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Stand and deliver worksheet

Print a double-sided movie guide for each student Previewing each question in the movie guide as you get to it before resuming the Pause movie at designated times in the movie guide and helping students if you need Discussion here is great. Encourage and allow students to share their ideas and thoughts for any questions Discourage students from simply copying answers If necessary, and if time permits, feel free to rewind and show important parts of the film for further analysis After completing short answers in the film guide, allow 5-10 minutes for each essay question at the end On average , completing this movie guide will require about 30-45 minutes additional to the length of the movie Try before you buy! Check out a variety of 100% free movie guides: Get an idea of these movie guides and see if this resource is right for you. I ask questions that require students to 'live' at the highest levels of Bloom's taxonomy. K12 Movie Guides is also on these other platforms: Digital PDF Version Tips Is intended for a paperless 1:1/Pad tablet Ask students to download a PDF editing app if they don't already have one. You also need to have a save function. I used Foxit PDF. Host the file. I used google drive to share a folder with students. When you're done, ask students to save the file to a designated google drive folder using a naming convention. (I use LastnameFirstnameMovieGuide.pdf) SUBJECTS — United States/1945 – 1991, Diversity and California; Mathematics; Literature/Literary Devices: development of characters, symbols, sub-art, sheets and irony; SOCIAL-EMOTIONAL LEARNING — Male Role Model; Self-esteem; Education; MORAL-ETHICS EMPHASIS — Reliability; Responsibility; Citizenship. AGE; 12+; MPAA Classification — PG; Drama; 1987; 105 minutes; Color. Available from Amazon.com. This film is a dramatization of the efforts of a math teacher, Jaime Escalante, at Garfield High School in Los Angeles, whose motivational skills and teaching techniques brought academic success to students accustomed to failure. In 1982, eighteen of his students passed the Advanced Calculation Placement Test, a success story clouded by accusations of deception when it was discovered that twelve of his students gave the same incorrect answer to a question on the test. The story reveals the response of the Educational Testing Service, the organization responsible for AP exams, and raises questions of racism. Not known to the filmmakers was strong evidence that the traps, in fact, were on the first AP exam. However, when retested under strict scrutiny, students passed a second exam. Selected Awards: Independent Spirit Awards 1989: Best Actor (Olmos); Best Director (Menéndez); 1988 Academy Award Nominations: Best Actor (Olmos); 1989 Golden Globe Nominations: Best Actor (Olmos); Best Supporting Actor (Lou Diamond Phillips). Featured Actors: Highlights: James Olmos, Lou Diamond Phillips, Rosanna De Soto, Andy Garcia, Will Gotay, Ingrid Oliu, Virginia Paris, Mark Eliot. Director: Ramón Menéndez. Stand and Deliver is inspiring for all students. It also shows how, with hard work, the barriers of an disadvantaged fund can be overcome. There is a clear and obvious use of various literary devices. Students will recognize and explain the literary devices of symbol, aluminum foil and irony and the use of these devices to clarify the subject. Students will exercise their writing skills. Smoking, alcohol consumption and allusions to sexuality are shown in the film. There are many incidences of blasphemy. Film telescopes four years of studying mathematics in a year and presents an inaccurate interpretation of the facts related to the dispute with the STD. Point out to your child that students who may have cheated on a question still passed enough of the test to get a good grade on the test. Let them know that, as in most cheating incidents, the victim is the person who cheats; him or her is getting hurt. This film shows that teenagers from disadvantaged backgrounds can accomplish incredible things when they are properly motivated and assisted by a good teacher. There is also strong evidence that twelve Garfield High students who passed the AP Calculation test in 1982 misled a problem; a question for which everyone got the same wrong answer. It is clear that these students learned calculus and this fact does not undermine the message of the film. However, the evidence of cheating gives an interesting twist to the dispute with the STD. It also offers the opportunity to teach students about due process in modern society and some of the problems with deception. See teaching opportunities (5) and (6) below. This Learning Guide explores Stand and Deliver teaching opportunities in six areas: After the film has been seen, engage the class in a discussion about the film. 1. Changes in Angel's clothes are a symbol that means something about her character in a way that is related to one of the themes of the story. What is the change and how does this change relate to the issue? Suggested answer: At the beginning of the film, Angel's clothes mean he's in a gang. In the end they were well pressed and fashionable, part of the dominant culture. This shows that Angel was transformed by the experience of working hard in the class and then mastering calculus. 2. What is revealed in Angel's character when he negotiates with Mr. Escalante to keep a book at home and how does this incident illustrate one of the main barriers to success young people like Angel? Suggested answer: Angel wants to keep a book at home so her friends don't see him as a serious student. In both gangs and many friendship groups, academic success is a sign of abandoning the circle of disloyalty and the desire to be part of the dominant culture. 3. Two of the main characters in the film have pictures: less important characters that are different from the main characters in a way that points to the theme. Identify the pictures and describe how their differences with the main characters point to the topic. Suggested answer: The lady who was the head of the mathematics department who doubted that students could learn calculus and believed they had probably cheated was a picture for Mr. Escalante. She didn't think students could face the calculus challenge and she thought they were cheating. Mr. Escalante believed in his students, had high expectations for them and did not believe they had cheated. Angel's friend, who tried not to learn anything and didn't grow up from gang life, was the role of Angel. He remained trapped in the band while Angel was able to get up from it. 4. Suppose students cheated on the free answer question #6. There's an irony in this fact. What is it? Suggested answer: First of all, these students didn't need to cheat. They passed the test the first time without any credit in FRQ #6 and then passed a different AP calculation test when given the second time. Second, in their effort to cheat, they got the wrong information and the wrong answer. In other words, the traps did not help students get their approval ratings the first time and suffered a substantial penalty when they had to take the test again. This is an example of situational irony. 5. Suppose students cheated on the free answer question #6. How does that affect the film's core messages? Suggested response: Two of the main messages are that (1) inspired students can achieve wonders if they have teachers who have high expectations and (2) something very good for math education and for the Latino community happened at Garfield High while Mr. Escalante was teaching there. Whether or not Mr. Escalante's students misled a question because of the pressure they had and their inability to resist temptation, they still learned calculus. It is obvious that they worked hard and mastered the material, as they passed the test again when the ETS monitors were present. Therefore, the evidence that they misled in the question of free answer #6, does not deny its achievement in mastery of calculation. 1. Do you think Mr. Escalante is a role model for a teacher? 2. The film shows some of Mr. Escalante's errors. Can you describe three of them? SELF-ESTEEM 3. Would you be willing to give up your mornings, afternoons and weekends, and a good part of your summer to yourself that you could learn calculus and pass the AP Calculation test? 4. Describe the corrosive effects of loss of self-esteem for students in this film before meeting Mr. EDUCATION 5. One of Mr. Escalante's special qualities was that he had high expectations for his students. What is the importance of a teacher's expectations for a class? 6. Did Mr. Escalante do the right thing by going to the family-owned restaurant of one of his students to persuade the girl's father to allow him to attend the extra calculus classes? What is the appropriate role for a teacher when communicating with a student's family? 7. Describe some of the techniques Mr. Escalante used to keep his students interested in Class 8. Remember the lady who was the head of garfield High School's math department? This teacher had low expectations for her students and thought Mr. Escalante's students had cheated. What made you have these attitudes? 9. What does this film tell you about the special contributions inspiring teachers can make to their students and their community? TRUSTWORTHINESS (Be honest; Do not deceive, deceive or steal; Be reliable: do what you say you will do; Have the courage to do the right thing; Build a good reputation; Be loyal: keep our father, friends, and country)1. The ETS faced solid evidence that students had cheated. This arose from their incorrect answers to the #6 free answer question, in which most of the class applied the same incorrect formula to the problem and made an identical mistake in simplifying a fraction, a type of calculation they had been doing correctly since sixth or 7th grade. Suppose students cheated on the free answer question #6. Discuss the role of the law of unintended consequences in the outcome of this situation. 2. Suppose students cheated on the free answer question #6. Describe three reasons why cheating at school is not a good idea and how this relates to the situation of students in Mr. Escalante's class. Persevere: keep trying; Always do your best; Use self-control; Be self-disciplined; Think before you act —consider the consequences; Be responsible for your choices) 3. Many teachers and school administrators, as well as children and parents have seen this film. Why aren't all children taking the AP Calculation exam or participating in some other specialized effort to excel? And you? Are you making any special efforts in your life to excel? 4. Mr. Escalante became angry with Angel and unfairly punished him. The only reason this had no disastrous consequences was that Angel was engaged and witty. How does this incident demonstrate the need for self-control by both Angel and Mr. Escalante? Assignment, Projects and Here. The books that can be read along with this film are biographies of people from disadvantaged backgrounds who nevertheless excelled in their work. Examples are Victor Chavez's Salt If You Can, Yes I Can For Davis, Jr. and Bill Russell's Go Up for the Glory. Jaime Escalante: Sensational Teacher by Ann Byers, 1996, Enslow Publishers, Inc., Springfield, N.J. was written for students age 6 to 9. Escalante: The Best Teacher in America by Jay Mathews, 1988, Henry Holt and Company, New York, is a large-scale biography of Mr. Escalante. Another wonderful book is Helen Keller's The Story of My Life (1902). Supplemental Materials Here. CCSS anchoring standards here. Here.

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