

## Texts and Tasks for Reflection

### Reflection

How does reflection help us understand ourselves and others?

Who are you at your core?

What are the various factors that shape who you are?

What can you learn about yourself by studying others?

To what extent do you have the power to choose how you view yourself?

Title	Literary Text	Literary Nonfiction Texts	Nonfiction Text	Task
<b>Instructional Texts</b>				
<p>“The House that Build Me” by Miranda Lambert: This text – music video – introduces the idea of a narrator retelling an event through memory, which is how <i>Harris and Me</i> by Gary Paulsen is narrated. “The House that Build Me” can be accessed at <a href="http://www.youtube.com/watch?v=DQYNM6SjD_o">http://www.youtube.com/watch?v=DQYNM6SjD_o</a>.</p>	Music Video			<ul style="list-style-type: none"> <li>• Students will do a close read of the music video “The House that Build Me” by Miranda Lambert.               <ul style="list-style-type: none"> <li>○ Show the music video in its entirety, having students write a summary of what they remember from the music video.</li> <li>○ Have students share their initial thinking with a partner.</li> <li>○ Show the video a second time, using an interrupted read. Divide the video into three sections and ask the following questions before each section to set the readers’ purpose for viewing:                   <ul style="list-style-type: none"> <li>○ Who or what is the story about? How do you know? Where is the story set?</li> <li>○ What are you learning about who or what the story is about? What details are shaping your thinking?</li> <li>○ What lesson/realization does the protagonist have? What lesson/realization do you have?</li> </ul> </li> <li>○ Have students share their thinking with a partner or in small groups after each section.</li> <li>○ Show the video a third time in its entirety. Before showing it, set your readers’ purpose for viewing: What is the time sequence of the story? Have students record their thinking.</li> <li>○ Have students share their thinking with a partner or in small groups.</li> <li>○ After viewing the video for the third time and discussing with a partner or in small groups, have students write a reflection: What effect does the time sequence (the use of reflection) of the story have on development of the theme?</li> </ul> </li> </ul>
<p>“Afterthoughts” by Sara Holbrook: This text – a poem – introduces the idea of using</p>	Poem			<ul style="list-style-type: none"> <li>• Students will do a close read of the poem “Afterthoughts” by Sara Holbrook to understand the theme of the poem as well as to teach annotations with scaffolds as needed.</li> </ul>

<p>reflective writing as a tool to understand self and others. The poem points out that if people are unable to express themselves, they get stuck, stuck in the past, stuck in the ick. “Afterthoughts” can be accessed at <a href="http://msmclure.com/?p=11376">http://msmclure.com/?p=11376</a>.</p>				<ul style="list-style-type: none"> <li>○ Read the entire poem out loud, having students write a summary of what they remember from the poem.</li> <li>○ Have students share their initial thinking with a partner or in small groups.</li> <li>○ Have students read the poem again to themselves, using annotations to track the development of their thinking. As a reference, students should make an annotation after each stanza:             <ol style="list-style-type: none"> <li>1. What I understand right now (what’s happening, who’s who)</li> <li>2. Personal experiences that I am reminded of</li> <li>3. Visual or sensory images I am experiencing as I read</li> <li>4. Questions or wonderings</li> <li>5. Predictions about what might happen next</li> <li>6. Parts that seem especially important, interesting, or well written</li> <li>7. What I think the purpose or message is</li> </ol> </li> <li>○ Have students share their thinking with a partner or in small groups.</li> <li>○ Have students summarize the poem in a one-sentence summary: What’s the point? What’s the message, the moral, the theme?</li> <li>○ Have students share their thinking with a partner or in small groups, having the group write a well-developed paragraph, using the one-sentence summary as their topic sentence, textual evidence with analysis as their support, and a clincher sentence.</li> </ul>
<p><i>Harris and Me</i> by Gary Paulsen: This text – a novel – is the anchor instructional text that explores the theme of understanding self and others through reflection.</p>	<p>Stories: Novel – Adventure Fiction</p>			<ul style="list-style-type: none"> <li>● Read <i>Harris and Me</i> as a whole class read aloud, using the text to teach mini-lessons, which are determined by the standards and your classroom assessment data. Students will apply these mini-lessons in their own independent reading.</li> <li>● Students will write an informative/explanatory essay of approximately one page in which they explain how reflection in a literary text (either <i>Harris and Me</i> or students’ novel of choice) shapes one’s understanding of self and others. Students will cite particular elements of the story to support their ideas. The essay will be written for an audience that is familiar with the text and follow the conventions of Standard English, including correct spelling.             <ol style="list-style-type: none"> <li>1. Students will choose a novel that generates natural curiosity.</li> <li>2. Students will record ideas about how the character develops over the course of the text, noting the role of reflection in the character’s development or the narration of events.</li> <li>3. Plan the essay: consider purpose and audience, formulate a tentative theses statement.</li> </ol> </li> </ul>

				<p>4. Engage in the recursive writing process: draft, conference, revise, and edit.</p> <ul style="list-style-type: none"> <li>Students will participate in a class discussion, framed with “A Penny for Your Thoughts,” explaining the role of reflection in their lives today as well as within the greater world. Students will explicitly draw on evidence from their text and their essay to probe and reflect on ideas under discussion. They will follow rules for collegial discussions and pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Students will acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<p>“My Father” by Pat Conroy: This text – a memoir – provides another example of how a narrator begins to understand self through reflection. “My Father” can be accessed at .</p>		Memoir		<ul style="list-style-type: none"> <li>Students will read texts with scaffolds as needed.</li> <li>Use texts to teach mini-lessons, which are determined by the standards and your classroom assessment data.</li> <li>Students will apply these mini-lessons in their own independent reading.</li> </ul>
<p>Following the memoir, read an interview with Pat Conroy in People magazine to understand how authors draw from their lives when writing: <a href="http://www.people.com/people/archive/article/0,,20101319,00.html">http://www.people.com/people/archive/article/0,,20101319,00.html</a>.</p>			Interview	
<p>“Choices Made” by Jim O’Loughlin: This text – flash-fiction – provides another example of how a narrator begins to understand self through reflection. “Choices Made” can be accessed at <a href="http://www.everydayfiction.com/flashfictionblog/tag/choices-made/">http://www.everydayfiction.com/flashfictionblog/tag/choices-made/</a>.</p>	Flash Fiction			
TED Talk: “A Teen Just Trying			Video Essay	

<p>to Figure It Out” by Tavi Gevinson: This text – a video essay – shows a teen who uses reflection to try to figure out life for herself. This text can be accessed at <a href="http://www.ted.com/talks/tavi_gevinson_a_teen_just_trying_to_figure_it_out.html">http://www.ted.com/talks/tavi_gevinson_a_teen_just_trying_to_figure_it_out.html</a>.</p>				
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**Independent Texts**

**Challenge Texts**

<i>Stitches</i> by David Small		Memoir: Child Abuse		<ul style="list-style-type: none"> <li>• Each week, students will read a section of text as decided on within small group. In their readers’/writers’ notebook, students will:               <ol style="list-style-type: none"> <li>1. Summarize the section of text.</li> <li>2. Respond to the text, making connections to self, other texts, and/or world; making inferences drawn from the text as well as where the text leaves matters uncertain; and evaluating the development and organization of the ideas.</li> <li>3. Analyze the text, exploring the development of theme, the author’s perspective, the relationship of story elements, and the use of descriptive language.</li> </ol> </li> <li>• Students will share their readers’/writers’ notebook in weekly collaborative discussions.</li> <li>• As individuals, students will write a book review and present it to the class and a wider audience.</li> <li>• Depending upon the involvement of the project, students will create a multi-modal book project that promotes their independent books, either as individuals or in small groups, and present it to the class and a wider audience.</li> </ul>
<i>Bad Boy: A Memoir</i> by Walter Dean Myers		Memoir: African American 1940’s		
<i>Chinese Cinderella</i> by Adeline Yen Mah		Memoir: Chinese Cultural Revolution		
<i>Elsewhere</i> by Gabrielle Zevin	Stories: Realistic Fiction			

**Grade Level Texts**

<i>One for the Murphy’s</i> by Lynda Mullaly Hunt	Stories: Realistic Fiction			
<i>Red Kayak</i> by Priscilla Cummings	Stories: Mystery Fiction			
<i>When You Were Here</i> by Daisy Whitney	Stories: Realistic Fiction			
<i>Life as We Knew It</i> by Susan Beth Pfeffer	Stories: Science Fiction			

<i>Mick Harte was Here</i> by Barbara Park	Stories: Realistic Fiction		
<i>Totally Joe</i> by James Howe	Stories: Realistic Fiction		
<i>Bad Boy: A Memoir</i> by Walter Dean Myers		Memoir: African American 1940's	
<i>Zlata's Diary: A Child's Life in Wartime Sarajevo</i> by Zlata Filipovic		Memoir: Bosnia War	
<i>Tasting the Sky: A Palestinian Childhood</i> by Ibitisam Barakat		Memoir: Palestine refugees	
<b>Support Texts</b>			
<i>Skeleton Man</i> by Joseph Bruchac	Stories: Horror Fiction		
<i>Firegirl</i> by Tony Abbott	Stories: Realistic Fiction		
<i>Bowman's Store: A Journey to Myself</i> by Joseph Bruchac		Memoir: Mohawk Nation	
<i>Within Reach: My Everest Story</i> by Mark Pfetzer and Jack Galvin		Memoir: Mountain Climbing	
<i>The Circuit: Stories from the Life of a Migrant Child</i> by Francisco Jimenez		Memoir: Immigration	
<i>My Life in Dog Years</i> by Gary Paulsen		Memoir: Adventure	
<i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> by Ji-li Jiang		Memoir: Chinese Cultural Revolution	