

Humanities Road Map #2: January 8-12

**A
HIDEOUS
ORANGE**

**MAKES
BEAUTIFUL
JUICE.**

It's not just
the oranges,
it's the
juice.

INGLORIOUS
fruits&vegetables



Name: _____

Road Map DUE: _____

Student Learner Outcomes for the Week:

- Students are effective communicators** of their observations through descriptive writing
- Students are civically engaged** by discussing capitalism, equity, social justice and the environment through the issue of food waste.
- Students are critical thinkers** as they develop questions about food waste and document their thinking on draft two of their maps.
- Students are self-directed learners** as they annotate articles and choose to attend workshops to get better at annotating.

Date	Monday Jan. 8 ADVISORY	Tuesday Jan. 9 X-BLOCK	Wednesday Jan. 10 Wellness Happy Birthday Keren!	Thursday Jan. 11 X-BLOCK	Friday Jan. 12 ADVISORY TEAM TIME ACTIVITY (jaimee/joe's class)
Essential Questions	<p>What do strong readers do before, during and after they read?</p> <p>How can we make meaningful annotations that help us understand a text better?</p> <p>How can I work independently in a quiet, focused environment?</p>	<p>How can I revise my thinking map to make it show more depth of thought?</p> <p>How can I add to my learning in a way that I truly care about?</p>	<p>Why do we judge the appearance of food?</p> <p>What if we judged food on taste alone?</p> <p>What makes descriptive writing compelling?</p> <p>What if YOUR Food Story?</p>	<p>What do strong readers do before, during and after they read?</p> <p>How can we make meaningful annotations that help us understand a text better?</p> <p>How can I work independently in a quiet, focused environment?</p>	<p>How can I work independently in a quiet, focused environment to meet my deadlines?</p> <p>Jaimee/Joe's class:</p> <p>How can we build a positive, collaborative team culture?</p>
Events	<p>KBAR</p> <ul style="list-style-type: none"> • Name the qualities of a strong reader • Read and annotate a "food story" 	<p>KBAR</p> <ul style="list-style-type: none"> • Complete reading and annotating • Revise thinking maps 	<p>KBAR</p> <ul style="list-style-type: none"> • Food Tasting • Writing about food taste and appearance • Writing about food stories 	<p>KBAR</p> <ul style="list-style-type: none"> • Read and annotate another "food story" • Revise thinking maps 	<p>KBAR</p> <p>No school on Monday for Martin Luther King, Jr. Day!</p> <p>Thinking Maps Draft 2 due Tuesday, Jan. 16.</p>
HW & Reminders	-Read 30 minutes each night.	-Read 30 minutes each night.	-Read 30 minutes each night.	-Read 30 minutes each night. -Jaimee/Joe's team: Wear something you can get wet!	Enjoy your long weekend!

Today, we will read and annotate ONE of TWO articles. You may choose.

1. [Life in Chains: Finding Home at Taco Bell](#)
2. [The Comfort Food Diaries: All I Want Are Some Potato Skins](#)

Tips on how to become a better reader...

- Choose the right reading material
- Identify words you don't understand
- Focus on reading/annotating
- Annotate when reading to deepen understanding
- Read often
- Challenge yourself while reading
- Summarize and analyze what you've read
- Close reading- Decipher what you're reading
- Vocalize what you read---read aloud to yourself!

Annotation Guidelines (6-point System)	
<p>1  Key Academic Vocabulary</p>	<p>2  challenging Vocabulary</p>
<p>Annotation Symbol Draw these symbol indicators in your text</p>	<p>Connecting Symbols to Margin Notes In the margins next to the symbols, write these types of notes</p>
<p><u>Underline</u> all CLAIMS</p>	<p>3 In your own words, summarize the claim(s)</p>
<p>[Bracket] all EVIDENCE that supports the author's claims</p>	<p>4 Notate the ways the evidence supports the claim (e.g. shows, proves, reveals, demonstrates, illustrates, exemplifies, indicates)</p>
<p>Draw a ? for CLARIFICATION</p>	<p>5 Write specific questions you would like clarified or discussed</p>
<p>Draw a ★ for GENERAL MARGIN NOTES</p>	<p>6</p> <p>Ideas for Margin Notes: *word definitions/clarifications/context clues *connections between text and visuals *connections--personal, historical, literary, cultural, etc. *insights into the text (what you find strange, surprising, revealing) *summary of the section</p>
<p>Adapted by Annette Brown from Close Reading Symbols Cards by Jacob Anthony Ramirez, licensed under a Creative Commons Attribution 3.0 Unported License.</p>	

Thinking Map Grading

	6-7	7-8	9-10
Depth of Thought	<ul style="list-style-type: none"> • Mostly just notes from the video, "Wasted" • Asked mostly closed-questions • Notes were limited and cursory and more time was spent on illustrations 	<ul style="list-style-type: none"> • Attempted to follow checklist • Mostly close-ended questions but attempted open-ended questions 	<ul style="list-style-type: none"> • Analyzed and Applied thinking and learning from the video "Wasted" • Asked open-ended questions and closed-ended questions that were authentic • Followed the checklist closely and completed all steps
Effort and Mindset	<ul style="list-style-type: none"> • Engaged in watching the video • Notes were limited and cursory • Needed reminders to stay on task during project work time. 	<ul style="list-style-type: none"> • Needed reminders to stay on task during project work time. • Used work time wisely and productively 	<ul style="list-style-type: none"> • Used project work time productively • It was obvious that the student worked on this at home or during lunch or X-block • Asked questions and answered questions during the video and during work time

Based on where you are now, what score do you think your thinking map represents at this point?

Depth of Thought: _____ Effort and Mindset: _____

Tuesday, January 9

Today, you will have work time to do the following:

1. Complete your annotations from yesterday's article.
2. Revise and add to your thinking map.
3. You may use the following sources to enhance your thinking map:
 - a. 'Wasted! The Story of Food Waste': Film Review
 - b. Tips to avoid food waste New York Daily
 - c. Tristram Stuart Food Waste Facts
 - d. Feedback Global Food Waste Pyramid

Today, we will work with a partner to experience the taste and appearance of “exotic, rare” food. In the space below you will record your experience of either tasting the food or observing the appearance of the food.

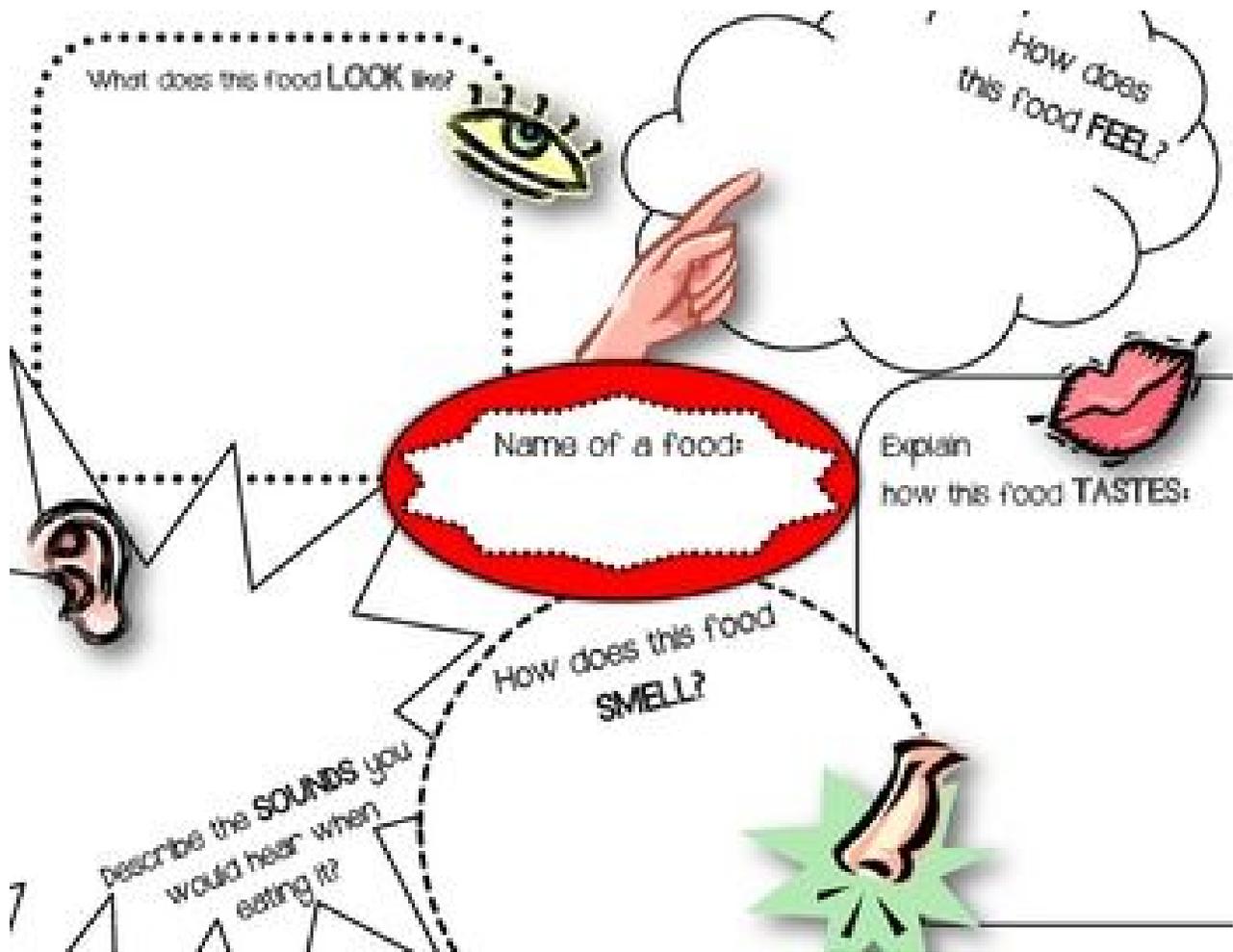
Food Observed or Tasted: _____

A descriptive paragraph (5-7 sentences) about what you experienced or observed.

Challenge Option Example:

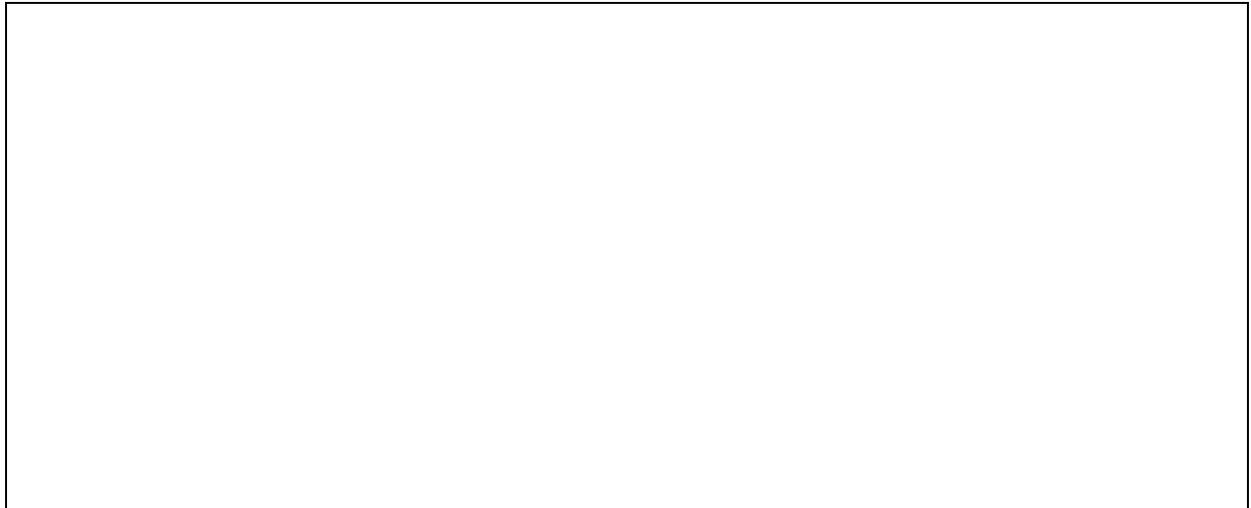
We ate the *mayi moulén*, and it was deeply satisfying — garlicky grits, a few slices of avocado and a velvety gravy made tropical with coconut milk. Raymond immediately asked me for the recipe. I had always shied away from writing about the food of Haiti, thinking it might seem callous to speak of the cuisine of a place where hunger seems to be prevalent. But this dish, so humble but so delicious, the product of taking little and making much with it, made me realize, too, that when you talk of a place that struggles to sustain life, you also talk of a place where the will to a good life works extra hard. “Yeah, man,” Raymond said. “We can grumble, but don’t you tell a Haitian there’s anything wrong with Haiti. They will shut that down.”

If you need help describing the food, use the chart below:

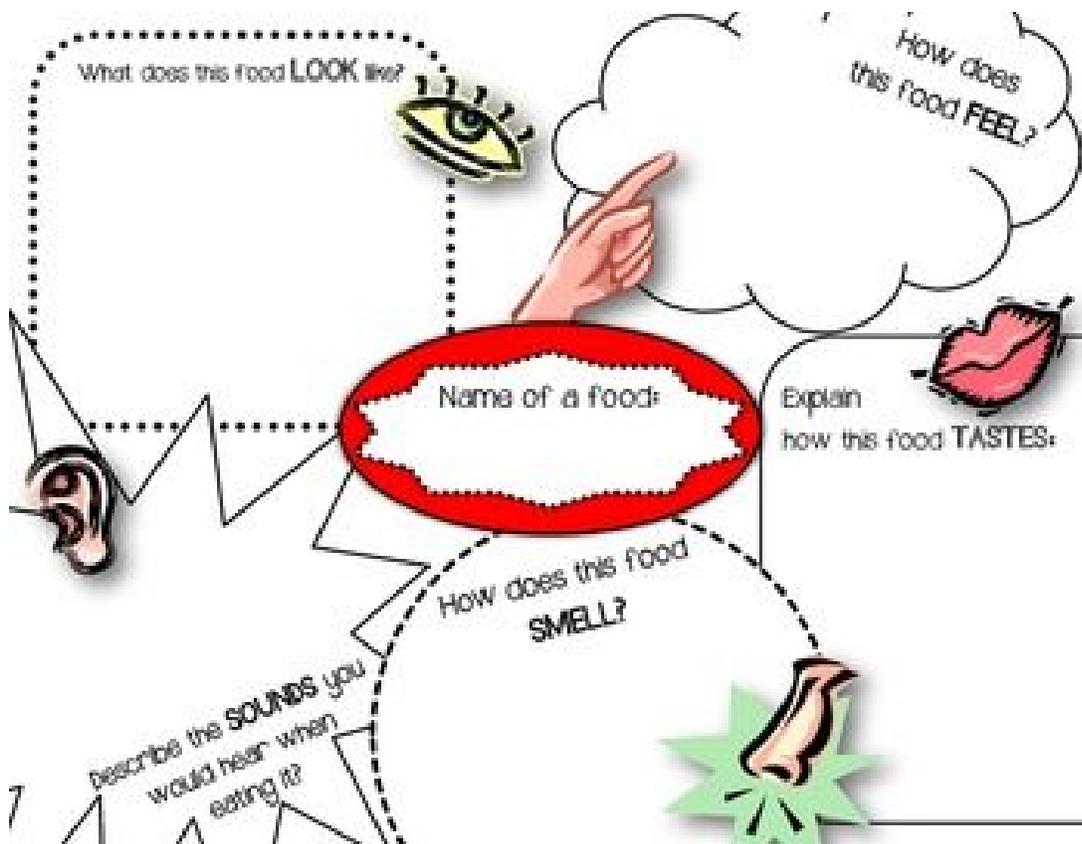


Food Observed or Tasted: _____

A descriptive paragraph (5-7 sentences) about what you experienced or observed.



If you need help describing the food, use the chart below:



WRITING PROMPT # 1: What's your FOOD STORY?

You may write online or in a notebook.

- Write about your favorite meal or sought after treat
- Access deep memories connected to your childhood, family, relationships.
- Use these memories to tell a story of growth
- Writing from the moment of the memory then
- Reflect on how the meaning of the moment has changed over time
- Teach us something about ourselves
- Reverse engineer the model texts; use tips from those writers.

Thursday, January 11

Today, we will read and annotate ONE of TWO different texts. You may choose.

3. [A Haitian Grandmother's Home-cooked Porridge](#)
4. Relish: My life in the kitchen (copies from the book will be provided)

Friday, January 12

Today, during project work time, you may work on:

1. Draft 2 of your Thinking Maps----Due at the beginning of class on Tuesday!!!
2. Your TWO articles and annotations---Due at the beginning of class on Tuesday!!!
3. Your descriptive Food Tasting or Observing paragraphs---Due at the beginning of class on Tuesday!!!