports. Open up the discussion to relate directly to facts, myths and stereotypes that athletes experience.

- What sports are even considered a “real” sport? Society may promote “real” sports as being football, soccer, softball, baseball, hockey or basketball. On the other hand, cheerleading/dance quad, golf or curling may not be.

A Piece of the Story

The key words here are “assumptions” and “perspective.”

Math

Sometimes we have to use our best guess, based on other clues in a problem, to solve problems in math. This is particularly true when trying to determine a pattern in a sequence or when trying to determine what formula to use or deciding whether a negative and positive number response to an equation is an appropriate answer to a word problem. Here you would highlight that we do use multiple clues when trying to solve a problem in which you might not have all the pieces in front of you.

Science

Science has a compatible scenario to math, but here scientific inquiry extends to determining outcomes based on hypothesis. Recognizing a pattern, making an educated guess based on the property and behaviors of substances, and testing hypotheses are all a part of trying to figure out answers based on assumptions.

Social Studies

Assign a research project exploring cultural and historical misconceptions and misrepresentations of various cultures in textbooks and supplemental materials. Also, monitor the various perspectives offered in detailing a person or an event in history. Even taking one event from the newspaper and comparing how it is covered in various newspapers (local/mainstream and community) can be a very powerful extension of this activity.

Have students write about their own assumptions about their cultural groups and others. Continue with a project that further involves distinguishing fact from interpretation.

Music

Take a musical refrain. Ask the question of what musical cues do we use to identify a place where music might repeat itself? Just when listening or just when reading, different cultures have ways of communicating using musical instruments, rhythms, sounds, etc. Supply music where students will have to guess “what comes next” in a musical refrain.
Self and Community

Wanted … Alive and Thinking

For all subjects: to help students identify what skills they are being exposed to that relate to real-life skills. An opportunity to expand on the skills needed for your particular discipline also identifies reading and writing as key components from every discipline.

All-Around Good Sports

Math

The Sports section contains a numbers treasure. Students may use this section to compute averages, data analysis, statistics and probability problems based on sports, sports teams and/or athletes that interest them.

Science

Consider tying in a unit on the technological advancement of sports equipment. From sneakers/running shoes, spikes and cleats to fiber glass backboards, the material used to make baseballs and footballs, or the material used to string rackets, there is a great deal of scientific exploration that students could pursue. Students can determine why and how science has affected sports and sports performance.

Social Studies

Sports can have a profound impact on the community. Whether one considers a home team or influence on fashion and language, the area of sports is pervasive regardless if you enjoy it or not. Here are ways students might go from the significance of team names to the larger impact of sports:

- Have students explore the contemporary influence of sports in society (for example, athletes involved in community service and professional organizations or the social impact of clothing style in the school community).
- Research the history of one sport. Sports that are indigenous to North America include basketball and lacrosse. The students could perhaps create a “new” sport making all the rules and providing the play area and equipment.
- Differences of attitudes and purpose of sports in various cultures.
- Some professional teams (and perhaps some local) are named after an industry or have a direct link to some aspect of the community or region (for example, the Houston Oilers, Pittsburgh Steelers and the Detroit Pistons). Students might research the history of the team’s name and how or why it got the name that it did.

Music

Music, sound and rhythm made by bands playing, fans chanting and cheering, and the sound system playing songs often accompany sporting events. Students can determine the role music plays at a sporting event. Does the music affect the players and/or the spectators? What sounds or music are designed to affect either the players or spectators?
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Consider tying in a unit on the technological advancement of sports equipment. From sneakers/running shoes, spikes and cleats to fiber glass backboards, the material used to make baseballs and footballs, or the material used to string rackets, there is a great deal of scientific exploration that students could pursue. Students can determine why and how science has affected sports and sports performance.

Social Studies

Sports can have a profound impact on the community. Whether one considers a home team or influence on fashion and language, the area of sports is pervasive regardless if you enjoy it or not. Here are ways students might go from the significance of team names to the larger impact of sports:

- Have students explore the contemporary influence of sports in society (for example, athletes involved in community service and professional organizations or the social impact of clothing style in the school community).
- Research the history of one sport. Sports that are indigenous to North America include basketball and lacrosse. The students could perhaps create a “new” sport making all the rules and providing the play area and equipment.
- Differences of attitudes and purpose of sports in various cultures.
- Some professional teams (and perhaps some local) are named after an industry or have a direct link to some aspect of the community or region (for example, the Houston Oilers, Pittsburgh Steelers and the Detroit Pistons). Students might research the history of the team’s name and how or why it got the name that it did.

Music

Music, sound and rhythm made by bands playing, fans chanting and cheering, and the sound system playing songs often accompany sporting events. Students can determine the role music plays at a sporting event. Does the music affect the players and/or the spectators? What sounds or music are designed to affect either the players or spectators?
Have students find music that has been composed to have a direct relationship to sports, athletes or sporting events. Some examples include the Olympic Fanfares, “They’re Playing Basketball,” “One Moment in Time” (Whitney Houston) and “Take Me Out to the Ball Game.”

Art

As a franchise, some of the teams have interesting trademarks and logos. By using the logos and designs of sports teams, you can encourage a discussion around various aspects of visual arts and graphics design. What might go into creating a logo or trademark? They might want to redesign some of their local or professional favorites or not so favorite.

PE

Based on the sports or athletes students may gravitate to, you could lead a discussion into the ways that athletes train and take care of themselves physically, mentally and nutritionally. They could even read the Sports section to get an idea of the types of injuries athletes in various sports might experience and talk about the ways such injuries may occur and how to prevent them. Consider bringing in a local sports doctor, trainer, sports massage therapist or anyone else connected to the health and well-being of an athlete or sports participant.

Self and World

Business and Development

Science and Social Studies

The threatening effects of global expansion to the environment and the vast consumption of natural resources require ongoing scientific discovery and inquiry. If you haven’t done so already, study the issues surrounding the Brazilian rainforest. One of these issues includes the rapid destruction of trees that affects the environment and destroys one of the world’s richest supplies of natural medicines and healing remedies. Pharmaceutical companies have long benefited and profited by the rainforest.

Music

Consider a research question: What influence has the Internet had on the sale and distribution on music?

Art

Outside of helping students design logos for the companies that they “start” in the core activity, you could also have them think about:

- How had the global market affected art/artwork access and distribution?
- How have technology and business affected art supplies and tools? The types of paper we use, oil- and water-based products, inks, etc., have changed for business as well as environmental reasons. It might be interesting, for instance, to follow how ink and paper changed the newspaper industry.
The business of sports is a fascinating subject. Since we are dealing with business and development, try having students target a sports franchise or sports product (sneakers, tennis rackets, socks, football helmets, starting blocks, etc.) and chart its development over a period of years. How has business affected the sports industry and vice versa? Think of how some sports products have adopted the names of athletes or how athletes lend their names to advertise or support particular business? Do such endorsements affect sales? How can students find out? Are any of the parent companies traded on the stock market? How could they invest themselves beyond just being participants or spectators?

### Youth Around the World

The core activities for self and world already integrate math, science and social studies’ skills and questions. For subjects such as music, art and PE, here are some ways that these core activities may be integrated in your respective areas.

#### Music

Look into songs of liberation and protest. How have songs/music been used as a source/topic of political, cultural and historical survival? Songs by artists addressing social issues come from Marvin Gaye, Odetta, Bob Dylan, Rage Against the Machine, Prince, Bruce Springsteen and Ice T, to name a few.

#### Art

Many historical and contemporary artists from all over the world in all media are well known for expressing the political, social, cultural and economic realities that they have experienced or see around them. You could have students learn about an artist or artists that have rendered their perceptions of disease, violence, hunger, economic exploitation and liberation in their work.

#### PE

For many countries, in particular, Third World and “non-superpowers,” find an arena of recognition and success being represented in sports and by their athletes. In Major League Baseball, over 23 percent of the players were not born in the United States. The Dominican Republic, Puerto Rico and Venezuela have strongest showings. The success of athletes can often bring attention to some of the social and political issues that exist in their countries of origin. For example, Sammy Sosa, from the Dominican Republic and player for the Chicago Cubs, has introduced more people in the U.S. to his country based on his recognition. Still in baseball, Cuba is known to be a baseball powerhouse. You can find these athletes in a variety of professional arenas playing for teams in the U.S. and are role models for the youth of their country.

Have the students find an athlete from another part of the world who is a role model for young people. What do they think they can learn from this person? What questions might they ask? Is this person ever featured in the newspaper? If so, what is the occasion?

We hope we have provided enough clues to get you more excited about the integration of the respective disciplines by using the newspaper as a treasure finder.
Attachments

A  Reading Assessment
B  Teaching Reading in Middle and High School
C  Understanding the Structure of the Elements of a Newspaper
D  Writing
E  Cultural Identity
F  Multiple Intelligences
G  Mind Map Starter Sheet
H  Interpretation Communication
I  Fact vs. Interpretation
J  Thinking
K  Conducting an Interview
L  Dialog
M  Understanding Responsibility
N  Negotiating
O  Planning for a Goal
P  Image
Q  Mind Map of Supplemental Resources
Suggested Assessment to Determine If Students Are “Off Track”

We recommend using Bill Honig’s assessment entitled *The Core Phonics Survey*, which determines where along the track your students are at present. Contact the International Reading Association to secure a copy: 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139; (302) 731-1600; fax: (302) 731-1057; www.reading.org.

Once you have secured your copy of the survey, follow the directions below as it may not be necessary to administer it in its entirety.

Start with Section G of the survey. If your students do well here, then decoding is not a problem for them. You can then move on to strategic issues with confidence. If a student does not do well with Section G, then s/he should do the rest of the assessment. Consequently, this will give you clues as to the exact decoding problems s/he is having. If the student only scores at the first- or second-grade level, then s/he will need more intensive reading training than what is included in this guide. Students having decoding trouble and reading below grade level (though not as low as grades 1 or 2) may well be able to do many of the activities in this guide including the core activities, if the work is read out loud to them. It is likely that those students will have listening comprehension skills that are sufficient to participate. Allow them to participate as often as possible so that they can become increasingly successful in these activities and gain higher confidence in their reading abilities.

**Listening Comprehension**

There are no standardized measures for this listening activity. The purpose of this activity is to help you with the student’s instruction. We suggest that you take some segment from a grade-appropriate textbook you are familiar with (narrative may be better than expository) and read it out loud. Then have the students answer multiple-choice questions, which you should also read aloud, about the content of the text and its meaning. If students do well in this activity and still do not read well, this is actually a good sign. As their decoding gets better, their understanding will begin to catch up. Doing well can be a morale booster for those who have real reading difficulties.

**Reading Comprehension**

Follow the same measures as for listening above, but direct the students to read the questions before answering. If they stumble here, they could be having problems in decoding, or they may only need help with examining structures and extracting meaning. They may also find the vocabulary to be challenging, depending on the section you have chosen.

As an alternative to using a textbook, you could divide the class into small groups, and each group will develop a quiz for another group. Each group picks a news or sports story and develops a multiple-choice quiz based on the information in the story. Figuring out what to ask should be an interesting exercise! Be sure to let the students know you want them to ask not only about the information contained in the article but also about conclusions that might be drawn.
The following assessment can give you and the students some idea of their comprehension abilities. Care should be taken not to judge a student when assessing the results of the information. No matter at what stage a student is learning, there is more to learn.

**Strategic Assessment**

**Checklist for Comprehension Strategies**

Evaluate a student’s use of the following comprehension strategies relative to other students in his/her grade. Consider the use of strategies in oral language comprehension activities (e.g., listening to a book read aloud by the teacher) as well as in reading comprehension activities. **In your evaluation, use a rating scale from 1 to 5: 1 = well below average; 2 = somewhat below average; 3 = average for grade; 4 = somewhat above average; and 5 = well above average.**

1. Summarizes material that he/she has read or heard.

   1  2  3  4  5

2. Predicts outcomes (what will happen next) in materials he/she has read or heard.

   1  2  3  4  5

3. Uses grade-appropriate graphic organizers (e.g., semantic maps, webs, outlines, etc.) effectively.

   1  2  3  4  5

4. Consistently monitors comprehension (e.g., notices when something read or heard doesn’t make sense).

   1  2  3  4  5
5. Tries to repair comprehension when necessary (e.g., when something read or heard doesn’t make sense, he/she attempts to figure it out, for instance, by rereading or looking up a word in the dictionary).

6. Uses text structure to aid comprehension when reading narratives (e.g., can identify setting, characters and basic plot line).

7. Uses text structure to aid comprehension when reading expository text (e.g., can identify main idea/details).

Vocabulary Assessment

As vocabulary building and comprehension is a very important activity at this age level, we encourage you to actively build vocabulary in your subject area.

To assess how students are doing, you may want to use grade-appropriate vocabulary tests from a text you are using. If none is available, you may choose vocabulary words out of the first few chapters of a textbook you are using this year.

Sometimes a student’s writing may be an indicator of vocabulary use, but this is a better indicator for students who do well than for those who are struggling. The latter may have better vocabulary than they indicate in their writing, simply because they lack confidence when confronted with the written word.

If a student’s spoken and written fluency are strikingly different, you may want to dig back a little to see if they are covering up some decoding troubles. These troubles should be brought to the surface and corrected now rather than delayed. Doing so will be a blessing for the students as they go through life.
First, we know that most middle- and high-school teachers have little or no training in how to teach reading. When we find students who are suffering because they are poor readers, we become frustrated because we think we cannot help. The good news is that we can help: Reading can be taught, and we are going to give you the fundamentals of teaching reading, almost cookbook style.

You might ask yourself: If it is that easy, why don’t those lower grade teachers, who have the training to do it, get the job done? There are many answers to that question, including overcrowded classrooms, competing political agendas among styles of teaching reading, curricular battles and many others. The point is this: if you have identified a student as being a poor reader, as having difficulty in whatever subject you teach because s/he cannot read as well or as fast as necessary, the material below can help you help that student. Try it—if it does not work, call us, and maybe we can figure it out together. We do know that the process we describe below will work for most students in most cases. And if it ever doesn’t, we need to know, so we can figure out why it is not working and improve the process.

An additional factor that should help you here is that you will be using the newspaper as a principal reading source. By the time a student who is having reading trouble gets to you, s/he usually hates reading and may not be willing to work on texts that will really help him or her. Because this program and the recommendations below use the newspaper, you will have a leg up on other attempts to help that poor reader. The newspaper is real time, relevant and covers so many interesting topics that sooner or later you will find something to interest everyone. In addition, the newspaper allows you to work on remediation reading at the same time that it appears to everyone else—especially a student’s peers—as if s/he is reading “grown-up” material.

So, where did we learn the secret? We are condensing material from a book entitled *Off Track: When Poor Readers Become Learning Disabled*, by Louise Spear-Swerling and Robert J. Sternberg. Don’t be put off by the title, which suggests disability; the authors offer specific and detailed suggestions on how to help all readers, including learning disabled. Their research on the disabled has given us a good look at all the places where things could go wrong.

What is the secret? It is simply that learning to read is a lot like following a path to a treasure: Poor readers take wrong turns and simply need to be guided back to the path that works. And speaking of paths, if you want to study the entire issue carefully, we encourage you to read this book. The contents provide considerable support for a number of assertions that we are simply going to state here. If you find yourself disagreeing, get the book. In the meantime, try the recommendations. The bottom line for them and us it that these recommendations are practical, and they work. And, we are more interested in the fundamentals than the theories.

Here is the basic description of a path to optimal reading. As you will read further, the path to literacy only starts with optimal reading. Reading is necessary and not sufficient.

**Step One—Alphabetic insight.** A reader must understand that sounds match letters in a systematic way. This is usually preceded by visual cue word recognition (such as recognizing a product logo like Coca-Cola before you understand that “C” has a “K” sound). It must include the ability to match sounds and letters. A wrong turn at this stage usually results in functional illiteracy. It does not mean a person is...
stupid, as evidenced by the story of a man who graduated from college and was functionally illiterate. He could not read, but he was certainly very smart.

**Step Two—Phonetic-cue word recognition.** This requires some phonemic awareness. Students must be able to segment spoken words into sounds. A wrong turn at this stage means a student has to rely on context to tell him or her the word. We call this level “compensatory reading,” because it takes so much energy to compensate for not matching letters and sounds; therefore, the student has no capacity left to really understand or process what s/he is reading.

**Step Three—Automatic word recognition.** This is a little like playing a musical instrument. If you have to think each time you see a note about how to finger the note on your instrument, you will never get smooth enough to make the notes sound like music. A student who does not have many, many words on “automatic” is too busy decoding to understand what s/he is reading and it takes so much effort they lose track of the sense of a reading passage. Of course, the solution is practice, practice, practice. We call this wrong turn “non-automatic reading.” Their decoding is accurate—if you have them read out loud they will get most of the words right—but if you ask them what they just read, they will be hard-pressed to tell you.

**Step Four—Strategic reading.** If the student becomes an automatic reader of many words, then s/he can begin to think about what the words actually mean and how the material is organized. If a student has made all the correct turns, s/he learns that reading can be useful and entertaining. If a student has strayed from the path at one or more points, though, reading is more like a big pain and an invitation to embarrassment and discomfort. We call this wrong turn “delayed reading.” If a student gets to the automatic point, but late, s/he usually has a strong aversion to reading anything that does not have to be read. Overall, some students are well convinced that they are too dumb to get what the “smart students” are getting from reading. This is of course nonsense and may lead to a non-strategic approach to reading. There are techniques that can be taught at this stage to help students advance their understanding of how to “understand,” not just “decode,” the text.

**Step Five—Optimal reading.** This “final step” is usually accomplished after people have sorted, to some extent, what they really love to read. For example, one of the authors is not an optimal reader of physics but is an optimal reader of psychology and literature. Another is an optimal reader of biology and of Spanish text but not of 17th century literature. All people can become optimal readers of the newspaper, since it is written for general understanding, even when it covers complex subjects. Thus, it is an excellent tool for helping people to reach this level of reading. Also, because it covers in some way most subjects of human understanding, it can help students identify what areas they want to pursue to deeper (or higher) levels of understanding. We call a wrong turn at this stage “suboptimal” reading. Again, there are techniques that can help students to move to this final reading level.

Now, our first challenge is to discover at what turn in the road your poor reader has gone astray. Not forgetting that comprehension is always important, for the first three steps you must apply some basic “decoding” skills. For the last two, you put increasing focus on “comprehension” skills. Those of you who are familiar with the “phonics versus whole language” debate will realize that we have entered dangerous waters. Suffice it to say here that we believe the “causes” of poor reading are many, and the solutions require the best of both approaches. If you want to know more about all of this, read Off Track. (Please note: If students are reading at Step One or Two, for better results they should get intensive help by a trained reading instructor.)
Step One

How to spot it

If the problem is at Step One, your poor readers may regularly confuse letters of the alphabet shown to them one by one. They will not be able to consistently write or print them if you say them. They will confuse words like “fun” and “bun.” Furthermore, they may neither be able to say several words starting with the same sound nor be able to consistently rhyme words or segment spoken words into sounds. Also, the letters must remain firmly in memory; therefore, different type fonts and sizes may be confusing.

What to do about it

This is a fundamental “coding” step, and it cannot be skipped or slighted. Practice, practice, practice until you are sure that the student gets sounds and letters that are systematically connected to one another. You must go from letters to sounds and sounds to letters. The letters must vary in size and shape. Play rhyming games and have them write the endings that rhyme. Play alliteration games and have them write the words on the board. Have them go through the newspaper circling letters and groups of letters that correspond to sounds. Liberally work with highlighters of different colors so you can track their work easily. While some people are gifted at playing music, most of us must practice a piece over and over to get it right, not because we are stupid, but just because some things are easier for some people than for others and some of us get more practice at home than others. For some students, reading requires more practice in school than for others. You can move on when your students are consistently getting words correct in a string such as: what, when, where, were.

Step Two

How to spot it

This step is tricky because students are using context to help them guess at words. This is a good thing to do early on, but continuing to do it means that the students are not making all the connections they need to place all the letters in the words and sounds that are possible. Students will have trouble with long words and with words that cannot be easily guessed from context. You can check this out with the newspaper by asking students what words they expect to read in the text, based on the pictures, then see if they misread words for the words they expected.

What to do about it

Students can be helped by learning spelling rules and also to “sound out” the middle sections of a word. For example, a person may often get the “b” and “t” in “boat” because of the context but not be able to distinguish that word from “beat” or “boast.” Also, as the reader learns how to split words into syllables, this can make a difference. You can use the newspaper by having the reader highlight words that start and end the same and mean different things, then go over their meanings. The students can then find matching words in other parts of the paper. Again, practice, practice, practice. You can make this practice interesting by reading aloud to them. People at this stage have good comprehension skills if they can listen—that is partly how they are capable at guessing in context. Build on what they are capable of doing in this stage, and they will develop confidence.
Step Three

How to spot it
At this stage students are asked to read out loud. They will read accurately but slowly and will not be able to give you a full and vivid record of what they have read. Their energies are centered on decoding and cannot be used for “meaning.”

What to do about it
This is primarily an issue of speed. Just as students once needed to commit to memory all of the letters and sound combinations, now they need to commit many words to automatic memory. The best strategy here is to have them re-read as if they were practicing the piano. Reading a passage over several times simply makes the words familiar and creates “success.”

Step Four

How to spot it
Although a student has correctly read text with sufficient speed and emphasizes that s/he has understood all the words, the student will be unable to tell you where the main idea is located in the reading or how the material was structured. In addition, students will not know where to go to get help with a part of the text they did not understand, and they may not think to look in a dictionary to find a word they did not know. They can probably answer simple questions if you ask them, but they cannot think up questions to ask others.

What to do about it
The best strategy here is Thoreau’s concept, “Simplify, simplify.” Just as students needed to “get” those letters to match sounds, now they need to understand that there is a pattern to the presentation of “content.” The pattern is generally predictable. For example, in most expository writing you can count on the author to say the main idea once in the beginning and once in the end and to “break it down” in the middle. This gives the student some guideposts to work with, and that is what they need. At this stage a student also needs to read material that s/he finds interesting. Although the structure presented may be unfamiliar, it is still helpful to the student to work with content that s/he finds interesting, and that s/he “knows” at some unconscious level. Also, students must be given assistance to develop their vocabulary at this stage since few will encounter in the spoken language nearly as many words as they will in written English. We strongly encourage using *Merriam-Webster’s Vocabulary Builder* or the *Reader’s Digest* vocabulary lists.
Step Five

What to do about it

Teachers in the disciplines can instruct students explicitly using strategies on basis of content area. When using the newspaper, you can point out that “hard news” can be approached differently from editorials, ads or the Sports page. The many different types of writing found in a newspaper particularly lend it to being useful in teaching a variety of reading strategies. Remember—having students read in areas they like or know will help them succeed and build their confidence for reading about subjects they are not necessarily interested in. So, allow them to practice “free reading” in areas they enjoy.

To summarize the resources available, we recommend Off Track because its approach is very clear and comprehensive. Other resources are also relevant in working with adolescents. If you’re interested in research on the stages of reading, try Jean Chall’s Stages of Reading Development. Also, for more intensive help with phonics, especially at Steps One and Two mentioned above, look at Wiley Blevin’s Phonics from A to Z. This book is written for younger students and will need to be adapted for older children, and provides a good map of how to proceed. In addition, the International Reading Association has published an excellent paper entitled “Adolescent Literacy,” which speaks to the importance of having students read in areas that interest them. Also recommended is Cunningham and Stanovich’s paper on “What Reading does for the Mind.” Finally, Isabel Beck introduces some excellent material on many aspects of reading. We anticipate that these resources, along with the others mentioned in our attached bibliography, will support you in your efforts.
Understanding the Structure of Different Elements of the Newspaper

There are several distinct styles of writing in the newspaper, and each requires a different strategy for effective reading. The basic types of writing are news stories, features, reviews, ads, editorials and entertainment.

**News stories**

*Purpose:* To convey information.

*Structure:* Covers the basic information in the first sentence or two.

*Strategy:* Read the first sentence or two, then the last paragraph, then the rest only if you are interested.

**Features**

*Purpose:* To explore an issue, idea or experience

*Structure:* Begins with something to capture interest or attention, then develops ideas toward a conclusion, often showing more than one point of view on a topic.

*Strategy:* Read the first two paragraphs. You are looking for the outline of the writer's main ideas. Go to the last paragraph to learn what the writer's basic point is, then take the outline you have developed and write one point made to support the conclusion under each section of the article.

**Reviews**

*Purpose:* To convince you that the writer’s judgment about something is correct.

*Structure:* The writer’s “bottom line” will be expressed clearly in the first or last paragraph. In the body of the writing, the author may give you background information to support his or her idea, or the writer may give you the opposite view and show you why it is wrong. If more than one point of view is expressed, it is not done to balance the article, and so may be done selectively.

*Strategy:* Find the writer’s bottom line first. The strongest points in support of it will be the first point made and the last point made. The weaker points will be in between. Look for what is missing—the writer will not tell you “everything” if it does not support his or her bottom line.
Ads

*Purpose:* To get you to buy something.

*Structure:* Centers on one main idea or product, using visual cues to draw you to it. If there is any writing, it will be short, punchy, urgent and metaphorical (creating pictures that lead to positive associations).

*Strategy:* Find the center of interest. Notice what visual and verbal cues are being used to move you from reading to action. Then decide if you will get it, want it or are not interested at this time.

Editorials

*Purpose:* To convince you that the writer’s point of view about something is correct.

*Structure:* This is similar to the review structure. If you are reading the newspaper’s editorial, the writers will more likely present a balanced view. Columnists on the editorial page are a lot like reviewers: They make their reputation for having a consistent view, and that means they will sometimes be selective in their presentation of material.

*Strategy:* Again, like the review, you find the bottom line first, then uncover the specific points, one at a time, that the writer uses to make the case for that view. Then ask yourself if those arguments are persuasive or if more is needed. Ask yourself what might have been left out or overlooked? Ask yourself who else might agree or disagree with this and why. Then choose whether you agree with the writer or not.

Entertainment

*Purpose:* To amuse.

*Structure:* Begins with an attention catcher. There are often many short bits put together and there may be no single point, except to amuse.

*Strategy:* Each paragraph will likely stand on its own. Read so long as you stay amused.
Suggestions for Writing Exercises

Of course, there are many good resources on writing for the newspaper. Since much of this material may be available to you at this time, this section may not be relevant for you. If your students do exercises that require writing and you do not teach it directly, you may find this helpful.

Essentially, good writing can only follow good thinking. So, it is critical to spend time in the pre-drafting stage actually thinking about what you want to write. We recommend mind maps as being very helpful. Many people generate many more ideas with this technique than with the more linear and left-brained “list” approach.

Secondly, many people get stopped at the next stage, drafting, by their “editor.” They start to write, then worry that they have spelled something wrong or left something out, and so they go back over what they have written instead of taking it to the “end.” So we encourage a “free writing” approach, done in five-minute bursts. (Free writing for more than five minutes with a pen or pencil will tire the hand.) “Free writing” is keeping the pen or pencil moving, even if there is nothing to say. If they run out of things to say, they can write, “I have run out of things to say.” Or, they can write “la, la, la” or anything else, just as long as they keep writing. They cannot go back and edit the story, and they don’t even have to write complete sentences. Then let them get up, walk around, talk with a neighbor or anything else to get some relief before they come back and work some more. Also, we usually play Baroque music during the writing time. For some, this exercise may be distracting, so it shouldn’t be done all the time. For most people it is more beneficial than rock music.

Once a person has completed writing the various segments of an article (often one bubble on the mind map per five-minute segment), s/he can then go back and start editing. At this stage, the writer rearranges ideas for emphasis, revises from passive to active voice, looks up words in the thesaurus, etc. Editing is a distinctly different stage from drafting or writing. This is where the real work, or writing, gets done. By the time one is finished with editing, s/he should be able to pass the “matchbook cover” test, that is, writing the main point of what s/he needs to say in one sentence that would fit on a matchbook cover.

After the editing is complete, an article needs to be proofread: check spelling, double-check punctuation and generally polish the paper to a high shine perfection. This stage is past the point of rearranging sentences or ideas. If an individual tries to change things at this stage, s/he will be liable to type a word wrong after spellchecked. Then perfection goes out the window.

This process works for all kinds of writing. For more information on the details of different writing structures, go to the reading strategies sections. Note that of all writing, composing ads is the only one placing more emphasis on visual and emotional than verbal and logical. Otherwise, these are primarily verbal and logical activities. For writing editorials and reviews, revealing structures of rhetoric will be useful and beyond the scope of this document.
Cultural Identity

Exploring one’s cultural identity can be easy for some and quite a challenge for others. For some students—and teachers—the issues surrounding ethnic or cultural identity, for various reasons, are not often explored. There are some ethnic groups that are very aware of their “difference” at a very early age. Others, who exist in the mainstream, are often denied opportunities to fully embrace their ethnic or cultural identity because it is seen as the norm. Still, there are others who are not in the mainstream, who also have not had consistent interaction with others outside their respective groups.

This attachment does not pertain to the political, social, cultural, economic and religious oppression that can affect one’s level of cultural and ethnic awareness or one’s willingness to participate in such dialog. Rather, we will present ways to talk about these issues so that the activities in this Teacher’s Guide can be fully maximized. As stated earlier in the introduction, being able to relate, interact and respect one’s own cultural background and experiences as well as others’ will be key skills in the growing mosaic of the United States and in the global marketplace.

In order to address your cultural identity, you must be willing to consider the following:

- Each and every one of us has an ethnic and cultural identity. In fact, it is more likely that individuals can identify with more than one ethnic and cultural heritage.
- As individuals, we should not be “forced” or pigeonholed into identities that others feel are appropriate for us nor should we force or pigeonhole someone into an identity we feel is more appropriate or accurate than what someone else considers him or herself to be.
- Never fully presume to know someone's background or history based only on appearances.
- Never presume to already know someone's academic abilities and passions based on their background.
- Having a love of all people from different backgrounds does not negate the fact that you have an ethnic and cultural legacy yourself.
- A color-blind mentality may only reinforce a lack of willingness (or comfort) to “see” a person completely. Part of who we are may be directly based on color, ethnicity and/or culture and should not be ignored.
- “Race” is an arbitrary and artificial construct designed strictly for political, social, economic and historical purposes.
- Institutionalized racism and sexism is a profound reality and often times unknowingly perpetuated and reinforced in school and home environments.
- Gender is also a major facet of our cultural identities.
We have provided a Cultural Identity Starter Sheet to help get the process moving. It is laid out in the following order:

Questions 1-4: Getting a sense for what culture means to people when they hear the word and what in our environment shapes that understanding.

Question 5: During grades 6 through 12, students are participants in social and academic groups in and out of school. This is a question that has some degree of safety and most have a comfort level in detailing their activities. (If someone has difficulty identifying a group, they could indicate that they are in a group of students, for example.) Now for some, this question may include ethnic, cultural and religious groups. The answers to these questions should be left to the person’s interpretation regarding the meaning of “groups.”

Question 6: As discussed earlier, identifying ethnic or cultural groups can be easy for some and more difficult for others. It is also possible that there may be overlap between the group’s list and the cultural and ethnic identity groups. If some students are struggling with the decision over which group to belong, try the following:

- Ask if they know where their parents, guardians or caregivers are from/born or what identities they claim. Do they know where their parents’ parents are from?
- Ask if they know of any stories about family experiences that did not take place in the United States. (This does not mean vacations, of course.)
- Are there any special holidays, celebrations or religious observances that they participate in?
- Depending on the situation, it is possible that they might know the cultural identities of someone else in their family other than their parents. Start with that.
- While not the best tool, try using the U.S. Census as an introduction of some options a student may have.
- Have them look through the newspaper and pick out stories or people that they can identify with. Is there a pattern to their choices? Why do they identify with them?
- Encourage them to go home and ask members of their family. In fact, send home a copy of the CI Starter Sheet to fill out as a home project as they might do for a family tree.

Our ultimate hope is that there can at least be some discussion and dialog about who we are, the groups we belong to, and the cultural and ethnic identities that make up part of who we are. For better or worse, none of us are immune to these influences. It would be unfair, however, to presume that some challenges won’t occur. Although we cannot address most of the challenges you may encounter, here are a few you should prepare for:

- Some of your students may not know their ethnic or cultural background.
- Individuals may claim statehood or region as a condition of their cultural background. For example, you may hear “My dad is from Wisconsin.” This could be, of course, a regional identity but not exactly what we are going for here. Unless our ancestors were indigenous to a particular region, there is still more to the path of where we came from. Also, be prepared that some students may have issues with internalized oppression regarding this issue.
- An individual may indicate “Jewish” as a cultural group. Do not correct such an individual and without going into extensive details, be aware that such a classification is more accurate than not.
The Cultural Identity activity is designed to help foster a stronger learning environment based on the premise that who we are culturally is an asset and not a deficit to learning. Knowing where your students are from as well as about their interests are key to providing meaningful instruction. If you yourself as a teacher are not comfortable talking about your own background, students will recognize that. This exercise in exploring cultural identity is not about identifying targets in the classroom. (That applies to you as a teacher as well.) Nor is it meant to single people out as representatives or spokespeople for their respective identities. This is merely an opportunity to learn more about each other and discover the unique qualities that we have and experiences we share.

We encourage you to do this activity along with your students.
Multiple Intelligences
A quick survey of Gardner's 9 Multiple Intelligences
See bibliography for additional resources exploring the intelligences and suggested activities in more detail
Interpreting Communications

In his book *Silent Messages*, Albert Mehrabian writes about how we decide what people mean when they say or write something. His findings illuminate why cross-cultural communication can be so difficult. Here is what he found.

We construct what we think people mean based on three components, as follows:

- 55% is based on body language
- 38% is based on tone
- 7% is based on the actual words used

In written communication, of course, there is no body language, so we rely on “tone” and “words.” Unfortunately, the tone of communication is 5 percent more important than words and entirely subjective.

This is what makes reading difficult, too. When we see and hear someone say something, we have many more clues about what they mean, and if we are in doubt, we can check with them. But with the written word, we must interpret without those clues. It is often a good idea to read out loud any passage you are unsure of. By reading out loud, you can try different tones, listening for the one that seems to be the best fit (most congruent).
Fact vs. Interpretation

Distinguishing fact from interpretation is not as simple as it sounds; however, it is a very important point to understand in any kind of conversation or communication. It is especially important to be aware of the difference between fact and opinion when reading newspapers or listening to television reporters or television talk shows. Therefore, it is worth discussing here.

We generally demonstrate differences by telling others to describe us. (We do this after we have spent some time with those people—though it is amazing how much people think they already know about us after even a few minutes.) Here is a typical list of characteristics used to describe us (Note: People are rarely willing to share their negative thoughts about ourselves):

- Articulate
- Opinionated
- Educated
- Funny
- Energetic
- Short
- Old

When we ask them how many are facts and how many are opinions, they sometimes try to defend “educated” or “short.” We then point out that the fact is that we were educated (one of us has a doctorate, the other a master’s), otherwise they have no independent evidence of it. And besides, we all know someone with a doctorate or a master’s who’s not very “educated,” at least as some people define the term! For the one of us who is “short,” we point out that she is tall to a 2-year-old. Perspective, of course, influences fact and interpretation.

Then we ask them to describe us with “facts.” The second time, they usually come up with a list like this:

- Wears a multicolored blouse (notice they don’t make the mistake of saying “owns” a multicolored blouse). Sometimes wears glasses.
- Has brown eyes
- Uses her hands when she talks
- Uses her right hand to write—when writing in this class (saying she is right-handed would be drawing a conclusion or an opinion)
- Uses multisyllabic words when speaking with this audience (“articulate” is a judgment and its meaning will vary with context)

Why is this so important? Because, among other things, we begin to confuse ourselves, thinking that our opinions are “facts,” and acting as if that were so. Especially when we are being assertive, it will be well to remember the difference. Similarly, writers, commentators and others often forget that opinions are only opinions and not facts; the readers have to remember this, too.
Show your students an interesting picture and have them write about the facts they see. Compare their results (specifically, use Core Activity 4). How often did they make judgments and conclusions? Have the students started to take apart news stories or look for opinions vs. facts? Students should listen to commentators or interviewers on television to see how they are slanting their work. Students can search for words and synonyms, especially words that are “emotion-laden” or “judgment-slanting.” What words could the writer use to make it sound more “neutral”?

This exercise underpins several other communication techniques—negotiation, dialog and assertiveness. These techniques depend on how the students can distinguish between fact and opinion and on being alert to losing the boundary between them.
Ways of Thinking

Throughout this guide we ask students to participate in certain types of thinking: critical, divergent, convergent, deductive and inductive. They are often asked to process visual and verbal information as well as generate their own ideas and thoughts based on their current and growing knowledge. This is a quick review of how each type of thinking works and what it looks like.

Critical

We have defined the word “critical” to mean the ability of students to think about how information relates to themselves but also how it might affect others (see section on Critical Literacy). It entails determining the accuracy, validity, and the political, social, cultural, economic and historical worth of the information based on multiple perspectives. Being a critical thinker involves comparing and contrasting information as it relates to personal experiences. In essence a critical thinker affects understanding, internalization and responses to people and information by processing the simplest of ideas and emotions and/or the most complex of ideas and emotions.

Divergent, convergent, deductive and inductive reasoning can all be components of critical thinking. Here are brief descriptions of each and an analogy to illustrate the thinking process.

Divergent

Divergent thinking involves taking one or more ideas or problems and generating multiple possibilities and answers. If a divergent thinker sees rain, s/he might generate a list of possible items to protect from rain that may include:

- Umbrella
- Large garbage bag
- Handbag/briefcase
- Raincoat/rain hat
- Newspaper
- Boots
- Plastic bag

This can also be illustrated by thoughts or ideas.

Convergent

Convergent thinkers group, categorize and streamline possibilities and solutions to specific outcomes. In continuing with the rain analogy, convergent thinkers would take the divergent thinker’s list and group the items that protect the head, the feet, the whole body or that are water impervious, etc., to eventually secure the most likely and viable option (illustrated by ideas or thoughts).
**Deductive**

In deductive thinking, the overall concept comes first, then the steps and processes develop to prove the concept. This reasoning occurs when we ask students to think of answers or possibilities and then use the resources at hand to determine the appropriate course of action(s) to support (or disprove) their hypotheses. In this instance, a deductive thinker might take along an umbrella and wait to see if it rains.

**Inductive**

Inductive thinking involves moving the particular to the theoretical model, concept or theory: using limited observations to support, suggest or hypothesize a conclusion. When we ask students to look at a section of a picture or review an excerpt from an article and then draw conclusions, they are using inductive thinking. With induction, one would see rain clouds and then take along an umbrella.

**Strategies to encourage ways of thinking can include:**

- Encouraging students to put themselves in someone else’s shoes
- Consider all the possibilities (incorporating multiple resources and perspectives)
- Use experiences to make stronger assessments of outcomes
- Use the content and format of the newspaper, which requires all types of thinking
Conducting an Interview

Planning Phase

Before interviewing someone, even someone you think you know well, it is a good idea to plan your interview. This is one of those cases where a stitch in time can save nine. If you have planned well, you will not have to go back or call back to get something answered that you forgot to ask.

First, make some notes on what you think you know about the person. If the person is a stranger, read what you can about the person. You may even, if it is appropriate and can be done discreetly, talk to other people who know the person well. This can help you to avoid awkward moments in the interview.

Next, list likely questions you might ask. It may be easier for you to do a mind map first of the areas you want to cover in the interview, then you might even want to mind map the questions for each area. Using a mind map instead of just making a traditional list may help you think of unique or unusual questions that will make the interview both more interesting for you and your interviewee.

Actual Interview

Since you are conducting the interview, you must remember to take the initiative.

First, introduce yourself and thank the other person for granting you the time to answer your questions. (Even if this is someone you know well, do this. It will help you establish that this is a special interaction.) It is a good idea to state the purpose of your interview in “matchbook cover” shape—short and clear.

Second, you will want to put the interviewee at ease. At the same time, you will want the person to know that you will be taking notes, so that you can be sure to note the highlights. (We only recommend a tape recorder if the issue is going to be controversial. In that way, the interviewer has to listen closely rather than rely on the tape recorder. Besides, listening to an interview on tape takes as long as it does to record it in the first place, which is way too time-consuming.)

Third, if you want to quote someone, say something like “I like that. May I quote you?” Then after you have written what they say, say it back to them, as you have written it.

Fourth, while you have a plan, if the person says something that you want to pursue, don’t be afraid to go “off track” a little. You can always get back on track later.

Finally, before you leave, thank the person for their time and ask permission to check back with him or her as you write the article and may still need further clarification.

After the Interview

Check your notes while your memory is still fresh. If you used abbreviations, spell them out now before you forget what they stand for.
You might want to circle in your notes what you think will be your main points before you start to write. It will help you organize the flow of your writing and be a good checkpoint for you after you have written the copy.

Ask someone to read the draft and see if s/he has any questions. If the answers are not in your notes, consider whether the question is important enough to call back the person you interviewed.

Generally, you will want to send a copy of the final article to the person you interviewed with a note thanking the person for his or her help.

A Note About Questions*

There are open-ended and close-ended questions. Interviewers generally prefer the first, because they invite the expert to be expansive in answering. The second you can see on television at night, when lawyers use them to trap people into answers that may be out of context. Here are some examples of each:

Open-ended—Invite long answers
What are the main factors contributing to crop failure?
Why do you want that to happen?
Who are the main leaders in this area and what do you like about each?
How do you go about studying quarks?

Close-ended—Can be answered “yes” or “no” or with other one-word answers
Did you do that?
Is this yours?
Are you coming to the show Friday?
What time are you getting off work?

* Interviewing material derived from School Newspaper Advisers Survival Guide by Patricia Osborn and The Center for Applied Research In Education, West Nyack, New York 10094. For more information, see also Isabel Beck’s “Questioning the Author.”
Attachment L: Dialog

Dialog

If there is a continuum in human conversation, on one end of the continuum is dispute (with its most virulent form being war); on the other end is “pure” dialog. In between, moving from dispute towards dialog, you will first find debate, then discussion, then dialog. If the purpose of human conversation is exploration and discovery, the form most suited to achieving it is dialog, yet we have little if any practice of it in our schools. The material on this page will help you to learn the elements of dialog and, perhaps, to practice it. In many of the exercises in this book, we ask questions, and we often ask you to seek the answers as a group. We often “degenerate” into debate and dispute in these circumstances because we do not know there is another way. Here is another way to have a conversation. [Note: We should mention here that one of the authors of this guide had training in this work by Leadership Center West, whose ideas and exercises were critical to the development of this page. They may be contacted at: telephone: (408) 248-3083; Web site: www.leadershipcenterwest.org.]

Definitions

Disputes are when lines are drawn and people choose sides, and the strongest at that date and time wins. We all know of sports contests in which the better team loses for some reason. The problem is that when people are talking and trying to solve problems, disputes end them without really solving them. Look, for instance, at what is happening between the Palestinian and Israeli communities.

Debates are only one step up from disputes. They are not meant to discover truth so much as to see who can be cleverer. If a person on one side of the debate knows something that will make the other side’s case stronger, s/he will never mention it. It is still about winning or losing rather than solving problems.

Discussions are more in the direction of dialog, though not “there” yet. Usually, discussions are polite and operate according to a set of unspoken rules. Theoretically, no person is trying to “win,” and yet people in discussions often get to the point where they just “give up” rather than continue. This usually happens if it appears that the search for a solution is heading in one specific direction or is about to get polarized among two points of view, and the participants do not want to get into a debate.

Dialog, on the other hand, consists of open, trusting, authentic exploration of the problem and of other people’s thoughts about the problem and possible solutions. It focuses on inquiry and understanding, and usually generates many more than two solutions until a consensus begins to emerge and a single solution becomes “apparent,” or at least probable, to many.

How to Create a Dialog

Step One—Create a Safe Space. First, all participants must sense that the space or facility being used is “safe.” While a facilitator (teacher) may initially send the message that s/he will keep the space “safe,” ultimately, the whole group will accept responsibility for the safety of the space.

For creating a “safe” space, we recommend giving the five messages that support the development of self-esteem, as outlined in Jean Ilsley Clarke’s Self-Esteem, A Family Affair. We cannot do the whole book justice here, and understanding how to apply the list is a workshop in itself. Even so, we give you the list here, slightly modified, so that you will have an idea of direction. Good teachers create this space, as
Parker Palmer {PALMER?} says in The Courage to Teach. You may be doing it instinctively—here is sort of a checklist.

Children (and really all of us) need to hear these messages:

- You have a right to be here (on Planet Earth).
- Your needs and wants are ok. (You may not get them all, but having them is fine, and I will listen respectfully to them.)
- There is no need to hurry. (Hurry NEVER works; think of all the times you dropped things or had to go back for what you forgot because you hurried. Focus instead, focusing works.)
- I am glad you are a girl or a boy. (How important is this? What is the first question we ask when we hear a new baby has been born? Do people whose gender you cannot immediately identify make you uncomfortable?) (We don’t recommend saying this out loud; say it to yourself as you look at them. On some level they will “hear” it.)
- I like to hold you. (We know about all the rules, and we think teachers should have an uprising about them. In the meantime, welcome them into your space and give them excuses—games, for instance—to touch one another—appropriately, of course. As species, gentle touch is absolutely critical to our growing into social creatures rather than brutes.)

**Step Two**—Model trust, respect, and authenticity. You must be willing to trust students, even after they break that trust. We all break agreements or sometimes forget. How you handle trusting youngsters again when they have broken that trust is critical. Also, you must acknowledge when you do not keep your word. We have a formula for this too. One is called The Experience and is still in existence (Web site: TheExper.org)

- Acknowledge the mistake was made.
- Accept responsibility for it.
- Make amends.
  - Either ask the person who made the mistake with you what it will take to make it right, or
  - Make an offer of what you are willing to do to correct the mistake.
- Put in place whatever is necessary to see that it does not happen again.

Respect and authenticity will come from these practices as well. Youth often are much better than we are at sniffing out lapses in these two areas. They have less practice at dissembling. When in doubt, if you are authentic most of the time, students will let you know when you are not! And they read one another well too. In the assertiveness section we will give some hints on how to call someone on their “stuff” without doing damage, but the most important point here is that if it is done to support the person and to keep the space safe for dialog, then it will generally work well. If it is done in the spirit of “gotcha” and “one-up-personship,” then the space is not safe. Go back to Step One.

**Step Three**—Model developing shared meaning. In the “final” element of dialog, there is a constant checking and rechecking to ensure that you have understood what the other person is saying. You don’t have to agree; you do have to understand, that is, to be able to restate it and defend it as if it were your own, even if, for some “reason,” it is not your own. {SENSE??} In this, it will be important to remember that the opposite of judgment (which tends to limit and criticize) is inquiry (which tends to expand and
Understanding Responsibility

The Triangle of Powerlessness

Victim

Powerlessness

Rescuer ———— Persecutor

Melodrama = staying put on the triangle; Drama = moving around on the triangle

To get off the triangle:
1. Tell the truth about your experience
2. Decide to trust yourself
3. Make and keep agreements

Asking for What You Want

When you __________________ describe specific behavior you have observed
then I feel __________________ state your feeling
because __________________ state why you chose that feeling.

In the future, I request that you __________ describe a specific behavior you would like to have this person do.

Note how this exactly meets the requirements for getting off the Triangle of Powerlessness.

Responding to Requests

Yes—If you respond “yes,” you have an agreement, a promise.
No—If you respond “no,” you have the option of renewing the request.

Counteroffer—This is an invitation to negotiation. If you agree to the counteroffer, you then have an agreement. If you do not agree and make a counteroffer, you are negotiating.

“Maybe” or “I’ll try” are never acceptable answers to a request.
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Negotiation

The fine art of negotiation may be needed from time to time by your students as they work their way through some of the assignments. We decided to provide you with this overview, drawn largely from what we consider to be the best book on this subject ever written: Ury and Fisher’s *Getting to Yes*. They describe the process that President Carter used to end the Israeli-Egyptian conflict, so it should work on most disputes that might come up in your classroom! We loved the book, and if you really want to explore this perhaps for your upcoming negotiations with the school board, we recommend that you get a videotape set that will walk you step by step through the process. It’s expensive, but well worth it.

The premise of all effective negotiations is that some solution is possible and that the parties to the negotiation wish to remain in relationship following the negotiation. (One of the authors learned in the 1960s that no matter how mad you are at someone, permanent enemies are political suicide. Even some of Mayor Daley’s people finally voted for the Equal Rights Amendment, after a woman became the mayor of Chicago!) The existentialists in your class may wish to discuss how any two people deciding to be enemies forever effectively ruin it for all of us!

**Step One**—Identify and disclose interests. Like dialog, which is best done with no end in mind, negotiation proceeds best when the parties focus not on a particular “end” but on their interests. Rather than saying “I want $100,000” (and keeping quiet about why she wants the money), a person might say, “a solution that allows me to own my own home will work.” It might happen that it is easier for the other party to provide the house than the money—maybe even a house worth more than $100,000.

**Step Two**—Discuss and develop options. Once the interests are on the table, it is possible for the parties to develop options—preferably lots of options. And, of course, dialog would be great for this purpose. This is about creating, not criticizing. Roger von Oech, in *A Whack on the Side of the Head*, talks about the four roles in creativity. Generating ideas (artistry) is very different from selecting the best (judging). Be sure to keep those steps separate here. Brainstorming and mind mapping work well here.

**Step Three**—Discover and adopt standards. Here is where the judge comes in. To keep the judge on balance, look for as many outside validating sources for your standards as you can. Remember all this is just what people make up, and sometimes “close” is the best we can do. Be careful here not to believe these judgments are “truth.”

**Step Four**—Separate the people from the problem. This is another place to tell the truth, starting with your emotions. If you don’t talk about them and acknowledge them, they will bite you when you can least afford it. Speak in specifics, from “I” statements, and get partners to help you watch those triggers that will do you and your negotiations no good. If you fail here, your negotiation will turn into a dispute. And you can’t let the other side fall into this trap either. Since we teachers place such a high value on being “right,” we need help here to remember that “right” and “effective” don’t always go together.
Step Five—Consider your BATNA (Best Alternative to a Negotiated Agreement).

It amazes us how often people are willing to throw themselves on their swords when negotiations get tough. Consider what will happen if no agreement is reached. For example, if a company is outside the city limit, will it agree to pay some funds to the city? Yes, if the alternative to a stalemate is to be annexed and taxed. In the former case, they have some say in the matter. In the latter, none. Which would you prefer?

Step Six—Keep drafting until the very end

Don’t commit until the whole picture is in place.

Draft pieces, with temporary agreements if the negotiation is complex, but don’t commit to anything until you see it all. The whole has to fit, and premature agreement may affect your BATNA, even to the point of dividing your own side. Be generous at the end. It creates positive energy for your working partnership.

Needless to say, teaching negotiation in a classroom setting takes more than 20 minutes. We have found it very effective to create scenarios and select different teams to work on these elements over a couple of weeks. As with local and national issues, the students will learn about the different points of view. A lot has been written about Jerusalem these days. It might be challenging to take up that case. Or, there may be some local or national issue of interest. In Georgia, we find the issue of the state flag a challenge. We tend to think “real” issues are much more engaging, though we have had some fun with imaginary cases as well. History presents lots of opportunities—would it have been possible to prevent the Civil War with negotiation? Which of the steps lead to failure?
Planning to Achieve a Goal

One of the best tools for planning to reach a goal is called the Program Evaluation and Review Technique (PERT) chart. Developed to plan the Polaris submarine in the 1960s, businesses and governmental agencies still use it.

All PERT charts have four elements:
1. Task checkpoints
2. Length of time expected between one checkpoint and the next
3. Direction of work arrows
4. Person responsible for completion of task

All PERT charts are planned from back to front. This is the way people plan their attack for a hole of golf, and the way most of us plan for getting to a party. We think, “I need to be there by 8 p.m. That means I have to be in the car ready to go by 7:30. That means I have to get the clothes out of the dryer by 7 p.m., etc.” You work backwards from the goal and ask, “what needs to be done just before I reach this point?

Key to making a PERT chart correctly is figuring out what tasks depend on one another. If I am planning a party, for example, I can set the table while I am preparing the food, and both depend on my knowing how many people are actually coming. We can’t eat until the food is prepared and the table is set. On the next page we made a PERT chart for preparing a meal. Notice that we stated all the time in similar units. If you were doing a five-year plan, you would not use increments of 15 or 30 minutes.

Here is the process we used:
- Developed a mind map of all the tasks we thought were required.
- Put all the tasks in a chronological list.
- Noted what items had to be done before others could be done. (the dependency list)
- Assigned the tasks and asked the people assigned to tell us how long they thought the tasks would take.
- Roughed out our PERT chart and asked everybody to see if we had left anything out.
- Finalized the chart.

PERT charts work because by starting at the end, you stay on task. (One of Steven Covey’s 7 Habits of Highly Effective People is to Begin with the End in Mind.) Sometimes when we start where we are, we wander off from our original goal. With a PERT Chart, your goal is locked in place and you work back to where you are now.
**Task Checkpoints**

1. Invite guests
2. Confirm time and guest list
3. Buy food
4. Select china
5. Cook food
6. Get food to table
7. Set table with china, silverware
8. Eat dinner
Image

We included this attachment on image primarily because we are asking you and your students to peel its many layers. In the activities that address image, in particular Core Activities 3 and 4, we encourage dialog about the many ways one could interpret image. Consequently, here is a brief discussion on what we mean when we talk about image and why it is a great topic for dialog.

First, defining image is a condition of context similar to how we have defined culture and literacy. On one level, an image is simply something we see, such as a picture. For someone who is blind, an image is informed by touch and other senses. “How” we see things is another story.

Politically, socially and culturally we may develop an image as to how we see others and ourselves. That image can be reflected in how we dress, speak, body language, carriage, what we drive, what we do for a living and where we obtain our education and to what level.

It is this process of how we perceive image that creates the most influence in our lives. Consider these scenarios:

You see a male dressed in jeans, a T-shirt, sneakers, and a baseball cap worn backwards. The waistline of his jeans is hanging a good eight inches from his actual waistline. He is also wearing an earring in his right ear. What do you think he does for a living? Is he a student, the CEO of a new Internet startup, a gang member, an accountant off work, an undercover police officer, or is he just an out-of-work “bum”?

Now imagine you see a male, dressed in a suit and tie, with dress shoes and a matching brief case? What do you think? Is he a student, the CEO of an Internet startup, an accountant on his way to work, or just a “bum” looking for a job?

What happens to your perceptions in either scenario if we were to add that his hair was in a buzz cut, in locks, or an Afro? Would your image of him change if he were Japanese American, Irish American or African American? Or, if his skin were black, brown, white or red? Or, what if you knew that he was from the North, South, West Coast or Midwest?

The scenarios above look at how we may perceive someone else. Now, let’s look at the image we try to create for ourselves. Using the same male above, what if he were getting ready to go on a job interview? Perhaps he would think about the impression he would want to make on his potential employer. He would think about his image. If he were going for an interview as a stockbroker on Wall Street, he might not consider wearing jeans and a T-shirt. Doing so might present the “wrong” image. On the other hand, if he were applying for a dish washer or landscaper position, it might be okay to wear the jeans and T-shirt. The question is how do we know what is the right or wrong image? For instance, socially, culturally and historically, women have had the challenge of presenting the “appropriate” image. The only way to know depends on the social, cultural and historical context.

Another way to look at image is when image is linked to a direct social construct. One example would be the use of titles such as Dr., Esquire, M.D., DDS, Ph.D., LMT, CPA, Ms., Mrs. or Miss. When we hear or see a particular title it is supposed to mean something. Most reveal a level of training and education, and some can relate to personal status.
An additional example of how an image can be a direct social construct would be how we perceive people in uniforms. Police officers; firemen; nurses; judges; members of the Army, Navy, Air Force and Marines; doctors; sanitation workers; and security guards; to name a few, are the type of individuals that we assume have a particular lifestyle, competency, trust and educational background based on the clothes/uniforms they wear. Consider this story:

At a popular neighborhood bank branch, a man stood several feet in front of the bank’s ATM machine. As people approached the machine, the man informed the patrons that the machine was not working and that he was to take the money and the deposit slip inside the bank to make the deposit for them. Several customers obliged, trusting that the man would see that their money was taken care of. After all, the man was dressed in security guard attire, spoke like a security guard and carried himself like a security guard. The truth is, he wasn’t. He was scamming people for their money and the bank didn’t realize it until too late. (Yes, this was a news story that actually happened.)

As you can tell, the concept of image is dynamic. We have just explored a few of the ways you can use the concept of image and how we process image as it can affect our daily lives. We believe that there is plenty of rich dialog in thinking about the power of image in the ways we have mentioned here. Of course, the newspaper contains real-time elements that have plenty to do with image in society. We encourage you to take Core Activities 3 and 4 from a basic discussion of students and their relationship to their friends, to one that might include the power of image in their peer and family relationships and in society.
Mind Map of Supplemental Resources

- TV, Radio
- Nursing Homes, Assisted Living Centers
- Community Organizations
- cookbooks
- literature
- Community Newspapers, Newsletters
- Movies & Entertainment
- Youth Organizations
- Sports & Arts organizations
- Political organizations
- Yellow pages
- Restaurants
- Libraries, Museums
- Grocery Stores
- School media specialist
- Places of worship
- Theatres
- Higher education
- Magazines
- Family
- Not for Profit Organizations
- Internet
- Statistics Bureau
- Workplaces
- Parks, Festivals
- Non traditional educational organizations
Bibliography

Reading


Multicultural Education


Literacy and Culture

Resources

Vocabulary, Reading and Writing

Books


Cunningham, Anne E. and Stanovich, Keith E. “*What Reading Does for the Mind,*” American Educator. AFT.

Olivares, R.A. *Using the Newspaper to Teach ESL Learners*. Newark, Del.: International Reading Association, 1993.

Internet

www.nifl.gov

Located at the National Institute for Literacy, the Literacy Information and Communications Systems (LINCS) supplies a variety of national information regarding literacy.

www.cal.org/NCLE/

National Clearinghouse for ESL Literacy Education

www.famlit.org/index.html

National Center for Family Literacy


**Internet**

http://ericae.net/

http://infplease.lycos.com/ipa/AOL0108066.html

Facts, maps, flags and statistics of countries of the world

www.eduplace.com/rdg/res/literacy/

Issues in Literacy Development

www.ceoexpress.com

U.S. Newspapers

www.ecola.com

Worldwide newspapers

www.naa.org/foundation

Newspaper Association of America

http://leo.stcloudstate.edu

LEO: Literacy Education Online

www.ala.org/oos/olos.html

Office for Literacy and Outreach Services

www.reading.org

International Reading Association


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http://ericae.net/

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