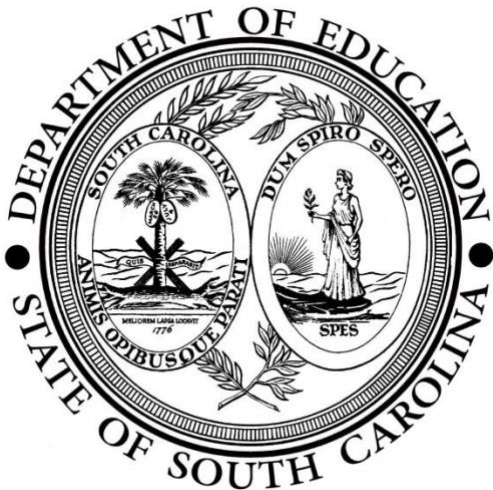


Instructional Unit Resource for the
*South Carolina College- and Career-Ready for
English Language Arts*

Grade: English 2

Unit Title: Inquiry Spotlight on Patina Miller; Pursuing Our
Passions

South Carolina Department of Education Office of Standards and Learning



October 2018

Instructional Unit Resource Overview

The purpose of this instructional unit resource is to provide guidance regarding how the standards in English Language Arts Grade 10 can be utilized for the purpose of studying one of the African American Calendar Honorees, Patina Miller. Since this document merely provides instructional suggestions, a teacher should incorporate the topic and implement the standards in a manner that supports their current curriculum and the specific needs of their students. Students will deepen their understanding in order to create a product which demonstrates the characteristics outlined in the Profile of the SC Graduate.

Instructional Unit Resource Matrix for Inquiry Spotlight on Patina Miller; Pursuing Our Passions

Grade: English 2

Unit Title: Inquiry Spotlight on Patina Miller; Pursuing Our Passions

Standards/Indicators				
ENGLISH 2				
Inquiry-Based Literacy	Reading- Literary Text	Reading- Informational Text	Writing	Communication
<p>2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.</p>	<p>6.1 (MC) Determine a theme 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.</p> <p>9.1 (LCS) Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone. Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</p>	<p>8.1(LCS) Determine figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</p> <p>6.1 (MC) 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.</p>	<p>Write informative/explanatory texts that:</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. organize complex ideas, concepts, and information to make connections and distinctions;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension as needed;</p>	<p>1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.</p> <p>1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>conclusions based on</p>

				<p>new evidence.</p> <p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>
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Unit Title

Inquiry Spotlight on Patina Miller; Pursuing our Passions

Unit Overview

This unit’s purpose is to provide the skills necessary for students to analyze ideas and information from text and multimedia by proposing explanations, gathering information, organizing and categorizing information, and synthesizing ideas to build a deeper understanding that encourages future inquiry. This unit is designed thematically to facilitate exploration of what it means to pursue one’s passion/dreams with perseverance. While this unit features the achievements of Patina Miller, an award-winning actor, singer, and dancer, it also prepares students for reflection, inquiry, and examination of one’s own pursuit of happiness and fulfillment in future inquiry projects.

The Profile of the South Carolina Graduate (<http://ed.sc.gov/scode/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) addresses three areas of importance for high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. This unit teaches inquiry-based literacy skills, fostering the soft skills necessary to gain world class knowledge, which is developed and demonstrated through the reading and writing of diverse media.

Students learn and sharpen these skills by working with multiple texts and multimedia that examine the theme topic of pursuing one’s passion. Students will develop a position as a theme representative of what their inquiry reveals. A theme such as “I can pursue my passion and achieve my dream with hard work and perseverance” is just one of many that could be offered. Students should not be given ‘suggestions’ as to an appropriate theme. Inquiry and data searches should propel their ideas. Selected texts and tasks require students to examine, analyze, and evaluate the dreams, achievements, and challenges of Patina Miller; reflecting on her dreams and challenges as they complete inquiry tasks to uncover/discover the hard work and perseverance needed and provided in the pursuit of her passion. The culminating assessment task is an infographic that highlights key findings from their research. Teacher and students will need computer and online access throughout the lessons.

Clarifying Notes

Selected sources and texts should be appropriate for English 2 students and provide material to examine the theme topic of pursuing one’s passion. “I can pursue my passion and achieve my dream with hard work and perseverance.” is one theme statement provided here (as an example to the teacher only) that can be supported as representative of Patina Miller’s philosophy. This inquiry unit is designed to teach inquiry skills using multiple print sources, online sources, audio and visual media. **Teacher and students will need computer and online access throughout the lessons.** The culminating assessment task should be modeled and scaffolded in order to provide to students necessary support while encouraging independence and pride in product/self efficacy.

This unit is designed thematically to teach inquiry and communication literacy skills using informational texts, literary texts, and diverse multimedia. The learning targets and instructional strategies are suggestions and are not intended to be prescriptive.

Learning Targets

E2. Inquiry Learning Targets

- I can analyze ideas and information by proposing explanations and interpretations. (E2 Inq. 2.1)
- I can gather information from a variety of primary and secondary sources and evaluate for bias. (E2 Inq. 3.3)
- I can organize and categorize important information. (E2. Inq. 3.4)
- I can synthesize relevant ideas to build a deeper understanding. (E2. Inq. 3.4)

E2 Reading-Literary Text

- I can identify theme. (E2. RL. MC 6)
- I can analyze the development of a theme. (E2. RL. MC 6)
- I can identify the connotative meanings of words and phrases. (E2. RL. LCS 9)

E2 Reading-Informational Text

- I can analyze the impact of specific words or phrases on meaning and tone. (E2. RI 8.1 LCS)
- I can identify a central idea. (E2. RI 6.1 MC)

E2 Writing

- I can effectively write/create informative texts that organize information to make connections and distinctions (E2. W.2.1c).
- I can include formatting, graphics, and multimedia to aid in comprehension.(E2. W.2.1e)

Communication

- I can gather information from print and multimedia sources to prepare for discussions. (E2. Comm 1.1)
- I can initiate and participate effectively in a range of collaborative discussions. (E2. Comm 1.2)
- I can build on the ideas of others and express my own ideas clearly. (E2. Comm 1.2)
- I can create visual, multimedia presentations to enhance understanding of findings. (E2. Comm 3.2)

Assessment Tasks

Culminating Assessment Task (CAT): Infographic

Resources

Materials and resources used to teach the lessons are hyperlinked within the instructional plans of this unit. See also -attachments.

[Infographic Rubric](#)

[Patina Miller - South Carolina African American History Calendar](#)

[Meet Patina Miller](#)

[Clock Partners Strategy & Graphic Organizer](#)

[Patina Miller's on Fire](#)

[Bias Powerpoint Presentation](#)

[Critical Thinking to Evaluate Bias Questions](#)

[Brigitte Quinn's 22 Minutes with Patina Miller](#)

[Tickets to Talk Discussion Strategy](#)

[Spotlight on Patina Miller](#)

[What if](#) by Samantha Berger

[Princess Truly in I am Truly](#) by Kelly Greenawalt

[Data Driven Dialogue Protocol](#)

Jigsaw Activity Texts [IMDb](#) [Reader's Guide](#) [Playbill](#) ["Central High School Musical Funded by Patina Miller"](#)

[Infographic Resource Information](#)

[Unit Exit Slip](#)

Instructional Plan Day 1

Day 1 Learning Targets: I can organize and categorize important information (Inq 3.4). I can identify a central idea (RI 6.1).

A. **Do Now: Invitation to Write** Respond in writing to the following prompt:

Topic: Physical Fitness and My Future. How important a role does strength and physical fitness play in most of today's jobs? In which jobs or careers do you think strength and fitness play the greatest roles...the smallest roles? Why? How much do you imagine that your future career will require strength and fitness? Explain. (Allow for 2-3 students to share aloud or with shoulder partner)

Unit Introduction. Tell students that for the next 8 classes they will be investigating the life of a 'famous' person; they will be uncovering facts and opinions about her; they will be discovering what awards she has received, achievements she has earned, as well as her struggles—personally and professionally—Their culminating assessment task will be to develop a theory about a theme or philosophy that would appropriately represent Patina Miller and use an infographic as supporting evidence. Distribute Infographic Rubric. Review and modify as needed.

http://www.schrockguide.net/uploads/3/9/2/2/392267/schrock_infographic_rubric.pdf

B. **Journal Set Up/Explain:** Students will need to keep an investigative/inquiry journal of their research findings in order to create an infographic, visually enhanced that highlights their discoveries. The goal of the inquiry is analyze the development of a theme that reflects student discoveries about Patina Miller. NOTE: Consider having students keep source information in journals, as its inclusion on the infographic will be necessary.

C. **Video Clip Active Viewing:** Meet Patina Miller! Use NYT *Well* 3 minute clip to introduce Patina Miller.

<https://well.blogs.nytimes.com/2013/08/15/patina-millers-broadway-workout/> Tell students they are going to 'meet' a woman from a small town in SC that has had jobs that many of us might not have imagined as being too physical, or requiring great strength. Mention that we often make assumptions that are we reconsider after inquiry.

Set purpose: Watch to discover the role strength and fitness played in one of her jobs. Watch to discover a little about Patina Miller's personality.

Write: Record findings in investigative journal. (Following video clip, students may freewrite info from purpose.)

Prep for Inquiry: Establish Clock Partners: Use this strategy to set up at least two clock partners using the Clock Partners strategy sheet

<http://www.greatexpectations.org/Websites/greatexpectations/images/pdf/practices/procedures/Appointment%20Clock%202.pdf>

A. **Read a Transcript:** Meet with 3:00 Clock Partner to discuss informatoin from video clip. Then students use computers/ laptops to return to NYT Well site to read the 14 Q and A transcript. <https://well.blogs.nytimes.com/2013/08/15/patina-millers-broadway-workout/>

B. **Record 7+ key quotes, facts, opinions, or workout details about** Patina Miller's (PM) interview re commitment to fitness during this time period in her life. (Review taking research notes as needed; paraphrase/quoted content/source)

- C. **Categorize and Organize:** Partners will collaborate and discuss what categories they will use as they start their investigation/inquiry into Patina Miller. Suggest one category per page and note that they will likely modify categories as their research reveals information they had not yet thought of including. (Categories will likely start with Facts, Favorite Things, Important Quotes from PM, Awards, Important People.)
- D. **Exit Slip:** How would you explain the central idea that PM is sharing with the interviewer? How do you know that is the central idea?

Instructional Plan Day 2

Day 2 Learning Targets: I can gather information from a variety of primary and secondary sources and evaluate for bias. I can identify connotative meanings of words and phrases. I can synthesize relevant ideas to build a deeper understanding of PM.

- A. **Do Now: Invitation to Write** Respond in writing to the following prompt:

Topic: VISUAL PERFORMANCES- Have you ever been to a play or musical dramatic performance? This might have been at a community theater, at a church, or even on Broadway! If so, tell about one experience. Which do you prefer-live performances of plays, movies, television shows, or music videos? Why? What do you like best about going to/viewing them? Justify your answer with specific examples and reasons. (Allow for 2-3 students to share aloud or with shoulder partner)

- B. **Review and Connect:** Explain that Patina Miller (PM) had a role in *The Hunger Games; Mockingjay, Part II* and they will read a review of her performance from a journalist who writes from the college PM attended.(silent bias alert) Have students recall that last class they learned of PM's role in a Broadway musical called *Pippin*. Tell them they might want to compare and contrast in their journals the demands of films and plays.
- C. **Mini Lesson; BIAS** Explain importance of understanding and watching for potential bias when we gather information. Provide direct instruction on bias with definition and examples. A 42-slide Powerpoint resource and a 21 Critical Thinking to Evaluate Bias Question (CTEB) Set Handout are available. Use all or portions as needed. Once bias direct instruction/model/practice is complete, remind students that all sites and articles should be evaluated for bias, with results recorded in inquiry/investigation journal.
- D. **Read the review "Patina Miller's On Fire":** Purpose: Closely read to evaluate potential bias. (Access the online article from Carnegie Mellon University's Publication, The Piper: Campus and Community News. November 20, 2015 "Patina Miller's On Fire")

<https://www.cmu.edu/news/stories/archives/2015/november/patina-miller.html>

Pose evaluative questions: Does this article seem biased in any way, and if so how? Be specific. Refer to CTB Questions Set Handout. If you did find bias, why would the author most likely write in a way that is favorable or unfavorable to PM? If you did not find bias-explain how you determined that the piece is written in an objective tone, citing examples from the text.

- E. **Adding to Investigative Journal: Re-Read/Skim the review “Patina Miller’s On Fire”** to gather biographical data, then synthesize the info into the categories you established during last class. Add/revise categories as needed. Purpose: to build a deeper understanding of PM’s interests and experiences that have shaped her philosophy.
- F. **Exit Slip Post It:** Use a post it to jot down the categories you currently have in your investigative journal. Post on class board as you exit.

Instructional Plan Day 3

Day 3 Learning Targets: I can gather information from print and multimedia sources to prepare for discussions. (C 1.1) I can build on the ideas of others and express my own ideas clearly. (C 1.2) I can effectively create informative texts that organize information to make connections and distinctions. (WR)

- A. **Do Now: Invitation to Write-**Respond in writing to the following prompt:

TOPIC: FEAR What do you think is the most common fear among all people? Why? If a friend shared his/her biggest fear, what advice would you offer to help him/her overcome that fear? (Allow for 2-3 students to share aloud or with shoulder partner)

- B. **MiniLesson on Taking Power Notes.** (Define Power Notes as a multitasking art/skill-- quickly jotting down key words or phrases while watching and listening. What follows the fast paced notetaking is key; reviewing notes asap and rewriting in complete sentences or making a numbered list/outline. Model this with a very brief video clip. PowerNotes use abbreviations, keywords, phrases; they do NOT include complete sentence, a focus on spelling, grammar, or punctuation. They are meant to provide you with recall almost immediately after a segment ends –allowing you to rewrite and expand on the info you have for later reference. Students should notice that your PowerNotes example is not a polished set of information, perhaps it is sloppy, with your own ‘shorthand’ language.
- C. **Practice taking PowerNotes** Actively view the CBS video interview: ‘Brigitte Quinn’s 22 Minutes With’ Actress Patina Miller March 31, 2016 CBS <https://newyork.cbslocal.com/2016/03/31/brigitte-quinns-22-minutes-with-patina-miller/> If this is a new skill, view 1-3 minutes and stop to practice skill together. Repeat as needed at teacher-determined intervals. Expect student frustrations if they have only been exposed to ‘Powerpoint’ notetaking and copying every word.
- D. **Rewrite PowerNotes.** This is a critical step that allows students the opportunity to recall key concepts and rewrite them in a legible way, rendering them useful for later additions to their investigative journals and for the next task.
- E. **Tickets-to-Talk:** Meet in groups of 4 to debrief PowerNotes using Tickets-to-Talk Strategy. Students should have 4 tickets each. Set time you will allow for discussion and encourage students to listen, ask clarifying questions, then add info to their PowerNotes (to rewrite later on their own). Students should NOT write PowerNotes while another student is talking. Students should practice active listening skills and be given a set time to powernote after the student with the ticket-to-talk has finished. Good practice is to have all pencils down.

F. Exit Slip: What is one thing you learned today? How do you know that you learned it?

Homework: Finish rewriting today's PowerNotes to your investigative/inquiry journal categories. Be prepared for a journal check next class.

Instructional Plan Day 4

Day 4 Learning Targets: I can identify theme (RL MC 6). I can identify the connotative meanings of words and phrases (RL LCS9).

A. Do Now: Invitation to Write- Respond in writing to the following prompt:

Topic: Awards. Everyone likes to be recognized for doing a great job. Make a list of the types of awards. They can be awards acknowledging a person's academic, athletic, competitive, or professional achievements. Be specific. (Allow for 2-3 students to share aloud or with shoulder partner) Check journals.

B. Video Clip "Spotlight On...Patina Miller" at The Lincoln Center, 2014 (3 minutes). Preparation: Explain Tony Awards as it might be unfamiliar to students. Include past recipients.

Strategy: PowerNotes and Summary Rewriting in journal. Clip is short. Replay as necessary.

https://www.youtube.com/watch?v=uM9P8_h3h74

Background Notes: As a little girl growing up in Pageland, SC, PM dreamed big dreams of Broadway and Hollywood. Years later, this Tony Award winner and (then) soon-to-be-star of "The Hunger Games: Mockingjay," reflects on what it means to inspire a new generation of girls who look up to her. –misc notes: little southern girl with big city dreams, Whoopi Goldberg, enthusiasm, pride, responsibility to be role model.

C. Read Aloud or view/listen to *What If* by Samantha Berger <https://www.youtube.com/watch?v=pHg0ukoQ4FQ&t=8s>

or *Princess Truly in I am Truly* by Kelly Greenawalt <https://www.youtube.com/watch?v=diKW7gHTE6M>

More practice with PowerNotes: Students should relax and enjoy the text for first-read. Second-read task: Powernote to Identify possible theme; Provide examples of Connotative Words and Phrases; Think of ways that the character in this book is similar to PM.

Journaling: Return to your investigative journal to record storybook info for the rewrite step of PowerNotes. Incorporate new information from the *Spotlight* footage.

Note: Students' need for guidance and assistance working with an inquiry journal will vary.

Instructional Plan Day 5

Day 5 Learning Targets I can analyze ideas and information by observing and proposing explanations and interpretations (Inq E2. 2.1). I can provide an objective summary of a text (RL E2 6.1 MC)

A. Do Now: Invitation to Write. Respond in writing to the following prompt:

Topic: Big or small-dreams matter. What person, song, event, or activity most inspires you to believe you can achieve what you want out of life, *your* dream. Consider only what you are actually willing to sacrifice and work for...What is *your* passionate pursuit? In other words, what do you dare to dream for because you would be dedicated to working for it? (Allow for 2-3 students to share aloud or with shoulder partner)

B. Class Task: Pose this question: From your research, what could you present as a likely theme or philosophy of Patina Miller? (Integral to the Q is the student's ability to record supporting evidence).

Continue inquiry to discover/uncover/defend/refute a developing theme of Patina Miller (Note-a theme statement: "I can pursue my passion and achieve my dream with hard work and perseverance." is presented for teacher's clarification) Teachers should allow various theme statements to unfold through student inquiry/inferencing.

Strategy: Data-Driven Dialogue Students examine data or other artifacts using four phases: identify, observe, record, and infer. Use graphic organizer for students to record information into the four phases. Distribute and discuss "Data-Driven Dialogue Protocol" Handout. Use this document with expert team members, then findings will be used by team members to share during jigsaw activity.

Strategy: Jigsaw Students are assigned 1 of 4 readings in advance, using data driven dialogue in expert groups to become familiar with their specific resource and then meet in a "teaching" group to share their resource with the other students. Students may read printed harcopies or read the content online at the links below. Concluding jigsaw rounds, students should have info to add to their inquiry journals.

- i. **IMDb** website info <https://www.imdb.com/name/nm2694974/bio>
- ii. **Reader's Guide** website info <https://www.tvguide.com/celebrities/patina-miller/bio/658659/>
- iii. **Playbill** website bio and awards info <http://www.playbill.com/person/patina-miller-vault-0000116797>
- iv. **Article:** "Central High School Musical Funded by Patina Miller" Choral Department Webpage Central High School, Pageland SC <http://www.centralhighchorus.com/in-the-news.html>

HOMEWORK: Review your inquiry journal. Be prepared at the start of class to begin your infographic. You must select what information will best support your decision of a theme/philosophy statement for Patina Miller. (Provide a theme statement as example if needed-different topic)

Instructional Plan Day 6

Day 6 Learning Targets I can create a visually appealing, accurate infographic to present and enhance understanding of my findings about the life, goals, achievements, and philosophy of Patina Miller. My infographic will have an appropriate theme statement that I can connect to Patina Miller. (E2. Comm. 3.2).

- A. Do Now: Invitation to Write.** Analyze the following quote: “Working hard for something we don’t care about is called stress. Working hard for something that we love is called passion.” –Frazer Chesterman, 2017 Do you agree with this? Why or why not. Provide an example to clarify your position.
- B. Class Tasks:** Explain that it is time to pull together information from inquiry journal entries and create an infographic (culminating assessment-see rubric).

Mini-Lesson on Infographics. Provide direct instruction using one of the provided tutorials for creating infographics. Display online samples, which are readily available.

Infographic Sites and Video/Blog How-To Tutorials <https://www.canva.com/> <https://venngage.com/> <https://piktochart.com/>

Venngage (5 minutes) <https://www.youtube.com/watch?v=jb1kY64ywBk>

Canva https://www.canva.com/design/DAAhGE_ULcs/view

Piktochart (5 minutes) <https://piktochart.com/video-tutorials/>

Blog Tutorial (4 minute read) “A Student’s Guide to Getting Started with Piktochart” <https://piktochart.com/blog/student-guide-getting-started-piktochart/>

Infographic Uses (article): <https://venngage.com/blog/9-types-of-infographic-template/>

- C. Recall Infographic Rubric** and review with students.
- D. Begin CAT; Student Creations of Infographic.** Guide students to consider ALL that they have seen/heard/read as possible inclusion. Remind them they need to have a theme/philosophy statement they have written which they are confident represents what they have discovered/un-covered about Patina Miller. Teacher-discretion: Meet with 3:00 appointment to discuss ideas for the infographic.
- E. Exit Slip Post It:** What is the *draft* theme statement or *draft* philosophy statement for Patina Miller you considering to present as defensible, considering your data? Make a copy and turn in on your way out. You should have a copy in your journal to revise for homework. Homework: Bring in your final theme statement or philosophy statement that you will include in your infographic for Patina Miller. You may use any information you have accessed during class or on your own. Due at start of class.

Instructional Plan Day 7

Day 7 Learning Targets I can create a visually appealing, accurate infographic to enhance understanding of my findings about the life, goals, achievements, and philosophy of Patina Miller (E2. Comm. 3.2). I can initiate and participate effectively in a range of collaborative discussions. (E2. Comm 1.2)

A. Do Now: Review infographic tutorials, rubric, saving and sharing instructions.

B. Class Tasks:

Collect theme statements.

Continue to Complete Infographic. (Provide instructions to students as to how to save/share document)

Strategy: Peer Checklist of Rubric Scoring Guidelines Meet with 3:00 clock partner

C. Receive Unit Reflection Slip: Review. Distribute and assign written response in complete sentences, prose format, on separate paper, fully addressing the questions before next class.

D. Unit Reflection Slip Questions: Answer in complete sentences and in paragraph format. Do NOT answer one by one. Use your own properly labeled paper and staple this slip behind your paper.

1. What did you learn during this unit?
2. Why did you learn it?
3. How do you know that you learned it?
4. What was your favorite part of this unit?
5. What was your least favorite aspect of this unit?
6. What was most helpful?
7. What suggestions can you provide to improve this unit?

Instructional Plan Day 8

Day 8 Learning Targets I can create a visually appealing, accurate multimedia infographic to enhance understanding of my findings about the life, goals, achievements, and philosophy of Patina Miller (E2. Comm. 3.2). I can initiate and participate effectively in a range of collaborative discussions. (E2. Comm 1.2)

TEACHER NOTES Prior to class:

Prepare a wordle or visual display of the key words students used in theme statements of theme/philosophy—or the entire statements in strips to share.

A. Do Now: **Collect homework** (Unit Reflection Task).

Visual Analysis: Present Wordle style display and discuss. Surprises? Commonality? Vivid Phrasing?

Determine Order of Presentations: Students Draw for Order to Present Infographic.

B. Class Tasks:

CAT Presentations Students present CAT Infographics in 3 minutes or fewer, highlighting no more than 3 features. Infographics will be posted after students have time to receive feedback and revise. Allow for student reflection after presentation. Ask what they like best about their presentation or what they did well during the unit work.

Strategy (Alternate Task) InfoGraphic Pass: If color copying is available, print and conduct an activity in which the students begin with their own infographic and chart 2+ observations, then on teacher's cue, pass it to next student. Repeat. Students are to record two observations. Guide students as to appropriate/essential observations. Teacher will need to number the infographics. The student's name will be on the infographic, but it will be more efficient for students to record 2+ observations on their own notebook paper if they refer to numbers. Teacher should have a 'key' to the numbering process. This is an alternate to students presenting their infographics. Be sure to explain that the student is not scoring/grading the infographic, rather-you are scoring how observant they are by checking their observations after the activity. This is a modified 'Book Pass' strategy.

NOTE: Display infographics. Teachers may opt to allow a revision activity prior to posting if mechanics/usage issues are present or content is inaccurate or inappropriate.

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Acknowledgements

South Carolina owes a debt of gratitude to the following educators for their assistance in the development of this instructional unit resource.

Mary O'Dell, English II Teacher