Identifying Power in Trouble Talk: Post-Assessment

**Directions:** We have learned a lot about how readers identify power in a social issues text. Read Trouble Talk again and identify what characters have power in the story and as you answer the questions:

- Cite specific examples to support your answers
- Use complete sentences in your writing

1. In your own words, what does it mean to have power? (LT 1)

   nice work using the definition from your vocabulary chart! can you put it in your own words? Can you think about examples of power or how people show power in the world?

2. What character(s) have power in this story? How do other characters respond to this characters power? (LT 1)

   nice job identifying multiple characters with power and explaining how they respond! it sounds like they have power by pointing, how do people have power without using their words?
3. Using evidence from the text, justify how this character(s) has/have power. (Standard RL.6.1, 6.5, LT 2)

Bailey had power b/c on a scene when she told Brian that Lizzy thought he was cute. Bailey made him feel angry, Lizzy humiliated, and Maya frustrated. Hua even said, "Bailey Memina you've got a BIG FAT MOUTH! Why don't you mind your own business?" Bailey had power in this scene b/c she made Maya, Lizzy, Hua, and Brian feel a certain way. Bailey also had power when she spread a rumor about Maya's parents divorcing. "But it's not true!"

Maya said shocked in rage & humiliation. Keisma, Lizzy, and an entire group of parents at Maya also had power b/c they were bystanders by not doing anything and simply that made Maya feel sick to her stomach. Bailey had social & emotional power b/c she made Maya feel a range of emotions and

4. How does the character(s) use of power add to the development of the social issue in this text? Explain what the social issue is and how the character's power is connected to the issue. (Standard RL.6.5)

Bailey's use of power contributed to the social issue of rumors & gossiping. By making this issue worse, "I heard it from Lizzy, Bailey told her," in fact, Bailey had started the social issue of gossip & rumors. All the other girls like Keisma and Lizzy's lover also connected to this social issue because they were the ones who also worsened this social issue by spreading these rumors and gossip to others. They also contributed to it by doing nothing to stop it. When just let this rumor grow, Bailey's power in the scene with Brian, Lizzy, and Hua also contributed to the development of the social issue.

5. How does this character's use of power in the story help you connect the story to your own life? Cite specific moments in the text that help you create text-to-self connections. (LT 3)

This character's use of power connects to my own life. b/c I remembered once in my life when I was little, I got bullied about. A girl started this rumor, and it was Bailey. She had power, emotional power, b/c she made me feel a range of emotions. The other kids who did nothing to stop this rumor were bystanders and they also had power because simply doing nothing made me feel a certain way — sad & angry. These group of kids, bystanders, were/ had the same power as the group of girls in Trouble Talk.

Self-Assessment: On a scale of 1-5, rate your level of confidence on the learning targets. 5 means that you could teach the learning target to another student, 1 being that you do not understand what the learning target is asking you to do.

I can define power and I can explain how different sources of power influence the development of social issues in a text.

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Explain why you gave yourself this score. Think your strengths and weaknesses with this target.

I gave myself this score b/c I think I'm doing really good at this, but my weaknesses is kind of explaining it. How so?

I can justify how multiple text-based details show how power adds to the development of social issues in a text.

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Bailey also had social power b/c she had a group of girls in school and started a horrible, fake, cruel rumor about Maya's parents divorcing. Keisha, Lizzy, and all the other girls in this group of rumors also has power b/c they simply did nothing to stop this mean rumor from spreading and in fact, they spread it even more. 

Nice work with this! Consider thinking about your evidence + analysis organization. Your text evidence should come directly before your analysis so that your reader can easily understand your justification. Very nice work!

Social issue of gossip and rumors because she poked her nose in other people's business and started gossiping about it. Bailey's power worsens this social issue of gossip and rumors b/c she is making Hua, Maya, and Lizzy feel a range of emotions b/c of Bailey's gossips and horrible rumors.

Nice work naming the social issue, describing how multiple characters add to the social issue using details very strong. You are doing some high level thinking about Bailey's power, not only does Bailey start the social issue, it sounds like she makes others follow her gossiping. Think about people like Bailey in the world around us... can one person start a social issue that spreads all over a school, a community, the world?
Formal Assessment 1.1

Explain why you gave yourself this score. Think your strengths and weaknesses with this target. I gave myself this score since I am really good at finding evidence to support my claims. Now I have no weaknesses on this one.

I can evaluate how examples of power from the text are related to social issues in the world around me.

Explain why you gave yourself this score. Think your strengths and weaknesses with this target. I gave myself this score because I can connect power to my own life. But I have a little trouble thinking more deeply about it. Is nice self-assessment. How can you push your self to think more deeply? Consider my feedback.

Based on your responses, circle 1-2 classroom resources that are going to help you improve your scores on the learning targets as we continue to look at power in this unit and in our own reading in the future:

- My book club members
- My teachers
- Mini-charts in reader’s notebook
- Re-reading the text and asking questions
- Use post-it notes to track text evidence

Teacher Feedback: I agree with all of the strengths you discussed in the self-assessment! Your evidence and analysis to justify what characters have power were exceeding standard. You also showed that you were thinking deeply about characters with power by discussing multiple characters with power. It was clear to me that you understand the vocabulary very well as you used it to strengthen your responses in meaningful ways. Based on my feedback, what some things you might continue to work on as you read and respond to your social issues book? What are some things you might continue to work on after this unit? Think about the classroom resources that might help you.

Student Response: Some things I want to continue to work on while reading a book is to connect the social issues/power with the society and asking questions about my character. I want to continue some things in reading in general is justifying my answers using evidence & using vocabulary words. Some resources are sticky notes and mini-charts in my notebook.