



Content Area: Health/Life Issues

Text Type: Profile

Source: *Kids With Courage*
(Nonfiction book)

Text Complexity

Moderate 1

850L

SCAFFOLDING TRACKER

✓ Skill: Problem and Solution



Dreams, Threats, and Sweaty Palms

Content Goals

- Identify and analyze problems and solutions in informational text.
- Analyze and make inferences about actions and motivations of teens in a profile.

Language Goals

- Cite text evidence to support the critical thinking.
- State examples of persuasive language in a speech.

BUILD BACKGROUND

- Norvell's story comes from the book *Kids With Courage*, which profiles young people with the courage to make a difference in the world.
- In 2008, a U.S. Department of Justice survey found that a third of U.S. cities and communities had significant gang problems.
- Norvell's city, Chicago, has one of the most serious gang problems. The five U.S. cities with the worst gang problems are: Chicago, Detroit, Atlanta, Baltimore, and Cleveland.

EXTEND

- 1. Apply Question 2:** Invite students to role-play members of the audience who heard Norvell's speech. Have them respond and react to her ideas.
- 2. Cross-Text Analysis:** Have students use a Venn diagram to compare Norvell with Niki in the Anchor Video Story.

Teach

Explain that this profile is about a young teen who overcame peer pressure to speak out against gang violence. Tell students that they can identify problems and solutions by asking: *What is the problem? What attempts are made to find a solution? What is the solution?* As students read, have them identify and analyze problems and solutions, evaluate Norvell's actions, and synthesize new information about peer pressure with what they already know.

Guided Practice

Distribute **Stretch Text 5, "Dreams, Threats, and Sweaty Palms,"** pages 559–571. Have students read independently. Then use evidence from the text to discuss this question: *What can young people do to overcome peer pressure?*

Part 1 *What problem did Norvell and other students at John Hope School face?*

Circle the problem. (Their neighborhood was ruled by gang violence.) *Underline the step toward a solution at John Hope.* (Project Serve arrived with police officers who taught students about drugs, gangs, violence, and AIDS.)

Part 2 *What problem does Norvell face when she has to speak before the entire school?* (She is afraid of being booed and afraid of what the gangs might do to her.) *Explain why Norvell was especially concerned about how listeners might react to her speech.* (Answers will vary but should include evidence that gangs ruled the school and students were afraid of them.)

Part 3 *Identify a detail that describes how Norvell overcame her fear of giving her speech.* (She stood up and left her fear lying there in the auditorium seat, like a shed skin.) *How did Norvell state the problem facing her and the other kids at her school?* (Being part of gang means you end up dead.) *What solution did she suggest?* (A good education is the only passport out of their rough neighborhood.)

Part 4 *What made listeners cheer Norvell after her speech?* (Answers should reflect that Norvell showed great courage to stand up for her beliefs in an environment controlled by gangs.) *How did Norvell's bravery help solve the gang problem at her school?* (Her brave speech showed others that it was possible to stand up to gangs.) *Underline related details in the text.* (A gang member smiled at her; she received hundreds of letters that said, "It's time someone stood up.")

Apply

Use **page 571** to have students identify the problem at John Hope School, and steps toward a solution, and then respond to the critical reading question.

Resource Links

1 RDI Book 1: p. 558

SAM Keyword: Stretch Text W5