

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.01: Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents. (L.A.A.1.3.1, L.A.A.1.3.2, L.A.A.2.3.1)

CONNECTIONS: 04.04 Using background knowledge to make predictions

CLASSROOM PROCEDURE:

1. Distribute copies of Anticipation Guide, or assist students in making their own. Use the title of the article in the middle column under *statement*.
2. Ask students: Do you think the Army and other branches of the services are meeting their recruitment goals? If time permits, allow a brief group discussion.
3. Give each student a copy of “Army, Marine recruiters shift focus to wary parents.”
4. Allow students time to read the article silently.
5. Ask if there are any students who need help with vocabulary in the article.
6. Distribute copies of the Herringbone organizer for determining Main Idea, or draw the graphic on the board for students to copy. Ask the students to fill in as many parts of the graphic as they can determine from the article.
7. Have students share what they believe the main idea is in the article.
8. Ask students what their personal reactions are to new recruiting advertisements.
9. Direct students to return to the Anticipation Guide to respond again to the question in #2.
10. Conclude with allowing students to share any personal experiences they may have had with recruiters themselves, or as parents of students old enough to serve in the military.

VOCABULARY:

Wooing
Potential
Grassroots initiatives
brunt

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Copies of 3 handouts:

1. News article
2. Anticipation Guide
3. Main Idea organizer

 ...or chalkboard or overhead, and paper for students to copy the guide and organizer.

SUPPLEMENTARY MATERIALS:

USA Today, in print or online
 Promotional materials from Armed Services recruiting offices

EVALUATION:

Completion of Anticipation Guide and Main Idea graphic organizer.

Army, Marine recruiters shift focus to wary parents

By Rick Jervis, USA TODAY

WASHINGTON — Faced with wilting recruitment and ongoing violence in Iraq, Army and Marine Corps recruiters are turning their attention to those most likely to oppose them: parents.



The two branches are shifting from a strategy that focused first on wooing potential recruits to one aimed at gaining the trust and attention of their parents by using grassroots initiatives and multimillion-dollar advertising campaigns.

The public relations push comes as the Army and Marines, which absorb the brunt of the casualties in Iraq, encounter one of their worst periods in recruitment.

Among their initiatives:

- Four new "influencer" TV ads by the Army, aimed at moms, dads, coaches and ministers.
- A decision to pair Army recruiters with Iraq and Afghanistan veterans on visits to the homes of potential recruits. The idea: Tell parents "the Army story," says Army spokeswoman Lt. Col. Pamela Hart.
- A nine-minute video, "Parents Speak," in which parents of Marines say the Corps has been good for their children.
- A direct-mail campaign by the Marines to parents of high school juniors and seniors. The Marines highlight the benefits of joining and ask for an opportunity to talk to the students' parents about a military career.

Studies for the Army show parents are the top obstacles to recruiting. "Opposition to ... military service is increasing significantly among both moms and dads," says a study of 1,200 potential recruits by the firm Millward Brown.

Another look at potential recruits, by GFK Custom Research, found that the biggest influences in candidates' decisions to join were mothers, named by 81% of respondents, followed by fathers, at 70%.

"Reach the parents with the Army's new message, particularly moms," the study urges.

Both branches are trying to convince parents their children will be instilled with integrity and job skills and that service in Iraq is not a death sentence.

Still, recruitment numbers sag. In February, the Army missed its recruiting goal for the first time in nearly five years. The Army missed its March goal by 32%.

-USA Today, 4.5.05

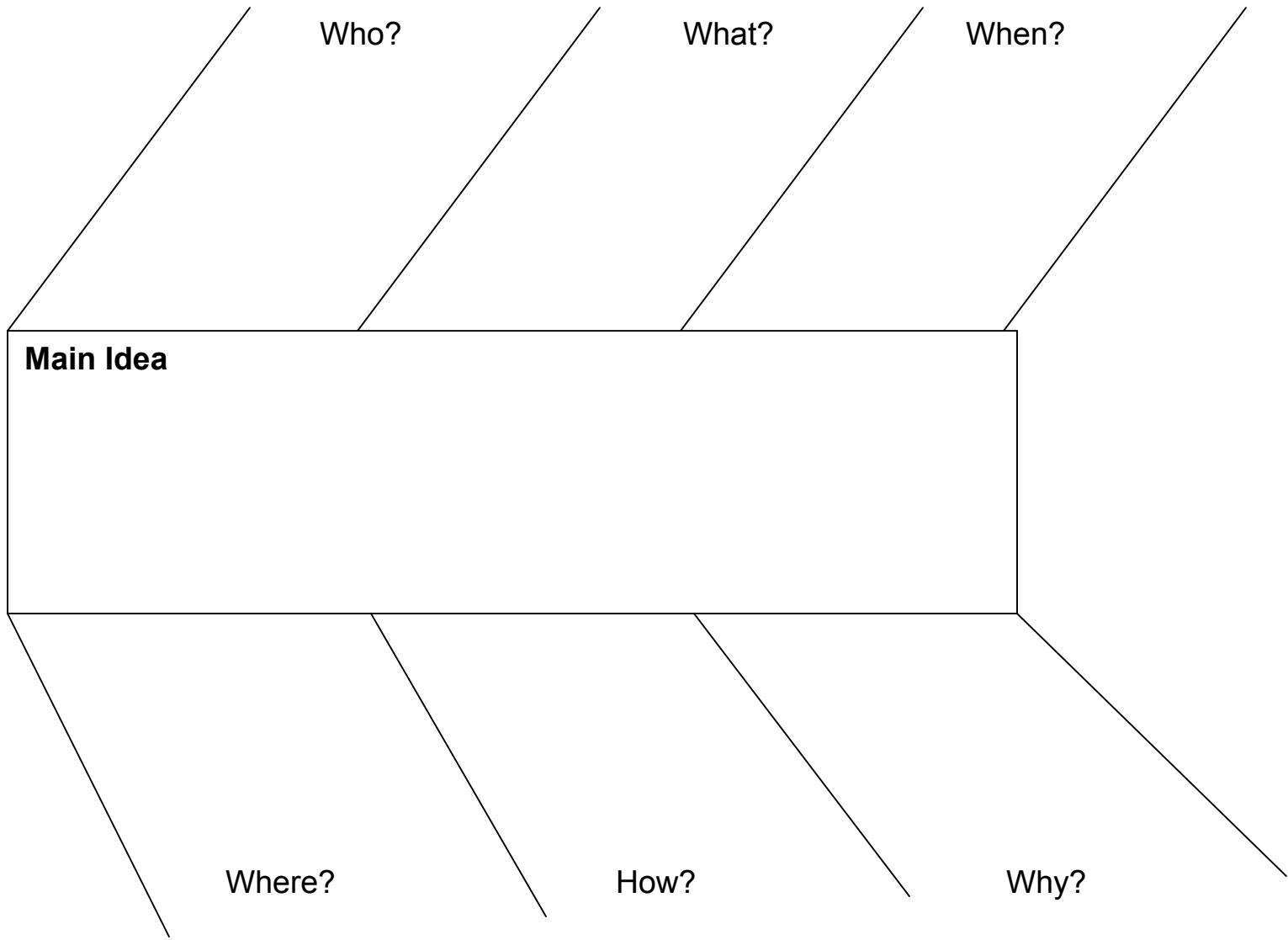
Name _____

Anticipation Guide

Response before	Statement	Response after
What do you think the article will be about?		

Main Idea

Herringbone pattern Graphic organizer



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COMPETENCY 04.02: Apply additional information to presented text, such as current events, diaries, biographies, historical, social, economic, ethical, and legal documents. (LA.A.2.3.5, LA.A.2.3.8)

CONNECTIONS:

CLASSROOM PROCEDURE:

1. Remind students of the article studied in the first lesson, and explain that this lesson tells about a young person serving in the Navy.
2. Distribute copies of “Remarkable Salute.” Ask students to read silently or in pairs.
3. Explain to students that reading experiences can be enriched by relating them or connecting them to other things we have read, other things we know about, or have experienced personally.
4. Distribute the “Text to Text,” “Text to Self,” and “Text to World” organizers, or explain to your class how to make their own.
5. Ask students to share in discussion connections they can make, and then to record them on their graphic organizers.
6. In a writing extension activity, ask students to use the letter template to write a practice letter in response to the young sailor, or a real letter to someone they know in the armed services.
7. Have the students answer the multiple-choice questions as a group.
8. Ask each student to write a short response to the sentence, “There was not a dry on the bridge as they stayed alongside us for a few minutes and saluted.” Ask, “Why in your view were the American sailors tearful?”

Answers to multiple choice questions: 1.--d 2--c. 3—b 4—c 5--a

VOCABULARY:

Scope
Acquiesced
Conning
Bridge (on a ship)

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Handouts for each student:
“Remarkable Salute”
Paper for students to create their own “Text to Text,” “Text to World,” and “Text to Self” graphic organizers

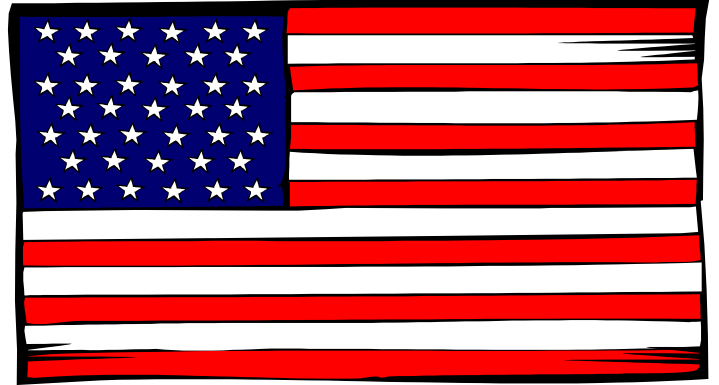
SUPPLEMENTARY MATERIALS:

Any newspapers, periodicals, Internet sources, radio or TV broadcasts which covered the Sept. 11th attacks.

EVALUATION:

Group completion of questions, and individual responses to connections guides and to #8.

Remarkable Salute



(This is an e-mail from a young ensign aboard USS Winston Churchill DDG-81 to his parents. (Churchill is an Arleigh Burke class AEGIS guided missile destroyer, commissioned March 10, 2001, and is the only active US Navy warship named after a leader of another country).

Dear Dad,

We are still at sea. The remainders of our port visits have all been cancelled. We have spent every day since the attacks going back and forth within imaginary boxes drawn in the ocean, standing high-security watches, and trying to make the best of it. We have seen the articles and the photographs, and they are sickening. Being isolated, I don't think we appreciate the full scope of what is happening back home, but we are definitely feeling the effects. About two hours ago, we were hailed by a German Navy destroyer, *Lutjens*, requesting permission to pass close by our port side. Strange, since we're in the middle of an empty ocean, but the captain acquiesced and we prepared to render them honors from our "bridge wing."

As they were making their approach, our conning officer used binoculars and announced that *Lutjens* was flying not the German, but the American flag. As she came alongside us, we saw the American flag flying half-mast and her entire crew topside standing at silent, rigid attention in their dress uniforms. They had made a sign that was displayed on her side that read, "We Stand by You." There was not a dry eye on the bridge as they stayed alongside us for a few minutes and saluted. It was the most powerful thing I have seen in my life.

The German Navy did an incredible thing for this crew, and it has truly been the highest point in the days since the attacks. It's amazing to think that only a half-century ago, things were quite different. After *Lutjens* pulled away, the Officer of the Deck, who had been planning to get out later this year, turned to me and said, "I'm staying Navy."

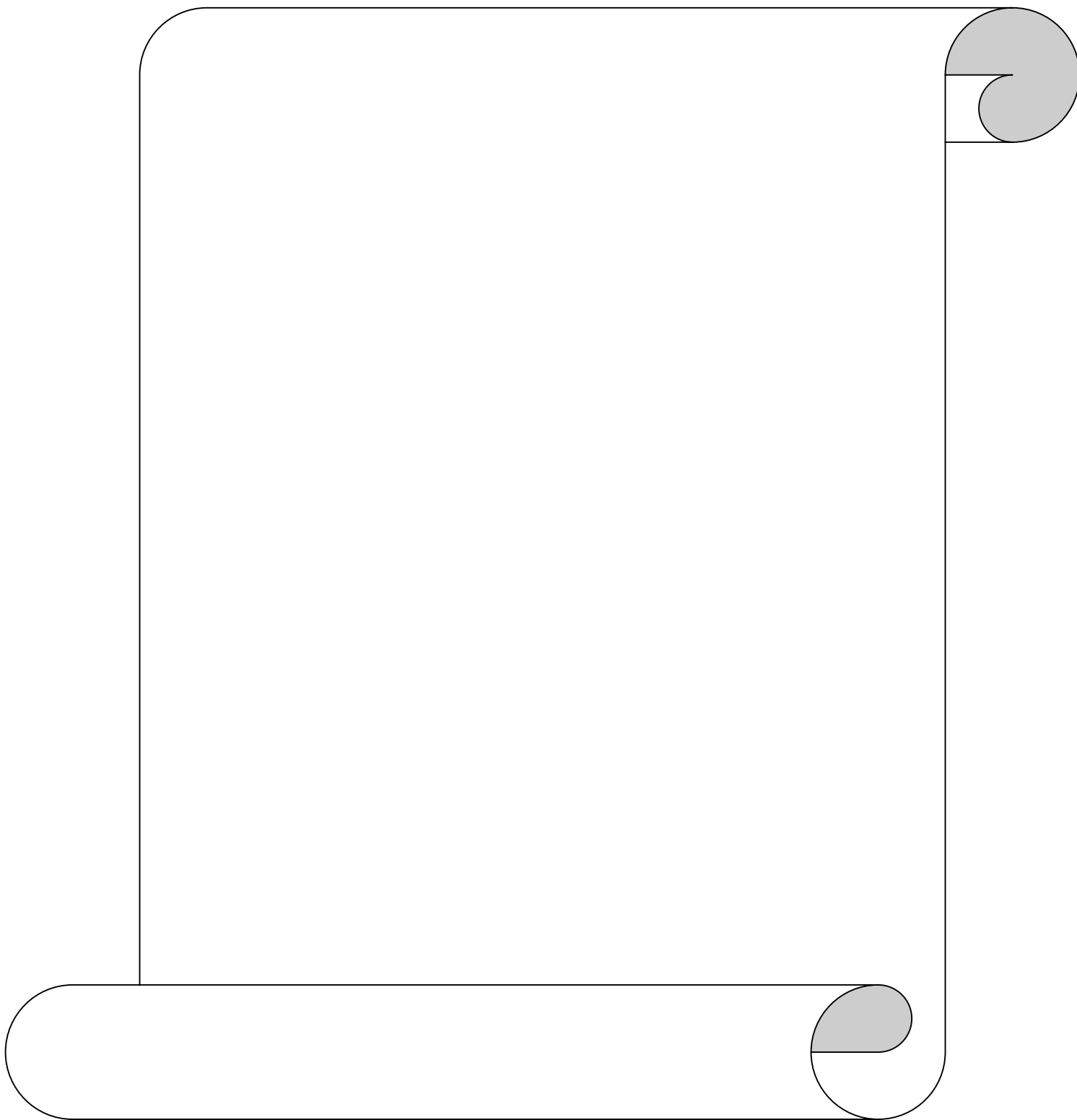
I'll write you when I know more about when I'll be home, but this is it for now.

Love you guys.

Me

Source: Collier County Public Schools and the "Choices in Life" project developed as an FCAT study resource by social studies teachers in Brevard County, 2004

Use this template for your personal letter.



Remarkable Salute-- Questions for understanding

Multiple Choice

1. Which of the following statements is not true about the reading?
 - a. As a result of witnessing the incident, the American Officer of the Deck decided to reverse his decision to leave the US Navy.
 - b. The sailors on the U.S. ship were struck by the show of support from the Germans.
 - c. The story describes an example of how one tribute turned an otherwise boring sea duty into the most upbeat, incredible lift in morale.
 - d. The speaker is a German sailor expressing support for the U.S. since the attack upon the World Trade Center.

2. Which event was a result of the other three?
 - a. Terrorists attacked the United States.
 - b. Sailors on US ships saw pictures of the devastation and had all leaves cancelled as they were placed on a high security alert.
 - c. An American sailor witnessed “the most powerful thing in my life.”
 - d. The German Navy paid tribute to the United States.

3. It was a strange request, “but the captain acquiesced...”
In this sentence, “acquiesced” means:
 - a. to wholeheartedly agree to do something
 - b. to reluctantly agree to do something
 - c. to refuse to do something
 - d. to consider doing something

4. Being isolated, I don’t think we appreciate the full scope of what is happening back home.
In this sentence, “scope” means:
 - a. partial understanding
 - b. reality
 - c. range
 - d. action

5. All of the following statements are true except:
 - a. The writer serves aboard the USS Winston Churchill
 - b. The German warship sailed past with the American flag flying at half must.
 - c. The German sailors had changed into their dress uniforms and saluted the Americans with a sign stating in English “We Stand by You.
 - d. The incident took place in the Mediterranean Sea.

Name: _____ Date: _____ Period: _____

Making a text

to

self connection



The text said...

This reminds me of...

--	--

Name: _____ Date: _____ Period: _____

Making a TEXT

to

WORLD connection



The text said...

This reminds me of...

--	--

Name: _____ Date: _____ Period: _____

Making a TEXT



to



TEXT connection



The text said...

This reminds me of...

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.03: Analyze text organization to understand the presentation of ideas in materials, which illustrate cause and effect, compare and contrast, and relating events in chronological order. (LA.A.2.3.1)

CONNECTIONS:

CLASSROOM PROCEDURE:

1. Remind students of the tsunami disaster of December, 2004.
2. Provide a copy of the article for each student or for students in pairs.
3. Explain how a Venn diagram can help our understanding by comparing, contrasting, and identifying common factors. Then ask the students to label one circle “tsunami,” and one “Sept. 11 attacks,” and complete the diagram. This can be done as a group on the board, on newsprint, or on individual work sheets.
4. Since tsunamis hit Asia on Dec. 26, people around the world have been responding to the immediate needs of survivors for food, safe water and shelter. Many other kinds of assistance will be needed months, or even years, from now. As a class, discuss what assistance you think will be most important in three months, six months and one year in the countries damaged most seriously.
5. Together, make a timeline of these priorities. Then brainstorm ways your class, your community or your state could offer assistance to meet these future needs.
6. Record-setting donations have shown a great generosity among Americans. But Americans are generous in smaller ways every day. Search the newspaper for examples of people being generous. Write a paragraph describing one act of generosity.
7. Artists and entertainers can help express support and emotion after tragic events. Use stories, headlines, photos and ads to create a collage of efforts to help tsunami survivors.

VOCABULARY:

Tsunami
Contaminated
Spectacular

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Recent current events publications for making collage; scissors, paper, adhesive
Copies of tsunami article and Venn diagram for each student

SUPPLEMENTARY MATERIALS:

www.usafreedomcorps.gov

EVALUATION:

Completion of Venn diagram and other class activities.

Tsunami disaster brings record donations--and huge challenges

The wealth of America is not just measured in dollars and cents.

The nation is rich with caring and generosity.

The way Americans have responded to the tsunami disaster in Asia has written a new chapter in the nation's history of reaching out to those in need.

In just two weeks, individual Americans, businesses and other groups pledged more than \$200 million in private money to assist survivors of the violent waves of water that killed more than 150,000 people in nations around the Indian Ocean.

Millions more are expected to be donated in the weeks ahead, on top of the \$350 million pledged by the U.S. government.

Around the world, governments have pledged more than \$3 billion to aid victims whose homes and villages were swept away. Private donations have topped \$100 million each in Britain, Japan and Australia and are running in the tens of millions in other countries.

Now the question facing the United States, the United Nations and relief agencies is how to put the money to work in the fastest and most effective manner.

It is a huge challenge.

When whole regions are devastated, EVERYTHING needs to be done--from providing food and shelter to clearing wreckage to burying the dead.

In the worst-hit nations of Indonesia, Sri Lanka, India and Thailand, it has taken two weeks just to organize how fresh food and water could be transported to those in need.

Emergency housing still must be built in refugee camps, bulldozers are needed to clear airport runways and, most importantly, steps must be taken to prevent the spread of disease from contaminated water and unsanitary conditions.

And those are just the short-term challenges. Over the long term, programs must be set up to support people in areas that may take years to recover.

Spectacular damage

The tsunamis that hit across Asia, Indonesia and Southeast Asia on Dec. 26 are the greatest natural disaster since drought and famine killed more than one million people in the African country of Ethiopia in the mid-1980s.

The sudden and spectacular tsunamis seized the attention of people around the world. In response, those people moved quickly to offer aid.

Choose carefully

The desire to give has brought together everyone from school children to actors to ex-presidents Bill Clinton and George H.W. Bush, who are heading the nation's private fund-raising effort.

But charity experts urge people to be careful in deciding where to give money.

To ensure that donations are well spent, experts urge people to be specific about how they want their contributions used, to investigate which charities can actually help tsunami survivors in the areas affected, and to give only to well-known agencies.

Former Presidents Clinton and Bush have joined to recommend that Americans visit the website www.usafreedomcorps.gov for a list of reliable charities when deciding how to give.

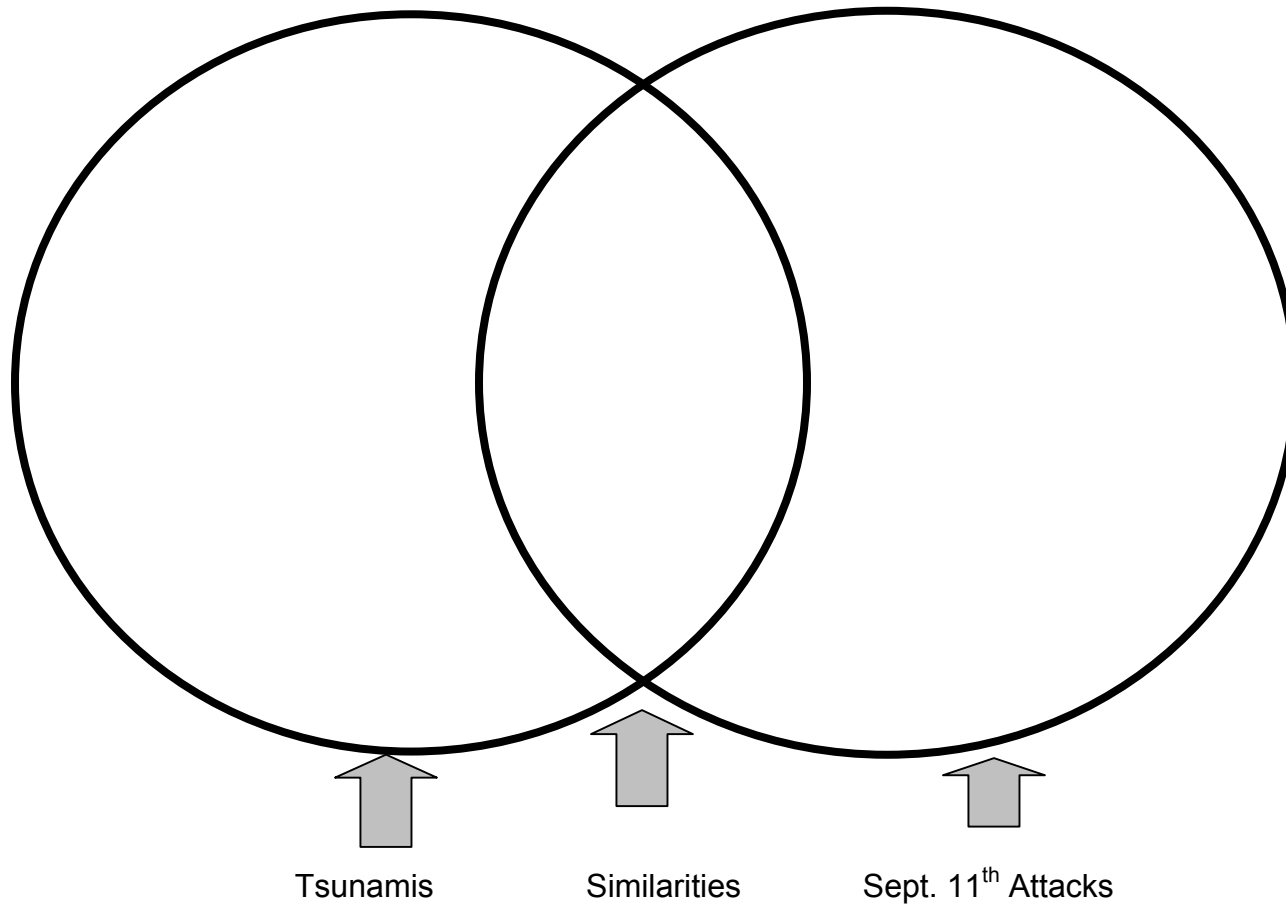
-from *Newspapers in Education* online, 2005

Using a Venn Diagram

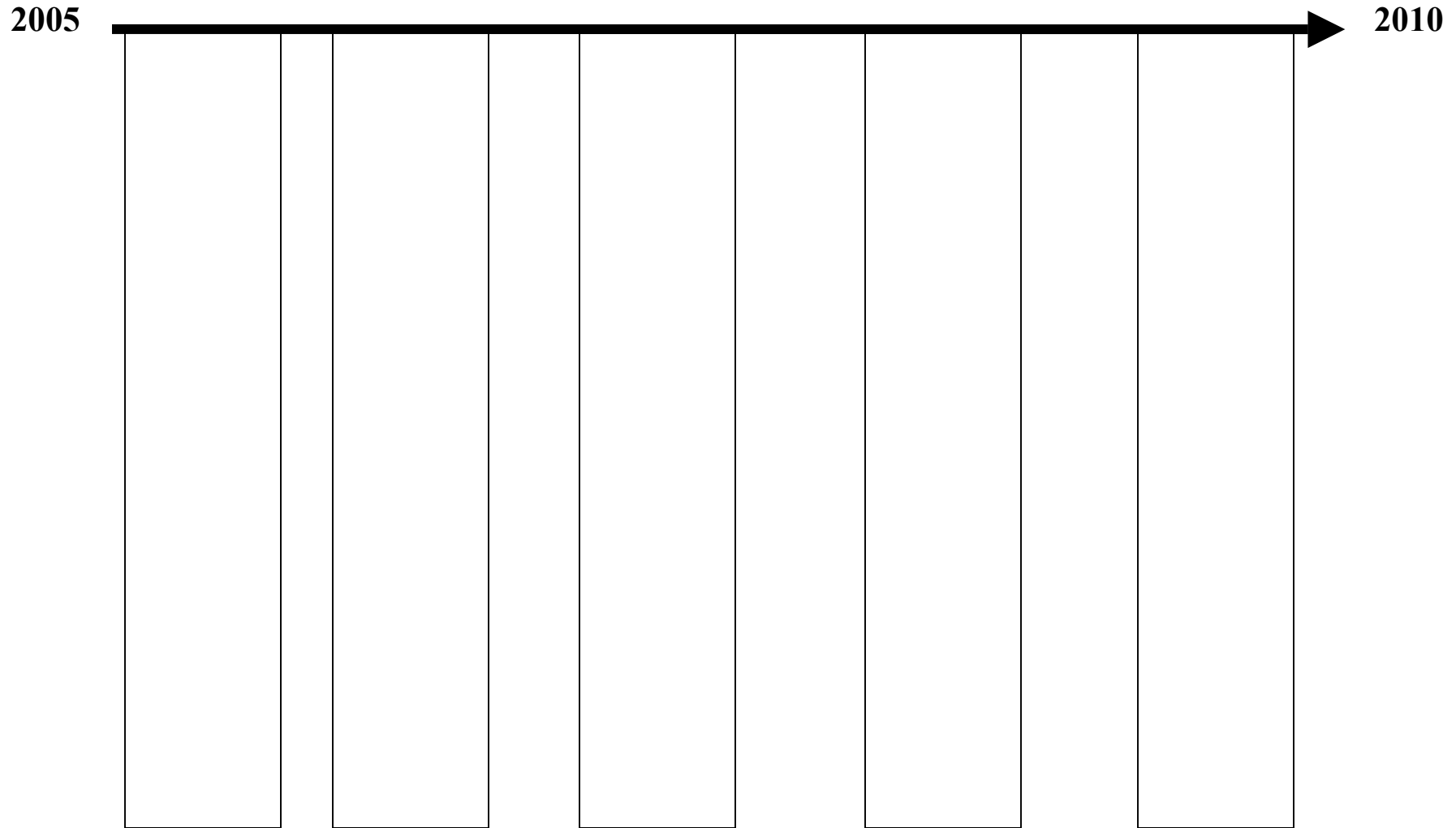
You can use a Venn Diagram to organize your notes when you are comparing two concepts.

For instance, to compare the effects of the tsunamis and the Sept. 11th attacks, put the characteristics of the tsunamis in the left oval, characteristics of the Sept. 11th attacks in the other oval, and characteristics which are common to both in the overlapping section.

Then you can refer to this diagram for future study.



Tsunami Aid Timeline



PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.04: Use background knowledge to make simple and complex predictions about content, purpose, and organization of a reading selection. (LA.A.1.3.1)

CONNECTIONS: 04.01

CLASSROOM PROCEDURE:

1. Explain to the class that “Sitting Tall” is the story of a boy paralyzed by a drunk driver.
2. Ask what the students think may happen in the story; then read the story together, pausing along the way to make predictions about what may happen next, and at the end. Ask for a volunteer to summarize the story.
3. Provide each student with a copy of the “SQ4R” graphic organizer. Have each one choose a chapter from a textbook available in your classroom and complete the form.
4. After the students have had time to work independently, ask for volunteers to share their assignments.
5. Review the strategy aloud:
 - Survey,
 - Question
 - Read,
 - Recite,
 - Review,
 - Reflect.
6. Remind students that this is a strategy they can use independently to strengthen their reading comprehension in narrative or informational text.

VOCABULARY:

Tournaments
Condolences

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Copies for students of the SQ4R and the “Sitting Tall” story, paper and pen or pencil for all students.

SUPPLEMENTARY MATERIALS:

Any textbook with chapters, headings, charts, etc. on the students’ approximate reading levels.

EVALUATION:

Student completion of her/his individual SQ4R graphic organizer.



Sitting Tall by Carol-Ann Rudy,
for the Character Education Series, **Newspapers in Education**

Nicholas put his face up to the rain. It wasn't heavy rain, it wasn't cold, but it helped cool the heat in his heart. *It's not fair. I shouldn't be here.*

He sat in a shiny blue upholstered wheelchair by the curb in front of the school. It seemed the special needs van was always late. *I wonder if he picks me up last on purpose, just to embarrass me in front of everybody. Coming to school and going home are the worst times of the day; I can't stand having to keep a smile on my face, being so-o-o nice to everybody. I can't stand it that there isn't anybody who doesn't compare me with the way I was before. Before the accident...*

A thousand mini-lightning bolts flashed through his skin. He beat a drum riff on the arms of the chair with his fingers, needing to release some of the energy. *I'd kick a can or something if I could only move my feet or legs. Wish this was Thursday; at least I'd be going to physical therapy. But even that's not the same as when I used to play soccer and swim. All I can do now is sit around and watch.*

Nicholas knew that wasn't entirely true; Mr. Corado, the physical therapist, had told him about the Special Olympics soccer team. He had told him that he could take part in weekly practice and prepare to take part in the county, state and national competitions with others. *That would make Mr. Corado happy, me running around the playing field in this dumb chair, while he and everybody else just watch and feel sorry for me.*

Everything was different since the accident last year, just before school ended, when a drunk driver slammed into him. Nicholas had been on the sidewalk, on the other side of the street walking home from the library, when the driver ran a red light. He claimed he never saw Nicholas, and his parents believed that was probably true because the man behind the wheel had a blood alcohol level of .2 when he crossed the median, jumped the curb, and forever changed Nicholas' life. "Hi! Wet enough for you?" a voice called out from behind. It was a man's voice, with more good cheer in it than Nicholas could stand at that moment.

"Yeah," snarled Nicholas. He focused on anything in front of him rather than turn to look at the man.

"I expect my little girl along any minute," the man added, explaining his continued presence. "She finds every excuse she can to stay at school—just love the place! Today she's playing a match with her chess team."

Nicholas could only grind his teeth together to stop from shouting at him. He really wanted to be alone with his thoughts, with his simmering anger.

"I can remember when I used to play in chess tournaments throughout the state; never was good enough for the nationals, but that's okay. What mattered was the fun of seeing those friends again, and doing things together. Of course, what I like most of all is playing golf. I've invited my daughter along to play on Saturday mornings with her brothers and me, but golf doesn't interest her at all. Anyway, I'm flying out tonight to a conference on the other side of the country and we're all going out to dinner before I leave. My wife should be along any minute now..."

He sure gets around thought Nicholas, warming to the pleasant sound of the man's voice. *Sounds like a fun life. Not the kind of life I'm having, or maybe will ever have.*

"I suppose the best part of my job is the opportunity to travel. Sometimes I get to take my family with me. We really enjoy bicycling and we've even gone scuba diving. How about you? What do you like to do for fun?"

Nicholas wanted to answer, *What do you think? Can't you see that I'm a prisoner in this chair? Do you really think I can do any of those things you're talking about?* But instead, he answered, "Oh, I just go to school, and twice a week to physical therapy. I used to like to play soccer. Used to swim, too."

A girl's voice called out, "Hi, Dad! I'm ready. Where are we going for dinner? And where's Mom? How come she's not here yet?"

Nicholas listened to the lively chatter between father and daughter. His parents were like this father, kind and funny. They had been there by him in the hospital in those first weeks, in shifts, while he moved in and out of consciousness and ever farther away from death as his body and mind slowly recovered from terrible injuries. Now he was about as mended as he was ever going to be, but it was a bitter victory to him that although he would live, he would not have the use of his legs again.

The girl moved around to face him, stepping off the curb to be at eye level. "What's your name?" she asked, as little girls do.

"Nicholas," he replied.

"I've seen you in school, in the cafeteria," she said.

Hasn't everybody? Thought Nicholas ruefully. Hasn't everybody stared at me and offered me condolences, and opened the doors for me and just been so nice to me I could scream?

"Yeah, I think I've seen you too," he said, masking his feelings.

A green van pulled into the school driveway. A pleasant looking lady was driving, and there were two very young children with her that Nicholas guessed she had picked up at the nursery school. "Let's go, you two! John and Peter are waiting at the high school!"

How many kids does that make altogether? Nicholas wondered. Doing the math, he realized that this was a family of seven. *Well, this guy does a lot of neat things, has a really nice family. But then, he's got everything going for him. A surge of bitterness returned.*

The man spoke from his place behind him. "Well, young man, we're on our way, but it's been a pleasure meeting you and hope that we'll see you out there on the field or in the pool sometime."

This was too much! Nicholas saw red. In one motion, he swung the chair around filled with anger and tears at the man who had kept him company in his misery.

"How can you say that? You don't know what it's like for somebody like me; you just don't..."

The words left him as he came face to face with a man—in a wheel chair.

"Oh, I wouldn't say that, son..." and he smiled the kindest smile, banishing the rage that had reigned in Nicholas' heart.

Name:

Title of Reading:

SQ4R *Reading Comprehension Strategy*

Survey: Look at the headings and subheadings, pictures, charts, graphs, and maps, and if there is one, the chapter summary.

What do I already know?

What do I predict I might learn?

Questions: Turn the headings and subheadings into questions.

Read and recite: Actively read the text. Pay attention to information that will answer your questions. Close the book and answer the questions you developed. Write the answers in your own words. Check your answers and revise if needed.

Review: Check your memory. Retell by verbalizing what you read in your own words.

Reflect: Make connections with what you already know about the topic. How can you use this information?

What do I know now?

What do I need to know more about?

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.05: Synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. (LA.A.2.3.7)

CONNECTIONS:

CLASSROOM PROCEDURE:

First, lead your students through the “Get on the Bus” activity outlined on the next page.
Then:

1. Brainstorm a list of local problems in your community that residents could work on together. These might include child safety, neighborhood beautification, road and sidewalk repair, garbage pick-up, senior services, etc.
2. Make a chart to keep in your classroom with column headings for problem, proposed solutions, resources available, contact person, date of completion, etc.
3. Assign each student one area of concern.
4. Provide each student with several note cards, in various colors if possible, corresponding to particular problems or projects.
5. Students can research information about solutions either through phone calls, letters, Internet, or library assistance.
6. At a future agreed upon class session, students will pool their cards and share their information on the class chart, or on a spreadsheet if any class members know how to create a simple spreadsheet.
7. Students will create a timeline for achieving tasks agreed upon by the class.

VOCABULARY:

advocacy

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Newsprint or posterboard; 3x5 index cards, sticky notes, etc. for students to use while gathering information.

SUPPLEMENTARY MATERIALS:

Local library, local officials, local law enforcement and/or utilities providers.

EVALUATION:

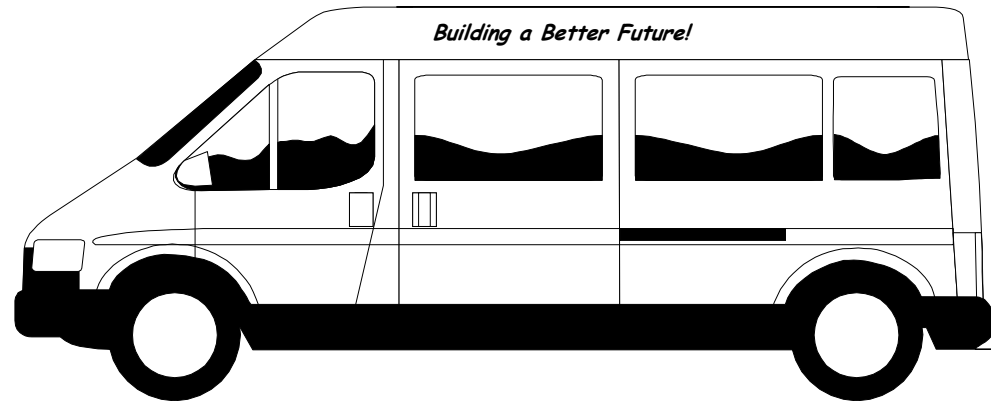
Students’ cards, and the class chart of problems/solutions.

Get on the Bus!

Think about reasons for being active in your community. Beyond any one goal, think about the “bus” as a journey toward a stronger, safer community.

Imagine a bus. The bus represents community involvement, civic participation, and citizenship. A lot of you—maybe all of you—are on board that bus in some way. You’ve already gotten on. Why would you come out of your front door and go beyond your family and work responsibilities to get on this bus?

- Where is the bus heading?
- What kind of world do we want?
- What do we need to learn to get there?
- What are the potholes and roadblocks?
- How do we make it through the rough spots?



-adapted from the “Civic Participation and Community Action Sourcebook, A Resource for Adult Educators,” published by the New England Literacy Resource Center, 1999.

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.06: Identify the author’s purpose and/or point of view in text and use the information to construct meaning. (LA.A.2.3.2)

CONNECTIONS:

CLASSROOM PROCEDURE:

1. Open class discussion by asking students to name someone they admire or respect.
2. Share with students that during this lesson (or lessons) they will be learning about the lives of four influential women who have made a difference in Florida.
3. Decide if you want the class to work together and take more than one class period to study these four women, or if you want the students to work in four groups and then share with the whole class.
4. Questions to be answered for each reading:
 - a. How do you think the author feels about each of these women?
 - b. How can you determine the author’s purpose? What kinds of words indicate that the author wants the reader to think positively about the four women?
 - c. How can reading about influential people in our communities change our own communities for the better?
 - d. How can we learn more about any one of these leaders?
5. Write a brief paragraph about your favorite of these women, and why you chose this person, or what you admire about her.

VOCABULARY:

Renaissance
 Episodic
 Revered
 Controversial
 Rigorous
 Condemnation prevailed

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Copies of articles about the four women

SUPPLEMENTARY MATERIALS:

Florida section of public library
Newspapers in Education website

EVALUATION:

Completion of student’s personal paragraph about one of the women in the articles.

by Carol-Ann Rudy

A Light in the Heart of the City

1st in the series, "Four Women of South Florida Who Made a Difference...."

Speak of South Florida to Arva Moore Parks, and her smile radiates like the lights of Miami at night. It is fitting that the title of her book, the official history, is *Miami: The Magic City*. The book was followed by a film, *Our Miami: The Magic City*, that won a Florida Emmy Award. It was also produced in Spanish as *Nuestro Miami: La Ciudad Magica*.

She has written or contributed to many other books and articles as an author, co-author, and editor, including *The American Crossroad*, and *Harry Truman and the Little White House in Key West*. She has authored eight films or videos; *One United Band* tells the story of Miami Edison Senior High. *Sunshine and Storms, Ours is a Tropic Land*, and *Coconut Grove* are other film or video works.

Arva holds a presidential appointment to the Federal Advisory Council on Historic Preservation. Her list of awards and leadership roles in numerous organizations is impressive, including the Charles Whited Spirit of Excellence Award in 1999, and in 2000 Arva was named the Renaissance Woman of the Year by the Renaissance Historical Society.

Several elements in her life inspired Arva to become a teacher, a historian, a writer, and perhaps most importantly to those who live here, a historic preservationist.

A native Miamian, Arva is an alumnus of Miami Edison Senior High, with a B.A. from the University of Florida, a Master's degree from the University of Miami, and an honorary doctorate from Barry University. Early in her career, Arva taught secondary school history and later was an Adjunct Professor of History at The University of Miami. She is married to the President Emeritus of Miami-Dade

Community College, Robert McCabe. Together, they restored a home in the historic Roads district of Miami.

Perhaps hearing the common misconception that Miami *has* no history inspired her. "My mission has been to give us a sense of place. Place is what we all have in common. You can't have a sense of place if you can't see anything from the past." She has worked hard to help the citizens of South Florida see what has been in their midst all along. Arva helped preserve the old Edison high school which is now a middle school. She helped save the Barnacle, the Coconut Grove home of Ralph M. Munroe, now a State of Florida Historic Site, and helped to restore the Biltmore Hotel. The Coral Gables Merrick House, the early home of the founder of Coral Gables, George Merrick, benefited from her knowledge and experience in preservation. She had a principal role in the history and interpretation, and the preservation and restoration of the Tower Theater, Flagler's Royal Palm Cottage, the Sears Tower, the Florida Governor's Mansion in Tallahassee, and the Coral Gables Police and Fire Station. Arva has the honor, too, of being appointed the first chairperson of the new Vizcaya Trust. And this is just the short list!

Fortunate are those who live, work, and attend school in one of the most desirable pieces of real estate in the world. Fortunate indeed are the citizens and visitors who are inspired to share the fruits of the love she brings to her chosen task, preserving South Florida's heritage.

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by Carol-Ann Rudy

A Remarkable Woman

2nd in the series, "Four Women of South Florida Who Made a Difference...."

Dorothy Jenkins Fields, Historian, prepared well, like others who have a vision to make a difference in their community. A native Miamian, she graduated from Booker T. Washington Jr. Senior High School in Overtown, earned a B.A. from Spelman College in Atlanta, Master's degree from The University of Colorado, Ph.D. in Public History and African American History from The Union Institute in Cincinnati, Ohio, honorary doctorates from three local universities, and a Woodrow Wilson Fellowship at Princeton University marking her achievements. Her list of accomplishments is longer than this article!

Her special focus in returning to South Florida is Overtown, once the cradle of business and culture for black people. Historically significant buildings were rescued from anonymity and the wrecking ball by the leadership and determination of this one woman. Those buildings include: The Lyric Theater built in 1913; the Cola Nip Bottling Company; the Greater Bethel AME Church, Mt. Zion Baptist Church, St. John Institutional Baptist Church, and the Dorsey House. Each figured prominently in the life of the black community throughout the 20th Century. All six buildings are now on the National Register of Historic Places, thanks to Dr. Fields, the Archives Board, and the staff. In particular, The Lyric Theater is a key to the process of revitalizing Overtown. At its center will be an area known as the Historic Overtown Folklife Village, designated a Florida Main Street community by the Florida State Department in 1999.

As if she weren't busy enough, Dr. Fields created The Miami-Dade Black Heritage Trail in 1992 so all school children could learn

about locations that are important to Black History in the county. It is implemented through the Miami-Dade County Public School's Office of Cultural Diversity.

Dr. Fields is a founding member and historian of the county's Women's Park, the first park in South Florida honoring women.

But as important as the preservation of historic buildings is to a community, more important is the preservation and protection of a community's history and cultural traditions. It is the founding of the Black Archives History and Research Foundation of South Florida in 1977 that is the shining gem in the diadem of Dr. Fields' accomplishments. So important, so significant, that in 1997 the 1105th Session of Congress honored this remarkable woman with these words in the Congressional record presented by the Honorable Carrie Meek:

" . . . Mr. Speaker, I am truly proud of the pioneering efforts and resilient spirit of Dr. Dorothy Jenkins Fields that nurtured the spirit of the Black Archives Foundation in South Florida. The soul-searching representation captivated by its historic documents personify not so much the black destination, as much as the episodic journey of our pioneers to that destination. Together they evoke the truism of a revered African Ashanti proverb that ". . . until the lions get their own historian, the story of the hunt will always glorify the hunter. . . ."

Remarkable woman, indeed.

¹United States Congressional Record: Proceedings and Debates of the 105th Congress, First Session, November 12, 1997, Vol. 143, pp. E2335-6

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The Miami Herald
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by Carol-Ann Rudy

The Calm Eye of the Storm

3rd in the series, "Four Women of South Florida Who Made a Difference..."

Janet Reno is one of the most prominent and controversial leaders in the United States in the past eight years. A native Miamian, she graduated from Coral Gables High School in South Florida where she excelled in debating. She majored in chemistry at Cornell University, and went on to receive her L.L.B. from Harvard University Law School. She was one of only sixteen women in the class of more than 500 students. Reno worked as Staff Director of the Judiciary Committee of the Florida House of Representatives then accepted a position with the Dade County State Attorney's Office. After a stint with a private law firm, she became the State Attorney General for Dade County, the first woman State Attorney in Florida. Then another stunning first—she was the first woman Attorney General of the United States through both Clinton administrations.

A solid family upbringing may have prepared this strong woman for such a rigorous career path. Her father was Henry Reno who came to the U.S. from Denmark and was a police reporter for the Miami Herald for forty-three years. Her mother, Jane Wood, raised four children, then became an investigative reporter for the Miami News.

Several issues in her career have brought her great condemnation and great praise: the fund-raising irregularities of the Democratic Party, and the Ho Lee espionage case were two hot topics. But it was the tragedy of Waco, the decision to initiate an assault against David Koresh's Branch Davidian Compound, that brought the loudest public outcry. Reno was cleared twice of charges that federal

assault teams started the fire that destroyed the building. Eighty-six people died, some of gunshot wounds, including twenty-five children. Her stand on the Elian Gonzalez issue, unpopular to many of Miami's Cuban-American population, still brought her a 56 percent approval rating from the American public. The conviction of Timothy McVeigh is at the top of her personal list of accomplishments. McVeigh was responsible for the Oklahoma City bombing of the Alfred P. Murrah Federal Building in which 168 were killed on April 19, 1995.

Reno is a well-known champion for children. She received the Living Legacy Award in 1997 in honor of her many contributions by the Women's International Center. As Attorney General of the U.S., she focused on prevention and early intervention efforts to keep children away from gangs, drugs and violence and on the road to strong, healthy and self-sufficient lives.

Perhaps this quote by Eleanor Roosevelt best describes this woman of great integrity: "You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this horror. I can take the next thing that comes along.' You must do the thing you think you cannot do."

Throughout her career, like the calm eye of a hurricane with controversy swirling about her, Janet Reno has stood strong at the storm's center, and prevailed.

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by Carol-Ann Rudy

Looking For The Proof

4th in the series, "Four Women of South Florida Who Made a Difference..."

Ileana Ros-Lehtinen came to this country when she was seven years old in 1960 from Havana, Cuba, with her family. Her success today as a United States Congresswoman, educator, wife, mother, and former state representative and senator may be rooted in memories of fleeing that communist regime. She grew up in South Florida, graduating from South West Miami High School and Miami-Dade Community College. She earned her Bachelor's and Master's degrees from Florida International University and is currently a doctoral candidate at the University of Miami's School of Education. The congresswoman lives in Miami with her husband and their two teenage daughters.

Like some others in public service, she began her career as an educator, founding Eastern Academy, a private elementary school, in Hialeah. She went on to serve in the Florida House of Representatives, then became a State Senator. When United States Congressman Claude Pepper died in 1989, she beat out ten opponents in a special election, becoming the first Hispanic woman in Congress. Ros-Lehtinen is also the first woman to chair a subcommittee, the Subcommittee on International Operations and Human Rights. The congresswoman played an important role in the passage of the Cuban Democracy Act and the Helms-Burton Law. She has become a key player in shaping foreign policy in her role as a defender of human rights and democracy.

She has proposed a Constitutional amendment to protect the rights of those who have been crime victims.

In support of senior citizens, Ros-Lehtinen

sponsored bill HR 5, the Senior Citizens Freedom to Work Act of 1999. This bill permits senior citizens who choose to work to keep the retirement benefits they have earned over a lifetime. Senior citizens were penalized by having some of their Social Security benefits taken away. She voted in favor of HR 8, the Death Tax Elimination Act. This Act would eliminate Federal taxes on inheritances and family-owned businesses.

In the Miami-Dade County District, her district, she has pushed for a clean-up of the silt-laden Miami River, benefiting the local economy. She has organized efforts to preserve Stiltsville in Biscayne Bay.

She continues her interest in education by regularly visiting schools in the district. Ros-Lehtinen introduced the Florida Pre-Paid College Tuition Program that made it possible for many Florida families to save for a college education for their children. She continues to support education as a cosponsor of several education bills: HR 58, the College Saving Program; HR 464, the Higher Education Affordability and Availability Act; and HR 254, the CLASS Act which would relieve state prepaid tuition plans from taxation. She is one of the sponsors of HR 389, the Child Care Infrastructure Act. This act would create a tax credit for employers who provide child care for their employees. The tax credit makes offering childcare more financially desirable to employers.

If one asks, does democracy work? Look to people like Representative Ileana Ros-Lehtinen for the proof.

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PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.07: Recognize stereotypes, bias, persuasion and propaganda techniques in print and non-print messages. (LA.C.2.3.1, LA.A.2.3.3)

CONNECTIONS: 04.01

CLASSROOM PROCEDURE:

1. Ask students what the word “cartoon” means to them. Narrow the question to political cartoon to seek out students’ prior knowledge of this form of communication.
2. Have on hand several outdated newspapers’ editorial sections, and in pairs or triads, ask students to study a political cartoon by considering these questions:
Is the artist using a familiar stereotype in the picture?
Does the artist have a recognizable bias?
How do you think the cartoonist wants you to feel after seeing the cartoon?
3. Give each student a copy of the Cartoon Analysis worksheet after the class has discussed the above questions.
4. Ask the students to fill in the worksheet for one of the cartoons included with this lesson. When they are finished, encourage the students to share their ideas.
5. Challenge the students to try the “Draw Your Own Conclusions” page.

VOCABULARY:

Stereotypes
propaganda

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Editorial sections of outdated newspapers

SUPPLEMENTARY MATERIALS:

Newspapers in Education,
www.NIEOnline.com

EVALUATION:

Class participation, and completion of the cartoon analysis worksheet.

Cartoons for the Classroom

Presented in cooperation with the Association of American Editorial Cartoonists (AAEC)

9/11 revisited

When cartoons aren't meant to be funny

Fully half of the nation's editorial cartoonists drew the same cartoon on the same day*, September 11, 2001. A weeping Statue of Liberty was the most common image on newspaper editorial pages the day after the terrorists struck the World Trade Center in New York. The struggle to define a moment as terrible as 9/11 is to struggle with emotions like shock, fear, hatred, and sorrow. Tragedy, death and revenge are themes you don't usually associate with a cartoon. But editorial cartoonists don't always use humor to deal with issues that deeply affect us.

Get out your newspaper

In the aftermath of the attack, the nation went from mourning the victims to looking to avenge their deaths. Patriotism surged, jingoism flourished and cartoonists took note. How will your local cartoonist mark this anniversary of 9/11?



Courtesy Daryl Cagle / Slate.com

Using the Cartoon

Evaluation Form (available from the Newspapers in Education Website) analyze the cartoon in terms of symbolism, message and theme.

Additional resources

Association of American Editorial Cartoonists (AAEC)

<http://pc99.detnews.com/aaec/>

Cartoon Evaluation Form

<http://nieonline.com/cftc/pdfs/eval.pdf>

Attack on America (Collection of 9/11 Editorial Cartoons)

<http://cagle.slate.msn.com/news/attack/main.asp>

*Lady Liberty's Horror

(Collection of 9/11 Editorial Cartoons with Liberty theme)

<http://cagle.slate.msn.com/news/Yahtzee/liberty.asp>



Courtesy Mike Lane / The Baltimore Sun

Talking points

Write a short definition for each of the following.

Patriotism _____

Nationalism _____

Jingoism _____

Have times changed?

You'll have to read the definitions carefully to see how patriotism, nationalism and jingoism differ. Has the mood of the country changed since the attack? It has only



Courtesy Robert Aftail / The State

been a short time, but a lot has happened -- the war in Iraq, the war in Afghanistan, unrest in Israel. Is patriotism as strong today as it was in the days after the attack? What about jingoism?

Cartoons for the Classroom



Presented in cooperation with the Association of American Editorial Cartoonists (AAEC)

Cartoon Analysis Worksheet

Page 1

Visuals

1. List the objects or people you see in the cartoon.

2. Which of these objects are symbols?

3. What do you think each symbol means?

Just for fun

THE MODERN SCHOOLTEACHER



Courtesy Bruce Plante Chattanooga Times Free Press

Your Name _____

Newspaper _____

Cartoonist _____

Date of Cartoon _____

Words (not all toons include words)

4. Identify the cartoon caption and/or title.

5. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

6. Record any important dates or numbers that appear in the cartoon.

7. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

8. List adjectives that describe the emotions portrayed in the cartoon.

Worksheet adapted from the U.S. National Archives and Records Administration's Digital Classroom

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html

Cartoons for the Classroom is available through Newspapers in Education programs. Copyright Online Publications Inc. and NIEOnline.com

Cartoons for the Classroom



Presented in cooperation with the Association of American Editorial Cartoonists (AAEC)

9. Describe the action taking place in the cartoon.

10. Explain how the words clarify the symbols.

11. Explain the message of the cartoon.

12. What special interest groups would agree/disagree with the cartoon's message?



Courtesy Steve Greenberg / Ventura County Star

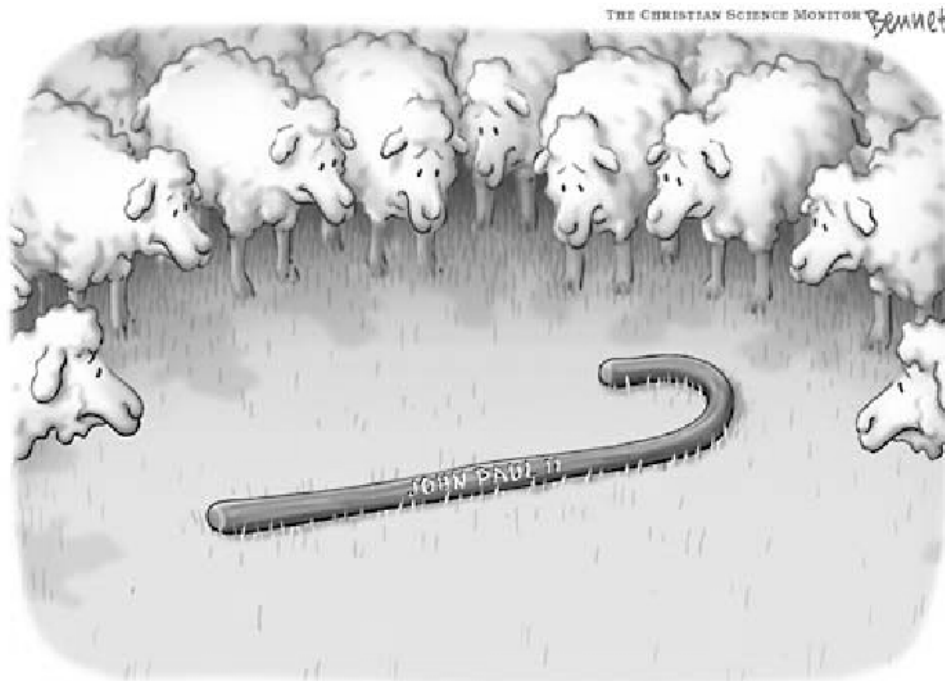
Worksheet adapted from the U.S. National Archives and Records Administration's Digital Classroom

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Cartoons for the Classroom is available through Newspapers in Education programs. Copyright Online Publications Inc. and NIEOnline.com

Cartoons for the Classroom

Presented in cooperation with the Association of American Editorial Cartoonists (AAEC)



Cartoon courtesy Clay Bennett / Christian Science Monitor

Draw your own conclusions

Study the drawing and fill in your own caption in the box below. It can be funny or serious. There is no wrong answer, so just have fun and be creative!

Try out different captions

Write your rough drafts here before filling in the top .

Cartoons for the Classroom is available through Newspaper in Education programs. Copyright Online Publications Inc. and NIEOnline.com

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.08: Check the validity of information, differentiate fact from opinion, and recognize how personal values influence conclusions. (L.A.A.2.3.8)

CONNECTIONS: 04.04, 04.06

CLASSROOM PROCEDURE:

Give each student a copy of the article about scientists’ ability to tell if someone is lying. Ask students how we can tell whether what we read in the papers or hear on TV is true; how we can tell fact from opinion, how we can recognize when personal opinions affect their conclusions.

ACTIVITIES:

1. Truthfulness gives people information with which to make intelligent decisions. It gives them a clear view of issues and situations important to the community. It offers a way to assess benefits and dangers of things, and a way to make sure everyone is treated equally. As a class, discuss ways you and your classmates have experienced the benefits of honesty in these situations.
2. Truthfulness -- or lack of truthfulness --makes news every day. Look through today's newspaper and find a story in which truthfulness is an issue. Write a sentence stating the importance of truthfulness in the story. Then write a sentence stating the effects a lack of truthfulness would have in the situation.
3. Some professions are known for truthfulness, and others have a reputation for being less than fully truthful. Look through the job listings in the Classified Ads. Pick two professions you think have a reputation for truthfulness and two that have a reputation for being less truthful. Compare answers as a class. Does everyone agree?
4. When people shop they need to be alert to the truthfulness of claims made for products. Look through the ads in today's paper for new products. Pick two and list all the adjectives, adverbs or claims the ad makes about the product. Next to each item, write a question an alert consumer would ask about the term. Which of your two ads is more believable after you have analyzed it?

VOCABULARY:

MRI—magnetic resonance imaging

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Newspapers, Classified Ads sections, ad sections for products

SUPPLEMENTARY MATERIALS:

Magazine supplements, product wrappers, etc.

EVALUATION:

Class participation

Scientists find new way to test whether someone is telling a lie

For years, grandmothers have been telling kids that it takes more muscles to frown than it takes to smile.

Now scientists have learned that it takes your brain more effort to lie than to tell the truth.

A study by scientists at Temple University in Philadelphia found that lying activated seven areas of the brain in people who volunteered for the experiment, while telling the truth activated just four areas.

The brain activity was measured by a highly sensitive medical test called functional magnetic resonance imaging, which uses magnets to take a picture of what is going on in different sections of the brain.

The results, which were announced last week at the national convention of the Radiological Society of North America, may make possible a new method for testing whether people are lying. And that method could eventually replace the sometimes unreliable "lie-detector" tests used now.

"There may be unique areas in the brain involved in deception," said Dr. Scott Faro, director of Temple's Functional Brain Imaging Center. "There may be unique areas in the brain involved in truth-telling."

More extensive testing will have to be done before police, courts, lawyers and others will be able to take advantage of this new approach.

For starters, the Temple study was small, involving just 10 volunteers who were asked to lie or tell the truth about shooting a toy gun.

On top of that, high-tech imaging would be very expensive to use as a lie-detector in routine crime cases--though Faro said it might be worth the expense in major investigations.

Who's honest?

Telling the truth is a character trait that humans have always valued. Its importance is stressed all over the country in character education programs.

Figuring out who's telling the truth, and who isn't, is central to many articles in the newspaper each day.

Because people value truthfulness, many scientific studies have been done in the last 30 years to find out if there are behaviors that give people away when they are lying.

Research shows that behaviors vary from liar to liar, but as *Science News* magazine reported this summer, there are certain general behaviors that "liars are more likely to exhibit than are people telling the truth."

Who's lying?

Studies have shown that liars "tend to move their arms, hands and fingers less and blink less than people telling the truth do," *Science News* magazine reported. Their voices can become "more tense or high-pitched." And because they have to keep track of the lies they have already told, they "may fill their speech with pauses."

But all liars don't act this way, and participants in hundreds of scientific experiments could tell the difference between lies and the truth only about 55 percent of the time.

That figure, the researchers said, was only a little better than pure chance--or the results you would get from guessing.

-USA Today, April, 2005

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VOCABULARY:

MRI—magnetic resonance imaging

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Newspapers, Classified Ads sections, ad sections for products

SUPPLEMENTARY MATERIALS:

Magazine supplements, product wrappers, etc.

EVALUATION:

Class participation

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-USA Today, April, 2005

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY 04.10: Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences. (L.A.C.3.3.2)

CONNECTIONS: 04.09

CLASSROOM PROCEDURE:

1. If you have an encyclopedia in your room or if you have Internet access, ask a student or group of students to research Socrates, and the Socratic method.
2. Facilitate a class discussion about why and how we learn by asking questions rather than simply reading about a topic.
3. Introduce the 5Ws graphic organizer. Have each student complete the form using a story from the local newspaper.
4. Next, talk with students about the QAR strategy of questioning. Offer a question in each category for the students to start with.
5. Allow them to choose a text, either from the newspaper, or from a textbook in class, or an article from the Internet which you have approved. Help them to form their own questions as they study their articles.
6. Discuss as a class how questioning may have been a new way of studying a text for them.

VOCABULARY:

Socratic method

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

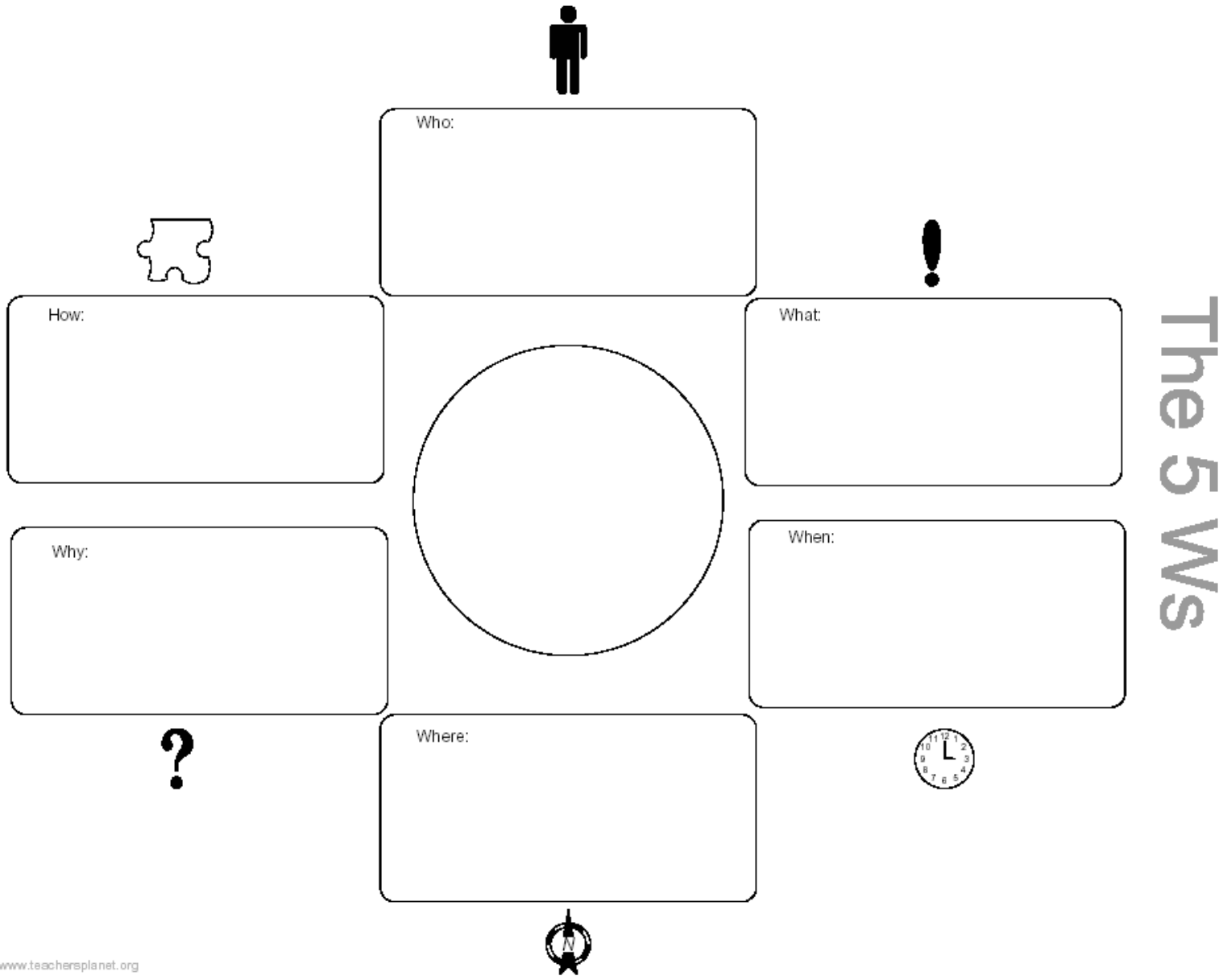
5Ws graphic organizer for each student
QAR graphic organizer for each student

SUPPLEMENTARY MATERIALS:

Any materials available for student reading

EVALUATION:

Student’s individual completed 5Ws sheet and QAR form.





Question Categories	Question	Answer	Respond: How did you find the answer?
<p>“Right there”</p> <p>The answer is in the text. Look for words used in the question.</p>			
<p>“Think and Search”</p> <p>The answer is in the text, but I need to put it together using different pieces of information. Answer comes from different places in the text.</p>			
<p>“Author and you”</p> <p>The answer is not in the text. I need to think about what I already know, what the author tells me, and how it fits together.</p>			

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY: 4.11 Select language that shapes reactions, perceptions, and beliefs (LA.C.3.3.2)

CONNECTIONS

CLASSROOM PROCEDURE:

1. Begin the class discussion by asking if anyone knows who “Eleanor and Franklin” are.
2. Remind students that by choosing television programs carefully, they and their families can learn about many topics, including history.
3. Give each student a copy of “Warm Springs” and either read to students, have students take turns reading, or allow students to read silently.
4. Check to see if there is unfamiliar vocabulary which may get in the way of students’ understanding the review. Students may use the Vocabulary Word Box activity sheet, or make their own, to study words new to them.
5. Ask the students to identify words which give them clues about how the reviewer feels about the movie. Make a class list.
6. Ask the students if the review made them think that they would like to see the movie, and why or why not.
7. Ask each student to make a list of words from the reading which give the reader a positive feeling or perception, and those that make the reader react negatively. Students can then share their personal list, and add other words that shape reactions, perceptions, and beliefs.

VOCABULARY:

Paraplegic
Exaggeration
Adulterer
Empathy
Pygmies

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

“Warm Springs” handout
Vocabulary Word Box activity sheet

SUPPLEMENTARY MATERIALS:

Classroom reference materials
United States history textbook
Internet

EVALUATION:

Class participation
Each student’s list of words that shape reactions

Name: _____



Vocabulary Word Box



Definition or Synonym	Antonym
Vocabulary Word	
Use it in a sentence	Draw a picture

-Graphic organizer from FORPD,
the Florida Online Reading
Professional Development Project

4.11 Language that shapes reactions, perceptions and beliefs.

“Warm Springs” -- excerpts of a review of the HBO movie about FDR, by Robert Bianco,
USA Today, April, 2005

There’s something comforting about a movie as well-made as *Warm Springs*, HBO’s inspirational retelling of Franklin Delano Roosevelt’s struggle to regain his strength and sense of purpose after polio left him a paraplegic. *Warm Springs* encourages you to relax, safe in the knowledge that you’re turning your evening over to people who know exactly what they’re doing.

This is a movie in which nearly everything clicks. Stars Kenneth Branagh and Cynthia Nixon reflect what we know about America’s longest-serving first couple without exaggeration. Director Joseph Sargent never allows the pace to lag or a performance to go off pitch.

Although writer Margaret Nagle does touch upon the darker sides of Eleanor and Franklin’s relationship, she resists the temptation to cut these larger-than-life public servants down to current political size.

The movie begins after FDR’s failed 1920 run for vice president. He is being encouraged to pursue higher office, even though the general opinion is that FDR is a lightweight skimming the surface of life. He’s also an adulterer, which threatens to end his political career and his marriage. He and Eleanor, however, are forbidden to divorce by his mother, played by Jane Alexander.

These early scenes set up the change that polio will bring to not only Franklin but also Eleanor and their marriage. Paralyzed and bitter, Franklin goes to *Warm Springs* to find a cure, a search that gets national attention. He won’t find his miracle, but he will learn how to stand on his own, as will Eleanor.

The film’s portrayal of FDR’s spiritual growth is often moving, but it is open to question whether he owed all of his empathy for the poor to polio.

Still *Warm Springs* can proudly take its place with the best of HBO’s biographies. It’s a reminder that though we may live in an age of political pygmies, we once had giants.

Something about that is heartwarming.

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY: 4.12 Use strategies (higher order thinking skills) to interpret graphs and clarify meaning, such rereading, summarizing, and writing appropriate reports. (LA.A.1.3.4, LA.2.3.4)

CONNECTIONS:

CLASSROOM PROCEDURE:

1. Distribute to class members the handout with the graphic from USA Today, Focus on Technology.
2. Invite the students to begin by talking about the actual artwork in the graphic and what the objects mean.
3. Ask the students this question: “How comfortable are you with the rate of technological change in the world today? If you have teens or know teens (or you are a teen), do you think that teens are more or less at ease with technological advancements than adults?”
4. As a class, define the term “Technology.” Then identify simple, intermediate and complex forms of technology in your classroom. For example, is a pen an example of technology?
5. Peruse today’s paper and find examples of technology in the news—a tech corporation merger, the unveiling of a new product, an advertisement, etc. What impact does technology have on our daily lives? Does it improve or complicate life?
6. Allow students to discuss the questions above as a group before individually writing a fictitious report to persuade a supervisor to purchase a new form of technology. Include cost benefits for company as well as benefits to workers.

VOCABULARY:

Technology
Intermediate
Merger
Peruse
persuade

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Focus on Technology handout
Today’s paper—enough copies for students to share

SUPPLEMENTARY MATERIALS:

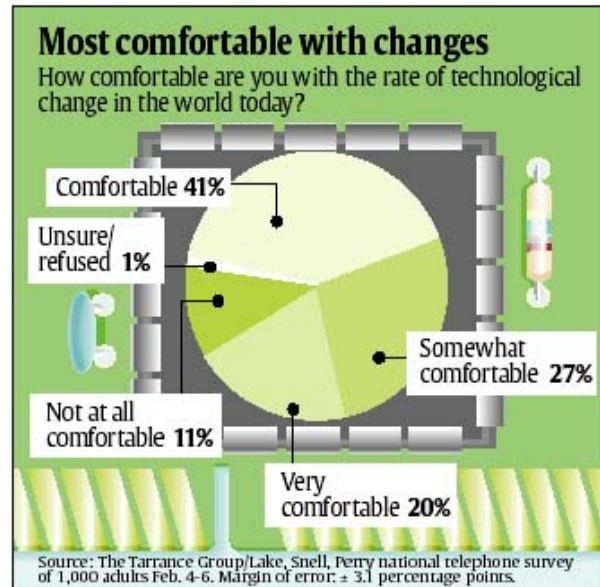
Magazines, brochures, papers, Internet with advertisements or articles about technology

EVALUATION:

Each student’s assessment will be a persuasive report to a supervisor about a new form of technology.

Focus on: Technology

USA TODAY Snapshots®



By Robert W. Ahrens, USA TODAY

APPLICATIONS: *technology, analysts*

How comfortable are you with the rate of technological change in the world today? Are adolescents more or less at ease with technological advancements than adults? Explain your reasoning.

As a class, define the term “technology.” Then, identify simple, intermediate and complex forms of technology in your classroom. Is a pen an example of technology? If so, what type?

After reading the attached article, explain the affect nanotechnology will have on the following: sports, businesses, individual consumers.

Finally, peruse today’s paper, and find examples of technology in the news – a tech corporation merger, the unveiling of a new product, an advertisement, etc. What impact does technology have on our daily lives? Does it improve or complicate life?

*In the news—*from USA Today Classroom Resources, April, 2005

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)

COMPETENCY: 4.13 Use a variety of reference materials, including indexes, magazines, newspapers, journals, and other tools such as computer catalogs, to gather information. (LA.A.2.3.6)

CONNECTIONS:

CLASSROOM PROCEDURE:

1. Work with your students to develop a list of topics they are interested in.
2. These topics can be kept on the board or on newsprint in your classroom for a period of time. Popular topics might include healthy diets, money management, entry-level careers, parenting skills, home improvement, etc.
3. Lead a discussion and demonstration about the many reference materials available to researchers today.
 - If you have Internet access in your room, show students how to “Google” a topic, or demonstrate another search engine.
 - Use the table of contents in a newspaper, or a magazine.
 - Check an index in a journal or a textbook for a topic.
4. Allow the students to choose a topic to research. Give students index cards or sticky notes to collect and organize information as they find it. The following chart may help them sort main ideas and details.
5. Ask each student to be prepared to report to the class, perhaps at a later session, what they learned about their topic, and how they organized their information.

VOCABULARY:

Search engine
“Google” (verb)

TEACHER-MADE OR ALTERNATIVE MATERIALS:

MATERIALS NEEDED:

Index cards
Sticky notes
Newspapers and magazines

SUPPLEMENTARY MATERIALS:

Encyclopedias, technical journals,
textbooks with indexes

EVALUATION:

Student presentations to
classmates on chosen topics

Name: _____ Date: _____ Period: _____

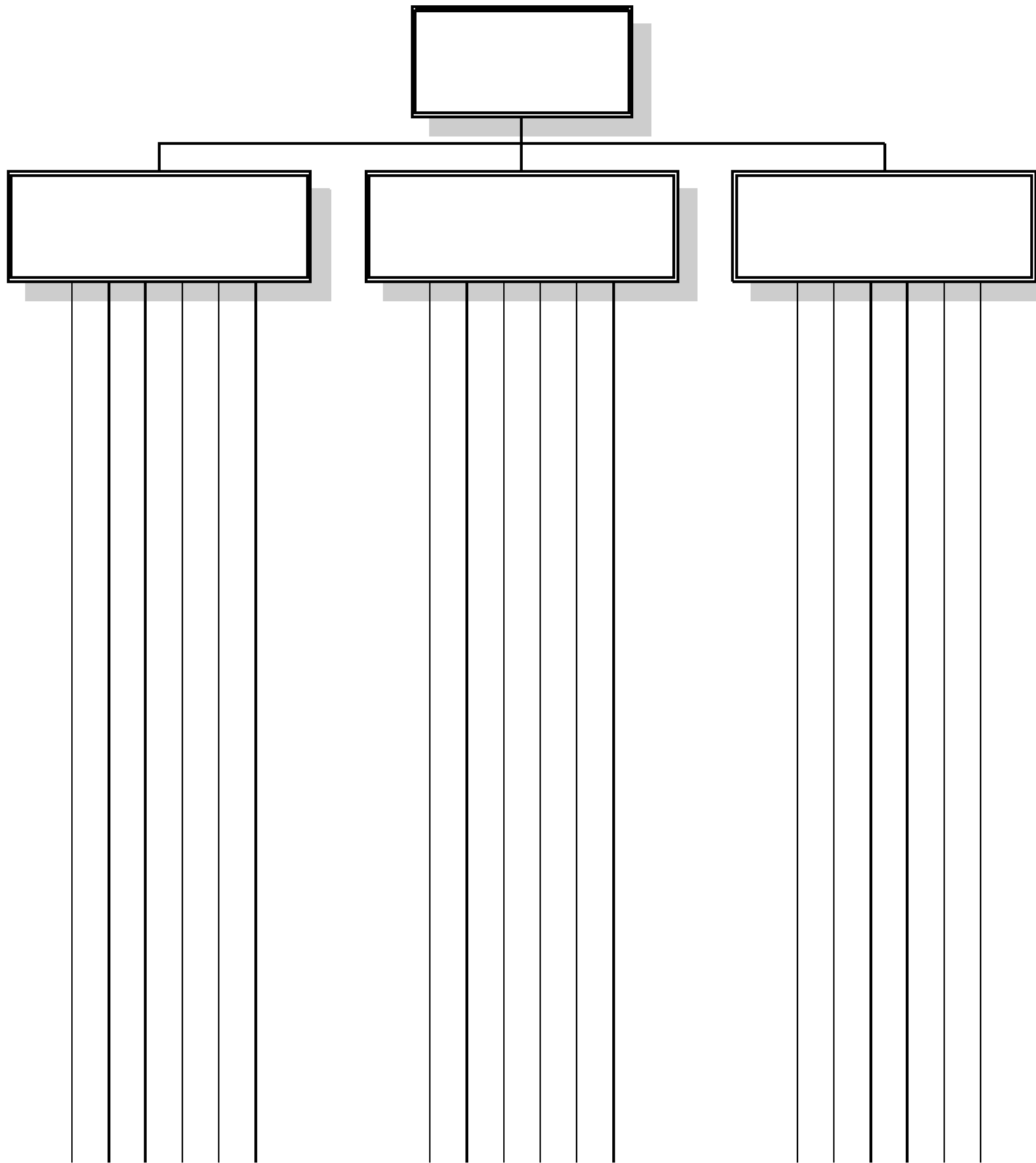


Chart can be used for prioritizing main ideas and details.

PRE-GED LESSON PLAN – Reading (6.0 – 8.9)		
COMPETENCY: 4.14 Identify defining characteristics of literary text, such as timelines and themes. (L.E.1.3.1)		
CONNECTIONS: 04.01, 04.03		
CLASSROOM PROCEDURE:		VOCABULARY:
<ol style="list-style-type: none"> 1. Choose a literary reading which the class can do together—a short story or novel. (Sometimes first chapters of current novels can be downloaded from the Internet.) Two relatively new novels for young readers which students with children could then read at home are <i>Hoot</i> by Carl Hiaasen, and <i>Because of Winn Dixie</i>, by Kate DiCamillo. 2. Students can read silently, take turns reading, or the instructor can read with or to the group. 3. Give each student a copy of the “Story Pyramid” handout. 4. Students can be instructed to fill out the pyramid either as a group to check for understanding, or individually. 5. Students should be encouraged to draw a scene from the book, with the assurance that they will not be graded on the drawing! You can explain to them that even simple drawing activates another part of our brain, and helps us in comprehending and remembering what we read! 6. Students can share their drawings if they choose. 		Main character Setting theme
		TEACHER-MADE OR ALTERNATIVE MATERIALS:
MATERIALS NEEDED:	SUPPLEMENTARY MATERIALS:	EVALUATION:
Literary reading or readings appropriate for students Story Pyramid handout for each student Drawing paper and colored pencils or markers	Other literary reading materials for students to read independently Internet access to research authors	Each student’s completed Story Pyramid.

Name: _____

Story Pyramid

1. _____
Name of main character

2. _____
Two words describing the main character

3. _____
Three words describing the setting

4. _____
Four words stating problem

5. _____
Five words describing the first event

6. _____
Six words describing the second event

7. _____
Seven words describing the third event

8. _____
Eight words summarizing the novel

Draw a picture of your favorite event from the book!

