

Connections to ReadWriteThink Lessons

Beyond Tolerance: Teaching English in a Post-9/11 Classroom, Raquel Cook

Students learn about a time and place and then present information on a selected topic in Cook's world literature class. The ReadWriteThink lesson plan "Designing Museum Exhibits for The Grapes of Wrath: A Multigenre Project" (http://www.readwritethink.org/lessons/lesson_view.asp?id=892) asks students to participate in similar activities from a time in American history. This idea can be reframed to have students look at periods in world history.

Using Jay-Z to Reflect on Post 9/11 Race Relations, Marc Lamont Hill

The ReadWriteThink lesson plan "A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs" (http://www.readwritethink.org/lessons/lesson_view.asp?id=979) presents an idea similar to Marc Lamont Hill's. Students research and analyze contemporary and historic protest songs and then, as a class, catalog their findings in a wiki. The example presented in this lesson is Kanye West's single "Diamonds from Sierra Leone," which brings attention to the issue of conflict diamonds.

The Otherside of Terrorism and the Children of Afghanistan, Ruth R. Caillouet

One of the strategies Caillouet suggests is to share film images of war. This idea is also examined in the ReadWriteThink lesson plan "Exploring Irony in the Conclusion of All Quiet on the Western Front" (http://www.readwritethink.org/lessons/lesson_view.asp?id=994). Students look at film clips about World War I while they consider the title and ending of the text and film.

Beyond Mirrored Worlds: Teaching World Literature to Challenge Students' Perception of "Other," Kiran Subhani Qureshi

"Reader Response in Hypertext: Making Personal Connections to Literature" (http://www.readwritethink.org/lessons/lesson_view.asp?id=782) ties well to an activity suggested by Qureshi in her article. While she invites students to participate in a video-poetry project that examines complex and meaningful metaphors, this ReadWriteThink lesson plan asks students to choose four quotations to inspire personal responses to a text that they have read. Students write a narrative of place, a character sketch, an extended metaphor poem, and a persuasive essay and then link all four texts to the quotations. Students can incorporate photos into their presentation and publish the collected texts on their Web sites.

Teaching for Critical Literacy: An Ongoing Necessity to Look Deeper and Beyond, Michael J. Michell

Michell encourages students to critically examine all of the texts in their lives so that they can act with greater awareness and understanding in all contexts in which they choose to participate. "Analyzing the Stylistic Choices of Political Cartoonists" (http://www.readwritethink.org/lessons/lesson_view.asp?id=923) invites students to compare the techniques in groups of cartoons and draw conclusions about why the cartoonist chose the specific techniques to communicate their messages. The cartoons used with this lesson plan could be based on events surrounding 9/11.

Sharing Stories and Developing Multiple Perspectives in Post-9/11 Classrooms, Margo DelliCarpini and Amanda Nicole Gulla

DelliCarpini and Gulla invite their students to generate lists of memories that evoke a sense of culture and place. In the ReadWriteThink lesson plan "Put That on the List: Collaboratively Writing a Catalog Poem" (http://www.readwritethink.org/lessons/lesson_view.asp?id=894), small groups of students write a catalog poem based on such human emotions as anger, guilt, and happiness. These poems, stripped down in minimalist fashion, allow students to concentrate on important aspects of poetry, including word choice, phrasing, and rhythm as well as the all-important heart of the poem.

When Academics Are Essential but Not Enough: Writing to Make Connections, Nancy Zimmet

Zimmet created meaningful writing experiences for her students using Romeo and Juliet. Another connection between writing and literature is explained in the ReadWriteThink lesson plan "Book Report Alternative: A Character's Letter to the Editor" (http://www.readwritethink.org/lessons/lesson_view.asp?id=930). Students adopt the persona of a character from a text, which allows them to demonstrate their reading comprehension and use analytical skills. Students must consider the character's significant beliefs and feelings to identify an issue or situation that would spur that character to try to persuade an audience of other characters in the novel to take a specific action or to change their position on an issue.

"Bound In to Saucy Doubts and Fears": Examining America's Culture of Fear, Laura M. Grow

Grow teaches students to examine the role the media and advertisers play during war and the fear and misunderstandings they can create. The ReadWriteThink lesson plan "Argument, Persuasion, or Propaganda? Analyzing World War II Posters" (http://www.readwritethink.org/lessons/lesson_view.asp?id=829) asks students to analyze World War II posters, chosen from online collections, to explore how argument, persuasion, and propaganda differ. The lesson begins with a full-class exploration of the famous "I WANT YOU FOR U.S. ARMY" poster, featuring a determined Uncle Sam. This activity can also be completed with contemporary examples.

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

Links to these lesson plans can be found on EJ on the Web at <http://www.englishjournal.colostate.edu>.