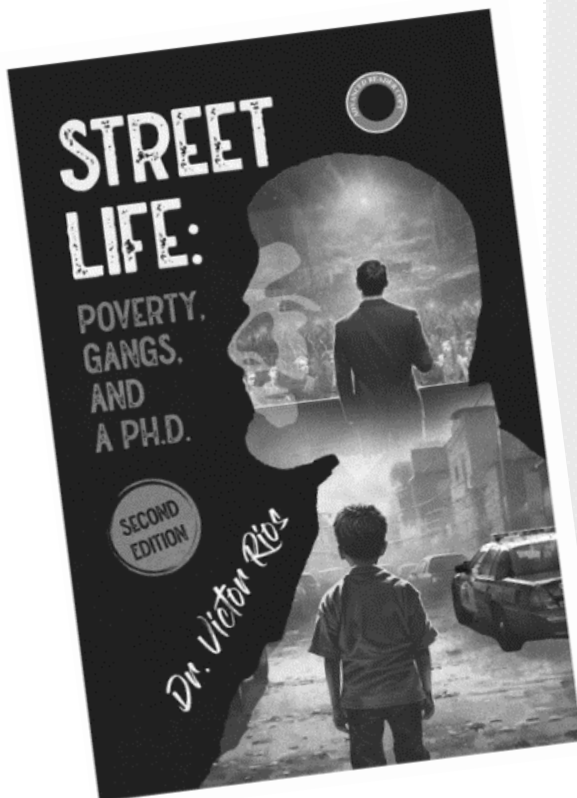


STREET LIFE

POVERTY, GANGS, AND A PH.D.

SECOND EDITION

DR. VICTOR RIOS



How can we turn adversity into a superpower?

How do our beliefs impact our lives, our futures, and the lives of others?

NOVEL STUDY

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SAMPLE MATERIAL

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SAMPLE MATERIAL

NOTES

- Activities which are repeated throughout the unit are specifically called out in the Table of Contents.

TEACHER NOTES

Safety First

In *Street Life*, Dr. Rios shares personal and often traumatic events from his youth. Throughout this unit, students are asked to reflect on their own life experiences and connect with his struggles. Be aware that many of your students may be living through similar traumas and it is critical to handle these assignments with compassion and sensitivity. No student should be made to feel they have to share something personal in order to get a good grade.

Be explicit about this with students before and during the unit!

Spotlight the Big Questions

All students, at all ages, benefit from visual representations of learning. Anchor charts give students a reference point to return to as they make meaning. You will make many anchor charts in this unit, but the ones to make (right now!) are the Big Questions. Post these prominently and refer to them often.

- **How can we turn adversity into a superpower?**
- **How do our beliefs impact our lives, our futures, and the lives of others?**

When you're writing about your own experiences, make sure to only share what feels right for you. It's important to respect your boundaries and not feel pressured to reveal more than you're comfortable with. Should one of our lessons bring you to a place where you feel the need to speak to one of our counselors, please inform me!

While sharing your personal stories can be helpful, it's essential to focus on taking care of your emotional well-being. Also, remember that as your peers share their experiences, approach sensitive topics with kindness, understanding, and thoughtfulness.

IMPORTANT

Note that the second Big Question has to do with mindset and bias. Guide students to understand how the biases and beliefs of others helped to shape Dr. Rios's life, both positively and negatively. And similarly, recognize that our own biases and beliefs impact the lives of the people around us.

Anticipatory Activities

All students benefit from oral practice and specific instruction in academic language. Prior to a discussion, provide a sentence frame on the board and model it. Some students may need to use the frame while others may not, but make it available as a resource. Select two student volunteers to engage in a fishbowl discussion while the rest of the class observes, then praise the effort.

Opening Prompts

Each chapter begins with a prompt. Make sure to vary the way you have students respond to the prompt so it doesn't become stale! Some variations:

- Quick Write
- Table/Partner Discussion (share out what your **partner** said)
- Write it on butcher paper and respond on a sticky note
- Have a class vote
- Answer from the perspective of a peer, then partner up and see if you guessed correctly

IMPORTANT

Some prompts get personal. Students may feel more comfortable responding in writing, and some may not want to share with a partner.

DURING READING

SCHOLAR Annotations

This is an annotation strategy developed by Scholar System to enhance reading comprehension and build a literacy-rich experience as students interact with a new reading. This strategy can be used across content areas and provides a robust method for accessing diverse texts.

In addition, we have included an **Annotation and Discussion Guide** in the Blacklines section. Print out this guide on cardstock and fold it in half.

S	Scan the text. How long is it? How complicated does it look?
C	Circle important words. Are there any you don't know? Can you figure it out with context, or do you need to look it up?
H	Highlight key information and essential details. Be careful not to highlight <i>too</i> much!
O	Notice how the text is Organized . What is the structure? (narrative, sequential order, cause and effect, problem solution, thematic, etc.)
L	Think about Language . Make note of the author's writing style (persuasive, narrative, expository, descriptive). What do they want you to learn or know?
A	Acknowledge and clarify confusion. Put a ? by anything confusing. Write any questions you have. Think about what surprised you and why.
R	Review your annotations. Check for understanding – have all your ? been answered? Do your annotations make sense? If not, go back and add more.

Provide one to each student to tape into the inside of their notebook.

Ongoing Activities

Chapter One-Pagers

Street Life contains 18 Chapters. Depending on the size of your class, pair students in groups so that each student will have a chance to do one chapter.

Create a model for students to follow for the Preface.

At the end of each chapter, the groups will complete the One-Pager. Post these prominently in the room and allow students to use them as a resource.

Alternatively, provide students with the categories and have them create their one-pagers on a slide deck shared with the class. (This helps a LOT with culminating activities.)

PREP: Make 19 copies of this One-Pager ahead of time.

The 'Street Life One-Pager' template is a rectangular grid with several sections. At the top left, it says 'Street Life One-Pager'. The sections are: 'CHAPTER & TITLE' (a large empty box), 'SETTINGS' (a large empty box), 'SIGNIFICANT QUOTE' (a large empty box with quotation marks), 'WHAT THE QUOTE MEANS' (a smaller empty box with a question mark), 'CHARACTERS' (a large empty box), 'A LEVEL 2-3 QUESTION (AND THE ANSWER)' (a large empty box with a question mark), '5 ADJECTIVES' (a large empty box), and '3 SYMBOLS' (three small empty boxes arranged horizontally).

Vocabulary Breakdown

Students learn vocabulary in context, not by copying definitions. Our model, based on the popular Frayer Diagram, helps students conceptualize and solidify academic vocabulary by thinking about what it is, what it isn't, and creating a nonlinguistic representation for it.

It's important to understand that the purpose of graphic organizers is to have a visual that helps students see **how** concepts and ideas are connected. In addition, the goal of these template is so that students will eventually make these connections themselves, without the support of an organizer.

We also have a Google Slide template for these. After having groups complete a slide for their words (after reading the Preface), you can assign one word per student in each chapter. (Eventually you will rotate through your class a few times.) In the end, you will have a Google Slide presentation of all the words that students can use as a resource for final activities.

PREP: If you do not plan to use the Google Slide template, make copies of this ahead of time!

The 'Vocabulary Breakdown' template is a rectangular grid with several sections. At the top left, it says 'Vocabulary Breakdown'. The sections are: 'What is it?' (a large empty box), 'TERM:' (a smaller empty box), 'examples' (a large empty box), 'symbol' (a large empty box with a circle around it), 'synonyms' (four empty ovals arranged vertically), and 'non-examples' (a large empty box).

Embracing Families

Research has demonstrated that trusting relationships with families improve learning outcomes. Involving students' families in your classroom as much as possible helps students to develop a strong sense of belonging, strengthen relationships, and succeed academically.

Family History Interview

This is an assignment that will take time to complete and requires time outside of class. Students will share this assignment in Chapter 4, so please assign it accordingly.

Have students interview a family member or other trusted adult about their life experiences. Students can then present their findings through class presentations, in small groups, or pairs. Encourage students to share just enough and remind them they are not expected to share their deepest or most triggering family experiences. This activity is about fostering a sense of empathy through sharing our stories.

This interview is also available as a Google Form.

The Family Wall

Designate one section of wall in your room as the Family Corner. Make this the space where you and your class have a visual reminder of your students' lives. Change this bulletin board out monthly and provide prompts.

Some ideas:

- Photos
- Places We Like to Go
- Weekend Fun
- Recipes
- A Piece of Wisdom
- Where I'm From Poems
- Answers to Speed Date Questions

IMPORTANT

Be mindful that definitions of family vary from student to student. Extend your classroom definition to encompass anyone we love and anyone who is important to us. Remember to have alternate ways to participate without needing to rely on parents printing something or bringing a physical object to school.

Common Core State Standards Alignment

Reading

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Speaking and Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

1

- **Speed Date**
- Opening Prompt*
- Read Aloud
- Discussion Prompt

2

- 3-Person Venn Diagram*
- 2nd Read (Independent)
- Find a Quote
- Three-Level Questions*

3

- About Me*
- Vocabulary Breakdown*
- Chapter One-Pager*
- Chapter Exit Ticket

* Copies Needed | **Additional Prep** | *Found Online Only*

WORD BANK

adversity

marginalized

grit

empower

fatalistic

1

Speed Date

PREP: Download the Speed Dating Cards from our website and cut them out. You will need 3-4 cards for half your class.

- Have students form 2 lines, facing each other.
- Provide students in Line 1 with 2 Speed Dating Cards.
- Person A asks a question, the person facing them (B) answers in 90 seconds. Then person A answers the same question.
- After 90 seconds, Line 2 moves down one person. (The last person moves to the beginning of the line.) Repeat.
- When you come back together, have a few students share out what they learned **about someone else**.

TIP

These cards can be used anytime for a Question of the Day, warmup, or exit ticket.

Opening Prompt

Have you ever been faced with a challenge, possibly one that no one thought you could conquer? What happened?

Read Aloud

Discussion Prompt

How can storytelling and sharing personal experiences create change? Why is it important for stories like that of Dr. Rios's to be told?

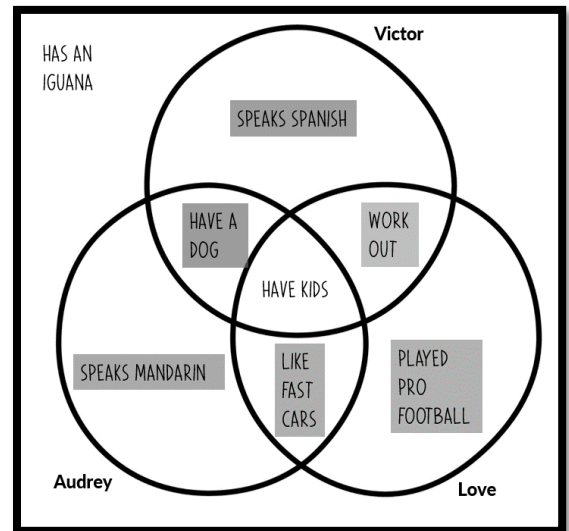
3-Person Venn Diagram

PREP: Copy 1 Venn Diagram for every trio.

During this unit, students will be invited to share personal stories and information about themselves and their families. It's important they feel as safe as possible to share.

So, prior to diving more deeply into *Street Life*, it's important to strengthen connections and trust within the group.

A 3-circle Venn Diagram provides an additional cognitive challenge compared to the traditional two-circle version.



Place students in trios and challenge them to ask questions of each other to find **at least 3 things** to put into each part of the diagram.

TIP: Did you know that the outside of a Venn Diagram is also part of the diagram? This is where they write something that does not apply to anyone in the group!

Independent Read

Find a Quote

As students read independently, ask them to identify one powerful quote. When they finish reading, write it on a sticky note. Share quotes with the class/a small group at the end.

Three Level Questions

Have students answer these questions in their notebooks or on a separate sheet of paper. There is also a Google Doc available.

About Me

Ask students to fill in answers to the prompts, and then share what they are comfortable sharing with a partner.

Team Vocabulary Breakdown

- Divide the Word Bank words so at least 2 students share a word.
- Have students complete the breakdown sheet as a team (for their one word) and then present it to the class. Post these on the wall.
- Alternatively, this is a GREAT activity to do digitally! A Google Slides template is available.

Chapter One-Pager

Like Topic & Theme (Find a Quote), this activity will prepare students for completion with a partner throughout the unit. Note that all students will complete this for the Preface.

Chapter Exit Ticket: 3,2,1

- 3 Things You Learned | 2 Questions You Have | 1 Thing that Surprised You



FURTHER INQUIRY

- What did Dr. Rios hope to achieve with Street Life, and how did the book's impact exceed his initial expectations?
- Based on the preface, what can the reader infer about Dr. Rios's passion and dedication for supporting young people facing adversity?
- Reflecting on Dr. Rios's hope to inspire and empower others through storytelling, how might students use their own experiences to positively impact their peers and communities?
- How can students, educators, and parents work together to support young people experiencing adversity and help them overcome challenges and succeed academically and personally?

I invite readers to walk a mile in my shoes, to examine the obstacles that I had to face growing up, to explore how I managed to transform my life and overcome the odds.

CHAPTER 1

Standing Ovarions

FACING FEARS

1

- All My People
- Opening Prompt*
- **Heart Map***
- Read Aloud
- Topic & Theme
- Discussion Prompt

2

- **Opening Prompt: Poll**
- Independent Read
- Reading for...Quote Evidence
- Three-Level Questions*

3

- Heart Map Share
- Say, Mean, Matter*
- Cause and Effect*
- Chapter Exit Ticket

* Copies Needed | **Additional Prep** | *Found Online Only*

WORD BANK

prosperity

self-hate

vulnerability

sacrifice

stereotyped

1

All My People

In this teambuilder, the objective is to **not** be the last person to rejoin the circle.

- Invite the group to form a large circle. The person in the middle will begin by saying their name; "Hi my name is (followed by an all-group pat, pat, clap, clap, snap, snap and saying the participant's name).
- He/She/They will share something that is true about them. If the fun fact is true for anyone else in the circle, they must leave their spot and travel **across the circle** to find a new spot in the circle.
- You may not hop to a new spot near your original location.

Opening Prompt

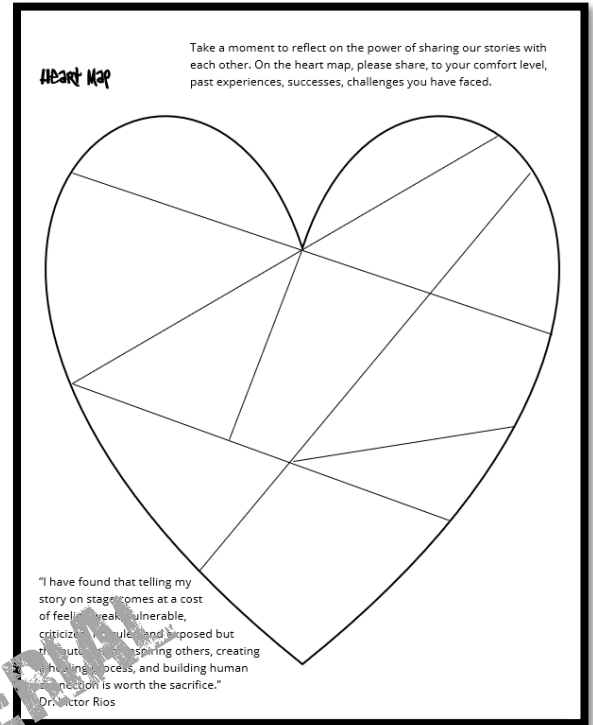
"I am the rose that grew from concrete." What does it mean?
Why is a rose growing in concrete special or unusual?

Heart Map

PREP: Create a heart map of your own, and include past experiences, successes, and challenges you have faced. Share it with students and invite them to create their own.

This activity will support students to:

- Understand and empathize with the experiences, successes, and challenges of peers
- Articulate thoughts and feelings in a clear and respectful manner
- Improve ability to express experiences effectively and communicate with sensitivity
- Build stronger connections with classmates and foster a sense of community



Read Aloud

Topic & Theme

Every chapter, students should find one powerful quote that deeply connects with them in some manner. This is what the first section of the student notebook is used for. We also have a version of this as a Google Doc.

1. Write the quote in the **Evidence** column.
2. Think about overarching subject and note it in the **Topic** column.
3. Summarize it in the **Theme** column.

Chapter	Topic	Evidence	Theme (Author's Overall Message)
Example:			
CH. 1: "Standing Ovation"	Resilience	"I was not ready to survive back then - let alone thrive...to thrive is to get through a horrible situation and use the experience as a steppingstone for success" (4)	Individuals can navigate through challenges, setbacks, and hardships to emerge stronger.

Discussion Prompt

What role does the theme of facing fear play in this chapter?

Ongoing Activities

Remember, for every chapter you will now be assigning a single student to complete a vocabulary word and a team of students to complete a One-Pager about the chapter.

- **Vocabulary Breakdown:** Assign a word to each student. (Remember, you will be cycling student throughout this book, so some will not have words this chapter.)
- **Chapter One-Pager:** Make sure to have a space to prominently display these as they are created, and to make time for each team to share as they are complete.

2

Opening Prompt

Write this prompt on the board or on poster paper. Have students write their names on a sticky note and vote.

How much do you enjoy public speaking?

1: I can't stand it. 2: It's not my favorite. 3: I don't mind it. 4: I love it!

Independent Read

Reading for...Quote Evidence

As you read, think about the Tupac quote: "I am the rose that grew from concrete."

Find at least one example of a "rose growing in concrete" in the chapter.

Three Level Questions

3

Heart Map Share: Silent Gallery Walk

Invite students to place their heart maps on their desks.

Provide students with sticky notes. Have students walk around the room and read other maps. Determine the number of positive comment/affirmations, or Me Too's you would like them to leave when they read something on a heart they connect with.

Say, Mean, Matter

Students will explain the Tupac quote, interpret it, find evidence in the chapter, and consider the lesson Dr. Rios is sharing to readers. Students will use their sticky note from the During Reading assignment in this task.

Say, Mean, Matter		
"I am the rose that grew from concrete." - Tupac Shakur		
Say	Mean	Matter
Summarize and Explain: What does the quote mean?	Interpret: Why did Dr. Rios choose this quote to start the chapter?	Analyze: What is one example in the chapter that is like a rose growing from concrete?
Synthesize: What's the big idea? What lesson does Dr. Rios want his readers to understand?		

Cause and Effect

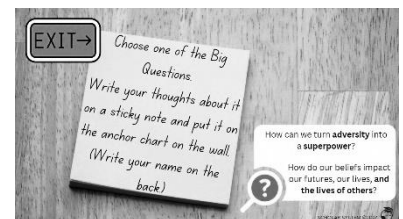
When did you face a fear? What was the result?

- Have a brainstorm or table talk about fears. Guide students to first talk about things they were scared of when they were younger than they no longer are afraid of today. Next, talk about fears they have today.
- Invite students to complete the Cause and Effect graphic organizer about facing a fear. Provide examples from your own life. Also make sure that students understand we face little fears all day. Just because they may not have a "big" fear they have conquered does not make conquering smaller anxieties any less important.
- After the activity, invite students to share in partners and answer this synthesis question: How can facing our fears help us become the best version of ourselves?

Cause and Effect
When did you face a fear? What was the fear?
What caused (or do you think caused) your fear?
What were the effects on you of this fear?
What caused you to face the fear?
What happened?
What was the effect of facing your fear? What did you learn about yourself?

Chapter Exit Ticket: The Big Questions

Reflect on the big questions. Put your thoughts on two separate posters and add them to the anchor charts on the wall.



FURTHER INQUIRY

- Explain how Dr. Rios's mindset evolved from his time as a fatalistic adolescent to a successful, educated, and healthy adult.
- If you were in Dr. Rios's position, how would you prepare yourself to speak in front of a large audience?
- Think about a time when sharing a personal story helped you connect with others or inspired someone? Describe that experience.

CHAPTER 4

Homeless and Hungry

OPPORTUNITY

1

- SEL Check In*
- Opening Prompt
- Read Aloud
- Discussion Prompt

2

- **Family History Interview Share**
- *Independent Read: Annotation**
- Introduction*
- Three Level Questions*

3

- Yes or No?
- **Word Sort**
- Chapter Exit Ticket

* Copies Needed | **Additional Prep** | Found Online Only

1

SEL Check In

The SEL Check-in activities provided throughout this guide can be used daily or weekly to collect a snapshot of the emotional health of your students.

- Provide each student with a check in sheet. (There are 2 per page; copy and cut in half.)
- Make sure to follow up with any students in crisis or needing support.

How Are You Doing?

Name: _____

I'm happy.
 I'm good.
 I'm okay.
 I'm sad.
 I'm angry.
 I'm stressed/anxious.
 I'm in a dark place.
 I'm something else:

Did you:

Have breakfast/lunch?
 Get enough sleep last night?

It would help me to:

Talk to you
 Talk to someone else
 Have some time alone
 Hear a joke
 Something else: _____

Everyone's Journey is different. Don't compare your path to anyone else's.

To mix it up, you can administer these surveys through an online form, or create a chart for the classroom and allow students to write their name on the **back** of a post it and place it on the chart.

Opening Prompt

Reflect on one of our unit's Big Questions. Cite one example from any of the previous chapters to support your thoughts.

Read Aloud

Discussion Prompt

What did Dr. Rios's mother believe about the United States? What happened because of what she believed about the Land of Opportunity? How did the beliefs of the other adults Dr. Rios and JT encountered affect how they were treated?







2

Family History Interview Share

MATERIALS: DICE (1 per group)

Students will need to have their interviews completed by this lesson.

- Place students in teams of 4. Use one of our grouping strategies found in the Teacher Notes.
- The prompts below are on the Teacher Slide Deck. Students take turns rolling the die and answering the corresponding question.

	What did you learn that surprised you?		What is a similarity that you found?
	What is a difference that you found?		What made you laugh?
	What was the most interesting thing you learned?		Roll again, or choose the question you want to answer.

- After sharing, have students write one fact that they learned about each member of their group in their notebook.

Independent Read: Annotation Introduction

PREP: Download and print the Google Doc annotations. Alternatively, students can annotate directly on their own copies of the doc.

Guide students to pay special attention to how the annotations provided help make meaning as they read.

Three Level Questions

Yes or No?

In this silly debate, the goal is for students to take a stand and argue the stand. This activity will allow students to practice skills for Socratic Seminar later in the unit. The silly topics allow students to focus on speaking skills instead of more complex content.

Refer students to the Everyday Discussion Stems (to support rich discussion.)

- Divide the room in half and have students move to one side or the other to vote. Ask questions until you have about half and half on either side of the argument.
- Give students a few minutes to strategize their argument and examples.
- Choose someone to begin the debate on either side (longest hair, birthday in May, etc.)
- During the debate, anyone can chime in respectfully using the Socratic Seminar prompts.

Many topics are available online, but here are some suggestions:

- A hot dog /taco is a sandwich. Cereal is a soup.
- Ketchup doesn't belong on a hot dog/Pineapple doesn't belong on a pizza.
- People should be able to go barefoot anywhere they want.
- Zombies are more dangerous than vampires.
- Being famous really isn't that great.
- Clowns are scary.
- Should toilet paper be hung over or under the roll?
- Should high schools have a nap time?

Word Sort

MATERIALS: Index Cards

Word sorts are a versatile way to understand new concepts, terms, or vocabulary and can be used with any subject. The cards themselves provide a hands-on experience and sorting with a team requires students to discuss their reasoning before placing them into a category. To do a word sort:

- Provide teams (2-3) with blank cards and have students write each Word Bank word from all the previous lessons on a separate card.
- Have teams sort the cards into their **own categories** and label each category with a title.
- Don't skip the debrief! Do a gallery walk with the class, noting similarities and differences in thinking and how words were sorted.

Ways to ramp up the rigor with word sorts:

- Provide parameters for the categories: minimum 3 categories, at least 4 in each category, no “miscellaneous” or “other” category, etc.
- Have students then add their own examples/counterexamples to each category.
- Add symbols or illustrations.

Chapter Exit Ticket

Time to check in on your practice! This ticket asks students to weigh in on what to *Keep*, *Stop*, and *Start* doing.

FURTHER INQUIRY

- What health complications did Dr. Rios face as an infant that led him to cry so much?
- What challenges did Dr. Rios and his family face while living in Mexico City?
- What emotions and fears might Dr. Rios’s mother have experienced when deciding to cross the U.S.-Mexico border with her two young children?
- Discuss the impact of poverty and a lack of access to medical care on Dr. Rios’s early childhood. What is the long-term impact for children who experience this level of neglect?
- Reflect on Dr. Rios’s brother, J.T., and his role as a caregiver to his younger sibling during their time in captivity. How did their bond strengthen under these circumstances and why is it important to have someone to be there for us during tough times?

CHARACTER DEEP DIVE: DIRECTIONS

Answer the questions and find quotations or passages to explain your answer to the following body parts in your deep dive of the character.

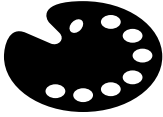

For this deep dive, you will be focusing ONLY on Dr. Rios's childhood, even though we know some facts about the rest of his life.

Place your quotes and answers in the appropriate spot around the outline provided by your instructor.

Note: You must have at least 5 direct quotes from the text!

Body Part	Characteristics	Questions to Think About
HEAD	Intellect, Thought	What are his dreams? What conflicts does he deal with?
HEART	Emotion, Feeling	What motivates him? What does he fear? What/who do they love?
BODY	Instinct	What doesn't he like about himself? What does he hide from the world? What brings him pain?
LEGS	Balance	RIGHT LEG = Strengths and Talents LEFT LEG: Challenges and Flaws
FEET	Movement	Where has he been (literally?) What has he been through? How did that affect him?
WINGS	Vision, Potential	Where can he go in the future?
ARMS	Work Ethic	How does he interact with others in the story?
HANDS	Practicality	What can he do?
EARS	Comprehension, Listening	What do others say about him? How is he affected by these words?
MOUTH	Communication	What are his beliefs? What song would symbolize his belief about life?
EYES	Sight, Vision	How does he see the world?

CHOICE BOARD MENU

<p>1. QUOTE IT.</p> <ul style="list-style-type: none"> Choose 2 powerful or significant quotes from this chapter. Analyze and explain each quote. What does it mean? Why does it matter? 	<p>2. ILLUSTRATE IT.</p> <p>Illustrate one significant moment in this chapter and describe your illustration and why it's significant.</p> 	<p>3. COMPARE IT.</p> <p>Compare Dr. Rios's experience in this chapter with yourself in a Venn Diagram. Include at least 3 facts in each space.</p>
<p>4. SING IT.</p> <p>What is the perfect song that goes with this chapter? Include the song name, artist, and lyrics that relate to the chapter.</p> 	<p>5. TURN IT INTO ART.</p> <p>Pick at least 15 powerful words and phrases from the chapter and create a poem with only those words.</p>	<p>6. TALK ABOUT IT.</p> <p>Arrange a time before school, at lunch, or after school, to come and talk to your teacher about this chapter.</p>
<p>7. MAKE IT PERSONAL.</p> <p>How does reading this chapter connect to a personal experience? Write about it.</p>	<p>8. SYMBOLIZE IT.</p> <p>Create a symbol or logo for this chapter. Explain what your symbol means and what it has to do with the chapter.</p>	<p>9. RECORD IT.</p> <p>Create a podcast, reel, or video that summarizes this chapter. Include at least two quotes.</p>
<p>10. SUMMARIZE IT.</p> <p>Complete a One-Pager for this chapter.</p>	<p>11. QUESTION IT.</p> <p>Write three-level questions for this chapter. Include at least 2 for each question and an answer key.</p>	<p>12. YOU CHOOSE!</p> <p>Propose your own project! How do you want to use your talents to show you understand this chapter?</p>

CHAPTER 17

Double Duty

BIAS

1

- Zombie Tag
- Opening Prompt*
- What is Bias? Jigsaw*

2

- Bias Article Synthesis*
- Read Aloud
- Discussion Prompt

3

- Brain Dump
- Three Level Questions: Create Your Own*
- Chapter Exit Ticket

WORD BANK

crimes of survival

complexities

intense

humbling

vibrancy

* Copies Needed | **Additional Prep** | *Found Online Only*

1

Zombie Tag

The objective is to be the last person tagged in the game.

- Form a large circle.
- Choose 2-4 participants to be zombies.
- The zombies are not allowed to bend their knees or their elbows. It is their job to try and "infect" (tag) everyone else.
- If you get tagged by a zombie, your elbows and knees lock and you are now part of the zombie army!
- Everyone may move in the game only when the facilitator says "STEP." The facilitator may control the tempo of the game by calling "STEP" as quickly or slowly as they choose.
- If any participant takes more than one step as instructed, they must take 2 steps back.
- There is no running, no crawling and no jumping over or around any obstructions.
- Play until everyone has been turned into a zombie except the last surviving human. That person is the winner.

IMPORTANT

Our mindsets, words, and actions are contagious! Explore this metaphor with students after you play the game a few times.

Opening Prompt

Can you think of a time when someone was mistaken about who you are, or judged you based on a stereotype? What happened? How did it make you feel?

What is Bias? Jigsaw

Students will read this article prior to hearing Chapter 17 read to them. They will read it in a jigsaw format and use the same recording sheet as in Chapter 12. Have students read independently and answer the questions in the margins for their sections.

This time, number off groups of 3. Here are the chunks:

- Everyone reads: *What is Bias?* and *Challenging Our Biases is HARD Work*
- Split up the *Explicit Bias*, *Implicit Bias*, *Confirmation Bias* sections.

The HOME TEAMS then meet together with three goals:

- A group definition of bias
- A group definition of their type of bias with an example (not from the text)

PUZZLE TEAMS meet next. (Form groups with a 1, 2, and 3). Their goals are to have at the end:

- A group definition of bias
- An answer to the big question: How do our biases affect how we think and behave?

At the end of the process, share out answers to the big question.

2

Bias Article Synthesis

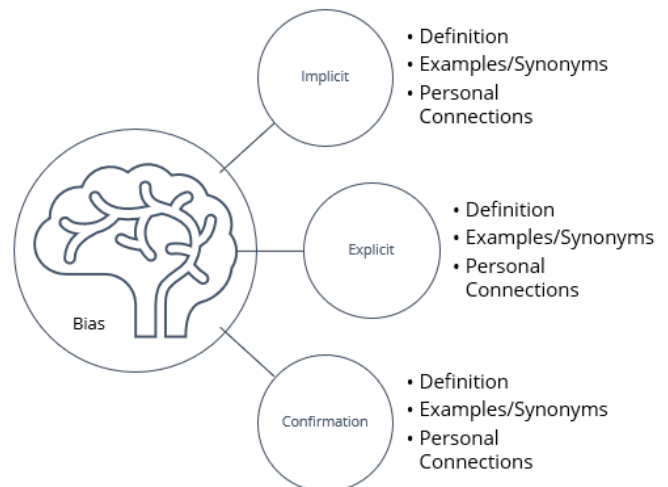
Have students draw and complete the graphic organizer in their notebook. They may do this with partners or independently.

Read Aloud

Read Chapter 17 aloud to students.

Discussion Prompt

What examples of bias can you identify in this chapter? What types of bias were they?



Brain Dump

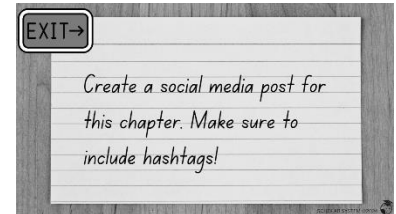
Brain Dumps are a way for students to unload everything swirling through their heads, create a little order from all those thoughts, and set some things aside to be able to focus.

Have students draw a large outline of a brain in their notebooks. Inside the brain they write everything they are thinking about: worries, stresses, things they are excited about, what they had for lunch. Anything goes!

Three Level Questions: Create Your Own

Chapter Exit Ticket

Social Media Post



FURTHER INQUIRY

- What inspired Dr. Rios to attend graduate school after Rebeca encouraged him?
- How did the board of directors respond to Dr. Rios's request for field trip funding for his students, and what impact did this have on him?
- What motivated Dr. Rios to apply to UC Berkeley for a Ph.D. program?
- How did the experience with the board of directors influence Dr. Rios's decision to pursue a Ph.D. at UC Berkeley?
- How did the birth of twins impact Dr. Rios's and Rebeca's plans for their education and careers?
- How did the judgment and low expectations of some classmates and a professor affect Dr. Rios's determination to succeed in graduate school?
- In what ways did Dr. Rios balance the responsibilities of raising twins with his demanding graduate school workload?
- How did Dr. Rios and Rebeca's partnership play a crucial role in their ability to overcome challenges during this period?
- What are the key factors that motivated Dr. Rios to complete his Ph.D. program at UC Berkeley and how did this accomplishment impact his future?

I was disheartened. How could this person that had no experience or connection with the community have so much power over deciding what services these young people should receive?

Street Life Menu

CHOOSE 1 APPETIZER

Write an essay about one of these topics. Your essay should include:

- An introduction
- A body with at least 3 pieces of cited evidence
- A conclusion where you discuss your opinions, thoughts, and any real-world connections.

Topic Choices

- Dr. Rios faced significant obstacles throughout his life. How do stories like his challenge our perceptions of what individuals from underserved communities can achieve?
- How did the bias of others affect Dr. Rios's life? How did his own biases affect his choices? How does bias shape a person's character and mindset?
- Return to the quote: *I am the rose that grew from concrete*. How does Dr. Rios's life exemplify this quote?
- Look at your three Deep Dives for Dr. Rios. Discuss how his life experience led to the 5 lessons he outlined in the Afterword. Then, choose one lesson to explore with evidence. How do childhood experiences shape us as adults?
- How can storytelling and sharing personal experiences create change? Why is it important for stories like that of Dr. Rios's to be told?
- Choose one of the big questions to explore.
- How did Dr. Rios break free of his fatalistic attitude? Discuss people who supported him, circumstances, and also his own beliefs and mindset.
- Ms. Russ believed in her students and earned their respect and trust. How can educators create a similar supportive and respectful environment in schools to help students facing adversity or within challenging circumstances?

CHOOSE 1 MAIN COURSE OR, propose your own project!

Social Issue Research: Many issues that still affect society today are discussed in this book. Choose one and create a slide presentation (or written presentation) that: explains the issue, discusses what people on both sides of the issue think, suggests solutions, and cites examples from the book.

Here are some issues, or choose your own: immigration, poverty, gangs, education, bias, health inequities, homelessness, equity, gun violence.

Scrapbook: Create a scrapbook for at least 10 key points in Dr. Rios's life. Include quotes from the book and create mementos, pictures, and photos that would be a part of this memory book. Remember to go chronologically.

Podcast: Create a podcast analyzing one of the themes in the book or one of the big questions. Explain the theme and provide at least 4 direct quotes that demonstrate this theme. Add music, sound effects, and guests!

Lesson Poster: Create a poster (digitally or on paper) about one of the 5 lessons in the Afterword. Make sure to include:

- An explanation of the lesson in your own words.
- Three **cited quotes** from the book that exemplify/support the lesson. Explain how this demonstrates the lesson.
- Any related images or symbols
- A personal example and/or connection to this lesson.
- Lyrics to a song that support this lesson.
- A "For More Information" section that includes at least 5 recommended books, movies, websites, blogs, podcasts, etc. that relates to this lesson.

CHOOSE (AT LEAST) 2 SIDE DISHES

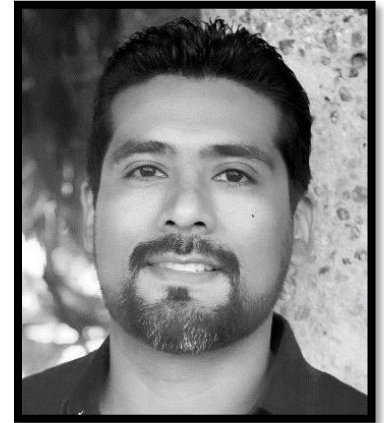
- Create a **Where I'm From Poem** for Dr. Rios's life.
- Create a **Character Deep Dive** for any other character in the book.
- What is the perfect song that goes with this book? Include all the lyrics, then describe how this song relates. Link up at least 3 lyrics with quotes from the book.
- Write an assessment for this book. Include at least 10 high-level questions with answers.
- Choose a chapter (other than 4 or 5) and annotate it for someone else to read.
- Arrange a time to talk with your teacher about the themes and big questions in the book. Be ready with evidence.
- Create a **Heart Map** for Dr. Rios. Use at least 5 cited quotes.
- Sort all the Word Bank Words from this unit. Use 3-5 categories and label each one. You must have at least 3 words in each category.
- Record an interview with an adult family member about struggles and resilience.
- Create a Timeline of Dr. Rios's life with descriptions of each event.

CHOOSE 1 DESSERT

- Choose a chapter and create **Found Poetry** for it.
- Write 10 questions you would ask Dr. Rios if you could.
- Cast the movie of *Street Life*. What actors would play all the roles?
- Write a letter (or create a video) to Dr. Rios about your impressions of the book
- Record a Ted Talk about a theme or lesson from the book.
- Write a book review for *Street Life*. Then post it online if you'd like!

ABOUT THE AUTHORS

Dr. Victor Rios is Associate Dean of Social Sciences and Professor of Sociology at the University of California, Santa Barbara. He received his Ph.D. at the University of California, Berkeley in 2005. Dr. Rios has worked with local school districts for decades to develop programs aimed at improving the quality of interactions between authority figures and youths. Using his personal experience of living on the streets, dropping out of school, and being incarcerated as a juvenile—along with his research findings—he has developed interventions for marginalized students aimed at promoting personal transformation and civic engagement that have been implemented across the country.



Dr. Rios is the author of six books, including: *My Teacher Believes in Me: The Educator's Guide to At-Promise Students* (2019), *Street Life: Poverty, Gangs, and a Ph.D.* (2011), and *Human Targets: Schools, Police, and the Criminalization of Latino Youth* (2017).

Dr. Rios has been featured in the *Chronicle of Higher Education*, TED Talks, the Oprah Winfrey Network, *Primer Impacto*, and National Public Radio. He has had the honor of meeting President Obama and advising his administration on gun violence and policing. His TED Talk, "Help for kids the education system ignores," has garnered over 1.4 Million views. He is also the subject of the documentary film *The Pushouts*.

Audrey Lee is an expert in curriculum development and design, professional learning, and educational technology. She holds an MA from the University of California, Berkeley Graduate School of Education and taught public school for seven years before serving as the Director of Curriculum and Educational Technology for a TK-12 San Francisco Bay Area School District for twelve years. While there, Ms. Lee created, designed and facilitated a successful, district-wide Professional Development model adopted throughout the county bridging the Common Core State Standards with blended learning for teachers, administration, classified staff, families, and students. Ms. Lee has also held senior executive positions at private education companies in the Bay Area. Her established expertise includes curriculum development, standards-based instruction, culturally responsive pedagogy, equity, and change leadership.



Audrey Lee is also a fiction author. Her debut psychological thriller, *The Mechanics of Memory*, will be released August 2024.

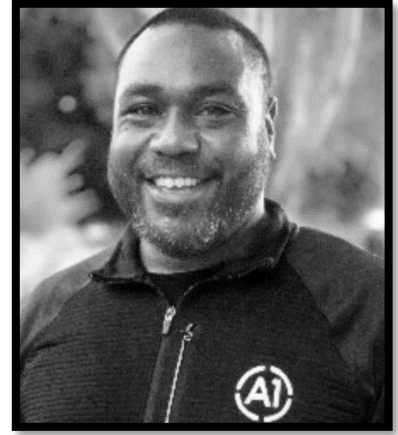
Dr. Rebeca Mireles-Rios is an Associate Professor in the Department of Education at the University of California, Santa Barbara. She specializes in child and adolescent development. She received her K-8 Multiple Subject Teaching Credential and MA from the University of California, Berkeley. Prior to receiving her Ph.D. from the University of California, Santa Barbara, Dr. Mireles-Rios was a middle school teacher in Berkeley Unified School District for numerous years. Dr. Mireles-Rios’s research examines the educational expectations of Latina/o students and the connection to parent and teacher support. She studies Latina/o adolescents’ perceptions of teacher support; the role of maternal expectations on education communication; and student trajectories into higher education. She looks at the inequalities in educational outcomes to understand the processes that can potentially increase Latina/o high school student college enrollment and retention rates. Dr. Mireles-Rios also studies teacher well-being and the role of administrators in developing teacher self-efficacy.



Samantha Groess is a graduate of the University of California, Berkeley. She is currently a high school English teacher in the San Francisco Bay Area. Mrs. Groess has taught at the middle and high school levels for over two decades and also spent years as an instructional coach for TK-12 teachers and administrators. She continues to share her expertise by serving as a mentor to preservice teachers, and also contributed the article *Unconditional Belief* to the original *From Risk to Promise*, providing concrete, strategies for educators to project belief onto students and reminding them to treat every day as a new day. Mrs. Groess has created, facilitated, and delivered professional learning on educational technology and standards-based instruction to educators across California. Recently, Mrs. Groess was named Teacher of the Year for her school district.



Love Jefferson is a Los Angeles native whose athletic ability led him to be awarded an athletic scholarship to Washington State University. As a first generation college student, Love earned himself a higher education, Pac 10 Championship, Rose Bowl appearance, and went off to have a taste of the NFL starting his journey with the Chicago Bears. For over 15 years, his passion and true position has been in the field of building individuals and building teams through personal growth learning experiences and workshops. Love has, and currently works with organizations such as YouthBuild USA, California Conservation Corp, SpaceX, Netflix, Snap Inc., a number of California Law Enforcement departments and a wide range of non-profit organizations. His training focus is geared towards supporting young professionals, educators and parents looking to increase self-worth, sense of belonging, and self-belief in achieving success. He is a husband and father to 3 children with a message rooted in Safety, Support, and Sense of Belonging – “Look for it, or create it.”



Angel “SGN” Romero is a seasoned educator and published author with over nine years of experience across secondary and higher education settings. He currently serves as the English Development Coordinator in the San Fernando Valley. He is passionate about building inclusive and dynamic learning experiences designed to leverage the unique talents of all students. To operationalize this mission, he grounds his work at the intersections of culturally responsive teaching and character development.



His first book: *This Foo: 7 Lessons for Burros and Bag Chaser\$* has been well-received by professionals and community members working at the intersection of urban education, mental health, youth empowerment, and personal growth. The book creatively delivers seven soul-piercing lessons using relatable language in order to unpack practical wisdom and guiding principles. High school and college educators working with urban youth are particularly drawn to This Foo’s unprecedented culturally responsive ethos and light-hearted approach to heavy topics of the heart. Collaboration with other educators and community stakeholders is central to his work