

ICEBERG - - -SEEING WHAT'S BELOW THE SURFACE

Pre-Writing – Getting your thoughts and ideas down on paper.

• EVENTS?
• EVENT SEQUENCE?
**LIST OR
TIMELINE**

• WHAT'S CHANGING? →
STOCKS
(Identify three more)
• HOW ARE THEY CHANGING?
**DRAW BOTG
IN THE BOXES** →

Fear

• WHAT ARE THE INTERRELATIONSHIPS?
**ADD ARROWS FROM STOCK TO STOCK
TO SHOW HOW THEY INFLUENCE EACH
OTHER.** →

• WHAT ATTITUDES AND BELIEFS AFFECT THE
STORY? NAME AT LEAST TWO AND TELL
HOW THEY AFFECTED THE STORY
**LIST AND EXPLAIN
TWO MORE
HERE** →

TEACHER QUESTIONS

- **What content do you want the students to understand?** _____
(That content is the focus of the iceberg and you should state clearly to the students the understanding that you expect them to demonstrate.)
- **What writing skills do you want the students to demonstrate? State clearly to the students that you are looking for demonstration of these skills.**
(A rubric might be helpful and/or examples of what would be considered mastery of the skills)

Organization of writing – use the following sequence

Paragraph 1 – Introductory (Could be a little overview of the events in the story)

Paragraph 2 – Description of one thing that was changing and how it changed

Paragraph 3 – Description of another thing that was changing and how it changed

Paragraph 4 – Closing (Summary of other paragraphs, personal reflection on what happened, etc.)

Inferences – use the same sequence as above but change the last paragraph to what might happen next and what makes you believe that is likely?

Finding evidence – use the same sequence but require evidence for paragraphs 2 and 3

Causality or Interrelationships – use the same sequence but paragraph 4 becomes connections between the two changes – how did they affect each other and paragraph 5 is the closing.

Paragraphs 2 and 3 could be about attitudes and beliefs and how they affected the story

Evaluative – similar to causality but students need to identify something as the most powerful change or the most powerful attitude and demonstrate why it is the most powerful by explaining what it influenced and why that was important in the story. Evidence could be required here also.

Transitions – any of the sequences above could require a transition sentence at the beginning of each paragraph.

**(Examples: Another characteristic that was changing over time was . . .
These changes affected each other in many ways.)**

NOTE: It is probably best to go through the iceberg and a sample writing based on a story that is familiar to every student. This gives them a model to follow. The model could be totally presented by the teacher and discussed by the class OR the class could do the model together and then individuals would repeat the process given the new focus (story, historical or current event, etc.)