***My Sister’s Keeper***

**Nick Casavetes**

**STOP 1**

**Campbell: “Good for you.”**

* **Summarize:** Briefly summarize the story to this point.
* **Take a Position:** What is at stake? Which character portrays the problem? Provide evidence to explain your answer.
* **Notice:** What lines of dialogue or actions point to a social issue?
* **T&T:** How can Campbell say, “Good for you.” What would you say?

**STOP 2**

**Anna: “I don’t want to do it anymore, Mom.”**

* **Summarize:** Briefly summarize the story to this point.
* **Take a Position:** What is at stake? Which character portrays the problem? Provide evidence to explain your answer.
* **Notice:** What lines of dialogue or actions point to a social issue?
* **T & T:** How can the doctor recommend this? If you were the parent, what would you choose?
* **Whole Class Conversation**
	+ **Create a Chart:**  *Social Issues Exposed in My Sister’s Keeper*
	+ **List Social Issues:** Gather issues students have identified in the first two sections viewed.

**STOP 3**

**Brian: “Sides? Are there sides now?”**

* **Take a Position:** Whose side are you on? State the character you would stand behind at this moment.
* **Notice:** List two or more pieces of dialogue, actions, thoughts that define the character’s stance/claim.
* **Focus:** Write the character’s stance/claim as you see it. Use words from the film in the stance/claim.
* **T & T:** Explain your choice using the 2-3 bits of evidence you collected during writing. As you talk and listen, you may add or change your evidence in your notebook.
* **Chart Character Stance/claims:** List the characters students’ side with. Write the character’s name and a stance/claim (selected from one student or through class consensus).
* **Create Character Groups:** Identify the character choices. Assign students to character groups. They will sit in character groups for class tomorrow: Anna’s will sit together; Sara’s will sit together, etc.

Choose one question Write for 7 minutes using details from the film or your own reading or knowledge.

* What social issue do you care about? Choose a social issue or an idea presented in the film and write why this issue matters to you.
* What in your experience makes you care about a social issue or idea exposed in the film? Provide specific examples or facts and reasons why it matters to you.

**STOP 4**

**End of Judge’s Chamber Scene**

* **Focus:** Are you still standing behind the character you chose a bit ago? Why.
* **Take a Position:** Write a stance/claim that clarifies this character’s position. Then writeas if you are talking to the character you want to stand behind. What would you say to him or her?Tell them why you believe in their stance/claim (viewpoint). Give them examples from the action and dialogue in the film to support your statements.
* **Character Group Share:** Group members should read around their responses. As they listen to each other, they will notice the evidence or reasons that seem most important. The writer will star the evidence that matters most to the listeners.The group will identify and record the repeated evidence, and select the most important bit of evidence.

**STOP 5**

**Taylor: “So I’m glad I’m sick.”**

* **Identify Multiple Views:** Create a t-chart. List dialogue and actions/events that support the two views the film suggests.

|  |  |
| --- | --- |
| Having cancerruined Kate’s life. | Having cancerimproved Kate’s life. |
|  |  |

* **State a Position:** Select one view and state your stance/claim.
* **Character Group Conversation:**
	+ Does your character agree with Taylor’s view?
	+ How did a life threatening disease impact the life of your character?

Choose one question for response. Write for 7 minutes using details from the film or your own reading/knowledge.

* How are the men in the family portrayed? Why would the screenwriter and director choose to present the men in this way? Provide specific examples to support your stance/claim.
* How are the women in the family portrayed? Why would the screenwriter and director choose to present the men in this way? Provide specific examples to support your stance/claim.

**Side-Write/Conversation**

Option 1: Male Characters

1. Why are the men so quiet? Why doesn’t Brian state his positions more clearly? What does he want? What is your opinion of him? Would you want him is a husband?
2. What does Jesse want when he comes home late? What position does he take in the conflict? Why? What is your opinion of him? Would you want him as a brother?

Option 2: Character dialogue

Select a single character to study. Review your notes. What words phrases seem to repeat or stand out in the evidence you have gathered or your writing about the film? How does the language a character uses impact the way he/she is viewed by other characters?

**STOP 6**

**End of scene with Kate and her sister discussing the law suit.**

* **Focus:** Are you still standing behind the character you chose yesterday? Why?
* **State Alternate Positions**: Which character doesn’t understand your viewpoint? Lists words and phrases taken from the character’s dialogue and voice-overs he/she uses to support his/her stance/claim or push his/her view on others? What is the tone of this language? How does it impact other characters?
* **State Your Position & Develop a Line of Reasoning:** Writeas if you are talking to this character. Begin with his/her opposing view inserting his/her words into the blanks below. Then state your stance/claim after “however.”

**You believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,**

*stance/claim of other-character’s view*

**and you point to this evidence in the film\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

 *key evidence of alternate view*

**I understand your position; however, I believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

*group-character’s view*

Here is one example that convinces me: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *key evidence*  and this is why it seems convincing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 *reasons and explanation*

Here is another example that convinces me:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and this is why it seems convincing \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

And if you see it from my view you will understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

  *conclusion*

Develop your argument with specific details, examples, and facts from the film. Carefully choose your language to be convincing to tell this character why his/her view is not valid.

* **Character Group Share:** Groups will share their responses; decide which character they want to speak to, and select one group member to speak for their character group. The speaker will state the stance/claim they believe this other-character needs to understand and give examples and reasons for this stance/claim. They will explain their thinking to create a line of reasoning that connects the examples/reasons.

***Teacher Role:*** *Play the role of Argument Police—as speakers talk. Define your job as listening for stance/claims, evidence and reasons. You will also be listening for emotional appeals that lack evidence. Speakers want to remove those appeals from their arguments.*

***Remind Speakers:*** *to state the stance/claim first and then take notes to listen for the pieces of evidence and the reasons. Point out the emotional appeals that lack evidence after the speaker talks*.

**STOP 7**

**Stop after Campbell’s epileptic fit**

* Viewing Notes: Students will take notes as they watch this part of the film. Anna reports the facts and opinions of the authorities in her Voice-Over.
* Reflect & Focus: What words from the court scene stay with you. Why do they seem important?
* T & T: Should Anna win her case or lose it? Use 2 facts from your list of notes taken from the court scenes and Anna’s voice-over to support your stance/claim.

Write for 7 minutes using details from the film or your own reading/knowledge. Select a social issue from the list you and your classmates created as you watched the film. Why is this issue important to you? How might this issue impact your life or the lives of people you know?

**STOP 8**

**T & T:** What do the family members who have come to visit see? What don’t they see? What should someone in the family tell them?

**STOP 9**

* **Focus:** Why is it important to know that Anna won?
* **Reread and Choose:** What social issue seems most important at the end of the film?
* **State Multiple Positions:** Write several claims that portray the multiple views (alternate and opposing views) on this issue.
* **Focus and State a Position:** Then write a precise claim using words from the film that seem appropriate and convincing.
* **Develop a Line of Reasoning:** Write a paragraph or two to support your claim. Provide examples from your notes to support your response.
* **T&T:** Does the ending help or hurt the social issue that matters to you in the film?

**Whole Class Conversation:** Which social issues matter most? Which ones are effective? Which ones needed more support? Can you connect specific characters to specific issues?