

Supporting Secondary Teachers' Critical Disciplinary Literacies

Jeanne Dyches

Iowa State University Digital Press
Ames, Iowa



Supporting Secondary Teachers' Critical Disciplinary Literacies by Jeanne Dyches is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.

You are free to copy, share, adapt, remix, transform, and build upon the material, so long as you follow the terms of the license.

*This is a publication of the
Iowa State University Digital Press
701 Morrill Rd, Ames, IA 50011
<https://www.iastatedigitalpress.com>
digipress@iastate.edu*

Contents

Introduction	1
<i>Jeanne Dyches</i>	
Residential Segregation and Parable of the Polygons	7
<i>Ridwan Abdi</i>	
What Can We Do About Climate Change? A Socratic Seminar in Biology	10
<i>Samantha Andersen</i>	
Debating through the Lens of Interpretive Communication	14
<i>Erin Brandt</i>	
Examining Poverty in Latin American Countries: A Poster Carousel	17
<i>Mackenzie Crampton</i>	
Using Cornell Notes to Guide Students Watching “Music” Episode of Explained	20
<i>Will Douglas</i>	
Using RAFT to Analyze Pascal’s “Claim-to-fame”	23
<i>Sullivan Fitzgerald</i>	
Gender Inequality, Fishbowl Discussion	26
<i>Kayla Gerard</i>	
Annotating Informational Text and Literary Non-Fiction in ELA	28
<i>Selma Hasan</i>	
The Great Depression: Jigsaw Method	32
<i>Carter Junge</i>	
Addressing The Effects of Minimum Wage Through Collaborative Conversation	35
<i>Juliana Lobraco</i>	

Using the Fishbowl Strategy to Discuss Book Banning	38
<i>Ainsley Lovrien</i>	
Langston Hughes and Walt Whitman; Venn Diagrams	40
<i>Ashley Luedtke</i>	
Analyzing “War Girls” using a TPCASTT Guided Close Reading	42
<i>James Mechikoff</i>	
Finding Imagery in “Still I Rise” by Maya Angelou with The Response Heuristic	47
<i>Crystal Millan-Herrera</i>	
Collaborative Discussion About How Viruses are Spread	50
<i>Samuel Peterson</i>	
Using Read-Write-Pair-Share to Discuss Housing Insecurity	52
<i>Brianna Sander</i>	
Brave New World: Using the Character Anatomy in Critical Literacy	55
<i>Elijah Strong</i>	

Introduction

Jeanne Dyches

Like many teachers, I pull from various textbooks and resources to ensure my students have access to the readings and ideas essential to the topic at hand. For the better part of a decade now, I have been teaching a course titled EDUC 395: Teaching Disciplinary Literacy to teacher candidates at Iowa State University. Every semester, I strategically cobble together materials that speak to disciplinary literacy, equity, and justice-oriented literacy instruction, and fuse them for my students' learning. I have yet to locate a singular text that helps my students understand how to “do” disciplinary literacy in a manner that aligns with critical literacy—that is, the notion that all texts are power-imbued and should be questioned. Textbooks seem to send the message: you can do standards-aligned disciplinary literacy instruction, or justice-oriented, equity-minded instruction—but you can't do both.

Because textbooks often isolate disciplinary literacy concepts and issues of critical literacy, and a text that melds these often isolated fields has yet to emerge, there is a shared pedagogical need between in-service and pre-service teachers, as well as teacher educators, for a text that offers readers an assortment of accessible, ready-to-implement disciplinary literacy strategies informed by critical lenses—that is, critical disciplinary literacy (CDL) strategies. This textbook, co-created with students in EDUC 395: Teaching Disciplinary Literacy, and supported by CDL experts, offers accessible, research-based, multidisciplinary CDL strategies ready for implementation in secondary classrooms. Moreover, this text fills a void in the field by showing educators how they can teach to name and disrupt oppression *while* meeting national and local standards (Dyches, Sams, & Boyd, 2020; Dover, 2013).

What is Disciplinary Literacy?

Virtually all national standards for secondary students (grades 6-12) in the

United States require teachers to facilitate students' disciplinary literacies (Berry & Aldrich, 2022; Zygouris-Coe, 2012). Disciplinary literacy (Shanahan & Shanahan, 2008) complicates the one-size-fits-all notion that “all teachers are teachers of reading,” and instead tasks educators with de-mystifying for their students the unique ways in which disciplines work. In most approaches to disciplinary literacy instruction, secondary students must consider how field experts think and perform if they are to flourish in mainstream academic settings.

But recently emerging scholarship suggests that disciplinary literacy is, by itself, an incomplete and potentially problematic approach to secondary literacy instruction (Dyches, 2021; under review; Dobbs, 2020; Moje, 2015; Wrenn & Gallagher, 2021). Prompting students to “think like” or even “be” an expert (Berry & Aldrich, 2022) relates implicit messaging about whose knowledge is—and isn't—valued in secondary spaces. Students, particularly those belonging to marginalized groups, may feel that their funds of knowledge are incompatible with those deemed “academic” in nature. Moreover, research continues to call for generative approaches to disciplinary literacy that de-neutralize students' thinking of academic knowledges as static, monolithic, apolitical entities, and instead highlight the ways in which disciplines, and education more broadly, are always connected to power structures (Dyches, 2022; Hinchman & O'Brien, 2019; Moje, 2015).

How is Critical Disciplinary Literacy Different?

Critical disciplinary literacy prompts students to name, confront, and analyze issues of equity and power relative to their respective disciplines. CDL understands disciplines as unique communities with their own specialized (and often exclusionary) skills, norms, practices, and discourses, but deviates from conventional applications of disciplinary literacy by responding to the ways in which power systems and their attendant analytic skills work *differently* based on the disciplines at hand (e.g., Dyches, 2018; 2021; 2022; Wrenn & Gallagher, 2021). Applying the CDL skills of “reading the word and the world” (Freire & Macedo, 1987) to understand the power dynamics of, and inequities involved in, vaccine distributions requires a different skill set and

strategy approach than locating textual representations of toxic masculinity in *Romeo and Juliet*. CDL acknowledges these nuances across disciplines, and that students' acquisition of these skills is not an inevitable outcome.

Why Does CDL Instruction Matter?

Multiple state and national organizations require pre-service teachers to show evidence of their understanding, and ability to create instruction responsive to, disciplinary literacy and cultural competencies. Supporting pre-service students as they learn to meld these instructional approaches prepares them for their work as in-service teachers. Pre-service teachers' successes will have a direct impact on secondary students in public schools: as these new teachers enter classrooms, they will be better equipped with the skills to support students' disciplinary learning in engaging and sociopolitically relevant ways.

The textbook's objectives are far-ranging, supporting both pre- and in-service teachers' efforts to confidently approach CDL instruction.

Objectives

- To help pre-service teachers apply critical disciplinary literacy;
- To empower pre-service teachers to create and share instructional materials based on research-based best practices;
- To support pre-service teachers' understandings and applications of technology in their critical disciplinary literacy instruction; and, ultimately,
- To provide pre-service, in-service, and teacher educators with a multimodal textbook resource filled with CDL strategies they can implement in their own classrooms/professional spaces.

Co-Authoring Process

During the CDL project, EDUC 395 students, all of them teacher candidates, learned about CDL in a scaffolded manner across our 16-week, semester-long class. The timeline we followed is below:

Table 1. Timeline for CDL Project

Week	Topic	CDL Guest Speakers
Weeks 1-8	Learning about Disciplinary Literacy	N/A
Week 8	Social Justice and Disciplinary Literacy	N/A
Weeks 9-10	Critical Literacy, introduce CDL chapter assignment	N/A
	Critical Disciplinary Literacies	Selma Hasan (ISU-ELA major) & Sammy Andersen (ISU-Biology major)
Weeks 10-15	Week 13: CDL chapter outline draft submitted	Dr Brandon Sams, ISU (ELA)
	Week 15: CDL chapter final version submitted	Dr Ashley Boyd, associate professor, Washington State University (Social Studies)
		Dr Katie Baker, assistant professor, Elon University (Math)
Weeks 15-16	Students record video demos, upload video/transcript to YouTube and finalize CDL chapters	N/A

Throughout the semester, invited guest speakers, each of them a CDL expert of a particular discipline (science, ELA, math, and social studies), joined our class to model a CDL-oriented lesson for students, and to answer their questions. Throughout the project timeline, students submitted various portions of their project and received feedback before moving on to the next task. Periodic check-ins, including small group/whole class discussions,

provided students with the space to share successes, challenges, and questions. At the end of the project, students completed a reflection, sharing their experiences with the project, including successes, challenges, impact on pedagogy, and lingering questions.

Chapter Format

Each chapter opens with a disciplinary literacy standard that supports the described lesson. These standards come from the Common Core State Standards for Math, Social Studies, and ELA; Next Generation Science Standards; and World Readiness Standards for Learning Languages. Next, students note which of Lewison, Flint, and Sluys' (2002) four critical literacy dimension(s) their lesson meets: *disrupting the commonplace*, *interrogating multiple viewpoints*, *focusing on sociopolitical viewpoints*, and *taking action and promoting social justice*. Resources are linked for readers' convenience.

Next, chapters provide a step-by-step guide to implementing the CDL lesson. A link to student's accompanying video demonstrations (closed captions provided) follows the step-by-step instructions. Each chapter concludes with a brief bio about its student author.

Impact

Though equity-oriented instruction is widely valued in education, students do not always have opportunities to practice justice-oriented instruction (Ladson-Billings, 2006; 2018), especially in ways that are differentiated to their own disciplinary norms (Boyd, 2017; Dyches, 2021). Having the opportunity to develop these ideas during their educator preparation coursework suggests that CDL practices—ones intended to promote equity, agency, and justice—will be present in students' future classrooms.

With almost two decades experience in education, creating a textbook with my students was a new experience for me. I believe deeply in honoring students' vast funds of knowledge, creativity, and their agency to create. This project challenged me to think in new ways, and gave me the opportunity

to learn from my students, who bring a wealth of experiences, ideas, and approaches to our class. I am honored to, along with my students, have had the opportunity to move what have been hitherto largely conceptual understandings of CDL into widely-accessible, practitioner-based approaches.

In Closing

Co-creating a textbook with my students proved to be challenging, wonderful work. I treasure the experience and the students whose creativity, passion, and hard work undergirds the text's creation. Our collective hope is that readers will find value and merit in this text, and have a deeper understanding of how to teach disciplinary literacy in ways that reflect justice-oriented thinking and goals. We hope these strategies are not only applicable and easy to use, but ones that will increase students' engagement with their discipline and the world around them.

About the Author



Jeanne Dyches

Iowa State University

<http://www.drduches.com/>

Dr. Jeanne Dyches, associate professor at Iowa State University, examines applications of critical disciplinary literacies in secondary classrooms and tensions and synergies between canonical curricula and critical pedagogies. Dr. Dyches is interested in better understanding how practitioners teach canonical texts in disciplinary-specific, justice-oriented ways. Her work has been published in journals such as *English Education*, *Harvard Educational Review*, *Journal of Curriculum Studies*, *Journal of Teacher Education*, and *Journal of Adolescent and Adult Literacy*. Various organizations have recognized the quality of her research and teaching.

Residential Segregation and Parable of the Polygons

Ridwan Abdi

Overview

- **Disciplinary Literacy Skill:** Common Core 6.NS.C.6.C Convert Fractions and Decimals to percent
- **Critical Literacy Skill(s):** Focusing on sociopolitical viewpoints (Lewison, Flint, & Sluys, 2002)
- **Instructional Resources Needed:**
 - [“Attacking the Black-White Opportunity Gap That Comes from Residential Segregation”](#) (Black & Kahlenberg, 2019)
 - [Parable of the polygons](#)
 - [KWL-CL CHART](#)
 - [Guided worksheet](#)
 - [Google Slides](#)

Step by Step Instructions

1. This lesson can be done over two days. To start, I will create four student groups, give out the [KWL-CL CHART](#), and introduce the topic of *Residential Segregation* by using questions such as What are some of the factors that contribute to residential segregation? What are the consequences of residential segregation? After introducing the topic, give students a couple of minutes and ask them to fill out the first two columns of the chart.

2. After students are done **writing**, I will ask students to read the article "[Attacking the Black-White Opportunity Gap That Comes from Residential Segregation](#)" with their group.
3. Then, students will be given a [guided worksheet](#) to fill out as students play the game [Parable of the polygons](#) to get a deep lesson about diversity in a fun way. I will quickly model the activity beforehand. This activity makes students consider bias and how it leads to a segregated resident.
4. After all groups are done with their activity as a class, groups will share their answers with the whole class and participate in discussions. Then I will ask students to complete the rest of the [KWL-CL CHART](#).
5. We will also talk about what type of mathematics they have seen during the reading and activity. At this point, I will reintroduce the mathematics used in the article and the gaming activity using [Google Slides](#). During the slides presentation, students are expected to answer the questions in the slides and take notes simultaneously.
6. To conclude our activity, students will write a reflection of a minimum of two sentences on the relationships between percentages and fractions on the back of the [KWL-CL CHART](#). My CDL strategy mini-lesson satisfies the CL dimension of focusing on sociopolitical viewpoints by reasoning how the smallest of biases can push a whole society past the tipping point of residential segregation.

About the Author

Ridwan Abdi

Major: Mathematics Education

I am a lifelong learner born and raised in Kenya. I have always been passionate about education and the power it has to open up doors and help people reach their goals. Education has been a cornerstone of my life, and I believe in its ability to foster creativity, build confidence, and provide opportunities. My goal is to help others realize their potential and find success in their pursuits. To that end, I am currently working towards a degree in Education

and Math, with the ultimate aim of becoming an educator. In my free time, I enjoy playing card/board games, spending time with family, and exploring new places. I also have a strong interest in reading manga/manhua, watching anime, and traveling. Above all, I am committed to making a positive impact on the world through my work in the field of education.

What Can We Do About Climate Change? A Socratic Seminar in Biology

Samantha Andersen

Overview

- **Disciplinary Literacy Skill: HS-LS2-7:** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- **Critical Literacy Skill(s)** (Lewison, Flint, & Sluys, 2002): Interrogating multiple viewpoints
- **Instructional Resources Needed:**
 - [“Every Place Has Its Own Climate Risk. What Is It Where You Live?”](#) (Thompson, 2020)
 - [“What is Climate Change?”](#) (Dunbar 2015)
 - [Graphic Organizer](#)

Step-by Step-Instructions

1. This lesson can be done over two days or the students can be given a chunk of class time before the seminar to answer these questions from this [graphic organizer](#).
2. I have provided two pieces of text for the students to **read** and look at before the seminar. [“What is Climate Change” \(Dunbar 2015\)](#) is an overview of the concept of climate change. [“Every Place Has Its Own](#)

[Climate Risk. What Is It Where You Live?](#)” (Thompson, 2020) provides the students with a graph that displays the climate change risks that each county in the United States is facing. I will encourage students to take notes (taking notes requires students to employ their **writing skills**) over both of these readings and **ask questions** they might have had about climate change. I will also provide the questions beforehand on the [graphic organizer](#) so that the students have time to articulate their well-thought out responses for group discussion.

3. I will organize the classroom to be in a circle where students are all facing each other. A large part of the Socratic seminar is students **asking questions** and **formulating ideas** to **share with the class**. The seminar is teacher-facilitated but largely focused on student’s conversations. Another option to allow each student to speak is to have the lesson be student-facilitated. Each student needs to speak. This is where my job or the student’s job as a facilitator is to call on students who might feel overpowered by those with louder voices or call on those who haven’t yet participated.
4. To have the students **analyze the data**, I am going to ask questions about the graph from [“Every Place Has Its Own Climate Risk. What Is It Where You Live?”](#) (Thompson, 2020) As well as asking more open-ended questions that don’t necessarily have a solution. These questions require students to employ their **critical thinking and problem solving skills**. These questions are:

- What trends did you notice?
- What climate threat affects your area?
- What threat do you think is the most serious?
- What threats overlap?
- Have you seen other articles or videos about climate change?
- What else do you know is affected by climate change?
- What are you/your community doing to help climate change?
- What could be done to help these issues?
- Where do you think people will be affected the most? Who do you think will be affected the most? Why?
- Who is contributing to climate change? Why?

These questions are meant to get the students thinking about the graph and the data they saw. It also gets the conversations started, as each student might have different things that they noticed or were surprised about. The questions get students to use their **classroom talk and listen** to their peers.

5. I want to facilitate discussion or have a student facilitate discussion and allow the students to **formulate ideas and explanations with creative thinking**. Science more often than not does not have one clear solution or one clear answer. I want to encourage that philosophy and promote multiple perspectives.
6. I will tell each student to **write** notes on major points that are made during the collaboration. At the end, we will **reflect** over what was said and **evaluate** the ideas.
7. I will collect the [graphic organizer](#) as an exit pass/participation in the seminar.

References

Dunbar, B. (2015, May 13). *What is climate change?* NASA. Retrieved September 10, 2022, from <https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-climate-change-k4.html>

Filkins, S. (n.d.). *Socratic Seminars*. Socratic Seminars | Read Write Think. Retrieved September 10, 2022, from <https://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars>

Next generation science standards. Next Generation Science Standards. (2022, August 11). Retrieved September 10, 2022, from <https://www.nextgenscience.org/>

Thompson, S. A., & Serkez, Y. (2020, September 18). *Every place has its own climate risk. what is it where you live?* The New York Times. Retrieved September 10, 2022, from <https://www.nytimes.com/interactive/2020/09/18/opinion/wildfire-hurricane-climate.html>

About the Author



Samantha Andersen

Major: Biology and Secondary Education

My name is Samantha Andersen, and I am from Ogden, Iowa. I grew up in a small town with lovely teachers who gave me the passion for teaching. Science classes were always a huge passion of mine and I want to be able to share that with future students. I have always admired the way teachers can change the world with what they do. Outside of school, I read, rollerblade, walk my three dogs, and spend time with the people I love.

Debating through the Lens of Interpretive Communication

Erin Brandt

Overview

- **Disciplinary Literacy Skill:** IAWL.4.IPL3: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- **Critical Literacy Skill(s):** Interrogating multiple viewpoints
- **Instructional Resources Needed:**
 - [Interpretive Communication and the 5 C's](#) (Iowa City Schools)
 - Quote from 'Mein Kampf': "I know that fewer people are won over by the written word than by the spoken word and that every great movement on this earth owes its growth to the great speakers and not to great writers."
 - [TPS Handout](#)

Step by Step Instructions

1. I will have the students read the following quote: "I know that fewer people are won over by the written word than by the spoken word and that every great movement on this earth owes its growth to the great speakers and not to great writers."
2. Then students will be given time to **write** down some thoughts on the quote and their own opinion (see 5Cs handout).
3. Once they have finished writing their thoughts, I will divide them into

small groups and they will talk about their thoughts. They will answer questions about if they agree or disagree with the statement, why they feel that way, and if they think of any examples of arguments for or against the power of speech over writing in their own lives.

4. After this, I will break the class up into a group that agrees and one that disagrees. Then they are given time to each articulate why they chose their side. I let students switch sides if they want. I ask each side if they could be convinced to take the other side.
5. Once debating is over, I reveal that the quote was taken from *Mein Kampf*, and have them discuss how this ideology worked in favor of people like Hitler during his reign, and what it meant for the nazis and for the people hurt by their being in power.

Note: In this scenario, interpretive communication works by asking students to derive meaning from the quote based on what they know, what is happening around them in their own lives, and what the context of the quote itself is. In this case it is a scaffolded approach to interpretive communication where they give initial thoughts, discuss its meaning with a partner, then must defend their stance. Once everyone has had a chance to be heard, they are given the opportunity to change their minds. Then they are given further context, and are asked to reconcile their stance with the way it was put into action in the past, who it hurt and who it helped. In doing all this, students get a chance to show their understanding of the idea and the way it caused harm in its original context, share their opinions on the subject, apply it to current and historical contexts, and demonstrate their knowledge of the consequences of the ideology of the given quote. In this way students are asked to interrogate their viewpoints, the viewpoints of their peers, the viewpoints of people that allowed this ideology to take power, and those who were harmed by this ideology.

References

Iowa City Schools. World Readiness Standards for Learning Languages. Retrieved from <https://www.iowacityschools.org/site/handlers/filedownload.ashx?moduleinstanceid=217&dataid=22692&FileName=World-ReadinessStandardsforLearningLanguages.pdf>

Hitler, Adolf, 1889-1945. Mein Kampf. Boston: Houghton Mifflin, 1999.

About the Author



Erin Brandt

Majors: World Languages and Cultures
(Spanish, German)

My name is Erin Brandt. I'm from Central Iowa. I'm studying education, because I have a lot of passion for my content area, world languages and cultures. I love languages, and have studied several, including Spanish, German, French, Russian, Latin and Chinese, and I am currently trying to learn Korean and Japanese. I'm most particularly interested in teaching German, as my family is German, and I feel closely connected to the language. I hope to learn a lot about being a great teacher while teaching, and that I can use these skills to inspire my students while working towards a career in higher education.

Examining Poverty in Latin American Countries: A Poster Carousel

Mackenzie Crampton

Overview

- **Disciplinary Literacy Skill:** IAWL.IPL. Express self and negotiate meaning in the target language by appropriately engaging in unrehearsed conversations and/or correspondence to actively participate in social interactions (face-to-face or electronically) as a global citizen.
- **Critical Literacy Skill(s):** Focusing on sociopolitical issues
- **Instructional Resources Needed:**
 - [“Poverty in Latin America and the Caribbean: A Long and Bumpy Road Ahead”](#) (O’Brien & Ñopo, 2022)
 - [Poster Carousel Handout](#)

Step by Step Instructions

Note: This strategy has been adjusted to fit the proficiency of Spanish 4 students

1. For the first part of this lesson, students will **read** the article, [“Poverty in Latin America and the Caribbean: A Long and Bumpy Road Ahead.”](#) This article provides information about the current poverty rates in Latin America and historical statistics of poverty. It also explains how

COVID-19 has affected the poverty rates within the past couple of years.

2. Then, we will have a whole class discussion about the article.

Discussion questions:

- What is the main idea of this article?
- How much did the poverty rate increase between 2019 and 2021?
- How much has labor income dropped?

3. After the discussion, students will be divided into groups of 4, where they will each complete a [poster carousel](#) activity. During this activity, each group is prompted with 4 questions about the article.
4. There will be one question in each of the corners of the poster (see example). The students will be sat at each corner, which will assign them each a question. Using their previous knowledge and information from the article, each student will **reflect** on the questions and **share their opinion using the Spanish language**. Every answer must be in Spanish.
5. After an allotted time, the group members will rotate the poster clockwise, and each student will now have a new question.
6. After 3 full rotations, the students will have answered each question. Then, I will ask the groups to discuss their answers in Spanish.
7. After the groups' **verbal discussion**, each group will share their answers and discussion with the whole class.
8. While each group shares, the other students will **reflect** on their own answers and discussion and share any questions or comments they have.
9. Throughout this lesson, students will **examine** sociopolitical issues in Latin America, specifically poverty. The students will **reflect** on the information in the the article and share their own perspectives on poverty in Latin America, allowing them to gain a deeper understanding of sociopolitical issues in Latin America, while also practicing their written and verbal Spanish communication.

About the Author



Mackenzie Crampton

Majors: World Languages and Cultures
(Spanish) and Secondary Education

I grew up in the very small town of Lehigh in Central Iowa with my two sisters and mom and dad. I attended Southeast Valley High School, and after graduation, I attended Iowa Central Community College. Currently, I am working on obtaining my Bachelor's Degree in World Languages and Cultures: Spanish and Secondary Education. Education was not something that I ever thought I would be interested in, but because of my love for the Spanish language, I decided to take the education route. Now, I can't imagine myself being anything other than a Spanish educator. After graduation, my main goal is to travel and experience as many different cultures as possible. Eventually, I would like to move to the East Coast and work as a Spanish teacher.

Using Cornell Notes to Guide Students Watching “Music” Episode of Explained

Will Douglas

Overview

- **Disciplinary Literacy Skill:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.” (RI.9-10.2)
- **Critical Literacy Skill(s):** Integrating multiple viewpoints
- **Instructional Resources Needed:**
 - [“Music” episode of Vox’s *Explained*](#)
 - [Cornell Notes Handout](#)

Step by Step Instructions

1. I will have students watch the “Music” episode of Vox’s *Explained*. This is because the central idea of the episode lines up with the topic nearly perfectly, and it integrates another viewpoint (music) into the topic of the day (and unit of “what makes us human” as a whole). And the reason for the topic is because philosophical questions are asked, and potentially answered, to help guide students in answering complex questions, which they will likely face no matter what path they take post-primary and post-secondary education.

2. While they watch the episode, I will have them fill out the Cornell notes, with the first column of the Cornell notes (the one with the header of “elements of music”) pre-filled out with rhythm, pitch, harmony, melody, and timbre. The first column is pre-filled out because students might try and incorporate other terms that are not the elements of music we want to focus on. Furthermore, humans are the only species on Earth that can exhibit all five of these elements. Below is an example the headers and one element of music, also available in a link to the Google Doc for the Cornell Notes Handout above, and here (<https://tinyurl.com/2p5yy3ff>). The purpose of using Cornell notes relates to the standard of interpreting the central idea of a text and analyzing its development, as the episode highlights its central idea on how humans are unique because of the elements, and it develops this idea by comparing and contrasting humans to animals. And, the Cornell notes structure, as stated and shown, follows the structure of the episode.

Element of Music	Definition	Which Animals Can or Can't Use This Element of Music (According to the Episode)
Rhythm		Can: Can't:

3. I will have provided students with a place to list which animals can or cannot use that element of music, see above. (Hint: humans should be in all five of the “can” lists).
4. The class/activity will conclude with a whole class discussion, on how music makes us human. This will use the Cornell notes, as well as guiding questions.

Possible guiding questions*

- Why does the episode make the distinction between humans and animals in the elements?

- Why are humans the only beings that are known to exhibit all five of the elements (in your opinion/best guess)?
- If another being, either from Earth or not, is known to have the same capacity for all five elements, what then? In other words, does that make them “human”?

*There are no right or wrong answers for these.

About the Author



Will Douglas
Major: English Education

I have moved all over the United States, but call Slater, Iowa, my home. I have previously gone to Luther College, earning a Bachelor’s of Arts in Political Science and International Studies. Afterwards, I went to Vermont Law School for a year and a half before realizing becoming an attorney was not for me. So, I decided that becoming an English/Literature teacher at the secondary level (middle or high school) was my calling.

Using RAFT to Analyze Pascal’s “Claim-to-fame”

Sullivan Fitzgerald

Overview

- **Disciplinary Literacy Skill:** [A-SSE.A.1](#) – Interpret complicated expressions by viewing one or more of their parts as a single entity.
- **Critical Literacy Skill(s):** Disrupting the commonplace
- **Instructional Resources Needed:**
 - [History of Mathematics : The History of Pascal’s Triangle](#)
 - [RAFT activity sheets](#)

Step by Step Instructions:

1. For the first part of the lesson, I will show students [a short video](#). This is to introduce, but more importantly, explain the history of Pascal’s triangle. Students will take mental or physical notes of the names mentioned and their contributions.
2. After the video is over, we will begin our **RAFT** activity. Start the activity with handing out the four different [RAFT activity sheets](#) to students. Explain the RAFT and how it works, and then assign each student one of the four roles. Once students have an understanding of their role and activity, have them group with one of each role to have total groups of four distinct roles. Guide the students through how the activity will work, reiterate the names of the roles they are researching, and explain the goal of the project. Do this by presenting a short walk

through/example. Once they have an understanding, give the students 5-8 min of research time to research their assigned role via the link given in their handouts (they are looking for **supporting arguments and claims** to prove their mathematician is deserving of the credit.)

3. Once students have finished their research, they will begin their **group discussion**. Emphasize that this discussion topic is for students to support their roles' "claim to fame." Groups will maneuver their discussion from person to person, inviting rebuttals only after the speaker is finished with their thoughts.
4. After about a ~20 min discussion within groups, students will reflect on their discussion by **writing** who they think is most deserving to be credited with the discovery of the Triangle and why. This approach helps students see a diverse point of view, and analyze who is often credited for something, and who is marginalized.
5. Finally, the teacher will bring the class together and ask students to raise their hand for who they think deserves credit. Once people have raised their hands, the teacher will call on someone and ask for them to explain their reasoning. Do this for all 4 roles, and record thoughts on the board for kids to analyze. At the end of class, collect the notes from the students.

References

"Graphic Organizer: Raft (Role, Audience, Format, Topic) Writing Strategies." *Terra Foundation for American Art*, <https://www.terraamericanart.org/tools-for-teachers/raft-writing-strategies/>.

Adams, Anne E., and Jerine Pegg. "Teachers' Enactment of Content Literacy Strategies in Secondary Science and Mathematics Classes." *Journal of Adolescent & Adult Literacy*, vol. 56, no. 2, 2012, pp. 151-161., <https://doi.org/10.1002/jaal.00116>.

"The National Association for Multicultural Education." *Can I Be a Multicultural Educator in Math?* - NAME Learn, https://www.nameorg.org/learn/can_i_be_a_multicultural_educa.php.

About the Author



Sullivan Fitzgerald

Majors: Secondary Education and Mathematics

I grew up in central Des Moines and went to a vastly homogeneous setting. I had a desire to be an engineer because everyone around me was going into it, but I never really had a passion for it. I arrived at community college freshman year, and was immediately met with a change of scenery, and a change in ideology. I had a lot of my ideas and perceptions challenged, and it led me down a path of education. I can't say what pulled me to it, but it pulled me hard. I have pursued a career in educating people whenever and wherever I can, whether that be math, music, physics, or anything else. I strive to be a teacher who shows love and compassion to every student in tangible ways. Sometimes it's easier than you'd think!

Gender Inequality, Fishbowl Discussion

Kayla Gerard

Overview

- **Disciplinary Literacy Skill:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (SL.9-10.1) (DOK 1,2,3)
- **Critical Literacy Skill(s):** Focusing on sociopolitical viewpoints
- **Instructional Resources Needed:**
 - [“My Experience With Gender Inequality”](#) (Farid, 2021)
 - [“Ten Ways You Can Help Fight Against Gender Inequality”](#) (Sutton, 2020)
 - [Guiding Questions \(Handout\)](#)

Step by Step Instructions

1. First, the class will be split into two groups: Group one will read the first article, while group two will read the second in order to gain a better understanding of gender inequality and how it occurs in our world.
2. Everyone will read their assigned article individually before discussing it with their group.
3. Groups will get together to discuss thoughts on the articles by completing [Guiding Questions](#)

4. After discussing, students will form two circles, one inner and one outer circle.
5. Group 1 will be in the inner circle first and will discuss their article using the guiding questions for ten minutes while the outer group listens.
6. When time is up, the outer group will have time to ask questions.
7. Then groups will switch, having group 2 be the inner circle and group 1 be the outer circle.
8. To conclude, students will write a quick reflection about their own thoughts on our discussion and hand it in as an exit ticket.
9. Through this discussion and reflection, students will gain skills in reading comprehension, critical thinking, and making connections. Students will unpack sociopolitical issues through reading and discussing about people's real life experiences with gender inequality.

About the Author



Kayla Gerard

Majors: English and Secondary Education

I'm from De Witt, Iowa. Growing up, my mom was a teacher, and she is one of my biggest inspirations, so being a teacher was always something I was interested in, but it was when I was in high school that I became a daycare teacher for preschoolers which is where I truly discovered my love for teaching. I aim to become a high school English teacher before furthering my education with a master's degree. When I'm not in class, studying, or reading, you'll find me spending all my free time with my dogs.

Annotating Informational Text and Literary Non-Fiction in ELA

Selma Hasan

Overview

- **Disciplinary Literacy Skill:** [CCSS.ELA-LITERACY.RI.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **Critical Literacy Skill(s):**
 - Interrogating multiple viewpoints
 - Focusing on sociopolitical viewpoints
 - Taking action and promoting social justice
- **Instructional Resources Needed:**
 - [How to be Antiracist – Vox Article](#)
 - [Book Excerpt “How to be Antiracist” Ibram X Kendi](#)

Step by Step Instructions

1. Students will be numbered into ones and twos.
2. Group one will be assigned the Vox article
3. Group two will be assigned the Stamped (for kids) CBS excerpt.
4. Students **will read** the articles individually and follow the guidelines below for annotating (students will have a paper copy of their assigned

reading with open margins to allow for notetaking and annotating)

5. Annotating involves:
6. **Underlining** any major pieces of information provided by the text.
7. **Highlighting** words they do not understand.
8. **Circling** keywords in the text.
9. **Writing down their initial reaction** to a piece of information (ie. I have not thought about this before, why have I not thought about this, etc).
10. **Highlighting** connections they make between the two texts – this can be similar words and definitions, ideas that can be applied to pieces of information, or simple observations.
11. The strategy for **annotating and close reading** helps students think critically about the texts they are reading and form a stronger understanding while being actively engaged with the reading (Fisher, 2015).

Annotation in action – Excerpt from the Vox article

The idea of anti-racism has been getting a lot of attention in recent days as Americans around the country rise up against police violence. But the idea is far from new, with roots in decades of civil rights work by black Americans, *(what are some examples that can be pulled from history to support this piece of information)* said Malini Ranganathan, a faculty team lead at the Antiracist Research and Policy Center.

In recent years, thanks to the work of Kendi and others, the term itself has come to be used to describe what it means to actively fight against racism rather than passively claim to be non-racist. Anti-racism involves “taking stock of and eradicating policies that are racist, that have racist outcomes,” Ranganathan said, “and making sure that ultimately, we’re working towards a much more egalitarian, emancipatory society.”

Part of that work is acknowledging our own positions in a white supremacist system *(what are ways that I can be more aware of my position?)*. So I should acknowledge that I am a white woman, and as such, I can’t talk about what it feels like to experience racism, or to fight against it as a person of color. *(As a Brown woman, I can talk about how it feels like to experience racism, but I can’t generalize and expect that to be everyone else’s experience as well)*. But it’s also not the responsibility of people of color to fix racism, or explain to white people how not to be racist. As Dena Simmons, a scholar and practitioner of social-emotional learning and equity and author of the upcoming book [White Rules for Black People](#), put it, “**Don’t ask the wounded to do the work.**”

So I spoke to experts on the topic to help people — including myself — better understand what anti-racism means and what it looks like in practice. “White folks always want to know how they can do better,” Simmons said. “I say, start by doing something.” *(where can I look more into how to do something? What does that look like)*.

References

CBS News. (2022, June 12). *Book excerpt: “How to Raise an Antiracist” by Ibram X. Kendi*. Retrieved October 12, 2022, from <https://www.cbsnews.com/news/book-excerpt-how-to-raise-an-antiracist-by-ibram-x-kendi/>

Fisher, D. (2015). *50 instructional routines to develop content literacy*, Pearson.

North, A. (2020, June 3). *How to be an antiracist: Antiracism, explained*. Vox. Retrieved September 11, 2022, from <https://www.vox.com/2020/6/3/21278245/antiracist-racism-race-books-resources-antiracism>

About the Author



Selma Hasan

Majors: English Literature and Secondary Education

My name is Selma Hasan, and I am from Amman, Jordan. I grew up in Jordan and attended various schools, all of which introduced me to wonderful educators who shaped my love and desire for education. I moved to the United States a few times in my childhood but settled in Iowa to pursue a degree in education. English has always been a passion of mine, and I believe there is a lot of room for learning and growth in an English classroom.

The Great Depression: Jigsaw Method

Carter Junge

Overview

- **Disciplinary Literacy Skill:** SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.
- **Critical Literacy Skill(s):** Interrogate multiple viewpoints
- **Instructional Resources Needed:**
 - [“The Great Depression & The New Deal: A Very Short Introduction” \(Rauchway, YEAR, pp. 64-67, 78\)](#)
 - [Jigsaw Assignment \(Handout\)](#)

Step by Step Instructions

1. The first part of the lesson, we will be reading pages 64-67 & 78 of Eric Rauchway’s *“The Great Depression & The New Deal: A Very Short Introduction.”* Reading the book will show students the steps that the United States took to help the country through the economic crisis of the GD.
2. After reading, we will have a whole discussion answering discussing the following:
 - What social programs were implemented to help people, and by whom?

- Which program do you think was the most important?
3. After the discussion, I will split students up into four groups for them to analyze the four different programs that were implemented to help the crisis. Those programs are the Agricultural Adjustment Act (AAA), the Civilian Conservation Corps (CCC), the Works Progress Administration (WPA), and the Civil Works Administration (CWA). Students will be able to understand these programs and explain their importance to their peers through the jigsaw method. They will complete those questions based on the book using **textual evidence**.
 4. Students will be able to disrupt the commonplace by looking at the issues everybody had no matter what their jobs status, income, or class was. Students will be able to interrogate multiple viewpoints as they will be put into groups and find out the answers based on textual evidence, as well as discuss the programs and their importance to the government and its people. After a determined amount of time, all students will come back together to explain/educate their peers about what their program/project is and their importance through the answers they found in the text.
 5. Once students all come together, every group will have a few minutes to discuss their answers. In between rotations, we will have a brief conversation about the project/program and go over any important details that were stated or missed.
 6. During each group's discussion, students will take notes on their answers and highlight key information.
 7. After one rotation (after every group has shared their answers) students will have an understanding of each project/program and know its importance regarding what it did for the government, the people, and how it helped fight the economic crisis.

About the Author



Carter Junge

Majors: Secondary Education and History

My name is Carter Junge, and I am a student at Iowa State University. I am double majoring in Secondary Education and History. I was born in Sergeant Bluff, Iowa, but grew up in Sioux City, Iowa after the age of three. I attended Sioux City East High School where I first started taking education classes. Growing up, I learned that I had a soft spot for people, especially kids. I took care of my cousins frequently and developed strong relationships with them while still teaching them the right things to do. Education is important to me because it is more than just students grabbing a pen and paper to write down notes, it is about building personal connections with the students and teaching them life skills like communication and organization.

Addressing The Effects of Minimum Wage Through Collaborative Conversation

Juliana Lobraco

Overview

- **Disciplinary Literacy Skill:** 6.EE-9-Represent and analyze quantitative relationships between dependent and independent variables
- **Critical Literacy Skill(s):** Focusing on sociopolitical issues
- **Instructional Resources Needed:**
 - [“What is Minimum Wage?” \[YouTube\]](#)
 - [Iowa Occupational Employment Website](#) (U.S. Bureau Of Labor Statistics, 2022)
 - [Minimum wage list per state in the U.S.](#) (U.S. Department of Labor, 2022)
 - Jamboard Activity for Collaborative Conversation Strategy: [Jamboard Activity: Chapter Outline](#)

Step by Step Instructions

1. To start the lesson, students will watch a [short introductory video](#) that covers a general background about minimum wage and how it is implemented in society.
2. Students will use the two texts, the [Iowa Occupational Employment](#) and the Minimum Wages per state in the U.S (<https://tinyurl.com/bd8c852e>)

websites, to **analyze** and gather information about the state's (Iowa) minimum wage and the average wages per existing occupation in Iowa rounded to the nearest dollar.

3. Students will be divided into groups of four, and each student will choose an occupation from the Iowa Occupational Employment website. They will show their analysis when completing the class Jamboard activity. Instructions for the group analysis include:
4. Gathering what the occupation responsibilities are and the average hourly wage.
5. Finding the ordered pairs between time (hours worked) and earnings (money made) rounded to the nearest dollar for their chosen Iowa occupation for one eight-hour work day and post them on their group's jamboard.
6. Once students have finished this task individually for their occupation, the group will collaboratively **discuss** their findings, moving from person to person and **identify** the independent and dependent variables, and post those to the jam board page (see section two of the [Jamboard handout](#))
7. Each group will then be given a large sheet of graphing paper to plot their points on the x and y axis, which correspond to the independent and dependent variables of time and earnings.
8. The four students will draw all four different wage lines on the same graph paper and collectively analyze each other's data. Students will **collaboratively discuss and write an equation** of the line pertaining to the relationship between time and earnings for their occupation.
9. Students will **compare** these results to the linear line corresponding to the Iowa minimum wage on the jam board activity.
10. Throughout the collaborative conversation strategy suited to the Jamboard, groups will use their **critical thinking** and **comprehension** to depict their observations about the relationships between hourly wage and the growth of each linear line.
11. From these observations, students will be able to focus on the **sociopolitical issue of minimum wage** by noting the growth differences of income that pertain to the population of Iowa residents. Furthermore, students will focus on how minimum wage affects how fast or slow

people are able to simply afford the cost of living, which can also link to poverty.

12. Students will resonate with how the shapes of the linear graphs pertain to the social issue of minimum wage by considering the amount of time it may take for one occupation to earn applicable earnings over another. This is a sociopolitical issue because minimum wage creates an aspect of inequality of income for those who are working minimum wage jobs.
13. During the collaborative jam board discussion/activity, the teacher will walk around the room to answer any questions and promote participation from all members of each group.

About the Author



Juliana Lobraco

Majors: Mathematics and Secondary Education

I am from Bloomingdale, IL, and grew up in the southwest suburbs of Chicago. Throughout my educational experience in this area, I grew to love the principles of mathematics and found myself enjoying learning math from the many supportive and optimistic teachers I encountered. Many of my educators encouraged me to believe in myself and fostered an applicable classroom environment that my peers and I enjoyed being part of. My high school educators are the ones that inspired me most to become a math teacher. They made math class super fun and interesting and besides the content, showed me that they truly cared about my success both inside and outside the classroom! I hope that one day I can make a difference in a student's life and provide them with the same support and encouragement that I received throughout my education.

Using the Fishbowl Strategy to Discuss Book Banning

Ainsley Lovrien

Overview

- **Disciplinary Literacy Skill:** (RL.8.1) (DOK 1,2,3)
- **Critical Literacy Skill(s):** Focusing on sociopolitical viewpoints
- **Instructional Resources Needed:**
 - [“Pros and Cons of Book Banning”](#)
 - [“Book Banning”](#) (Webb, 2009)

Step by Step Instructions:

This mini-lesson provides a way to examine the practice of banning books and allows students to generate ideas and questions through fishbowl discussion.

1. The lesson will begin with two groups (numbering them off): pros and cons.
2. Each group will read their articles individually and then come together to create questions or comments they have for their time in the mini circle. (Pros group will focus on the pros list in their article).
3. After their discussions, the groups will form a fishbowl discussion with a mini circle in the middle and an outer circle.
4. This creates a way to talk about this sociopolitical issue. Book banning creates censorship and removes censored material from the classroom. It is a sociopolitical issue because it can target books on racism, slavery,

white supremacy, or other political issues. **Cite evidence** supporting their **analysis** of the article, and pull key features of the text, so there is critical thinking and understanding of the articles.

5. One group will get into the mini circle and talk amongst themselves, asking questions and commenting on the article, while the outer group will listen and take notes if needed.
6. Then, the groups will switch and do the same.
7. When the fishbowl discussion is finished, we will create a large group discussion over the articles and comment on the fishbowl discussion. There will be guiding questions that tie into each article and some could be pulled from the fishbowl.

About the Author

Ainsley Lovrien

Majors: English Education and Secondary Education

I'm from a small town in northeast Iowa called Clarksville. I care about education because ever since I was in high school, I knew I wanted to be in the school, whether that was a counselor or teacher. I think that education is important and much needed, especially when teaching future doctors, electricians, and other workers. It also gives kids a safe space to learn and be themselves and provides a way to bring out social skills. My goal is to become an English teacher for middle school and be able to teach the books that I read as a kid in school as well as new books for kids can reflect on. An interesting fact about me is that my uncles signed me up for a little kids' tractor pull in my hometown when I was a kid. I ended up winning, then placing 1st at State and ultimately getting 3rd at the Corncob Palace at Nationals. I was also invited to compete at the World Championships.

Langston Hughes and Walt Whitman; Venn Diagrams

Ashley Luedtke

Overview

- **Disciplinary Literacy Skill:** Determine the meaning of words and phrases as they are used in the text. (RL.9-10.4) (DOK 1,2,3)
- **Critical Literacy Skill(s):** Interrogating multiple viewpoints
- **Instructional Resources Needed:**
 - [*I Too, Sing America*](#)
 - [*I Hear America Singing*](#)

Step by Step Instructions

1. I will first give students a Venn diagram that focuses on Hughes *I Too, Sing America* and Whitman's *I Hear America Singing*.
2. I will assign students to groups of four to work on this activity. As they are **analyzing**, it will be helpful to talk about their ideas with their peers.
3. Using **close reading skills**, they will **compare and contrast** the ideas of the poems and how they relate to each other.
 - Whitman was a White Male author living in the 1800's and wrote his poems based on the pride he had in America.
 - Hughes was a Black Male author living in the early 1900's and wrote his poem based on his own pride and how black people were treated in America.

4. Students will then **analyze** the pieces from a modern lens and how they could change if the poems were written in modern times.
 - Students will notice ideas that are on either Hughes' side of the diagram or Whitman's side of the diagram and underline them if they could apply to a current modern lense for both authors.

About the Author



Ashley Luedtke
Major: English Education

I'm from Norwalk, Iowa but I moved four separate times before I started Middle School at Norwalk. I've always enjoyed English classes, and I want to instill appreciation into any students that I might have in the future. When I was in high school, I was often the one that my friends would go to when they needed help with their essays, and it just felt normal to go into teaching after that. I've had 8 dogs in my lifetime, with many more hopefully to come.

Analyzing “War Girls” using a TPCASTT Guided Close Reading

James Mechikoff

Overview

- **Disciplinary Literacy Skill:** (RL.11-12.4) Determining the meaning of words & Phrases.
- **Critical Literacy Skill(s):** Disrupting the commonplace
- **Instructional Resources Needed:**
 - [“War Girls”](#) (Jessie Pope)
 - [TPCASTT Format Guide \[PDF\]](#)
 - [Example Handout](#)

Step by Step Instructions

I will perform an annotated close reading of the poem *War Girls*, by Jessie Pope, as an opportunity to teach World War I literature, analyze a poem for figurative language, and give a voice to an otherwise historically marginalized group from a period of time they are often forgotten or overlooked. In the case of this example lesson, this will be analyzing women’s voices in World War I poetry, which is a typically under-recognized group. In this case, this is disrupting the commonplace as the most famous authors of World War I poetry are Rupert Brooke, Wilfred Owen, Siegfried Sassoon, etc. All those examples are men, and thus this will be different than what is commonly read and analyzed. This annotated close reading will use the TPCASTT format, with some modifications for the idea of this being also in mind for critical

literacy that I am calling a TPCASTT + CL [\[Example Handout Here\]](#), which is an excellent guided format for how a close reading of a poem can be performed using a detailed handout that has both guided instructions, and a table for students to **write**.

1. During the first step, I will hand out the poems to the students face down, and ask students to hold off on reading any of them till I have asked students to turn them over when we work on this together. I would also hand out the TPCASTT + CL handout, as is shown just below these steps.
2. **T – Title** – The first step in the TPCASTT + CL involves **analyzing** the meaning of the *title* before reading the poem [\[See Example Handout Here\]](#).
 - a. This is when I'd first ask students to flip over the poem and move into the first step of the TPCASTT + CL which focuses on just the title, with no reference to the poem. I'd focus primarily on asking students what they think about the poem's title "War Girls," and to detail their thoughts in the handout section for this. If a poem was used without the title, you can skip to the next step!
3. **P – Paraphrase** – The second step of the TPCASTT + CL is to *paraphrase* the surface meaning of the poem.
 - a. This is when I'd encourage students to read through the poem quietly, just one time through, and then right down what they think is happening. I'd remind students not to dig into things deep here, just read it and write it down. I'd also write my own example while they quietly read and write theirs.
4. **C – Connotation** – The third step, *connotation*, invites students to look more deeply into the poem.
 - a. This is the big step really. Now is when I'd have students identify and highlight the parts of the poem with a deeper meaning, or that they think is metaphorical. I'd have students all write down one line/quote on their TPCASTT + CL handout with what they think is the meaning. Whatever they best think is a good example of figurative language.
5. **Pause and discuss** (Optional)

- a. This is an optional step, but now would be a great time to stop and discuss with students in pairs, small groups, or a whole class discussion to both break up the independent work, and to make sure students are getting things. The C step really builds into the rest of the steps, so it might be a good chance to also informally assess where the students are before they start to really work with the poem more.
6. **A – Attitude** – The Tone and the Narrator
 - a. Here I'd encourage students to again, read through the poem and focus on the feeling the poem gives. Does our poetic narrator seem to have a specific tone in the poem? How do they feel about what the poem is kind of about like they identified in the previous step? I'd have students detail this under the A section of the handout.
7. **S – Shifts** – Looking for when the A step changes.
 - a. This is where we will look at things like where the attitude of the poem might switch around. This can be especially helpful for more common poems like sonnets that are renowned for their shifting nature, but also just for general poetry like “War Girls” for this example. I'd make sure to emphasize with students not just to note where it happens, but also to discuss what it looks like. I might ask if the poetic narrator's point of view changes and how?
8. **T – Title** – Reevaluate
 - a. Now encourage students to step back, and reevaluate the title. Before, we did it with no real context, but here, we have the context. I'd maybe make sure to focus and ask students, does the title have a double meaning? Is the title itself figurative? Or is the title literal? All great points you can use to encourage students when they are filling out their TPCASTT + CL.
9. **T – Theme** – Finally, all the pieces together, what is the meaning here?
 - a. This is the final big puzzle coming together. Here is where I'd ask my students to take everything we have now, and put it together. What is the real theme going on here? What is the final big picture? It puts all the pieces that we built up before together, and it will help for the next steps.
10. **+ CL – Critical Literacy** – Disrupting the Commonplace

- a. This is the final step that I want to talk about since this focuses on the big picture of this lesson. Now that we know the big idea of the whole poem, I want to shift students' focus to talking about how this poem might be different from the standard poems we analyze when looking at world war 1 poetry. I'd highlight things like the woman author, and how this perspective differs from what is often considered the norm. When looking at World War I poetry, figures like Siegfried Sassoon, Wilfred Owens, and Rupert Brooke, all of whom are males, often come up in discussion. Therefore looking at a women's perspective in this case is far from what is often considered the commonplace when discussing World War I poetry. I will encourage students to address how they think this poem disrupts the commonplace of world war I poetry and the era of world war I. I am incorporating this lesson as part of a larger series of lessons, but this can be done with any poem.

The reason I chose this text in the context of critical literacy is that I wanted to analyze a perspective that can often be forgotten and overlooked when looking at this particular era of poetry. When analyzing world war 1 poetry, the perspective that is most focused on is often the soldiers. I wanted this lesson to instead disrupt that commonplace and focus on the perspective of others in the war, in this case, the women back at home.

About the Author



James Mechikoff

Major: Technical Communication with an
Education Focus

My name is James Mechikoff, and I am a technical communication major with a focus on education and educational literacy. Education is about sharing our experiences with others in a way that is meant to teach and for others to learn from it. That is why I chose this area of focus in technical communication.

Because to be able to communicate, especially the highly technical nature of some more advanced processes, you need to know how to teach your audience about that. That is part of why I also wanted to focus on this activity; I want to focus on making the implicit more explicit.

Finding Imagery in “Still I Rise” by Maya Angelou with The Response Heuristic

Crystal Millan-Herrera

Overview

- **Disciplinary Literacy Skill:** (RI.9-10.4) (DOK 1,2,3) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
- **Critical Literacy Skill(s):** Interrogating multiple viewpoints
- **Instructional Resources Needed:**
 - [“Still I Rise”](#) by Maya Angelou
 - [Response Heuristic Graphic Organizer](#)
 - [Audiobook of “Still I Rise”](#)

Step by Step Instructions

1. First I will discuss with the students the definitions of *imagery* (According to [Dictionary.com](#), imagery means “the formation of mental images, figures, or likenesses of things, or of such images collectively”) and *figurative language* (According to [Dictionary.com](#) figurative language means (“language that contains or uses [figures of speech](#), especially metaphors.”) Are there similes in the poem? Or any metaphors? What feelings does the poem bring out? We will discuss what they mean and

what to look for in the poem as they listen to the [audiobook](#) of “[Still I Rise](#)” by Maya Angelou.

2. This lesson focuses on [Multiple Viewpoints](#) by “Paying attention to and seeking out the voices of those who have been silenced or marginalized (Lewison et al.). The Response Heuristic Graphic Organizer will be helpful in citing evidence about imagery on the voice of the author and how she expresses her perspective of being a Black woman. Students have a chance to show their voices as well, sometimes being young, their voices or opinions aren’t taken seriously. With the Response Heuristic students have a chance to share how being a student of color can be in society through personal experiences or empathizing.
3. I will then hand out a [Response Heuristic Graphic Organizer](#) that is three columns in which students will write down in the first column a quote from the poem “Still I Rise” by Maya Angelou that demonstrates imagery. In the second column students will explain why it demonstrates imagery. (Is the chosen quote a simile or metaphor? What feelings does the quote demonstrate?) In the third column students will write a connection to the passage chosen.
4. Then I will ask students to start asking themselves questions to help them cite evidence. I will give them time to work on their own to fill out their [Response Heuristic Graphic Organizer](#) such as *What kind of figurative language and imagery do we see in this first stanza? What perspective is the author trying to demonstrate? How can you relate to this poem in your own life?*
5. After filling out the form, students will be asked to share their responses to a neighbor to discuss the multiple viewpoints, such as the authors, their own, and their neighbors perspective.
6. The strategy of response heuristic is important because “Response Heuristic was designed to foster readers’ inferences about an author’s meaning and create space for the reader’s personal interpretation of literature (Gillis and Van Wig).

References

Angelou, Maya. “Still I Rise.” *Poetry Foundation*, 1978, www.poetryfoundation.org/poems/46446/still-i-rise.

“Definition of Imagery | Dictionary.com.” *www.dictionary.com*, 2019, www.dictionary.com/browse/imagery.

“The Definition of Figurative Language.” *www.dictionary.com*, 2019, www.dictionary.com/browse/figurative-language.

Gillis, Victoria, and Ann Van Wig. “Disciplinary Literacy Assessment.” *Journal of Adolescent & Adult Literacy*, vol. 58, no. 6, Mar. 2015, pp. 455–460, [10.1002/jaal.386](https://doi.org/10.1002/jaal.386). Accessed 28 Nov. 2022.

Lewis, Mitzi, et al. “Taking on Critical Literacy: The Journey of Newcomers and Novices.” *Arts*, vol. 79, no. 5, 2002, pp. 382–392. Accessed 6 Dec. 2022.

About the Author



Crystal Millan-Herrera

Majors: English Education and Secondary Education

My name is Crystal Millan-Herrera and I am a first generation Latina student and I am from Northwest Iowa. Education is important to me because Education opens many doors of opportunity, growth, and learning new skills. Education is a chance to improve day to day in any material and to demonstrate that anyone can learn. My goal is to graduate from college and to find a job as a middle school English teacher. I hope to inspire others, especially first generation and Latino/a students to show that we can be teachers and professionals. Education makes anything possible.

Collaborative Discussion About How Viruses are Spread

Samuel Peterson

Overview

- **Disciplinary Literacy Skill:** Interpret the parameters in a linear or exponential function in terms of a context. (F-LE.B.5)
- **Critical Literacy Skill(s):** focusing on sociopolitical viewpoints
- **Instructional Resources Needed:**
 - [“How are Viruses Spread?”](#) (NCTM.org)
 - [Pandemic Activity Handout](#)
 - [Pandemic Activity Main Questions](#)
 - [5 Practices Model](#)
 - [Pandemic Applet](#)

Step by Step Instructions:

1. I plan for this lesson to be done in two days (or one day under block scheduling). At the end of the lesson before this, I will give a [Pandemic Activity Handout](#) to students either on paper or electronically to give them some background information before class. It is also good information to have, so I want them to have access to their own copies.
2. I will begin the lesson by dividing the class into small groups where they will be for this whole activity. From there, I will go into the lesson and the instructions. I will give the students a scenario for them to discuss within their small groups. The scenario is “if one random person in this

school had a new virus with a 5% chance of transmission per contagious interaction with others, how many people would get the virus within one month?”

3. I will have the students **collaborate to create** a mathematical model to show and explain their thinking. There is no obvious answer to this question. I want the students to get thinking and talking within the context of mathematically modeling the spread of viruses.
4. At this point, I will use the [5 Practices Model](#) to have groups show their work and explain their thinking so that other groups see the work of others to expand their thinking on this question.
5. I will introduce the students to this [Pandemic Applet](#) and have them explore, using **collaborative discussion**, the effects of what happens when they change the population size, days contagious, chance of contracting virus per contagious contact, and number of contacts per day to familiarize the students with the tool that we will be using.
6. After this, I will introduce a series of questions ([pandemic handout](#)) for students to collaborate to complete. I will individually help students that are struggling with the technology, and verbally ask guiding questions along the way to help students that are struggling to keep pace with their group.

About the Author

Samuel Peterson

Majors: Secondary Education and Mathematics

I am from Walnut, Iowa which is a small town in Southwest Iowa. I am finishing my undergraduate degree in mathematics and education with the goal of becoming a high school math teacher. I plan on going to graduate school for math education. I strongly believe that shaping society begins in the classroom, so it is important to break away from traditional math settings and strive to make lessons more interactive and collaborative as math is used in the real world. Math is used to understand the world around you, so our lessons should be created in the same way.

Using Read-Write-Pair-Share to Discuss Housing Insecurity

Brianna Sander

Overview

- **Disciplinary Literacy Skill:** G-MG.A.3: Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
- **Critical Literacy Skill(s):** Disrupting the commonplace
- **Instructional Resources Needed:**
 - [Anthony's Story](#)
 - [Homeless Essentials](#)
 - [Response Heuristics Chart](#)
 - [Overall lesson: Creating a Tiny House](#)

Step by Step Instructions

1. At the beginning of this mini-lesson, I will give each student the [Response Heuristic Chart](#). This chart asks students what items should be included in the tiny homes they will build following this mini-lesson. Students will **write** why they chose that item along with the items on the chart and **provide textual evidence** to support their reasoning.
2. As I give out the chart, I will number the students into two groups. The students in group one will read [Anthony's Story](#), and the students in group two will read the collection of stories on [www.homeless-](#)

[essentials.com](https://www.essentials.com).

3. As students read their given material, they will individually fill out the chart provided.
4. After the students have read their texts and completed their charts, I will pair them with a student who read the same texts to **compare** their items and explain why they chose them. These comparisons will be based on the information that the students have put in their charts.
5. After the pair discussions, I will create groups with a pair from each reading. These groups will present their lists based on their readings and discuss the items they chose, and why they chose them for the tiny homes which they will build following this mini-lesson.

The Read-Write-Pair-Share strategy promotes discussion and engagement among students. This strategy allows students to share their thoughts with other students and receive feedback before discussing in a bigger group, thus making students more comfortable discussing with the bigger group (Frey et al. 81-82).

This mini-lesson disrupts the commonplace through students reading about and discussing items that students may take for granted in their everyday lives. It also exposes students to the reality of homelessness and allows students to look at and discuss the reality of social classes through the lens of homelessness.

Note: This mini-lesson is a part of a project students will complete afterward. To view the outline of this project, see [Overall lesson: Creating a Tiny House](#). This mini-lesson meets the empathize and define steps of this project.

References

Frey, Nancy, et al. *50 Instructional Routines to Develop Content Literacy*. Pearson, 2015.

“Hidden Homelessness: Youth Voices — The Search for Home and Hope for the Future [Anthony’s Story].” SchoolHouse in Session, <https://schoolhouseconnection.medium.com/hidden-homelessness-youth-voices-the-search-for-home-and-hope-for-the-future-anthonys-story-75493cee006d>. Accessed 16 November 2022.

Homeless Essentials, <https://www.homeless-essentials.com/>. Accessed 16 November 2022.

About the Author



Brianna Sander

Majors: Mathematics and Secondary Education

I was raised in Manning, Iowa, where I graduated from IKM-Manning High School in 2019. After graduation, I went to Des Moines Area Community College in Carroll for two years before transferring to Iowa State University. Towards the end of my high school years, I realized that I wanted to go into education, particularly teaching high school math. I always enjoyed helping other students with homework, especially math homework. After graduating from Iowa State University, I plan on teaching high school math in West Central Iowa, close to home.

Brave New World: Using the Character Anatomy in Critical Literacy

Elijah Strong

Overview

- **Disciplinary Literacy Skill:** 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. 3) (DOK 2,3)
- **Critical Literacy Skill(s):**
 - Interrogating multiple viewpoints
 - Focusing on sociopolitical viewpoints
- **Instructional Resources Needed:**
 - [Brave New World](#), Audiobook by Steve Parker
 - [Character Anatomy worksheet](#)

Step by Step Instructions

1. Students will be placed into four groups and given a character to analyze.
 - a. **Group 1:** Bernard Marx
 - b. **Group 2:** John
 - c. **Group 3:** Lenina Crowne

- d. **Group 4:** Mustapha Mond
2. Pass out [Character anatomy sheet](#) (One for each group).
3. Students will **record** aspects of their assigned character and **apply** them to its corresponding body-part located on the “Character anatomy sheet.” The goal is for students to **analyze** alternating, and sometimes opposing viewpoints of the characters. **What exactly do each of the characters think of the position of government and, in turn, how does that affect them?**
 - a. By now, students should be on the 12th chapter in the novel.
 - b. As students are writing, walk around the classroom and offer assistance to those who need it, as well as listening in on group discussions to make sure students understand the assignment and the material.
4. Students will record their thoughts and components on the sheet for 15 minutes with their groups. After recording, students will be asked to select a spokesperson for their group to share their findings with the class.
 - a. Students will also be asked to record their favorite components of their character analysis on the board. It will help to categorize the character better and allow students to see what the main themes of each character are.
 - b. One individual from each group will make sure each students’ name is written at the top of the “character anatomy sheet,” and then turn it in at the front of the class, before leaving.

Giving students the opportunity to discuss characters’ viewpoints in the novel will offer insight into the roles of government, hierarchy, and the general consensus of how the world inside of *Brave New World* works. The goal is for students to utilize this knowledge to create their own inferences toward the sociopolitical situations inside the novel, and hopefully in the real world.

About the Author



Elijah Strong

Major: English Education

My name is Elijah Strong, I am an English Education major at Iowa State who has a strong passion for education and reading. I grew up in Indianola, Iowa and have always had a fascination with challenging myself in pursuit of my work. Growing up with three older siblings, for better or worse, I have always appreciated working with other people, and becoming a teacher has always seemed to be the ideal career choice. I want to educate others and expand upon my love for literacy, as well as general instructional fields. To be a part of this project is an important step in this goal, and I am more than thrilled to be included.