

TEACHER DIRECTIONS

Text Graffiti

CCSS: RI.9-10.1, RI.11-12.1

Text graffiti exposes students to subsections of an excerpt prior to having them read the full excerpt. Students read selected quotes out of context, silently comment on the quotes and then respond to their peers' comments.

Text graffiti is an effective way to engage a group of students in talking about a text's theme or claims while keeping the discussion anchored to the text. Students activate prior knowledge and make predictions about the content. For instance, you may have students predict what the selected quotes tell them about Alexander's larger argument, share how the language makes them feel or anticipate questions they want to explore upon closer reading. Text graffiti eases students into the more intensive reading of *The New Jim Crow* that they will do later in the lesson. Once students begin reading the excerpt, they will see familiar words, phrases and ideas.

Print and cut out key lines from the excerpt. Prepare as many pieces of text as you have students. Tape each text piece to a larger piece of paper; tape the larger piece to student desks. Provide students with the handout *How to Graffiti a Text*.

Instruct students to read and comment on the text at their own desks. Set the purpose for the lesson first to help students focus their writing. Remind students to comment directly on the text in front of them.

Signal students to move to another desk. Provide enough time for students to read and respond to the text. Repeat step two. Use music to mark the transitions, pressing play/pause when it's time to switch seats.

Remind students to respond to each other's comments (names are optional). Creating this thread makes the transition to group discussion more effective. Depending on class size and the lesson objective, limit the number of quotes students comment on.

Ask students to return to their seats and read what others have written.

Have students make predictions about the excerpt. Ask them to write their predictions on index cards to reference in step seven.

After reading the excerpt, have students confirm or correct their predictions and comments. Confirmations and corrections should focus on textual evidence. Students should cite the text when explaining what it says and how it relates to their original predictions and comments.

How does this literacy strategy facilitate learning about race and racism in the classroom? This strategy allows you to set the tone for text-related discussions about challenging, sensitive or controversial topics.



How to Graffiti a Text

Here are ideas for what you can do when examining a line of text:

Write what you think the line might mean and why you think so.

Draw a representation of what you think the line might be talking about.

Explain what the line makes you wonder.

Write a prediction based on this line.

Tell what information the line provides.

Write what the line tells you about people.

Explain what might happen in a setting like this.

Write about the kind of conflict the line is describing.

Tell how this line reminds you of something in your own life or in the world. What? How?

Tell how this line reminds you of something else you have read. What? How?

Write a response to someone else's graffiti thoughts.