

AVID Fridays

**Motivational Activities
For AVID classes**

**Edited and Compiled by:
AVID North Coast, Region 1
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Introduction

Fridays in AVID classes across the USA are often used to focus on student success through the use of motivational activities that also incorporate the academic skills of writing, inquiry, collaboration and reading. The activities included in this manual were collected at the AVID Summer Institute in Sacramento, July 2003. They are based on handouts and ideas presented by veteran AVID teacher, Sandra Martinez of El Capitan High School in San Diego County. After attending her strand, Refining the High School AVID Academic Elective, I realized it would be useful for AVID teachers to have some of Sandra's many ideas collected into one book they could turn to for inspiration and guidance when planning for AVID Fridays.

Sandra Martinez has been teaching the AVID elective since 1990 at the high school she attended as a student. She has been a regular presenter at AVID Summer Institutes in California, Texas and Georgia. She regularly welcomes visitors from across the nation into her AVID classroom.

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Tower Power

Directions:

Work in small groups. Using no oral language, use the materials you have to build a tower. Make it as high as you can, free standing. The teacher will decide which team has the highest tower.

Materials:

Dry spaghetti sticks
Gumball gummy candy

Or

2 large paper clips
3 small paper clips
1 rubber band
3 3x5 cards
2 sheets of white paper
1 paint brush
1 plastic lid
1 ruler

Debrief/ Writing Reflection:

Talk about your reaction, when the assignment was given.

- Did you stand up?
- Did you sit down when you were frustrated?
- Do you give up easily or try over and over to do the assignment the best you can?
- How did your team decide build the tower?
- Was there a leader who took charge, or were there many leaders?
- Did everyone contribute?
- What were the advantages or disadvantages of not speaking?
- Did you look at other groups for ideas?
- How did it feel not to be able to communicate the way you usually do?
- Would it have been easier or more difficult to be in an isolated group?
- Can this activity be related to being in the world of work or the business world?

Think on Your Feet

“The Power of Persuasion”

1. You will choose a topic randomly from the following lists
2. You will have 30 seconds to prepare
3. You will speak for one full minute to receive credit

Goals for speaker:

1. Make eye contact
2. Speak at a slow rate
3. DO NOT USE “like” or “as” or “um”

Goals for audience:

1. Being supportive-give suggestions and kudos
2. Attentive-eye contact, listening, etc.
3. Help watch time

THINK ON YOUR FEET

Persuade the audience

60 points

- 1. Used time wisely (20 Points)**
Speaker has a clear introduction, strong body, and effective closing
- 2. Made eye contact (20 Points)**
Speaker looked at the audience in order to engage each member of the class
- 3. Verbal Static (20 Points)**
Speaker had little noticeable verbal static

Think on Your Feet

“The Power of Persuasion”

1. Persuade the class to believe that there **should or should not** be random locker checks on campus.
2. Persuade the class to believe that there **should or should not** be random drug tests at the workplace.
3. Persuade the principal of your school to believe that there **should** be an AVID program on the campus.
4. Persuade the class to take AP classes their junior and senior year of school.
5. Persuade your parents to let you change your curfew to 1:00 AM
6. Persuade the principal that Mr. or Mrs. “X” should get a pay raise.
7. Persuade the class to believe that they should attend tutorial **twice** a week.
8. Persuade the class to believe that they should be taking **two** pages of notes in each class, for each day.
9. Persuade the class that all AVID students should need a 2.5 GPA to attend AVID field trips.
10. Persuade the class that we should go to Hawaii for our AVID college field trip.
11. Persuade the class that being left-handed is better than being right handed.
12. Persuade the class that everyone should attend the AVID banquet at the end of the year.
13. Persuade the class to believe that a certain “key to success” is the most important.

“C” POSTERS

Directions:

1. Create a poster with a symbol and words that begin with “C”. Create a map or a chart.
2. The theme of the words and poster should be “AVID is...”

For example, think of all the components of the AVID program and what it represents to you as an AVID student.

Example words:

Challenging, caring, creative, considerate, curious, craving college, compelling, critical, collaboration, cooperation, cool, calculus, cap, corny, cliquish, clique, etc.

Example symbol:

A star, a cap, a road map, etc.

Power Cards and the AVID clap

Power Cards:

The teacher holds up a series of cards, one word per card, while the class chants the words aloud. The cards can be used as a send off before kids go home for the weekend or as a team building activity. The cards state corny/ positive messages such as:

I
Am
A
Math
Terminator

AP
Classes
Are
Our
Friends

We
Are
In
This
Together

The AVID clap:

The class creates a special clap used to reward students, the class or guest speakers for a job well done. The original AVID clap is rock group Queen's "We Will Rock You" clap – slap the table twice then clap your hands together (you know it- slap, slap, clap!) The teacher may shout, "Give her an AVID clap" and the class responds with an enthusiastic "slap, slap, clap"!

Paper Masks

Directions:

Make a mask using paper plates, paint, feathers, beads or any materials you can find. The class should sit in a circle wearing the masks. Read the article below while wearing the mask. Everyone takes turns answering the question, "What will we lose by taking off our masks?" When you speak, take off the mask and leave it off.

We Wear the Mask

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes
 This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties. 5

Why should the world be overwise,
In counting all our tears and sighs?
 Nay, let them only see us, while
We wear the mask. 10

We smile, but, O great Christ, our cries
To thee from tortured souls arise.
 We sing, but oh the clay is vile
Beneath our feet, and long the mile;
 But let the world dream otherwise,
We wear the mask! 15

-Paul Laurence Dunbar

“Coke” Demo

The “Coke Demonstration” outlined below is an extremely effective way of helping people understand the way self-esteem is diminished and/or enhanced. This demonstration enables students to visualize self-esteem as a process that is influenced by the messages received from significant others in our environment as well as our own self-talk regarding ourselves and events in our lives. We make a decision about who we are based on this information and we act accordingly. This visual demonstration further shows how we can change our self-concept by making a new decision about who we are, changing our self-talk and realizing that we have power over accepting or rejecting what other people say about us.

The Value to teach:

Help students conceptualize how self-esteem can be stifled and then enhanced. It is a very powerful demonstration that empowers and inspires students.

“Once the self-concept changes, behavior changes to match the freshly perceived self.”

-Carl Rogers

Directions:

Say, “Self-esteem is a learnable skill...it is a process.”

1. Fill a glass (wine glass works well) 1/2 to 3/4 full of coke.
(Coca Cola ‘classic’).

It is our true essence...“the real thing”. (explain the ad for Coke being “the real thing”).
“Who we were as babies...lovable, capable, powerful, significant.”

2. Add oil:

Significant others tell us who we are: we buy into that (or we don’t!)...“You are lazy, stupid...” Ask students to share other negative input they may have received from parents, teachers, siblings, bosses, etc. (fill the glass to the top). “We make a decision about who we are based on the information.”

“Coke” Demo

3. Add coke:

The way out of this negativity is to align with the truth you know about yours...“the real thing”...listen for positive: “You’re a good friend/nice smile/good job on that paper/I am lovable, capable, powerful, significant, responsible”...Change your negative self-talk to positive self-talk. Build on successes...forgive your mistake. Ask students to share other positive input. “Make a new decision about yourself.”

4. Add coke until all the oil is displaced into the outer container:

“Get rid of the muck by focusing on the positive. You return to ‘who you really are’...“the real thing – your true essence.” It is a process. It requires awareness and self-discipline, and it works!

After the demonstration ask students to write a discovery statement about this demonstration. Have them begin by writing

“Concerning the coke demonstration, I learned that I...”.

Collect their responses. Read selected responses without editorializing. Ask students to respond to what they’ve heard the class share.

Fimage "Fear of Image"

Directions:

1. Put on 3 items of silly clothing (hats, scarves, sun glasses)
2. The audience will ask you three questions.
3. Take off one item as you answer each question.

Beyond "FIMAGE" Questions

1. Who is the most relevant person in our time?
2. What is the title of the best book you have ever read?
3. What is the name of the best movie you have ever seen?
4. What comes to your mind first when you hear the word "reality"?
5. What is the most beautiful thing about people?
6. What is the most honest thing you have known?
7. What physical thing do you want to build the most?
8. What is the ugliest thing you know?
9. What do you like to do most with a free hour?
10. What is the most significant event of the last three months?
11. What force of history are you most aware of as you plan your life?
12. On what basis do you select your friends?
13. What is the most overwhelming thing you know?
14. What is the greatest problem in the United States?
15. What thing makes you feel the most humble?
16. What is the greatest value that guides your life?
17. If you could choose to be an animal other than human, what animal would you choose to be?
18. If you could smash one thing and one thing only, what would you smash?
19. What is the greatest crime one human can commit against another?
20. For what do you think you would be willing to lay down your life?
21. What do you feel when you stand on the shore of an ocean?
22. How would you symbolize the human soul?
23. If you were tape recording the sound of violence, what sound would you use?
24. What sound would you use for beauty?
25. If an atomic bomb were going to explode a block away in ten minutes, what would you do for those ten minutes?
26. What one word would you put on your gravestone?
27. How many children do you want?
28. Choose a word that best describes your total life up to this amount of time.
29. What is your biggest worry?
30. What is the most beautiful thing you have ever seen?
31. What one idea does everyone in this room want to hear?

Beyond "FIMAGE" Questions

32. What do people like best about you?
33. What person has influenced your life the most?
34. What skill do you need in order to succeed?
35. What talent should you develop?
36. What makes you most secure?
37. What institution is in the most need of change?
38. Choose a word to describe a sunset?
39. When do you feel most lonely?
40. When do you sense being most alive?
41. What TV commercial bothers you the most?
42. Choose a word that you feel best describes old people?
43. Why are there people we see all year long in school and we don't speak to them?
44. What is the biggest waste you know of?
45. What will you be doing ten years from now?
46. What future discovery do you anticipate the most?
47. What is your greatest embarrassment?
48. What do you love the most?

AVID Kodak Moments

Directions: You will be placed in a team of AVID students. Your team will be responsible to complete the photos listed below within the given time period. Photos will be developed and returned to your team. Your team will then need to organize the shots and write comments for each. There will be some reflecting and individual writing upon completion.

****Remember, you are a representation of AVID. Everything you do speaks about our program.**

HAVE FUN!!!

Choose 22 of the following photos:

1. Take one photo of each student in your team. The student can choose the location and include items that represent themselves.
2. Take a team photo. You can be creative for this one.
3. This photo needs to include the several team members and the word "name of your school" AVID."
4. Using the bodies of team members, spell "the name of your school".
5. Find your AVID counselor and include him/her in your next photo.
6. Find your AP Art History teacher and include him/her in a photo with your team.
7. Take a picture with as many team members on a chair as safely as possible.
8. Take a picture with several team members balancing as many books as possible on their heads.
9. Take a picture of several team members in front of the library.
10. Create a photo that has several team members standing on their heads.
11. Take one photo of your team showcasing their organized notebooks.
12. Create a photo that has several team members displaying scary faces.
13. Create a photo that shows your schools theme.
14. Create one photo of your entire team representing the four-year colleges they will be attending.
15. Free choice.
16. Create a photo that has a word that is meaningful to your success in high school.
17. Create a photo that shows students excited about taking Cornell notes.
18. Create a photo with your entire team and a current AVID senior.
19. Create a picture with your team that shows your definition of a hero.
20. Free choice.
21. Create a picture that showcases the key of "Ownership."
22. Create a picture that represents "Failure Leads to Success."
23. Create a picture that shows your teams volunteering.
24. Free choice.
25. Create a photo that captures the word determination.
26. Take a picture with an AVID tutor.

AVID Quilts: Leaving a Legacy

"...Just as pieces of the quilts are sewn together with interlocking stitches, all people are linked together in the fabric of the world. In a way, the patchwork quilt represents all the different people of the world. We are individual in our attitudes, life-styles, and backgrounds, yet we share so much of what it means to be human"

**Teresa Gustafson
*Love is a Blanket***

Directions:

Each student is asked to design a quilt square representing him or her in some way. Use pre-cut felt squares, markers, cotton, etc.

In order to leave your legacy with AVID, in a one page typed paper, you will need to discuss the meaning of your quilt square and your importance to our AVID family, including how you contribute to our patchwork quilt. Remember, "Everything speaks!" Your paper should be free of spelling and grammar errors, and should be a showcase of the kind of writer you are.

Grading Rubric

Very Effective

- Strong attention grabber helps capture reader's interest
- Insightful development of ideas
- Effective use of language
- Paper is free of mechanical and/or spelling errors. Paper is double-spaced
- Paper is ready for publication

Effective

- Reader's interest is captured through an attention grabber at the beginning of the paper.
- Insightful development of ideas is shown
- Mostly effective use of language
- Paper is mostly free of mechanical and/or spelling errors. Paper is double-spaced and has a picture neatly attached.

Grading Rubric

Somewhat Effective

- Reader's interest is somewhat captured from the start of the paper
- Some insight demonstrated
- Somewhat effective use of language
- Paper has some mechanical and/or spelling errors. Paper is double-spaced and has a picture neatly attached.

Least Effective

- Paper lacks an effective attention grabber
- Ideas lack development
- Less effective use of language. Sentences need more variety and development
- Paper has mechanical and/or spelling errors. Paper shows lack of commitment.

Quilt Book References

Picture Books:

Ann Skilly and the Stranger by Kathleen Stevens
Dia Story Cloth, The Hmong People's Journey of Freedom by Dia Cha
Eight Hands Round: A Patchwork Alphabet by Ann Whitford Paul
My Grandmother's Patchwork Quilt: A Book and Pocketful of Patchwork Pieces by Janet Bolton
Just Plain Fancy by Patricia Polacco
Pioneer Storybook Quilts by Mary Hickey
Quilt Now and Then by Karen Bates Willing and Julie Bates Dock
Selina and the Bear Paw Quilt by Barbara Smucker
Sewing Quilts by Ann Turner
Stitching Stars, The Story Quilts of Harriet Powers by Mary E. Lyons
Sunflower Sal by Janet S. Anderson
Sweet Clara and the Freedom Quilt by Deborah Hopkinson
Tar Beach by Faith Ringgold
The Boy and the Cloth of Dreams by Jenny Doralek
The Boy and the Quilt by Shirley Kurtz
The Keeping Quilt by Patricia Polacco
The Log Cabin Quilt by Ellen Howard
The Patchwork Lady by Mary Whittington
The Patchwork Quilt by Valerie Flournoy
The Quilt Story by Tony Johnston
The Rag Coat by Laureen Mills
Texas Star by Barbara Hancock Cole
The Tortilla Quilt by Jane Tenorio-Cascarelli

Quilt Book References

NonFiction:

Kids Making Quilt for Kids by ABC Quilts

Treasures in the Trunk: Quilts of the Oregon Trail by Mary Bywater
Cross

Novels:

Bess's Log Cabin Quilt by D. Anne Love

The Canada Geese Quilt by Natalie Kinsey Warnock

The Josefina Story Quilt by Eleanor Coerr (Step-up book)

Story Time: The Chicken and the Eagle

One day a naturalist who was passing by inquired of the owner why it was that an eagle, the king of all birds, should be confined to live in the barnyard with the chickens.

"Since I have given it chicken feed and trained it to be a chicken, it has never learned to fly," replied the owner. "It behaves as chickens behave, so it is no longer an eagle."

"Still," insisted the naturalist, "it has the heart of an eagle and can surely be taught to fly." After talking it over, the two men agreed to find out whether this was possible. Gently the naturalist took the eagle in his arms and said, "You belong to the sky and not to the earth. Stretch forth your wings and fly."

The eagle, however was confused; he did not know who he was. Seeing the chickens eating their food, he jumped down to be with them again.

Undismayed, the naturalist took the eagle on the following day up on the roof of the house and urged him again, saying "You are an eagle. Stretch forth your wings and fly." But the eagle was afraid of his unknown self and world and jumped down once more for the chicken food.

On the third day the naturalist rose early and took the eagle out of the barnyard to a high mountain. There he held the king of birds high above him and encouraged him again, saying, "You are an eagle. You belong to the sky as well as the earth. Stretch forth your wings now and fly."

The eagle looked back towards the barnyard and up to the sky. Still he did not fly. Then the naturalist lifted him straight towards the sun, and it happened that the eagle began to tremble; slowly he stretched his wings. At last, with a triumphant cry he soared the sky.

It may be that the eagle still remembers the chickens with nostalgia, it may even be that he occasionally revisits the barnyard. But as far as anyone knows, he has never returned to lead the life of a chicken. He was an eagle though he had been kept and tamed as a chicken.

Just like the eagle, people who have learned to think of themselves as something they aren't can re-decide in favor of what they really are.

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Discussion Questions

This story can be read and discussed in a Socratic Seminar format. Or students could discuss the story and questions in small groups.

The Chicken and the Eagle- What is community?

1. What are some of the aspects of your community? (positive/negative)
Is it important to have a connection to your community?
What happens when you feel connected to your community?
What happens to people who feel disconnected from their community?
Need a narrator, eagle and chicken.
2. Why did the eagle think he was a chicken?
What is a comfort zone?
3. Why did the eagle continually jump down to be with the chickens?
(possible answer: he was afraid to take the risk to fly)
What would have happened if the eagle had stayed in his comfort zone?
What happens to us if we always stay in our comfort zone?
(Possible answer: we don't learn to grow and develop into our full potential)
4. What are some examples of safe risk-taking? (Making new friends, talking to someone who is different from you, taking a class, which seems especially difficult, asking for help, learning a new skill such as playing an instrument or a sport)
5. What happens to our comfort zone when we expand it with a new experience?
(We get a new and bigger comfort zone, which helps us to develop ourselves.)
6. How has coming to AVID been a step towards risk?
7. What did you learn from this story?
8. What does it say about the influence a community can have on an individual?
9. How can you make use of it in your life?

AVID Islands

Building a Team Identity

Directions: Work in small groups. On a large piece of paper, draw the shape of your island and create geographical features to fit the personalities of your group.

Include the following on your poster and be ready to share your reasons:

1. Name your island
2. Create a motto for your island
3. What song will be your "Island Anthem"?
4. Design your Island's currency
5. Design your flag
6. What will be your island's most celebrated holiday?
7. What special jobs/responsibilities will each group member have in order to ensure the success of your island's AVID culture?
8. What will be the first law passed on your island?
9. What will be the most widely read book on your island?

Pastiche

Pastiche

A French word for a parody or literary imitation. Perhaps for humorous or satirical purposes, perhaps as a mere literary exercise or jeu d'esprit, perhaps in all seriousness, a writer imitates the style or technique of some recognized writer or work.

"Those Who Don't" By Sandra Cisneros

Those who don't know any better come into our neighborhood scared. **They think** we're dangerous. **They think** we will attack them with shiny knives. **They are** stupid people who are lost and got here by mistake.

But we aren't afraid. **We know** the guy with the crooked eye is Davey the Baby's brother, **and** the tall one next to him in the straw brim, that's Rosa's Eddie V., **and** the big one that looks like a dumb grown man, he's Fat Boy, though he's not fat anymore nor a boy.

All brown, all around, **we are** safe. **But** watch us drive into a neighborhood of another color and our knees go shakity-shake and our car windows get rolled up tight and our eyes look straight.

Yeah. That is how it goes and goes.

Directions: Fill in the blanks below to create your own story. Pick a theme such as "we are AVID students" or "we are teenagers" or "we are going to college".

"Pastiche"

Those who don't _____.

They think _____.

They think _____.

They are _____.

But we _____.

We know _____ and _____,

and _____.

_____, we are _____. But _____.

Yeah. That is _____.

Talking Heads Collage

Instructions for Heads Collage

Have your head traced by your teacher. If you are waiting to be traced, look through magazines for pictures to put on your head.

Cut out 3 types of pictures to glue onto your head forming 3 layers of visuals:

1. Background pictures to visually fill all the space of the construction paper.
2. Specific pictures to put over the background
3. Words to put over the specific pictures

None of the base paper should show on your head because a collage is only a mass of images. If any space does show your grade for the assignment will be a "D" since you chose not to follow the directions.

Divide your head into 2 sections of images: Who you are now and how you want to be in the future. Make sure the "who you are now" section shows multiple parts of your personality not just one thing over and over.

Cut letters for your first name and put them across your head.

WARNING: No cigarettes, beer, alcohol, half-dressed people, or drug items are to appear on your head! If you are not sure of something don't use it. Use of these images will result in an "F".

Instructions for writing:

Write a 1-1 /2 page paper explaining your head. Why did you choose the images you put on your head? How do the two sides show a transition in who you are now and will be in the future?

Give your work a title.

Good luck and Have Fun!

Grade:	Talking Head	_____
	Writing	_____
	Total	_____

“Writing a Movie Review”

Introduction:

Everyone has his or her own personal tastes. While you may love Mexican food, your best friend may love Italian food. While you may dig rap, your sibling may be devoted to heavy metal. While you may go for action movies, a classmate may enjoy romantic comedies.

Whatever the case one way to share your personal taste in movies is to review some of the movies you have seen. A **movie review** is a brief essay expressing your personal opinion about a movie’s value or worth. Reviews are usually published in newspapers or magazines.

An effective movie review is informative and enjoyable to read. It highlights important parts of the movie without giving the whole story away. It provides comparisons between the subject of the review and similar movies. It helps readers decide if they, in fact, should see the movie themselves. And it presents all of the information in interesting and creative ways.

Guidelines for Writing a Movie Review:

Write a review of a movie that you have recently seen. Keep in mind that a review is based on your personal response to the subject; however simply stating that something was good or bad is not enough. You will need to support your feelings with thoughtful explanations and specific references to the movie itself. Express your opinion about the value or worth of the subject in order to help your readers decide whether or not to see the movie. Use the guidelines below to help with your review.

Searching and Selecting:

1. **Reviewing** - The subject of your review should be a movie that you have recently seen, a movie that you have strong feelings (positive or negative) about.
2. **Brainstorming** –If you’re having trouble selecting a subject, brainstorm for ideas with a few of your classmates.

Generating the Text:

1. **Collecting** – Gather your initial thoughts and feelings about your subject through free writing and prewriting. If on the other hand, you would like to proceed more carefully begin by developing one list identifying your subject’s strengths and another identifying any significant weaknesses. Continue exploring and collecting ideas as needed.

Generating the Text:

2. **Designing** – Read through your initial gathering, making some basic decisions about the organization of your writing. Remember that you can't and don't want to say everything. A movie review usually provides a few basic comments about the subject and then addresses two or three strengths and weaknesses in detail.

Writing and Revising:

1. **Writing** – Develop your first rough draft according to your planning and organizing. Make sure that you **hook** your reader's interest with your opening paragraph.
2. **Revising** – Review, revise and refine your writing until you feel it is ready to be proofread. Then give the movie review to a classmate for proofreading.
3. **Publishing** – Once your movie review has been proofread at least twice and you have two rough drafts rewrite your FINAL DRAFT according to your instructor's directions.

DUE DATE: _____

MOVIES

Indiana Jones and The Last Crusade (Last 16 minutes/What is your quest?)

Cool Runnings (Teamwork with team building activities)

Stand/Deliver

Rudy

Apollo 13 (Problem solving)

Patch Adams (Doing what you want; not following the "norm")

Pay it Forward (Community Service)

Failsafe (T.V. Remake/Technology/Moral Dilemmas)

Remember the Titans (Teamwork/Discipline)

Lion King (Leadership styles)

Dead Poets Society (Passion)

October Sky (Accomplishing a dream)

Emperor's New Groove (Selfishness/Teamwork)

Atlantis (Trust/Teamwork)

The Outsiders

Finding Forrester

Lean on Me

Save the Last Dance (Accomplish a dream)

Drumline (Teamwork)

Road Ahead

Directions:

In your groups:

1. Read the poem silently to yourself.
2. Go around your group and read the poem again—each person reading one line—until the poem is completed.
3. Discuss the following questions:
 - a. What are the “fates”? lines 1, 4, 29, 31
 - b. What does it mean in line 13
“...of giving all and saving none?”
 - c. What is the meaning of the poem expressed in a single sentence?
 - d. Why did the author choose the title, “The Road Ahead”?

The Road Ahead By George Moriarity

Sometimes I think the fates must grin
as we denounce them and insist,
The only reason we can't win is the
fates themselves have missed.
Yet, there lives on the ancient claim- we 5
win or lose within ourselves,
The shining trophies on our shelves can
never win tomorrow's game.
So you and I know deeper down
There is a chance to win the crown, 10
But when we fail to give our best,
We simply haven't met the test
Of giving all and saving none
Until the game is really won.
Of showing what is meant by grit, 15
Of playing through not letting up,
It's bearing down that wins the cup.
Of taking it and taking more
Until we gain the winning score
Of dreaming there's a goal ahead, 20
Of hoping when our dreams are dead,
Of praying when our hopes have fled.
Yet, losing, not afraid to fall,
If bravely we have given all,
For who can ask more of a man 25
Than giving all within his span.
That giving all, it seems to me,
Is not so far from VICTORY.

And so the fates are seldom wrong,
No matter how they twist and wind; 30
It's you and I who make our fates,
We open up or close the gates
On the ROAD AHEAD or the ROAD BEHIND

Road Ahead

In your groups:

Draw a collaborative poster depicting the meaning of the poem. Be sure to use a quote from the poem and that all members contribute to the creation of the poster. All members must sign the poster.

Please write the quote you have chosen here:

Name _____

Date _____

Period _____

The Road Ahead

1. What did you learn about yourself in this class over the last semester?
2. What activity has helped the most on your road to college success?
3. If you could change something about this class, what would it be?
4. List three things you learned this semester?
5. What was one problem you had this semester, and how did you solve it?

I look forward to seeing where the road leads you!!