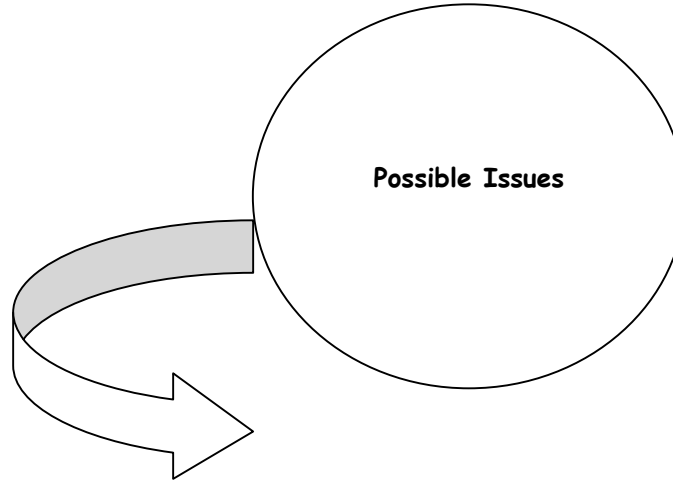


Brainstorm:

List some important issues you believe unite or divide the community of Oakland. What issues are many citizens of this community concerned about?

Handout: Day 2

1. Brainstorm 10-12 central issues.



2. Narrow to three choices

Three empty rectangular boxes are arranged horizontally, intended for students to write their three chosen issues.

3. Narrow to one choice

A single empty rectangular box is positioned below the three boxes from the previous step, intended for the student to write their final chosen issue.

Why did you choose this?

A large empty rectangular box with a double border, intended for the student to write their reasoning for choosing the issue.

4. Identify possible people to interview.

Remember—you have to pick people from a wide range of perspectives. You cannot have 3 teenagers, or 2 teachers/2 parents. Each person must be diverse in age, culture, occupation, etc.

Who I could interview about this issue (make a list of 5-7 specific people - use names):

A large empty rectangular box with a double border, intended for the student to list 5-7 specific people to interview.



Name _____

Generating Questions for the Interview

Handout – Day 3

Before you begin the interview, it is crucial that you are prepared with excellently planned out questions. Good questions are the heart of an interview. Like Anna Deavere Smith and LeAlan Jones, and Lloyd Newman you will interview subjects about a central issue (ex: the 1992 L.A. Riots, the death of Eric Morse). Your documentary poems will be taken directly from these interviews—so your poetry, ultimately will only be as good as the interviews.

Question Creation

Interview #1

Interview Subject's Name: _____

Role in the community (i.e. parent, teacher, local store owner): _____

Central Issue: _____

Date of Interview: _____

Location of Interview (where did it take place): _____

General observations about the place of the interview:

Observations about interview subject's clothing, appearance, emotional state, personality, etc.:

Question	Notes (taken during the interview)
Icebreakers (level 1 questions) 6-7 minutes	
<i>Initial Question:</i> <i>Follow-up Question:</i>	

--	--

Level 2 Questions (about issue) 10-12 min.	Notes:
---	---------------

<i>Initial Question:</i> <i>Follow-up Question:</i>	
--	--

DON'T FORGET TO GET THE PERMISSION SLIP

Release Form: Life Academy, 9th Grade Neighborhood Project

Students: Please have your interviewee sign the following release form. Please inform your interviewee that you might be tape recording the interview. Ask permission before you take any photographs or video.

In view of the educational value of this interview project, I

_____ (*name of interview subject*) knowingly and voluntarily permit

_____ (*name of student*) the full

use of this information for educational purposes.

Signature _____

Date of interview _____

If you have any questions, please feel free to contact the teacher, Ms. Thomas (510) 549-9775 or ms.j.thomas@gmail.com

Release Form: Life Academy, 9th Grade Neighborhood Project

Students: Please have your interviewee sign the following release form. Please inform your interviewee that you might be tape recording the interview. Ask permission before you take any photographs or video.

In view of the educational value of this interview project, I

_____ (*name of interview subject*) knowingly and voluntarily permit

_____ (*name of student*) the full

use of this information for educational purposes.

Signature _____

Date of interview _____

If you have any questions, please feel free to contact the teacher, Ms. Thomas (510) 549-9775 or ms.j.thomas@gmail.com

The Different Levels of Questions

Level 1 Questions:

These are questions which call for a safe, objective, and short answer, such as ice breakers. These are recommended for gathering background information and for making both people comfortable. Examples are:

- How long have you been doing this job?
- Where did you go to college?
- Did you grow up in the area?

Level 2 Questions:

These are questions that are much more interesting and are where the heart of the interview resides. These are anecdotal or evaluative. Good examples, on the subject of being a student are:

- Tell me about a teacher you'll always remember.
- Tell me about a classmate you truly admire.
- If you were in charge of things at school, what would you change first?
- What are the most difficult parts of being a student?

Level 3 Questions:

Level 3 consists of "x-rated" questions, and students should not ask these. They not only include taboo subjects—sex, drugs, arrests—but are also usually inappropriate. Examples:

- How much money do you make?
- Which teachers do you think are horrible?
- Has a student ever offered you a bribe?

For your actual interviews, you should try to stick to Levels 1 and 2 Questions.



Tips for Asking Good Questions and Follow-Up Questions

The best interviews, as you can observe on television, radio, and in magazines, have a sense of ease, and responsiveness to the interviewee. Therefore, it is essential that you not only prepare a list of questions, but also to anticipate ways to follow-up based on responses from your interviewee.

From *Like It Was: A Complete Guide to Writing Oral History* by Cynthia Stokes Brown

1. **Good questions—or questions that produce interesting answers—often begin with “how” or “why”:**
 - ❖ How do you feel about _____?
 - ❖ How did your parents feel? Your children?
 2. **If your question does not reveal an interesting answer, it probably wasn't a good question and needs to be followed up with more questions.**
 - ❖ *Initial Question:* Did you enjoy growing up? *Follow-up Questions:* What kinds of things did you enjoy? What did you not enjoy about growing up?
 - ❖ *Initial Question:* What is your favorite food? *Follow-up Questions:* Why is this your favorite food? What is your mother's favorite food?
 - ❖ *Initial Question:* Where were you born? *Follow-up Questions:* What was it like in Charleston when you were little?
 - ❖ *Initial Question:* Who did you marry? *Follow-up Questions:* How did you feel about getting married? Why did you decide to do it? How did your parents feel about you getting married?
 3. **Ask questions that challenge your interviewee to reflect on their lives:**
 - ❖ What was the hardest thing you ever had to do?
 - ❖ What turning points do you see in your life?
 - ❖ What do you see as the best or happiest time of your life? What do you see as the worst?
 - ❖ If you had to live your life over again, what would you do that was different?
 - ❖ Do you see any great opportunities that you missed?
 - ❖ How are you different from your parents? Do you think you had a better life than they did?
 4. **Be a good listener! Good listeners remind their narrators that they are listening by making comments such as “Uh huh,” “really,” “go on.” This can work as effectively as the questions themselves to encourage your interviewee to talk.**
 5. **To encourage someone to talk in greater depth, interviewers use questions like:**
 - ❖ Can you give me an example of that?
 - ❖ Can you describe that in more detail?
 - ❖ Let's go back to _____. Tell me more about _____.
-

So What? Now that you have conducted interviews these steps to analyze the data you've collected.

Name: _____ Our America
Period: ____ 3rd Marking

Handout: Day 4

1. Take out the interview you conducted over the long weekend. Then, read through the notes you took during the interview.

Example: *I don't think it's right to make it legal so any girl can have an abortion. If the woman is pregnant and has a disease it depends on the woman. If she wants to make the baby suffer or not. Is she aborts it has to be for a good reason.*

2. In a paragraph or so, briefly reflect on what you learned during the interview.

Example: *After interviewing _____, I think I understand a little bit more about this issue. I used to think I was Pro-Life because the idea of killing an unborn child was really painful to me. But the more people I talk to about this issue, the more I lean towards a Pro-Choice position.*

Your Turn: _____

3. On your notes underline something your interviewee said (a quote) that really stands out for you.

Example: *I don't think it's right to make it legal so any girl can have an abortion. If the woman is pregnant and has a disease it depends on the woman. If she wants to make the baby suffer or not. Is she aborts it has to be for a good reason.*

4. Now, write down the quote and punctuate it properly. Then, reflect on the quote. What does the quote show about your issue, about your interviewee? How is this particular quote central to what your interviewee said? What is significant about this quote?

Example: *“I don’t think it’s right to make it legal so any girl can have an abortion... If she wants to make the baby suffer or not. Is she aborts it has to be for a good reason.”*

Abortion is not an easy issue to discuss or come to a decision about. When I interviewed _____, it was clear that she had some conflicting ideas. On the one hand, she doesn’t want abortion to be legal so that any woman can take advantage of it and be irresponsible about using protection. On the other hand, she feels that there are times when a woman has a good reason. I believe that many people who think deeply about the issue of abortion will feel ambivalent.

Your Turn for a Quote: _____

Your Turn for a Response: _____

5. Combine the writing from Step #2 and Step #4 into written response by adding transitions to smooth it out:

Example:

After interviewing _____, I think I understand a little bit more about this issue. I used to think I was Pro-Life because the idea of killing an unborn child was really painful to me. But the more people I talk to about this issue, the more I began to lean towards a Pro-Choice position. _____ said, "I don't think it's right to make it legal so any girl can have an abortion... If she wants to make the baby suffer or not. Is she aborts it has to be for a good reason." Clearly, abortion is not an easy issue to discuss or come to a decision about. When I interviewed _____, she had some conflicting ideas. On the one hand, she doesn't want abortion to be legal so that any woman can take advantage of it and be irresponsible about using protection. On the other hand, she feels that there are times when a woman has a good reason. I believe that many people who think deeply about the issue of abortion will feel ambivalent.

Your Turn to Combine:

4. Now, write down the quote and punctuate it properly. Then, reflect on the quote. What does the quote show about your issue, about your interviewee? How is this particular quote central to what your interviewee said? What is significant about this quote?

Example: *“I don’t think it’s right to make it legal so any girl can have an abortion... If she wants to make the baby suffer or not. Is she aborts it has to be for a good reason.”*

Abortion is not an easy issue to discuss or come to a decision about. When I interviewed _____, it was clear that she had some conflicting ideas. On the one hand, she doesn’t want abortion to be legal so that any woman can take advantage of it and be irresponsible about using protection. On the other hand, she feels that there are times when a woman has a good reason. I believe that many people who think deeply about the issue of abortion will feel ambivalent.

Your Turn for a Quote: _____

Your Turn for a Response: _____

5. Combine the writing from Step #2 and Step #4 into written response by adding transitions to smooth it out:

Example:

After interviewing _____, I think I understand a little bit more about this issue. I used to think I was Pro-Life because the idea of killing an unborn child was really painful to me. But the more people I talk to about this issue, the more I began to lean towards a Pro-Choice position. _____ said, "I don't think it's right to make it legal so any girl can have an abortion... If she wants to make the baby suffer or not. Is she aborts it has to be for a good reason." Clearly, abortion is not an easy issue to discuss or come to a decision about. When I interviewed _____, she had some conflicting ideas. On the one hand, she doesn't want abortion to be legal so that any woman can take advantage of it and be irresponsible about using protection. On the other hand, she feels that there are times when a woman has a good reason. I believe that many people who think deeply about the issue of abortion will feel ambivalent.

Your Turn to Combine:

Our Oakland Essay

Name: _____
Date: _____
Period: _____

Handout Day 8

Essential Question: How does your interview issue (poverty, violence, immigration policy, education, or teenage pregnancy) affect life in your Oakland neighborhood?

Overview: Now that you've used Our America and Twilight Los Angeles as guides for you to conduct your own interviews on the issue of your choice, it's time to make sense out of all of it. To do this, you will need to think deeply about the essential question above!

.....

ORGANIZING YOUR THOUGHTS

PREWRITING STAGE

- Quickwrite:** Write at least 1 page in which you answer the essential question above. Do this by looking over all of your interview notes, "So What?" packets, and statistics sheets from Math. Consider and answer these additional questions as you write:
 - What do you believe about your issue now that you've conducted your research?
 - How has your opinion changed since you began this project?
 - What are the three main reasons why your issue affects your Oakland neighborhood?
 - How do the statistics that you found in Math support or go against your opinions?
- Review & Choose:** Read over your quickwrite, interview notes, "So What?" packets, and statistics and choose three main points you about your issue that you feel strongest about.
- Complete the Statement:** Using what you learned from Steps #1 and #2, complete the sentence below. Your statement may have three parts that you will focus on equally and in less detail or only one main idea that you will go into great depth about.

_____ is an important issue in Oakland because

_____, _____, _____.

Congratulations, you have just written a thesis statement! What's a thesis statement? Well, it's only the very foundation of a strong essay. It tells your reader exactly what you want them to know and outlines for you and for your reader how you will make your case.

DRAFTING STAGE

How does your interview issue affect life in your Oakland neighborhood?

Introductory Paragraph

A catchy first sentence or hook:

Some more information about your issue:

Thesis statement (taken directly from the previous page):

*Now that you are about to begin your body paragraphs, remember that they need to follow the order of your thesis statement.

How does your interview issue affect life in your Oakland neighborhood?

Body Paragraph #1

Topic sentence (a strong sentence that introduces the first reason why your issue is important to Oakland):

Evidence from one of your interviews (this might come directly from your “So What?” if it works as evidence for your thesis):

In YOUR words	
Quote from the interview with lead-in lead-ins: <ul style="list-style-type: none">• <i>She said,</i>• <i>According to _____,</i>• <i>When I interviewed _____, he said,</i>	
Your response/ analysis of the evidence	

Evidence from your data collection in math:

In YOUR words	
Quote from statistics with	

How does your interview issue affect life in your Oakland neighborhood?

lead-in lead-ins: • <i>According to _____,</i> •	
Your response/ analysis of the mathematical evidence	

A final sentence or two to pull all of your evidence and ideas together to prove your topic sentence true:

--

How does your interview issue affect life in your Oakland neighborhood?

Body Paragraph #2

Topic sentence (a strong sentence that introduces the second reason why your issue is important to Oakland):

Evidence from one of your interviews (this might come directly from your “So What?” if it works as evidence for your thesis):

In YOUR words	
Quote from the interview with lead-in lead-ins: <ul style="list-style-type: none">• <i>She said,</i>• <i>According to _____,</i>• <i>When I interviewed _____, he said,</i>	
Your response/ analysis of the evidence	

Evidence from your data collection in math:

In YOUR words	
Quote from statistics with	

How does your interview issue affect life in your Oakland neighborhood?

lead-in lead-ins: • <i>According to _____,</i> •	
Your response/ analysis of the mathematical evidence	

A final sentence or two to pull all of your evidence and ideas together to prove your topic sentence true:

--

How does your interview issue affect life in your Oakland neighborhood?

Body Paragraph #3

Topic sentence (a strong sentence that introduces the third reason why your issue is important to Oakland):

Evidence from one of your interviews (this might come directly from your “So What?” if it works as evidence for your thesis):

In YOUR words	
Quote from the interview with lead-in lead-ins: <ul style="list-style-type: none">• <i>She said,</i>• <i>According to _____,</i>• <i>When I interviewed _____, he said,</i>	
Your response/ analysis of the evidence	

Evidence from your data collection in math:

In YOUR words	
Quote from statistics with	

How does your interview issue affect life in your Oakland neighborhood?

lead-in lead-ins: • <i>According to _____,</i> •	
Your response/ analysis of the mathematical evidence	

A final sentence or two to pull all of your evidence and ideas together to prove your topic sentence true:

--

*If your thesis lends itself to more than three body paragraphs, don't stop there! Come pick up more body paragraph sheets so you can include all of your good thoughts in the essay!

*Also, keep in mind that some of your points can be supported by math statistics, but not all can. I've included the math boxes for you just in case...

How does your interview issue affect life in your Oakland neighborhood?

Concluding Paragraph

SUMMARIZE YOUR OVERALL CONCERNS (Refer to Body Paragraphs #1, 2, & 3)

WHAT IS THE IMPACT OF THESE CONCERNS ON YOUR OAKLAND:

Ideas for Ending:

- Use an especially poignant or meaningful quote from one of your interviewees that summarizes the topic
- Find a quote from another source that sheds light on your issue
- End with a rhetorical question (see Ms. Thomas' essay for an example)
- Bring the issue back to larger community. If your essay is about Oakland, consider making a connection to the U.S.

Transitional Expressions:

first	second	thirdly
finally	in addition	moreover
therefore	as stated above	above all
indeed	as a result	in other words

Classism and Public-Housing in the South Side of Chicago

For most people, when they think of the term “public housing,” the picture they get in their mind is not a pretty one. Instead, the picture of dilapidated high-rise apartment buildings, hundreds if not thousands of people crowded into a small space, and litter decorating the neighborhood is what they see in their mind’s eye. When LeAlan Jones and Lloyd Newman, with the help of NPR correspondent David Isay, explore one of the most notorious public housing projects in the nation, Chicago’s Ida B. Wells, they confirm this grim picture. In *Our America*, Newman describes his own house as “pretty junky. The plaster’s not fixed on the wall. No light bulb in my room. Toilet been messed up since we been living here. About ten million roaches running all over everything...” (65). Without a doubt, Jones and Newman reveal that substandard public housing projects like the Ida B. Wells are a serious problem in Chicago because they reinforce classism.

While in theory public housing projects are designed to provide affordable housing to low-income families, to the contrary they reinforce classism. Classism is the discrimination of those with less economic stature (less money) in terms of services provided and opportunities available to them. In a classist society, the rich continue to get richer while the poor get poorer. When Jones interviewed his sister Janell, a teenage mother, she acknowledges the difficulty of making ends meet in the project. She says young people in the projects aren’t given the money they need to survive; “I *do* think that the kids out there selling drugs should be able to do something to get them a little extra money. Because some of them might be too young to get a regular job at McDonald’s” (63). In the projects, many people don’t even have the opportunity to work at McDonald’s, a minimum-wage job that most middle-class people would never think of taking.

Newman’s family experiences the results of a classist system, too, when his mother becomes very ill. During an interview with his sister Sophia, she tells Newman that when she called for an ambulance “they [the 911 operator] said it wasn’t a good enough reason for them to come” (67). As a result, Sophia and her cousin had to transport her mom to the hospital on their own. She died within hours from cirrhosis of the liver at only thirty-five years of age. Had the emergency call been placed outside of the projects, the 911 operator would not have doubted the caller’s ability to pay for the services and it seems certain that an ambulance would have been sent immediately, perhaps saving Sophia’s mother. What happened to Sophia’s mom is not uncommon. People living in public housing projects usually have limited access to basic health care. As a result of this limited access, Sophia’s mother died at only thirty-five. According to Natalie Pardo of the *Chicago Reporter*, “the ultimate measure of health—life expectancy—reveals [that Chicago is] sharply divided by race, economic status and neighborhood. While the average Chicagoan lives 71.5 years, the racial gap is enormous: White

How does your interview issue affect life in your Oakland neighborhood?

women live to be nearly 80; black men die at 60.” Clearly, Sophia’s mother was only one of many African Americans in the South Side of Chicago to be negatively affected by a health care system that favors the wealthy.

Similarly, the educational system in the South Side of Chicago favors the wealthy instead of the low-income families of the projects, yet another way that classism is reinforced. Jones and Newman both enjoyed most of their experiences at school and took pride in doing well, but they were the exception rather than the norm. During one of their recorded diaries, they ran into one of their friends George selling drugs on the street. Jones mentions that he hasn’t seen George in school for “about three weeks.” He questions George by asking, “How you gonna be something if you don’t go to school?” George responded, “You ain’t learning shit now, so why? Why?” (43). The principal of their elementary school, Ms. Margaret A. Tolson, would argue that boys like George aren’t in school because they don’t believe in themselves. During her interview, she states, “We have difficulty convincing you that you we believe in you, that we don’t believe that you will grow up to be members of gangs, that you can achieve anything that you want to achieve” (39). The Economic Policy Institute make another case. In their report titled “Rethinking High School Graduation Rates and Trends,” they claim that graduation rates for black men in Chicago “has inched up from 35% for... 1991, but remained abysmally low -- less than 40%” in recent studies. Young white men, by comparison, have graduation rates of 60% (81). In fact, it is not a coincidence that young African-American men from the projects are those least likely to succeed; they have been set up to fail.

The public housing projects in Chicago, especially the Ida B. Wells are a serious problem that only create a deeper divide between those who have money and those who don’t. Even though LeAlan Jones and Lloyd Newman are two exceptionally articulate and insightful young men who decided to share with the rest of America *their* reality in the documentary *Our America*, there is very little hope that grows out of the “Ida Bees.” Those in charge of Chicago’s public housing recognize how damaging it can be to grow up in the projects. When Jones and Newman interview Vince Lane, the former chairman of the Chicago Housing Authority, he admits, “...the difference between a healthy community and public housing [is that] ...people in healthy communities have things to do—*positive* things to do. People in public housing have nothing to do. Right here young people are trapped” (105). If the chairman of the public housing sees the problem and even admits to not wanting his own children to live there, what more will it take for changes to be made? How many more Eric Morse’s must fall to their death before low-income families are given real opportunities to live happily?

How does your interview issue affect life in your Oakland neighborhood?

Works Cited

Economic Policy Institute http://www.epinet.org/books/rethinking_hs_grad_rates/rethinking_hs_grad_rates-FULL_TEXT.pdf

The Math the Supports the English

OUR OAKLAND

Thesis Statement - Without a doubt, Jones and Newman reveal that substandard public housing projects like the Ida B. Wells are a serious problem in Chicago because they reinforce classism.

Body Paragraph #2

Topic sentence :

Newman's family experiences the results of a classist system, too, when his mother becomes very ill.

Evidence from one of your interviews:

In YOUR words	People who aren't able to live in middle and upper income neighborhoods have limited access to basic necessities like emergency health care.
Quote from the interview with lead-in lead-ins: • <i>She said,</i> • <i>According to _____,</i> • <i>When I interviewed _____, he said,</i>	Quote from <i>Our America: Life and Death on the South Side of Chicago</i> (pg. 67) During an interview with his sister Sophia, she tells Newman that when she called for an ambulance "they [the 911 operator] said it wasn't a good enough reason for them to come" (67). As a result, Sophia and her cousin had to transport her mom to the hospital on their own. She died within hours from cirrhosis of the liver at only thirty-five years of age.
Your response/ analysis of the evidence	Had the emergency call been placed outside of the projects, the 911 operator would not have doubted the caller's ability to pay for the services and it seems certain that an ambulance would have been sent immediately, perhaps saving Sophia's mother. What happened to Sophia's mom is not uncommon. People living in public housing projects usually have limited access to basic health care.

Evidence from your data collection in math:

In YOUR words	The quality of health care that residents of Chicago receive is greatly dependent upon where they live, their race and socio-economic status. To be short, poor blacks are the most underserved populations in the South Side of Chicago.
Quote from statistics with lead-in	According to Natalie Pardo of the Chicago reporter, "The ultimate measure of health—life expectancy—reveals a city sharply divided by race, economic status and neighborhood. While the average Chicagoan lives 71.5 years, the racial gap is enormous: White women live to be nearly 80; black men die at 60." (http://www.chicagoreporter.com/1999/04-99/0499main.htm)
Your response/ analysis of the mathematical evidence	Life expectancy in the South of Chicago is directly related to three parameters, race, where you live and your socio-economic status. These three indicators are obviously very inter-connected, but even still, it is important to establish that the lowest life expectancy is held by impoverished blacks.

A final sentence or two to pull all of your evidence and ideas together to prove your topic sentence true:

Clearly, Sophia's mother was only one of many African Americans in the South Side of Chicago to be negatively affected by a health care system that favors the wealthy.

Expository Writing Scoring Guide (Handout Day 10)

Five Features in Expository Writing

- Clarity of Controlling Idea (Thesis)
- Organization and Development of Ideas
- Audience Awareness: Appropriate for intended audience (code-switching)
- Language: Sentence Structure & Vocabulary
- Conventions: Spelling & Grammar

4 • ADVANCED

- The Controlling Idea or Thesis Statement makes sense and is presented in an original way.
- The introductory paragraph hooks the reader. The body paragraphs deepen and develop the Controlling Idea or Thesis Statement through well-chosen examples (**at least three**) and evidence from interviews and statistical research. The conclusion revisits the Controlling Idea in a fresh way.
- The writing provides background information and shows an awareness of audience and ability to “code switch” through appropriate academic language.
- Language is precise and lively; sentences are varied; vocabulary adds to the effectiveness of the writing.
- The writing shows a clear control of English conventions though there may be a few errors that are “first-draft” in nature.

3 • PROFICIENT

- The Controlling Idea or Thesis Statement is clearly presented.
- Through the introductory paragraph, body paragraphs, and conclusion, the Controlling Idea is developed with **some** examples and evidence from interviews and statistical research.
- The writing *may* include background information and shows some awareness of audience/ability to “code switch” through appropriate academic language.
- Language used is clear; sentence types are varied; vocabulary is specific.
- The writing shows control of English conventions. The errors do not interfere with meaning

2 • NEARLY PROFICIENT

- The Controlling Idea or Thesis Statement is introduced or attempted but it may be vague or incomplete.
- The introduction is brief or confusing; the body paragraphs are underdeveloped (has only one piece of evidence from interviews and statistical research) and/or the conclusion may be missing.
- The writing does *not* provide background information and show *little* or inconsistent awareness of the audience because language may be inappropriate or too informal.
- Language used is simple and too casual; sentence types are mostly simple or the same; vocabulary is general
- The writing shows a *weak* control of English conventions, and errors often interfere with meaning.

1 • DEVELOPING

- The Controlling Idea or Thesis Statement may be absent or difficult to identify.
- The essay includes a brief introduction (or *only* an introduction) with limited development of the essay (lacks any evidence from interviews and/or statistical research).
- The writing does *not* reflect an awareness of audience or ability to “code switch.”
- Language used is general and vague or inappropriately casual; sentences may be incomplete.
- Errors in English conventions do interfere with meaning or make writing difficult to understand.

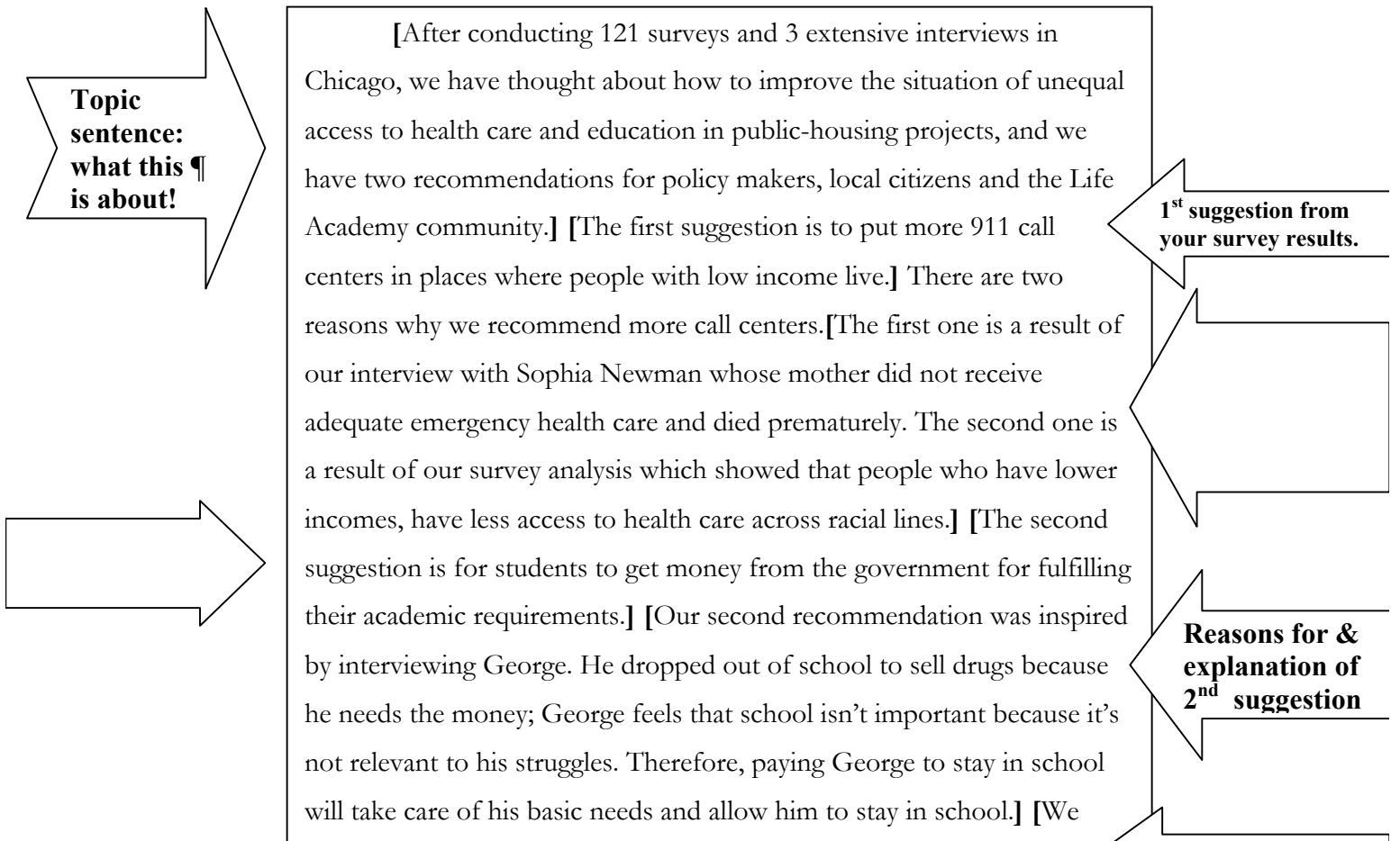
OT = Off topic

NR = No response

**OUR OAKLAND
SUGGESTIONS FOR CHANGE**

AFTER CONDUCTING 121 SURVEYS AND 3 EXTENSIVE INTERVIEWS IN CHICAGO, WE HAVE THOUGHT ABOUT HOW TO IMPROVE THE SITUATION OF UNEQUAL ACCESS TO HEALTH CARE AND EDUCATION IN PUBLIC-HOUSING PROJECTS. WE HAVE TWO RECOMMENDATIONS FOR POLICY MAKERS, LOCAL CITIZENS AND THE LIFE ACADEMY COMMUNITY. THE FIRST SUGGESTION IS TO PUT MORE 911 CALL CENTERS IN PLACES WHERE PEOPLE WITH LOW INCOME LIVE. THERE ARE TWO REASONS WHY WE RECOMMEND MORE CALL CENTERS. THE FIRST ONE IS A RESULT OF OUR INTERVIEW WITH SOPHIA NEWMAN WHOSE MOTHER DID NOT RECEIVE ADEQUATE EMERGENCY HEALTH CARE AND DIED PREMATURELY. THE SECOND ONE IS A RESULT OF OUR SURVEY ANALYSIS WHICH SHOWED THAT PEOPLE WHO HAVE LOWER INCOMES, HAVE LESS ACCESS TO HEALTH CARE ACROSS RACIAL LINES. THE SECOND SUGGESTION IS FOR STUDENTS TO GET MONEY FROM THE GOVERNMENT FOR FULFILLING THEIR ACADEMIC REQUIREMENTS. OUR SECOND RECOMMENDATION WAS INSPIRED BY INTERVIEWING GEORGE. HE DROPPED OUT OF SCHOOL TO SELL DRUGS BECAUSE HE NEEDS THE MONEY; GEORGE FEELS THAT SCHOOL ISN'T IMPORTANT BECAUSE IT'S NOT RELEVANT TO HIS STRUGGLES. THEREFORE, PAYING GEORGE TO STAY IN SCHOOL WILL TAKE CARE OF HIS BASIC NEEDS AND ALLOW HIM TO STAY IN SCHOOL.

ANATOMY OF A PARAGRAPH: TAKE A SECOND LOOK AT THE “SUGGESTIONS FOR CHANGE.” WE ARE GOING TO DISSECT IT AND SEE WHAT IT IS MADE OF, SO THAT YOU KNOW HOW TO WRITE YOUR OWN.



Paragraph Planning Organizer: A Justification Paragraph

Title	Suggestions for Change
Topic Sentence	<u>After conducting</u> _____ _____
1st Suggestion (taken from your survey results)	<u>The first suggestion is</u> _____ _____ _____
Reasons for & explanation of 1st suggestion	_____ _____ _____ _____
2nd Suggestion (based on your informed ideas)	<u>The second suggestion is</u> _____ _____ _____
Reasons for & explanation of 2nd suggestion	_____ _____ _____ _____
Closing Sentence/ Ask for their support!	_____ _____