



Readers 4 Social Change

Readers 4 Social Change gives teachers a tool to integrate argumentative writing and critical thinking into English and literature classes.

Imaginative Op-Eds

Readers 4SC is an imaginative op-eds activity, where student-written articles on events from the fictional books they read that are published on our website.

Students who participate in our activity write an editorial (op-ed) article on an event in one of the books they've read as if they are currently living in that story. Through the activity, students are better able to understand persuasive writing by imagining what the potential perspectives of the time/region might have been in the story they've "entered".

We provide lesson plans, resources, and a platform for teachers who want to integrate our argumentative writing course material into their classrooms.

Universal Use

This activity can be implemented regardless of the genre or time period in which the story takes place. For example, if the current unit is on *To Kill a Mockingbird*, teachers can have students write about Tom Robinson's trial as if they were writing on it for the next day's New York Times.

Visit us at <https://readers4sc.org>

WIN A PIZZA PARTY

To encourage teachers and students to participate in our program, we offer the incentive of a pizza party to the classroom that has the highest participation rate (students who submit articles/total students in the class). Readers 4 Social Change will provide top classrooms each month with pizza for all students in the class.

ASSIGNMENT

Goal

The project aims at getting students to think about current events with a balanced perspective. By using their imaginations to immerse themselves in literature, students will explore and address the nuances of the topics they hear about and write an article defending an opinion from the viewpoint of characters in their assigned books. Through this exercise, students will learn how to develop strong thesis statements, respond to counter-arguments, and write with a broader audience in mind. Overall, this project will foster not only strong analytical skills but also critical, empathetic skills necessary for becoming an effective civic leader.

Why?

There are two learning goals:

1) To think with a different perspective by imagining oneself in a fictional setting and writing from that perspective. If students can empathize with and understand the nuances of an argument, particularly one they may disagree with, they will be better skilled to debate and defend their position on the topic.

2) To encourage students to be "public intellectuals" who are capable of sharing their work with the broader public.

Contact us



@educators4sc



readers4sc.org

Steps for students

- 1 Choose an event from the book you're reading that is of particular interest to you, or that you'd like to analyze on a deeper level.
- 2 Compile contextual information on that event (using passages in the story) that will help to set the stage for your op-ed article. (Note: having a good understanding of the context surrounding the event of your choice will strengthen your writing.)
- 3 Outline the argument in your own words. Start with a strong thesis sentence that ties together the rest of your article. Find supporting evidence from the scene of your choice.
- 4 Think about who your audience will be. Think about the perspective from which you're writing. What issues will your op-ed address? Keep in mind that whoever/whatever topic you address, your writing should convey the perspective of someone from the story, not someone reading the story right now.
- 5 Create a draft of your article. Make sure to focus on the persuasiveness of the argument, at this point. Have someone read it. What questions did they have? Did they find it unclear? Is your piece convincing?
- 6 Fix the errors you encounter in Step 5 and focus on final touches (grammar, syntax, clarity).

Deliverables

- Students will submit an article of about 750 words, written from the perspective of someone living in the story of their choice.
- Article topics are chosen by the writer but must first be approved by the instructor.