

## Teacher Notes



# Community Connections: Using Drama to Examine Communities

## Activity 1 Uncovering Personal Reactions to Urban Life

### Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Reading Strategies: Forming Generalizations, Making Inferences; Literary Genres: Drama
- ◆ **Topic:** Community Connections: Using Drama to Examine Communities
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 120 minutes

### Materials

- ◆ TI-83 Plus or TI-83 Plus Silver Edition
- ◆ TI External Keyboard
- ◆ NoteFolio™ Application
- ◆ Instructions for using the NoteFolio™ Application
- ◆ Selected texts to read in class
- ◆ Student Work Sheet: **Reader Response Guide**

### *Activity Overview*

In this activity, students will read various print and non-print texts that in some way grapple with the complexities of living in multicultural urban centers in the United States. Students will record their reactions to the texts on their TI-83 Plus devices using a new NoteFolio™ file. These notes will be instrumental to completing the lesson.

### *Tip*

Though this particular activity concerns itself with examining the idea of “community,” you could group various texts under any number of categories: friendship, heroism, life in the future, love, racism, sexism, war. The dramatic element of this lesson allows students to draw connections between texts in a fun way, by having characters and personalities from different texts meet and interact.

## ***Directions***

### ***Before the Activity Begins***

Tell students that they will not be answering specific questions about the texts they will be reading. Instead, they will be responsible for deciding what is important in what they read or view. To help the students do this, provide them with copies of the student handout entitled **Reader Response Guide**. They will use the phrases contained on the sheet to write their comments in the NoteFolio™ file.

### ***During the Activity***

This activity may require several days or weeks to complete, depending on the length and number of texts selected for use. My most recent version of this lesson used the texts below:

- ◆ *The Air Down Here: True Tales from a South Bronx Boyhood*, an autobiographical book by Gil C. Alicea with Carmine DeSena
- ◆ *Being Hmong Means Being Free*, a documentary produced by Eileen Littig and Larry Long
- ◆ *Crooklyn*, a feature film directed by Spike Lee
- ◆ *My American Girls: A Dominican Story*, a documentary directed by Aaron Matthews

Note: Depending upon the materials selected, the teacher may want to assign part of the reading and notetaking as homework.

### ***After the Activity***

During and after the reading of each text, be sure to elicit discussion about the text. As the teacher, you may want to have a few provocative questions ready to start a class-wide discussion, but the best discussions come from the students. Encourage them to share comments from their **Reader Response Guides**.

***Student Work Sheet***  
***Reader Response Guide***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

As you read the text, record your reactions. What goes through your mind as you read the book or watch the movie? You will need your notes for future assignments. Use the jumpstarts below.

***Jumpstarts***

I began to think of \_\_\_\_ when...

I can really...

I can't really...

I can't believe...

I found it interesting when \_\_\_\_ said...

I like...

I don't like...

I like the idea of...

I don't like the idea of...

I love the way...

I hate the way...

I had a hard time understanding...

I know the feeling...

I noticed...

I predict that...

I see...

I don't see...

I started to think about...

I suppose...

I thought...

I was distracted by...

I was reminded of...

I was surprised...

I wish...

I wonder why...

After \_\_\_\_, my first thought was...

If I could, I'd ask \_\_\_\_...

If I could, I'd ask the creator(s)...

If I had been...

It really bothered me when...

Maybe...

One theme that keeps coming up is...

One thing that grabbed my attention was...

The most interesting event in the text is...

What if...

Why did...

Why did the creator(s)...

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[www.heinemann.com](http://www.heinemann.com).

## Accessing the NoteFolio™ Application on the TI-83 Plus

The following procedure enables you to access the NoteFolio™ Application. It assumes that the software is already installed on the device.

Note: NoteFolio™ App is most efficiently used on the TI-83 Plus with the TI Keyboard.

1. Turn on the device and press **[APPS]** to display the list of installed applications. Select the **NoteFlio** Application by using **[↑]** to scroll to it in the list.

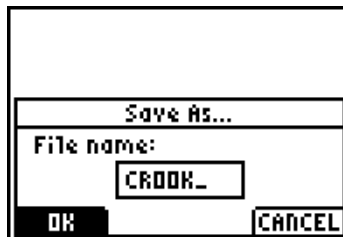


2. Press **[ENTER]**. Press any key to clear the NoteFolio™ App Introduction screen. A blank (new) NoteFolio™ App file is initially displayed.



3. Students should use this file to record their notes about the text they are reading or have just finished reading. They can refer to the handout to help guide their responses.

4. When the file is complete, press **MENU**. Students should save the file under an easily remembered name by selecting **Save**.



5. When the file name is entered, press **OK** (the **[Y=]** key.)

To exit the application, press **MENU** and select **6: Exit**.

