

Understanding Chinese Culture Using Short Stories

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Understanding Chinese Culture Using Short Stories

Teaching narrative text selections is an important part of the middle grades English Language Arts curriculum. As middle grades educators, we must discover ways to best support students' reading as well as their understanding of the world. One form of narrative writing that can be very effective in teaching history and world cultures is the short story. Stories also have the potential to interest students and engage them thoughtfully with the material (White, 1993, p. 305). As the events of a story unfold, students begin to experience the tale's excitement and better understand a time in history.

According to White (1993), there are several instructional benefits of using short stories to teach culture and history. Interest in studying these topics is heightened as students realize that other civilizations share a similar human aspect that students can connect to. Short stories help students develop a context in which to better understand history and culture. Furthermore, teachers can use this type of literature to help students improve reading and writing skills.

Short stories support children's social and moral development by facilitating an understanding of others. Well-chosen narrative texts can be a rich resource for educators as they support students' quest to better understand the world around them (Potter, Thirumurthy, Szecsi, & Salakaja, 2009, p. 108). Middle school language arts teachers use short stories for a variety of reasons. Narrative text is a way for students to better understand history, improve literacy skills, and discover new cultures from across the globe.

As indicated in the lesson plans, I intend to apply my newly acquired understanding of Chinese customs to give students exposure to the nation's remarkable past and unique culture. This outreach activity includes literature selections that are age appropriate to seventh grade students while encouraging inquiry-based learning where they discover, explore, understand, synthesize, and create new deep and thoughtful learning (Fontichiaro, 2009, p. 117). This will be achieved with the book, *A Banquet for Hungry Ghosts: A Collection of Deliciously Frightening Tales* by Ying Chang Compestine. In this collection of ghost stories, the author takes readers through China's history, from the building of the Great Wall to the modern day. These stories introduce readers to ancient and modern Chinese customs and beliefs.

“When I was a child, when I was an adolescent, books saved me from despair: that convinced me that culture was the highest of values [...]”
— Simone de Beauvoir, *The Woman Destroyed*

The Purpose of this Lesson

This outreach activity uses short stories to introduce students to ancient and modern Chinese customs and beliefs. In addition, instruction supports students’ mastery of reading and/or writing objectives aligned with ELA Common Core Standards. Inclusion of China’s rich history and traditions will promote meaningful learning that students will undoubtedly find engaging.

Furthermore, instruction is designed to offer differentiated instruction according to students’ individual needs. Not all students learn the same way, so there are always instructional concerns that a teacher must address. Before implementing this lesson, teachers need to target students’ needs with the use of pre-assessments. Awareness of students’ prior knowledge will help the teacher arrange groups and assign tasks that intentionally focus on each student’s needs.

This instructional plan gives students the opportunity to “discover” information for themselves through critical thinking and problem solving activities. In addition, this lesson gives multiple opportunities for students to learn and practice key topics/concepts. Application of a variety of instructional methods and strategies will help ensure that all learners’ needs are addressed.

Many students are interested in the performing and visual arts. Any opportunity to be creative and evaluate or produce art generally increases the engagement level of these students. Students’ use of web tools to create visual products in this lesson is an outlet for those students who yearn for artistic expression.

The diversity in today’s young adult literature gives students the opportunity to explore their own identity and a variety of issues. Plus, with the reading selections in this lesson, students will likely realize how differently people look at the same situation due to their background, age, gender, and race. Consequently, students will begin moving beyond simple tolerance of differences, to celebrating the splendid dimensions of diversity contained within each human being.

Content Standards

ELA Common Core Standards:

Reading Literature 7.3—Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Reading Literature 7.9—Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Reading Informational Text 7.2—Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Writing 7.7—Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Speaking and Listening 7.5—Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Language 7.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Speaking and Listening 7.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Objectives

Students will describe how elements of a story work together.

Students will explain how a historical account is portrayed or altered in a literary work.

Students will provide an objective summary of a text.

Students will determine relevant and irrelevant information from sources to research a topic.

Students will use multimedia components/visual displays in a presentation to clarify findings and emphasize significant points.

Students will use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to determine or clarify precise meaning of unknown words.

Students will engage in a variety of discussions by listening and sharing acquired knowledge on a variety of topics.

Goals

Content Goal:

Students will understand how elements of a story interact to establish a theme and how a story's plot compares to nonfiction text on the same topic by conducting research.

Technology Goal:

Students will become proficient with multimedia presentation software and will successfully present research to the class.

Moreover, it is my goal that students develop a tolerance for people's beliefs and values from around the world. This lesson challenges students to embed their new found knowledge of China's culture to that of their own lives, giving their learning true meaning and purpose.

Essential Questions

How does the development of literary elements convey meaning?

What is the importance of understanding vocabulary while reading text?

How does responding to what you read impact your understanding of a piece of literature?

How can fiction and nonfiction texts contribute to your understanding of history and culture?

Assessment Plan

Objective	Type of Assessment	Description of Assessment	Adaptations and/or Accommodations
Objective 1, 2, & 3	Pre-Assessment	Multiple Choice and Extended Response Test	Extended time for students whose IEP states so
Objective 1, 2, 3, 4, 5, & 6	Learning Logs (Formative)	Learning logs will be used to assess students' mastery of these objectives. This assessment strategy is a valuable tool for self-reflection that can be used to monitor one's own learning (Yoshina & Harada, 2010, p. 39). Students will use a learning log to monitor their proficiency level for identifying story elements.	N/A
Objective 1	Literature Circles (Formative)	Students describe the interaction of story elements from one short story in <i>A Banquet for Hungry Ghosts: A Collection of Deliciously Frightening Tales</i> .	Guided literature circle role sheets
Objective 1	Story Adaptation (Summative)	Students create an adaptation of their assigned short story. A rubric will be used to assess this objective. The rubric will contain specific criteria for each level of performance to guide and assess the development of students' adaptations. According to Reeves and Stanford (2009), "When focusing on assessment tools for the writing process, understanding and developing the right type of rubric may very well help teachers show growth and development in their students' writing process, skills and products" (p. 24).	Planning Sheet Web 2.0's
Objective 3	Objective Summary (Formative)	Students research the historical context of topics from their assigned short story. Students locate key ideas and important details from a variety of sources to write an objective summary. A	Objective summary outline

		scoring guide will be used to assess this objective.	
Objective 6	Meaning of Unknown Words (Formative)	Students find the meaning of unknown words while researching topics from their short story.	Dictionaries of varying complexity
Objective 4	Research (Formative)	To assess students' mastery of this standard, the teacher conducts conferences with students. A conference, both formal and informal, is an effective type of assessment that allows the teacher to gather information related to important aspects of a particular learning situation (Yoshina & Harada, 2010, p. 33). Informal conferences will be used formatively to help guide students during their learning. More formal conferences will also be implemented during the project to assess students' understanding.	Bibliography of relevant sources
Objective 2 & 5	Multimedia Presentation (Summative)	A rubric will be used to assess these objectives. Students use multimedia software and online tools to explain how their literary work portrays and alters a historical account.	Online tutorials
Objective 1, 2, & 3	Post-Assessment (Summative)	Multiple Choice and Extended Response Test	Extended time for students whose IEP states so
Objective 7	Culture Exchange (Formative)	Students will share their own customs with their Chinese counterparts via distance learning technology. Utilization of the video chat service provided by Skype will enable two-way communication among students.	Questions and discussion points prepared before interaction

Resources, Media, and Technology

- Pre-Assessment
- Post Assessment
- Learning Logs
- *A Banquet for Hungry Ghosts: A Collection of Deliciously Frightening Tales* by Ying Chang Compestine.
- Research and Visual Presentation Rubric
- Literature Circle Role Sheets:
 - Discussion Director
 - Character Captain
 - Word Wizard
 - Connector
- Literature Circle Discussion Notes
- Literature Circle Performance Checklist
- Story Adaptation Planning Sheet
- Discovery Education Online—videos about Chinese history and customs
- Internet for student research
- Student packets with graphic organizers
- Print resources on Chinese culture
- Objective Summary Scoring Guide
- Skype
- Group Evaluation Form
- Exemplar Objective Summary
- PowerPoint
- Online Timer

Context

This outreach activity targets students' abilities to analyze the interaction of literary elements as used in a specific short story. Students apply those story elements to their own adaptation of the plot. Each group is assigned a different story from the text, *A Banquet for Hungry Ghosts: A Collection of Deliciously Frightening Tales*. Therefore, all groups will be exposed to several tales by reading and listening to other students' renditions. Each story highlights an aspect of ancient or modern Chinese customs and beliefs. Groups will research the historical accuracy and details of the Chinese customs mentioned in their short stories. Students are to identify key ideas and important details for each source from their research and provide an objective summary. This information will be presented to other groups using multimedia software. At the conclusion of this unit, students will share their own customs with students in China via distance learning technology. Utilization of the video chat service provided by Skype will enable two-way communication among students.

Before beginning this instructional unit, students need to master identifying the elements of fiction. Prior lessons should also focus on strategies used in identifying the key ideas in a text and in differentiating between stated information and implied information. A fundamental understanding of story elements and main ideas will allow students to develop a greater understanding of the content as they "discover" new information and insight. For instance, students will come to understand that main ideas go beyond the traditional paragraph as they analyze videos, photographs, and artwork which also convey main points.

Following this instructional unit, students will learn to write informative and explanatory pieces. Students' understanding of the targeted concepts is necessary in order to create an informative writing piece. Informative writing requires students to support a thesis with a variety of evidence. This outreach activity prepares students for conducting sound research, and it also gives them new experiences that will enhance their writing.

Learning Activities (60-minute class periods)

Lesson One:

Introduction

In this lesson, students activate prior knowledge by discussing the characteristics of a short story and how it compares to other types of literature.

The teacher models for students how to conduct literature circles by reading a short story in class. Students will have the opportunity to take on each literature circle role during guided practice using the Chinese fable, “A Mantis Trying to Stop a Chariot”. Students will complete the task sheet for each literature circle role along with the teacher and participate in discussion. While reading, the teacher will model reading strategies for improving vocabulary, comprehension, and other literacy skills. When practicing literature circles, students are to not only perform their assigned role, they need to do so with the learning targets in mind (i.e. story elements, word meanings, and historical/customs information).

Reflections are another formative assessment technique to effectively evaluate each student’s reading skills. Students will keep a journal, or learning log, on what they have learned and accomplished each day. Lesson one concludes with students writing their first reflections—identify the literature circle role which you feel the strongest and explain why.

Lesson Two:

Short Story

Begin the lesson by asking students what they know of China’s history and culture. Students will watch the five minute video “A Guide to China’s Culture” for a better idea of the setting and people they will read about in their short stories.

Students will read their assigned story from *A Banquet for Hungry Ghosts: A Collection of Deliciously Frightening Tales* either silently or with a partner, depending on students’ reading skills. Pair-reading gives students the opportunity to develop fluency in reading through collaboration with peers. As one student reads aloud, the others listen and offer guidance when needed. This allows students to listen to fluent readers model good reading and then practice the skills themselves (Antonacci & O’Callaghan, 2011, p. 62).

Each student in a group of four will be assigned a literature circle role. Roles can be assigned via student choice and/or student ability.

- Discussion Director
- Character Captain
- Word Wizard
- Connector

As students read their assigned short story, they are to complete their role sheets.

Lesson Three:

Literature Circles

Students will begin this lesson by responding to the following prompt: in three sentences, summarize the plot of your short story.

The teacher then discusses lesson objectives and how students will learn today. Review with students what was accomplished the previous day and remind them that they need to focus on story elements during discussion and when planning their adaptation project.

Students use their role sheets from the previous lesson to perform the critical “discussion” phase of their literature circle for the short story they have read. It is imperative that all students are listening and actively participating in their group. Hence, students take notes using a guided notes handout for each role in their group. Students are expected to be in active discussion for at least thirty minutes. The teacher monitors students’ discussions and participation through close proximity and a literature circle performance checklist.

Students conclude the lesson by completing a Group Evaluation Form for the students in their literature circle.

Lesson Four:

Imagination Recreation (Deepening Understanding Through Creativity)

Students will begin planning for an adaptation of their short story. Possible options for an adaptation include movie poster, skit with script, comic strip, or song. Students are to discuss and plan for their adaptation using a planning guide handout. Students must work in a cooperative environment where each student has an important responsibility and the success of the group is dependent on the efforts of all its members.

This activity will not only enable students to draw on multiple ways of accessing text to deepen their understanding, it will help them understand the components needed for creating an effective narrative (Antonacci & O’Callaghan, 2011, p. 100). Recreation of text allows the teacher to evaluate how well students can illustrate their own interpretation of the text.

Students are expected to keep the essential questions in mind while creating their adaptations. The teacher monitors students’ participation through close proximity and informal conferences.

At the end of the period, students reflect independently on their progress by identifying their group’s strengths, areas in need of improvement, and possible next steps.

Lesson Five:

Research

In this lesson, students continue to complete an adaptation of their short story from *A Banquet for Hungry Ghosts: A Collection of Deliciously Frightening Tales*. Two members from each group will begin researching the cultural and historical topics mentioned in their stories.

To determine the accuracy of the historical event(s) and/or custom(s) from the short stories students will use the Internet and any available print resources. Sources of research include, but are not limited to, search engines, Discovery Education Online, and EBSCOhost for Student Research.

Students are expected to devote extended amounts of time reading, analyzing, evaluating, and looking at different sources that provide relevant information pertaining to their topics. Students will use graphic organizers to locate key ideas and specific details from their research. As students research information, they are to utilize dictionaries (both in print and electronic) to check the meanings of unfamiliar terms.

Students will choose one source from the day's research to write an objective summary for. This will act as a formative assessment for writing objective summaries and help guide instruction in the subsequent lesson.

Lesson Six:

Adaptations Completed and Research Continued

Students will begin by sharing their objective summaries from the previous lesson with the members of their group who have not yet participated in research. Next, students will self-assess the objective summaries by comparing it to an exemplar sample provided by the teacher.

In this lesson, groups are to complete their story adaptations and continue research. Learning logs and conferences will be used to monitor student learning.

Lesson Seven:

Create Multimedia Presentations for Research

Students are expected to rely on one another and the available resources for creating multimedia presentations in presenting their research. The Web 2.0 tools are to successfully be uploaded by students to a class Wiki, blog, or website in a well-organized and aesthetically pleasing manner.

The teacher will introduce the options for groups' multimedia presentations:

- Podcast
- Voki
- Glogster
- Prezi
- PowToon

Directions for using these technologies can be supported by posting video tutorials to the classroom website.

Project-based learning increases students' levels of engagement and challenges them to learn a variety of skills in addition to the targeted learning objectives. Research also supports the use of projects into the curriculum. According to Lee & Lim (2012). "Instructional design that facilitates student-student interaction is considered to be an effective strategy to maximize learning through active student participation, which nurtures various social competencies during academic knowledge building" (p. 214). With the creation of projects, students have the benefit of collaborating with peers as they take control of their learning.

Lesson Eight:

Presentations

Delivery of the presentations should be well-conducted by students. Each member participates in sharing the work and answering questions by classmates and the teacher.

This summative assessment will be scored using a rubric. The rubric contains specific criteria for each level of performance to guide and assess the development of students' presentations. Criteria includes content (i.e. application and understanding of learning targets), use of technology (i.e. creation of web 2.0 tools), participation, and the delivery of presentation.

Lesson Nine:*Extension Activity*

Skype and other video conferencing software will enable two-way communication between students and their counterparts in China. Students from each nation will share customs that are unique to their families and communities. Students will also attempt to discover ways in which they are similar to one another.

Discussing learning progress and results with those from diverse backgrounds gives students the opportunity to look at their learning from different perspectives which leads to high levels of thinking. In addition, when students interact with others outside their own personal learning communities a sense of importance is developed that sparks a desire to perform well.

Lesson Ten:*Summative Assessment*

To conclude the unit, students will take the final summative assessment which is the same as the pre-test but with an extended response. The total possible points for the standardized test are 100. The extended response will be assessed using a 0-4 scoring system. Test items that align with the unit's standards can be found from common assessments and a number of other sources—Study Island, Discovery Education, etc.

Conclusion

This unit plan helps students acquire new skills and experiences that enhance their understanding of the content. The design of instructional practices and choice of resources for this unit challenge students to think at deep levels and practice a variety of problem-solving skills. Student-centered, inquiry-based learning is at the core of this unit. Inquiry-based learning will help students develop the skills, dispositions, responsibilities, and self-assessment strategies needed to become lifelong, independent learners (*Empowering Learners*, 2009, p. 25).

This lesson design incorporates resources in both print and electronic formats as well as the application of online tools for student presentations. Today's students live in the Information Age where information literacy is now a requirement for success. The need for information is not strictly limited to the school setting; people seek out information for reasons that encompass a variety of categories—school, work, family, and much more. Therefore, students must be equipped to access, use, and evaluate information effectively in both print and electronic formats for not only success in the classroom, but for success in the future as well.

Cooperative grouping is a key component to the effectiveness of this unit on student learning. Groups are successful when each student is prepared by completing assigned responsibilities and participating in thoughtful dialogue with their peers. The presentations prepared by groups require each student to be actively involved in the planning and creation of the different components.

This instructional project will result in a number of benefits for students' learning. Not only will implementation of this lesson help students develop the necessary skills and content knowledge for the targeted standards, but it will also expose students to China's remarkable past and customs. Furthermore, students will have the opportunity to embed their new found knowledge of China's culture to that of their own lives, giving their learning true meaning and purpose.

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Learning Log

- What did I do?
- What did I learn?
- What have I achieved?
- What will I do differently next time?
- What have I learned about myself?
- How does what I have been doing lead me to becoming better at a skill?

Chinese Fable

“A Mantis Trying to Stop a Chariot”

When somebody overrates himself, he is often warned: “Don’t be a mantis trying to stop a chariot.” The saying comes from a legend dated back to the Spring and Autumn Period.

One day, the King of Qi went out for a hunt with his men. The carriages were going along when suddenly a mantis stood in the middle of the road with its sickle-like forelegs opened. It was obvious that he was trying to fight against the carriage—to hold it back. Surprised by this, the King of Qi ordered to stop and asked what creature it was. The king was told it was called mantis and that it is prepared to fight when challenged. The King sighed with exclamation at its bravery. He mused a moment and added: “It’s a great pity that it is not more than an insect. If it were a man, he must be the bravest warrior in the world!” Then the King ordered his carriages go around it to leave the mantis there standing martially.

When the persons around heard the King’s words, they were touched and determined to devote themselves to the country.

As time passed, the meaning of the phrase changed to its opposite. Now it means that someone overrates oneself and tries to hold back an overwhelmingly superior force.

Discussion Director

Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details: your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read, which you can list below, during or after your reading. Or you may use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today:

1.

2.

3.

4.

Sample questions:

- What was going through your mind while you read this?
- How did you feel while reading this part of the book?
- What was discussed in this section of the book?
- Can someone summarize briefly?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- Predict some things you think will be talked about next.

Character Captain

Your job is to locate sections of the text that reveal personality traits about the different characters. The idea is to understand characters on a deeper level. This does not only have to be the main character. Think about why the author may have included some of the minor characters. You decide which passages reveal this information and what insight you find.

Character	Trait	Example/Proof	Page	Paragraph

Connector

Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author. There are no right answers here-whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors...

1.

2.

3.

4.

Literature Circle Evaluation Form

Please complete this form independently.

How did your group members get along?

Not well

Well

Very well

Identify one thing you learned from the other members of your group.

What did I contribute to the process?

How would you evaluate your performance on this assignment?

Excellent

Good

Could have been better

Why?

Literature Circle Discussion Notes

Write down at least TWO important points discussed for each role.

Discussion Director
Character Captain
Word Wizard
Connector

Story Adaptation Planning Sheet

Type of Project:

Movie Poster

Song

Comic Strip

Skit

Group Members: _____

General Notes and Ideas for Project:

--

Plan for each group member's contribution:

Names:				
Contribution:				

<h2 style="text-align: center;">Research & Visual Presentation Rubric</h2>	<h3 style="text-align: center;">Scoring Guide:</h3> <p>1=Just Beginning 2=Approaching Target 3=Mostly Meeting Target 4=Meeting Target</p>
<h3 style="text-align: center;">Research Criteria</h3> <ul style="list-style-type: none"> - Student demonstrates thorough knowledge of determining <u>central ideas</u>. - All organizers are thoughtfully completed. <ul style="list-style-type: none"> - Three Sources - <i>At least ONE:</i> Print Resource - <i>At least TWO:</i> Media/Non-Print Sources (Locate, Determine Key Ideas, and Determine the importance of the media/non-print sources chosen) - <u>Vocabulary</u> from research is identified and defined 	
<h3 style="text-align: center;">Daily Reflections Criteria</h3> <ul style="list-style-type: none"> - Reflections are very thoughtful and reflect what students are learning: <ul style="list-style-type: none"> o Central ideas, paraphrasing, and summarizing - Reflections are grammatically correct and use appropriate tone. - Student follows teacher’s directions for submitting reflections. 	
<h3 style="text-align: center;">Visual Presentation Criteria</h3> <ul style="list-style-type: none"> - Students develop a well-written objective summary for TWO Chinese customs or historical information from their short story. - Presentation portrays a Chinese theme. - Presentation demonstrates correct spelling, punctuation, and capitalization. 	
<h3 style="text-align: center;">Participation</h3> <ul style="list-style-type: none"> - Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing - Always contributes; quality of contributions is exceptional - Student is attentive during presentations and takes notes - Student follows the expectations during the entire activity 	
<h2 style="text-align: center;">Overall Rating</h2> <p style="text-align: center;">(scores tallied)</p> <p style="text-align: right; font-size: 1.5em;">Total:</p>	

Research Graphic Organizer for Print Resource

<p>Details</p> <ul style="list-style-type: none"> • Examples • Facts/Statistics • Stories • Quotations • Explanations 	<p>Key Idea 1</p>
<p>Details</p> <ul style="list-style-type: none"> • Examples • Facts/Statistics • Stories • Quotations • Explanations 	<p>Key Idea 2</p>
<p>Details</p> <ul style="list-style-type: none"> • Examples • Facts/Statistics • Stories • Quotations • Explanations 	<p>Key Idea 3</p>

Cite Source:

Research Graphic Organizer for Media/Non-Print Source (i.e. video, podcast)

Type of Non-Print Source:
Cite Source:

Details	Key Idea
<ul style="list-style-type: none">• Examples• Facts/Statistics• Stories• Quotations• Explanations	

What are two inferences you can make that support the key idea?

Vocabulary

<i>Important and Interesting Words We Know:</i>	<i>New Words We Want to Learn:</i>
Word: Definition:	Word: Definition:
Word: Definition:	Word: Definition:
Word: Definition:	Word: Definition:

Sample of a News Article Summary

The following news article is from Gallaudet in the News, Washington D.C., Gallaudet University Office of Public Relations, edited by Evelyn Brewster.

Deaf president named

School yields to protests

WASHINGTON (AP) Gallaudet University's board of trustees chose the dean of the school's College of Arts and Sciences to become the first deaf president in the 124-year history of the school for the hearing-impaired.

I. King Jordan, a popular campus figure, was chosen to replace Elisabeth Ann Zinser, a hearing woman who resigned early Friday after protests from students seeking a deaf leader had virtually paralyzed Gallaudet's campus.

School officials also announced that board of trustees Chairwoman Jane Bassett Spilman, who came under fire from protesters for her handling of the crisis, has resigned. She will be replaced by Philip W. Bravin, one of four deaf members on the board.

In a clean sweep for student protesters, Bravin announced that the board of trustees would form a task force to study composition of the board, and institute a plan to ensure that a majority of the school's 20-member trustees panel is deaf. There also will be no reprisals against student protesters, Bravin said.

News of Jordan's selection was received with joy on campus. "We love it. We know now the university is going to be ours," said Gallaudet graduate student Paul Singleton, who is deaf. "He's the perfect president, the perfect selection."

Jordan, a finalist for the position when Zinser was selected, stunned protesters by endorsing Zinser's presidency at a news conference Wednesday, but gave protesters an emotional lift when he retracted his backing of Zinser the following day.

From The Houston Post

March 14, 1988

Summary: “Deaf President Named”

by Stu Dent

According to a March 14, 1988 news article in the Houston Post, “Deaf President Named,” the selection of Gallaudet University President I. King Jordan was a joyous event for the campus community, which had long sought a deaf university president for the college.

In addition to Jordan’s appointment, Gallaudet University Board of Trustees member Phillip W. Bravin, one of four deaf board members, was selected to replace Chair Jane Bassett Spilman. Spilman resigned from her position after criticism from protestors. According to Bravin, the trustees will establish a committee to ensure that the board has a majority of deaf members. Bravin also said that none of the demonstrators will be penalized for participating in the protest.

Jordan had at one point during the protest supported the selection of Elizabeth Ann Zinser, a hearing woman originally chosen by the Board of Trustees as Gallaudet University President. However, Jordan reversed his position the next day in support of the protest.

Dent, S. (n.d.). Sample of A News Article Summary. Gallaudet University. Retrieved October 11, 2014, from http://www.gallaudet.edu/tip/english_center/writing/abstracts_and_summaries/sample_of_a_news_article_summary.html

Summarizing Scoring Guide

Performance Level	Outstanding 4	Proficient 3	Emerging 2	Novice 1
Main Idea	Clearly identifies the main ideas and important themes beyond the literal level	Identifies the main idea and important themes	Identifies part of the main idea and/or part of the important theme	The main idea and/or important themes are not identified
Sequential Order	All major events are written in order of how they happened	Most major events are written in order of how they happened	Some major events are written in order of how they happened	Few or no major events are written in order of how they happened
Details & Text Vocabulary	All character names and descriptions of events are quoted or paraphrased from the text.	Most character names and descriptions of events are quoted or paraphrased from the text.	Some characters names and descriptions of events are quoted or paraphrased from the text.	Few or no character names and descriptions of events are quoted or paraphrased from the text.
Written Expression	Student is able to express ideas clearly in writing	Student is able to express ideas in writing	Student is able to express some ideas in writing	Student is able to express few or no ideas in writing

Summary Writing Outline

What is the topic?

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Who?

Where?

When?

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Why?

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What happened?

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