Grade Nine Blood Don't Lie Writing Assignment

Unit Context – This assignment takes place during the "I Have a Dream", social justice unit. Blood Don't Lie is included in this unit as it addresses various social issues such as domestic violence, teen dating violence, bullying, suicide, and Israeli–Palestinian conflict. This unit focuses character development and elements of theme.

Brief Statement of Process – When developing this project, I wanted students to further develop their research and presentation skills. Instead of simply writing about a character's transformation or stagnation, I wanted them to become that character and explain what made them change or what made them stay the same. This assignment definitely addresses the NCTE standard 7:

> Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience (National Council of Teachers of English, 2016).

This assignment draws on student's ability to analyze, synthesize, and evaluate which are higher levels of thinking. Students must first analyze the text to identify a social issue presents, then students will synthesize a present day version of that character after evaluating how the social issue may or may not have impacted them. I love challenging and creative activities, and I believe this activity will cause students to think critically about the text, characterization, and a social issue. Role playing is a way to speak one's truth without owning up to it. If a student has experienced one of the social issues this will be a safe opportunity for the student to inform and educate others about it.

Instruction Sheet

1. Identify a social issue addressed in the text Blood Don't Lie.
2. Choose a character impacted by this social issue for example: Mr. Ratner and domestic violence.
3. Research the social issue you selected in step one.
4. Create a pamphlet or some type of visual keepsake with information about the social issue. The pamphlet should include: What is the issue, why is it significant, who it impacts, what can be done to solve the problem
5. Give a presentation regarding the social issue from your chosen character's point of view (you are the character – you may dress up or do whatever you need to do to become this character)
6. During the presentation you will address the following:
   - The social issue: What is it? Who does it impact? How does it happen?
   - The character: How has his social issue impacted the character's life? Why does it happen? How does the character deal with this social issue?
   - The Solution: What can we do to solve, combat, or prevent this social issue?

During the presentation:

1. Introduce yourself as the character
2. Discuss the social issue
3. Discuss how it has impacted your life (this could go back as far as childhood for example Mr. Ratner may have been abused as a child… be creative…think deep)
4. Discuss how the character changes because of the social issue or how they don't change (for example Sarah)
5. Discuss what can be done about the social issue
6. Provide the class with some type of information pamphlet or resource about the social issue created in step 4.

ASK QUESTIONS! BE AS CREATIVE AS POSSIBLE

STANDARDS

The following standards are addressed during this assignment:

<u>Common Core</u>

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<u>NCTE</u>

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Not included
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Not included
10. Not included
11. Not included
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).