

**Yearbook 101: A How-To Guide for Teaching the Yearbook Basics**, Christina M. Vettrai

Vettrai approaches work on the school yearbook as a genre study. Students examine different parts of other publications before they begin work on their own publication. "Brochures: Writing for Audience and Purpose" also invites students to complete their research on a new genre before beginning their own projects. Students create informative brochures that combine visual and verbal texts, improving their ability to interpret other texts they encounter that combine graphics with writing. Additionally, students learn strategies for addressing audience and purpose.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=1002](http://www.readwritethink.org/lessons/lesson_view.asp?id=1002)

**So You've Been Asked to Advise a Student Publication**, Janet Ewell

When students submit their contribution to the school newspaper, Ewell requires that they also submit a reflective letter describing that contribution. "Draft Letters: Improving Student Writing through Critical Thinking" describes in detail how that can also work in the classroom. Draft letters asks students to think critically about their writing on a specific assignment before submitting their work to a reader. This lesson explains the strategy and provides models for the project, which can be adapted for any grade level and any writing project.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=902](http://www.readwritethink.org/lessons/lesson_view.asp?id=902)

**When English Language Arts, Basketball, and Poetry Collide**, W. Douglas Baker

Baker used John Updike's "Ex-Basketball Player" to make connections between the basketball court, poetry club, and the English classes he was teaching. "A Poem of Possibilities: Thinking about the Future" uses that same poem as a mentor text. Though teenagers are known for living in the "now," they can easily be persuaded to ponder the future—especially when it's their future that they're asked to imagine. Using Updike's poem, students write poems or prose poems intended for a real audience—themselves, five years in the future.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=943](http://www.readwritethink.org/lessons/lesson_view.asp?id=943)

**Making Meaningful Theater in the Empty Space**, Joseph M. Shosh and Jennifer A. Wescoe

Shosh and Wescoe invite their students to take on the persona of a character or reconsider the piece from another point of view. "Happily Ever After? Exploring Character, Conflict, and Plot in Dramatic Tragedy" invites students to consider how the plot of the story can change if the key characters make a different choice at the turning point. Students identify the turning point, alter the decision that the characters make, and predict the characters' actions throughout the rest of the now-altered play.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=374](http://www.readwritethink.org/lessons/lesson_view.asp?id=374)

**How Coaching Forensics Made Me a Better Writing Coach**, Lynette Williamson

As a coach of forensics, Williamson stresses the importance of staying focused and organized on the given topic. The ReadWriteThink Persuasion Map is a great tool for students. The Persuasion Map is an interactive graphic organizer that enables students to map out their arguments for a persuasive essay or debate. Students begin by determining their goal or thesis. They then identify three reasons to support their argument, and three facts or examples to validate each reason. The map graphic in the upper right-hand corner allows students to move around the map, instead of having to work in a linear fashion. By clicking the printer icon, students can preview their map, return to their map for revisions, or print their completed map for future reference.

[http://www.readwritethink.org/materials/persuasion\\_map/](http://www.readwritethink.org/materials/persuasion_map/)

**Facilitating a Summer Reading Book Group Program**, Ginger Goldman Malin with Christine Iacullo and Melissa Drapatsky

Malin, Iacullo, and Drapatsky discuss a phenomenal summer reading program, where students and teachers meet together to discuss pieces of literature. "Authentic Persuasive Writing to Promote Summer Reading" helps students prepare for such a summer reading book program. Students are invited to create brochures and flyers that suggest books and genres to explore during the summer months. This lesson can be customized to focus on another time of year or specific topic. Because the students have ownership for the texts suggested, they will be more motivated to participate.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=312](http://www.readwritethink.org/lessons/lesson_view.asp?id=312)

**Wondering through Teaching**, Jo-Anne Kerr

Kerr found that students were most successful when they could incorporate their out-of-school literacies with what was required of them in the classroom. "Defining Literacy in a Digital World" invites students to identify the many texts that they read and compose—including books and magazines, television shows, movies, audio broadcasts, hypertexts, and animations. Students begin to consciously recognize the many literacy demands in contemporary society. With this start, they create a working definition of literacy that they refine and explore further as the term continues. This definition then becomes useful both in and out of the classroom.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=915](http://www.readwritethink.org/lessons/lesson_view.asp?id=915)

**What Is Right with This Picture?**, Mike Stracco

In his summer program, Stracco creates connections between writing and photography that help develop the students' writing. "Analyzing Symbolism, Plot, and Theme in *Death and the Miser*" is similar—developing connections between reading and a piece of art. Students are encouraged to transfer the analytical skills that they use when reading literature to other modalities through an exploration of the underlying meaning and symbolism in the early Renaissance painting *Death and the Miser* by Hieronymus Bosch.

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=833](http://www.readwritethink.org/lessons/lesson_view.asp?id=833)

**Invitation to All: Welcoming Gays and Lesbians into My Classroom and Curriculum**, Patricia L. Daniel

Daniel provides readers with many suggestions for promoting inclusion in the classroom. One way is to make sure that there is gay and lesbian literature in the library. "Promoting Diversity in the Classroom and School Library through Social Action" invites students to help with this process. Students explore the effects of stereotypes by analyzing children's books; then, they use their findings to promote diversity by matching stereotypical portrayals and coverage of issues with balanced and diverse texts. Students create bookmarks that encourage readers to question the assumptions of stereotyped books and to seek out matching, balanced texts.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=317](http://www.readwritethink.org/lessons/lesson_view.asp?id=317)

**Of Flattery and Thievery: Reconsidering Plagiarism in a Time of Virtual Information**, P. L. Thomas

Thomas states that instructors need to think about plagiarism in a different way thanks to the availability of resources on the World Wide Web. It is also important that students be involved in conversations on this topic. "Copyright Infringement or Not? The Debate over Downloading Music" invites students to discuss their experiences and conduct further research on the controversial topic of sharing music and other audio content on the Internet. Based on their research, students take a stand on the controversy and develop persuasive arguments on their position that they present in a class debate on the subject of downloading. This activity can be a springboard to further discussions on plagiarism.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=855](http://www.readwritethink.org/lessons/lesson_view.asp?id=855)

**Approaches to Reading with Multiple Lenses of Interpretation**, Melissa Troise

One way that Troise broadened students' interpretive lenses was to introduce psychoanalysis, using the example of *Frankenstein*. "Id, Ego, and Superego in Dr. Seuss's *Cat in the Hat*" uses a well-known piece of children's literature as a primer to teach students how to analyze a literary work using the literary tools of plot, theme, characterization, and psychoanalytical criticism.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=800](http://www.readwritethink.org/lessons/lesson_view.asp?id=800)

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