

HighWire
MAGAZINE

Leaving Your Mark

**Making a
Difference**
Young people
changing the world

Marathon of Hope
The amazing story of Terry Fox

Leave a Message
From cave art to graffiti

Volume 9, Issue 4 Teacher Guide

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Leaving Your Mark

Teacher Guide

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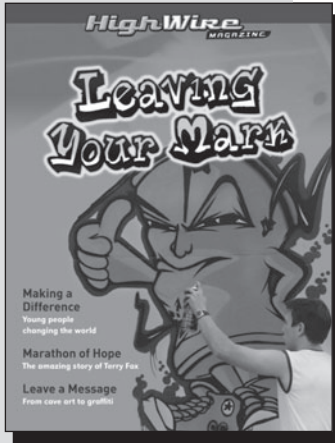
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



Leaving Your Mark

Key Reading Strategy: Evaluating Information

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Evaluating Information. Opportunities to use this strategy are indicated by the symbol ★. For more information on this strategy, see page 9. **Assessment Master 6** in the Program and Assessment Guide can be used for this strategy.

Curriculum Link: social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about people making a difference, be it big or small. There is information about people leaving their mark through their art, through medical innovation, and through sheer determination.

Making Connections

Tell the students that as they work their way through this magazine, they will learn about many ways people can make a difference in the world. Ask questions such as the following:

- What sort of “difference” would have the most impact on you? Why?
- Do you want to change the world? How?
- Do you sometimes feel powerless to bring about change? Why?

The selections in this issue of *High Wire Magazine* include a variety of genres, although most of them are nonfiction. Spend some time previewing forms of nonfiction before you start reading the selections.

Lesson Focus

Making connections
Evaluating information

About This Selection

This article profiles four young people who have worked to change the world for the better, and it encourages readers to make a difference in their own way.

Word Talk

Glossary words:

influence, summit, activist, passionate, discrimination, plight, assassinated, rehabilitation, AIDS, HIV, campaign, deter

Other vocabulary: *protest, conference, motivated, determined, pressure, affected, courage, improving, accepted, achievements, inspired*

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

When evaluating information, it may pay to review the skills of finding the main idea, comparing and contrasting, and drawing conclusions. We use these skills when we question the validity of information and how it affects us.

Making a Difference

page 2

Before Reading

New Vocabulary

Help the students develop New Vocabulary by using the words in “Word Talk” to create a word wall.

Anticipation Guide

Make Copies of the Anticipation Guide, **BLM 1**, which contains statements related to the selection. Read each statement aloud as the students follow along. Ask the students to rate how much they agree or disagree with each statement. Then engage the students in a whole-class discussion, and encourage them to share their opinions.

Making Connections

To encourage discussion on the theme, ask questions such as these:

- Who do you know, or know of, who has made a difference in the world?
- Do you feel passionate about something? What is it?
- Are you a member of an environmental organization or social services program? Tell us about it.
- What organizations or programs are in your local area? What do they do?

During Reading

★Triple-Entry Journal

As the students read through the text, have them prepare a Triple-Entry Journal headed “Topic/Details/Response.” As they read the selection, ask the students to use the first column to make a note of the topic of each section. For example, the first entry might be “Melissa Poe.” Have the students note supporting details in the second column. In the final column, the students should note their response, giving their opinion of the person described.

To help them in this process, have them focus on the following questions:

Introduction

- What is your initial response to this passage? Do you agree with it, or do you think the issues are too big to worry about?

Melissa Poe

- What sort of person is Melissa to have been so concerned about the environment at a young age?
- Do you think Kids F.A.C.E. would have become so big without Melissa’s letter appearing on billboards?



Assessment Tip

Look for students who are able to assess whether the information they read is logical, truthful, and consistent with their understanding of the topic.

Craig Kielburger

- Why do you think Craig was so moved by the plight of Iqbal Masih? (They were the same age when Iqbal was assassinated.) Would you feel strong enough about the issue to start an organization like Free the Children? What stops you?
- In what other ways could Free the Children have raised money for the rehabilitation center?

Nkosi Johnson

- How is Nkosi different from Melissa and Craig?
- Is your opinion of him different from your opinion of the other two? How? Why?

Louis Braille

- Do you think Louis Braille would have developed his system without the soldier's visit? Perhaps the fourteen books in the library would have been enough.

In General

- Whose "work" do you think is more important? Which has had the most impact?
- Having read this article, do you think differently about the people who become involved in these issues? How?
- While you were reading, did your opinions change or did they remain the same? Why?

In Conclusion

Looking over the notes you made while reading, write a couple of sentences about how you evaluated the information and about your final opinion. You may conclude that you still don't know enough about the topic. The students can also review their Anticipation Guides and complete the third column.

After Reading

Creative/Aesthetic Response

Ask the students to select one of the statements from the Anticipation Guide to respond to, or write the following question on the board: Who do you think made the biggest difference and why? Have the students write a short paragraph, giving their opinion and using evidence from the text to support it.

Graphic Organizer

page 10

Featured Graphic Organizer: I Read, I Think, Therefore

This is a particularly useful graphic organizer for the key reading strategy in this magazine. It helps students to evaluate information and draw conclusions about that information. It does this by having the students note the most important ideas from their reading (I Read), acknowledge what they think of it (I Think), and write a conclusion, taking into account both these pieces of information (Therefore).

Reading and Discussing the Page

Before reading the page, set a purpose for reading it. In this case, the purpose is to help students understand how the graphic organizer operates. Also discuss the purpose for using a graphic organizer. Ask questions such as the following:

- Why do we use graphic organizers?
- Have any of you used the I Read, I Think, Therefore graphic organizer before? How was it used?
- Can you predict how it will be used in this case? Remind them of the key reading strategy.

Ask the students to read the text on page 10, which gives a clear description of how the graphic organizer works.

Have them turn to page 11. Ask the students to cover the “I Think” part of the graphic organizer with a blank piece of paper and write down what they think of the facts in the “I Read” column. In small groups, they could discuss what they have written, giving reasons for their thinking.

As a whole class, read the text in the magazine’s “I Think” column and the conclusion.

Ensure that the students understand exactly how the organizer works and allow them to ask questions.

Have them apply their understanding of the graphic organizer to “Leave a Message” on **BLM 2**, I Read, I Think, Therefore.

Lesson Focus

Making connections
Visualizing

About This Selection

Terry Fox is known for his Marathon of Hope to raise money for cancer research. This article looks at his life, his accomplishments, and how he inspired others.

Word Talk

Glossary words:

foundation, mortality rates, awareness

Other vocabulary: *artificial leg, amputated, research, cure, determined, actions, lump, mole*

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



Teaching Tip

To be able to visualize, students must understand the concepts of seen text (words, diagrams, pictures, anything they can see on the page) and unseen text (background knowledge, beliefs, and experiences).



Assessment Tip

Look for students who are able to assess whether the information they read is logical, truthful, and consistent with their understanding of the topic.

Marathon of Hope

page 12

Before Reading

Probable Passage

Discuss the vocabulary in “Word Talk,” including the contexts in which the words are commonly used. Distribute copies of the Probable Passage, **BLM 3**. Ask the students to fill in the blanks with the words they think fit best in the context. Review it together.

Making Connections

As a way of having the students relate to the theme of the selection, have a class discussion. Ask questions such as the following:

- Has anyone had an experience with illness that made you want to change things? Tell us about it.
- How do you feel about visiting someone in the hospital? Why?
- What do you know about cancer?

During Reading

Visualizing

Have the students draw a two-column chart with the headings “Quote from text” and “Visual image.” While they are reading, have them choose parts of the text that are either particularly vivid or that they are having trouble making sense of. Have them write the excerpt in the left-hand column and either a description or a drawing of a visual image in the right-hand column.

Marking the Text

As the students read the selection independently, have them Mark the Text using sticky notes or a bookmark to note three key ideas from each page. Have the students discuss the ideas in pairs and then use the ideas to write a short summary of the article.

After Reading

★Find Out More

The students could do some research on the Internet to find out more about Terry Fox or the Terry Fox Foundation.

Creative/Aesthetic Response

Have the students develop one or all of their mental images to create a visual representation of the article.

Questioning

Students could write down any other questions that they feel weren’t answered by the text.

Key Reading Strategy: Evaluating Information

Reading and Discussing the Page

Have the students read the introduction about Evaluating Information independently. When they have finished, ask them to discuss answers to the questions about Terry Fox with those around them.

Allow the students to ask questions about this strategy. Read aloud the information in the blue box. This is a very succinct description of this reading strategy.

Take the students through the questions on page 17 about “Marathon of Hope,” and ask them to complete **BLM 4**, Evaluating Information.

When they have read the story and answered the questions, hold a whole-class discussion about their evaluations. Ask them to identify any information that did not fit with their expectations and to give reasons why they have or haven’t changed their views. Ask them to support their answers with evidence from the text.

If there is time, move on to the questions about diabetes. It may be easier for students to write their answers before they start reading the story “Amanda M. Jones.”

Lesson Focus

Visualizing
Evaluating information

About This Selection

Amanda is stuck in the hospital after being diagnosed with diabetes. She thinks about the doctors who invented insulin and wonders how she will be remembered.

Word Talk

Vocabulary: *injections, insulin, Nobel Prize, diabetic, Flame of Hope, flinched, computerized reader, experiment*

Scales

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

Amanda M. Jones

page 18

Before Reading

K-W-L Chart

Have the students make a K-W-L chart and fill in everything they know about diabetes and everything they want to know. Encourage the students to classify and group the entries in the “Know” and/or “Want to Know” columns and label the groups. While they are reading, they can fill in the “Learned” column, and they may think of other items for the “Want to Know” column.

Read Aloud

Read Aloud the first page of the selection, modeling fluency and allowing the students to listen to the information. Have the students close their eyes and visualize the scene as you read. Ask questions such as these:

- What pictures did you create in your mind as you listened?
- What do you think the story will be about? Which phrases in the text make you think that?

During Reading

Double-Entry Journal

As they read through the selection independently, ask the students to complete a Double-Entry Journal. Have them title one column “Phrases” and the other “Important Because.” In the first column, ask the students to note phrases from the text that show what the key ideas are (for example, “She picked up the book of world records”). In the second column, have the students write why that information is important (for example, Amanda has been thinking about people’s achievements).

★Scale

Remind the students to keep in mind the “Strategy Focus” activity they may also be carrying out on this story. Taking into account their prior knowledge and beliefs about diabetes, they should be thinking about whether the story is believable and whether their views on diabetes have changed. Have them create a Scale to rate the believability of the story. The scale could include five elements for rating: characters, setting, dialogue, story line, and overall impression. In discussion, have the students support their ratings with examples from the selection.



Reflection and Metacognition

Ask the students to reflect on visualizing the scene at the beginning of the story and discuss how doing this helped them to understand the story. Did it make reading more enjoyable? Why?

After Reading

Creative/Aesthetic Response

The students could write a piece on how they would like to be remembered.

Questioning

To encourage further engagement with the topic, have the students generate additional questions about diabetes.

Lesson Focus

Skimming and scanning

About This Selection

A discouraged boy sends an email asking how he can make a difference. The response expresses that even small actions can change our lives in big ways.

Word Talk

Vocabulary: *famous, influence, significant, powerful, voice, persuade*



Reflection and Metacognition

Ask the students to reflect on the techniques of skimming and scanning. Did skimming the text before reading help them to understand what the text was about? Why is scanning a useful technique?



Assessment Tip

Look for students who are able to assess whether the information they read is logical, truthful, and consistent with their understanding of the topic.

Ask an Expert: How Can I Leave My Mark?

page 24

Before Reading

Making Connections

Ask questions such as the following:

- Do you dream of leaving your mark? How would you like to leave your mark?
- What are some suggestions for a person who wants to be remembered for something special, but doesn't know how?

During Reading

Skimming and Scanning

When you skim, you read to get the general sense of the text as well as a few details. In a longer text, you can skim by reading the first few paragraphs, the middle few paragraphs, and the final few paragraphs. An alternative with shorter texts is to read the first and last sentences of each paragraph.

Have the students skim the text using the second option, and ask them to jot down a few notes as they read.

When they have finished, ask them to read the text more carefully and discuss with a partner whether they understood it differently through a more in-depth reading.

When you scan, you move your eyes quickly down the page to find one specific detail. You can quickly find a single piece of information without needing to understand the rest of the piece.

Set a number of tasks that will require the students to scan the text. You could ask them to find the following pieces of information:

- how Chris feels about his ability to change the world
- what Yasmeen suggests he might already be doing
- what Yasmeen suggests Chris could do
- what sort of people Yasmeen believes are remembered

After Reading

Personal Response

Have the students prepare a piece of writing (let them choose the genre) about the kinds of things they do in their everyday lives that may be making a difference, as well as some things they dream about changing.

Lesson Focus

Monitoring for meaning
Making judgments

About This Selection

This article explores the history of graffiti, from prehistoric markings to modern spray painting.

Word Talk

Glossary words:

prehistoric, defacing, Pompeii

Other vocabulary: *graffiti, society, vandalism, cave dwellers, initials, ancient, Egyptian pyramids, street art, expression*

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.



Teaching Tip

Encourage students to ask questions about what they are reading. Ask one student to read his or her questions to the group. Model answering the question, referring to the text where appropriate.



Assessment Tip

Look for students who are able to assess whether the information they read is logical, truthful, and consistent with their understanding of the topic.

Leave a Message

page 26

Before Reading

Word Splash

Use the words from “Word Talk” to splash onto a transparency or chart paper. Working individually, in pairs, or in groups, have the students use the new vocabulary, taking into account the theme of the magazine, to predict the content of the reading.

Making Connections

If they have not already realized, tell the students that the theme of the text is graffiti. Ask questions such as the following:

- Do any of you know where the word “graffiti” comes from? Can you guess? (It comes from the Italian word *graffio* – a scratch.)
- What kinds of graffiti do you know about or have seen?
- Where do you usually see graffiti? Why do you think it is there? What purpose does graffiti serve? Who uses it?
- How long have people been creating graffiti?

During Reading

Monitoring for Meaning

Readers increase their understanding by reviewing what they have read, reflecting on what they have learned, and asking questions about the significance. While the students are reading, ask them to think about and make judgments about the information in the article. You may want to write some focus questions such as these:

- Does the purpose of the graffiti affect whether it is acceptable to mark public places?
- Is graffiti an art form? If so, does this make it more acceptable?
- What kinds of people express themselves through graffiti? How else could they do it?

Graphic Organizers

Ask the students to use a two-column chart to help them make judgments. The headings for the columns could be “Words from the text” and “This is important because.” While they are reading, they could note items that are important in helping them to make judgments.

As an immediate follow-up activity, you could use the Both Sides Now template (shown on page 26) for making judgments. Use the question, “Is graffiti art?” or choose one suggested by the students.

Both Sides Now

Evidence that Supports	Question or Statement Is graffiti art?	Evidence that Opposes
Decision		
Reasons		

All evidence should come from the text, and the final decision is the judgment or evaluation the students have come to at the end of reading.

After Reading

Debate

Divide the students into two groups, and ask them to use the evidence they have noted in the Both Sides Now chart to prepare for a debate. Give the students time to prepare their arguments, then hold a whole-class debate to discuss the proposition “Graffiti is art.”

Creative/Aesthetic Response

The students could:

- create their own graffiti about an issue they feel strongly about
- make up their own myth for the origin of “Kilroy Was Here” or for the origin of a particular form of graffiti.

Lesson Focus

Skimming
Paraphrasing

About This Selection

This graphic text depicts an Inukshuk, a type of Inuit stone monument that acts as a landmark. It describes their construction and how they are used by the Inuit.

Word Talk

Glossary words:
monuments, symbols
Other vocabulary:
Stonehenge, traditional, landmark, sense of power



Teaching Tip

When students are skimming, remind them that they do not have to read every word and that they should move their eyes horizontally and quickly.

Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

Inukshuk: An Ancient Marker

page 30

Before Reading

Making Connections

Ask the students questions such as the following:

- Why do people leave markers?
- What do you think an inukshuk is (apart from an ancient marker)? What might it be for?

Skimming the Text

Have the students skim the text to identify any unfamiliar words. Tell them that reading the text will clarify these words, but make time at the end to ensure that all the words are understood.

During Reading

Paraphrasing

Demonstrate paraphrasing. Paraphrasing is as simple as finding the main idea in each paragraph and restating it in your own words. Encourage the students to use sentence stems such as “This means ...”

Provide the students with questions such as the following:

- What information is provided?
- Is all the information there? What do you think is missing?
- How is the information organized? Why is it organized in this way?

Rereading

Have the students reread the selection three times. After each time, have them rate their understanding on a scale of 1 to 10. Then, as a class, discuss why their scores improved after rereading.

After Reading

Silent Exchange

To encourage questioning and sharing points of view, have the students carry out a Silent Exchange on the topic of leaving markers. When they have all written their responses, have them discuss their viewpoints in their small groups.

Creative/Aesthetic Response

Have the students design their own “ancient marker.” Ask them to draw their marker; write a description of it; and give it a name, an origin, and a history.

Find Out More

The students could look on the Internet or in the library to find out more about either ancient markers or inukshuks in particular.

Featured Project: Landmarks

Materials required: paper, pens/pencils

Tell the students they will be doing a project about landmarks. Make sure they know what they are focusing on by asking these questions:

- What is a landmark?
- What are some landmarks you know about? Name them.

Read aloud the introductory paragraph at the top of the page and discuss the questions.

Ask the students to read the text in the white and gray box. Allow them to ask questions about the instructions and make sure they know exactly what they need to do. You could suggest they do a K-W-L chart, writing in everything they know about their chosen landmark and everything they want to know.

Have them plan their research. They will need to allow time to get responses from people if they are writing letters or emails. If they are asking for more information, they will need to be specific, so you may want them to write a rough draft of their correspondence and ask you to check it before they send it.

Once they have completed their research and filled in their K-W-L chart, leave them to complete their poster or photo essay. You may want to give the students a list of criteria that you expect them to include.

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “Making a Difference” (*Leaving Your Mark*, pages 2–9), 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
	Teenagers don't have enough power to make a difference in the world.	
	One person acting alone can't make a difference.	
	It's important to stand up for what you believe in.	
	It's only very special people who can make a difference.	

I Read, I Think, Therefore

Name: _____ Date: _____

What to do:

- As you read the article “Leave a Message” (*Leaving Your Mark*, pages 26–29), find the key points in the text and write them in the “I Read” column.
- Note your reaction to these points in the second column. What do you understand from the information?
- Use the information you’ve gathered to draw a conclusion about the topic of the article.

I Read

I Think

Therefore

Probable Passage

Name: _____ Date: _____

What to do:

- ➔ Read and discuss the words listed below from “Marathon of Hope” (*Leaving Your Mark*, pages 12–15).
- ➔ Write the words from the list into the passage below. Check that the passage makes sense with the words you’ve added.

awareness	mortality rates	amputated	determined	artificial
cure	impact	research	progress	deadly

At the age of eighteen, a young Canadian named Terry Fox found out he had bone cancer. Most of his right leg had to be _____. The time he spent with other cancer patients made him _____ to do something about this _____ disease, which was responsible for so much pain and suffering.

He realized that a lot of money was needed to fund the _____ for a _____ for cancer. In spite of his _____ leg, he started off on a “Marathon of Hope,” which would take him across Canada, raising money and people’s _____ of the disease. Terry died a month before his twenty-third birthday, but what he started has made a huge _____ on the research now carried out in Canada. Great _____ continues to be made into childhood cancer, and _____ have decreased.

Evaluating Information

Name: _____ Date: _____

What to do:

- Think about what you already know about people who have cancer. What do you think life is like for them? Make notes in the first box below.
- Now read “Marathon of Hope” (*Leaving Your Mark*, pages 12–15) and think about what you learned from the story. Make notes in the second box.
- Finally, look back at the first set of notes you made. Have you learned anything new? Have you adjusted what you think based on what you have read? Write an evaluation in the final box.

What do I already know about people with cancer?

What did I learn from “Marathon of Hope”?

My Evaluation