

HighWire
MAGAZINE

TRANSFORMATIONS



Behind the Mask

An actor explains his craft

A Perfect World

Why do people want to change the way they look?

From Trash to Treasure

Transforming trash into useful things

Volume 8, Issue 6 Teacher Guide

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High Wire Magazine – Transformations Teacher Guide

Series Consultants:

Nina Hess
Karen Hume
Brad Ledgerwood

Series Publishing Team:

Joe Banel
Rivka Cranley
David Friend
Darleen Rotozinski
Susan Ure

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Transformations

Teacher Guide

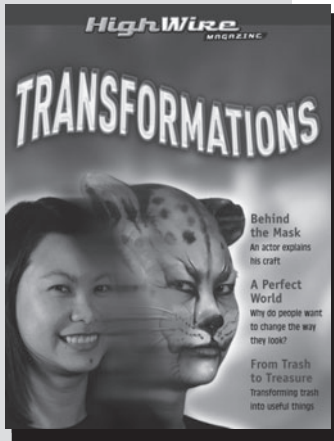
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



Transformations

Key Reading Strategy: *Making Connections*

The lesson plans for this issue of *High Wire Magazine* concentrate on the reading strategy Making Connections. Opportunities to use this strategy are marked with the symbol ★. For more information about this strategy, see page 6. **Assessment Master 8** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: social studies, science, careers

Introducing the Magazine

Setting the Scene

Tell the students that they will know a great deal about transformations by the time they have finished the magazine. Ask the students questions such as the following:

- What thoughts or ideas strike you when you hear the word “transformation”?

Clarify the meaning of the word (a marked change in nature, form, or appearance), and give the students the opportunity to ask more questions to clarify their understanding of the term. Ask questions such as the following:

- Have you ever been in a situation in which you have transformed yourself, either by choice or because you were required to do so? What was it? How did it make you feel to be something or someone different?

Making Connections

Have the students brainstorm ideas about the transformations – of any type – that they have experienced. Explain that the magazine talks about all kinds of transformations, not only personal ones.

They also need to know that the selections in the magazine include a variety of genres. It may be a good idea to have them identify some different forms of writing.

Have the students produce an ABC chart on the theme Transformation by listing a word related to the topic for each letter of the alphabet.

Lesson Focus

Making connections
Summarizing information
Questioning

About This Selection

This interview with actor Jacob Rajan explores his background, the tools of his trade, and the methods he uses to transform into distinct characters.

Word Talk

Vocabulary: *transformed*,
confidently, *mime*,
character, *papier-mâché*,
twitchy



Assessment Tip

Listen for the student who makes a connection based on personal experience, a television show, a movie, or reference to another text.

Behind the Mask

page 2

Before Reading

Making Connections

Write the title “Behind the Mask” on the board. Clarify any questions students may have about the word “transformation.” (See the definition under Introducing the Magazine, page 4.)

Brainstorm the students’ ideas about this selection by drawing a web with the title “Behind the Mask” in the center. Fill in as many branches of the web as possible with their ideas.

Text Features

Using only the photos and the title, have the students outline what the interview is about and what information they would expect to get from it.

During Reading

Guided Reading

Read the first paragraph aloud to the students. Ask questions such as the following:

- What sort of person do you think you would have to be to take up acting as a full-time career?
- What personality traits or attributes would an actor need to have?
- Did anything surprise you about what Jacob said? (His being shy may not have been something they had considered in the discussion above.)

Graphic Organizers

Have the students draw a graphic organizer that lists the interview questions on one side and has a space for them to summarize what they found out on the other.

When the students have finished reading the selection, have them compare their findings with a partner.

After Reading

Clarifying the Text

Discuss any words or ideas that the students did not understand or would like explained in more detail.

Questioning

Ask the students to think about a career they may be interested in pursuing and to jot down what they think it would involve. They could use a concept map or brainstorm. Have them develop some interview questions about this career. Remind them to consider the points used in the selection (for example, the training involved, the tools required, specific ideas and characteristics particular to the career, and personal experiences). They may need to do some elementary research to help them develop their questions.

Key Reading Strategy: Making Connections

Making connections is relating what we read to our own experience and knowledge. Being reminded of another book, movie, or situation is an example of making connections. We use this strategy to help us understand new information and ideas. Organizing our ideas and opinions before reading a text can also help us to make connections. These can, of course, be revised later, but doing this gives us a starting point.

Reading and Discussing the Page

Have the students turn to page 6 and follow along as you read the title and the information on the cream-colored background. Choose a student to read the information in the red box aloud.

The pale green section at the top of page 7 suggests some of the ways students can make connections using the selections from the magazine. Discuss the examples from “Behind the Mask” and the connections they make with their own lives and experiences.

The bright green section has an exercise for the students to carry out when reading “A Perfect World.” Read through the instructions and make sure that the students know what they have to do. Distribute copies of **BLM 1, Making Connections**, for the students to use with this “Try It Out” activity.

When they have finished, ask questions such as the following:

- What kinds of connections did you make most of the time?
- Is this something you think you could do to help you understand a text in the future? Why/why not?

Organize the students into pairs or groups of three, and have them share their ideas and connections with one another.

Lesson Focus

Making judgments

About This Selection

The media gives us images of perfection that are often unrealistic. Readers are asked to question these images and to find their own meaning of perfection.

Word Talk

Glossary words:

liposuction, paralysis, bombards, readily

Other vocabulary:

imperfections, quest, procedures, outweigh, obsession, perfection, remodeling, unrealistic

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.



Teaching Tip

Collect examples of artworks that portray a different kind of beauty from that generally admired today.



Assessment Tip

Listen for the student who makes a connection based on personal experience, a TV show, a movie, or reference to another text.

Extra Help

Remind the students to clarify the meanings of the words in bold, using the glossary.

A Perfect World

page 8

Before Reading

Anticipation Guide

Make copies of the Anticipation Guide, **BLM 2** related to the theme of the selection to encourage the students to give their opinions and values around the concept of physical perfection.

During Reading

Anticipation Guide

As the students read through the selection, have them record whether they agree or disagree with the statements from the anticipation guide.

Making Judgments

Discuss the fact that we all do things to enhance the way we look. Encourage the students to name some of the things they do themselves. Ask:

➤ How is this different from a cosmetic procedure?

Ask the students to create a chart with two columns – one headed “Reasonable” and the other “Going Too Far.” Have the students reread the selection and mark up the text to identify the information that can be classified in this way, and then record it in their charts. Have them share their opinions in small groups and then choose one spokesperson from each group to report on the general consensus that each group reached.

After Reading

Creative/Aesthetic Response

Have the students write an advertisement for something that is true, for example, “SUVs have lots of space and power, but they also use a lot of gas and damage the environment.”

Debating

Students could hold a debate on one of these resolutions:

- It is important to have a beautiful body.
- It is OK for teens to have cosmetic surgery.

Research

In the library or on the Internet, the students could research either:

- ideas of physical perfection in other cultures or in different eras
- a surgical procedure such as liposuction or nose reshaping.

Lesson Focus

Making connections
Making judgments

About This Selection

This story follows an exchange student from Japan and his efforts to immerse himself in the new culture without losing his Japanese identity.

Word Talk

Vocabulary: *satisfaction, clutched, occasionally, enthusiasm, maintained*



Teaching Tip

Show a world map and have the students locate Japan in relation to the United States.



Assessment Tip

Listen for the student who makes a connection based on personal experience, a TV show, a movie, or reference to another text.

Extra Help

For students who may find this text difficult, spread it over two days, and provide time for rereading and clarification of difficult words and concepts.

Welcome to Minneapolis

page 12

Before Reading

Making Connections

Display a map of Japan and ask the students to find Kyushu. Tell them that they will be reading about a boy who comes from Japan on an exchange to Minneapolis for six weeks. Encourage the students to discuss what they already know about Japan.

Predicting

Ask the students to imagine themselves as exchange students in another country. Tell them that in this story Kenji tries really hard to fit in. Ask questions such as the following:

- ★What do you think it would feel like to arrive in another country?
- ★What would it be like to be with another family?
- ★How would it feel to go to another school where you don't know anyone and don't speak the language?

During Reading

Marking the Text

As the students read through this selection, have them use sticky notes to mark the text in all the places where Kenji is trying hard to fit in. They could record these examples on a Double-Entry Journal headed "The text says" in one column and "I think" in the other.

After Reading

Research

The students could:

- research a traditional martial art, such as kendo or judo, and present the information in an interesting format for the class to read
- find out more about Japan, including information about the cultural similarities and differences between Japan and the United States.

Creative/Aesthetic Response

Encourage the students to create a scrapbook about a foreign student's visit to your community.

Featured Graphic Organizer: Using a T-chart

A T-chart is an excellent device for looking at both sides of an argument or presenting two points of view on an issue. It can help you to form an opinion about a new idea. It can also be used to show the differences between characters in a story or even plots and settings.

Reading and Discussing the Page

Have the students look at the T-chart on pages 20 and 21. Explain that T-charts provide a way to categorize information and explain what this example is trying to achieve.

Draw the students' attention to the white boxes at the bottom right-hand corner of the chart. The Judgment/Opinion box is one possible end result of using a T-chart. Have them state and justify their opinions about each of the reasons listed, and encourage them to discuss any additional ones they may have.

When you think the students are feeling confident using a T-chart, have them read "From Trash to Treasure" (pages 26–31) and create a T-chart, using "Should We All Recycle?" as a topic. Later they could choose a topic of their own, using any of the selections in the magazine. Some alternatives could be

- Does physical appearance matter?
- Are we personally responsible for the environment?

When the students have finished writing their reasons for and against their ideas, ask them to write a conclusion. This should state their final opinion, based on the chart.

Lesson Focus

Making connections
Making judgments

About This Selection

When a girl writes to an advice expert about her trouble with shyness, the expert gives her tips on how to get past her nervousness and build confidence.

Word Talk

Glossary words:

terminal, reprogramming, sympathetic

Other vocabulary:

depressed, social disaster, confidence, perspective

Scales

A Likert scale asks students to rate their level of agreement with a statement on a range from “strongly disagree” to “strongly agree.”

Ask an Expert: Always Shy

page 22

Before Reading

Making Connections

Tell the students that the section they’re about to read is a letter exchange between someone asking for advice about being shy and someone giving advice on the issue. Ask questions such as the following:

- In what ways would being shy limit what you did?
- What advice would you give to someone who is shy?

Have the students share their ideas within a small group, and encourage some to share them with the class.

During Reading

Making Judgments

Have the students read the letter Sophia has written to Maria. Ask questions such as the following:

- Do you think Sophia has a real reason to feel embarrassed in those situations? Even if not, does that make a difference to her feelings?
- What do you think can be done for Sophia?

Ask the students to work with a partner to write down their ideas about what Sophia can do to remedy her profound shyness. They will need to refer to her letter and address each “problem.” Each solution must be practical.

When they have finished this exercise, encourage them to share their ideas in small groups. Set the expectation that they will have to justify their ideas, explaining why they think they will work. Have them assess each other’s ideas against a gradient of effectiveness.

Ask the students to read Maria’s response and decide whether their ideas coincided with hers. Ask:

- Who do you think Maria is? Why?

After Reading

Scales

To help students evaluate the ideas relating to a cure for Sophie’s shyness, have them create a Scale. The degree of agreement with each idea could be shown from “not very effective” to “highly effective.”

Lesson Focus

Making connections
Text features

About This Selection

This graphic text displays four pictures of New York City that are decades apart and asks readers to spot the changes that have been made over this time.

A City Transformed

page 24

Before Reading

Making Connections

Describe a place, perhaps the town or city you live in or a place you have visited, that has been changed by development over time. Explain the kinds of changes that have been made and how long it took for these changes to occur. Ask:

- What are some obvious changes you know about that have taken place over the last one hundred years?

Text Features

Explain to the students that they will be looking at a graphic text. Apart from the introductory paragraph, there is very little writing. Ask:

- What sorts of information does the “text” give us?

During Reading

Think Aloud

Ask the students to look closely at the photographs of New York. Using a Think Aloud, look at each photograph and share your thinking to discuss the changes that are visible over time. Ask:

- Have any aspects of the city remained the same? What are they?
- Why do you think the size of photographs increases?
- What are the major differences in the photographs?

Graphic Organizer

Organize the class into pairs or small groups, and have them make up a T-chart of similarities and differences, using **BLM 3**, Similarities and Differences.

Point out the arrows and the dates on the photographs. Ask questions such as the following:

- What is their purpose? Are they necessary? Why/why not?
- Why do you think there is no text? Is it better without text? Explain your reasoning.

After Reading

Aesthetic/Creative Response

Have the students predict the next two frames of the spread for 2020 and 2045. They could do a sketch of the scene and list the changes they think might occur.

Lesson Focus

Making connections
Making judgments

About This Selection

This article outlines the history of recycling and gives statistics and facts on recycling today, including ways to recycle paper, glass, plastic, and rubber.

Word Talk

Glossary word:

incinerators

Other vocabulary:

contaminate, groundwater, fragments, fiberglass, polyethylene, harness, reduce, disposable, decompose, reconsider

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.



Assessment Tip

Listen for the student who makes a connection based on personal experience, a TV show, a movie, or reference to another text.

From Trash to Treasure

page 26

Before Reading

Making Connections

Ask the students whether they are familiar with the saying “One person’s trash is another person’s treasure.” Discuss its implications.

Find out the students’ attitude toward recycling by asking questions such as the following:

- ★Do any of you regularly recycle? In what way? Why do you recycle?

Text Features

Look at the layout of the text. Ask questions such as the following:

- What are the characteristics of a nonfiction text?
- What is the purpose of the white boxes on pages 28 to 30?

Word Splash

Using some of the new words from the text, display a Word Splash to see whether the students can predict the content of the text. Use this time to clarify the meanings of the words that the students may be unfamiliar with as well.

During Reading

Graphic Organizers

Using the headings from the article (paper, glass, plastic, and rubber), have the students create a graphic organizer to record what they find out about how each material is recycled. They could add a section headed “What I can do” to list any other ideas they may have about ways they could recycle these materials themselves. The students could then share their ideas with a small group.

After Reading

Making Connections

Ask questions such as the following:

- How does the statement “By the time most Americans are six months old, they’ll have used the same amount of the world’s resources that a person in a less developed country will use in his or her lifetime” make you feel? Why? What effect will it have on you?

Creative/Aesthetic Response

The students could make a poster encouraging people to recycle and giving suggestions on how they could do it.

Featured Project: Conduct a Survey

This project is an opportunity for the students to find out more about their classmates, thereby making connections with them. It's also a chance to practice interview techniques. The theme for the survey is beauty, or self-image. The students need to decide on a much narrower focus for their survey. Suggest that they choose a focus that they can relate to themselves – something they care about. This will make the project more interesting to them.

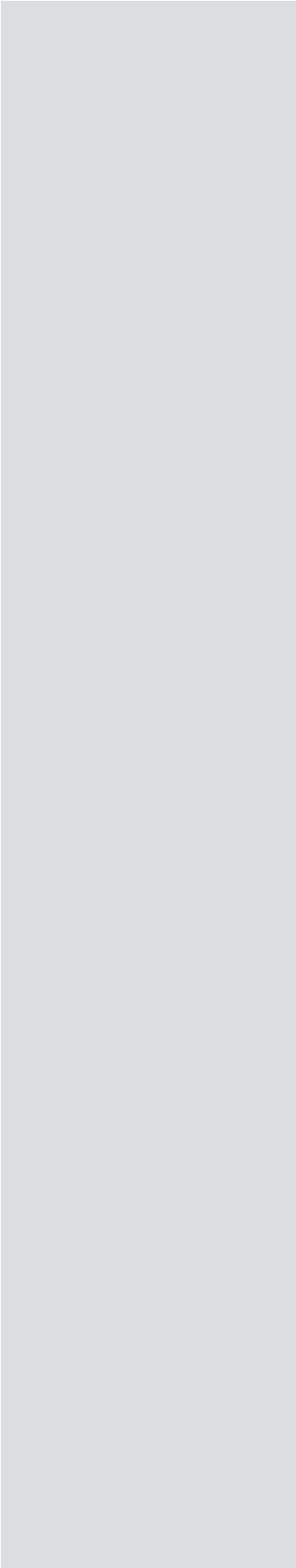
Find out whether the students have ever conducted a survey themselves or been involved in responding to one. Ask questions such as the following:

- What are the most important features of a survey?
- How should you set one up?
- How many people will you survey? (Tell your students that they will need to interview enough people to get a reasonably accurate result but not so many that it will be unmanageable.)
- What sort of people will you survey? Will it be a cross-section of the population, or will you question a particular type of person? Which will give you a more accurate, believable result?
- How will you present your results?

Explain what is involved in the design of a survey (choosing a topic, deciding on a sample group, writing the questions, and testing them); what is involved in actually conducting the survey (asking the questions and analyzing the answers); and what is involved in publishing the results (a written description and visual representation of the survey).

Suggest that the students take another look at “A Perfect World” to help them decide on the focus for their survey, especially if they are having trouble making a decision.

Give the students time to decide on a topic for their survey. Then they will need to decide who will be their sample group. Perhaps they could organize themselves into groups to discuss the pros and cons of different types of samples. Discussion with their classmates may help them to clarify this.



When the students are designing their questions, emphasize that they must make sure that the questions are relevant to their topic. Most importantly, they need to test the questions for clarity. You could suggest that they either use multiple-choice questions or have the survey interviewees respond to statements using a scale.

The students can use **BLM 4** in conducting their surveys.

After they have conducted the survey, give the students time to analyze their results.

Finally, have them publish their results and present them to the class. Ask them for their ideas on how to represent their results in a visual way. Encourage creativity and emphasize clarity.

Making Connections

Name: _____ Date: _____

What to do:

- Think about some of the ways people define beauty. Think about what makes someone beautiful.
- Read “A Perfect World” on page 8 (*Transformations*).
- Write your connections in the chart below.

In the text ...	My connections (“This reminds me of ...”)	Kind of connection (self, another text, wider world)

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “A Perfect World” (*Transformations*, page 8–11), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- Read the article, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

Response before reading	Statement	Response after reading
	There is nothing wrong with wanting to improve your appearance.	
	Women are vainer than men.	
	The media is to blame for making people worry so much about how they look.	
	In a perfect world, everyone would be accepted just as they are.	

Similarities and Differences

Name: _____ Date: _____

What to do:

- Look at the photographs of New York on pages 24 and 25 (*Transformations*).
- In the Similarities column, write any aspects of the city that have remained the same.
- In the Differences column, write any differences in the city.

Similarities	Differences

Conducting a Survey

Name: _____ Date: _____

What to do:

- Choose a topic for your survey.
- Decide what kinds of people you want to answer your questions.
- Decide how many people you will question.
- Write three questions that you will ask.

1. _____

2. _____

3. _____

Conduct your survey.

Record the details and answers on the chart.

Age	Male/Female	Answer 1	Answer 2	Answer 3