

- Engaging historical documents from notable Americans
- inspire students to “try on” the same writing structures used by these masters of the craft.

“A Modern Day Devil Baby”
(American Journal of Sociology, 20(1), 117-118)

Jane Addams, 1914

There is a theory that women first evolved and used the fairy story, that combination of wisdom and romance, in an effort to tame her mate and to make him a better father to her children. The stories finally became a rude creed, or rather rule of conduct, which softened the treatment men accorded to women.

These first pitiful efforts of women became so widespread and so powerful that we have not yet escaped their influence. We had remarkable experience at Hull House this year of the persistence of one of these tales which has doubtless had its taming effects through the centuries upon recalcitrant husbands and fathers. It burst upon us one day in the persons of three Italian women who, with excited rush into Hull House, demanded to see the devil-baby. No amount of denial convinced them that it was not there for they knew exactly what it was like, with its cloven hoofs, its pointed ears, and its diminutive tail. It had been able to speak as soon as it was born and was most shockingly profane. For six weeks the messages, the streams of visitors from every part of the city and suburbs to this mythical baby, poured all day long and so far into the night that the regular activities were almost swamped. The Italian version, with a hundred variations, dealt with a pious Italian girl married to an atheist who vehemently tore a holy picture from the bedroom wall, saying that he would quite as soon have a devil in the house as that, whereupon the devil incarnated himself in the child. As soon as the devil-baby was born, it ran about the table shaking its finger in deep reproach at its father, who finally caught it and in fear

and trembling brought it into Hull House. When the residents there, in spite of the baby's shocking appearance, in order to save its soul took him to church for a baptism, they found the shawl was empty, and the devil-baby, fleeing from the water, ran lightly over the backs of the pews.

The Jewish version, again with variations, was to the effect that the father of six daughters said before the birth of the seventh child that he would rather have a devil than another girl, whereupon the devil-baby promptly appeared. The story was not only used to tame restless husbands, but mothers threatened their daughters that if they went to dance halls or out to walk with strange young men they would be eternally disgraced by devil-babies. Simple, round-eyed girls came to Hull House to see if this were true, many of them quite innocent of the implications in the warning. Save for a red automobile which occasionally figured in the story, and a stray cigar, the tale was mediaeval and unrelieved as if it had been fashioned a thousand years ago in response to the imperative need of anxious wives and mothers. It had fastened itself to a poor little deformed creature, born in an obscure street, destined in its one breath of life to demonstrate the power of an old wives' tale among thousands of people in modern society who are living in a corner of their own, their vision fixed, their intelligence held by some iron chain of silent habit. Or did the incident rather make clear that the love of the marvelous will not die, and that romance springs unexpectedly from the most uncongenial soil?

SOURCE DOCUMENT

Students enter their names and the titles of their essays here, establishing ownership of their work.

Samples of completed planning pages demonstrate students' writing moves as they emulate the masters.

The title of the text structure, repeated here, serves as an anchor to focus students on the theme.

The text structure framework remains, capturing the essence of the source document and the framework for each student essay.

Authentic, student-crafted kernel sentences bring new life to the text structures.

Pointed suggestions and questions get students' gears moving as they write.

Samples of the student-generated ideas that sit at the heart of the writing are found in this section.

COMPLETED PLANNING PAGE
Why Something Goes Viral

Name: Efrayim Rios

TITLE OF YOUR PIECE
Almost Had It

TEXT STRUCTURE
Why Something Goes Viral

one effect these have on people

my example of one that went viral

another version of it

What makes people stop, notice, and share

Jane Addams

KERNEL ESSAY

1. When card extraordinaires get and show new cards people get energized about buying the new cards.
2. When the Pikachu Full Art Promo card came out people went crazy.
3. Another version of the card is rare and worth a lot of money.
4. So when YouTube opened the promo with the unlisted leaf, my favorite card, I wanted it even more.

SUGGESTIONS FOR QUICK LIST:

What goes viral these days?
• videos • songs • pictures • messages

What went viral before computers?
• stories • tales • fables • ghost stories

List some examples.

MY QUICK LIST OF TOPICS:

1. Trading card info
2. Funny pictures
3. Funny videos
4. Funny people
5. _____

124 Lesson 31

FULL ESSAY

Why Something Goes Viral

ALMOST HAD IT

I was lying on the bed browsing YouTube and there it was. No . . . it couldn't be. It, it, it was Pikachu Promo Full Art Yaw Squid. It was an unlisted leaf, my all time favorite Poker tuber had a pre-release on the one, the only, the Pikachu Prom Full Art Box! I decided to pick that video instead of the other great videos. When Ando (the unlisted leaf's name) opened the box, he was screaming in happiness. Ahhhhhhhh. Then all of the sudden, he started jumping for joy! After the video, I looked on eBay to try and get the card, but it was \$750. Another version came when that happened. Yikes!! "That's past our budget Effie," my mom griped. "Okay, mom!"

In conclusion, the card was a viral sensation! What made me stop, and other people, too, was the unlisted leaf, of course!

Efrayim Rios, Grade 5

Students' "full essays" represent the final product that comes out of their process of brainstorming, kernelizing, and fleshing out their thinking and writing.

Kernel essay pages feature a range of student kernels related to a given text structure.

KERNEL ESSAYS BY STUDENTS

Can't We Just Get Along?

BABY BROTHER—AVI STOP!

1. I am speaking up because it needs to stop, Avi, you are too too cute.
2. We agreed to offer you, Avi, all the monster trucks if you stop.
3. We fear that you are cute, too cute for the mind to process.
4. Stop being cute so we can live better.

Jakob Tawil, Grade 6

HOMEWORK

1. Right now, we have way too much homework.
2. We participate in class every day, take our tests, and are more than willing to work in groups on projects.
3. But, we're scared to talk to teachers about it because they think their class is the most important and they get insulted.
4. So, we are going to start talking to teachers more often, and we'd like teachers to let each other know when kids have a lot of homework for them.

Jerry Tartlin, Grade 8

REVOLUTIONARY WAR

1. Currently, the patriots don't have a chance against the British, because we don't have enough soldiers.
2. We want to fight, but we can't fight like the British (in approaching lines) because we lose all our men in one battle.
3. But, we're scared to try something different, because it is not really humane.
4. So, if the British force us to keep fighting, we will have to resort to secretive and manipulative warfare.

Gary Henley, Grade 8

CIVIL WAR

1. We are in grave danger of losing this fight, because we are sick and running out of supplies.
2. We just want the South to offer freedom to the slaves and keep trading with us.
3. But, we're scared that they are never going to give up on slavery, because it helps their economy.
4. So, you don't have to trade with us if you don't want to, but we will continue to fight for slavery, even if we all die trying.

Patrick O'Neil, Grade 8

LABOR REFORMS

1. We are working way too many hours in a day under bad conditions.
2. We want to work and will work hard for our factories.
3. But, if we can't slow down, we won't be healthy enough to work anymore.
4. So, if we can't cut back on our hours, we will strike.

Midge Erbach, Grade 8

Some lessons showcase student planning pages alongside the resulting student essay.

PLANNING PAGE + ESSAY

How Bullying Works

THE TRAIL OF TEARS

The Trail of Tears started in Georgia and it went on to Tennessee, Alabama, North Carolina and Florida. That's where they found the Native Americans. The person who decided this was President Jackson who passed the Indian Removal Act and they sent the Native Americans to the western states. The reason they did that was because we had territory in the south and we did not want them to be there.

The Americans demanded that the Native Americans leave their territories right away and the new Americans were really rude and forceful to the Native Americans. They didn't want them on their land and thought that the Native Americans were unfamiliar and alien people who occupied land that white settlers wanted. Some of the northern states also did not want the Native Americans in their land, like Illinois and Wisconsin. The bloody Black Hawk War in 1832 opened up millions of acres of land to white settlements.

In my opinion I didn't think the Native Americans liked that and they were going to refuse to leave but the Americans had that covered already and they told them, "If you guys refuse we will kill you," and I guess that the Native Americans were terrified of the Americans.

In my case I feel that the Native Americans reacted by thinking that this was not right. "We were here first and they can't take our land. We lived here longer than them and first come first serve." But I guess that didn't really matter.

Not a lot of Native Americans survived moving to the Indian Territories. By 1840, ten thousand had been driven off of their land in the southeastern states and forced to move across the Mississippi to Indian Territory. The government promised that their new land would be permanent and they would not kick them out of their homes, but the Indian country shrank and shrank as the whites moved in. By 1907 Oklahoma became a state and Indian Territory was gone for good.

In my opinion I wished we would have not done that. We could have learned more from the Native Americans.

Genesis Thomas, Grade 8

7 PLANNING PAGE

Names: Genesis Thomas

TITLE OF YOUR PAGE
The Trail of Tears

TEXT STRUCTURE
How Bullying Works

Where they see you (or find you) | What they demand from you | What they will do if you refuse | how people usually react

Jane Schaw

KERNEL ESSAY

1. They found the Native Americans in most southern states.
2. The American settlers demanded that they leave their homes.
3. If they refused they would kill them.
4. The Native Americans didn't like it.

SUGGESTIONS FOR QUICK LIST:
People push other people to do things. When have you seen this?
- bullies at school
- kids you disagree with

MY QUICK LIST OF TOPICS: