

Student Handout: Unit 3 Lesson 5



Decisions to Make: Are You Who Your Friends Are?

Suggested time: 60 Minutes

What's important in this lesson:

In this lesson, you will look at a big decision that a character in a short story makes with his friend. Do you really think you are who your friends are?

Complete these steps:

1. To prepare mentally for reading a story about goals and decision making, complete the “Introductory Activity: Defining ‘goal’” Handout 1.
2. Write a rapid response journal about this statement: “You are who your friends are. In the teenage years, friends influence your decisions more than family.” In this kind of activity, the goal is to generate ideas. Do not lift your pen from the paper; do not concern yourself with revisions, grammar, spelling or punctuation. Just write, quickly.
3. Your teacher will show you two ways to organize ideas generated in your rapid response journal from #2: an idea web and a point/proof/comment organizer. Use one of these approaches to organize your ideas.
4. Compose a rough copy of a supported opinion paragraph, using your organization notes as a guide. Your teacher can show you an example of a paragraph written from an idea web and from a point/proof/comment organizer. You will be handing your rough draft in.
5. Complete “Writing Opinion – Student/Teacher Checklist”. Revise your paragraph as necessary.
6. Have a writing conference with the teacher. Revise and edit your paragraph as necessary.
7. As you read the short story “On The Bridge” and complete the “Short Story Organizer” Handout 3, think carefully about the decisions that the main characters make and the different societal pressures they face.
8. Write a final copy of your supported opinion writing piece. Hand this in to your teacher.

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Hand-in the following to your teacher:

1. Supported opinion writing piece with the completed “Writing an Opinion – Student/Teacher Checklist” Handout 2.

Questions for the teacher:

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Introductory Activity: Defining “Goal”

The term goal in this short story unit refers to (check one and be prepared to defend your choice):

- How the main character reacts to the initiating event
- What the main character decides to do in response to the initiating event
- How the main character accomplishes the goal
- The event that creates the problem or conflict
- The time, place, and context in which events occurred

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Writing an Opinion Paragraph – Student/Teacher Checklist

Student: _____

Teacher: _____

What is your main idea?

List the key supporting details (proof, facts, examples) that you use to support your main idea.

- Is the writing clear?
- Can the ideas be placed in a better place?
- Is there information that needs to be omitted or added?
- Do sentences need to be simplified or expanded?

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Short Story Organizer

Write point form answers to the short story questions.

<p>Characters (1) Who is the main character? What distinguishes his or her personality as unique?</p>	<p>Setting (2) When and where does the story take place? What are the circumstances?</p>
<p>Problem/Emotional Reaction (3) What started the story or created the problem? (4) What has been the character's emotional reaction?</p>	<p>Decision/Goal/Consequences (5) What has the main character decided to do? Did the character set a goal? If so, what was it? (6) How did the character try to accomplish his/her goals? (7) What are the consequences now, and what will be the future consequences?</p>

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Optional (Required only if you struggled with the summary writing in the last lesson)

On a separate sheet of paper, use your point form answers to the questions to write a summary. Your summary should begin with:

In the short story _____ by
_____ the main character,
_____, distinguishes him/herself as an
individual who . . .