



## Back to School Campus Staff Development



### **"At Hanna, college is for ALL"**

Tuesday, August 20, 2013

7:45 am

Cafeteria

- I. Registration - 8:00 am - 8:20 am
- II. United Way – 8:30 am
- III. Assessment Campus Data
  - a. TAKS
- IV. Assessment Data – Ms. Pam Van Ravenswaay – 9:30 am – 10:30 am
  - a. EOC Data

#### **10 Minute Break 10:30 am**

- V. Breakout Sessions – 10:40 am
  - a. Technology-**Group I in Library and H-107**
    - i. Gracie – H-107
    - ii. Ed - Library
  - b. Texas Literacy - **Group II in Cafeteria**
    - i. Mrs. Sonia Villalon, Ms. Angelica Martinez, Mrs. Diana Castro, Mrs. Sylvia Hernandez

#### **Lunch 11:30 am – 1:00 pm**

- VI. Breakout Session- 1:00 pm - 2:15 pm
  - a. Technology-**Group II** in Library and H-107
    - i. Gracie – H-107
    - ii. Ed - Library
  - b. Texas Literacy - **Group II** in Cafeteria
    - i. Mrs. Sonia Villalon, Ms. Angelica Martinez, Mrs. Diana Castro, Mrs. Sylvia Hernandez

#### **10 Minute Break - 2:15 pm**

- II. Writing Across the Curriculum – 2:25 pm
  - a. Group Leaders-Mr. Arrambide, Mrs. Flores-Moctezuma, Mrs. Perez, Mr. Leija, Mrs. Guzman, Mrs. McKenzie, Ms. M.E. Key, Ms. Villalon



# Brownsville Independent School District

Curriculum & Instruction Department

August 20, 2013



TEXAS LITERACY INITIATIVE

LINE UP THE FUTURE

## Hanna High School

Staff Development

Dr. Carl A. Montoya,  
Superintendent of Schools

### TEXAS LITERACY INITIATIVE:

**MAKING CONNECTIONS, MAKING INFERENCES & PREDICTIONS, READING WITH PURPOSE (RWP), COMPREHENSION PURPOSE QUESTION (CPQ), THINK TURN TALK (TTT), & TLI SUMMER CONFERENCE**

### A G E N D A

Time	Resource	Description	Presenter(s)
60 minutes	Projector, Laptop, Computer, Handouts	<p><b>WELCOME/AGENDA</b></p> <p><b>Presentation: "Literacy Strategies 6-12"</b></p> <ul style="list-style-type: none"> <li>• Reading with Purpose (RWP)</li> <li>• Steps for setting a great Comprehension Purpose Question (CPQ)</li> <li>• Think, Turn, Talk (TTT)</li> <li>• Making Connections</li> <li>• Making Inferences &amp; Predictions</li> <li>• Vocabulary Activity – Word of the Week</li> </ul>	<p><b>Sonia Villalón –</b> <i>TLI Teacher Specialist</i> <i>Hanna HS</i></p> <p><b>Diana Castro-Garcia, Sylvia Hernandez, Angelica Martinez, –</b> <i>ELA Department</i></p>

### TEXAS LITERACY INITIATIVE GOALS

1. **Increase** the oral language and preliteracy skills of participating **preschool children**.
2. **Improve** the performance of participating **K-2 students** on early reading assessments.
3. **Increase** the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades **3 through 12**.
4. **Increase** the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings.
5. **Increase** the implementation of effective literacy instruction through *Literacy Lines*.

### REFLECTION

- What are the connections to my work?
- Who else in my campus needs this information?
- What follow up or actions will be needed?

### Next TLI Training:

**Implementation of *Cognitive Strategy Routine - Lesson Planning* Pending**





TEXAS LITERACY INITIATIVE



# TLI Literacy Strategies

2012-2013

Hanna HS Campus Staff Development  
August 20, 2013





# A Focus on Comprehension

Instructional Routines	Cognitive Strategies
Reading With Purpose	Making Connections
Think-Turn-Talk	Creating Mental Images
Cognitive Strategy Routine	Making Inferences & Predictions
	Asking & Answering Questions
	Determining Importance & Summarizing





# Reading with Purpose

## BIG IDEAS



### Reading With Purpose

Track your thinking



CPQ for each reading



Good to Great!





# Setting a CPQ

- Step 1: Record Thinking While Reading
- Step 2: Brainstorm possible CPQs
- Step 3: Integrate With Teacher Resources if Available
- Step 4: Select Great CPQs
- Step 5: Select a CPQ for First, Second, or Third Reading





# CPQs: Going from Good to Great!

- A good CPQ:
  - Is answered in the text either directly or indirectly
  - Involves some student thinking
  - Will focus on comprehension
  - Relates to student learning
- A great CPQ:
  - Cannot be completely answered until students have read the entire text
  - Involves higher order thinking, inferences, and text evidence
  - Will deepen and extend comprehension
  - Relates to the comprehension strategy currently being taught





# Think-Turn-Talk

## BIG IDEAS



### Think-Turn-Talk

3-5 seconds



time to process



thoughtful pairs

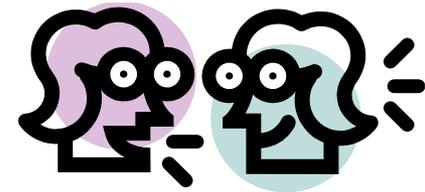
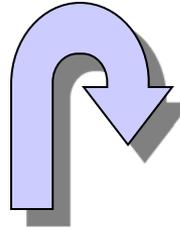


well-planned ?s





# The Power of Think-Turn-Talk



- Engagement
- Focus
- Think-time
- Talk-time

- Safe environment
- Application
- Accountability
- Assessment





# Cognitive Strategy Routine

**BIG IDEAS** 

**Cognitive Strategy Routine**

Consistent Routine what ←  
how ↑

8 Steps 

6 Cognitive Strategies 





# Cognitive Strategy Routine

**Cognitive Strategy Lesson Planning**

Title of Text \_\_\_\_\_

<b>Step 1</b> Use a real-world example	Anchor lesson:
<b>Step 2</b> Give the strategy a name.	"Today, we are going to learn a strategy called _____"
<b>Step 3</b> Define the strategy, how and when it is used, and how it helps with reading.	Strategy definition:  How it helps us comprehend:
<b>Step 4</b> Give students touchstones.	Model hand gesture, explain strategy poster, and refer to anchor lesson.

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**Strategy Instruction**

**Direct – Explicit – Systematic**

1. Use a real-world example to create a context (anchor lesson).
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.
5. Think aloud, using the strategy in a variety of contexts.
6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.
7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
8. Provide accountability measures for students while using the strategy independently.

**Gradual Release of Responsibility**

**Ongoing Assessment and Feedback**

**Ongoing Assessment** may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.

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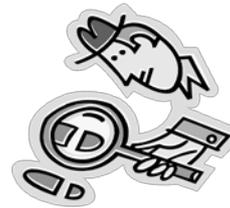




# Cognitive Strategies



Making  
Connections



Making  
Inferences &  
Predictions



Asking &  
Answering  
Questions



Determining  
Importance &  
Summarizing



Creating  
Mental Images



Monitoring &  
Clarifying





# Making Connections

## BIG IDEAS



### Making Connections

Activate/build background knowledge



Making Connections = foundational strategy



Understand distracting connections





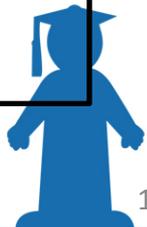
## Build? Or Activate?

### **Building Background Knowledge**

- Students know little or nothing about a topic
- May take place 1-2 weeks before reading
- Takes 3-4 exposures, no more than 2 days apart

### **Activating Background Knowledge**

- Students have some knowledge of a topic
- Takes place directly prior to reading
- Takes 2-10 minutes





# 3 Types of Connections

Text-to-Self



Text-to-Text



Text-to-World





# Making Inferences and Predictions

**BIG IDEAS** 

**Making Inferences & Predictions**

Explicit Instruction 

Scaffold for Success 

Across Content Areas 



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# Think-Aloud

Use scaffolds to support student learning

**In the Text**

Its says it right here. I can see those words.

The **AUTHOR** says it **DIRECTLY**.

**In My Head**

I have to use clues from the text and my background knowledge...

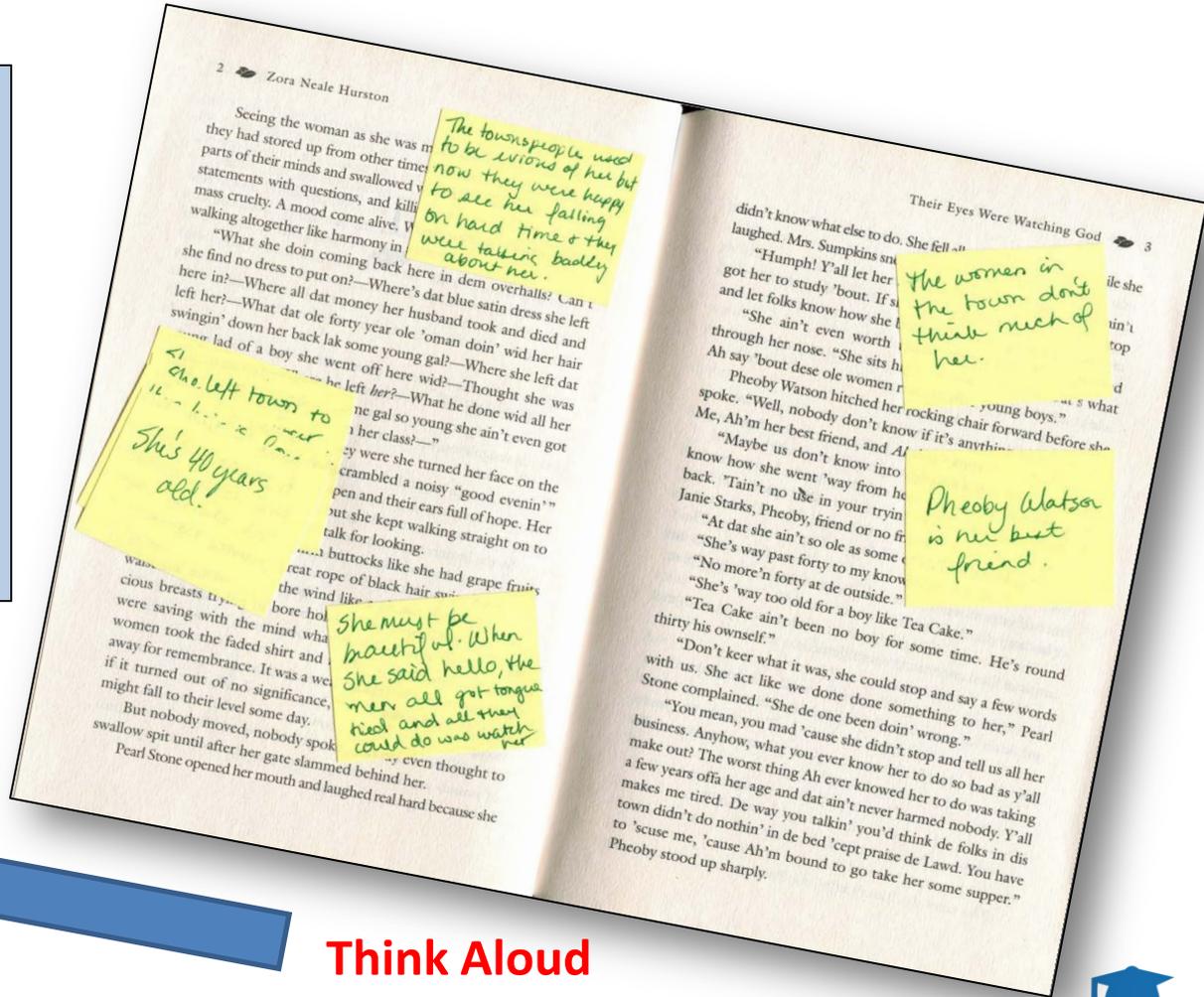
I have to make an **INFERENCE**.

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CPQ: What do we learn about the woman coming into town?



CPQ

Step 5 Think-... the strategy in a variety of contexts while reading.

Plan three places to model the strategy through a think-aloud. Write your think-alouds on sticky notes and place them in the text where you will stop to share your thinking. Remember: Think-alouds are not questions for students.

Step 6 Engage students by providing opportunities for them to share their thinking during reading. Practice shared application with planned discussion prompts.

Plan at least one place to engage students with Think-Turn-Talk. Write your question on a sticky note and place it directly on the text.

Step 7-8 To be completed over time as students become familiar with the strategy.

Think Aloud

Think-Turn-Talk





# Making Inferences Practice

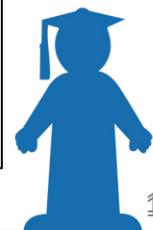
## Making Inferences Graphic Organizer

Handout 3

Title: Their Eyes Were Watching God – pp. 1-3

CPQ: What do we learn about the woman coming into town?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
1	She was coming back from burying the dead - someone who died suddenly.	direct	<ul style="list-style-type: none"> <li>• She had come back from burying the dead ... the sudden dead.</li> </ul>	
2	The townspeople used to be envious of her but now they enjoyed seeing her fall on hard times.	inference	<ul style="list-style-type: none"> <li>• Remember the envy</li> <li>• Swallowed with relish</li> <li>• Burning statements ... laughs</li> <li>• Coming back in dem overalls?</li> <li>• Where's that blue satin dress?</li> <li>• All dat money</li> </ul>	They are remembering the envy so it was in the past. When you relish something and the mood comes alive that means you enjoy it. When people's statements burn and when they laugh at you, they are being mean. She's dressed like she is poor.
2	She's 40 years old.	direct	<ul style="list-style-type: none"> <li>• What dat ole forty year ole 'oman doin' ...</li> </ul>	
2	Her hair is long and she's wearing it down which isn't appropriate for an older woman.	inference	<ul style="list-style-type: none"> <li>• What dat ole forty year ole 'oman doin' wid her hair swingin' down her back like some young gal?</li> </ul>	Most women in their 40s don't wear their hair down (which means long) like young girls. The fact that they are asking what she thinks she's doing wearing her hair like, that tells me they think it's not appropriate.





**Word of the Week**

<b>definition</b>	<b>characteristics</b>
to examine (two or more objects, ideas, etc.) in order to note similarities and differences	verb- associate things, find relationships, identify with, match
<b>compare</b>	
I can compare how much two sisters look alike.	Organize by different colors
<b>example</b>	<b>non-example</b>

2013-2014

**Word of the Week**

<b>definition</b>	<b>characteristics</b>
<b>synthesize</b>	
<b>example</b>	<b>non-example</b>

2013-2014





“Help children access what they already know....

Be genuine.  
Laugh.  
Love.  
Be patient.

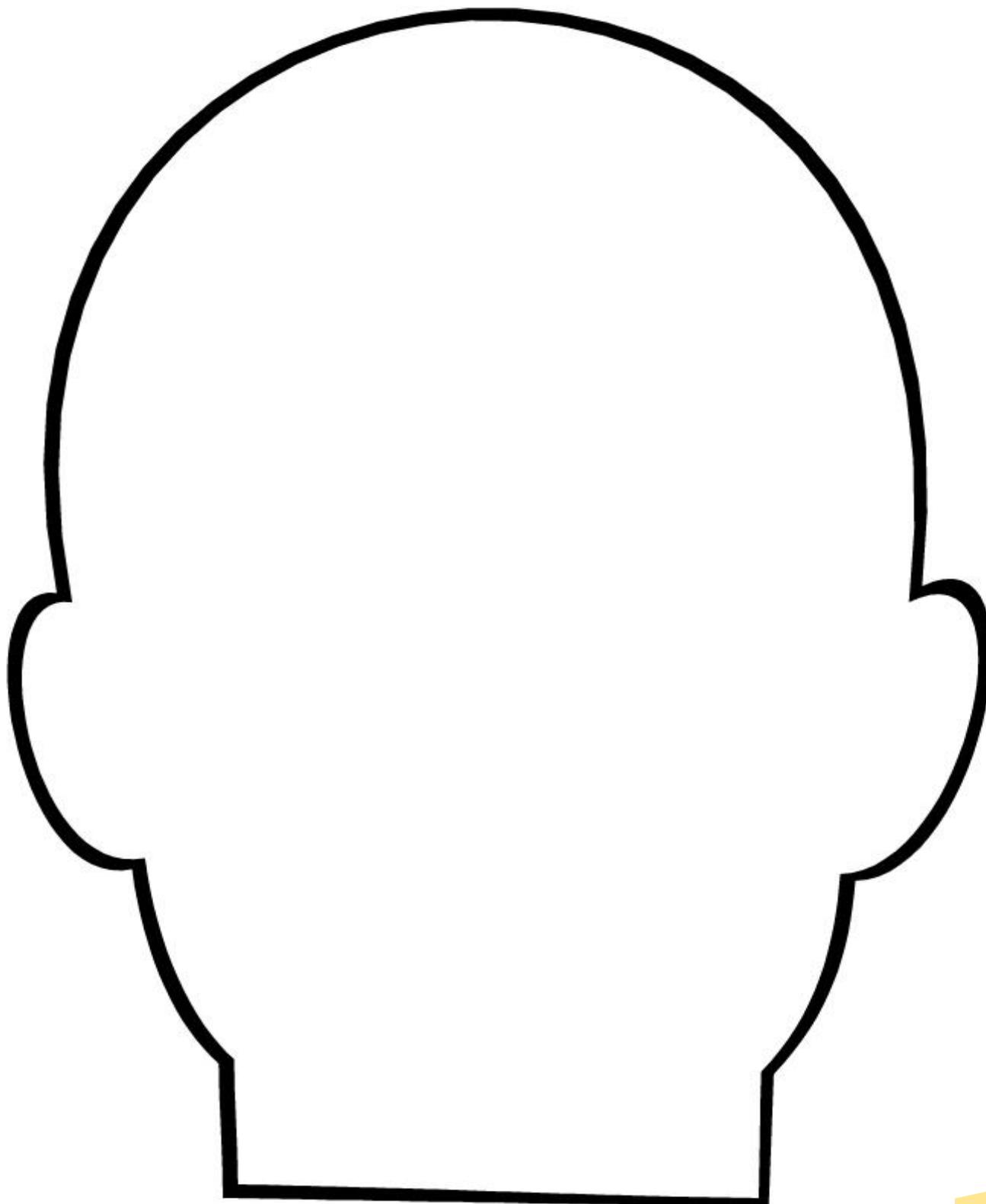
You’re creating a community of readers and thinkers.” (

Miller, 2002, p.26



# My Background Knowledge

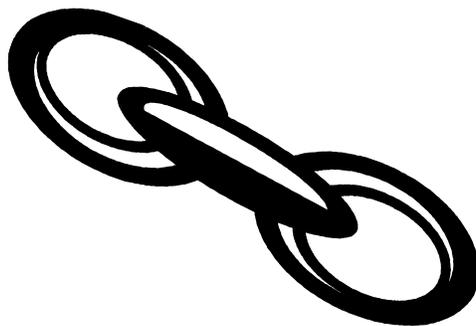
I know a lot about ...



# Making Connections

This reminds me...

I remember when...

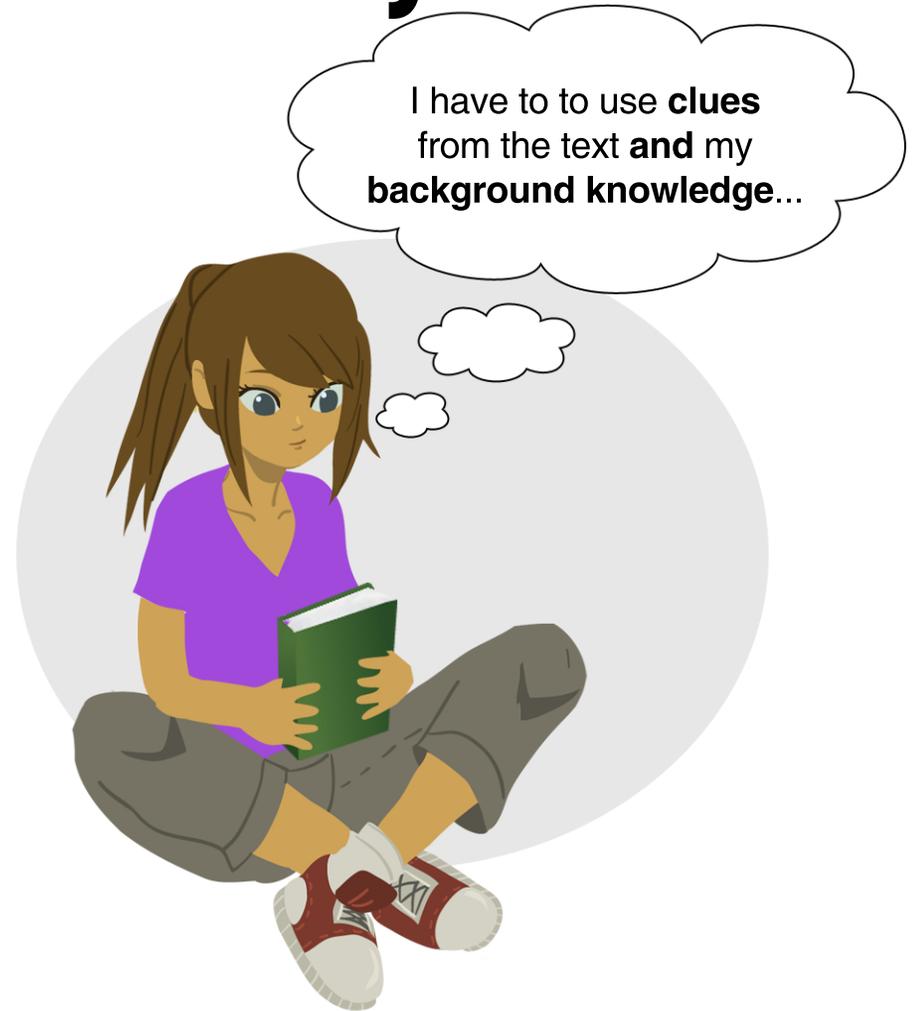


# In the Text



The **AUTHOR** says it **DIRECTLY**.

# In My Head



I have to make an **INFERENCE**.

*Ships at a distance have every man's wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by Time. That is the life of men.*

Now, women forget all those things they don't want to remember, and remember everything they don't want to forget. The dream is the truth. Then they act and do things accordingly.

So the beginning of this was a woman and she had come back from burying the dead. Not the dead of sick and ailing with friends at the pillow and the feet. She had come back from the sodden and the bloated; the sudden dead, their eyes flung wide open in judgment.

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

Seeing the woman as she was made them remember the envy they had stored up from other times. So they chewed up the back parts of their minds and swallowed with relish. They made burning statements with questions, and killing tools out of laughs. It was mass cruelty. A mood come alive. Words walking without masters; walking altogether like harmony in a song.

“What she doin coming back here in dem overhalls? Can’t she find no dress to put on?—Where’s dat blue satin dress she left here in?—Where all dat money her husband took and died and left her?—What dat ole forty year ole ’oman doin’ wid her hair swingin’ down her back lak some young gal?—Where she left dat young lad of a boy she went off here wid?—Thought she was going to marry?—Where he left *her*?—What he done wid all her money?—Betcha he off wid some gal so young she ain’t even got —why she don’t stay in her class?—”

When she got to where they were she turned her face on the bander log and spoke. They scrambled a noisy “good evenin’” and left their mouths setting open and their ears full of hope. Her speech was pleasant enough, but she kept walking straight on to her gate. The porch couldn’t talk for looking.

But nobody moved, nobody spoke, nobody even thought to swallow spit until after her gate slammed behind her.

Pearl Stone opened her mouth and laughed real hard because she

didn't know what else to do. She fell all over Mrs. Sumpkins while she laughed. Mrs. Sumpkins snorted violently and sucked her teeth.

"Humph! Y'all let her worry yuh. You ain't like me. Ah ain't got her to study 'bout. If she ain't got manners enough to stop and let folks know how she been makin' out, let her g'wan!"

"She ain't even worth talkin' after," Lulu Moss drawled through her nose. "She sits high, but she looks low. Dat's what Ah say 'bout dese ole women runnin' after young boys."

Pheoby Watson hitched her rocking chair forward before she spoke. "Well, nobody don't know if it's anything to tell or not. Me, Ah'm her best friend, and *Ah* don't know."

"Maybe us don't know into things lak you do, but we all know how she went 'way from here and us sho seen her come back. 'Tain't no use in your tryin' to cloak no ole woman lak Janie Starks, Pheoby, friend or no friend."

"At dat she ain't so ole as some of y'all dat's talking."

"She's way past forty to my knowledge, Pheoby."

"No more'n forty at de outside."

"She's 'way too old for a boy like Tea Cake."

"Tea Cake ain't been no boy for some time. He's round thirty his ownself."

"Don't keer what it was, she could stop and say a few words with us. She act like we done done something to her," Pearl Stone complained. "She de one been doin' wrong."

**Making Inferences Graphic Organizer**

Title: \_\_\_\_\_

CPQ: \_\_\_\_\_

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)

## Making Inferences Graphic Organizer

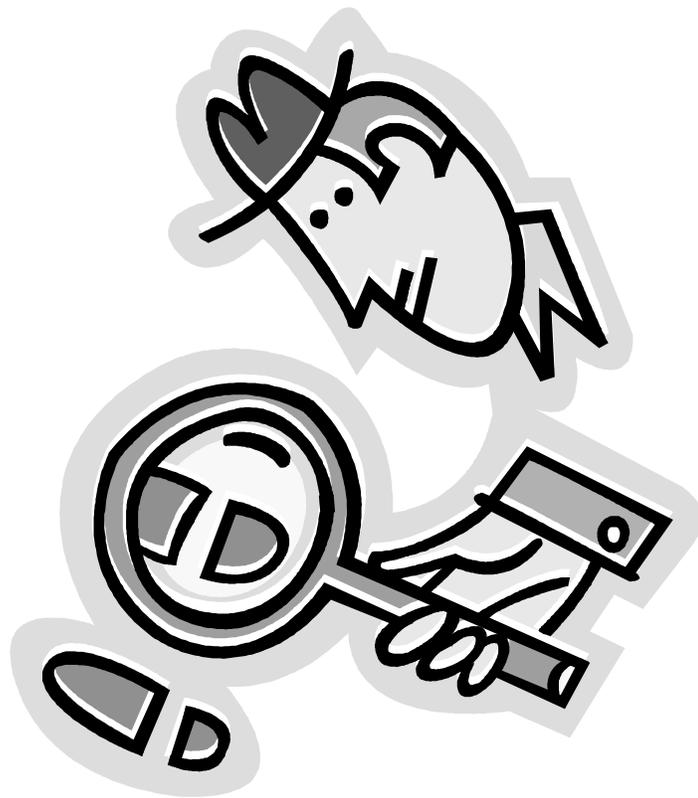
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# Making Inferences & Predictions

The clues tell me...  
I think...





# Brownsville Independent School District

Curriculum & Instruction Department

August 20, 2013



TEXAS LITERACY INITIATIVE  
LINE UP THE FUTURE

## Hanna High School

Staff Development

Dr. Carl A. Montoya,  
Superintendent of Schools

### TEXAS LITERACY INITIATIVE: TLI SUMMER CONFERENCE & WRITING ACROSS THE CURRICULUM

#### A G E N D A

Time	Resource	Description	Presenter(s)
60 minutes	Projector, Laptop, Computer, Handouts	<p><b>WELCOME/AGENDA</b></p> <p><b>Presentation: "Writing Across the Curriculum"</b></p> <ul style="list-style-type: none"> <li>• Read, Think Write</li> <li>• Analyze &amp; Answer the Question</li> <li>• Exit Tickets</li> <li>• Warm Up/Cool Down</li> <li>• Scoring Rubric for Short Essay Questions</li> <li>• Vocabulary Activity – Word of the Week</li> </ul>	<p><b>Sonia Villalón –</b> TLI Teacher Specialist Hanna HS</p> <p><b>Eduardo Arrambide, Yolanda Flores-Moctezuma, Roxanne Perez, Don Leija, Gracie Guzman, Mary McKenzie, Mary Key –</b> Department/Strand Leaders</p>
<b>TEXAS LITERACY INITIATIVE GOALS</b>		<b>REFLECTION</b>	
<ol style="list-style-type: none"> <li>1. <b>Increase</b> the oral language and preliteracy skills of participating <b>preschool children</b>.</li> <li>2. <b>Improve</b> the performance of participating <b>K-2 students</b> on early reading assessments.</li> <li>3. <b>Increase</b> the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades <b>3 through 12</b>.</li> <li>4. <b>Increase</b> the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings.</li> <li>5. <b>Increase</b> the implementation of effective literacy instruction through <i>Literacy Lines</i>.</li> </ol>		<ul style="list-style-type: none"> <li>• What are the connections to my work?</li> <li>• Who else in my campus needs this information?</li> <li>• What follow up or actions will be needed?</li> </ul>	
<p><b>Next TLI Training:</b> <b>Implementation of <i>Cognitive Strategy Routine - Lesson Planning</i> Pending</b></p>			



## Read, Think, Write

### Pre-reading

- Read title, circle title, think about title how title relates to introductory information.
- Read subtitles, circle subtitles, think about subtitles.
- Look at visuals (pictures, maps, charts, graphs), read captions.
- Read end of chapter questions. (Annotate text where pertinent information is located.)
- Read any introductory information. Reflect on how it prepares reader for chapter.

### Active Reading

- Take notes about concepts or ideas while reading text. (Cornel Notes)
- Keep vocabulary logs of new words and key terms encountered while reading.
- Select "fix-up" strategies: re-read and examine the context of unfamiliar words

### Post Reading

- Reflect upon the text read.
- Apply the information read: answer questions, summarize main ideas, draw conclusions.
- Identify structure: problem/solution, chronology, comparison/ contrast, cause and effect, or spatial.
- Write learning log.

## HANDOUT 1



# ANALYZE & ANSWER THE QUESTION



**Step 1 – Read the question.**

**Step 2 – Circle key directions.**

**For example: write**

**draw**

**explain**

**compare**

**show**

**copy**

**etc.**

**Step 3 – Underline important information.**



**Often there is information in a question that is irrelevant to finding the answer.**

**Step 4 – In your own words . . . write what the question is asking you to do.**

**Step 5 – Answer the question / Develop your plan.**

**Step 6 – Check your answer.**



**Exit Ticket Examples (per discipline)**

- **SCIENCE**

- (BIO): Compare the function of the cell membrane to the nuclear envelope
- (MPS): When could you use an altimeter when we're not launching rockets?
- (CHEM): What are 2 characteristics of Noble Gases?
- (A&P): How is heart rate affected with exercise?
- (ECO): Which is more important in our atmosphere, Oxygen or CO<sub>2</sub>?

**Exit Ticket Examples (per discipline)**

- **MATHEMATICS**

- Explain what it means to have a limit of infinity
- How does the Pythagorean Theorem have use outside of this math classroom?
- What is the FOIL method?
- What are the order of operations?

**Exit Ticket Examples (per discipline)**

- **ENGLISH**

- How are the Montagues and Capulets alike?
- Convert a sentence from text-speak to proper English.
- List 5 adjectives to describe a home football game at LCHS

**Exit Ticket Examples (per discipline)**

- **SOCIAL SCIENCE**

- Contrast Student Body President and Vice President elections to those of the U.S. government
- List the name of 3 battles of the American Civil War
- How did Bay of Pigs lead to the Cuban Missile Crisis?

**Exit Ticket Examples (per discipline)**

- **PHYSICAL DEVELOPMENT/HEALTH/DRIVER'S ED**

- How will skipping breakfast potentially affect your food choices during lunch?
- Describe 3 different stretches to prepare your body for the 12 minute run
- Contrast a stop sign and a yield sign
- Compare preparing for a basketball game to preparing for a math test
- Which has a longer-lasting effect and why 1. Jeff and Loren get in a physical fight during PE. 2. Abby posts on Facebook that Stacey's new running pants make her butt look big, which is no big deal because Stacey's too dumb to notice
- Why do we have to follow "The Rules of the Road"?

**Exit Ticket Examples (per discipline)**

- **FOREIGN LANGUAGE**

- Contrast the sentence structure between English and Spanish (or French).
- List 5 colors in English and their French (or Spanish!) terms beside them
- Order a complete meal in Spanish (or French!).
- Write what you plan to do this weekend in French (or Spanish!).

### Exit Ticket Examples (per discipline)

#### ▪ FINE ARTS

- Compare the time signatures between \_\_\_\_\_ and \_\_\_\_\_ (2 pieces of music they're working on at that time).
- Identify 5 items in the classroom that have a spherical form.
- What is the mood set by this piece?

### Exit Ticket Examples (per discipline)

#### ▪ CAREER AND TECHNICAL EDUCATION

- (WELD) Contrast tig and arc welding techniques.
- (AUTO) List the steps to balancing tires
- (WOODS) You are going to make a new armoire for your mom, which 2 types of saws will you use. When and why?
- (BUS) Compare a sole proprietorship, partnership, and corporation
- (INTRO TO TECH) List, in order, the fingers on each hand that are used to correctly type your first and last name
- (FOODS) What purpose does baking soda have in a recipe versus baking powder?
- (SEWING) Why would tulle with a camouflage pattern not be a good choice when making a functional hunting vest?
- (CHILD CARE) Identify 3 activities for circle time.

### Exit Ticket Examples (general)

- What made learning easy for you today?
- ☐ What made learning difficult for you today?
- ☐ What do you still need to know before we move forward?
- ☐ What do you think our next steps should be?
- ☐ One thing I really liked about today's class was....
- ☐ One thing I would like to know more about is....
- ☐ One thing that could be improved the next time would be...
- ☐ How will your learning change the way you see or do things in your life?
- ☐ What I found most useful was....

### Exit Ticket (as ENTRANCE tickets)

- have questions about terms found on pages....
- ☐ The three most interesting things I learned were....
- ☐ I need to ask about these three points....
- ☐ The thing I found most challenging about this assignment was...
- ☐ The thing I found most enjoyable about this assignment was
- ☐ By citing page... I can now prove this point....
- ☐ The three most important ideas about this event were....
- ☐ List the three major advantages that .... has over...
- ☐ I am still confused about the idea of...

### Now what do I do with the tickets?

#### TEACHERS

- Revisit concepts that are unclear to students
- Makes notes for next year when you teach the lesson again
- Daily participation grade

#### STUDENTS

- Fosters the sense of ownership of learning
- Save in a writing portfolio
- Use tickets to prepare for tests/study aids

WARM UP	COOL DOWN

**SCORE** \_\_\_\_\_

## Scoring Rubric for Short Essay Questions

Achievement Level	Presentation/Reasoning
<p><b>Advanced (Score 3)</b></p> <p><u>  3  </u> x 3 = <u>  9  </u> points Score</p> <p style="text-align: center;"><b>WOW!</b></p>	<p><b>Ideas are fully explained and supported:</b></p> <ul style="list-style-type: none"> <li>• addresses the question directly with important details, examples, facts, and/or proofs</li> <li>• responds in complete sentences</li> <li>• responds in clear and logical fashion</li> <li>• uses most academic vocabulary effectively</li> </ul>
<p><b>Satisfactory (Score 2)</b></p> <p><u>  2  </u> x 3 = <u>  6  </u> points Score</p> <p style="text-align: center;"><b>Hmm?</b></p>	<p><b>Most or some of the ideas are explained and supported</b></p> <ul style="list-style-type: none"> <li>• addresses the question but fails to include important details, examples, facts, and/or proofs</li> <li>• uses some academic vocabulary effectively</li> </ul>
<p><b>Needs Improvement (Score 1)</b></p> <p><u>  1  </u> x 3 = <u>  3  </u> points Score</p> <p style="text-align: center;"><b>Huh?</b></p>	<p><b>Ideas or concepts are not explained or supported:</b></p> <ul style="list-style-type: none"> <li>• does not address the question</li> <li>• is not clearly or logically organized</li> <li>• does not use vocabulary effectively most of the time</li> </ul>
<p><b>No Answer (Score 0)</b></p> <p><u>  0  </u> x 3 = <u>  0  </u> points Score</p> <p style="text-align: center;"><b>Grr!</b></p>	<p><b>Fails to answer question.</b></p>

# Exit Ticket for Today

+ Something New	- Something you don't understand	Δ Something you will use

HANDOUT 6



*...highly unsettling for some to come into close contact with them...far worse to gain control over them and then to deliberately inflict pain on the. The revulsion caused by this punishment is so strong that many will not take part in at all. Thus there exists a group of people who seem to revel in the contact and the punishment as well as the rewards associated with both. Then there is another group of people who shun the whole enterprise; contact, punishment, and rewards alike. Members of the first group share modes of talk, dress, and deportment. Members of the second group however are as varied as all humanity. Then there is a group of others not previously mentioned, for the sake of whose attention this activity is undertaken. They too harm their victims though they do it without intention of cruelty. They simply follow their own necessities, however, they may inflict the cruelest punishment of all. Sometimes but not always they themselves suffer as a result.*

EXIT TICKETS



Topic:

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Date:

Teacher:

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Topic:

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