

Secondary Toolkit

This toolkit will provide the secondary teacher with a start on their journey towards the bias free, anti-discriminatory, and equitable classroom. Key to the use of this toolkit is the participation of the user. Building equity in classrooms is an active endeavour that requires individuals to examine their own bias, assumptions, and practice before change can happen. Given the wide variety of individual situations, classrooms, schools, etc., the use of the *suggested* lessons and resources is not sufficient. These activities will help those new to the journey take their first steps and those on their way increase the items in their toolkit. To create a truly equitable classroom it is incumbent on educators to build, re-jig, and synthesize lessons to meet the specific needs of their students. In other words, an educator's journey towards equity is an inside-out process (Lindsey, Roberts, & CampbellJones, 2005) that requires time and commitment to *make* change.

If The World Were A Village – Teacher Notes.

Expectations:

MPM1D: Manipulating Expressions and Solving Equations

- Solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion

MFM1P: Solving Problems Involving Proportional Reasoning

- Solve problems requiring the expression of percents, fractions, and decimals in their equivalent forms.

Duration:

This activity should take no longer than 1 period to complete and may be followed the next day by a 10 -15 minute debrief or follow-up on the homework assignment.

Materials:

- ✓ Video: If the World Were a Village
- ✓ DVD player
- ✓ Class set of articles or student access to internet
- ✓ Current population of school and Canada

Overview:

As presented, this lesson is at the *additive* level on the Banks continuum and is ideal as a starting point for many classes and teachers. However, by further exploring the implications and underlying reasons for the disparity between native and non-native water conditions the lesson can be moved towards *transformation*. Moving the class discussions and written opinion pieces into letters to the editor, Minister of Indian and Northern Affairs, etc. moves this lesson towards *social action*. *This is an excellent opportunity to use the process expectations to assess a student's ability to justify, evaluate, and synthesis math-based arguments and proofs to support their opinion.

To help students become comfortable with expressing their opinions, use the *Spectrum* activity immediately after viewing the video to allow students to explore the “consider the following” questions from the worksheet.

If the World were a Village...

Can you imagine if there were only 100 people in the world? Today you will watch *If the World were a Village* by David J. Smith

As you watch, consider the following questions:

- What language(s) do you speak?
- Which are spoken in your school?
- What percentage speak English?
- How do you feel about people speaking other languages?



What about me?

- ✓ With a partner you choose **five** facts from the movie and imagine that your school is the village.
- ✓ Showing your calculations, determine how many people from your school would fit into each category

Getting your feet wet (in class activity)

- ✓ Determine the size of Canada.
- ✓ Using the same five facts, fill in the table and determine how many Canadians fit into each category

In Context (homework)

- ✓ Read CBC's "[Slow Boil](#)" and "[By the Numbers](#)" and consider what percentages of Canadians have access to clean drinking water on and off reserve.
- ✓ Write an opinion piece about what you think about the difference. Be sure to include your calculations and express your ideas mathematically.

Video Fact (%)	Total number of students in school	(%) x (Total #students)	Total number of Canadians	(%) x (Total #Canadians)

Dramatic activities to support sharing opinions and views in a classroom

Spectrum:

This is a warm-up exercise to get people thinking and ready to express their opinions. The facilitator draws an imaginary line in the workshop space, with *agree* on one end, and *disagree* on the other and a *spectrum* of opinions in between. A statement is read (e.g. *It's impossible to eliminate racism*) and the participants move to where they feel they belong on the spectrum. After everyone has placed himself or herself, they discuss their opinions with the people around them. A moderated group discussion between different points on the line (agree, disagree, neutral, etc.) follows.

Hypnosis:

Participants are placed in pairs and given a letter, either **A** or **B**. Partner **A** places their palm 5 cm in front of the face of **B**. **A** must lead **B** around a small area with the palm of their hand. Up, down or around, **B** must follow. After a few moments, switch the roles of **A** and **B**. Discuss what it felt like to be **A** and then **B**. The facilitator should lead the discussion towards incidents of power and powerlessness experienced by the participants. An attempt to locate the source of power in society should be a part of the discussion. *Note: Care should be taken when leading a partner around a room.

Storycoasters:

Stories: Divide all the participants into pairs and ask them to tell each other personal or secondhand stories around an experience of racism. This takes about five minutes. Then, place the participants into groups of four or five (**NOT** with their original partner). The four members narrate the stories that their partner told in the pair group as if it happened to them. For example, "*When I was in Grade 8, a group of...*" not "*James told me that when he was in Grade 8, a group of...*" This should take about ten minutes.

Sculpturing: Each group of participants chooses one of the stories from the group, and creates a sculpture or an image of the story. They use their bodies to tell the story, as if someone had taken a picture of the story happening. No talking should be done when this is happening. Once the groups are ready with their sculptures, have each group show their sculpture to the others. The rest of the members try to interpret the stories and a discussion around the specific issue in the story starts. The facilitators lead the participants in a discussion of effects, causes, power dynamics, and solutions.

Activation:

The facilitators choose one image to activate further using the following techniques:

Hot seat: to find out more about what one specific character is feeling and thinking
Tapping in: to find out more about what each character is feeling and thinking

5-minutes before: to explore the causes of an action

5-minutes after: to explore the effects of an action

Reversal: to reverse some aspect of the situation

Debriefing:

Follow-up discussion on how participants felt while creating the sculpture and on the dramatic process.

Rubrics:

Banks Model

Expanding on James Banks' (1988) model of multicultural education, this rubric can be used to situate lessons on an equity continuum from *contributions* to *social action*. By identifying a lesson/units "level" steady progress along the equity continuum can occur. Note: A lesson or unit may be at the transformative level when dealing with issues of sexual orientation but at a contributions level when dealing with ability. It is important to progress along the continuum in *all* aspects of equity education.

Contributions	Additive	Transformative	Social Action
Acknowledges and celebrates: heroes/heroines, religious traditions and cultural events. Focuses on unique aspects of cultural groups, artifacts and food.	Unit, book or theme about racial, religious, sexual orientation, linguistic, or ethnocultural group is added to class activity	Experiences, perspectives and values of people from a variety of backgrounds (ex. linguistic, race, gender, orientation, ability, class) are included in curriculum content and materials. Concepts, themes, issues, events are viewed from diverse points of view. Issues related to stereotyping, discrimination and racism are openly discussed and strategies are explored to challenge these.	Includes all of the elements of the Transformation approach and in addition requires students to take actions related to concepts or issues studied. Focuses on critical thinking and decision-making skills. Students identify problem or issues and take steps to solve them.

Digging Deeper

From Henry and Tator's (2006) definitions of racism, the following rubric is designed to critically examine a unit, lesson, or activity for equity. Although this rubric is written through the lens of race and racism, it can and should be modified to tackle other equity issues.

	Level 1	Level 2	Level 3	Level 4
Equity Power is often withheld from subjugated groups. Meeting the needs of each group through the breakdown of power is the first step towards equity.	Project/activity does not identify equity issues	Project/activity identifies equity issues but does not work to breakdown <i>power</i> differential between groups	Project/activity identifies equity issues and begins to address power differential between groups	Project/activity clearly identifies equity issues and breaks down power differential between groups
Works Towards Elimination of Racism <i>Individual Racism:</i> glances, gestures, acts that are immediately perceived by the victims <i>Institutional Racism:</i> embedded in organizations, schools, corporations, etc, and experienced through policies and practices <i>Systemic Racism:</i> similar to institutional racism however it includes the laws and customs of Canada <i>Democratic Racism:</i> tension between the belief that Canada is a free and democratic society where all are equal and the reality that racism operates at all levels and places in Canada	Project/activity does not identify racism	Project/activity identifies obvious racism (individual racism) but does not act to eliminate it	Project/activity identifies obvious racism and may identify complex forms of racism. Project/activity begins addressing these issues in a limited way	Project/activity identifies more complex forms of racism (institutional, systemic, and democratic racism) and works to eliminate it

Recommended Resources

Gustein, E., & Peterson, B. (2005). Rethinking mathematics: Teaching social justice by the numbers.

Rethinking Schools

Henry, F., & Tator, C. (2006). The colour of democracy: Racism in Canadian society (3rd ed.). Toronto, ON: Nelson.

Kivel, P. (2002). Uprooting Racism: How White people can work for racial justice (2nd ed.). Gabriola Island, BC: New Society Publishers.

Lee, E., Menkart, D., & Okazawa-Rey, M. (Eds.). (2002). Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development (2nd ed.). Washington, DC: Teaching for change.

Lindsey, R. B. , Roberts, L. M., & CampbellJones, F. (2005). The culturally proficient school: An implementation guide for school leaders. Thousand Oakes, CA: Corwin Press.

Stocker, D. (2008). Maththatmatters: A teacher resource linking math and social justice (2nd ed.). Canadian Centre for Policy Alternatives Education Project.

Title: ANTI-OPPRESSION

Overview:

Curriculum Connections: Grade 10 Civics, Grade 11 History, Grade 11 & 12 Law

Objectives:

- To increase awareness and knowledge of the “isms” and “phobias” that make up anti-oppression – terms and vocabulary
- To increase awareness and knowledge by researching and presenting on one area of anti-oppression
- To increase awareness and knowledge of how anti-oppression plays out in the media
- To create an activity that helps your classmates to “experience” some form of anti-oppression.

Activate Prior Learning:

Lead class discussion on the definitions for words such as, racism, sexism, ableism, classism, and heterosexism. Definitions for each word should come from students' existing knowledge and experience.

Step 1:

Whole class activity. Show power point presentation “Anti-Oppression” to class. Ask students to think of experiences – and jot them down - that come to mind as they view each slide. (ex. News stories, personal experiences – witnessed or otherwise, movies, media, books, etc.)

Use examples from notes.

Step 2:

Divide class into small groups. Each person shares an anti-oppression story with their group. Each group will be invited to share one story with the whole class.

Step 3:

Individual activity. Each student is to watch 20 commercials over two evenings, and look for and record the number of “non-white” individuals, persons with visible disabilities, females, males, traditional families, etc. Keep written record and write an accompanying reflection.

Step 4:

Pairs or small group activity. Research and find an activity that you could do with the class, for all of the “isms” or design your own activity that you can do with the class. Students may use examples from the Internet – the goal in that case would be to change the activity into one that can be used for their own class – and then interpret their findings. This would then be handed in as a written assignment and be evaluated according to the rubric.

Examples:

- **“Knee to Knee”:** *Find a partner, ideally someone you do not know very well; Sit knee to knee, facing one another. Select between yourselves one person to be “A” and another to be “B”. Describe one another to each other based on the following questions. How do you think your partner would respond?*
 - *Country of family origin and heritage*
 - *Languages spoken*
 - *Interests or hobbies*
 - *Favorite foods*
 - *Preferred types of movies, TV programs*
 - *Preferred types of music*
 - *Pets, if any, or favorite animals*
- **Stereotypes Activity:** *Several pieces of chart paper around the room – Gay man, Lesbian, Bisexual, Transgendered, gifted student, Spec. Ed. Student. Sticky notes at each table.*

Write labels and stereotypes that you have heard used about each group.

Silently have participants affix sticky notes to the appropriate chart.

Mill around and read silently.

1. *How did you feel writing the stereotypes?*
 2. *What did you think as you read what was written?*
 3. *How did you feel as you read what was written?*
 4. *What is your reaction to all these labels around the room?*
 5. *How will you use the information?*
- <http://www.nwlink.com/~donclark/leader/diverse2.html>

Power Point Notes

Slide 1: Anti-Oppression

We live in a world full of inequalities and injustices. As a teenager you might find yourself trapped within the injustices, or you can join the struggle to battle them. Either way, you will find that they will affect the way you relate to others and how you approach different issues.

Remember your struggle for equity and justice is not isolated – rather it is embedded in everything – fighting for one cause means fighting for the other causes as well. (story about being visible minority, woman, gay)

That's why it is important to have an anti-oppression framework in everything that you do.

Remember it doesn't make sense to address any injustice without recognizing the connections to other injustices and oppressions.

Slide 2

Anti-Oppression Practice

Anti-oppressive practice is concerned with eradicating social injustice perpetuated by societal inequalities, particularly along the lines of race, gender, sexual orientation and identity, age, class, ability and religion^[2].

What is privilege?

Privilege is a way to describe the advantages that are attached to being a member of the dominant group. That privilege is often not identified by those people that have it. In the classic essay, Peggy McIntosh (1988) provides a metaphorical definition of white privilege as “an invisible weightless knapsack of special provisions, assurances, tools, maps, guides, code books, passports, visas, clothes, compass, emergency gear, and blank checks”. Of course, the idea of privilege is not restricted to just racism, and can be extended to all forms of oppression.

The understanding of privilege is essential to anti-oppressive practice^[1].

What is an ally?

An Ally is someone who recognizes the unearned privilege they receive by being a member of a dominant group, and takes responsibility to bring change to such injustice. Allies include men who work to end sexism, white people who work to end racism, heterosexual people who work to end heterosexism, able-bodied people who work to end ableism, and so on.^[3]

Slide 3: Racism

Possible Examples of Racism include:

Intimidation, physical violence, slurs, jokes, and insults on the basis of color, national or ethnic origin

Displays, cartoons, images, and graffiti degrading members of a particular racial group

Property damage of institutions associated with a particular race

Practices that exploit or exclude members of a particular racial group from aspects of society

Difficulty getting job or living accommodation on the basis of color, national or ethnic origin

Slide 4: Sexism

Sexism: norms, values, beliefs, structures and systems that marginalize and subordinate women while granting power, privilege and superiority to men.

Examples:

- After a couple's dinner party, the guests immediately look to the female host to clear the dishes
- A young man enjoys playing with the children, while those around him look on suspiciously
- A job advert specifies that 'all job applicants must be over 1.8m (6ft) tall'
- Displays or distribution of sexually explicit material
- Making sexual remarks or gestures

In what year did all Canadian women finally gain the right to vote in federal elections? As of 1960, aboriginal women and men were no longer required to give up their treaty rights and renounce their status under the Indian Act in order to qualify for the vote.

Slide 5 Homophobia

Governor-General Adrienne Clarkson was criticized by the public and politicians across Canada for sending an email congratulating couples married in Canada's first homosexual marriage:

Possible Examples of Transphobia include:

Harassing or engaging in violence against individuals who are or are perceived as transgender

Denying equal treatment to individuals who are or are perceived as transgender

Indicating discomfort or disgust toward individuals who are or are perceived as transgender

Thinking that transsexuals are mentally ill

Intentionally using inappropriate gender pronouns to refer to transgender people

Believing that cross-dressing is a sexual perversion or that people who cross-dress do so for sexual gratification

Being denied a job or living accommodation on the basis of being transgender

"Gay-bashing" or physical violence, including sexual violence Making derogatory comments, insults, slurs, jokes, or threats about sexual orientation or sexual practice Silencing talk of sexual or gender diversity Forcing people to "come out" or to "stay in the closet" (disclose or hide their sexual orientation) Linking homosexuality with pedophilia (child abuse) Defacing notices, posters, or property with homophobic graffiti Rejecting friends or family members because of their sexual orientation Behaving as though sexual orientation is solely about sexual practice or is a "lifestyle choice" Behaving as though all homosexual persons have AIDS or are responsible for the spread of it Think homosexuality is just a phase, a lifestyle, a choice, a preference.

Slide 6: Ableism

Possible Examples of Disability Oppression include:

An employer refuses to offer a job to a visually impaired person, despite his qualifications and experience being the same as the appointed candidate, purely because he does not wish to employ a blind person, as he believes that he will take more time off work than a non-disabled employee

Negative or offensive remarks or jokes about a person's disability

Refusing to promote an employee because he/she is disabled

Inaccessible public buildings

Unusable transportation systems

Slide 7: Religious Oppression

Examples of Religious Oppression:

Possible Examples of Religious Oppression include:

A Sikh boy being refused to enter into a public school unless he would cut his hair and stop wearing a turban

An employer not allowing a muslim employee to observe prayer

Intimidation, physical violence, slurs, jokes, and insults on the basis of religion or religious garments

Rejecting friends or family members because of their religious beliefs

Denying someone from indentifying their religious beliefs

Slide 8: Classism

Possible Examples of Classism include:

The stereotype that the poor and working class people are unintelligent, inarticulate and "overly emotional."

The belief that certain type of work or occupation is inferior to another

The belief that everyone could eat well if they just budgeted properly


Wanting criminalization of all street youth and homelessness

Slide 9: Learn to become an Ally

CATEGORY	Level 1	Level 2	Level 3	Level 4
Knowledge Knowledge of Content (facts, terms & definitions)	-demonstrates <i>limited</i> knowledge of content	-demonstrates <i>some</i> knowledge of content	-demonstrates <i>considerable</i> knowledge of content	-demonstrates <i>thorough</i> knowledge of content
Thinking Planning Skills: focusing research & gathering information Processing Skills: analyzing & evaluating point of view and bias	-uses planning skills with <i>limited</i> effectiveness -uses processing skills with <i>limited</i> effectiveness	-uses planning skills with <i>some</i> effectiveness -uses processing skills with <i>some</i> effectiveness	-uses planning skills with <i>considerable</i> effectiveness -uses processing skills with <i>considerable</i> effectiveness	-uses planning skills with <i>thorough</i> effectiveness -uses processing skills with <i>thorough</i> effectiveness
Communication Communication for different audiences (e.g., peers and adults to inform, to persuade) in oral, written, and visual forms	- communicates with <i>limited</i> effectiveness	- communicates with <i>some</i> effectiveness	- communicates with <i>considerable</i> effectiveness	- communicates with <i>thorough</i> effectiveness
Application Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	-applies knowledge and skills in familiar contexts with <i>limited</i> effectiveness	-applies knowledge and skills in familiar contexts with <i>some</i> effectiveness	-applies knowledge and skills in familiar contexts with <i>considerable</i> effectiveness	-applies knowledge and skills in familiar contexts with <i>thorough</i> effectiveness

IVANFIVE

Ed. Assignment
Mrs. Linesman



From
Across the
semester we read,
we answered
questions, and now
we bang our
heads

5 SONGS, 5 STORIES, 1 PLACE IVANFIVE

A Michael Lawrie Production. Based on the narrative readings of five select stories such as The Cardboard Room a short story by Teresa Pitman, X a short story by Lois Gould, Harrison Bergeron a short story by Kurt Vonnegut, A long way gone: memoirs of a boy soldier by Ishmael Beah, and a non-fiction account of a jewish student.

5 SONGS HAVE BEEN CHOSEN,
THEIR LYRICS DECIPHERED,
TO BE PERFORMED
THROUGH YOUR CD
PLAYER.

THE TOP 5 SONGS CHOSEN
BASED ON A VARIETY OF
HIGHLIGHTED
COMPARISONS TO
THE SHORT STORIES READ
THROUGHOUT THE
SEMESTER.

BASED ON THE FOWLING
CRITERIA:
PARTICIPANTS, EVENTS,
LOCATION, CONFLICT, AND
POINT OF VIEW.

WE WILL LEAVE YOUR
SENSES TINGLING.



Produced exclusively from Lawrie
productions room 200 O.S.C.V.I
Owen Sound Ontario for
Mrs. Linesman

X	HARRISON BERGERON	A LONG WAY GONE	GO BUS	THE CARDBOARD ROOM
A baby was born as a scientific project. No one could know if it where a boy or a girl so x does both boy things and girl things. In the end its much more fun being an X when you can do anything with out boy/ girl rules.	Everyone is to be created equal in futuristic United States. People must use handicaps to be created even so no one can be smarter stronger or faster. In the end Harrison rebels and can do anything he sets his mind to and in turn is executed.	Here is a story about a young boy who is enlisted as a soldier. A basic overview of a day in his shoes. This boy believes the world is kill or be killed and his thoughts don't vary much from that.	Basically a person on a bud that sees a swastika on a dudes backpack and starts a conversation about the holocaust.	A Rich girl with parents who are very strict and hate a lot of people. makes friends with a poor boy who her parents very much dislike. How she starts to change and notice life past the solid brick walls.
The main character X is a boy who gets to do both girl things and boy things and teaches everyone else how much fun it can be.	There are a couple main characters as this refers to a family there is Harrison the son, George the dad, and Hazel the mother.	There is one character this story is about and that is Ishmeal Beah. As its an autobiography from his book.	The main person has no reference to boy or girl but a person sitting on a bus traveling home from work.	The two main characters are: Eric and the girl.
Cannot find any reference in the story to time or place except there is a school.	April of the year 2081 in the United States of America	This takes place in Sierra Leone when this person was fifteen.	The story takes place during a bus trip between work and home.	In the united states no other reference.
The basic out line of this story is x growing up and how life is different when you can do boy and girl things.	Harrison escapes prison sets his mind to believe he can truly live the way he wants and amazing things start to happen.	Ishmeal is going through forests for over two years killing and scavenging the dead.	There is a discussion about the swastika and its meaning and relevance to the holocaust.	rich girl meets poor boy type of fairy tale.
When you believe you are different people notice and in the end it really might not be such a bad thing.	When you set your mind to overcoming obstacles anything can happen.	Be thankful for what you have because situations can always be a lot worse.	Don't be afraid of not fitting in, and if you feel compelled to change the world don't sit back.	Life is more then just brick walls and mortar, and get out and don't judge people by material possessions.
Three days grace just like you	Alter bridge come to life	The offspring hammerhead	SR71 tomorrow	Breaking benjamin until the end

THE 5 SONGS AND THEIR LYRICS

The Songs, The Lyrics, The final, Preformed for the Class.

Song #1: based on The Cardboard Room preformed by (Breaking Benjamin) With (Until The End)

The Cardboard Room is a story fowling a life changing situation, where as a rich girl with very judging parents, who hate a lot of people meets a poor boy. His room is made of but a cardboard box in a basement. How they learn and realize that life is much bigger then being surrounded by four brick walls and how things can always be more then they seem.

Song #2: based on X preformed by Three Days Grace with their song Just like you

X is a story fowling a family who has to take on a baby x they cannot refer to this baby as a boy or a girl just an x and how an x grows up being able to do both boy and girl things and how it affects the x.

Song #3 based on Harrison Bergeron

A fairly unheard of band called alter bridge can pull this off with a simple yet meaningful song titled Come to Life

Harrison Bergeron is a short story following the futuristic events of a family in a time where everyone is to be created equal by using government handicaps. The events leading up

to a rebels attempt for freedom and the consequences of individualism in this time.

Song #4 based on A long Way Gone: Memoirs of a Child Soldier Hammerhead Offspring

A long way gone is a story about a child soldier in Sierra Leone and how he had missed his child hood and the brutal events he takes part in.

Song #5 based on A Non-fiction Account of a Jewish Student by Sr71 and their hit Tomorrow

Is a story about a person meeting a boy on a bus with a swastika on his backpack and asks the boy if he knows what it stands for and how bad it is to show it off and that its not something to be proud of.



Bibliography

www.b2ivics.com

www.lyricsworld.com

www.google.ca

The cardboard room

X

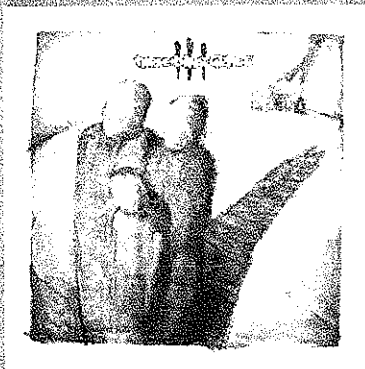
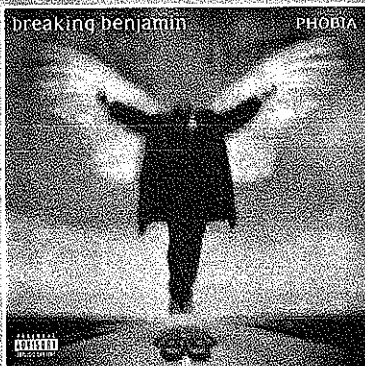
Harrison Bergeron

A Long Way Gona

Non-fiction Account of a Jewish Student

IVANFIVE CONCERT

ALBUMS



Song relevance

For the story the cardboard room, I have chosen the song "until the end" by Breaking Benjamin because: In the lyrics the song talks about not giving up or giving in. Its basically someone describing how bad something can be, and if you don't give into other people, give up what you love, or fade away and hide. in the end it will be ok because you will be the one happy.

I thought this relevant because the story is about a girl who's parents want her to give into everything they say, give up everything she loves (if they don't approve), and to fade away behind these solid brick walls they have constructed.

2

The story X was a hard one to choose, because there are so many different view points to the story. Such as how x is frustrated, or how x can do boy and girl things, or how x does not fit in, and even in the end how every one want to be like x. thus taking the longest time to find a proper song i finally settled with Three days grace just like you. The song describes how people can be mean and angry towards things they don't understand, you don't have to stand beside just boys or just girls to fit in, and basically how this person feels he does not have to be just like anyone to find his place in life.

3

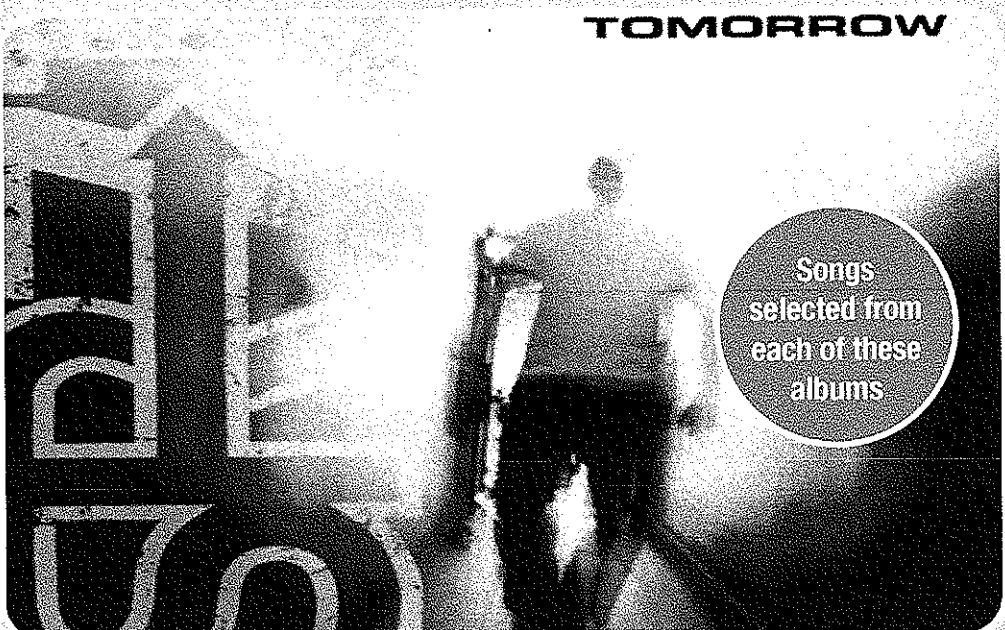
Harrison bergeron a good read was about how the government handicaps to make every one equal and how one guys who rebels makes amazing things happen just by choosing to not conform. I choose the song come to life by alter bridge for this one which was a good pick i think. there is things like wearing veils of weakness, being held down and chained, and not being able to shed a tear. Then it goes into never doubt or stop believing, escape and don't let the truth be contained. Which i thought where fairly close references to the story.

4

For a long way gone I picked a war type song because thats the impression I got from the read up. I choose the offspring's hammer head which i felt suited really connected to the story. The song is about a soldier who's hammering of his rifle rings though his head and clouds all his thoughts. And the song quote i walk though the valley of death reminded of the forest part.

5

Finally for the go bus i chose SR71's tomorrow because, it talks about how this person feels other people are under pressure to fit in. How he feels that when he sees a swastika he is looking through someone else's eyes and how it burns his insides when he see's this. This person also feels discarded when people show this off.



THE PLAY BILL

The cardboard room

Breaking Benjamin : Until the end

So clever,
Whatever,
I'm done with these endeavors.
Alone I walk the winding way.
(Here I stay)
It's over,
No longer,
I feel it growing stronger.
I'll live to die another day,
Until I fade away.

[Chorus:]

Why give up, why give in?
It's not enough, it never is.
So I will go on until the end.
We've become desolate.
It's not enough, it never is.
But I will go on until the end.

Surround me,
It's easy
To fall apart completely.
I feel you creeping up again.
(In my head)
It's over,
No longer,
I feel it growing colder.
I knew this day would come to end,
So let this life begin.

[Chorus]

I've lost my way.
I've lost my way, but I will go on until
the end.

Living is hard enough
Without you fucking up.

[Chorus]

I've lost my way.
I've lost my way, but I will go on until
the end.

U-uh, u-uh

The final fight I'll win,
The final fight I'll win,
The final fight I'll win,
But I will go on until the end.

X

Three Days Grace : Just like you

I could be mean
I could be angry
You know I could be just like you

I could be fake
I could be stupid
You know I could be just like you

You thought you were standing beside
me
You were only in my way
You're wrong if you think that I'll be
just like you

You thought you were there to guide
me
You were only in my way
You're wrong if you think that I'll be
just like you
You thought you were there to guide
me
You were only in my way
You're wrong if you think that I'll be
just like you

I could be cold
I could be ruthless
You know I could be just like you

I could be weak
I could be senseless
You know I could be just like you

On my own, cause I can't take living
with you
I'm alone, so I won't turn out like you
Want me to

I could be mean

I could be angry
You know I could be just like you

A Harrison Bergeron

Alter bridge : Come to life

Hey
tore away the veil of weakness
The enemy now lies beneath us
I think we're safe

Hey
Won't be held down any longer
No disgrace and no dishonor
Keep us chained

[Chorus:]

There's nothing we should have to
fear
It's alright
We've come to life

We'll never shed another tear
It's alright
We've come to life

Hey
the bulletproof are so resilient
To every fool with an opinion
They never break

By the way
We scream to find a reason
Never doubt or stop believing
And escape

[Chorus]

Now wicked tongues can speak
And rewrite history

But you can't keep the truth
contained
And like this song was sung
Just realize we're one
And don't forget we're
Here to stay

A long way gone

The Offspring : Hammerhead

I am the one; camouflage and guns.
Risk my life; to keep my people from
harm.

Authority, vested in me
I Sacrifice, with my brothers in arms.

Through this doorway, whats on the
other side?
Never Knowing; Exactly what I'll find.
Locked and loaded; voice's screaming
'Let's Go!'
Come on do it! Here We Go

Take a life, That others may live.
Oh thats the way it goes.
Shut my eyes. It hammers in my
head.
Where it will end nobody knows.

Take a life. That ten others may life.
Oh that's just the way it goes
It's playing over and over in my head
Where it will end nobody knows

Stay the course; Reasonable force
I believe I serve a greater good

Smoke and dust, Enemies are
crushed.
Nothing left where a man once stood.

Through this doorway, whats on the
other side?
Never Knowing; Exactly what I'll find.
Locked and loaded; voice's screaming
'Let's Go!'
But I'm just doing what i'm told.

Take a life, That others may live.
Oh thats the way it goes.
Shut my eyes. It hammers in my
head.
Where it will end nobody knows.

Take a life. That ten others may life.
Oh that's just the way it goes
It's playing over and over in my head
Where it begins and where it'll end,
Nobody Knows

Bang Bang it hammers in my head
Bang Bang it hammers in my head
Bang Bang it hammers in my head, in
my head, in my head.

Yea, though I walk through the valley
of the shadow of death;

I will fear no evil for thou art with me

Locked and loaded
Gonna find my truth
Now i'm busting through
all hell breaks loose.

And you can all hide behind your
desks now.
And you can cry, "Teacher come help
my now!"
Through you all, my aim is true.

Non-fiction account of a jewish student

SR 71 : Tomorrow

Is it any wonder why I'm scared,
If I was a little younger would I
care,
feeling like the walls are growing
stronger,
I don't know if this cage can hold me
any longer

you never dreamed you'd have to live
your life so guarded,
cause they'll find a way to make you
feel discarded

I'm not afraid of tomorrow,
I'm only scared of myself,
feels like my insides are on fire, and
I'm looking through the eyes of
someone else

I never thought they'd want me to go
even faster,
never thought I took my foot off the
gas,
everybody loves to be in on the
pressure,
but I know they're all waiting for the
crash

you never dreamed you'd have to live
your life so guarded,
cause they'll find a way to make you
feel discarded,
things have changed you've become a
complication,
can make it through another days
humiliation

I'm not afraid of tomorrow,
I only scared of myself,
feels like my insides are on fire and
I'm looking through the eyes of
someone else

someone else...

is it any wonder why the answer
keeps me petrified,
is it any wonder why,
I'm scared.....

CD Assignment

Due: _____

Your task is to create a CD consisting of 5 songs that relate to the readings that we have studied during the narrative unit. Select one song that relates to *each* of the readings. The best song choices relating to the fictional works that we have studied will highlight *several* comparisons regarding theme, character, plot, setting, conflict, etc. Similarly, the best song choices for non-fiction texts will highlight comparisons regarding the text's central idea, participants, events, location (time and place), conflict, point of view, etc.

Your completed assignment will include:

- ✓ a suitable title for the CD
- ✓ song lyrics for each of the five songs
- ✓ five paragraphs - one comparison paragraph for each reading/song analysis. Each paragraph should be 150-250 words in length
- ✓ a Works Cited (MLA format) in which you credit each of the song's lyricists (and performers if you choose to submit the CD)
- ✓ a CD - optional - that includes each song

Remember to include the following information in the written portion of the assignment:

- your name
- course code - _____
- your teacher's name
- date

I look forward to reading (and listening to) your work.

Assessment Rubric: CD Assignment

Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1	R
Knowledge The student demonstrates an understanding of narrative elements in fictional and non-fictional texts.	The student demonstrates thorough understanding....	The student demonstrates considerable understanding....	The student demonstrates some understanding....	The student demonstrates limited understanding....	The student demonstrates insufficient understanding....
Thinking The student uses specific details/quotations from the texts to support explanations and inferences.	The student uses insightful details/quotations....	The student uses details/quotations....	The student uses some details/quotations....	The student uses a few, simple details/quotations....	The student uses insufficient details/quotations....
Communication The student communicates using language conventions, subject-specific terminology and effective organization.	The student communicates effectively and for conscious effect.	The student communicates effectively.	The student communicates with some effectiveness.	The student communicates with limited effectiveness.	The student demonstrates insufficient communication skills.
Application The student is able to make connections between the texts and to apply terminology.	The student makes insightful connections between the texts and applies terminology accurately.	The student makes relevant connections and applies terminology with considerable accuracy.	The student makes some specific connections and applies terminology with some accuracy.	The student makes general connections and applies terminology with limited accuracy.	The student makes insufficient connections; specific terminology is lacking.

T-shirt Assignment

Your task is to create a T-shirt that communicates a positive message (or theme) based on the narrative readings that we have studied.

Your completed assignment will include:

- ✓ a positive slogan that celebrates a positive message (or theme); acknowledge the source, even if the source is you
- ✓ a visual that reinforces the slogan
- ✓ a front and back component i.e., part of the slogan may appear on the front of the t-shirt and the remainder on the back
- ✓ an effective colour scheme
- ✓ a short rationale (125-250 words) in which you explain the t-shirt design with specific reference to the texts' theme

Remember to include the following information in the written portion of the assignment:

- your name
- course code - _____
- your teacher's name
- date

Material: bristol board cut in the shape of a life-size t-shirt (or other suitable medium), markers, pencil crayons, visuals (sketches, free-ware graphics, etc.)

Assessment Rubric: T-Shirt Design

Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1	R
Knowledge The student demonstrates an understanding of content, ideas, opinions, and the relationships among facts, ideas, concepts, and themes.	The student demonstrates thorough understanding....	The student demonstrates considerable understanding....	The student demonstrates some understanding....	The student demonstrates limited understanding....	The student demonstrates insufficient understanding....
Thinking The student is able to synthesize the content and significance of the texts.	The student uses synthesis skills with a high degree of effectiveness.	The student uses synthesis skills with considerable effectiveness.	The student uses synthesis skills with some effectiveness.	The student uses synthesis skills with limited effectiveness.	The student is unable to synthesize the information.
Communication The student produces a media text (t-shirt) for a specific purpose and audience using appropriate conventions and techniques.	Purpose, audience, conventions, and techniques are thoughtfully considered.	Purpose, audience, conventions, and techniques are suited to the form (T-shirt).	Purpose, audience, conventions, and techniques are somewhat suited to the form.	Purpose, audience, conventions, and techniques are suited to the form in simple ways.	Purpose, audience, conventions, and techniques are inappropriate to the form.
Application The student is able to make connections between the texts and society.	The student makes insightful connections.	The student makes relevant connections.	The student makes some specific connections.	The student makes general connections.	The student makes insufficient connections.

T- Shirt Conventions/Techniques:

T-shirt Audience: _____

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