



SECOND CHANCE

DESCRIPTION

The Second Chance activity, inspired by Burke's *The English Teacher's Companion* (1998), asks students to imagine alternate outcomes in a text. Students explore these alternate outcomes by examining cause-and-effect relationships and then manipulating causes in order to explore alternate effects, such as what if a character made a different choice. The purpose of this activity is for students to engage in the text on a deeper level. This activity is effective with both fiction and non-fiction texts.

LEARNING STRATEGIES Inferring, Predicting

LESSON PLAN STAGE Investigation, Synthesis

SKILLS Sequencing, Interacting with a Text, Experience a Text

PREPARATION

- Select text.
- Read the text.
- Create or select a cause-and-effect graphic organizer.

ACTIVITY STEPS

TEACHING TIPS

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| 1 Introduce Second Chance activity. | <ul style="list-style-type: none">• Introduce students to Second Chance by asking them to think back on a decision they made and, if they could go back in time, how their decision might be different. Why? How would the outcome of their decision be different?• Make the connection for students that the Second Chance activity will allow them to go back in time and change the actions of characters and explore the possible effects. |
| 2 Model cause and effect graphic organizer. | Review with students the difference between a cause and an effect. Ask for student volunteers to share a few examples of cause and effect from their own lives, readings, or history. Model filling in the graphic organizer using the student examples and identify causes and effects. |



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3		Stress to students that they do not necessarily need to complete cause and then effect, but sometimes it may be easier to think about the effect first and trace back what may have been the cause.
4	Students complete cause and effect graphic organizer	Students will work independently or in pairs to find examples of cause and effect from the text. Teacher walks around and coaches students to ensure they are identifying key events in the text.
5	Share out of cause and effect graphic organizers.	Review the cause-and-effect graphic organizer as a whole class or in small groups. The purpose of the review is to make sure that students are able to distinguish between cause and effect.
6	Model character manipulation.	Model for students the manipulation of one character. Select a character from the text and change one behavior or decision they made in the text. Explore how that change would impact the character, other characters, or events from the story. What would be the effect of the change?
7	Students manipulate character actions and explore possible effects.	Students will change an action of a character and explore how that change may affect the character, other characters, or events. What would be the effect of this change? How might the character's world be different because of this change? This can be done by writing a paragraph or larger essay, on a graphic organizer, or orally.
8	Reflection on text	<p>If using a fiction text, students can reflect as the author and think about the author's decisions to have the character act in a certain way as opposed to the alternate action. Questions for reflection:</p> <ul style="list-style-type: none">• Why do you think the author chose to have the character make this choice as opposed to another choice?• How might this activity be useful for authors when writing a story? <p>If using a non-fiction text, students can reflect on the actions of a person in the text. Questions for reflection:</p> <ul style="list-style-type: none">• If reading about a president, why do you think the president made that choice in the situation rather than one of the other possibilities?• How might the world be different if his or her choice were different?
9	Reflection on life	<p>Questions for reflection:</p> <ul style="list-style-type: none">• How could this activity be applied to your own life or the lives of people you know?• What is the "life lesson" in this activity?