

Appendix 1: Teaching Standards

RL9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from it.

The Socratic seminar demands that students use textual support and draw inferences from the novel. The questions that I generated on the preparation handout require students to interact deeply with the literature.

RI9-10.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

While reading various accounts of North Carolina sterilization, students will be focusing on the details that change between each account. They will also determine how the emphasis of certain details in an account can create a different narrative. Students will also consider this standard as they view the example of a detournement: How has the author subverted the meaning of the subject by emphasizing different details?

RI9-10.8: Determine and evaluate the argument and claims in a text, assessing if reasoning is valid and the evidence is relevant; identify and fallacious reasoning.

Before creating the detournement project, students will need to evaluate the argument made in a visual or film text. In order to create a detournement, they will be required to identify any “holes” in the argument because they will need to emphasize these inadequacies.

W7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

The Media Detournement Project requires students to consider many perspectives and sources and synthesize those into a single text. They will synthesize these materials with a specific argument in mind.

SL9-10.1: Initiate/participate in collaborative discussions with diverse partners, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

More formally during the Socratic seminar and informally during class discussion, students will be interacting and discussing important topics and ideas. These conversations will be more structured at times and less structured at others so that students can take ownership of the content and tone.