

**Risky Business: Whose “Right Thing” Are We Talking About?** Virginia R. Monseau

Perspectives and opinions can affect a reader’s response to a text. “The Importance of Titles: From Big Blank Space to Small Good Thing” asks students to examine two sets of stories that author Raymond Carver renamed in revision. Students focus on each title’s effects and are encouraged to transfer their understanding to future writing as they create titles.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=1109](http://www.readwritethink.org/lessons/lesson_view.asp?id=1109)

**Walking the Talk: Examining Privilege and Race in a Ninth-Grade Classroom,** Kelly Sassi and Ebony Elizabeth Thomas

Sassi and Thomas were searching for ways to incorporate multicultural literature into the classroom. “Assessing Cultural Relevance: Exploring Personal Connections to a Text” asks students to evaluate a nonfiction or realistic fiction text for its cultural relevance to themselves personally and as a group. After completing this full-class activity, students search for additional, personally relevant texts; each chooses one; and they write reviews of the texts that they chose. The texts that students analyze can be books, documentaries, television programs, and films. This lesson is an especially powerful choice for English language learners.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=1003](http://www.readwritethink.org/lessons/lesson_view.asp?id=1003)

**Doing the Right Thing with Technology,** Nancy Frey and Douglas Fisher

Frey and Fisher share how they and their school changed their policies involving students and technology. As citizens of a highly technological culture, we know that students see—and often use—technologies daily. But how do those technologies translate to the classroom? “Paying Attention to Technology: Writing Technology Autobiographies” asks students to pay attention explicitly to the technologies they use. Students brainstorm lists of their interactions with technology, map these interactions graphically, and then compose narratives of their most significant interactions with technology. By writing technology autobiographies, students explore what their stories reveal about why we use the technologies we do when we do. Educators can use this information to see how they can best integrate or accept those technologies in the classroom.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=325](http://www.readwritethink.org/lessons/lesson_view.asp?id=325)

**Using Bloom’s Taxonomy to Teach Students about Plagiarism,** Melissa A. Vosen

“Copyright Law: From Digital Reprints to Downloads” asks students to read about the history of copyright law and generalize about how and why it has changed. Students are then given a recent copyright topic and assigned a role. They look at the copyright issues from the perspective of the role they have been given and create persuasive arguments to convince others to see the issue from that perspective as well.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=1067](http://www.readwritethink.org/lessons/lesson_view.asp?id=1067)

**Placing Asterisks: An Approach to American Studies,** Daniel O. Lawler

Lawler shared ways that he presented multiple perspectives on America in his classroom. “Varying Views of America” uses poetry to examine a particular issue and provides students an accessible way to have several experiences in a short period of time. This lesson gives students an opportunity, working in a collaborative setting, to examine the influence of perspective on individual perceptions of experience. Students analyze Walt Whitman’s “I Hear America Singing,” Langston Hughes’s “I, Too, Sing America,” and Maya Angelou’s “On the Pulse of the Morning.”

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=194](http://www.readwritethink.org/lessons/lesson_view.asp?id=194)

**A Conversation with Linda Christensen on Social Justice Education,** John Golden

Golden wrote about a colleague who affected his teaching. All of us have had a teacher who has made a profound difference to us—someone who changed our lives, made us think more deeply, set our feet on the right path. Perhaps it was a teacher we met in a classroom, but it could have been a coach, youth group leader, family or community elder, or religious leader. “A Significant Influence: Describing an Important Teacher in Your Life” invites students to write a tribute to such a teacher, someone who has taught them an important lesson that they still remember. The personal essays that students write for this lesson are then published in a class collection. Because writing about someone who has been a significant influence is a typical topic for college application essays, the lesson’s extensions include resources for writing more traditional, formal papers.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=824](http://www.readwritethink.org/lessons/lesson_view.asp?id=824)

**Connections to ReadWriteThink Lessons - July 2008**  
**The Art of Asking Questions in Two Classes That Changed My Teaching Life**, Ken Donelson

Discussion adds to a reader's understanding of a text, as Donelson shares. And a reader's taking ownership in the text deepens the reader's response. "Using Student-Centered Comprehension Strategies with Elie Wiesel's *Night*" places students in small groups, using reciprocal teaching strategies as they read and discuss Holocaust survivor Wiesel's memoir. Everyone in the classroom takes a turn assuming the "teacher" role, as the class works with four comprehension strategies: predicting, question generating, summarizing, and clarifying.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=884](http://www.readwritethink.org/lessons/lesson_view.asp?id=884)

**Take the Bullies to Task: Using Process Drama to Make a Stand**, Allison L. Baer and Jacqueline Glasgow

Addressing bullying is crucial in schools and in the classroom. Baer and Glasgow share young adult texts that can be used to get the conversations started. Once students, teachers, and administrators have discussed bullying, invite the students to share what they have learned. "Campaigning for Fair Use: Public Service Announcements on Copyright Awareness" introduces students to public service announcements (PSAs) along with fair use and copyright. Working together, students craft PSAs to be broadcast over the school's public address system. Bully prevention is a perfect topic. Work can also be published as podcasts on the Internet. Students tap research and persuasive writing strategies as they design announcements for an audience of their peers.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=939](http://www.readwritethink.org/lessons/lesson_view.asp?id=939)

**You Want Me to Teach Reading? Confessions of a Secondary Literature Teacher**, Pat Monahan

Monahan describes two approaches to teaching reading. The most successful approach seemed to be the one in which students made connections to what they were reading, accessed their prior knowledge, and made inferences. Literary conversations helped students discuss what they were reading. In "Exploring Literature through Letter-Writing Groups," students will discuss literature through a series of letter exchanges. Exchanged letters can take the form of handwritten letters, typed letters, electronic documents, email, online discussion posts, and even Weblog posts. Students can even be asked to carry on a yearlong discussion in which they make connections among a number of literary works.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=397](http://www.readwritethink.org/lessons/lesson_view.asp?id=397)

ReadWriteThink (<http://www.readwritethink.org>) is a nonprofit Thinkfinity Web site maintained by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA), with support from the Verizon Foundation. It provides to classroom teachers free lesson plans, interactive student materials, and Web resources linked to ELA standards.