East Meadow U.F.S.D.

CURRICULUM AREA PROJECT

2013-2014

Grades 11-12 –*1984 for 2013 and BEYOND!*

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Abstract

Our goal is to take Orwell’s masterpiece and modernize the teaching of it through the use of news articles, non-fiction pieces, technology, and recent news events, all while meeting the new Common Core State Standards 1, 2, 3, 4, 5, and 7 through our lessons, group and independent activities, writing assignments, quizzes, etc.

Rationale

This CAP will relate directly to the new Common Core State Standards as it will implement non-fiction works of literature and innovative approaches toward creating a love of Orwell’s Sci-Fi masterpiece within our students. Our goals include meeting the Standard: Students and Learning by responding to factors influencing learning as well as the Standard: Content and Instructional Planning by enabling our students to demonstrate content knowledge; use diverse instructional strategies; and design learning to connect prior knowledge. We will address the Standard: Instructional Practice by setting high expectations and challenging learning; using a variety of approaches to meet student needs; engaging students to develop multi-disciplinary skills; and monitoring student progress and adapting instruction accordingly. The Standard: Learning Environment will be addressed as we create an intellectually/challenging environment; and use resources to create a safe/productive environment. We will also address the Standard: Assessment for Student Learning by using a wide-range of assessment tools; and preparing students for assessments. Finally, we will also strive to meet the Standard: Professional Growth by engaging in ongoing professional development, simply by partaking in such a create experience with our fellow colleagues!

Understanding by Design

|  |  |
| --- | --- |
| Stage One – Desired Results | |
| New York State Common Core English Language Arts Standards for 11th and 12th graders:  Students will be able to…   1. Self-select text to respond and develop innovative perspectives. 2. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. 3. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). 4. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. 5. Explore and inquire into areas of interest to formulate an argument. | |
| Understanding(s)  Students will understand that   1. Literature can connect to the world in which we live. 2. The issues characters dealt with during 1984’s dystopian times should be discussed as well as read about, as they are still relevant to our modern day lives. | Essential Question(s):   1. How can we better teach the Orwell novel, *1984*? 2. How can we help students better understand the format and meaning of Orwell’s novel, *1984*? |
| Students will know   1. The meaning of Orwell’s novel, *1984*. 2. The similarities they have to Orwell’s characters and their internal and external conflicts, despite the difference in setting. | Students will be able to   1. Identify common issues teenagers are forced to face in today’s world in comparison to those that the characters deal with in *1984*. 2. Read, understand, and connect to Orwell’s novel *1984*. |
| Stage 2 – Assessment of Evidence | |
| Performance Task(s):   1. Enjoy and understand Orwell’s novel *1984*. 2. Make connections to life and personal experiences while listening to music, reading news articles, and completing a variety of tasks. | Other Evidence:   1. To create and provide a unified and comprehensive method of teaching students abut Orwell’s dystopian novel and the powerful impact it can have upon the reader. |
| Stage 3 – Learning Plan | |
| Learning Activities:   1. Assessment activities of the common issues our teenagers deal with on a daily basis. 2. Worksheets, articles, activities, lesson plans, and web-sites to help student’s comprehension of the common issues in relation to Orwell’s novel, *1984*. | |

Aim: Understanding the exposition to *1984*

Do Now: Define the term: *exposition* using your dictionary or dictionary app*.* Describe what the exposition would be like in a book or movie about YOUR life.

New York State Common Core:

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging

Lesson:

1. Students, by means of using a dictionary or dictionary app will define the term exposition.
2. Students will add their definitions to the board:

***Exposition:*** The part of a literary work that provides the background information needed to understand the characters and the action.

1. Each group will be assigned to identify the major components of the exposition as they re-read Part 1: Chapter 1 with their pre-assigned groups.
2. Discuss the purpose of the exposition as it is reviewed and its meaning discussed:
   1. Victory Mansions-
      1. Ironic name due to dilapidated state of apartments
      2. Smells of cabbage and old rag mats
      3. No electricity- lifts (elevators) do not work
      4. Posters of Big Brother throughout the premises
         1. 40 years old
         2. Handsome/rugged features
         3. Thick black mustache
         4. Eyes seem to follow you
         5. Caption reads: Big Brother is Watching You!
   2. Overall setting-
      1. London, England🡪 now called Air Strip One
      2. April
         1. Still cold, despite being spring
         2. Bright blue skies at times; Often gray skies
         3. Windy
         4. Spring
            1. Symbolizes:

Rebirth

Change

* 1. Winston Smith
     1. Main protagonist
     2. 39 years old
        1. Still young despite poor physical condition
        2. Varicose Ulcer (show picture)
        3. Horrific cough
     3. Wears party uniform of blue overalls
        1. Shows uniformity
        2. Look for female variation on this uniform in chapters to come

1. Discuss:
   1. What type of society do you think we will be reading about?
   2. How does this description make you feel?
   3. How is this information essential?
2. Groups will reconvene to read the *New York Times* Article: “Mind Games: Sometimes a White Coat Isn’t Just a White Coat” while answering the discussion question worksheet.
3. The class will discuss group responses and make connections back to *1984*.

Closure: How does an exposition give us needed insight before we begin reading?

Homework: Read *1984* Part 1: Chapters 3 & 4

April 2, 2012

Mind Games: Sometimes a White Coat Isn’t Just a White Coat

By SANDRA BLAKESLEE

If you wear a white coat that you believe belongs to a doctor, your ability to pay attention increases sharply. But if you wear the same white coat believing it belongs to a painter, you will show no such improvement.

So scientists report after studying a phenomenon they call enclothed cognition: the effects of clothing on cognitive processes.

It is not enough to see a doctor’s coat hanging in your doorway, said Adam D. Galinsky, a professor at the Kellogg School of Management at Northwestern University, who led the study. The effect occurs only if you actually wear the coat and know its symbolic meaning — that physicians tend to be careful, rigorous and good at paying attention.

The findings, on the Web site of The Journal of Experimental Social Psychology, are a twist on a growing scientific field called embodied cognition. We think not just with our brains but with our bodies, Dr. Galinsky said, and our thought processes are based on physical experiences that set off associated abstract concepts. Now it appears that those experiences include the clothes we wear.

“I love the idea of trying to figure out why, when we put on certain clothes, we might more readily take on a role and how that might affect our basic abilities,” said Joshua I. Davis, an assistant professor of psychology at Barnard College and expert on embodied cognition who was not involved with the study. This study does not fully explain how this comes about, he said, but it does suggest that it will be worth exploring various ideas.

There is a huge body of work on embodied cognition, Dr. Galinsky said. The experience of washing your hands is associated with moral purity and ethical judgments. People rate others personally warmer if they hold a hot drink in their hand, and colder if they hold an iced drink. If you carry a heavy clipboard, you will feel more important.

It has long been known that “clothing affects how other people perceive us as well as how we think about ourselves,” Dr. Galinsky said. Other experiments have shown that women who dress in a masculine fashion during a job interview are more likely to be hired, and a teaching assistant who wears formal clothes is perceived as more intelligent than one who dresses more casually.

But the deeper question, the researchers said, is whether the clothing you wear affects your psychological processes. Does your outfit alter how you approach and interact with the world? So Dr. Galinsky and his colleague Hajo Adam conducted three experiments in which the clothes did not vary but their symbolic meaning was manipulated.

In the first, 58 undergraduates were randomly assigned to wear a white lab coat or street clothes. Then they were given a test for selective attention based on their ability to notice incongruities, as when the word “red” appears in the color green. Those who wore the white lab coats made about half as many errors on incongruent trials as those who wore regular clothes.

In the second experiment, 74 students were randomly assigned to one of three options: wearing a doctor’s coat, wearing a painter’s coat or seeing a doctor’s coat. Then they were given a test for sustained attention. They had to look at two very similar pictures side by side on a screen and spot four minor differences, writing them down as quickly as possible.

Those who wore the doctor’s coat, which was identical to the painter’s coat, found more differences. They had acquired heightened attention. Those who wore the painter’s coat or were primed with merely seeing the doctor’s coat found fewer differences between the images.

The third experiment explored this priming effect more thoroughly. Does simply seeing a physical item, like the coat, affect behavior? Students either wore a doctor’s coat or a painter’s coat, or were told to notice a doctor’s lab coat displayed on the desk in front of them for a long period of time. All three groups wrote essays about their thoughts on the coats. Then they were tested for sustained attention.

Again, the group that wore the doctor’s coat showed the greatest improvement in attention. You have to wear the coat, see it on your body and feel it on your skin for it to influence your psychological processes, Dr. Galinsky said.

Clothes invade the body and brain, putting the wearer into a different psychological state, he said. He described his own experience from last Halloween (or maybe it should be called National Enclothed Cognition Day).

He had decided to dress as a pimp, with a fedora, long coat and cane. “When I entered the room, I glided in,” he said. “I felt a very different presence.”

But what happens, he mused, if you wear pimp clothes every day? Or a priest’s robes? Or a police officer’s uniform? Do you become habituated so that cognitive changes do not occur? Do the effects wear off?

More studies are needed, he said.

This article has been revised to reflect the following correction:

Correction: April 6, 2012

An article on Tuesday about the effects of clothing on cognitive processes misstated the name of the journal that published a recent study showing that wearing a doctor’s white coat led subjects to pay sharper attention. It is The Journal of Experimental Social Psychology, not The Journal of Experimental Social Cognition. The article also described the findings of an earlier study incorrectly. In that experiment, people who held a hot drink in their hands rated others personally warmer; it is not the case that people were rated personally warmer if they held a hot drink.

***Mind Games: Sometimes a White Coat Isn’t Just a White Coat***

***C:\Users\kimlofaso.INST\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZREJ61H2\MC900023456[1].wmf***

*Directions:* Answer the following questions with your group in preparation for a class discussion on the topic of uniforms.

1. What are your thoughts on the “white coat” experiment discussed in paragraph 1? Do you think this is accurate?
2. Define *enclothed cognition*:
3. What does a doctor’s white coat symbolize, according to Blakeslee?
4. Describe embodied cognition:
5. Do you agree or disagree with Mr. Davis’ beliefs about wearing certain clothes?
6. Have you ever been in a situation where you have had to wear a uniform? (Consider: School; job; team scenarios)
7. Reflect on Dr. Galinsky’s findings regarding:
   1. Washing your hands-
   2. Holding a hot/cold drink-
   3. Carrying a heavy clipboard-
8. Based on Dr. Galinsky’s quote “…clothing affects how other people perceive us as well as how we think about ourselves” why do you think the Party requires Winston Smith to wear blue overalls? What does this uniform impact him cognitively?
9. Does your outfit alter how you approach and interact with the world?
10. Share your reactions to:
    1. Experiment #1-
    2. Experiment #2-
    3. Experiment #3-

Aim: Understanding the negative implications of gossiping

Do Now: “Freewrite” for two minutes about a time when you were affected by a rumor and/or a time when you participated in spreading gossip. How did you feel as a result? What was the outcome?

New York State Common Core:

Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

Lesson:

1. The teacher will whisper the following rumor to a student:
   1. I know for a fact that Big Brother increased the chocolate rations from I know for a fact it’s true!
2. The first student will quietly repeat the “fact” to the next student and so on, until the last student in the class has received this juicy tidbit of information.
3. The last student to receive the information will announce it to the class.
4. The class will then compare the end result of the rumor to the teacher’s “fact” and discuss why it has changed.
5. Students will listen to the song “Everybody Talks” (radio friendly version) while reviewing a copy of the lyrics.
6. Students will be asked to find 3-5 similarities between this song and Winston’s job at the Ministry of Truth.
7. Students will review their findings with their groups and place comparisons on the board.
8. The class will discuss each example, as we continue to analyze Big Brother’s motives.
9. Students will read the USA Today article “Hurricane Sandy Shows the Dark Side of Social Media” while considering the following questions:
   1. Is gossip more easily spread because of social media? Why or why not?
   2. How can spreading inaccurate facts become a danger to society?
   3. What solutions, if any can you find to this ongoing problem?

Closure:

Will this change the way you handle gossip and rumors? What dangers can come about

as a result of spreading mistruths? Why do you believe Big Brother is intent on changing

the past? What are your thoughts on Winston’s willingness to comply? Is he a hypocrite?

Homework: Using the list provided for you, write down one compliment or a positive attribute for each student in our class.

\*Provide students with a class list. Once collected the following day, the teacher will compile a

list of 5-7 compliments for each student. The source of each compliment will remain anonymous,

but the overall message that we must be more tolerant of our peers and not feed into gossip

mongering will be reinforced.

NEON TREES LYRICS

"Everybody Talks"

Hey baby won't you look my way

I can be your new addiction

Hey baby what you gotta say?

All you're giving me is fiction

I'm a sorry sucker and this happens all the time

I found out that everybody talks

Everybody talks, everybody talks

It started with a whisper

And that was when I kissed her

And then she made my lips hurt

I could hear the chitchat

Take me to your love shack

Mamas always gotta backtrack

When everybody talks back

Hey honey you could be my drug

You could be my new prescription

Too much could be an overdose

All this trash talk makes me itchy

Oh my my…

Everybody talks, everybody talks

Everybody talks too much

It started with a whisper

And that was when I kissed her

And then she made my lips hurt

I could hear the chitchat

Take me to your love shack

Mamas always gotta backtrack

When everybody talks back

Never thought I'd live to see the day

When everybody's words got in the way

Hey sugar show me all your love

All you're giving me is friction

Hey sugar what you gotta say?

It started with a whisper

And that was when I kissed her

And then she made my lips hurt

I could hear the chitchat

Take me to your love shack

Mamas always gotta backtrack

When everybody talks back

Everybody talks

Everybody talks

Everybody talks

Everybody talks

Everybody talks

Everybody talks... back

It started with a whisper (everybody talks, everybody talks)

And that was when I kissed her (everybody talks, everybody talks)

Everybody talks

Everybody talks... back

**Hurricane Sandy shows dark side of social media**

*by Marisol Bello, USA TODAY*

*Published: 10/31/2012 01:27am*

The story of Hurricane Sandy unfolded quickly on social media: a poignant photo of soldiers standing guard at the Tomb of the Unknowns, a picture of a giant wave slamming into the Statue of Liberty and a TV report that 3 feet of water flooded the New York Stock Exchange.

None of it was true.

Social media served as a useful tool for family and friends to keep tabs on each other during the storm, but Hurricane Sandy exposed a dangerous underbelly of social media: False information can go viral.

"There were a lot of rumors going around," said Emily Rahimi, the social media strategist for the New York Fire Department, who writes and monitors its Twitter feed.

She said even though rumors spread on the fire department's social media, it was just as easy to use the site to debunk rumors. At one point, she posted a message that read, "There is much misinformation being spread about #Sandy's impact on #NYC," and pointed people to official city Twitter feeds for accurate information.

Several photos went viral. The photo of the soldiers at Arlington Cemetery was taken in September, not Monday. Others that showed ominous clouds over the New York City skyline were photo shopped, or were screen grabs from a movie, or were stock photos.

A post that the 109-year-old building that is home to the stock exchange was flooded with water became the subject of debate Tuesday after CNN reported it.

In an e-mail, CNN spokeswoman Bridget Leininger said the station's weather correspondent Chad Myers "referenced a National Weather Service report that turned out to be incorrect. We quickly made an on-air correction. We regret the error."

The National Weather Service spokesman Chris Vaccaro said the news came from several local New York City media outlets who had posted it on Twitter, though he didn't know which specifically. "We conveyed information we would have deemed credible," but he said as soon they realized the reports were false, they corrected the report.

The digital news website BuzzFeed identified the original source of the tweet as Twitter user @comfortablysmug, who identifies himself as a Mitt Romney supporter interested in finance and politics. His Twitter feed included other erroneous tweets, including one that all subways would be closed for the rest of the week and that major lines were flooded and another that Con Edison was shutting off all power to New York City. Con Edison corrected the tweet, saying it may shut down service in low-lying areas.

Twitter user @comfortablysmug did not reply to a request for comment. A message posted to the Twitter account late Tuesday apologized, saying, "I made a series of irresponsible and inaccurate tweets."  Without identifying himself by name, the message said he had resigned from the congressional campaign of Christopher Wight, a Republican candidate for the U.S. House in New York.. Wight's campaign website said the candidate had "accepted the resignation of campaign manager Shashank Tripathi." Debra Jasper, a co-founder of the social media consulting company Mindset Digital, says fact-checking is as quick on Twitter as the spreading of misinformation.

Indeed, posters immediately began asking the source of the information on the flooding at the stock exchange.

"People can correct misinformation in real time, too," Jasper says.

Her Mindset Digital partner, Betsy Hubbard, said the other phenomenon occurring more often after a big event is "news jacking," when someone or a company try to use an event for their gain.

It happened with Hurricane Sandy, too, when American Apparel sent out an e-mail blast for a 20% off sale for people living in the affected states, with a tagline that read, "In case you're bored during the storm."

An immediate backlash followed on Twitter. "I don't care if it's 'relevant,' social media 'news jacking' is gross and opportunistic," wrote one poster. Another wrote, "American Apparel showing how not to do it with a Hurricane Sandy sale."

"It's not a good idea to try to use these tragic events to your advantage," Hubbard says.

Rahimi, who monitored the department's Twitter account all day Monday and through the night and early morning Tuesday, said more good came out of using social media despite the bad information that circulated. At one point, she said, a rumor spread that the Fire Department headquarters was evacuated. So she set the record straight, sending messages directly to people who had posted the erroneous information.

For the record, the headquarters building wasn't evacuated.

"I was here all night," she said.

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Aim: Recognizing the impact a lack of privacy has on an individual

Do Now: Has your privacy ever been invaded? Describe how it made you feel? Did any good come of this invasion?

New York State Common Core:

1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
2. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Lesson:

1. Students will Think-Pair-Share their responses to the Do Now topic.
2. Groups will meet to read and analyze the following news articles regarding invasion of privacy:
   1. Group #1- “U.S. Is Secretly Collecting Records of Verizon Calls”
   2. Group #2- “Little Brother is Watching”
   3. Group #3- “Staying Private on the New Facebook”
   4. Group #4- “Teacher Knows if You’ve Done the E-Reading”
3. Each group will read the assigned article and create questions focused on the key points made in the article for the class to answer. Groups will also be required to create questions that show a relationship between the article and 1984, as well as an Aim and a Do Now.
4. Questions will be collected by the teacher for review and once approved, typed up by the group. *\*Note: A visit to the computer lab might be beneficial at this point.*
5. Groups will meet and read the other groups’ articles on a rotating basis, while answering the peer-created questions and participating in conversations of their own regarding the topic they are reading about.
6. Each group will lead the class in a discussion about their assigned article.

Closure: Does true privacy exist in our society? Why or why not? Is this a good or a bad fact? Was Orwell accurate in his predictions for the future? Is *1984* now?

Homework: Locate an article from a magazine, newspaper, or the internet that shows how our lack of privacy either benefits or hurts our society.

**June 5, 2013**

**U.S. Is Secretly Collecting Records of Verizon Calls**

By CHARLIE SAVAGE and EDWARD WYATT

WASHINGTON — The Obama administration is secretly carrying out a domestic surveillance program under

which it is collecting business communications records involving Americans under a hotly debated section of the

Patriot Act, according to a highly classified court order disclosed on Wednesday night.

The order, signed by Judge Roger Vinson of the Foreign Intelligence Surveillance Court in April, directs a Verizon

Communications subsidiary, Verizon Business Network Services, to turn over “on an ongoing daily basis” to the

National Security Agency all call logs “between the United States and abroad” or “wholly within the United

States, including local telephone calls.”

The order does not apply to the content of the communications.

Verizon Business Network Services is one of the nation’s largest telecommunications and Internet providers for

corporations. It is not clear whether similar orders have gone to other parts of Verizon, like its residential or

cellphone services, or to other telecommunications carriers. The order prohibits its recipient from discussing its

existence, and representatives of both Verizon and AT&T declined to comment Wednesday evening.

The four-page order was disclosed Wednesday evening by the newspaper The Guardian. Obama administration

officials at the F.B.I. and the White House also declined to comment on it Wednesday evening, but did not deny

the report, and a person familiar with the order confirmed its authenticity. “We will respond as soon as we can,”

said Marci Green Miller, a National Security Agency spokeswoman, in an e-mail.

The order was sought by the Federal Bureau of Investigation under a section of the Foreign Intelligence

Surveillance Act, the 1978 law that regulates domestic surveillance for national security purposes, that allows the

government to secretly obtain “tangible things” like a business’s customer records. The provision was expanded

by Section 215 of the Patriot Act, which Congress enacted after the 9/11 terrorist attacks.

The order was marked “TOP SECRET//SI//NOFORN,” referring to communications-related intelligence

information that may not be released to noncitizens. That would make it among the most closely held secrets in the

federal government, and its disclosure comes amid a furor over the Obama administration’s aggressive tactics in its

investigations of leaks.

The collection of call logs is set to expire in July unless the court extends it.

The collection of communications logs — or calling “metadata” — is believed to be a major component of the

Bush administration’s program of surveillance that took place without court orders. The newly disclosed order

raised the question of whether the government continued that type of information collection by bringing it under

the Patriot Act.

The disclosure late Wednesday seemed likely to inspire further controversy over the scope of government

surveillance. Kate Martin of the Center for National Security Studies, a civil liberties advocacy group, said that

“absent some explanation I haven’t thought of, this looks like the largest assault on privacy since the N.S.A.

wiretapped Americans in clear violation of the law” under the Bush administration. “On what possible basis has

the government refused to tell us that it believes that the law authorizes this kind of request?” she said.

For several years, two Democrats on the Senate Intelligence Committee, Senator Ron Wyden of Oregon and

Senator Mark Udall of Colorado, have been cryptically warning that the government was interpreting its

surveillance powers under that section of the Patriot Act in a way that would be alarming to the public if it knew

about it.

“We believe most Americans would be stunned to learn the details of how these secret court opinions have

interpreted Section 215 of the Patriot Act,” they wrote last year in a letter to Attorney General Eric H. Holder Jr.

They added: “As we see it, there is now a significant gap between what most Americans think the law allows and

what the government secretly claims the law allows. This is a problem, because it is impossible to have an

informed public debate about what the law should say when the public doesn’t know what its government thinks

the law says.”

A spokesman for Senator Wyden did not respond Wednesday to a request for comment on the Verizon order.

The senators were angry because the Obama administration described Section 215 orders as being similar to a

grand jury subpoena for obtaining business records, like a suspect’s hotel or credit card records, in the course of an

ordinary criminal investigation. The senators said the secret interpretation of the law was nothing like that.

Section 215 of the Patriot Act made it easier to get an order from the Foreign Intelligence Surveillance Court to

obtain business records so long as they were merely deemed “relevant” to a national-security investigation.

The Justice Department has denied being misleading about the Patriot Act. Department officials have

acknowledged since 2009 that a secret, sensitive intelligence program is based on the law and have insisted that

their statements about the matter have been accurate.

The New York Times filed a Freedom of Information Act lawsuit in 2011 for a report describing the

government’s interpretation of its surveillance powers under the Patriot Act. But the Obama administration

withheld the report, and a judge dismissed the case.

October 15, 2010

**Little Brother Is Watching**

**By WALTER KIRN**

**In** [**George Orwell**](http://topics.nytimes.com/top/reference/timestopics/people/o/george_orwell/index.html?inline=nyt-per)**’s “1984,”** that novel of totalitarian politics whose great mistake was to emphasize the villainy of society’s masters while playing down the mischief of the masses, the goal of communications technology was brutal and direct: to ensure the dominance of the state. The sinister “telescreens” placed in people’s homes spewed propaganda and conducted surveillance, keeping the population passive and the leadership firmly in control. In the face of constant monitoring, all people could do was sterilize their behavior, conceal their thoughts and carry on like model citizens.

This was, it turns out, a quaint scenario, grossly simplistic and deeply melodramatic. As the Internet proves every day, it isn’t some stern and monolithic Big Brother that we have to reckon with as we go about our daily lives, it’s a vast cohort of prankish Little Brothers equipped with devices that Orwell, writing 60 years ago, never dreamed of and who are loyal to no organized authority. The invasion of privacy — of others’ privacy but also our own, as we turn our lenses on ourselves in the quest for attention by any means — has been democratized.

For [Tyler Clementi](http://topics.nytimes.com/top/reference/timestopics/people/c/tyler_clementi/index.html?inline=nyt-per), the [Rutgers University](http://topics.nytimes.com/top/reference/timestopics/organizations/r/rutgers_the_state_university/index.html?inline=nyt-org) student who recently committed suicide after a live-stream video of an intimate encounter of his was played on the Web, Little Brother took the form of a prying roommate with a webcam. The snoop had no discernible agenda other than silly, juvenile troublemaking, which made his actions more disturbing in certain ways than the oppressive prying of a dictatorship. The roommate, it seems, was acting on impulse, at least initially, and his transgression couldn’t be anticipated, let alone defended against. Clementi, unlike Orwell’s Winston Smith, who hid from the telescreens whenever possible and understood that the price of personhood was ceaseless self-censorship and vigilance, had no way of knowing that the walls had eyes. Nor did his unseen observer anticipate the ultimate consequences of his intrusion.

In “1984,” the abolition of personal space was part of an overarching government policy, but nowadays it’s often nothing more than a side effect of wired high spirits. The era of the “viral video,” when footage of some absorbing slice of life can spread overnight around the globe, is bringing out the anarchist in all of us. Sometimes the results are welcome, benign, and the intruder does his subject a favor. Take the young man who taped his girlfriend shimmying in front of a TV attached to a Wii Fit video game. He shot the clip without her knowledge, apparently, and in no time [Google](http://topics.nytimes.com/top/news/business/companies/google_inc/index.html?inline=nyt-org) and YouTube made her famous. She capitalized on her high profile by appearing on “The Tyra Banks Show.”

There are also times, of course, when Little Brother does a positive service to society by turning the tables on the state and watching the watchers. The other day a video emerged that seemed to show an Israeli soldier dancing in a mocking manner around a cowering Palestinian woman whom he appeared to have under his control. The viewer couldn’t help but be reminded of more shocking pictures from Abu Ghraib — scenes of torture that might never have come to light if Little Brother hadn’t been standing nearby. The irony is that these images, which caused a convulsion of national moral conscience, were taken — in some cases, at least — as photographic boasts or trophies. So giddy with power and numb to its abuses were the camera-wielding prison guards that they indicted themselves with their own antics.

**In the post ideological** YouTube-topia that Orwell couldn’t have foreseen, information flows in all directions and does as it pleases, for better or for worse, serving no masters and obeying no party line. The telescreens, tiny, mobile and ubiquitous, at times seem to be working independently, for some mysterious purpose all their own. This morning, when I sat down to write, I was distracted by a story on my computer about a Google Street View camera that snapped pictures of a corpse lying on a bloody street in urban Brazil. I clicked on the link, unable to do otherwise, and up came the awful, disconcerting image. For a moment, I felt like a voyeur, spiritually dirtied by what I saw. A moment later I was checking the weather report and the status of my I.R.A.

Even Big Brother himself was not so cold. He, at least, had a motive for his peeping — to maintain order, to shore up his position and to put down possible rebellions — but I and the countless Little Brothers like me lack any clear notion of what we’re after. A fleeting sensation of omnipotence? The gratification of idle curiosity? Our nonstop trafficking in stolen images, sometimes as consumers and sometimes as producers (is there any meaningful difference anymore?), adds up to a story without a plot. Is it a tragic story? On occasion. It was tragic for Tyler Clementi and for his roommate, who ruined his own life by spying on another’s, but for those who are suddenly lofted to fame and riches by achieving viral visibility, it’s closer to a feel-good comedy.

Ours is a fragmentarian society, infinitely divided against itself and endlessly disrupted from within by much the same technologies that, in Orwell’s somber novel, assured a dull and deadening stability. In some ways, his nightmare vision of state control is cozy and reassuring by comparison. Big Brother may have stifled dissent by forcing conformity on his frightened subjects, but his trespasses were predictable and manageable. What’s more, his assaults on citizens’ privacy left the concept of privacy intact, allowing the possibility that with his overthrow people might live again as they once had.

Little Brother affords us no such luck, in part because he dwells inside us rather than in some remote and walled-off headquarters. In the new, chaotic regime of networked lenses and microphones that point every which way and rest in every hand, permitting us to train them on ourselves as easily as we aim them at one another, the private and public realms are so confused that it’s best to treat them as identical. With nowhere to hide, you might as well perform, dispensing with old-fashioned notions of discretion and personal dignity. If Tyler Clementi had remembered to do this — to yield his personal life to the machine and acknowledge, with Shakespeare, that the world’s a soundstage — he might have shrugged off the embarrassment he suffered and made a reality show of his existence. He might have asked Little Brother into his room instead of choosing, fatally, to keep him out in the only manner he must have thought possible.

**February 6, 2013**

**Staying Private on the New Facebook**

By SOMINI SENGUPTA

Facebook is a personal vault that can contain photos of your firstborn, plans to bring down your government and,

occasionally, a record of your indiscretions.

It can be scoured by police officers, partners and would-be employers. It can be mined by marketers to show

tailored advertisements.

And now, with Facebook’s newfangled search tool, it can allow strangers, along with “friends” on Facebook, to

discover who you are, what you like and where you go.

Facebook insists it is up to you to decide how much you want others to see. And that is true, to some extent. But

you cannot entirely opt out of Facebook searches. Facebook, however, does let you fine-tune who can see your

“likes” and pictures, and, to a lesser extent, how much of yourself to expose to marketers.

The latest of its frequent changes to the site’s privacy settings was made in December. Facebook is nudging each

of its billion subscribers to review them.

The nudge could not have been more timely, said Sarah Downey, a lawyer with the Boston company Abine,

which markets tools to help users control their visibility online. “It is more important than ever to lock down your

Facebook privacy settings now that everything you post will be even easier to find,” she said.

That is to say, your settings will determine, to a large extent, who can find you when they search for women who

buy dresses for toddlers or, more unsettling, women who jog a particular secluded trail.

What can you do? Ask yourself four simple questions.

QUESTION 1 How would you like to be found?

Go to “who can see my stuff” on the upper right side of your Facebook page. Click on “see more settings.” By

default, search engines can link to your timeline. You can turn that off if you wish.

Go to “activity log.” Here you can review all your posts, pictures, “likes” and status updates. If you are concerned

about who can see what, look at the original privacy setting of the original post.

In my case, I had been tagged eating a bowl of ricotta with my fingers at midnight near Arezzo. My friend who

posted the picture enabled it to be seen by anyone, which means that it would show up in a stranger’s search for, I

don’t know, people who eat ricotta with their fingers at midnight. I am tagged in other photos that are visible only

to friends of the person who posted them.

The point is, you want to look carefully at what the original settings are for those photos and “likes,” and decide

whether you would like to be associated with them.

“I don’t get this Facebook thing either,” said one woman whose friend request I had accepted in January 2008.

“But everyone in our generation seems to be on it.”

If you are concerned about things that might embarrass or endanger you on Facebook — Syrians who endorse the

opposition may not want to be discovered by government apparatchiks — comb through your timeline and get rid

of them. The only way to ensure that a post or photo is not discovered is to “unlike” or “delete” it.

Make yourself a pot of tea. This may take a while. The nostalgia may just be amusing.

QUESTION 2 What do you want the world to know about you?

Go to your profile page and click “About me.” Decide if you would like your gender, or the name of your spouse,

to be visible on your timeline. Think about whether you want your birthday to be seen on your timeline. Your date

of birth is an important piece of personal information for hackers to exploit.

A tool created a couple of weeks ago by a team of college students offers to look for certain words and phrases that

could embarrass other college students as they apply for internships and jobs. It is called Simplewash, formerly

Facewash, and it looks for profanity, references to drugs and other faux pas that you do not necessarily want, say, a

law school admissions officer to see.

Socioclean is another application that scours your Facebook posts. It is selling its service to college campuses to

offer to students.

QUESTION 3 Do you mind being tracked by advertisers?

Facebook has eyes across the Web; one study found that its so-called widget — the innocuous blue letter “f” — is

integrated into 20 percent of the 10,000 most popular Web sites. If that is annoying, several tools can help you

block trackers. Abine, DisconnectMe and Ghostery offer browser extensions. Once installed on your Web

browser, these extensions will tell you how many trackers they have blocked.

Facebook also has a mechanism to show you ads based on the Web sites you have visited. It works with third

party companies to place cookies on my computer when, for instance, I visit an e-commerce site. That brand

knows that I might be looking at girls’ dresses. It can ask Facebook to show me an ad for girls’ dresses when I log

in to Facebook. You can control this. Hover over the “X” next to the ad and choose from the drop-down menu:

“Hide this ad,” you could say. Or hide all ads from this brand. Facebook does not serve the ads itself, so to opt out

of certain kinds of targeted ads, you must go to the third party that Facebook works with to show ads based on the

Web sites you have browsed.

QUESTION 4 Whom do you want to befriend?

Now is the time to review whom you count among your Facebook friends. Your boss? Do you really want her to

see pictures of you in Las Vegas? And the woman you met in Lamaze class: do you want the apps she has

installed to know who you are?

Privacyfix.com, a browser extension, shows you how to keep your friends’ Facebook applications from sucking

you into their orbit. It is preparing to introduce a tool to control what it calls your “exposure” to the Facebook

search engine.

Secure.me offers a similar feature. Depending on your privacy settings, that photo-sharing app that your Lamaze

compatriot just installed could, in one click, know who you are and have access to all the photos that you thought

you were sharing with “friends.”

One of Facebook’s cleverest heists is the word “friend.” It makes you think all your Facebook contacts are really

your “friends.” They may not be.

**April 8, 2013**

**Teacher Knows if You’ve Done the E-Reading**

**By DAVID STREITFELD**

SAN ANTONIO — Several Texas A&M professors know something that generations of teachers could only

hope to guess: whether students are reading their textbooks.

They know when students are skipping pages, failing to highlight significant passages, not bothering to take notes

— or simply not opening the book at all.

“It’s Big Brother, sort of, but with a good intent,” said Tracy Hurley, the dean of the school of business.

The faculty members here are neither clairvoyant nor peering over shoulders. They, along with colleagues at eight

other colleges, are testing technology from a Silicon Valley start-up, CourseSmart, that allows them to track their

students’ progress with digital textbooks.

Major publishers in higher education have already been collecting data from millions of students who use their

digital materials. But CourseSmart goes further by individually packaging for each professor information on all the

students in a class — a bold effort that is already beginning to affect how teachers present material and how

students respond to it, even as critics question how well it measures learning. The plan is to introduce the program

broadly this fall.

Adrian Guardia, a Texas A&M instructor in management, took notice the other day of a student who was

apparently doing well. His quiz grades were solid, and so was what CourseSmart calls his “engagement index.”

But Mr. Guardia also saw something else: that the student had opened his textbook only once.

“It was one of those aha moments,” said Mr. Guardia, who is tracking 70 students in three classes. “Are you really

learning if you only open the book the night before the test? I knew I had to reach out to him to discuss his studying

habits.”

Students do not see their engagement indexes unless a professor shows them, but they know the books are

watching them. For a few, merely hearing the number is a shock. Charles Tejeda got a C on the last quiz, but the

real revelation that he is struggling was a low CourseSmart index.

“They caught me,” said Mr. Tejeda, 43. He has two jobs and three children, and can study only late at night.

“Maybe I need to focus more,” he said.

CourseSmart is owned by Pearson, McGraw-Hill and other major publishers, which see an opportunity to cement

their dominance in digital textbooks by offering administrators and faculty a constant stream of data about how

students are doing.

In the old days, teachers knew if students understood the course from the expressions on their faces. Now some

classes, including one of Mr. Guardia’s, are entirely virtual. Engagement information could give the colleges early

warning about which students might flunk out, while more broadly letting teachers know if the whole class is

falling behind.

Eventually, the data will flow back to the publishers, to help prepare new editions.

Academic and popular publishers, as well as some authors, have dreamed for years of such feedback to direct sales

and editorial efforts more efficiently. Amazon and Barnes & Noble are presumed to be collecting a trove of data

from readers, although they decline to say what, if anything, they will do with it.

The predigital era, when writers wrote and publishers published without a clue, is seen as an amazingly ignorant

time. “Before this, the publisher never knew if Chapter 3 was even looked at,” said Sean Devine, CourseSmart’s

chief executive.

More than 3.5 million students and educators use CourseSmart textbooks and are already generating reams of data

about Chapter 3. Among the colleges experimenting this semester are Clemson, Central Carolina Technical

College and Stony Brook University, as well as Texas A&M-San Antonio, a new offshoot.

Texas A&M has one of the highest four-year graduation rates in the state, but only half the students make it out in

that time. “If CourseSmart offers to hook it up to every class, we wouldn’t decline,” said Dr. Hurley, the dean.

At a recent session here of a management training class, Mr. Guardia addressed how to intervene efficiently with

underperformers. The students watched a video of a print shop manager chewing out an employee without

knowing the circumstances. The moral: The manager needed better data.

Then Mr. Guardia discussed with his students the analytics of their own reading, which he had e-mailed to them.

The students suggested that once again better information was needed. Several said their score was being

minimized because they took notes on paper.

Others complained there were software bugs, a response Mr. Guardia has heard before. The student who was

cramming at the last minute said, for example, that he had opened the textbook several times, not just once.

Perhaps these are the digital equivalent of “the dog ate my homework.” CourseSmart said it knew of no problems

with its software.

The start-up said its surveys indicated few privacy concerns among students or colleges, and this was borne out by

the class. “Big Brother,” said one student, but that was a joke, and everyone snickered. Being watched is a

fundamental part of the world they live in.

“Amazon has such a footprint on me,” said Carol Johnson, 51, who works in the tech industry. “It knows more

than my mother.”

Chris Dede, a professor of learning technologies at Harvard’s Graduate School of Education, is more

apprehensive. He believes analytics are important in the classroom, but they must be based on high-quality data.

The CourseSmart system has other potential problems; students could easily game the highlighting or note-taking

functions. Or a student might improve his score by leaving his textbook open and doing something else.

“The possibilities of harm are tremendous if teachers are naïve enough to think these scores mean anything for the

vast majority of students,” Professor Dede said.

CourseSmart says the data it collects now is a beginning. “We’ll ultimately show how the student traverses the

book,” Mr. Devine said. “There’s a correlation and causality between engagement and success.”

There is also correlation, the students are learning, between perception and success.

Hillary Torres, a senior, is a good student with a low engagement index, probably because she is taking notes into a

computer file not being tracked. This could be a problem; she is a member of the Society for Human Resource

Management, whose local chapter is advised by Mr. Guardia. “If he looks and sees, ‘Hillary is not really reading as

much as I thought,’ does that give him a negative image of me?” she wondered. “His opinion really matters.

Maybe I need to change my study habits.”

After two months of using the system, Mr. Guardia is coming to some conclusions of his own. His students

generally are scoring well on quizzes and assignments. In the old days, that might have reassured him. But their

engagement indexes are low.

“Maybe the course is too easy and I need to challenge them a bit more,” Mr. Guardia said. “Or maybe the

textbooks are not as good as I thought.”

Aim: Understanding the connection between Orwell’s *1984* and our modern times

Do Now: Is #TWITTER the Newspeak of our modern times? Why or why not? Give examples from the novel to prove or disprove your viewpoint.

New York State ELA Common Core:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging

Lesson:

1. Students will share and discuss their DO Now responses with their groups.
2. Groups will compile a list of 3-5 examples from the novel supporting the theory that Twitter (or other relevant social media) is the Newspeak of our modern times and 3-5 examples disproving this theory.
3. The class will compile a list of the Smartboard giving evidence of both theories.
4. Students will read the Chicago Tribune Article “Colleges shake up process with quirky essay topics, tweet-like brevity” by Bonnie Rubin.
5. Students will be asked to “tweet” their opinion of this article.
6. What challenges came about as you attempted either successfully or unsuccessfully to “tweet” your opinion?
   1. Suggested responses include:
      1. It was difficult to express my opinion in merely 140 characters!
      2. I had to modify the language to meet the requirements.
      3. It was easy to do, because I am used to cutting short what I would like to say.
7. View two clips of the CSNBC documentary on YouTube entitled #TwitterRevloution

<http://youtu.be/SVFe1oja9Yk> and <http://youtu.be/ZW8X-2VG5nQ>

1. Free-write a reaction to this clip for: 1.4 minutes
   1. Think-pair-share your response with a partner.
   2. Do you agree or disagree with the message this documentary sends?
2. Students will debate this topic:
   1. The class will be divided up into two groups:
      1. #TwitterAmazing
      2. #TwitterDownfall
   2. Students will be asked to reflect for 3-5 minutes and to list 3-5 facts or opinions that support their debate group.
   3. The debate will ensue:
      1. Each student must share or refute one fact or viewpoint during the debate to get credit for participation.

*Closure:* At the end of the debate, students will consider the following questions once more: Is Twitter the Newspeak of 2013? Is it the downfall of our society?

Homework: After reading tonight’s chapter and answering the related discussion questions, summarize the chapter in 140 characters or less. Be prepared to share these in class tomorrow.

**Colleges shake up process with quirky essay topics, tweet-like brevity**

By Bonnie Miller Rubin, Chicago Tribune

Thursday, December 22, 2011

Let's say you are confronting one of the most important decisions of your life. But first, you must answer this:

What's your favorite thing about last Tuesday?

And answer in 25 words or less.

The query may seem like it's taken from Twitter or an online dating survey, but it is designed for a match of a different sort: getting into college.

The essay question is new for 2012 applications to the University of Maryland and is just one example of a wave of quirkiness and brevity that has swept the usually staid world of college admissions essays in recent years. Some colleges have added questions that might elicit answers more suitable for a text or Tweet, and others have introduced video to the process.

With deadlines looming at numerous top-tier schools, many high school seniors who have struggled with writer's block are now in official panic mode. The traditional "Why this school?" treatise is still a fixture on most applications, but today's high school seniors also are grappling with:

"Imagine you have to wear a costume for a year of your life. What would you pick and why?" (Brandeis University in Massachusetts)

"What is your favorite ride at the amusement park? How does this reflect your approach to life?" (Emory University in Atlanta)

"Colleges have really thrown us a curve ball," said Eric Apgar, director of guidance at Sandburg High School in Orland Park. "In years past, we would tell students not to veer too far from the middle, to not be too strange ... but it seems like that's exactly what post-secondary institutions want."

It's not just content that has undergone a makeover, but the format, as well. Along with the usual essay, many campuses have added short takes of 20 to 25 words, such as "What's the best movie of all time?" (Columbia University in New York City)

It's not just about appealing to the text/Twitter/YouTube generation, but also about taking another opportunity to get acquainted with the applicant, said college consultant Katherine Cohen and founder of IvyWise.com.

"You really get a totally different feel for who that person is, especially with the short takes. It allows colleges to learn things they may not get from a transcript and a résumé," she said. "That's why they're fun."

Such questions irk Barmak Nassirian of the American Association of Collegiate Registrars and Admissions Officers. "It just reinforces that there's some secret code that needs to be cracked to gain admission," he said. "How angry would an adult be if we had to answer these kinds of bizarre questions on a job application?"

While other schools may just be retooling, the University of Chicago has long taken great pride in its provocative essays. Over the years, the application has asked students to reflect on everything from "How do you feel about Wednesday?" to the massive jars of mustard at warehouse stores.

"There's no right or wrong answer. ... We're looking for students unafraid to talk in their own voice," said Evan Cudworth, assistant director of admissions.

The eccentric prompts have become such a hallmark of the University of Chicago application that the admissions office annually solicits suggestions from incoming students and alumni.

The condiment question, for example, was submitted about six years ago and elicited a wide range of responses, from rants on consumerism to a physics equation, with one student calculating how fast a swimmer could travel in a pool of mustard.

"What it says is, 'I am a physicist who sees the world through a math lens,'" Cudworth explained.

The most popular selection on this year's form: "What does Play-Doh have to do with Plato?"

Colleges are entering the offbeat realm for a variety of reasons, experts say. As more have signed on to the Common Application -- the online admissions form that can be sent to multiple schools and was meant to streamline the process -- they've added supplemental questions as a way to get beyond the generic and stand out from the crowd.

"It's put great stress on kids, who now have a lot more questions to answer," said Marybeth Kravets, a longtime college counselor who retired from Deerfield High School.

That sentiment is echoed by Susan Van Horn, whose twin daughters are high school seniors. The queries have been markedly different compared to when her son went through the process just four years ago.

"Some schools are asking for 250 words, but then others are asking for 250 characters, so you find yourself counting characters and editing 'do not' down to 'don't.' It gets that silly."

In yet another nod to social media, this is the first year that University of Dayton prospects have had the option of submitting a video essay in lieu of a written one, joining Tufts and George Mason universities.

Dayton applicants will answer the question "What does it mean to be a servant leader?" and then share their videos through Facebook, Twitter and other sites. Students who garner the most votes will receive a $40,000 scholarship over four years.

"We can't just do things the same old ways," said Sundar Kumarasamy, a vice president at the Catholic school, adding that applications are already running 30 percent ahead of last year.

Cudworth confirmed that unique questions also spare his colleagues from mind-numbing piles of what he called "deep-dish pizza essays" where students wax poetic about Chicago's most famous food.

Shea Schaaf, who ranks first in her senior class, tried to not get too frazzled by the application process, nibbling away at the topics a little bit at a time.

"Once you get into it, it's easier to be creative. ... I just tried to see it as a way to tell them a little bit more about me ... to leave my mark," she said. "You don't want to be just another student who writes clichés."

Schaaf is juggling six AP classes, sports and other activities. She applied to Harvard, Princeton, MIT, Chicago and Northwestern Universities and also Yale, which asks a question of pure fantasy given her busy schedule:

What would you do with a free afternoon tomorrow?

AIM: How do the character’s feelings and emotions influence their behaviors?

DO NOW: Choose five characters from 1984 and write down as many traits, thoughts, feelings, etc., associated with each character.

NYS Common Core English Language Arts Standards for 11th& 12th graders:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Lesson:

1. Students will take several minutes to read and respond to the “Do Now” prompt written on the board.
2. Next, the students will be given the Bio-Poem Guideline ditto.
3. Students will read the example given and follow the format first in creating a Bio-Poem about themselves.
4. Students will then choose the one character they are the most intrigued by and create a Bio-poem on him/her.
5. The class will be given time to work on the rough drafts of the poetry for the remainder of the period, and will be allowed further class time as well as library time to complete and type the project.
6. Students will share their Bio-poems with the class and display them throughout the classroom.

CLOSURE: Can poetry impact the way you think of a character? How? Explain your response.

***Bio-Poem Format***

***C:\Users\dcasamas.INST\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OZX5HALH\MC900290952[1].wmf***

***Line 1-***First Name

***Line 2-***Four traits that describe the character

***Line 3-***Relative of (brother, sister, cousin, etc.)

***Line 4-***Who loves (list 3 things/people)

***Line 5-***Who feels (list 3 items)

***Line 6-***Who needs (3 items)

***Line 7-***Who fears (3 items)

***Line 8-***Who gives (3 items)

***Line 9-***Who would/would not like to see (3 items or things)

***Line 10-***Resident of…

***Line 11-***Last name (make up if you don’t know)

*SAMPLE:*

Scout

Tomboy, brave, intelligent, loving

Sister of Jem

Lover of justice, chewing gum, reading, and Alabama summers

Who feels outrage when her dad is maligned, happiness when school is over, and fright on a dark Halloween night.

Who needs her dad's acceptance, Jem's loyalty, and Dill's admiration

Who gives friendship easily, black eyes to cousins, and sassy words to Calpurnia

Who fears Boo's dark house, owls in the night, and giving her open palms to the teacher

Who would like to see all mockingbirds sing freely whether they are creatures of flight, shy neighbors, or kind handymen

Resident of Maycomb, Alabama

Finch

Bio-Poem on YOU

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Bio-Poem on any character from 1984

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