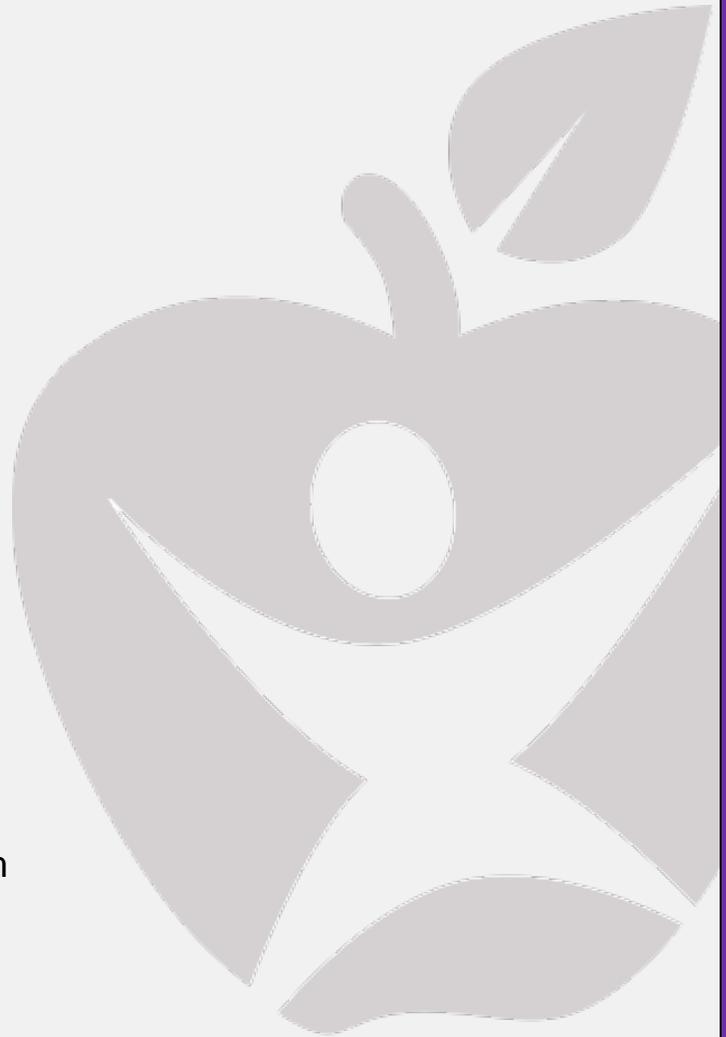


Is That What You Mean?

Tools for the Classroom



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Webinar Guide 2016

Institute for the Professional Development of Adult Educators

TOOLS FOR THE CLASSROOM

Is That What You Mean?

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Asking Questions of Photographs

| Prompts | Answers |
|--|---------|
| What do I see? (What do you observe? What else?) | |
| What does it remind me of? (Another image? A personal experience?) | |
| What is the artist's purpose? (To Analyze? Persuade? Express? Document? Entertain?) | |
| So what? (Why does it matter? What is the significance?) | |

Cartoon Analysis Worksheet

| Level 1 | |
|--|--|
| Visuals | Words |
| 1. List the objects or people you see in the cartoon. | 1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon. |
| Level 2 | |
| Visuals | Words |
| 2. Which of the objects on your list are symbols? 3. What do you think each symbol means? | 4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon. |
| Level 3 | |
| A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols? C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why? | |

The U.S. National Archives and Records Administration.
<http://www.archives.gov/education/lessons/worksheets/cartoon.html>

Broken Promises

[Lorraine M. Gregoire](#)

"Sheesh! Give me a few points for self-control!" I snapped at my cranky husband. I wanted to stop at a sporting goods store "Going Out of Business" sale we passed in the mall. "There's nothing we need", his usual grumpy male comment. "It's all overpriced junk. If they had anything good they wouldn't be going out of business."

"But, it's sporting goods", I wheedled. "Could be some good deals for the grandkids. And, you like boats and fishing stuff. I've put up with that photo of your "dream-canoe" stuck on the bathroom mirror for years now. Maybe you'd enjoy just looking around?"

"Are you crazy" his eyes got funny and he said something like. "The boat I want is the Supremo Numero-Uno blah-blah. Soon as I finish saving up 6,000 bucks for that baby I'm going to order right from the manufacturer. Custom. In silver. Yesiree. This loser store wouldn't carry something like THAT. And I'm sure not going near those sucker crowds."

"You're so darn negative and boring!" I retorted. "I happen to like crowds. They make me feel like I'm part of something. I promise I won't buy anything but I'm going to look around for fun anyways. You go for coffee and I'll meet you back here in half an hour."

"Don't make promises you can't keep, old girl." He chuckled in that self-satisfied "I'll believe it when I see it" way that always gets me riled. "I know you're going to come out of there with useless junk. You always do."

His words made me mad. How dare he accuse me of being frivolous! I prided myself on being a wise shopper. I had a darn good nose for bargains and stretched our old age pensions like nobody's business. Now I had a mad on, that's for sure. "Boy, I'll show him." I promised myself I would not buy a darn thing, no matter what. Ha! I wouldn't give Mr. Know-It-All smarty-pants reason to gloat.

I squared my chin and marched into the crowded store. Aisles and aisles of hockey equipment, basketballs, golf clubs, exercise equipment, fishing gear, boy toys galore were strung with huge blaring signs. CLOSING OUT SALE - Up to 80% OFF. NO REFUNDS.

Up and down the aisles I strolled, ducked and dodged, humming to myself and enjoying the frenetic energy and excitement of a sale.

All of a sudden, there, at the back of the store, in gleaming silver, full of lifejackets, paddles and fishing stuff, sat the exact canoe of my husband's picture. I gasped and blinked three times. Yup. It was still there. The Supremo Numero-Uno blah, blah. My heart beat wildly. I elbowed my way through the crowds, scrambled over junk in the aisles and darned near fell into the canoe looking for the price tag.

There it was - a little tattered, with the manufacturer's suggested retail price at \$6,750 plus tax crossed out and a handwritten TO CLEAR \$750 AS IS. NO RETURNS. Must be a mistake. \$6000 off? Salesman. I had to talk to a salesman.

I spotted a young fellow with a "Hi. I'm Mathew" tag trying to hide out from the mob of bargain hunters. I clutched his sleeve. "Mathew. Tell me about this El Supremo canoe. What's wrong with it? Why is it only \$750?"

"Oh. There's nothing wrong with it. It's brand new. We're closing the store is all. It's on clearance like everything else. I think that includes lifejackets, paddles and a bunch of fishing gear, too. I'll go check."

A few minutes later he came back and said, "I'm sorry ma'am. Someone made a mistake on the sale tag. It's supposed to be \$4,750 for the whole package. I just talked to my Dad who is running the close-out. He said it was worth more than \$8,000 regular price so it's still a real good deal."

I felt tears well up in my eyes. "Oh well", I said sadly. "Of course, it was too good to be true. This is exactly like my husband's dreamboat. I guess I started to dream myself when I saw that price tag. He's going to be 62 years old Friday. Had to retire early for his health. It's been hard on just the pension but the stubborn old fool has been saving \$10 every week for years to buy one just like this. Just an old man's silly dream, you know. Always said he wanted to spend his retirement out fishing in a canoe," my voice trailed off and I turned and walked away.

I was already at the mall door when Mathew caught up with me. "Do you have \$750 plus \$25 for delivery and a bit more for tax, ma'am?" I gasped. "Yes. Yes. That's about all I have," I said as I thought fleetingly about the cataract surgery I was saving up for.

"Well then, you just have your husband sitting on the front porch on Friday morning around 10 o'clock so's he can be there when my Dad and I come to unload his new boat. We'll even put a bow on it for his birthday."

I started to cry. My old hand shook and I had to squint as I wrote out my check. Mathew swallowed hard.

"Ma'am. There's something you should know. This store was my Grampa's. He ran it for more than 30 years. He always promised to retire one day. Said he wanted to spend time relaxing and out fishing in a canoe. He ordered this one, custom, for himself last year but, well, just never took the time off to use it."

He swallowed even harder. "My Grampa died, sudden-like, just last week. He was only 68 years old. I think he'd be mighty happy that your husband will get this here canoe. My Dad thinks so too. You just have to make sure he uses it a lot, okay? Promise?"

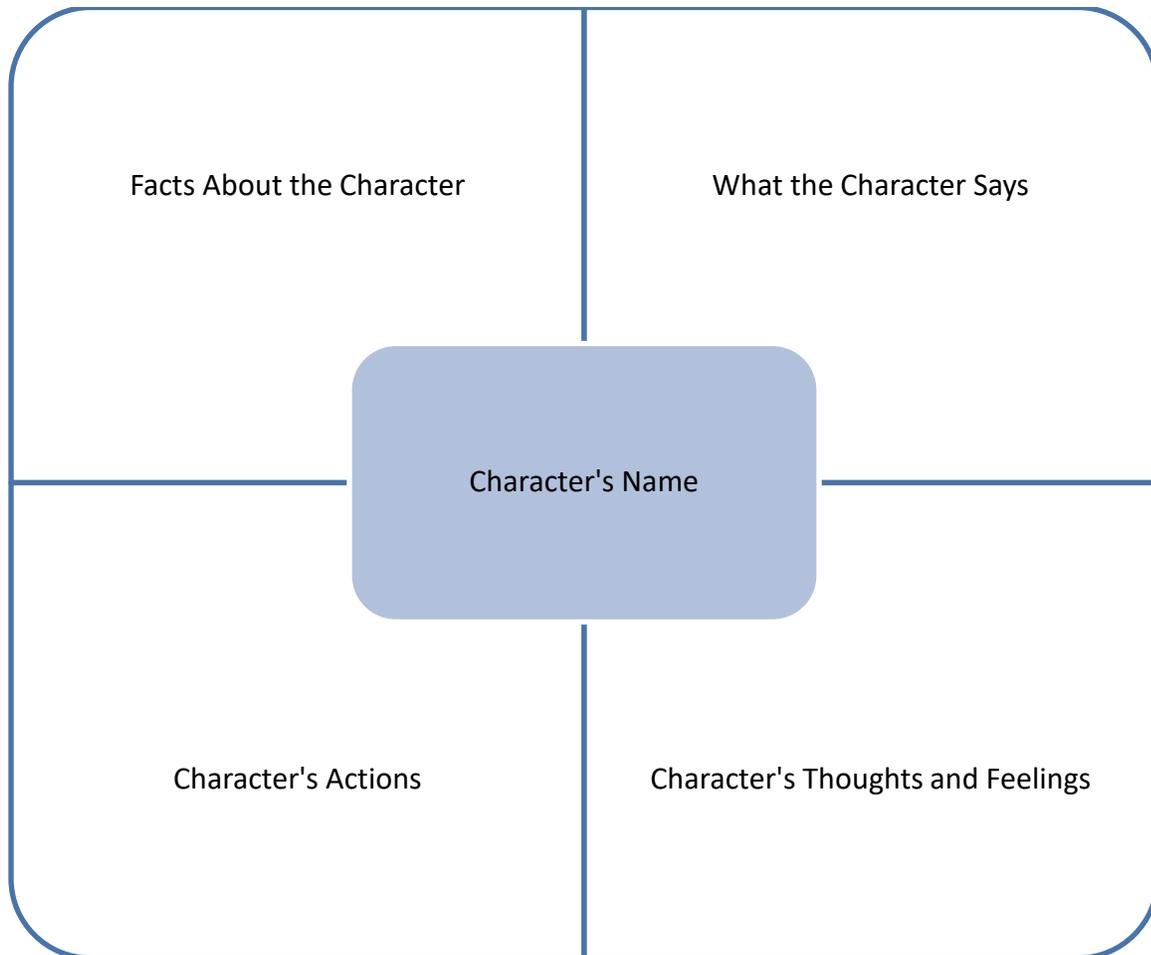
I handed Mathew a Kleenex and we stood there together, quietly lost in our own thoughts for a moment, blowing our noses.

"I promise," I said as I dashed off to look for my dear sweet husband.

StoryBytes. Retrieved from the World Wide Web at: <http://www.storybytes.com/view-stories/2000/broken-promises.html>

Character Inferences

From the story, how would you describe the wife's feelings for her husband? Why?



Advanced Story Map Worksheet

Story Name: _____

| Question | Answer |
|---|--------|
| 1. Who is the central character? | |
| 2. What is the main character like? (Describe his/her key qualities or personality traits.) | |
| 3. Who is another character in the story? | |
| 4. What is this other important character like? | |
| 5. Where and when does the story take place? | |
| 6. What is the major problem with which the main character is faced? | |
| 7. How does the main character attempt to solve this major project? | |
| 8. What is the twist, surprise, or unexpected development that takes place in the story? | |
| 9. How is the problem solved or not solved? | |
| 10. What is the theme or lesson of the story? | |

It Says – I Say – And So

| Question | It Says | I Say | And So |
|--------------------|--|---|--|
| Read the question. | Find information from the text to help answer each question – paraphrase or quote answers from text. | Consider what you know about the information. | Put together the information from the text with what you know, then answer the question. |
| | | | |

The Rallying Power of Recorded Music

Released in 1984, “We Are the World” became the fastest-climbing record of the decade. Four million copies were sold within six weeks. Profits from the record, produced by big-name entertainers who volunteered, went to the USA for Africa project. The marketplace success paled, however, next to the social impact. The record’s message of the oneness of humankind inspired one of the most massive outpouring of donations to date. Americans pumped \$20 million into USA for Africa in the first six weeks the record was out. Within months, \$50 million in medical and financial support was en route to drought-stricken parts of Africa. “We Are the World,” a single song, directly save lives.

The power of recorded music is not a recent phenomenon. In World War I, “Over There” and other records reflected an enthusiasm for American involvement in the war. Composers who felt strongly about the Vietnam War wrote songs that put their view on vinyl. “The Ballad of the Green Berets” cast American soldiers in a heroic vein. “An Okee from Muskogee” glorified blind patriotism. However, there were also numerous antiwar songs that showed non-support of the war.

Vivan, The Media

Questions

- What does the title tell me?
- What background knowledge can I draw on to understand this passage?
- What message does the author want me to understand?
- What words helped me reach these conclusions?
- How can I explain these inferences to somebody else?

QtA (Questioning the Author)

Researchers developed a process called “Questioning the Author” (QtA) in which the reader is encouraged to carry on a conversation with the author while reading a selection. This helps readers relate information from different parts of the text and make connections with their prior knowledge.

Some of these “author questions” that students might ask are:

- What is the author trying to say here? What does the author mean here?
- What is the author’s message?
- What is the author talking about?
- Does the author explain this clearly?
- Does this make sense with what the author told us before?
- How does this connect to what the author told us here?
- Does the author tell us why?

| | |
|--|--|
| Text Selection | |
| What is the author trying to tell you? | |
| Why is the author telling you that? | |
| Is it said clearly? | |
| How might the author have written it more clearly? | |
| What would you have wanted to say instead? | |

Making Text Connections

| Text-to-Self connections | Text-to-Text connections | Text-to-World connections |
|--|--|--|
| <ul style="list-style-type: none"> • What does this text remind you of? • Does anything in the text remind you of anything in your own life? | <ul style="list-style-type: none"> • What does this remind you of in another text you read? • How is this text similar or different from other things you have read? | <ul style="list-style-type: none"> • What does this remind you of in the real world? • How are things in this text similar or different from things that happen in the real world? |

| Passage or Quote from Text | Explain the connection you made to yourself, another text, or the real world. | What kind of connection did you make? |
|-----------------------------------|--|--|
| | | <input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World |
| | | <input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World |
| | | <input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World |
| | | <input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World |
| | | <input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World |

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Resources from the World Wide Web

The following are reading sites – both fiction and non-fiction. The sites are listed in alphabetical order. Although not inclusive, this list provides a beginning source for obtaining both fiction and non-fiction texts, as well as a few sites for editorial/political cartoons.

An Online Library of Literature. Reading books online that can be downloaded free from this online library. <http://www.literature.org/>

Awesome Stories. This site includes descriptions and primary source background materials on current popular movies, American history, religion, disasters, famous trials, biography, religion, inspiration and the law. The background materials come from the Library of Congress, National Archives, the British Museum and universities, libraries historical societies and museums from around the world. <http://www.awesomestories.com/>

Cartoons in the Classroom – part of Newspapers in the Classroom
<http://www.nieonline.com/aaec/cftc.cfm>

Detroit News. Part of the Newspapers in the Classroom project, this site provides online articles, worksheets, editorial cartoons, and lessons already developed. <http://nieonline.com/detroit/>

eReading. This site provides reading worksheets, activities, and resources aligned with the Common Core States Standards. This website uses a skill-focused approach where each activity targets a specific set of skills. <http://www.ereadingworksheets.com/>

Izzit.org. This site provides a variety of articles from various sources. Articles are based on current topics of interest. The site also includes videos for use in the classroom. <http://www.izzit.org/>

The Internet Public Library. This is a free online public library with references, books, stories, and newspapers from all over the world. <http://www.ipl.org/>

Library of Congress. Searchable database of primary source documents with references to CCSS and lesson ideas from lowest grade levels through high school.
<http://www.loc.gov/teachers/>

Newsela. This site provides an innovative way to guild reading comprehension with nonfiction text that's always relevant. Each article is available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. <https://newsela.com/>

Newspaper Map. Provides access to the front page of hundreds of newspapers, worldwide.
<http://www.newspapermap.com>

ProCon.org. This site provides articles/documents/visual texts that provide both the pro and con side of the issue. Context on an issue is provided with plenty of sources on each side. Provides great resources to support critical thinking skills, as well as videos. <http://www.procon.org/>

ReadWorks.org. Written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. Each article is between 3/4th of a page to about 2 pages in length. Common Core aligned skills units are also provided on the site, including paired text units. <http://www.readworks.org/>

ReadWriteThink. This is a terrific resource for teachers for many activities, lessons and games. <http://www.readwritethink.org/>

Reading Skills for Today's Adults. This site provides original texts written by instructors for Marshall Adult Education. Each article can be used as a timed reading, as well as a source for reading comprehension. Articles are written at a 0.7 to 8.9 GE. http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

StoryBytes. Short, original stories about life's experiences. Please note that the stories should be assessed prior to using in the classroom. Although many of the stories are very appropriate for use in the adult education classroom, such as the short story. <http://www.storybytes.com/>

ThinkCERCA. Similar to Newsela, this site has a mix of nonfiction articles that include an audio feature that reads each article aloud to students, an option of inputting Extended Response/Short Answer questions, and an embedded dictionary within each article. <https://thinkcerca.com/>

Tween Tribune. Daily news sites, including text, photos, graphics, and audio and/or video materials prepared by the Smithsonian about current events, history, art, culture, and science. <http://tweentribune.com/>

Understanding Science. Science articles for reading at different levels. http://undsci.berkeley.edu/article/intro_01

US History.org. This site provides access to numerous types of historic documents and nonfiction articles on U.S. history, ancient civilizations, and American Government. <http://www.ushistory.org/>

A few cartoon sites to get you started.

The Dirksen Center's Editorial Cartoon Collection (with lesson plans)
<http://www.dirksencenterprojects.org/cartoons/index.htm>

Daryl Cagle Cartoon Index <http://www.cagle.com/>

National History Education Clearing House Political Cartoons
<http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Stay in Touch!
Florida IPDAE - <http://floridaipdae.org/>