

Christ and Cleavage: Multiculturalism and Censorship in a Working-Class, Suburban High School, Julie Gorlewski
After she found that the literature anthology edited original texts to remove questionable material, Gorlewski encouraged students to write the editor of the textbook. "Communicating on Local Issues: Exploring Audience in Persuasive Letter Writing" asks students to research a local issue that concerns them, using Internet and print sources. They argue a position on this issue in letters to two different audiences, addressing their purpose and considering the needs of the audience in each letter. Students work with peer groups as they draft and revise their letters before sending them to their intended readers.
http://www.readwritethink.org/lessons/lesson_view.asp?id=945

Holding the Words in Our Mouth: Responses to Dialect Variations in Oral Reading, Deborah Vriend Van Duinen and Marilyn J. Wilson
Van Duinen and Wilson emphasize the importance of students' being able to hear other dialects and different uses of language. "Audio Broadcasts and Podcasts: Oral Storytelling and Dramatization" shares ways to use radio presentations, podcasts, or audiobooks. Each listener forms mental images to accompany the words and sounds that are broadcast. After exploring Orson Welles's famous broadcast of *The War of the Worlds*, students establish criteria for effective audio dramatizations and then compose a dramatization of a group-selected scene from a recent reading.
http://www.readwritethink.org/lessons/lesson_view.asp?id=901

Multilingual Students and Language Acquisition: Engaging Activities for Diversity Training, J. Arias
The interrelationship of language, identity, and power opens up discussions that are important to both the individual and the larger community. "Exploring Language and Identity: Amy Tan's 'Mother Tongue' and Beyond" invites students to consider the relationship between language and identity in Tan's essay. Students increase their awareness of language in their family, home, peer, and work communities. Students read fiction and nonfiction texts and write literacy narratives as a part of their exploration.
http://www.readwritethink.org/lessons/lesson_view.asp?id=910

Writing Like a Good Girl, Helen Collins Sitler
Sitler ties together memories, recollections, and quotations to make an important point. In "Family Memoir: Getting Acquainted with Generations before Us" students create a memoir of a family member who is at least a generation older than they are. This allows students to learn more about their backgrounds and to learn the power of storytellers.
http://www.readwritethink.org/lessons/lesson_view.asp?id=998

Are Your Students Critically Reading an Opinion Piece? Have them RATTKISS It! Scott Snair
Snair invents a strategy to help students critically analyze a short opinion piece. If students read about current local or national issues, "Persuading an Audience: Writing Effective Letters to the Editor" can take their analysis a step further. Students write a persuasive letter to the editor of a newspaper, focusing on the issue and requesting a specific action or response from readers. The lesson includes an exploration of the genre, a review of persuasive writing structure and letter format, and an emphasis on multidraft writing.
http://www.readwritethink.org/lessons/lesson_view.asp?id=929

Facing the Issues: Challenges, Censorship, and Reflection through Dialogue, ReLeah Cossett Lent
One way to avoid parental complaints about the texts used in class, Lent suggests, is for students to choose their reading materials. "Developing Reading Plans to Support Independent Reading" encourages students to do just that. Students identify books they have read recently and look for patterns connecting those that they enjoyed the most. Once they have examined past readings, students complete a reading plan, a wish list of books they hope to read in the future based on their preferences in the past. The finished list becomes a supporting resource to guide independent readers. These lists can also guide teachers when they make future text selections.
http://www.readwritethink.org/lessons/lesson_view.asp?id=836

"Literature Is Not a Cold, Dead Place": An Interview with John Green, Jayme K. Barkdoll and Lisa Scherff
The author of *Looking for Alaska*, John Green, comments on how difficult it is to compete with the other literacies teens encounter. In "Defining Literacy in a Digital World" students generate an inventory of personal texts—print, visual, and sound. With this start, they form a working definition of literacy that they refine and explore as they continue their investigation of the texts they interact with at home, at school, and in other settings.
http://www.readwritethink.org/lessons/lesson_view.asp?id=915

The Story as Alternative Universe, Richard Peck

In his speech to the Colorado Language Arts Society Regional Spring Conference, Peck talks about the importance of research while writing. In "Connecting Past and Present: A Local Research Project," students research one decade of their school's past. Students become archivists, gathering photos, artifacts, and stories. As a culminating activity, students create museum exhibits displaying the found items for their decade. This research teaches the students about their school and can inform their future school projects.

http://www.readwritethink.org/lessons/lesson_view.asp?id=1027

Street Fiction: What Is It and What Does It Mean for English Teachers? Marc Lamont Hill, Bianny Perez, and Decoteau J. Irby

The authors discuss ways to bring street fiction into the classroom, including using hip-hop. "A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs" highlights hip-hop artist Kanye West's "Diamonds from Sierra Leone." This song brought attention to the issue of conflict diamonds. In this lesson, students research and analyze contemporary and historic protest songs and then catalog their findings in a wiki.

http://www.readwritethink.org/lessons/lesson_view.asp?id=979

Feminist Pedagogy Is For Everybody: Troubling Gender in Reading and Writing, Heather E. Bruce, et al.

One way the authors motivate student writers is using copy-change with poetry. In "Avoiding Sexist Language by Using Gender-Fair Pronouns," students write a response to a short prompt that includes no information about the participants' gender. Once the writing is complete, students and teacher analyze the narratives for the use of pronouns and what the pronoun choices reveal about language use.

http://www.readwritethink.org/lessons/lesson_view.asp?id=201

Uniting the Spheres: Modern Feminist Theory and Classic Texts in AP English, Simao J. A. Drew and Brenda G. Bosnic

Drew and Bosnic invite students to examine the types of messages conveyed in literature. "Comic Makeovers: Examining Race, Class, Ethnicity, and Gender in the Media" asks students to probe representations of race, class, ethnicity, and gender by scrutinizing comics over a two-week period. Then, students re-envision them with a "comic character makeover." This activity leads to greater awareness of stereotypes in the media and urges students to form more realistic visions of these images as they perform their makeovers. These strategies can easily be applied to other texts.

http://www.readwritethink.org/lessons/lesson_view.asp?id=207

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