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| SREB | Standards-based Unit  *Middle Grades to High School Transition Program* |
|  | Foundations of English:  A 9th-grade English  Catch-up Course |
| Southern  Regional  Education  Board  592 Tenth Street, N.W.  Atlanta, GA 30318  (404) 875-9211  www.sreb.org | Dreams Deferred: What Derails the Dreams of Youth?  Unit Plan |

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| **Unit Title:** Dreams Deferred: What Derails the Dreams of Youth?  **Course Name:** Foundations to English  **Grade Level(s):** 9th Grade |

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| **Unit Overview:** This unit focuses on examining case studies of two “normal” teens who made some bad choices and suffered extreme consequences. The novels will be paired with nonfiction articles. Students will write about what they read, as well as produce writing to influence others.  **Timeframe:** 6 90-minute classes |

**Essential Questions: Open-ended style which promotes in-depth investigation. The number depends on the length of the unit.**

1. What can we learn from stories of why people failed to fulfill their dreams?

2. What influences cause us to fail to reach our dreams?

3. What steps can we take to ensure that we reach our dreams?

4. How can we use media to tell our life stories?

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| **SREB Readiness Indicators** |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  3. Compare and contrast information, ideas and structures to clarify meaning of various materials.  4. Make inferences and predictions.  5. Connect what is read to personal experience and the world beyond the classroom.  6. Identify and interpret literary structures, elements, devices and themes.  8. Compose writing that conveys a clear main point with logical support.  13. Use active listening strategies to organize and respond to information presented in different formats for different purposes. |
| **Common Core Standards** |
| **Language Arts**  L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text  b. Analyze nuances in the meaning of words with similar denotations.  RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  **Writing**  W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **Grammar/Usage and Mechanics**  L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Visual Literacy**  RI. 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |  |  | | --- | --- | | **Literacy Strategies** | **Habits of Success** | | \_X\_ Admit/Exit slips  \_X\_ Graphic organizer  \_\_\_ Know/Want to Know/Learn Chart (KWL)  \_X\_ Open-response questions  \_X\_ Two-column/Cornell notes  \_X\_ Re-telling  \_X\_ Reflection  \_X\_ Jigsaw reading  \_\_\_ Peer Review  \_\_\_ Peer Editing  \_\_\_ Anticipation Guide  \_\_\_ RAFT (Role/Audience/  Format/ Topic)  \_\_\_ Summarization (GIST)  *(Generating Interactions Between Schemata and Text)*  \_\_\_ Paired Reading  \_X\_ Other | **1. \_X\_ Create Relationships**  Teamwork/responsibility/effective communication  **2. \_\_\_ Study, Manage Time, Organize**  Organization/time management/study skills  **3. \_X\_ Improve Reading/Writing Skills**  Use reading and writing to learn strategies  **4. \_\_\_ Improve Mathematics Skills**  Estimate/compute/solve/synthesize  **5. \_X\_ Set Goals/Plan**  Set goals/plan/monitor progress  **6. \_X\_ Access Resources**  Research/analyze/utilize | |

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| Assessments  1. Content-based  Test over vocabulary and reading (Attachment 2)  2. Performance - or product-based  Persuasive writing (Attachment 1) |

**Unit Title:** Dreams Deferred: What Derails the Dreams of Youth?

Day 1 of 6

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  4. Make inferences and predictions. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| **Language Arts**  1.4 Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.  2.2a Analyze characteristics of text, including its structure, word choice and intended audience.  2.2b Draw inferences such as conclusions, generalizations and predictions and support them with text evidence and personal experience. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Checklist** |
| 5­ minutes | **Opening Student Organizer**  *Journal Prompt:*  Describe a dream you have had and whether you achieved that goal. | * **Write in journal** |
| 5­ minutes | **Engage**  Teacher reads aloud Langston Hughes’s “A Dream Deferred.” (Attachment 3) Additional information on Langston Hughes can be found at  <http://www.poets.org/poets/poets.cfm?prmID=84>. | * **Read aloud** |
| 15 minutes | **Explore**  Students discuss the personification of the poem and write their own analogies of what happens when dreams are deferred. (These can be posted on a bulletin board.) | * **Investigate** |
| 5­ minutes | **Explain**  Teacher gives book talks for *Go Ask Alice* and *Monster*. | * **Book talk** |
| 20 minutes | **Practice Together**  Students do a vocabulary study of “monster” (Attachment 4). | * **Complete graphic organizer** |
| 15 minutes | **Practice in Teams/Groups/Buddy-pairs**  Students select one of the books and do a flip-through to look at writing style. In groups they discuss the style and predict why the book would be written in that style (i.e., diary, script). | * **Preview text** |
| 15 minutes | **Practice Alone**  Based on the book talks, flip-throughs and cover descriptions, students complete a prediction chart on dreams and consequences. (Attachment 5) | * **Complete graphic organizer** |

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| 10 minutes | **Closing Activities**  Students should begin reading their books as homework. Help students plan how they can complete the reading by the end of the unit.  Students complete exit slips: Why did you choose this book? What dream do you predict that the main character has? | * **Homework - assign and explain** * **Exit slip** |
|  | **Enrichment/Extension/Re-teaching/ Accommodations**   * Students can role play dreams and problems. * They could read newspaper articles about deferred dreams. * Some students may need extended help to complete reading of their chosen novel or may need audio book complements. |  |
|  | **Resources/Instructional Materials Needed**   * *Go Ask Alice* (enough for about ½ of class) * *Monster* by Walter Dean Myers (enough for about ½ of class) * “Dreams Deferred” by Langston Hughes | * **Novel/short story** |

**Unit Title:** Dreams Deferred: What Derails the Dreams of Youth?

Day 2 of 6

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  5. Connect what is read to personal experience and the world beyond the classroom.  13. Use active listening strategies to organize and respond to information presented in different formats for different purposes. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| **Language Arts**  1.4 Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.  2.2a Analyze characteristics of text, including its structure, word choice and intended audience.  3.2e Analyze characters and identify author’s point of view.  **Visual Literacy**  Indicate how symbols, images, sounds and other conventions are used in visual media. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Checklist** |
| 5 minutes | **Opening Student Organizer**  *Entrance Slip:*  What have you learned about your character so far? | * **Admit slip** |
| 20 minutes | **Engage**  In pairs, students look at the movie script format of *Monster*. They create a vocabulary list of stage directions and camera shots. Class combines observations for a style sheet. (Attachment 5) | * **Vocabulary study** |
| 15 minutes | **Explore**  Students view a commercial or short cut of a TV program. They describe the shots and movements, using the style sheet they have just completed. | * **Investigate** * **Build model** |
| 15 minutes | **Practice Together**  The class collaborates on a short scene by having two students role play and others write the dialogue and directions. The scene should be no more than two minutes. | * **Collaborative writing** |
| 20 minutes | **Practice in Teams/Groups/Buddy-pairs**  Small groups write a short script for the video clip they have seen. Groups share and peer review. A sample is included in Attachment 6, which can also be found at  <http://www.stephenkramer.com/television_commercial_script_sample.htm>.  Class begins a word wall of emotionally charged words. Select one or two samples from the reading to model for whole class. (*Monster*, pg. 12, “herded”; *Alice*, pg. 3, “dumb”) Word wall directions are in Attachment 7. | * **Solve similar questions/problems** * **Peer edit** |
| 5 minutes | **Practice Alone**  From their reading, each student selects words that have multiple meanings and strong connotative meanings to add to word wall—this activity will continue each day.  Students begin character study of Steve, Alice or another character that appears throughout the book. They use a character sketch graphic organizer to begin identifying character traits and details that support those conclusions. Teacher explains task. Students will begin today, but not complete until the book is complete. Attachment 8 can also be found at  <http://www.monmouth.com/~lsboe/charsketchgo.html> | * **Solve additional questions/problems** |
| 5 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Give students five words (on board, overhead or paper). Ask them to identify which are emotionally charged with a brief explanation of why they have that impact. | * **Quiz** |
| 5 minutes | **Closing Activities**  *Exit Slip:*  Think of a TV show you know. Identify three traits of one of the characters and how you know those are his/her traits.  Remind students to continue reading novel. | * **Homework – assign and explain** * **Exit slip** |
|  | **Enrichment/Extension/Re-teaching/ Accommodation(s)**   * Students can act out scripts they have written. * For struggling students, teachers can prepare the script with what is said and have students add stage directions. * Additional class time could be used for silent sustained reading. | * **Reading** |
|  | **Resources/Instructional Materials Needed**   * Novels — *Go Ask Alice* and *Monster* * Video clip | * **Novel/short story** |

**Unit Title:** Dreams Deferred: What Derails the Dreams of Youth?

Day 3 of 6

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  3. Compare and contrast information, ideas and structures to clarify meaning of various materials.  6. Identify and interpret literary structures, elements, devices and themes. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| **Language Arts**  1.4 Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.  2.2b Draw inferences such as conclusions, generalizations and predictions and support them with text evidence and personal experience.  3.2e Analyze characters and identify author’s point of view. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Checklist** |
| 10 minutes | **Opening Student Organizer**  Review word wall and add new student words. | * **Word wall** |
| 5 minutes | **Engage**  Introduce flashback concept by telling a story that includes asides (“oh, you need to know that this happened first”). (Attachment 9) | * **Tell story** |
| 15 minutes | **Explore**  Give students cards with each card having an event in a story. Students will put the events in order chronologically. | * **Work problem** |
| 10 minutes | **Explain**  Discuss with students how the story might be structured so that events are not told in order (flashback). | * **Interactive discussion** |
| 15 minutes | **Practice Together**  Find examples of flashback in both *Alice* and *Monster*. | * **Reading strategy** |
| 20 minutes | **Practice in Teams/Groups/Buddy-pairs**  Review character maps started yesterday (can be done as pairs). Pair students so that one student is reading *Alice* and one is reading *Monster*. Have students complete a Venn diagram comparing the two main characters. Make sure that they cite evidence for the character traits. | * **Complete graphic organizer** |
| 10 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Complete a group Venn diagram with input from all students. | * **Complete graphic organizer** |
| 5 minutes | **Closing Activities**  *Exit Slip:*  Define foreshadowing. | * **Exit slip** |

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|  | **Enrichment/Extension/Re-teaching/ Accommodation(s)**   * Additional foreshadowing/sequencing examples * Silent sustained reading time * Write or role play short scenes with foreshadowing. |  |
|  | **Resources/Instructional Materials Needed**   * Novels * Index cards | * **Novel/short story** |

**Unit Title:** Dreams Deferred: What Derails the Dreams of Youth?

Day 4 of 6

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 3. Compare and contrast information, ideas and structures to clarify meaning of various materials.  4. Make inferences and predictions.  8. Compose writing that conveys a clear main point with logical support.  13. Use active listening strategies to organize and respond to information presented in different formats for different purposes. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| **Language Arts**  2.2b Draw inferences such as conclusions, generalizations and predictions and support them with text evidence and personal experience.  **Writing**  1.1 Use a writing process to develop and refine composition skills.  2.3 Write persuasive compositions. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Checklist** |
| 5 minutes | **Opening Student Organizer**  *Journal Prompt:*  Think about one phrase that you know that not everyone would understand. What is it? What does it mean? How could it be misunderstood? | * **Write in journal** |
| 10 minutes | **Engage**  Convert given paragraph of “street language” in book to standard English. Discuss changes that are made and when different types of language are appropriate.  See Attachment 10 for some samples. | * **Editing exercise** |
| 30 minutes | **Explore**  Making connections to the real world: could these stories be true? Use articles that describe teen incarceration for Socratic seminar. Students can jigsaw the readings. See attachment 11 for instructions on jigsaw reading. Instructions for Socratic seminar are in Attachment 12. Articles can be found in Attachment 13 and at  [http://www.ajc.com/sunday/content/epaper/editions/ sunday/issue\_04660589328c817a0086.html](http://www.ajc.com/sunday/content/epaper/editions/sunday/issue_04660589328c817a0086.html),  <http://www.ajc.com/sunday/content/epaper/editions/sunday/issue_0466c464328c30910036.html> and  <http://www.ajc.com/sunday/content/epaper/editions/sunday/issue_0466c482328c61290094.html>.  Have students focus on how articles relate to Steve in *Monster*. | * **Investigate** * **Socratic Seminar** |

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| 5 minutes | **Explain**  Explain to students that they will be using the articles as background for their own persuasive writing, which is one of the unit assessments. They should take note of the main ideas and any statistics that might help them support a point. | * **Research** |
| 25 minutes | **Practice Together**  Have students read paired editorials on drug testing. (Attachment 14 and on-line at  [http://www.ajc.com/opinion/content/opinion/0304/ 25drugs.html](http://www.ajc.com/opinion/content/opinion/0304/25drugs.html) and  <http://www.ajc.com/opinion/content/opinion/0304/25test.html>.  Conduct a four corner debate on mandatory student drug testing. Relate to how drug testing might have impacted Alice. Attachment 15 has instructions for four corner debates. | * **Four-corner debate** |
| 5 minutes | **Practice in Teams/Groups/Buddy-pairs**  In pairs, have students brainstorm about the main persuasive points related to teen incarceration or drug abuse. | * **Brainstorm** |
| 5 minutes | **Practice Alone**  Students will write a letter to the editor or editorial taking a position on teen incarceration or drug testing. (Attachment 1) This assignment will be completed outside of class. Time set aside is to make assignment. | * **Design individual investigation** |
| 5 minutes | **Closing Activities**  *Exit Slip:*  What is your strongest argument for or against teen incarceration or drug use? | * **Exit slip** |
|  | **Enrichment/Extension/Re-teaching/ Accommodation(s)**   * Require students to do additional research for their own writing. * Provide graphic organizers for organizing information. * Allow students to research and write on another topic. | * **Individual assignment** * **Other** |
|  | **Resources/Instructional Materials Needed**   * Internet articles referenced earlier | * **Newspaper** * **Internet** |

**Unit Title:** Dreams Deferred: What Derails the Dreams of Youth?

Day 5 of 6

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  5. Connect what is read to personal experience and the world beyond the classroom.  8. Compose writing that conveys a clear main point with logical support.  13. Use active listening strategies to organize and respond to information presented in different formats for different purposes. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| **Language Arts**  1.4 Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.  2.2b Draw inferences such as conclusions, generalizations and predictions and support them with text evidence and personal experience.  **Writing**  1.1 Use a writing process to develop and refine composition skills.  2.3 Write persuasive compositions.  **Grammar/Usage and Mechanics**  3.1 Demonstrate correct use of Standard English in speaking and writing. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Checklist** |
| 15 minutes | **Opening Student Organizer**  *Entry Slip:*  How were Steve and Alice’s dreams deferred?  Review word wall and add new entries. | * **Admit slip** |
| 15 minutes | **Engage**  Read aloud “Dreams” by Langston Hughes. (Attachment 3). Discuss: What message would you give other teens based on the readings? | * **Read aloud** |
| 45 minutes | **Practice in Teams/Groups/Buddy-pairs**  Writing workshop—peer review and revision of the persuasive writing. | * **Peer review** |
| 10 minutes | **Evaluate Understanding (Daily/Weekly/ Post-Assessment)**  Answer questions from students in preparation for test tomorrow. | * **Discussion** |
| 5 minutes | **Closing Activities**  Remind students that tomorrow is the unit test and that final writings are due.  *Exit Slip:*  Would you recommend the book you read to a friend? Why or why not? | * **Homework – assign and explain** * **Exit slip** |

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|  | **Enrichment/Extension/Re-teaching**   * Provide more extensive review of materials. * Provide revision/editing guides. | * **Review** |
| **Notes**  Novel reading should be completed today because the unit test is tomorrow. | | |

**Unit Title:** Dreams Deferred: What Derails the Dreams of Youth?

Day 6 of 6

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  3. Compare and contrast information, ideas and structures to clarify meaning of various materials.  5. Connect what is read to personal experience and the world beyond the classroom.  6. Identify and interpret literary structures, elements, devices and themes.  8. Compose writing that conveys a clear main point with logical support. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| **Language Arts**  1.4 Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.  2.2a Analyze characteristics of text, including its structure, word choice and intended audience.  2.2b Draw inferences such as conclusions, generalizations and predictions and support them with text evidence and personal experience.  **Writing**  1.1 Use a writing process to develop and refine composition skills.  **Visual Literacy**  1.2 Indicate how symbols, images, sounds and other conventions are used in visual media. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Checklist** |
| 5 minutes | **Opening Student Organizer**  *Journal Entry:*  What did you do to prepare for this test? | * **Write in journal** |
| 75 minutes | **Evaluate Understanding (Daily/Weekly/ Post-Assessment)**  Assessment (Attachment 2)  Since writing assessment will be due at the end of the period, some students may need additional time for polishing. | * **Quiz** |
| 10 minutes | **Closing Activities**  *Exit Slip:*  What is one thing you have learned about yourself in this unit? What is your plan for making your dream come true? | * **Exit slip** |

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| You have been reading and discussing articles related to teen incarceration. Each of you has formed an opinion on whether teens should be sent to jail and under what circumstances.  As a teenager yourself, write a letter to the editor of our county newspaper in which you persuade others to agree with your position on teen incarceration. Use examples from your research to support your opinions. Remember that persuasive letters ask readers to take a specific action or adopt a specific belief. |

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Focus on Topic (Content)** | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| **Accuracy of Facts (Content)** | All supportive facts are reported accurately. | Almost all supportive facts are reported accurately. | Most supportive facts are reported accurately. | NO facts are reported OR most are inaccurately reported. |
| **Pacing (Organization)** | The pacing is well-controlled. The writer knows when to slow down and elaborate, and when to pick up the pace and move on. | The pacing is generally well-controlled but the writer occasionally does not elaborate enough. | The pacing is generally well-controlled but the writer sometimes repeats the same point over and over, or spends too much time on details that don't matter. | The pacing often feels awkward to the reader. The writer elaborates when there is little need, and then leaves out necessary supporting information. |
| **Sequencing (Organization)** | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| **Commitment (Voice)** | The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic. | The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic. | The writer attempts to make the reader care about the topic, but is not really successful. | The writer made no attempt to make the reader care about the topic. |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| **Word Choice** | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| **Format** | Remains true to selected format | Generally uses format correctly, although there might be a minor lapse | Writer does not demonstrate commitment to format chosen and wavers in style. | Reader unable to determine format for writing. |

**What Derails the Dreams of Youth? Unit Assessment**

1. **Explain the literary device called flashback. Give an example of flashback from *Monster* or *Go Ask Alice.***
2. **You are looking at a script before shooting a movie. In one scene, you see both “cut” and “fade in.” Explain the difference in what you will do for the two shots.**
3. **Based on your reading during this unit, what is one piece of advice you would give teens about how to avoid derailing their dreams? Use evidence from your reading to support your answer.**

**What Derails the Dreams of Youth? Unit Assessment Scoring Guidelines**

1. **Explain the literary device called flashback. Give an example of flashback from *Monster* or *Go Ask Alice.***

Flashback is a literacy technique that allows the author to move back and forth in time. In flashback, the scene moves to an event/memory in the past and then returns to the present. All of the movie scenes are flashback in *Monster*. Alice’s memories of earlier events in her life are flashbacks.

4: Student accurately defines flashback as an intentional literary device to add meaning to the current narrative of the story and includes a specific example that demonstrates knowledge of the technique.

3: Student generally displays an understanding of flashback as showing something that happened out of sequence. Example is given, but may not be related to the technique.

2: Student defines flashback OR provides example OR does both but in a very surface way.

1: Definition is wrong OR example does not support flashback.

1. **You are looking at a script before shooting a movie. In one scene, you see both “cut” and “fade in.” Compare what you will do for the two shots.**

“Cut” is a quick shot that moves from one view to another.

“Fade in” allows the two shots to blend into each other; one shot fades out as another comes up.

4: Definitions are accurate and includes a comparison of technique. Examples are likely.

3: Definitions are accurate, but not compared to each other.

2: One definition is given but not both OR both definitions are weak.

1: Student provides some evidence that both are camera shots OR one definition is inaccurate.

1. **Based on your reading during this unit, what is one piece of advice you would give teens about how to avoid derailing their dreams? Use evidence from your reading to support your answer.**

4: Specific advice logically follows from the reading. Support is given from more than one selection.

3: Advice may be generally related to the reading, but not specific to these selections. OR advice is related to reading, but support is only general. “Steve should have chosen his friends better.”

2: Advice does not grow out of reading OR no support is given OR story is simply retold.

1: Student identifies a general lesson for teens. “Be careful what you do.”

**A Dream Deferred**

by Langston Hughes

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

Like a syrupy sweet?

Maybe it just sags

Like a heavy load.

Or does it explode?

**Dreams**

**by Langston Hughes**

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

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| **Understanding A Concept**  ABC2  **Concept Word**  **B**  **C**  **A**  **Brainstorm:**  **Compare:**  **Analyze:**  **Bridge:**  **Contrast:**  **Apply:** |

rvnmdcbb[1]**Guide to Camera Shots**

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| **Term** | **Action Required** |
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**Studio 5 Camera Challenge**

9/2/02

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| **VIDEO** | **AUDIO** |
| FADE UP CG: (Full page graphic: "Studio 5 Camera Challenge") | MUSIC UP (off CD) THEN UNDER HOST |
| DISS CAM #2 Cover shot of set and host – TRUCK to CENTER |  |
| CAM #3 MS Host  KEY CG: (ID Host) | ON CAMERA HOST: Hello, I’m \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Welcome to the Studio 5 Camera Challenge. This exercise is designed to put our camera operators through a series of grueling tests. |
| Cam #1 CU Host | [Turns to Cam #1 with concern] But I’ll warn you now; the results might not be pretty.  [Smiling & upbeat] Let’s get started. |
| CAM #2 Cover Shot | I want to introduce you to our two guests who will be helping us torment and test our camera operators. |
| CAM #3 MLS ZOOM IN to CU | GUEST #1: Hello I’m \_\_\_\_\_\_\_\_\_\_. I like [5 sec. ad lib] |
| CAM #1 MLS ZOOM IN to CU | GUEST #2: Hi, my name is \_\_\_\_\_\_\_\_\_\_\_. I like [ 5 sec. ad lib] |
| CAM #2 MCU Host – ­ZOOM OUT to WS with all three people. | HOST: Now camera two is going to attempt a slow pull out |  If everything goes smoothly, by the time I’ve finished reading this sentence you’ll be looking at a long shot. |
| CAM #3 MCU Guest #1 | GUEST #1 [talking while walking 10 feet toward camera]  One of the hardest things for a camera operator to do is to follow someone moving toward the camera. It’s a real challenge to maintain the same size shot while maintaining focus. |
| CAM #1 MCU Guest #2 | GUEST #2 [talking while walking 10 feet to the right]  Another difficult thing for a camera operator to do is to maintain the proper lead room. [Turns and walks the other direction] It’s especially tough when the subject is moving. |

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| **VIDEO** | **AUDIO** |
| CAM #2 MLS Picture –­  SLOW ZOOM in to CU | HOST VO: Are you seeing this photograph? Good. This is camera two, and the director is asking the cameraman to slowly zoom in till it fills the entire frame. Was the ride smooth or a little bumpy? Was the pace too fast or slow? |
| DISSOLVE CAM #3 MCU Item 1. PAN to Item 2 & 3 | GUEST #1 VO: Next is camera three. Camera three has several items to show us. First we'll see a \_\_\_\_\_\_\_\_\_\_\_. Then we're going to slowly pan over to this \_\_\_\_\_\_\_\_\_\_. And last to this \_\_\_\_\_\_\_\_\_\_\_. |

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| CAM #1 ECU Item 1.  RACK FOCUS to Item 2 & Item 3 | GUEST #2 VO: Camera one is going to try something different, a rack focus between our three items. First we have the \_\_\_\_\_\_\_\_, then the \_\_\_\_\_\_\_\_\_\_\_\_ and finally our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  SNEAK MUSIC UP UNDER HOST |
| CAM #3 MS HOST | HOST: Well it looks like we've come to the end of our Studio 5 Camera Challenge. |
| CAM #2 3-SHOT | I'd like to thank \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ for being with us today. |
| CAM #1 MS HOST | Thanks for watching and be sure to stay tuned to watch our next set of camera operators. Until then, I'm \_\_\_\_\_\_\_\_\_\_ for the Studio 5 Camera Challenge. |
| CAM #2 Dolly Out to WS of entire set. | MUSIC FULL (Mics out) |
| DISS CG: Studio 5  Camera Challenge" |  |
| FADE to BLACK | MUSIC FADE OUT |

**Word Walls**

Word walls are sheets of paper on which students and the teacher write interesting, confusing and important words from what they are reading. The words are then posted in a prominent place in the classroom. Students refer to the words on the word wall for writing activities, comprehension assistance and for word-study activities.

The steps in developing a **word wall** are

1. Provide students with an article or excerpt that has key information and vocabulary for a unit being studied.
2. Students preview the article to identify up to five words that they do not know, think are very important to the content or that others may not know. Each word is written on a separate sheet of paper or large card.
3. With a partner, students use the context in which the words occur and write their own definitions on the sheets with the words.
4. In larger groups or as a whole group, all definitions for a single word are discussed. The group agrees on a common definition based on the context in which the word is used.
5. The “accepted” definition is posted on the word wall for all students.

There are many ways to vary the process of developing a **word wall**.

* Include the pronunciation for difficult or foreign words.
* Write a new sentence in which the word is used correctly.
* Identify the part of speech
* Post all definitions until all the passage is read and then have students vote on the best definition.
* Allow students to write some definitions that sound reasonable but are not accurate as a way of assessing understanding.
* Let the teacher pre-select the terms.
* At the end of the unit, select words that may be applicable to the next unit or are the most important concepts and move those words to a permanent word wall.

**Character Sketch Graphic Organizer**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Homeroom:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Characterization Methods**

1. Author describes.
2. Character reveals self through what he/she says and does.
3. Report reactions of other characters to the individual.
4. Character reveals self through his/her thoughts and feelings.

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| --- | --- | --- |
| **Physical Traits** | **Method** | **Page and Paragraph** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| **Personality** | **Method** | **Page and Paragraph** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| **Relationships** | **Method** | **Page and Paragraph** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
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| **Character Sketch:** |  |  |
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Let me tell you a story about a time when I had a really good time.

One day last summer, we went to Six Flags. It was a really fun day.

It all started like this. My grandmother called about two weeks earlier and yelled, “I just won some tickets!” She was so excited.

You don’t know about the tickets? Our radio station runs a promotion each June for people to write in about where they would like to go this summer on vacation with their families. Some folks write about strange places, like Hawaii or Europe or even Kalamazoo. My granny wrote about wanting to take her whole family to Six Flags. We hadn’t ever been together. My aunt and uncle went one time, but we hadn’t ever gone as a family.

Anyway, Granny got a call and they told her that she had won enough tickets to take my whole family and even my uncle and his kids and my aunt and her kids.

When we got up that morning, it was raining, but it soon quit. When we got there, we were really excited, but already a little tired. We had to drive about two hours to get there.

Everybody had something different that they wanted to do. I wanted to ride all of the roller coasters. I didn’t care anything about those silly kids rides. They are such baby stuff! I didn’t know how dangerous they could really be. I didn’t know that I could get hurt on them.

All of the kids who were at least 12 got together and decided to go on the roller coasters. We rode about six or eight times before it was time for lunch. We went and got some hot dogs, but, boy, were they expensive! I spent the rest of my money for cotton candy and cokes later.

After we ate, Granny got mad and said that we had to ride some rides together as a family. I thought that would be easy. We’d ride once and get that over with.

One of my cousins wanted to ride the merry-go-round so she convinced Granny to tell the rest of us that we ought to ride together. When we got to the ride, it took all of the seats for my family. I had to ride the camel. Nobody told me it was broken.

After the ride started, I noticed that I started slipping a little from one side to the other, but it wasn’t too bad. I fell off right after the saddle broke. I fell all of the way to the ground.

At the hospital, they told me that my arm was broken. It was really funny to be the person riding in an ambulance.

Even though it had a bad ending, the trip to Six Flags was fun. I’m glad that we got to go. Maybe Granny will get tickets again this summer!

Convert each of the following passages using “street” language to standard English.

|  |  |
| --- | --- |
| **Street Language** | **Standard English** |
| What you looking at me for? I’ll mess you up!  I knew a dude got kills, and I was thinking of trading what I knew for some slack.  Bank money is too serious. The man comes down hard for bank money. You need to find a getover where nobody don’t care—you know what I mean. You cop from somebody with a green card or an illegal and they don’t even report it.  You let him dis you like that, man?  You know, like I thought he would mess me up.  How were the proceeds of the robbery to be shared? Everybody was going to get a taste.  I’m so flat I ain’t got enough money to buy a can of beer? I need to put together a payroll crew. Get my pockets flat. I talked to Bob and he’s down.  He said he had to light him up because he was trying to muscle him.  I wanted to be ripped, smashed, torn up as I had never wanted anything before.  I’d like to shove life down all their throats and then maybe they’d understand what it’s all about.  I guess I’ve had a bit of a bummer.  In my green opinion, he’s still freaked out. |  |

**Jigsaw Directions**

**One Version**

1. Arrange all students in groups of 3-4. Have students count off. Each student who is a 1, for instance, gets the article numbered 1. All students in the group have a different article.
2. Ask students to identify a facilitator, recorder and reporter. If there are more students, additional roles such as timekeeper or materials clerk may be assigned.
3. Explain to the group that the articles are all related in some way. Students will be looking for key ideas as they read. Underlining, highlighting, margin notes may all be helpful because they will be looking back for support for their ideas.
4. All students engage in silent reading of their article.
5. Groups collaborate to find similarities in their articles and produce some form of visual representation such as sentence strips, graphic organizers, or pictographs.
6. Each group will report briefly to the entire class on what they have learned. Although there will be similarities in each report, it is important that each group reports because that provides multiple reinforcements of the content.
7. Reach class consensus of the important ideas in the articles.
8. Students should do an extension writing from this reading. It may be a journal entry, a RAMPS assignment, a summary, a letter to the author, etc.

**Another Version**

1. Students all count off 1-4 to create small groups. Explain that each group will be reading the same article.
2. All the 1's join the same group, etc. Students should select a facilitator, reporter, recorder or other roles as explained above.
3. Students silently read the article.
4. Students in each group collaborate to agree on the key ideas of the article. They then devise a plan to return to a heterogeneous group to share their learning. They should create a visual, an acronym, a list of key ideas or some other way to ensure that everyone can remember the key points.
5. Students move to a group that has one person from each of the expert groups. They share what they have learned. The new group then looks for connections among all the reports.
6. Each group will report briefly to the entire class on what they have learned. Although there will be similarities in each report, it is important that each group reports because that provides multiple reinforcements of the content.
7. Reach class consensus of the important ideas in the articles.
8. Students should do an extension writing from this reading. It may be a journal entry, a RAMPS assignment, a summary, a letter to the author, etc.

***Socratic Seminar Grading Rubric***

|  |
| --- |
| **Uses text** - Examples/evidence from book and articles. Use them during the Socratic Seminar. Refer to them for evidence. Evidence and examples are essential to your grade and are a habit of mind you should have. Use the texts for your evidence. |
| **Number of Comments** - How often did you speak? Did you interrupt people? Don't talk to the teacher, talk to the class. You will lose points if you are talking while others are trying to score points. |
| **Use habits of mind -** Repeat the question in the answer, **give evidence**, state connections to other topics, state the significance of what you are saying, "what if," and state the other side. Be obvious in the use. |
| **Quality of Comments -** A quality comment offers a new idea, not yet expressed, or the comment takes a new approach to previously stated ideas and the comment applies the habits of mind. |

**A. Number of comments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No comments.** 0 points | **1 comment** 5 points | **2 comments** 8 points | **3 comments** 12 points | **4 + comments.** 15 points |

**B. Quality of comments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Does not comment** 0 points | **Repeats others’ comments** 5 points | **Original ideas expressed** 10 points | **Original, deep comments, new ideas, reasons**  15 points |

**C. Text Reference**

|  |  |  |  |
| --- | --- | --- | --- |
| **No reference to texts** 0 points | **2 references to text** 8 points | **3 references to text** 12 points | **4 + references to text** 15 points |

**D. Clearly demonstrates "Habits of Mind."**

|  |  |  |  |
| --- | --- | --- | --- |
| **No habits of mind demonstrated** 0 points | **2 habits demonstrated** 8 points | **3 habits demonstrated** 12 points | **4 + habits demonstrated** 15 points |

**E. Connection to the book and articles**

|  |  |  |  |
| --- | --- | --- | --- |
| **No connection** 0 points | **2 references connections** 10 points | **3 connections** 15 points | **4 + connections** 20 points |

**A\_\_\_+B\_\_\_+C\_\_\_+D\_\_\_+ = Total \_\_\_\_\_\_\_/80**

**Throwing Away the Key**

Martha M. Ezzard - For the Journal-Constitution  
Sunday, March 28, 2004

A decade ago, Georgia passed a law that sends some juvenile criminals to prison for a minimum of 10 years. Most of them go to Lee Arrendale State Prison, right; last month one of them died there.

Alto --- At age 17, they cross the yard --- a dreaded ritual at the Lee Arrendale maximum security prison. It is the day when criminal boys become criminal men.

Crossing the yard means moving from Arrendale's juvenile wing to its adult compound, literally across the prison yard from each other. On one side are teenagers from 13 to 17 who have committed serious crimes. On the other side are lifers and hardened cons who will redefine "bad" for these kids.

They redefined bad for Wayne Boatwright Jr. last month. At 15, Boatwright was a violent carjacker in DeKalb County. At 18, he was dead --- raped and strangled in an adult cellblock at Arrendale.

Boatwright and the other teens at Arrendale are among a group of young criminals who were sentenced under a 1994 law requiring that teenagers guilty of one of the "seven deadly sins" --- murder, armed robbery with a firearm, rape and several other sex offenses --- go to prison for at least 10 years, no parole.

Introduced in the state Senate a decade ago, the law is still known as SB 440. The law's first "graduating class" is nearing the end of its 10-year term.

"Some of the meanest individuals I've ever prosecuted were juveniles; but there were some who didn't need to be in adult court --- they were just kids who made a stupid mistake," said J. Tom Morgan, who quit in January after 11 years as DeKalb County district attorney. Morgan thinks the mandatory law is needed but should be "tweaked" so it doesn't take in nonviolent juveniles.

Others, such as state Rep. Alisha Thomas Morgan (D-Austell), aren't interested in tweaking the law. They want it repealed. "The state is just training better criminals by sending teenagers to adult prison," Thomas Morgan said. Her bill to eliminate the 10-year sentences was recently gutted in the House Judiciary Committee and is dead for this session.

More than 600 adolescents have been tried as adults and found guilty under the law. The handful of girls in that group went to women's facilities, but most of the boys live the rest of their teenage years and beyond with about 1,000 adult felons at Arrendale. Some are eventually transferred from the prison to other facilities, but the majority are serving 10 or more years there.

Youthful offenders are housed in a separate part of the prison until their 17th birthday, but they learn early on from adult tormentors, who slip them notes or "kites" that they could be prey for sexual predators once they cross the yard.

You have to fight

Behind the stark institutional walls, fighting is a prerequisite to survival, according to a group of young inmates who recently talked about their crimes and their futures. (The conversations took place before Boatwright's slaying.)

"I knew if I didn't get them, they were gonna get me," said 18-year-old Joshua Boyd of Milledgeville, who, during his first week in the adult side of the prison, watched a man get stabbed over a pack of crackers. That fight, like most others, Boyd explained, was really about who owed something to somebody --- crackers, cigarettes or sex.

Teenagers who won't defend themselves --- who try to run from a fight --- become sexual prey for other inmates. A "punk," as Boyd puts it.

The dilemma, say the young inmates, is that fighting can get you thrown in "the hole" (solitary confinement), but not fighting can result in worse abuse from fellow prisoners.

Alvin Perkins, 18, is a slight teen who weighs less than 160 pounds. And he's scared. "Guys twice as big as me get raped," he said. He was sent to Alto at age 15 for wielding a gun to rob a convenience store with two older youths.

"Alvin is not a hardened criminal, and he's not prepared to defend himself in an adult prison," says Marion Chartoff, a public interest lawyer who represented Perkins and four other inmates in a lawsuit over disregard for inmate grievances.

When Perkins was placed in protective custody, close to his 17th birthday, she said, he continued to receive threatening notes, delivered by inmate orderlies who clean the juvenile side of the prison. Perkins has been placed in a special unit for now in which he is relatively safe; meanwhile, no one in his family has visited him in two years, he says.

Boatwright's slaying prompted protests from prison watchdogs. "Arrendale State Prison has long had a well-deserved reputation as a troubled and violent prison," wrote Stephen Bright, director of the Southern Center for Human Rights, in a letter to Corrections Commissioner James Donald.

Bright listed six reports of inmate beatings and stabbings since November 2002 and urged the commissioner to remove all inmates under 21 from the facility.

'Cutthroats and thieves'

David Wilhite, 24, will be released next year, along with about 20 others prosecuted in 1994 and 1995. In 2006, nearly twice that many will get out.

Prison has taught Wilhite some things, he says, good and bad.

"It's emotionally damaging," he said. "You have to learn to be savage to get respect." The DeKalb County youth was sent to Arrendale nine years ago after committing a carjacking and robbery with a gun at age 15. He said the crime was just like one he had watched on television.

Wilhite earned his GED and has taken some correspondence courses in writing and literature that his parents paid for. He has also spent time in the hole for fighting. There is only one book available in solitary --- the Bible --- and he read it cover to cover.

"You have to remember this is where cutthroats and thieves dwell," he said, his voice trailing off, "but thy rod and staff shall comfort me." Wilhite writes poetry and hopes to go back to school some day.

Not all of those getting out next year have learned a skill or taken part in vocational programs, which are voluntary. Tylon Kendrick, who grew up in Southeast Atlanta's Reynoldstown, has had as much trouble playing by the rules in prison as he did before he arrived, when he was 15. The 23-year-old has a tattoo of a teardrop and a "10" on his left cheek. The teardrop typically is an assertion by gang members that they have killed someone. But Kendrick said his tattoo is to remind him of "10 years of pain and suffering."

He was sentenced to juvenile detention for previous offenses, he said, before being convicted in adult court nine years ago of armed robbery and aggravated assault.

Officials say Kendrick has 81 prison disciplinary reports on his record, though only two last year. He will be released in August 2005. "I just want to fly straight. I see a lot of people in here going the other way," he said.

Changing the law?

The argument over SB 440 involves three key issues. The first is whether long mandatory sentences are appropriate for juveniles; the second is whether the law should be amended to provide for parole; and the third is who should make the decision on prosecution --- the district attorney or the juvenile court.

So far, at least, state lawmakers have shown little inclination to change SB 440 --- except for an amendment in 1998 that made the law tougher.

The House Judiciary Committee recently rejected proposals to repeal the mandatory sentences and return jurisdiction to the juvenile courts.

Rep. Stephanie Stuckey-Benfield (D-Atlanta), one of the sponsors of the failed legislation, is committed, she says, to eliminating mandatory 10-year sentences for juveniles.

Many elected officials, though, say there's nothing wrong with the law. "Most of these kids are pretty far gone," said state Rep. Earl Ehrhart (R-Powder Springs), "and for these seven heinous crimes, I believe the sentences are just compensation to society and the victims."

Clayton County DA Bob Keller, who co-chairs the legislative committee for state prosecutors, said most DAs want to retain the right to decide whether violent juveniles will be prosecuted in adult court. So do some influential legislators. Lt. Gov. Mark Taylor, a co-sponsor of the 1994 law, said, "I'm still not convinced that the juvenile court has adequate options for dealing with violent youth."

Keller said prosecutors already use their discretion under the law to send some child molestation cases back to the juvenile system. Young teens who are experimenting with sex and may have been sexually abused themselves need the treatment they can get there, he said.

Rep. Mary Margaret Oliver (D-Atlanta) voted in favor of the 1994 law but now believes legislators need to re-examine it. She doesn't think the law is accomplishing its goal: to protect the public from violent crime. "If juvenile offenders aren't getting needed treatment, they will end up more dangerous when they come out," she said.

Juvenile crime declined

Georgia wasn't the only state in the early 1990s to enact laws with sentences set by legislators instead of judges; 38 states passed similar measures. But violent juvenile crime had already peaked by the time many of those laws were enacted, according to the U.S. Bureau of Justice Statistics. It reached a 30-year high in 1993 and then began a decline in all regions of the country that continues today.

In addition, a Florida study, funded in part by the U.S. Justice Department, showed that almost 50 percent of juvenile offenders sent to adult prison committed new crimes when released, compared with 37 percent of those who served their sentences in juvenile facilities. The study examined juveniles who committed similar offenses; studies in New York and New Jersey reflected similar results.

'Good morning, sir!'

Arrendale Assistant Warden David Wood, who directs prison programs, says juvenile offenders who get involved in educational and counseling programs do change.

But as of last month, only three of the 19 juveniles at Arrendale were enrolled in GED classes, according to Corrections Department spokeswoman Peggy Chapman. Six of the 19 were locked in solitary cells for 23 hours a day, either for their own protection or for disciplinary reasons.

Still, Arrendale Warden Tony Turpin claims his vocational and computer programs are the best in the state system. And Turpin believes in military discipline for youth. When he takes visitors through the juvenile unit, the young teens stand tall and recite in unison, "Good morning, sir; good morning, ma'am."

Often he stops to jerk a boy's belt and bark, "Get those pants pulled up."

Wood, a youth counselor for 21 years, says there's always hope for change: "When young people begin to take responsibility for their behavior, miracles can happen, even in prison."

Wilhite, the prison poet, said recently, "I see 30- and 40-year-olds in here acting like I did 10 years ago. I don't want to live like that."

He is looking forward to two things when he gets out next year: starting his own business and enjoying the little things in life. "I just want to lie on my back and look up at the stars," he said.

Martha Ezzard is a former member of The Atlanta Journal-Constitution's editorial board.

**Throwing away the key: BB-gun robbery not a 'deadly sin'**

Martha M. Ezzard - For the Journal-Constitution  
Sunday, March 28, 2004

Milledgeville --- On a snowy Jan. 3, 2002, 16-year-old Joshua Boyd and his 24-year-old drinking buddy cooked up a bad idea. The older man had lost his job at a Milledgeville theater, and now he and Boyd were proposing to hold up the theater manager.

Fred Bright, the Ogmulgee Circuit district attorney, says Boyd held the BB gun. He told the manager to get down on the ground, that he wasn't going to hurt him. The money bag he took held less than $50.

"You might say he was a polite armed robber," said Bright, "but the crime was definitely armed robbery."

The legal question, as it turned out, was whether state law defines a BB gun as a firearm. Armed robbery under the mandatory 1994 law, as Bright puts it, "is not robbery with a knife or a candlestick, but with a firearm."

Boyd confessed and agreed to testify at the trial of his companion. Nevertheless, his case was treated as one of the "seven deadly sins," and he was sentenced in adult court to the law's minimum 10 years in prison.

Three days later, a distraught Ed Boyd visited the DA to press his son's case. Boyd, an information technology administrator at Georgia College and State University, argued that a BB gun didn't meet the statutory definition of a firearm. His son should be punished, he agreed, but 10 years was excessive. Bright seemed unmoved, Boyd recalls.

Josh turned 17 shortly after he testified at the trial of the older man and was sent straight to the Lee Arrendale State Prison, where he ended up in a dormitory with 16 adult felons. One of two whites in the dorm, he was jumped by a black gang the first day.

"Josh had always had black and white friends," his father said. He was alarmed that Josh's best pal in prison was suddenly the 47-year-old Ku Klux Klansman who had defended the teenager in the gang incident.

"When Diane [Josh's mother] and I visited Josh those first weeks, we weren't visiting our son," Boyd said. "We were visiting the hopes and dreams of the criminals he was living with."

Boyd will never forget the phone call from Josh a few weeks after he had been at Arrendale, telling him that he feared for his life. His son finally asked to go to solitary confinement, where he stayed until he was moved to a less violent dormitory.

On March 3, 2003 --- after his son had been at Arrendale for 10 months --- Ed Boyd received a call from District Attorney Bright, who said he had researched the law and decided Boyd was right about the firearm definition. He said he would accept a motion to withdraw the guilty plea and let the juvenile court decide the case. Bright's phone call was the answer to a father's prayers. "It was God doing it," said Boyd recently, his voice cracking.

His son was sentenced to serve until he turns 21 at a state Youth Development Campus. He recently finished his GED, with honors, at the Bill Ireland YDC in Milledgeville. His counselor, Hunter McComb, says Boyd is lucky to have something only a handful of the 300 juveniles at the YDC have: "an intact two-parent family."

Josh, who dropped out of school at 16 against his parents' wishes, has a scar to remind him of his time in prison. Once he joined 24 other inmates who refused to go back to work after 11 hours of kitchen duty --- until they were allowed to sit down for a few minutes. A team of guards wielding batons was called in. Josh says he was thrown to the floor and suffered a cut that required seven stitches.

Boyd says the law under which his son was sentenced should be changed because it gives up on kids, even first offenders. "It throws the concept of rehabilitation out the window," he said.

Josh's robbery victim, Michael Kirby, disagrees.

He says he feared for his life that snowy night. "A 10-year sentence for these young criminals isn't near long enough," he said.

But Boyd is proud of his son for telling the truth and for taking responsibility for his mistakes. "I couldn't be prouder if he'd won a Medal of Honor," he said.

**THROWING AWAY THE KEY:**

**Talent provides a refuge only when prison allows**

Martha M. Ezzard - For the Journal-Constitution  
Sunday, March 28, 2004

Alto --- The giant mural on the wall of the Lee Arrendale prison cafeteria says a lot about Matthew Brumbelow. His painting of street scenes in New Orleans' Jackson Square contains playful touches: Spiderman atop one of the tall buildings; a police officer chasing an escaped prisoner with his billy club raised.

In one corner, he attached a real blackboard in front of the painted sidewalk cafe to chalk in daily menus.

Prison food is hardly gourmet, but the chalkboard makes it sound better, says Brumbelow with a grin. The young inmate worked on the mural a few days a week for about five months --- he says it's not quite finished and now he's not sure it ever will be. He also completed the prison's culinary arts course before he was sent to another prison in December.

Brumbelow spent his three years at Arrendale about as constructively as any inmate there, according to David Wood, the prison's program director. He was living in an honors dormitory. But in mid-December, a few days after his 20th birthday, Brumbelow was suddenly transferred to the Clayton County Correctional Institution in Lovejoy, a medium-security work camp.

Though young inmates find Arrendale dangerous, Brumbelow's mother, Debbie, said the move was disheartening for her son. Matthew was at least able to pursue his passion for art at Arrendale, she said. (The state has shipped low-risk prisoners such as Brumbelow to other prisons to make room at Arrendale for more dangerous felons who were stuck in county jails, said Scheree Lipscomb, Department of Corrections public affairs director.) Brumbelow concedes that he deserves to be punished, but not for 10 years. When he was a 10th-grader at Hiram High School, he agreed to be the driver for six Paulding County youths who wanted to rob a supposed drug dealer's home. The prosecutor's records confirm that Brumbelow stayed in the car, didn't have a gun and had never been in trouble with the law before.

Paulding District Attorney James Osborne said his staff recommended that the 16-year-old not be charged under the mandatory law, but the judge refused the recommendation.

Looking back, Brumbelow says he caved in to peer pressure. "It was a split-second stupid choice that affected the rest of my life."

He hopes to pursue his art or even open his own restaurant when he gets out in six years --- and he'd like to go back to school.

His mother says she's learned to be an outspoken advocate for her son and has joined the effort to get the mandatory-sentence law changed.

Gazing beyond the bars of a visitation area at Arrendale last November, Brumbelow said no one could be the same after prison.

"What you lose is trust," he said. "I don't like people as much. I guess I've turned into kind of a loner."

He looks forward, though, to talking with his mother on the phone every Tuesday (Arrendale permitted nightly calls; his new camp allows only one per week).

"My mom is excellent," he said.

**Should students be randomly tested for drugs?**  
**YES:** It reverses the spread of addiction

By ANDREA BARTHWELL  
Special to the Atlanta Journal-Constitution  
Published on: 03/25/2004

Today in Atlanta, concerned parents will meet with regional school officials, drug prevention specialists and student assistance professionals to discuss the promise of a powerful new tool to fight drug use among America's youth.

Building on the 11 percent decline in teen drug use America has witnessed in the past two years, random student drug testing -- locally controlled, non-punitive and designed to get help for those in trouble -- can help consolidate and further our progress.

Addiction is a pediatric-onset disease that needs a public health response. In much the same way that school tuberculosis tests identify children who are sick and can spread a dangerous disease, student drug testing helps identify kids who have a problem with drugs and prevents the spread of the disease of addiction.

Each child prevented from using drugs means there is one fewer child able to pass the disease of addiction to his or her peers, and we know that if we can prevent children from using drugs in their teen years, they are much less likely to go on and use drugs later in life.

In the past decade, the nation's acceptance of student drug testing has increased, hastened by the U.S. Supreme Court's 2002 ruling that drug testing students in extracurricular activities is constitutionally protected.

President Bush highlighted this policy as an effective prevention and intervention instrument during his State of the Union speech in January, and backed up his position with a call for increased federal funds for schools that would like to start these programs. This momentum in favor of student drug testing is based on the demonstrated effectiveness of random testing programs to deter use, and a more educated public understanding that student drug test results can only be used confidentially to help students, not to punish them.

Random drug testing of students in extracurricular activities is effective because it demonstrates that a community has set a serious standard for its youth. In addition to creating a culture of disapproval toward drugs, student drug testing also achieves three public health goals:

* It deters children from initiating drug use;
* It identifies children who have just started using drugs so that parents and counselors can intervene early;
* It helps identify children who have a dependency on drugs so that they can be referred to effective drug treatment.

According to a study in the Journal of Adolescent Health, a school in Oregon that randomly drug tested student athletes had a rate of drug use that was one-quarter that of a comparable school with no drug testing policy.

After two years of a drug testing program, Hunterdon Central Regional High School in New Jersey saw significant reductions in 20 of 28 drug use categories, including a drop in cocaine use by seniors from 13 percent to 4 percent. The U.S. military saw drug use rates drop from 27 percent in 1981 to 3 percent today, thanks to the introduction of random drug testing.

Fortune 500 companies, small businesses, and regulated transportation industries have extensive experience in using this public health diagnostic tool. Every American who steps on an airplane or sends a child out to the school bus rests easier knowing that pilots and bus drivers are drug tested. Drug testing saves lives and we can no longer withhold the proven benefits of drug testing from the members of society that are most vulnerable to drugs' destructive influence.

**Andrea Barthwell** is deputy director for Demand Reduction for the White House Office of National Drug Control Policy.

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| **GUEST COLUMN**  **Should students be randomly tested for drugs?**  **NO:** It's costly, humiliating and not a deterrent  By MARSHA ROSENBAUM Special to the Atlanta Journal-Constitution Published on: 03/25/2004  National Drug Control Policy student drug testing tour. Atlanta is the site of the third of four summits at which the White House will peddle its nationwide student drug testing agenda. But although they will be getting the hard sell complete with offers of federal funding, I urge Atlanta educators and parents to consider the very real dangers of student drug testing:   * Random drug testing does not deter drug use. The same large survey President Bush cited (www.monitoringthefuture.org) that showed declines in illegal drug use this year also compared 76,000 students in schools with and without drug testing. It turned out there was no difference in illegal drug use among students from both sets of schools. Because at this point only 5 percent of American schools use drug testing, Bush's crediting these programs for reductions is a big leap of faith. * Random drug testing alienates students. Students must be observed (by a teacher or other adult) as they urinate to be sure the sample is their own. It is a humiliating violation of privacy. Testing can also have the unanticipated effect of keeping students from participating in after-school, extracurricular programs — activities that would fill their time during the peak teenage drug-using hours of 3-6 p.m. * A student in Tulia, Texas, summed it up: "I know lots of kids who don't want to get into sports . . . because they don't want to get drug tested. That's one of the reasons I'm not into any [activity]. I'm on medication, so I would always test positive, and then they would have to ask me about my medication, and I would be embarrassed." * Drug testing is expensive and inefficient. As in Atlanta, school districts across the country are in financial crisis. The millions of dollars proposed for random drug testing could be used more wisely, having a material rather than symbolic impact on high school drug abuse.   School administrators in Dublin, Ohio, for example, calculated that their $35,000 per year drug-testing program was not cost-efficient. Of 1,473 students tested at $24 each, 11 tested positive, for a total cost of $3,200 per "positive" student. They canceled the program and, with the savings, were able to hire a full-time counselor and provide prevention programs that reached all 3,581 students.  Some will argue that students need drug testing to help them say "no." But in 2003, the "State of Our Nation's Youth" survey found that, contrary to popular belief, most teens are not pressured to use drugs. The same survey found, much to the surprise of many parents, that 75 percent of teenagers actually enjoy spending time with their parents. Trusting, open relationships with parents and other adults have been proven to decrease teen drug use.  Unfortunately, drug testing actually has the effect of undermining parental influence, forcing adults to say to teenagers, in essence, "I don't trust you."  Random drug testing may seem a panacea, but it is fraught with social, emotional and financial problems. Before we leap into a program that uses students as guinea pigs, we should examine the many repercussions, pitfalls and alternatives.  **Marsha Rosenbaum** is director of the Safety First project of the Drug Policy Alliance in San Francisco. |

**Four Corner Debate**

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| **Brief Description**  This debate strategy gets kids thinking *and* moving. Debate topics for all grades are included.  **Objectives**  Students will   * Listen to a statement on a controversial topic and decide if they strongly agree, agree, disagree, or strongly disagree with the statement. * Work in groups to record information in support of their position. * Reconsider their stance in light of new information. * Write a concise paragraph expressing their opinion about the statement.   **Lesson Plan**  This simple and active strategy helps students focus their thinking about topics of debate as they prepare to write a well-supported paragraph stating their position.  **Before the Lesson** Create four posters/signs printed in large letters with the following labels, one label per sign:   * Strongly Agree * Agree * Disagree * Strongly Disagree   Place each poster in a different corner of the classroom.  **The Lesson**  Present to students a statement that takes a stand on an issue of interest to students or of importance to the world.  For this lesson, you might use one of the following statements as the starting point for a classroom discussion. Some of the statements are not appropriate discussion starters for elementary level students; select an appropriate statement that will engage your students. As an alternative, you might choose to make a statement about a controversy in the news or about an issue of interest to people in your area.   * Students should wear uniforms to school. * Kids should be able to have TVs in their bedrooms. * Beauty is only skin deep. * Wearing a helmet when riding a bike should be mandatory. * The Pledge of Allegiance should be recited in school each day. * Because many kids need more sleep, school should start two hours later than it does now. * Chewing gum should be banned from schools. * Scientists should be allowed to use animals to test new medicines. * Kids should be able to spend their allowance any way they want to. * Kids younger than 18 should be able to make their own decisions about whether to get a body piercing. |

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| Select a statement appropriate for your students, read aloud the statement, and give students 5 minutes to collect their thoughts about the topic. Then ask students if they   * strongly agree, * agree, * disagree, or * strongly disagree   with the statement. Direct those who strongly agree to move to the corner of the classroom where the Strongly Agree sign is posted, those who agree to move to the corner of the classroom where the Agree sign is posted, and so on...  Hopefully, you have four groups gathered in different corners of the classroom. Appoint one student in each corner to be the note taker, and give students 5-10 minutes to discuss with the other students in their corner the reasons they strongly agree, agree, disagree, or strongly disagree.  At the end of the discussion period, ask one student from each group to share with the class some of the ideas they discussed in their group.  Perhaps one of the four groups made such a strong case that some students have changed their minds about their reaction to the statement. If that is the case, at this point in the activity give students an opportunity to change corners.  Provide 5-10 more minutes for students to continue their group discussions. At this point, every student in the group should be taking notes. At the end of the discussion time, each student uses those notes to write a concise paragraph stating his or her position on the issue. (for example, *I strongly agree with the statement [statement goes here] because…*) Students should include in their paragraphs the four strongest points supporting their position.  **Extension Activity**   * Have students come up with their own discussion topics. * Over a couple class periods, use the four corner strategy to discuss three or four different statements. Then have students write a position paper on the statement they have the strongest feelings about.   Provide time for students to read aloud their papers. Then provide time for peer reaction. First, ask students to share *only* positive comments about their classmates' papers; then provide time for students to share *only* constructive criticism. ("You might have done this differently…") |